

# BALANCED BUDGET 2007

*Ministry of  
Advanced Education*

## **2007/08 – 2009/10 SERVICE PLAN**

February 2007



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## Message from the Minister and Accountability Statement

It is my pleasure to present the Ministry of Advanced Education  
*2007/08 – 2009/10 Service Plan.*

British Columbians can be proud of our post-secondary education system. We have a high-quality university sector, and an equally high-quality system of comprehensive community colleges, university colleges and specialized institutes, as well as a diverse private post-secondary education sector. Our transfer system offers a high degree of mobility between institutions. But to ensure excellence moving forward, our system must respond to a rapidly changing global environment, as we seek not only to maintain our high standards but exceed them.

That is why the Ministry of Advanced Education launched a consultative process called Campus 2020. We want to ensure the province continues to succeed and is well-positioned to leverage maximum value from its current seven-year Strategic Investment Plan, and to ensure the system is well equipped to meet and exceed the learning needs of future generations.

Campus 2020 is about thinking ahead and about imaginative, creative ideas. It is connecting the opportunities of higher education, training and lifelong learning to the health and sustainability of our communities, our economy and our province.

British Columbia's public universities are among the most affordable in Canada and, for the second straight year, tuition fees at B.C.'s publicly-funded universities are the fourth-lowest in Canada. And now that B.C. tuition fees are again near the national average, tuition increases are limited to the rate of inflation.

I am proud of British Columbia's role as a national leader and innovator in education. That role is supported by our government's Five Great Goals for British Columbia's future. This government has proven we can lead our province towards the fulfillment of its rich potential, reinforcing B.C.'s reputation as the best place on earth to raise a family, live, work, visit, invest — and pursue an education.

Our Pacific Leadership Agenda capitalizes on our potential as Canada's Pacific Gateway to North America. We will improve our competitiveness and productivity through education. We promised to create 25,000 student spaces by 2010, and we have already funded almost 12,000 of them. This year we are adding 2,500 new graduate spaces, for master's and doctorate students.

We have also committed more than \$700 million dollars to improve and expand our campuses across the province. We are making new research investments in everything from life sciences to natural resources. We are working to enhance B.C.'s capacity for innovation

to improve our productivity, competitiveness and prosperity. We will continue to increase opportunities for students to train in high demand fields such as nursing and medicine.

The Ministry of Advanced Education *2007/08–2009/10 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of February 12, 2007, have been considered in preparing the plan, and I am accountable for achieving the specific objectives in the plan.

A handwritten signature in black ink that reads "Murray Coell". The signature is written in a cursive style with a large, stylized initial "M".

Honourable Murray Coell  
Minister of Advanced Education  
and Minister Responsible for Research and Technology

February 12, 2007

# Table of Contents

<b>Ministry Overview</b> .....	5
Purpose of Ministry.....	5
Vision, Mission and Values.....	8
<b>Strategic Context</b> .....	9
<b>Core Business Areas</b> .....	14
<b>New Relationship</b> .....	16
<b>Goals, Objectives, Strategies and Results</b> .....	17
Overview.....	17
Ministry Goals.....	17
Linkage to the Five Great Goals.....	17
Cross Ministry Initiatives.....	19
Regulatory Reform.....	19
Citizen-Centred Service Delivery.....	20
Performance Plan.....	21
Performance Plan Summary Table.....	21
<b>Resource Summary</b> .....	38
Resource Summary: Public Post-Secondary Institutions.....	39
Major Capital Projects.....	39
<b>Appendices</b> .....	41
Appendix 1: List of Legislation Administered by the Ministry.....	41
Appendix 2: Updated Method of Counting Student Full-Time Equivalents for Central Data Warehouse Reporting Institutions.....	42



# Ministry Overview

## Purpose of Ministry

The Ministry of Advanced Education provides leadership and direction, establishes policy, and provides funding to the post-secondary system and to the research and technology sector. The Ministry also provides financial assistance to students. The public benefits of post-secondary education include providing people with knowledge, skills and training that communities, employers and entrepreneurs need, as well as enabling citizens to participate in all aspects of society. The public benefits of research and innovation include the economic activity and jobs produced through commercialization and the expansion of knowledge.

The majority of public services for which the Ministry is responsible are delivered by institutions and organizations within the public post-secondary system and within the research and technology sector. Various mechanisms are in place, such as legislation, funding agreements and reporting requirements, to ensure accountability for public funds.

Public post-secondary institutions in British Columbia, like those in other provinces, have a significant and appropriate degree of autonomy from government in many areas. This autonomy allows institutions the necessary independence to determine how to effectively meet the needs of their students, their communities and the province. These institutions develop and deliver programs and courses, provide education and training to students, undertake research, and serve the educational needs of their communities.

“An Accountability Framework for British Columbia’s Public Post-Secondary Institutions” recognizes the autonomy of institutions and the need for government to address post-secondary priorities. The Framework supports funding agreements and reporting requirements that emphasize outcomes or results. The Ministry consults with representatives from public institutions to ensure that performance measures targets are reasonable while reflecting government’s priorities. Expectations are communicated to institutions in annual budget and accountability letters, which outline Ministry funding to be provided and targets. Public institutions allocate Ministry funding as they consider necessary to meet their targets, and provide the Ministry with information needed to ensure accountability for results and use of public funding. Each year, institutions also issue three-year service plans to inform the public of their goals, objectives, measures and targets, and annual reports to inform the public of the results achieved. The Framework was reviewed in 2006/07 to assess its current operation. Options for future development are being considered.

The internal and external governance and accountability structures for most public post-secondary institutions are set out in legislation. The legislation provides for boards of governors with responsibility for operational and financial matters. Statutes also outline academic

governance structures with responsibility for decisions concerning academic matters such as credentials, curriculum and standards. See Appendix 1 for a list of legislation administered by the Ministry.

In addition to public post-secondary institutions, British Columbia also has a diverse private post-secondary sector that offers a range of education and training programs including degrees (e.g., theological), career training, and English as a Second Language. Unlike their public counterparts, private post-secondary institutions are not funded by the Ministry. However, private degree granting and career training institutions are subject to legislative and regulatory frameworks including the *Degree Authorization Act* and the *Private Career Training Institutions Act*.

The Ministry's expanded mandate for research and technology includes oversight of existing initiatives: funding contributions to provincial research organizations such as Genome British Columbia; internship funding for graduate students; the Premier's Technology Council and British Columbia Innovation Council<sup>1</sup>; research funding, for example, to the British Columbia Knowledge Development Fund and Leading Edge Endowment Fund; and inter-ministry collaboration and partnership on research initiatives. Research-related initiatives under development are also overseen by the Ministry.

The Ministry also works with the Knowledge Network, the province's public educational broadcaster. The Network was part of the Open Learning Agency, which is in the process of winding down. New legislation for the Knowledge Network is planned for 2007.

The Ministry provides direct service to the public through administration of the British Columbia Student Assistance Program, which provides loans and grants to eligible post-secondary students for education and living costs. The Program is a needs-based, publicly-funded program created to help eligible students with the costs of post-secondary studies while enrolled at public and designated private institutions. Also administered are: merit-based scholarships; bursaries targeting labour market demands; other programs on behalf of the federal government and other provincial ministries and agencies; and the Canada Millennium Scholarship Foundation Bursary. The Ministry is also responsible for ensuring the loans it provides are repaid by the students once their studies are completed. As a result, it expects designated institutions to focus on student success — avenues to retain students until the completion of their program and to ensure their overall employability is improved. The Ministry monitors default rates as part of its obligations under the Pan-Canadian Designation Policy Framework, which is in place to address taxpayer protection, accountability, informed choice and consumer protection for government student loans.

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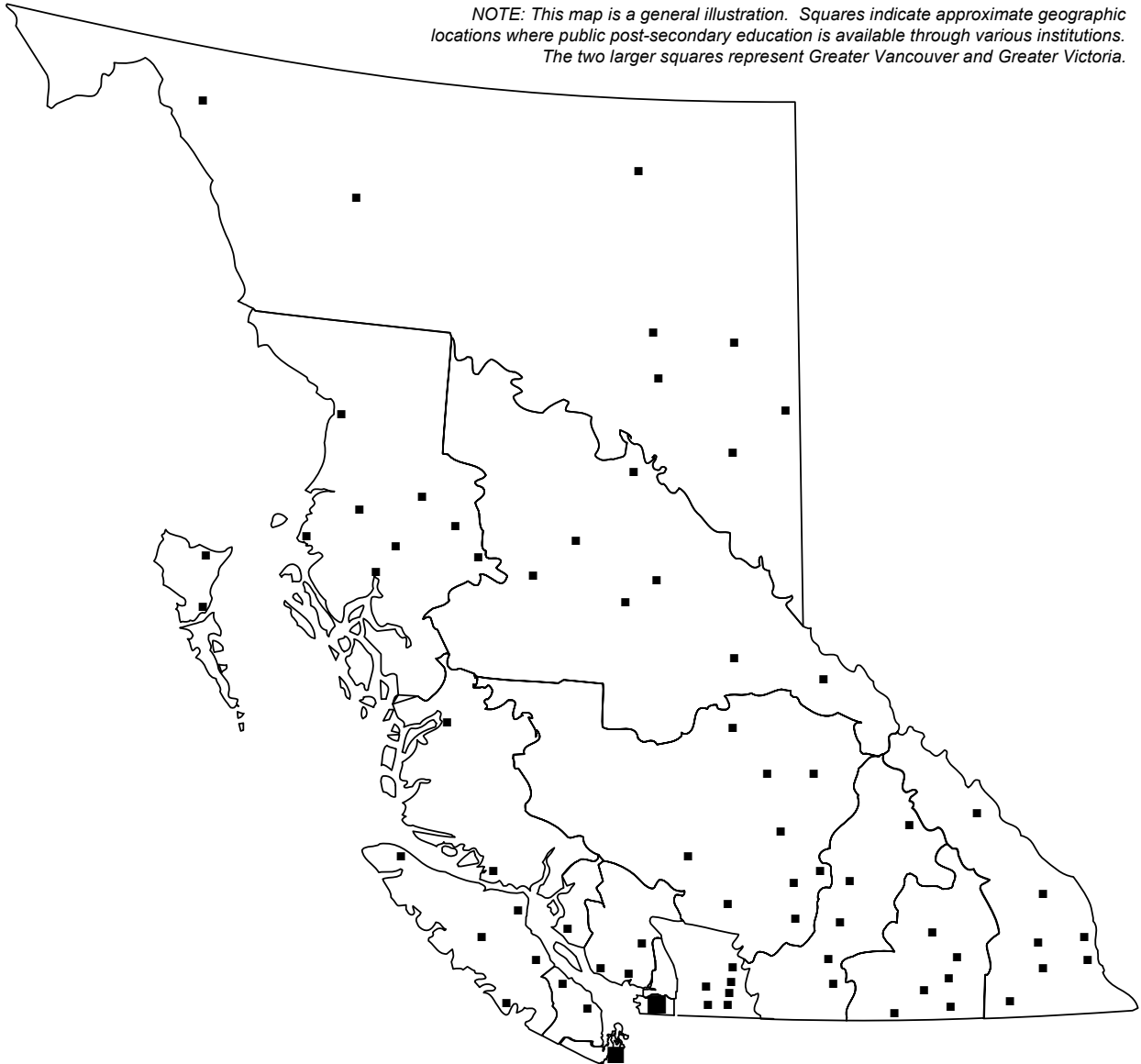
<sup>1</sup> As a Crown agency, the British Columbia Innovation Council conducts its affairs at arms length from Government. Crown corporations publish their own service plans and annual reports, separate from those of the Ministry and according to Crown Agencies Secretariat guidelines.



The following map shows that public post-secondary education programming is available at many locations across the province. Public post-secondary education is also available online through BCcampus. In addition, over 500 private post-secondary education institutions are located throughout the province.

### **Public Post-Secondary Education Widely Available in B.C.**

*NOTE: This map is a general illustration. Squares indicate approximate geographic locations where public post-secondary education is available through various institutions. The two larger squares represent Greater Vancouver and Greater Victoria.*



## Vision, Mission and Values

### Vision

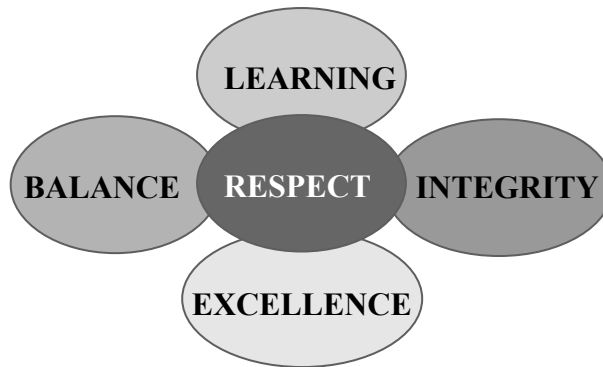
Enabling British Columbians to prosper through education, training, research and innovation.

### Mission

To provide leadership in delivering excellent, accessible post-secondary education for learners and enabling an integrated and dynamic approach to research and innovation.

### Values

The following values guide the Ministry in its work.



# Strategic Context

## External Risks and Opportunities

### Demographic Shifts

Demand for post-secondary education will result from continued population growth and increased migration. In particular, there will be more emphasis on life-long learning and English as a Second Language programs, along with increased need for more choice and flexibility in post-secondary education.

The British Columbia population is growing, reaching over 4.25 million in 2005, an increase of 1.3 per cent from 2004. In 2005, B.C.'s population growth rate surpassed the Canadian national average. The median age of the B.C. population continues to increase, and even though the number of births is expected to slowly increase over the next decade, natural increase (births minus deaths) will continue to decline due to an increased number of deaths.

The youth population that comprises the majority of the post-secondary enrolments is projected to grow until 2011. Within this population group, growth is strongest in the 25 to 29 year age group. The population of school aged children (5 to 17 year olds) is not projected to grow again until 2015.

As a result of the changing demographic situation, the major factor driving population growth will be migration to British Columbia. Between now and 2031, international migration will account for just under two-thirds of the population gain, while inter-provincial migration will account for just over one-third of the population gain.

### Labour Market Pressures

The educational attainment of the labour force is a significant factor in maintaining and advancing economic growth in British Columbia. Employment projections for this decade suggest that 70 per cent of new and replacement job openings will require some post-secondary education and training. In 2005, 64 per cent of the labour force had some post-secondary education or training.

In addition, as the population ages, implications for the labour market are that significant portions of the workforce will be eligible for retirement. This may result in labour pressures in many sectors.

To help address labour market pressures, the Ministry has committed to improving access and expanding the post-secondary education system by adding 25,000 new student spaces by 2010. Many of the new spaces are targeted to strategic skill areas such as health care. For example, new medical programs have opened in northern B.C. and on Vancouver Island; another is planned for the Okanagan.

In addition to increasing post-secondary capacity targeted to labour market needs, the Ministry maintains an active interest in and provides support for skilled technical and trades training. Much of this training in British Columbia is delivered through public post-secondary institutions.

Growth in British Columbia's economy continues and is forecast to remain strong for the medium-term. The 2010 Olympic and Paralympic Winter Games will create national and international exposure for B.C. and open new opportunities. The Asia Pacific Initiative, in combination with other provincial projects, has the potential to lead to increased economic, educational and social partnerships with Pacific nations.

Demand for post-secondary education and skilled labour will rise and meeting this demand is necessary to sustain strong provincial economic growth. The post-secondary system will need to continue to respond to the growing needs of the B.C. labour market.

### **Productivity, Competitiveness and Prosperity**

To improve the province's productivity, competitiveness and prosperity, B.C. needs to maintain and expand its focus on research and innovation. At present, B.C.'s productivity rate is fifth in Canada, behind that of Alberta, Ontario, Quebec and Saskatchewan according to the BC Progress Board.<sup>2</sup> B.C.'s number of highly qualified personnel per capita ranks sixth in the country. The BC Progress Board, B.C. Competition Council and Business Council of British Columbia have all indicated that increasing B.C.'s productivity is a vital component of improving the economic prosperity of businesses, individuals and society at large. Private and public sector investment in research and innovation is considered an important contributor to increasing productivity. The risk of not moving forward with an aggressive agenda to improve B.C.'s research and innovation capacity is that B.C.'s productivity, competitiveness and prosperity levels may fall further behind other jurisdictions. In response, the Ministry is developing a comprehensive Research and Innovation Framework which will allow B.C. the opportunity to substantially improve its position.

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<sup>2</sup> "Building on our Progress — Striving for Excellence" Sixth Annual BC Progress Board Benchmarking Report, BC Progress Board, December 2006. <http://www.bcprogressboard.com/index.php>

## **System Strengths and Challenges**

### **Strengths**

One of the strengths of the B.C. post-secondary education system is quality. Mechanisms for assessing system quality include institutions reviewing their programs and obtaining student feedback and participation; Ministry funded outcomes surveys of students; the Degree Quality Assessment Board; and the Private Career Training Institutions Agency. The quality of the system can be gauged by the fact that 27,000 public post-secondary international students were attracted to study in the province in 2004/05. As well, a number of the world's top scientists became B.C. Leadership Chairs and also were recruited for specific research areas, such as the B.C. Spinal Cord Research Facility.

A second system strength is the transfer system. The B.C. transfer system enables students to receive credit for courses and programs completed at B.C. institutions (both public and private) when pursuing further education at other B.C. institutions. The majority of B.C. students in the past four years indicated through surveys that they were 'very satisfied' or 'satisfied' with their transfer experience. The course-to-course transfer database is available at: <http://www.bctransferguide.ca>

### **Challenges**

The public post-secondary system has a large degree of autonomy from government, allowing institutions independence to serve students, the community and the province. The Ministry influences results largely through funding and policy. Some aspects, such as number of seats provided, are primarily influenced by the Ministry through funding. Other aspects, such as completing programs, are, to a great extent, up to students and the decisions they make.

## **Key Strategic Issues/Priorities**

### **Aboriginal Post-Secondary Education**

Aboriginal people are a growing part of B.C.'s population, and will play an increasingly important role in the labour market. Aboriginal people have been underrepresented in obtaining post-secondary education. This has a significant impact on their success in the labour market and the future prosperity of B.C. The Ministry works to improve access to higher education for Aboriginal learners so they have the opportunity to participate fully in B.C.'s growing economy. The Ministry continues to support the government's efforts to build a New Relationship with Aboriginal people, and works with partner ministries to ensure a coordinated approach to Aboriginal issues. Strategies to address the priority, Aboriginal Post-Secondary Education, are outlined in the Performance Plan section under Goal 1, Objective 2.

### **Adult Literacy/Lifelong Learning**

Many adults have not achieved the level of learning that they need to reach their goals in the modern economy. To meet these learners' needs, the Ministry supports literacy and Adult Basic Education programs. Literacy is the first Great Goal in the government's Strategic Plan, and is defined as the ability to understand and use printed information in daily activities at home, at work and in the community to achieve one's goals and to develop one's knowledge and potential. In the 2003 International Adult Literacy and Skills Survey, one million B.C. adults aged 16-65 did not have the literacy skills considered to be a suitable minimum level for handling the increased demands of the modern economy. The Ministry supports learners in communities around B.C. through the Community Adult Literacy Program. Adult Basic Education programs at institutions provide courses ranging from basic literacy to secondary school completion to help students get better jobs or move on to post-secondary education and training. The Ministry is working closely with other ministries to increase adult literacy and ensure that all British Columbians can meet their lifelong learning goals. Strategies to address the priority, Adult Literacy/Lifelong Learning, are outlined in the Performance Plan section under Goal 1, Objective 2.

### **Private Post-Secondary Education Quality**

A strong private post-secondary education sector ensures there will be greater access and choice for B.C. students. The Ministry has established quality assurance processes to ensure the public interest is safeguarded, that students are protected, and that institutions are credible and are offering the highest quality programs. Quality assurance includes providing consumer protection to the students of registered institutions, ensuring that accredited institutions meet standards of quality, requiring degree programs to meet minimum standards, and ensuring private institutions have ministerial consent to offer and advertise degree programs, grant degrees, and use the word "university" in the province. Strategies to address the priority, Private Post-Secondary Education Quality, are outlined in the Performance Plan section under Goal 1, Objective 4.

### **Research and Innovation**

British Columbia has a reputation for leading-edge research. By generating new knowledge and training highly qualified graduates, research and technology makes important contributions to innovation in B.C.'s economy. The Ministry continues to support research and technology within the province through its investment in research activities in B.C.'s public post-secondary institutions and other organizations, and through development of various initiatives. Ongoing strategic investment in research and innovation is required to enhance the province's productivity, competitiveness and prosperity. The Ministry leads the Interministry Research and Innovation Committee, which serves to enhance linkages and communication about key research and innovation initiatives among ministries. Strategies to address the priority, Research and Innovation, are outlined in the Performance Plan section under Goal 2, Objectives 1 and 2.

### **Strategic Investment Plan**

The Ministry continues with implementation of the Strategic Investment Plan, begun in 2004, to add 25,000 seats to the post-secondary system by 2010. As part of the Plan, the Ministry will be adding 2,500 new graduate student spaces in 2007/08. Challenges associated with adding new seats to the system include expanding facilities, hiring more faculty and staff, and student demand being affected by the strong economy and demographic changes. Increasing graduate spaces brings its own set of challenges, such as meeting the demand for more equipment and lab space. Strategies to address the priority, Strategic Investment Plan, are outlined in the Performance Plan section under Goal 1, Objective 1.

### **Student Financial Assistance**

The government is committed to ensuring all British Columbians have the opportunity to access, continue and complete their post-secondary education. The Ministry coordinates with its federal partners to provide financial assistance to students who have demonstrated financial barriers exist and are preventing access to post-secondary education. The Ministry aids students through the provision of loans, grants, scholarships and bursaries. It also helps students to reduce debt through various other award programs. Students who have high costs associated with their post-secondary education and limited resources are a risk in terms of increasing the number of learners who complete post-secondary education. Collaboration with stakeholders and provincial, territorial and federal working groups to address student financial assistance issues is essential and ongoing. Debt load and income upon graduation will be regularly monitored to determine the efficacy of British Columbia's student financial assistance and repayment programs. Strategies to address the priority, Student Financial Assistance, are outlined in the Performance Plan section under Goal 1, Objective 2.

# Core Business Areas

The Ministry's core business areas are:

## **1. Educational Institutions and Organizations**

The Ministry provides funding to British Columbia's public universities, university colleges, community colleges, institutes, and other organizations that support the province's public post-secondary education system, as well as supporting research, scholarships, and other initiatives related to post-secondary education.

## **2. Student Financial Assistance**

Student financial assistance is provided to make post-secondary education and the associated personal and social benefits accessible to all students. It is available to eligible students at the post-secondary level attending public and designated private institutions. It combines repayable loans, non-repayable assistance, scholarships, bursaries, targeted labour market bursary incentives and debt reduction measures. In addition, the Ministry manages student aid programs on behalf of the federal government, the Canada Millennium Scholarship Foundation and other British Columbia ministries and agencies.

## **3. Debt Service Costs and Amortization of Prepaid Capital Advances**

The Ministry provides funding to public post-secondary institutions to finance capital projects, including upgrades, renovations, replacements, expansions, and new facilities and equipment. The Ministry services the debt associated with these projects and amortizes the resulting assets over their economic lives.

## **4. Research and Innovation**

The Ministry is also the Ministry Responsible for Research and Technology in the province. The Ministry supports research and technology, as well as teaching (via the Educational Institutions and Organizations core business), through operating grants to universities; provides funding to provincial research organizations, such as the British Columbia Innovation Council; oversees the Premier's Technology Council and British Columbia Knowledge Development Fund; and supports inter-ministry collaboration and partnership on research initiatives.

## **5. Executive and Support Services**

The Ministry provides leadership, establishes policy, and administers accountability and planning processes for British Columbia's public post-secondary education system. The Ministry also establishes policy and legislative frameworks for private post-secondary institutions, and supports the Degree Quality Assessment Board, which administers a quality assessment process for new degree programs at public and private post-secondary institutions. The Ministry is supported by staff in the Ministry of Education in the areas



of human resources, information privacy<sup>3</sup>, records management, financial management, and information systems. The Ministry of Advanced Education's Information Resource Management Plan Overview is at:

<http://www.aved.gov.bc.ca/publications/irmp/welcome.htm>

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<sup>3</sup> Research using student information may be done in conjunction with other ministries and post-secondary institutions. To exercise due diligence regarding this type of personal information, information sharing agreements between the government and institutions are developed in accordance with privacy protection provisions of the *Freedom of Information and Protection of Privacy Act*.

## **New Relationship**

The Government of British Columbia is leading the nation in developing a New Relationship with First Nations and Aboriginal people. Guided by principles of trust, and by recognition and respect of First Nations rights and title, we are building a stronger and healthier relationship between government and Aboriginal people. By working together, we will bring tangible social and economic benefits to Aboriginal people across the province and narrow the gap between Aboriginal people and other British Columbians.

In November 2005, the Province, the Federal Government and the Leadership Council representing the First Nations of British Columbia signed the Transformative Change Accord to: close the social and economic gap between First Nations and other British Columbians, reconcile Aboriginal rights and title with those of the Crown, and establish a New Relationship based upon mutual respect and recognition.

It is important for Aboriginal learners to participate in the post-secondary system and complete their studies on a level comparable to non-Aboriginal learners. To support this work and contribute to a New Relationship with First Nations and Aboriginal People, the Ministry will develop and fund initiatives for Aboriginal learners.

Last year, stakeholders were consulted regarding the proposed Aboriginal Post-Secondary Education Strategy. In response to the consultation feedback and with the view to close the gap for Aboriginal learners, the Ministry will revise the Aboriginal Post-Secondary Education Strategy. The objective of the strategy is to increase post-secondary participation and success rates among Aboriginal learners.

The Ministry will work with the Ministry of Aboriginal Relations and Reconciliation on the Transformative Change Accord Implementation Plan, Ministry of Education on Enhancement Agreements<sup>4</sup>, Ministry of Economic Development on Aboriginal trades training initiatives, and Ministry of Health on the Aboriginal Health agenda.

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<sup>4</sup> Partnership agreements with school districts.

# Goals, Objectives, Strategies and Results

## Overview

### Ministry Goals

At the most fundamental level, all the work undertaken by the Ministry and our system partners is done to fulfill the following two goals:

**Goal 1:** Excellent public and private post-secondary education that meets the needs and aspirations of British Columbians;

**Goal 2:** Excellent research and innovation that supports economic and social development.

### Linkage to the Five Great Goals

The Government of British Columbia has identified Five Great Goals to be achieved by 2015. These goals will guide activities and focus efforts across all ministries and government organizations. The three Great Goals most relevant to the Ministry are listed below. Each is followed by a short description of how it will be fulfilled in part by the work of the Ministry of Advanced Education and our partners in post-secondary education, and research and technology.

#### **Make British Columbia the best-educated, most literate jurisdiction on the continent.**

This goal pervades all activities of the Ministry of Advanced Education. The advanced education sector's contribution to reaching this goal will be made by increasing opportunities for post-secondary students. Specific activities will include:

- expanding the public post-secondary system by adding 25,000 student spaces by 2010;
- devoting some of the 25,000 spaces to programs linked to government's key economic and social priorities, such as health care;
- funding 2,500 new graduate student spaces;
- reducing barriers to post-secondary education by expanding student financial assistance programs, including debt reduction, interest relief and loan forgiveness;
- broadening efforts to improve post-secondary participation and success for Aboriginal learners;
- enhancing programs designed to improve adult literacy and basic skills, including community-based literacy programs, specific programs and initiatives for Aboriginal people, workplace literacy programs, English as a Second Language, Adult Basic Education and Adult Special Education;
- supporting online learning in British Columbia by expanding cross-institutional connections and student services via BCcampus;

- expanding the international reach of our post-secondary institutions by promoting British Columbia as a destination for international students and supporting study abroad by domestic students; and
- supporting an integrated, quality post-secondary education system, that includes both public and private institutions, to expand student opportunities, access and choice.

**Build the best system of support in Canada for persons with disabilities, those with special needs, children at risk, and seniors.**

The advanced education sector's contribution to reaching this goal will include:

- providing student financial assistance programs;
- funding Adult Special Education programs and services that help people with disabilities participate in post-secondary education, including Disability and Interpreting Services, Colleges and Institutes Library Service, Post-Secondary Communication Access Service, Program for Institutional Loans of Adaptive Technology, and the Assistance Program for Students with Permanent Disabilities;
- supporting public post-secondary institutions' efforts to offer a variety of programs that prepare students for positions in child protection, mental health services, hospitals, schools, youth correction agencies, infant development programs and other related areas; and
- funding capital construction in public post-secondary education institutions that expand access for students with physical disabilities.

**Create more jobs per capita than anywhere else in Canada.**

The advanced education sector's contribution to reaching this goal will be made by supporting partnerships between post-secondary institutions and industry, and by ensuring post-secondary education is responsive to the needs of the economy. The Ministry's investments in research and innovation will also play a role by increasing the number of highly qualified personnel within the province and by encouraging the development of new businesses through the commercialization of research and innovation. The Ministry undertakes labour market research to analyze labour requirements and develop relevant training and education strategies. Specific activities will include:

- increasing graduate student programs at post-secondary institutions by funding 2,500 new graduate student spaces including internships to support university-industry linkages and research;
- exploring options for building regional capacity for innovation through partnerships between post-secondary institutions and local industry;
- supporting programs and initiatives at post-secondary institutions to train students in high-demand fields and provide the knowledge, skills and training that entrepreneurs need to open businesses and create jobs; and
- supporting international education activities which have an economic impact; for example, creating 6,000 jobs for British Columbians in occupations such as teaching international students.

## **Cross Ministry Initiatives**

The Ministry of Advanced Education will cooperate with other ministries and government organizations to meet government priorities in areas of overlapping responsibility. Cross ministry initiatives the Ministry is involved in are discussed below.

### **Literacy**

The Government of British Columbia has set a goal to make B.C. the best-educated, most literate jurisdiction on the continent. To be considered literate, a person has sufficient reading skills to understand and process printed information encountered in everyday activities. The Ministry of Education is leading the development and implementation of the Provincial Literacy Action Plan — ReadNow BC — to help British Columbians improve their reading skills. The Ministry of Advanced Education will work with the Ministry of Education, Ministry of Attorney General and other ministries to achieve the goal. Activities will include supporting programs to improve adult literacy, such as community-based literacy, Adult Basic Education, English as a Second Language training and a workforce essential skills initiative. Specific programs will be developed to support literacy in those communities that face the greatest literacy challenges, including Aboriginal and immigrant communities. Enhanced clarification of learning outcomes and articulation of benchmarks will support learner transitions.

### **Asia Pacific Initiative**

The British Columbia Asia Pacific Initiative ensures the province has a coordinated and targeted strategic plan in place that takes full advantage of B.C.'s Pacific Gateway advantages and Asian cultural and language base. The Asia Pacific Initiative defines B.C.'s future role in the Asia Pacific economy and identifies immediate priority actions that must be taken to further integrate the province into Asian markets. The Ministry will work with the Ministries of Economic Development, Education and other ministries to enhance and expand international education which will complement the Asia Pacific Initiative. Activities will include working with post-secondary institutions to expand quality international education activities; marketing British Columbia as an educational destination and reducing barriers that confront international students who choose to come here; supporting policy measures to ease transitions between study and post-graduation employment in British Columbia; and expanding and diversifying academic links to the Asia Pacific region. The Ministry is creating two new scholarship programs for study abroad: the One World Scholarship for study that is an integral part of the student's program, and the Pacific Horizons for Youth program to support student travel exchanges with families across the Pacific.

### **Regulatory Reform**

British Columbia continues to make regulatory reform a priority across government, making it easier for businesses to operate and succeed in British Columbia, while still preserving regulations that protect public health, safety and the environment. A citizen-centred approach to regulatory reform will reduce the number of steps it takes to comply with government requirements or access government programs and services.

The Ministry supports government's regulatory reform initiatives by improving current regulatory processes to enable efficient delivery of services to British Columbians.

The student financial assistance program recently introduced a once-only student loan agreement to replace the once-per-application agreement. This means students will only have to process the agreement through the post office once. When the student's enrolment has been confirmed by the school, the service provider will electronically deposit the student's British Columbia student loan funding into his or her account. Other initiatives to reduce regulatory burden include streamlining steps or processes directly linked to student financial assistance programs.

The Ministry is committed to maintaining a zero net increase in regulatory requirements through 2009/10.

### **Citizen-Centred Service Delivery**

Citizen-centred service delivery is a government-wide initiative to coordinate information, programs and services so that they can be presented to citizens in a way that takes their needs into account from beginning to end. The vision is to make it possible for citizens to access the government information and services they need in a simple and timely manner with a phone call, a mouse click or a visit to a service centre, no matter how many programs or ministries are involved in their request.

The Ministry recognizes its role in the delivery of high quality post-secondary education. Aside from personal benefits, post-secondary education and training is strongly linked to economic and community growth. The Ministry continues to look for ways that ensure citizens are well-informed when it comes to financing their post-secondary education, as well as to ensure student financial assistance programs are easily accessible and efficiently delivered. For example, the British Columbia Student Assistance Program provides a comprehensive website with information on the various student financial assistance programs, including debt management tools, available to current, former or prospective students. Currently, applications for student loan funding can be submitted, and are adjudicated, electronically. Students benefit from application processes that are faster and more convenient, reliable and secure.

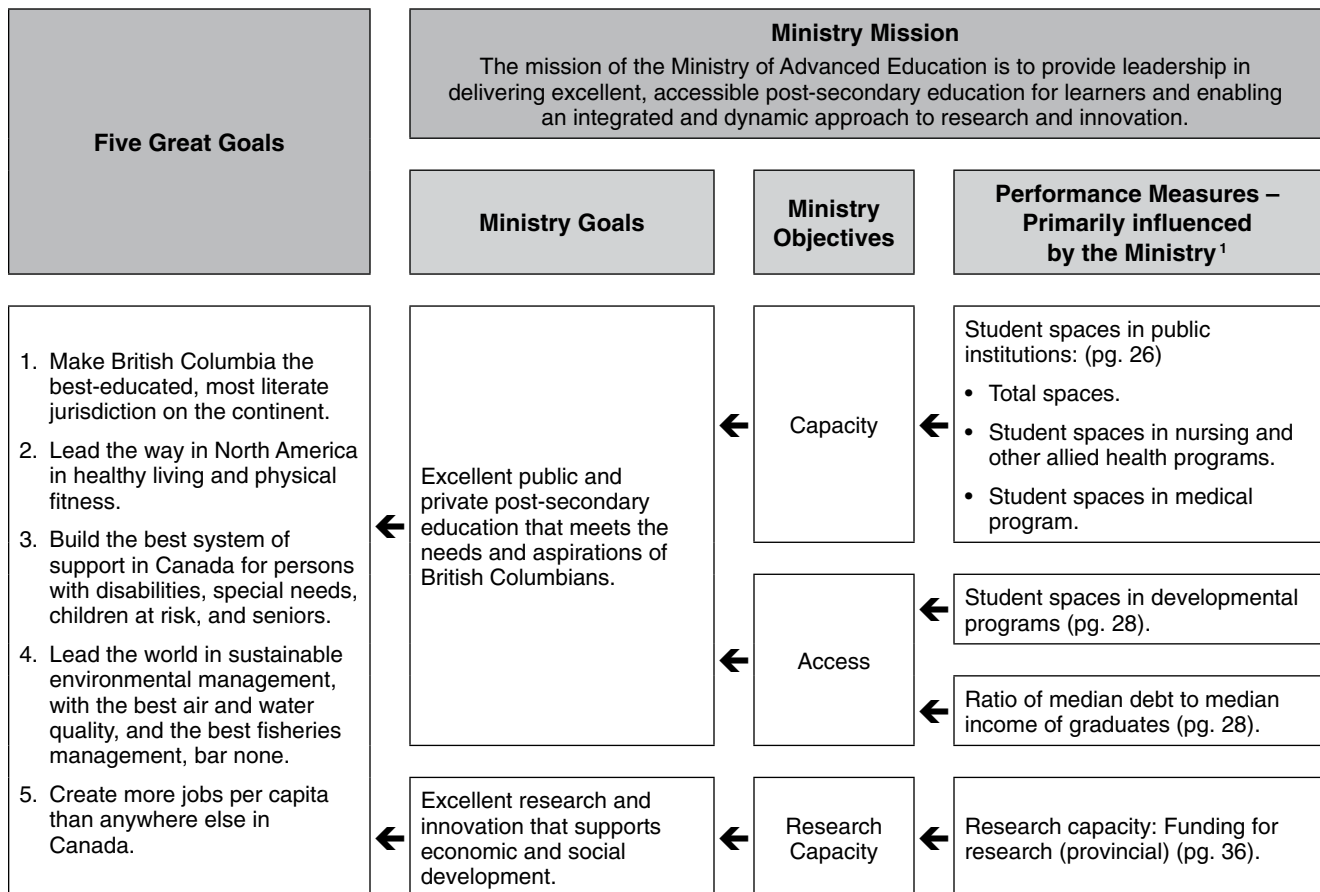
The Ministry provides funding and support for comprehensive surveys on student outcomes or results and satisfaction. This includes surveys of university, university-college, college, institute, and apprenticeship students (annual), of post-graduates (biennial), and on developmental programs (rotational). These surveys inform Ministry performance measures and decisions, as well as providing valuable planning and program information to post-secondary institutions. In general, former public post-secondary students have been satisfied or very satisfied with their post-secondary education and the post-secondary education system.

## Performance Plan

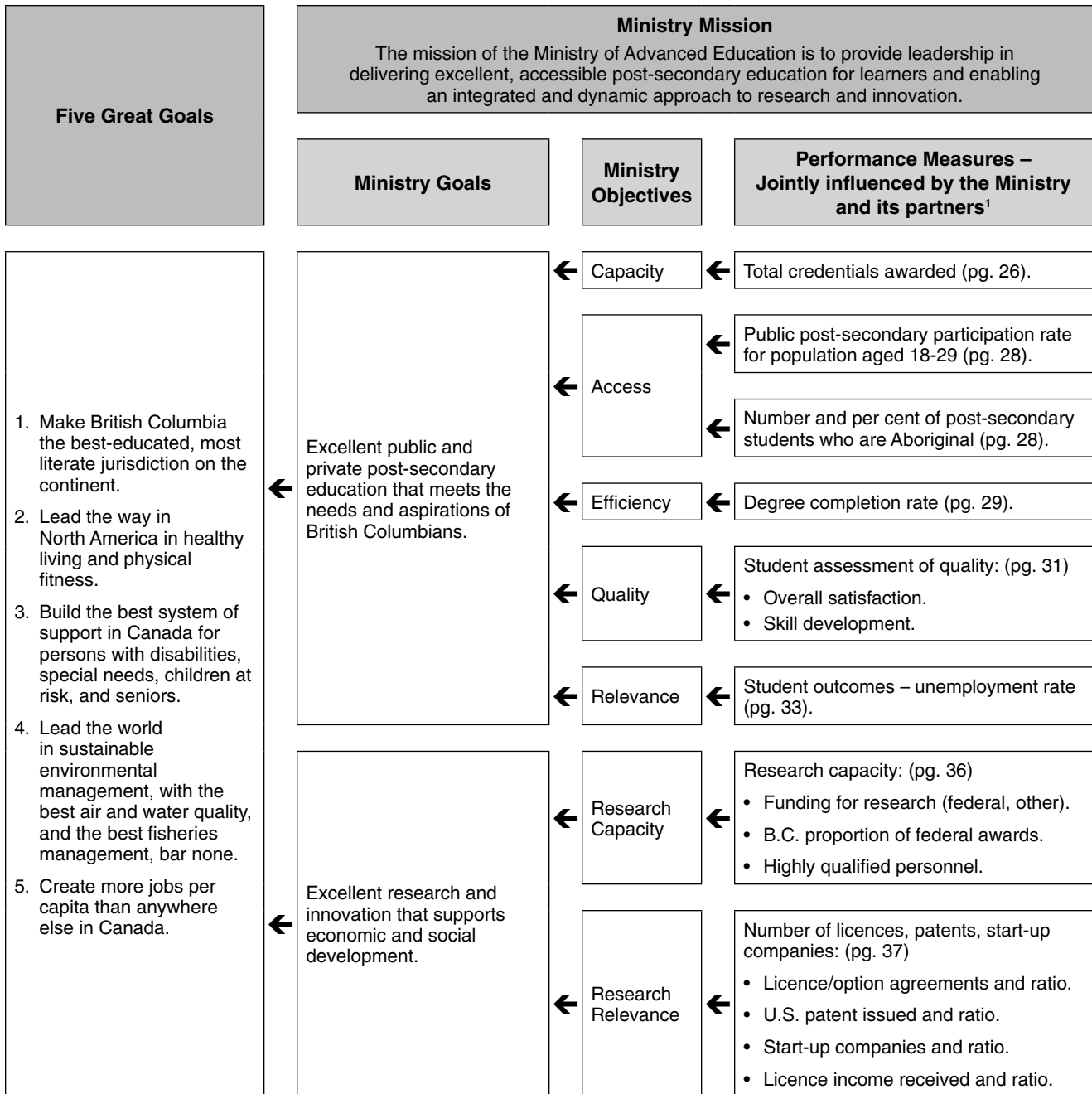
The Ministry’s goals and objectives described in this section are multi-year commitments for post-secondary education, as well as research and technology, in the province. These goals and objectives are consistent with the Ministry’s mandate and vision, and reflect the Ministry’s responsibility for providing leadership and policy direction to the post-secondary system, and for supporting research and technology development across the province.

This section also provides brief descriptions of some activities and initiatives the Ministry will undertake to achieve its goals and objectives. Progress toward achieving the goals and objectives will be tracked by a series of performance measures. For each performance measure, the most current available data are provided along with annual performance targets for the next three years. These targets reflect the ambitious agenda of the Ministry.

### Performance Plan Summary Table



<sup>1</sup> The Ministry primarily influences the targets for these measures through funding, i.e., for student spaces, student financial assistance, and research. However, other factors may influence the number of seats filled, amount of debt graduates have taken on, and other research funding that organizations may obtain.



<sup>1</sup> The Ministry and its partners all contribute to achievement of the targets for these measures.



## **Goal 1: *Excellent public and private post-secondary education that meets the needs and aspirations of British Columbians.***

Underlying this goal is a desire to ensure students have affordable opportunities to pursue a wide range of high-quality post-secondary education and training programs. Further, these programs will be delivered in an efficient and integrated manner, and will promote knowledge and skills relevant to the social and economic needs of the province.

### **Core Business Areas that Support the Ministry Goal:**

- Educational Institutions and Organizations.
- Student Financial Assistance.
- Debt Service Costs and Amortization of Prepaid Capital Advances.
- Executive and Support Services.

### **Objective 1: *Capacity***

Capacity means an integrated public and private post-secondary system that is of sufficient size to meet the needs of the province and lay the foundation for its future prosperity.

Achieving this objective will ensure that there is enough space to accommodate students who wish to pursue post-secondary education, in line with the government's goal of making British Columbia the most literate, best-educated jurisdiction on the continent.

### **Strategies**

**Implement Strategic Investment Plan.** The Ministry will work to increase the size of the post-secondary system to meet the continued growth in the 18-29 year old population and raise British Columbia's post-secondary participation rate. Government has committed to add 25,000 student spaces to the public post-secondary system by 2010, along with the capital and student financial assistance to ensure that finances are not a barrier to pursuing post-secondary education. Public post-secondary institutions receive funding for the additional seats and are responsible for meeting their seat targets.

**Target spaces to meet strategic skill needs.** To address shortages of skilled people in some occupations, student spaces continue to be specifically targeted to strategic areas — health care, including nursing and allied health professions, and undergraduate medical education. Producing additional graduates in health occupations is a government priority, one that will enhance our health care system and stimulate economic growth. To ensure that investment in health education programs reflects the number and mix of health-care providers needed in B.C., the Ministry collaborates with the Ministry of Health and post-secondary institutions. To increase the number of clinical placements and faculty at institutions, the Ministry works with the Ministry of Health, health authorities, and the B.C. Academic Health Council. To remove barriers and provide access to training for foreign-educated health care professionals, the Ministry works with the Ministry of Economic Development, Ministry of

Health and post-secondary institutions. The addition of new spaces also allows institutions to address training needs in the oil and gas sector, tourism and hospitality sector, and aerospace sector. A portion of the seats under the Strategic Investment Plan will be directed to graduate student spaces, skilled trades, and access for Aboriginal learners to address new, emerging priorities.<sup>5</sup>

**Expand support for graduate students.** To increase its global economic competitiveness, B.C. needs to increase the number of highly qualified personnel trained in the province who, through their knowledge and work, facilitate the transfer of knowledge and technology to the economy and society. The Ministry will add 2,500 spaces for graduate students at B.C. universities to address shortfalls in opportunities for students wishing to pursue Masters and Ph.D. degrees. The Ministry is considering an increase in the availability of provincial graduate scholarships to help our universities compete nationally for the best graduate students. Also being examined are graduate student internship programs, which will ensure that students are able to conduct applied research in partnership with industries and other organizations whose business is relevant to their studies.

**Ensure campus facilities meet growth requirements.** In order to accommodate the additional students, new or expanded facilities are needed. Capital leases and funds in the form of prepaid capital advances are provided to post-secondary institutions for approved capital costs of new buildings and renovations in support of the growth. The Capital/Debt Management Plan will continue to support the post-secondary system capacity within the approved financial targets through rigorous planning and business case requirements. The Ministry encourages institutions to use non-government sources of capital to minimize new government debt. Use of post-secondary facilities, including year-round activity, continues to be monitored.

The Ministry is planning a new medical training campus at the University of British Columbia-Okanagan. This facility will link to the University of British Columbia Life Science Centre in Vancouver, and to associated medical centres at the University of Northern British Columbia and University of Victoria.

Online learning increases the capacity of the post-secondary education system without increasing the need for campus facilities. Thus, the Ministry continues to support the development and delivery of high quality post-secondary online learning opportunities through BCcampus.

**Promote an integrated public and private post-secondary education system.** The Ministry plays a role in regulating the ability of private institutions to fill market gaps and provide greater options, choice and access to students. Promoting credit transfer between public and private institutions is one way the Ministry is encouraging greater integration between the two sectors. The B.C. Council on Admissions and Transfer will continue to work with private

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<sup>5</sup> The Ministry does not target or fund spaces at private institutions. However, private institutions play an important role in providing training in demand areas, such as some health care professions.

institutions to expand credit transfer options. Although private institutions are not funded by government, enrolment data is expected to be available beginning in the spring of 2007 for institutions registered with the *Private Career Training Institutions Agency*. In addition, it is expected that information on student spaces at private degree-granting institutions approved under the *Degree Authorization Act* will be available early in 2007. Such information will provide a more complete picture of the post-secondary education system.

### **Performance Measures**

The number of spaces at public post-secondary institutions and the number of credentials awarded are two measures that indicate the capacity of the public post-secondary system to, first, enrol students and, second, for those students to complete their programs. The results of the first measure are primarily influenced by the Ministry, as well as the Ministry of Economic Development<sup>6</sup>, through funding for seat allocations. The results of the second measure are jointly influenced by the Ministry and its partners. The Ministry provides funding; the institutions meet their target number of seats; and students complete programs. It should be noted that both enrolments and completions can soften in a vibrant economy where students are often hired before completing their programs. There are both positive and negative aspects to this dynamic.

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<sup>6</sup> Apprenticeship allocations are done through the Industry Training Authority, for which the Ministry of Economic Development is responsible.

Performance Measures	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Student spaces in public institutions: <sup>1,2</sup>				
i. Total student spaces <sup>3</sup>	i. 179,405 <sup>4</sup>	190,442	194,600	198,626
ii. Student spaces in nursing and other allied health programs	ii. 10,797 <sup>5</sup>	11,306	11,656	12,006
iii. Student spaces in medical program	iii. 698 <sup>6</sup>	904	960	992
Total credentials awarded <sup>7</sup>	48,493 <sup>8</sup>	48,775	49,605	50,547

<sup>1</sup> Student measures are calculated as student Full-Time Equivalents. Beginning in the 2005/06 fiscal year, an updated method for calculating Full-Time Equivalents was implemented at public colleges, university colleges and institutes. The baselines and targets shown above will not be comparable with student Full-Time Equivalent data published previously in the old method. See Appendix 2 for further details.

<sup>2</sup> This measure previously included a sub-measure called “Student spaces in computer science, electrical and computer engineering programs.” In 2006/07, the government completed its commitment for new student spaces, so this sub-measure is no longer included in the service plan.

<sup>3</sup> Total student spaces now includes apprenticeship training Full-Time Equivalents.

<sup>4</sup> The baseline is the 2005/06 restated result. The utilization rate is a ratio of actual to targeted Full-Time Equivalents. The utilization rate corresponding to 179,405 seats was 98.6%. The delivery of an additional 2,505 seats would have achieved 100% of the 2005/06 restated target.

<sup>5</sup> The baseline is the 2005/06 restated result. The utilization rate is a ratio of actual to targeted Full-Time Equivalents. The utilization rate corresponding to 10,797 was 102.6%; 274 seats more than the 2005/06 restated target were delivered.

<sup>6</sup> The baseline is the 2005/06 result. The utilization rate is a ratio of actual to targeted Full-Time Equivalents. The utilization rate corresponding to 698 was 102.6%; 18 seats more than the 2005/06 target were delivered.

<sup>7</sup> The credentials measure includes all credentials awarded for all programs that lead to a formal qualification (as opposed to a certificate of attendance) at all public post-secondary institutions. This includes all forms of post-secondary education from vocational training to graduate programs.

<sup>8</sup> Royal Roads University has yet to submit credential data for 2005/06. Therefore, this figure is an estimate using Royal Roads University 2004/05 data for 2005/06. The credentials baseline figure will be adjusted accordingly in the *2007/08 Annual Service Plan Report*.

## **Objective 2: Access**

For the purpose of this objective, access means all citizens have equitable and affordable access to public post-secondary education. Achieving this objective will ensure that opportunities are available for students to pursue post-secondary education throughout the province, and that barriers, such as financial or geographic limitations, are minimized.

## **Strategies**

**Provide student financial aid, including incentive programs related to specific occupations and geographic regions.** Student financial assistance is available to help eligible students manage costs associated with education. Assistance is also available to students attending accredited private institutions. The B.C. Loan Forgiveness Program and various bursaries (e.g., Nurses Education Bursary Program) provide assistance to students in programs that target labour market demands and/or regional labour market requirements. The One World Scholarship will be established to support international post-secondary education — for both B.C. students studying abroad and foreign students studying in B.C. In addition, the Ministry is expanding its share of funding for the student loan reduction program.

**Develop and fund initiatives for Aboriginal learners.** Specific programming will be available to improve the access, retention, completion and transitions opportunities for Aboriginal learners, such as Aboriginal Service Plans, which are three-year plans developed and implemented through the coordinated efforts of a public post-secondary institution and its Aboriginal community; an enhanced Aboriginal Special Projects Fund that will include increased focus on Aboriginal language and student transition; and Aboriginal scholarships to reduce barriers for learners, including an Aboriginal scholarship endowment for Aboriginal learners.

**Develop and fund initiatives for specific populations.** Maintaining access to developmental programs remains a priority for the Ministry. Many adults, for various reasons, have not achieved the level of education they need or want to build the future they desire for themselves and their families. Others want to improve their English language skills or have disabilities or combinations of learning difficulties that hinder academic success. The Ministry will develop support programs and services to address the literacy and learning needs of adults, including initiatives in support of the Ministry of Education's Provincial Literacy Action Plan. The Ministry also works with the Ministry of Employment and Income Assistance, the Ministry of Attorney General, post-secondary partners and community-based organizations. Work will continue with these partners on a variety of literacy-related initiatives, such as increasing access for persons with disabilities and literacy for Aboriginal people, immigrant communities, and families. As well, Adult Basic Education programs at post-secondary institutions provide courses ranging from basic literacy to secondary school completion to help students get better jobs or move on to post-secondary education and training.

**Maintain affordable post-secondary education through fair tuition policy.** The cost of tuition is one of many factors influencing people's decisions concerning post-secondary education. To enhance access, tuition increases will be limited to the rate of inflation. In addition, supports to students experiencing difficulty repaying loans will be improved and better publicized.

**Support online learning.** The Ministry supports the enhancement of online learning throughout the province through the BCcampus initiative. Online learning reduces many barriers faced by students today. Time and space restrictions are reduced or eliminated as students are able to schedule their education around their lives. Programs are accessible without the need for costly relocation. Students have access to a quality education, yet family and work commitments can be maintained.

## Performance Measures

A number of measures provide information on the accessibility of the post-secondary education system. The results of the first measure are primarily influenced by the Ministry, through funding for seat allocations; the results of the next two are jointly influenced by the Ministry and its partners.

Performance Measures	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Student spaces in developmental programs <sup>1</sup>	12,371 <sup>2</sup>	≥ previous year	≥ previous year	≥ previous year
Public post-secondary participation rate for population aged 18-29 <sup>3</sup>	52.5% <sup>4</sup>	≥ 52.5% <sup>4</sup>	≥ previous year	≥ previous year
Number and per cent of public post-secondary students who are Aboriginal <sup>5</sup>	16,825 <sup>4</sup> 4.4% <sup>4</sup>	≥ 16,825 <sup>4</sup> ≥ 4.4% <sup>4</sup>	≥ previous year	≥ previous year

<sup>1</sup> Student measures are calculated as student Full-Time Equivalents. Beginning in the 2005/06 fiscal year, an updated method for calculating Full-Time Equivalents was implemented at public colleges, university colleges and institutes. The baselines and targets shown above will not be comparable with student Full-Time Equivalent data published previously in the old method. See Appendix 2 for further details.

<sup>2</sup> The baseline is the 2005/06 restated result. The utilization rate is a ratio of actual to targeted Full-Time Equivalents. The utilization rate corresponding to 12,371 seats was 99.3%. The delivery of an additional 83 seats would have achieved 100% of the 2005/06 restated target.

<sup>3</sup> The measure captures participation of those attending public post-secondary institutions only, not private institutions.

<sup>4</sup> The universities have yet to submit data for 2005/06. Therefore, this figure is an estimate using 2005/06 data for the college sector and 2004/05 data for the university sector. The baseline figures will be adjusted accordingly in the *2007/08 Annual Service Plan Report*.

<sup>5</sup> Data is based on headcount enrolment in the academic year.

## New Measure

A new measure on affordability was developed in 2006/07. This measure is “Ratio of median debt to median income of graduates.” Data will be presented in the *2007/08 Annual Service Plan Report* and will form the baseline for the 2008/09–2010/11 Service Plan. The baseline will be used to develop future targets for this measure.

### Objective 3: Efficiency

Efficiency means the public post-secondary system is able to deliver education programs to students in a timely and efficient manner. The measure for this objective indicates that students in the university sector complete university courses and programs in a reasonable amount of time.

#### Strategy

**Facilitate transfer into and between post-secondary institutions.** Ease of transfer enables students to receive credit for courses or programs taken previously at one or more institutions when pursuing further studies at other institutions. This avoids having to repeat courses or programs. The Ministry provides funding and support to the B.C. Council on Admissions and Transfer. This Council works with post-secondary institutions to facilitate transfer arrangements among public and private institutions.

#### Performance Measure

The Ministry tracks the degree completion rate, indicating the ability of B.C. public universities to deliver degree programs to students in an efficient and timely manner. The results of this measure are jointly influenced by the Ministry and its partners, including students.

Performance Measure	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Degree completion rate: <sup>1</sup>				
i. Percentage of university direct entry students who complete baccalaureate degrees within 7 years of admission	i. 74.1%	i. ≥ 74.1%	i. ≥ previous year	i. ≥ previous year
ii. Percentage of university transfer students who complete baccalaureate degrees within 5 years of admission to university	ii. 75.2% <sup>2</sup>	ii. ≥ 75.2%	ii. ≥ previous year	ii. ≥ previous year

<sup>1</sup> Baseline figures are 2004/05 data. Students often choose to discontinue their studies for reasons unrelated to the efficiency of the post-secondary education system, e.g., to pursue employment opportunities.

<sup>2</sup> Baseline result was revised due to University of British Columbia providing the Ministry with revised data in fall 2006.

### Objective 4: Quality

Quality means the post-secondary system provides sufficient quality to meet the needs of students, employers and citizens. Achieving this objective ensures that the education and training post-secondary students receive in B.C. meet a high standard of excellence.

## Strategies

**Collect and provide quality monitoring and improvement information.** To ensure post-secondary education is meeting students' needs, and that high standards of excellence in the post-secondary system are maintained and enhanced, system-wide surveys on student outcomes or results (at university, university-college, college, and institute levels) are conducted. Former students are asked about aspects of their education experience. Institutions also use a variety of methods to obtain student feedback and engage students in program development and evaluation, for example, through student participation on program development committees, student membership on institutions' governing boards, senates and education councils, and student feedback forms.

**Ensuring quality of institutions.** Quality in private and public degree programs is addressed through the Degree Quality Assessment Board.<sup>7</sup> Quality assurance standards for accredited private career training institutions are established by the Private Career Training Institutions Agency.<sup>8</sup> The Board and the Agency work directly with institutions. As part of its commitment to quality in the post-secondary education system and as part of the Pan-Canadian Designation Policy Framework for Student Financial Assistance,<sup>9</sup> the Ministry requires designated private and public institutions whose former students have a poor (28% or greater) B.C. student loan default rate to provide improvement plans that outline changes they will make to current practices to ensure significant improvement in their default rates. Improvement plans focus on improving student success, which research has found to be a prerequisite to student loan repayment.

**Provide oversight and input into quality review processes.** The Ministry oversees quality review processes for private and public degree-granting institutions. Assuring quality is important for safeguarding the public interest, including student and employer satisfaction and comparable quality between similar institutions. The Ministry will continue to work with the Degree Quality Assessment Board, the Private Career Training Institutions Agency, and other stakeholders to further improve the quality of and confidence in B.C.'s private and public post-secondary education system.

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<sup>7</sup> The Board scrutinizes new degree proposals and requests to use the word "university," according to an established quality assessment process, before recommending Ministerial approval.

<sup>8</sup> The Agency is responsible for consumer protection, establishing standards of quality, and managing the Student Training Completion Fund. It works directly with private institutions regarding registration and accreditation. The Fund helps students who are unable to complete their training programs because the registered institution they were attending has closed. In such an event, students can make a claim to the Agency to complete their studies at another institution, or for a refund of the unspent portion of their tuition through the Student Training Completion Fund.

<sup>9</sup> Designation is the process through which post-secondary educational institutions become eligible for government financial assistance programs for students, meaning that students at those institutions are eligible to apply for financial aid.



## Performance Measure

Quality of post-secondary education is measured by assessing the satisfaction of former public post-secondary students — overall satisfaction with their education and satisfaction with how well their programs helped develop skills.<sup>10</sup> The results of this measure are jointly influenced by the Ministry and its partners, as well as by students.

Performance Measure	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Student assessment of quality: <sup>1</sup>				
i. Overall satisfaction:				
• Former Diploma, Certificate and Associate Degree Students	95.1% <sup>2</sup>			
• Baccalaureate Graduates	95.8% <sup>3</sup>		≥ 90%	
ii. Skill development:				
• Former Diploma, Certificate and Associate Degree Students	79.9% <sup>2</sup>			
• Baccalaureate Graduates	84.5% <sup>3</sup>			

<sup>1</sup> As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey. Previously, any baccalaureate graduates from colleges, university colleges and institutes were surveyed with certificate, diploma and associate degree students at those institutions. Therefore, comparisons with earlier years are not recommended.

<sup>2</sup> Baseline figures are from the 2006 B.C. College and Institute Student Outcomes Survey.

<sup>3</sup> Baseline figures are from the 2005 Baccalaureate Graduate Survey. These figures only include baccalaureate graduates from Royal Roads University, Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria. Due to the change noted in footnote 1, these baseline figures will not be comparable to 2007/08 results.

## Objective 5: *Relevance*

Relevance means the public post-secondary system is relevant and responsive to the needs of the student and the province by providing the appropriate scope and breadth of education. Achieving this objective will ensure that education and training offered through the post-secondary system are relevant to the knowledge, skills and abilities needed in the labour market.

## Strategies

**Conduct analysis of labour market and socio-economic trends.** The Ministry conducts research and analysis of labour markets, as well as social and economic trends, to have current and relevant information for training and education strategies. The findings of occupational research are available to students to help them identify careers with good

<sup>10</sup> Skills development is assessed using seven components: written communication, oral communication, reading comprehension, group collaboration, learning on your own, critical thinking and problem solving.

employment prospects, and make informed education and training decisions. These findings are also available to post-secondary institutions, for developing and assessing program offerings, and to employers and business councils.

**Build linkages between the post-secondary system and industry.** The Ministry continues to support initiatives to ensure that up-to-date knowledge and skills needed by employers and entrepreneurs in a modern economy are provided by public post-secondary institutions. Institutions are responsible for developing, evaluating and revising the content of their instructional programs. As a part of these processes, institutions maintain ongoing links to industry and employers to ensure that, where appropriate, programs provide knowledge and skills relevant to employers and entrepreneurs in a modern economy.

**Monitor student labour market outcomes.** The Ministry works with public post-secondary institutions and BC Stats to annually survey former students and graduates of these institutions about their programs, educational experiences and employment experiences. These surveys provide valuable information for program evaluation, program improvement and accountability purposes. Students report on their labour market outcomes (employment, relevance of their education, and wages), and this information is used to assess the relevance of post-secondary programming to the labour market.

**Implement a workplace literacy initiative.** The Ministry will work with industry and business associations, post-secondary institutions and partner ministries to develop and implement a workplace literacy initiative that improves the literacy levels of adults in the workforce. Improving the literacy of B.C.'s workforce will maintain our competitiveness in the global economy and ensure a sufficient supply of literate, skilled workers.

### **Performance Measure**

Relevance is assessed by comparing the unemployment rate of former post-secondary students to those of British Columbians without post-secondary education. The results of this measure are jointly influenced by the Ministry and its partners, including students.

Performance Measure	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Student outcomes — unemployment rate: <sup>1</sup> <ul style="list-style-type: none"> <li>• Former Diploma, Certificate and Associate Degree Students</li> <li>• Baccalaureate Graduates</li> </ul>	6.3% <sup>2</sup>  5.5% <sup>3</sup> High school or less comparator, 2005: 9.6%	Less than unemployment rate for those with high school credentials or less <sup>4</sup>		

<sup>1</sup> As of the 2006 survey year, baccalaureate graduates from all institutions are surveyed in the Baccalaureate Graduate Survey. Previously, any baccalaureate graduates from colleges, university colleges and institutes were surveyed with certificate, diploma and associate degree students at those institutions. Therefore, comparisons with earlier years are not recommended.

<sup>2</sup> Baseline figure is from the 2006 B.C. College and Institute Student Outcomes Survey.

<sup>3</sup> Baseline figure is from the 2005 Baccalaureate Graduate Survey. These figures only include baccalaureate graduates from Royal Roads University, Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria. Due to the change noted in footnote 1, these baseline figures will not be comparable to 2007/08 results.

<sup>4</sup> Maintain unemployment rate for former British Columbia post-secondary students below the rate for persons with high school credentials or less.

## **Goal 2: *Excellent research and innovation that supports economic and social development.***

British Columbia will enhance its reputation as a world-class centre for research and innovation in a diverse range of fields and disciplines. The discoveries, innovations and knowledge developed through research will create social and economic benefits throughout the province, including enhanced business opportunities and assisting organizations to develop and grow in a changing economy. This goal reflects the Ministry's formal responsibility for research and technology.

### **Core Business Areas that Support the Ministry Goal:**

- Research, Technology and Innovation.
- Educational Institutions and Organizations.
- Student Financial Assistance.
- Debt Service Costs and Amortization of Prepaid Capital Advances.
- Executive and Support Services.

Note: The measures for Goal 2 will be examined over the next year for possible revisions.

### **Objective 1: *Research Capacity***

Research capacity indicates that the necessary means to meet the research and innovation needs of the province are available. Achieving this objective will ensure researchers in British Columbia have the resources and facilities necessary to fulfill the Ministry's research goal.

## Strategies

**Develop a Research and Innovation Framework.** A Research and Innovation Framework will be developed to identify key opportunities for increased productivity and provincial economic growth through research discoveries, commercialization and highly qualified personnel. The Framework will direct government research and innovation investment and will foster a coordinated and integrated approach to research, innovation and the dissemination of ideas, and guide plans to increase the number of highly qualified personnel within the province.

**Provide administrative and technical infrastructure funding support, as well as research funding support.** The Ministry provides operating grants to the public universities, portions of which the universities dedicate to research activity. In 2007/08, the Ministry will fund 2,500 new graduate student spaces at our research-intensive universities. Funding is also provided to public post-secondary institutions through the British Columbia Knowledge Development Fund,<sup>11</sup> the province's major research infrastructure program. Support from the Fund helps provide research space at the universities where highly qualified personnel undertake research. The Ministry will continue to fund BCNET<sup>12</sup> for enhancement and expansion. Development will continue on the Natural Resources and Applied Science Research Endowment,<sup>13</sup> the Technology Action Plan<sup>14</sup> and Life Sciences Action Plan<sup>15</sup>.

**Support and oversee research organizations.** The Ministry is the provincial liaison for the Leading Edge Endowment Fund,<sup>16</sup> which funds research chairs. The leadership research chairs attract world-class faculty; strengthen the province's capacity for innovative research; promote B.C. as a centre for cutting-edge research; enhance economic development; and, position the province as a leader in the knowledge-based economy. As well, the Ministry assumed authority for the British Columbia Innovation Council<sup>17</sup> on June 16, 2005, when the Ministry's mandate was expanded to include responsibility for research and technology.

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<sup>11</sup> The British Columbia Knowledge Development Fund provides public post-secondary institutions, teaching hospitals and affiliated non-profit agencies with capital funding for research equipment and facilities. The program is designed to expand and improve B.C.'s research infrastructure.

<sup>12</sup> BCNET is a not-for-profit society formed to provide high-speed optical network capabilities — often called advanced networking — to B.C.'s post-secondary education and research institutions.

<sup>13</sup> The Endowment supports research in engineering, natural resources and the applied sciences.

<sup>14</sup> The Technology Action Plan addresses the development of technology industries across the province.

<sup>15</sup> The Life Sciences Action Plan will define and coordinate implementation of strategic objectives for B.C.'s life sciences sector.

<sup>16</sup> The Leading Edge Endowment Fund was established in 2002, in fulfillment of the government's commitment to establish 20 permanent leadership chairs across B.C. The province provided \$45 million (\$2.25 million for each chair) — with matching funds to be secured by post-secondary institutions from external partners — to establish some of the best-funded research chairs in Canada. An additional \$11.25 million was provided in 2003 and 2004 to create nine regional innovation chairs.

<sup>17</sup> The Council is a Crown agency, arms length from government, which supports the transfer of leading-edge research into industry and accelerates commercialization of world-class technology-based products for the economic benefit of B.C.

The Ministry supports the Council through funding and liaison, thus enabling them to expand research and innovation in the province and work to achieve government's goal of British Columbia becoming one of the world's top ten technology centres.

**Attract research, technology and innovation activity to the province.** The Ministry continues to work with industry and post-secondary institutions to develop strategies to increase research and innovation investment and to increase B.C.'s capacity for commercialization of research. The British Columbia Innovation Council, along with university-liaison offices and B.C. Regional Science and Technology Network<sup>18</sup> are Ministry partners dedicated to facilitating knowledge transfer and commercialization of basic and applied research.

### **Performance Measure**

This measure assesses public post-secondary research capacity — the resources that public universities have at their disposal for research and innovation. It includes sponsored<sup>19</sup> funding, as well as highly qualified personnel. The results of funding from provincial sources are primarily influenced by the Ministry. The results of federal and other sources, B.C. proportion of federal awards, and the number of highly qualified personnel are jointly influenced by Ministry and its partners.

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<sup>18</sup> The B.C. Regional Science and Technology Network is a not-for-profit society whose members work within their regions to enhance the application of science and technology to aid the growth and development of innovative businesses in regional B.C.

<sup>19</sup> Sponsored research funding means funding awarded for research purposes, with some conditions set by the specific source or granting agency.

Performance Measures	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Research capacity: <sup>1</sup>				
i. Sponsored research funding from all sources <sup>2</sup>	i. Total: \$507 M	i. ≥ \$507 M	i. ≥ previous year	i. ≥ previous year
a) Federal	a) \$299 M			
b) Provincial	b) \$ 36 M			
c) Other	c) \$172 M			
ii. British Columbia proportion of federal awards <sup>2</sup>	ii. 12.2%	ii. ≥ 12.2%	ii. ≥ previous year	ii. ≥ previous year
iii. Highly qualified personnel: <sup>3</sup>	iii.	iii.	iii.	iii.
Number	17,881	≥ 17,881	≥ previous year	≥ previous year
Number per 1,000 population	4.2/1,000	≥ 4.2/1,000	≥ previous year	≥ previous year

<sup>1</sup> Baseline figures are 2004/05 data.

<sup>2</sup> Baseline reflects revenue reported by public post-secondary institutions to the Canadian Association of Business Officers for two years previous. Therefore, 2004/05 baseline reflects 2002/03 actuals.

<sup>3</sup> Highly qualified personnel include faculty, graduate students and post-doctoral fellows. Although the university colleges, colleges and institutes conduct applied research in British Columbia and have significant numbers of highly qualified personnel, this measure includes only the research universities (University of British Columbia, Simon Fraser University, University of Victoria and University of Northern British Columbia).

## Objective 2: Research Relevance

*Research relevance* means that the research undertaken in the province is related to B.C.'s current and emerging social and economic needs. Achieving this objective will yield the intended social and economic benefits.

## Strategy

**Contribute funding and support.** The Ministry funds the British Columbia Innovation Council which supports the commercialization of research in all areas of the province through public university-liaison offices, the British Columbia Regional Science and Technology Network and other programs. The Ministry also funds and supports research at public post-secondary institutions through operating grants, and also through the British Columbia Knowledge Development Fund.

## Performance Measure

This measure focuses on the commercial applications that result from research at public post-secondary institutions, commercialization and the relationship of research to economic

growth, in the form of licences, patents, and start-up companies. The results of this measure are jointly influenced by the Ministry and its partners.

Note: The measure does not reflect the many non-commercial benefits of post-secondary research activity nor the indirect economic benefits generated by start-up companies. These aspects are important but difficult to quantify.

Performance Measure	Baseline	2007/08 Target	2008/09 Target	2009/10 Target
Number of licences, patents and start-up companies: <sup>1</sup>				
i. Licence/option agreements	i. 63 <sup>2</sup>	i. ≥ 63	i. ≥ previous year	i. ≥ previous year
ii. U.S. patents issued	ii. 26 <sup>3</sup>	ii. ≥ 26	ii. ≥ previous year	ii. ≥ previous year
iii. Start-up companies	iii. 9 <sup>4</sup>	iii. ≥ 9	iii. ≥ previous year	iii. ≥ previous year
iv. Licence income received	iv. \$14.6 M <sup>5</sup>	iv. ≥ \$14.6 M	iv. ≥ previous year	iv. ≥ previous year

<sup>1</sup> Data for this measure is based on administrative data provided by British Columbia's three largest universities, University of British Columbia, Simon Fraser University and University of Victoria for 2003/04.

<sup>2</sup> Corresponding ratio, number per million dollars of licence/option agreements by sponsored research funding from all sources, is 0.131. This ratio is intended to provide some context for the measure – what the results were by the amount of research revenue in that year.

<sup>3</sup> Corresponding ratio, number per million dollars of U.S. patents issued by sponsored research funding from all sources, is 0.054. This ratio is intended to provide some context for the measure — what the results were by the amount of research revenue in that year.

<sup>4</sup> Corresponding ratio, number per million dollars of start-up companies by sponsored research funding from all sources, is 0.019. This ratio is intended to provide some context for the measure — what the results were by the amount of research revenue in that year.

<sup>5</sup> Corresponding ratio, dollars per million dollars of licence income received by sponsored research funding from all sources, is \$30,325. This ratio is intended to provide some context for the measure — what the results were by the amount of research revenue in that year.

# Resource Summary

Core Business Areas	2006/07 Restated Estimates <sup>1</sup>	2007/08 Estimates	2008/09 Plan	2009/10 Plan
<b>Operating Expenses (\$000)</b>				
<b>Educational Institutions and Organizations</b> .....	1,572,844	1,688,169	1,749,207	1,814,309
<b>Student Financial Assistance</b> .....	159,718	136,728	144,382	157,624
<b>Debt Service Costs and Amortization of Prepaid Capital Advances</b> .....	268,161	294,917	317,751	336,992
<b>Research and Innovation</b> .....	6,879	11,910	11,941	6,973
<b>Executive and Support Services</b> .....	18,934	19,352	19,605	19,884
<b>Total</b> .....	<b>2,026,536</b>	<b>2,151,076</b>	<b>2,242,886</b>	<b>2,335,782</b>
<b>Full-time Equivalents (Direct FTEs)</b>				
<b>Student Financial Assistance</b> .....	87	87	87	87
<b>Executive and Support Services</b> .....	129	141	141	141
<b>Total</b> .....	<b>216</b>	<b>228</b>	<b>228</b>	<b>228</b>
<b>Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)</b>				
<b>Executive and Support Services</b> .....	1,471	2,160	1,840	1,840
<b>Total</b> .....	<b>1,471</b>	<b>2,160</b>	<b>1,840</b>	<b>1,840</b>
<b>Capital Plan (\$000)</b>				
<b>Educational Institutions and Organizations</b> .....	267,280	300,860	200,000	200,000
<b>Total</b> .....	<b>267,280</b>	<b>300,860</b>	<b>200,000</b>	<b>200,000</b>
<b>Other Financing Transactions (\$000)</b>				
<b>Student Financial Assistance (B.C. Student Loans – loan repayments and new loans)</b> .....				
Receipts .....	56,186	70,000	80,000	90,000
Disbursements .....	306,900	270,000	276,000	282,000
Net Cash Source (Requirements) .....	(250,714)	(200,000)	(196,000)	(192,000)

<sup>1</sup> These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the 2007/08 *Estimates*. Schedule A of the *Estimates* presents a detailed reconciliation.



## Resource Summary: Public Post-Secondary Institutions

Public Post-Secondary Institutions	2006/07 Restated Estimates	2007/08 Estimates	2008/09 Plan	2009/10 Plan
<b>Combined Income Statement (\$000s)<sup>1</sup></b>				
<b>Total Revenue</b> .....	3,874,222	4,155,195	4,341,540	4,504,375
<b>Total Expense</b> .....	3,856,631	4,146,513	4,337,367	4,511,267
<b>Operating Results</b> .....	17,591	8,682	4,173	(6,892)
<b>Gain (Loss) on sale of Capital Assets (if applicable)</b> .....				
<b>Net Results</b> .....	<b>17,591</b>	<b>8,682</b>	<b>4,173</b>	<b>(6,892)</b>

<sup>1</sup> This combined income statement includes estimates from 27 public post-secondary institutions. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Major Capital Projects

In accordance with the *Budget Transparency and Accountability Act*, this section briefly describes a post-secondary capital project for which the Province's financial commitment exceeds \$50 million. It should be noted that many other capital projects are planned or are under way at public post-secondary institutions in the province, but only the one described here will exceed \$50 million in provincial funds.

### Simon Fraser University South Surrey Central Campus

The project will provide a permanent campus for Simon Fraser University in Surrey that will accommodate space for 2,500 full-time equivalent (FTE) students by 2010. The purchase allows for staged campus growth. The total fit-out of the facilities will be complete by 2007.

#### Objectives

This project involves purchase and development of 29,958 square metres of space within the Insurance Corporation of British Columbia Central City development. This project is being implemented to meet the growing demand for post-secondary education in the South Fraser region.

#### Costs

In March 2004, Treasury Board approved the purchase and development costs of \$69.8 million for this project. In 2003/04, \$34.88 million was spent for the purchase cost. The project is being developed in phases with completion scheduled for 2007.

### **Benefits**

The project at Central City provides a permanent campus in Surrey that will accommodate quality instruction and research space for residents in the South Fraser region. The staged growth will also meet their immediate educational needs.

The first phase of the fit-out was completed in September 2004. The second phase was completed in two stages, September 2005 and September 2006. The remainder is to be completed by September 2007. The campus was officially opened in September 2006.

This campus will provide accommodation in less space than that of traditional universities through the availability of neighbouring private sector facilities for food and athletic services.

### **Ongoing Risks**

The potential for capital cost increases is mitigated by several factors. The building was already constructed and therefore the risk of construction cost increases is greatly reduced and can only pertain to the fitting-out of the interior space.

Risks associated with the benefits have been mitigated by the phased approach to fitting-out the space. Schedule delays and scope adjustments are minimized by the purchase of a constructed building shell and phasing in the growth.

Academic planning of post-secondary education demand, both short-term and long-term, has been completed by a consortium of four post-secondary education institutions in the Fraser Valley and the Ministry.

# Appendices

## Appendix 1: List of Legislation Administered by the Ministry

*Accountants (Certified General) Act*  
*Accountants (Chartered) Act*  
*Accountants (Management) Act*  
*Applied Science Technologists and Technicians Act*  
*Architects Act*  
*Architects (Landscape) Act*  
*British Columbia Innovation Council Act*  
*College and Institute Act*  
*Degree Authorization Act*  
*Engineers and Geoscientists Act*  
*Music Teachers (Registered) Act*  
*Open Learning Agency Act*  
*Private Career Training Institutions Act*  
*Public Education Flexibility and Choice Act, Part 1*  
*Royal Roads University Act*  
*Scholarship Act*  
*Sea to Sky University Act*  
*Thompson Rivers University Act*  
*Trinity Western University Foundation Act*  
*University Act*  
*University Foundations Act*  
*Workers Compensation Act, (s. 3 (6))*

## Appendix 2: Updated Method of Counting Student Full-Time Equivalents for Central Data Warehouse Reporting Institutions

For many years, the Ministry has used student Full-Time Equivalents as the measurement unit in several performance measures. Beginning in fiscal year 2005/06, an updated method was implemented to calculate Full-Time Equivalents at the 21 institutions that submit student data to the Ministry through the B.C. Post-secondary Central Data Warehouse. Please refer to the *Ministry of Advanced Education 2005/06 Annual Service Plan Report*, Appendix 3, for more details on the updated method: [http://www.bcbudget.gov.bc.ca/Annual\\_Reports/2005\\_2006/ae/ae.pdf](http://www.bcbudget.gov.bc.ca/Annual_Reports/2005_2006/ae/ae.pdf).

During 2006/07, a small number of refinements were made to the targets for specific programs. This was necessary because some institutions were not quite ready for the new method, and some initial difficulties in establishing new targets at the program level. The impact of these refinements to nursing and allied health and to developmental targets is shown below in Tables B and C.

A major focus of the updated Full-Time Equivalent counting method is to better reflect all student activity. To that end, a further change to the method will be implemented in 2007/08: the inclusion of apprenticeship activity funded by the Ministry of Economic Development (through the Industry Training Authority) and/or the Ministry of Advanced Education. This ensures that an important component of public post-secondary activity is reflected in public reports.

### A. On Total Full-Time Equivalent Targets

Fiscal Year	Previous Method	Revised Updated Method	Addition of Apprenticeship	Restated Total Spaces Target
2005/06 Target	168,265	172,852	9,058	181,910
2005/06 Actuals	165,739	169,243	10,162	179,405
2005/06 Utilization	98.5%	97.9%	112%	98.6%

### B. On Nursing and Allied Health Targets

Fiscal Year	Previous Method	Restated Updated Method
2005/06 Target	11,053	10,523
2005/06 Actuals	11,653	10,797
2005/06 Utilization	105.4%	102.6%

### C. On Developmental Programs

Fiscal Year	Previous Method	Restated Updated Method
2005/06 Target	13,275	12,454
2005/06 Actuals	13,362	12,371
2005/06 Utilization	100.7%	99.3%

**Notes:**

2005/06 was the first year of a revised student Full-Time Equivalent reporting method for the 21 institutions that report through the Post-secondary Central Data Warehouse (all institutions except five universities). As a result, Full-Time Equivalent figures in this report have been amended from previously published data.

Figures include Foundation (formerly Entry Level Trades Training) Full-Time Equivalents and Apprenticeship Full-Time Equivalents.

