

**Ministry of
Advanced Education**

**2015/16 – 2017/18
SERVICE PLAN**

February 2015



For more information on the British Columbia Ministry of Advanced Education,
see Ministry Contact Information on Page 19 or contact:

Ministry of Advanced Education:

PO BOX 9884
STN PROV GOVT
VICTORIA, BC
V8W 9T6

or visit our website at
www.gov.bc.ca/aved

Published by the Ministry of Advanced Education

Minister Accountability Statement



The *Ministry of Advanced Education 2015/16 - 2017/18 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.

A stylized, handwritten signature in black ink, consisting of a large, flowing 'A' followed by a long, sweeping horizontal line.

Honourable Andrew Wilkinson
Minister of Advanced Education
February 17, 2015

Table of Contents

Minister Accountability Statement	3
Purpose of the Ministry	5
Strategic Direction and Context	5
Goals, Objectives, Strategies and Performance Measures	7
Resource Summary	17
Resource Summary Table.....	17
Universities and Colleges Income Statement Resource Summary.....	18
Appendices	19
Appendix A: Ministry Contact Information	19

Purpose of the Ministry

The Ministry of Advanced Education provides leadership and direction for the world class post-secondary education and training system in British Columbia. Through our range of post-secondary institutions, as well as the British Columbia Council for International Education, the Ministry plays a key role in ensuring B.C. has the skilled workers needed to capitalize on economic opportunities and meet the labour market needs of the province. The Ministry also administers student financial assistance programs that help eligible students defray the costs of their education through loans, grants, bursaries, scholarships and targeted programs.

Government Communications and Public Engagement works to provide accessible information about government policies and programs to British Columbians in an open and transparent manner.

POST-SECONDARY EDUCATION

The post-secondary education system in B.C. is comprised of:

- 25 public institutions
- 19 private and out-of-province public degree-granting institutions
- 15 seminaries and theological colleges
- Approximately 40 Aboriginal controlled institutes
- Over 310 registered private career training institutions
- Language schools and other institutions that host international students

Strategic Direction and Context

Strategic Direction

The Ministry will continue to work on key deliverables outlined in the [Minister's mandate letter](#) and the [BC Jobs Plan](#) to contribute to a strong economy and secure tomorrow for British Columbians. The ability of citizens to take full advantage of our growing economy is determined in part by ensuring that the right training is available at our post-secondary institutions in different regions of the province.

To maximize the potential of our existing and future workforce, government has developed [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#), a detailed plan that gives people a clear and seamless path from school through to the workplace. Through the actions and commitments included in the Blueprint, as well as the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#), we are reaching out to Aboriginal youth and working with them to make sure they have the education, training and support they need to take advantage of economic opportunities.

The Ministry continues to advance [B.C.'s International Education Strategy](#) to encourage a global two-way flow of students, educators and ideas between countries and provide valuable social, cultural and economic opportunities for educational institutions, students and communities.

At the same time, we need to stretch the value of every dollar provided by taxpayers to post-secondary institutions. The Ministry is working with post-secondary institutions to implement the [Taxpayer Accountability Principles](#), ensure budget targets are met, maximize the efficient use of resources and update the Student Financial Assistance program.

Strategic Context

The world is changing and education must continue to evolve to keep pace. As a province, we need to adapt, seek out opportunities and respond to key factors influencing change including the economy, skills shortages, globalization and technology.

By 2022, approximately one million job openings are expected in B.C., along with an increase in demand for more and higher skills – more than 78 percent of jobs will require some form of post-secondary education and training and 44 percent will be in trades and technical occupations. Job openings will be created by opportunities such as expanded liquefied natural gas development in Northern B.C., increased trade with Asia, and increased activity in the resource sectors, transportation, industry and business. Many will also be created by retirements. We need to ensure training is responsive to employer and labour market needs.

A strong economy and fiscal discipline are how we secure tomorrow. Government is working with post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth and to support the long-term financial sustainability of the system. We are working collaboratively with the sector to find opportunities for administrative efficiencies and shared services between institutions that will generate savings, while protecting services to students. Through sound financial management and our continued efforts to align post-secondary education and training with labour market demand, we are maximizing return on investment.

As a result of the core review, government will be dissolving the Private Career Training Institutions Agency and the Ministry will be assuming direct responsibility for the regulation of private career training in B.C. This approach will strengthen quality assurance, result in more integrated and effective regulation of private career training institutions, eliminate overlapping processes and reduce the regulatory burden on the sector.

B.C. ECONOMIC OUTLOOK

The Economic Forecast Council expects British Columbia's real GDP to grow by 2.6 percent in 2015 and 2.8 percent in 2016. Downside risks to B.C.'s economic outlook include the potential for a slowdown in domestic and U.S. activity, ongoing fragility in Europe, and slower than anticipated Asian demand. Additional risks include a fluctuating Canadian dollar and weak inflation, in part due to lower oil prices.

Goals, Objectives, Strategies and Performance Measures

For 2015/16, the Ministry will continue to work towards our vision of a leading-edge post-secondary system to support a strong economy and secure tomorrow. Through our goals, we will advance government priorities including the [BC Jobs Plan](#), [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#) and [Taxpayer Accountability Principles](#) while strengthening the post-secondary system.

In addition, the Ministry is ensuring citizens have easier access to government services and information, while ensuring that their privacy is protected and that identity information is secured. The Ministry also leads the commitment to open government by informing citizens about government policies, programs and services, providing more data online to citizens and directly engaging with citizens on issues and decisions made by government.

Goal 1: Students are supported to achieve their education, employment and training goals

Government is re-engineering education and training – from kindergarten through to post-secondary training and beyond – to ensure B.C. youth and workers have the skills to be first in line for jobs in a growing economy. We recognize Aboriginal peoples are the fastest growing segment of population in B.C., and we want to enable Aboriginal British Columbians to take full advantage of the economic opportunities that exist in the province. Through implementation of the [B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training](#) and other key priorities, the Ministry is working to fulfill the following objectives and strategies.

Objective 1.1: Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Objective 1.2: Respond and adapt to the diverse and changing needs of students.

Objective 1.3: Increase participation and successful completion of all students.

Strategies

- Re-engineer public post-secondary operating grants to support high-demand occupations.
- Increase investment in infrastructure and equipment for skills and trades training.
- Target Student Financial Assistance grants to support labour market needs and priorities.
- Improve access to digital tools and streamline service delivery for students applying for Student Financial Assistance.

- Continue to implement the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#).
- Advance the development of free digital open textbooks and open education resources.

Performance Measure 1: Overall unemployment rate for post-secondary graduates

Performance Measure ^{1,2}	2012/13 Actual ³	2014/15 Target	2015/16 Target	2016/17 Target
Overall unemployment rate for public post-secondary graduates	8.6%	Unemployment rate for youth with high school credentials or less (≤ 12.4%)	Unemployment rate for youth with high school credentials or less (≤ 12.4%)	Unemployment rate for youth with high school credentials or less (≤ 12.4%)

Links to objective: 1.1 - Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; Apprenticeship Student Outcomes Survey (2012 to 2013); and Labour Force Survey (2013).

¹ Actuals and targets align with survey year data.

² Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the most recent annual Labour Force Survey.

³ The margin of error for the overall unemployment rate for public post-secondary graduates was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.4%, for apprenticeship graduates it was plus or minus 0.7%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

One of the major objectives of post-secondary education is to develop citizens with the knowledge and skills to fully participate in the economy and to be ready for jobs that are in demand. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition from post-secondary education to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that post-secondary graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment will positively affect individuals, families and whole communities as well as overall economic prosperity.

Performance Measure 2: Total student spaces at public post-secondary institutions

Performance Measure	2013/14 Actual	2014/15 Forecast	2015/16 Target	2016/17 Target	2017/18 Target
Total student spaces in public post-secondary institutions ¹	207,050 Target: 200,913	204,250 Target: ≥ 201,221	≥ 201,256	≥ 201,274	201,274

Links to objective: 1.1 - Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce.

Data source: Ministry of Advanced Education

¹ Total student spaces include Industry Training Authority full-time equivalents.

Discussion

Student spaces are an indicator of the ability of public post-secondary institutions in B.C. to meet the demand for high quality education and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economies. Achieving the total student spaces targets in partnership with B.C.'s public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the supply needed to meet forecast labour market demands.

In 2014, the Ministry invested over \$1.8 billion in the post-secondary education system, up from \$1.4 billion in 2001. A significant portion of this investment is provided to the 25 public post-secondary institutions in B.C. to deliver educational programs through funded student spaces. The Ministry sets targets based on this investment, which is surpassed by many post-secondary institutions based on student enrollment.

In [B.C.'s Skills for Jobs Blueprint](#), government outlined its plan to align public post-secondary institution operating grants to support training for in-demand jobs. By increasing the proportion of operating grants focused on priority programs, over time, education and training will better align with in-demand occupations needed for B.C.'s economy. These top 60 occupations are listed in the [British Columbia 2022 Labour Market Outlook](#). Priority health occupations, regional labour priorities, Aboriginal people and people with disabilities are also a focus of the shift in funding.

Historically, student enrolment usually softens in periods of strong labour demand – students may choose to leave their studies for a job before completing their programs, or they may opt for employment instead of first pursuing post-secondary training. The opposite holds true in times when the economy slows.

On average across the system, prior to 2009/10, there was underutilized capacity as actual enrolment was less than the student spaces target. However, this investment in capacity has paid off. Since 2009/10 enrollments have exceeded targets and are forecast to continue to do so in 2014/15.

Performance Measure 3: Overall credentials awarded to Aboriginal students in the public post-secondary system

Performance Measure ¹	Baseline ²	2012/13 Actual	2014/15 Target	2015/16 Target	2016/17 Target
Overall credentials ³ awarded to Aboriginal ⁴ students in the public post-secondary system	2,634	3,070	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609

Links to objective: 1.3 - Increase participation and successful completion of all students.

Data Source: Ministry of Advanced Education and Student Transition Project.

¹ Actuals and targets align with fiscal year data.

² Baseline is presented as published in the *Aboriginal Post-secondary Education and Training Policy Framework and Action Plan*, launched in June 2012, based on the most recent data available at that time (i.e. 2009/10).

³ Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (<http://www.itabc.ca>).

⁴ Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

Discussion

The Ministry has an objective of increasing participation and successful completion of all students. This objective has two components: participation, focused on getting students into post-secondary education; and completion, focused on supporting students to finish their studies successfully. The Ministry tracks progress towards this objective through a series of measures, including the three-year transition rate from high school to post-secondary education and credentials awarded.

In 2012, the Ministry developed a strategy tailored to the needs of Aboriginal learners: the [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). This strategy includes a goal to increase the number of Aboriginal learners awarded a post-secondary credential by 75% by 2020. First introduced in the Ministry’s 2012/13-2014/15 Service Plan, this measure tracks progress towards this goal.

Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

High quality post-secondary education for all students in B.C. is of foremost importance to ensure B.C. maintains a global competitive advantage. Students are increasingly mobile and have access to educational opportunities around the world, both in person and online. With the multitude of choices available, students expect high quality outcomes. For B.C., a commitment to maintaining the highest standards is key to attracting students domestically and internationally.

The Ministry works in collaboration with the BC Council for International Education, post-secondary institutions and key ministry partners to implement the actions outlined in [B.C.'s International Education Strategy](#). This includes working with the Ministry of International Trade's Education Marketing Managers in B.C.'s overseas trade and investment offices to advance B.C.'s international education interests in priority markets. Moving forward, we will continue to build new relationships with partner countries and maintain existing connections critical to the continued growth of the international education sector in B.C.

Objective 2.1: Increase international participation throughout our education system.

Objective 2.2: Build on current strengths to enhance the quality of the post-secondary education system.

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Continue to implement [B.C.'s International Education Strategy](#).
- Implement the core review decision to develop an inventory of international partnership agreements and track study and work abroad.
- Improve quality assurance for institutions eligible to host international students.
- Establish and open a School of Traditional Chinese Medicine at Kwantlen Polytechnic University.

Performance Measure 4: International students studying in British Columbia

Performance Measure ^{1,2,3}	Baseline	2012/13 Actual	2014/15 Target	2015/16 Target
50 percent increase of the total number of international students studying in British Columbia	94,000	112,800	125,900	141,000

Links to objective: 2.1 - Increase international participation throughout our education system.

Data Source: Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.

¹ Actuals and targets align with academic year data.

² Baseline and targets were established in the International Education Strategy, launched in May 2012, based on the most recent data available at that time (i.e. 2009/10).

³ Includes students enrolled in the kindergarten to grade 12 education system, private language schools, public and private post-secondary institutions.

Discussion

Significant economic benefits accompany the increased internationalization of our education system. Students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. Government launched the [International Education Strategy](#) in May 2012 and set a goal of increasing the number of international students studying in B.C. by 50 percent by 2016. This

strategy established a baseline of 94,000 students (based on the 2009/10 academic year), and therefore a target of 141,000 students. Interim targets were also established.

International education also offers valuable social and cultural opportunities. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Performance Measure 5: Students satisfied with their education

Performance Measure¹	2012/13 Actual²	2014/15 Target	2015/16 Target	2016/17 Target
Overall percent of public post-secondary graduates reporting they are satisfied with their education	93%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of our post-secondary education.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

² The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%, for diploma, associate degree and certificate it was plus or minus 0.3%, for apprenticeship it was 0.5%, and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

Ensuring that students enrolled in post-secondary education receive a high quality post-secondary education is of foremost importance. Assessment by students of their overall satisfaction with their program is one way to measure the quality of the system.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Performance Measure 6: Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment

Performance Measure¹	2012/13 Actual²	2014/15 Target	2015/16 Target	2016/17 Target
Overall percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment	86%	≥ 90%	≥ 90%	≥ 90%

Links to objective: 2.2 - Build on current strengths to enhance the quality of our post-secondary education.

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

² The margin of error for the overall percentage of graduates reporting their knowledge and skills are useful in their employment was plus or minus 0.4%, for diploma, associate degree and certificate it was plus or minus 0.6%, for apprenticeship it was 0.7%, and for bachelor degree graduates it was plus or minus 0.7% (19 times out of 20). Attempts are made to contact all eligible graduates (about 50,000 each year) and a response rate of at least 50% was achieved.

Discussion

Training and education programs that are relevant and applicable to the ever-changing labour market needs are critical to ensuring learners have the skills and knowledge to be successful in their chosen career. This performance measure reflects assessment by students of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well the programs at public institutions are meeting the needs of both students and the labour market.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities

Government is committed to further strengthening accountability, improving the management of public funds and revitalizing the relationship between government and public sector organizations. This strong focus on improved two-way communication is to support and ensure a complete understanding of government directions, expectations, accountabilities and alignment with strategic priorities.

Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.

Objective 3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

Objective 3.3: Use and provide quality information for decision making and better societal outcomes.

Strategies

- Strengthen accountability, promote cost control and ensure post-secondary organizations operate in the best interest of taxpayers through the [Taxpayer Accountability Principles](#).
- Maximize the efficient use of public post-secondary administrative resources through the Administrative Services Delivery Transformation Initiative.
- Implement core review decision to transfer regulation of private career training to the Ministry.
- Improve information for students to support their program choices and student financial assistance decisions.

- In partnership with the Ministry of Technology, Innovation and Citizens’ Services, invest in research and innovation infrastructure and the development of highly qualified personnel through the [B.C. Knowledge Development Fund](#).

Performance Measure 7: Loan repayment as a percent of income

Performance Measure ¹	2012/13 Actual	2014/15 Target	2015/16 Target	2016/17 Target
Percent of income used to pay educational debt or student loan payment	5.3%	≤ 8%	≤ 8%	≤ 8%

Links to objective: 3.3 - Use and provide quality information for decision making and better societal outcomes.

Data Source: Baccalaureate Graduate Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2012 to 2013).

¹ Actuals and targets align with survey year data.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. While the initial investment can be substantial, students who choose to pursue post-secondary studies tend to have lower unemployment rates, higher lifetime earnings and better health outcomes. This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan.

With this measure, students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service payments as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of the monthly income of a student is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions as a recommended maximum debt load^[1]. The Ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

The Ministry also monitors repayment rates of borrowers who have accessed Canada Student Loans. The repayment rates^[2] for borrowers attending public institutions in B.C. is 90 percent compared to 80 percent for borrowers attending B.C. private institutions in the most recent data available. Repayment rate is an indicator of priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers.

^[1] Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.

^[2] Repayment rates represent students that consolidated their loans in 2012/13; measured on July 31, 2014.

Goal 4: Citizens are informed and engaged with government in a way that is inclusive, and builds both trust and quality of life.

Technology is rapidly affecting all aspects of our daily lives. Research tells us that citizens and businesses want more access to government services and information, especially online. They also want better integration across all government services, whether it is in-person, online or on the telephone. In expanding choice and greater access to services online, government needs to ensure that their privacy and information is secure and protected.

Objective 4.1: Communication of government’s policies and programs to the public is timely, relevant and readily accessible.

Objective 4.2: Citizens are engaged to provide input and have access to services and information.

Objective 4.3: Expand and improve access to online services.

Strategies

- Provide timely and appropriate information to the media and directly to the public to enable informed debate on decisions taken by government.
- Make it easier to access services and information with on-demand and self-service options.
- Enable a consistent user experience for online services.
- Co-ordinate public engagement initiatives and provide tools to support ministries.
- Expand the range of government data available.
- Make government’s internet sites more useful to citizens.

Performance Measure 8: Timely response to media inquiries

Performance Measure	2013/14 Actual	2015/16 Target	2016/17 Target	2017/18 Target
Timely response to media inquiries	99.1%	≥ 97%	≥ 97%	≥ 97%

Data source: Government Communications and Public Engagement Communications Offices

Discussion

This performance measure is an average of two indicators from the office of Government Communications and Public Engagement (GCPE) and their ability to provide a timely response to media inquiries: the percent of media inquiries acknowledged within one hour and the percent of media inquiries responded to within the media deadline. By providing timely information to the

media, GCPE ensures the public receives the information they need informed debate on decisions taken by government.

In 2013/14, GCPE responded to 13,185 media enquiries, and exceeded the target of 97 percent with a measurement of 99.1 percent. For the past five years, results have exceeded the baseline of 97.76 percent set in 2006/07.

Resource Summary

Core Business Area	2014/15 Restated Estimates ¹	2015/16 Estimates	2016/17 Plan	2017/18 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	1,846,961	1,832,061	1,846,061	1,873,061
Student Services Programs	68,495	70,395	70,395	70,395
Executive and Support Services	20,725	20,826	20,898	21,062
Government Communications and Public Engagement	26,155	26,160	26,163	26,185
Strategic Initiatives	11,100	11,164	11,208	11,528
Total	1,973,436	1,960,606	1,974,725	2,002,231
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post Secondary Institutions	146,826	205,507	340,766	285,134
Total	146,826	205,507	340,766	285,134

¹For comparative purposes, amounts shown for 2014/15 have been restated to be consistent with the presentation of the 2015/16 Estimates.

*Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-Secondary Sector	2014/15 Forecast	2015/16 Budget	2016/17 Plan	2017/18 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,407,845	5,457,107	5,564,558	5,701,718
Total Expense	5,315,517	5,381,528	5,491,225	5,640,230
Operating Results	93,328	75,579	73,333	61,488
Gain (Loss) on sale of capital assets (if applicable)	0			
Net Results	93,328	75,579	73,333	61,488

¹ This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Appendices

Appendix A: Ministry Contact Information

General Inquiries

Ministry of Advanced Education
PO BOX 9884
STN PROV GOVT
VICTORIA, B.C. V8W 9T6
E-mail: AVED.GeneralInquiries@gov.bc.ca

Minister

Telephone: 250-356-0179
Fax: 250-952-0260
E-mail: AVED.Minister@gov.bc.ca

Deputy Minister, Ministry of Advanced Education

Telephone: 250-356-5170
Fax: 250-356-5468
E-mail: AVED.DeputyMinister@gov.bc.ca

Deputy Minister, Government Communications and Public Engagement

Telephone: 250-387-1337
Fax: 250-387-3534

Media inquiries - Government Communications and Public Engagement

Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education

Telephone: 604-637-6766
Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Private Career Training Institutions Agency

Telephone: 604-569-0033
Fax: 778-945-0606
E-mail: info@pctia.bc.ca

