CHARTING A NEW COURSE

A Strategic Plan For The Future of British Columbia's College, Institute and Agency System
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A STRATEGIC PLAN FOR THE FUTURE OF BRITISH COLUMBIA'S COLLEGE, INSTITUTE AND AGENCY SYSTEM

Charting A New Course, the strategic plan for the college, institute and agency system, has been developed to ensure that all British Columbians are prepared to participate in today's changing society; find productive employment in a competitive labour market; have opportunities for continuous learning; and receive value for the investment made in public post-secondary education and training.

The plan recommends implementing system-wide approaches to complement the strengths and diversity of individual institutions and to promote responsive, flexible and high-quality program delivery. The fundamental values and strengths of the existing college, institute and agency system are central to the strategic plan.

The plan is the result of ongoing collaboration between the Ministry of Education, Skills and Training and organizations in the college, institute and agency system, working through a provincial steering committee composed of institutional presidents, board members, faculty, students and government representatives.

THE CONTEXT

British Columbia's economy, labour market, educational and fiscal environments are undergoing fundamental changes. These developments are placing unparalleled demands on the college, institute and agency system. Economic restructuring, constraints on natural resources, rapid technological change and increased international competition are shifting the province toward a knowledge- and information-based economy. While this shift creates extraordinary opportunities, it also increases the demand for a highly skilled labour force and for continuing skills retraining and upgrading.

The learners served by British Columbia's public post-secondary institutions are significantly different from their predecessors. Older individuals, displaced workers, social assistance recipients, Aboriginal people and employed people seeking upgrading are joining the more traditional students.

This diversity of learners requires a parallel diversity in the approaches provided for learning. The concept of the classroom as a discrete physical space needs to be broadened to accommodate learning at different times, in different formats, in the workplace and in learners' communities and homes.

At the same time, the development of sophisticated technologies offers exciting new opportunities to advance learning through new methods, in locations and at times previously unavailable to teachers and learners. Keeping pace with technological advancement, recognizing its potential for learning, and utilizing it appropriately will present major challenges to the learning system.

Constraints on educational funding are, and will continue to be, a reality for the education and training system. At a time when there is a dramatic increase in the number of British Columbians seeking further education, significant reductions in federal transfer payments and federal reductions or withdrawals in other training areas have created additional pressures.
THE VISION

British Columbia’s college, institute and agency system has enabled thousands of British Columbians to acquire the education and training necessary for personal development and career advancement.

The education and training system of the future must move even further than it has to date in embracing a new vision, new methods and new ideas. It must be more inclusive, attracting new and different learners. Greater recognition must be given to learning that occurs in the workplace, as well as to the knowledge and skills individuals acquire through life experience. The system must incorporate an appreciation of artistic and intellectual life to help individuals understand their own and other cultures and to develop skills for effective living in the global community. All of these objectives must be met in a cost-effective manner.

The college, institute and agency system of the future must be:

- **Focused on the learner** — meeting the needs of a diverse group of learners, encouraging a respect for differences, fostering an understanding of the past and providing the ability to make informed choices for the future;

- **Oriented to outcomes** — with close links to occupational and educational standards, ensuring that all graduates have the skills they need to compete in a continually changing society;

- **Integrated** — sharing common resources with common credentials and avoiding duplication in order to enable easy transition among institutions and all forms of non-traditional learning;

- **Flexible** — providing customized curriculum and learning opportunities anytime and anywhere, including the workplace, the community and the home; and

- **Innovative** — incorporating information and learning technologies, developing new partnerships and ensuring that the system is affordable and accountable.

The system of the future must also be able to respond to and work effectively with an ever-expanding array of education providers, which include workplace training departments, community agencies and private institutions, as well as elementary and secondary schools and universities.

THE STRATEGIES

Four goals have been identified in Charting A New Course. These goals provide a framework to guide the planning process and a reference against which to judge the plan’s success.

1. **Relevance and Quality**

   To provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province and to enhance current and future job opportunities.

   Today’s learners need an education and training system which is relevant to current and future job opportunities but which also provides the knowledge and skills necessary to deal successfully with others and to participate fully in the life of the community.
To accomplish this, system-wide approaches will complement flexible and creative programming. Information regarding job availability, education and training requirements and programs will be made widely available to potential learners. Outcomes-based, learner-centred curriculum will provide the foundation for developing career, technical and vocational programs on a system-wide basis so that critical thinking and technical skills are developed in all programs. Outcomes-based standards will also be established for general education and liberal arts programs.

Through mechanisms such as personal and financial assistance programs, academic advice and career and personal counselling, communication and training to increase awareness of equity needs and cross-cultural understanding, efforts will be made to ensure the best possible fit between the learner and the institution.

The most effective instructional methods and technologies will be used. The classroom will be redefined using computers to augment face-to-face instruction and mixed models of distance learning and classroom-based learning.

2. Access

To improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training.

The college, institute and agency system must now respond to demands being placed on it as a result of the increasing numbers and diversity of learners, new learning methods and growing fiscal constraints.

Increased education and training opportunities will be made available to a greater number of British Columbians through processes that will evaluate learners on the basis of their knowledge and skills levels; that will allow accomplishments in one institution to be recognized by others; and that will permit learners to transfer and progress efficiently through the system.

Learners will be able to choose post-secondary options which better meet their needs through new combinations of courses delivered by different institutions and through new delivery models. Workplace-based training will be increased to provide multi-skills training, to develop critical thinking skills and to create more opportunities for learners to gain credentials.

Educational technology will be critical in this new system. A provincial policy framework for The Learning Highway — a common telecommunications network which will connect all public education and training institutions — will be developed to define responsibilities for distance learning delivery and promote strategies for an effective educational technology program base.

Attitudinal and physical barriers will be reduced and learning opportunities provided for equity groups, non-traditional learners and others who may face systemic barriers to entering and completing post-secondary education and training.
3. Affordability

To allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students.

Increasing demands are being made on the college, institute and agency system at the same time as resources are being constrained. A funding framework will determine the allocation of provincial government contributions to public institutions and will help to equalize educational opportunities for learners across the province. This framework will incorporate a reporting mechanism for evaluating educational outcomes to ensure that public dollars are being spent wisely.

The funding framework will consist of four inter-related envelopes:

- The Basic Operating Grant Envelope will provide for the basic operations of institutions, including fixed, semi-fixed and variable costs, along with funding for system-wide initiatives required to support the implementation of Charting A New Course;
- the Learning Partnership Envelope will provide funding to institutions for marketing and for the development of new partnerships with business, the federal government and other crown agencies;
- the Learning Highway and Technology Innovation Envelope will provide a combination of capital and operating funds to fund new learning opportunities using the Learning Highway; and
- the Capital Funding Envelope will promote non-government sources of capital funding and expansion of non-traditional approaches to program delivery, protection and rejuvenation of current capital assets and greater use of existing facilities.

4. Accountability

To enable the college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

There is increasing pressure on the college, institute and agency system to demonstrate how its services are fulfilling the needs and expectations of learners, the government and the public.

To assist the system, the Ministry of Education, Skills and Training will develop a set of principles to guide decision-making and establish goals and objectives as a basis for measuring accountability.

Performance measurements and indicators will be established in consultation with system partners; institutions will be required to specify learning outcomes and how they will be assessed; and an annual performance report on the system will be provided to the provincial Treasury Board and the Legislature.
ORGANIZATION

*Charting A New Course* considers institutions as components of an integrated system rather than discrete entities. While recognizing the importance of institutional autonomy, it is evident that greater specialization and flexibility are required.

If the goals of relevance and quality, access, affordability and accountability are to be achieved consistently and cost-effectively across the system, there must be clarity about the respective roles and responsibilities of the three major system components: the Ministry of Education, Skills and Training; system-wide organizational structures; and the institutions themselves.

**The Ministry of Education, Skills and Training** has responsibility:

- to establish policy that identifies and supports the achievement of system goals;
- to establish planning models to achieve system goals for the delivery of post-secondary education and training throughout the province;
- to provide direction to institutions and to establish appropriate system-wide agencies;
- to ensure the cost-effective delivery of high-quality post-secondary education and training; and
- to foster an ethic of accountability to learners, to the public and to the Legislature for the expenditure of public funds for post-secondary education and training.

The roles of several existing smaller agencies will be combined into two system-wide organizations:

- The Centre for Curriculum, Transfer and Technology; and
- The Centre for Education Information Standards and Services.

These organizations and the Open Learning Agency will support individual institutions and contribute to the achievement of system goals by providing consistent, cost-effective approaches to programming, granting of credentials and information collection and dissemination.

Institutions will be held accountable for working together to develop system-wide strategies to foster collaboration, for harmonizing program delivery and for marketing the system effectively. Each institution must build a sense of challenge, opportunity and commitment to work in an atmosphere of creativity and collegiality.

IMPLEMENTATION

A detailed plan has been developed to ensure timely and effective implementation of the strategies outlined in *Charting A New Course*. This plan identifies the actions required, lead responsibility, the timeframe for the activity, and the responsibility for final sign-off. This implementation plan reflects the commitment of the Ministry of Education, Skills and Training and of the Government of British Columbia to achieving the goals described in *Charting A New Course*. 
CONCLUSION

The vision for the future of British Columbia's college, institute and agency system is centred around the learner and based on a commitment by all partners to work together in the learner's best interests in the four goal areas of relevance and quality, access, affordability and accountability.

- It merges the many strengths of the existing system with new strategies for responsive, flexible and high-quality program delivery.
- It recognizes the vocational value of a liberal arts education and reflects the need for balance between intellectual and practical endeavours.
- It expands access to post-secondary education and training for non-traditional learners by using new delivery methods and flexible learning systems.
- It encourages consistency which will enable the system to achieve cost-efficiencies, while allowing individual institutions to meet local and regional needs.
- It recognizes the value of post-secondary education and training for employment, for advancing knowledge and for developing the skills and attitudes needed to participate fully in the economic, social and cultural life of the province.
The Ministry of Skills, Training and Labour was established in the fall of 1993 and charged with two primary skills and training tasks:

- to build on the many strengths of B.C.'s current public post-secondary education and training system, which include:
  - an excellent geographical distribution of institutions serving distinct regional populations;
  - positive student evaluations of educational services;
  - the most developed and most widely used university transfer programs in Canada;
  - high-quality career, technical and vocational programs;
  - one of the country's most cost-efficient systems;
  - loosely structured yet effective communication and planning processes linking autonomous institutions with the Ministry; and
- to refocus the system within a broader context of education and training for life and work — to shape and implement fundamental reforms to B.C.'s post-secondary education and training system that will ensure a well-prepared workforce in the 21st century.

The Ministry's mission for the public post-secondary education and training system is:

To enable all adult British Columbians to have flexible learning opportunities throughout their lives that will assist them in developing the skills, knowledge, attitudes and values they need to participate fully in the economic, social and cultural life of the province.

The Ministry provides leadership through funding, policy-making, planning and coordination. It encourages active cooperation and partnership among the institutions, agencies and individuals within the B.C. learning system, and the direct participation of a variety of other partners, including communities, labour and business.

PURPOSE OF THE PLAN

This strategic plan for the college, institute and agency system has been developed to respond to some of the redefined societal expectations of post-secondary education and training, which include:

- ensuring individuals are prepared to find productive employment in a competitive labour market;
- providing British Columbians with learning opportunities throughout adult life; and
- demonstrating that the system provides good value for the funds invested in public education.

1 The structure of the Ministry was changed in 1996 when it became the Ministry of Education, Skills and Training.
Addressing these areas of emphasis, however, must be done in a way that also reinforces the fundamental values of post-secondary education and training — creating within individuals the ability to think, to communicate, to build on existing knowledge and to assess issues and ideas critically. Academic and skills-based programs alike will be challenged to demonstrate explicitly, as opposed to implicitly, how they contribute to meeting both these redefined societal expectations and the fundamental values of post-secondary education.

Part I - The Context - describes the system as it currently exists, outlines the environmental factors driving the need for educational change in this province, explores the system's readiness to meet the future learning needs of British Columbians and describes the Ministry's vision for responding to the challenges of the future.

Part II - The Strategies - describes specific strategies for achieving the Ministry's vision.

Part III - The Implementation - provides a framework for the implementation of the strategies.

The plan lays out strategies by which B.C.'s college, institute and agency system can best build on its existing strengths to:

- better develop and prepare British Columbia's most valuable resource — its people — for rewarding and fulfilling work in an evolving, nationally and globally connected provincial economy;
- provide enriching learning opportunities for individuals to achieve personal objectives and fulfillment; and
- make a positive social contribution to one of the world's most livable, vibrant and diverse societies.

THROUGHOUT THIS DOCUMENT:
- "the system" refers to B.C.'s network of community colleges, university colleges, institutes and the Open Learning Agency (OLA);
- "the public post-secondary system" refers to the larger system of publicly funded community colleges, university colleges, institutes, the OLA and the universities;
- "the learning system" includes the public post-secondary system and all other available education and training sources, such as elementary and high schools, private training institutes, and workplace- and community-based training.

DEVELOPMENT AND REVIEW PROCESS

The new strategic plan is the result of a collaborative effort between the Ministry of Education, Skills and Training and a provincial steering committee composed of institutional presidents, board members, government representatives and representatives from faculty unions.

Established by a memorandum of understanding in June 1995, the Steering Committee was responsible for reviewing the plan as it was developed and ratifying it upon completion. As the Committee reached agreement in principle at the table, the members took each part to their constituent groups for broader reaction and comment. Two student representatives also participated in the development of this document to provide a student perspective but did not formally ratify the final plan.

Individual colleges and institutes will now be asked to find ways to align their institutional planning and development with the system-wide plan.
VALUES

A set of 12 essential values guided the Steering Committee and its work and will continue to be used as a guide as the plan is implemented. These values are:

LEARNING

Learning is central to all activities and includes a commitment to providing access to lifelong education, training and learning, along with opportunities for personal growth for learners and those who work in the system.

QUALITY

Excellence, innovation and continuous improvement are integral to all curriculum, program, planning, delivery and service areas.

LEARNER-CENTRED

Programs, courses and services of the system are focused on meeting the learning and developmental needs of the learners it serves.

RELEVANCE

Programs, courses and services of the system are relevant to the needs and interests of learners as well as to the social and economic needs of society.

RESPONSIVENESS

Programs, courses and services of the system are able to respond quickly and appropriately to the changing learning needs of individuals and society.

EQUITY AND ACCESS

Learning opportunities are available and delivered in a fair and equitable manner to all British Columbians, regardless of gender, age, beliefs, disability, ancestry, place of origin, financial circumstances or current geographic location.

RESPECT AND TRUST

Mutual respect and trust are the cornerstones of all activities, and the partners involved in the management and delivery of education and training (i.e., administration, faculty, staff) must be committed to creating the best possible learning system.

PARTNERSHIPS

The best learning system results from planning together in equal partnerships with all who hold an interest in education and training.

PUBLIC EDUCATION

A dynamic, publicly funded, accountable and well-governed public post-secondary education and training system is essential.

INNOVATION

New ideas and new ways of providing learning to build on the successes of the current system are required in order to provide even more flexible and creative responses to the province’s economic and social challenges.

POSITIVE ENVIRONMENT

A positive and supportive working and learning environment is at the foundation of the system.

FISCAL RESPONSIBILITY & AFFORDABILITY

The system must be affordable to individual learners and to society as a whole, provide excellent value for the money invested and able to demonstrate and communicate its successes.
A BRIEF HISTORY OF THE B.C. PUBLIC POST-SECONDARY SYSTEM

The B.C. public post-secondary system has undergone a number of dramatic shifts over the past 30 years.

In the early 1960s, public post-secondary education in this province was:
1. male-dominated;
2. financially exclusive;
3. institutionally autonomous (in direction as well as management); and
4. provided higher-level education to only eight per cent of the population.

The University of British Columbia, with two campuses in Vancouver and Victoria, was the only university in the province; several post-high school institutions provided the only vocational training.

Post-secondary education and training expanded significantly in the late 1960s and early 1970s with the creation of two additional distinct universities, the community colleges and the British Columbia Institute of Technology (BCIT).

The colleges and BCIT, by that time, offered individuals in all regions of the province the opportunity to take career and profession-specific education and training, along with greatly enhanced access to university-level courses through transfer programs.

The late 1970s saw new legislation to formalize the college, institute and agency system and provide clearer delineation of the powers of institutions and those of government. In addition, several new provincial institutes with career-oriented mandates and other specific responsibilities were created. These included the Open Learning Institute (now the Open Learning Agency), the Justice Institute and the Emily Carr College of Art and Design (now the Emily Carr Institute of Art and Design).

The first half of the 1980s ushered in a period of fiscal constraint, which placed significant stresses and strains on the system. Funding for continuing education and support services was eliminated or significantly reduced.

Fundamental shifts occurred which moved the system away from one driven by the community to one dominated by financial issues. At the same time, changes in Ministry policy, such as the adoption of educational approval processes, program profiles, and associated funding mechanisms, shifted the system away from a local focus toward greater centralization. One significant event in the mid-eighties, was the merger of the Pacific Vocational Institute and the British Columbia Institute of Technology.

From the late 1980s to today, the Ministry has focused on increasing access to post-secondary education and training with a goal of meeting the national average for participation. Access initiatives have included reducing barriers to the disadvantaged, improving transferability through the establishment of the Council on Admissions and Transfer, expanding the role of the Open Learning Agency, creating the University of Northern British Columbia and establishing university colleges. Most of the new spaces created in the late 1980s and early 1990s were in the academic/university transfer areas.

In the 1990s, post-secondary education and training in B.C. has continued to evolve and expand, and now includes a number of community-based and workplace-based training programs and a burgeoning network of private training institutions, in addition to expanded
continuing education programs at high schools, colleges, institutes and universities.

The government's Skills Now initiative, launched in 1994, injected some $200 million in additional funding for education and training over a two-year period. This package of initiatives aimed at accomplishing two important objectives: to provide yet more access through increased numbers of spaces and enhanced productivity, and to shift the system toward a better balance between academic and vocational programs by placing more emphasis on vocational and technical skills and labour market needs.

In 1995, two significant activities altered the character of the system. First, new legislation changed the governance structures of the colleges and institutes to allow for elected faculty, students and staff on governing boards and to establish formally recognized education councils. This change was made in order to involve those most affected by the decisions of governing boards in the governance of institutions.

Secondly, two Aboriginally managed institutions were established under the College and Institute Act. The Institute of Indigenous Government and the Nicola Valley Institute of Technology will provide relevant education and training in support of the diverse and evolving needs of Aboriginal communities.

Today's College, Institute and Agency System

B.C.'s colleges, provincial institutes and the Open Learning Agency have undergone a variety of changes in mandate, student demographics and program funding since they were first established.

Institutional Mandates:

The college, institute and agency system now provides a comprehensive range of post-secondary programs, from adult basic education/developmental learning and skills training/upgrading, to vocational and technical training, academic and university transfer programs, associate and baccalaureate degrees. In all components of the system, excellence in teaching and learning is maintained by ensuring faculty are engaged in continuing professional development, including scholarly activity. Scholarly activity consists of such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member's field of expertise.

The following institutional mandates represent the current roles of institutions in the college, institute and agency system.

Community Colleges provide a comprehensive range of post-secondary options in a flexible, accessible and supportive learning environment. Courses and programs lead to certificates, diplomas and associate degrees in the areas of vocational, career/technology, trades and academic studies.

A large number of learners complete first- and/or second-year university courses and transfer to university for degree completion. Community colleges also offer developmental programs that provide opportunities to upgrade skills and qualifications for entry into other programs, programs that provide accommodation for special-needs learners, continuing education courses, and programs which facilitate training and retraining for those in the workplace.

While being responsible for meeting a range of both local and provincial post-secondary requirements, community colleges often provide
unique programs tailored to local community characteristics and training needs.

**University Colleges** offer the complete range of courses, programs and services provided by the community colleges, along with third- and fourth-year university-level studies leading to a baccalaureate degree.

**Provincial Institutes** are organized in relation to career, vocational and technical specialties. For the most part, these institutes provide unique, career-related programs intended to offer a distinct education and training focus different from other post-secondary institutions. They have a mandate to maintain a leading edge in their respective fields and creatively serve a province-wide market. They offer a range of credentials, including certificates, diplomas and, in some cases, degrees, as well as offering developmental, continuing education and workplace-based training and retraining.

The **Open Learning Agency (OLA)** provides open learning education province-wide and internationally. The OLA offers a range of college- and university-level programs leading to certificates, diplomas and degrees, and works in partnership with other post-secondary institutions to provide distance learning.

OLA operates the Knowledge Network, which has a mandate to provide educational programming to the general public, and works with the province's educational institutions to deliver formal instruction by means of television. OLA also coordinates such functions as the International Credential Evaluation Service and the educational "Credit Bank," which assesses and gives credit for previous formal and non-formal learning. The OLA also actively leads the way in finding innovative uses for advanced information technology in education.

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**Student demographics:**

B.C.'s colleges and institutes were originally based on traditional post-secondary structures, policies, programs and services. They were designed around campuses using classroom and lecture formats that served young, full-time students and that scheduled courses and class times Monday to Friday, primarily during daytime hours.

To a large extent today, on-campus facility use continues to follow this model. A review of facility utilization rates, recently completed by the Ministry, indicates that the bulk of educational activity converges towards mid-week in the daytime hours. Evening utilization, in many cases, is significantly less, at one-third of daytime usage.

The overall make-up of the student body has, however, undergone significant change over the years. The so-called "traditional" learner is no longer predominant in the system. Learners come from a variety of ethnic and cultural backgrounds, more are taking courses part-time, and a larger proportion are older and, consequently, have been out of high school for several years.

Table 1 provides a description of the enrolment of learners in the system by age. Data analysis indicates that older learners are more likely to enroll part-time.

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment in System by Age – 1994/95</strong></td>
</tr>
<tr>
<td>18-24</td>
</tr>
<tr>
<td>67.25</td>
</tr>
<tr>
<td>54.06</td>
</tr>
<tr>
<td>40.80</td>
</tr>
<tr>
<td>% full-time</td>
</tr>
</tbody>
</table>

Source: Post-Secondary Finance & Student Assistance Branch
Notes – Excludes vocational, which represents approximately one-quarter of total
Percentages based on total headcount enrolment (includes 17 and under, and Not Reported)
In addition to enrolling part-time more often than younger learners, older learners are more likely to seek programs that are related to improving their employment opportunities (i.e., career/technical, adult basic education) as demonstrated in Table 2.

Table 2
1994/95 Program Participation by Age

<table>
<thead>
<tr>
<th>Full-Time</th>
<th>Enrolment</th>
<th>18-24</th>
<th>25+</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Transfer</td>
<td>15,500</td>
<td>78%</td>
<td>13%</td>
</tr>
<tr>
<td>Career/Technical</td>
<td>16,059</td>
<td>61%</td>
<td>34%</td>
</tr>
<tr>
<td>University College +</td>
<td>1,177</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>ABE</td>
<td>6,917</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>39,653</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time</th>
<th>Enrolment</th>
<th>18-24</th>
<th>25+</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Transfer</td>
<td>24,285</td>
<td>55%</td>
<td>41%</td>
</tr>
<tr>
<td>Career/Technical</td>
<td>20,339</td>
<td>26%</td>
<td>68%</td>
</tr>
<tr>
<td>University College +</td>
<td>1,779</td>
<td>41%</td>
<td>58%</td>
</tr>
<tr>
<td>ABE</td>
<td>2,458</td>
<td>36%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>48,861</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Post-Secondary Finance & Student Assistance Branch
Notes: Enrolment based on total headcount
- Percentages based on 17 and under, and N.E. reported
- University College numbers are years 3 and 4 only; years 1 and 2 are included in other appropriate categories.

The participation rates of women in post-secondary education and training continue to climb. Other studies noted, however, that women continue to enter predominantly academic or traditional female applied programs (e.g., office administration, nursing, early childhood education).

The diversity of the learner population requires that the system respond to the needs of all learners — male and female, young and old, and those from varied cultures. The system must continue its attempts to break down barriers, provide new pathways to non-traditional learners, and eliminate gender and cultural stereotyping.

**Post-College Destinations:**

The following statistics are drawn from the 1994 B.C. Colleges and Institutes Student Outcomes Report. The statistics provide an overview of college and institute completors leaving in the spring of 1993 and their reported main activities in the spring of 1994:

- 64.3 per cent of students completing academic studies transferred to either universities, university colleges, other colleges or institutes or private training institutions;
- 32.8 per cent of students in academic studies entered or were attempting to enter the labour force (6 per cent were unemployed);
- 91.3 per cent of career and vocational completors entered or were attempting to enter the labour force (9.7 per cent were unemployed);
- 4.2 per cent of career and vocational completors transferred to other educational institutions; and
- 4.6 per cent of career and vocational completors were involved in household and other career and vocational pursuits.

Table 3
College and Institute Full-Time and Part-Time Headcount Enrolment By Gender and Program Area - 1984/85 and 1994/95

<table>
<thead>
<tr>
<th>University Transfer</th>
<th>Career/Technical</th>
<th>ABE Development</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1984/85</td>
<td>9,986</td>
<td>11,565</td>
<td>14,111</td>
</tr>
</tbody>
</table>

| % Inc. | 51% | 99% | 9% | 37% | 44% | 85% | 28% | 67% |

Notes: Vocational headcount enrolments data not available

**Program Funding:**

In 1994/95, career/technical programs received the largest single share of funded full-time equivalents (FTEs), followed by university transfer programs, vocational programs and adult basic education. Academic-related funding (i.e., university transfer, university college) is slightly less than one-third of the total funding allocation.

**Table 4**

**Summary of Funded FTE’s by Major Program - 1994/95**

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
<th>FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College</td>
<td>6% (4,227)</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>21% (15,539)</td>
<td></td>
</tr>
<tr>
<td>Apprentice</td>
<td>3% (1,949)</td>
<td></td>
</tr>
<tr>
<td>Career/Technical</td>
<td>30% (21,737)</td>
<td></td>
</tr>
<tr>
<td>University Transfer</td>
<td>25% (18,312)</td>
<td></td>
</tr>
<tr>
<td>ABE</td>
<td>16% (11,420)</td>
<td></td>
</tr>
</tbody>
</table>

Because the duration of vocational programs is usually much shorter than other programs, the actual number of registrations in vocational-related programs is much higher than the numbers indicate. The number of registrations in vocational programs is estimated at more than 200,000.

**PUBLIC RESPONSE ON THE STATUS OF THE SYSTEM**

While a comprehensive assessment of the college, institute and agency system is not available at this time, there are a variety of surveys, public opinion polls and other related documents that provide general insight into learner and public opinion about post-secondary education generally and, in some cases, about the college, institute and agency system specifically.

These reports (see Appendix A for a complete synopsis) suggest that the public perceives the system as having provided a generally-effective educational service to British Columbians over the years. These surveys and polls also suggest that most British Columbians, like most Canadians, see education and training as key elements for labour force success and security, and view the colleges and institutes as having a primary role in enabling this success.

In addition:

- Approximately 70 per cent of learners, employers and the general public support the system on the basis of the job it is doing; however, improvements are needed and expected.
- The large majority of people (from 72 to 97 per cent, depending on the survey) seeking education and training, regardless of age or background, do so to improve their employability.
- There is a general desire to link education and training more closely to the requirements of the labour force. A need is seen for a better blend of the benefits of a traditional liberal education and vocationally-oriented skills.
- Industry needs to have greater input into course and program development as well as greater involvement with faculty.
People seeking education and training need more flexibility in course and program delivery and scheduling (for example, evenings, weekends, worksite, part-time).

Costs to individuals for education and training are a concern for learners, employers and the general public alike.

**Driving Forces of Change**

Three primary environmental forces are creating unparalleled demands on the college, institute and agency system in British Columbia:

- a constantly changing economy and labour market and the resulting demand for lifelong learning;
- the need to adapt to a changing educational environment that includes a more diversified population, more emphasis on relevance and learning in the workplace, and increased use of advanced technology; and
- a fiscal environment which will significantly decrease the availability of funding to public institutions.

**Changing Labour Market and Lifelong Learning**

Economic restructuring, constraints on our natural resources, rapid introduction and diffusion of new technology and increased international competition are pushing B.C. toward a knowledge- and information-based economy, and increasing the demand for constant skills retraining and upgrading. Many people are concerned that the workforce is not adapting to this fundamental shift as quickly as the change is occurring.

**Labour Market Summary:**

The labour market trends influencing British Columbia have been well documented. In summary:

- Net in-migration is expected to moderate somewhat from recent record levels, but the labour force is still expected to grow between 2.0 and 2.4 per cent over the next five years.
- The age structure of the province has been shaped mainly by the post-war baby boom. The median age has risen from 29.1 years in 1976 to 35.3 years in 1994. This aging trend is expected to continue, suggesting that the greatest increase in demand for skills upgrading, retraining and lifelong learning will be for the core working age population (25-55).
- Overall, an increase in the unemployment rate in B.C., at the peak of each successive economic period of expansion over the last 30 years, has meant a larger percentage of workers are unable to find work. In each decade, unemployment has increased by approximately 1.5 to 2.0 per cent.
- Technological innovations began having significant workplace impacts in the 1980s and have exploded in the 1990s. Technology is improving production processes in nearly all industries, as well as changing the way organizations in all sectors operate, how workers do their work and the types of work they perform.
- Globalization of the economy goes hand-in-hand with advances in technology. Businesses are crossing the globe to find the human capital that will most effectively balance the need for customization, convenience, timeliness, quality and price.

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The middle is disappearing from the labour market. In the future, lower-skill, lower-pay jobs will likely be available primarily in the service sector; higher-skill, higher-pay jobs, coveted by the majority of the population, will be available only to those with strong technical skills and/or those who have the ability to solve problems, plan and use knowledge to further the goals of the organization. Career paths will be much less apparent and will involve a series of horizontal and possibly sectoral shifts.

Employment in service industries increased by 37.8 per cent between 1981 and 1994, while net new employment in processing and manufacturing fell, especially for unskilled and semi-skilled workers. Skilled workers (for example, industrial mechanics) in resource industries maintained their share of total employment.

Small-business employment and self-employment have been the fastest-growing elements of the labour market. These mostly service-oriented businesses are emerging, in part, from the large corporate movement to downsizing and contracting out business service functions.

The gap in employability has widened, based on a person’s level of education. The difference in employment between those with post-secondary education and training and those without has increased from 2.9 percentage points in 1981 to 5.2 percentage points in 1994.

Women today are more likely to be full-time members of the labour force than in the past. In 1991, 59.7 per cent of working-age women were in the labour force compared to 40.4 per cent in 1971.

Table 5
Projected B.C. Employment Openings by Industry - 1993-2005

Source: Canadian Occupation Projections System
Women active in the paid workforce earn substantially less than men. In British Columbia the average salaries for women are 70 per cent of salaries for men. Analyzing earnings by occupation, whether sales, processing or administration, continues to demonstrate significant gaps.

Post-secondary education and training continues to significantly reduce the likelihood that an individual will be unemployed.

Data analysis indicates that projected employment openings favour those with at least some post-secondary education and training. Table 7 is based on projections in employment openings in occupational classifications. (The educational levels listed are based on minimum qualifications and do not take into account the trend toward higher levels of credentials.)

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**Table 6**

**Education - 1990/Unemployment Rate - 1992**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>1990 Graduates</th>
<th>Unemployment Rate in 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some High School</td>
<td></td>
<td>16.2%</td>
</tr>
<tr>
<td>High School Graduate</td>
<td></td>
<td>9.3%</td>
</tr>
<tr>
<td>PSE Diploma/Certificate</td>
<td></td>
<td>7.6%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td></td>
<td>5.1%</td>
</tr>
</tbody>
</table>

Source: Statistics Canada

Economic restructuring is reducing the traditional importance of resource sector jobs and raising the prominence of value-added industries that require higher levels of education.

Table 8 depicts the education and training levels attained by British Columbians in 1991. Younger British Columbians have either obtained, or are in the process of obtaining credentials at significantly higher levels than their predecessors.

**Table 8**

**Educational/Training Attainment by Share of B.C. Population, for Selected Age Groups - 1991**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Less than grade 9</th>
<th>Grade 9-13 without graduation</th>
<th>High school graduation</th>
<th>Some post-secondary without credential</th>
<th>Trades certificate/diploma</th>
<th>College/institute post-secondary diploma/certificate</th>
<th>University degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24</td>
<td>1.6%</td>
<td>19.2%</td>
<td>18.3%</td>
<td>30.8%</td>
<td>1.5%</td>
<td>21.1%</td>
<td>7.4%</td>
</tr>
<tr>
<td>25-55</td>
<td>4.2%</td>
<td>18.7%</td>
<td>14.5%</td>
<td>13.5%</td>
<td>3.6%</td>
<td>30.1%</td>
<td>15.3%</td>
</tr>
<tr>
<td>55+</td>
<td>22.4%</td>
<td>28.8%</td>
<td>10.1%</td>
<td>8.1%</td>
<td>4.8%</td>
<td>18.4%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

Source: 1991 Census

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**Implications for the System:**

The need for British Columbians to have lifelong learning opportunities, in order to be able to compete in this changing labour market, is obvious and urgent.

One study by the Organization for Economic Cooperation and Development (Employment Outlook, 1993) estimates that current skills are relevant for approximately seven years. In high-tech fields, it is not unreasonable to suggest the need for substantive upgrading on an 18-month cycle.

Both employees and employers are concerned, however, about the readiness of the current workforce to excel in this changing environment (Ekos Research, 1995). Employers, in particular, are concerned that workers lack the transferable skills to adapt quickly to new work opportunities, and that
there appears to be a mismatch between the skills of current workers and those required to obtain better jobs in the changing economy.

Recent reports have indicated that graduates and the workforce, in addition to needing occupation-specific competence to be effective in today's economy, require generic "employability skills" which can be categorized as:

**Basic/Academic Skills:** all forms of communication and numeracy;

**Thinking Skills:** reasoning, problem-solving, knowing how to learn;

**Technology Skills:** ability to use, apply and maintain technology;

**Personal Skills:** responsibility, teamwork, entrepreneurship, adaptability.

The resounding industry consensus is that all graduates, regardless of education and training, should be able to demonstrate that they have these capabilities and that the college, institute and agency system needs consciously to blend these skills into the curriculum.

In analyzing the factors that determine employment success (such as a specialized skill base or high-level analytical ability) with requirements of the workplace (i.e., employability skills), it is logical to conclude that there is a need to eliminate the historic gap between "education" and "training" and encourage the system to combine the two. In this way, the learning provided will better serve the learner's and society's needs.

The current labour market demands:

- entry-level credentialing programs that provide the core skill competencies of specific occupations;
- programs that incorporate general education and employability skills to ensure a high level of functioning and adaptability; and
- opportunities for employees to upgrade, retrain and remain current because employment security in the future will depend on an employee's ability to continually improve his or her knowledge and skill base.

### Changing Labour Market and Lifelong Learning –

**Key Issues That Must Be Addressed Include:**

- How will the system provide access to learners so they can obtain and maintain productive employment?
- Will the system expand learning opportunities to respond to the need for frequent and regular upgrading of skills, especially for those who traditionally have not accessed higher learning (e.g. forestry worker)?
- Can learning investments be refocused to ensure that learners have choices in areas of labour market demand?
- Can new relationships and alliances be created with employers to provide learning opportunities in the workplace and to encourage continuous learning?
- Can the system refocus the curriculum to ensure that there is an appropriate blend of occupational competencies, general education and employability skills?

### Changing Educational Environment

The classroom, as it is traditionally defined, is facing many changes. A more diverse population; demands for flexibility in how, where and when learning occurs; new funding
sources for learning; and the rapid evolution of advanced technology are changing the way learning will be provided.

**Redefined Classroom:**

Learners today come from increasingly diverse backgrounds, in terms of age, gender, culture, life experience and educational attainment. In particular, older individuals, displaced workers, social assistance recipients, Aboriginal people and employed individuals who are seeking additional upgrading are joining the more traditional groups who see education and training as providing a passport to a better and more secure life.

The diversity of the population requires diversity in the approaches taken to learning. Instructors and support staff must adapt today's "classroom" and explore new options to accommodate the needs of specific groups of learners.

Historical barriers within specific classes or fields of study are reinforced through entrenched attitudes, traditions and values. Opening doors to women, visible minorities and other equity groups, and creating a supportive internal environment once those doors are open, are necessary parts of "redefining the classroom."

Instructors and staff must keep up-to-date, both individually and collectively, with new ways of enhancing learning, in recognition of the fact that learning is increasingly seen to be about how to learn as well as what to learn. Because the curriculum of the future needs to include critical thinking skills, employability skills and occupational competencies, finding ways to facilitate the process of learning and supporting the learner in this process are now as important as providing content.

The classroom is also changing in terms of when and where individuals need to learn.

There is a need, in some cases, to move the learning process physically to the learners rather than expect the learners to come to the educators. This delivery of learning requires the same level of emphasis, recognition and commitment as the learning that occurs on campus. Bridges must be built that allow non-traditional forms of learning (e.g., home-study, work and life experience) to be recognized and linked, as appropriate, to formal credentials.

The demand for a new delivery paradigm encompasses the need for flexible learning formats. Not all learners can build their lives around the traditional lock-step approach to post-secondary education and training. Expanding the number of programs with multiple start and finish points will be necessary to meet the needs of these learners. Courses need to build on previous background and knowledge. More learning opportunities need to be offered at times such as evenings and weekends to accommodate the wide spectrum of learners.

**Learning in the Workplace:**

Bringing learning to the workplace is essential with respect to both meeting the needs of the changing labour market and the demand for more flexible and relevant learning. Economic competitiveness requires that British Columbians have leading-edge skills and knowledge. This demand implies a shift to a broader spectrum of abilities and skills, and a need to deliver training as required.

Public institutions, however, are finding it difficult to obtain and maintain the very expensive, rapidly changing state-of-the-art equipment that these leading-edge skills demand. At the same time, employees and employers alike show a strong preference for being able to stay on the job while learning new skills and acquiring a broader range of abilities.
As a result, employers are beginning to acknowledge that they need to invest more in upgrading and training their employees in order to survive in the global marketplace. Many believe the current level of investment is not adequate.

The 1991 National Training Survey provides a recent snapshot on the extent of employer-sponsored training in Canada. According to this survey, 70 per cent of employers in Canada provided some structured training. Other surveys (Ekos Research, 1993) suggest a lower percentage. Actual trainees in the National Training Survey, however, were limited to just 36 per cent of Canadian private-sector employees. Training that was provided focused primarily on health and safety, orientation and computer technology. Investment in other occupational competencies, literacy and other basic skills was minimal.

Governments, too, have acknowledged the need to invest in workplace learning. They are, however, shifting some of their funding sources to ministries or agencies other than those that have traditionally supported educational endeavors. Forest Renewal B.C. is a prime example, with projected investments of up to $100 million. While the public post-secondary system may eventually provide some of this training, the Ministry of Education, Skills and Training will have only limited influence in managing this funding.

The diversification and instability of funding sources, combined with greater demand for formal recognition of workplace learning through credentials, will require the institutions in the system to build new strategic alliances with industry, community groups and other ministries and, as a result, become more marketing-oriented.

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**Advanced Technology:**

Advanced technology will continue to have a major impact on how education and training is delivered.

To date, the public post-secondary system in British Columbia has responded well to these technological advancements. The OLA, many colleges, institutes and universities, and the provincial Standing Committee on Educational Technology have been active in distance education and technological delivery for several years. In addition, the Electronic Library Network provides expanded access to diverse information resources in support of learners.

The rapidly expanding capacity of advanced technology requires significant commitment and attention in order to orchestrate an advanced provincial learning network — an information highway — that will enable the system to stay abreast of rapid changes.

Given the human propensity for social interaction and the advantages of face-to-face environments for many types of learning, traditional face-to-face learning will not, and should not, be completely overtaken by electronic forms of delivery. Advances in technology are, however, breaking down geographic boundaries, creating a very competitive educational marketplace and providing new options for delivery welcomed by many learners.

Distance education, the learning highway and extremely flexible learning formats are providing British Columbians access to learning opportunities from around the world. Examples include Stanford's program for engineering upgrading, the Queen's University Masters in Business Administration and Athabasca University's Centre for Innovative Management.
Given the recent partnership announcement between the province of New Brunswick and Microsoft, to provide on-line adult basic education, it is likely that a similar “Microsoft University” or another corporate educational entity will soon arrive on the B.C. scene.

These technological advancements are exciting, in that “home-grown” programs can make themselves even more effective by utilizing these resources in schools and worksites. Technology also has the ability to enhance learning effectiveness and individualized instruction. It is, for example, possible to improve learning effectiveness for learners with disabilities.

The potentially negative aspect of advanced technology, however, is that, if taken to the extreme, British Columbians could have little or no influence over the educational opportunities in their own learning system. It seems clear that the perceived competition among the province’s public and private educational providers will pale in light of the world-wide competition of the information highway.

Several issues require attention if the system is to make full use of advanced technology. The system will need:

- standards of quality to ensure that the educational opportunities (i.e., access) available fulfill the learning needs of British Columbians;

- system-wide harmonization and compatibility to maintain and further the system’s current position; and

- policies and procedures that allow the system to broaden its capabilities beyond that which can be accomplished independently and that may place particular emphasis on some specialty areas.

It is clear that technology cannot be adopted in a haphazard way. Its costs and the importance of maintaining quality learning require a measured and well-planned implementation. Advanced technology will become increasingly important to the learning process, perhaps in ways which cannot yet be predicted. At a minimum, the system will be required to use technology as a tool to better match the educational process to the needs and styles of learners, to expand access to flexible information resources that support learners’ needs, and to ensure that faculty and staff are able to incorporate new technology fully.

**Changing Educational Environment**

**KEY ISSUES THAT MUST BE ADDRESSED INCLUDE:**

- How can the system effectively respond to the learning needs of an increasingly heterogeneous population and remove barriers which have inhibited access for many other potential learners, especially those from equity-seeking groups?

- How can institutions and instructors adapt to provide alternative delivery formats and incorporate the appropriate learning supports required to coincide with the needs and demands of learners and thereby improve participation, retention and completion rates?

- How can the curriculum be adapted to better meet the needs of the labour market?

- How can the institutions build new strategic alliances to bring learning into the workplace?

- How can bridges be created to provide formal recognition of learning, regardless of where it is obtained, while still ensuring quality?

- How can the system help build an electronic learning highway for the province, ensure its
appropriate harmonization and management, maintain quality standards for curriculum (i.e., software) development and best support the facilitation of learning and access to information?

**Altered Fiscal Framework**

The fiscal environment in British Columbia is changing, becoming more constrained, with implications for both access and affordability within the college, institute and agency system.

**Fiscal Restraint:**

The federal government, in an attempt to reduce its deficit spending to three per cent of the GDP by 1997/98, is amalgamating and reducing transfer payments for health, Income Assistance and post-secondary education. This will result in $824 million less funding available to the province.

After several years of increasing provincial commitment to the post-secondary system, the provincial government realizes that federal cutbacks of this magnitude have the potential to seriously erode the advances made to date.

Another federal action affecting the post-secondary system is the complete withdrawal of government-to-government purchase of training seats from public institutions for apprentices and unemployment insurance recipients, among others. A reduced level of federal funding for these activities will likely be made available on a competitive-bid basis, but this action signifies an additional targeted reduction to the post-secondary system of $22.3 million in 1996/97.

Other federal programs in the training and employability area were also cut by 30 per cent in 1996, with even deeper cuts projected for the future.

In addition, the federal government has indicated that it will try to reduce the federal deficit even further, to one per cent of GDP. If this plan is executed, and the reduction is implemented as it has been in the past (i.e., federal offloading to provincial taxpayers), the province will be forced once again to bear the burden of resolving the difficult issues regarding the financing of social programs. These actions will have a significant financial impact on British Columbia, and on public post-secondary education and training in particular.

It is difficult to predict the budgetary implications for post-secondary education, while the federal offloading debate continues. The outcome will depend on the manner in which the government balances the many important demands for limited resources among priorities.

The erosion of the public post-secondary education monopoly over adult learning is another fiscal reality. More and more, available sources of revenue for post-secondary education and training will be controlled by partners in the learning system — learners, employees and employers. An example of this change is the federal decision to move the purchase of training seats to competitive bidding based in part on the premise that the public post-secondary system is not cost-effective.

**Implications for Access and Affordability:**

The greater importance society is now placing on post-secondary education and training is causing a dramatic increase in the number of British Columbians seeking further education.

Currently, only a fraction of the 2.75 million adult British Columbians who have the potential to be lifelong learners are actually being served by the public post-secondary system. The climate of fiscal restraint, however,
makes the task of increasing access to higher learning ever more difficult:

- In 1994/95, provincial institutions were operating, on average, at 101.2 per cent of their funded capacity.
- In 1994, approximately 8,000 qualified applicants to the provincial post-secondary system were not admitted.

The issue of constrained fiscal resources is one the province was addressing even before the federal government's latest withdrawal of fiscal support. The province has worked hard to put its own "fiscal house" in order over the last several years, and the post-secondary system has succeeded in finding ways to increase access to education with nominal increases in funding. The recent federal decisions simply make the task of increasing access to higher learning even more difficult. Additional innovation will be necessary to serve more learners while reducing the cost per Full-Time Equivalent (FTE) student, without placing an insupportable financial burden on the learners themselves.

Governments have traditionally funded the vast majority of the costs associated with obtaining post-secondary education and training, but the allocation of costs between individuals and society is coming under increasing scrutiny. In addition, post-secondary funding is unlikely to increase in its relative importance in the provincial budget.

Altered Fiscal Environment

**Key Issues That Must Be Addressed Include:**

- Is the system prepared to embrace innovations which will reduce the costs per learner?
- How can educational activities be streamlined and quality still be maintained?
- How can tuition fee costs be kept to a level which does not reduce access?
- Are there ways to find cost-savings by combining system-wide resources?

**Meeting the Challenge**

The college, institute and agency system has been the source of much of the innovation in provincial instruction and delivery in higher education over the last 25 years. Members of the system have actively promoted:

- faculty who focus on teaching and learning as their principal endeavour;
- expanded learner-support services, especially in the form of bridging/laddering programs for older and other previously excluded persons;
- greater flexibility in how, when and where courses are delivered;
- greater involvement of employers/industry on advisory boards in program and curricular development;
- exploration and implementation of new technology as tools for improving the learning process and expanding access to information;
- leading the movement toward greater articulation and transfer of credits between institutions; and
- efforts to link institutional development to community needs and priorities.

**Summary of Challenges:**

It is very clear, however, that the system will have to expand its efforts even more if it is to respond successfully to the challenges of the future, which include finding answers to such crucial questions as:
How can academic and applied learning be blended to ensure learners have the appropriate balance of general education and employability skills as well as occupation-specific competencies?

How can learners receive the appropriate preparatory, developmental and other learning supports to ensure retention and completion of their learning goals?

How can more individuals and a greater variety of individuals gain access to post-secondary education and training?

How can the system ensure that all British Columbians have equitable access to opportunities to obtain more and higher levels of skills?

How can individuals receive recognition and formal credentials for learning regardless of how or where this learning is obtained, while still ensuring the quality of the credential?

How can the outcomes of post-secondary education and training be measured and effectively communicated to the broader public to ensure that the perception of the system matches the reality?

How can the learning that is supplied by the education system match the social and economic requirements of society?

How can the appropriate balance between and among government, individuals and employers be obtained in the financing of post-secondary education and training?

System Goals:
The need to respond to these challenges, to answer these critical questions — in combination with the context of the strategic priorities and values established by the government — has resulted in the emergence of four central and essential goals for the college, institute and agency system.

These four key goals have been proposed and supported through many sources of inquiry and consultation over the last several years. The goals will serve as a framework to guide the planning process, and will provide a set of signposts against which to judge the plan's adequacy and success.

Goal #1:
Relevance and Quality

To provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province and to enhance current and future job opportunities.

The pressure for British Columbia to have a world-class labour force is continually increasing. Global competitiveness has become a reality. In order for British Columbia to keep pace in the new competitive economy, human resource development must increase in importance. Education and training (i.e., learning) provided by the system is a critical component of the province's success and general well-being.

However, relevance in learning is more than simply job preparation. Relevance also relates to enabling learners to:

- appreciate cultural differences;
- interpret their place and purpose in life;
- put their lives in context with others and preceding generations; and
assess choices in life and make ethical decisions in a complex world.

These other aspects of relevance have, in the past, been considered more the purview of the “academic” stewards of post-secondary education. A new paradigm of education must alter past conceptions of “a well-rounded education,” and work to blend together all aspects of learning in ways which will improve the quality of life, work and citizenship for British Columbians. This means infusing “employability skills” into both general education/academic curricula and vocational/technical programs — thereby integrating “education” and “training.”

The educational process must also be relevant to the learner. It must acknowledge the life experience and knowledge individuals bring to the learning process to ensure that new learning is not a duplication of past experience, but rather meets their specific needs and provides additional value.

At the same time, the system’s services and activities, such as counselling, learning assistance, and individual organizations, must also respect and respond to the diversity of learners. Like core education, these need to be offered in an equitable fashion that is relevant to how, when and why a particular individual is engaged in learning.

The second aspect of this goal, quality, relates to maintaining excellence in the system.

While quality includes aspects of timeliness and responsiveness in the delivery of learning, these dimensions cannot override the quality of the learning content. Quality requires that the system ensure learners have obtained the knowledge and skills they need for the credential offered.

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**Goal #2: Access**

To improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training.

Traditionally, British Columbia’s overall participation rate in post-secondary education and training has been lower than the national average. This is increasingly problematic given the requirement for higher levels of education for successful participation in the labour market. Increasing provincial access to post-secondary education and training, and improving the number of pathways into and through the education system will help more British Columbians obtain the high-skill jobs of the future.

Removing barriers which have impeded access for those individuals traditionally underrepresented in the system is an important aspect of access. Students with disabilities, visible minorities and women have, each in their own way, faced physical, attitudinal and cultural obstacles. Barriers can often be subtle, such as routinely encouraging one career path over another based on nothing more than past practice. Other factors are more blatant, such as refusing to acknowledge the right and ability of an individual to pursue a non-traditional path. The system will need to address these barriers to ensure that all British Columbians have equal access to the full range of learning opportunities.
Goal #3: Affordability

To allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students.

To address the issues of cost, both to the individual learner and to the taxpayer, the system must continue to implement innovative and cost-effective techniques for teaching and learning. Attention must be paid to defining the appropriate allocation of the costs of education and training among those who reap its benefits — individual learners, society in general and employers.

Many factors associated with affordability require consideration: tuition levels, proportion of budgets committed to salaries, facility utilization, productivity, financial assistance, duplication and rationalization (e.g., services, programs, administration) and funding of technology. Streamlining, associated with a new delivery paradigm, holds some promise, but other efficiencies and innovations are necessary to ensure that access, as well as quality, can be maintained at an affordable cost.

Goal #4: Accountability

To enable the college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

Many accountability processes are already in place within the system. Examples include: strategic plan reviews, institutional evaluation, internal program reviews, accreditation, course articulation, student follow-up surveys, link file project, support service reviews, facility utilization and financial and enrolment audits. A number of institutions have made good use of the made-in-B.C. accountability process developed by the system in conjunction with the Canadian Comprehensive Auditing Foundation.

Accountability is becoming an avenue for monitoring the health of the post-secondary system and providing a way to measure the effectiveness of achieving access, relevance and affordability. Now the system is being asked to:

- provide assurance that the learning being provided by the system will meet the needs of individual students and the labour market;
- provide assurance to the public that public dollars provide appropriate value for the money invested; and
- demonstrate to the partners and stakeholders within the system itself (including faculty, administration, staff) that the learning process is as effective and efficient as possible.

To fully respond to growing expectations for public accountability, a more explicit and integrated approach to accountability must be adopted.
THE VISION

In order for the system to meet these challenges, it must move even further than it has to date in embracing a new vision, new methods and new ideas.

The college, institute and agency system of the future must:

- balance economic and social demands;
- be learner- and learning-focused;
- provide a general education that encourages respect for differences, understanding of the past and the ability to make informed choices for the future;
- ensure that all graduates have the employability skills they need to adapt to a continually changing society;
- provide flexible learning opportunities, including alternatives to full-time, classroom-based learning, that are aligned with B.C.'s economic, labour market and social needs;
- effectively incorporate information and learning technologies in the achievement of system goals;
- recognize competence, regardless of how or where the knowledge and skills are obtained;
- have the ability to customize quality curriculum and respond in a timely manner to community and industry requirements;
- become more "outcome-oriented," with close links to occupational standards to enable easy transition between institutions and all forms of non-traditional learning;
- ensure the system is affordable and accountable.

The system of the future must also be able to respond to and interact effectively with an ever-changing social environment.

Table 9
Primary Elements Required in the Future Learning System

<table>
<thead>
<tr>
<th>Integrated</th>
<th>Outcome-Oriented</th>
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<tbody>
<tr>
<td>• shared common resources</td>
<td>• meets learners' objectives</td>
</tr>
<tr>
<td>• linkages among all sources of learning</td>
<td>• links curriculum with learning outcomes</td>
</tr>
<tr>
<td>• common credentials</td>
<td>• generates employment opportunities</td>
</tr>
<tr>
<td>• centres of excellence</td>
<td>• produces employable skills</td>
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<td>• enhanced articulation</td>
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<table>
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<tr>
<th>Learner-Focused</th>
<th>Innovative</th>
</tr>
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<tbody>
<tr>
<td>• available anytime</td>
<td>• lower costs per learner</td>
</tr>
<tr>
<td>• available anywhere: workplace, community, home and school</td>
<td>• new partnerships</td>
</tr>
<tr>
<td>• customized curriculum</td>
<td>• incorporates advanced technology</td>
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<table>
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<tr>
<th>Flexible</th>
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<tbody>
<tr>
<td>• meets needs of diversified learners: youth, working adults and career transition</td>
<td></td>
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<tr>
<td>• learner-centred teaching and learning</td>
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Part I: The Context
expanding array of education providers, including workplace training departments, community agencies and private institutions, in addition to elementary and secondary schools and universities. This future system will demand even higher levels of articulation, coordination, collaboration, accountability and streamlining of responsibilities.

Table 9 on page 27 highlights the primary elements required in the future learning system.

MANAGING THE CHANGE

One school of thought suggests that the status quo is largely adequate. The public system could continue to exist in its present form, focusing on its traditional role in providing education and training primarily to those who wish to take courses on campus in face-to-face learning formats.

Public interest in increasing access for workplace-based training and upgrading, and in meeting the diverse needs of the unemployed, social assistance recipients, Aboriginal people and other constituencies, would be met through means other than the public system.

In this scenario, a percentage of available funding would likely shift away from the public system over time. Greater attention would be focused on building alliances with employers, labour unions and private-sector training providers with the goal of providing flexible learning opportunities that have high value at a lower cost.

Others have suggested that a market-driven model is most appropriate. B.C. could move to a consumer-sovereignty model that places decision-making for funding in the hands of individuals and communities through such means as student vouchers or community-controlled funding. Institutions would be required to adapt to meet consumer demand or diminish in size and importance.

This approach, which is favoured by the federal government and based on the conviction that the public system cannot change enough to meet the demands of the current environment, is the rationale upon which the federal government has decided to eliminate direct government-to-government training purchases.

The Ministry, however, strongly favours an approach of revitalized partnerships. B.C. will work to create a revitalized public system that can act as a “hub” for new approaches to lifelong learning.

Programs which serve the system well, including academic programs, university transfer programs, career preparation, and continuing and adult education, will continue to be highly valued. The system will be given a mandate through these programs to provide more access, with a higher emphasis on employment relevance, at an affordable cost. New alliances will be developed with business, labour, other education providers and learners to develop a seamless learning system providing the flexible, inclusive, outcomes-based learning required by modern society.

To achieve this revitalized system, current ways of operating will need to be explored and challenged in order to determine the areas of the system that need improvement and what aspects continue to serve the system well. This exercise will include examining who has access to the system now, how and when learning opportunities are made available, and whether they are best aligned with today’s learning needs. In addition, new ways to acquire and share resources and expertise throughout the learning system will need to be found.
The system's academic programs which provide learners with the ability to think and act independently are important both as a means of personal exploration and as a path to new choices in life. Similarly, the career, technical and vocational programs which provide occupational competence to British Columbians must be supported. Neither type of learning program has, or should have, exclusive jurisdiction over independent thought or practical skill development. The proposed future system will see a convergence of these two forms of education in the provision of fully comprehensive learning.

The future well-being of British Columbia will be best assured by a renewed and revitalized public post-secondary system that will be able to respond to the challenges and forces of change described in this document. A number of different ways of managing the change have been proposed across Canada. The Ministry intends to support the public post-secondary education system in fulfilling the vision and goals outlined in this paper.

This approach will involve making changes in the present system; implementing those changes will require dedication and support from all partners in the learning process.

If all partners in the college, institute and agency system cannot agree to move in this direction towards revitalized partnerships, or if the system proves to be incapable of delivering this vision in practice, then there will be little choice but to explore the alternate scenarios.

Revitalization, in the scenario preferred by the Ministry, must involve every partner in the system. It will require that partners work together or face the reality that an alternate scenario will prevail in shaping and directing the system — a scenario that may not be the most desirable option either for the system or for British Columbians.

With the support and commitment of all partners in the system, however, a new course will be charted that will provide all British Columbians with the flexible learning opportunities they need to participate fully in the economic, social and cultural life of the province.
Part II - The Strategies - *Charting A New Course* recognizes that the system has enabled learners to develop the skills and knowledge leading to an improved quality of life, work and citizenship. At the same time, it acknowledges that changes are required in order to meet the increasingly complex needs of a wide diversity of learners and the demands of society today, and in the future. The commitment of system partners to merge current strengths with new strategies for responsive, flexible and high-quality program delivery will ensure the continuation of a dynamic learning environment that will serve all British Columbians.

Consistent, system-wide approaches are essential in order to respond to a diverse group of learners. It is also critical that system integration be balanced with institutional autonomy. Individual institutions will continue to develop and provide key educational services in response to community and regional needs. In addition, it is recognized that the university sector is a most important partner to the college, institute and agency system and that future forums for discussion between the two sectors will be important to the evolution of the provincial post-secondary system.

THE GOALS

RELEVANCE & QUALITY

**I. Goal**

To provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province and to enhance current and future job opportunities.

**II. Objectives**

To ensure that learners are able to acquire the skills and knowledge needed to:

- make informed decisions and exercise personal responsibility in political, economic, environmental, social and cultural processes; and

- foster an appreciation of individual differences, an awareness of oneself in society, and a sense of the ethics and values integral to living and working with others.

To ensure that learners acquire the necessary building blocks or competencies to function successfully in life and work, including:

- numeracy, literacy and computer skills;

- analytical, empirical and problem-solving skills;

- ability to work effectively in a team environment;

- ability to adapt to rapid technological changes; and

- effective communication skills, both traditional and technological.

To ensure that learners are able to acquire job-readiness skills and job-specific skills to prepare them for the workforce and ensure that, while in the workforce, they are able to update their skills to maintain employment or to transfer to new jobs.

**III. Background**

The college, institute and agency system has historically provided learners with opportunities to develop relevant skills and knowledge leading to an improved quality of life, work and citizenship. The nature of education and training has enabled the learner to acquire employability skills necessary for success in the
workplace and the knowledge required for ethical reasoning, the development of social relationships and an understanding of art and culture.

The responsiveness of institutions to their communities has created a decentralized system with unique vitality. Institutions have endeavoured to keep programs and curriculum current with social and economic changes through community and employer linkages and representation on program advisory committees, through cooperative education and apprenticeship programs, and through career information and counselling.

Notwithstanding the system's successes, skills shortages are common in today's economy. Surveys of employers indicate that available jobs go unfilled as a result of insufficient numbers of skilled workers. Ultimately, many employers recruit outside the province or country to fill positions. Employers also contend that employees often lack certain generic skills necessary for new skills development.

Institutions are now being challenged to develop a range of initiatives that recognize learning in the workplace and create new opportunities for non-traditional learners, such as those individuals moving from social assistance into education and training. The ability to respond to a wide range of learners requires that post-secondary education and training reflect that people learn in a variety of ways, that learning requires active participation by the learner, and that learning is both an individual and a social process.

In addition, learners' needs for flexibility and portability require a policy framework that provides for consistent approaches, with a capacity for system-wide application where appropriate. An increasing diversity of new providers and new partnership models in the delivery system is, however, challenging established practice. As a result, there is a need to ensure that education and training are relevant to today's standards in industry and adequately provide the learner with the knowledge and generic skills for successful participation in life and work. This need suggests a continued role for the public system in providing new models of program delivery and a role in providing quality control for aspects of the broader learning system.

IV. Strategies

A. System-Wide Strategies for Learner Success

1. Informed Choice for Learners

Information regarding programs across the system and learner outcomes for these programs will be made widely available to potential learners and distributed to groups that are characteristically infrequent users of post-secondary education.

Strategies:

- **Labour market information** will be collected and distributed through an annual sectoral review that will identify labour market trends and the corresponding requirements for education and training. This improved labour market information will be used to advise learners as they plan career choices and will be widely available through distribution mechanisms, including the Internet.

- **Program information** that is not solely institution-based, regarding delivery options, geographic alternatives and transferability between programs in different institutions, will be widely distributed to learners. Publications produced by different organizations
within the college, institute and agency system will be reviewed to eliminate duplication and increase the value of information provided to the learner.

- **A computerized data base** will be developed to provide comprehensive information about British Columbia’s public post-secondary institutions and the location, scheduling, fees and delivery modes of available programs, in addition to basic career information related to particular programs. Easily accessible computerized data bases will enable learners to evaluate their post-secondary choices from a full range of options and to make decisions best suited to each individual. The data base will also constitute a complete and up-to-date resource for secondary school students, counsellors, teachers, parents and adult learners.

- **Graduate follow-up reporting** will provide data from recent graduate surveys which correlate employment placement with education and skills training. Results will be published in a user-friendly format for learner reference and made readily available at public institutions and secondary schools. Mechanisms will also be developed by which outcomes can be assessed in terms of completion rates, learner satisfaction and other criteria that would be relevant to the potential learner.

2. **Quality of Life, Work and Citizenship**

Education and training will provide the learner with the knowledge and skills necessary for successful community participation, social interaction and cultural involvement, and engender in the learner the desire for the acquisition of knowledge. At the same time, programs offered by the system will provide high-quality education and training that is relevant to labour market requirements, prepare learners for employment or self-employment, and expose learners to the evolving issues of a global economy and community.

**Strategies**

- **Social awareness** will be engendered by increasing the learner’s ability to acquire knowledge of societal issues through all academic, career, technical and vocational programs so as to promote broader social awareness. An understanding and interest in one’s own and other cultures will be fostered through opportunities to gain an appreciation of artistic and intellectual life. Programs will develop the learner’s communication and critical thinking skills, as well as promote integrity, creativity and the ability to engage in new situations and to respond appropriately.

- **Community and continuing education** will offer education or training on a part-time or short-term basis to meet personal development interests, enhance community development and improve the employability skills of adult learners. Institutions will continue to develop institutional plans and introduce new programs that respond to the unique needs of their communities.

- **Internationalization of curriculum** will prepare learners for successful participation in an increasingly interdependent world. The internationalization process will foster understanding of other cultures and develop skills for effective living in the global community.

- **Outcomes-based, learner-centred curriculum** will provide the foundation for:
  - Developing career, technical and vocational programs on a system-wide basis so that critical thinking and technical skills are learning outcomes for all programs. Outcomes will be assessed to determine learner, program, institution and system successes. Programs will also be introduced in modularized formats to provide flexible delivery that meets learners’ needs.
• Establishing outcomes-based standards for general education and liberal arts programs, including measures of accountability to both the learner, the community and the employer. Through these mechanisms, the value of a liberal arts and general education, in providing the attributes of general knowledge and employability skills, will be recognized and strengthened.

II New certificate and diploma programs will be introduced in the public post-secondary system only after a detailed review, including an assessment of current and/or anticipated labour market demand and employment opportunities. New programs will be approved when supported by evidence of regional or provincial labour market demand, or when it is demonstrated that the program will lead to the creation of new jobs or new forms of self-employment. Programs with a strong employment destination will continue to comprise the majority of new programs delivered at colleges and institutes; however, new programs that promote objectives such as equity, social development, cultural and environmental awareness and civic participation may also be approved.

II New degree programs, from traditional degrees to those more applied or occupational in nature, will be evaluated by the Degree Program Review Committee (DPRC), prior to making a recommendation to the Minister of Education, Skills and Training. The DPRC, with representatives from administration, faculty, government, students, employers and the community, will ensure that new degrees meet appropriate educational standards, are relevant and viable and contribute to the development of a successful economy and society.

The introduction of new degree programs, and the continuation of existing degree programs, in university colleges and institutes will be consistent with the established mandates of these institutions. Programs with an applied emphasis and a focus on employment opportunities will continue to comprise the majority of new programs. New academic program approvals will build upon existing core program offerings and will balance prescribed employability skills criteria with requirements for general educational programming.

In addition, options will be introduced to give learners the opportunities to achieve defined outcomes within a flexible time frame. For example, while maintaining four-year baccalaureate degrees, program lengths will be assessed relative to learning outcomes. Further policy development will assess the impact of shorter-term undergraduate degrees, including three-year degrees and models such as three years of linked, consecutive training in one discipline.

B. INSTITUTIONAL STRATEGIES FOR LEARNER SUCCESS

1. Support for Learners

Learner success will be enhanced by ensuring the best possible fit between the characteristics of the learner and the institution.

<table>
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<tr>
<th>Strategies</th>
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<tr>
<td><strong>Assistance programs</strong> will be offered to address personal or financial barriers to post-secondary education, including financial aid, child care, peer counselling and equity programs.</td>
</tr>
<tr>
<td><strong>Communication and training</strong> initiatives will be introduced to increase awareness of equity needs and cross-cultural understanding by all institutional members.</td>
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</table>
Student admissions, assessment credit and placement will be based on the learner's knowledge, skills, abilities and goals, as determined through academic advising and career counselling, followed by appropriate upgrading, if necessary.

Counselling and educational advising will be provided to integrate learners effectively into post-secondary education and training. Activities will encompass career counselling, educational planning and goal setting, personal counselling and crisis intervention. Learner success will be promoted by identifying an individual's learning strengths and personal barriers, and by providing support and remediation.

Library Services and recognition of the importance of the institutional library, and its role in the development of the learner, will be supported and developed. Libraries will provide important information and research services, including electronic information sources for learners.

Faculty/learner interaction and an ongoing climate of support for learners will be fostered through activities that increase access to faculty, such as after-class consultation and discussion, and greater faculty involvement in campus activities.

Elimination of academic barriers and increased flexibility in decision-making by faculty, for matters such as course completion dates, will be initiated, so that the learner's needs are served.

Work study integration, including cooperative education and internships, will be expanded to a broad range of certificate, diploma and degree programs. Institutions also will be encouraged to modify existing programs to include significant work study integration.

2. Classroom Strategies for Learner Success

The most effective instructional methods and technologies will be used so that the environment for learners to acquire knowledge and skills is optimized. While traditional classroom learning is an integral component of the post-secondary system, the classroom, as it was traditionally defined, is changing in response to the needs of learners and the changing means of delivering education and training.

The classroom will be redefined to enhance learners' participation in, and acceptance of personal responsibility for, the process of learning. Institutions will develop new strategies to provide quality learning alternatives that meet the varying needs of learners. Redefinition will include the following:

- Augmentation of face-to-face instruction with self-paced learning through computer-assisted learning techniques;
- Access to traditional and electronic sources of information services, including written, on-line, CD-ROM and library services, in order to foster independent, self-paced learning;
- Learning options that provide for continuous intake, flexible timetables and mixed models of distance learning and classroom-based learning; and
- Cooperative learning techniques to ensure that learners acquire necessary competencies, such as effective communication skills, conflict resolution skills and the ability to work effectively in a team environment.
Teacher effectiveness will be supported to ensure that the skills and knowledge of educators are enhanced to provide high-quality instruction and services for learners, including:

- New ideas in learning and teaching to encourage individual faculty and institutions to develop and implement innovative teaching and learning techniques and methodologies. Information regarding current and emerging best-learning practices will be distributed to faculty across the system; and

- New research in innovative instructional methods, for adult learning and teacher effectiveness, to evaluate practices in terms of learner-outcomes and cost-effectiveness, recognizing that there is no one best technique for teaching or learning.

Professional development, which focuses on learning, will enable faculty to acquire new skills and knowledge through in-service training and related academic training. Key indicators will be developed to assess the outcomes of activities undertaken by faculty through professional development and in-service training.

In-service training is of particular importance, in order to increase instructor knowledge about the potential to incorporate educational telecommunication technologies into learning, and to develop an understanding of the efficacy and increasing importance of these technologies for all learners. It will be essential to the success of the Provincial Learning Highway initiative in the college, institute and agency system, that faculty develop expertise in using new educational technologies. Programs that use computer-mediated communications, video-teleconferencing, media-based instruction and Internet-facilitated instruction require extensive awareness and skills development on the part of faculty.

ACCESS

I. Goal

To improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training.

II. Objectives

To ensure that British Columbians have opportunities for participation in post-secondary education and training and that opportunities in all regions reflect the education and training needs of those regions.

To enhance participation in post-secondary education and training through a combination of established and innovative delivery strategies, including new provincial, national and international alliances, through brokering models and through distance learning.

To eliminate attitudinal and physical barriers affecting the participation of non-traditional learners and promote equity of access across the system.

To improve the opportunity for successful completion of post-secondary education and training through initiatives that increase retention rates and provide support for learners throughout the learning process.

III. Background

The current college, institute and agency system has enabled thousands of British Columbians to acquire the education and training necessary for personal development and career advancement. The strengths of this system include:

- accreditation and portability among a number of programs;
breadth of programs and delivery alternatives across regions; community linkages and recognition by employers; and established infrastructure and reliable program delivery.

While the strengths and effectiveness of the system are recognized, concerns have been expressed about the ability of the system to respond to the full range of demands that will be placed on it by an increasingly diverse group of learners, by new learning paradigms, and by increasing fiscal constraints. Institutions will be increasingly challenged by new competitors, by the need to develop models of collaboration and joint venturing, and by the need to reach groups and communities who have not had access to, and may have been alienated from, institutions. A successful strategy, therefore, will target both levels and modes of access and challenge public institutions to meet those targets where possible. At the same time, public institutions will recognize that change is needed.

Change will be reflected within institutional cultures and through practical organizational and operational responses to the learner’s need for accessible, high-quality and relevant post-secondary education and training. Responses will take into account conditions which affect the learner, such as social and financial responsibilities and workplace requirements, so that opportunities to acquire education and training are extended to a wide range of learners.

IV. Strategies

A. ENHANCING LEARNING EFFICIENCY

The college, institute and agency system will respond to the changing needs of learners by eliminating institutional barriers while maintaining quality. New learning efficiencies will ensure that learners achieve the same outcomes in a more cost-effective manner than at present. In particular, greater recognition will be given to learning that occurs in the workplace, and knowledge and skills acquired by individuals through life experience.

Flexible learning assessment, provided through a coordinated system-wide approach, will enable students to be evaluated on the basis of knowledge and skill levels, for more efficient placement in programs. Flexible learning assessment, including techniques such as prior learning assessment (PLA), will determine the knowledge and skills acquired by an individual through life experiences, work and study not associated with formal education, and will relate that prior learning to educational program objectives and to course and program credits.

The development and use of assessment tools and methods within the system will include portfolio development and assessment, challenge examinations, program equivalencies, course equivalencies, skills demonstrations, oral examinations and interviews. Institutions will also develop mechanisms to use PLA to assess the skill levels of employees in the workplace.

Credit transfer agreements between post-secondary institutions will assure learners that the accredited education and training attained in one institution will be recognized by other post-secondary institutions. Block-transfer agreements will be developed to allow transfer of credits between institutions and eliminate the time-consuming process of course-by-course institutional credit assessment. As part of this initiative, the Pan-Canadian Protocol on the Transferability
of University Credits, signed by the Council of Ministers of Education, Canada, will require transferability across all first- and second-year undergraduate programs, and a review of policy alternatives for further credit transfer beyond first- and second-year undergraduate studies. In addition, the Ministry of Education, Skills and Training will initiate a forum between the college, institute and agency system and the university sector to promote efficient and effective credit transfer arrangements.

Comprehensive articulation will ensure learner mobility by improving communication and coordination among components of the broader learning system, including the following:

- **K-12 and college, institute and agency system** articulation in career, technical and vocational programs will provide for consistent practice across the province. In addition, the number of programs that articulate between the two systems will be expanded by identifying those secondary programs that provide skills training and career preparation. Through this process, students graduating from high school with job-ready skills or credentials will receive advanced placement in post-secondary programs.

A revision of all K-12 curriculum is under way to reflect an applied focus that incorporates career development, employability skills and active learning, through which the learner will apply theory to a real-world problem or process. New curriculum will be developed to meet university entrance requirements and equip the learner for work or post-secondary training. At the same time, curriculum revision will introduce new applied academic courses, including Technical and Professional Communications 12, Applied Math and

Physics 11 and 12, and Applied Technology 11 and 12. While reviews are being completed on a course-by-course basis by individual faculties, the objective is to provide learners with full credit from these courses for entrance into degree-granting institutions.

- **The International Baccalaureate**, with its comprehensive curriculum (including languages, science, mathematics and humanities), will be recognized across the college, institute and agency system. The International Baccalaureate is sponsored by a Swiss foundation with headquarters in Geneva, a North American office in New York and an office in Vancouver, British Columbia.

- **The Advanced Placement Program** will be recognized, allowing individuals who have successfully completed examinations for designated courses to be granted credit for those courses upon admission to institutions. The Advanced Placement Program is administered by the College Entrance Examination Board, with headquarters in New York and a Canadian office in Kelowna, British Columbia.

- **Foreign credential assessment** mechanisms, developed in conjunction with flexible learning assessment techniques and block transfer, will be used to assess and evaluate foreign academic credentials in comparison with those offered by the British Columbia post-secondary system, particularly for non-regulated professions. Institutions will continue to apply established evaluation procedures, but will do so within a coordinated framework for assessment across the post-secondary system.

New partnerships between institutions within the college, institute and agency system will allow for the cost-effective
delivery of a wide array of programs to learners throughout British Columbia. Institutions recognize that the best interests of learners are served by eliminating duplication and overlap in the delivery of post-secondary programs, through a well-defined policy that ensures access and quality assurance.

Flexible scheduling, for daytime, evening and weekend course delivery, and mixed models of distance learning and classroom-based learning, in programs leading to certificates, diplomas and degrees, are examples of efficiencies that take into account learners' personal and financial responsibilities and workplace requirements. The introduction of outcomes-based, learner-centred curriculum, and the potential for some programs to be shorter in length, will assist learners to achieve their education and training objectives in a timely and cost-effective manner.

Private training institutions' courses or programs will be recognized by provincial policy that is applied on a consistent, system-wide basis so that learners' interests are safeguarded. While private training programs will not receive basic operating grants and funding envelopes provided to public institutions, it is critical that private training institutions receiving financial contributions of any kind from government, or seeking credential recognition, be held accountable for performance outcomes that are equivalent to those required of the public post-secondary system.

Private training recognized under a provincial policy framework will include training provided by private trainers and non-profit community associations to Income Assistance recipients, offering an integrated approach to employment training. Training will include a combination of classroom and experiential workplace-based learning necessary for participants to move to employment and, at the same time, create linkages to community resources and services.

To ensure accountability to the learner, performance standards will be written into contracts, and annual reports will be required by the Ministry of Education, Skills and Training. Performance standards will include outcomes such as the number of learners who successfully complete training and the number of learners who successfully move into employment or further related employment training.

Students enrolling in private training institutions will be eligible for provincial government financial assistance only if the institution is both registered and accredited by the Private Post-Secondary Education Commission. Students attending accredited private training institutions will be eligible to receive the same financial assistance as learners attending public institutions.

Credentials offered by private trainers for specific courses and programs will be recognized by the college, institute and agency system if the following criteria are met:

- The private training institution is registered with and accredited by the Private Post-Secondary Education Commission; and
- Curriculum standards and learning outcomes are assessed against the criteria developed by the British Columbia Centre for Curriculum, Transfer and Technology. Responsibility for establishing credential recognition and articulation of private training programs with public programs will be delegated to local colleges and institutes, subject to confirmation that their procedures meet the criteria established by the provincial policy framework.
B. NEW PATHWAYS FOR LEARNING

The number of available pathways to post-secondary education and training will be increased to enable learners to choose options that better meet their needs. Pathways will be created through new combinations of courses delivered by different institutions and through new delivery models which may be based on brokering, on geographically distributed alternatives, on workplace-based alternatives, or on the use of open learning.

**Alliances** will be developed between public post-secondary institutions and labour market partners to increase educational effectiveness and the number of learners accredited at the certificate, diploma or degree level, in accordance with the provincial policy framework. This framework will encompass both private training relationships and new partnerships with other providers. Models will be developed to reduce overlap and duplication among education deliverers, including colleges, school districts, the Open Learning Agency and other public organizations.

**Workplace-based training** will be increased in order to:

- Create new alliances that will build confidence in the ability of public institutions to deliver training that is relevant to employers and employees;
- Provide multi-skills training and develop critical thinking; and
- Create more opportunities for credentialization, by recognizing training in the field through granting course credits leading to certificates, diplomas and degrees.

**International education** will play an important role in positioning the province in a global and economically interdependent world. Learners require the knowledge and skills to respond effectively to this evolving environment. International education assists by increasing access to learning opportunities and helping to promote economic activity and employment opportunities for British Columbians. International education will encourage learner and faculty development and exchanges, international projects, institutional linkages, community linkages and the admission of international learners to the college, institute and agency system.

**Community Skills Centres** will broker training in a flexible manner to meet the needs of business, labour and industry. Public education providers, alone or in strategic alliances, will have the right of first refusal to undertake any accredited post-secondary education program that will provide a certificate, diploma or degree. Community Skills Centres will continue to be able to seek education providers from the private sector to deliver uncertified or informal programs. These Centres will undergo a comprehensive review to determine how effectively they are functioning within this mandate and to ensure that there is no overlap or duplication of existing programming and delivery structures.

**The Provincial Apprenticeship System** will be redefined through a special review that will:

- Revitalize the status of the apprenticeship system based upon consultation and consensus among industry, labour and government;
- Confirm the priority of skills training and apprenticeship programs by expanding and revitalizing the apprenticeship training system and specifically increasing the number of apprenticeable trades;
- Clarify the role of the college, institute and agency system in the delivery of apprenticeship training, including a mandate to do the following:
- **Set standards** for the hiring of instructors and for professional development for instructors within the system;

- **Encourage access** for women and minorities to enter into trades-training and apprenticeship programs;

- **Facilitate the integration of training programs** delivered by colleges and institutes with those delivered by industry, in cooperation with industry and labour; and

- **Establish regional delivery models**, bringing apprenticeship technical training closer to the community.

**C. THE LEARNING HIGHWAY**

**Strategies:**

The Learning Highway will provide access to flexible education and training opportunities for British Columbians regardless of where they work or live, through a common telecommunications network that connects all public education and training institutions.

- A **provincial policy framework** for the Learning Highway will:
  
  - **Establish the Provincial Learning Network for the college, institute and agency system** by determining how it will be capitalized, developing a plan to acquire the necessary hardware for each college region, and confirming how the infrastructure will be serviced and maintained. This process will include compiling an inventory of the existing capacity of the system and identifying the investment in hardware required;

  - **Determine how program delivery will be harmonized** and integrated by clearly defining responsibilities for open learning delivery to prevent overlap and duplication, including establishing the terms of protocol agreements between institutions for program delivery provincially and/or within college regions; and

  - **Promote strategies for an educational technology program base** that is at the leading edge of research and design in courseware and, at the same time, offers a comprehensive and dynamic array of programming that is accessible to a range of non-traditional learners and promotes understanding of the efficacy and use of educational technology.

**D. ELIMINATE BARRIERS**

Attitudinal and physical barriers will be reduced and learning opportunities provided for equity groups, non-traditional learners and other learners who may face systemic barriers to entering and successfully completing post-secondary education and training.

**Strategies:**

- **The Aboriginal Post-Secondary Education and Training Policy Framework** will provide a long-term education plan to enable Aboriginal people to acquire the knowledge and skills required for building capacity toward self-government. Elements of the framework include strengthening public post-secondary institutions, stabilizing partnerships between public institutions and private Aboriginal organizations, and designating Aboriginally managed institutions under the *[College and Institute Act]*, in accordance with provincial criteria. The framework maximizes Aboriginal participation and decision-making and emphasizes solutions to post-secondary education barriers for Aboriginal people.
Implementation of the policy is reflected in the recent designation of two new Aboriginally managed post-secondary institutions, the Institute of Indigenous Government (IIG) and the Nicola Valley Institute of Technology (NVIT), under the College and Institute Act. The IIG is mandated to provide education and training in all aspects of Aboriginal self-government and economic and social sustainability. NVIT is a comprehensive post-secondary institution with an established history of providing accredited certificates and diplomas in a broad array of academic and applied programs, through partnerships with public institutions. In addition, the Association of Aboriginal Post Secondary Institutions has received provincial funding to establish the Aboriginal Curriculum and Resource Development Centre to provide Aboriginal expertise in the development of educational resources used in all post-secondary institutions.

**Gender equity and multi-cultural awareness initiatives** will foster awareness of issues of discrimination, harassment and violence, at all levels and for all constituency groups, in the public post-secondary system. Increased awareness of attitudinal barriers and increased sensitivity to cross-cultural biases will promote more positive attitudes toward female and marginalized students and personnel, and will introduce ways to decrease the higher discrimination, harassment and violence incidence rates for these populations. A framework will be implemented for comprehensive action on a system-wide basis.

**Disability initiatives** will improve access and completion rates for learners with disabilities. Initiatives will include employment-oriented programs and support services which improve retention and success rates. New strategies will be implemented to further the objectives of equitable regional access and successful completion through appropriate career counselling, an applied workplace component in all training, and training for careers with demonstrated long-term employment potential.

**Child care initiatives** will assist in removing barriers and will allow students with children to have access to post-secondary education and training. Initiatives will include providing services that address the needs of non-English speaking families, establish networks of near-campus family child care, and create part-time, extended-hour or occasional care for shift and seasonal workers.

**English language training (ELT)** delivered through the public post-secondary system will provide newcomers with access to further education and training, as well as to employment opportunities. ELT programs offered throughout the system will ensure that immigrants have access to the English language skills they need in order to be successful in vocational, career, technical and academic programs. Combined skills programs will provide newcomers with both the English language abilities and specific employment skills necessary to enter the labour market.

**Literacy programs**, delivered through colleges and institutes, will provide low-literate adults with opportunities to improve the basic communication and numeracy skills required to enhance self-esteem and provide the foundations for continuing on to other adult basic education programs, further training or the workforce. The adult literacy cost-shared grants program will provide opportunities for a range of non-profit organizations, businesses and labour organizations to enter into partnerships with public institutions to enhance adult literacy activities in British Columbia. Such activities include the
provision of a toll-free number in the province, assistance with innovative program delivery, encouragement of an electronic literacy network and an emphasis on workplace-based literacy.

**Adult Basic Education (ABE)** programs will enhance opportunities for those adult British Columbians who lack the basic skills to meet their social and economic objectives. ABE programs will provide flexible learning opportunities for adult learners to acquire the foundation skills needed to be successful in employment-related vocational, career, technical and academic programs, or to move directly into the workplace.

Applied, focused, relevant learning opportunities will be provided for the unemployed and for workers who need retraining. Wherever possible, ABE programs will be integrated with other skills-related programs in the institution. The use of distance-education technology in the cost-effective delivery of ABE will be fully explored, with sensitivity to the different learning styles and needs of learners.

**Institutional Based Training (IBT)** programs will provide more effective institutional responses to youths and adults who move from Income Assistance into education and training within public and private post-secondary institutions. IBT will facilitate the acquisition of employment-related skills necessary to move from economic dependence to independence. Institutional Based Training will:

- **Promote overall institutional change** to improve accessibility for Income Assistance recipients moving to post-secondary education and training;
- **Provide support services** essential to improving learner participation and completion rates;
- **Ensure effective and coordinated programs and services**, including assessment and counselling, personal-skills training, focused upgrading, vocational-skills training and job placement; and
- **Establish effective linkages in communities and regions**, including those with employers and employer groups, community agencies, training consultants, the federal government, other training deliverers, and institutional administrators and personnel.

**Support services** will be implemented to increase access by non-traditional learners and to improve performance, increase retention and reduce drop-out rates. Individual assessment, counselling and career forums to equip students with the skills they need to find employment, including intensive job-search programs for graduates, currently offered by some institutions, will be expanded system-wide.

Institutions will be proactive in encouraging the participation of under-represented groups and in offering support services, so that chances of success are maximized. Efforts to reach under-represented groups will be assisted by the development of effective community linkages and referrals.

**Financial support** will be provided by redesigning the British Columbia Student Financial Assistance Program to provide a comprehensive program of repayable and non-repayable assistance which will complement the revised federal government assistance program and address rising student need and rising default rates. A Standing Advisory Committee, which will include student representatives, will be established to advise on program design.

Assistance will supplement other resources available to students from their families, their own resources, and scholarship or...
bursary awards. Financial assistance that is currently provided by a number of different provincial government agencies will be coordinated to eliminate situations in which individuals with similar financial needs receive different levels of financial support because of different classification systems. In addition, assistance criteria will be extended to include part-time learners who also work part-time in the labour force.

**Affordability**

**I. Goal**

To allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students.

**II. Objectives**

To recognize improvements in learner participation and facilitate greater participation by equity groups and non-traditional learners;

To promote the delivery of relevant, high-quality programming by recognizing improvements in learner retention and learner outcomes;

To encourage excellence and innovation in program and service delivery, while fostering partnerships that support the unique education and training needs of all regions; and

To provide incentives to institutions for increased efficiency and ongoing improvements in the cost-effective delivery of programs.

**III. Background**

Fiscal restraint and the demand for flexible learning opportunities are challenging the college, institute and agency system to realign its predominantly traditional delivery methods. Learners want access to education and training that is convenient, affordable, and offers the skills and knowledge needed for successful participation in life and work. At the same time, the system is being challenged by government and the public to deliver more service with lower operating and capital costs.

Within this context, a funding framework for provincial government contributions to colleges and institutes will recognize provincial educational priorities and be flexible enough to allow institutions to make rational and timely decisions. The framework will allocate provincial grants through a process that results in an equalization of the levels of educational opportunity for learners across the province. The framework will also provide the necessary support to those individuals and structures, within institutions, responsible for creating a quality learning environment. In addition, the framework will strengthen institutional budget-planning and incorporate reporting by institutions on educational outcomes, to reinforce cost-effective practices that serve the learner.

**IV. Strategies**

**Funding Framework**

A new funding framework will consist of a series of inter-related envelopes, each with its own set of characteristics, including resourcing models, formulae, performance indicators and other funding criteria that will determine the allocation of funds. The framework will have the flexibility to accommodate changes in educational priorities that may require expanding or reorganizing these envelopes in subsequent fiscal years.
Funding Framework Envelopes:

The Basic Operating Grant Envelope

The Learning Partnership Envelope

The Learning Highway and Technology Innovation Envelope

The Capital Funding Envelope

A. The Basic Operating Grant Envelope will comprise the largest portion of provincial funding to an institution and will fund a base level of services, including core operations, student services, administration, equipment replacement and program delivery. Additionally, features will be embedded in the envelope that will encourage new ways of delivering programs and services. Appropriate expenditure plans will then be determined by the individual institution.

Three funding blocks — the Core Funding Block, the Operations Support Funding Block and the Student Funding Block — are closely related to the cost patterns of college and institute operations and will form the key elements of the Basic Operating Grant Envelope. These blocks will provide an allocation model for funding. Institutions will be held accountable for delivering agreed-upon levels of services to learners, in accordance with approved institutional plans.

A fourth funding block, the System Support Funding Block, will be created to provide funding for central or system-wide organizations. These organizations, while not institutionally based, will provide direct services and support to institutions and, therefore, are included in this portion of the Funding Framework.

1. The Core Funding Block will provide for the basic operations of the institution, including such fixed costs as physical plant operations. The intent and structure of this block will recognize a fundamental, uniform set of base operations necessary for educational services, regardless of institutional size or location.

2. The Operations Support Funding Block will provide for the semi-fixed costs of operating institutions of varying sizes. Specific examples are costs which relate to library, counselling, admissions, operations and equipment replacement. Another component of the Operations Support Funding Block will recognize that there are additional costs associated with extending core services from the main campus to other learning centres in an institution's region.

3. The Student Funding Block will provide for all variable costs which relate to the delivery of educational programming and student instruction, and will contain three distinct components:

   - Student Funding;
   - Performance-Based Funding; and
   - Special Program Funding.

   (A) Student Funding, and student demand for spaces, will drive the major portion of the Student Funding Block. Allocations will be expressed in terms of numbers of full-time equivalents (FTEs) approved for an institution and will be derived through the following:

   - The Full-Time Equivalent (FTE) Allocation Model;
The Program Planning and Rationalization Model; and
- The Program Profile Process.

**The Full-Time Equivalent (FTE) Allocation Model** will be used to determine, in part, changes in the level of base operating activity to be undertaken at each institution. The model will allocate growth to institutions based on the following:

- **Equitable levels of access** on a regional basis for which participation rate targets will be reviewed and modified if necessary;
- **Demand by students** as indicated by program utilization;
- **Provision for institutions to deliver** regional and/or provincial programs; and
- **Response to unique labour market demand** in a region as distinct from both regional and provincial participation factors.

FTE allocations will vary as student demand and the need for a response to regional labour market requirements change over time.

**The Ministry’s Program Planning and Rationalization Model** will comprise a second process through which the type of programming to be undertaken at each institution will be determined, based upon a range of criteria against which new programs will be approved and existing programs reviewed. Criteria will include factors such as identified labour market needs, anticipated employment destinations, student demand, learning outcomes, articulation and transfer arrangements, and program delivery methodology. (The FTE Allocation Model and the Program Plan and Rationalization Model, while distinct, will necessarily be considered in tandem for funding purposes.)

**The Program Profile**, the mechanism through which the Ministry and institutions annually contract which programs will be funded, will be simplified. Detailed institutional program listings will be collapsed into broad program or subject area bands. This initiative will provide institutions with the following:

- **Flexibility** to reallocate resources within program bands more easily, in order to react quickly to needs identified in the local community;
- **Reduced complexity** of the funding framework; and
- **Ability to reprioritize and introduce new programs** consistent with the Ministry’s Program Planning and Rationalization Model.

(b) **Performance-based funding** will recognize institutions that meet targets for student spaces and levels of access, and that meet performance objectives for learner support and retention requirements, particularly for high-risk and non-traditional learners.

Performance-based funding will, therefore, include one or both of the following components: performance ranges and/or performance objectives.

**Performance Ranges** will be established to ensure that numbers of student spaces and levels of access are maintained and improved. Institutions will be subject to both positive and negative adjustments to the Operations Support Block or Student Funding Block, depending upon space utilization within determined ranges. Policies and procedures for performance ranges will incorporate guidelines so that adjustments to funding will:

- **Reflect changes in student enrolments** in the previous fiscal year;
- **Consider factors such as size, location, range of programs and the nature of local and regional demand for programs and services; and**
- **Assess the circumstances** affecting the institution's performance.

**Performance Objectives** will be established to specify required accomplishments in key areas such as retention, completion, transfer and learner supports. Additional resources will be provided to institutions based upon an allocation model that incorporates the following guidelines:

- **The overall level of additional funding**, or reduction in funding, will be limited to a small percentage, based upon an institution's record of accomplishing performance objectives in the previous fiscal year;

- **The performance objectives** will recognize learner-centred approaches; and

- **The performance indicators** will be consistent with the key performance indicators developed through the Accountability Framework.

(c) **Special Program Funding** will be used to implement emerging government and system priorities which specifically relate to the delivery of educational programming and student instruction. An example of a Special Program Grant would be the allocation of targeted funds to support Aboriginal initiatives within an institution. Other examples would include the provision of special education support services, interpreting services and literacy programs.

4. **The System Support Funding Block** will provide funding for a number of system-wide initiatives required to support the implementation of *Charting a New Course* and to facilitate system change. Examples would include the provision of funds to the Centre for Curriculum, Transfer and Technology to support the implementation of prior learning assessment procedures in institutions or the development of innovative teaching and learning techniques and methods.

B. The **Learning Partnership Envelope** will be used in conjunction with other institutional and system resources to provide learning opportunities that are both relevant and responsive to learners' needs and labour market requirements. The Envelope will provide funding to institutions to enable the system to position itself competently, through more effective marketing of the public system and through the development of new partnerships with business and industry, the federal government and other crown agencies, to create new ways to access learning.

The **Learning Partnership Envelope** will fund a combination of new and existing programs and activities to produce new student spaces based upon the following:

- **Ensuring that provincial access** and participation objectives are attained;

- **Encouraging** partnerships with both the public sector and the private sector; and

- **Reducing** the per unit cost of provincial government contributions or achieving an absolute reduction in per unit costs.

**Key Elements** of the Learning Partnership Envelope will include:

- **Flexible program** and service delivery;

- **Expanded opportunities** for learners unable to attend classes at traditional times or offered in traditional formats;

- **Cost-sharing arrangements** which attract other public and private funds;

- **Cost-effective** expansion of program delivery; and

- **Expansion** in the level of continuing and community education delivered by an institution.

The **Allocation Process** for the Learning Partnership Envelope will make funds available based on the following:
The major portion of the Envelope will be provided to institutions through the institutional budget-setting process and through an allocation against which institutions will file a report at the end of the fiscal year on the use of funds and services delivered. Funding criteria will be developed to include partnerships, leveraging and improved cost-effectiveness.

A second portion of the Envelope will be held centrally to fund proposals from institutions for initiatives that provide a quick response to training needs of the community and labour market.

A third portion of the Envelope will be held centrally to fund proposals from the system, or groups of institutions, for initiatives that effectively market the public system and create new partnerships to deliver post-secondary education and training.

C. The Learning Highway and Technology Innovation Envelope will provide a combination of capital funds targeted for infrastructure and operating funds targeted for program development and pilot project delivery.

The Learning Highway and Technology Innovation Envelope will fund new learning opportunities using the Learning Highway alone or in combination with traditional delivery to:

- Enhance the relevance and quality of programs;
- Encourage innovation in educational delivery methods;
- Increase program access geographically and to an increasingly diverse range of learners; and
- Improve cost-effectiveness in the delivery of programs.

Key elements of the Learning Highway and Technology Innovation Envelope will:

- Encourage the development of innovative programs which make effective use of educational technologies, including computer-mediated communications, video-conferencing, media-based instruction and Internet-facilitated instruction;
- Deliver and evaluate educational pilot programs which make significant use of the technologies and programs outlined in the preceding points; and
- Provide long-term educational technology infrastructure, in conjunction with the Capital Funding Envelope, which may include sending and receiving technologies, renovations for video-conferencing and other technologically based classrooms, cabling, routers, bridges and other long-term capital investments which are necessary.

The Allocation Process for the Learning Highway and Technology Innovation Envelope will make funds available based on the following:

Minor capital funding will be provided to all institutions based on a Five-Year Minor Capital Plan for educational technology. Institutions will submit proposals to the Ministry outlining their infrastructure needs for educational technology. These proposals will be prioritized on a system-wide basis, paralleling the process for the Five-Year Major Capital Plan.

While all institutions may expect to receive minor capital funding at some time during the five-year plan, institutions will not necessarily receive minor capital funds for the Learning Highway in each fiscal year. Minor capital funds will be limited to a maximum amount per project, in accordance with Treasury Board policy.

The program design and pilot project delivery through the Learning Highway and Technology Innovation Envelope will be competitive. Funds will be allocated on the
basis of proposals from an institution, a combination of institutions and/or system-wide agencies.

Proposals will be evaluated by the Ministry based on the readiness and expertise of the institution, or consortium of institutions, and the relevance, quality, accessibility and cost-effectiveness of the proposed program. Any products developed as a result of these funds will be owned by the province and shared with all institutions.

D. The Capital Funding Envelope will incorporate broad objectives that will have the effect of reducing the system’s reliance on debt-serviced capital funding required to accommodate education programs and services. The Envelope will promote non-government sources of capital funding, including revenue-generating land development initiatives, income streams from pay parking and other ancillary services, and foundation fundraising activities, while maintaining the principle of affordability to students.

Key Elements of the Capital Funding Envelope will include:

- **Expansion of non-traditional** approaches to program delivery, including distance education/independent study, partnerships with public and private sector interests and greater use of multimedia technologies;

- **Protection and rejuvenation** of current capital assets, including cyclical maintenance programs, building rejuvenation and upgrading initiatives; and

- **Intensifying use of existing facilities** through expanded daily, weekly and yearly hours of operation, more effective systems for room booking/scheduling, and renovations to facilitate improved utilization.

The Allocation Process for the Capital Funding Envelope will make funds available based on the following:

- **Five-Year Capital Plans** submitted by each institution identifying its capital requirements, development schedules and priority ranking of capital project proposals. The Ministry’s review of the Five-Year Capital Plans forms part of the annual capital budget process;

- **Cyclical Maintenance Plans** submitted by each institution so that capital maintenance projects are identified, costed and scheduled. These plans will be developed through a comprehensive assessment of all campus facilities, and will typically involve a 15-20 year time horizon;

- **Facilities Audits** comprised of comprehensive building assessment reports prepared by the institutions in order to assess facilities’ maintenance, renovation and replacement requirements for major buildings with complex or multiple building deficiencies. Facilities audits will be reviewed by the Ministry and institutional staff in order to establish options and priorities; and

- **Targeted Capital Project Proposals** submitted by institutions for the following:
  - **Upgrading** and developing technology infrastructures to further program delivery through educational technology;
  - **Renovations** to improve space utilization or other functional efficiencies;
  - **Renovations** to improve and enhance accessibility for persons with disabilities;
  - **Renovations** to address health and safety requirements, including those identified through safer-campus initiatives;
  - **Renovations** and new buildings for on-campus child care centres; and
  - **Deferred maintenance** projects required to address institutional needs for maintenance and renewal.
ACCOUNTABILITY

I. Goal

To enable the college, institute and agency system to measure performance as a basis for continual improvements and reporting on overall effectiveness and efficiency.

II. Objectives

To promote and foster within and among institutions, the Ministry and system-wide organizations, a culture of accountability which uses performance measurement as a basis for continual improvement and reporting on effectiveness.

To develop and implement a performance measurement system, including key performance indicators, that will provide accessible, timely, consistent and reliable information.

To develop and implement a performance reporting framework which will provide accountability to learners, system partners, the Minister and the public.

III. Background

Accountability and performance measurement are important topics for government and government-funded agencies today. The public is concerned about the appropriate allocation of funds and the ability of the system to be learner-focused and responsive to the needs and expectations of an increasingly diverse group of individuals, employers and communities. At the same time, real influence is being exercised by learners in their choices for education and training and demands for a highly relevant and accountable post-secondary system.

While institutions have increasingly used institutional evaluations, program reviews and advisory bodies to gain insight on overall effectiveness, a higher and more comprehensive level of accountability is now required by government and the public. Some of the long-standing system management practices that have created a dynamic and effective post-secondary system in the province must be reworked to fulfill these new accountability challenges. The college, institute and agency system must also communicate more specifically how its services are fulfilling the needs and expectations of learners and the public.

An integrated accountability framework for the system will allow the Ministry to demonstrate the system's effectiveness to Treasury Board, the Legislature, to learners and to the public, as well as to offer practical guidance to institutions for improving operations. System-level information will address outcomes and the extent to which the goals of relevance and quality, access and affordability have been achieved. Institutional-level information will allow institutions to make informed choices necessary for allocating limited resources and managing change.

A new accountability framework will address the following:

I Who is accountable to whom and for what?
I What information should be collected?
I What information should be reported and maintained for institutional use?
I What standards of information quality should be required?
I How should accountability information be provided?
I What is the appropriate timing of information collection and reporting?
IV. Strategies

A. PLANNING

The Ministry's strategic planning process will guide the future development and direction of the system by regularly assessing the internal and external environmental factors affecting education and training, setting principles upon which decisions will be made, and establishing goals and objectives which can serve as benchmarks for accountability.

Planning will reflect the following principles:
- Direction will be aligned with societal expectations and government-wide initiatives;
- Objectives will be clear and measurable, projecting intended outputs and outcomes; and
- Collaboration and consultation will guide the development process.

B. PERFORMANCE MEASUREMENT

Performance measurements and indicators will be established in consultation with system partners and will provide baseline performance data for system and institutional accountability. The measurements will be aligned with the strategic goals of the system for relevance and quality, access, affordability and accountability. The performance indicators, once complete, will form the basis of the Ministry's annual performance report on the system to the provincial Treasury Board and the Legislature.

Performance measurement and accountability initiatives typically include the development of macro-level benchmarks, general areas of performance interest (APIs) and the detailed or micro-level measurements referred to as key performance indicators (KPIs).

I. Benchmarks

Benchmarks and baseline data are important factors that will be developed as part of the accountability framework. Benchmarks will provide achievement levels of identified indicators in other jurisdictions, such as other provinces. Baselines will be established from existing internal system data or will be set when measurement is first collected and recorded. Both techniques will provide a means to compare performance to standards and to identify improvements over time.

2. Areas of Performance Interest

A key element in moving to a learner-centred focus in post-secondary education and training is the specification of learning outcomes and their assessment through processes external to instruction. The foundation of this "value added" approach to assessment will be the establishment of APIs in relation to the goals of Charting A New Course. The Accountability Working Group, representing different system partners, will develop APIs in the following areas:

RELEVANCE AND QUALITY:
- achievement of personal goals;
- attainment of generic skills;
- awareness of societal issues;
- learner satisfaction;
- employment rates;
- employer satisfaction;
- employee satisfaction; and
- community satisfaction.

ACCESS:
- learner participation rates;
- learner completion and transfer rates and other learning outcomes; and
- equity participation rates.

AFFORDABILITY:
- revenues;
- costs; and
- space utilization.
3. Key Performance Indicators

System-level key performance indicators will be based on the following principles:

- **Data definitions** and collection will be clear and consistent throughout the system;
- **Inputs, outputs and outcomes** will be reflected in the measurements;
- **Indicators** will be aligned with the strategies described in this plan;
- An **optimum number** of useful indicators will be identified;
- **Key performance indicators** will be cost-effective to administer; and
- **Indicators will be assessed** against performance targets or benchmarks.

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C. DATA COLLECTION AND REPORTING

1. Data Collection

Data collection and information management depend upon having ready access to accurate, timely and comparable data which can be easily presented in a multitude of forms from a single data base. Therefore, a data management system will be established which:

- **Assists institutional boards** and management in making critical decisions that guide the course of institutions;
- **Meets general reporting** requirements of both provincial and federal governments;
- **Captures the full range of training activities** of the post-secondary system, including all aspects of non-traditional, partnership and contract training delivery;
- **Provides the necessary information** to comply with the variety of accountabilities facing public institutions;
- **Assists the Ministry** in presenting a performance-based case for system funding to government when competing for scarce public resources; and
- **Ensures that data submissions** are collected and disseminated electronically, where possible, so as to reduce administrative paper-burden and ad hoc data requests, and to enhance system responsiveness to data inquiries.

To meet these objectives, the Ministry and the system will continue the Data Definitions and Standards Project which will establish a comprehensive college and institute information data model and a rigorously derived set of data definitions.

2. Accountability Reporting

Reporting will serve the following purposes:

- **Provide a means to communicate** the benefits of the public system;
- **Assist the system** in maintaining positive relationships with sources of funding;
- **Provide information to institutions** for continuous improvement;
- **Allow learners, employers and funding bodies** to make informed choices among providers; and
- **Assist the system** in ensuring that public dollars are well spent.

The first type of accountability report will fulfill central government accountability requirements and include aggregated or combined system information on the inputs, outputs and outcomes of system activity. This data will be related to student outcomes, satisfaction, revenues, costs and participation within the system.

The second form of reporting will be on an institutional basis to the Ministry. In addition to traditional financial and program audits,
institutions will be asked to report on their successes in meeting system objectives and performance targets identified in their yearly management contracts. These reports will be linked to the funding mechanisms described in the affordability chapter of this plan.

D. PROCESSES FOR ACCOUNTABILITY

An integrated framework of accountability for the system will bring together the activities of the institutions, system-wide organizations and the Ministry in order to create a coherent performance management plan. Each of these components will have distinct roles and responsibilities for which they will be accountable but, because there is an overlap in accountability, consultative relationships will be required. Detailed requirements for planning, performance measurement, consultation and reporting will be established:

- A coordinated planning calendar will provide consistent timelines for planning, consultation, resource allocation, data collection and reporting;
- An annual management letter from the Ministry to each institution and to system-wide organizations will set out expectations, regarding system goals and objectives, performance expectations and funding levels for the coming year;
- An operational plan, up to ten pages in length, submitted to the Ministry annually by each institution and system-wide agency, will describe how the institutions will implement the strategies outlined in Charting A New Course;
- Performance management reports, submitted by institutions to the Ministry, on a pre-determined schedule, will report on achievement of performance objectives, enrolment audits and other performance-related indicators;
- System performance management reports, prepared by the Ministry, will report on the achievement of system-wide goals and objectives by institutions and agencies; and
- A standing conference, for all system partners, will be held annually to review the system's performance, assess issues facing the system, and provide input into future goals and objectives. Periodically, the conference will provide a forum for discussion on broad issues of labour relations policy and its implications for the system's strategic plan and institutional operational plans.

ORGANIZING TO ACHIEVE SYSTEM GOALS

I. Goal

To provide the college, institute and agency system with a framework of cost-effective organizations that will assist system partners in achieving the goals of relevance and quality, access, affordability and accountability.

II. Objectives

To ensure that organizational structures:

- Maximize an institution's ability to provide learners with opportunities to acquire skills and knowledge;
- Promote and facilitate harmonious relations among institutional constituencies;
- Support system partnerships by acting as resources to the Ministry, to institutions and to learners; and
- Achieve greater efficiencies and enhance levels of specialization to facilitate the achievement of system goals.
III. Background

*Charting A New Course* characterizes institutions as components of an integrated system rather than as the summation of discrete programs and activities. While recognizing the importance of institutional autonomy, the focus on meeting learners’ needs to acquire the skills, knowledge and attitudes to prepare them for life, work and citizenship requires greater specialization and flexibility on the part of institutions so that they can offer more, as a system, to learners.

During the past several years, many organizations have emerged to perform functions for the college, institute and agency system in British Columbia. The list of organizations ranges from societies with varying representation of system partners on boards and committees, through operating units within institutions, to standing committees of the institutions. Many of these organizations were created as responses to specific and immediate issues but do not form a cohesive group which collectively meets the needs of the system.

To become more effective and efficient, system-wide organizations must reflect a coherent vision of their role in the system, so that their purposes are clear to the Ministry of Education, Skills and Training, to institutions and to the organizations themselves. These organizations must be of a scale sufficient to be able to employ staff with technical skills appropriate to their needs. System-wide organizations will also need to ensure that information is available across the system to provide the following:

- **Accountability measures** of performance and outcomes to ensure informed choices for learners;
- **Research and analysis** of the system’s capacity to improve learning efficiencies; and
- **Benchmarks** and standards to measure efficiency and facilitate financial stewardship.

### Table 10

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<th>Provincial Objectives</th>
<th>Planning &amp; Strategies</th>
<th>Performance Measurement &amp; Reporting</th>
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<td>Management letter from MoEST specifies annual targets. System strategic plan provides long-term direction.</td>
<td>Prepare agency planning documents to respond to management letter and system strategic plan—submit to MoEST.</td>
<td>Establish KPIs and Benchmarks</td>
<td>System-wide organizations (Centre for Education Information Standards and Services &amp; Centre for Curriculum, Transfer and Technology)</td>
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<td>Management letter from MoEST specifies annual targets. System strategic plan provides long-term direction.</td>
<td>Prepare institutional planning documents to respond to management letter and system strategic plan—submit to MoEST.</td>
<td>Submit annual reports based on performance contracts.</td>
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**IV. Strategies**

A dynamic, integrated and comprehensive system of post-secondary education and training will clearly define the roles and responsibilities of all entities accountable for achieving system goals. These include three distinct, but interrelated, system components:

- The Ministry of Education, Skills and Training;
- System-wide organizational structures; and
- Institutions and their internal organizational structures.

**A. THE MINISTRY OF EDUCATION, SKILLS AND TRAINING**

1. **Policy**

The Ministry has responsibility to establish policy that supports the achievement of the goals of relevance and quality, access, affordability and accountability.

The **College and Institute Act**, **Institute of Technology Act** and **Open Learning Agency Act** require that the Minister establish, in consultation with the boards of institutions, policy or directives for post-secondary education and training. As such, the Ministry provides a leadership and facilitating role for the development of provincial policy that does the following:

- Determines long-term goals and performance objectives;
- Identifies criteria by which policy is applied; and
- Defines outcomes against which the accomplishment of goals and objectives are assessed.

The college, institute and agency strategic plan, *Charting A New Course*, provides an overarching policy framework which sets out the future direction of the system within defined goals, objectives, strategies and mandates to achieve desired outcomes.

The multi-party process through which the strategic plan was constructed and ratified reflects the Ministry's leadership role in forging partnerships and positive working relationships among different sectors within the system, to reflect a shared vision for post-secondary education and training. The Ministry is committed to assist the system constituencies to achieve exemplary relations that benefit all members of the college, institute and agency system.

2. **Planning**

The Ministry has the responsibility to establish planning models to achieve system goals for the delivery of post-secondary education and training in the province. Geographic diversity, urban and rural distinctions, demographic change, socio-cultural and technological change and fiscal constraints all create unique challenges in meeting goals for post-secondary education and training in British Columbia. The development of well-constructed planning models is a key responsibility of the Ministry in meeting these challenges.

While providing a leadership role, the Ministry will seek advice on the development and implementation of provincial initiatives, such as the revitalization of apprenticeship training and the integration of educational technology into the delivery of post-secondary education and training. A specific example of Ministry responsibility for planning includes the development of a Program Planning and Rationalization Model that is integral to the effective distribution of programs across the province.

The Program Planning and Rationalization Model will facilitate the transition within the province from regionally based institutions to a...
networked system of delivery partners with complementary areas of specialization. Different geographic groupings of institutions will reflect that a full range of post-secondary resources are increasingly available throughout the province, and that partnerships supporting broad-based delivery and accessibility in all regions are integral to the vitality of public post-secondary education and training. At the same time, the model will have sufficient flexibility to recognize unique criteria and situations that may pertain to a particular region, such as difficulties imposed by geography, telecommunications and transportation restrictions. As such, the Program Planning and Rationalization Model will reflect the following principles:

- **System linkages** which build pathways for learners from secondary education to the post-secondary system and between institutions;

- **Collaboration** which involves partnerships or strategic alliances with secondary and/or other post-secondary institutions, business and/or voluntary sectors; and

- **Consultation** within the institution, with the wider community in which the institution operates, and with the system as a whole.

The Program Planning and Rationalization Model will be based on the following framework of service delivery:

- **Local Programs** in which each institution will have a set of core programs dedicated to local service which meets both community and provincial needs;

- **Regional Programs** offered on the basis of these broad groupings of existing college regions: Vancouver Island; Lower Mainland/Fraser Valley; Okanagan/Cariboo; Kootenays; and the North. For some purposes, universities and other provincial institutes will be included in these regions. In some cases it will be necessary to recognize unique circumstances, particularly with regard to geographic access; and

- **Provincial Programs** that will provide for unique centres of specialization within an institution and centres of excellence in the province. There will be the potential for provincially focused programs at each institution.

As part of the Program Planning and Rationalization Model, the Ministry will develop the management process by which the model will be implemented and programs approved on a local, regional and provincial basis. The criteria against which the distribution of new programs and the rationalization of existing programs will be approved includes the following examples:

- **Consistency** with the mandate and strategic plan of the institution;

- **Intended learning outcomes** for the program; i.e. knowledge, skills, attitudes and attributes;

- **Identified economic, industrial, social and cultural goals** the program will serve;

- **Identified market needs** targeted by the program;

- **Anticipated employment destinations or progression to further education for graduates**;

- **Duplication** with other system programs and, if so, the rationale;

- **Uniqueness** of the program on a provincial basis;

- **Extent to which equity** participation rates are addressed;

- **Substantiated student demand**;
Learner proximity to available programs;

Utilization of alternate learning supports, including cooperative education, work study and computer-assisted instruction;

Articulation and transfer arrangements with other programs and institutions; and

Consultation with community and employer advisors.

3. Direction

The Ministry has the responsibility to provide direction to institutions and to establish the system-wide organizations necessary to carry out activities in pursuit of system goals. It is critical to the effective functioning of the system as a coordinated network that the Ministry provide leadership by enabling institutions to operate within clearly defined provincial policy and planning frameworks, and by ensuring that system-wide organizational structures assist institutions in optimizing their learning environments.

The Ministry will provide this direction by requesting the following from institutions and system-wide organizations:

- Operational plans of four-to-five pages submitted to the Ministry annually, describing how the institution will meet the goals and objectives outlined in the college, institute and agency's strategic plan, Charting A New Course;

- Annual Program Profiles submitted by institutions to the Ministry outlining the range of programs and student spaces; and

- Performance measurement reports submitted to the Ministry on a predetermined schedule, by institutions and system-wide organizations, assessing activities and the extent to which performance outcomes have been achieved.

The Ministry will provide direction to each institution and agency through the following:

- An annual management letter, from the Ministry to each institution and to system-wide organizations, setting out system goals and objectives, performance expectations and funding levels for the coming year;

- A formal response by the Ministry, based on a review of each institution's Operational Plan, so that it can be used as a practical, working template for the activities of institution and system-wide organizations;

- An analysis of performance measurement reports to indicate the extent to which the Ministry is providing an effective leadership role in accomplishing system goals; and

- A review of the operation of the Basic Operating Grant Envelope conducted by an independent panel, on a biennial basis, to determine its effectiveness.

4. Financial Stewardship

The Ministry has responsibility to ensure financial stewardship in the cost-effective delivery of high-quality post-secondary education and training. The Financial Administration Act and the voted appropriations established under the Annual Appropriated Estimates of Expenditure provide authority for financial contributions to colleges and institutes under which the Ministry will:

- Allocate provincial operating grants through a fair, equitable and visible process;

- Distribute resources in accordance with system goals, objectives, performance attainment and the mandates and operating requirements of institutions and system-wide organizations;

- Ensure an equitable distribution of resources that provides a core level of program delivery to learners across the province;

- Ensure fair levels of financial assistance to those learners in need and establish a financial assistance program that works in...
harmony with the federal government loan program; and

**Develop structures** and procedures which ensure accountability, affordability and effectiveness.

5. Accountability

The Ministry has responsibility to foster an ethic of accountability to learners, to the public and to the Legislature for the expenditure of public funds by the Ministry, by colleges and institutes and by system agencies. Increasingly, the public is requiring that public policy ensures that tests of relevance and quality and affordability are met while ensuring learner success.

In conjunction with provincial policy development and planning, an accountability framework will measure performance and provide information that allows for reporting on the use of public funds in the cost-effective delivery of high-quality, relevant post-secondary education and training.

**B. SYSTEM-WIDE ORGANIZATIONS**

System-wide organizations will enhance learning efficiencies by providing consistent, system-wide approaches to programming and credentialization, and to information collection and dissemination. A realignment and merger of existing system-wide organizations will provide strengthened, consolidated mandates to support effectively the provision of programs and services to the learner.

System-wide organizations will work with individual institutions in a consultative and collaborative manner that fosters linkages between institutions and agencies. While change will be encouraged on a system-wide basis, authority will not be exercised by new agencies in relation to established institutional autonomy and their ability to be responsive to community needs.

New system-wide organizations will be governed by a corporate model that is representative of the principle of partnership between system groups and constituents. The process of appointment to the boards of these organizations will be one of nomination of potential members by representative groups for consideration by the Ministry of Education, Skills and Training. While members will be representative of their constituency, the primary responsibility of each board member will be one of accountability to the corporate objectives of the organization in achieving its mandate for post-secondary education and training.

1. The Centre for Curriculum, Transfer and Technology (CCTT)

(a) Authority: *Society Act*

(b) Governance Structure: A board of directors appointed by the Ministry of Education, Skills and Training comprised of the following representatives: two British Columbia Labour Force Development Board; one institutional board; two administration; two faculty; one student; one support staff; one university; one apprenticeship; and two Ministry representatives. The Board of the Centre will receive advice from the following:

(c) Advisory Bodies:

Sectoral committees, such as those recommended by the British Columbia Labour Force Development Board, will be established to ensure curriculum development reflects current industry standards.

The Standing Committee on Educational Technology (SCOET) will provide advice to the board of the CCTT on the planning and implementation of educational technology. In addition, SCOET will be included with the representative groups asked by the Ministry to nominate names of potential CCTT board members.
(d) Mandate:

- To facilitate the development of learner-centred, outcomes-based provincial curriculum standards;
- To ensure the learner is able to transfer efficiently and progress through the system to acquire a recognized credential; and
- To provide advice to system partners on the development of educational technology programming.

The introduction of provincial standards for learning outcomes and their link to articulation and transfer, along with the rapid development in educational technology programming, requires a functionally effective, well-organized, and well-resourced organization with the ability to coordinate and facilitate new initiatives across the system. In addition, streamlined procedures for regular curricula review and updating will be developed.

The new structure will support individual institutions in delivering programs that lead to accreditation and portability to other programs, and will accommodate new learners as they seek recognition for different types of prior learning and seek new forms of access to programs through technology.

The CCTT will work with a range of partners including the K-12 system, colleges and institutes, private providers, business and labour in creating a culture and coordinating policies and procedures that provide increased responsiveness to learners' needs.

(e) Functions:

The Centre for Curriculum, Transfer and Technology will have three major functions:

- Curriculum and Professional Development;
- Credentials and Transfer; and
- Educational Technology.

1. Curriculum and Professional Development

The CCTT will build on and expand much of the work of the Centre for Curriculum and Professional Development. In cooperation with its partners, the CCTT will:

- Identify standards for the development, coordination and evaluation of learning outcomes for provincial programs delivered on a multi-institutional basis;
- Establish guidelines for the development of outcomes standards for curriculum initiated by local colleges and institutes;
- Establish guidelines for the modularization of new career, technical and vocational programs;
- Facilitate and coordinate the development of courseware that is at the leading edge of product development for use by institutions in delivering instruction through educational technology;
- Facilitate program-specific reviews of provincial curriculum in collaboration with individual institutions and include educators, business and labour to ensure outcomes meet employability skills and technical competencies criteria;
- Provide assessments of locally initiated curriculum, submitted by individual institutions for acceptance as provincial curriculum, for subsequent implementation by other institutions; and
- Develop professional activities for educators, such as instructional skills workshops and technology training, to ensure educators' skills and knowledge are enhanced to support high-quality instruction through new models of learning.

A Curriculum and Teaching Development Funding Envelope managed by the CCTT will
provide opportunities for individual institutions to submit proposals according to the following:

- **Locally initiated project funding** will be available to colleges and institutes based upon submission of curriculum proposals. Proposals must be developed within the context of a long-term institutional strategic framework and implementation plan that introduces outcomes-based curriculum standards across academic, career, technical and vocational programs;

- **Provincial curriculum project funding** will support proposals for provincial, national or international curriculum projects that reflect partnerships between institutions. Proposals will be vetted by sectoral committees comprised of business and labour to ensure incorporation of employability skills criteria; and

- **Teaching-effectiveness funding** will support proposals for new ideas in teaching and learning by encouraging individual faculty and institutions to develop and implement innovative teaching and learning techniques and methodologies. The fund will also support proposals that examine such issues as differential class size and its effect on the learner.

II. Credentials and Transfer

**In pursuit of its mandate** with respect to transfer, articulation, credentials and prior learning assessment, the staff of the CCTT will:

- **Set provincial guidelines to provide comprehensive transfer agreements**, including block transfer, that are linked to learning outcomes for academic and applied programs across the college, institute and agency system;

- **Ensure comprehensive articulation** by improving communication and coordination among components of the broader learning system, including colleges and institutes, the Open Learning Agency, the International Baccalaureate, the Advanced Placement Program, the K-12 system, private trainers and the universities.

- **Establish a comprehensive system and protocols for flexible learning assessment**, including prior learning assessment, that provides for transferability throughout the system while being managed by institutions;

- **Provide advice on the criteria** to be used in developing and implementing a provincial policy framework for credential recognition. The framework will allow institutions to offer credential recognition for designated education and training offered by providers, other than the public post-secondary institutions; and

- **Work in conjunction** with the British Columbia Council on Admissions and Transfer (BCCAT) and universities to establish processes by which improved articulation and transfer from colleges and institutes to universities can be achieved.

The British Columbia Council on Admissions and Transfer will provide advice to The Centre for Curriculum, Transfer and Technology but will function outside the administrative and governance structure of the CCTT. The BCCAT will retain its mandate to provide a linkage between the college, institute and agency system and the university sector in facilitating articulation, transfer and admission arrangements. Specifically, the BCCAT will facilitate the transferability of post-secondary courses so that credit can be applied toward baccalaureate degrees in arts, science, commerce, applied sciences or other degree areas.
III. EDUCATIONAL TECHNOLOGY

The Standing Committee on Educational Technology (SCOET) will provide advice to the CCTT in areas which include:

- **Proposing policy guidelines and standards** for harmonized and integrated system-wide delivery of education and training through technology, in order to promote the development of the best programs and courses by institutions;

- **Providing advice to institutions** for developing operational plans which define the use of educational technologies and how institutions will participate in a networked environment;

- **Ensuring that educational technology expertise** will be shared across institutions throughout the province through user groups, workshops, forums, promotional events and other activities;

- **Advising on the purchase of technologies and the standards** for hardware, and addressing key operational issues such as the need to keep telecommunications costs to users as low as possible across the province;

- **Advising the Ministry on proposed pilot projects and initiatives utilizing educational technologies**;

- **Facilitating cooperation** in the implementation of educational technology among the college, institute and agency system and the K-12 system, the university system and the private sector; and

- **Encouraging and facilitating** the appropriate use of educational technology throughout the system, especially through advice to technology practitioners.

(f) **Organization:**

To ensure that its three major functions: curriculum and professional development; credentials and transfer; and educational technology are functionally linked in the CCTT, staff will support both ongoing functions and one-time, client-driven projects. Regular ongoing positions will be kept to a functional core, with extensive use of external staff on a project basis through secondments or contracts. Staff will report through a Chief Executive Officer to the Board of the Centre for Curriculum, Transfer and Technology.

For example, there will be a long-term need within the system to assess credentials and prior learning. Similarly, until sector-by-sector, fully articulated learning outcomes are developed, there will be a need to assess and promote transfer and articulation. Even in a fully articulated and transferable system, there will be a continuing need to work with the universities on transfer issues.

At same time, the CCTT will carry out client-driven projects which have defined goals and timelines. For example, if industry and an institution should decide to embark on a Ministry-approved program, a committee will be struck, following the advice of a sectoral committee, and staff will be assigned to the development of a fully integrated program of instruction and credentials.

2. The Centre for Education Information Standards and Services (CEISS)

(a) **Authority:** *Society Act*

(b) **Governance Structure:** A board of directors appointed by the Ministry of Education, Skills and Training comprised of the following representatives: three provincial government; two college, institute and agency system; one British Columbia Labour Force Development Board; one college and institute faculty; and two university representatives.
Representatives may be added to the board as the mandate of the CEISS expands to include additional K-12-related functions.

(c) MANDATE:

To ensure coordination and comparability of administrative data throughout the system, and reporting compliance; and

To maintain and consolidate selected education and training data, and related social, economic and labour market information.

The CEISS will bring together the following organizations and activities:

- The Provincial Application System of British Columbia (PASBC) which provides a common registry for learners seeking admission to a college, institute or university;
- The Consortium for Administrative Systems Development (CASD) which provides support to institutions for financial, administrative and human resource data systems;
- Research activities including the Link File that tracks learners' transition from K-12 to post-secondary;
- Management of the system's accountability framework, including the Data Definitions and Standards Project and institutional evaluation;
- Graduate Follow-Up Report which tracks learners' progression from post-secondary education and training to employment; and
- Labour market information activities which identify the demand for programs.

(d) ORGANIZATION AND FUNCTIONS:

There is a clearly demonstrated need for greater expertise in the design and management of large data base systems, to ensure that government's goal of accountability is met. The efficiencies to be derived from improved management will benefit both institutions and learners, allowing them to make more informed choices.

The Centre for Education Information Standards and Services will provide a high order of technical skill, in software and technology evaluation, statistical methodology and large-scale data base management, and will be responsive to the needs of the system. The organization will, therefore, be designed to have both technical experts and others who will be responsible for relations with partner groups. In addition, the CEISS will employ resident staff with the skills to analyze and recommend common systems, design data base management strategies, and produce tabulations and analyses for clients.

While the technical skills required for the manipulation of data bases are centralized, these skills can be enhanced if there is a real research capacity within the organization. Researchers will provide an important perspective to the technical experts. In particular, the Labour Market Information group from within the Ministry of Education, Skills and Training will be included in the CEISS to bring its critical knowledge to this system-wide resource. This alignment will serve to make the group's skills and information more readily accessible to the post-secondary institutions and will bring a research perspective to the CEISS.

The CEISS will be structured with functional or data base-specific advisory groups. The organizational structure will be modular and will be designed to manage a number of data sets and activities; however, it will also be designed to expand and cover new data sets, as other clients utilize the capacity of the organization.

In order to serve the system partners effectively, the CEISS's mandate and tasks will reflect the priorities and needs of the system. At the outset, however, the Ministry of Education, Skills and Training will assign five core responsibilities to the CEISS, as follows:
Ensure coordination and comparability of system administrative data management, including technology, software, data definitions and accountability measures;

Manage key system administrative information, including student applications, participation and flows, program activities and certain system-wide financial data;

Manage a data base of system accountability-related information, including aggregated performance indicators, satisfaction surveys, employment success and retention/completion rates;

Provide labour market information to institutions, the government and the public of the province. In addition, the Ministry of Education, Skills and Training will require the CEISS to conduct research and provide reports on data base activities, labour market information, counselling resources, accountability reports and student flows; and

Provide useful, timely and accessible data in support of the effective management of the labour relations processes for the system.

3. The Open Learning Agency (OLA)

(A) Authority: Open Learning Agency Act

(b) Mandate:

A fully accredited public institution that provides lifelong education and training opportunities to British Columbians in ways that are flexible and responsive to their needs.

Using innovative technologies and working in partnership with other organizations, OLA provides learners of all ages with opportunities that range from basic skills training to acquiring baccalaureate and graduate degrees.

The mandate of the Open Learning Agency includes both provincial functions, that are the unique responsibility of the OLA, and institutional functions that parallel those of other public post-secondary institutions. The increasing use of educational technology by all public institutions requires that those functions for which OLA has provincial responsibility be clearly defined.

(c.) Provincial Functions:

The Open University (OU) offers a range of programs and has the unique ability to offer baccalaureate and graduate degrees in collaboration with partner institutions provincially and internationally, with the prior approval of the Minister. Courses provided by OLA are delivered online, by mail, telephone, tele-conferencing and video-conferencing, and tutor support is provided for provincial programming.

The Knowledge Network (KN) offers educational and informative television programming that includes formal curriculum-based programming for K-12 students, teachers, parents and post-secondary students; programs which increase social and cultural awareness and assist in delivering community education; and general education programming for children and adults. KN also showcases information for the learner regarding labour market opportunities and available post-secondary programs across the provincial system.

The International Credential Evaluation Service (ICES) assesses educational credentials in order to facilitate entry into the job market and to further education, thus benefiting both new immigrants to the province and individuals returning to the province after studying elsewhere.
The British Columbia Educational Credit Bank provides a service through which learners can bank formal course credits received from other educational institutions and credits received for non-formal learning, such as workplace-based training. These banked credits can be applied toward OLA certificates, diplomas and degrees.

The Electronic Library Network develops and promotes system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of their clientele cost-effectively. The Network is not an operating unit of OLA, but management of the project is currently coordinated through OLA.

C. SYSTEM-WIDE INSTITUTIONAL STRATEGIES

Institutions are accountable for the effective management and implementation of policies established by the Minister. To assist institutions in carrying out their responsibilities, both system-wide and institutional strategies are required to foster a system in which institutions work together to achieve a shared vision that is adaptable, flexible and responsive to the needs of learners and to their communities.

Strategies

- **Fostering collaboration** and positive working relationships between all representative groups and constituents of the post-secondary system, including those between and among institutions, and improving human resource management practices and support structures;

- **Harmonizing program delivery** through cooperative policies and processes which address the needs of learners for access to high-quality, relevant education across the province, while eliminating costly and unnecessary delivery or duplication of programs; and

- **Effectively marketing** the college, institute and agency system to different government and non-government funding entities and to the private sector, in order to best represent the ability of the system to respond quickly with high-quality, cost-effective programming.

D. INSTITUTIONAL STRATEGIES

Each institution, through its board, administration, education council, faculty, staff and students, will engender a sense of challenge, of opportunity and of commitment to work in an atmosphere of creativity and collegiality.

Strategies

- **Leadership by boards** will be developed through orientation and education programs that inform board members of their accountability to the public for educational, operational and financial policy and procedures, as defined by the College and Institute Act, the Institute of Technology Act, and the Open Learning Agency Act, and their responsibility to display leadership and facilitate cooperation and collaboration among institutional groups;

- **Direction from chief executive officers** and administration will reflect a commitment to collegial management processes based upon communication, positive reward systems, quality and a flexibility that encourages all institutional members to think creatively and work effectively; and

- **Education councils will facilitate excellence in programming** by working effectively to represent the interests of the learner in acquiring appropriate knowledge, skills, values and attitudes through well-designed courses and programs. In addition, the councils will provide a mechanism that will ensure that decisions are made following full consultation with the individuals who have responsibility for their application and implementation.
Charting a New Course presents a strategic plan for the future of British Columbia's college, institute and agency system.

Part I - The Context identifies the major factors driving change, the key challenges and the goals against which the system's successes will be measured.

Part II - The Strategies outlines the objectives and strategies to achieve the four goals of:

- relevance and quality;
- access;
- affordability; and
- accountability.

Part III - The Implementation provides detail on how successful implementation of the strategic plan will be achieved.

The vision for the future of the college, institute and agency system is centred around the learner and provides new strategies that will revitalize the system and increase its responsiveness. This vision will build on the many strengths of the present system, developed over its 30-year history. It will merge these strengths with strategies that recognize learners' needs for flexible and portable education and training that are relevant to today's labour market. It proposes new ways to acquire learning and create greater efficiencies through alliances both within the system and with partners in the workplace.

The shared vision developed in Charting A New Course will be achieved through the cooperation of system partners working together with a sense of commitment to the future of a vital and dynamic college, institute and agency system in British Columbia.

The strategic plan presented in Charting A New Course offers British Columbians the opportunity to blend their education, work, community and personal lives to enable them to take full advantage of the best that British Columbia has to offer.
Part III - The Implementation provides a broad framework for the actions required in order to operationalize the strategies described in Part II. A page reference to Part II is given for each strategy listed. While some strategies may already be in place and are of an ongoing nature, many require the development of a workplan as the first step in implementation. Other strategies may require the development of a policy framework, planning model or other action appropriate to the specific strategy. For all actions, the document outlines the lead responsibility, the timeframe, and the responsibility for final sign-off.

ACRONYMS

AWG       Accountability Working Group
BCCAT      British Columbia Council on Admissions and Transfer
BCCIE      British Columbia Centre for International Education
CCTT       Centre for Curriculum, Transfer and Technology
CEISS      Centre for Education Information Standards and Services
DDSSC      Data Definitions and Standards Steering Committee
DPRC       Degree Program Review Committee
MoEST      Ministry of Education, Skills and Training
MoL        Ministry of Labour
OLA        Open Learning Agency
PLN        Provincial Learning Network
PPSEC      Private Post-Secondary Education Commission
### RELEVANCE & QUALITY

**GOAL**
To provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province and to enhance current and future job opportunities.

#### A. System-Wide Strategies for Learner Success

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**GOAL**
To improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training.

### 1. Enhancing Learning Efficiency

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### 2. New Pathways for Learning

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### 3. The Learning Highway

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#### 4. Eliminate Barriers

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<td>Support Services</td>
<td>43</td>
<td>• Establish Standing Committee on Student Financial Aid</td>
<td>MoEST</td>
<td>October 1996</td>
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<td>Financial Support</td>
<td>43</td>
<td>• Establish policy for designating accredited private training institutes</td>
<td>MoEST</td>
<td>October 1996</td>
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**Part III: Implementation**
### GOAL
To allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students.

### A. Basic Operating Grant Envelope

#### 1. Core Funding Block

- **Action Required**: Implementation to be completed
- **Lead Responsibility**: Joint Committee on Funding
- **Sign-Off**: MoEST

#### 2. Operations Support Funding Block

- **Sign-Off**: MoEST

#### 3. Student Funding Block

- **Action Required**: In place
- **Lead Responsibility**: Joint Committee on Funding/MoEST
- **Sign-Off**: MoEST

#### a. Student Funding

- **The Full-Time Equivalent (FTE) Allocation Model**: Policy to be developed
- **The Program Planning Rationalization Model**: Policy to be developed
- **The Program Profile**: To be revised

#### b. Performance-Based Funding

- **Performance Ranges**: Policy to be developed
- **Performance Objectives**: Policy to be developed

#### c. Special Program Funding

- **Action Required**: In place

#### 4. System Support Funding Block

- **Action Required**: Implementation to be completed
- **Lead Responsibility**: Joint Committee on Funding/MoEST
- **Sign-Off**: MoEST

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**Part III: Implementation**
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ACCOUNTABILITY

GOAL
To enable the college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

A. Planning
51
• MoEST strategic planning process

B. Performance Measurement
51
1. Benchmarks
51
• Development and implementation to be completed

2. Areas of Performance Interest
51

3. Key Performance Indicators
52

C. Data Collection and Reporting
52
1. Data Collection
52
• Information data model to be established

2. Accountability Reporting
52

D. Processes for Accountability
53
• Coordinated planning calendar
• Management contract letter
• Operational plans
• Performance management reports
• System performance management reports to be developed/implemented
• Standing conference to be established

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<td>B. Performance Measurement</td>
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<td>• Operational plans</td>
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<td>• Performance management reports</td>
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**Organizing to Achieve System Goals**

**Goal**
To provide the college, institute and agency system with a framework of cost-effective organizations that will assist system partners in achieving the goals of relevance and quality, access, affordability and accountability.

**A. Ministry of Education, Skills and Training**

1. **Policy**
   - Organizational realignment to be completed
   - Policy framework and process to be developed
   - Annual management letters to be completed

2. **Planning**
   - Program Planning and Rationalization Model

3. **Direction**

4. **Financial Stewardship**

5. **Accountability**

**B. System-Wide Organizations**

1. **The Centre for Curriculum, Transfer and Technology**
   - Implementation plan to be developed

2. **The Centre for Education Information Standards and Services**
   - Implementation plan to be developed
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<td>3. Effectively Marketing</td>
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APPENDIX A

SUMMARY OF OPINION SURVEYS ON POST-SECONDARY EDUCATION (PSE)


Based on a survey of 1,200 members of the Canadian labour market and an additional 20,000 random interviews with Canadian workers and employers over the last few years:

- About 50 per cent of the current labour force believe that their job skills will become obsolete in 5-10 years.
- 59 per cent believe their current education and skills limit their ability to get another job.
- 88 per cent of the labour force see upgrading knowledge and skills as key to economic security; of those, 78 per cent look to post-secondary education as the avenue to obtaining this knowledge and skill.
- 85 per cent are interested in taking training to better their chances for employment.
- 71 per cent are interested in taking some sort of post-secondary education in the next five years; of those, 55 per cent are looking to the community colleges to provide this. About one-third are interested in full-time study, with the balance interested in part-time.
- 51 per cent believe the current system is focused on the needs of younger students. Only 24 per cent disagree with this statement.
- 58 per cent believe an emphasis on degrees reduces the system’s flexibility to meet the needs of adult workers.
- Respondents identified four barriers to post-secondary education as moderate to severe:
  - scheduling of courses (69 per cent);
  - cost (79 per cent);
  - lack of courses interested in (65 per cent); and
  - location of PSE institutions (58 per cent).

ANGUS REID GROUP, FOCUS GROUP REPORT ON SKILLS AND TRAINING (1994)

- Focus group participants saw a need for a strong link between employers and educational programs.
- Recommended active employer advisory committees to link education with perceived nature of work in the future.
- Suggested a desire for co-operative effort between educators, business, and government.

CANADIAN FEDERATION OF INDEPENDENT BUSINESS, B.C. PROVINCIAL MEMBERSHIP SURVEY (1993)

Survey respondents agreed that:

- Most appropriate method of training was classroom-based delivery in the evening.
- Most appropriate training programs were industry-specific training and upgrading.
- There is a need for greater recognition of informal training.
GOVERNMENT OF CANADA, *PUBLIC OPINION PERSPECTIVES (EKOS RESEARCH/1993)*

- 72 per cent of businesses are convinced of the importance of training; 69 per cent see it as important to the economy as a whole.
- Only about half of Canadian businesses appear to be actively engaging in or financing workforce training.
- Over 90 per cent of Canadians say that the private sector should be actively or partially involved in ensuring that the educational system provides the training and skills needed in the economy.
- 74 per cent believe colleges and universities should take the lead in addressing the "job/skill gap"; 68 per cent believe the private sector should be a principal player.
- Virtually all Canadians prefer education and training to income support, and believe that skills and job training are the best ways of ensuring well-being. (Decima 1992)
- The public rates post-secondary education better than the K-12 system. 70 per cent believe that PSE is beginning to address the issues which will allow them to function effectively in ten years.


- Overall, both leavers and continuing students rated their programs as excellent in improving both self-esteem and basic skills.
- A fairly large number of students left the program before completion. The identified concern was the difficulty in balancing study, work and family.
- Respondents suggested that the programs could be improved by providing more flexible course scheduling and delivery.


In this intercept survey of 268 predominantly younger students at universities and colleges/CEGEPS in Canada:

- 69 per cent think about using their education as a stepping stone to employment.
- 93 per cent agree that PSE should be linked to the job market.
- 37 per cent felt that their job preparation experience at university/college was failing to meet expectations.


- 47 per cent identified the need for more education and training. Only 25 per cent were participating in education and training.
- In B.C., 63 per cent feel they need education and training to upgrade existing skills, 30 per cent need to learn entirely new skills; and 6 per cent require upgrading of basic skills.
- 91 per cent are willing to pay for training if they were given time off to do so; 83 per cent were willing to share costs even if they had to obtain training in their spare time.
- 65 per cent feel the government is responsible for providing basic skills; 49 per cent feel the private sector should take responsibility for upgrading existing skills; there is no consensus on who should help with new skills.
- 97 per cent agree that a good education is the key to success.
- Three-quarters believe that too much emphasis is put on purely academic education and that more emphasis should be placed on technical and vocational training.
At the same time, a majority want to see young people gain exposure to a wide range of courses.

The strongest indicators in the survey are in support of co-operative programs and the need to involve the business community in determining post-secondary courses.

MINISTRY OF SKILLS, TRAINING AND LABOUR, B.C. COLLEGES AND INSTITUTES STUDENT OUTCOMES REPORT (1994)

- 85 per cent of job seekers had found training-related work; however, if health care program completors are excluded (they have extremely high placement rates), the average of all others drops to 70 per cent.

- Only 11 per cent of all career and vocational completors are looking for work in business services - the part of the economy that is growing the fastest. Those in these programs have a 68 per cent success rate in finding training-related work.

- The vast majority of students who complete their college programs value their college experiences; however, just 72 per cent of career and vocational students rated college definitely worthwhile, and only 62 per cent of academic students rated it definitely worthwhile.

- A small majority of completors (54 per cent career/vocational; 51 per cent academic) attained their original objectives in attending school.

Recommended improvements:
- increased teacher involvement, improved teacher availability, and improved/increased course evaluations
- better quality of equipment

B.C. REID REPORT (SUMMER 1993)

- 51 per cent of British Columbians felt that post-secondary instructors are doing a good or very good job; only 6 per cent felt they were doing a poor or very poor job.

BC HUMAN RESOURCE DEVELOPMENT REPORT, CLIENT SURVEY PROJECT (1992)

- 78 per cent of employers are satisfied with students/graduates hired; 32 per cent of employers are very satisfied.
Appendix B

Glossary

Aboriginal Post-Secondary Education and Training Policy Framework — sets out strategies that will strengthen public post-secondary institutions in meeting the needs of Aboriginal peoples; stabilize partnership agreements between public and private deliverers of post-secondary education for Aboriginal peoples; and provide for designation of two new, public Aboriginally controlled institutions.

Accountability framework - an inter-related set of procedures, definitions and standards which specify how the college, institute and agency system will fulfill public accountability.

Accreditation - recognition of and granting credit for a course or program taken at one institution by a second institution.

Adult Basic Education (ABE) - education of adults in the fundamental literacy, numeracy and language skills required to function in Canadian society.

Advanced placement - entering a program at a point beyond which a learner would normally begin studies, through obtaining course credit for skills and knowledge gained prior to application to the program.

Agency Implementation Plan - (Refers to the Centre for Curriculum, Transfer and Technology and the Centre for Education Information Standards and Services) developed by the Ministry’s internal transition committees; will outline the governance, financial and organizational structure for the new agency and the timeframe for implementation.

Agency Operational Plan - up to ten pages in length, submitted to the Ministry annually by the Board of the agency; will describe how the strategies outlined in Charting A New Course will be implemented.

Agency Workplan - for internal use by the agency; will identify the action required, lead responsibility, timeframe, performance indicators and sign-off for putting strategies into operation at the detailed level for project management, policy development and implementation.

Annual Management Letter - sent by the Ministry to each institution and to system-wide agencies; will set out system goals and objectives, performance expectations and funding levels for the coming year.

Areas of performance interest (APIs) - broad areas of performance which contain more specific measures called key performance indicators.

Articulation - the development and implementation of agreements that provide for inter-institutional transfer credit for courses or programs.

Assessment credit - credit granted for courses or programs through assessment of life and work experience as opposed to participation in and completion of the course or program at an institution.

Baselines - internal points of reference established from an initial data collection and analysis.

 Benchmarks - external points of reference for assessing achievement and performance levels.

Block transfer - transfer of credit for a defined block of courses, to enable students to continue a partially completed program at another institution.

College, institute and agency system - the system of community colleges, university colleges, provincial institutes and the Open Learning Agency which, in addition to the four provincial universities, delivers public post-secondary education and training in British Columbia.
Computer-mediated communications - the use of the Internet and computer-mediated (interactive) instruction to provide the basis for delivering education to a broader audience.

Cooperative education - education programs that include one or more work experience components that may be assessed for credit toward program completion.

Coordinated planning calendar - developed by the Ministry to provide consistent timelines for planning, consultation, resource allocation, data collection and reporting.

Data definitions and standards - a common set of parameters that have been established to ensure the collection of comprehensive and comparable data across the system to support key performance indicators and other information requirements.

Data Definitions and Standards Project - project managed by a steering committee which includes representatives from the college and institute system, the universities and the Ministry. The steering committee provides guidance to the Quality Assurance Group, the Technical Implementation Group and three Standards Committees.

Distance learning - coursework which takes place without a requirement for the learner to be physically present in a traditional classroom setting.

Electronic Library Network - established in 1989 by the Ministry, this project facilitates resource sharing among British Columbia post-secondary libraries through the innovative application of technology.

Electronic literacy network - a pilot project linking groups of literacy practitioners by using a conferencing system through the Internet.

Equity programs - programs which take into account and aim to minimize barriers which have traditionally hampered access to and completion of education and training for certain groups or individuals.

Full-Time Equivalent Student or Learner (FTE) - a unit which represents all full- and part-time enrolments, converted to the number of students carrying a full-time course load.

Institution - refers to the Board, the administration, the Education Council, employee organizations and student organizations within an institution, as appropriate.

Institutional Based Training (IBT) - an initiative to promote the development and delivery of institutional programs for adult Income Assistance recipients to help them acquire employment-related skills.

Institutional Operational Plan - up to ten pages in length, submitted to the Ministry annually; will describe how the strategies outlined in Charting A New Course will be implemented.

Institutional Workplan - for internal use by the institution; will identify the action required, lead responsibility, timeframe, system performance indicators, and sign-off for putting strategies into operation at the detailed level for project management, policy development and implementation.

Key performance indicators - a defined set of statistics derived from consistent data collection, used to assess the results of current practices and determine necessary adjustments.

Learner-centred curriculum - curriculum designed through a process which identifies the outcomes and standards of performance required at various levels, and then develops learning activities which are optimal to achieve the desired results.
Learning outcomes - the knowledge, skills and values attained by graduates through participation in an education or training program.

Leveraging - increasing the value of government funding through programs that encourage contributions from the private sector.

Link File - a longitudinal data base containing information on students in the British Columbia education system, compiled to enable research concerning students' transitions between secondary school and post-secondary institutions.

Locally-initiated curriculum (LIC) - projects that meet local institutional needs and are funded through the Board of the British Columbia Centre for Curriculum, Transfer and Technology.

Modularization - the division of a program of studies into competency-based modules that, upon completion, provide the learner with definable skills and together can be applied to the attainment of a credential.

Performance Management Reports - submitted by institutions and agencies to the Ministry, on a pre-determined schedule; will report on achievement of performance objectives, enrolment audits and other funding-related indicators.

Pilot project - early trials of an exercise, course or program during its development, with formal evaluation comprising a key element of the project.

Portability - ability to transfer credit for courses or programs from one institution to another throughout the province.

Portfolio development and assessment - one of several methods that may be used to determine the credit value of prior learning presented for credit toward a program of studies.

Prior learning assessment (PLA) - assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education/training or experience, that is worthy of credit in a course or program offered by the institution providing credit.

Private Post-Secondary Education Commission (PPSEC) - established under the Private Post Secondary Education Act, PPSEC regulates private training institutions in British Columbia, primarily for the purpose of protecting the consumer.

Program Profile - the summation of all programs and funded FTEs at each institution.

Public system - the post-secondary education deliveryers that are subsidized through the provision of public funds and that are regulated by specific provincial legislation.

Traditional classroom learning - learning which takes place in a classroom setting, at a pre-scheduled time and place, usually involving a number of students in face-to-face contact with one instructor.

Sectoral committees - to be comprised of industry representatives, will develop occupational standards and identify skills required for the performance of various tasks in the workforce.

Standing Conference - of all system partners; will be held annually to review the system's performance, assess issues facing the system and provide input to future goals and objectives.

System Performance Management Reports - prepared by the Ministry or the Information Management Centre; will report on achievement of system-wide goals and objectives by institutions and agencies.

Video-conferencing - combining audio and visual media to provide interactive communication between two or more sites.
APPENDIX C

COLLEGE AND INSTITUTE STRATEGIC PLAN
PROVINCIAL TABLE PARTICIPANTS

Elizabeth Fleet
President, Advanced Education Council of British Columbia

Elizabeth Ashton
President, Camosun College
Member, Advanced Education Council of British Columbia Executive
Member, Post Secondary Employers’ Association Board

Patrick Michie
Board Chair, Northern Lights College
Vice Chair, Post Secondary Employers’ Association Board

Jim Wright
President, Post Secondary Employers’ Association
President, Selkirk College

Ed Lavalle
President, College and Institute Educators’ Association
Instructor, Capilano College

Kathy Conroy
Past President, College and Institute Educators’ Association
Counsellor, College of New Caledonia

Maureen Shaw
Local President, College and Institute Educators’ Association
President, Faculty Association, Kwantlen University College

Dan Bradford
Provincial Executive, British Columbia Government and Service Employees’ Union
Instructor, Selkirk College

Gary Steeves
British Columbia Government and Service Employees’ Union
Director, Organizing & Field Services

Michael Gardiner
Canadian Federation of Students

Sherry McLeod
Canadian Federation of Students

Peter Cameron
Vice President, Public Sector Employers’ Council

Peter Burton
Executive Director, Public Sector Employers’ Council

Garry Wouters
Deputy Minister, Skills and Training Ministry of Skills, Training and Labour

Jack MacDonald
Assistant Deputy Minister, Policy, Planning and Research Division
Ministry of Skills, Training and Labour

Shell Harvey
Assistant Deputy Minister, Post Secondary Education Division
Ministry of Skills, Training and Labour

Robin Ciceri
Director, Universities and Aboriginal Programs
Ministry of Skills, Training and Labour

David White
A/Manager, Strategic Planning
Ministry of Skills, Training and Labour
CHARTING A NEW COURSE


