

GOVERNMENT OF ALBERTA

Annual Report

Advanced Education

2020-2021

Advanced Education, Government of Alberta | Advanced Education 2020–2021 Annual Report

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Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Fiscal Planning and Transparency Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 20 ministries.

The annual report of the Government of Alberta contains ministers' accountability statements, the consolidated financial statements of the province and a comparison of actual performance results to desired results set out in the government's strategic plan, previously published in one volume entitled Measuring Up report.

This annual report of the Ministry of Advanced Education contains the minister's accountability statement, the financial information of the ministry and a comparison of actual performance results to desired results set out in the ministry business plan. This ministry annual report also includes:

- the financial statements of entities making up the ministry including the Department of Advanced Education, regulated funds and provincial agencies for which the minister is responsible; and
- other financial information as required by the *Financial Administration Act* and *Fiscal Planning and Transparency Act*, as separate reports, to the extent that the ministry has anything to report.

Each Ministry Annual Report should be considered along with the Government of Alberta Annual Report to provide a complete overview of government's commitment to openness, accountability and fiscal transparency.

Minister's Accountability Statement

The ministry's annual report for the year ended March 31, 2021, was prepared under my direction in accordance with the *Fiscal Planning and Transparency Act* and the government's accounting policies. All of the government's policy decisions as of June 7, 2021 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

Original signed by

Demetrios Nicolaides
Minister of Advanced Education

Message from the Minister



There is no denying that the COVID-19 pandemic has changed our daily lives over the past year. For Alberta's 26 publicly funded post-secondary institutions and the 260,000 students enrolled in programs, these changes came swiftly. Classes were canceled in mid-March 2020 while plans to safely continue the academic year were devised. Within a week, alternative course delivery was established and most students were able to finish the semester remotely. When the fall semester came around, it was clear that remote delivery would be the norm for the time being.

None of this was ideal – little over the past year has been – but I was amazed to see how quickly administrations, educators, and students rallied to adapt to the circumstances. When I am left searching for a positive takeaway from the past year, I constantly come back to the initial pandemic response, and am reminded that our post-secondary education system is full of resourceful, intelligent, and determined individuals from top to bottom.

Regardless of the pandemic, 2020-21 was a year of transition for Advanced Education. In the fall of 2019, government received the final report from the MacKinnon Panel, which included a number of recommendations to get Alberta's finances back in order. Two key recommendations from the panel directly addressed Advanced Education. First, set a new common direction for Alberta's post-secondary system. Second, pursue a greater revenue mix for post-secondary institutions, with less reliance on government grants, more funding from tuition and alternative revenue sources, and more entrepreneurial approaches to how programs are financed and delivered.

While both of these recommendations represent significant changes for our post-secondary system, I am pleased that we have made significant progress addressing them. In February 2020, we announced the largest review of the post-secondary education system in 15 years. This resulted in the Alberta 2030: Building Skills for Jobs initiative. Over the past year, even during the pandemic, we have conducted extensive stakeholder engagement to create a common vision for post-secondary education in Alberta. We are excited to release the Alberta 2030 Strategy and begin implementation aspects of the initiative throughout 2021.

On the funding side, we announced the adoption of performance-based funding and the use of Investment Management Agreements (IMAs) for all publicly funded post-secondary institutions in early 2020. Performance-based funding is a system whereby a portion of a post-secondary institution's operating grant provided by the government is based on institutional performance against selected metrics. These metrics are set to achieve specific outcomes for each institution. However, due to unforeseen pressures from the pandemic, we delayed the implementation of IMAs until the 2021-22 fiscal year.

These are two of the major undertakings that began in the ministry this past year, and that says nothing of our work implementing the recommendations of the Skills for Jobs Task Force. 2020-21 has been complicated but productive, and I am proud of the work the ministry has accomplished this past year, especially given the circumstances. However, as I said, this was very much so a transitional year for Advanced Education. The work undertaken in 2020-21 has set us up to transform Alberta's adult learning system driven by student success and sustainable operations.

I would like to offer my sincerest thanks to Advanced Education staff, our post-secondary partners, students, and all stakeholders for their hard work, contributions, and perseverance over the past year.

Original signed by

Demetrios Nicolaides
Minister of Advanced Education

Management's Responsibility for Reporting

The Ministry of Advanced Education includes:

- the Department of Advanced Education;
- publicly funded post-secondary institutions;
- Alberta Apprenticeship and Industry Training Board; and
- Campus Alberta Quality Council

The executives of the individual entities within the ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the ministry complies with all relevant legislation, regulations and policies.

Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Advanced Education. Under the direction of the Minister, I oversee the preparation of the ministry's annual report, which includes the financial information, performance results on all objectives and initiatives identified in the Ministry Business Plan, and performance results for all ministry-supported commitments that were included in the 2020-23 Government of Alberta Strategic Plan. The financial information and performance results, out of necessity, include amounts that are based on estimates and judgments. The financial information is prepared using the government's stated accounting policies, which are based on Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

- Reliability – information used in applying performance measure methodologies agrees with the underlying source data for the current and prior year's results.
- Understandability – the performance measure methodologies and results are presented clearly.
- Comparability – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.
- Completeness – outcomes, performance measures and related targets match those included in the ministry's *Budget 2020*.

As deputy minister, in addition to program responsibilities, I am responsible for the ministry's financial administration and reporting functions. The ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the province under ministry administration;
- provide Executive Council, the President of Treasury Board, Minister of Finance, and the Minister of Advanced Education the information needed to fulfill their responsibilities; and
- facilitate preparation of ministry business plans and annual reports required under the *Fiscal Planning and Transparency Act*.

In fulfilling my responsibilities for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

Original signed by

Curtis Clarke
Deputy Minister of Advanced Education

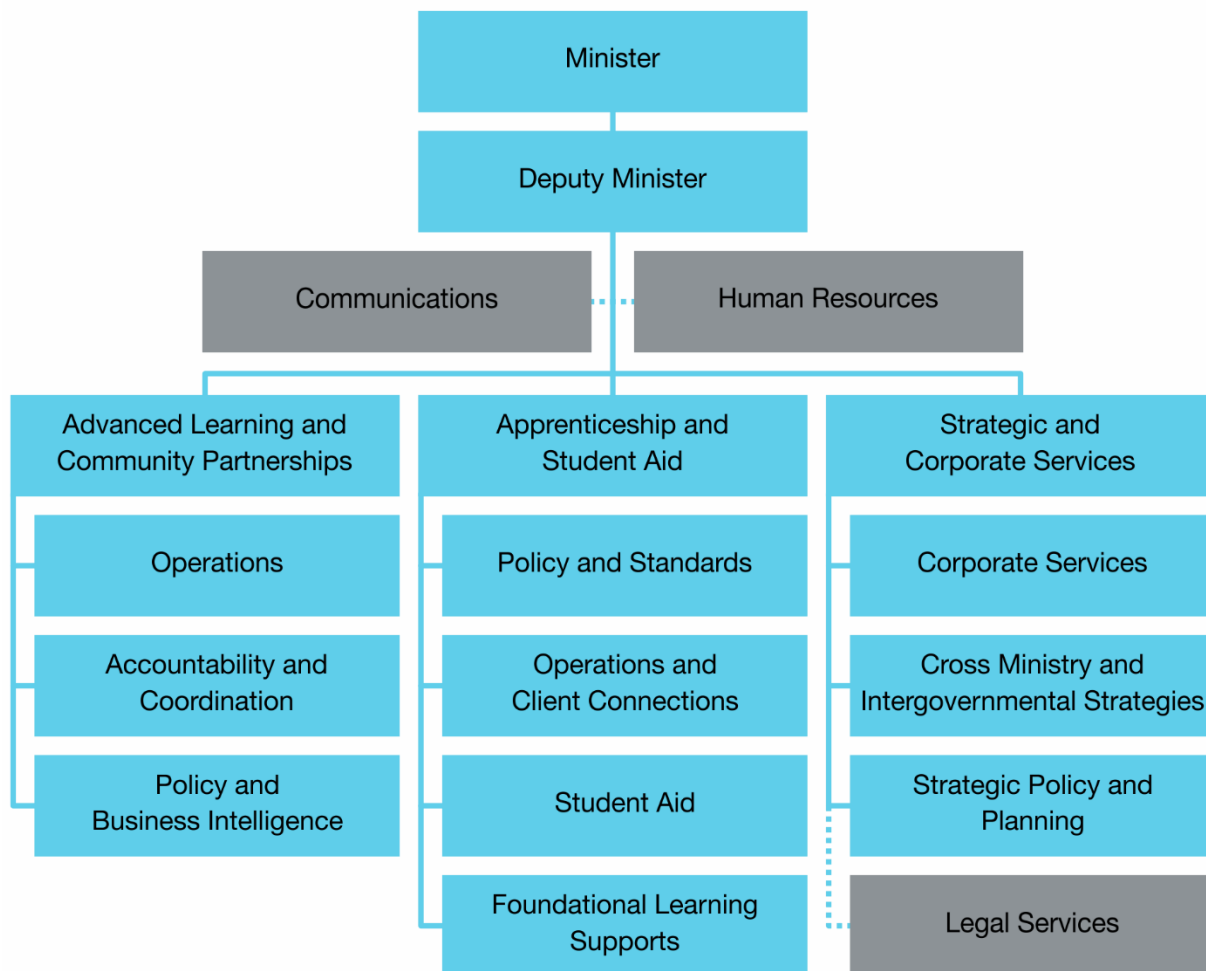
June 7, 2021

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Ministry Overview

Organizational Structure



The ministry collaborates with learning providers, advisory boards, councils, and authorities to fulfill its mandate.

Advisory Boards, Councils, and Authorities

- Alberta Apprenticeship and Industry Training Board
- Campus Alberta Quality Council

Operational Overview

Advanced Education aligned its services under three outcomes in 2020-21:

- Outcome One: Albertans have the education and skills required to get rewarding careers in the current and future labour market, and to build economic prosperity.
- Outcome Two: The adult learning system is fiscally responsible and demonstrates effective governance and accountability for achieving system direction and goals.
- Outcome Three: Post-secondary institutions have the flexibility and freedom to innovate and compete.

Advanced Education supports Albertans by providing the education and training opportunities they need to prepare for the workforce. With Advanced Education's investments in people, infrastructure, and research capacity across the adult learning system, the post-secondary sector helps drive job creation, development of skilled and adaptive workers, and innovation in Alberta. These investments create an environment for ideas and creativity, further supporting quality research and learning opportunities, as well as collaborations that contribute to a competitive provincial economy.

Three divisions within the ministry carry out the work of the department:

Advanced Learning and Community Partnerships

The Advanced Learning and Community Partnerships division works closely with post-secondary institutions, private post-secondary providers, and community learning providers to support adult learning, provide learning opportunities, and enhance the adult learning system. The division provides funding to post-secondary institutions and community learning providers, approves programs of study, licenses programs at private career colleges, and creates awareness of and encourages participation in post-secondary education. The division also supports policy, legislation, governance, and cross-jurisdictional coordination related to the adult learning sector.

Apprenticeship and Student Aid

Apprenticeship and Student Aid provides leadership to support the delivery of important programs and services to Albertans through student aid, apprenticeship, and foundational learning supports. The division focuses on delivering apprenticeship education that meets the needs of apprentices and industry, providing financial supports to help students supplement their investment in post-secondary education, and supporting adult Albertans' access to learning opportunities to improve their foundational and academic competencies that will prepare them for further education, training, or employment.

Strategic and Corporate Services

The Strategic and Corporate Services division leads and integrates key ministry-wide corporate functions, including finance, strategic policy and planning, governance and legislation, and cross-ministry and intergovernmental strategies. The division facilitates a coordinated approach to governance, risk management, policy development, and planning and resource allocation for the department. Through cross-ministry and cross-government systemic approaches to opportunities and risk, the division fosters a forward-thinking and service-oriented culture focused on partnerships.

Entities Included in Ministry Financial Statements

Ministry	Ministry of Advanced Education
Department	Department of Advanced Education
Public Post-Secondary Institutions	
Comprehensive Academic Research Universities	Athabasca University
	University of Alberta
	University of Calgary
	University of Lethbridge
Undergraduate Universities	Alberta University of the Arts
	Grant MacEwan University
	Mount Royal University
Polytechnic Institutions	Northern Alberta Institute of Technology
	Southern Alberta Institute of Technology
Comprehensive Community Colleges	Bow Valley College
	Grande Prairie Regional College
	Keyano College
	Lakeland College
	Lethbridge College
	Medicine Hat College
	NorQuest College
	Northern Lakes College
	Olds College
	Portage College
	Red Deer College
Specialized Arts and Culture Institutions	The Banff Centre

Discussion and Analysis of Results

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Key Priority 2

Making life better for Albertans

Objective 2

Strengthening quality education that delivers the best possible outcomes

Action

- Work with post-secondary institutions to implement a new funding framework and set overall strategic directions, goals, and optimal governance models for the postsecondary system.

Results

- In 2020-21, Advanced Education undertook the Alberta 2030: Building Skills for Jobs initiative to transform the adult learning system to focus on providing the high quality education, skills and training needed to get Albertans back to work, meet current and future labour market demands, and drive innovation to make Alberta competitive in a global economy. This included extensive consultation with stakeholders to develop the Alberta 2030 Strategy that will provide a common vision for post-secondary education in Alberta and a new governance and outcomes framework. The ministry released the Alberta 2030 Strategy in April 2021 and will begin implementation aspects of the initiative throughout the year.
- The ministry announced the adoption of performance-based funding and the use of Investment Management Agreements (IMAs) for all publicly funded post-secondary institutions in early 2020. Performance-based funding is a system whereby a portion of a post-secondary institution's operating grant provided by the government is based on institutional performance against selected metrics. These metrics are set to achieve specific outcomes for each institution. However, due to unforeseen pressures from the pandemic, the implementation of IMAs was delayed until the 2021-22 fiscal year.

Red Tape Reduction

The Ministry of Advanced Education is committed to the ongoing review of programs and services to ensure that the best possible outcomes are being achieved for Albertans. As part of this ongoing review, the ministry is committed to making life easier for hard-working Albertans and job creators by reducing regulatory requirements by one-third by 2023, and eliminating administrative burden through more efficient processes. This work will improve service delivery for Albertans; foster economic growth, innovation and competitiveness; create a strong and attractive investment climate; and make Alberta one of the freest and fastest moving economies in North America.

Advanced Education continues to look for opportunities to reduce red tape for institutions, students, and employers. This includes reducing regulatory burden and unnecessary processes that may hinder the advancement of a learning system that nurtures talent, encourages innovation, and produces a skilled workforce.

Outcome One

Albertans have the education and skills required to get rewarding careers in the current and future labour market, and to build economic prosperity.

Key Objectives

1.1 Improve the effectiveness of apprenticeship programs, strengthen the apprenticeship model, and expand opportunities for the skilled trades.

Skills for Jobs Task Force

Launching the Skills for Jobs Task Force was one of several government platform commitments under the umbrella of Skills for Jobs, and was intended to raise parity of esteem for skilled trades professions and to expand access to apprenticeship education opportunities for Albertans. The Task Force was appointed in September 2019 with a mandate to review and examine Alberta's skilled trades and apprenticeship system, explore best practices, and make recommendations.

Despite pandemic restrictions, the Task Force continued to meet (virtually and in-person when appropriate) and fulfilled its required mandate in 2020-21. The Task Force completed a stakeholder engagement process that involved round tables, focus groups, an online survey of Albertans as well as gathering written input from key stakeholders. It developed recommendations for a final report, completing its work in September 2020. Task Force expenditures incurred during the 2020-21 fiscal year included over \$69,000 on the contracted vendor for research and engagement activities and \$12,570 on supplies and services.

A couple of challenges were encountered in 2020-21:

- Pandemic restrictions meant the Task Force was unable to continue with planned stakeholder engagement activities. Instead, when appropriate and with approval of Communications and Public Engagement, it launched an online survey of over 1,000 Albertans. The results filled important gaps in perspectives and inputs that the Task Force needed to develop its recommendations.
- Pandemic restrictions also delayed the ability of the Task Force to meet in-person and develop recommendations. As a result, several meetings were shifted to virtual formats. This curtailed the Task Force's initial timelines and led to a short delay in completing the work. However, the Task Force was able to successfully complete its work by fall 2020 and deliver a final report with valuable recommendations to the government.

As a result of the Skills for Jobs Task Force recommendations, the ministry embarked on a renewal process of the legislative framework governing skilled trades and apprenticeship education. When completed, this will accomplish a specific Task Force recommendation to "rewrite the *Apprenticeship and Industry Training Act*".

Renewal of Apprenticeship Legislation

The Skills for Jobs Task Force made several recommendations that relate to renewing the legislative framework for apprenticeship education and skilled trades.

- Recommendation 5.1: That the *Apprenticeship and Industry Training Act*, and accompanying regulations, be rewritten.
- Recommendation 5.2: In revising legislation, it is important to clarify the role of stakeholders.

- Recommendation 5.4: Create legislative separation between apprenticeship education and the regulation of trades professions.

Other Task Force recommendations cannot be implemented without legislative renewal, such as:

- Recommendation 3.6: Increase access to apprenticeship opportunities by creating multiple pathways that recognizes a broader array of sponsors, beyond a single employer and supports a broader approach than the current “employment-first” model.
- Recommendation 3.12: Curriculum should be developed by the post-secondary system in partnership with industry, aligned with industry competency map and include both technical and essential skills. It will be reviewed annually, with a full review every five years or fewer.
- Recommendation 3.13: That successful completion of an apprenticeship education program receive a formal academic designation. This will, for three and four year apprenticeships, be an academic diploma.
- Recommendation 3.13.1: The Alberta Post-secondary Credential Framework be updated to include standardized credit recognition for individuals completing an apprenticeship education to ensure individuals can engage in continuous learning and career development throughout their life.
- Recommendation 4.1: Significantly expand apprenticeship education to professions where it best meets the needs of learners and industry.
- Recommendation 5.5: Allow industries and professions to determine the appropriate regulatory model and scope of regulated activities.

In 2020-21, the ministry sought and received Cabinet policy approval to proceed with developing a new act to replace the *Apprenticeship and Industry Training Act*, and completed significant work in developing the new act.

The new act was introduced in the Legislative Assembly of Alberta in April 2021. Pending passage by the Assembly, the ministry will embark on developing a new regulatory framework. The new act is targeted to be proclaimed and the new legislative framework will be in place before the end of the 2021-22 fiscal year. As part of implementing a new legislative framework, significant system and program transformation will be required, which will support red tape reduction, streamlined and simplified processes, and the launch of a modernized skilled trades and apprenticeship education system.

1.2 Increase awareness of the value of skilled trades and encourage Albertans to pursue apprenticeship education to meet labour market demands.

Government has identified that apprenticeship education is a valuable post-secondary education option and is critical to helping Albertans support economic recovery.

High School Apprenticeship Scholarship Program

In 2019, the Government of Alberta committed up to \$1.5 million to develop the High School Apprenticeship Scholarship program, which triples the amount of available scholarships as part of the government’s commitment to increase support for apprenticeship education.

The goal of the initiative is to encourage more students to explore apprenticeship education and become skilled trades professionals. The program consists of two types of scholarships, including the High School Apprenticeship Scholarship (\$1000 each) and the High School Apprenticeship Scholarship – Bright Future (\$2,000 each). Eligibility for each is slightly different.

- The High School Apprenticeship Scholarship is focused on high school students who are registered as an apprentice in the Registered Apprenticeship Program (RAP), or have successfully completed a Career and Technology Studies (CTS) apprenticeship pathway at an Alberta high school.
- The High School Apprenticeship Scholarship – Bright Futures is focused on high school students who are registered in the RAP, and have successfully completed a CTS apprenticeship pathway.

In 2020-21, 396 students received the High School Apprenticeship Scholarship (\$396,000 awarded in total), and 17 students received the High School Apprenticeship Scholarship – Bright Future (\$34,000 awarded in total).

Apprentice Training Award

The Apprentice Training Award is a financial award for registered apprentices who are unemployed in their apprenticeship program and attending classroom education at an approved post-secondary institution in Alberta. This award helps reduce financial barriers and supports apprentices to progress towards journeyman certification. This financial award aims to help apprentices offset the costs of completing classroom education.

In 2020-21, the amount for the Apprentice Training Award was increased from \$1,000 to \$1,500 for each eligible recipient. Changing the original award value is in alignment with the government's commitment to apprenticeship programming, parity of esteem, and supporting talent development while economic recovery occurs.

In 2020-21, 1,452 Albertans received the Apprentice Training Award, which is an increase of 23 per cent from the number of recipients (1,180) in 2019-20.

The ministry will support apprentices through their classroom education by continuing to offer financial supports such as awards and scholarships.

CAREERS: The Next Generation

CAREERS: The Next Generation is a charitable foundation raising youth career awareness and helping students discover careers through internship. The organization collaborates with government, educators, communities, industry, parents, and students to introduce youth to meaningful internship placements in high-demand occupations, and develop the skilled workers of the future. They believe introducing students to great career options in high school motivates them in their studies, expands their opportunities, and ultimately creates communities with a large and diverse skilled workforce.

CAREERS currently offers programs in occupations such as health services, trades, and industrial technologies. It invests in the workforce of the future by:

- enabling students to explore their career options;
- connecting students with employers through paid internships to grow their skills and employability;
- supporting career education; and
- promoting student awareness of industries with future job opportunities.

Advanced Education provides funding to CAREERS through grant agreements with the goal of informing young people about exciting careers that exist among in-demand occupations (e.g., skilled trades) that drive Alberta's economic engine, and allowing them an opportunity to experience these occupations through valuable paid internships.

In 2020-21, Advanced Education signed another three-year grant agreement with CAREERS to align with the government's platform commitment to increase the number of internships available for youth. These internships provide youth with excellent long-term outcomes, including acquiring skills needed to be successful in a career, as well as entering and completing post-secondary programs.

The grant agreement provides more than \$20 million over three years (from October 2020 to September 2023). This also includes a \$4.5 million incentive program to encourage more employers to offer paid internships to youth. The program was rolled out in early 2021, and positive feedback has already been received.

In 2020-21, the COVID-19 pandemic created uncertainty in the ability of CAREERS to deliver internships and required it to be more flexible in delivering career opportunities to Alberta youth. To address these challenges, the organization extended its ability to go virtual in supporting students and employers. CAREERS, along with school partners, connected students with employers in 853 paid internships in 2020, while ensuring the safety of its team and stakeholders with the introduction of rigorous COVID-19 safety protocols.

Moreover, a new Information and Communications Technology program was launched to provide internship opportunities with a focus on high-demand digital skills. The development of other new pathways began in Non-Destructive Testing, Agriculture and Motor Transport that support in-demand career opportunities.

CAREERS remains committed to increasing the number of paid internships for Alberta youth to 6,000 annually in a few years and has identified a number of initiatives with schools and employers to reach this goal. The ministry will continue to monitor the number of internships delivered by CAREERS, and continue to measure long-term benefits of these internships.

Skills Canada Alberta Grant

Skills Canada Alberta (SCA) is a provincial non-profit organization that actively promotes careers in skilled trades and technologies to Alberta youth. The Government of Alberta provides a \$2 million grant annually to SCA (for three more years), which is a government platform commitment.

This grant provides operational funding to SCA, so that the association can achieve its mandate of introducing skilled trades and technologies to students in the K-12 system, and provide support for secondary and post-secondary competitors in the regional, provincial, national, and world skills competitions. SCA is a model of excellence in the promotion of skilled trades and technology careers to youth in our province and country.

In 2020-21, SCA dealt with the COVID-19 pandemic and suspension of in-person events, and quickly switched to an online virtual platform to continue its work. The following achievements were identified as the most significant highlights for SCA in 2020-21.

- Held the first virtual Skills Canada Competition
 - First fully virtual skills competition in the world
 - 275 competitors
 - 82 schools
 - 52 communities
 - 22 contest areas
 - 28 World Skills Provincial Champion Scholarships awarded of \$1200 each
- Held the first virtual Skills Exploration Days
 - 50 unique schools participated with 22 of them new to the program.

- Each school received a \$4,500 toolkit resulting in a \$225,000 equipment legacy.
- Established Try-A-Trade® Takeout Program
 - Over 8,900 students participated, including 11 indigenous communities.
 - Schools chose from 12 trade-related, hands-on activities that were sent directly for use in the classroom, including video instruction, so that students could try an activity related to a specific trade.
 - Program was offered in two rounds, and each was fully subscribed within hours.

To meet current demands and in anticipation of future trends, SCA equips young minds with the skills that will help Alberta successfully compete in a changing world market. This is accomplished by developing trade and technology skills, and shining the spotlight on the accomplishments of junior high, senior high, and post-secondary students.

Women Building Futures

Women Building Futures is a non-profit organization based in Edmonton. Its mission is to empower women's economic prosperity by removing barriers and providing industry recognized training in the construction trades, maintenance, transportation industries, and other in-demand occupations.

The organization was founded in 1998 by a group of social workers with the shared goal of helping women achieve economic prosperity through trades training and mentorship. It primarily works with women who are underemployed or unemployed, and focuses on removing common barriers to financial independence. These include access to affordable housing, academic readiness, access to affordable childcare, and more. Over the last 20 years, the organization has grown to become a trusted name in their focus industries for introductory training and inspiring more women to explore career opportunities in these areas.

In 2020-21, Advanced Education signed a new three-year grant agreement with Women Building Futures, providing \$7.6 million in total and \$2.6 million in 2020-21, to support women who wish to pursue opportunities in skilled trades. The ministry also provided a second grant to the organization to support economic recovery through employer incentives. This grant is \$3 million over three years with the first installment being \$500,000 in 2020-21.

In the same year, the COVID-19 pandemic impacted the organization's ability to make progress on its work. However, the work is continuing, and the organization is expected to share more results in the upcoming year.

Alberta Trades Hall of Fame

The Alberta Trades Hall of Fame recognizes and honours people who have made exceptional contributions in advancing the skilled trades, supporting apprenticeship education, and supporting the success of others. Skilled trades professionals and apprenticeship educators help build our province.

Nominations can come from any Albertan: someone in industry, education, an apprentice, or someone who simply knows a person who should be recognized for their contributions to skilled trades and apprenticeship education. In 2020-21, five remarkable Albertans were inducted into the Alberta Trades Hall of Fame in a virtual event due to the COVID-19 pandemic.

The Government of Alberta intends to establish a physical presence for the Alberta Trades Hall of Fame in the future, so that Albertans can visit and appreciate the exceptional contributions of the skills community to Alberta's prosperity.

1.3 Increase post-secondary institution accountability by measuring labour market outcomes of post-secondary programs.

Measure Labour Market Outcomes

This key objective is focused on ensuring post-secondary students have access to programs with positive labour market outcomes, so that their investment of time and resources into their education leads to transitions to meaningful employment. The department has undertaken a number of surveys and research projects to collect detailed information on graduate outcomes that can be used to inform program approvals, and to help ensure that post-secondary programming remains relevant to labour market needs.

- Graduate Outcomes Survey

The department has conducted Graduate Outcomes Surveys every two years since 2002. These surveys collect data from recent graduates on their transition into the labour market, the type of employment they have secured, their income, satisfaction with their employment, and other factors related to labour market outcomes. In 2020, the department continued to conduct this survey and collected data from the class of 2017-18 post-secondary graduates.

- Employment Success Survey

Through the Employment Success Survey, the department surveys the supervisors of recent graduates who are employed, to assess how well the post-secondary system is preparing students for employment. This survey is undertaken every two years. In 2020, it was expanded to supervisors of graduates of private career colleges for the first time.

- The Benefits to Post-Secondary Education Project

In conjunction with Statistics Canada, the department reports earnings of post-secondary graduates over a ten-year period following their graduation. This provides insights into the long-term earning trajectories of graduates that cannot be gleaned from point-in-time surveys. Enrolment data is linked to tax records held at Statistics Canada to determine median incomes of graduates by credential and field of study. In 2020, the department worked with Statistics Canada to improve access to the data used for generating the income statistics, so that the graduate income indicators can be updated more easily every year.

- Apprenticeship Graduate Survey

Since 1998-99, the department has also conducted an Apprenticeship Graduate Survey every two years. The survey gathers data on apprenticeship graduates' satisfaction with their program, including classroom instruction at post-secondary institutions and on-the-job learning with their employers. It also collects data on the labour market outcomes of apprenticeship graduates. The most recent iteration was the survey of the 2018-19 apprenticeship graduates conducted in 2020.

Results of the Apprenticeship Graduate Survey inform policy and program analyses, support continuous improvement, ensure program standards and performance expectations are met, and assist in the development of strategies to promote and encourage employers to hire and train apprentices. Institution-specific results from the survey support institutional accountability and performance.

1.4 Expand experiential learning opportunities within post-secondary programs to increase program relevance and the employability of learners.

The COVID-19 pandemic and economic downturn have created a heightened sense of urgency to further link education and training to employment. In addition, with employment prospects becoming more competitive, stronger alignment between post-secondary programs and the workforce is essential.

Work-Integrated Learning Grant Pilot

Work-integrated learning is generally known to merge the academic aspects of post-secondary education with practical applications in the workplace. Research on the Alberta system has indicated that post-secondary students who are given an opportunity to have work experiences while they learn tend to get a job sooner after they graduate, are more likely to get a job related to their interests and credentials, and have higher median incomes upon graduation. Work-integrated learning also helps build essential skills that employers are looking for, including professionalism, team communication, and emotional intelligence.

In 2020-21, Advanced Education developed a three-year Work-Integrated Learning Grant Pilot program. This program provides a grant to industry associations to allocate funds to one or more employers over the course of three years to support paid work-integrated learning placements for learners. For the purpose of this grant, industry associations are defined as organizations that support employers within one of the key economic sectors outlined in Alberta's Recovery Plan.

The grant pilot began in March 2021. The ministry has invested just over \$3.5 million to provide work-integrated learning placements for roughly 650 learners across the province, and to develop a sustainable environment for ongoing work-integrated learning participation across key industry sectors into the future.

Advanced Education will monitor the progress of the pilot over the course of the next three years to identify successes and challenges, and document best practices. Annual reports that detail the outcomes of the grant pilot's key performance indicators, along with both short- and medium-term qualitative and quantitative measures, will also be submitted to the ministry at the end of each pilot year (starting in 2021-22).

Going forward, the ministry will continue to work towards increasing the number of work-integrated learning placements available for learners by:

- implementing the Work-Integrated Learning Grant Pilot into 2023-24;
- developing a ministry work-integrated learning strategy; and
- developing work-integrated learning related digital services through the ministry's Digital Strategy.

Mitacs

Mitacs is a national, non-profit organization that works with 70 universities, 6,000 companies, and provincial and federal governments to provide a suite of grant and internship programs for post-secondary students and recent graduates related to research and development, innovation, and science.

A collaboration between Advanced Education and Mitacs is creating internship opportunities for Alberta post-secondary students, supporting and expanding their research skills and providing them with valuable work experience. In turn, Alberta industry builds capacity to tackle research problems, enhance current practices, and determine future needs.

The majority of the internship opportunities will be focused on the key economic sectors identified in Alberta's Recovery Plan: agriculture and forestry; aviation, aerospace, and logistics; culture and creative industries; energy; financial services and fintech; technology and innovation; and tourism.

Beginning in October 2020, Mitacs utilized its broad suite of programs (Accelerate, Accelerate International, Elevate, Business Strategy Internship, and Assessment Internships) to provide these internship opportunities to a wide variety of Alberta organizations, which would be eligible to hire a student from any participating post-secondary institution in Alberta.

Advanced Education is investing \$15 million over three years (starting with \$5 million in 2020-21) that will result in over 3,800 research and internship opportunities. This funding will leverage federal support as well as industry contributions.

Micro-credentials

Alternative credentials are rapidly gaining the attention of governments, post-secondary institutions, industry, and not-for-profit organizations. The increasing need for continuous learning, reskilling and upskilling, and the presence of digital learning infrastructures are some of the primary factors driving the emergence of alternative credentials around the world. This form of learning is gradually changing how post-secondary education is delivered and recognized around the world.

The term micro-credential can be described as a short-term certification of assessed learning that complements traditional credentials, and recognizes skills and competencies at a more granular level.

The introduction of micro-credentials across the post-secondary system in Alberta will facilitate skills development for unemployed and underemployed Albertans, while also enhancing the skills of those currently employed. At the same time, micro-credentials can serve as a means of creating additional pathways into future education and training.

In October 2020, the ministry conducted a survey with all publicly funded post-secondary institutions to gather information on the current state of micro-credentials in Alberta. According to the survey, about 48 per cent of Alberta's publicly funded post-secondary institutions are delivering some form of micro-credentials, while almost all the other institutions plan to deliver them in the future.

Following the survey, the ministry started a pilot that provides grants (a total of \$5.6 million) to support the development and delivery of micro-credentials among Alberta's post-secondary institutions. The goal of the initiative is to ensure skilled workers are available to fill specific labour market needs and support economic recovery. Over time, learners may have the opportunity to stack individual micro-credentials to earn full credentials, such as certificates and diplomas.

In March 2021, a call for proposals was sent to the presidents of all publicly funded post-secondary institutions in the province. They were invited to submit proposals to support the development of micro-credential programs for the 2021-22 academic session. In total, 142 proposals were received from 23 institutions, and 56 have been selected to receive a grant. Proposals were evaluated based on the ability of a proposed program to demonstrate:

- alignment with the labour market needs outlined in Alberta's Recovery Plan;
- collaboration with relevant industry stakeholders;
- inclusion of work-integrated learning components;
- learner pathways and transferability;
- innovation and distinctiveness (e.g., program design, unique delivery);
- the ability to be delivered by the end of the calendar year of 2021;

- inclusivity and accessibility (e.g., different learner types); and
- regional need.

Institutions receiving this grant are expected to submit periodic reports on the progress of the selected programs.

While the concept of micro-credentials is increasingly popular, great uncertainty persists and a number of concerns have yet to be addressed. Most post-secondary institutions in Alberta are offering micro-credentials in the non-credit program space (e.g., continuing education). However, there is no consistency or standardization across the system. Currently, the Alberta Credentials Framework does not include micro-credentials. The learnings and outcomes of these initial pilot programs will inform the ministry on making appropriate decisions on the development of a micro-credential framework.

1.5 Support underrepresented Albertans by helping them access adult learning to enhance their employment opportunities and contribute to a modern and diverse workforce and society.

Foundational Learning Supports

Foundational Learning Supports (FLS) plays a key role in creating access to adult learning programs by providing eligible Albertans with financial benefits to attend approved programs that build their foundational competencies to pursue further education or to find employment.

Eligible Albertans accessing foundational learning programs need to meet financial and non-financial requirements such as income, assets, residency, citizenship, employment, and education requirements. These Albertans may have limited range of academic competencies and/or related credentials, and experience a variety of barriers that have previously affected their learning and attachment to the labour market, and may have insufficient English language skills to pursue education or employment in their field of training.

Approved foundational learning programs are in the areas of Academic Upgrading, Adult Basic Education, English as a Second Language, Integrated Training, Integrated Foundational Pathways, Occupational Training, and Transitional Vocational Programming. These programs are delivered by publicly funded post-secondary institutions, First Nations Colleges and other Indigenous training providers, private career colleges, non-profit organizations, and K-12 outreach schools.

In 2020-21, FLS laid the groundwork for prioritizing programs with a stronger focus on skills development and employment outcomes. This shift will see an emphasis on Integrated Foundational Pathway, English Language Learning Healthcare Aide, and Pre-Apprenticeship Training programs. Each of these skills development programs align to the needs of the labour market and deliver on meeting sector-specific employment outcomes. These targeted programs will support Alberta's Recovery Plan while ensuring unemployed Albertans can access foundational training opportunities that give them the skills required to find and maintain employment in key industry sectors.

- Integrated Foundational Pathway (IFP)

The IFP program targets adult Albertans who face barriers or require different pathways to build on their foundational competencies and prepare for further education/training or employment to fully participate in society.

In 2020-21, Advanced Education issued a call for applications for IFP programming, which resulted in 14 new IFP programs approved for funding, effective in 2021-22. These new programs will add to the compliment of existing IFP programs, and will provide regional variety and the opportunity to offer IFP programs that will target priority sectors and specific client groups including Indigenous Albertans and newcomers in various regions of the province. These priority sectors include healthcare, early childhood/child care, trades related sectors, and the technology sector.

- English as a Second Language Pathway for Health Care Aide Pilot Program

In 2020-21, Advanced Education worked collaboratively with Alberta Health to explore ways of improving access to training for Albertans who are interested in pursuing health care professions but do not have the required English language competencies. This resulted in the launch of a two-year English as Second Language for the Health Care Aide Pilot Program.

This pilot program invests in Alberta's future by empowering students facing English language barriers to pursue their education, improve their financial future, and support the health of others. Upon graduation, the learners will have the knowledge and skills necessary to be successful front-line caregivers, and the advanced language skills that enable them to communicate well with their colleagues, nurses, patients, and families.

For delivery of the pilot program, consideration was given to institutions that are already approved to deliver both the English as a Second Language program and the Health Care Aide program. Four post-secondary institutions were selected and approved to deliver the pilot with intakes starting in 2021.

- Pre-Apprenticeship Integrated Training Policy

Pre-apprenticeship programs can offer a pathway for foundational learners to apprenticeship programs or to employment. In 2020-21, Advanced Education worked on a new pre-apprenticeship policy aimed at enhancing access for individuals interested in apprenticeship-based education. The new policy will provide guidance to training providers that deliver pre-apprenticeship training programs. The goal of these programs is to help learners prepare to enter an apprenticeship program or find entry-level employment in a designated trade at the end of their training.

The policy was strengthened with the addition of academic skills and English as a Second Language components. This ensures that foundational learners attending these programs are set up for success in their apprenticeship-based education.

- Enhancement of Online Learner Application Process

In 2020-21, an e-Docs system was developed to support learners submitting their applications online with the ability to upload all required documentation without the need to print. The implementation of e-Docs reduced health risks to learners, training providers, and FLS staff during the COVID-19 pandemic. The new process also reduced red tape through increased operational efficiency and decreased cost of application processing. The enhanced ability to submit applications online ensured that Albertans who needed funding to access foundational learning continued to be supported, despite the pandemic. The change resulted in a 30 per cent increase in online submission of application forms compared to the previous year.

In 2020-21, approximately 8,500 adult Albertans received financial support to pursue foundational learning. This number is approximately 20 per cent less than the number of Albertans who accessed funding in the previous year. The decline is predominately due to COVID-19 and its impact on learner enrolments and training access.

While the majority of foundational learning training providers responded quickly to public health orders by moving from classroom training to alternate delivery formats, there were still challenges with respect to access.

A few training providers delivering Integrated Training programs that were scheduled to start in March and April 2020 did not have the time to transition the curriculum to alternate delivery methods. They made the decision to postpone training to a later date.

Another significant challenge reported was that foundational learners do not have the same access to digital devices and internet connectivity as the general population, and this has been exacerbated by the COVID-19 pandemic. This “digital divide” has meant that many learners did not have adequate access to foundational learning programs during the pandemic.

The 2020-21 budget for the FLS program was approximately \$92,756,000. This budget was not fully utilized due to the impact of the pandemic on intake assessments by the training providers, class sizes, and learner readiness to undertake online training. However, we anticipate that there will be pent-up demand in spring/summer 2021 intakes as training providers prepare to return to in-person delivery.

Advanced Education will continue to provide eligible Albertans with financial assistance to attend approved training programs, helping them develop foundational competencies to move on to further training or employment. This will be achieved by developing a new policy and regulatory framework for FLS programming that ensures student financial assistance for foundational learning and skills development programs is leveraged to achieve key government priorities.

Community Adult Learning Program

The Community Adult Learning Program (CALP) ensures that adult foundational learners have access to part-time, non-formal literacy and foundational learning opportunities below the grade 10 level that do not lead to a credential.

Many adult foundational learners are underrepresented, vulnerable individuals who have faced external barriers (e.g., poverty, racism, interrupted learning journeys) and internal barriers (e.g., learning difficulties, disabilities, or mental health challenges) that impede their participation in learning. By maintaining and enhancing access to relevant, quality CALP programming, these individuals gain the confidence they need to persevere in learning and gain lasting skills (e.g., reading, writing, basic math, English language, digital, and/or the skills and habits of learning) so that they can transition to employment and/or more formal learning.

The primary CALP initiative was the delivery of part-time, non-formal adult literacy and foundational learning opportunities in communities across the province. Advanced Education provided nearly \$16 million in annual funding to over 80 community-based organizations to deliver these learning opportunities. As a secondary initiative, Advanced Education provided approximately \$2 million in annual funding to five professional development providers. The funding was used to build these providers’ capacity to deliver quality adult foundational learning programs.

In 2020-21, a major achievement was the continuity of program delivery during the global pandemic, in which the CALP professional development system supported CALP program providers to switch to remote/online program delivery. CALP providers quickly adapted and reached out to learners by any means necessary to continue to support their learning (e.g., via text, phone, mail, drop-offs, online platforms, etc.).

One challenge with COVID-19 in 2020-21 was ensuring that CALP stakeholders were up-to-date with information on the government's relaunch plans, and ensuring that CALPs had the supports they needed to reach learners through remote delivery of programs and services. Moreover, the in-person restrictions associated with COVID-19 have been the most significant challenge for CALP learning providers. Many reported working longer (and more stressful) hours than prior to the pandemic as they navigated the pivot from in-person to remote delivery.

Despite these challenges, Advanced Education anticipates that more learners were served in 2020-21 than in 2019-20 because of initiatives within the CALP system to support remote program delivery.

While the 2020-21 data will not be available until early 2022, the 2019-20 data demonstrates a strong impact of CALP programming despite COVID-19 forcing in-person learning to be suspended.

- During the 2019-20 grant year, CALP supported approximately 13,500 unique literacy and foundational learners through 18,190 enrolments in 853 learning opportunities, dedicating 121,443 instructional hours to literacy and foundational learning programs in Alberta.
- Of these learners, 1,386 were Indigenous learners, and 5,195 were permanent residents or newcomers.
- 93 per cent of learners demonstrated increased self-confidence in 2019-20 because of CALP foundational programs.
- 95 per cent of learners practiced and used skills learned in CALP foundational programs, which greatly increased the likelihood of them acquiring the skills more permanently.
- More than 79,000 volunteer hours contributed to the success of adult literacy and foundational learning programs in CALP.
- \$1,846,636 in in-kind community contributions were leveraged by CALP-funded organizations.

The ministry is planning a review of the foundational learning system in Alberta, of which CALP is a part. While not yet solidified, the review will explore potential coordination between learning providers (e.g., CALP and FLS providers), data collection, learner pathways, and approaches to funding, with a lens on improving efficiency and effectiveness of the delivery of foundational learning in the province.

Moving forward, CALP will remain committed to continuous improvement, including supporting funded organizations to better understand the learning needs of their communities, and to plan and deliver relevant, quality foundational learning opportunities to address those needs, all in the service of supporting learners to achieve their goals.

COVID-19 Relief Fund and First Nations College Grant

In 2020-21, Advanced Education provided each of Alberta's five First Nations Colleges with \$100,000 in one-time funding for COVID-19 supports, for a total of \$500,000. This COVID-19 Relief Fund (CRF) is for an 18-month term to address expenses in the following categories:

- Technology (hardware such as tablets or laptop computers)
- WiFi (to improve on-campus wireless internet access for the institution)
- Online program development and delivery
- Cleaning (to cover increased cleaning expenses, such as additional staff and cleaning supplies)

The CRF is extra funding provided to the First Nations Colleges on top of the First Nations College Grant (FNCG), which is a three-year grant (starting in 2020-21) to support the delivery of:

- services fostering learner access, retention, and completion;

- programs, ranging from foundational and preparatory to credentialed; and
- activities that foster learner transitions to further learning and employment.

The ministry provides the FNCG to ensure Indigenous learners have access to post-secondary education and employment training in their communities, as well as access to employment. The annual total amount for the FNCG is \$3.2 million, or \$640,000 for each First Nations College. A portion of the FNCG (\$200,000) is earmarked for the delivery of adult basic literacy and foundational learning so that students can acquire the knowledge and skills needed for further learning, training, or employment.

The FNCG and CRF are deemed essential as they enhance the ability of First Nations Colleges to respond quickly to local Indigenous education and training priorities, and develop and deliver higher learning initiatives that are flexible, dynamic, academically rigorous, and labour market relevant to their member communities and the province.

The CRF ensured that public health guidelines were followed at the First Nations Colleges for in-person delivery. Here is an example of Red Crow Community College (RCCC) turning the gym into a socially distanced computer lab so that students without access to technology or internet could complete their coursework.

“For RCCC, the only area that is open to students is the gym....RCCC has repurposed this space as a socially distanced computer lab so that students can access reliable internet and/or computers to complete their work...this is how RCCC was able to meet the needs of students while also meeting the provincial social distancing requirements....any used surfaces are whipped down and both students and instructors are required to wear PPE such as masks, gloves, and goggles if necessary....before anyone enters the building, they are scanned with a thermometer and must be 37 degrees...anyone who tests higher are asked to go home, as this ensures the integrity of the building and safety of our staff.”

Pre-pandemic, access to reliable and adequate information technology was an ongoing issue for rural and remote Indigenous learners. Internet services in rural and remote areas generally cost more. During the pandemic, internet costs and reliability became a barrier in responding to increased needs of remote learning and working from home, especially when compounded with no immediate access to technology.

While the CRF is a one-time grant, the ministry will continue to fund the FNCG so that First Nation Colleges can continue to offer programming within their communities and serve their Nations’ distinct needs.

Funding for Students with Disabilities

The Funding for Students with Disabilities grant is a funding strategy that enhances institutional capacity to provide timely services, supports, and accommodations for students with disabilities seeking assistance, so that they can successfully participate in their programs of study.

Post-secondary institutions must adhere to the provisions laid out by the Alberta Human Rights and Citizenship Commission in the Duty to Accommodate Students with Disabilities in Post-secondary Educational Institutions. This document includes many specific obligations with the goal of ensuring students with disabilities can fully participate in all aspects of their educational experience.

Advanced Education provides \$11.2 million annually to the public post-secondary institutions. This grant continues the ministry’s long-term commitment to helping students receive the accommodations and supports they need, and is crucial to providing program offerings and supports for learners who would otherwise not be able to access post-secondary education.

According to the most recent reporting received from the funded post-secondary institutions, in the 2019-20 academic year, 19,513 students registered with their institution's disability/accessibility services, and the services they accessed include note-taking, sign language interpretation, educational assessment referrals, and tutoring. We continue to see the trend of increasing numbers of students accessing these services. The structure of the funding gives post-secondary institutions the flexibility to use the funding in a manner that reflects student priority needs, such as hiring additional staff or purchasing software or assistive technologies that can be loaned out for use.

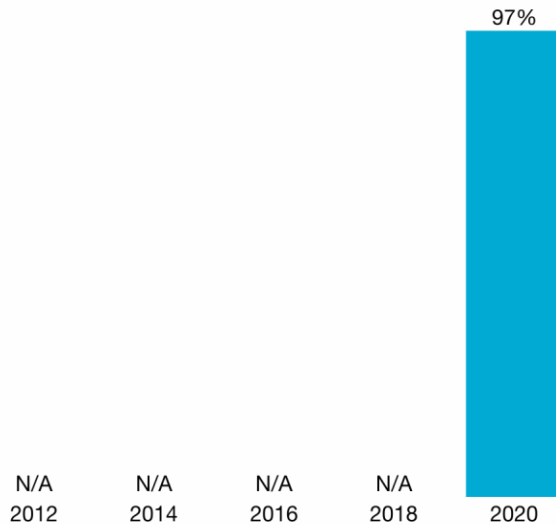
Due to campus closures and gathering restrictions caused by the COVID-19 pandemic, post-secondary institutions shifted many services online. This fundamentally changed the way students access services and participate in learning. These shifts will have major effects (positive and negative) on students with disabilities, but reporting on the impact of these changes will not be received until summer 2021.

The ministry will continue to monitor the needs of students with disabilities and partner with post-secondary institutions to best support them in meeting the needs.

Performance Metrics

Performance Indicator 1.a

Percentage of employers who report the recent post-secondary graduates that they supervise are prepared for employment (biennial survey)



This metric shows how prepared recent post-secondary graduates are for employment from their employers' perspectives. It includes employers of recent graduates from publicly funded post-secondary institutions who participated in the Graduate Outcomes Survey. This metric helps the department understand how effective Alberta's post-secondary system is at giving graduates the skills they need to be successful at their jobs.

Results Analysis

In 2020 (most recent data available), 97 per cent of supervisors surveyed reported that the recent post-secondary graduates they supervise were prepared for employment. In 2020, a five-point scale was used for employers to rate the preparedness of skills and abilities among graduates. This was a change from a four-point scale used in previous surveys. Therefore, only one data point is reported, as the results from previous years are not comparable to the 2020 result.

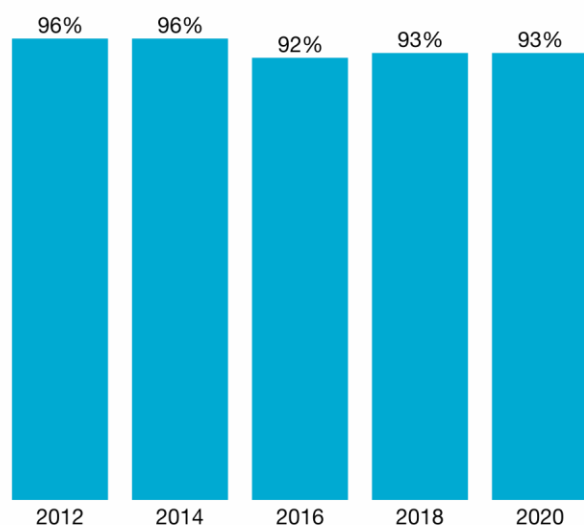
While rating graduates' preparedness for employment, work supervisors were also asked to rate the importance of a variety of technical, communication, and soft skills in relation to the type of work that they oversee, and then rate how prepared their supervised graduates were with these skills. Overall, employers considered problem solving, critical thinking, and independent working skills the most important soft skills, and the vast majority of the employers felt recent graduates were prepared with these different types of soft skills (95 per cent for independent working, 94 per cent for problem solving, and 93 per cent for critical thinking). They also highly valued communication skills, including the ability to work well with others, verbal and written communication, and intercultural communication. Over 90 per cent of the employers felt graduates were prepared with all types of communication skills. Technical skills such as job-specific knowledge and work-related computer and research skills were also critical to employers, and graduates received high ratings for these skills.

Note

- For more detail of the results, see the Employment Success Survey for Publicly Funded Institutions, Class of 2017/2018. <https://open.alberta.ca/publications/results-employment-success-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 1.b

Percentage of post-secondary graduates who report being employed approximately two years after graduation (biennial survey)



This metric describes the employment rate of recent post-secondary graduates who are in the labour force and are not enrolled as full-time students. It includes graduates from publicly funded post-secondary institutions in Alberta. Employment status is one of the most important indicators of labour market outcomes. Tracking employment rates of recent post-secondary graduates provides insights into whether Alberta's post-secondary education is supporting graduates to achieve labour market outcomes.

Results Analysis

In 2020 (most recent data available), 93 per cent of recent post-secondary graduates in the workforce reported that they were currently employed at the time of the survey. This result was consistent from the result in 2018. Changes in the results since 2012 were generally within the margin of error.

In 2020, graduates from the majority of fields of study had employment rates higher than 90 per cent. Specifically, graduates who studied education had the highest employment rate (96 per cent), whereas those who studied physical and life sciences and technologies had the lowest employment rate (87 per cent). Graduates with a master's degree reported the highest employment rate (95 per cent), followed by those with an applied and bachelor degree (94 per cent) or a doctoral degree (93 per cent), those with a diploma (92 per cent) and those with a certificate (90 per cent).

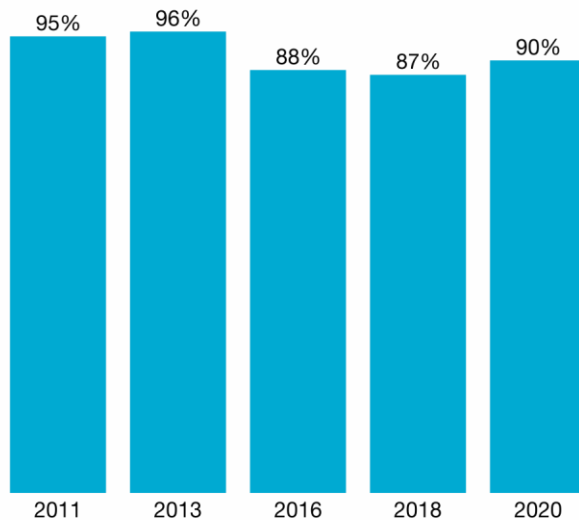
A number of factors can influence the results of this metric, such as the economy and labour market conditions during the time when graduates are looking for jobs. For example, the low result in 2016 could potentially be attributed to the economic downturn in that year.

Note

- For a more detailed breakdown of results, see Section 6.1 of the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-Secondary Institutions, Class of 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 1.c

Percentage of apprentices surveyed between 5 and 18 months after graduation who report being employed (biennial survey)



This metric describes the proportion of recent apprenticeship graduates in the labour force who are employed. Alberta's apprenticeship education combines on-the-job learning through mentorship and formal classroom instruction that is usually provided at a post-secondary institution. Tracking employment rates of recent apprenticeship graduates provides insights into whether Alberta's apprenticeship education is supporting graduates to achieve labour market outcomes.

Results Analysis

In 2020 (most recent data available), 90 per cent of recent apprenticeship graduates in the workforce reported that they were currently employed at the time of the survey. This result was three percentage points higher than the 2018 result and was also above what was observed in 2016.

In 2020, among the graduates who were employed, 92 per cent were working in the trade profession from which they had just graduated. This result matched the previous survey year. Employment rates of apprentices are highly influenced by the economy.

The 2020 survey results were collected before the COVID-19 pandemic and may not reflect current realities of apprenticeship graduates. The pandemic resulted in a global economic downturn, which has been seen as the worst crisis since the Great Depression. Many businesses were required to operate at reduced capacity or shut down which impacted employment for many.

The Government of Alberta has implemented a number of apprenticeship-specific initiatives:

- The Skills for Jobs Task Force, appointed in September 2019, presented its recommendations to the government in October 2020. The recommendations relate to advancing Alberta's skills development agenda, with a focus on apprenticeship education and regulated trades professions.
- The government is investing in community organizations to promote and introduce skilled trades professions to more Albertans. In 2020-21, Women Building Futures received \$2.5 million; CAREERS: The Next Generation received \$5.9 million; and Skills Canada Alberta received \$2 million.
- The government also increased the value of the Apprentice Training Award to help remove financial barriers for apprentices who are unemployed in their trade, so that they can attend classroom instruction and progress towards program completion.

Notes

- The survey in 2015 was delayed by one year in order to conduct a full review of the survey.
- For a detailed breakdown of results, see the Comprehensive Report: Survey of 2018/2019 Graduates of Apprenticeship Programs. <https://open.alberta.ca/publications/comprehensive-report-survey-2018-2019-graduates-apprenticeship-programs>

Outcome Two

The adult learning system is fiscally responsible and demonstrates effective governance and accountability for achieving system direction and goals

Key Objectives

2.1 Develop a more equitable and sustainable investment framework, considering tuition and fees, student aid, employer support and a new funding model.

This key objective is focused on shifting the revenue mix of Alberta's publicly funded post-secondary institutions to one that is more in line with other jurisdictions. It responds directly to Recommendation 8 of the MacKinnon Report on Alberta's finances, which recommends that the department "work with post-secondary stakeholders to achieve a revenue mix comparable to that in British Columbia and Ontario, including less reliance on government grants, more funding from tuition and alternative revenue sources, and more entrepreneurial approaches to how programs are financed and delivered". The broader aim of this objective is to ensure the long-term financial sustainability of Alberta's post-secondary system in the context of the province's current significant fiscal challenges.

Post-Secondary Institution Funding

One of this government's first actions was to commission a review of Alberta's finances. From that review, the MacKinnon Panel found that Alberta spent more per student compared to similar provinces, but did not necessarily get better post-secondary results. Previous spending was not sustainable and a more equitable approach was required.

In response, Advanced Education reduced government funding to Alberta's publicly funded post-secondary institutions, saving over \$130 million in 2020-21, and allocated funding differentially. This helped promote the sustainability of the post-secondary system and ensured that funding was distributed in a more equitable fashion, as opposed to the across-the-board approach used in previous years.

From there, Advanced Education set a path for the next three years. This will guide Alberta's post-secondary institutions to better align with other jurisdictions in a steady and sustainable fashion, limiting disruption to each institution and the system at large. Based on the findings of the MacKinnon Panel, by the end of the three years, the ministry will have saved 20 per cent of its budget (approximately \$341.5 million).

This approach to financial sustainability, along with the implementation of the Alberta 2030 Strategy, will bring forward an integrated suite of levers to strengthen forward-looking governance, strategic planning, and implementation of priority collaborative initiatives.

With this in mind, Advanced Education is on a three-year course correction. Once a new baseline is achieved, a new funding model can be introduced: one that gives taxpayers more value for every dollar spent on post-secondary education by motivating post-secondary institutions to improve services and ensure students have the skills and knowledge they need to find rewarding careers.

Investment Management Agreements

In early 2020, the Minister of Advanced Education announced his plan to implement Investment Management Agreements (IMAs) over a term of three years, beginning in the 2020-21 fiscal year. An IMA is an agreement between the Alberta government and each of the province's 26 publicly funded post-secondary institutions. Currently, IMAs have become a requirement under the *Post-Secondary Learning Act* and are the primary accountability instrument of a performance-based funding model.

The use of a performance-based funding model is a key recommendation of the MacKinnon Panel report to get Alberta's finances back in order. Performance-based funding is a system whereby a portion of a post-secondary institution's operating grant provided by the government is based on institutional performance against selected metrics. The intent of introducing a performance-based funding model in Alberta is to ensure that the substantial government investment of \$2 billion used to support the delivery of post-secondary education is focused on achieving outcomes and expectations that are the most important to Albertans.

After pausing the implementation of the IMAs in 2020-21 due to the ongoing challenges caused by the COVID-19 pandemic, the Minister has indicated his intention to introduce IMAs for the 2021-22 fiscal year. As the province begins its economic recovery, the Minister wants to leverage the critical role our post-secondary system will play in bringing prosperity back to Albertans.

The original three-year IMAs included a number of performance metrics covering a wide range of institutional performance, and the funding tied to institutional performance would increase gradually from 15 to 40 per cent. However, the 2021-22 IMAs are smaller in scope, and are intended to bridge the ongoing challenges of the pandemic while serving as a learning instrument for future developments. The 2021-22 IMAs are only one year in length and contain one performance metric for each institution: namely, the percentage of approved programs that have a work-integrated learning component. This metric recognizes the important role Alberta's post-secondary system will play in economic recovery. The IMA subjects five per cent of an institution's Operating and Program Support Grant to meeting the target of the performance metric. Near the end of 2020-21, the ministry had begun communicating the requirements for the 2021-22 IMAs to post-secondary institutions and next steps.

Utilizing the IMAs, the Minister wanted to ensure that post-secondary institutions are providing their students with as many opportunities as possible to connect to Alberta's labour market and find rewarding careers in the province. Strengthening the connection to the labour market will also build momentum for the economic recovery. The Minister's ultimate goal is that all approved programs contain a work-integrated learning component.

The Minister fully expects all institutions to meet their targets. Access to work-integrated learning opportunities is important for students, and the dedication of post-secondary institutions to meeting the needs of their students will guarantee their targets being met. As a result, the Minister has made no definitive decisions on any unallocated funding.

The 2021-22 IMAs will set the stage to socialize the concept of performance-based funding to Alberta's post-secondary system, and will serve as a learning opportunity. The next iteration of the IMAs for 2022-23 is intended to be broader in scope. Further details of the next IMAs are forthcoming. In the meantime, the department will be working closely with post-secondary institutions to identify ways to improve the IMA process, and align with the long-term vision for post-secondary education in Alberta.

Tuition Framework

In 2020-21, the department implemented changes to Alberta's tuition and fees policy framework that were initially announced in the fall of 2019. These changes include the replacement of the Consumer Price Index cap on average tuition increases for domestic learners with a seven per cent cap for the 2020-21, 2021-22 and 2022-23 academic years, and the removal of the 10 per cent limit on increases to mandatory non-instructional fees that are currently charged below cost recovery rates.

Combined with the reductions to operating grants that were implemented in 2020-21, these changes allow institutions to generate more tuition and fee revenue, which will help reduce institutional reliance on government grants, thereby enabling a more sustainable investment framework for Alberta's publicly funded post-secondary system.

Following these changes, current forecasts indicate that revenue from tuition and non-credit courses increased slightly from 2019-20 to 2020-21, despite the significant complications that the pandemic introduced for student recruitment and admission.

While the department currently does not have a full understanding of enrolment trends in 2020-21, it can be assumed that the lack of in-person instruction during the pandemic has limited the amount of additional revenues institutions were able to generate as a result of tuition and fee policy changes. This is indicated by the significant gap (about \$90 million) between what was budgeted for revenue from tuition and non-credit courses in 2020-21 in last year's Budget and the currently estimated amount.

The department plans to make further policy changes that will enable institutions to generate more tuition fee revenue.

Student Aid

Advanced Education provides student loans, grants, scholarships, and awards that allow Albertans to access post-secondary learning opportunities regardless of financial circumstances. In 2020-21, the government allocated \$363 million through scholarships, grants, and awards, as well as \$573 million through student loans. The following student aid programs were highlighted for 2020-21.

- Alberta Student Grant for Full-Time Students

The Alberta Student Grant (ASG) is an income-tested grant for full-time students from low- and middle-income families who are ineligible for the Canada Student Grant for full-time students offered by the Canada Student Loans Program. The ASG is available to students in study periods beginning on or after August 1, 2020. The maximum amount each applicant can receive is \$375 per month of studies. The ASG consolidated the previously offered Maintenance Grant (which was not income tested) and the Alberta Low Income Grant, and now reaches more students. The result is a better-targeted grant available to students who may not have had eligibility in the past due to their program of study or program length. This includes students in one-year programs such as Open Studies and University Transfer, apprenticeship programs, and graduate level programs. ASG expenditures for the 2020-21 fiscal year totaled \$61 million.

- The Alex Decoteau Award of Honour

Fulfilling a government commitment, this award honours the legacy of Alex Decoteau and all those who have risked their life in defense of our country. The program provides a one-time award of \$5,000 to up to 200 Alberta members of the Canadian Armed Forces that served in designated military operations or were permanently disabled as a result of participating in Canadian Armed Forces training in Canada. The award is also available to the children or the spouse of members killed or disabled during their service. The purpose of the award is to provide our military heroes with support to help them take the next step in their careers through the pursuit of post-secondary studies. The award was officially announced in July 2020, and 32 applicants received the award in 2020-21. 2021-22 will be the first full academic year for the award. Currently, eligibility requirements are under review to improve the uptake of the award.

- COVID-19 Pandemic – Repayment Pause for Direct Alberta Student Loans

From March 30, 2020 to September 30, 2020, all direct Alberta Student Loan repayments were deferred in response to the COVID-19 Pandemic. During this timeframe, payments were not required and interest did not accrue. Students were provided this benefit without having to submit an application. The cost of the pause was \$17 million, which was accounted for in Advanced Education's Loan Provision expense in 2019-20. The administrative cost to implement the pause was approximately \$270,400. About 202,000 Alberta student loan borrowers benefitted from the repayment pause of Alberta student loans.

A review of Alberta's student aid programming in 2021 will ensure that government's significant investments in student supports are effective, reduce financial barriers, help students cover basic learning and living costs, support economic recovery, and align with other initiatives from the Alberta 2030 Strategy.

2.2 Engage post-secondary stakeholders to develop system strategic direction and goals.

Alberta 2030: Building Skills for Jobs

Alberta 2030: Building Skills for Jobs is a 10-year strategy for advanced education in Alberta, and is the result of the most comprehensive post-secondary review in 15 years. It includes evidence-informed analyses of international best practices, research on Alberta's unique context, and thorough stakeholder engagement.

The Alberta 2030 initiative was designed to transform the adult learning system to focus on providing the high quality education, skills and training needed to get Albertans back to work, meet current and future labour market demands, and drive innovation to make Alberta competitive in a global economy.

The MacKinnon Panel found that Alberta's future prosperity depends on having one of the most highly skilled and well educated populations in the world, and that Alberta's post-secondary system lacks an overall direction. The panel recommended that the Alberta government consult with stakeholders to establish a compelling vision for Alberta's economic future, and develop a long-term plan for the province's post-secondary system.

Having a strong post-secondary system that achieves improved outcomes is critical to the success of the province's economic recovery. Alberta 2030 responds directly to platform commitments, Alberta's Recovery Plan, and related findings of the Office of the Auditor General regarding collaborative initiatives.

Advanced Education adopted a thoughtful process to establish an evidence base and diagnostics to understand the changing context of post-secondary education in Alberta and around the world. The Minister committed to a comprehensive engagement process, so everyone who wished to could provide input.

To provide additional rigour and ensure a comprehensive analysis, Advanced Education conducted a competitive procurement process and awarded a \$3.7 million contract to McKinsey & Company Canada, which has extensive global experience in supporting post-secondary system transformations, from design through implementation. McKinsey & Company has served more than half of the world's top-ranked higher education institutions and has advised more than a dozen public university systems in North America on major transformations since 2012. It was important that the Alberta 2030 initiative be informed by global best practices and expertise, while still being a made-in-Alberta strategy that meets local and regional needs.

The Alberta 2030 Strategy was developed through extensive consultation with stakeholders, as well as robust analysis and inter-jurisdictional research. The engagement attracted broad participation of stakeholders, including industry and employers, post-secondary presidents and board chairs, faculty, post-secondary institution staff, post-secondary students, members of the K-12 system, Indigenous community members, the general public, and members of the broader tertiary eco-system within Alberta. Stakeholder engagement activities included:

- More than 115 one-on-one interviews: Board Chairs and Presidents of Alberta's 26 publicly funded post-secondary institutions and other key stakeholders participated in a few rounds of in-depth interviews.
- 10 Guiding Coalition meetings: A Guiding Coalition was formed to oversee the initiative, help ensure the process remain focused on key priorities, and perform a "challenge" function of emerging ideas in the strategy's development. Members included leaders from post-secondary institutions, student leaders, faculty members, industry leaders, and higher education policy experts.
- 31 roundtables: Two series of roundtables firmed up the key issues and gave valuable feedback on initial draft versions of the strategy.
- 5,600 online survey responses and over 200 workbook submissions: Responses to online surveys and workbooks raised important concerns, highlighted strengths, and provided further evidence to base the strategy around.
- Almost 1,500 participants in six telephone town halls: Telephone town halls provided stakeholders with the first integrated view of the strategy, provided further guidance, and raised excellent questions that were used to refine the work.
- Numerous direct stakeholder submissions: Additional direct submissions came from members of industry and the business sector, student organizations, faculty associations, institutions, coalitions of organizations focused on economic recovery and prosperity, and more.

As the full implications of COVID-19 became clear, a number of adjustments were made to stakeholder engagement processes. For example, in-person engagement was changed to virtual formats. Web-based town halls, originally scheduled for late 2020, occurred in January instead to allow for a draft vision, a set of goals, and related objectives to be presented and discussed. With the modifications, evidence-informed analysis continued, and the adaptations themselves inspired the potential for longer-term innovations for engagement.

While the COVID-19 pandemic has presented some significant challenges, it has also provided additional context and urgency for the need to embark on transformational change. Alberta 2030 is focused on making sure Alberta's learners have the skills, knowledge, and competencies to respond to global trends that are reshaping post-secondary education and to secure future prosperity. Alberta 2030 is also ensuring the post-secondary system has the governance model in place to be more responsive to future disruptions and opportunities, and to compete more effectively in the world.

The department received the final deliverable from McKinsey on January 23, 2021. The strategy itself, along with key shifts to governance and financial sustainability, was approved by the Jobs and Economy Committee and Cabinet in March 2021.

The Alberta 2030 Strategy articulates a way forward for post-secondary education in the province through the following components:

- The vision, which is intended to inspire and unify the ministry, system and stakeholders towards a desired future state;
- Goals, which describe the high-level outcomes that will be achieved through the strategy;
- Objectives, which lay out how the goals will be realized;
- Initiatives, which break out the array of specific activities with a clear owner that contributes to an objective; and
- Key performance indicators to measure progress towards achievement of the strategy's vision and goals.

This strategy will result in a new governance and outcomes framework that aligns with performance-based funding, and shifts incentives and accountabilities to ensure the system is future focused and achieving improved results.

As Alberta 2030 moves forward in implementation, some initiatives and projects will evolve with input from stakeholders. Engagement on key implementation priorities will continue with a diverse set of stakeholders, including students, faculty, staff, industry, and impacted communities.

2.3 Heighten transparency and accountability through system initiatives focused on outcomes and return on investment.

Alberta Tech Skills Data Initiative

Advanced Education partnered with an Alberta non-profit to launch the Alberta Tech Skills Data Initiative in March 2019. Between 2019 and 2021, \$2.5 million was provided for this initiative with the goal of enhancing data sharing practices, building analytical capacity, and prototyping labour market intelligence tools that will provide:

- industry and employers with information on the talent pool that currently exists or that is emerging from the adult learning system, as well as the opportunity to build stronger relationships with post-secondary institutions;
- post-secondary and K-12 students with insight on labour market employment, qualifications, and skills to inform potential pathways from education to employment;
- Albertans who seek to transition within or re-enter the work force with information on labour market employment, qualifications, and skills to inform short-term upskilling or reskilling pathways to employment;
- post-secondary institutions with information on qualifications, as well as soft and technical skills, that are in demand to refine existing programs and design new programs that align with current and future labour market needs; and

- governments at both national and provincial levels with insight on skills demand and labour market trends, as well as strategic foresight on developing programs and policies that will help economic recovery and social prosperity.

In 2020-21, the ministry explored, identified and developed relevant datasets for conducting research and developing proofs-of-concept. In consultation with partner ministries within the Government of Alberta, a suite of prototype tools are under development that will provide real-time insight into Alberta's job market, including skills, capabilities, and certifications currently in demand in the province.

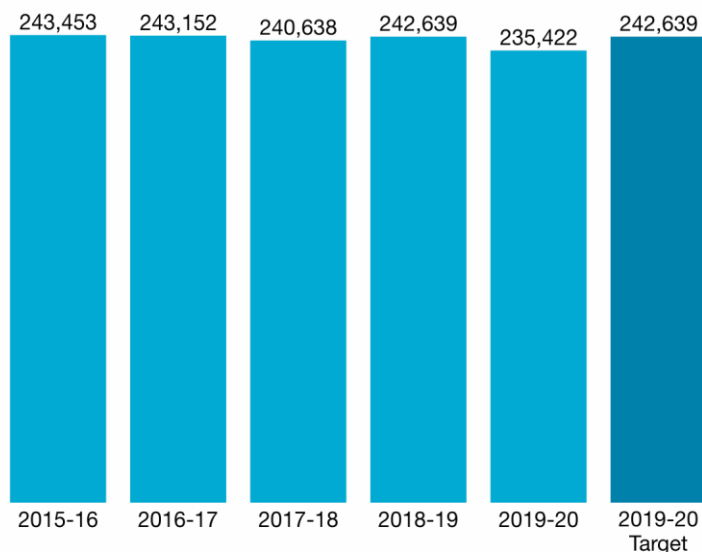
The initiative will support provincial and national priorities of creating skills development and employment opportunities for citizens, and help with evidence-informed decision making for policy development. It also plays a vital role in supporting Alberta's Recovery Plan by focusing on getting people back to work, building infrastructure, and diversifying the economy.

In the future, the ministry looks forward to engaging stakeholders, including industry, learners and post-secondary institutions, to better understand user experience and ensure relevant and effective application of the tools.

Performance Metrics

Performance Measure 2.a

Total unique domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions



This measure shows the total number of unique domestic learners enrolled in approved programs offered by publicly funded post-secondary institutions in Alberta by academic year. This also includes apprentices enrolled in the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution. This measure helps the department identify shifts in enrolment patterns among domestic students attending these institutions and monitor capacity of the post-secondary system.

Results Analysis

In the 2019-20 academic year (most recent data available), over 235,000 unique domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions. This result did not meet the target of 242,639, and was a decrease of about 7,200 learners (or three per cent) from the result in 2018-19.

In 2019-20, the fields of study that represented the largest shares among domestic enrolment were languages, social sciences, arts and humanities (35 per cent); followed by health sciences (17 per cent); physical, natural and applied sciences (14 per cent); and business (13 per cent). The majority (75 per cent) of domestic learners enrolled in credential programs, including degree programs (48 per cent), diploma programs (15 per cent), and certificate programs (12 per cent).

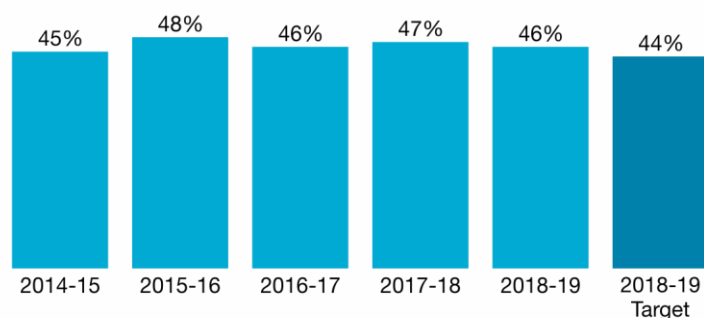
Total domestic enrolment headcount generally showed a flat trend between 2015-16 and 2019-20, with minor fluctuations from year to year. The majority of the decline in the 2019-20 result can be attributed to the significant drop in apprenticeship learners (reduced by 6,870). In the spring of 2020, two rounds of intake for apprentice in-class learning were halted for all relevant post-secondary institutions due to the COVID-19 pandemic, thereby substantially reducing the number of apprenticeship enrolments for the reporting period. Apprenticeship enrolment is also highly influenced by industry and labour market demand.

To safeguard domestic enrolment and ensure that Albertans who qualify will have access to the province's post-secondary education system, Alberta will primarily rely on Investment Management Agreements with institutions. These agreements, which include outcomes-based funding contingent on institutional performance measured against performance metrics, were signed by the Minister and institutions beginning in 2021-22. While the initial agreements are an interim measure with only one performance metric (which is unrelated to domestic enrolment), in the longer-term, these agreements will likely include performance metrics aligned with enrolment, including domestic student enrolment.

In addition, Alberta's International Education Strategy (published in 2020) includes a commitment to maintaining access for Alberta learners in the context of attracting international students: "Institutions need to find ways of ensuring Alberta learners have access to popular programs while remaining welcoming to international students". These features, along with Alberta Student Aid programming and tools (which will be reviewed in spring/summer 2021), will help ensure the post-secondary system remains accessible to domestic learners.

Performance Measure 2.b

Provincial grants as a proportion of the total revenue of Alberta's publicly funded universities and degree-granting colleges



This revenue dependency metric reflects the extent to which Alberta's publicly funded universities and degree-granting colleges rely on provincial grants as a source of revenue. Results include comprehensive academic and research universities and some undergraduate universities. Monitoring this metric aligns with the recommendation from the 2019 MacKinnon Report, which advises that the government should work with post-secondary stakeholders to achieve a revenue mix comparable to that in British Columbia and Ontario. This includes less reliance on government grants, more funding from tuition and alternative revenue sources, and more entrepreneurial approaches to how programs are financed and delivered.

Results Analysis

In 2018-19 (most recent data available), provincial grants represented 46 per cent of the total revenue among Alberta's publicly funded universities and degree-granting colleges, which was higher than British Columbia (34 per cent) and Ontario (25 per cent). This result did not meet the target of 44 per cent, as the ministry intends to reduce post-secondary institutions' reliance on provincial funding. Between 2014-15 and 2018-19, the results remained relatively stable between 45 per cent and 48 per cent.

The percentage of provincial grants among the total revenue of Alberta's publicly funded post-secondary institutions depends on their revenue mix. This includes funding from provincial, federal and municipal governments, student tuition revenue, as well as other self-generated revenues, such as donations, investments, non-government grants, and the sale of products and services.

The ministry is implementing a range of policies that will directly reduce institutional reliance on provincial grants by shifting the institutional revenue mix. Advanced Education continues to move forward on its commitment to reduce the Operating and Program Support Grant for Alberta's publicly funded post-secondary institutions by approximately 20 per cent between 2018-19 and 2022-23. This will better align the province's post-secondary institutions with those in other jurisdictions.

Another important policy change implemented to help shift the revenue mix was allowing for temporary increases to the tuition cap. Where tuition increases at an institution were to be capped at the rate of inflation for 2020-21, the government is allowing tuition to increase at the rate of seven per cent each year between 2020-21 and 2022-23 (inflation will return as the tuition cap in 2023-24). This allows for a significant increase in non-government revenue, which, combined with the reductions in the government grants, will help shift the revenue mix for institutions.

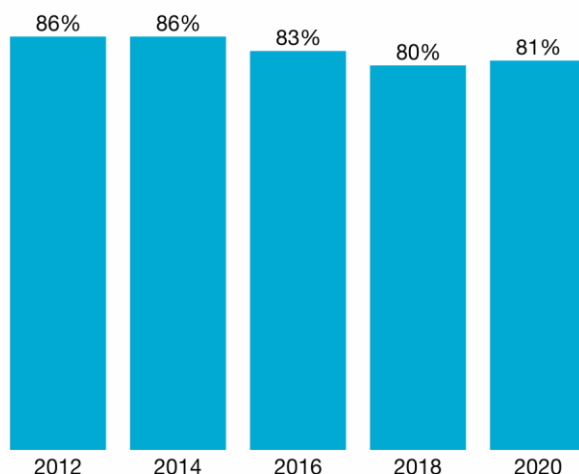
Lastly, the ministry will continue to explore and address government policies and processes that present barriers to institutions pursuing self-generated revenues. The reductions in red tape will provide institutions with the flexibility they need to more effectively generate alternative revenues from their entrepreneurial and commercial ventures.

Note

- Results for this performance metric are collected from Statistics Canada. Not all publicly funded post-secondary institutions are included in Statistics Canada's data. See the Methodology section for the complete list of institutions included.

Performance Indicator 2.c

Percentage of recent post-secondary graduates who report that the program they took was worth the financial cost (biennial survey)



This metric demonstrates recent graduates' perceptions of the financial costs associated with their post-secondary education as compared to the financial and non-financial benefits gained. It includes graduates from publicly funded post-secondary institutions in Alberta. Results of this metric may reflect graduates' perceptions of the cost of a post-secondary program, quality of the program, and relevance of the program to labour market needs. As such, this metric provides insight into return on investment of Alberta's post-secondary education from recent graduates' perspectives.

Results Analysis

In 2020 (most recent data available), 81 per cent of recent post-secondary graduates surveyed reported that the program they took was worth the financial cost. This result showed a percentage point increase from 2018, but fell below the results observed over the previous reporting cycles.

In 2020, 85 per cent of post-secondary graduates from agriculture, natural resources and conservation and 84 per cent of graduates from education agreed that their program was worth the financial cost. The agreement rates for other fields of studies were 83 per cent among graduates from mathematics, computer and information sciences, and among those from health and related fields; and 82 per cent among graduates from business, management and public administration. Graduates with a master's degree had the highest agreement rates (87 per cent), followed by those with a diploma (81 per cent) and those with a doctoral degree (80 per cent) or a certificate (80 per cent).

A number of factors can influence the results of this metric. For instance, the amount of loans graduates had at the time of the survey (including government-sponsored, non-government, and family loans) had a negative impact on the impression of their program's value. In 2020, while 84 per cent of the graduates with loans under \$5,000 considered their program worth the financial cost, this percentage declined to 74 per cent among those with loans of \$25,000 or more. Graduates' income also appeared to have influenced the results of this metric. Graduates with a total annual income of \$75,000 or more were more likely to agree that their program was worth the financial cost (89 per cent) than those with an annual income of less than \$15,000 (75 per cent).

Both the percentage of graduates with loans and the average amount of loans owed at graduation have been increasing over time. This may explain why the results in 2018 and 2020 were lower than those in previous years. In 2016, 43 per cent of graduates reported that they received government-sponsored loans, with an average amount of \$28,021 after factoring for inflation. In 2020, 50 per cent of graduates reported that they received government-sponsored loans, with an average amount of \$29,419. Lower annual income may also have a negative impact on graduates' perceptions of their program's value. In 2016, graduates' average annual income was \$65,638 after factoring in inflation. In 2020, the average annual income was \$61,224, approximately \$4,500 less than the 2016 figure.

Note

- For a more detailed breakdown of results, see Section 5.5 of the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-Secondary Institutions, Class of 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Outcome Three

Post-secondary institutions have the flexibility and freedom to innovate and compete

Key Objectives

- 3.1 Support post-secondary institutions' efforts to diversify revenue and to explore more entrepreneurial approaches to program funding and delivery.

Diversify Post-Secondary Institutions' Revenue

Alberta's post-secondary institutions are more reliant on provincial funding compared to their counterparts in other Canadian jurisdictions. Therefore, this key objective aims to lift the restrictions that hinder post-secondary institutions from exploring other revenue sources and to help them become less reliant on government funding.

In 2020-21, the ministry implemented an alternative revenue policy that helps evaluate the risk of for-profit ventures and ensures each institution completes their due diligence while exploring alternative revenue initiatives.

In addition, Advanced Education reduced red tape by updating the *Post-secondary Learning Act* to make it easier for institutions to seek out revenue earning possibilities through borrowing and land dispositions.

The COVID-19 pandemic influenced not only the economy, but also the ability for post-secondary institutions to explore revenue-earning ventures. As the full implications of COVID-19 became clear, institutions had to shift their priority to accommodating students through distance learning, and ensuring safe learning environments for staff and students. The pandemic response became a primary focus, which slowed any exploration of alternative revenue streams.

More time is needed for institutions to develop and implement new revenue strategies; however, institutions have already begun to explore such strategies now that barriers to success are being lifted.

- 3.2 Reduce red tape on post-secondary institutions by more strongly linking mandates with funding and performance outcomes, allowing them the freedom to compete and innovate by streamlining business processes and lessening regulatory and reporting requirements, thereby reducing administrative costs.

Red Tape Reduction

In 2020-21, the ministry continued to make progress on the red tape reduction efforts that were started in the previous year. Following the baseline count of regulatory requirements, the Government of Alberta identified cumulative targeted reductions in regulatory requirements of five per cent (2019-20), 12 per cent (2020-21), 20 per cent (2021-22) and 33 per cent (2022-23). Advanced Education exceeded the 2019-20 target and did so again with a 15.3 per cent reduction in 2020-21.

These reductions were primarily a result of removing unnecessary and duplicative reporting requirements, making enhancements to service delivery, and establishing more efficient business processes. By reducing red tape, these changes benefit institutions, students, and employers by saving them time and effort currently spent on administrative burden, and help foster a learning system that provides high quality post-secondary opportunities and experiences.

Specifically, Advanced Education achieved the following red tape reductions in 2020-21:

- Streamlined data collection for compliance activities by eliminating duplicative reporting of financial data elements.
- Amended the Alberta Designation Requirements policy to simplify designation requirements and expand access.
- Removed presidents of post-secondary institutions as designated senior officials under the *Conflicts of Interest Act* to help reduce the burden of financial disclosures and reporting.
- Implemented the Tradesperson Credential Verification Service that gives employers streamlined, online access to verify the credentials of a skilled tradesperson or apprentice.
- Eliminated the requirement for Career and Technology Studies applicants to provide Apprenticeship Pathways Course Completion Records in their applications for prior learning assessments.
- Repealed the Rig Technician Trade Regulation and Tiler Trade Regulation under the *Apprenticeship and Industry Training Act* in response to concerns from industry on the trades' viability.
- Changed the Hairstylist Regulation under the *Apprenticeship and Industry Training Act* to make it possible for individuals wishing to focus on barbering to pursue certification without requiring unnecessary training or assessments.
- Replaced annual grant funding to First Nations Colleges with three-year agreements to lessen the time spent on application and reporting processes.
- Repealed the Graduate Students Associations Model Bylaw provision and the authority of a university to demand, obtain, and use unclaimed bodies to help eliminate unnecessary or unused regulatory requirements.

In 2020-21, implementation of the new funding model was delayed due to the COVID-19 pandemic. Institutions needed to focus on meeting the needs of students when in-person learning had to be interrupted. The ministry is working with institutions to link mandates with funding and performance outcomes in 2021-22, and to help reduce red tape by encouraging and incentivizing innovation while achieving labour market outcomes.

The ministry also anticipates that the implementation of the Alberta 2030 and Skills for Jobs initiatives will provide further opportunities to reduce regulatory and administrative burden on institutions, learners, and employers. These are expected to be realized through the streamlined post-secondary program approval process, expanded and strengthened apprenticeship education and skilled trades, and increased digitization of service delivery to enhance efficiency and stakeholder experience.

3.3 Implement an international education strategy to assist Albertans studying abroad and enable post-secondary institutions to attract qualified international students who remain in Alberta and contribute to the economy.

International Education Strategy

Prior to the COVID-19 pandemic, Alberta hosted about six per cent of all international students who chose to study in Canada. Alberta ranked fourth among provinces in hosting international students, trailing behind Ontario, British Columbia, and Quebec, by a significant margin.

In June 2020, Advanced Education released Alberta's International Education Strategy for the province's post-secondary system. Through implementation of the strategy, the government will support universities, colleges, and polytechnics in attracting more qualified international students to the province. The strategy will also support economic recovery, encourage diversification, expand market access for Alberta's goods and services, and spur research, innovation, and entrepreneurship.

The strategy is a blueprint for attracting and developing global talent, thereby providing Alberta with the skills, ideas, and global networks it needs to grow and to create more jobs for Albertans. To reach this goal, the Government of Alberta will focus on advancing three key priority areas:

- Global talent attraction – Alberta will attract talented international students to Alberta's post-secondary institutions and communities
- Smart and sustainable growth – Alberta's post-secondary system will remain strong and innovative through an informed and balanced approach to international growth
- International skills needed to succeed – Alberta will equip learners with the international skills and competencies they need to succeed in the global economy

The COVID-19 pandemic has had a significant impact on Alberta's international education sector and on learning institutions. Throughout 2020-21, evolving health guidelines and global travel restrictions delayed and prevented international students from travelling to Canada and Alberta to study. As a result, international students who continued to enrol at Alberta's post-secondary institutions attended classes online. Some international students chose to defer their studies because of the restrictions.

The Ministries of Advanced Education and Health worked closely with designated learning institutions to develop and approve pandemic response plans that met federal requirements on mandatory quarantines. These plans helped learning institutions manage the risk of a potential outbreak of COVID-19 on their campuses and enabled international students who wanted to travel to Alberta to do so safely.

The strategy outlined 45 key actions, and ministry staff began to implement a number of them in 2020-21. Key actions that had not been impacted by the pandemic were prioritized for implementation, such as those requiring planning, research, and policy reviews. Implementation of the other key actions was delayed due to the COVID-19 pandemic.

In summer 2020, ministry staff completed a review of the Alberta Designation Requirements, which is a policy that designates institutions and programs to host international post-secondary students. This review recommended policy changes that enable a greater number of learning institutions to enrol international students in more programs, and to reduce red tape for institutions. These changes required amending the ministry's designation agreements with learning institutions, and the work was completed in fall 2020.

The ministry allocated \$1.5 million per year for implementing the International Education Strategy. Of this annual total, \$500,000 per year is allocated for talent attraction activities, and \$1 million per year is allocated to create international learning opportunities for learners. As many international activities and opportunities were cancelled in 2020-21, these funds were not spent.

Alberta's International Education Strategy is also a key pillar of Alberta 2030. Ministry staff are preparing to implement more key actions from the strategy in 2021-22 and following years, including many of those delayed by the pandemic. These key actions will include signature talent attraction activities, system capacity building in international education, and development of new global learning opportunities. The Government of Alberta expects the growing distribution of vaccines in Alberta, Canada, and around the world will eventually lead to more international education opportunities opening up again.

3.4 In collaboration with industry and partner ministries, develop a strategy to position Alberta to access a fair share of federally sponsored research funding.

Federal Sponsored Research Funding

This key objective is about ensuring that Alberta institutions are better positioned to attract more federal research funds through collaborative partnerships, and timely and relevant knowledge about upcoming federal funding streams.

Among the total sponsored research revenue received by Alberta's universities and degree-granting colleges, the proportion from the federal government represented 37 per cent over the past 15 years (2003-04 to 2017-18). This percentage of federal funding is the lowest among all provinces in Canada, and is representative over the 15 years of funding data analyzed.

A Research Working Group (RWG) was established in May 2020 to develop recommendations to attract more federal funding and form more collaborative relationships. The RWG was composed of representatives from industry, post-secondary institutions, and government. The RWG was established to create a "Team Alberta" approach to research in an attempt to ensure that federal dollars would better support and be influenced by the priorities of Albertans.

The RWG submitted its recommendations to the Ministers of Advanced Education and Jobs, Economy and Innovation in October 2020. Work is continuing on the implementation of the recommendations including the establishment of a Research Commercialization Working Group (RCWG) that will further Alberta's influence on federal funding and provincial economic diversification efforts.

In 2020-21, Advanced Education was in the process of a major engagement to re-evaluate and transform Alberta's post-secondary system. The ministry was waiting to take its direction on some of the major initiatives, such as facilitating the enhancement of post-secondary research commercialization, from the final Alberta 2030 Strategy. This slowed down some of the movement on initiatives connected to federal funding and post-secondary research and innovation.

Furthermore, the onset of COVID-19 and subsequent health and public security measures inhibited the opportunity to develop better relationships with federal officials through in-person Team Alberta meetings in Ottawa.

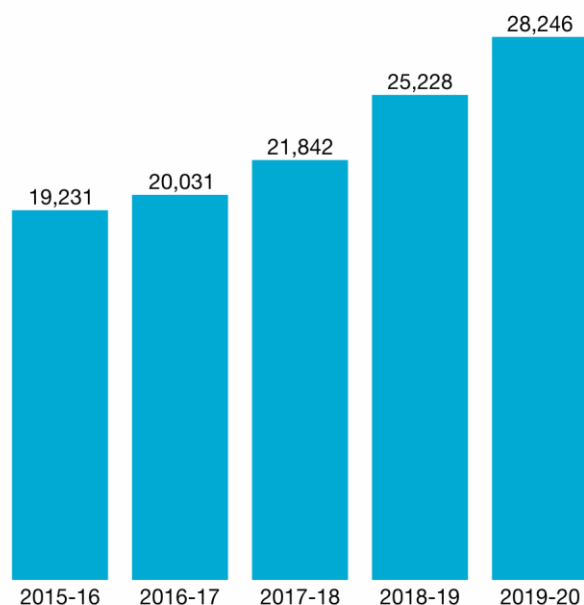
The impact of this initiative will be increased with industry-institution partnerships that produce research to advance Alberta's competitiveness and help support the province's economic and social priorities. The initiative will also help to diversify revenue sources for post-secondary institutions, which acts on Recommendation 8 of the MacKinnon report.

Advanced Education will lead and support the work of the RCWG, which will continue to advance Alberta's efforts to attract more federal and other research funding and help better position the province as a global leader in emerging fields. The ministry will also be working with the Ministry of Jobs, Economy and Innovation to expand and attract investment to Alberta, including potential industry investments in post-secondary research institutions.

Performance Metrics

Performance Indicator 3.a

Total unique international students enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions



This indicator shows the total number of unique international students enrolled in approved programs offered by publicly funded post-secondary institutions in Alberta by academic year. It includes visa students only. Typically, international students in a program of longer than six months or in a program shorter than six months with a mandatory work component (e.g., internship or co-op) require a visa. Therefore, foreign nationals in Canada who pursue short-term studies (less than six months) may not be included. This metric indicates Alberta's ability to attract qualified international students and helps the department monitor the capacity of the post-secondary system to admit and support international students.

Results Analysis

In the 2019-20 academic year (most recent data available), more than 28,000 unique international students enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions. This was an increase of approximately 3,000 students (or 12 per cent) from the result in 2018-19. In 2019-20, international students were most likely to enroll in the following fields of study: physical, natural, and applied sciences (35 per cent); business (26 per cent); and languages, social sciences, arts and, humanities (23 per cent). The majority (over 90 per cent) of learners enrolled in credential programs, including degree programs (56 per cent), diploma programs (27 per cent), and certificate programs (8 per cent).

Overall, enrolment headcount among international students increased year over year between 2015-16 and 2019-20, with a total increase of 47 per cent over the five years. A number of factors could influence the results of this metric. For example, post-secondary institutions' capacity determines how many international students they are able to accept and support. Additionally, immigration/travel policies, international geopolitical disruptions, and Alberta's economy and labour market conditions could all affect enrolment trends among international students.

Through the implementation of Alberta's International Education Strategy (2020) for the post-secondary system, the government will support universities, colleges, and polytechnics in attracting more qualified international students to Alberta. As one of the strategy's three key priorities, Alberta will attract global talent to the province by enhancing international recognition of its quality post-secondary system, diversifying recruitment efforts to new international markets, supporting smaller and rural institutions, and aligning recruitment efforts with local labour market needs and Alberta research and innovation priorities. Implementation of the key actions outlined in the strategy began in 2020 and will continue over the next few years.

Note

- For a more detailed breakdown of results, see Headcount Enrolment within the Alberta Post-Secondary Education system on Alberta's Open Data website. <https://open.alberta.ca/dataset/system-wide-headcount-enrolment-within-the-alberta-post-secondary-education-system>

Performance Metric Methodology

Performance Indicator 1.a

Percentage of employers who report the recent post-secondary graduates that they supervise are prepared for employment (biennial survey)

Source

- Employment Success Survey, Advanced Education

The results of this metric are obtained through the Employment Success Survey (ESS). This survey is conducted every two years with supervisors of employed graduates who recently graduated from Alberta's publicly funded post-secondary institutions (except Banff Centre for Arts and Creativity). The sample frame for the ESS is derived from the respondents to the Graduate Outcomes Survey (GOS) conducted in the same year. The purpose of the ESS is to acquire information about the skills and knowledge of recent graduates of publicly funded post-secondary institutions and to what extent they are prepared with the types of skills and knowledge that employers require.

The 2020 ESS survey was conducted between February and June of that year with supervisors of employed graduates who graduated in the 2017-18 academic year from Alberta's 25 publicly funded post-secondary institutions (credit parchment programs only). Self-employed graduates were excluded. Employers of apprenticeship students who completed the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution were also excluded. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2020 survey.

The contact information for the ESS was collected on an ongoing basis from the GOS respondents. When graduates were asked to provide their employer's contact information, 2,999 graduates provided a response, but graduates often provided their own contact information or invalid information instead of their employer's contact information. Of the information collected, 1,773 employer contacts were valid. In total, 1,772 email invitations were sent and 1,129 potential respondents were called, resulting in 798 completed surveys (628 online and 170 by telephone). The gross response rate was 45% and the valid response rate was 51%.

The results of this metric are determined using the survey question "Overall, how prepared for employment are the recent post-secondary graduates you supervise?" A five-point scale was provided for employers to rate, where 1 equals "not at all prepared" and 5 equals "very well prepared". The percentage is calculated by dividing the combined total of responses rated at 3 to 5 by the total number of respondents who completed this survey question. "Don't know", "Prefer not to say" and "No response" responses are excluded from the results calculation.

For more detail on the methodology, see the Technical Report for Graduate Outcomes Survey and Employment Success Survey, Class of 2017/18. <https://open.alberta.ca/publications/technical-report-graduate-outcomes-survey-employment-success-survey-2020>

Performance Indicator 1.b

Percentage of post-secondary graduates who report being employed approximately two years after graduation (biennial survey)

Source

- Graduate Outcomes Survey, Advanced Education

Results of this metric are obtained through the Graduate Outcomes Survey. This survey is conducted every two years with graduates approximately two years after their graduation from a publicly funded post-secondary institution in Alberta (except Banff Centre for Arts and Creativity). The 2020 survey was conducted with the class of 2017-18 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2020 survey.

The target participants for this metric are graduates (both domestic and international) from 25 publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution are excluded.

A census approach was used for publicly funded institutions with less than 1,500 graduates, and a stratified sampling approach was used for larger institutions with more than 1,500 graduates. Data was collected through a telephone or an internet survey based on students' preference. From a total valid sample of 43,378 (after removing duplicate cases), a total of 16,020 surveys were completed, including 2,238 by phone and 13,782 via web. The gross response rate was 37%. At the system level, the survey's margin of error was $\pm 0.6\%$, at the 95% confidence level.

Results of this metric are determined using multiple survey questions regarding respondents' employment status, studying status, and job seeking activities. At the time of the survey, graduates who were not looking for jobs were excluded from the calculation. Additionally, graduates who reported being full-time students or unsure of their student status were also excluded from the calculation. The percentage is calculated by dividing the number of respondents who report being employed (including self-employment) by the total number of respondents who report being in the labour force at the time of the survey. "Don't know" and "Prefer not to say" responses are excluded from the results calculation.

For more detail on the methodology, see the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-Secondary Institutions, Class of 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 1.c

Percentage of apprentices surveyed between 5 and 18 months after graduation who report being employed (biennial survey)

Source

- Survey of Graduates of Apprenticeship Training, Advanced Education

Results of this metric are obtained from the Survey of Graduates of Apprenticeship Training. This survey is conducted every two years with recent apprenticeship graduates who are asked about their experiences in the apprenticeship program. Results of the survey are used to improve program delivery and ensure that standards are met. An independent consultant (Leger) was hired to conduct the survey with apprenticeship graduates.

The target respondents are Albertans who were registered apprentices during the 2018-19 school year (August 1, 2018 to July 31, 2019) and, during that time, completed all the requirements to become a certified journeyman. Two targeted groups (cohorts) of graduates were surveyed:

- Cohort 1: Graduates who completed both their classroom and on-the-job learning requirements of the apprenticeship program in 2018-19.
- Cohort 2: Graduates who completed their on-the-job learning in 2018-19 but did not take the classroom instruction portion of the program in that school year.

The survey population provided to the contractor was extracted from the Apprenticeship, Trade and Occupation Management System. A census approach is used for the survey, meaning that all graduates of 2018-19 were invited to participate.

The 2020 survey was conducted both online and by telephone between November 12, 2019 and January 28, 2020 (with a break for the telephone survey during Christmas and New Year). In total, 3,519 graduates were surveyed (2,001 by telephone and 1,518 online). The overall survey response rate was 49%. The margin of error was $\pm 1.2\%$ at the 95% confidence level.

The percentage of recent apprenticeship graduates employed is determined using the survey question “Which of the following categories best describes your current employment status?” Answers provided in the survey included: “Employed”, “Not employed, but looking for work”, “Not employed, and not looking for work”, and “Refused/Prefer not to answer”. The result is calculated by dividing the total number of respondents who answered “Employed” by the combined total of “Employed”, “Not employed, but looking for work”, and “Refused/Prefer not to answer” responses.

For more detail on the methodology, see the Comprehensive Report: Survey of 2018/2019 Graduates of Apprenticeship Programs. <https://open.alberta.ca/publications/comprehensive-report-survey-2018-2019-graduates-apprenticeship-programs>

Performance Measure 2.a

Total unique domestic learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions

Source

- Learner Enrolment Reporting System, Advanced Education

Total domestic enrolment (headcount) is defined as the total number of unique (unduplicated) domestic learners who are actively enrolled (either full-time or part-time) in an approved program offered by a publicly funded post-secondary institution in Alberta at any point during an academic year. Domestic learners are defined as those with the following legal status values at some point during the academic year: Canadian, permanent resident, refugee, and unknown/not reported. Each of these groups are treated as residents with regard to many matters such as loan eligibility and tuition and fees.

The enrolment data is submitted to Advanced Education by each of the publicly funded post-secondary institutions. Data is reviewed and validated until both the department and the institution are in agreement. Apprenticeship data is then added to each institutional submission. The apprenticeship data is derived from the Apprenticeship, Trade and Occupation Management System. Prior to appending this data, it is validated and confirmed as accurate.

Advanced Education completes a final review prior to sending out a sign-off package to the institutions. The package is then signed off by each institution's vice president before being considered final. Enrolment data is used for reporting and publications after all institutions have finalized their submissions.

The unique counts are calculated using the Alberta Student Number (ASN), so that students attending more than one institution will be counted only once at the system level. For records without ASN values, a combination of the provider and institutional student ID is used. The total enrolment (headcount) is calculated by taking a unique count of the number of ASN values (including proxy values for records without ASNs) with active enrolment records at all institutions during the academic year.

As the enrolment data describes only provincially approved programming at publicly funded post-secondary institutions in Alberta, the enrolment headcount at Banff Centre for Arts and Creativity is excluded in this indicator. Banff Centre for Arts and Creativity does not offer any ministry approved programming.

Performance Measure 2.b

Provincial grants as a proportion of the total revenue of Alberta's publicly funded universities and degree-granting colleges

Source

- Financial Information of Universities and Colleges Survey, table 37-10-0026-01, Statistics Canada

Results of this metric are obtained from Statistics Canada through the Financial Information of Universities and Colleges Survey (FIUC), an annual survey that collects financial information (income and expenditures) concerning all universities and degree-granting colleges across the country.

All degree-granting institutions (universities and colleges) that are members of the Canadian Association of University Business Officers (CAUBO) are included. In Alberta, the following institutions are included in the results:

- Athabasca University
- Concordia University of Edmonton
- MacEwan University
- Mount Royal University
- St. Joseph's College
- The King's University
- University of Alberta
- University of Calgary
- University of Lethbridge

FIUC is a census survey with a cross-sectional design. Responding to the survey is voluntary, and data is collected directly from survey respondents and extracted from administrative files. Data collection for FIUC occurs between September and May of the following year.

Results for this metric are calculated by dividing the total provincial grants by the total revenues among the selected post-secondary institutions in Alberta.

For more detail on the methodology, see the data source: Statistics Canada. (2019). Financial Information of Universities and Colleges Survey (FIUC).

<https://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=3121>

Performance Indicator 2.c

Percentage of recent post-secondary graduates who report that the program they took was worth the financial cost (biennial survey)

Source

- Graduate Outcomes Survey, Advanced Education

Results of this metric are obtained through the Graduate Outcomes Survey. This survey is conducted every two years with graduates approximately two years after their graduation from a publicly funded post-secondary institution in Alberta (except Banff Centre for Arts and Creativity). The 2020 survey was conducted with the class of 2017-18 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2020 survey.

The target participants for this metric are graduates (both domestic and international) from 25 publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the classroom instruction portion of their apprenticeship program at a publicly funded post-secondary institution are excluded.

A census approach was used for publicly funded institutions with less than 1,500 graduates, and a stratified sampling approach was used for larger institutions with more than 1,500 graduates. Data was collected through a telephone survey or an internet survey based on students' preference. From a total valid sample of 43,378 (after removing duplicate cases), a total of 16,020 surveys were completed, including 2,238 by phone and 13,782 via web. The gross response rate was 37%. At the system level, the survey's margin of error was $\pm 0.6\%$, at the 95% confidence level.

The results of this metric are determined using the survey question "To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the [program name] program to be worth the financial cost to me and/or my family? Do you... Strongly disagree/Disagree/Agree/Strongly agree/Don't know/Prefer not to say?" The percentage is calculated by dividing the combined total of "Agree" and "Strongly agree" responses by the total number of respondents who completed this survey question. "Don't know" and "Prefer not to say" responses are excluded from the results calculation.

For more detail on the methodology, see the Alberta Graduate Outcomes Survey Report for the Publicly Funded Post-Secondary Institutions, Class of 2017/18. <https://open.alberta.ca/publications/results-graduate-outcomes-survey-publicly-funded-post-secondary-institutions-class-2017-2018>

Performance Indicator 3.a

Total unique international students enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions

Source

- Learner Enrolment Reporting System, Advanced Education

Total enrolment (headcount) among international students is defined as the total number of unique (unduplicated) international students who are actively enrolled (either full-time or part-time) in an approved program offered by a publicly funded post-secondary institution in Alberta at any point during an academic year. International students are those reported with legal status values of student visa or other visa during their enrolment period. In Alberta, all publicly funded post-secondary institutions except Banff Centre for Arts and Creativity are designated to accept and enroll international students.

The enrolment data is submitted to Advanced Education by each of the publicly funded post-secondary institutions. Data is reviewed and validated until both the department and the institution are in agreement with the submission. Advanced Education completes a final review prior to sending out a sign-off package to the institutions. The package is then signed off by each institution's vice president before being considered final. Enrolment data is used for reporting and publications only after all institutions have finalized their submissions.

The unique counts are calculated using the Alberta Student Number (ASN) so that students attending more than one institution will be counted only once at the system level. For records without ASN values, a combination of the provider and institutional student ID is used. The total enrolment (headcount) is calculated by taking a unique count of the number of ASN values (including proxy values for records without ASNs) with active enrolment records at all institutions during the academic year.

Advanced Education - Ministry Financial Information

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Reporting Entity and Method of Consolidation

The financial information is prepared in accordance with government's stated accounting policies, which are based on Canadian Public Sector Accounting Standards.

The reporting entity is the Ministry of Advanced Education, for which the Minister is accountable. The accounts of the ministry, which includes the department and the entities making up the ministry, are consolidated using the line-by-line method, except those designated as government business enterprises (GBEs).

Under this method, accounting policies of the consolidated entities are adjusted to conform to those of the government and the results of each line item in their financial statements (revenue, expense, assets, and liabilities) are included in government's results. Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the consolidated entities have been eliminated.

GBEs are accounted for on a modified equity basis, with the equity being computed in accordance with the accounting standards applicable to those entities. Under the modified equity method, the accounting policies of the GBEs are not adjusted to conform to those of the government. Inter-entity revenue and expense transactions and related asset and liability balances are not eliminated.

A list of the individual entities making up the ministry are shown on the "Management's Responsibility for Reporting" statement included in this annual report.

Ministry Financial Highlights

Statement of Revenues and Expenses (unaudited)

Year Ended March 31, 2021

(in thousands)

	2021		2020	Change From	
	Budget	Actual	Actual (Restated)	Budget	2020 Actual (Restated)
Revenues					
Government Transfers					
Government of Alberta Grants	\$ 323,050	\$ 290,791	\$ 338,116	\$ (32,259)	\$ (47,325)
Government of Canada Grants	649,813	609,432	548,395	(40,381)	61,037
Investment Income	288,080	283,940	239,115	(4,140)	44,825
Gain (Loss) from Government Business Enterprises	—	(5,346)	5,902	(5,346)	(11,248)
Premiums, Fees and Licences	3,938	2,204	3,855	(1,734)	(1,651)
Tuition and Non-Credit Courses	1,459,534	1,323,446	1,311,199	(136,088)	12,247
Sales, Rentals and Services	684,704	420,838	623,446	(263,866)	(202,608)
Donations, Grants and Contributions	360,352	378,583	448,742	18,231	(70,159)
Other Revenue	216,268	53,525	72,843	(162,743)	(19,318)
Ministry Total	3,985,739	3,357,413	3,591,613	(628,326)	(234,200)
Inter-ministry Consolidation Adjustments	(383,649)	(373,186)	(420,553)	10,463	47,367
Adjusted Ministry Total	3,602,090	2,984,227	3,171,060	(617,863)	(186,833)
Expenses Directly Incurred					
Public Post-Secondary Institutions	5,524,455	5,423,894	5,883,268	(100,561)	(459,374)
Department					
Ministry Support Services	10,896	10,798	11,892	(98)	(1,094)
Support for Adult Learning	79,452	86,688	72,432	7,236	14,256
Apprenticeship Delivery	37,500	36,270	33,922	(1,230)	2,348
Student Aid	210,039	328,928	239,089	118,889	89,839
Foundational Learning Supports	96,315	81,256	93,887	(15,059)	(12,631)
Ministry Total	5,958,657	5,967,834	6,334,490	9,177	(366,656)
Inter-ministry Consolidation Adjustments	(100,962)	(100,717)	(104,230)	245	3,513
Adjusted Ministry Total	5,857,695	5,867,117	6,230,260	9,422	(363,143)
Annual Deficit	(1,972,918)	(2,610,421)	(2,742,877)	(637,503)	132,456
Inter-ministry Consolidation Adjustments	(282,687)	(272,469)	(316,323)	10,218	43,854
Adjusted Annual Deficit	(2,255,605)	(2,882,890)	(3,059,200)	(627,285)	176,310

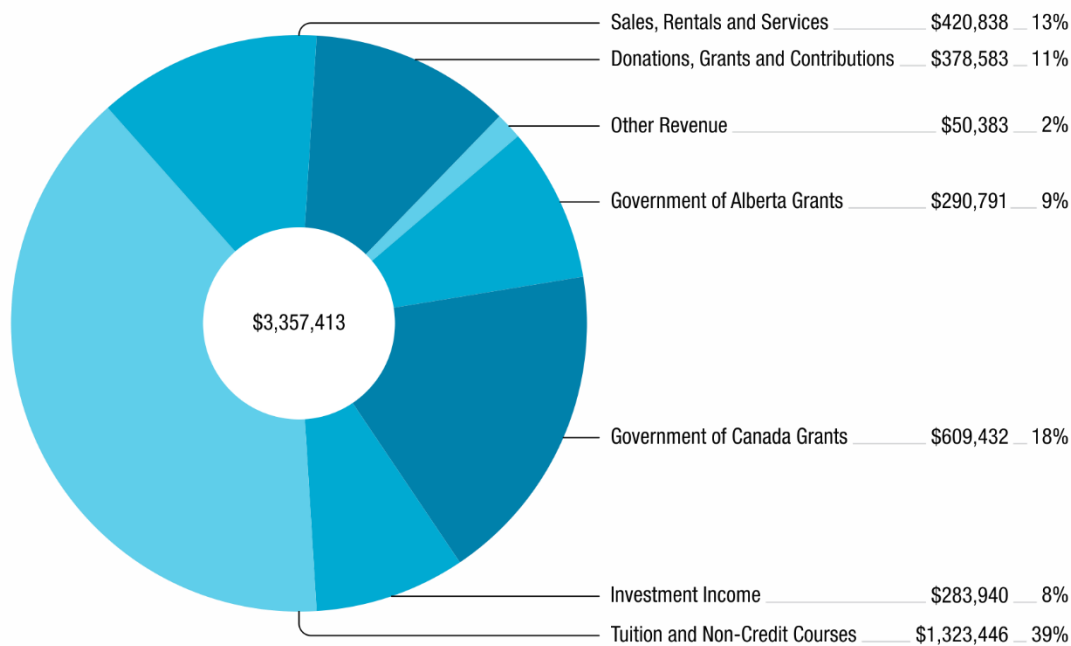
Revenue and Expense Highlights

Revenues (unaudited)

- Total revenue for the year was \$3,357 million, a decrease of \$234 million or 6.5 per cent from the prior year and \$628 million or 15.8 per cent less than budget.

2021 Actual

(in thousands)



* Other Revenue includes Premiums, Fees and Licences and Net Loss from Government Business Enterprises.

- Tuition and Non-Credit Courses** revenue are the single largest source of revenue representing 39 per cent of the total revenue. The \$12 million increase from the prior year was mainly due to an increase in enrollment and tuition fees. Tuition and non-credit courses revenue was \$136 million or 9 per cent less than the budget.
- Government of Canada Grants** revenue are 18 per cent of total revenue, which represents the second largest source of revenue. The \$61 million increase from the prior year was due to increase in federal research funding received by the Post-Secondary Institutions and an increase in funding for labour market agreements to the department. Government of Canada grants revenue was \$40 million or 6 per cent less than the budget.
- Sales, Rentals and Services** revenue accounts for 13 per cent of total revenue. The \$203 million decrease from the prior year was mainly due to a decrease in post-secondary ancillary operations such as residences, cafeterias and parking due to COVID-19. Sales, rental and services revenue was \$264 million or 39 per cent less than the budget.
- Donations, Grants and Contributions** revenue are 11 per cent of total revenue. The \$70 million decrease from the prior year was attributed to less spending of restricted donations in the current year. Donations, grants and contributions was \$18 million or 5 per cent more than budget.

- **Government of Alberta Grants** revenue accounts for 9 per cent of total revenue. The \$47 million decrease in Government of Alberta grants was primarily due to a decrease in grant revenue from Jobs, Economy and Innovation; Health/Alberta Health Services; and Agriculture and Forestry to the Post-Secondary Institutions. Government of Alberta grants revenue was \$32 million or 10 per cent less than the budget.
- **Investment Income** accounts for 8 per cent of total revenue. The \$45 million increase from the prior year was primarily due to markets rebounding after initial pandemic shock in March 2020. Investment income was \$4 million or 1 per cent lower than budget.
- **Other Revenue** accounts for 2 per cent of total revenue and includes premiums, fees and licenses, loss from government business enterprises, refunds of prior year expenditures, endowment contributions and reinvested income, and other miscellaneous revenues. The \$32 million decrease from the prior year is due to a decrease in endowment contributions and loss on Government Business Enterprises. Other Revenue was \$170 million or 77 per cent lower than budget. The decrease from budget is primarily due to lower than expected endowment contributions. Also the actuals for service revenue from other ministries is part of the Sales, Rentals and Services category.

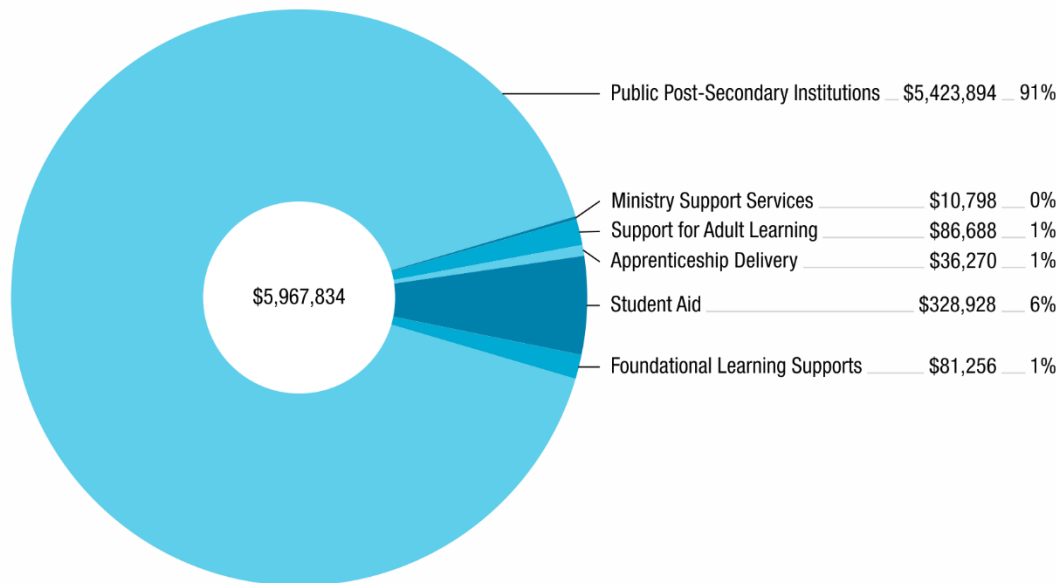
Expenses (unaudited)

- The total expenses for the year was \$5,968 million, a decrease of \$367 million or 6 per cent from the prior year and \$9 million more than the budgeted amount.

Expenses by Program (unaudited)

2021 Actual

(in thousands)

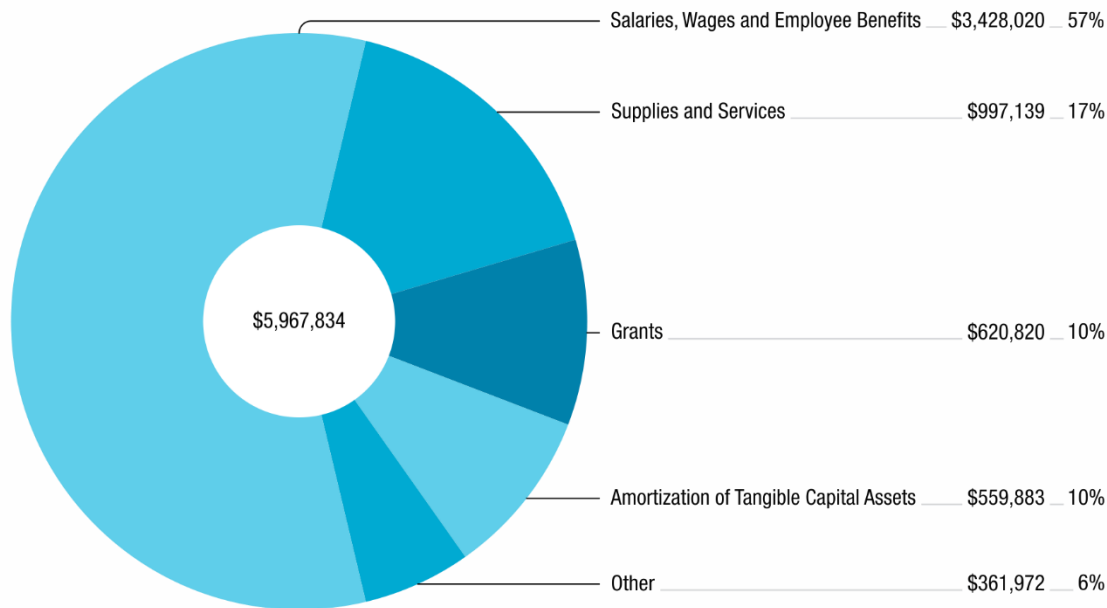


- Public Post-Secondary Institutions** expenses account for 91 per cent of total expense and decreased \$459 million or 8 per cent from the prior year. This was mainly due to a decrease in overall expenses from reduced Operating and Program Support Grant and COVID-19 pandemic effects. Public Post-Secondary Institution expenses was \$101 million or 2 per cent less than budget.
- Student Aid** expenses are the second largest category of spending and accounts for 6 per cent of total expense. The \$90 million increase from the prior year was primarily attributed to higher provision costs due to a change in default rate methodology. Student Aid expenses was \$119 million or 57 per cent more than budget primarily due to higher provision cost due to change in default rate methodology and increased student grants.
- Support for Adult Learning** expenses are the third largest category of spending and accounts for 1 per cent of total expenses. The \$14 million increase from prior year was attributed to a third quarter funding reallocation approved for Post-Secondary institutions for grant spending related to Mitacs and work integrated learning.
- Foundational Learning Supports** expenses are the fourth largest category of spending and accounts for 1 per cent of total expense. The \$13 million decrease from the prior year was attributed to reduced learner caseload due to in person instruction platform and cancelled courses due to COVID-19. Foundational Learning Support expenses was \$15 million or 16 per cent less than budget.
- Other expenses** include Apprenticeship Delivery and Ministry Support Services, which are relatively small and the changes from the prior year and budget were not significant.

Expenses – Directly Incurred Detailed by Object (unaudited)

2021 Actual

(in thousands)



* Other expenses include Interest on Long-term Debt, Provision for Student Aid and Other.

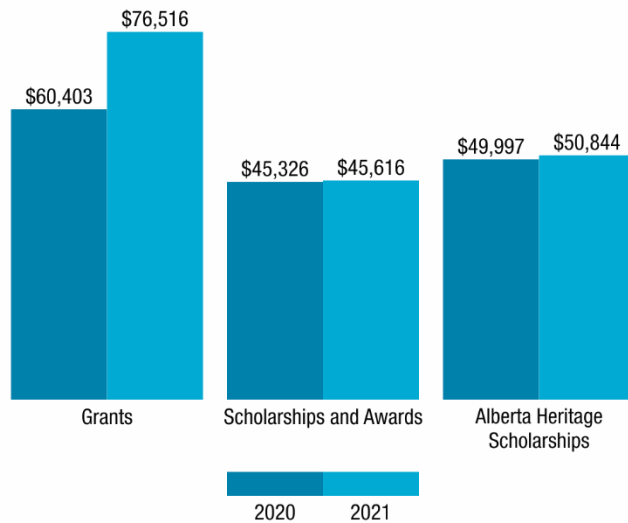
- **Salaries, wages and employee benefits** represent the single largest expense, which accounts for 57 per cent of total expenses. Salaries, wages and employee benefits was \$220 million lower than prior year due to reduction in Operating and Program Support Grant and COVID-19 pandemic effects. Salaries, wages and employee benefits was \$51 million or 1 per cent lower than budget.
- **Supplies and services** account for 17 per cent of total expense. Decrease from prior year of \$234 million was due to reduced Operating and Program Support Grant and COVID-19 pandemic effects. Supplies and services was \$63 million or 6 per cent lower than budget.
- **Grant expense** accounts for 10 per cent of total expenses. The change from prior year and the budgeted amount were relatively minimal.
- **Amortization expense** accounts for 10 per cent of total expenses. The change from prior year and the budgeted amount were relatively minimal.
- **Other expenses** account for 6 per cent of total expenses and include interest on long-term debt, provision for student aid and other miscellaneous expenses. Other expenses increased by \$58 million mainly due to an increase in provision for student loan provision expenses and post-secondary institution pension expense provision, offset by a decrease in cost of goods sold.

Supplemental Financial Information

Student Aid (unaudited)

Student Aid Grants and Scholarships Awarded

(in thousands)



There was an increase of 26.7 per cent, 0.6 per cent and 1.7 per cent respectively in Grants, Scholarships and Awards, and Alberta Heritage Scholarship, which resulted in an overall increase of 11.1 per cent in the total dollars awarded. This is primarily due to the introduction of the Alberta Student Grant during the year.

Loans Disbursement, Loans Receivable and Provision Expense

- Total loans disbursed were \$572,918 (2020 - \$652,364)
- Loans repayment was \$269,341 (2020 - \$274,925)
- Total provision expense was \$149,337 (2020 - \$76,967)

	2021	2020
Loans Receivable	\$ 3,888,526	\$ 3,584,131
Less:		
Allowance for Impaired Loans	(455,233)	(328,266)
Allowance for Loan Subsidy	(49,798)	(47,361)
Allowance for Repayment Assistance	(7,710)	(16,501)
	<u>\$ 3,375,785</u>	<u>\$ 3,192,003</u>

The department has made certain estimates for the recovery rate, the default rate, the student lending rate, the annual average provincial borrowing rate, the average repayment period, and the repayment assistance rate in the determination of the provision expense.

The impact of changes in estimates affected the total student loan provision as follows:

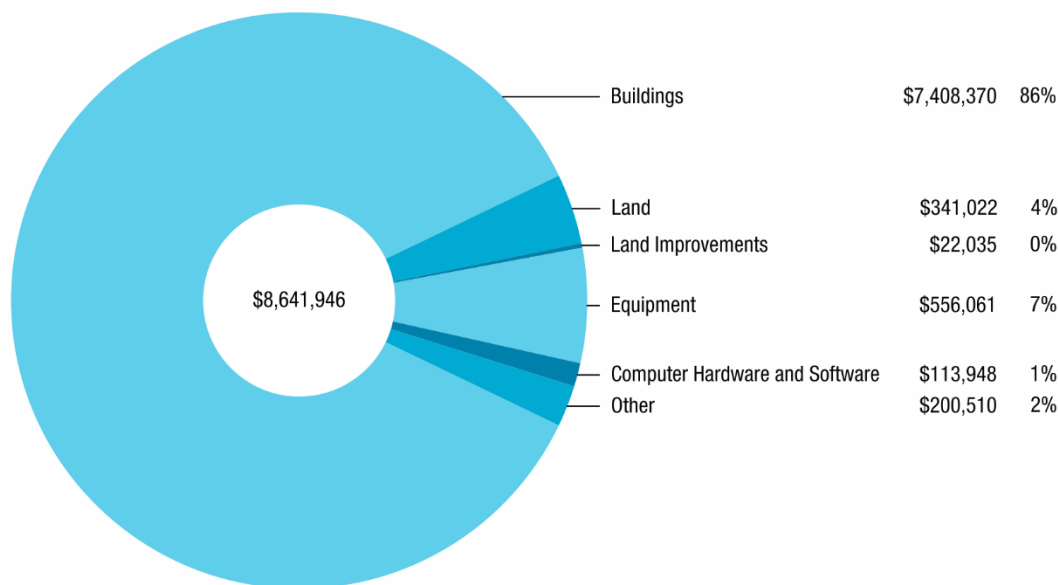
- An increase or decrease of 0.25 per cent to the default rate would respectively increase or decrease the provision by \$9,011 (6.0 per cent).

- An increase or decrease of 0.25 per cent in the provincial borrowing rate or the student lending rate would have no impact on the loan subsidy provision.
- An increase or decrease of 1 per cent in the repayment assistance amounts or loan forgiveness rate would have a minimal impact on the calculated provision.

Tangible Capital Assets (unaudited)

Net Book Value as of March 31, 2021

(in thousands)

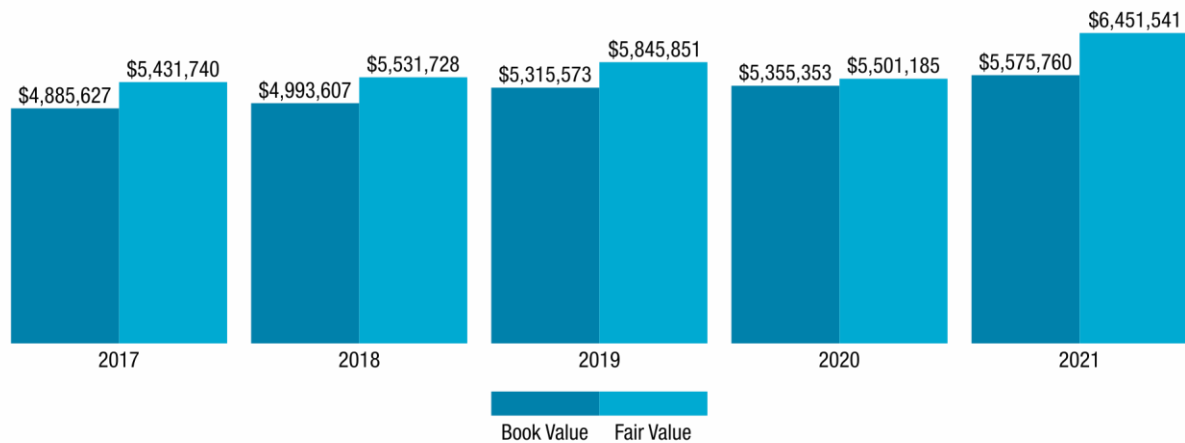


- Total net book value for the year was \$8,642 million, which decreased slightly from the prior year by 1 per cent.
- Buildings represent the single largest balance and accounts for 86 per cent of total tangible capital assets. In 2021, additions to buildings were \$287 million and disposals including write-downs were \$22 million.
- Tangible capital assets of the Ministry are recognized at historical cost less accumulated amortization and are amortized on a straight-line basis over the estimated useful lives of the assets. Historical cost of total tangible capital asset was \$16,646 million and total accumulated amortization was \$8,004 million for the year.

Portfolio Investments (unaudited)

Portfolio Investment Five Year Trend

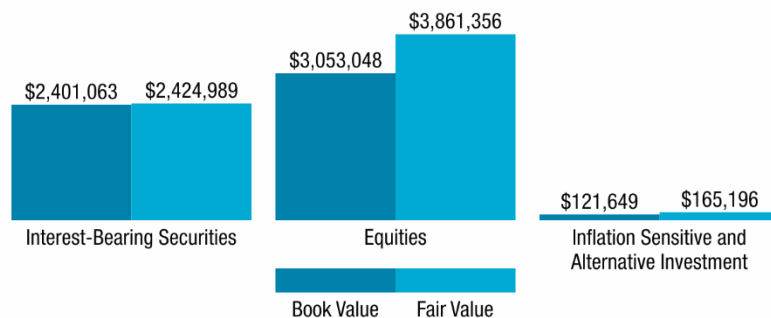
(in thousands)



- The cost and fair market value of portfolio investments have been steadily increasing over the past five years except in 2020, when a slight decrease in fair market value occurred due to the market correction caused by the pandemic.

Comparison of Book Value to Fair Value as of March 31, 2021

(in thousands)



- The total portfolio investment for 2021 was \$5,576 million at cost and \$6,452 million at fair market value. Interest-bearing securities and equities are the two largest types of portfolio investments.
- Interest-bearing securities include deposits, short-term securities, bonds and mortgages. Equities include Canadian and foreign equities, pooled hedged funds, and pooled investment funds. Inflation sensitive and alternative investments include real estate funds and other miscellaneous investments.
- In 2021, the fair market value of interest bearing securities was greater than cost by \$24 million or 1 per cent while the fair market value of equities was significantly greater than cost by \$808 million or 26 per cent. The fair market value of inflation sensitive an alternative investment was greater than cost by \$44 million or 36 per cent.

Financial Statements of Other Reporting Entities

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Comprehensive Academic and Research Universities

Summary Financial Statements (Unaudited)¹

for March 31, 2021 _____ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2021 Totals	2020 Totals
Statement of Financial Position						
Financial Assets excluding Portfolio Investments Restricted for Endowments						
Cash and Cash Equivalents	\$ 96,308	\$ 252,955	\$ 41,355	\$ 7,594	\$ 398,212	\$ 242,237
Portfolio Investments – Non-Endowments	1,220,291	927,068	163,528	64,560	2,375,447	2,094,594
Investment in Government Business Enterprises	(214)	(4,688)	—	—	(4,902)	(172)
Accounts Receivable	136,446	104,627	4,202	5,232	250,507	256,561
Inventories for Resale	3,325	6,359	772	707	11,163	10,622
	<u>1,456,156</u>	<u>1,286,321</u>	<u>209,857</u>	<u>78,093</u>	<u>3,030,427</u>	<u>2,603,842</u>
Liabilities						
Accounts Payable and Accrued Liabilities	190,626	202,471	14,583	15,033	422,713	415,151
Employee Future Benefit Liabilities	233,669	108,941	37,931	14,171	394,712	370,588
Debt	386,084	148,026	6,858	—	540,968	564,517
Deferred Revenue	557,887	622,311	34,042	29,315	1,243,555	1,025,592
Unspent Deferred Capital Contributions	136,662	59,280	29,703	—	225,645	175,946
	<u>1,504,928</u>	<u>1,141,029</u>	<u>123,117</u>	<u>58,519</u>	<u>2,827,593</u>	<u>2,551,794</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>(48,772)</u>	<u>145,292</u>	<u>86,740</u>	<u>19,574</u>	<u>202,834</u>	<u>52,048</u>
Portfolio Investments – Restricted for Endowments	1,573,993	1,119,998	81,121	3,983	2,779,095	2,270,378
Net Financial Assets	<u>\$ 1,525,221</u>	<u>\$ 1,265,290</u>	<u>\$ 167,861</u>	<u>\$ 23,557</u>	<u>\$ 2,981,929</u>	<u>\$ 2,322,426</u>
Non-Financial Assets						
Tangible Capital Assets	\$ 2,680,949	\$ 2,104,718	\$ 501,016	\$ 44,438	\$ 5,331,121	\$ 5,313,848
Inventories of Supplies	—	—	91	—	91	87
Prepaid Expenses	9,614	14,921	1,614	2,332	28,481	26,710
	<u>2,690,563</u>	<u>2,119,639</u>	<u>502,721</u>	<u>46,770</u>	<u>5,359,693</u>	<u>5,340,645</u>
Net Assets before Spent Deferred Capital Contributions	<u>4,215,784</u>	<u>3,384,929</u>	<u>670,582</u>	<u>70,327</u>	<u>8,341,622</u>	<u>7,663,071</u>
Spent Deferred Capital Contributions	<u>1,807,927</u>	<u>1,446,920</u>	<u>395,341</u>	<u>33,088</u>	<u>3,683,276</u>	<u>3,694,448</u>
Net Assets	<u>2,407,857</u>	<u>1,938,009</u>	<u>275,241</u>	<u>37,239</u>	<u>4,658,346</u>	<u>3,968,623</u>
Net Assets is comprised of:						
Accumulated Surplus	\$ 1,967,594	\$ 1,701,513	\$ 222,454	\$ 35,251	\$ 3,926,812	\$ 3,866,108
Accumulated Remeasurement Gains	440,263	236,496	52,787	1,988	731,534	102,515
	<u>\$ 2,407,857</u>	<u>\$ 1,938,009</u>	<u>\$ 275,241</u>	<u>\$ 37,239</u>	<u>\$ 4,658,346</u>	<u>\$ 3,968,623</u>

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Comprehensive Academic and Research Universities (continued)

Summary Financial Statements (Unaudited)¹

for March 31, 2021 _____ (in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2021 Totals	2020 Totals
Statement of Operations						
Revenue	\$ 1,760,020	\$ 1,393,193	\$ 205,319	\$ 157,889	\$ 3,516,421	\$ 3,704,071
Expenses	1,724,527	1,403,268	205,911	157,552	3,491,258	3,770,000
Endowment Contributions and Capitalized Investment Income	18,157	15,431	1,865	88	35,541	41,187
Annual Surplus (Deficit)	\$ 53,650	\$ 5,356	\$ 1,273	\$ 425	\$ 60,704	\$ (24,742)
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 75,343	\$ 128,199	\$ 17,435	\$ 21,260	\$ 242,237	\$ 192,729
Cash Provided by Operating Transactions	202,833	169,078	26,985	7,193	406,089	149,270
Cash Applied to Organizational Activities	(181,868)	(44,322)	(3,065)	(20,859)	(250,114)	(99,762)
Cash and Cash Equivalents, End of Year	\$ 96,308	\$ 252,955	\$ 41,355	\$ 7,594	\$ 398,212	\$ 242,237
Statement of Changes in Net Financial Assets						
Annual Surplus (Deficit)	\$ 53,650	\$ 5,356	\$ 1,273	\$ 425	\$ 60,704	\$ (24,742)
Changes to Accounts Relating to Non-Financial Assets	355,619	197,826	41,581	3,773	598,799	(348,989)
Increase (Decrease) in Net Financial Assets in the Year	409,269	203,182	42,854	4,198	659,503	(373,731)
Net Financial Assets, Beginning of Year	1,115,952	1,062,108	125,007	19,359	2,322,426	2,696,157
Net Financial Assets, End of Year	\$ 1,525,221	\$ 1,265,290	\$ 167,861	\$ 23,557	\$ 2,981,929	\$ 2,322,426
Salary and Benefits of President Positions						
Base Salary	\$ 449	\$ 447	\$ 360	\$ 309		
Other Cash Benefits ²	47	6	14	50		
Non-Cash Benefits ³	188	243	98	(263)		
	\$ 684	\$ 696	\$ 472	\$ 96		

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Other Cash Benefits include vacation payouts and performance based payments (where applicable).

³ Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

Undergraduate Universities

Summary Financial Statements (Unaudited)¹

for June 30, 2020 _____ (in thousands)

	Alberta University of the Arts	MacEwan University	Mount Royal University	2020 Totals	2019 Totals (Restated)
Statement of Financial Position					
Financial Assets excluding Portfolio Investments Restricted for Endowments					
Cash and Cash Equivalents	\$ 10,139	\$ 29,530	\$ 37	\$ 39,706	\$ 49,572
Portfolio Investments – Non-Endowments	7,990	44,650	84,769	137,409	163,674
Accounts Receivable	224	27,719	11,998	39,941	20,587
Inventories for Resale	257	1,672	578	2,507	2,981
	18,610	103,571	97,382	219,563	236,814
Liabilities					
Accounts Payable and Accrued Liabilities	3,066	29,089	22,272	54,427	67,066
Employee Future Benefit Liabilities	85	7,911	2,581	10,577	10,776
Debt	46	65,829	61,146	127,021	131,878
Deferred Revenue	5,583	36,148	27,648	69,379	75,120
Unspent Deferred Capital Contributions	2,705	150	6,852	9,707	6,847
Environmental Liability	—	6,014	—	6,014	5,636
	11,485	145,141	120,499	277,125	297,323
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	7,125	(41,570)	(23,117)	(57,562)	(60,509)
Portfolio Investments – Restricted for Endowments	7,049	67,848	66,175	141,072	142,053
Net Financial Assets	\$ 14,174	\$ 26,278	\$ 43,058	\$ 83,510	\$ 81,544
Non-Financial Assets					
Tangible Capital Assets	\$ 6,144	\$ 406,569	\$ 336,627	\$ 749,340	\$ 774,838
Inventories of Supplies	329	—	58	387	382
Prepaid Expenses	211	7,816	280	8,307	8,032
	6,684	414,385	336,965	758,034	783,252
Net Assets before Spent Deferred Capital Contributions	20,858	440,663	380,023	841,544	864,796
Spent Deferred Capital Contributions	5,572	135,701	252,168	393,441	408,515
Net Assets	\$ 15,286	\$ 304,962	\$ 127,855	\$ 448,103	\$ 456,281
Net Assets is comprised of:					
Accumulated Surplus	\$ 13,711	\$ 296,846	\$ 118,748	\$ 429,305	\$ 435,264
Accumulated Remeasurement Gains	1,575	8,116	9,107	18,798	21,017
	\$ 15,286	\$ 304,962	\$ 127,855	\$ 448,103	\$ 456,281

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Undergraduate Universities (continued)

Summary Financial Statements (Unaudited)¹

for June 30, 2020 _____ (in thousands)

	Alberta University of the Arts	MacEwan University	Mount Royal University	2020 Totals	2019 Totals (Restated)
Statement of Operations					
Revenue	\$ 25,694	\$ 226,699	\$ 229,359	\$ 481,752	\$ 516,512
Expenses	24,410	234,239	230,634	489,283	500,892
Endowment Contributions and Capitalized Investment Income	154	607	811	1,572	6,455
Annual Surplus (Deficit)	\$ 1,438	\$ (6,933)	\$ (464)	\$ (5,959)	\$ 22,075
Statement of Cash Flows					
Cash and Cash Equivalents, Beginning of Year	\$ 10,798	\$ 38,607	\$ 167	\$ 49,572	\$ 70,167
Cash Provided by (Applied to) Operating Transactions	69	(3,576)	10,431	6,924	46,720
Cash Applied to Organizational Activities	(728)	(5,501)	(10,561)	(16,790)	(67,315)
Cash and Cash Equivalents, End of Year	\$ 10,139	\$ 29,530	\$ 37	\$ 39,706	\$ 49,572
Statement of Changes in Net Financial Assets (Net Debt)					
Annual Surplus (Deficit)	\$ 1,438	\$ (6,933)	\$ (464)	\$ (5,959)	\$ 22,075
Changes to Accounts Relating to Non-Financial Assets	147	5,509	2,269	7,925	(18,936)
Increase (Decrease) in Net Financial Assets in the Year	1,585	(1,424)	1,805	1,966	3,139
Net Financial Assets, Beginning of Year	12,589	27,702	41,253	81,544	78,405
Net Financial Assets, End of Year	\$ 14,174	\$ 26,278	\$ 43,058	\$ 83,510	\$ 81,544
Salary and Benefits of President Positions					
Base Salary	\$ 248	\$ 254	\$ 305		
Other Cash Benefits ²	34	149	21		
Non-Cash Benefits ³	32	43	56		
	\$ 314	\$ 446	\$ 382		

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Other Cash Benefits include vacation payouts and performance based payments (where applicable).

³ Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

Polytechnic Institutions

Summary Financial Statements (Unaudited)¹

for March 31, 2021² _____ (in thousands)

	Northern Alberta Institute of Technology March 31, 2021	Southern Alberta Institute of Technology March 31, 2021	March 31, 2021 Totals	June 30, 2020 Totals
Statement of Financial Position				
Financial Assets excluding Portfolio Investments Restricted for Endowments				
Cash and Cash Equivalents	\$ 28,172	\$ 214,773	\$ 242,945	\$ 221,289
Portfolio Investments – Non-Endowments	234,989	53,790	288,779	220,263
Investment in Government Business Enterprises	—	1,121	1,121	1,224
Accounts Receivable	5,668	6,395	12,063	42,785
Inventories for Resale	2,124	4	2,128	2,731
	<u>270,953</u>	<u>276,083</u>	<u>547,036</u>	<u>488,292</u>
Liabilities				
Accounts Payable and Accrued Liabilities	30,522	42,672	73,194	85,262
Employee Future Benefit Liabilities	27,088	9,885	36,973	37,644
Debt	126,787	114,676	241,463	245,968
Deferred Revenue	58,121	95,663	153,784	123,854
Unspent Deferred Capital Contributions	39,678	11,254	50,932	43,714
	<u>282,196</u>	<u>274,150</u>	<u>556,346</u>	<u>536,442</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	(11,243)	1,933	(9,310)	(48,150)
Portfolio Investments – Restricted for Endowments	57,461	58,757	116,218	108,633
Net Financial Assets	<u>\$ 46,218</u>	<u>\$ 60,690</u>	<u>\$ 106,908</u>	<u>\$ 60,483</u>
Non-Financial Assets				
Tangible Capital Assets	\$ 503,749	\$ 655,984	\$ 1,159,733	\$ 1,201,546
Prepaid Expenses	4,334	5,152	9,486	8,673
	<u>508,083</u>	<u>661,136</u>	<u>1,169,219</u>	<u>1,210,219</u>
Net Assets before Spent Deferred Capital Contributions	<u>554,301</u>	<u>721,826</u>	<u>1,276,127</u>	<u>1,270,702</u>
Spent Deferred Capital Contributions	<u>303,859</u>	<u>389,817</u>	<u>693,676</u>	<u>721,707</u>
Net Assets	<u>250,442</u>	<u>332,009</u>	<u>582,451</u>	<u>548,995</u>
Net Assets is comprised of:				
Accumulated Surplus	\$ 251,821	\$ 325,362	\$ 577,183	\$ 548,400
Accumulated Remeasurement Gains and Losses	(1,379)	6,647	5,268	595
	<u>\$ 250,442</u>	<u>\$ 332,009</u>	<u>\$ 582,451</u>	<u>\$ 548,995</u>

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Northern Alberta Institute of Technology and Southern Alberta Institute of Technology changed their fiscal year end to March 31, 2021 to coincide with that of the Government of Alberta.

Polytechnic Institutions (continued)

Summary Financial Statements (Unaudited)¹for March 31, 2021² (in thousands)

	Northern Alberta Institute of Technology March 31, 2021 (9 months)	Southern Alberta Institute of Technology March 31, 2021 (9 months)	March 31, 2021 Totals (9 months)	June 30, 2020 Totals (12 months)
Statement of Operations				
Revenue	\$ 250,916	\$ 251,489	\$ 502,405	\$ 704,707
Expenses	243,767	232,694	476,461	732,646
Endowment Contributions and Capitalized Investment Income	1,936	903	2,839	2,710
Annual Surplus (Deficit)	\$ 9,085	\$ 19,698	\$ 28,783	\$ (25,229)
Statement of Cash Flows				
Cash and Cash Equivalents, Beginning of Year	\$ 37,524	\$ 183,765	\$ 221,289	\$ 186,561
Cash Provided by Operating Transactions	56,855	52,093	108,948	29,964
Cash (Applied to) Provided by Organizational Activities	(66,207)	(21,085)	(87,292)	4,764
Cash and Cash Equivalents, End of Year	\$ 28,172	\$ 214,773	\$ 242,945	\$ 221,289
Statement of Changes in Net Financial Assets				
Annual Surplus (Deficit)	\$ 9,085	\$ 19,698	\$ 28,783	\$ (25,229)
Changes to Accounts Relating to Non-Financial Assets	9,001	8,641	17,642	10,052
Increase (Decrease) in Net Financial Assets in the Year	18,086	28,339	46,425	(15,177)
Net Financial Assets, Beginning of Year	28,132	32,351	60,483	75,660
Net Financial Assets, End of Year	\$ 46,218	\$ 60,690	\$ 106,908	\$ 60,483
Salary and Benefits of President Positions				
Base Salary	\$ 266	\$ 264		
Other Cash Benefits ³	39	—		
Non-Cash Benefits ⁴	91	95		
	\$ 396	\$ 359		

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Northern Alberta Institute of Technology and Southern Alberta Institute of Technology changed their fiscal year end to March 31, 2021 to coincide with that of the Government of Alberta.

³ Other Cash Benefits include vacation payouts and performance based payments (where applicable).

⁴ Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

Comprehensive Community Colleges

Summary Financial Statements (Unaudited)¹

for June 30, 2020 _____ (in thousands)

	Bow Valley College	Grande Prairie Regional College	Keyano College	Lakeland College	Lethbridge College	Medicine Hat College	NorQuest College
Statement of Financial Position							
Financial Assets excluding Portfolio Investments Restricted for Endowments							
Cash and Cash Equivalents	\$ 9,960	\$ 8,321	\$ 6,874	\$ 4,093	\$ 19,754	\$ 3,913	\$ 14,622
Portfolio Investments – Non-Endowments	118,244	27,337	5,471	31,235	39,618	22,214	35,081
Investment in Government Business Enterprises	—	—	18,343	—	—	—	—
Accounts Receivable	5,166	697	1,538	544	1,436	889	5,018
Inventories for Resale	—	257	530	358	592	496	367
	133,370	36,612	32,756	36,230	61,400	27,512	55,088
Liabilities							
Accounts Payable and Accrued Liabilities	11,855	7,430	5,347	7,819	10,754	4,543	13,485
Employee Future Benefit Liabilities	129	1,579	—	—	—	—	1,581
Debt	409	12,523	15,829	840	6,368	1,772	4,607
Deferred Revenue	20,658	8,439	5,766	8,048	19,445	3,843	16,509
Unspent Deferred Capital Contributions	1,757	3,063	6,020	2,982	4,711	6,405	5,891
Environmental Liability	—	—	—	52	—	—	—
	34,808	33,034	32,962	19,741	41,278	16,563	42,073
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	98,562	3,578	(206)	16,489	20,122	10,949	13,015
Portfolio Investments – Restricted for Endowments	14,255	6,331	7,035	10,625	15,032	9,661	5,467
Net Financial Assets	\$ 112,817	\$ 9,909	\$ 6,829	\$ 27,114	\$ 35,154	\$ 20,610	\$ 18,482
Non-Financial Assets							
Tangible Capital Assets	\$ 267,444	\$ 70,144	\$ 95,466	\$ 105,886	\$ 120,808	\$ 63,943	\$ 172,503
Inventories of Supplies	—	38	—	1,447	11	—	—
Prepaid Expenses	1,026	686	706	2,016	2,107	1,396	1,230
	268,470	70,868	96,172	109,349	122,926	65,339	173,733
Net Assets before Spent Deferred Capital Contributions	381,287	80,777	103,001	136,463	158,080	85,949	192,215
Spent Deferred Capital Contributions	209,424	38,355	49,859	63,537	96,726	41,664	155,256
Net Assets	\$ 171,863	\$ 42,422	\$ 53,142	\$ 72,926	\$ 61,354	\$ 44,285	\$ 36,959
Net Assets is comprised of:							
Accumulated Surplus	\$ 162,043	\$ 42,518	\$ 52,922	\$ 72,060	\$ 58,353	\$ 43,581	\$ 35,487
Accumulated Remeasurement Gains and Losses	9,820	(96)	220	866	3,001	704	1,472
	\$ 171,863	\$ 42,422	\$ 53,142	\$ 72,926	\$ 61,354	\$ 44,285	\$ 36,959

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Comprehensive Community Colleges (continued)

Summary Financial Statements (Unaudited)¹

for June 30, 2020 _____ (in thousands)

	Northern Lakes College	Olds College	Portage College	Red Deer College	2020 Totals	2019 Totals (Restated)
Statement of Financial Position						
Financial Assets excluding Portfolio Investments Restricted for Endowments						
Cash and Cash Equivalents	\$ 11,727	\$ 12,761	\$ 12,777	\$ 7,029	\$ 111,831	\$ 121,290
Portfolio Investments – Non-Endowments	29,535	21,158	1,904	36,738	368,535	368,730
Investment in Government Business Enterprises	—	—	—	—	18,343	16,818
Accounts Receivable	1,189	2,081	398	1,987	20,943	31,956
Inventories for Resale	13	3,175	247	—	6,035	2,781
	<u>42,464</u>	<u>39,175</u>	<u>15,326</u>	<u>45,754</u>	<u>525,687</u>	<u>541,575</u>
Liabilities						
Accounts Payable and Accrued Liabilities	6,784	7,834	2,199	12,451	90,501	92,826
Employee Future Benefit Liabilities	358	—	185	2,650	6,482	6,209
Debt	—	—	185	66,567	109,100	115,893
Deferred Revenue	9,525	22,855	3,191	17,623	135,902	138,003
Unspent Deferred Capital Contributions	5,634	—	1,064	7,104	44,631	58,618
Environmental Liability	—	—	—	—	52	70
	<u>22,301</u>	<u>30,689</u>	<u>6,824</u>	<u>106,395</u>	<u>386,668</u>	<u>411,619</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>20,163</u>	<u>8,486</u>	<u>8,502</u>	<u>(60,641)</u>	<u>139,019</u>	<u>129,956</u>
Portfolio Investments – Restricted for Endowments	2,691	11,657	2,821	27,942	113,517	107,147
Net Financial Assets (Net Debt)	<u>\$ 22,854</u>	<u>\$ 20,143</u>	<u>\$ 11,323</u>	<u>\$ (32,699)</u>	<u>\$ 252,536</u>	<u>\$ 237,103</u>
Non-Financial Assets						
Tangible Capital Assets	\$ 53,395	\$ 74,551	\$ 47,569	\$ 188,897	\$ 1,260,606	\$ 1,281,561
Inventories of Supplies	322	—	57	65	1,940	2,334
Prepaid Expenses	129	457	640	1,155	11,548	10,273
	<u>53,846</u>	<u>75,008</u>	<u>48,266</u>	<u>190,117</u>	<u>1,274,094</u>	<u>1,294,168</u>
Net Assets before Spent Deferred Capital Contributions	<u>76,700</u>	<u>95,151</u>	<u>59,589</u>	<u>157,418</u>	<u>1,526,630</u>	<u>1,531,271</u>
Spent Deferred Capital Contributions	<u>44,150</u>	<u>59,619</u>	<u>39,751</u>	<u>100,780</u>	<u>899,121</u>	<u>909,480</u>
Net Assets	<u>\$ 32,550</u>	<u>\$ 35,532</u>	<u>\$ 19,838</u>	<u>\$ 56,638</u>	<u>\$ 627,509</u>	<u>\$ 621,791</u>
Net Assets is comprised of:						
Accumulated Surplus	\$ 31,672	\$ 34,974	\$ 19,693	\$ 52,714	\$ 606,017	\$ 601,343
Accumulated Remeasurement Gains	878	558	145	3,924	21,492	20,448
	<u>\$ 32,550</u>	<u>\$ 35,532</u>	<u>\$ 19,838</u>	<u>\$ 56,638</u>	<u>\$ 627,509</u>	<u>\$ 621,791</u>

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Comprehensive Community Colleges (continued)

Summary Financial Statements (Unaudited)¹

for June 30, 2020 (in thousands)

	Bow Valley College	Grande Prairie Regional College	Keyano College	Lakeland College	Lethbridge College	Medicine Hat College	NorQuest College
Statement of Operations							
Revenue	\$ 125,132	\$ 70,844	\$ 67,712	\$ 65,986	\$ 93,190	\$ 55,529	\$ 121,048
Expenses	121,258	68,645	68,168	66,657	92,730	58,497	123,774
Endowment Contributions and Capitalized Investment Income	129	177	268	179	184	64	66
Annual Surplus (Deficit)	\$ 4,003	\$ 2,376	\$ (188)	\$ (492)	\$ 644	\$ (2,904)	\$ (2,660)
Statement of Cash Flows							
Cash and Cash Equivalents, Beginning of Year	\$ 18,009	\$ 4,019	\$ 5,119	\$ 5,048	\$ 25,275	\$ 1,595	\$ 24,643
Cash Provided by (Applied to) Operating Transactions	7,650	6,534	4,591	2,813	(2,769)	985	(7,023)
Cash Provided by (Applied to) Organizational Activities	(15,699)	(2,232)	(2,837)	(3,768)	(2,752)	1,333	(2,998)
Cash and Cash Equivalents, End of Year	\$ 9,960	\$ 8,321	\$ 6,873	\$ 4,093	\$ 19,754	\$ 3,913	\$ 14,622
Statement of Changes in Net Financial Assets							
Annual Surplus (Deficit)	\$ 4,003	\$ 2,376	\$ (188)	\$ (492)	\$ 644	\$ (2,904)	\$ (2,660)
Changes to Accounts Relating to Non-Financial Assets	2,987	1,716	1,177	(5,136)	(969)	353	701
Increase in Net Financial Assets in the Year	6,990	4,092	989	(5,628)	(325)	(2,551)	(1,959)
Net Financial Assets, Beginning of Year	105,827	5,817	5,840	32,742	35,479	23,161	20,441
Net Financial Assets, End of Year	\$ 112,817	\$ 9,909	\$ 6,829	\$ 27,114	\$ 35,154	\$ 20,610	\$ 18,482
Salary and Benefits of President Positions							
Base Salary	\$ 293	\$ 406	\$ 236	\$ 275	\$ 331	\$ 218	\$ 368
Other Cash Benefits ²	36	403	13	—	72	—	156
Non-Cash Benefits ³	36	35	31	14	33	38	56
	\$ 365	\$ 844	\$ 280	\$ 289	\$ 436	\$ 256	\$ 580

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Other Cash Benefits include vacation payouts and performance based payments (where applicable).

³ Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

Comprehensive Community Colleges (continued)

Summary Financial Statements (Unaudited)¹

for June 30, 2020 _____ (in thousands)

	Northern Lakes College	Olds College	Portage College	Red Deer College	2020 Totals	2019 Totals (Restated)
Statement of Operations						
Revenue	\$ 42,814	\$ 53,041	\$ 35,695	\$ 97,408	\$ 828,399	\$ 881,076
Expenses	41,824	52,880	33,591	99,910	827,934	848,713
Endowment Contributions and Capitalized Investment Income	97	1058	117	1,869	4,208	3,575
Annual Surplus (Deficit)	\$ 1,087	\$ 1,219	\$ 2,221	\$ (633)	\$ 4,673	\$ 35,938
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 10,385	\$ 13,856	\$ 9,250	\$ 4,091	\$ 121,290	\$ 156,528
Cash Provided by (Applied to) Operating Transactions	4,135	493	4,288	(1,165)	20,532	30,513
Cash Provided by (Applied to) Organizational Activities	(2,793)	(1,588)	(761)	4,103	(29,992)	(65,751)
Cash and Cash Equivalents, End of Year	\$ 11,727	\$ 12,761	\$ 12,777	\$ 7,029	\$ 111,830	\$ 121,290
Statement of Changes in Net Financial Assets/(Net Debt)						
Annual Surplus (Deficit)	\$ 1,087	\$ 1,219	\$ 2,221	\$ (633)	\$ 4,673	\$ 35,938
Changes to Accounts Relating to Non-Financial Assets	822	2,523	900	5,686	10,760	(16,167)
Increase in Net Financial Assets in the Year	1,909	3,742	3,121	5,053	15,433	19,771
Net Financial Assets (Net Debt), Beginning of Year	20,945	16,401	8,202	(37,752)	237,103	217,332
Net Financial Assets (Net Debt), End of Year	\$ 22,854	\$ 20,143	\$ 11,323	\$ (32,699)	\$ 252,536	\$ 237,103
Salary and Benefits of President Positions						
Base Salary	\$ 232	\$ 278	\$ 204	\$ 365		
Other Cash Benefits ²	7	46	—	5		
Non-Cash Benefits ³	30	30	31	114		
	\$ 269	\$ 354	\$ 235	\$ 484		

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

² Other Cash Benefits include vacation payouts and performance based payments (where applicable).

³ Non-Cash Benefits include the employer portions of such items as pension contributions, medical and dental benefits, disability insurance, etc.

Specialized Arts and Culture Institutions

Summary Financial Statements (Unaudited)¹

for March 31, 2021 _____ (in thousands)

	Banff Centre for Arts and Creativity	
	2021	2020
Statement of Financial Position		
Financial Assets excluding Portfolio Investments Restricted for Endowments		
Cash and Cash Equivalents	\$ 21,965	\$ 18,457
Portfolio Investments – Non-Endowments	16,864	9,527
Accounts Receivable	396	3,777
Inventories for Resale	345	346
	<u>39,570</u>	<u>32,107</u>
Liabilities		
Accounts Payable and Accrued Liabilities	3,364	7,142
Employee Future Benefit Liabilities	3,157	2,351
Debt	18,945	17,823
Deferred Revenue	27,941	20,581
Unspent Deferred Capital Contributions	8,446	7,511
	<u>61,853</u>	<u>55,408</u>
Net Debt excluding Portfolio Investments Restricted for Endowments	<u>(22,283)</u>	<u>(23,301)</u>
Portfolio Investments – Restricted for Endowments	45,095	43,456
Net Financial Assets	<u>\$ 22,812</u>	<u>\$ 20,155</u>
Non-Financial Assets		
Tangible Capital Assets	\$ 143,099	\$ 141,936
Inventories of Supplies	128	163
Prepaid Expenses	351	441
	<u>143,578</u>	<u>142,540</u>
Net Assets before Spent Deferred Capital Contributions	<u>166,390</u>	<u>162,695</u>
Spent Deferred Capital Contributions	<u>106,367</u>	<u>103,472</u>
Net Assets	<u>\$ 60,023</u>	<u>\$ 59,223</u>
Net Assets is comprised of:		
Accumulated Surplus	\$ 60,023	\$ 59,223
	<u>\$ 60,023</u>	<u>\$ 59,223</u>

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Specialized Arts and Culture Institutions (continued)

Summary Financial Statements (Unaudited)¹

for March 31, 2021 _____ (in thousands)

	Banff Centre for Arts and Creativity	
	2021	2020
Statement of Operations		
Revenue	\$ 34,020	\$ 70,181
Expenses	34,859	71,364
Endowment Contributions and Capitalized Investment income	1,639	1,970
Annual Surplus	<u>\$ 800</u>	<u>\$ 787</u>
Statement of Cash Flows		
Cash and Cash Equivalents, Beginning of Year	\$ 18,457	\$ 19,333
Cash Provided by (Applied to) Operating Transactions	2,134	(3,017)
Cash Provided by Organizational Activities	1,374	2,141
Cash and Cash Equivalents, End of Year	<u>\$ 21,965</u>	<u>\$ 18,457</u>
Statement of Changes in Net Financial Assets		
Annual Surplus	\$ 800	\$ 787
Changes to Accounts Relating to Non-Financial Assets	1,857	24
Increase in Net Financial Assets in the Year	2,657	811
Net Financial Assets, Beginning of Year	20,155	19,344
Net Financial Assets, End of Year	<u>\$ 22,812</u>	<u>\$ 20,155</u>
Salary and Benefits Expenses of Banff Centre for Arts and Creativity		
Salaries, Wages and Non-Pension Benefits	\$ 16,825	\$ 37,649
Pension Benefits	2,428	2,857
	<u>\$ 19,253</u>	<u>\$ 40,506</u>

¹ Financial statements for these entities are prepared in accordance with Canadian Public Sector Accounting Standards. Full audited financial statements for these entities are available on their websites.

Other Financial Information (unaudited)

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Statement of Credit or Recovery (unaudited)

Department of Advanced Education

Year Ended March 31, 2021

(in thousands)

The following has been prepared pursuant to Section 24(3) of the *Financial Administration Act*.

	2021				
	Authorized	Actual Revenue Recognized	Unearned Revenue	Actual Revenue Received/Receivable	(Shortfall)/Excess ⁽⁴⁾
Canada Student Loan Administration ⁽¹⁾	\$ 4,350	\$ 5,610	\$ —	\$ 5,610	\$ 1,260
Red Seal Secretariat ⁽²⁾	454	284	—	284	(170)
French Language Program ⁽³⁾	4,300	4,650	—	4,650	350
	<u>\$ 9,104</u>	<u>\$ 10,544</u>	<u>\$ —</u>	<u>\$ 10,544</u>	<u>\$ 1,440</u>

- (1) Funding is received from the federal government to administer Canada student loans and grants to Alberta students on a cost-recovery basis. Element 4.1.
- (2) Funding from the federal government for the Red Seal Secretariat functions. Element 3.
- (3) Funding is received from the federal government to support French minority language and second language education programs. Elements 2.2.
- (4) The shortfall is deducted from current year's corresponding funding authority.

Statement of Remissions, Compromises and Write-offs (unaudited)

Department of Advanced Education

Year Ended March 31, 2021

(in thousands)

The following statement has been prepared pursuant to Section 23 of the *Financial Administration Act*. This statement includes all remissions, compromises and write-offs made or approved during the fiscal period.

Compromises under Section 22 of the <i>Financial Administration Act</i>	\$ 24
Write-offs:	
Implemented Guarantees, Indemnities, Loans and Advances – Section 20 of the <i>Student Financial Assistance Act</i>	18,756
Income Support	1,053
	<u>19,809</u>
Total remissions, compromises and write-offs	<u>\$ 19,833</u>

Write-offs consists of all debts such as Statute Barred, Bankruptcies, Deceased and Severely Handicapped.

Statement of Guarantees and Indemnities given by the Crown and Provincial Corporations (unaudited)

Department of Advanced Education

Year Ended March 31, 2021

(in thousands)

The following has been prepared pursuant to Section 75 of the *Financial Administration Act*. The statement summarizes the amounts of all guarantees given by the Crown through the Ministry of Advanced Education under the *Student Loan Act* for the year ended March 31, 2021, the amounts paid to financial institutions as a result of the guaranteed loan program, and the amounts recovered on debts owing as a result of payments under guarantees.

	Amount of Guarantee	Payments	Recoveries
Crown Guarantees	\$ —	\$ —	\$ 1

Lapse / Encumbrance (unaudited)

Department of Advanced Education

Year Ended March 31, 2021

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
Operating Expense Vote by Program						
1 Ministry Support Services						
1.1 Minister's Office	\$ 667	\$ —	\$ —	\$ 667	\$ 700	\$ 33
1.2 Deputy Minister's Office	561	—	—	561	635	74
1.3 Strategic and Corporate Services	9,063	112	—	9,175	8,820	(355)
	10,291	112	—	10,403	10,155	(248)
2 Support for Adult Learning						
2.1 Program Delivery Support	10,676	—	—	10,676	10,368	(308)
2.2 Operating Support for Post-Secondary Institutions	2,201,240	(27,600)	—	2,173,640	2,160,005	(13,635)
2.3 Inter-Jurisdiction Programs	9,467	—	—	9,467	12,216	2,749
2.4 Community Education and Indigenous Education	22,449	—	—	22,449	22,362	(87)
2.5 Adult Learning System Initiatives	19,408	—	—	19,408	18,179	(1,229)
	2,263,240	(27,600)	—	2,235,640	2,223,130	(12,510)
3 Apprenticeship Delivery						
	37,500	2,700	—	40,200	36,285	(3,915)
	37,500	2,700	—	40,200	36,285	(3,915)
4 Student Aid						
4.1 Program Delivery Support	27,701	5,900	—	33,601	32,501	(1,100)
4.2 Scholarships and Awards	47,304	—	—	47,304	45,616	(1,688)
4.3 Student Aid Grants	54,784	—	—	54,784	76,516	21,732
	129,789	5,900	—	135,689	154,633	18,944
5 Foundational Learning Supports						
5.1 Program Delivery Support	3,559	—	—	3,559	3,868	309
5.2 Foundational Learning Program	92,756	(13,500)	(1,000)	78,256	77,510	(746)
	96,315	(13,500)	(1,000)	81,815	81,378	(437)
Capital Payments to Related Parties						
6 Post-Secondary Infrastructure						
6.1 Capital Expansion and Upgrading	\$ 149,823	\$ —	\$ —	\$ 149,823	\$ 148,130	\$ (1,693)
6.2 Capital Maintenance and Renewal	118,500	97,777	—	216,277	216,277	(0)
	268,323	97,777	—	366,100	364,407	(1,693)
Total	2,805,458	65,389	(1,000)	2,869,847	2,869,988	141
Credit or Recovery Shortfall						
Total	\$ 2,805,458	\$ 65,389	\$ (1,000)	\$ 2,869,847	\$ 2,869,988	\$ 141
Encumbrance						\$ 141

Lapse / Encumbrance (unaudited) (continued)

Department of Advanced Education

Year Ended March 31, 2021

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
Capital Investment Vote by Program						
1 Ministry Support Services						
1.3 Strategic and Corporate Services	\$ 25	\$ —	\$ —	\$ 25	\$ —	\$ (25)
Total	\$ 25	\$ —	\$ —	\$ 25	\$ —	\$ (25)
Lapse						\$ (25)
Financial Transactions Vote by Program						
4 Student Aid						
4.4 Student Loan Disbursements	\$ 701,600	\$ —	\$ —	\$ 701,600	\$ 572,918	\$ (128,682)
Total	\$ 701,600	\$ —	\$ —	\$ 701,600	\$ 572,918	\$ (128,682)
Lapse						\$ (128,682)

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program" pages 26-28 of the 2020-21 Government Estimates.

(2) Per the Supplementary Supply Estimates approved on date of Royal Assent of the Appropriations Acts.

(3) Adjustments include encumbrances, capital carry over amounts, transfers between votes and credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. An encumbrance is incurred when, on a vote-by-vote basis, the total of actual disbursements in the prior year exceed the total adjusted estimate. All calculated encumbrances from the prior year are reflected as an adjustment to reduce the corresponding voted estimate in the current year.

(4) Actuals exclude non-voted amounts such as amortization and valuation adjustments.

Funding to Post-Secondary Institutions (unaudited)

(in thousands)

		Operating Grants ⁽¹⁾		Grants for Infrastructure	
		2021	2020	2021	2020
Post-Secondary Institutions					
Comprehensive Academic and Research Universities	Athabasca University	\$ 44,070	\$ 44,067	\$ 1,793	\$ —
	University of Alberta	581,899	645,411	104,813	57,100
	University of Calgary	457,126	475,395	82,454	95,000
	University of Lethbridge	101,699	108,268	24,240	6,700
Undergraduate Universities	Alberta University of the Arts	16,498	17,689	6,348	—
	MacEwan University	107,349	109,804	5,399	—
	Mount Royal University	97,479	102,551	3,645	—
Polytechnical Institutions	Northern Alberta Institute of Technology	169,581	184,699	44,517	—
	Southern Alberta Institute of Technology	156,524	167,483	7,226	—
Comprehensive Community Colleges	Bow Valley College	47,164	48,045	987	—
	Grande Prairie Regional College	44,512	49,265	3,435	—
	Keyano College	35,738	35,465	5,342	7,789
	Lakeland College	33,412	34,546	19,424	—
	Lethbridge College	46,474	49,732	5,033	—
	Medicine Hat College	33,737	34,895	2,198	—
	NorQuest College	54,907	56,247	1,142	—
	Northern Lakes College	30,128	32,469	6,811	10,500
	Olds College	29,490	31,538	23,667	—
	Portage College	24,161	25,939	1,208	—
Red Deer College	50,820	54,562	7,137	—	
Specialized Arts and Culture Institutions	Banff Centre for Arts and Creativity	16,586	17,700	7,588	—
Total Public Post-Secondary Institutions		2,179,354	2,325,770	364,407	177,089
Independent Academic Institutions	Ambrose University College	3,068	3,113	—	—
	Burman University	3,351	3,416	—	—
	Concordia University of Edmonton	13,404	13,804	—	—
	St. Mary's University College	4,067	3,914	—	—
	The King's University College	5,052	5,100	—	—
Other Colleges	Nechi Institute	98	164	—	—
	Maskwacis Cultural College	896	799	—	—
	Mikai'sto Foundation	1,139	962	—	—
	Old Sun Community College	1,034	660	—	—
	University nuhelot'ine thaiyots'i nistameymākanak / Blue Quills	989	1,042	—	—
Yellowhead Tribal College	1,422	998	—	—	
Total Funding Provided to Post-Secondary Institutions		\$ 2,213,874	\$ 2,359,742	\$ 364,407	\$ 177,089

(1) Includes all grant funding from department programs excluding grants for infrastructure.

Annual Report Extracts and Other Statutory Reports

Public Interest Disclosure (Whistleblower Protection) Act

Chief officer's annual report

- 32 (1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.
- (2) The report under subsection (1) must include the following information:
- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
 - (b) the number of investigations commenced by the designated officer as a result of disclosures;
 - (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and
 - (i) any recommendations made or corrective measures taken in relation to the wrongdoing, and
 - (ii) if the department, public entity or office to which the recommendations relate has not taken corrective measures in relation to the wrongdoing, the reasons provided.
- (3) The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

Summary of inquiries, disclosures, investigations, and reports made under the *Public Interest Disclosure (Whistleblower Protection) Act* for the Department of Advanced Education during 2020-21.

There were no disclosures of wrongdoing for the Department of Advanced Education between April 1, 2020 and March 31, 2021.

The department's agencies make whistleblower disclosures in their own annual reports. Full information for these agencies are available on their websites.

Appendix

Table 1 – Post-Secondary Institutions by Sector

<i>Institutional Sector</i>	<i>Post-Secondary Institutions</i>
<p>Comprehensive Academic and Research Universities</p> <p>These universities provide undergraduate and graduate degrees, and undertake comprehensive research activities. While instruction remains the core business, research activity is primarily conducted in this sector.</p>	<p>Athabasca University University of Alberta University of Calgary University of Lethbridge</p>
<p>Undergraduate Universities</p> <p>These universities provide undergraduate programming and offer certificate, diploma, applied degree and baccalaureate degree programs in specified areas.</p>	<p>Alberta University of the Arts MacEwan University Mount Royal University</p>
<p>Polytechnic Institutions</p> <p>These institutes provide apprenticeship, certificate, and diploma programs geared predominantly to technical careers, and some applied and baccalaureate degrees in specified areas (limited to undergraduate programs).</p>	<p>Northern Alberta Institute of Technology Southern Alberta Institute of Technology</p>
<p>Comprehensive Community Colleges</p> <p>These colleges provide a broad range of programming including apprenticeship, certificate, diploma, foundational learning and upgrading. They also provide university transfer (years one and two) and applied degrees. Baccalaureate degrees are provided, when feasible, primarily in collaboration with a degree-granting institution.</p>	<p>Bow Valley College Grande Prairie Regional College Keyano College Lakeland College Lethbridge College Medicine Hat College NorQuest College Northern Lakes College Olds College Portage College Red Deer College</p>
<p>Independent Academic Institutions</p> <p>These universities primarily provide liberal arts, science, and education baccalaureate programs.</p>	<p>Ambrose University Burman University Concordia University of Edmonton St. Mary's University The King's University</p>
<p>Specialized Arts and Culture Institutions</p> <p>These institutions concentrate on the fine arts, cultural programming and professional development.</p>	<p>Banff Centre for Arts and Creativity</p>

Table 2 – Map of Post-Secondary Institutions

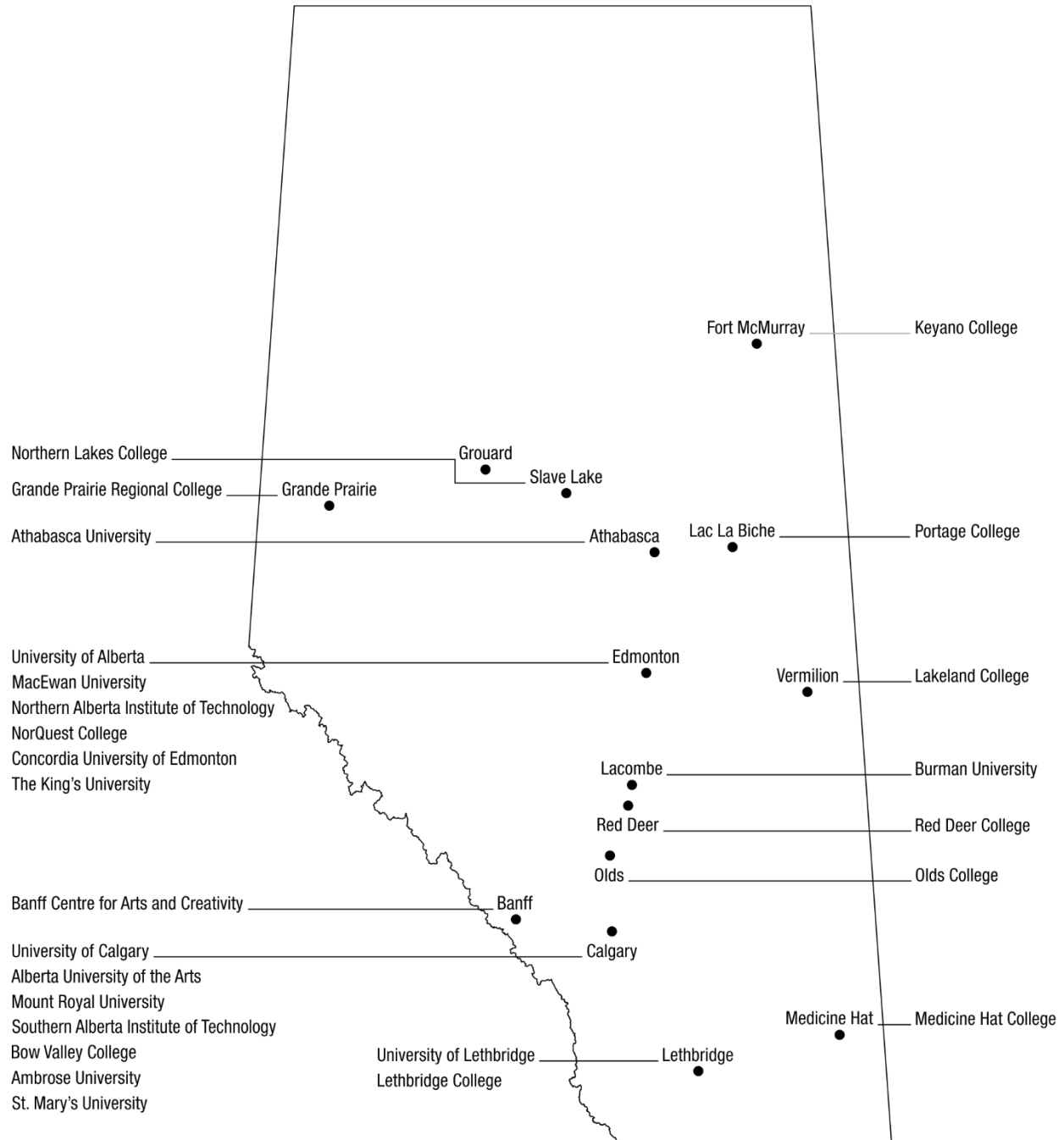


Table 3 – Map of First Nations Colleges

