

Advanced Education

Annual Report **2018–2019**

Note to Readers:

Copies of the annual report are available on the Alberta Open Government Portal website www.alberta.ca

Advanced Education

Communications

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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 21 ministries.

The annual report of the Government of Alberta contains the consolidated financial statements of the province and the Measuring Up report, which compares actual performance results to desired results set out in the government's strategic plan.

This annual report of the Ministry of Advanced Education contains 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.

In December 2018, government announced changes to the 2018-19 ministry annual reports. Ministry and department audited financial statements previously included in the annual report of the Ministry of Advanced Education have been replaced with the financial information of the ministry on pages 81-117.

Key information previously contained in the annual reports of each of the 21 ministries is now included in the audited consolidated financial statements of the province.

Message from the Minister



The Ministry of Advanced Education is responsible for ensuring that Albertans who want to pursue an education beyond K-12 have access to high quality programming. We fund public post-secondary institutions, like universities and colleges, as well as other adult learning providers, like community groups that teach English as a second language. By the same token, we also provide loans and grants to students so that they have more freedom to study where and what they want. Our ministry assesses each program of study to ensure they meet students' needs and the needs of our communities. On that note, many of the discoveries and innovations that move our society forward come from post-secondary institutions; Advanced Education supports academic research and provides guidance, in the form of legislation and government policy, to all of our different learning providers.

The Government of Alberta is committed to supporting post-secondary education because it is critical to building a prosperous Alberta with strong economic growth, a modern workforce and a diverse society. Looking ahead, we will be working with post-secondary institutions, entrepreneurs and community builders to find ways of ensuring our graduates are learning the skills they need for the workplace. In order to address labour shortages and ensure our students have ample opportunities after graduation, we will engage job creators to help us expand the apprenticeship model to a wider variety of careers, especially ones with new and emerging demand. To that end, we will appoint a Skills for Jobs Task Force to report to government on how to renew higher education and expand opportunities for students. Students make an incredible investment in their higher education, and we want to take out as much risk as possible so that they can go on to have a fulfilling career.

We are also focused on reducing provincial red tape and mandates on universities and colleges. We intend to give post-secondary institutions more freedom to innovate and compete by reducing the regulatory burden and allowing them to reach their full potential. In addition, we are determined to manage our financial resources more responsibly and more effectively, and we believe that doing so will result in a stronger and more sustainable post-secondary system.

The following report highlights the results achieved by the Ministry of Advanced Education during the 2018-19 fiscal year.

I look forward to working with my government colleagues, the public service, our partners, stakeholders, and agencies to build a post-secondary system that exceeds expectations for the students and employers of today and for generations to come.

Original signed by

Demetrios Nicolaidis
Minister of Advanced Education

Management's Responsibility for Reporting

The Ministry of Advanced Education includes:

- the Department of Advanced Education,
- the Access to the Future Fund, and
- Public Post-Secondary Institutions.

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, including the financial information and performance results. The financial information and the performance results, of necessity, include amounts that are based on estimates and judgements. 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 2018.

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 and 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*.

Introduction

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

Rod Skura

Deputy Minister of Advanced Education

June 3, 2019

Results Analysis

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Ministry Overview

Advanced Education aligned its services under three outcomes in 2018-19:

- **Outcome One:** Adult learning opportunities are accessible and affordable for all Albertans
- **Outcome Two:** High-quality education, training and research make a positive contribution to Alberta's economy, society, culture and environment
- **Outcome Three:** The adult learning system is accountable and coordinated

Advanced Education supports Albertans by providing the education and training opportunities they need to prepare them for the workforce. Through Advanced Education's investments in people, infrastructure and research capacity across the adult learning system, the post-secondary sector helps drive job creation, the development of skilled and adaptive workers and innovation in Alberta. These investments create an environment for ideas and creativity, further supporting innovation, quality research and learning opportunities and collaborations that contribute to a competitive Alberta 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 learners, 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 and certifies private career colleges, and creates awareness of and encourages participation in post-secondary education. The division also supports policy, legislation and governance related to the post-secondary sector.

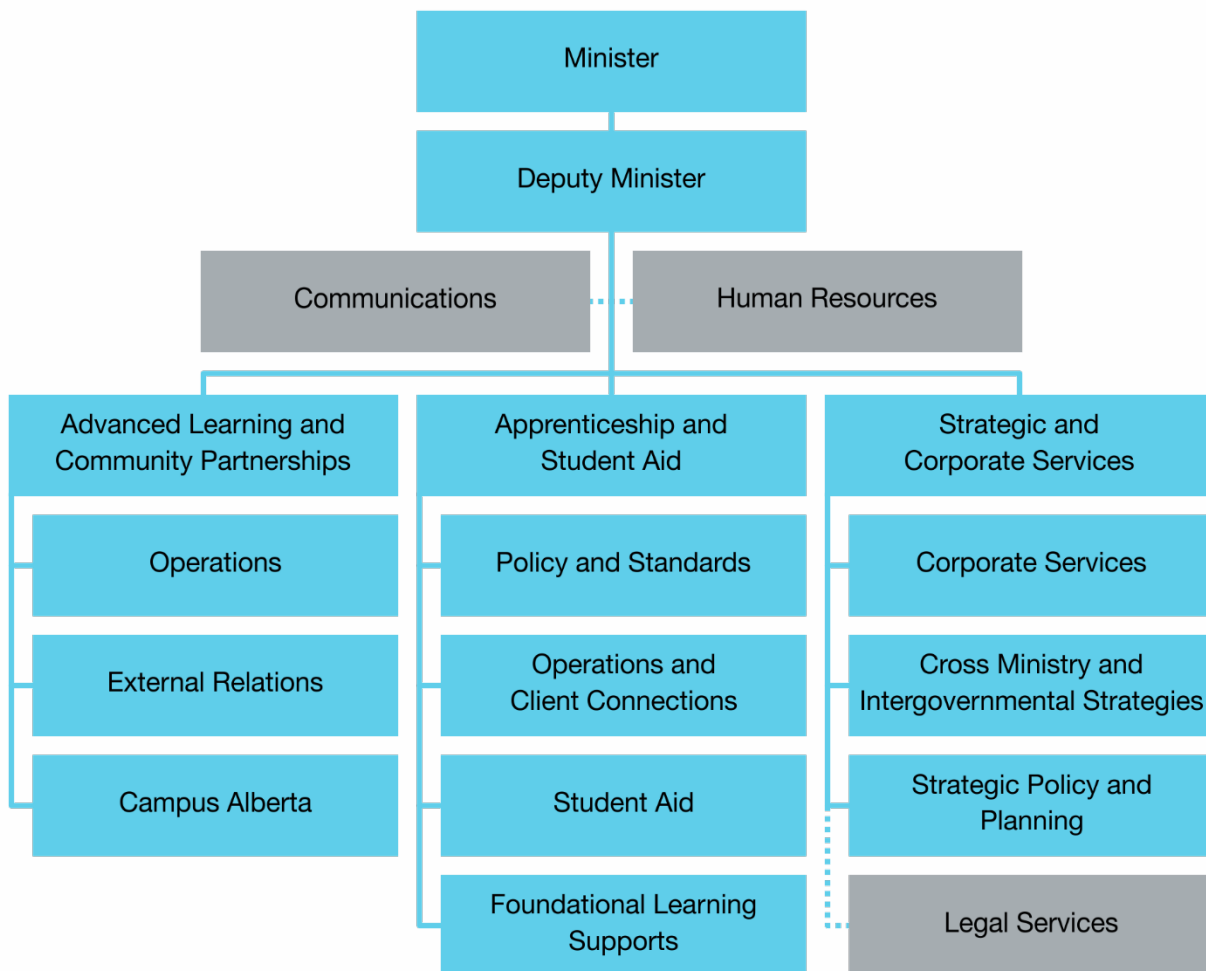
Apprenticeship and Student Aid

The Apprenticeship and Student Aid division provides leadership in the development of skilled professionals through the implementation, administration, and monitoring of apprenticeship education programs. The division registers apprentices, issues credentials, and directly supports apprentices by funding technical training. The division provides student financial supports, including loans, grants, scholarships and awards and supports adult Albertans participating in foundational learning programs, such as pre-apprenticeship, academic upgrading, and English as a second language.

Strategic and Corporate Services

The Strategic and Corporate Services division leads and integrates key ministry-wide strategic and 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 strategic planning and resource allocation for the department. The division fosters a forward-thinking and service-oriented culture focused on partnerships through cross-ministry and cross-government systemic approaches to opportunities and risk.

Department Organization



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
- Alberta Council on Admissions and Transfer *
- Campus Alberta Quality Council

* Under review as part of the Government of Alberta's review of agencies, boards and commissions.

Entities Included in Ministry Financial Statements

Ministry	Ministry of Advanced Education
Department	Department of Advanced Education
Fund	Access to the Future Fund
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
	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

Outcome One

Adult learning opportunities are accessible and affordable for all Albertans

Key Strategies

1.1 Enhance Albertans' access to adult education by enabling learners to make informed choices and supporting their transitions between education programs across the system.

Learner pathways and transitions into and between institutions and programs are an important component of the post-secondary system.

- **Pathways** are learners' routes through post-secondary or adult education. Examples include admissions, transfer, dual credit, prior learning assessment and recognition, interprovincial mobility and foundational learning.
- **Mobility** is a learner's ability to access pathways, and move between institutions. This includes the ability to transfer courses and earn credits towards a credential at more than one institution, ladder one credential to another, receive credit for experiential or non-formal learning, or build on foundational learning to enter post-secondary studies.

Dual Credit

Through optional career-based high school programming, such as dual credit, Alberta's students engage in post-secondary learning experiences that help them complete their high school education and make meaningful transitions to post-secondary education and/or the workplace. The Alberta Dual Credit Framework identifies dual credit as programming that is authorized and funded by Alberta Education in which Grade 10, 11, or 12 students can earn both high school and post-secondary credits.

- High school credits earned count towards course and credit requirements of the Alberta High School Diploma or the Alberta Certificate of High School Achievement.
- Post-secondary credits earned may count towards a post-secondary certificate, diploma, or degree through partial or full completion of post-secondary requirements.

Dual Credit Access

The Dual Credit-Related Opportunities Module (DCRO) helps high school students and partners share information and learn about dual credit-related opportunities through the Transfer Alberta search tool and mobile app. Stakeholders including the Alberta Council on Admissions and Transfer (ACAT) Dual Credit Articulation Committee worked collaboratively with the ministries of Advanced Education, Education and Labour to create the module.

Approximately 35 school authorities and more than 60 users began training on the use of this module in 2018-19. As of March 2019, four school authorities and three post-secondary institutions were working with their partners to pilot the data-sharing process to make their dual-credit-related course agreements accessible on Transfer Alberta.

With this module, school authorities can share information with one another, engage their post-secondary and industry partners, and manage their dual-credit-related course agreements. It also makes it easier for students to find information about courses that offer transition credits by making sure course agreements are available through the Transfer Alberta search tool and mobile app.

This module is part of the collaborative initiative by ACAT and Advanced Education to support the ministry of Education in their leadership of dual credit in Alberta. In 2018-19, ACAT and Advanced Education also supported the implementation of the new provincial Alberta Dual Credit Framework, Dual Credit Implementation Guide, Dual Credit Course Code Application process, Start-Up Funding Application and Reporting processes, and dual credit recognition on high school student transcripts. This work included supporting students' access to dual credit opportunities by allowing K-12 school authorities to use authorized post-secondary programming. School authorities were required to confirm that students could receive transfer credit for applicable dual credit courses. The courses were tracked on high school students' transcripts through a dual enrolment flag.

Demonstration of the benefits of this partnership between secondary and post-secondary institutions include Alberta Education's approval of approximately:

- 158 post-secondary courses from 41 school authorities for 20 post-secondary institutions to receive a secondary dual credit course code (PSI prefix), making these courses eligible for Alberta Education dual enrolled dual credit funding.
- Start-Up Funding Applications for 41 school authorities in 2018 and 32 as of March 31, 2019.

The ACAT Dual Credit Articulation Committee also supported this work by connecting post-secondary, secondary, industry and ministry partners, and facilitating discussions regarding dual credit across Alberta. This helped identify goals for data-sharing, increasing communication, addressing issues, and supporting best practices. Collaboration between ministries and stakeholders will increase student access to information about dual credit and other high school transition pathways.

Career and Technology Studies Pathways

Career and Technology Studies (CTS) is designed for high school students to explore their interests and career options.

In collaboration with Education, the ministry supports 19 CTS pathways to apprenticeship programs. High school students who successfully complete a CTS apprenticeship pathway program will receive high school credit on their transcripts and are eligible to write the provincial first-period apprenticeship exam. Between the 2014-18 school years:

- 29,096 students participated in an apprenticeship pathway course during the reported four-year period;
- 9,574 students, on average, participated in one apprenticeship course in each of the four years; and

- 1,222 students completed all required courses within their respective apprenticeship pathway program over the four-year period.

Alberta high school students may also participate in the Registered Apprenticeship Program (RAP), which allows high school students to register as apprentices and engage in on-the-job learning. Approximately 960 students were registered in RAP as of December 31, 2018. More than 2,300 apprentices who participated in RAP in high school are currently continuing their education in a regular apprenticeship program.

Following a review of ACAT, the department is working to develop a refreshed governance model that will expand ACAT's role in enhancing learner pathways in the province. The department will also explore opportunities to strengthen its work with post-secondary institutions on developing new pathways for students, such as through existing provincial articulation committees that bring together faculty to discuss opportunities for students.

Private Career Colleges

Career training at private career colleges provides students with specialized skills and knowledge to prepare them for employment in a specific field. At the end of 2018-19, there were 192 private career colleges in Alberta offering 982 licensed career training programs. These programs prepare students for employment in a wide range of fields, from health and business to heavy equipment operation and graphic design. The training programs offered by these colleges add to the range of post-secondary options available to Albertans by providing shorter-term, career-focused training.

In accordance with the *Private Vocational Training Act* and its associated regulations, the department licenses career programs offered by private institutions. The goal is to provide consumer protection to students enrolled at private career colleges. As part of their licensing requirements, private career colleges must submit annual reports to the ministry that include the graduation and job placement rates of their students. If programs offered by private career colleges fail to maintain graduation and job placement rates above 70 per cent for four consecutive reporting periods, they face a range of consequences up to and including the potential cancellation of their licenses.

Every year, private career colleges offering licensed career programs report their results for the previous fiscal year, which runs from April 1 to March 31.

Private career colleges report to the ministry on:

- student graduation rate - the number of students who graduated from the licensed program, compared to the number of students expected to graduate during the reporting period, and
- employment (job placement) rate - percentage of job-seeking graduates who found training-related employment during the reporting period.

These reports help Albertans make informed decisions on pursuing post-secondary education. Knowledge of graduation and employment rates helps prospective students decide whether a particular program is right for them. This information also helps students envision their future after post-secondary education.

Learning Clicks

Learning Clicks is a peer-to-peer motivational program that assists Grades 4-12 students, parents, and teachers in learning about post-secondary education, and helps students explore their education and training options after high school. Between September 2018 and March 2019, Advanced Education's Learning Clicks Ambassador team presented to more than 18,000 students across the province and provided post-secondary planning information to an additional 4,000 Albertans at exhibit booths. Learning Clicks expanded in 2018-19 to community outreach organizations that serve at-risk youth. This expansion has allowed the program to share invaluable education planning information with youth, who in many cases, felt post-secondary education was not an option for them.

In 2018-19, 99 per cent of students agree that the presentations from Learning Clicks increased their knowledge and understanding of their post-secondary options, and 98 per cent of students felt motivated by the presentation to attend post-secondary education.

Under the Learning Clicks program, Indigenous post-secondary student ambassadors engage First Nations, Inuit and Métis communities. From September 2018 to March 2019, ambassadors provided 48 presentations within Indigenous communities across the province.

1.2 Improve Albertans' access to quality foundational learning opportunities that assist transitions to the next step in their learning or career path.

Foundational learning refers to formal and informal learning programs intended to help adult Albertans pursue further learning or find meaningful employment. Foundational learning includes reading, writing, plain math, English as a Second Language, basic digital skills and academic upgrading. Advanced Education has striven to meet the increased demand from adult learners for foundational programs and financial support, which was one of the risks identified in the 2018-21 Ministry Business Plan.

Financial Supports

Financial support is available to Albertans enrolled in eligible foundational learning programs to help cover costs for tuition, books, mandatory fees and living expenses. The following table provides information on the number of funded learners based on the program:

<i>Program 2018-19</i>	<i>Learners</i>
Part-Time Learning	2,939
Full-Time Learning	
Academic Upgrading	4,027
Training for Work	1,422
English as a Second Language	2,418
Total	10,806

Source: Mobius Database report on learner statistics.

This is a slight increase from 2017-18 (most recent data available) when 10,650 learners received financial support to attend foundational programs.

Bill 26, an Act to Combat Poverty and Fight for Albertans with Disabilities

On November 8, 2018, Bill 26, an *Act to Combat Poverty and Fight for Albertans with Disabilities* was introduced in the Legislature. The Act includes amendments to the *Income and Employment Supports Act* that came into force on January 1, 2019. The amendments will increase and index benefit rates for Alberta's social assistance programs, including Learner Income Support. For learners, benefit rates adjust with inflation—as measured by Alberta's Consumer Price Index—to help them manage rising costs of living.

Integrated Foundational Pathways

In 2018-19, Advanced Education developed an Integrated Foundational Pathways (IFP) policy to ensure responsive programming that meets the needs of Albertans. IFP is a combination of essential skills, academics and applied skills development that enables Albertans to participate in innovative programs that blend foundational and post-secondary education. The program helps Albertans build on their

foundational competencies while preparing them for further education/training and employment. The department has approved eight IFP programs from a variety of public, community, and private learning providers. Albertans will be able to attend these programs beginning in 2019-20.

Labour Market Transfer Agreements

The Government of Canada provides annual funding to Alberta to deliver a range of training and employment programming through Labour Market Transfer Agreements. In March 2018, Alberta, led by the Ministry of Labour, signed new and amended Labour Market Transfer Agreements with the federal government. The new agreements include greater flexibility for programming and participant eligibility and provide additional funding that will benefit Albertans and job creators. Advanced Education continues to work with partner ministries to help Albertans access the labour market programs that meet their specific needs.

Community Adult Learning Program

In 2017-18 (most recent data available), through the Community Adult Learning Program (CALP), Advanced Education allocated more than \$17 million to approximately 100 organizations to support the delivery of part-time, non-formal adult literacy and foundational learning opportunities.

CALP-funded organizations provide learning opportunities that focus on adult literacy, numeracy, basic digital skills, foundational life skills, and/or English language learning. These are offered through a group setting, such as a course or family literacy program, or through one-on-one or small group tutoring. In 2017-18, these organizations dedicated nearly 142,000 instructional hours to literacy and foundational learning programs in Alberta to support 17,736 unique adult learners who participated in over 1,100 foundational learning opportunities.

Learner Impact

All organizations that receive funding through CALP report annually to Advanced Education on a series of output and outcome measures that show progress towards CALP's vision: *Changing lives through adult foundational learning in connected communities*. By providing part-time and non-formal learning options, CALP organizations increase access to education and help Albertans get the skills they need to succeed. In particular, these opportunities help learners who have faced social and/or economic barriers, or have had negative experiences with formal education, gain confidence and contribute to their families and communities.

Data collected for 2017-18 demonstrates the following themes:

Increased confidence

- 88 per cent of learners demonstrated increased self-confidence as a result of participating in a CALP foundational learning opportunity.
 - *Why does this matter?* Some adult learners have had negative experiences with school in the past. It is important to help build their confidence so they are more likely to continue to attend programs and achieve their learning goals.

Skills are used

- Organizations reported that 88 per cent of CALP foundational learners practiced and used in real life the skills they learned in foundational learning programs.
 - *Why does this matter?* Research shows that foundational skills are acquired more readily when they are practiced outside of the classroom.

Barriers are reduced

- 65 per cent of learners had a social or economic barrier to learning that was addressed by reducing course fees, providing childcare, and/or subsidizing or providing transportation.
 - *Why does this matter?* Many foundational learners face one or more social/economic barriers that impede their learning. CALPs increase access to learning by subsidizing childcare, transportation costs and/or reducing fees.

Community Adult Learning Programs and Indigenous Learners

The Community Adult Learning Program (CALP) seeks to improve Indigenous learner access and success in the learning system by building partnerships with Indigenous communities, founded on the principles of trust, openness and respect.

Many CALP-funded organizations have a history of partnership with Indigenous communities. Advanced Education and the Ministry of Indigenous Relations have a 50/50 cost-sharing partnership to provide programming in seven Metis Settlements in Alberta. This partnership expands access to part-time, non-formal adult foundational learning to ensure that Indigenous peoples living in Metis Settlements have access to learning opportunities that support their transitions to further learning, including post-secondary education and/or employment.

Advanced Education supports the continued success of CALP-funded organizations who serve Indigenous learners by investing in professional development initiatives for their staff and volunteers. For example, Advanced Education invests in a dedicated Indigenous Liaison position to provide mentorship, coaching, customized workshops and one-on-one support to staff and volunteers at CALP-funded organizations.

1.3 Improve the effectiveness of programs to assist apprentices to progress in their training.

Apprenticeship programs combine formal instruction at post-secondary institutions with on-the-job learning. Government works collaboratively with industry, employers, and post-secondary institutions to ensure the system meets the needs of the labour market.

Training Progression

In 2018-19, the department developed an online and automated process for apprentices to submit documents. This process replaces physical mail and/or the need to visit an office in-person. In addition, it is faster for many apprentices to register for classes. Nine publicly funded post-secondary providers now offer online class registrations via MyTradesecrets an online service that provides Apprenticeship and Industry Training (AIT) clients and stakeholders with access to AIT program information. Approximately 66 per cent of all apprenticeship class registrations in the 2018-19 fiscal year were online.

Alberta continues to align with the National Harmonization Initiative, which aims to enhance the mobility of apprentices, increase program completion rates and improve alignment of apprenticeship programs across Canada. The Canadian Council of Directors of Apprenticeship identified four harmonization priorities:

- consistent use of the Red Seal names;
- consistent number of levels/periods;
- consistent total on-the job hours; and
- better alignment of formal instruction through technical training at post-secondary institutions.

The initiative is nearly complete with final implementation currently underway.

Apprenticeship Funding

To ensure government is meeting demand for formal instruction for apprentices, the department budgeted \$74 million to 11 publicly funded post-secondary institutions and two private institutions to supplement funding provided through the Campus Alberta Grant.

Apprenticeship Registration

In 2018, more than 13,700 new apprentices registered, which is an increase of more than 1,000 from the previous year. Approximately 9,300 individuals were certified. This includes individuals who completed their apprenticeship program and individuals who were issued occupation and qualification certificates. As of December 2018, there were more than 48,200 apprentices registered in Alberta. Approximately 960 high school students were registered in the Registered Apprenticeship Program and employed at more than 600 employer sites.

1.4 Collaborate with Indigenous peoples, community organizations and adult learning providers to improve Indigenous educational outcomes.

Advanced Education is committed to supporting the principles and objectives of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada. Advanced Education has striven to meet the needs of Indigenous learners and enable them to participate in and complete post-secondary education, which was a risk identified in the 2018-21 Ministry Business Plan. The ministry continues to work with Indigenous, provincial and federal partners and the adult learning system to improve the educational and social outcomes of Indigenous peoples in Alberta.

First Nations College Grant

First Nations Colleges (FNCs) deliver an educational experience while fostering First Nations culture and traditions. To serve the needs of Indigenous learners, the department provides funding through the First Nations College Grant (FNCG) for delivery of foundational learning, upgrading, preparatory and technology training, and credentialed programming in a culturally supportive context. In 2018-19, each of the five FNCs received \$640,000, of which \$200,000 was earmarked for literacy and foundational learning.

In 2018-19, the department also provided each FNC with a \$100,000 First Nations College Access Grant (FNCAG) to address challenges with physical and geographic mobility, dual credit availability, and lack of assistive technologies. FNCG and FNCAG final reports are due August 30, 2019.

Indigenous Initiatives Grants

In 2018-19, through the Indigenous Initiatives grant, Advanced Education:

- Provided funding for the advancement of Métis knowledge, research, and activities related to the goals of the Rupertsland Centre for Métis Research (RCMR). RCMR is the research arm of Rupertsland Institute and is affiliated with the University of Alberta.
- Partnered with Education, Labour, Human Services, and Indigenous Relations to support the Indspire Building Brighter Futures: Bursaries, Scholarships and Awards program. The program provided \$200,000 for 52 Indigenous post-secondary students from Alberta in 2017-18. The ministry partnered with Education and Labour to provide a further \$300,000 from 2018 to 2020.
- Provided funding to Nechi Institute: Centre for Indigenous Learning to:
 - re-design Community Addictions Training program curricula (\$200,000) to maintain current transfer agreements with institutions in the public post-secondary system; and
 - implement a database (\$140,000) that is compatible with Alberta's Transfer & Pathways System, and better serves students with less chance of errors and omissions to student data.
- Provided grants of \$40,000 each to Maskwacis Cultural College and Old Sun Community College to acquire accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC). The other FNCs have WINHEC accreditation.

Indigenous Student Awards

Advanced Education continued to help prepare Indigenous post-secondary students for success. In 2018-19, \$8.7 million¹ in Indigenous Careers and Graduate Awards were available to First Nations, Métis, and Inuit students. Eligible undergraduate students may receive up to \$4,000 per year and eligible graduate students may receive up to \$15,000 per year. Approximately 2,300 students benefit from the awards annually.

Community Adult Learning Programs

In 2018-19, Community Adult Learning Programs (CALP), continued to support and oversee two grant recipients - University nuhelot'ine thaiyots'ı nistameyimâkanak Blue Quills and the Calgary Learns Association. These institutions developed two training projects targeted towards CALP-funded staff and volunteers to build their capacity to engage more effectively with Indigenous learners. This funding aims to help organizations develop an awareness of historical relations between Indigenous peoples and the rest of Canada and facilitate an understanding of how intergenerational trauma affects Indigenous adult learners in many aspects of their lives, including their learning journeys. These professional development projects were developed and delivered using Indigenous learning principles, which create a welcoming and accessible learning environment within funded organizations to allow them to better address the education needs of Indigenous peoples in the community.

1.5 Alberta Tuition Framework

Government introduced a tuition framework which will regulate tuition increases once the tuition freeze has concluded. In order to provide time for government to work with institutions and students to implement the framework, the tuition freeze will continue for the 2019-20 academic year.

¹ Alberta Education contributed an additional \$1.9 million towards Indigenous Student Awards, which helped increase the number of students supported to 2,300 in 2018-19 from 1,400 in 2017-18.

1.6 Improve the responsiveness of student financial supports to help Albertans benefit from adult learning opportunities.

Advanced Education provides student loans, grants, scholarships and awards for post-secondary learners that allow Albertans to access adult learning opportunities regardless of financial circumstances:

- Student loans support access to post-secondary education by reducing financial barriers and helping post-secondary students cover basic learning and living costs.
- Grants improve affordability for low-income student loan borrowers, including students with disabilities, part-time students, and those caring for children.
- Scholarships reward academic achievement.
- Awards support access and affordability through programs that incent participation and programs that reward students for non-academic achievements.

Improving Access for Learners

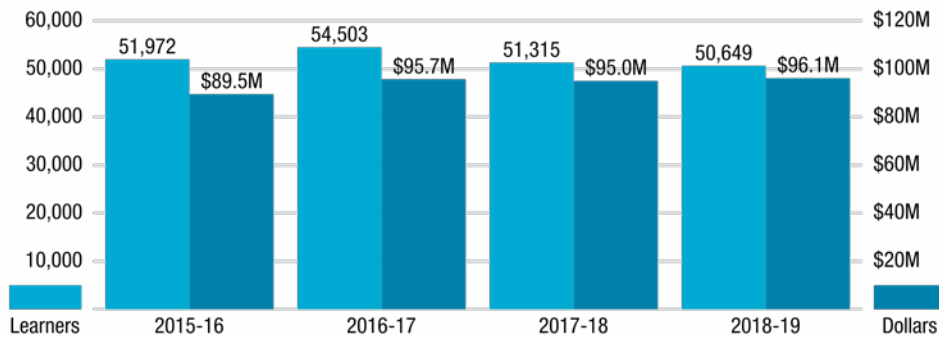
To support the ministry's efforts to increase accessibility and improve online and automated service delivery, the ministry implemented the Extended Access for Learners initiative. This initiative ensures that students have easy, timely, and secure access to the Alberta student aid online application system. Through this initiative, students are no longer required to provide high school marks, previous cashed loan certificates, or an approved Master Student Financial Assistance number to access correspondence about their student aid.

Scholarships and Awards

In 2018-19, approximately 50,649 learners received a total of \$96.1 million in funding.

The Indigenous Awards encourages First Nations, Métis and Inuit learners to pursue and complete post-secondary education in Alberta. In 2018-19, an additional \$1.9 million was allocated by the Ministry of Education to support additional awards to Indigenous students pursuing an education degree. The intent of this transfer is to help increase the number of Indigenous teachers to support capacity in the K-12 education sector.

Scholarships and Awards



Source: Advanced Education.

Notes

1. This graph shows the total number of scholarships and awards disbursed, not the unique students who benefitted.
2. Total financial amounts based on ministry's financial statements.
3. Reported numbers for 2018-19 contain Apprentice Training Award which was not included in previous years.

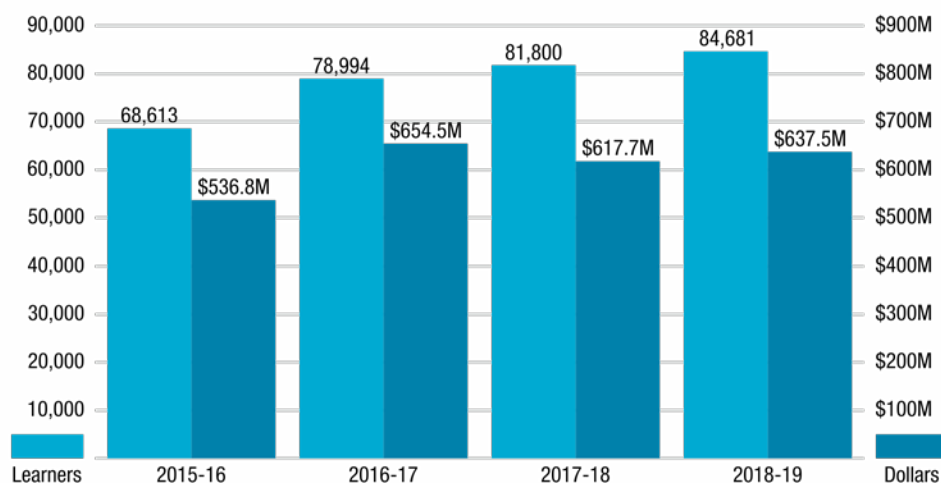
Loans and Grants

Advanced Education reduces financial barriers to post-secondary education by providing Alberta student loans that help eligible students cover basic learning and living costs. Alberta's student loan and grant program is structured to respond to increases in demand with loans available to post-secondary students when they need them. Approximately 30 per cent of eligible students at public institutions use government student loans and grants.

Advanced Education delivers the Canada Student Loan Program on behalf of the federal government to Alberta's post-secondary students, which allows eligibility assessment for both Alberta and Canada loans and grants through a single application process.

Advanced Education also works to ensure student loan borrowers can manage their loan repayment after graduation. Alberta student loan borrowers benefit from flexible repayment options and student loans are interest-free during a student's studies, as well as six months after the borrower leaves studies. After the six-month non-payment period, interest on Alberta student loans is charged at the prime lending rate. Historically, a strong majority of Alberta student loan borrowers have repaid their Alberta student loans. More than 90 per cent of Alberta student loan dollars issued last year are expected to be repaid by borrowers. When surveyed, a high proportion (93 per cent) of Alberta student loan re-payers said they were confident about their ability to repay and 87 per cent said accessing student loans made it possible for them to pursue post-secondary education.

Alberta Student Loans



Source: Advanced Education.

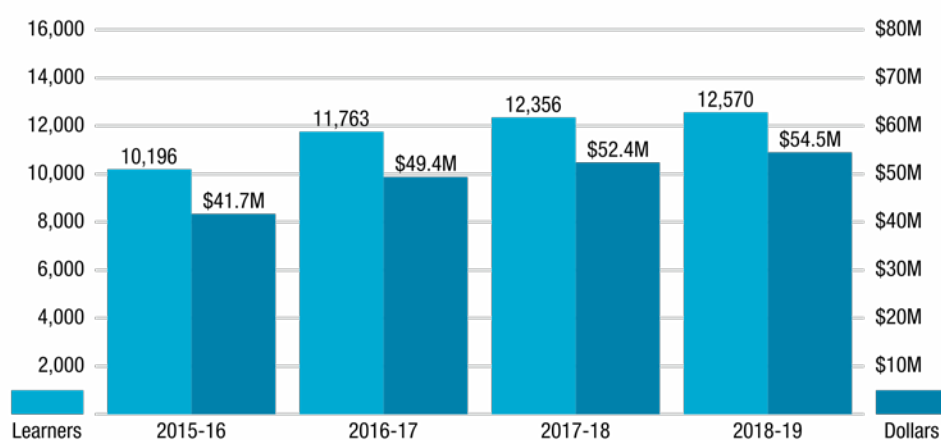
Notes

1. Total financial amounts based on the ministry's financial statements.
2. Reported numbers not comparable with previous reports due to change in reporting methodology.

Between 2017-18 and 2018-19, the number of loans disbursed increased from 81,800 to 84,681; additionally, the number of full-time grant recipients increased from 12,356 to 12,570.

In 2018-19, Advanced Education provided \$637.5 million in Alberta student loans and provided \$54.5 million in grants to support approximately 92,901 learners. In addition, \$502.6 million in Canada Student Loans and \$213.1 million in Canada Student Grants was provided to full-time Alberta students.

Alberta Student Grants



Source: Advanced Education.

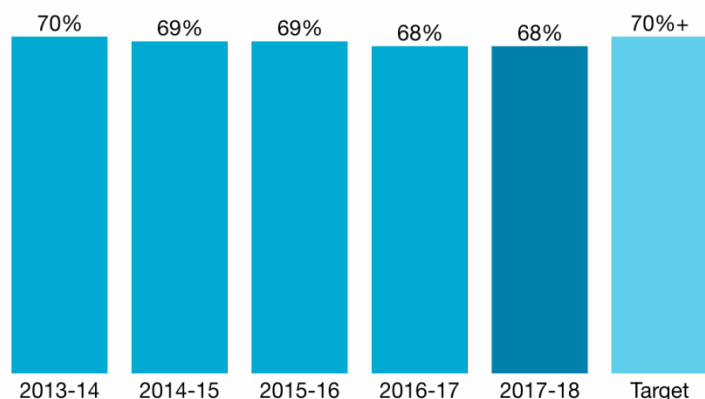
Notes

1. Chart includes full-time students only.
2. Reported numbers not comparable with previous reports due to change in reporting methodology.

Performance Measures and Indicators

Performance Measure 1.a

Percentage of students entering post-secondary programs (including apprenticeship) within ten years of entering Grade 10



This measure describes the percentage of students attending post-secondary programs in Alberta within ten years of entering Grade 10 for the first time. It tracks the transition rate of students moving from high school to post-secondary programs, recognizing that some may not pursue a post-secondary education immediately after finishing high school. It includes students who are registered in a wide variety of post-secondary level programs at Alberta's post-secondary institutions, including those who are registered in an apprenticeship program. The results are also adjusted by an estimate of Alberta students attending post-secondary institutions out of province, as well as an estimate of attrition that accounts for the number of students who leave Alberta or pass away after starting Grade 10.

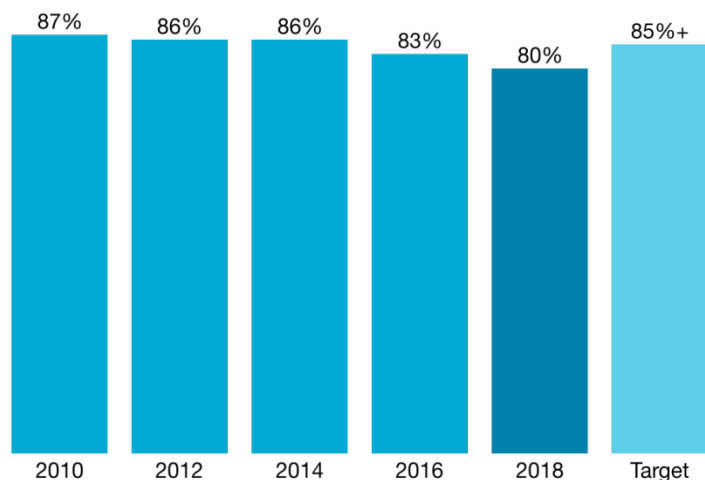
This measure (transition rate within ten years) was developed based on a similar measure (transition rate within six years) in Alberta Education's business plan. It demonstrates Advanced Education's commitment to supporting high school students transitioning into post-secondary education.

Analysis

In 2017-18 (most recent data available), 68 per cent of students attended post-secondary programs (including apprenticeship) within ten years of entering Grade 10. This result did not meet the target of 70 per cent plus but was consistent with the result from 2016-17. During the last five reporting cycles, the transition rate has remained fairly stable between 68 and 70 per cent. Since results are calculated based on estimates for some data components, minor changes in the results should be treated with caution.

Students entering post-secondary education can be influenced by a variety of factors, such as whether they complete high school, choose to enter the labour market when job opportunities arise, or whether they want to take time off after high school. Additionally, family may have a significant impact on one's decision to enter post-secondary education. According to Statistics Canada, students who lived with both parents when they were in high school had higher participation rates in university than students living in a single parent family or another type of family structure. Parents' educational attainment is also a strong driver. Parents who have post-secondary education or consider post-secondary education important have a positive impact on their children's post-secondary participation.

To increase support for high school transitions to post-secondary education, the department began the implementation of a new Dual Credit-Related Opportunities Module for school authorities and their post-secondary and industry partners. School authorities began piloting the module, with the goal of sharing their dual credit-related course agreements with each other and for students on Transfer Alberta. Advanced Education also supported Alberta Education's implementation of the new Alberta Dual Credit Framework and Dual Credit Implementation Guide (see Key Strategy 1.1 for more detail). Additionally, a new Alberta Council on Admissions and Transfer Provincial Transitions Articulation Committee was initiated. Twenty-three Alberta post-secondary institutions are guiding decision making for out-of-province high school core matriculation and other identified course equivalencies to Alberta high school courses. Once completed, this data will be viewable on Transfer Alberta, with the courses used by students for admissions to Alberta institutions.

Performance Measure 1.b**Percentage of recent post-secondary graduates who state that their program was worth the financial cost (biennial survey)**

This measure demonstrates recent graduates' perception 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. The results of this measure may reflect graduates' perception of post-secondary education in many aspects, such as cost of a post-secondary program, quality of the program, and relevance of the program to labour market needs. As such, this measure helps the department understand the cost-effectiveness of Alberta's post-secondary education from recent graduates' perspectives.

Analysis

In 2018, 80 per cent of recent post-secondary graduates surveyed reported that the program they took was worth the financial cost. This result did not meet the target of 85 per cent plus and fell below the results observed over the previous reporting cycles.

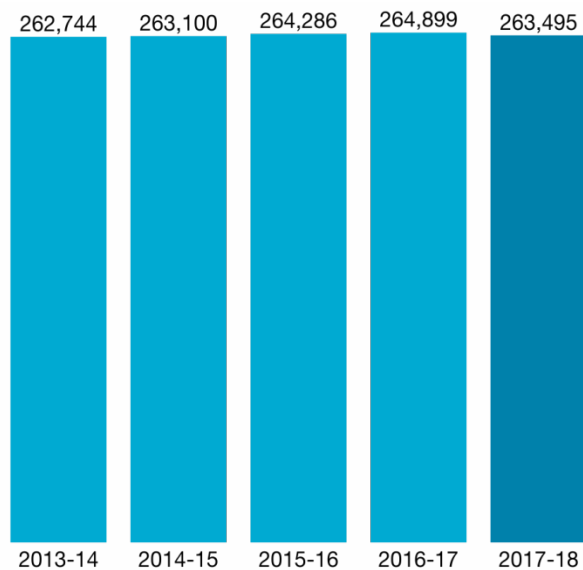
In 2018, 85 per cent of post-secondary graduates from mathematics, computer and information sciences agreed that their program was worth the financial cost. The agreement rates were 84 per cent among graduates from education and 83 per cent from all of the following fields of study: agriculture, natural resources and conservation; business, management and public administration; and health and related fields. Graduates with a master's degree reported the highest agreement rates (86 per cent), followed by those with a diploma (82 per cent) and those with a certificate (78 per cent).

A number of factors can influence the results of this measure. For instance, the amount of loans graduates have, including government-sponsored, non-government and family loans, affects their impression of their program's value. In 2018, 87 per cent of graduates with loans under \$5,000 considered their program worth the financial cost, compared to 74 per cent among those with loans of \$25,000 or more. Graduates' income also appears to have influenced the results of this measure. Graduates with a total annual income of \$100,000 or more were much more likely to agree that their program was worth the financial cost (89 per cent) than those with an annual income of less than \$25,000 (68 per cent). The graduates who participated in the 2018 survey also experienced one of the

toughest labour market and employment situations when they graduated, which might have affected their outcomes and consequently their answers at the time of the survey.

Notes

- For a more detailed breakdown of results, see Section 5.5 of the Alberta Graduate Outcomes Survey, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.
- See Key Strategy 1.6 for scholarships, awards, loans and grants provided to Alberta students that help reduce their financial barriers to post-secondary education.

Performance Indicator 1.a**Total enrolment at publicly funded post-secondary institutions**

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

Analysis

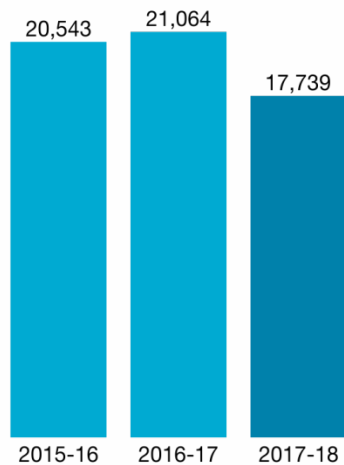
In the 2017-18 academic year (most recent data available), approximately 263,500 unique learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions. This was a decrease of about 1,400 (or 0.5 per cent) from the result in 2016-17. In 2017-18, the fields of study that represented the largest shares of enrolment were languages, social sciences, arts and humanities (32 per cent), followed by health sciences and physical, natural and applied sciences (each constituted 15 per cent). The majority (nearly 80 per cent) of learners enrolled in credential programs, including degree programs (47 per cent), diploma programs (16 per cent), and certificate programs (15 per cent).

Total enrolment increased steadily year over year between 2013-14 and 2016-17. A decline of 4,500 apprenticeship students was the leading cause for the drop of total enrolment in 2017-18. Apprenticeship enrolment is highly influenced by industry and labour market demand. When there is less work available in the skilled trades, apprentices are laid off or leave their industry and fewer new apprentices register. As unemployment rates increase, the lack of new registered apprentices creates a smaller cohort for first year technical training, which leads to subsequently smaller second, third, and fourth year cohorts over the length of a typical apprenticeship program. This means when the number of registered apprentices falls, it takes some time for technical training enrolments to fall proportionally. For instance, while the number of new registered apprentices (including apprentices for both technical training and on-the-job training) fell from its peak of 23,900 in 2014 to over 13,700 in 2018, technical training enrolment peaked at over 34,000 in 2015-16 and has since fallen to over 24,300 in 2017-18.

The department continues to offer the Apprentice Training Award to unemployed apprentices when they enroll in technical training to encourage them to continue progressing in their programs. The department also provides funding to community organizations that promote and facilitate participation in apprenticeship.

Notes

- For more breakdown of results, see the *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>
- See Key Strategy 1.3 for other ministry supports to apprentices.

Performance Indicator 1.b**Total Albertans participating in literacy and foundational learning opportunities funded through the Community Adult Learning Program**

The Community and Adult Learning Program (CALP) is a key component of the adult learning continuum in Alberta. It supports foundational learners whose literacy level is below Grade 10 to acquire the skills they need to transition into academic upgrading programs (Grades 10-12) and work towards achieving English language proficiency. Through CALP, Advanced Education allocates over \$17 million annually to a strong network of approximately 100 organizations (mostly non-profit) across Alberta to support the delivery of part-time, non-formal literacy and foundational learning opportunities that do not lead to a credential. Working alongside post-secondary and other community partners, organizations funded through CALP are well positioned to identify adult foundational learning needs in communities across the province, understand and leverage community resources, and develop and deliver relevant and engaging learning opportunities that address learner needs.

This indicator shows the total number of unique Albertans who participated in CALP-funded literacy and foundational learning opportunities. CALPs are mandated to serve adult Albertans who are 18 years and older and are focused on attracting and meeting the needs of learners who face social and/or economic barriers. This indicator helps the department understand the volume of foundational learners served by CALP-funded organizations, so that the department can better support these organizations to address foundational learning needs through program delivery and services.

Analysis

In 2017-18 (most recent data available), more than 17,700 unique learners in Alberta participated in literacy and foundational learning opportunities funded through CALP. In the same year, the total number of instructional hours dedicated to adult literacy and foundational learning programs reached nearly 142,000. While the number of unique learners has decreased by about 3,300 since 2016-17, the number of instructional hours has increased by about 11,000 hours. The reduction of unique learners and increase of instructional hours reflect the changes that were made to the CALP system in 2017-18, to focus on more intensive and quality foundational learning opportunities. Additionally, CALPs support learners who face one or more social/economic barriers. Due to the complexity of these learners' lives, they often drop in and out of learning rather than following a linear path.

While outputs data such as programming and learner demographics is important, the department has been shifting to an outcomes-based data approach for CALP, to be able to more accurately convey the impact of the program. This approach may be a more meaningful way to report on foundational learning, where factors like learner confidence and skills used outside the classroom are critical to learners achieving their goals and, according to adult literacy research, are indicators of the effectiveness of adult literacy programs.

- In 2017-18, 88 per cent of learners demonstrated increased self-confidence as a result of participating in a CALP foundational learning opportunity, an increase of one percentage point from 2016-17.
- Similarly, CALP-funded organizations reported that 88 per cent of learners practiced and used skills learned from foundational learning programs in their daily lives, an increase of two percentage points from 2016-17.
- Additionally, 65 per cent of learners reported that their barrier (a social or economic barrier to learning) was addressed by reducing course fees, providing child care, and/or subsidizing or providing transportation. This was a decrease of two percentage points from 2016-17. Foundational learners may face a multitude of barriers, some of which may be addressed through programming or services rather than reduced fees, transportation or child care.

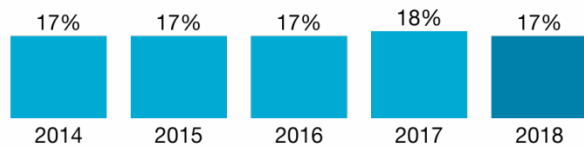
The department has continued to collaborate with CALP system professional development providers to ensure CALP-funded organizations provide a safe learning environment, enhancing their ability to attract and retain foundational learners facing barriers. Within such an environment, the organizations are better able to ensure that learners are provided with the necessary resources, including referrals, to mitigate barriers and address their learning goals.

Notes

- 2015-16 was the first year CALP-funded organizations were required to report on unique adult learners. Results before 2015-16 are not comparable to those reported in subsequent years, therefore they are not included in the annual report.
- See Key Strategy 1.2 for more information on CALP.

Performance Indicator 1.c

Percentage of Albertans aged 18 to 34 participating in post-secondary education



This indicator shows the percentage of individuals aged 18 to 34 who report attending post-secondary programs in Alberta. This includes learners attending a university, college or other post-secondary institution.

Analysis

In 2018, 17 per cent of Albertans aged 18 to 34 reported participating in post-secondary education. This was a one percentage point decrease from the result in 2017, but was consistent with the results observed in the previous ten years.

In 2018, the estimated number of 18 to 34 year olds who reported participating in post-secondary education (numerator) declined by 6.4 per cent, from 194,800 in 2017 to 182,400 in 2018. Meanwhile, the estimated number of Albertans in that age group (denominator) has declined by 1.1 per cent from 1,069,900 in 2017 to 1,058,200 in 2018. Since the numerator declined at a faster rate than the denominator, the 2018 participation rate was lower than the year before. However, this one percentage point decrease should be treated with caution, as the change in the numerator is not considered statistically significant.

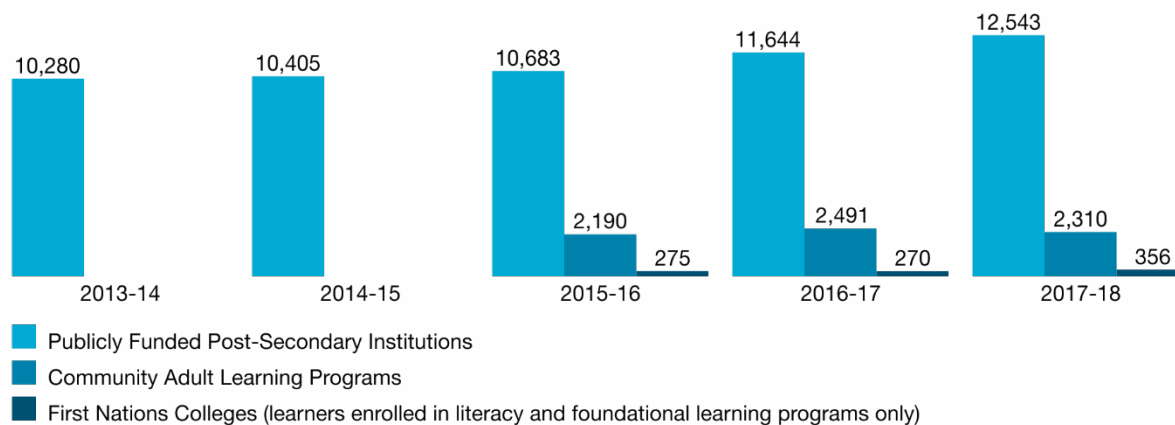
The post-secondary participation rate could also be influenced by individuals' high school experiences, health-related issues, perceived benefits and costs of post-secondary education, and family characteristics such as family structure, family income, parental education, and parents' attitude towards post-secondary education.

To encourage participation, Advanced Education has undertaken several initiatives, including

- outreach programming to motivate and support under-represented youth and young adults with post-secondary planning;
- educational resource development to support the K-12 system with transition planning;
- the development of a comprehensive web strategy that ensures all Albertans can access online post-secondary planning information; and
- financial aid and scholarships to help address financial barriers.

Performance Indicator 1.d**Enrolment headcount of self-identified Indigenous learners in the adult learning system**

- **Publicly funded post-secondary institutions**
- **Community Adult Learning Programs**
- **First Nations Colleges (learners enrolled in literacy and foundational learning programs only)**



Publicly funded post-secondary institutions, Community Adult Learning Programs and First Nations Colleges coordinate to support Indigenous student success in diverse learning environments. These learning providers receive grants from Advanced Education to ensure Indigenous learners have access to affordable and quality learning opportunities across Alberta that foster transitions to further learning, employment, training and fuller participation in society.

This indicator shows the number of unique, self-identified Indigenous learners served by three different types of learning providers in Alberta's adult learning system. The number of Indigenous learners reported here may not reflect the actual numbers as some Indigenous learners choose not to self-identify as First Nations, Métis or Inuit. Indigenous self-identification can be a fluid process and is not necessarily consistent. As a result, numbers fluctuate from year to year. Although self-identification data has limitations, this indicator helps the department understand the volume of Indigenous learners served by different learning providers. It helps inform policy development and effective resource allocation to better support this population.

Analysis**Publicly Funded Post-Secondary Institutions**

In the 2017-18 academic year, over 12,500 self-identified Indigenous learners enrolled in approved programs offered by Alberta's publicly funded post-secondary institutions. This was an increase of about 900 (or 8 per cent) from the result in 2016-17. Between 2013-14 and 2017-18, enrolment among self-identified Indigenous learners at publicly funded post-secondary institutions increased year over year.

In 2017-18, the field of study that represented the largest share of enrolment among self-identified Indigenous learners was languages, social sciences, arts and humanities (36 per cent), which was relatively consistent with the enrolment in Alberta generally. The second and third largest fields of study for Indigenous learners were preparatory and basic upgrading (17 per cent) and trades and technologists (13 per cent). In terms of enrolment by credential, 36 per cent of Indigenous learners enrolled in non-credential programs, followed by degree programs (32 per cent), certificate programs (18 per cent) and diploma programs (17 per cent).

Advanced Education encourages publicly funded post-secondary institutions to enhance learner outcomes for under-represented learners through the submission of comprehensive institutional plans and annual reports. These accountability documents ask for specific initiatives that support Indigenous learners, including the provision of access to programs through a regional stewardship model of identifying and providing for community educational needs. Institutions also report on Indigenization plans and transfer agreements between their institution and First Nations Colleges.

Community Adult Learning Programs (CALPs)

CALPs are community-based organizations funded by Advanced Education to increase access to foundational learning opportunities, including adult literacy, numeracy and English language learning. In the 2017-18 grant term, more than 2,300 self-identified Indigenous learners participated in literacy and foundational learning opportunities funded through CALPs. This result was a decrease of about 180 (or seven per cent) from the result in 2016-17, but was five per cent higher than the result in 2015-16. These numbers do not necessarily indicate that CALPs are serving more or fewer indigenous learners each year, as these learners may or may not choose to identify themselves as Indigenous.

Advanced Education has continued to support CALP-funded learning providers to more effectively engage with Indigenous learners through professional development initiatives. It also endeavours to facilitate conversations among adult learning system providers, including publicly funded post-secondary institutions, First Nations Colleges and CALP-funded organizations, to support learner pathways.

First Nations Colleges (FNCs)

FNCs deliver foundational, preparatory, and credentialed adult learning opportunities in an Indigenous context to approximately 1,300 students. Students benefit from wraparound services, including cultural supports that are integral to both their academic achievement and their personal well-being. In the 2017-18 grant term, nearly 360 self-identified Indigenous learners (approximately one third of the total students at FNCs) enrolled in literacy and foundational learning programs. This was an increase of about 90 (or 32 per cent) from the result in 2016-17.

Advanced Education continues to work closely with FNCs to increase access for Indigenous learners. Through support from the department, FNCs have increased their capacity to remove or mitigate barriers for students struggling with learning challenges or with physical and geographical mobility issues. The department recognizes that FNCs are uniquely positioned to provide quality post-secondary education and training opportunities in authentic and culturally appropriate learning environments. Advanced Education continues to support initiatives that enhance FNC capacity and sustainability in the Alberta adult learning system.

Notes

- This indicator does not include Indigenous learners attending private career colleges, nor does it include apprentices taking technical training from private providers or those participating in on-the-job training. Official data reported by FNCs includes only learners served through literacy and foundational learning programs.
- For more breakdown of results for self-identified Indigenous learners at publicly funded post-secondary institutions, see the *Indigenous 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>
- For learners enrolled in publicly funded post-secondary institutions, the percentages of enrolment by field of study or credential do not add up to 100 per cent. This is because some learners may have participated in more than one program at different institutions.
- See Key Strategies 1.2 and 1.4 for ministry supports to learners attending foundational learning programs provided by CALP-funded organizations and FNCs.

Performance Measure and Indicator Methodology

Performance Measure 1.a

Percentage of students entering post-secondary programs (including apprenticeship) within ten years of entering Grade 10

Source

- Provincial Approach to Student Information, Alberta Education
- Learner Enrolment Reporting System, Advanced Education
- Apprenticeship, Trade and Occupation Management System, Advanced Education
- Annual Demographic Estimates and Census, Statistics Canada
- Students Finance System, Advanced Education

This measure reports the percentage of Alberta students in public, separate, francophone, charter and accredited private schools who made the transition to post-secondary education, including apprenticeship programs, within ten years of entering Grade 10. The result of this measure is calculated by dividing the number of students who enter Alberta's post-secondary programs, adjusted for an estimate of out-of-province post-secondary attenders, by the number of students in the Grade 10 cohort, adjusted for attrition. Students from the Grade 10 cohort are counted as in-province post-secondary attenders if they are registered in a post-secondary level program at an Alberta post-secondary institution or if they are registered in an apprenticeship program in Alberta.

$$\frac{\text{In-province post-secondary attenders} + \text{Estimate of out-of-province post-secondary attenders}}{\text{Grade 10 cohort} - \text{Attrition factor}} \times 100\%$$

Students from the Grade 10 cohort must be identified as participating in post-secondary education within ten years of starting Grade 10 to be counted in this transition rate. For example, a student who starts Grade 10 in September 2007 (at the start of the 2007-08 school year) and is identified as participating in post-secondary education by the 2016-17 academic year is considered to have entered the post-secondary system within ten years of starting Grade 10.

Students are considered to have entered the post-secondary system if they attend a credit program, part-time or full-time, in a publicly funded post-secondary institution in Alberta. Information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs coding to better identify students enrolled in programs that are not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are excluded for the purpose of this measure.

Students are also considered to have entered the post-secondary system if they have registered in an apprenticeship program. A student registered in the Registered Apprenticeship Program (RAP) is not considered to have entered the post-secondary system as students in RAP are high school students.

To capture the above two groups of students in the post-secondary system, the Alberta Student Number is used to match students from the Grade 10 cohort in Education's data system with post-secondary enrolment records in Advanced Education's Learner Enrolment Reporting System as well as the apprentices in Advanced Education's Apprenticeship, Trade and Occupation Management System.

Students who are identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution to avoid double counting. Advanced Education does not specifically track Alberta students who participate in post-secondary programs outside of Alberta. An estimate of the number of students who have left the province to pursue post-secondary education is therefore factored into the calculation of this measure.

For more detail on the methodology, see Student Outcomes Measures Based on the Grade 10 Cohort – Methodologies for Rates Calculation. https://education.alberta.ca/media/3576211/methodology-student-outcome-measures_-2017-final.pdf

Performance Measure 1.b

Percentage of recent post-secondary graduates who state that their program was worth the financial cost (biennial survey)

Source

- Graduate Outcomes Survey, Advanced Education

The results for this measure are obtained through the Graduate Outcomes Survey. This survey is conducted biennially with graduates approximately two years after graduation from a publicly funded post-secondary institution in Alberta (except The Banff Centre). The 2018 survey was conducted with the class of 2015-16 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2018 survey.

The target participants for this measure are graduates (both domestic and international) from 25 publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the technical training 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 is collected through a telephone survey or an internet survey based on students' preference. From a total valid sample of 41,596 (after removing duplicate cases), a total of 16,687 surveys were completed, including 2,332 completes by phone and 14,355 completes via web. The gross response rate was 40 per cent. At the system level, the survey's margin of error was ± 0.6 per cent, at the 95 per cent confidence level.

The results of this measure 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 of the methodology, see the Alberta Graduate Outcomes Survey, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.

Performance Indicator 1.a

Total enrolment at publicly funded post-secondary institutions

Source

- Learner Enrolment Reporting System, Advanced Education

Total enrolment (headcount) is defined as the total number of unique (unduplicated) learners (both domestic and international) who are actively enrolled (either full-time or part-time) in an approved program at a publicly funded post-secondary institution in Alberta at any point during an academic year.

The enrolment data is submitted to Advanced Education by each of the publicly funded post-secondary institutions. Data is reviewed and validated until both Advanced Education and the institution are in agreement with the submission. 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 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.

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

Performance Indicator 1.b

Total Albertans participating in literacy and foundational learning opportunities funded through the Community Adult Learning Program

Source

- Community Adult Learning Program (CALP), Advanced Education

Results of this indicator are obtained from the annual final report that is submitted by CALP-funded organizations each fall on the recently completed grant term (from July to June), specifically the section on Adult Learner Demographics. Organizations are required to collect and report demographic information of adults who participate in required programming (i.e., literacy and foundational learning).

The final report review process enhances compliance with the *CALP Guidelines* and the accuracy of data. In the final report form, Advanced Education asks CALP-funded organizations to report demographic data on unique learner numbers, including a breakdown of gender, age, previous schooling, citizenship and Indigenous self-identification. After the CALP grant management team in Advanced Education is satisfied with the veracity of final report data, the data is then entered into the

Customer Relationship Management (CRM) database. After all data is entered into CRM, the Program Manager runs a report in CRM that rolls up all the data for all CALP-funded organizations across the province.

Results of the indicator are calculated by taking a unique count of the individual learners participating in the literacy and foundational learning programming, including literacy, numeracy, basic digital skills, foundational life skills and English language learning. Unique learner numbers count individuals only once, irrespective of the number of learning opportunities in which they participated. Unique learner numbers do not include learners who participated in supplemental (Community Capacity Building) programming.

Performance Indicator 1.c

Percentage of Albertans aged 18 to 34 participating in post-secondary education

Source

- Labour Force Survey, Statistics Canada

The data for this indicator is obtained from a custom tabulation performed by Statistics Canada based on the information collected by its Labour Force Survey (LFS). LFS is a monthly household survey of a sample of individuals. The target population is the non-institutionalized population 15 years of age and over. Recently, the monthly LFS sample size has been approximately 5,690 households for Alberta.

The post-secondary education participants are identified by using the following questions from the LFS:

- “Last week, was ... attending a school, college or university?”
- “Was he/she enrolled as a full-time or part-time student?”
- “What kind of school was this?”

Responses that indicate attending a university, college or other post-secondary institution at the time of interview are used to calculate the performance indicator results.

The percentage of Albertans aged 18 to 34 participating in post-secondary education is calculated by dividing the estimated number of individuals aged 18 to 34 who report attending a university, college or other post-secondary institution in Alberta (numerator) by the estimated number of Albertans aged 18 to 34 (denominator), based on the Alberta sample. The sample data are weighted to enable tabulation of estimates at the provincial level of aggregation.

In order to account for the fact that many post-secondary students attend school during the fall and winter semesters while working during the summer, the calculation for this indicator uses an 8-month average (January - April and September - December).

The 18 to 34 age group represents the majority of the learners participating in post-secondary education; however, it does not capture all learners in the post-secondary system. For example, the data includes students (including international students and students studying outside of Alberta) whose primary residence is in Alberta during their studies but does not include individuals who live on reserves and other Indigenous settlements or those who study only between May and August.

Performance Indicator 1.d

Enrolment headcount of self-identified Indigenous learners in the adult learning system

- **Publicly funded post-secondary institutions**
- **Community Adult Learning Programs**
- **First Nations Colleges (learners enrolled in literacy and foundational learning programs only)**

Source

- Learner Enrolment Reporting System, Advanced Education
- Community Adult Learning Program, Advanced Education
- First Nations College Grant outcomes data for Literacy and Foundational Learning component of grant, Advanced Education

Results of this indicator are derived from three different data sources and are based on different timeframes. Therefore, results by different learning providers are not directly comparable. A detailed breakdown of methodology for each data component is explained as follows:

Learners at Publicly Funded Post-Secondary Institutions

- Total enrolment (headcount) at publicly funded post-secondary institutions is defined as the total number of unique (unduplicated) learners who are actively enrolled in an approved program at a publicly funded post-secondary institution in Alberta at any point during an academic year. Learners self-identify as Status First Nations, Non-Status First Nations, Métis or Inuit, at the time of their application to the institution.
- Advanced Education relies on the number of self-identified Indigenous learners reported by publicly funded post-secondary institutions through the Learner Enrolment Reporting System. 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.

Learners at Community Adult Learning Programs (CALPs)

- Total learners at CALPs are defined as the total number of unique learners who are actively participating in a CALP learning opportunity at any point during an annual grant term (from July to June). Learners may choose to self-identify as Indigenous during the intake process at the CALP-funded organization or during the course of a learning opportunity within the grant term.
- Advanced Education requires CALP-funded organizations to report demographic data on unique learner numbers, which includes a breakdown of Indigenous self-identification in their annual final report to the ministry. Results are calculated by taking a unique count of the individual learners participating in the literacy and foundational learning programming, including literacy, numeracy, basic digital skills, foundational life skills and English language learning. Unique learner numbers do not include learners who participated in supplemental (Community Capacity Building) programming.

Learners at First Nations Colleges (FNCs)

- Total enrolment of learners at FNCs is defined as the total number of unique learners who are actively enrolled in a literacy and foundational learning program at an FNC in Alberta at any point during an annual grant term (from July to June). Learners self-identify as Indigenous during the intake process at the FNC.
- Advanced Education requires FNCs to report on the number of learners served in literacy and foundational learning programs and on the number of learners who complete the program each year. Results are calculated by taking a unique count of the Indigenous learners participating in a literacy and foundational learning program. This program is comprehensive in intensity and duration, and is the only mandatory programming offered by all FNCs on an annual basis.

Outcome Two

High-quality education, skills development and research make a positive contribution to Alberta's economy, society, culture and environment

Key Strategies

2.1 Support high-quality education and skills development programming and improve campus experiences through investing in post-secondary infrastructure.

High Quality Education

The quality of degree programs continues to be assessed and monitored by the Campus Alberta Quality Council (CAQC). It is an arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education on applications from post-secondary institutions seeking to offer new degree programs in Alberta. Other than degrees in divinity, all new degree programs to be offered in Alberta—including those proposed by non-resident (out-of-province) institutions—must be approved by the government. The CAQC plays a key role in ensuring the quality of post-secondary education and the portability of Alberta's degrees so graduates can successfully take the next steps in their learning pathways, such as attending graduate school. This work also helps ensure degrees granted in Alberta are valued by employers.

Between its creation in 2004 and March 31, 2019, the council recommended approval of 246 degree programs (170 baccalaureate and 76 graduate). This includes 16 programs that were recommended for approval by the council in 2018-19 (12 baccalaureate programs and four graduate programs).

Another key role of CAQC is to monitor degree programs and ensure the council's standards of quality continue to be met. The council works proactively with degree-granting institutions to support their own efforts to build and maintain effective quality assurance processes and practices.

The CAQC may also conduct comprehensive evaluations on post-secondary institutions to ensure Alberta continues to maintain a high quality post-secondary system. A comprehensive evaluation determines whether an institution and its approved programs continue to meet quality standards. It also shows whether the institution has met, or made satisfactory progress toward meeting, any commitments it has made to the CAQC regarding program or institutional quality. In 2018-19, the CAQC conducted a comprehensive evaluation on one institution. After the evaluation, the council passed a motion to confirm the continuation of approval of the institution's existing degree programs.

In 2018-19, the CAQC also reviewed and provided feedback on the results of 16 program cyclical reviews from five institutions. Cyclical reviews, which support continued quality of approved degree programs, typically occur every five to seven years and involve an institutional self-evaluation of its degree programs using external experts for their review and feedback. The Council reviews the results of

program cyclical reviews and provides feedback to the institution regarding both the program cyclical review process and the outcomes of the review.

For more information on CAQC, see its latest annual report at https://caqc.alberta.ca/media/6068/caqc_annual_report_2017-2018.pdf.

Investment in Infrastructure

In 2018-19, Advanced Education provided approximately \$184 million in funding for a variety of capital projects including facilities for instruction, research and administration.

Investments in these projects support institutions to increase capacity, establish innovative and modern facilities and replace aging infrastructure, helping to ensure Albertans continue to have access to quality learning opportunities.

The following table lists the status and funding in fiscal year 2018-19 for key multi-year infrastructure projects:

Project Name	Location	Status	Funding 2018-19
Northern Lakes College - High Prairie Planning	High Prairie	Complete	—
Red Deer Multiplex Project	Red Deer	Complete	—
Portage College Infrastructure Needs Assessment	Cold Lake	Complete	—
University of Lethbridge Destination Project	Lethbridge County	Complete	\$43.21 M
University of Alberta - District Energy System	Edmonton	In Progress	\$13.60 M
Northern Lakes College - High Prairie Consolidation	High Prairie	In Progress	\$6 M
University of Calgary MacKimmie Complex and Professional Building	Calgary	In Progress	\$74.99 M
Medicine Hat College - East Campus Development	Medicine Hat	In Progress	\$4.27 M
University of Alberta - Dentistry Pharmacy - Functional Renewal of Building	Edmonton	In Progress	\$42 M
NorQuest College Expansion and Retrofit ¹	Edmonton	In Progress	—
Keyano College - Campus Upgrades ²	Fort McMurray	In Progress	—

Notes

The table includes provincial funding allocation for fiscal year 2018-19 only.

1. NorQuest College Expansion and Retrofit project: Expansion project has been completed while retrofit is still in progress. No provincial funding allocation was reported for fiscal year 2018-19.
2. Keyano College Campus Upgrades: No provincial funding allocation was reported for fiscal year 2018-19.

Post-Secondary Funding

In 2018-19, the ministry provided over \$2.5 billion in operational funding to the province's 26 publicly funded post-secondary institutions to ensure a solid foundation for Alberta's advanced learning providers. This funding allows for the delivery of a broad spectrum of formal learning opportunities.

The following table provides the distribution of major components of the Campus Alberta Grant funding budgeted by Advanced Education:

Grant Name	Funding 2018-19	Description of Grant
Campus Alberta Grant (Base)	\$2.27B	Supports the delivery of approved credit programs, including apprenticeship programs and other programs that are designated for student financial assistance.
Funding for Students with Disabilities	\$11.20M	Enhances institutional capacity to provide timely services, supports and accommodation for students with disabilities seeking assistance.
Academic Health Centres	\$21M	Covers 50 per cent of salaries and benefits of clinical faculty positions and medical resident staff.
Targeted Enrolment Expansion (TEE)	\$51.20M	Supports reinvestment in increased learner access to Alberta's post-secondary system.
Health Workforce Action Plan (HWAP)	\$14M	Increases access to health credit programs within Alberta's post-secondary system in order to address the labour market priorities identified in the Health Workforce Action Plan.
Apprenticeship Technical Training Grant (ATTG)	\$74M	Provides institutions with funding on a per-seat basis in trades-related programming. It primarily funds additional training seats, but also helps institutions upgrade equipment, maintain classrooms and labs and cover other program delivery costs.

In addition, Advanced Education budgeted \$118.5 million in funding to post-secondary institutions for capital maintenance and renewal to ensure students have access to modern and high-quality learning environments.

The department also recognized \$28.15 million associated with the Strategic Investment Fund from the federal government in support of post-secondary institutions in fiscal year 2018-19.

For more information on government's investment in post-secondary infrastructure projects across Alberta, visit: <https://www.alberta.ca/post-secondary-capital-projects.aspx>

2.2 Improve the ministry's analysis and use of data to support a learner-centered adult learning system.

Alberta Council on Admissions and Transfer Website and Mobile app

The Alberta Council on Admissions and Transfer (ACAT) and Advanced Education collaborated on the Learner Pathways Modernization Initiative to develop more tools and supports for the new Alberta Learner Pathways System. The primary focus of this initiative is to provide students and other stakeholders with greater access to information on learner pathways and mobility. Mobility refers to students' ability to transition from one learning program to another.

During the development of the Learner Pathways System, the ACAT website was redesigned to provide updated information, tools and supports for institutions and organizations. A new High School Transitions Module was developed, and the Transfer Alberta search tool and mobile app were updated to include data for high school transitions and course agreements, including dual credit (for more details see key strategies 1.1 and 3.3).

Benefits to Post-Secondary Education Project (BPSEP)

The BPSEP project analyzes labour market outcomes for graduates of Alberta post-secondary institutions based on linked enrolment and tax data. Graduates from 2005 to 2013 are followed until the 2014 tax year to describe the dynamics of their income. The analysis includes breakdowns by credential and field of study and presents the findings through the *Labour Market Outcomes of Graduates of Alberta Post-secondary Institutions* report and the *Labour Market Outcomes of Alberta's Apprenticeship and Industry Training System: Report on the Results of the Benefits to Post-Secondary Project* report. For more details visit <https://open.alberta.ca/publications/9871460137185> (Post-Secondary Institutions) or <https://open.alberta.ca/publications/9781460138144> (Apprenticeship and Industry Training System).

The reports highlight the advantages of pursuing post-secondary education with following key findings:

- most post-secondary graduates see significant increases in income in the years following graduation;
- growth rates in income vary over time by credential and field of study;
- earning a higher credential in the same field of study usually results in a higher income;
- field of study is just as significant in determining earning potential as credential type; and
- initial earnings are not always a good indicator of long-run earning potential.

Information from this project on the median incomes of graduates are also reported by program on the Alberta Careers, Learning and Employment Information (alis) website (<https://alis.alberta.ca/occinfo/earnings-by-post-secondary-field-of-study/>) to support planning for post-secondary.

The analysis of apprenticeship graduates and trade qualifiers includes breakdowns by certification type, trade group and parent trade. Key findings indicate:

- there is considerable variability in the median incomes of those certified through Alberta's apprenticeship and industry training system;
- apprentice graduates and qualifiers have different earning potential and patterns after certification with qualifiers having higher but more volatile median incomes (earnings) year to year;
- the trades with the largest fluctuations in median income are also some of the higher paying trades; and
- overall, median incomes increase over time.

Learner Service Delivery Review and Redesign Project

The Learner Service Delivery Review and Redesign project was conducted to ensure the quality and standards of Foundational Learning Supports, especially during the peak application period (June, July and August). The project's goal was to create efficiencies by streamlining business processes. The redesign was implemented and evaluated over the course of summer 2018, and the review was concluded in fall 2018.

This project resulted in overall improvement of service delivery. Compared to the 2017 peak application period, processing times were significantly reduced. Both the number of calls and average wait time went down. Application processing times for Foundational Learning Supports were reduced from 49 business days in August 2017 to an average of seven business days in August 2018. Learners also benefited from shorter wait times when inquiring about their applications (three minutes in August 2018 compared to 17 minutes in 2017). Overall, the processing time of learner income support applications decreased to an average of two weeks compared to nine weeks previously.

Information Management and Predictive Analytics

In collaboration with Service Alberta, the ministry developed a project to automate Apprenticeship Class Estimations. It uses *Machine Learning*, a statistical and computational technique to analyze key indicators (e.g. data on apprenticeship and economic forecasts) to predict the demand for apprenticeship technical training seats. The predictive model will help the department better plan for apprenticeship seat demand. As a result, an additional 2,000 seats will be better aligned with demand leading to reduced expenses to the post-secondary system and increased value to apprentices going back to school to continue their education.

Student Aid Dashboards

Student Aid Dashboard development is part of Advanced Education's broader Information Management Framework which supports the vision of an information-smart ministry, where department staff have access to the right information at the right time to support evidence-based policy and operational decision making.

The Student Aid Dashboard project extracts student aid data from various business applications that can be accessed through user-friendly information products, such as interactive dashboards. Staff are already benefiting from this work, and the project team continues to work closely with internal business users to prioritize the potential data extracts to ensure alignment with key business priorities.

Data Catalogue

To support the department's mission to become a data driven organization, it is imperative to know what data the department currently has, where the data resides, who owns that data, and who has access to it. A data catalogue gives staff easier access to search and discover new and existing information.

Advanced Education launched its Data Catalogue in October 2018, empowering business areas to use self-serve capabilities to find and upload data products as well as collaborate with their colleagues to build new products.

The use of a data catalogue within Advanced Education is foundational and enables more informed decision-making.

2.3 Promote post-secondary institutions as innovation catalysts that help drive Alberta's economic development, social prosperity and environmental stewardship goals.

Support Implementation of the *Promoting Job Creation and Diversification Act*

The *Promoting Job Creation and Diversification Act* was proclaimed in June 2018. New funding allocated through the Act encouraged post-secondary institutions, industry, and government to work together collaboratively to build Alberta's future-ready technology talent pool. Through this Act, \$50 million was allocated over five years to enhance technology talent development through post-secondary programs, scholarships, awards, and short-term skills development programs, such as those offered through the Continuing Education departments of Alberta's post-secondary institutions. Of the \$50 million, \$7 million was allocated for new scholarships and learner supports. This work directly supports the adult learning system's ability to respond to education, skills development and labour market needs, a risk identified in the 2018-21 Ministry Business Plan.

Advanced Education, in collaboration with Labour, Economic Development and Trade, Status of Women, and Indigenous Relations, engaged post-secondary, industry and labour representatives to develop a five-year investment strategy for scholarships and learner supports to enhance talent development in technology. Recommendations from this group, the Talent Advisory Council on Technology, led to the following results in 2018-19:

- \$3.4 million was invested in 406 formal seats in 1-2 year diploma/certificate programs to fill urgent skill needs.
- \$1.98 million was invested in 18 continuing education programs across the post-secondary system to meet demand.

Further:

- Recommendations were brought forward for an initial \$1.5 million in new scholarships/awards for September 2019. The purpose is to increase the representation of women and Indigenous learners in technology.
- A call for proposals for 2019-20 seats (a target of 550 seats) was announced in January 2019.

2.4 Support post-secondary institutions in fostering healthy and safe campuses and communities through various initiatives, including those related to mental health and preventing sexual violence.

Mental Health Support

Advanced Education is committed to a long-term, cross-ministry approach to improving post-secondary student mental health. The department provided \$25.8 million in funding over the first three years of the program and continues to implement the seven *Next Steps to Improve Post-Secondary Student Mental Health*:

1. Providing equitable funding to publicly-funded post-secondary institutions.
2. Defining roles of post-secondary and public health systems in improving post-secondary student mental health.
3. Supporting Indigenous post-secondary students' mental health.
4. Integrating on-campus mental health supports with larger regional systems.
5. Funding Healthy Campus Alberta community of practice.
6. Improving access to 24-hour universal supports throughout the province.
7. Reviewing student aid policies.

Between August 2017 and March 2019, Advanced Education provided \$13.2 million in grants to support Alberta's 26 publicly funded post-secondary institutions. With direct funding to post-secondary institutions, the department has increased access to mental health services on campus while also requiring institutions to coordinate with Alberta Health Services, primary care, and other local and regional service providers. New campus mental health strategies have been developed or implemented at almost every post-secondary institution. Institutions have provided their students, staff and faculty with training and awareness opportunities to create healthier campuses and improve resilience and mental health literacy.

In 2018-19, the department also invested \$265,000 to support Healthy Campus Alberta, a community of practice that serves stakeholders interested in post-secondary mental health and addiction.

Furthermore, the department increased the adult learning system's capacity to support students with one-time investments totaling \$1.4 million. These investments will ensure Alberta's post-secondary institutions have a cohesive approach to training, and Community Adult Learning Providers are able to recognize mental health crises and refer learners to appropriate care-providers. These one-time investments also support the research and development of evidence-based campus mental health initiatives and the expansion of 24-hour crisis and referral supports for post-secondary students.

In addition to mental health, the department supported and encouraged post-secondary institutions to implement organizational policies to address sexual violence. As of March 31, 2019, 24 of the 26 publicly funded post-secondary institutions have policies in place.

Student and Organizational Impact

With the support of government grant funding, institutions are able to provide capacity building training programs to students. One example is *The Inquiring Mind*. This program provides practical knowledge on the topic of mental health and mental illness. It helps participants recognize signs and indicators in themselves and others, reduce stigma and negative attitudes about mental illness, maintain their own mental health, improve their resilience skills, and support friends and peers with mental health problems.

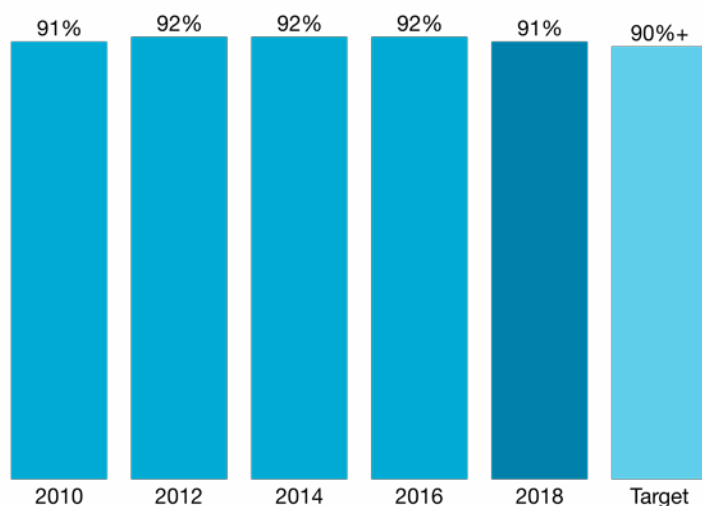
As reported by one institution, “Using the skills she learned in [The Inquiring Mind] training, a student was able to empathize with a friend’s months-long mental health struggle, validate her friend’s emotional experiences, and express her concern. Her friend disclosed that she had been planning to [end her life by] suicide that weekend. The friend indicated that knowing that one person cared was enough to convince her to seek help. As a result of a simple conversation, the friend was connected to mental health services and by all accounts is on the path to wellness.

Thanks to grant funding, we have been able to take steps as a campus community to engage more positive and supportive dialogue about mental health, inclusivity, and in this specific case, to help save a life.”

Performance Measures and Indicators

Performance Measure 2.a

Satisfaction of recent post-secondary graduates with the overall quality of their educational experience (biennial survey)



This measure indicates how satisfied recent graduates from Alberta's post-secondary programs are with the overall quality of their educational experience. It includes graduates from publicly funded post-secondary institutions in Alberta. The results of this measure may reflect a number of aspects of the learning experience among recent post-secondary graduates, such as their perception of professors, curriculum, skills development and personal growth.

Alberta's post-secondary system provides students with high-quality education and opportunities to develop their skills and research capacity. A high level of satisfaction with the quality of educational experience indicates overall positive educational outcomes that enable graduates to contribute positively to Alberta's economy, society, culture and environment.

Analysis

In 2018, 91 per cent of recent post-secondary graduates reported satisfaction with the overall quality of their educational experience. This result has met the target of 90 per cent plus. The results of this measure have been fairly stable at above 90 per cent over the last five reporting cycles, which indicates a continuing trend of high satisfaction among graduates with their educational experience. Results of this measure could be influenced by graduates' current situations, such as their employment and income.

In 2018, the fields of study that received the highest satisfaction rates from graduates were multidisciplinary/interdisciplinary studies (95 per cent); followed by agriculture, natural resources and conservation (93 per cent); health and related fields (92 per cent); humanities (92 per cent); mathematics, computer and information sciences (92 per cent); and personal, protective and transportation services (92 per cent). Satisfaction rates across different credential types (including certificate, diploma, applied and bachelor, master's and doctoral degrees) were very close, ranging between 90 and 92 per cent.

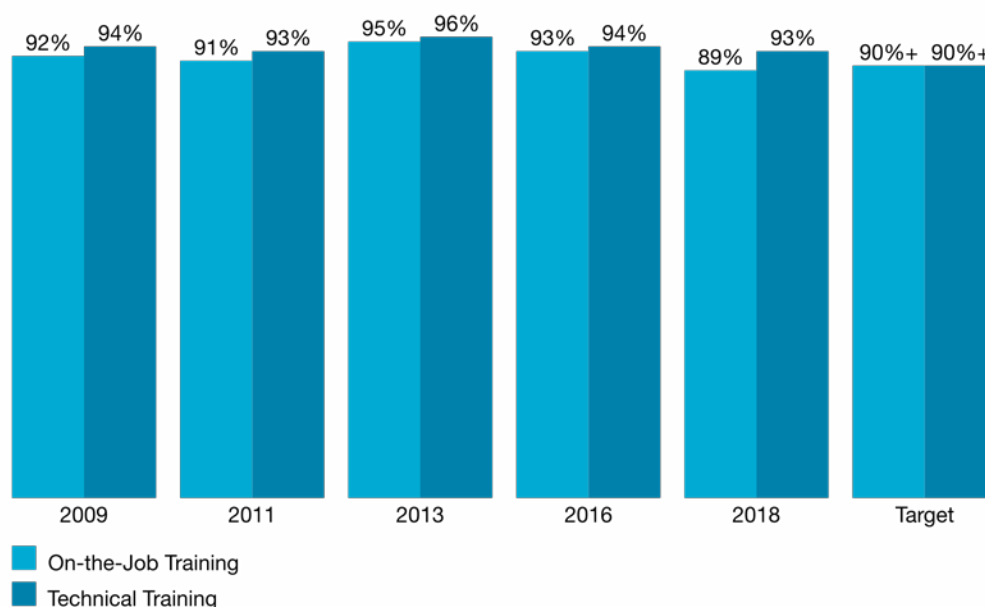
Advanced Education continues to enhance the quality of post-secondary programs at Alberta's publicly funded post-secondary institutions. In 2018-19, the department undertook an audit of approved programs to establish a baseline for the changes needed to ensure post-secondary program alignment with the Alberta Credential Framework. The department is working with public post-secondary institutions to ensure their programs are updated and mapped against this framework. The department also created various operational guidelines and new program templates to assist public post-secondary institutions to prepare quality proposal submissions. In addition, recent changes to the Programs of Study Regulation and the Tuition and Fees Regulation, as well as the recent release of the Roles and Mandates Policy Framework (see Key Strategy 3.2 for more detail), will guide and inform Alberta's post-secondary system on programming, research and collaboration mandates.

Notes

- In the 2018 Graduate Outcomes Survey report, multidisciplinary/interdisciplinary studies were reported as "other" field of study. This follows Statistics Canada's categorization based on the Classification of Instructional Programs primary groupings.
- For a more detailed breakdown of results, see Section 5.4 of the Alberta Graduate Outcomes Survey, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.

Performance Measure 2.b**Satisfaction of recent apprenticeship graduates with:**

- on-the-job training (biennial survey)
- technical training (biennial survey)



This measure is an assessment of whether Alberta's apprenticeship programs are providing graduates with the education and skills they need to succeed and make a positive contribution to Alberta's economy and society. Alberta's apprenticeship education combines on-the-job training (refers to on-the-job learning through mentorship) and technical training (refers to formal class instruction provided at a post-secondary institution). Apprenticeship graduates' satisfaction with their on-the-job learning and classroom instruction indicates the overall quality of the education provided through Alberta's apprenticeship programs.

For on-the-job learning, the level of satisfaction may reflect the quality of mentorship provided by the supervising journeyperson, skills development and task relevance. For classroom instruction, satisfaction may reflect the system's ability to meet learner needs in terms of relevance and quality of the course content, teaching ability of instructors and adequacy of equipment.

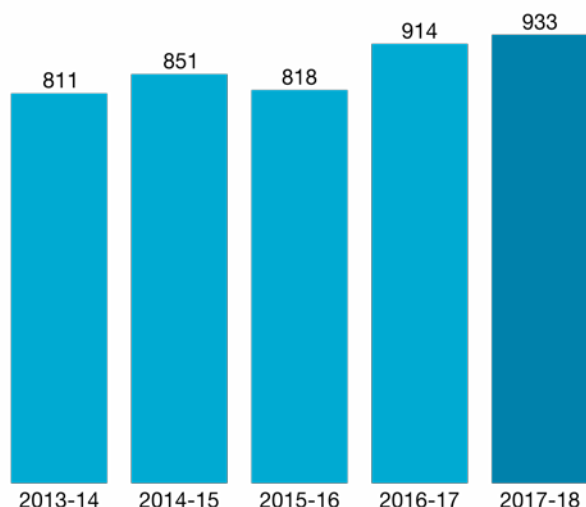
Analysis

In 2018, 89 per cent of recent apprenticeship graduates reported satisfaction with the overall quality of their on-the-job training. This result did not meet the target of 90 per cent plus. However, satisfaction with the overall quality of technical training among recent apprenticeship graduates was 93 per cent in 2018, which has met the target of 90 per cent plus. Apprenticeship education is directly related to industry and labour market demand. Therefore, satisfaction with apprenticeship education could be affected by changes in the economy and labour market conditions.

Advanced Education continually collaborates with job creators and post-secondary institutions to ensure the apprenticeship education meets industry and labour market demands. The department issues credentials to successful journeypersons and provides registration and client services to apprentices and employers. It also works with Alberta's industry network and the Alberta Apprenticeship and Industry Training Board to develop and maintain program standards, and with post-secondary institutions to coordinate formal instruction.

Note

- For a detailed breakdown of results, see the Comprehensive Report – 2018 Survey of 2016/2017 Graduates of Apprenticeship Training.
https://tradesecrets.alberta.ca/SOURCES/PDFS/Publications/2016-2017_Graduates_Apprenticeship_Programs_survey.pdf

Performance Indicator 2.a**Sponsored research revenue attracted by Alberta's Comprehensive Academic and Research Universities (\$ millions)**

Sponsored research revenue includes research grants, contracts and donations, which are used to support the research and innovation activities of post-secondary institutions. They are the funds garnered outside of regular university operating grants. This indicator reflects research capability, capacity and competitiveness in Alberta through the success of Comprehensive Academic and Research Universities in attracting sponsored research revenue from multiple sources, including provincial and federal governments, industry, non-profit organizations, endowments, and municipal and international jurisdictions.

Alberta's Comprehensive Academic and Research Universities include the University of Alberta, the University of Calgary, the University of Lethbridge and Athabasca University. They are the key players in the province's research and innovation system. The sponsored research revenue attracted by these institutions supports globally competitive research excellence that focuses on Alberta's key strengths in health, agriculture, forestry, energy and environment. It also contributes to a broadened economic base, healthy and resilient communities, and effective resource and environmental management.

Success in acquiring and increasing sponsored research revenue is accomplished through highly competitive, excellence-driven research activities. Accordingly, the ability of universities to attract research revenue is also an indicator of the quality of the university's faculty and research programs. The more sponsorship these institutions draw, the more able they are to attract and retain world-class researchers. In turn, these researchers can attract top graduate students, further strengthening the workforce and economy.

Analysis

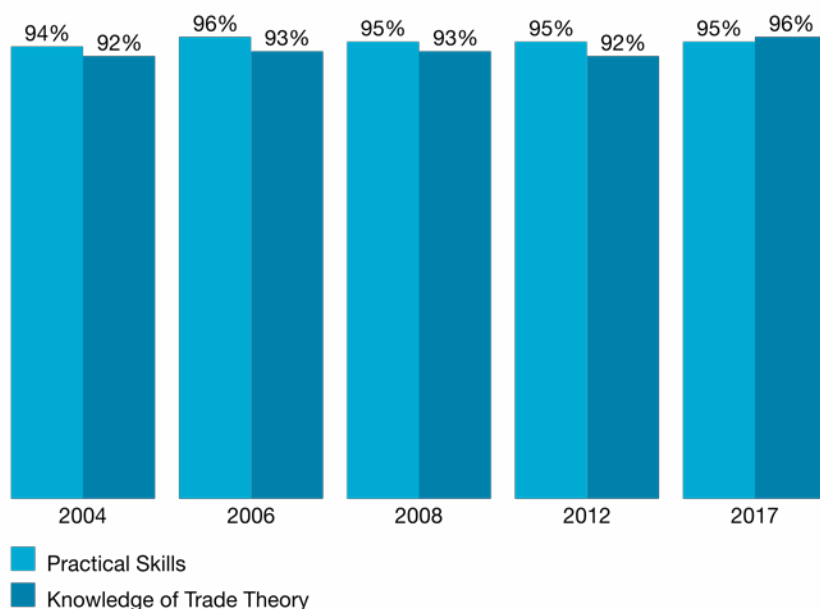
In 2017-18 (most recent data available), Alberta's Comprehensive Academic and Research Universities attracted a total of \$933 million sponsored research revenue, an increase of 2 per cent or \$19 million from 2016-17.

Of the total sponsored research revenue, 88 per cent came from the federal government and the Government of Alberta (62 per cent), industry (12 per cent) and non-profit organizations (14 per cent). Among the four Comprehensive Academic and Research Universities in Alberta, the University of Alberta attracted the largest amount of research revenue (\$494 million), followed by the University of Calgary (\$422 million), the University of Lethbridge (\$15 million) and Athabasca University (\$2 million).

The government continues to work in partnership with institutions to increase their competitiveness in attracting sponsored research revenue. For example, Advanced Education and the Ministry of Economic Development and Trade worked closely with the four Comprehensive Academic and Research Universities in Alberta to define individual research strengths as a means of leveraging federal research funding.

Performance Indicator 2.b**Percentage of employers satisfied with their certified journeypersons':**

- **practical skills**
- **knowledge of trade theory**



Alberta's Apprenticeship and Industry Training (AIT) system features training in the trades that is current and relevant to the needs of employers. Employers who participate in the AIT system expect their certified journeypersons to have the expertise and flexibility to meet industry challenges. As such, employers' satisfaction with the skills and knowledge of their certified journeypersons indicates the quality of education provided through Alberta's AIT system, particularly whether the skills acquired through the training meet employers' needs. This indicator also complements performance measure 2.b regarding apprenticeship graduates' satisfaction with on-the-job and technical training.

Analysis

In 2017 (most recent data available), 95 per cent of employers reported satisfaction with the practical skills of their certified journeypersons, which was consistent with the results observed in the previous reporting cycles. Similarly, 96 per cent of employers reported satisfaction with the knowledge of trade theory among their certified journeypersons. This was an increase of four percentage points from the result in 2012.

The positive results in 2017 may be attributed to economic and labour market conditions. In 2016 and 2017, Alberta experienced its highest unemployment rates since 2004. In a labour market where supply is higher than demand, employers can be more selective and are more likely to hire certified journeypersons who can demonstrate exceptional knowledge and skills.

Notes

- The Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons was biennial until 2008, after which it changed to every four years. The survey anticipated in 2016 was delayed by one year to 2017 to complete a review of the apprenticeship graduate survey.
- Prior to 2017, the survey question about “practical skills” was worded as “hand skills”. This change was made to better reflect the program goals.
- For more detailed results, see the Comprehensive Report – 2017 Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons.
https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017_Apprenticeship_Employer_Satisfaction_Analysis_Report.pdf

Performance Measure and Indicator Methodology

Performance Measure 2.a

Satisfaction of recent post-secondary graduates with the overall quality of their educational experience (biennial survey)

Source

- Graduate Outcomes Survey, Advanced Education

The results for this measure are obtained through the Graduate Outcomes Survey. This survey is conducted biennially with graduates approximately two years after graduation from a publicly funded post-secondary institution in Alberta (except the Banff Centre). The 2018 survey was conducted with the class of 2015-16 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2018 survey.

The target participants for this measure are graduates (both domestic and international) from 25 publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the technical training 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 is collected through a telephone survey or an internet survey based on students' preference. From a total valid sample of 41,596 (after removing duplicate cases), a total of 16,687 surveys were completed, including 2,332 completes by phone and 14,355 completes via web. The gross response rate was 40 per cent. At the system level, the survey's margin of error was ± 0.6 per cent, at the 95 per cent confidence level.

The results of this measure are determined using the survey question "How satisfied are you with the overall quality of your educational experience?" The question is based on a four-point scale: "Very dissatisfied", "Dissatisfied", "Satisfied" and "Very satisfied". The satisfaction rate is calculated by dividing the combined total of "Satisfied" and "Very satisfied" responses by the total number of survey 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, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.

Performance Measure 2.b

Satisfaction of recent apprenticeship graduates with:

- on-the-job training (biennial survey)
- technical training (biennial survey)

Source

- Survey of Graduates of the Apprenticeship and Industry Training System, Advanced Education

Results of this measure are obtained from the Survey of Graduates of the Apprenticeship and Industry Training System. This is a biennial survey of 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 (Advanis) was hired to conduct the survey with apprenticeship graduates.

The target respondents are Albertans who were registered apprentices during the 2016/2017 school year (August 1, 2016 to July 31, 2017) and, during that time, completed all the requirements to become a certified journey person in a trade. Two targeted groups (cohorts) of graduates were surveyed:

- Cohort 1: Graduates who completed both their technical and on-the-job training requirements of the apprenticeship program in 2016/2017.
- Cohort 2: Graduates who completed their on-the-job training in 2016/2017 but did not take the technical training 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 are invited to participate.

The 2018 survey was conducted by email and telephone between November 27, 2017 and February 1, 2018 (with a break for the telephone survey during Christmas and New Year's). A total of 5,172 graduates were surveyed (2,532 by telephone and 2,640 online). The overall survey response rate was 55 per cent. The margin of error was ± 5 per cent at the 95 per cent confidence level, 19 times out of 20.

The percentage of recent apprenticeship graduates who are satisfied with **on-the-job training** is determined using the survey question "How satisfied were you with your on-the-job training during your apprenticeship in terms of the overall quality of your on-the-job training?" The percentage satisfied with **technical training** is determined using the question "Generally, how satisfied were you with your technical training in terms of the overall quality of your technical training?"

Satisfaction questions are based on a four-point scale: "Very satisfied," "Somewhat satisfied," "Somewhat dissatisfied," and "Very dissatisfied." The satisfaction rate is calculated by dividing the combined total of "Somewhat satisfied" and "Very satisfied" responses by the total number of respondents who completed the survey question, including the "Don't know" and "Refused" responses.

For more detail on the methodology, see the Comprehensive Report – 2018 Survey of 2016/2017 Graduates of Apprenticeship Training.

https://tradesecrets.alberta.ca/SOURCES/PDFS/Publications/2016-2017_Graduates_Apprenticeship_Programs_survey.pdf

Performance Indicator 2.a

Sponsored research revenue attracted by Alberta's Comprehensive Academic and Research Universities (\$ millions)

Source

- Sponsored Research Revenue: Research Finding at Alberta's Comprehensive Academic and Research Institutions Report, Economic Development and Trade

Sponsored research revenue data is collected directly from the Comprehensive Academic and Research Universities (CARUs). The CARUs derive the data from a combination of audited financial statements and supplemental financial reports, and submit the data using a template and guidelines that outline the information required and specific instructions regarding how the revenue should be reported.

The guidelines were developed by the Ministry of Economic Development and Trade (EDT) for corresponding annual reporting submissions by the CARUs to the Canadian Association of University Business Officers (CAUBO), in order to report on Total Sponsored Research Revenue at Alberta's universities. As such, the data reported by the ministry is consistent with the data published by CAUBO. CARUs are required to follow the CAUBO reporting guidelines for the appropriate year.

Once the template is filled out and submitted by each CARU, the reported data is compiled and analyzed by EDT in the Sponsored Research Revenue: Research Funding at Alberta's Comprehensive Academic and Research Institutions report. The results of this indicator are calculated by summing the total annual sponsored research revenue of the four CARUs over each fiscal year.

Performance Indicator 2.b

Percentage of employers satisfied with their certified journeypersons':

- **practical skills**
- **knowledge of trade theory**

Source

- Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons, Advanced Education

Results of this indicator are obtained from the Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons. This is a quadrennial survey with employers of apprentices and journeypersons in Alberta. It serves as a key evaluation tool to measure the effectiveness of Alberta's Apprenticeship and Industry Training (AIT) system. An independent consultant (Advanis) was hired to conduct the 2017 survey with employers.

The target population consists of owners/managers of businesses who have direct operational responsibility for employing and coordinating the work of journeypersons and apprentices at AIT business locations, which is defined as a specific place of business that is registered in the Apprenticeship Trades and Occupations Management System (ATOMS). The operational definition of this population was an individual in a position to make informed judgments with respect to the attributes of apprentices and journeypersons, as well as the suitability of their training and preparedness.

The survey is based on administrative records in ATOMS that are used to build a sample frame for the survey. The sampling frame and quotas were established based on the level of precision required and the number of registered AIT business locations by six trade groups (i.e., architectural/ construction, electrical, metal, mechanical, vehicle and other) in the primary trade. The primary trade is defined as the trade with the largest number of journeypersons and apprentices employed within the business.

- A **census** was deployed for all large business locations, intermediate business locations and small business locations that employ five or more apprentices.

- A **random sample** of small business locations, employing less than five apprentices and those that do not employ any apprentices or certified journeypersons, stratified by primary trade group, was required.

The 2017 survey was conducted between January 19 and May 3, 2017. A total of 3,903 employers were surveyed (including 3,777 telephone interviews and 126 web surveys). The overall response rate was 26 per cent. Total survey results for each of the trade groups provide a margin of error no greater than 5 per cent at the 95 per cent confidence level (i.e. 19 times out of 20).

The percentage of employers who are satisfied with their certified journeypersons' practical skills and knowledge of trade theory is determined using the survey question "Specifically, how satisfied are you with the following skills and abilities of your *certified <Primary Trade> Journeypersons?* a. Knowledge of trade theory; b. Practical skills in the trade." Only employers that employed at least one journeyperson were asked this question.

Satisfaction questions are based on a four-point scale: "Very satisfied," "Satisfied," "Dissatisfied," and "Very dissatisfied." The satisfaction rate is calculated by dividing the combined total of "Satisfied" and "Very satisfied" by the total number of survey respondents who completed the survey question, including the "Don't know" responses.

For more detail on the methodology, see the Comprehensive Report – 2017 Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons.

[https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017 Apprenticeship Employer Satisfaction Analysis Report.pdf](https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017_Apprenticeship_Employer_Satisfaction_Analysis_Report.pdf)

Outcome Three

The adult learning system is accountable and coordinated

Key Strategies

3.1 Review Advanced Education's agencies, boards and commissions to ensure they are relevant, efficient, effective, and demonstrating best practices in governance.

Review of Agencies, Boards and Commissions

In 2018-19, the Government of Alberta continued to review Alberta's public agencies, boards and commissions to ensure they are effective, relevant and accountable. The government-wide Agencies, Boards and Commissions (ABC) Review started in fall 2015 and occurred in three phases. Phase one of the review focused on ABCs subject to the *Alberta Public Agencies Governance Act* (APAGA), excluding post-secondary institutions. Phase two focused on public agencies not subject to APAGA, and phase three of the ABC Review focused on post-secondary institutions.

As a result of phases one and two of the ABC Review, three Advanced Education agencies (Students Finance Board, Alberta Heritage Scholarship Committees, and Access Advisory Council) were dissolved by the *Agencies, Boards and Commissions Review Statutes Amendment Act* in 2017. In fall 2017, five agencies were confirmed to maintain their regular operations: Campus Alberta Quality Council (CAQC), Alberta Apprenticeship and Industry Training Board (AIT), University of Alberta Senate, University of Calgary Senate and University of Lethbridge Senate. The Alberta Council on Admissions and Transfer (ACAT) was maintained as an agency with potential modifications to its role and mandate to follow, through a comprehensive Learning Pathways Action Plan. The Learner Pathways Action Plan is in later stages of development.

The phase three review on post-secondary institutions concluded in 2018-19 and included several key areas:

Roles and Mandates Review (see Key Strategy 3.2 for more details)

Executive Compensation

The Reform of Agencies, Boards and Commissions (Post-secondary Institutions) Compensation Regulation took effect April 15, 2018. This regulation provides a framework that sets out base salary ranges and compensation parameter elements for presidents, as well as eliminating variable pay for all non-bargaining employees at the 20 public post-secondary institutions that are governed under the APAGA. The regulation brings the compensation of university and college presidents in line with the broader public sector, the national post-secondary market and Albertans' expectations. There is a two-year transition period during which existing president contracts may continue until the contract is extended, amended or renewed, whichever occurs first. All president contracts must be fully aligned with the regulation by April 14, 2020. The department has been working with institutions to ensure new

contracts are compliant with the regulation. As of March 31, 2019, approximately 25 per cent of contracts were aligned, with the majority of remaining contracts coming into alignment in 2019-20.

Conflicts of Interest

Following a review led by Alberta's Public Agency Secretariat, the Government of Alberta enacted amendments to the *Conflicts of Interest Act* in December 2017. The amendments extended conflicts of interest rules to public agencies, including the CAQC, the AIT Board, and the 20 public post-secondary institutions governed by APAGA. Requirements include having a code of conduct for board members and staff, which is subject to review and approval by the Ethics Commissioner. The Ethics Commissioner reviewed and approved all codes of conduct by March 31, 2019.

Governance Excellence

Phase three of the ABC Review also focused on system governance of Alberta's adult learning system.

Results include changes made through *An Act to Improve the Affordability and Accessibility of Post-secondary Education*. It amended the *Post-secondary Learning Act* and also added one more undergraduate student representative to some boards. These changes came into effect in February 2019 and there are now two undergraduate student representative members on the board of governors of all public post-secondary universities, polytechnic institutions and colleges.

A board orientation program was developed as a tool to support clarity on roles and responsibilities as well as to provide foundational governance information to post-secondary institution board members. Two in-person orientation sessions took place in fall 2018. Further work conducted in 2018-19 included the development of a series of nine online modules and the potential engagement of a third party to support specific training on financial oversight and accountability.

Post-Secondary Institution Board Recruitment and Appointments

The department follows an established competency-based, open and transparent post-secondary board recruitment process to fill public member and senate board vacancies.

There are over 350 board opportunities across the post-secondary sector managed by Advanced Education. The department posts an average of 20-25 senate board recruitments annually and receives approximately 400 applications. The department processes approximately 80 public member and 80 representative board appointments each year.

3.2 Articulate the roles and responsibilities of Advanced Education's public agencies within the adult learning system.

Roles and Mandates Review

As part of the Agencies, Boards and Commissions (ABC) Review phase three, the department reviewed the roles and mandates of Alberta's publicly funded post-secondary institutions. As a result, the collective mandates of post-secondary institution sectors were better aligned with the adult learning system principles. The ministry introduced these changes in fall 2018 through *An Act to Improve the Affordability and Accessibility of Post-Secondary Education*, which also made amendments to the *Post-secondary Learning Act*. Further policy context and direction for Alberta's adult learning system was communicated in the 2019 Roles and Mandates Policy Framework (RMPF), released in March 2019. Replacing the previous version released in 2007, the 2019 framework describes Alberta's post-secondary system and articulates policy directions spanning roles, mandates and relationships within the system that support the Adult Learning System Vision and Principles. This includes differentiating the roles and responsibilities of Advanced Education's various public post-secondary institutions, as well as providing information on the roles of other learning providers within the adult learning system.

The 2019 RMPF provides roles and mandates related guidance to publicly funded post-secondary institutions through:

- clarity on institutional programming and research activities;
- updates to six-sector model language and terminology;
- introduction of collaboration mandates;
- directions on degree-granting and institutional transitions; and
- policy directions.

Clearly defining the roles and mandates of post-secondary institutions helps ensure Alberta's advanced education system is coordinated and accessible, and that a wide variety of quality programming is available to students. The 2019 framework serves as a foundation for the ongoing evolution of the system.

Board Orientation Program

As described under Key Strategy 3.1, the department piloted two in-person training seminars for members of boards of governors at public post-secondary institutions in October and November 2018. The goal was to orient them on their roles and responsibilities as trustees of public agencies. The seminars also facilitated discussion and shared information on emerging issues within Alberta's post-secondary system.

A total of 64 board members, representing a full cross-section of public post-secondary institutions, attended these seminars. Feedback from the participants was positive, with over 90 per cent of respondents rating the quality as high and indicating that they would recommend these seminars to a fellow board member.

3.3 Enhance Albertans' ability to transfer efficiently between learning providers and programs in a coordinated adult learning system.

Learner Pathways in Alberta

Alberta Council on Admissions and Transfer (ACAT), which is also a major stakeholder in the dual credit initiatives described in Key Strategy 1.1, is completing key learner pathways and mobility initiatives in collaboration with government, institutions, students, school authorities and provincial partners. These initiatives support pathways for students accessing post-secondary education in Alberta.

Learner Pathways Modernization Initiative

The Learner Pathways Modernization Initiative, led by ACAT, is focused on modernization and redesign of technology, processes, information access and tools/supports for learner pathways and mobility. It emphasizes improving student access to information and institutional ability to share this information across the system.

The initiative process was planned in four phases:

- Phase One: Business Assessment (completed in 2015)
- Phase Two: Transfer System Modernization (completed in 2017)
- Phase Three: Stakeholder Tools (75% complete)
- Phase Four: Learner Pathways Connections (in progress)

Dual Credit and Transfer Alberta

In 2018-19, partners in the K-12 and post-secondary education systems, along with other stakeholders, began implementing the Dual Credit-Related Opportunities Module (for more details see Key Strategy 1.1).

In addition to the Dual Credit-Related Opportunities Module, students transitioning from high school to post-secondary, or transferring between institutions, benefit from improvements to the Transfer Alberta website, including the addition of a search tool and mobile app. Approximately 70,400 users from Alberta and around the world accessed the website for post-secondary planning information regarding transfer decisions and high school transitions. As of March 2019, approximately 50,600 active transfer decisions were available through the Transfer Alberta search tool and mobile app for courses and programs (see Key Strategy 2.2). Transfer Alberta also has high school transition information for the current school year, including approximately:

- 350 International Baccalaureate and 320 Advanced Placement high school course decisions:
- 320 academic upgrading course decisions; and
- 120 out-of-province high school course equivalencies.

Information for dual credit-related opportunities will be available next year.

Key Innovations for Learner Pathways

In collaboration with stakeholders, ACAT continues to work on innovative initiatives for learner pathways. These innovations inform student planning, mobility, supports, and success in Alberta and across Canada. Key examples include:

- Ability for institutions to share course and program transfer agreements directly from their own systems through Transfer Alberta.
- Ability for K-12 school authorities and their post-secondary and industry partners to share dual credit-related course/program opportunities with students through the Transfer Alberta search tool and mobile app.
- Publication of six research reports on student transfers. This was the first time such research was conducted in Alberta, with the goal of beginning to measure the effectiveness of Alberta's Transfer and Pathways System.
- The Transfer Credit Awarded Pilot started in February 2019 and focuses on developing methodologies to analyze data on students at pilot institutions who received transfer credits.

3.4 Strengthen the foundational learning system through articulation of learning providers' roles and their integration within the adult learning continuum.

Articulation of Roles through Governance and Legislation

The ministry stipulated the roles and responsibilities of the public post-secondary institutions within the adult learning system through *An Act to Improve the Affordability and Accessibility of Post-secondary Education*, and the release of an updated Roles and Mandates Policy Framework (RMPF) (see Key Strategy 3.2 for more details).

The foundational learning system was strengthened by mandating the 11 Comprehensive Community Colleges (CCCs) to deliver foundational learning as part of their institutional mandate. CCCs must collaborate with community providers and other partners in their region to plan, facilitate and coordinate access to foundational and post-secondary learning opportunities. The goal is to enhance Albertans' access to a wide range of learning opportunities and to enable all partners to address literacy and foundational learning needs more effectively. They must also work with other adult learning providers who deliver their own foundational learning programs, such as Community Adult Learning Providers and First Nations Colleges (FNCs).

CCCs were previously encouraged to deliver foundational learning, and to take a regional stewardship role. This is now mandatory, which helps assure communities that this important programming will be available and coordinated, and that adult learning providers are held accountable.

Compliance with these changes is reflected and monitored through post-secondary institutions' business plans and annual reports, which are reviewed by Advanced Education. The department updated its 2019-22 Comprehensive Institutional Plan (CIP) guidelines so that each institution's CIP must include a section dedicated to community initiatives and regional stewardship. CIPs act as the post-secondary institutions' annual business plan. The CIP outlines the institution's desired outcomes, and they are then required to write an annual report that shows progress they have made towards the outcomes in their business plan.

Community Adult Learning Program (CALP) Guidelines

CALP Guidelines ensure that organizations funded through this program are familiar with its intent of the program and understand the requirements and expectations of program providers. The guidelines are aligned with Alberta's adult learning system principles and underline that CALP is a key component of the foundational learning continuum within that broader system.

By supporting literacy and foundational skills development below a Grade 10 level, CALP helps to prepare learners to transition to academic upgrading (Grades 10-12) and English language proficiency, paving the way towards post-secondary participation, employment and full participation in society.

Support for First Nations Colleges

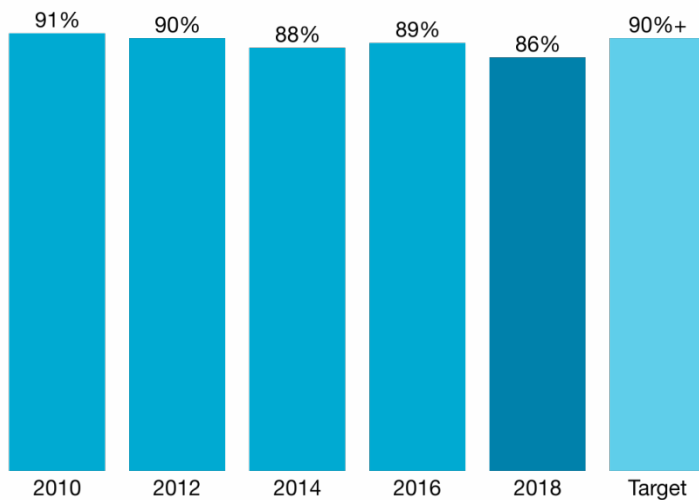
Advanced Education provides grant funding to FNCs to increase Indigenous student access, retention and success. Grant funding supports diverse programming and enhanced student services in an Indigenous context (see Key Strategy 1.4 for more details).

- Government support helps FNCs achieve their comprehensive planning goals, increase coordination with other post-secondary and community-based adult learning providers, and create opportunities for students struggling with learning challenges or physical and geographical mobility issues.
- Grant guidelines are aligned with Alberta's adult learning system principles and reflect the Government's commitment to the principles and objectives of the *United Nations Declaration on the Rights of Indigenous Peoples*. Guidelines mandate that part of the grant funding must be spent on literacy and foundational learning.

Performance Measures and Indicators

Performance Measure 3.a

Percentage of post-secondary transfer graduates satisfied with the transfer credit received (biennial survey)



This measure demonstrates the satisfaction level among recent post-secondary graduates with the transfer credit that they received. This includes graduates from publicly funded post-secondary institutions in Alberta who had received transfer credit from another institution (including institutions outside of Alberta). The results of this measure may reflect graduates' perception of whether post-secondary students are able to receive credit as they expected for prior learning at other post-secondary institutions. Credit transferability makes it easier for students to change institutions as their lives and interests evolve over the course of their student experience, and potentially saves them time and money by not requiring them to take or retake courses that cover the material they have already learned. It could also reflect their perception of whether students are able to adapt their learning plan to shifting opportunities and circumstances in order to achieve their goals.

This measure speaks to system support for student mobility into and within Alberta's post-secondary system. Collaborative transfer arrangements between Alberta's post-secondary institutions help to provide accessible learner pathways, which is a key part of a learner-centric, coordinated post-secondary system.

Analysis

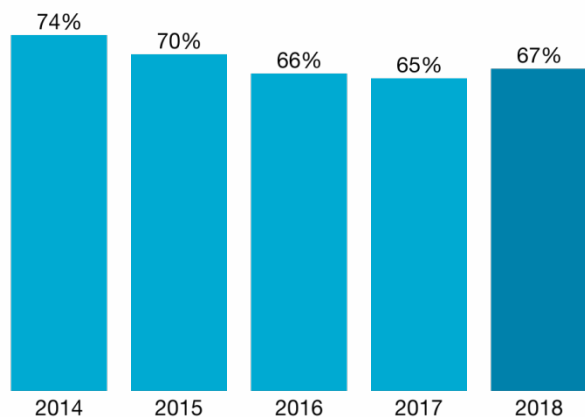
In 2018, among recent post-secondary graduates who had received transfer credit, 86 per cent were satisfied with their transfer credit. This result did not meet the target of 90 per cent plus and was a decrease of three percentage points from the result in 2016. In 2018, nearly half (47 per cent) of the graduates completed some post-secondary courses, not including upgrading, prior to enrolling at their current post-secondary institution in Alberta. Of those graduates, 43 per cent received transfer credit for the courses taken at another institution, which was also a three-percentage-point decrease from 2016.

Satisfaction could largely be driven by students' expectations and institutional factors. For example, satisfaction could be impacted by shifts in institution policies to make admissions more competitive, potentially affecting the number of students who are able to transfer into their first-choice program. Added to this effect could be that students generally need to be admitted by the receiving institution before the transfer credit assessment is conducted to determine how much credit they are able to get from the receiving institution. Students may have lower satisfaction if they do not receive the expected amount of transfer credit. Additionally, with some institutions moving from college to university status, a shift in roles has been noticed among these institutions, from being either a sender or receiver of students in the past to being both a sender and receiver. This could possibly create competition for students among institutions as resources may be re-allocated for retention over recruitment.

Advanced Education is working with the Alberta Council on Admissions and Transfer to modernize Alberta's Transfer and Pathways System, working in collaboration with cross-jurisdictional stakeholders to complete a number of innovative initiatives for learner pathways (see Key Strategy 3.3 for more detail).

Note

- For more results on transfer credits, see Section 10.1 of the Alberta Graduate Outcomes Survey, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.

Performance Indicator 3.a**Percentage of clients reporting they are either employed or in further education or training after leaving a skills training program**

This performance indicator shows the percentage of Albertans who, after leaving a skills training program, report they are either employed or in further education or training. For Advanced Education, the population in this indicator refers to the learners who received funding through the ministry to attend foundational learning programs, which include such programs as academic upgrading, adult basic education and English as a second language. The indicator assesses the effectiveness of these programs in helping participants meet their goals.

Advanced Education provides funding to eligible adult Albertans to attend foundational learning programs that prepare them for post-secondary education and employment. Foundational learning programs are a critical component of the adult learning continuum, supporting adults for further learning and improving their educational and employment outcomes. These programs are delivered by publicly funded post-secondary institutions, First Nations Colleges and other Indigenous learning providers, private career colleges, non-profit organizations, high schools and outreach schools. The intent is to enable Albertans to meet literacy and foundational learning needs in order to pursue higher-level education through access to a full spectrum of learning opportunities. This aligns with the ministry's commitment to an accountable and coordinated adult learning system.

Analysis

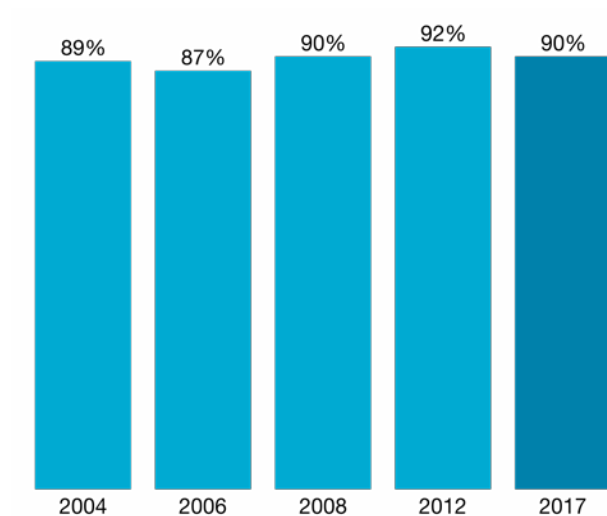
In 2018, 67 per cent of participants reported that they were either employed or in further education or training after completing a foundational learning program. This represented an increase of two percentage points from the result in 2017. Between 2014 and 2016, several internal program changes occurred which may have impacted the results during those years. With the movement of certificate programs, apprenticeship programs and contracted training programs out of the foundational learning portfolio, the composition of participants has changed. Most participants of the current foundational learning programs are further away from the labour market. These individuals tend to be the last hired in times of a strong economy and the first to be released in times of a weak labour market. Therefore, it might take longer for these individuals to achieve their goals.

Throughout 2018-19, Advanced Education developed an Integrated Foundational Pathways policy that provides financial supports to eligible Albertans in innovative programs that blend foundational and post-

secondary education. The ministry has received 16 proposals to deliver these programs from a variety of public, community and private learning providers and approved eight programs. These programs will be available to Albertans in 2019-20.

Notes

- This performance indicator was introduced in the ministry's 2017-20 business plan to reflect the cross-ministry partnership on delivering employment, learning and training programs and services under the *Income and Employment Supports Act*. As the responsibility and oversight of foundational learning programs was transferred from the Ministry of Community and Social Services to Advanced Education, this indicator was also transferred to Advanced Education to demonstrate the ministry's accountability for adult Albertans' foundational learning.
- See Key Strategy 1.2 for more information on ministry financial supports to learners attending foundational learning programs and the Integrated Foundational Pathways policy.

Performance Indicator 3.b**Percentage of employers satisfied with Alberta's apprenticeship and trade certification system**

The ministry conducts the Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons to monitor and report on the performance of Alberta's apprenticeship and industry training system from employers' perspective. This indicator is based on a survey question that employers are asked near the end of the survey, therefore it reflects employers' perceptions of the overall apprenticeship training system after considering all aspects of the system.

Collaboration among government, industry and training providers help ensure that the apprenticeship training system is responsive to the needs of apprentices, industry and the economy. A high level of satisfaction among employers with Alberta's apprenticeship and trade certification system indicates the effectiveness and responsiveness of the system in meeting employers' needs.

Analysis

In 2017, 90 per cent of employers were satisfied with Alberta's apprenticeship and trade certification system. This represented a decrease of two percentage points from the result in 2012, but was still consistent with the result in 2008 and higher than those observed in 2004 and 2006. Results of this indicator may be influenced by the economy and labour market conditions. Advanced Education collaborates with industry and post-secondary institutions to ensure Alberta's apprenticeship education system is responsive to the needs of apprentices, industry and the economy.

Notes

- The Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons was biennial until 2008, after which it changed to every four years. The survey anticipated in 2016 was delayed by one year to 2017 in order to conduct a review of the apprenticeship graduate survey.
- For more detailed results, see the Comprehensive Report – 2017 Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons.
https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017_Apprenticeship_Employer_Satisfaction_Analysis_Report.pdf

Performance Measure and Indicator Methodology

Performance Measure 3.a

Percentage of post-secondary transfer graduates satisfied with the transfer credit received (biennial survey)

Source

- Graduate Outcomes Survey, Advanced Education

The results for this measure are obtained through the Graduate Outcomes Survey. This survey is conducted biennially with graduates approximately two years after graduation from a publicly funded post-secondary institution in Alberta (except The Banff Centre). The 2018 survey was conducted with the class of 2015-16 graduates. An independent consultant (CCI Research Inc.) was hired to conduct and report on the 2018 survey.

The target participants for this measure are graduates (both domestic and international) from 25 publicly funded post-secondary institutions (credit parchment programs only) in Alberta. Apprenticeship students who completed the technical training 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 is collected through a telephone survey or an internet survey based on students' preference. From a total valid sample of 41,596 (after removing duplicate cases), a total of 16,687 surveys were completed, including 2,332 completes by phone and 14,355 completes via web. The gross response rate was 40 per cent. At the system level, the survey's margin of error was ± 0.6 per cent, at the 95 per cent confidence level.

The results of this measure are determined using the survey question "How satisfied were you with the transfer credit that you received?". The question is based on a four-point scale: "Very dissatisfied", "Dissatisfied", "Satisfied" and "Very satisfied". To be able to answer this question, respondents need to answer "Yes" to both questions below:

- Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the (name of program) program at (name of institution)?
- In completing requirements for the (name of program) program, did you receive transfer credit or advanced standing for courses taken at any other institution?

The satisfaction rate is then calculated by dividing the combined total of "Satisfied" and "Very satisfied" responses by the total number of survey respondents who received transfer credit or advanced standing for courses taken at any other institution. "Don't know" and "Prefer not to say" responses are excluded from the results calculation.

For more detail of the methodology, see the Alberta Graduate Outcomes Survey, Class of 2015/2016, Publicly-Funded Institutions Report, available at open.alberta.ca.

Performance Indicator 3.a

Percentage of clients reporting they are either employed or in further education or training after leaving a skills training program

Source

- Work Outcomes Reporting Project (WORP) Survey, Alberta Community and Social Services

The results of this indicator are obtained through the Work Outcomes Reporting Project (WORP) Survey. WORP collects administrative data from Mobius to identify the survey population. An independent consultant (Malatest) is hired to contact former program participants three months after they have left a Skills Training program. The programs included in Skills Training fall under the categories of Work Foundations and Training for Work. The foundational learning programs that Advanced Education-funded learners attend include:

Work Foundations

- Literacy and Numeracy (Grades 1-6)
- Adult Basic Education (Grades 7-9)
- Academic Upgrading (Grades 10-12)
- English as a Second Language
- Technical Entrance Preparation
- General Educational Development
- Life Skills/Personal Management
- University/College Entrance Preparation

Training for Work

- Occupational Training
- Transitional Vocational Program
- Immigrant Bridging
- Integrated Training

WORP uses a census approach for Advanced Education clients who have attended skills training programs, meaning that all clients who have taken these programs are contacted for inclusion in the survey. Data is collected through telephone interviews or an online survey. The sample size for the 2018 result was 1,591. The survey response rate was 28 per cent. The margin of error was 2.5 per cent, at the 95 per cent level of confidence.

The results for this indicator are calculated based on clients who have participated in Advanced Education's foundational learning programs and were surveyed between January and December 2018. As surveys are conducted three months after an individual leaves their program, this survey period corresponds to those who left their program between September 1, 2017 and August 31, 2018.

The percentage of clients employed or in further education/training post-intervention is determined using the following question: “What is your current main activity? Are you employed, self-employed, in school/training, unemployed, retired, don’t know, no response?” Responses that indicate “employed”, “self-employed”, or “in school/training” are used to calculate the performance indicator results.

The percentage is obtained by dividing the weighted sum of respondents who report “employed”, “self-employed” or “in school/training” divided by the weighted sum of all respondents, among all foundational learning programs. “Don’t know” and non-responses are excluded from the calculation. This indicator utilizes the weighted responses of survey participants so that the result more accurately represents the population of all program participants.

Performance Indicator 3.b

Percentage of employers satisfied with Alberta’s apprenticeship and trade certification system

Source

- Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons, Advanced Education

Results of this indicator are obtained from the Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons. This is a quadrennial survey with employers of apprentices and journeypersons in Alberta. It serves as a key evaluation tool to measure the effectiveness of Alberta’s Apprenticeship and Industry Training (AIT) system. An independent consultant (Advanis) was hired to conduct the 2017 survey with employers.

The target population consists of owners/managers of businesses who have direct responsibility for employing and coordinating the work of journeypersons and apprentices at AIT business locations, which is defined as a specific place of business that is registered in the Apprenticeship Trades and Occupations Management System (ATOMS). The operational definition of this population is an individual in a position to make informed judgments with respect to the attributes of apprentices and journeypersons, as well as the suitability of their training and preparedness.

The survey is based on administrative records in ATOMS that are used to build a sample frame. The sample frame and quotas are established based on the level of precision required and the number of registered AIT business locations by six trade groups (i.e., architectural/ construction, electrical, metal, mechanical, vehicle and other) in the primary trade. The primary trade is defined as the trade with the largest number of journeypersons and apprentices employed within the business.

- A **census** was deployed for all large business locations, intermediate business locations and small business locations that employ five or more apprentices.
- A **random sample** of small business locations, employing less than five apprentices and those that do not employ any apprentices or certified journeypersons, stratified by primary trade group, was required.

The 2017 survey was conducted between January 19 and May 3, 2017. A total of 3,903 employers were surveyed (including 3,777 telephone interviews and 126 web surveys). The overall response rate was 26 per cent. Total survey results for each of the trade groups provide a margin of error no greater than 5 per cent at the 95 per cent confidence level (i.e. 19 times out of 20).

The result of this indicator is determined using the survey question “Overall, how satisfied are you with the apprenticeship and trade certification system in Alberta?” Satisfaction questions are based on a four-point scale: “Very satisfied,” “Satisfied,” “Dissatisfied,” and “Very dissatisfied.” The satisfaction rate is calculated by dividing the combined total of “Satisfied” and “Very satisfied” by the total number of survey respondents who completed the survey question, including the “Don’t know/Not stated” responses.

For more detail on the methodology, see the Comprehensive Report – 2017 Survey of Employer Satisfaction with Apprenticeship Training and Skilled Tradespersons.

[https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017 Apprenticeship Employer Satisfaction Analysis Report.pdf](https://tradesecrets.alberta.ca/SOURCES/PDFs/publications/2017_Apprenticeship_Employer_Satisfaction_Analysis_Report.pdf)

Other Initiatives

Learners with Disabilities

In 2018-19, the ministry provided \$11.2 million to support the provision of services to students with disabilities.

The number of disabled students seeking services and accommodations at post-secondary institutions continues to grow significantly. In 2017-18 (most recent data available), 18,034 students with disabilities sought supports and accommodations – an eight per cent increase from 2016-17 (16,692 students) and a 161.7 per cent increase since 2007-08 (6,890 students).

A steadily growing number of students with permanent disabilities are accessing grants that are available through Alberta student aid. In the 2018-19 fiscal year, approximately 4,700 students with permanent disabilities accessed provincial and federal disability grants, for a total of approximately \$12.6 million. This compares with 4,140 students who accessed these same grants in 2017-18, for a total of \$11.2 million.

International Opportunities for Students

In 2018-19, Alberta Education provided approximately \$1 million in grants to fund the participation of post-secondary students in international study and research programs. Major grant programs include the Campus Alberta Grant for International Learning, the Alberta-Smithsonian Internship Program, and the Washington Center-Alberta Internship Program.

In 2018-19, the Campus Alberta Grant for International Learning provided \$375,000 in funding to 15 Campus Alberta institutions. This funding supported 500 students, in 40 programs, travelling to 32 countries.

These programs provide Albertans with an opportunity to acquire knowledge and competencies to support economic diversification and growth, and encourage business creation and attraction. International education and internship programs also allow Albertans to engage as global citizens in an increasingly interconnected world.

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March 31, 2019

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Ministry Financial Highlights (unaudited)

Statement of Revenues and Expenses

(in thousands)

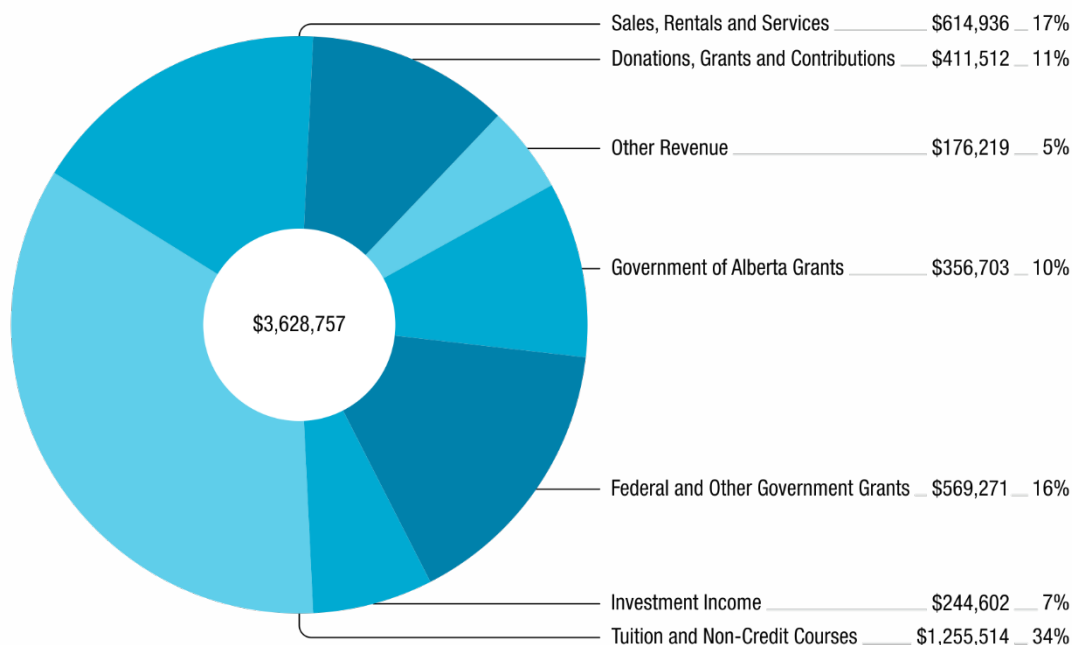
	2019		2018		Change From	
	Budget <i>Restated</i>	Actual	Actual <i>Restated</i>	Budget <i>Restated</i>	2018 Actual <i>Restated</i>	
Revenues						
Government Transfers						
Government of Alberta Grants	\$ 346,692	\$ 356,703	\$ 380,592	\$ 10,011	\$ (23,889)	
Federal and Other Government Grants	525,337	569,271	532,883	43,934	36,388	
Investment Income	204,283	244,602	231,236	40,319	13,366	
Gain from Government Business Enterprises	—	6,417	3,610	6,417	2,807	
Premiums, Fees and Licences	6,335	5,094	5,665	(1,241)	(571)	
Tuition and Non-Credit Courses	1,236,609	1,255,514	1,201,554	18,905	53,960	
Sales, Rentals and Services	653,092	614,936	593,765	(38,156)	21,171	
Donations, Grants and Contributions	336,629	411,512	359,417	74,883	52,095	
Other Revenue	81,576	164,708	206,321	83,132	(41,613)	
Ministry Total	3,390,553	3,628,757	3,515,043	238,204	113,714	
Inter-ministry Consolidation Adjustments	(352,506)	(445,582)	(457,307)	(93,076)	11,725	
Adjusted Ministry Total	3,038,047	3,183,175	3,057,736	145,128	125,439	
Expenses Directly Incurred						
Public Post-Secondary Institutions	5,756,448	5,700,030	5,681,090	(56,418)	18,940	
Department						
Ministry Support Services	13,144	11,839	11,667	(1,305)	172	
Support for Adult Learning	78,226	81,625	74,323	3,399	7,302	
Apprenticeship Delivery	31,386	32,155	28,379	769	3,776	
Student Aid	228,020	233,165	208,257	5,145	24,908	
Foundational Learning Supports	94,215	97,380	91,659	3,165	5,721	
Ministry Total	6,201,439	6,156,194	6,095,375	(45,245)	60,819	
Inter-ministry Consolidation Adjustments	(51,486)	(101,953)	(102,617)	(50,467)	664	
Adjusted Ministry Total	6,149,953	6,054,241	5,992,758	(95,712)	61,483	
Annual Deficit	(2,810,886)	(2,527,437)	(2,580,332)	283,449	52,895	
Inter-ministry Consolidation Adjustments	(301,020)	(343,629)	(354,690)	(42,609)	11,061	
Adjusted Annual Deficit	\$ (3,111,906)	\$ (2,871,066)	\$ (2,935,022)	\$ 240,840	\$ 63,956	

Revenue

Total revenue for the year was \$3,629 million, an increase of \$113 million (3.2 per cent) from the prior year and \$238 million (7.0 per cent) more than budget.

2019 Actual

(in thousands)



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

Tuition and Non-Credit Courses revenue are the single largest source of revenue representing 34 per cent of the total revenue received. The \$54 million increase from the prior year was mainly due to an increase in enrollment and international differential fees. The actual revenue was 2 per cent more than the budget.

Sales, Rentals and Services revenue accounts for 17 per cent of total revenue, which represents the second largest source of revenue. An increase in insurance settlements from claims and an increase in the number of international students contributed to most of the \$21 million increase from the prior year. The actual revenue was 6 per cent less than the budget.

Federal and Other Government Grants revenue are 16 per cent of total revenue. The \$36 million increase from the prior year was due to increases in various grants. The actual grants were 8 per cent more than the budget.

Donations, Grants and Contributions revenue are 11 per cent of total revenue. Increases in private land and other donations, grants and contributions contributed to the \$52 million increase from the prior year and the \$75 million or 22 per cent over budget.

Government of Alberta Grants revenue accounts for 10 per cent of total revenue. The \$24 million decrease in Government of Alberta grants was primarily due to a decrease in grant revenue from Alberta Innovates Corporation. The actual grants were 3 per cent more than the budget.

Investment Income accounts for 7 per cent of total revenue. The \$13 million increase from the prior year was primarily due to increased interest on student loans issued. Investment income was higher than budget by \$40 million or 20 per cent due to higher returns on post-secondary institutions investments and increased income resulting from an increase in prime lending rate.

Other Revenue accounts for 5 per cent of total revenue and includes premiums, fees and licenses, gain from government business enterprises, refunds of expenditures, endowment contributions and reinvested income, and other miscellaneous revenues. The \$39 million decrease from the prior year is mainly due to a decrease in gains on the sale of capital assets held for sale. Other revenue was \$88 million or 100 per cent higher than the budget, mainly due to higher than expected endowment contributions.

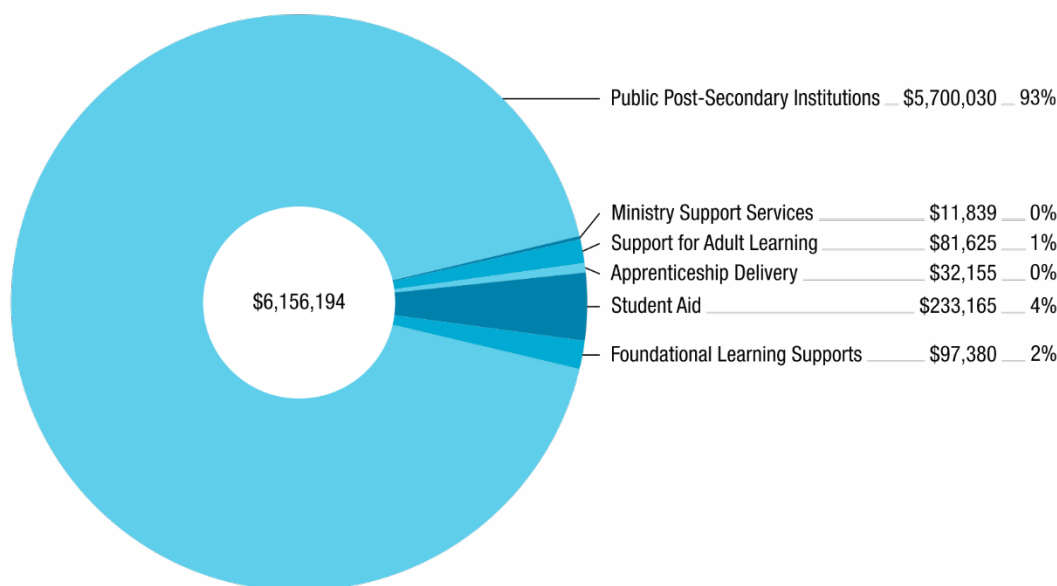
Expenses

The total expenses for the year was \$6,156 million, an increase of \$61 million (1 per cent) from the prior year and \$45 million (0.7 per cent) less than the budgeted amount.

Expenses by Program

2019 Actual

(in thousands)



Public Post-Secondary Institutions expenses account for 93 per cent of total expense, a slight increase of 0.3 per cent from the prior year. Actual expenses were less than 1 per cent of the budget.

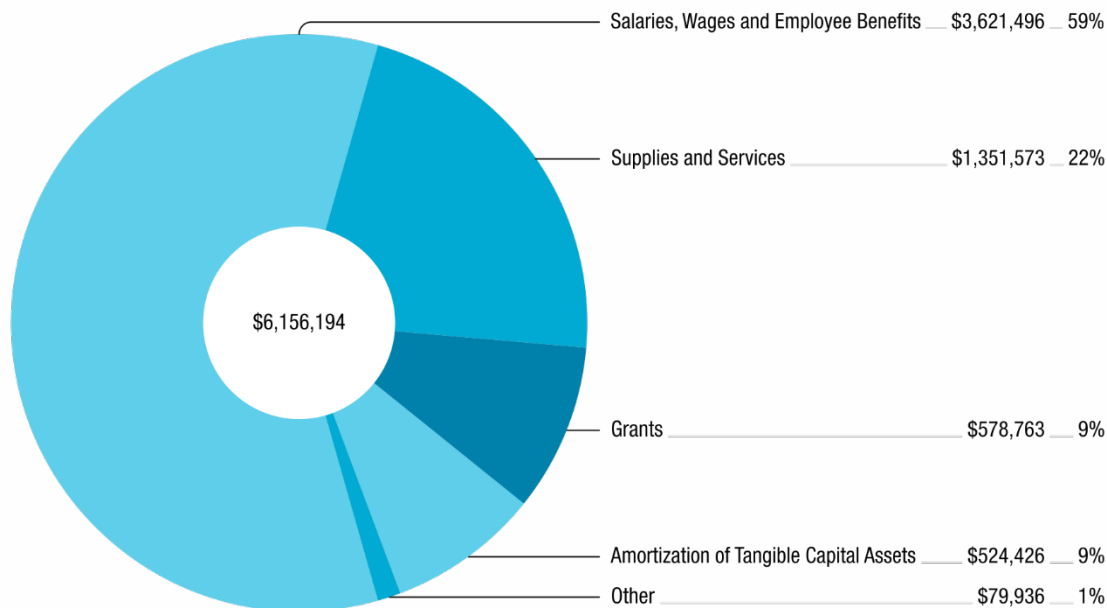
Student Aid expenses are the second largest category of spending and accounts for 4 per cent of the total expense. The \$25 million increase from the prior year was attributed to higher provision for future costs of student loans due to higher loan portfolio balances (increasing default provision) as well as a higher government borrowing rate (increasing loan subsidy provision). Student aid was 2.3 per cent more than budget.

Other expenses are relatively small and the changes from the prior year and budget were not significant.

Expenses – Directly Incurred Detailed by Object

2019 Actual

(in thousands)



* Other Expenses includes Interest on Long-term Debt, Provision for Student Aid, and Other

Salaries, wages and employee benefits represent the single largest expense, which accounts for 59 per cent of total expenses. Changes from the prior year and budget were relatively minimal.

Supplies and services account for 22 per cent of total expense and changes from the prior year and budget were relatively immaterial.

Grant expense accounts for 9 per cent of total expenses. The \$21 million increase from the prior year was related to increased spending for apprenticeship training opportunities previously funded by Economic Development and Trade, increased demand for foundational learning programs, and increased scholarships and bursaries provided to individuals. Grant expenses were more than the budget by \$41 million or 8 per cent due to higher than planned graduate and undergraduate scholarships.

Amortization expense accounts for 9 per cent of total expenses. The \$29 million increase from the prior year was primarily due to capital projects put into service in the year. The change from the budgeted amount was relatively insignificant.

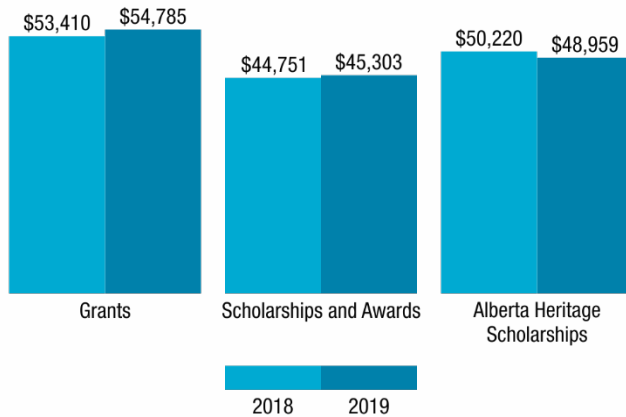
Other expenses account for 1 per cent of total expenses and include interest on long-term debt, provision for student aid and other miscellaneous expenses. The provision for student aid increased by \$25 million from the prior year with a higher provision for future costs of student loans due to a higher loan portfolio balance and a higher government borrowing rate. Other miscellaneous expenses decreased by \$26 million mainly due to decrease in pension expense provisions from a post-secondary institution. The student aid provision expense was more than the budget by \$12 million or 21 per cent mainly due to higher than expensed government borrowing costs.

Supplemental Financial Information (unaudited)

Student Aid

Student Aid Grants and Scholarships Awarded

(in thousands)



There was an increase of 2.6 per cent and 1.2 per cent respectively in Grants and Scholarships and Awards due to an increase in demand from a higher number of students, offset by a decrease of 2.5 per cent in the Alberta Heritage Scholarship due to the First Period Apprenticeship Award (FPAA) being moved to the Apprenticeship Training Award (ATA) in the current year. However, there was an overall increase of 0.4 per cent in the total award.

Loans Disbursement, Loans Receivable and Provision Expense

- Total loans disbursed were \$637,523 (2018 - \$617,745)
- Loans repayment was \$233,651 (2018 - \$185,662)
- Total provision expense was \$72,200 (2018 - \$46,994)

	2019	2018
Loans Receivable	\$ 3,224,579	\$ 2,831,660
Less:		
Allowance for Impaired Loans	(282,866)	(241,745)
Allowance for Loan Subsidy	(46,043)	(34,009)
Allowance for Repayment Assistance	(11,618)	(8,806)
	<u>\$ 2,884,052</u>	<u>\$ 2,547,100</u>

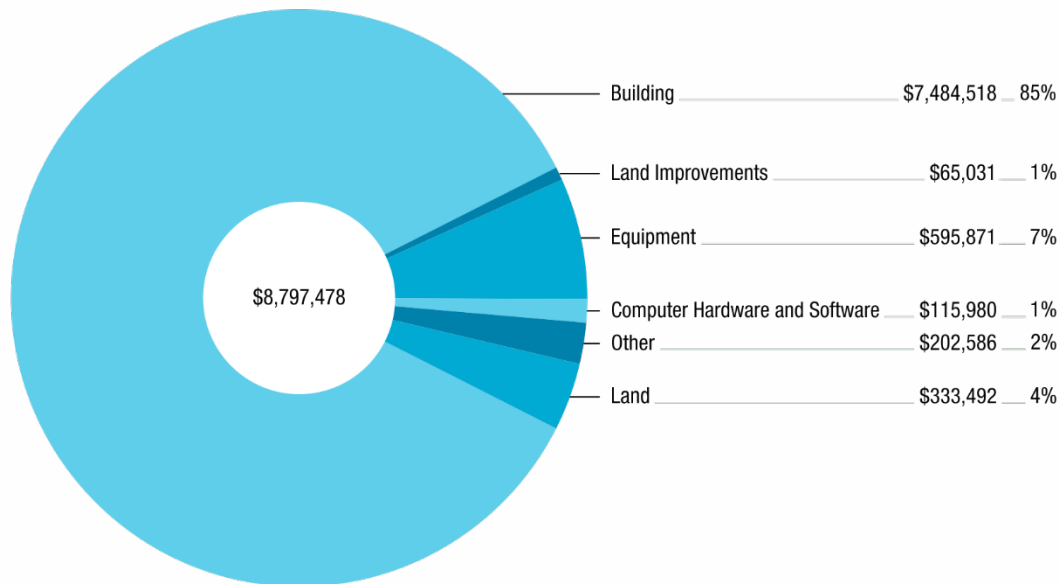
The department has made certain estimates for the recovery rate, the default rate, the student lending rate, the annual average provincial borrowing rate, the average repayment period, and the repayment assistance rate in the determination of the provision expense.

Changes in these estimates would affect the total provision expense and allowances.

Tangible Capital Assets

Net Book Value as of March 31, 2019

(in thousands)



Total net book value for the year was \$8,797 million, which increased slightly from the prior year by 2 per cent.

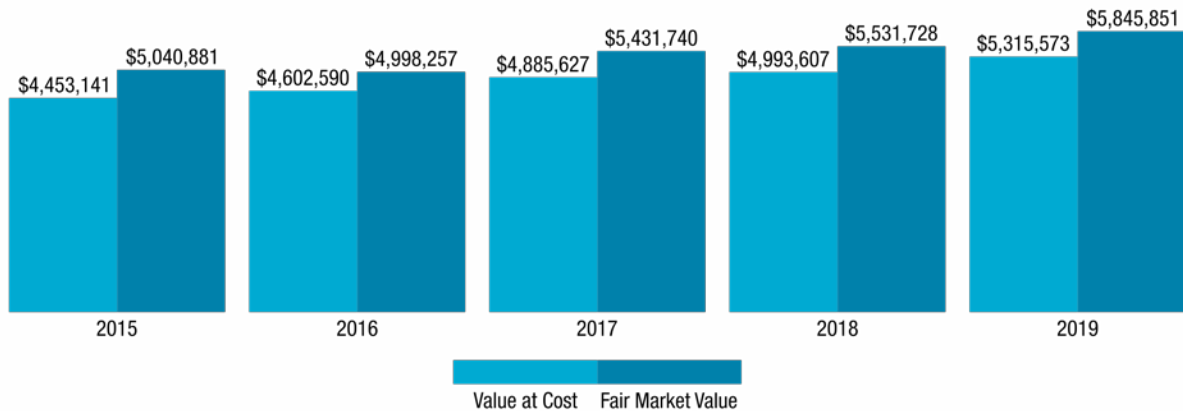
Building represents the single largest balance and accounts for 85 per cent of total tangible capital assets. In 2019, additions to buildings were \$391 million and disposals including write-downs were \$12 million.

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 \$15,824 million and total accumulated amortization was \$7,027 million for the year.

Portfolio Investments

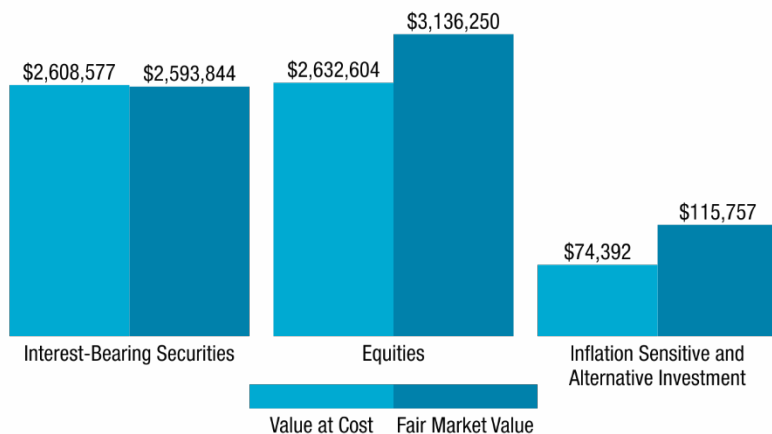
Portfolio Investment Five Year Trend

(in thousands)



Comparison of Value at Cost to Fair Market Value as of March 31, 2019

(in thousands)



The cost and fair market value of portfolio investments have been steadily increasing over the past five years except in 2016, when a slight decrease in fair market value from 2015 occurred.

The total portfolio investment for 2019 was \$5,316 million at cost and \$5,846 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 2019, the fair market value of interest bearing securities was lower than cost by \$15 million or 1 per cent while the fair market value of equities was significantly greater than cost by \$504 million or 19 per cent. The fair market value of inflation sensitive and alternative investment was greater than cost by \$41 million or 55 per cent.

Financial Statements of Other Reporting Entities

Access to the Future Fund Financial Statements (audited)

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Independent Auditor's Report

To the Minister of Advanced Education



Opinion

I have audited the financial statements of the Access to the Future Fund, which comprise the statement of financial position as at March 31, 2019, and the statements of operations, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Access to the Future Fund as at March 31, 2019, and the results of its operations, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Access to the Future Fund in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the Ministry of Advanced Education's annual report, but does not include the financial statements and my auditor's report thereon. The Ministry of Advanced Education's annual report is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Access to the Future Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Access to the Future Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Access to the Future Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Access to the Future Fund's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Access to the Future Fund to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

June 3, 2019
Edmonton, Alberta

Statement of Operations for the year ended March 31, 2019

(in thousands)

	2019		2018	
	Budget	Actual	Actual	
Revenues				
Investment Income	\$ 426	\$ 1,027	\$ 617	
Expenses (Note 2(a))	—	—	—	
Annual Surplus	<u>\$ 426</u>	<u>\$ 1,027</u>	<u>\$ 617</u>	

The accompanying notes are part of these financial statements.

Statement of Financial Position as at March 31, 2019

(in thousands)

	2019		2018	
Financial Assets				
Cash (Note 4)	\$ 58,041	\$ 57,014		
Net Financial Assets	<u>58,041</u>	<u>57,014</u>		
Net Assets	<u>\$ 58,041</u>	<u>\$ 57,014</u>		
Net Assets				
Net Assets, Beginning of Year	\$ 57,014	\$ 56,397		
Annual Surplus	1,027	617		
Net Assets, End of Year	<u>\$ 58,041</u>	<u>\$ 57,014</u>		

The accompanying notes are part of these financial statements.

Statement of Change in Net Financial Assets for the year ended March 31, 2019

(in thousands)

	2019		2018	
	Budget	Actual	Actual	
Annual Surplus	\$ 426	\$ 1,027	\$ 617	
Increase in Net Financial Assets		1,027	617	
Net Financial Assets, Beginning of Year		57,014	56,397	
Net Financial Assets, End of Year		<u>\$ 58,041</u>	<u>\$ 57,014</u>	

The accompanying notes are part of these financial statements.

Statement of Cash Flows for the year ended March 31, 2019

(in thousands)

	2019	2018
Operating Transactions		
Annual Surplus	\$ 1,027	\$ 617
Cash Provided by Operating Transactions	1,027	617
Increase in Cash	1,027	617
Cash, Beginning of Year	57,014	56,397
Cash, End of Year	\$ 58,041	\$ 57,014

The accompanying notes are part of these financial statements.

Notes to the Financial Statements

Note 1 Authority and Purpose

The Access to the Future Fund (the Fund) operates under the authority of the *Access to the Future Act*.

Generally, the purpose of the Fund is to support innovation and excellence by enhancing and expanding opportunities for Albertans to participate in accessible, affordable and high-quality advanced education opportunities.

In 2018-19, payments from the Fund continue to be suspended.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian Public Sector Accounting Standards.

(a) Basis of Financial Reporting

Revenue

All revenues are reported on the accrual basis of accounting.

Government Transfers

Transfers from the Government of Alberta (GoA) are referred to as government transfers.

Government transfers are recognized as deferred revenue or deferred capital contributions if the eligibility criteria of the transfer or the stipulations together with the Fund's actions and communications as to the use of the transfer create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Fund complies with its communicated uses of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the Fund meets the eligibility criteria (if any).

Expenses

Grants are recognized as expenses when authorized, eligibility criteria, if any, are met by the recipients and a reasonable estimate of the amounts can be made.

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets of the Fund are limited to cash transferred or interest receivable from the General Revenue Fund of the Province of Alberta.

Liabilities

Liabilities are present obligations of the Fund to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

(b) Change in Accounting Policy

The Fund was not impacted by PS 3430 Restructuring Transactions effective April 1, 2018.

(c) Future Accounting Changes

The Public Sector Accounting Board has approved the following accounting standards:

- **PS 3280 Asset Retirement Obligations (effective April 1, 2021)**

This standard provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

- **PS 3400 Revenue (effective April 1, 2022)**

This standard provides guidance on how to account for and report on revenue, and specifically, addresses revenue arising from exchange transactions and unilateral transactions.

- **PS 3450 Financial Instruments (effective April 1, 2021)**

Adoption of this standard requires corresponding adoption of PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. These standards provide guidance on: recognition, measurement and disclosure of financial instruments; standards on how to account for and report transactions that are denominated in a foreign currency; general reporting principles and standards for the disclosure of information in financial statements; and how to account for and report portfolio investments.

Management is currently assessing the impact of these standards on the financial statements.

Note 3 **Advanced Education Endowment**

The Advanced Education Endowment (the Endowment) is a notional account within the Alberta Heritage Savings Trust Fund (AHSTF) that was established by the *Access to the Future Act*. The notional balance provided below is used as a base to which a rate is applied to determine future cash transfers to the Access to the Future Fund.

(in thousands)	2019	2018
Opening Balance	\$ 1,583,528	\$ 1,459,472
Rate of Return Adjustment	126,682	124,055
Closing Balance	<u>\$ 1,710,210</u>	<u>\$ 1,583,528</u>

A maximum of \$3 billion can be allocated to the Endowment from within the AHSTF of which \$750 million has been allocated in 2005-06 and \$250 million in 2006-07. The balance in the Endowment is adjusted for (a) the rate of return reported by the AHSTF for the year and (b) transfers to the Access to the Future Fund.

Maximum transfers to the Access to the Future Fund are calculated as 4.5 per cent of the average of the closing balances of the Endowment for the preceding 3 fiscal years. Effective in fiscal year 2015-16, transfers to the Access to the Future Fund are made from the General Revenue Fund (Sec 4(7) of the *Access to the Future Act*). The last transfer to the Access to the Future Fund was made in 2014-15.

Note 4 **Cash**

Cash is deposited in the government's Consolidated Cash Investment Trust Fund which is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high-quality short-term and mid-term fixed-income securities with a maximum term-to-maturity of three years. As at March 31, 2019, securities held by the Fund have a time-weighted rate of return of 1.8 per cent per annum (2018 - 1.1 per cent per annum).

Note 5 **Related Party Transactions**

Related parties are those entities consolidated or accounted for on a modified equity basis in the Government of Alberta's financial statements. Related parties also include key management personnel and their close family members. The Fund has no employees and receives administration support from the Department of Advanced Education at no cost.

As payments from the Fund continue to be suspended, there are no transactions for the current year.

Note 6 **Approval of Financial Statements**

The deputy minister and the senior financial officer approved these financial statements.

Summary of Subsidiaries Financial Statements (unaudited)

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Comprehensive Academic and Research Universities Summary Financial Statements¹

for March 31, 2019

(in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2019 Totals	2018 Totals (Restated)
Statement of Financial Position						
Financial Assets excluding Portfolio Investments Restricted for Endowments						
Cash and Cash Equivalents	\$ 19,581	\$ 145,757	\$ 5,986	\$ 21,405	\$ 192,729	\$ 288,744
Portfolio Investments – Non-Endowments	1,040,126	941,581	152,971	43,831	2,178,509	1,939,705
Investment in Government Business Enterprises	—	(3,771)	—	—	(3,771)	(9,974)
Accounts Receivable	145,148	101,306	6,192	3,661	256,307	236,611
Inventories for Resale	2,133	6,037	685	1,144	9,999	8,719
	<u>1,206,988</u>	<u>1,190,910</u>	<u>165,834</u>	<u>70,041</u>	<u>2,633,773</u>	<u>2,463,805</u>
Liabilities						
Accounts Payable and Accrued Liabilities	172,470	182,409	13,362	10,633	378,874	391,845
Employee Future Benefit Liabilities	217,774	97,726	35,334	13,537	364,371	409,660
Debt	335,797	158,678	7,438	—	501,913	522,300
Deferred Revenue	30,850	28,097	33,528	15,331	107,806	972,946
Unspent Deferred Capital Contributions	547,908	512,726	9,340	15,068	1,085,042	143,216
	<u>1,304,799</u>	<u>979,636</u>	<u>99,002</u>	<u>54,569</u>	<u>2,438,006</u>	<u>2,439,967</u>
Net Financial Assets/(Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>(97,811)</u>	<u>211,274</u>	<u>66,832</u>	<u>15,472</u>	<u>195,767</u>	<u>23,838</u>
Portfolio Investments – Restricted for Endowments	1,432,304	991,060	72,953	4,073	2,500,390	2,404,549
Net Financial Assets	<u>\$ 1,334,493</u>	<u>\$ 1,202,334</u>	<u>\$ 139,785</u>	<u>\$ 19,545</u>	<u>\$ 2,696,157</u>	<u>\$ 2,428,387</u>
Non-Financial Assets						
Tangible Capital Assets	\$ 2,684,090	\$ 2,020,186	\$ 534,535	\$ 45,958	\$ 5,284,769	\$ 5,125,775
Inventories of Supplies	—	—	65	—	65	8,053
Prepaid Expenses	8,118	7,920	958	1,976	18,972	10,491
	<u>2,692,208</u>	<u>2,028,106</u>	<u>535,558</u>	<u>47,934</u>	<u>5,303,806</u>	<u>5,144,319</u>
Net Assets before Spent Deferred Capital Contributions	<u>4,026,701</u>	<u>3,230,440</u>	<u>675,343</u>	<u>67,479</u>	<u>7,999,963</u>	<u>7,572,706</u>
Spent Deferred Capital Contributions	<u>1,847,187</u>	<u>1,403,737</u>	<u>419,208</u>	<u>35,628</u>	<u>3,705,760</u>	<u>3,643,998</u>
Net Assets	<u>\$ 2,179,514</u>	<u>\$ 1,826,703</u>	<u>\$ 256,135</u>	<u>\$ 31,851</u>	<u>\$ 4,294,203</u>	<u>\$ 3,928,708</u>
Net Assets is comprised of:						
Accumulated Surplus	\$ 1,928,600	\$ 1,711,741	\$ 218,812	\$ 31,697	\$ 3,890,850	\$ 3,519,548
Accumulated Remeasurement Gains and Losses	250,914	114,962	37,323	154	403,353	409,160
	<u>\$ 2,179,514</u>	<u>\$ 1,826,703</u>	<u>\$ 256,135</u>	<u>\$ 31,851</u>	<u>\$ 4,294,203</u>	<u>\$ 3,928,708</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 Statements¹

for March 31, 2019

(in thousands)

	University of Alberta	University of Calgary	University of Lethbridge	Athabasca University	2019 Totals	2018 Totals (Restated)
Statement of Operations						
Revenue	\$ 1,965,498	\$ 1,502,061	\$ 219,572	\$ 148,452	\$ 3,835,583	\$ 3,683,298
Expenses	1,842,210	1,402,651	212,264	134,253	3,591,378	3,616,702
Endowment Contributions and Capitalized Investment income	75,463	50,967	565	103	127,098	143,025
Annual Surplus	\$ 198,751	\$ 150,377	\$ 7,873	\$ 14,302	\$ 371,303	\$ 209,621
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 74,078	\$ 145,295	\$ 64,946	\$ 4,425	\$ 288,744	\$ 175,238
Cash Provided by (Applied to) Operating Transactions	180,926	147,866	(48,311)	21,314	301,795	245,241
Cash Applied to Organizational Activities	(235,423)	(147,404)	(10,649)	(4,334)	(397,810)	(131,735)
Cash and Cash Equivalents, End of Year	\$ 19,581	\$ 145,757	\$ 5,986	\$ 21,405	\$ 192,729	\$ 288,744
Statement of Changes in Net Financial Assets						
Annual Surplus	\$ 198,751	\$ 150,377	\$ 7,873	\$ 14,302	\$ 371,303	\$ 209,621
Changes to Accounts Relating to Non-Financial Assets	(30,310)	(82,979)	8,809	949	(103,531)	(21,831)
Increase in Net Financial Assets in the Year	168,441	67,398	16,682	15,251	267,772	187,790
Net Financial Assets, Beginning of Year	1,166,052	1,134,936	123,103	4,294	2,428,385	2,240,597
Net Financial Assets, End of Year	\$ 1,334,493	\$ 1,202,334	\$ 139,785	\$ 19,545	\$ 2,696,157	\$ 2,428,387
Salary and Benefits of President Positions						
Base Salary	\$ 500	\$ 472	\$ 440	\$ 337		
Other Cash Benefits ²	170	166	30	153		
Non-Cash Benefits ³	226	298	270	111		
	\$ 896	\$ 936	\$ 740	\$ 601		

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 bonuses (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 Statements¹

for June 30, 2018

(in thousands)

	Alberta University of the Arts	MacEwan University	Mount Royal University	2018 Totals	2017 Totals (Restated)
Statement of Financial Position					
Financial Assets excluding Portfolio Investments Restricted for Endowments					
Cash and Cash Equivalents	\$ 9,041	\$ 60,779	\$ 347	\$ 70,167	\$ 74,629
Portfolio Investments – Non-Endowments	6,820	44,445	77,417	128,682	167,760
Investment in Government Business Enterprises	—	3,057	—	3,057	—
Accounts Receivable	195	6,941	19,255	26,391	32,350
Inventories for Resale	190	1,716	407	2,313	7,151
	16,246	116,938	97,426	230,610	281,890
Liabilities					
Accounts Payable and Accrued Liabilities	2,178	36,741	22,427	61,346	82,289
Employee Future Benefit Liabilities	87	7,935	3,059	11,081	11,232
Debt	90	60,992	70,679	131,761	178,957
Deferred Revenue	4,999	45,275	22,684	72,958	69,862
Unspent Deferred Capital Contributions	3,330	150	9,487	12,967	25,579
	10,684	151,093	128,336	290,113	367,919
Net Financial Assets / (Net Debt) excluding Portfolio Investments Restricted for Endowments	5,562	(34,155)	(30,910)	(59,503)	(86,029)
Portfolio Investments – Restricted for Endowments	6,391	70,786	60,731	137,908	132,616
Net Financial Assets	\$ 11,953	\$ 36,631	\$ 29,821	\$ 78,405	\$ 46,587
Non-Financial Assets					
Tangible Capital Assets	\$ 4,786	\$ 405,302	\$ 360,814	\$ 770,902	\$ 762,047
Inventories of Supplies	300	—	62	362	361
Prepaid Expenses	173	7,494	—	7,667	9,418
	5,259	412,796	360,876	778,931	771,826
Net Assets before Spent Deferred Capital Contributions	17,212	449,427	390,697	857,336	818,413
Spent Deferred Capital Contributions	4,041	145,807	272,680	422,528	418,966
Net Assets	\$ 13,171	\$ 303,620	\$ 118,017	\$ 434,808	\$ 399,447
Net Assets is comprised of:					
Accumulated Surplus	\$ 12,015	\$ 292,352	\$ 108,822	\$ 413,189	\$ 379,918
Accumulated Remeasurement Gains and Losses	1,156	11,268	9,195	21,619	19,529
	\$ 13,171	\$ 303,620	\$ 118,017	\$ 434,808	\$ 399,447

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 Statements¹

for June 30, 2018

(in thousands)

	Alberta University of the Arts	MacEwan University	Mount Royal University	2018 Totals	2017 Totals (Restated)
Statement of Operations					
Revenue	\$ 24,257	\$ 280,758	\$ 236,658	\$ 541,673	\$ 508,427
Expenses	23,412	247,781	239,893	511,086	481,666
Endowment Contributions and Capitalized Investment income	229	310	2,145	2,684	1,633
Annual Surplus (Deficit)	\$ 1,074	\$ 33,287	\$ (1,090)	\$ 33,271	\$ 28,394
Statement of Cash Flows					
Cash and Cash Equivalents, Beginning of Year	\$ 6,011	\$ 46,992	\$ 21,626	\$ 74,629	\$ 103,084
Cash Provided by (Applied to) Operating Transactions	3,693	25,918	(30,270)	(659)	32,576
Cash Provided by (Applied to) Organizational Activities	(663)	(12,131)	8,991	(3,803)	(61,031)
Cash and Cash Equivalents, End of Year	\$ 9,041	\$ 60,779	\$ 347	\$ 70,167	\$ 74,629
Statement of Changes in Net Financial Assets					
Annual Surplus (Deficit)	\$ 1,074	\$ 33,287	\$ (1,090)	\$ 33,271	\$ 28,394
Changes to Accounts Relating to Non-Financial Assets	215	(821)	(847)	(1,453)	(37,754)
Increase (Decrease) in Net Financial Assets (Net Debt) in the Year	1,289	32,466	(1,937)	31,818	(9,360)
Net Financial Assets, Beginning of Year	10,664	4,165	31,758	46,587	55,947
Net Financial Assets, End of Year	\$ 11,953	\$ 36,631	\$ 29,821	\$ 78,405	\$ 46,587
Salary and Benefits of President Positions					
Base Salary	\$ 252	\$ 335	\$ 252		
Other Cash Benefits ²	22	10	73		
Non-Cash Benefits ³	49	106	46		
	\$ 323	\$ 451	\$ 371		

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 bonuses (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 Statements¹

for June 30, 2018

(in thousands)

	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	2018 Totals	2017 Totals (Restated)
Statement of Financial Position				
Financial Assets excluding Portfolio Investments Restricted for Endowments				
Cash and Cash Equivalents	\$ 8,910	\$ 150,668	\$ 159,578	\$ 198,235
Portfolio Investments – Non-Endowments	262,115	40,691	302,806	363,978
Investment in Government Business Enterprises	—	1,217	1,217	980
Accounts Receivable	7,648	8,317	15,965	15,729
Inventories for Resale	2,926	1,139	4,065	4,843
	<u>281,599</u>	<u>202,032</u>	<u>483,631</u>	<u>583,765</u>
Liabilities				
Accounts Payable and Accrued Liabilities	34,744	55,577	90,321	94,310
Employee Future Benefit Liabilities	27,686	9,166	36,852	38,313
Debt	170,603	127,712	298,315	303,476
Deferred Revenue	46,585	39,877	86,462	91,090
Unspent Deferred Capital Contributions	2,982	4,797	7,779	14,675
	<u>282,600</u>	<u>237,129</u>	<u>519,729</u>	<u>541,864</u>
Net Financial Assets (Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>(1,001)</u>	<u>(35,097)</u>	<u>(36,098)</u>	<u>41,901</u>
Portfolio Investments – Restricted for Endowments	53,126	49,390	102,516	96,688
Net Financial Assets	<u>\$ 52,125</u>	<u>\$ 14,293</u>	<u>\$ 66,418</u>	<u>\$ 138,589</u>
Non-Financial Assets				
Tangible Capital Assets	\$ 559,287	\$ 726,614	\$ 1,285,901	\$ 1,204,173
Inventories of Supplies	370	—	370	471
Prepaid Expenses	4,034	1,592	5,626	6,573
	<u>563,691</u>	<u>728,206</u>	<u>1,291,897</u>	<u>1,211,217</u>
Net Assets before Spent Deferred Capital Contributions	<u>615,816</u>	<u>742,499</u>	<u>1,358,315</u>	<u>1,349,806</u>
Spent Deferred Capital Contributions	<u>345,064</u>	<u>437,951</u>	<u>783,015</u>	<u>785,552</u>
Net Assets	<u>\$ 270,752</u>	<u>\$ 304,548</u>	<u>\$ 575,300</u>	<u>\$ 564,254</u>
Net Assets is comprised of:				
Accumulated Surplus	\$ 263,526	\$ 302,093	\$ 565,619	\$ 552,859
Accumulated Remeasurement Gains and Losses	7,226	2,455	9,681	11,395
	<u>\$ 270,752</u>	<u>\$ 304,548</u>	<u>\$ 575,300</u>	<u>\$ 564,254</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.

Polytechnic Institutions (continued)

Summary Financial Statements¹

for June 30, 2018

(in thousands)

	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	2018 Totals	2017 Totals (Restated)
Statement of Operations				
Revenue	\$ 368,172	\$ 359,524	\$ 727,696	\$ 740,416
Expenses	380,385	344,921	725,306	735,478
Endowment Contributions and Capitalized Investment income	1,561	8,809	10,370	4,510
Annual Surplus (Deficit)	\$ (10,652)	\$ 23,412	\$ 12,760	\$ 9,448
Statement of Cash Flows				
Cash and Cash Equivalents, Beginning of Year	\$ 30,643	\$ 167,592	\$ 198,235	\$ 163,966
Cash Provided by (Applied to) Operating Transactions	(10,872)	39,474	28,602	37,934
Cash Applied to Organizational Activities	(10,861)	(56,398)	(67,259)	(3,665)
Cash and Cash Equivalents, End of Year	\$ 8,910	\$ 150,668	\$ 159,578	\$ 198,235
Statement of Changes in Net Financial Assets				
Annual Surplus (Deficit)	\$ (10,652)	\$ 23,412	\$ 12,760	\$ 9,448
Changes to Accounts Relating to Non-Financial Assets	(63,424)	(21,507)	(84,931)	27,792
Increase (Decrease) in Net Financial Assets in the Year	(74,076)	1,905	(72,171)	37,240
Net Financial Assets, Beginning of Year	126,201	12,388	138,589	101,349
Net Financial Assets, End of Year	\$ 52,125	\$ 14,293	\$ 66,418	\$ 138,589
Salary and Benefits of President Positions				
Base Salary	\$ 375	\$ 352		
Other Cash Benefits ²	124	99		
Non-Cash Benefits ³	252	147		
	\$ 751	\$ 598		

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 bonuses (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 Summary Financial Statements¹

for June 30, 2018

(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	\$ 13,861	\$ 4,601	\$ 2,808	\$ 11,764	\$ 23,733	\$ 812	\$ 50,098
Portfolio Investments – Non-Endowments	94,542	26,394	11,832	28,015	32,934	22,312	40,010
Investment in Government Business Enterprises	—	—	15,784	—	—	—	—
Accounts Receivable	6,304	1,967	11,905	2,076	1,955	1,287	4,331
Inventories for Resale	—	243	284	361	615	363	230
	114,707	33,205	42,613	42,216	59,237	24,774	94,669
Liabilities							
Accounts Payable and Accrued Liabilities	7,716	10,321	8,238	6,974	8,057	4,011	27,153
Employee Future Benefit Liabilities	236	1,748	—	—	—	8	814
Debt	155	13,602	18,837	1,080	7,270	2,156	4,932
Deferred Revenue	17,070	1,416	19,375	9,205	20,109	4,502	12,321
Unspent Deferred Capital Contributions	2,313	10,154	—	6,128	4,878	1,818	34,388
Liability for Contaminated Sites	—	—	—	219	—	—	—
	27,490	37,241	46,450	23,606	40,314	12,495	79,608
Net Financial Assets/(Net Debt) excluding Portfolio Investments Restricted for Endowments	87,217	(4,036)	(3,837)	18,610	18,923	12,279	15,061
Portfolio Investments – Restricted for Endowments	5,527	6,163	5,331	9,680	14,542	9,421	4,977
Net Financial Assets	\$ 92,744	\$ 2,127	\$ 1,494	\$ 28,290	\$ 33,465	\$ 21,700	\$ 20,038
Non-Financial Assets							
Tangible Capital Assets	\$ 277,383	\$ 75,443	\$ 106,822	\$ 93,126	\$ 127,453	\$ 70,423	\$ 165,895
Inventories of Supplies	—	25	—	1,684	4	—	—
Prepaid Expenses	1,174	906	434	1,831	1,453	870	748
	278,557	76,374	107,256	96,641	128,910	71,293	166,643
Net Assets before Spent Deferred Capital Contributions	371,301	78,501	108,750	124,931	162,375	92,993	186,681
Spent Deferred Capital Contributions	222,906	41,315	55,290	60,274	101,828	46,352	148,046
Net Assets	\$ 148,395	\$ 37,186	\$ 53,460	\$ 64,657	\$ 60,547	\$ 46,641	\$ 38,635
Net Assets is comprised of:							
Accumulated Surplus	\$ 143,933	\$ 37,102	\$ 52,550	\$ 64,412	\$ 56,619	\$ 45,412	\$ 38,433
Accumulated Remeasurement Gains and Losses	4,462	84	910	245	3,928	1,229	202
	\$ 148,395	\$ 37,186	\$ 53,460	\$ 64,657	\$ 60,547	\$ 46,641	\$ 38,635

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 Statements¹

for June 30, 2018

(in thousands)

	Northern Lakes College	Olds College	Portage College	Red Deer College	2018 Totals	2017 Totals (Restated)
Statement of Financial Position						
Financial Assets excluding Portfolio Investments						
Restricted for Endowments						
Cash and Cash Equivalents	\$ 11,816	\$ 15,454	\$ 8,613	\$ 12,968	\$ 156,528	\$ 137,702
Portfolio Investments – Non-Endowments	20,810	20,721	1,758	56,536	355,864	379,066
Investment in Government Business Enterprises	—	1,659	—	—	17,443	17,023
Accounts Receivable	2,081	2,621	1,346	7,549	43,422	38,510
Inventories for Resale	33	631	173	—	2,933	3,100
	<u>34,740</u>	<u>41,086</u>	<u>11,890</u>	<u>77,053</u>	<u>576,190</u>	<u>575,401</u>
Liabilities						
Accounts Payable and Accrued Liabilities	4,429	8,366	3,203	27,688	116,156	117,243
Employee Future Benefit Liabilities	407	—	134	2,431	5,778	6,806
Debt	931	—	78	73,683	122,724	106,429
Deferred Revenue	10,338	15,223	3,431	18,977	131,967	127,024
Unspent Deferred Capital Contributions	2,399	7,860	1,697	7,241	78,876	68,918
Liability for Contaminated Sites	—	—	—	—	219	92
	<u>18,504</u>	<u>31,449</u>	<u>8,543</u>	<u>130,020</u>	<u>455,720</u>	<u>426,512</u>
Net Financial Assets/(Net Debt) excluding Portfolio Investments Restricted for Endowments	<u>16,236</u>	<u>9,637</u>	<u>3,347</u>	<u>(52,967)</u>	<u>120,470</u>	<u>148,889</u>
Portfolio Investments – Restricted for Endowments	2,265	10,381	2,368	26,207	96,862	92,962
Net Financial Assets (Net Debt)	<u>\$ 18,501</u>	<u>\$ 20,018</u>	<u>\$ 5,715</u>	<u>\$ (26,760)</u>	<u>\$ 217,332</u>	<u>\$ 241,851</u>
Non-Financial Assets						
Tangible Capital Assets	\$ 37,004	\$ 71,346	\$ 53,229	\$ 188,999	\$ 1,267,123	\$ 1,209,071
Inventories of Supplies	414	—	66	71	2,264	1,905
Prepaid Expenses	199	636	644	999	9,894	9,719
	<u>37,617</u>	<u>71,982</u>	<u>53,939</u>	<u>190,069</u>	<u>1,279,281</u>	<u>1,220,695</u>
Net Assets before Spent Deferred Capital Contributions	<u>56,118</u>	<u>92,000</u>	<u>59,654</u>	<u>163,309</u>	<u>1,496,613</u>	<u>1,462,546</u>
Spent Deferred Capital Contributions	<u>28,227</u>	<u>57,860</u>	<u>44,200</u>	<u>104,883</u>	<u>911,181</u>	<u>902,066</u>
Net Assets	<u>\$ 27,891</u>	<u>\$ 34,140</u>	<u>\$ 15,454</u>	<u>\$ 58,426</u>	<u>\$ 585,432</u>	<u>\$ 560,480</u>
Net Assets is comprised of:						
Accumulated Surplus	\$ 26,941	\$ 32,823	\$ 15,326	\$ 53,375	\$ 566,926	\$ 539,190
Accumulated Remeasurement Gains and Losses	950	1,317	128	5,051	18,506	21,290
	<u>\$ 27,891</u>	<u>\$ 34,140</u>	<u>\$ 15,454</u>	<u>\$ 58,426</u>	<u>\$ 585,432</u>	<u>\$ 560,480</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 Statements¹

for June 30, 2018

(in thousands)

	Bow Valley College	Grande Prairie Regional College	Keyano College	Lakeland College	Lethbridge College	Medicine Hat College	NorQuest College
Statement of Operations							
Revenue	\$ 118,323	\$ 71,743	\$ 88,729	\$ 75,273	\$ 90,031	\$ 56,074	\$ 109,403
Expenses	106,808	72,214	85,915	66,808	89,301	57,728	109,161
Endowment Contributions and Capitalized Investment income	94	60	227	430	170	215	(25)
Annual Surplus (Deficit)	\$ 11,609	\$ (411)	\$ 3,041	\$ 8,895	\$ 900	\$ (1,439)	\$ 217
Statement of Cash Flows							
Cash and Cash Equivalents, Beginning of Year	\$ 12,973	\$ 7,842	\$ 20,299	\$ 10,833	\$ 25,724	\$ 601	\$ 32,099
Cash Provided by (Applied to) Operating Transactions	17,215	3,956	(10,377)	9,622	(454)	2,607	1,198
Cash Provided by (Applied to) Organizational Activities	(16,327)	(7,197)	(7,114)	(8,691)	(1,537)	(2,396)	16,801
Cash and Cash Equivalents, End of Year	\$ 13,861	\$ 4,601	\$ 2,808	\$ 11,764	\$ 23,733	\$ 812	\$ 50,098
Statement of Changes in Net Financial Assets							
Annual Surplus (Deficit)	\$ 11,609	\$ (411)	\$ 3,041	\$ 8,895	\$ 900	\$ (1,439)	\$ 217
Changes to Accounts Relating to Non-Financial Assets	(3,272)	(2,760)	(1,388)	(8,079)	1,623	1,131	(5,367)
Increase (Decrease) in Net Financial Assets in the Year	8,337	(3,171)	1,653	816	2,523	(308)	(5,150)
Net Financial Assets (Net Debt), Beginning of Year	84,407	5,298	(159)	27,474	30,942	22,008	25,188
Net Financial Assets, End of Year	\$ 92,744	\$ 2,127	\$ 1,494	\$ 28,290	\$ 33,465	\$ 21,700	\$ 20,038
Salary and Benefits of President Positions							
Base Salary	\$ 462	\$ 358	\$ 230	\$ 275	\$ 348	\$ 178	\$ 336
Other Cash Benefits ²	107	—	63	—	20	328	89
Non-Cash Benefits ³	38	33	8	34	33	34	96
	\$ 607	\$ 391	\$ 301	\$ 309	\$ 401	\$ 540	\$ 521

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 bonuses (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 Statements¹

for June 30, 2018 (in thousands)

	Northern Lakes College	Olds College	Portage College	Red Deer College	2018 Totals	2017 Totals (Restated)
Statement of Operations						
Revenue	\$ 45,026	\$ 59,509	\$ 37,007	\$ 103,519	\$ 854,637	\$ 803,048
Expenses	43,751	58,624	36,510	102,776	829,596	772,936
Endowment Contributions and Capitalized Investment income	77	819	37	591	2,695	2,420
Annual Surplus	\$ 1,352	\$ 1,704	\$ 534	\$ 1,334	\$ 27,736	\$ 32,532
Statement of Cash Flows						
Cash and Cash Equivalents, Beginning of Year	\$ 8,703	\$ 8,538	\$ 7,206	\$ 2,884	\$ 137,702	\$ 113,818
Cash Provided by Operating Transactions	6,177	8,153	2,836	10,465	51,398	109,199
Cash Applied to Organizational Activities	(3,064)	(1,237)	(1,429)	(381)	(32,572)	(85,315)
Cash and Cash Equivalents, End of Year	\$ 11,816	\$ 15,454	\$ 8,613	\$ 12,968	\$ 156,528	\$ 137,702
Statement of Changes in Net Financial Assets/(Net Debt)						
Annual Surplus	\$ 1,352	\$ 1,704	\$ 534	\$ 1,334	\$ 27,736	\$ 32,532
Changes to Accounts Relating to Non-Financial Assets	(438)	(59)	213	(33,860)	(52,256)	(28,867)
Increase (Decrease) in Net Financial Assets (Net Debt) in the Year	914	1,645	747	(32,526)	(24,520)	3,665
Net Financial Assets, Beginning of Year	17,587	18,373	4,968	5,766	241,852	238,186
Net Financial Assets (Net Debt), End of Year	\$ 18,501	\$ 20,018	\$ 5,715	\$ (26,760)	\$ 217,332	\$ 241,851
Salary and Benefits of President Positions						
Base Salary	\$ 224	\$ 285	\$ 258	\$ 338		
Other Cash Benefits ²	7	26	265	—		
Non-Cash Benefits ³	32	32	36	122		
	\$ 263	\$ 343	\$ 559	\$ 460		

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 bonuses (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 Statements¹

for March 31, 2019

(in thousands)

	The Banff Centre	
	2019	2018 (Restated)
Statement of Financial Position		
Financial Assets excluding Portfolio Investments Restricted for Endowments		
Cash and Cash Equivalents	\$ 19,333	\$ 14,459
Portfolio Investments – Non-Endowments	15,338	17,984
Accounts Receivable	2,988	6,849
Inventories for Resale	279	267
	<u>37,938</u>	<u>39,559</u>
Liabilities		
Accounts Payable and Accrued Liabilities	4,654	8,794
Employee Future Benefit Liabilities	2,272	2,948
Debt	18,760	17,858
Deferred Revenue	28,757	29,107
Unspent Deferred Capital Contributions	5,637	4,185
Liability for Contaminated Sites	—	—
	<u>60,080</u>	<u>62,892</u>
Net Debt excluding Portfolio Investments Restricted for Endowments	<u>(22,142)</u>	<u>(23,333)</u>
Portfolio Investments – Restricted for Endowments	41,486	40,476
Net Financial Assets	<u>\$ 19,344</u>	<u>\$ 17,143</u>
Non-Financial Assets		
Tangible Capital Assets	\$ 141,157	\$ 145,421
Inventories of Supplies	170	142
Prepaid Expenses	656	305
	<u>141,983</u>	<u>145,868</u>
Net Assets before Spent Deferred Capital Contributions	<u>161,327</u>	<u>163,011</u>
Spent Deferred Capital Contributions	<u>102,891</u>	<u>106,360</u>
Net Assets	<u>\$ 58,436</u>	<u>\$ 56,651</u>
Net Assets is comprised of:		
Accumulated Surplus	\$ 58,436	\$ 56,651
Accumulated Remeasurement Gains and Losses	—	—
	<u>\$ 58,436</u>	<u>\$ 56,651</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 Statements¹

for March 31, 2019

(in thousands)

	The Banff Centre	
	2019	2018
		(Restated)
Statement of Operations		
Revenue	\$ 72,022	\$ 69,815
Expenses	71,247	69,102
Endowment Contributions and Capitalized Investment income	1,010	1,519
Annual Surplus	\$ 1,785	\$ 2,232
Statement of Cash Flows		
Cash and Cash Equivalents, Beginning of Year	\$ 14,459	\$ 9,886
Cash Applied to Operating Transactions	(399)	(2,843)
Cash Provided by Organizational Activities	5,273	7,416
Cash and Cash Equivalents, End of Year	\$ 19,333	\$ 14,459
Statement of Changes in Net Financial Assets		
Annual Surplus	\$ 1,785	\$ 2,104
Changes to Accounts Relating to Non-Financial Assets	416	(9,858)
Increase (Decrease) in Net Financial Assets in the Year	2,201	(7,754)
Net Financial Assets, Beginning of Year	17,143	24,897
Net Financial Assets, End of Year	\$ 19,344	\$ 17,143
Salary and Benefits Expenses of The Banff Centre		
Salaries, Wages and Non-Pension Benefits	\$ 36,183	
Pension Benefits	2,113	
	\$ 38,296	

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

(in thousands)

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

	2019				
	Authorized	Actual Revenue Recognized	Deferred Revenue	Actual Revenue Received/ Receivable	(Shortfall)/ Excess ⁽³⁾
Canada Student Loan Administration ⁽¹⁾	\$ 3,750	\$ 4,581	\$ —	\$ 4,581	\$ 831
French Language Program ⁽²⁾	4,300	3,287	—	3,287	(1,013)
	<u>\$ 8,050</u>	<u>\$ 7,868</u>	<u>\$ —</u>	<u>\$ 7,868</u>	<u>\$ (182)</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 Lapse/Encumbrance.
- (2) Funding is received from the federal government to support French minority language and second language education programs provided by post-secondary institutions and fellowships for individuals in full-time studies in French. Elements 2.2 and 4.2 Lapse/Encumbrance.
- (3) The shortfall is deducted from current year's authorized spending, as disclosed in Lapse/Encumbrance.

Statement of Remissions, Compromises and Write-offs

(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>	\$ 27
Write-offs:	
Implemented Guarantees, Indemnities, Loans and Advances – Section 20 of the <i>Student Financial Assistance Act</i>	6,958
Income Support	792
	<u>7,750</u>
Total remissions, compromises and write-offs	<u>\$ 7,777</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

(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, 2019, 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	\$ —	\$ 2	\$ 11

Lapse / Encumbrance

Department of Advanced Education

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Unexpended (Overexpended)
Program – Operating Expense						
1 Ministry Support Services						
1.1 Minister's Office	\$ 742	\$ —	\$ —	\$ 742	\$ 919	\$ (177)
1.2 Deputy Minister's Office	640	—	—	640	614	26
1.3 Strategic and Corporate Services	11,205	—	—	11,205	10,349	856
	12,587	—	—	12,587	11,882	705
2 Support for Adult Learning						
2.1 Program Delivery Support	12,247	—	—	12,247	12,048	199
2.2 Operating Support for Post-Secondary Institutions	2,433,233	—	—	2,433,233	2,388,083	45,150
2.3 Academic Health Centres	21,000	—	—	21,000	21,000	—
2.4 Campus Alberta Innovations	17,951	—	—	17,951	17,402	549
2.5 Inter-Jurisdiction Programs	10,013	—	—	10,013	9,466	547
2.6 Community Education	24,490	—	—	24,490	24,538	(48)
2.7 Adult Learning System Initiatives	16,570	—	—	16,570	23,698	(7,128)
	2,535,504	—	—	2,535,504	2,496,235	39,269
3 Apprenticeship Delivery						
	31,386	—	(25)	31,361	35,607	(4,246)
	31,386	—	(25)	31,361	35,607	(4,246)
4 Student Aid						
4.1 Program Delivery Support	31,049	—	—	31,049	29,734	1,315
4.2 Scholarships and Awards	46,251	—	—	46,251	45,303	948
4.3 Student Aid Grants	57,493	—	—	57,493	54,785	2,708
	134,793	—	—	134,793	129,822	4,971
5 Foundational Learning Supports						
5.1 Program Delivery Support	4,606	—	—	4,606	4,085	521
5.2 Foundational Learning Program	89,609	—	—	89,609	93,295	(3,686)
	94,215	—	—	94,215	97,380	(3,165)
Credit or Recovery (Shortfall)						
	—	—	—	—	—	(182)
Total	\$ 2,808,485	\$ —	\$ (25)	\$ 2,808,460	\$ 2,770,926	\$ 37,352
Lapse / Encumbrance						\$ 37,352

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program" page of 2018-19 Government Estimates. The Voted Estimate amounts have been restated to reflect the in year program transfer of human resource functions under the Public Service Commissions within the Department of Treasury Board and Finance (Order in Council 297/2018).

(2) Per the Special Warrant (No. 001/2019) for Supplementary Supply approved on March 29, 2019 (Order in Council No. 084/2019). This disclosure is pursuant to section 30 of the Financial Administration Act.

(3) Adjustments include encumbrances, capital carry forward 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.

Lapse / Encumbrance (continued)

Department of Advanced Education

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Supply ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Unexpended (Overexpended)
Capital Investment						
1 Ministry Support Services						
1.3 Strategic and Corporate Services	\$ —	\$ —	\$ —	\$ —	\$ —	\$ —
2 Support for Adult Learning						
2.7 Adult Learning System Initiatives	—	—	—	—	—	—
3 Apprenticeship Delivery						
	—	—	25	25	—	25
4 Student Aid						
4.1 Program Delivery Support	—	—	—	—	—	—
5 Foundational Learning Supports						
5.1 Program Delivery Support	—	—	—	—	10	(10)
Total	\$ —	\$ —	\$ 25	\$ 25	\$ 10	\$ 15
Lapse / Encumbrance						\$ 15
Capital Payments to Related Parties						
6 Post-Secondary Infrastructure						
6.1 Capital Expansion and Upgrading	\$ 179,866	\$ 42,000	\$ —	\$ 221,866	\$ 184,077	\$ 37,789
6.2 Capital Maintenance and Renewal	118,500	—	4,800	123,300	123,300	—
Sub-total	298,366	42,000	4,800	345,166	307,377	37,789
Total Capital	\$ 298,366	\$ 42,000	\$ 4,825	\$ 345,191	\$ 307,387	\$ 37,804
Lapse / Encumbrance						\$ 37,804
Financial Transactions						
4 Student Aid						
4.4 Student Loan Disbursements	\$ 669,500	\$ —	\$ —	\$ 669,500	\$ 637,523	\$ 31,977
Total	\$ 669,500	\$ —	\$ —	\$ 669,500	\$ 637,523	\$ 31,977
Lapse / Encumbrance						\$ 31,977

(1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transaction Vote by Program" page of 2018-19 Government Estimates. The Voted Estimate amounts have been restated to reflect the in year program transfer of human resource functions under the Public Service Commissions within the Department of Treasury Board and Finance (Order in Council 297/2018).

(2) Per the Special Warrant (No. 001/2019) for Supplementary Supply approved on March 29, 2019 (Order in Council No. 084/2019). This disclosure is pursuant to section 30 of the Financial Administration Act.

(3) Adjustments include encumbrances, capital carry forward 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.

Payments Based on Agreements

Department of Advanced Education

(in thousands)

The following has been prepared pursuant to Section 25(3) of the *Financial Administration Act*.

In current year there are no new federally funded programs accounted for as payments under agreement. The department continues to collect grant overpayments to repay the federal government for completed agreements.

Government of Canada

Net amounts payable under agreements on behalf of the Government of Canada:

	2019	2018
Canadian Millennium Scholarship Foundation		
Canadian Millennium Scholarships	\$ (7)	\$ (2)
Government of Canada		
Canada Study Grants	(9)	(3)
Canada Student Grants	(62)	(105)
	<u>\$ (78)</u>	<u>\$ (110)</u>

Funding to Post-Secondary Institutions

(in thousands)

		Operating Grants ⁽¹⁾		Grants for Infrastructure	
		2019	2018	2019	2018
Post-Secondary Institutions					
Comprehensive Academic and Research Universities	Athabasca University	\$ 48,689	\$ 49,278	\$ 1,793	\$ 1,793
	University of Alberta	680,521	669,315	97,546	78,149
	University of Calgary	506,486	491,977	114,409	121,485
	University of Lethbridge	114,152	107,773	47,451	76,869
Undergraduate Universities	Alberta University of the Arts	17,805	15,533	658	3,181
	MacEwan University	118,872	114,733	2,999	5,810
	Mount Royal University	103,545	102,022	4,020	4,918
Polytechnical Institutions	Northern Alberta Institute of Technology	193,007	189,346	10,758	79,484
	Southern Alberta Institute of Technology	177,078	173,884	11,336	17,680
Comprehensive Community Colleges	Bow Valley College	52,398	49,208	987	852
	Grande Prairie Regional College	50,183	48,508	4,359	5,430
	Keyano College	40,007	38,904	3,464	5,561
	Lakeland College	37,447	36,623	4,104	12,762
	Lethbridge College	51,077	48,840	2,483	17,630
	Medicine Hat College	35,074	34,004	5,618	1,348
	NorQuest College	56,920	55,977	2,509	41,417
	Northern Lakes College	36,128	34,636	7,071	5,527
	Olds College	32,622	31,343	6,004	7,194
	Portage College	25,828	25,124	1,782	2,981
Red Deer College	56,457	55,411	2,547	4,402	
Specialized Arts and Culture Institutions	The Banff Centre	17,998	17,607	3,491	4,212
Total Public Post-Secondary Institutions		2,452,294	2,390,046	335,389	498,685
Independent Academic Institutions	Ambrose University College	2,987	2,910	—	—
	Burman University	3,375	3,281	—	—
	Concordia University of Edmonton	13,486	12,844	—	—
	St. Mary's University College	3,842	3,761	—	—
	The King's University College	4,939	4,821	—	—
Other Colleges	Nechi Institution	164	200	—	—
	Maskwachees Cultural College	1,286	876	—	—
	Mikai Sto Foundation	1,455	781	—	—
	Old Sun Community College	1,300	775	—	—
	University nuhelot'ine thaiyots'į nistameymâkanak Blue Quills	1,271	791	—	—
	Yellowhead Tribal College	1,686	781	—	—
Total Funding Provided to Post-Secondary Institutions		\$ 2,488,085	\$ 2,421,867	\$ 335,389	\$ 498,685

(1) Includes funding to these entities from all department programs.

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 any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.
- (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 2018-19.

There were no disclosures of wrongdoing for the Department of Advanced Education between April 1, 2018 and March 31, 2019.

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 activity. While instruction remains the core business of the Comprehensive Academic and Research Institutions, 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>The Banff Centre</p>

Table 2 – Map of Post-Secondary Institutions

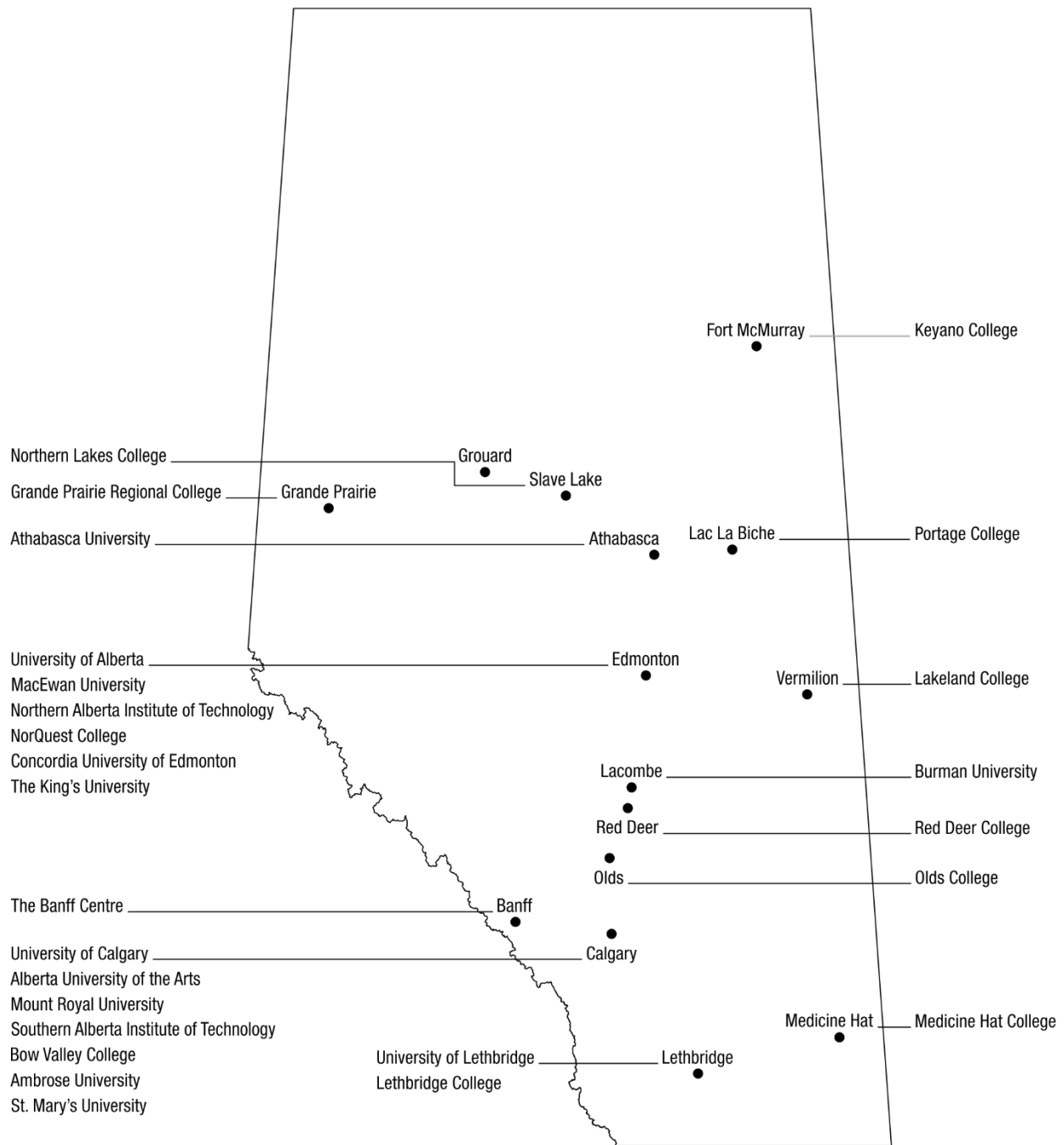


Table 3 – Map of First Nations Colleges



Alberta 