



Ministry of
Advanced Education

**Discussion Paper on
an approach for developing a
Campus 2020 Transformation Plan**

November 2007

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1 Introduction

1.1 Strategic context

The Campus 2020 initiative was launched in July 2006 by Premier Gordon Campbell. It initiated a comprehensive planning process that will shape the vision, mission, goals and objectives of B.C.'s post-secondary system for the next 10 to 20 years.

Special Advisor Geoff Plant, Q.C. conducted five months of consultations including visits to 18 communities across the province and more than 200 written or electronic submissions. About 900 people took part in regional sessions and 160 representatives from post-secondary institutions and agencies, government, business, student, Aboriginal, multi-cultural, community, and labour groups participated in a provincial symposium.

The Campus 2020 Report, released in spring 2007, offered analysis of demographic, technological and economic shifts that will require B.C. to re-align its post-secondary institutions to meet the needs of the future. The Report recognized that two imperatives are critical to B.C.'s economic and social success:

- B.C.'s learners must have **access** to the broadest array of learning opportunities as is fiscally sustainable across the whole province, so that students can learn where they live. The different components of the education sector will need to operate less in isolation and more as a system to provide opportunities for learners to move at different speeds along more creative and flexible paths for life-long learning.
- B.C.'s post-secondary institutions must pursue **excellence** as global leaders in teaching, and in knowledge discovery, creation and application. Research-intensive institutions will continue to address our most pressing social and environmental challenges and develop a strong economy.

The Ministry of Advanced Education is developing a structured approach that will be the foundation for planning the transformation of post-secondary education in B.C., including setting priorities for commitment of funds to provide access and pursue excellence within B.C.'s higher education system.

1.2 Purpose of this document

This document is a discussion paper to support consultations with post-secondary partners and students across the province on a framework for developing a Campus 2020 Transformation Plan.

Throughout the document you will see boxes like this:

For your consideration . . .

These boxes highlight issues and alternative options that you may wish to discuss.

1.3 How you can have input

The ministry will arrange a series of consultative sessions with some of our post-secondary partners. In addition, you or your organization may send feedback to:

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2 The planning framework

2.1 Vision and outcomes

The Campus 2020 Report articulated a renewed mission for post-secondary education and provided 52 recommendations to enable B.C. to proceed with this transformation.

A Renewed Mission for B.C.

To be a campus of learning; to nurture active citizenship and community engagement; to be a leader in knowledge discovery, creation and innovation; and to be connected, sustainable and alive to our place and responsibilities in the world.

The ministry has developed broad outcomes associated with the Report's vision for Access, Excellence, and Research and Innovation. The vision and outcomes are a foundation for the planning and decision-making around the Report's mission and recommendations.

For your consideration . . . You are invited to comment on whether these outcomes are consistent with the targets listed in the Campus 2020 Report.

Vision	Outcomes
ACCESS: Improve access to turn B.C. into a Campus of Learning	<ul style="list-style-type: none"> • Ensure all British Columbians have access to post-secondary education. • Remove financial barriers. • Increase participation of first-generation students, Aboriginal learners, those from lower income families, and those in rural and remote regions.
EXCELLENCE: Improve quality to market B.C. excellence	<ul style="list-style-type: none"> • Establish and market the value of a B.C. degree. • Provide high-quality learning, ensuring all institutions meet standards of excellence. • Ensure public confidence in B.C.'s institutions. • Establish B.C. as a global leader in the use of technology in supporting learning excellence. • Establish B.C. as a leader in workplace learning, service learning, and citizenship development.
RESEARCH & INNOVATION: Position B.C. as a global marketplace for research and innovation	<ul style="list-style-type: none"> • First in Canada in growth rate of total investments in research and innovation by 2015. • First in Canada for provincial productivity by 2015. • B.C. becomes a destination marketplace for new technology and knowledge-based global society.

2.2 Challenges in implementing targets

The Campus 2020 Report sets out targets for B.C.'s post-secondary system under the headings:

- Participation and attainment
- Opportunity and equity
- Quality, and
- Research funding.

The ministry has identified the following issues and challenges associated with the targets. We look forward to comments on how we can overcome these challenges and pursue the targets over time.

Issues and challenges	Explanation
Comparability	<p>The Accountability Framework Review conducted by Perrin, Thoreau and Associates noted that there are two issues with using inter-provincial comparisons as targets:</p> <ul style="list-style-type: none"> • The apparent performance of B.C.'s post-secondary sector is affected by the policies and programs of other jurisdictions, which are outside of government's control; and • Improvements or deteriorations in performance within B.C. will be masked if they are matched by similar changes in other jurisdictions.
Focus on targets applicable to B.C.	<p>It is important for B.C. to focus on targets that make sense for the province, and not just be number one for the sake of being number one.</p> <p>For example, several forecasts have estimated that at least 70% of job openings over the next decade (both replacements due to retirements and new jobs) will require at least some post-secondary education. Therefore, it would seem prudent to set targets based on that forecast (e.g. participation rate in post-secondary education) rather than focussing on conferring more degrees per capita.</p> <ul style="list-style-type: none"> • Indicators may be more useful to ensure policies and programs meet B.C.'s needs. Periodic inter-provincial comparisons are useful as ways to touch base with how B.C. is faring with other jurisdictions and to assess B.C.'s competitiveness.
Data collection	<p>As noted in the Campus 2020 Report, data collection provincially and nationally is problematic which means inter-provincial comparisons are often not valid.</p> <p>Also, some data are only collected every few years, not annually, which makes it difficult to assess progress on an annual basis.</p> <p>There has been no national college data published since 2000/01; data are only available for the universities. For example, when measuring the number of degrees awarded, national comparisons use only degrees awarded by universities. B.C. has consistently ranked poorly on this measure largely because the degrees awarded by university colleges and colleges are not included.</p>

Issues and challenges	Explanation
Measures of quality	The Quality target did not suggest actual measures, therefore the ministry has proposed some indicators that could be used.
Supporting government's goals	The B.C. Research and Innovation Strategy sets out a strategic and coordinated approach to research and innovation in the province. Its goal is to make B.C. the most productive province in Canada by 2015. It is important to ensure that the targets chosen for research are coordinated.

2.3 Performance indicators

Due to the issues described above, the ministry has suggested adopting performance indicators in addition to the longer term targets recommended in the Campus 2020 Report. These indicators provide more contextual information and illustrate some of the actions the ministry proposes to undertake to achieve the longer term targets.

For your consideration . . . You are invited to comment on whether you agree with the targets identified in the Campus 2020 Report. What are your ideas on strategies to achieve the targets? You are also invited to comment on whether the performance indicators identified are the right performance indicators to measure progress toward the Campus 2020 targets.

1 Participation and attainment by 2015

Campus 2020 Target	Performance indicator
a. Highest participation rate per capita in post-secondary education in Canada.	<ul style="list-style-type: none"> • High school to post-secondary transition rate. • Participation rate (all ages).
b. Confer more post-secondary credentials per capita than any other province.	<ul style="list-style-type: none"> • Number of credentials awarded. Can be broken down by type of credential.
c. Grant more degrees per capita than any other province.	<ul style="list-style-type: none"> • Number of credentials awarded (degrees).
d. Certify more career and vocational training and apprenticeships per capita than any other province.	<ul style="list-style-type: none"> • Number of diplomas, credentials and red seals awarded.
e. Enrol more graduate students per capita than any other province.	<ul style="list-style-type: none"> • Number of graduate students.
f. Achieve the highest levels of literacy in Canada according to recognized national and international standards for literacy measurement.	<ul style="list-style-type: none"> • Next international assessment, "Program for International Assessment of Adult Competencies", is scheduled for 2009.

2 Opportunity and equity by 2020

Campus 2020 Target	Performance indicator
a. Equalize post-secondary participation and attainment rates across income quartiles.	<ul style="list-style-type: none"> Affordability measure: Percent of monthly income used to pay student loans.
b. Equalize post-secondary participation and attainment rates across the province's regions.	<ul style="list-style-type: none"> Currently no indicator identified.
c. Ensure rates of Aboriginal participation and attainment are equal to rates for the general population.	<ul style="list-style-type: none"> Percentage of students who are aboriginal. Percentage of credentials awarded to aboriginal students.
d. Reduce by 50% the proportion of B.C. adults not achieving high school equivalency by age 30.	<ul style="list-style-type: none"> Percentage of adults with some post-secondary education or greater.

3 Quality by 2015

Campus 2020 Target	Performance indicator
B.C. post-secondary institutions will rank at the top in Canada on quality measures that focus on student attainment.	<ul style="list-style-type: none"> Student outcomes measure: Overall satisfaction with education. Workplace, co-op and service learning participation.

4 Research funding by 2010

Campus 2020 Target	Performance indicator
B.C. will be one of the top three highest spending provinces in terms of support for basic and applied research.	B.C. will be at least 3rd in 2010 for Canadian Association of University Business Officers (CAUBO) reported provincial research revenue to post-secondary institutions on a per capita basis, compared with other provinces.

3 The Proposed Campus 2020 Transformation Plan

3.1 Planning factors

The Timeline Charts below are broad timelines based on early estimates. Some of the timelines may change as the planning process moves forward.

Timeframes

Knowledgeable ministry staff have estimated how long it would take to implement each recommendation. In the Timeline Charts below, the following abbreviations indicate the estimated timeframes:

Timeframe	Meaning
S = Short term	< 18 months
M = Medium term	< 5 years
L = Long term	5 years or longer

Status

The following abbreviations in the Timeline Charts indicate the current status of each recommendation's implementation:

Status	Meaning
Acc	Ministry recommending to be accepted for implementation (subject to funding). Not yet started.
D	Done.
Dev	Ministry recommending that further development required (subject to funding).
IP	Ministry recommending to be accepted for implementation and in progress.
N	Ministry recommending that it not being pursued at this time.
X	Decision has been made by government not to implement the recommendation.

For your consideration . . . What do you think about the timing and priority of the recommendations? What about the content of the recommendations – which ones are critical to happen soon, and which ones can wait? Recommendations with a Status of “N” are not being pursued by the ministry at this time. Should we proceed with any of these recommendations?

3.2 Timeline Chart: Participation and attainment by 2015

Recommendations	Calendar Year													Timeframe	Status			
	07	08	09	10	11	12	13	14	15	16	17	18	19			20		
Participation and attainment by 2015																		
Supporting learning in the workplace																		
16 Review of Industry Training Authority																		M Acc
17 Coop learning and internship programs																		M Dev
Access for learners																		
18 BCcampus responsible for on-line learning																		M Acc
19 Pilot on effectiveness of bridged mentoring																		M Dev
20 High school counselors learn to use BCcampus																		M Dev
21 Library resources incl. electronic library network																		M Acc
22 On-line digital library																		L Acc
23 Expansion & coordination of distance learning																		M Acc
24 Portfolio and credentials recognition system																		L Dev
Funding for the system and its students																		
48 Establish regulatory framework for tuition																		S Dev
49 Eliminate all tuition for ABE																		S D
50 Review of student financial assistance program																		S Acc

3.3 Timeline Chart: Opportunity and equity by 2020

Recommendations	Calendar Year													Timeframe	Status			
	07	08	09	10	11	12	13	14	15	16	17	18	19			20		
Opportunity and equity by 2020																		
Supporting opportunities for aboriginal learners																		
12 Initiatives in post-secondary aboriginal education																		M Acc
13 Annual reporting re: aboriginal outcomes																		S Dev
14 Annual reporting re: aboriginal participation rates																		M Dev
Supporting opportunities for first gen. learners																		
15 Increased particip by First Generation Learners																		M Acc
Responding to regional needs																		
35 Clarify mandates																		S Dev
36 Create Regional Learning Councils																		M Dev
37 Preclude colleges from granting degrees																		S X
38 Designate degrees upon recommendation																		M Dev
39 Eliminate statutory designation "applied degrees"																		S N

3.4 Timeline Chart: Quality by 2015

Recommendations	Calendar Year														Timeframe	Status	
	07	08	09	10	11	12	13	14	15	16	17	18	19	20			
Quality by 2015																	
Supporting teaching and learning innovation																	
9 Pacific Centre of Excellence in Learning Innov																	S Dev
10 Funding for Pacific Centre of Excellence																	S Dev
11 Estab Premier's Award in Teaching Excellence																	S Acc
Assurance of quality																	
25 Provincial accreditation system report																	S Dev
26 Establish accreditation system																	M Dev
27 Interprovincial accreditation system																	M Dev
28 Expand Board of PCTIA																	S D
29 Review of PCTIA																	S Acc
30 BCCAT plan to expand transfer system																	S Acc
31 Extend transfer system to those not covered																	M Acc
32 Strategy re: international students																	M Acc
33 With fed govt: fast tracking landed immigrants																	S Acc
34 Programs to adapt foreign credentials																	M Acc
Promoting a culture of excellence																	
40 Limit doctoral degrees to 4 universities																	S IP
41 Highest per capita graduate enrolment by 2015																	M Dev
42 Allocate grad spaces in prop to research funding																	S Dev
43 Expand program of grad student financial aid																	M Dev

Note re: recommendation 41:

PhDs will be limited to the four research universities, as recommended in the Campus 2020 Report. Royal Roads University also has authority under the *Royal Roads Act* to grant doctorate degrees; by policy, this has been limited to professional doctorate degrees.

3.5 Timeline Chart: Research funding by 2010

Recommendations	Calendar Year														Timeframe	Status	
	07	08	09	10	11	12	13	14	15	16	17	18	19	20			
Research funding by 2010																	
Research and innovation																	
44 Direct investment in research & innovation																	M Dev
45 Implement Georgia Strait Research Cluster																	M Dev
46 Estab a continuing commercialization strategy																	M Acc
47 Performance measures re: funding for research																	M Acc

3.6 Timeline Chart: Planning for the future

Recommendations	Calendar Year														Timeframe	Status	
	07	08	09	10	11	12	13	14	15	16	17	18	19	20			
Planning for the future																	
Planning																	
1 Targets re: progress and implementation strategy																	S Dev
2 Funding to attain targets																	S Dev
3 Higher Education President's Council (HEPC)																	M N
4 Higher Education Board (HEB)																	M N
5 Systematic approach to data collection																	S Acc
6 HEPC responsible for performance database																	M N
7 HEPC responsible for performance measurement																	M N
8 Discussions with other govts re: data & metrics																	M Acc
BC as a Campus of Learning																	
51 Public policy forums by Regional Learning Councils																	M Dev
52 BCcampus to develop Knowledge BC																	M Dev