

ACCOUNTABILITY FRAMEWORK

Standards
Manual and
Guidelines

Accountability Framework

Standards Manual and Guidelines

Contacts

This manual is intended to provide institution and Ministry staff with guidelines for the Institutional Accountability Plan and Report as well as the common data definitions for the Accountability Framework measures for the 2016/17 reporting cycle, reported in July 2017.

For access to the Accountability Framework SharePoint site and inquiries or feedback on the Institutional Accountability Plan and Report or the Accountability Framework

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Overview

The Accountability Framework is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

The Institutional Accountability Plan and Report fulfills the requirement of public sector organisations to operate under the Taxpayer Accountability Principles.

There are five long-term strategic objectives for the public post-secondary education system in BC. Each performance measure links to at least one strategic objective.

CAPACITY - The BC public post-secondary system has sufficient capacity to meet the evolving needs of the province

- Student Spaces
- Credentials Awarded
- Sponsored Research Funding

ACCESS - The BC public post-secondary system provides equitable and affordable access for residents.

- Aboriginal Student Spaces
- Credentials Awarded to Aboriginal Students
- Transition Rate of High School Students to Public Post-Secondary Education
- Participation Rate
- Loan Repayment as a Percent of Income

QUALITY - The BC public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

- Student Satisfaction with Education
- Student Assessment of the Quality of Instruction
- Student Assessment of Skill Development

RELEVANCE - The BC public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

- Student Assessment of the Usefulness of Knowledge and Skills in Performing Job
- Unemployment Rate

EFFICIENCY - The BC public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

- Year to Year Retention Rate
- Time to Completion

MANDATE LETTER PRIORITIES

2016/17

1. Implement BC Skills for Jobs Blueprint.
2. Support the BCTECH strategy.
3. Assist in advancing key strategy of the International Education Strategy including pursuing opportunities to advance the two-way flow of students.
4. Assist in advancing key strategy of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan to increase the success of Aboriginal learners.
5. Collaborate on the development of a common application system.
6. Meet or exceed financial targets identified in the Ministry's Service Plan as tabled under Budget 2016. (Institutional targets...).
7. Support the Administrative Service Delivery Transformation initiative.

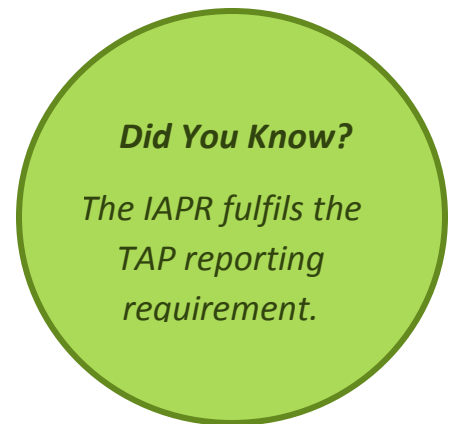
- page 2 of the Mandate Letter

Reporting Principles & Taxpayer Accountability Principles

In November 2003 the B.C. Government adopted the [BC Reporting Principles](#) to guide government reporting. In June 2014, the B.C. Government established a new common set of principles, the [Taxpayer Accountability Principles](#) (TAP), for all BC public sector organizations. Together, these principles provide a guide for developing the Institutional Accountability Plans and Reports.

The intent of TAP is to strengthen accountability and promote cost control. Under TAP, all public sector organizations must prepare an annual report letter concerning the organization's performance against mandate letter expectations. The annual mandate letter, received by all public post-secondary institutions, provides strategic priorities and key performance expectations for the fiscal year for each institution. The mandate letters are signed by the Minister and all board members and posted publicly on the [Ministry](#) and institution websites annually. The Institutional Accountability Plan and Report prepared by public post-secondary institutions serve as the report letter required by TAP.

The Mandate Letter contains seven priorities that are listed in the side bar. Priority 6, the financial target identified in the Ministry's [Service Plan](#), is a system target. Each institution's balanced budget contributes to achieving this target.



Institutional Accountability Plan and Report (IAPR)

The Institutional Accountability Plan and Report is a public document. It provides the general public an opportunity to become familiar with individual institutions, and the ministry with assistance in system-wide planning. Potential readers include students, parents, educators, post-secondary institutions, educational organizations, ministry staff, members of the legislative assembly, and media. All final reports are posted on the [Ministry](#) and institution websites.

An Institutional Accountability Plan and Report should convey a logical alignment of planning elements. It is intended to outline the institution's goals, objectives and outcomes, including the way the institution will monitor progress towards these outcomes. A good plan is meaningful and

accessible to all audiences. It is comprehensive and transparent while avoiding duplication as much as possible.

In accordance with TAP, institutions must describe what actions were taken and the accomplishments achieved related to key priorities within the Mandate Letter and other actions related to the principles. In addition, the IAPR must report on progress toward the goals and system objectives of the ministry as established by the Accountability Framework performance measures (see Appendix A).

New and Noteworthy

The changes to the Accountability Framework for the 2016/17 reporting cycle are listed below.

- Draft submissions can be made to the Ministry with preliminary information or 'TBD' for measures that are not provided
- **Performance Measure 3 – Aboriginal Student Spaces**
Targets are required for all institutions.

Important Dates

Performance Results	<ul style="list-style-type: none">• Round 1 - Mar 2017 (measures 4-7)• Round 2 - May 2017 (measure 2, 3, 8, 9)• Round 3 - June 2017 (measure 1)
Research University Data Call	<ul style="list-style-type: none">• April 2017
Draft Submission	<ul style="list-style-type: none">• May 2017 (if desired)
Performance Targets	<ul style="list-style-type: none">• June 2017
IAPR Submission	<ul style="list-style-type: none">• July 14, 2017
Contact Hour Activity Submission	<ul style="list-style-type: none">• July 14, 2017
IAPR Review	<ul style="list-style-type: none">• Ministry Review period - July 14 - Aug 4, 2017• Ministry Feedback (if needed) - Aug 4 - 18, 2017
IAPR Letters	<ul style="list-style-type: none">• November 2017

Reporting Requirements

This section provides an overview of the **minimum** requirements that must be met to fulfill the purpose of the Institutional Accountability Plan and Report. These elements are consistent with the guidelines for Service Plans and Reports under the *Budget Transparency and Accountability Act*, [the BC Reporting Principles](#), and the [Taxpayer Accountability Principles](#). Institutional reporting related to TAP can be included as a stand-alone section or embedded throughout the Plan and Report.

Institutional Accountability Plan and Report Content Requirements
Accountability Statement
Table of Contents
Strategic Direction and Context
Performance Plan: Goals, Objectives, Performance Measures and Targets
Financial Information
Contact Hour Activity Report
Appendices (if needed)

Accountability Statement

The Institutional Accountability Plan and Report begins with a public letter to the Minister signed by both the Chair of the Board of Governors *and* the President.

This letter indicates that, in accordance with the institution's governance structure, the Board Chair and President are accountable for the Institutional Accountability Plan and Report. Institutions are encouraged to include highlights reflecting how the institution met the *Taxpayer Accountability Principles* among other pieces of information such as highlighting the institution's achievements and new or unique goals.

Table of Contents

The Table of Contents must list each of the sections in the Institutional Accountability Plan and Report, including the Accountability Statement that may appear before the Table of Contents page.

Strategic Direction and Context

In the context of an institution's mandate, priorities should be analyzed in the context of internal and external factors confronting it. Such an analysis reveals the strategic issues an institution needs to address, which then informs the outcomes an institution works to achieve.

Strategic Direction

This section describes the institution and its mission, vision and values. The description of the institution should include a brief snapshot of the institution with information such as campus location(s), range of programming, credentials offered, partnership with other institutions or organisations, size of the student body, size of the faculty and any unique or outstanding features of the institution. Any specific strategic priority actions undertaken by the institution in the coming year should be included in this section.

Strategic Context

This section provides an overview of the institution's operating environment including:

- External factors that have affected or may affect the institution (e.g. economic, social or demographic information, significant opportunities or risks, etc.)
- How the external factors were addressed or may be addressed
- Internal factors that have affected or may affect the institution (e.g. recent program reviews, staffing issues, condition of facilities and equipment, etc.)

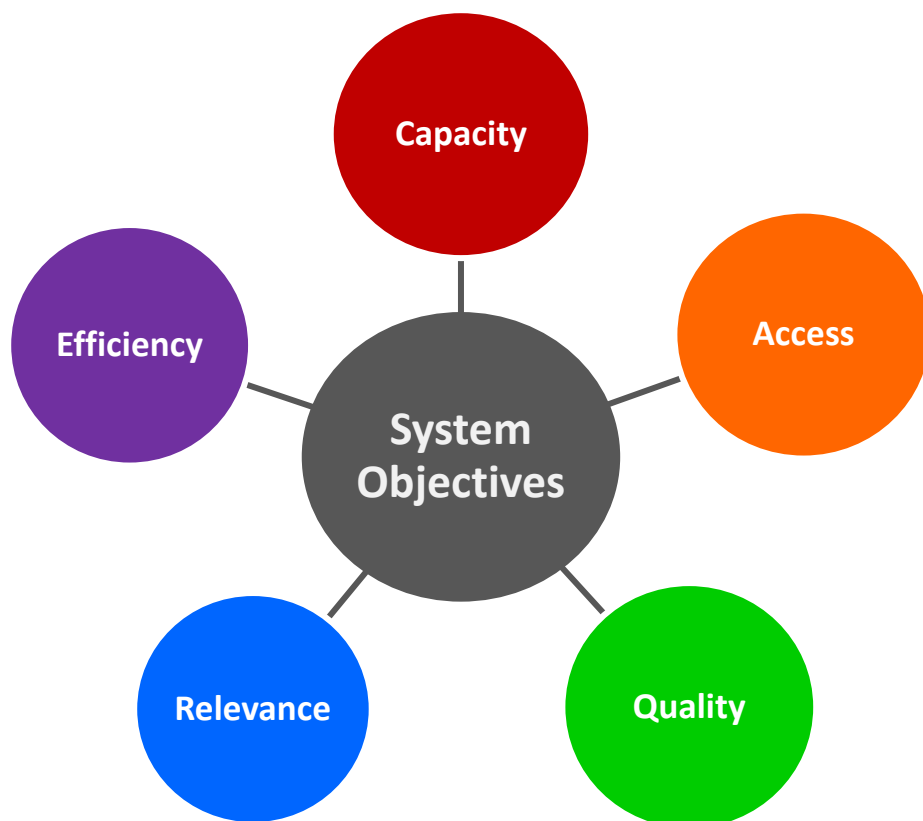
Performance Plan

Goals and Objectives

The purpose of this section is to provide a clear understanding of the institution's goals and objectives, including how they align with the Ministry's Service Plan and the institution's Mandate Letter. Goals and objectives are intended to describe what the institution wants to achieve. To this end, institutions are encouraged to incorporate their own goals and objectives to reflect aspects of their unique circumstances and mandates.

Goals should be able to stand on their own. For cases where the goal is not clear a short explanation may be provided. Goals are intended to reflect the most significant areas of the institution's business.

Objectives may include both institutional and system specific objectives and should provide an overview of the activities or initiatives that are undertaken to achieve the goals.



Performance Measures, Targets and Results

Performance Measures

Performance measures are the indicators of output, process, or outcome that the institution tracks in order to determine how successful it has been in achieving its goals and objectives.

Institutions are encouraged to include performance measures that track institutional specific objectives. All institutions are to report on a standard set of performance measures developed by system partners and the Ministry. These performance measures are described in Appendix A. Institutional goals and measures should be clearly differentiated from the standard set of performance measures.

Targets

The target states the amount or level of progress that is to be attained in a given year. Targets for institutional specific measures should be noted and targets associated with the required performance measures are provided to institutions via the [Accountability Framework SharePoint](#).

Results

For each performance measure the result will indicate the outcome for the reporting period along with an assessment of whether the target was exceeded, achieved, substantially achieved, not achieved or not assessed (see Table 4 for more detail). This assessment aligns with the Ministry's Service Plan target assessment.

If the target was not achieved, the discussion should include reasons why this may have happened and any actions being taken to address the situation.

Financial Information

The purpose of this section is to provide readers with a financial context. For institutions that post their audited financial statements on their website, please provide a link to the audit statement within this section of the IAPR. For example:

For the most recent financial information, please see the Audited Financial Statements available on our website at...

For institutions that do not provide audited financial statements on their website, please include the link to the [Ministry webpage](#). The most recent audited financial statements of each institution are available here.

Contact Hour Activity Report

Contact hour activity represents the actual in-class hours of instruction or their equivalent. This report is requested from specific institutions using contact hour data in the Central Data Warehouse as part of the institution's [reporting requirements](#). The contact hour activity, along with accurate and up-to-date facilities space inventory data, forms the foundation for the review of institution's requests to government for facilities expansion.

The script and an Excel template for the report are posted in the *Standards Manual* folder on the [Accountability Framework SharePoint](#) site.

Please use the script to automate the production of the table and upload the contact hour activity report in a *separate* Excel file to your institution's folder.



Contact Hour
Activity Report
July 14, 2017

Publication Instructions

Process for Submission

IAPR Submission

Date

July 14, 2017

The 2016/17 Institutional Accountability Plan and Report is to be uploaded to your institution's folder on the [Accountability Framework SharePoint](#) site by **July 14, 2017**. If you encounter significant extenuating circumstances that may impact this due date please contact the Ministry by June 30, 2017. Instructions for uploading the document are available on the site. For access to the site, please contact Tricia Johnson. Ministry staff review all Institutional Accountability Plan and Reports once they have been submitted.

A draft version of the report is **not** required; however, institutions may choose to provide a draft to the Ministry for feedback on or before **May 26, 2017**. Draft reports may be submitted with preliminary data or a place holder such as 'TBD'. To attain preliminary data contact your Institutional Research director.

Posting on Website

All Institutional Accountability Plans and Reports will be posted on the institution and Ministry websites. Prior to posting the reports to the Ministry website, each report is reviewed by a number of Ministry staff. Reviews include a cover to cover review of each report, a review of topics key to the post-secondary education system (such as Aboriginal issues and technology, among others), a specific review of the Taxpayer Accountability Principles and a review of performance measures. Institutions should post their Plan and Report on their institutional website after the reports are posted on the Ministry website.

Results

Data Sources

Wherever possible, performance measures use data that are already collected. Additional data requests will be incorporated into existing data collection activity to minimize the impact on institutions. Data are used from the following sources:

1. Student Transitions Project

The [Student Transitions Project](#) is a collaborative project between the Ministry of Advanced Education, the Ministry of Education, all public post-secondary institutions, and the British Columbia Council on Admissions and Transfer. This project provides data related to transition rates of high school students to public post-secondary education, credentials awarded, supporting information for Aboriginal student spaces (full-time equivalents), year to year retention, and time to completion.

2. BC Student Outcomes surveys

Student Outcomes survey data are provided to the Ministry and institutions by BC Stats. Student Outcomes surveys use telephone, web, and mobile collection methods. The surveys provide data related to students' educational experience and outcomes in addition to employment outcomes. The data come from three annual student outcomes surveys:

- The Baccalaureate Graduates Survey, which surveys bachelor's degree graduates two years after graduation
- The Diploma, Associate Degree, and Certificate Student Outcomes Survey, which surveys former diploma, associate degree and certificate students between nine and twenty months after they leave an institution

- The Apprenticeship Student Outcomes Survey, which surveys apprenticeship students between nine and twenty months after completing their technical training

3. Central Data Warehouse

Twenty-one public post-secondary institutions, including all colleges, institutes and teaching-intensive universities, submit data twice a year to the [Central Data Warehouse](#). Data from the Central Data Warehouse is provided to the Student Transitions Project. It is also used to support the detailed calculations by student for full-time equivalent enrolments and statutory reporting to Statistics Canada.

4. Student full-time equivalents (FTEs)

Enrolment reports inform the performance measures relating to student full-time equivalents. FTE data are prepared by each public post-secondary institution according to the [Ministry guidelines](#) and reported to the Ministry. Data for Aboriginal FTE uses the Aboriginal student self-identifier from the Student Transitions Project in coordination with the Central Data Warehouse and data requests from some institutions.

5. Additional data sources

The following additional data sources are used for the Accountability Framework:

- Statistics Canada's
 - Labour Force Survey
 - Pan-Canadian Education Indicators Program data
- Institutional data
 - Self-reported Research Funding

Data Collection

The *Budget Transparency and Accountability Act* require the Minister to table a [Ministry Service Plan](#) in the Legislature each February and a [Ministry Service Plan Report](#) each June that reflect the previous years' Service Plan. It is essential that data collection processes for the Accountability Framework performance measures are aligned with these timelines, as many of these measures are included in the Ministry's Service Plan and Service Plan Report.

Data are collected at various times throughout the year, using different reference periods. The most common periods are academic year (September 1 to August 31), fiscal year (April 1 to March 31) and survey year (year of data collection). The varied availability of data means that not all performance measures will be for the same period in time. However, all data are the most recent data available. Table 2 describes the data reference period for each performance measure.

Table 2. Reporting reference periods for the 2016/17 report

Performance measure	Academic year	Fiscal year	Survey year
1. Student spaces (total, health, developmental, medical)		2016/17	
2. Credentials awarded		2015/16	
3. Aboriginal student spaces		2015/16	
4. Student satisfaction with education			2016
5. Student assessment of the quality of instruction			2016
6. Student assessment of skill development			2016
7. Student assessment of the usefulness of knowledge and skills in performing job			2016
8. Unemployment rate			2016
9. Sponsored research funding		2015/16	
10. Transition rate of high school students to public post-secondary education	2013/14 – 2015/16		
11. Loan repayment as a percent of income			2016
12. Year to year retention rate	2014/15 – 2015/16		
13. Time to completion		2005/06 – 2015/16	
14. Credentials awarded to Aboriginal students		2015/16	
15. Participation rate	2015/16		

Table 3 describes the approximate timing of data availability. Performance measure data and results are sent to institutions as they become available, typically in March, May and June.

Table 3. Data availability

Data source	Approximate month data are available to the Ministry
Apprenticeship survey data	June 2016
Diploma, Associate Degree, Certificate survey data	November 2016
Baccalaureate Graduates survey data	March 2017
Labour Force Survey data	March 2017
Pan-Canadian Education Indicators Program data	April 2017
Data prepared by Institutions	April 2017
Student Transitions Project data	May 2017
Full-time equivalent data as provided to the Ministry of Advanced Education	June 2017

Assessment

Targets for Accountability Framework performance measures are based on the following principles:

- the aggregate of institutional targets should equal the overall system target, with exceptions noted as required;
- the Ministry sets targets with institutional input into process and objectives where possible;
- targets should promote performance that is within an institution’s ability to achieve;
- institutional comparisons should be based on reasonable and valid comparators;
- targets should take into consideration cyclical, contextual, or other structural impacts, including statistical variation; and
- taken as a whole, targets should promote overall improvement of institution and system performance.

DID YOU KNOW?

Aboriginal Student Spaces Targets are required this year!

The results for each institution are assessed against the target using the scale shown in Table 4 in accordance with the Ministry’s Service Plan Report. For survey results, data are presented with the margin of error calculated based on a ninety-five percent confidence interval. The target assessment assigned for survey results will be based on the actual result and the confidence interval to determine the highest assessment accomplished without rounding.

Table 4. Scale for target assessments

Assessment	Percentage
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Performance Measure Reporting Responsibility

Performance Measures		Colleges										Institutes			Teaching Intensive Universities						Research Intensive Universities				Ministry		
		CAMOSUN	CNC	COTR	DOUGLAS	LANGARA	NIC	NLC	NWCC	OKANAGAN	SELKIRK	VCC	BCIT	JIBC	NVIT	CAPILANO	ECUAD	KPU	RRU	TRU	UFV	VIU	SFU	UBC		UNBC	UVIC
INSTITUTIONAL MEASURES	1. Total student spaces																										
	1a Health spaces																										
	1b Developmental spaces																										
	1c Medical spaces																										
	2. Credentials awarded																										
	3. Aboriginal student spaces																										
	4. Student satisfaction with education																										
	5. Student assessment of the quality of instruction																										
	6. Student assessment of skill development																										
7. Student assessment of the usefulness of knowledge and skills in performing job																											
8. Unemployment rate																											
9. Sponsored research funding																											
SYSTEM MEASURES	10. Transition rate of high school students to public post-secondary education																										
	11. Loan repayment as a percent of income																										
	12. Year to year retention rate																										
	13. Time to completion																										
	14. Credentials awarded to Aboriginal students																										
	15. Participation rate																										

Appendix A: Performance Measure Specifications

1. Student Spaces (total, health, developmental, and medical)

OBJECTIVE	Capacity		
OPERATIONAL DEFINITION	Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Data are based on annualized FTE enrolments. • Student spaces calculations use standard FTE calculation methods for educational activity (see FTE Manual). • Industry Training Authority (ITA) FTEs include foundation and apprenticeship educational activity. • System FTE totals include all Ministry of Advanced Education (AVED) and ITA FTEs delivered. • Institutional totals include all AVED FTEs; ITA FTEs are not included in the calculation. • Current targeted programs include: <ul style="list-style-type: none"> ○ Nursing and other allied health programs, ○ Developmental programs (Adult Basic Education, English as a Second Language, and Adult Special Education programs), and ○ Medical school programs. 		
REPORTING PERIOD	Fiscal Year: 2016/17		
DATA SOURCE(S)	Full-time equivalent data as provided to the Ministry of Advanced Education – Post-Secondary Finance Branch.		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	Total of AVED and ITA FTEs delivered Subtotals for designated program areas	Aggregation of all institutional targets and ITA FTEs Aggregation of institutional targets
	Institutions	Total of AVED FTEs delivered (ITA FTEs not included) Subtotals for designated program areas	Established annually for institutional totals and designated program area subtotals

2. Credentials Awarded

OBJECTIVE	Capacity		
OPERATIONAL DEFINITION	The average number of credentials awarded by public post-secondary institutions in the most recent three years.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Credentials awarded to international students are included. Credentials awarded by other agencies, such as the ITA, are excluded. • Data are collected by credential type categories; only the total number of credentials awarded is assessed. • Adjustments to previously reported data are incorporated annually. • The credential types Apprenticeship, Short certificate, Other, None and Recommended for Certification are excluded from the credential total. • Credentials are allocated to credential type as noted below. 		
	Credential type	Credentials included	
	Graduate and First Professional	Doctorate, Master's degree, First Professional degree, Graduate diploma, Graduate certificate, Post-degree diploma, Post-degree certificate	
	Bachelor	Bachelor's degree	
	Diploma	Diploma, Associate degree, Advanced diploma	
	Certificate	Certificate, Advanced certificate	
Developmental	All credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates		
REPORTING PERIOD	Fiscal Year: 2015/16		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System credentials awarded (three-year average)	Aggregation of all institutional targets
	Institutions	Credentials awarded (three-year average)	Institution-specific targets
TARGET SPECIFICATIONS	<p>The institution-specific credential target is based on the average number of credentials awarded by an institution in the last three years and the year over year change in FTEs in recent years. The formula is:</p> $\text{Credentials target} = (\text{Average credentials awarded in past 3 years}) * (1 + \text{average year over year FTE change})$ <p>The average year over year FTE change is calculated dependent on the institution. JIBC uses 1 year of FTEs, colleges and institutes - the average of 2 years of FTE changes, teaching-intensive universities – the average of 3 years of FTE changes, and research-intensive universities – the average of 4 years of FTE changes.</p>		

3. Aboriginal Student Spaces

OBJECTIVE	Access		
OPERATIONAL DEFINITION	Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Data are based on domestic students only. • Aboriginal student spaces calculations use standard FTE calculation methods for educational activity for students who have self-identified as Aboriginal (see FTE Manual). • <i>Aboriginal Data Standard Questions</i>: <ul style="list-style-type: none"> ○ Do you identify yourself as an Aboriginal person; that is, First Nations, Métis, or Inuit? ○ If you identify yourself as an Aboriginal person, are you: First Nations? Métis? Inuit? • Aboriginal students are those who self-identified as having Aboriginal ancestry in the B.C. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution (STP “Aboriginal Ever”). • All educational activity is included: AVED and ITA funded FTEs delivered 		
REPORTING PERIOD	Fiscal Year: 2015/16		
DATA SOURCE(S)	Central Data Warehouse (colleges, institutes, teaching-intensive universities) and institutional records (research-intensive universities) Student Transitions Project to provide information to the CDW and institutions on the Aboriginal student self-identifier.		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	Total FTEs delivered to Aboriginal students	Increase over previous year
	Institutions	Total FTEs delivered to Aboriginal students	Institution specific target
TARGET SPECIFICATIONS	Targets are required this year. They must be identified in the table of results. Examples of targets include: ‘maintain or increase Aboriginal FTEs’ or a percentage of the overall student body or regional population.		

4. Student Satisfaction with Education

OBJECTIVE	Quality		
OPERATIONAL DEFINITION	Percentage of students who were very satisfied or satisfied with the education they received		
MEASURE SPECIFICATIONS	<p><i>Baccalaureate Graduates Survey:</i></p> <ul style="list-style-type: none"> Data for bachelor’s degree graduates are from the Baccalaureate Graduates Survey question B3: “How satisfied are you with the education you received from your [name of program] program at [name of institution]?” <p><i>Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey:</i></p> <ul style="list-style-type: none"> Data for diploma, associate degree, and certificate students and apprenticeship students are from the survey question Q.49A: “How satisfied are you with the education you received from the [name of program] program at [name of institution]?” <p><i>For all surveys:</i></p> <ul style="list-style-type: none"> Response scale is: “Very satisfied, Satisfied, Dissatisfied, Very dissatisfied, Don’t know, Refused.” Performance is evaluated based on the percent of “Very satisfied” and “Satisfied” responses. Calculation of percentage excludes respondents who indicated “Don’t know,” or “Refused.” 		
REPORTING PERIOD	Survey Year: 2016		
DATA SOURCE(S)	Baccalaureate Graduates Survey Diploma, Associate Degree, and Certificate Student Outcomes Survey Apprenticeship Student Outcomes Survey		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System total (by survey)	System total: ≥90%
	Institutions	Institution total (by survey)	Institution total: ≥90%

5. Student Assessment of the Quality of Instruction

OBJECTIVE	Quality		
OPERATIONAL DEFINITION	Percentage of students who rated the quality of instruction in their program positively.		
MEASURE SPECIFICATIONS	<p><i>Baccalaureate Graduate Survey:</i></p> <ul style="list-style-type: none"> • Data for bachelor graduates are from the BGS question C1: “Overall, how would you rate the quality of course instruction in your [name of program] program?” • Response scale is, “Very good, Good, Poor, Very poor, Don’t know, Refused.” • Measure includes “Very good” and “Good” responses. <p><i>Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey:</i></p> <ul style="list-style-type: none"> • Data for diploma, associate degree and certificate students and apprenticeship students are from question Q.52: “How would you rate the quality of instruction?” • Response scale is, “Very good, Good, Adequate, Poor, Very poor, Not applicable, Don’t know, Refused.” • Measure includes “Very good”, “Good” and “Adequate” responses. <p><i>For all surveys:</i></p> <ul style="list-style-type: none"> • Calculation of percentage excludes respondents who indicated “Not applicable,” “Don’t know,” or “Refused”. 		
REPORTING PERIOD	Survey Year: 2016		
DATA SOURCE(S)	Baccalaureate Graduates Survey Diploma, Associate Degree, and Certificate Student Outcomes Survey Apprenticeship Student Outcomes Survey		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System total (by survey)	System totals: ≥90%
	Institutions	Institution total (by survey)	Institution totals: ≥90%

6. Student Assessment of Skill Development

OBJECTIVE	Quality		
OPERATIONAL DEFINITION	Percentage of students who indicated their education helped them to develop various skills		
MEASURE SPECIFICATIONS	<p>Skills included in the average are: (a) writing clearly and concisely, (b) speaking effectively (verbally express opinions or ideas clearly and concisely), (c) reading and comprehending material (appropriate to your field), (d) working effectively with others, (e) analysing and thinking critically, (f) resolving issues or problems, and (g) learning on your own.</p> <p><i>Baccalaureate Graduates Survey:</i></p> <ul style="list-style-type: none"> Data for bachelor’s degree graduates are from questions C14 to C22 “Please identify how helpful [institution] was in developing the following skills...”. Skill categories are given above and in brackets if different between surveys. <p><i>Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey:</i></p> <ul style="list-style-type: none"> Data for diploma, associate degree and certificate students and apprenticeship students are based on questions Q.51N “How helpful was your program in developing the following skills...?” Skill categories are given above. <p><i>For all surveys:</i></p> <ul style="list-style-type: none"> Response scale is, “Very helpful, Helpful, Not very helpful, Not at all helpful, Not applicable, Don’t Know, Refused.” Measure includes “Very helpful” and “Helpful” responses. Calculation of percentage excludes respondents who indicated “Not applicable”, “Refused” or “Don’t know”. 		
REPORTING PERIOD	Survey Year: 2016		
DATA SOURCE(S)	<p>Baccalaureate Graduates Survey</p> <p>Diploma, Associate Degree, and Certificate Student Outcomes Survey</p> <p>Apprenticeship Student Outcomes Survey</p>		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System average (by survey)	System average: ≥85%
	Institutions	Institution average (by survey)	Institution average: ≥85%

7. Student Assessment of the Usefulness of Knowledge and Skills in Performing Job

OBJECTIVE	Relevance		
OPERATIONAL DEFINITION	Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job		
MEASURE SPECIFICATIONS	<p><i>Baccalaureate Graduates Survey:</i></p> <ul style="list-style-type: none"> Data for bachelor graduates are based on the BGS question E28 “How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?” <p><i>Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey:</i></p> <ul style="list-style-type: none"> Data for diploma, associate degree and certificate graduates and apprenticeship graduates are based on question Q41A “How useful have the knowledge and skills you gained in the program been in performing your [main] job?” <p><i>For all surveys:</i></p> <ul style="list-style-type: none"> Response scale is, “Very useful, Somewhat useful, Not very useful, Not at all useful, Don’t know, Refused.” Performance is evaluated based on “Very useful” and “Somewhat useful” responses. Calculation of percentage excludes respondents who indicated “Don’t know” or “Refused”. 		
REPORTING PERIOD	Survey Year: 2016		
DATA SOURCE(S)	Baccalaureate Graduates Survey Diploma, Associate Degree, and Certificate Student Outcomes Survey Apprenticeship Student Outcomes Survey		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System total (by survey)	System total: ≥90%
	Institutions	Institution total (by survey)	Institution total: ≥90%

8. Unemployment Rate

OBJECTIVE	Relevance																
OPERATIONAL DEFINITION	Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.																
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Definition of unemployed persons is from the Labour Force Survey. The unemployment rate target is based on the Labour Force Survey 2016 annual results. Full-time students are considered unavailable for work and are excluded from the labour force. • The reference age group for the target is the population aged 18-29 with high school credentials or less. • Institutions with a provincial mandate are assessed with the provincial rate, while institutions with a regional mandate are assessed with a regional rate based on the location of the institution's main campus (see table below). • To ensure reliable targets from the Labour Force Survey, some regions have been aggregated. <table border="1"> <thead> <tr> <th>Region</th> <th>Institutions</th> </tr> </thead> <tbody> <tr> <td>Province</td> <td>BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UVIC</td> </tr> <tr> <td>Vancouver Island/Coast</td> <td>CAM, NIC, VIU</td> </tr> <tr> <td>Lower Mainland/Southwest</td> <td>CAP, DOUG, KPU, LANG, UFV, VCC</td> </tr> <tr> <td>Interior¹ (Thompson/Okanagan, Kootenay)</td> <td>COTR, OKAN, SEL, TRU</td> </tr> <tr> <td>North¹ (Cariboo, North Coast and Nechako, Northeast)</td> <td>CNC, NLC, NWCC</td> </tr> <tr> <td>Not assessed</td> <td>NVIT²</td> </tr> </tbody> </table>			Region	Institutions	Province	BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UVIC	Vancouver Island/Coast	CAM, NIC, VIU	Lower Mainland/Southwest	CAP, DOUG, KPU, LANG, UFV, VCC	Interior ¹ (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU	North ¹ (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC	Not assessed	NVIT ²
Region	Institutions																
Province	BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UVIC																
Vancouver Island/Coast	CAM, NIC, VIU																
Lower Mainland/Southwest	CAP, DOUG, KPU, LANG, UFV, VCC																
Interior ¹ (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU																
North ¹ (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC																
Not assessed	NVIT ²																
REPORTING PERIOD	Survey Year: 2016																
DATA SOURCE(S)	Baccalaureate Graduates Survey Diploma, Associate Degree, and Certificate Student Outcomes Survey Apprenticeship Student Outcomes Survey Labour Force Survey																
INSTITUTIONS PROVIDING DATA	All institutions with eligible students																
REPORTING	Organization	Reporting elements	Targets														
	Ministry	System percent (by survey)	System percent: less than or equal to the provincial rate for the reference group														
	Institutions	Institution percent (by survey)	Institution percent: less than or equal to the provincial or regional rate for the reference group														

1. Due to ongoing sample size limitations of the Labour Force Survey for regional populations, the unemployment rate is assessed using an aggregated region to ensure a reliable target is available.

2. Due to ongoing sample size limitations of the Labour Force Survey for on-reserve Aboriginal peoples, the unemployment rate for NVIT is reported but not assessed because no reliable target is available.

9. Sponsored Research Funding

OBJECTIVE	Capacity		
OPERATIONAL DEFINITION	Total sponsored research funding awarded from federal government, provincial government and other sources		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Funding categories use the Canadian Association of University Business Officers definitions: <ul style="list-style-type: none"> ○ Federal: granting councils (SSHRC, NSERC, CIHR), Health Canada, CFI, Canada Research Chairs, other grants and contracts. ○ Provincial: provincial government grants and contracts. ○ Other (total minus federal and provincial): municipal governments, other provinces, foreign sources, donations (including bequests), NGO grants and contracts, investments, and other income. 		
REPORTING PERIOD	Fiscal Year: 2015/16		
DATA SOURCE(S)	Institutional records as submitted to the Canadian Association of University Business Officers		
INSTITUTIONS PROVIDING DATA	Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria ¹		
REPORTING	Organization	Reporting elements	Targets
	Ministry	Total sponsored research funding (with subtotals for federal, provincial and other) awarded to research-intensive universities	Maintain or increase on previous year's performance
	Institutions	Institution total sponsored research funding (with subtotals for federal, provincial and other)	Maintain or increase on previous year's performance

¹ The universities listed are required to report on this measure. It is an optional measure for all other institutions.

10. Transition Rate of High School Graduates to Public Post-Secondary Education

OBJECTIVE	Access		
OPERATIONAL DEFINITION	The percentage of high school graduates that enter a public post-secondary institution within three academic years of graduating from high school		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> Includes B.C. high school graduates who enroll in B.C. public post-secondary institutions within three academic years of graduation. 		
REPORTING PERIOD	Academic Year: 2013/14 – 2015/16		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	Percent of B.C. high school graduates who register at a B.C. public post-secondary institution in the subsequent three academic years	System level: $\geq 70\%$

11. Loan Repayment as a Percent of Income

OBJECTIVE	Access		
OPERATIONAL DEFINITION	Median monthly loan repayment as a percentage of median monthly income for employed students with debt at time of leaving their institution		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Measure includes degree, diploma, associate degree and certificate graduates¹ who: <ul style="list-style-type: none"> ○ Have incurred debt related to post-secondary education (includes government student loans and loans from other sources to support student education minus loan reduction or remissions) ○ Were employed at the time of the survey and provided a valid income amount • Median monthly loan repayment is calculated using an amortization period of 9.5 years (the period for federal consolidated student loans), and an interest rate of prime plus 2.5 percent (based on data from the Bank of Canada website for November of the survey year). 		
REPORTING PERIOD	Survey Year: 2016		
DATA SOURCE(S)	Baccalaureate Graduates Survey Diploma, Associate Degree, and Certificate Student Outcomes Survey		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students		
REPORTING	Organization	Reporting elements	Targets
	Ministry	B.C. Public post-secondary median loan repayment as a percent of median income (by survey)	System: ≤ 8%

¹ Apprenticeship students are not eligible for student loans because of the minimum program duration requirement of twelve consecutive weeks.

12. Year to Year Retention Rate

OBJECTIVE	Efficiency		
OPERATIONAL DEFINITION	The percent of students who returned to public post-secondary studies or were awarded a credential.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> Starting cohort includes all students new to a level of study¹ (either undergraduate or graduate) and enrolled at a public post-secondary institution in any term of the academic year Retention cohort includes all students who returned to studies in any term in the following year or received a credential <p>Retention Rate =</p> <p><u>Number Enrolled in the subsequent year + Number awarded a credential</u></p> <p>Number in Starting cohort</p>		
REPORTING PERIOD	Academic Year: 2014/15 – 2015/16		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	B.C. public post-secondary total	System total: 75%

¹ Undergraduate includes: Bachelors, Advanced Diploma, Advanced Certificate, Diploma, Associate Degree and Certificate. Graduate includes Doctorate, Master's, Graduate Diploma, Graduate Certificate, Post-degree Diploma, Post-degree Certificate, and First Professional degree.

13. Time to Completion

OBJECTIVE	Efficiency		
OPERATIONAL DEFINITION	The median number of years for graduates to complete a credential		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Includes all graduates in the most recent fiscal year by credential type. • Time to completion is the elapsed time from first enrolment in the most recent ten years at a level of study¹ to when the credential was awarded. No attempt is made to exclude terms not attended or part-time enrolments. • Credentials included are Master's, Bachelor's, Diploma/Associate degree, and Certificate. 		
REPORTING PERIOD	Fiscal Year: 2005/06 - 2015/16		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System: median years to completion by credential type	Master's ≤ 3 years Bachelor's ≤ 6 years Diploma/Associate degree ≤ 4 years Certificate ≤ 2 years

¹ Either undergraduate or graduate study.

14. Credentials Awarded to Aboriginal Students

OBJECTIVE	Capacity		
OPERATIONAL DEFINITION	The annual number of credentials awarded to Aboriginal students by public post-secondary institutions.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Credentials awarded by other agencies, such as the ITA, are excluded. • Revisions of previously reported data are incorporated once a year. • The credential types Apprenticeship, Short certificate, Other, None, and Recommended for Certification are excluded from credential counts. 		
	Credential type	Credentials included	
	Graduate and First Professional	Doctorate, Master's, First Professional degree, Graduate Diploma, Graduate Certificate, Post-degree Diploma, Post-degree Certificate	
	Bachelor	Bachelor's degree	
	Diploma	Diploma, Associate Degree, Advanced Diploma	
	Certificate	Certificate, Advanced Certificate	
	Developmental	All credentials granted below post-secondary level such as English as a Second Language certificates, high school graduation diplomas, and career and employment readiness certificates	
REPORTING PERIOD	Fiscal Year: 2015/16		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System: credentials awarded	Progress toward goal ¹ of 4,609 by 2020/21

¹ Goal articulated in the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

15. Participation Rate

OBJECTIVE	Access		
OPERATIONAL DEFINITION	The percentage of the B.C. population aged 18-24 years who were enrolled in post-secondary education		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> • Includes college and university attendance • Includes full-time and part-time attendance • Includes public and private educational establishments • Excludes other types of schools such as private institutes or vocational or secretarial schools – updated according to StatsCan • Table E.1.2.2: Participation rate in education among 18- to 34-year-olds, by age group and type of institution attended, Canada, provinces and territories. See for a listing of updated tables. For a complete description of this indicator, see the Education Indicators in Canada: Handbook for the Pan-Canadian Education Indicators Program. 		
REPORTING PERIOD	Academic Year: 2015/16		
DATA SOURCE(S)	Pan-Canadian Education Indicators Program (Table E.1.2.2)		
INSTITUTIONS PROVIDING DATA	All institutions		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System: B.C. post-secondary total	Maintain or increase on previous year's performance