

# 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 2017/18 reporting cycle, reported in July 2018.

**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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Or visit our website at:

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/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 Accountability 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 B.C., with the aim that it should benefit all residents of the province by ensuring the system’s ongoing contribution to social and economic development.

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

**CAPACITY** - The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province

- Student Spaces
- Credentials Awarded
- Sponsored Research Funding
- Credentials Awarded to Aboriginal Students

**ACCESS** - The B.C. public post-secondary system provides equitable and affordable access for residents.

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

**QUALITY** - The B.C. 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 B.C. 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 B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

- First Year Retention Rate
- Time to Completion

## Reporting Principles

In November 2003 the B.C. Government adopted the [BC Reporting Principles](#) to guide government reporting. These principles provide a guide for developing the Institutional Accountability Plans and Reports.

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. This provides the framework for the report.

The Mandate Letter contains multiple priorities as listed below (please see mandate letters for exact wording). Priority 8 of the [2017/18 Mandate Letter](#), the financial target identified in the [Ministry's Service Plan](#), is a system target. Each institution's balanced budget contributes to achieving this target.

Mandate Letter 2017/18 Required for Report	Mandate Letter 2018/19 Required for Planning /Implementation
<ol style="list-style-type: none"> <li>1. Develop and implement an updated Skills Gap Plan</li> <li>2. Support the #BCTECH strategy</li> <li>3. Implement the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan</li> <li>4. Deliver on provincial priorities for international education including two-way flow of students, educators and ideas</li> <li>5. Promote the development and use of online resources and open textbooks</li> <li>6. Participate in the development and implementation of a common application system</li> <li>7. Promote safe campuses</li> <li>8. Meet or exceed the financial targets identified in the Ministry's three-year Service Plan</li> <li>9. Participate in the Administrative Service delivery Transformation initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.</li> <li>2. Implement priority initiatives including:               <ol style="list-style-type: none"> <li>a. Tuition-Free ABE and ELL programs to domestic students</li> <li>b. Improve education success of former youth in care</li> <li>c. Expand tech-related programming and others that align to the knowledge-based economy</li> </ol> </li> <li>3. Improve student mental health, safety and overall well-being</li> <li>4. Align institutional processes with K-12 curriculum changes</li> <li>5. Develop a balanced approach to international education</li> <li>6. Comply with the 2% cap on tuition and mandatory fee increases</li> </ol>

## 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. It is comprehensive and transparent while avoiding duplication as much as possible.

Institutions must describe what actions were taken and the accomplishments achieved related to priorities within the institution's 2017/18 Mandate Letter. In addition, as this is both a report and a plan, institutions must describe what actions are planned or implemented related to the priorities within the institution's 2018/19 Mandate Letter (see table above).

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 2017/18 reporting cycle are listed below.

- PM 2: Credentials – two changes have taken place this year.
  - First is that only domestic credentials awarded are counted. This aligns the actual with the target which is based on the FTEs which do not include international students.
  - Second the target calculation was changed from average interest to compound interest as this is less sensitive to sudden major changes. Additional details can be found in Appendix A: Performance Measure Specifications on page 17-18.

Targets for the 2017/18 cycle were provided in January 2018 to the Institutional Research Directors and were posted on the SharePoint site. Updated actuals and targets from previous years using the new calculations were also provided for institutions that carry out a trend analysis of their performance measures.
- PM 6: Student Assessment of Skill Development – the calculation of the overall skill development was reviewed to ensure that the calculation does not favour respondents who provide more eligible responses. Additional details can be found in Appendix A: Performance Measure Specification on page 21.
- PM12: Year to Year Retention – the name of this measure was changed to “First Year Retention Rate” to more accurately reflect the calculation and intent of the measure.
- Indigenous Reporting: Improved guidelines for reporting Indigenous activities undertaken in the past year have been included. Please see page 9 for this new information.
  - Please note that Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Inuit, and Métis peoples. The British Columbia government is now using the term Indigenous as the collective term for First Nations, Inuit, and Métis peoples where appropriate.
  - Aboriginal is used in reference to data collected based on the [Aboriginal Administrative Data Standard](#).

## Important Dates

Performance Results	<ul style="list-style-type: none"><li>• Round 1 - Mar 2018 (measures 4-7)</li><li>• Round 2 - May 2018 (measure 2, 3, 8, 9)</li><li>• Round 3 - June 2018 (measure 1)</li></ul>
Research University Data Call	<ul style="list-style-type: none"><li>• April 2018</li></ul>
Draft Submission	<ul style="list-style-type: none"><li>• May 25, 2018 (if desired)</li></ul>
Performance Targets	<ul style="list-style-type: none"><li>• June 2018</li></ul>
<b>IAPR Submission</b>	<ul style="list-style-type: none"><li>• <b>July 16, 2018</b></li></ul>
<b>Contact Hour Activity Submission</b>	<ul style="list-style-type: none"><li>• <b>July 16, 2018</b></li></ul>
IAPR Review	<ul style="list-style-type: none"><li>• Ministry Review period - July 16 - Aug 3, 2018</li><li>• Ministry Feedback (if needed) - Aug 3 - 17, 2018</li></ul>
IAPR Letters	<ul style="list-style-type: none"><li>• November 2018 (tentative)</li></ul>



# 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* and the *BC Reporting Principles*.

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 and have included their institution's major 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 to be undertaken by the institution in the coming year should be included in this section.

In reference to the priorities of government related to Indigenous learners, it is expected that each institution will speak to the efforts it has undertaken and will be undertaking in the period covered by this IAPR to support true and lasting reconciliation with Indigenous Peoples in British Columbia. This includes reporting on actions taken to support Indigenous learners and communities and to implement the United Nations Declaration on

the Rights of Indigenous Peoples (UNDRIP) and the Calls to Action of the Truth and Reconciliation Commission (TRC).

Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Inuit, and Métis peoples. The British Columbia government is now using the term Indigenous as the collective term for First Nations, Inuit, and Métis peoples where appropriate. Aboriginal is used in reference to data collected based on the [Aboriginal Administrative Data Standard](#).

### 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.)

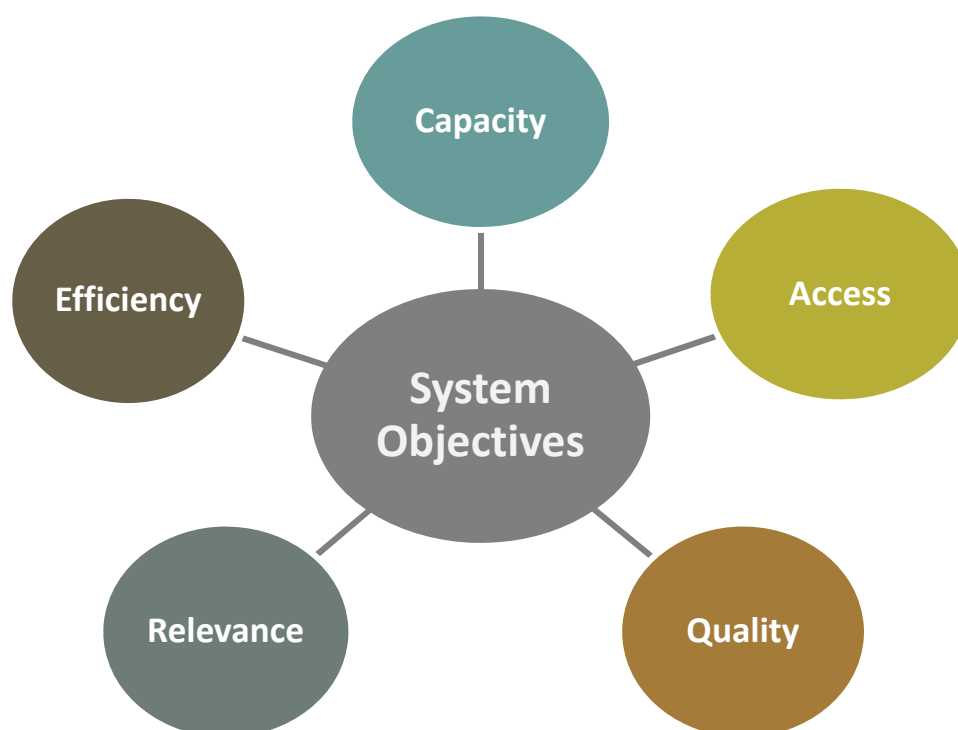
## Performance Plan

### 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 and reviewed annually by the Performance Measurement Working Group. 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).

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 16, 2018

# Publication Instructions

## Process for Submission

IAPR Submission  
Date

**July 16, 2018**

The 2017/18 Institutional Accountability Plan and Report is to be uploaded to your institution's folder on the [Accountability Framework SharePoint](#) site by **July 16, 2018**. If you encounter significant extenuating circumstances that may impact this due date please contact the Ministry by June 29, 2018. Instructions for uploading the document are available on the site. For access to the site, please contact Sébastien Lavoie ([Sebastien.Lavoie@gov.bc.ca](mailto:Sebastien.Lavoie@gov.bc.ca)).

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 25, 2018**. Draft reports may be submitted with preliminary data or a place holder such as 'TBD'. To obtain preliminary data contact your Institutional Research director for assistance.

## 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 Indigenous issues), 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 are 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, Skills and Training, 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. B.C. 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 *2017 Baccalaureate Survey of 2015 Graduates*, which surveys bachelor's degree graduates two years after graduation
- The *2017 Diploma, Associate Degree, and Certificate Survey*, which surveys former diploma, associate degree and certificate students between nine and twenty months after they leave an institution

- The *2017 Apprenticeship Survey*, which surveys apprenticeship students between nine and twenty months after completing their final level of 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 2017/18 report**

Performance measure	Academic year	Fiscal year	Survey year
1. Student spaces (total, health, developmental, medical)		2017/18	
2. Credentials awarded		2016/17	
3. Aboriginal student spaces		2016/17	
4. Student satisfaction with education			2017
5. Student assessment of the quality of instruction			2017
6. Student assessment of skill development			2017
7. Student assessment of the usefulness of knowledge and skills in performing job			2017
8. Unemployment rate			2017
9. Sponsored research funding		2016/17	
10. Transition rate of high school students to public post-secondary education	2014/15 – 2016/17		
11. Loan repayment as a percent of income			2017
12. First year retention rate	2015/16 – 2016/17		
13. Time to completion		2006/07 – 2016/17	
14. Credentials awarded to Aboriginal students		2016/17	
15. Participation rate	2016/17		

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 2017
Diploma, Associate Degree, and Certificate survey data	November 2017
Baccalaureate Graduate survey data	March 2018
Labour Force Survey data	March 2018
Pan-Canadian Education Indicators Program data	April 2018
Data prepared by Institutions	April 2018
Student Transitions Project data	May 2018
Full-time equivalent data as provided to the Ministry of Advanced Education, Skills and Training	June 2018

## 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.

The results for each institution are assessed against the target using the scales shown in Table 4. 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	Measures without targets and survey results with less than 20 respondents or a margin of error of 10% or greater





# 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. First 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)

<b>OBJECTIVE</b>	<b>Capacity:</b> The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.		
<b>INTENT</b>	To indicate if the targeted <b>capacity</b> of the B.C. public post-secondary system is achieved.		
<b>OPERATIONAL DEFINITION</b>	Number of full-time equivalent (FTEs) student enrolments delivered overall and in designated program areas.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Data are based on annualized FTE enrolments.</li> <li>• Student spaces calculations use standard FTE calculation methods for educational activity (see <a href="#">FTE Manual</a>).</li> <li>• Industry Training Authority (ITA) FTEs include foundation and apprenticeship educational activity.</li> <li>• System FTE totals include all Ministry of Advanced Education, Skills and Training (AEST) and ITA FTEs delivered.</li> <li>• Institutional totals include all AEST FTEs; ITA FTEs are not included in the calculation.</li> <li>• Current targeted programs include: <ul style="list-style-type: none"> <li>○ Nursing and other allied health programs,</li> <li>○ Developmental programs (Adult Basic Education, English Language Learner, and Adult Special Education programs), and</li> <li>○ Medical school programs.</li> </ul> </li> </ul>		
<b>REPORTING PERIOD</b>	Fiscal Year: 2017/18		
<b>DATA SOURCE(S)</b>	Full-time equivalent data as provided to the Ministry of Advanced Education, Skills and Training – Post-Secondary Finance Branch.		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Total of AEST FTEs delivered (ITA FTEs not included). Subtotals for designated program areas.	Established annually for institutional totals and designated program area subtotals.
	Ministry	Total of AEST and ITA FTEs delivered. Subtotals for designated program areas.	Aggregation of all institutional targets and ITA FTEs. Aggregation of institutional targets.

## 2. Credentials Awarded

<b>OBJECTIVE</b>	<b>Capacity:</b> The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.														
<b>INTENT</b>	To indicate if the <b>capacity</b> of the system is adequate to address the need for skilled graduates in the B.C. economy.														
<b>OPERATIONAL DEFINITION</b>	The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.														
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded.</li> <li>• Only the total number of credentials awarded is assessed.</li> <li>• Adjustments to previously reported data are incorporated annually.</li> <li>• The credential types Apprenticeship, Short Certificate, Other, None and Recommended for Certification are excluded from the credential total.</li> <li>• Credentials are allocated to credential category as noted below.</li> </ul> <table border="1"> <thead> <tr> <th>Credential category</th> <th>Credentials included</th> </tr> </thead> <tbody> <tr> <td>Graduate and First Professional</td> <td>Doctorate, Master's degree, First Professional degree, Graduate diploma, Graduate certificate, Post-degree diploma, Post-degree certificate</td> </tr> <tr> <td>Bachelor</td> <td>Bachelor's degree</td> </tr> <tr> <td>Diploma</td> <td>Diploma, Associate degree, Advanced diploma</td> </tr> <tr> <td>Certificate</td> <td>Certificate, Advanced certificate</td> </tr> <tr> <td>Developmental</td> <td>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</td> </tr> </tbody> </table>			Credential category	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
Credential category	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														
<b>REPORTING PERIOD</b>	Fiscal Year: 2016/17														
<b>DATA SOURCE(S)</b>	Student Transitions Project														
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.														
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>												
	Institutions	Credentials awarded (three-year average).	Institution-specific targets.												
	Ministry	System credentials awarded (three-year average).	Aggregation of all institutional targets.												

<b>TARGET SPECIFICATIONS</b>	<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. The formula is:</p> $\text{Credentials target} = \left( \frac{\text{average credentials awarded in past 3 years}}{\text{FTE, Y years before latest}} \right) * \left( \frac{\text{Latest FTE}}{\text{FTE, Y years before latest}} \right)^{\frac{1}{Y}}$ <p>The year over year FTE change is calculated dependent on the institution through factor of 'Y'. The factor of 'Y' is intended to reflect the program mix and program duration of institutions - JIBC uses 1 year, colleges and institutes 2 years, teaching-intensive universities 3 years, and research-intensive universities 4 years.</p> <p>FTEs funded by AEST are included, those funded by the ITA are excluded.</p>
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### 3. Aboriginal Student Spaces

<b>OBJECTIVE</b>	<b>Access:</b> The B.C. public post-secondary system provides equitable and affordable access for residents.
<b>INTENT</b>	To indicate the <b>accessibility</b> of the system for self-identified Aboriginal learners.
<b>OPERATIONAL DEFINITION</b>	Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Data are based on domestic students only.</li> <li>• Aboriginal student spaces calculations use standard FTE calculation methods for educational activity for students who have self-identified as Aboriginal (see <a href="#">FTE Manual</a>).</li> <li>• <i>Aboriginal Data Standard Questions:</i> <ul style="list-style-type: none"> <li>○ Do you identify yourself as an Aboriginal person; that is, First Nations, Métis, or Inuit?</li> <li>○ If you identify yourself as an Aboriginal person, are you: First Nations? Métis? Inuit?</li> </ul> </li> <li>• Aboriginal students are those who self-identified as having Aboriginal ancestry in the B.C. kindergarten to grade 12 system or who self-identified as Aboriginal at a B.C. public post-secondary institution (STP “Aboriginal Ever”).</li> <li>• All educational activity is included: AEST and ITA funded FTEs delivered.</li> </ul>
<b>REPORTING PERIOD</b>	Fiscal Year: 2016/17
<b>DATA SOURCE(S)</b>	Central Data Warehouse (colleges, institutes, teaching-intensive universities) and institutional records (research-intensive universities) provide the FTE counts. Student Transitions Project provides information to the CDW and institutions on the Aboriginal student self-identifier.
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.

	<i>Organization</i>	<i>Reporting elements</i>	<i>Targets</i>
<b>REPORTING</b>	Institutions	Total FTEs delivered to Aboriginal students.	Institution specific target.
	Ministry	Total FTEs delivered to Aboriginal students.	Increase over previous year.
<b>TARGET SPECIFICATIONS</b>	Targets are determined by the institution.		

#### 4. Student Satisfaction with Education

<b>OBJECTIVE</b>	<b>Quality:</b> The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
<b>INTENT</b>	To indicate the <b>quality</b> of education programs through a former students' assessment of how satisfied they were with their educational experience.
<b>OPERATIONAL DEFINITION</b>	Percentage of students who were very satisfied or satisfied with the education they received.
<b>MEASURE SPECIFICATIONS</b>	<p><i>Data</i></p> <ul style="list-style-type: none"> <li>Data for bachelor's degree graduates use question B3 from the <i>2017 Baccalaureate Survey of 2015 Graduates</i>: "How satisfied are you with the education you received from your [name of program] program at [name of institution]?"</li> <li>Data for diploma, associate degree, certificate students and apprenticeship students use question 49A from the <i>2017 Apprenticeship Questionnaire</i> and <i>2017 Diploma, Associate Degree, and Certificate Survey</i>: "How satisfied are you with the education you received from the [name of program] program at [name of institution]?"</li> <li>For all surveys the response scale is: "Very satisfied, Satisfied, Dissatisfied, Very dissatisfied, Don't know, Refused."</li> </ul> <p><i>Calculation</i></p> <ul style="list-style-type: none"> <li>Satisfaction with Education is evaluated based on the percent of "Very satisfied" and "Satisfied" responses. Calculation of percentage excludes respondents who indicated "Don't know," or "Refused."</li> </ul>
<b>REPORTING PERIOD</b>	Survey Year: 2017
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey 2017 Apprenticeship Survey

<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Institution total (by survey).	Institution total: ≥90%
	Ministry	System total (by survey).	System total: ≥90%

## 5. Student Assessment of the Quality of Instruction

<b>OBJECTIVE</b>	<b>Quality:</b> The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
<b>INTENT</b>	To indicate the <b>quality</b> of education programs through a former students' assessment of the instruction they received.
<b>OPERATIONAL DEFINITION</b>	Percentage of students who rated the quality of instruction in their program positively.
<b>MEASURE SPECIFICATIONS</b>	<p><i>Data</i></p> <ul style="list-style-type: none"> <li>Data for bachelor's degree graduates use question C1 from the <i>2017 Baccalaureate Survey of 2015 Graduates</i>: "Overall, how would you rate the quality of course instruction in your [name of program] program?" <ul style="list-style-type: none"> <li>The response scale is, "Very good, Good, Poor, Very poor, Don't know, Refused."</li> </ul> </li> <li>Data for diploma, associate degree, certificate and apprenticeship students use question 52 from the <i>2017 Apprenticeship Questionnaire</i> and <i>2017 Diploma, Associate Degree, and Certificate Survey</i>: "How would you rate the quality of instruction?" <ul style="list-style-type: none"> <li>Response scale is, "Very good, Good, Adequate, Poor, Very poor, Not applicable, Don't know, Refused."</li> </ul> </li> </ul> <p><i>Calculation</i></p> <ul style="list-style-type: none"> <li>Quality of instruction for bachelor's degree graduates is evaluated on the percent of "Very good" and "Good" responses.</li> <li>Diploma, associate degree, certificate and apprenticeship students is evaluated on the percent of "Very good", "Good" and "Adequate" responses.</li> <li>Calculation of percentage excludes respondents who indicated "Not applicable", "Don't know", or "Refused".</li> </ul>
<b>REPORTING PERIOD</b>	Survey Year: 2017
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey 2017 Apprenticeship Survey

<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Institution total (by survey).	Institution total: ≥90%
	Ministry	System total (by survey).	System total: ≥90%

## 6. Student Assessment of Skill Development

<b>OBJECTIVE</b>	<b>Quality:</b> The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.
<b>INTENT</b>	To indicate the <b>quality</b> of education programs through a former students' assessment of attaining identifiable skills.
<b>OPERATIONAL DEFINITION</b>	Percentage of students who indicated their education helped them to develop various skills.
<b>MEASURE SPECIFICATIONS</b>	<p><i>Data</i></p> <p>Skills included in the calculation 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> <ul style="list-style-type: none"> <li>• Data for bachelor's degree graduates use questions C14 to C19, C22 from the <i>2017 Baccalaureate Survey of 2015 Graduates</i>: "Please identify how helpful [institution] was in developing the following skills...". Skill categories are given above.</li> <li>• Data for diploma, associate degree, certificate, and apprenticeship students are based on question 51N from the <i>2017 Apprenticeship Questionnaire</i> and <i>2017 Diploma, Associate Degree, and Certificate Survey</i>: "How helpful was your program in developing the following skills...?" Skill categories are given above.</li> <li>• For all surveys the response scale is, "Very helpful, Helpful, Not very helpful, Not at all helpful, Not applicable, Don't Know, Refused."</li> </ul> <p><i>Calculation</i></p> <ul style="list-style-type: none"> <li>• Assessment of Skill Development is evaluated based on "Very helpful" and "Helpful" responses. It excludes respondents who indicated "Not applicable", "Don't know" or "Refused".</li> <li>• Overall Skills = [ (Respondent 1's % of positive assessments) + (Respondent 2's % of positive assessments) + ... + (Respondent <i>n</i>'s % of positive assessments) ] / <i>n</i>,</li> </ul> <p>where <i>n</i> is the total number of respondents that provided at least one eligible response.</p>

<b>REPORTING PERIOD</b>	Survey Year: 2017		
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey 2017 Apprenticeship Survey		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Institution average (by survey).	Institution average: ≥85%
	Ministry	System average (by survey).	System average: ≥85%

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

<b>OBJECTIVE</b>	<b>Relevance:</b> The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.
<b>INTENT</b>	To indicate the <b>relevance</b> of education programs and their effectiveness in enabling former graduates to contribute to the economic development of B.C. through their assessment of the knowledge and skills they acquired in relation to the requirements of their subsequent employment.
<b>OPERATIONAL DEFINITION</b>	Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job
<b>MEASURE SPECIFICATIONS</b>	<p><i>Data</i></p> <ul style="list-style-type: none"> <li>Data for bachelor’s degree graduates use question E28 from the <i>2017 Baccalaureate Survey of 2015 Graduates</i>: “How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?”</li> <li>Data for diploma, associate degree, certificate graduates and apprenticeship graduates use question 41A from the <i>2017 Apprenticeship Questionnaire</i> and <i>2017 Diploma, Associate Degree, and Certificate Survey</i>: “How useful have the knowledge and skills you gained in the program been in performing your [main] job?”</li> <li>For all surveys the response scale is, “Very useful, Somewhat useful, Not very useful, Not at all useful, Don’t know, Refused.”</li> </ul> <p><i>Calculation</i></p> <ul style="list-style-type: none"> <li>Assessment of the Usefulness of Knowledge and Skills in Performing Job is evaluated based on the percent of “Very useful” and “Somewhat useful” responses.</li> </ul>



	<ul style="list-style-type: none"> <li>Calculation of percentage excludes respondents who indicated “Don’t know” or “Refused”.</li> </ul>		
<b>REPORTING PERIOD</b>	Survey Year: 2017		
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey 2017 Apprenticeship Survey		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Institution total (by survey)	Institution total: ≥90%
	Ministry	System total (by survey)	System total: ≥90%

## 8. Unemployment Rate

<b>OBJECTIVE</b>	<b>Relevance:</b> The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.
<b>INTENT</b>	To indicate the <b>relevance</b> of education programs to the needs of the B.C. economy through the students’ ability to transition from public post-secondary education to the labour market.
<b>OPERATIONAL DEFINITION</b>	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.
<b>MEASURE SPECIFICATIONS</b>	<p><i>Data</i></p> <ul style="list-style-type: none"> <li>Definition of unemployed persons is from the Labour Force Survey. The unemployment rate target is based on the Labour Force Survey 2017 annual results. Full-time students are considered unavailable for work and are excluded from the labour force.</li> <li>Data for bachelor’s degree, diploma, associate degree, certificate graduates and apprenticeship students use derived variables for In the Labour Market (LBR_FRC_In_Labour_Market/LABR_In_Labour_Market) and Unemployed (LBR_FRC_Unemployed/LABR_Unemployed) . Bachelor’s degree graduate data is provided to the Ministry aggregated at the institutional level.</li> </ul> <p><i>Calculation</i></p> <ul style="list-style-type: none"> <li>Unemployment Rate is calculated as the number of unemployed as a percentage of respondents in the labour force.</li> </ul>

<b>REPORTING PERIOD</b>	Survey Year: 2017																
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey 2017 Apprenticeship Survey Labour Force Survey																
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.																
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>														
	Institutions	Institution percent (by survey)	Institution percent: less than or equal to the provincial or regional rate for the reference group														
	Ministry	System percent (by survey)	System percent: less than or equal to the provincial rate for the reference group														
<b>TARGET SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>The reference age group for the target is the population aged 18-29 with high school credentials or less.</li> <li>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).</li> </ul> <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, UPEL</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>Interior (Thompson/Okanagan, Kootenay)</td> <td>COTR, OKAN, SEL, TRU</td> </tr> <tr> <td>North (Cariboo, North Coast and Nechako, Northeast)</td> <td>CNC, NLC, NWCC</td> </tr> <tr> <td>Not assessed</td> <td>NVIT</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Due to ongoing sample size limitations of the Labour Force Survey for regional populations in the Interior and the North, the unemployment rate is assessed using an aggregated region to ensure a reliable target is available. (see table above).</li> <li>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.</li> </ul>			Region	Institutions	Province	BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UPEL	Vancouver Island/Coast	CAM, NIC, VIU	Lower Mainland/Southwest	CAP, DOUG, KPU, LANG, UFV, VCC	Interior (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU	North (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC	Not assessed	NVIT
	Region	Institutions															
Province	BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UPEL																
Vancouver Island/Coast	CAM, NIC, VIU																
Lower Mainland/Southwest	CAP, DOUG, KPU, LANG, UFV, VCC																
Interior (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU																
North (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC																
Not assessed	NVIT																

## 9. Sponsored Research Funding

<b>OBJECTIVE</b>	<b>Capacity:</b> The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.		
<b>INTENT</b>	To indicate the <b>capacity</b> of the public post-secondary system to contribute to the economic and social development of B.C. through research activities.		
<b>OPERATIONAL DEFINITION</b>	Total sponsored research funding awarded from federal government, provincial government and other sources.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Funding categories use the Canadian Association of University Business Officers definitions: <ul style="list-style-type: none"> <li>○ Federal: granting councils (SSHRC, NSERC, CIHR), Health Canada, CFI, Canada Research Chairs, other grants and contracts.</li> <li>○ Provincial: provincial government grants and contracts.</li> <li>○ Other (total minus federal and provincial): municipal governments, other provinces, foreign sources, donations (including bequests), NGO grants and contracts, investments, and other income.</li> </ul> </li> </ul>		
<b>REPORTING PERIOD</b>	Fiscal Year: 2016/17		
<b>DATA SOURCE(S)</b>	Institutional records as submitted to the Canadian Association of University Business Officers.		
<b>INSTITUTIONS PROVIDING DATA</b>	Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria <sup>1</sup>		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Institutions	Institution total sponsored research funding (with subtotals for federal, provincial and other).	Maintain or increase on previous year's performance.
	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.

<sup>1</sup> 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

<b>OBJECTIVE</b>	<b>Access:</b> The B.C. public post-secondary system provides equitable and affordable access for residents.		
<b>INTENT</b>	To indicate the <b>accessibility</b> of the B.C. public post-secondary system in terms of the percent of B.C. high school graduates who enroll in a B.C. public post-secondary institution within three years of high school graduation.		
<b>OPERATIONAL DEFINITION</b>	The percentage of high school graduates that enter a public post-secondary institution within three academic years of graduating from high school.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>Includes B.C. high school graduates who enroll in B.C. public post-secondary institutions within three academic years of graduation.</li> </ul>		
<b>REPORTING PERIOD</b>	Academic Year: 2014/15 – 2016/17		
<b>DATA SOURCE(S)</b>	Student Transitions Project		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	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

<b>OBJECTIVE</b>	<b>Access:</b> The B.C. public post-secondary system provides equitable and affordable access for residents.		
<b>INTENT</b>	To indicate <b>accessibility</b> through the cost impact on students (as indicated by the student debt level) in comparison to the students' ability to repay debt following graduation (as indicated by the financial benefit/income student receive from their public post-secondary education).		
<b>OPERATIONAL DEFINITION</b>	Median monthly loan repayment as a percentage of median monthly income for employed students with debt at time of leaving their institution.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>Measure includes bachelor's degree, diploma, associate degree and certificate graduates<sup>1</sup> who: <ul style="list-style-type: none"> <li>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).</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Were employed at the time of the survey and provided a valid income amount.</li> <li>• 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).</li> </ul>		
<b>REPORTING PERIOD</b>	Survey Year: 2017		
<b>DATA SOURCE(S)</b>	2017 Baccalaureate Survey of 2015 Graduates 2017 Diploma, Associate Degree, and Certificate Survey		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions with eligible students.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Ministry	B.C. Public post-secondary median loan repayment as a percent of median income (by survey).	System: ≤ 8%

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

## 12. First Year Retention Rate

<b>OBJECTIVE</b>	<b>Efficiency:</b> The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns of public and individual investments.
<b>INTENT</b>	To indicate the <b>efficiency</b> of the B.C. public post-secondary system to deliver education programs to students at any institution or Accountability Framework credential program.
<b>OPERATIONAL DEFINITION</b>	The percent of students who returned to public post-secondary studies or were awarded a credential.
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Starting cohort includes all students new to a level of study<sup>1</sup> (either undergraduate or graduate) and enrolled at a public post-secondary institution in any term of the academic year.</li> <li>• Retention cohort includes all students who returned to studies in any term in the following year or received a credential.</li> </ul> <p><b>Retention Rate</b> = <math display="block">\frac{\text{Number Enrolled in the subsequent year} + \text{Number Awarded a Credential}}{\text{Number in starting cohort}}</math></p>
<b>REPORTING PERIOD</b>	Academic Year: 2015/16 – 2016/17
<b>DATA SOURCE(S)</b>	Student Transitions Project

<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Ministry	B.C. public post-secondary total.	System total: 75%

<sup>1</sup> 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

<b>OBJECTIVE</b>	<b>Efficiency:</b> The B.C. public-post secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.		
<b>INTENT</b>	To indicate the <b>efficiency</b> of the B.C. public post-secondary system to deliver education programs to students in a timely manner.		
<b>OPERATIONAL DEFINITION</b>	The median number of years for graduates to complete a credential.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Includes all graduates in the most recent fiscal year by credential type.</li> <li>• Time to completion is the elapsed time from first enrolment in the most recent ten years at a level of study<sup>1</sup> to when the credential was awarded. No attempt is made to exclude terms not attended or part-time enrolments.</li> <li>• Credentials included are Master's, Bachelor's, Diploma/Associate degree, and Certificate.</li> </ul>		
<b>REPORTING PERIOD</b>	Fiscal Year: 2006/07 - 2016/17		
<b>DATA SOURCE(S)</b>	Student Transitions Project		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	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

<sup>1</sup> Either undergraduate or graduate study.

## 14. Credentials Awarded to Aboriginal Students

<b>OBJECTIVE</b>	<b>Capacity:</b> The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.														
<b>INTENT</b>	To indicate whether the <b>capacity</b> of the system is adequate for self-identified Aboriginal learners to address the need for skilled graduates in the B.C. economy.														
<b>OPERATIONAL DEFINITION</b>	The annual number of credentials awarded to Aboriginal students by public post-secondary institutions.														
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Credentials awarded by other agencies, such as the ITA, are excluded.</li> <li>• Revisions of previously reported data are incorporated once a year.</li> <li>• The credential types Apprenticeship, Short Certificate, Other, None, and Recommended for Certification are excluded from credential counts.</li> </ul>														
	<table border="1"> <thead> <tr> <th>Credential category</th> <th>Credentials included</th> </tr> </thead> <tbody> <tr> <td>Graduate and First Professional</td> <td>Doctorate, Master's, First Professional degree, Graduate Diploma, Graduate Certificate, Post-degree Diploma, Post-degree Certificate</td> </tr> <tr> <td>Bachelor</td> <td>Bachelor's degree</td> </tr> <tr> <td>Diploma</td> <td>Diploma, Associate Degree, Advanced Diploma</td> </tr> <tr> <td>Certificate</td> <td>Certificate, Advanced Certificate</td> </tr> <tr> <td>Developmental</td> <td>All credentials granted below post-secondary level such as English Language Learner certificates, high school graduation diplomas, and career and employment readiness certificates</td> </tr> </tbody> </table>			Credential category	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 Language Learner certificates, high school graduation diplomas, and career and employment readiness certificates
	Credential category	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 Language Learner certificates, high school graduation diplomas, and career and employment readiness certificates														
<b>REPORTING PERIOD</b>	Fiscal Year: 2016/17														
<b>DATA SOURCE(S)</b>	Student Transitions Project														
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.														
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>												
	Ministry	System: credentials awarded.	Progress toward goal <sup>1</sup> of 4,609 by 2020/21												

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

## 15. Participation Rate

<b>OBJECTIVE</b>	<b>Access:</b> The B.C. public post-secondary system provides equitable and affordable access for residents.		
<b>INTENT</b>	To indicate the <b>accessibility</b> of the system to meet the demand of the student age population in B.C.		
<b>OPERATIONAL DEFINITION</b>	The percentage of the B.C. population aged 18-24 years who were enrolled in post-secondary education.		
<b>MEASURE SPECIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Includes college and university attendance.</li> <li>• Includes full-time and part-time attendance.</li> <li>• Includes public and private educational establishments.</li> <li>• Excludes other types of schools such as private institutes or vocational or secretarial schools – updated according to StatsCan.</li> <li>• 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. For a complete description of this indicator, see the <a href="#">Education Indicators in Canada: Handbook for the Pan-Canadian Education Indicators Program</a>.</li> </ul>		
<b>REPORTING PERIOD</b>	Academic Year: 2016/17		
<b>DATA SOURCE(S)</b>	Pan-Canadian Education Indicators Program (Table E.1.2.2)		
<b>INSTITUTIONS PROVIDING DATA</b>	All institutions.		
<b>REPORTING</b>	<b>Organization</b>	<b>Reporting elements</b>	<b>Targets</b>
	Ministry	System: B.C. post-secondary total.	Maintain or increase on previous year's performance.