



Ministry of
Advanced Education
and Skills Training

ACCOUNTABILITY FRAMEWORK

2021/22 Reporting Cycle

Standards and
Guidelines
Manual

Accountability Framework

Standards and Guidelines Manual

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 2021/22 reporting cycle, reported in July 2022.

Contacts

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New and Noteworthy

New:

- The term “Aboriginal” has been replaced with the term of “Indigenous” for reporting in reference to individuals who identify themselves as First Nations, Métis, or Inuit.
- Mandate Letters for public sector organizations, including PSIs, will now be issued once per government term. As such, the 2021/22 PSI Mandate Letter, sent June 1, 2021, remains in effect. Instead of receiving a new Mandate Letter each year, the Minister may provide PSIs with a Letter of Direction to build on and/or clarify the priorities and expectations in the existing Mandate Letter.
 - For this year’s IAPR, PSIs are required to report on how they have addressed the 2021/22 Mandate Letter priorities and how they plan to address the subsequent Minister’s Letter of Direction. PSIs received the Minister’s Letter of Direction on April 19, 2022; this letter builds on the expectations outlined in the 2021/22 Mandate Letter. Direction and expectations provided in these two letters are to be incorporated into the goals, objectives, and performance measures in the IAPR.
- Institutions are no longer required to include a separate standardized appendix of the performance measure results provided by the Ministry. The **standard performance measures** are still required in the Performance Plan and Report section. **Institutional performance measures** can also be included in the Performance Plan and Report section. Please ensure there is clear differentiation between the standard and institutional measures.
- Institutions are asked to follow the updated naming convention for the final 2021-22 IAPR submission: INST IAPR 2021-22 (yyyy-mm-dd) where INST is the institution’s acronym and yyyy-mm-dd is the submission date.

Noteworthy:

- A final 21/22 manual has been posted to SharePoint given the 2022/23 Minister’s letters are distributed.
- A draft version of the report may be submitted from May 23 to June 17, 2022 for review and feedback. Institutions are asked to **notify the Ministry by May 20, 2022** if they are submitting a draft.
- The due date for the **final** Institutional Accountability Plan and Report (IAPR) is **July 15, 2022**.

Accountability Framework 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.

Progress and plans at B.C. public post-secondary institutions are reported annually through Institutional Accountability Plan and Reports (IAPRs). These are published on institution websites and on the public [Accountability Framework](#) page. The Ministry publishes system level results as highlights at the same location.

System Strategic Objectives

The Accountability Framework has five strategic objectives: capacity, access, quality, relevance and efficiency.

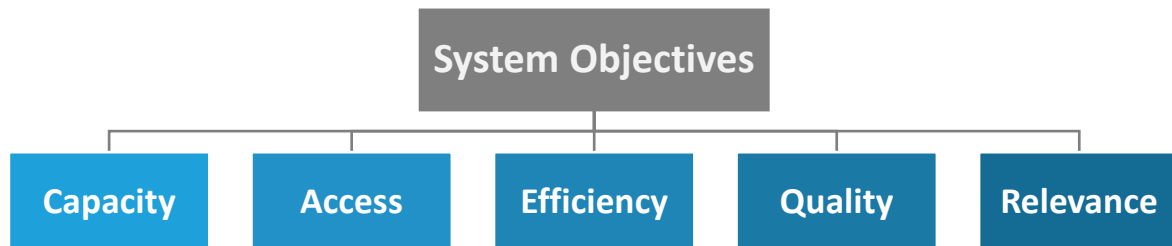


FIGURE 1. B.C. PUBLIC POST-SECONDARY SYSTEM STRATEGIC OBJECTIVES

Standard Performance Measures

The set of sixteen performance measures in the Accountability Framework were developed and are reviewed annually by the Performance Measures Working Group, an advisory group comprised of institution and Ministry representatives. Each performance measure links to at least one strategic objective (see Figure 2). Detailed specifications are included in Appendix A – Performance Measure Specifications.



FIGURE 2. STANDARD PERFORMANCE MEASURES BY SYSTEM STRATEGIC OBJECTIVE

Institutional Accountability Plan and Report

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 (IAPRs).

An Institutional Accountability Plan and Report should convey a logical alignment of planning elements in a comprehensive and transparent way while avoiding duplication as much as possible. It should outline the institution's strategic planning and outcomes, including progress towards Mandate Letter priorities. The IAPR reports on progress achieved in the previous year and presents a plan for the upcoming year.

Annual planning and reporting should be informed by:

- The institution's strategic planning process
- The [Ministry Service Plan](#) and [Ministry Service Plan Report](#)
- Institutional [Mandate letters](#)
- System Strategic Objectives

Intended audiences

The Institutional Accountability Plan and Report is a public document designed for two audiences:

1. The general public:
As the public may not be familiar with individual institutions, an Institutional Accountability Plan and Report needs to be clear, easy to read, and convey this information in a concise, stand-alone document. Potential readers from the general public include students, parents, educators, post-secondary institutions, educational organizations, members of the legislative assembly, media, and citizens.
2. The ministry responsible for public post-secondary education, including the Minister:
An Institutional Accountability Plan and Report needs to provide a clear sense of how an institution's goals and objectives support system objectives, Ministry goals, mandated priorities, and institutional mandates. Ministry staff use the Institutional Accountability Plans and Reports throughout the year to inform system-wide planning.

Acknowledgement

The Ministry recognizes the extensive efforts behind these reports at institutions, ranging from extensive co-ordination of materials from many participants to the collection and communication of information by a few individuals. Many thanks to all involved in producing high quality Institutional Annual Plans and Reports each year.

Important Release Dates and Deadlines

Performance Results	Round 1 (measures 4-7) – March 2022 Round 2 (measures 2, 3, 8, 9) – May 2022 Round 3 (measure 1) ¹ – June 2022
Research University Data Call	April 2022
Draft Submission Deadline	May 23 to June 17, 2022 Contact Ministry by May 20, 2022 if submitting a draft
Performance Targets <i>(for 2022/23 reporting cycle)</i>	June 2022
IAPR Submission Deadline	July 15, 2022
IAPR Review	Ministry Review period – July 18 – August 5, 2022 Ministry Feedback (if needed) – August 8-19, 2022
IAPR Publication	Fall 2022

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 Ministry 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
Mandate Priority Reporting
Performance Plan and Report: Goals and Objectives and Performance Measures, Targets and Results
Financial Information
Appendix - Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

¹ Round 3 results are sourced directly from FTE data submitted by the institution in mid-May. Round 3 results are released following the receipt and review of all FTE reports. Institutions may contact their Institutional Research department in mid-May for preliminary numbers to use in the IAPR for board review.

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

The unique mission, vision and values of the institution as well as relevant internal and external factors are included in the IAPRs to support discussions on the work being done at the institution. These may be referenced throughout the IAPR including discussing goal setting and performance measure achievement.

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 organizations, 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.

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, federal government initiatives, 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, human resource challenges/opportunities, condition of facilities and equipment, etc.)

Mandate Priority Reporting

IAPRs are a key mechanism to gauge institutional progress on achieving the Government priorities for the public post-secondary system, as set out in the annual Mandate Letter. In the IAPR, the Ministry asks institutions to report on each mandate priority for the reporting year and detail plans to meet additional actions outlined in the latest Minister's Letter of Direction for the upcoming year, as it applies to the specific mandate and context of the institution.

Ministry staff references IAPR mandate reporting throughout the year.

This can be provided as a stand-alone section, subsection, or Appendix. Alternatively, for institutions who wish to address these throughout the IAPR, an index can be added which links specific pages to each mandate.

Mandate Letter priorities are included below.

2021/22 Mandate Letter

1. Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector](#), and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.
2. Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
3. Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

2022/23 Minister's Letter of Direction

In addition to continuing to make substantive progress on the 2021/22 priorities, please reflect plans for addressing the following additional actions:

- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - Working to align education and skills training to goals of the BC Economic Plan; and
 - Supporting the implementation of Skilled Trades Certification.
- Contribute to Ministry engagement on upcoming initiatives, including:
 - The *Future Ready: Skills for the Jobs of Tomorrow* plan;
 - The Ministry's sexualized violence policy review;
 - Further tech-relevant seat expansions; and
 - The funding formula review of provincial operating grants.

Reporting on Strategic Initiatives

The Ministry asks that institutions continue to report on strategic initiatives, including:

- Progress on the Truth and Reconciliation Calls to Action and UNDRIP
- Sexual Violence and Misconduct prevention and response
- Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program
- K-12 Transitions and Dual Credit Programming

Further details are available in the indicators guide. Please reference the indicators guide when reporting on mandate priorities for 2021/22.

With respect to *lasting and meaningful reconciliation* under the overarching five foundational principles, it is expected that each institution speaks to efforts supporting true and lasting reconciliation with Indigenous Peoples in British Columbia. Institutions are asked to use the template included in Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation to outline progress on implementation of the TRC’s Calls to Action and UN Declaration.

Performance Plan and Report

Institutions are asked to report on progress toward system objectives as represented by the performance measures. Institutions may report on institutional specific measures related to their strategic priorities.

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](#), the [institution’s Mandate Letter](#) and the Accountability Framework system objectives. Goals and objectives are intended to describe what the institution wants to achieve; institutions are encouraged to incorporate their own goals and objectives to reflect aspects of their unique circumstances and mandates.

Performance Measures, Targets and Results

Performance measures are the indicators of output, process, or outcome that the institution tracks 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 in addition to the standard performance measures. Targets, actuals and assessments should be presented as applicable.

Standard performance measures results are to be included in this section. Any **institutional performance measures** can also be included in this section. Ensure there is clear differentiation between the standard and institutional measures.

The Ministry reports standard performance measure results (see Figure 2) to each institution in three rounds, shared via the [Accountability Framework SharePoint](#). Institutions are to report on the standard set of performance measures². If a **target was not achieved**, discussion must be included in the IAPR and include reasons why this may have happened, and any actions being taken to address the situation.

Indigenous Student Spaces (performance measure 3) requires an institutional target and assessment. Report the institutional target and assess using the Ministry assessment scale (see Table 4). Where applicable, describe the methodology and rationale used to set the target.

Contact Hour Report

The Contact Hour Report is still required but is no longer submitted in the IAPR process. See current reporting requirements published at https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/mandate-letters/reporting_requirements.xlsx.

² See Appendix A – Performance Measure Specifications for details on each measure.

Financial Information

The purpose of this section is to provide readers with a financial context. Include a link to audited financial statements – additional information may be included at the institution’s discretion.

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.

Appendix - Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

The template provided in Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation is intended to be used as provided to report progress on the implementation of the Truth and Reconciliation Commission (TRC)’s Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Data and Reporting Periods

Data Sources and Reporting Periods

Data in IAPRs should be consistent with (in order of importance):

- a) Data that is publicly available
- b) Data reported internally at the institution or
- c) Data submitted to government via the Central Data Warehouse and the Student Transitions Project

Please cite both the source of the data and the reporting period (e.g. fiscal year, academic year) wherever possible.

Reporting on Indigenous Learner Enrolment

Aboriginal and Indigenous are both used as an inclusive reference to First Nations, Métis, and Inuit. The British Columbia government is now using the term Indigenous when referring to individuals who identify themselves as First Nations, Métis, or Inuit.

The Ministry of Advanced Education and Skills Training uses the following standards when reporting on First Nations, Métis, or Inuit learners:

- Learners who identify as Aboriginal or Indigenous (i.e. First Nations, Métis, or Inuit) at any time in the K-12 or public post-secondary systems³ are reported as Indigenous for their post-secondary enrolment.
- When reporting Indigenous students as a proportion of the student population, the Ministry includes domestic Indigenous and non-Indigenous students only and excludes international students.

Reporting on Indigenous Learner FTEs

Some institutions choose to report Indigenous FTE targets as a proportion of total FTEs. In this case, note that Performance Measure 1 (**Total Student Spaces**) and Performance Measure 3 (**Indigenous Student Spaces**) report FTE data from different fiscal years. In addition, Performance Measure 3 includes ITA data whereas Performance Measure 1 does not. See Appendix A – Performance Measure Specifications for details.

Standard Performance Measures

There are sixteen performance measures in the Accountability Framework – nine measures at the institutional level and seven system level measures. Efforts at each institution contribute to the success of all performance measures. As outlined in System Strategic Objectives, each performance measure links to at least one strategic objective. The standard set of performance measures was developed and is reviewed annually by the Performance Measures Working Group

³ Data was collected based on learners self-identifying as an Aboriginal person (i.e. First Nations, Métis, or Inuit) at a B.C. public post-secondary institution, or as a person with Aboriginal ancestry in the B.C. K-12 system. The term “Aboriginal” has been replaced with the term of “Indigenous” in reference to individuals who identify themselves as First Nations, Métis, or Inuit.

Performance Measure Reporting

Table 1 lists the sixteen performance measures and their reporting responsibilities. The Ministry of Advanced Education and Skills Training is responsible for reporting on all measures for the public post-secondary system. Detailed measure specifications, including institution- and system-level targets, are listed in Appendix A – Performance Measure Specifications.

TABLE 1. PERFORMANCE MEASURE REPORTING RESPONSIBILITY

Performance Measures		Colleges											Institutes			Teaching Intensive Universities						Research Intensive Universities				Ministry		
		CAMOSUN	CMTN	CNC	COTR	DOUGLAS	LANGARA	NIC	NLC	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. Indigenous 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 Indigenous students																											
	15. Participation rate																											
	16. Undergraduate Tuition and fees as a % of median household income																											

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 Indigenous 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 annual student outcomes surveys of:

- *Baccalaureate graduates* - surveyed approximately two years after graduation
- *Diploma, Associate Degree, and Certificate students* - surveyed approximately eighteen months after they leave an institution or program
- *Apprenticeship Students* - surveyed between nine and twenty months after completing their final level of technical training
- *Trades Foundation and Trades-Related Vocational Students* - surveyed between nine and twenty months after completing trades foundation or trades-related vocational programs

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 Indigenous FTE uses self-identified student information³ 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:
 - Annual Income Estimates for Census Families and Individuals (T1 Family File)
 - Labour Force Survey
 - Pan-Canadian Education Indicators Program data
 - Tuition and Living Accommodation Costs (TLAC)

- Institutional data:
 - Self-reported Research Funding
 - Indigenous Student Spaces (Research-Intensive Universities)
 - Indigenous Students Spaces Target and Assessment

Data Collection

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. 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 2021/22 REPORT

Performance measure	Academic year	Fiscal year	Survey year
1. Student spaces (total, health, developmental, medical)		2021/22	
2. Credentials awarded		2018/19 - 2020/21	
3. Indigenous student spaces		2020/21	
4. Student satisfaction with education			2021
5. Student assessment of the quality of instruction			2021
6. Student assessment of skill development			2021
7. Student assessment of the usefulness of knowledge and skills in performing job			2021
8. Unemployment rate			2021
9. Sponsored research funding		2020/21	
10. Transition rate of high school students to public post-secondary education	2018/19 – 2020/21		
11. Loan repayment as a percent of income			2021
12. First year retention rate	2019/20 – 2020/21		
13. Time to completion		2010/11 – 2020/21	
14. Credentials awarded to Indigenous students		2020/21	
15. Participation rate	2020/21		
16. Undergraduate Tuition and Fees as a Percent of Median Household Income	2019/20		2020

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 and Trades survey data	June 2021
Diploma, Associate Degree, and Certificate survey data	November 2021
Baccalaureate Graduate survey data	March 2022
Labour Force Survey data	March 2022
Pan-Canadian Education Indicators Program data	April 2022
Student Transitions Project data	April 2022
Institutional data	May 2022
Full-time equivalent data as provided to the Ministry of Advanced Education, Skills and Training	June 2022
Annual Income Estimates for Census Families and Individuals	July 2022
Tuition and Living Accommodation Costs (TLAC)	September 2020

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	Result
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target

Not achieved	<90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

Margin of Error

For Student Outcomes survey results, the margin of error is calculated using a 95% confidence interval⁴ with the following formula⁵:

$$1.96 \times \sqrt{\frac{p * (1 - p)}{n}} \sqrt{\frac{(N - n)}{(N - 1)}}$$

where n is the number of valid responses, p is the survey result (positive responses/ n) and N is the cohort size. Results with a margin of error of 10% or greater are not assessed.

IAPR Publication Instructions

Process for Submission

IAPR Submission
Date

July 15, 2022

The 2021/22 Institutional Accountability Plan and Report is to be uploaded to your institution's folder on the [Accountability Framework SharePoint](#) site by **July 15, 2022**. If you encounter significant extenuating circumstances that may impact this due date please contact the Ministry by June 24, 2022. For access to the SharePoint, please contact Chad Doerksen (Chad.Doerksen@gov.bc.ca).

Please use the following naming convention for the final 2021-22 IAPR submission: **INST IAPR 2021-22 (yyyy-mm-dd)** where INST is the institution's acronym and yyyy-mm-dd is the submission date.

Draft Submission

There is an opportunity to submit a draft version to the Ministry for feedback from May 23, 2022 to June 17, 2022. Draft reports may include preliminary data or a place holder such as 'TBD'. Institutions are asked to notify the Ministry by **May 20, 2022** if they are submitting a draft.

Review Process

The Ministry will review IAPRs and provide feedback to institutions on mandate priorities, data validation, and alignment with IAPR requirements. Institutions are encouraged to engage in informal conversation with the Ministry IAPR contact to clarify expectations on feedback received.

⁴ This is the formula for a population proportion with a finite population factor correction. For more information, see <https://opentextbc.ca/introbusinessstatopenstax/chapter/a-confidence-interval-for-a-population-proportion/> and <https://opentextbc.ca/introbusinessstatopenstax/chapter/finite-population-correction-factor/>

⁵ In Excel, the formula is =1.96*SQRT((COHORT-BASE_VALID)*RESULT*(1-RESULT)/BASE_VALID/(COHORT-1))

Final Publication

All Institutional Accountability Plans and Reports will be posted on institution and Ministry websites. Institutions should post their reports on their institutional website after the reports are posted on the Ministry website. The Ministry will notify IAPR leads when all reports are ready for posting.

Appendix A – Performance Measure Specifications

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

OBJECTIVE	Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.		
INTENT	To indicate if the targeted capacity of the B.C. public post-secondary system is achieved.		
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, Skills and Training (AEST) and ITA FTEs delivered. • Institutional totals include all AEST 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 and English Language Learner programs⁶), and ○ Medical school programs. 		
REPORTING PERIOD	Fiscal Year: 2021/22		
DATA SOURCE(S)	Full-time equivalent data as provided to the Ministry of Advanced Education, Skills and Training – Post-Secondary Finance Branch.		
INSTITUTIONS PROVIDING DATA	All institutions.		
REPORTING	Organization	Reporting elements	Targets
	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.

⁶ As of the 2019/20 reporting cycle, Adult Special Education programs are no longer included in the Developmental FTE target.

2. Credentials Awarded

OBJECTIVE	Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.																				
INTENT	To indicate if the capacity of the system is adequate to address the need for skilled graduates in the B.C. economy.																				
OPERATIONAL DEFINITION	The average number of credentials awarded to domestic students 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 excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as the ITA, are excluded. • 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 category as noted below. <table border="1" data-bbox="422 751 1448 1150"> <thead> <tr> <th colspan="2">Credential category</th> <th>Credentials included</th> </tr> </thead> <tbody> <tr> <td>Graduate, Professional and Post-Degree</td> <td>First and</td> <td>Doctorate, Master's degree, Graduate diploma, Graduate certificate; First Professional degree, Post-degree diploma, Post-degree certificate</td> </tr> <tr> <td>Bachelor</td> <td></td> <td>Bachelor's degree</td> </tr> <tr> <td>Diploma</td> <td></td> <td>Diploma, Associate degree, Advanced diploma</td> </tr> <tr> <td>Certificate</td> <td></td> <td>Certificate, Advanced certificate</td> </tr> <tr> <td>Developmental</td> <td></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, Professional and Post-Degree	First and	Doctorate, Master's degree, Graduate diploma, Graduate certificate; First Professional degree, 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, Professional and Post-Degree	First and	Doctorate, Master's degree, Graduate diploma, Graduate certificate; First Professional degree, 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: 2018/19-2020/21																				
DATA SOURCE(S)	Student Transitions Project Fall 2020 Submission																				
INSTITUTIONS PROVIDING DATA	All institutions.																				
REPORTING	Organization	Reporting elements	Targets																		
	Institutions	Credentials awarded (three-year average).	Institution-specific targets.																		
	Ministry	System credentials awarded (three-year average).	Aggregation of all institutional 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. 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>																				

3. Indigenous Student Spaces

OBJECTIVE	Access: The B.C. public post-secondary system provides equitable and affordable access for residents.		
INTENT	To indicate the accessibility of the system for self-identified Indigenous learners.		
OPERATIONAL DEFINITION	Number of full-time equivalent enrolments of Indigenous students delivered in all program areas.		
MEASURE	<ul style="list-style-type: none"> • Data are based on domestic students only. • Indigenous student spaces calculations use standard FTE calculation methods for educational activity for students who have self-identified as Aboriginal (see FTE Manual). • <i>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? • Indigenous 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”). • All educational activity is included: AEST and ITA funded FTEs delivered. 		
REPORTING PERIOD	Fiscal Year: 2020/21		
DATA SOURCE(S)	<p>Central Data Warehouse (colleges, institutes, teaching-intensive universities) and institutional records (research-intensive universities) provide the FTE counts.</p> <p>Student Transitions Project provides information to the CDW and institutions on the Aboriginal student self-identifier.</p>		
INSTITUTIONS PROVIDING DATA	All institutions.		
REPORTING	<i>Organization</i>	<i>Reporting elements</i>	<i>Targets</i>
	Institutions	Total FTEs delivered to Indigenous students.	Institution specific target.
	Ministry	Total FTEs delivered to Indigenous students.	Increase over previous year.
TARGET SPECIFICATIONS	Targets are determined by the institution.		

4. Student Satisfaction with Education

OBJECTIVE	Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.		
INTENT	To indicate the quality of education programs through former students' assessments of how satisfied they were with their educational experience.		
OPERATIONAL DEFINITION	Percentage of students who were very satisfied or satisfied with the education they received.		
MEASURE SPECIFICATIONS	<p><i>Data</i></p> <ul style="list-style-type: none"> Data for bachelor's degree graduates use question B3 from the <i>Baccalaureate Graduates Survey</i>: "How satisfied are you with the education you received from your [name of program] program at [name of institution]?" Data for diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; and apprenticeship students use question 49A from the <i>Apprenticeship Questionnaire, Trades Foundation and Trades-Related Vocational Questionnaire and Diploma, Associate Degree, and Certificate Questionnaire</i>: "How satisfied are you with the education you received from the [name of program] program at [name of institution]?" For all surveys the response scale is: "Very satisfied, Satisfied, Dissatisfied, Very dissatisfied, Don't know, Refused." <p><i>Calculation</i></p> <ul style="list-style-type: none"> 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." 		
REPORTING PERIOD	Survey Year: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Institution average (by student group).	≥90%
	Ministry	System total (by student group).	≥90%

5. Student Assessment of the Quality of Instruction

OBJECTIVE	Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.		
INTENT	To indicate the quality of education programs through former students' assessments of the instruction they received.		
OPERATIONAL DEFINITION	Percentage of students who rated the quality of instruction in their program positively.		
MEASURE SPECIFICATIONS	<p><i>Data</i></p> <ul style="list-style-type: none"> Data for bachelor's degree graduates use question C1 from the <i>Baccalaureate Graduates Survey</i>: "Overall, how would you rate the quality of course instruction in your [name of program] program?" <ul style="list-style-type: none"> The response scale is, "Very good, Good, Poor, Very poor, Don't know, Refused." Data for diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; and apprenticeship students use question 52A from the <i>Apprenticeship Questionnaire, Trades Foundation and Trades-Related Vocational Questionnaire and Diploma, Associate Degree, and Certificate Questionnaire</i>: "How would you rate the quality of instruction?" <ul style="list-style-type: none"> Response scale is, "Very good, Good, Adequate, Poor, Very poor, Not applicable, Don't know, Refused." <p><i>Calculation</i></p> <ul style="list-style-type: none"> Quality of instruction for bachelor's degree graduates is evaluated on the percent of "Very good" and "Good" responses. Quality of instruction for diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; and apprenticeship students is evaluated on the percent of "Very good", "Good" and "Adequate" responses. Calculation of percentage excludes respondents who indicated "Not applicable", "Don't know", or "Refused". 		
REPORTING PERIOD	Survey Year: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Institution average (by student group).	≥90%
	Ministry	System average (by student group).	≥90%

6. Student Assessment of Skill Development

OBJECTIVE	Quality: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.		
INTENT	To indicate the quality of education programs through former students' assessment of attaining identifiable skills.		
OPERATIONAL DEFINITION	Percentage of students who indicated their education helped them to develop various skills.		
MEASURE SPECIFICATIONS	<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"> • Data for bachelor's degree graduates use questions C14 to C19, C22 from the <i>Baccalaureate Graduates Survey</i>: "Please identify how helpful [institution] was in developing the following skills...". Skill categories are given above. • Data for diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; and apprenticeship students use question 51N from the <i>Apprenticeship Questionnaire, Trades Foundation and Trades-Related Vocational Questionnaire</i> and <i>Diploma, Associate Degree, and Certificate Questionnaire</i>: "How helpful was your program in developing the following skills...?" Skill categories are given above. (Q51NA, NB, NJ, ND, NE1, NE2, NI) • For all surveys the response scale is, "Very helpful, Helpful, Not very helpful, Not at all helpful, Not applicable, Don't Know, Refused." <p><i>Calculation</i></p> <ul style="list-style-type: none"> • 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". • Overall Skills = [(Respondent 1's % of positive assessments) + (Respondent 2's % of positive assessments) + ... + (Respondent x's % of positive assessments)] / n, where n is the total number of respondents that provided at least one eligible response. 		
REPORTING PERIOD	Survey Year: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Institution average (by student group).	≥85%
	Ministry	System average (by student group).	≥85%

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

OBJECTIVE	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.		
INTENT	To indicate the relevance 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.		
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>Data</i></p> <ul style="list-style-type: none"> • Data for bachelor’s degree graduates use question E28 from the <i>Baccalaureate Graduates Survey</i>: “How useful are the knowledge, skills, and abilities you acquired during your baccalaureate education in your work?” • Data for diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; and apprenticeship students use question 41A from the <i>Apprenticeship Questionnaire, Trades Foundation and Trades-Related Vocational Questionnaire and Diploma, Associate Degree, and Certificate Questionnaire</i>: “How useful have the knowledge and skills you gained in the program been in performing your [main] job?” • For all surveys the response scale is, “Very useful, Somewhat useful, Not very useful, Not at all useful, Don’t know, Refused.” <p><i>Calculation</i></p> <ul style="list-style-type: none"> • Assessment of the Usefulness of Knowledge and Skills in Performing Job is evaluated based on the percent of “Very useful” and “Somewhat useful” responses. • Calculation of percentage excludes respondents who indicated “Don’t know” or “Refused”. 		
REPORTING PERIOD	Survey Year: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Institution total (by survey)	≥90%
	Ministry	System total (by survey)	≥90%

8. Graduate Unemployment Rate

OBJECTIVE	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.		
INTENT	To indicate the relevance 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.		
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	<p><i>Data</i></p> <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 2020 annual results. Full-time students are considered unavailable for work and are excluded from the labour force. • Data for bachelor's degree graduates; diploma, associate degree, and certificate students; trades foundation and trades-related vocational students; 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. <p><i>Calculation</i></p> <ul style="list-style-type: none"> • Unemployment Rate is calculated as the number of unemployed as a percentage of respondents in the labour force. 		
REPORTING PERIOD	Survey Year: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys; Labour Force Survey 2020		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Institution average (by student group)	Less than or equal to the provincial or regional rate for the reference group
	Ministry	System average (by student group)	Less than or equal to the provincial rate for the reference group
TARGET SPECIFICATIONS	<ul style="list-style-type: none"> • 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). • 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 below). • Due to ongoing sample size limitations of the Labour Force Survey for on-reserve Indigenous peoples, the unemployment rate for NVIT is reported but not assessed because no reliable target is available. 		

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 (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU
North (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, CMTN
Not assessed	NVIT

9. Sponsored Research Funding

OBJECTIVE	Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.		
INTENT	To indicate the capacity of the public post-secondary system to contribute to the economic and social development of B.C. through research activities.		
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: 2020/21		
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
	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).	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: The B.C. public post-secondary system provides equitable and affordable access for residents.		
INTENT	To indicate the accessibility 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.		
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: 2018/19 – 2020/21		
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: ≥70%

11. Loan Repayment as a Percent of Income

OBJECTIVE	Access: The B.C. public post-secondary system provides equitable and affordable access for residents.		
INTENT	To indicate accessibility 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).		
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 bachelor's 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). ○ 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: 2021		
DATA SOURCE(S)	BC Student Outcomes Surveys		
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 and are excluded from this measure. Other trades graduates (Trades Foundation and Trades Related Vocational certificate and diploma students) are included.

12. First Year Retention Rate

OBJECTIVE	Efficiency: The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns of public and individual investments.		
INTENT	To indicate the efficiency of the B.C. public post-secondary system to deliver education programs to students at any institution or Accountability Framework credential program.		
OPERATIONAL DEFINITION	The percent of students who returned to public post-secondary studies for a second year or were awarded a credential.		
MEASURE SPECIFICATIONS	<ul style="list-style-type: none"> Starting cohort includes all students new to a level of study¹ 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 = $\frac{\text{Number Enrolled in the subsequent year} + \text{Number Awarded a Credential}}{\text{Number in starting cohort}}$</p>		
REPORTING PERIOD	Academic Year: 2019/20 – 2020/21		
DATA SOURCE(S)	Student Transitions Project (Custom Pivot)		
INSTITUTIONS PROVIDING DATA	All institutions.		
REPORTING	Organization	Reporting elements	Targets
	Ministry	B.C. public post-secondary total.	System: 80%

¹ Level of Study Categories include: Doctorate; Graduate other (Master's, Graduate Diploma, Graduate Certificate); First Professional and Post-Degree (First Professional Degree, Post-Degree Diploma, and Post-Degree Certificate); Undergraduate (Bachelors, Advanced Diploma, Advanced Certificate, Diploma, Associate Degree and Certificate).

13. Time to Completion

OBJECTIVE	Efficiency: The B.C. public-post secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.		
INTENT	To indicate the efficiency of the B.C. public post-secondary system to deliver education programs to students in a timely manner.		
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 of Credential Completion: 2020/21		
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 Indigenous Students

OBJECTIVE	Capacity: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.														
INTENT	To indicate whether the capacity of the system is adequate for self-identified Indigenous learners to address the need for skilled graduates in the B.C. economy.														
OPERATIONAL DEFINITION	The annual number of credentials awarded to Indigenous 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. <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														
REPORTING PERIOD	Fiscal Year: 2020/21														
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: The B.C. public post-secondary system provides equitable and affordable access for residents.		
INTENT	To indicate the accessibility of the system to meet the demand of the student age population in B.C.		
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 37-10-0103-01: 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 Education Indicators in Canada: Handbook for the Pan-Canadian Education Indicators Program. 		
REPORTING PERIOD	Academic Year: 2020/21		
DATA SOURCE(S)	Statistics Canada <ul style="list-style-type: none"> • Labour Force Survey (Table 37-10-0103-01) 		
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.

16. Undergraduate Tuition and Fees as a Percent of Median Household Income

OBJECTIVE	Access: The B.C. public post-secondary system provides equitable and affordable access for residents.		
INTENT	To indicate the accessibility of the B.C. public post-secondary system through a comparison of the proportion of household income required to pay domestic undergraduate tuition and fees in B.C. and Canada.		
OPERATIONAL DEFINITION	Average domestic undergraduate tuition and compulsory fees as a percent of provincial median household income.		
MEASURE SPECIFICATIONS	<p>Both data points used in this measure are from Statistics Canada. The numerator, undergraduate tuition and fees, is from an annual survey of public degree-granting institutions in Canada.</p> <ul style="list-style-type: none"> Average domestic undergraduate tuition and compulsory fees are weighted by Statistics Canada with the most recent enrolment data available. <p>The denominator is from the T1 Family File submitted to Statistics Canada by the Canadian Revenue Agency (CRA).</p> <ul style="list-style-type: none"> Median household income is based on the median total income of all census families. 		
REPORTING PERIOD	Academic Year: 2019/20 (Tuition and fees) Tax Year: 2020 (Household income)		
DATA SOURCE(S)	Statistics Canada <ul style="list-style-type: none"> Tuition and Living Accommodation Costs (TLAC) Survey (Table 37-10-0121-01) Annual Income Estimates for Census Families and Individuals (T1 Family File) Table 11-10-0009-01 		
INSTITUTIONS PROVIDING DATA	Public degree-granting institutions in Canada <ul style="list-style-type: none"> Four B.C. public post-secondary institutions are not surveyed for the TLAC (College of New Caledonia, Northern Lights College, Coast Mountain College, and Nicola Valley Institute of Technology) 		
REPORTING	Organization	Reporting elements	Targets
	Ministry	System: B.C. public post-secondary total.	Less than or equal to Canadian average.

Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution’s progress. If there is no relevant program/initiative show as N/A.

TRC CALL TO ACTION ⁷ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New⁸ • Planned / In Progress / Implemented or Ongoing 	<p>INITIATIVES AND PARTNERSHIPS</p> <p>Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

⁷ "...” represents omitted text not related to post-secondary education from the original Call to Action.

⁸ New initiatives start in the current reporting year and have not been previously reported on.

12: EARLY CHILDHOOD EDUCATION	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

24: MEDICAL AND NURSING SCHOOLS	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
28: LAW SCHOOLS	
We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
57: PUBLIC SERVANTS	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
62: TEACHER EDUCATION	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
86: JOURNALISM AND MEDIA SCHOOLS	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION	
<p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p><i>Article 14</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education <p><i>Article 15</i></p> <ol style="list-style-type: none"> 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information. <p><i>Article 21</i></p> <p>Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Appendix C - Pre-Submission checklist

REPORTING REQUIREMENTS

IAPR addresses each of the **minimum reporting requirements**:

- Accountability Statement
- Table of Contents
- Strategic Direction and Context
- Mandate Priority Reporting
- Performance Plan and Report
- Financial Information
- Appendix - Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

FORMATTING REQUIREMENTS

- Reporting on the TRC Calls to Action and UNDRIP follows the template provided by the Ministry as outlined in Appendix B of the 2021/22 Standards and Guidelines Manual.

OTHER

- New and Noteworthy* section of the Accountability Framework Standards and Guidelines Manual has been reviewed.
- Ministry feedback provided on draft and/or previous report has been reviewed.
Comment: Click or tap here to enter text.
- Copy edit has been completed and IAPR is ready for publication.
Comment: Click or tap here to enter text.