



Ministry of
Post-Secondary Education
and Future Skills

ACCOUNTABILITY FRAMEWORK

2023/24 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 2023/24 reporting cycle, reported in July 2024.

Contacts

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

Kristina Breuer
Coordinator, Research & Reporting
Phone: 778.974.5962
Email: Kristina.Breuer@gov.bc.ca

Or visit our website at:

gov.bc.ca/post-secondary-accountability-framework

Release Date: February 5, 2024

Table of Contents

New and Noteworthy	5
Accountability Framework Overview.....	6
System Strategic Objectives	6
Standard Performance Measures.....	6
Institutional Accountability Plan and Report.....	8
Reporting Principles.....	8
Intended audiences	8
Acknowledgement.....	8
Important Release Dates and Deadlines	9
Reporting Requirements.....	9
Accountability Statement.....	10
Table of Contents	10
Strategic Direction and Context	10
Mandate Priority Reporting	10
Performance Plan and Report.....	12
Contact Hour Report	13
Financial Information	13
Appendix B - Template for Reporting on Lasting and Meaningful Reconciliation	13
Data and Reporting Periods.....	14
Data Sources and Reporting Periods.....	14
Reporting on Indigenous Learner Enrolment.....	14
Reporting on Indigenous Learner FTEs	14
Standard Performance Measures	14
Performance Measure Reporting	14
Data Sources	16
Data Collection	17
Assessment	18
Margin of Error	19
IAPR Publication Instructions.....	19
Process for Submission	19
Draft Submission.....	19
Review Process	20
Final Publication	20

Appendix A – Performance Measure Specifications.....	21
1. Student Spaces (total, health, developmental, and medical).....	21
2. Credentials Awarded	22
3. Indigenous Student Spaces.....	23
4. Student Satisfaction with Education.....	24
5. Student Assessment of the Quality of Instruction.....	25
6. Student Assessment of Skill Development	26
7. Graduate Assessment of the Usefulness of Knowledge and Skills in Performing Job.....	27
8. Graduate Unemployment Rate.....	28
9. Sponsored Research Funding	29
10. Transition Rate of High School Graduates to Public Post-Secondary Education	30
11. Loan Repayment as a Percent of Income	31
12. First Year Retention Rate.....	32
13. Time to Completion	33
14. Credentials Awarded to Indigenous Students	34
15. Participation Rate	35
16. Undergraduate Tuition and Fees as a Percent of Median Household Income.....	36
Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation	37
Appendix C - Pre-Submission checklist	45

New and Noteworthy

- For the 2023/24 reporting cycle, reporting on actions already undertaken on the 2023/24 Mandate Letter priorities and any plans or initiatives to address the priorities will be required. Reporting on long-term strategic initiatives, as identified below, will continue to be required:
 - Progress on the Truth and Reconciliation Calls to Action and UNDRIP
 - Sexualized Violence Prevention and Response Initiatives
 - 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
 - Work-Integrated Learning (new for this reporting cycle)
- In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report recommendations for public post-secondary institutions added to Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation.
- In the absence of a cross-government data standard, data collection on Indigenous identity will continue to follow the now-retired Aboriginal Administrative Data Standard. When reporting on data collected under the Aboriginal Administrative Data Standard (AADS), the term “Aboriginal” is to be replaced with the updated term of “Indigenous” in reference to individuals who identified themselves as an Aboriginal person (i.e., First Nations, Métis, or Inuit).
- A draft version of the report may be submitted from May 21 to June 7, 2024 for review and feedback. Institutions are asked to notify the Ministry by May 17, 2024 if they are submitting a draft.
- The due date for the final Institutional Accountability Plan and Report (IAPR) is July 12, 2024.

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 at the same location.

System Strategic Objectives

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

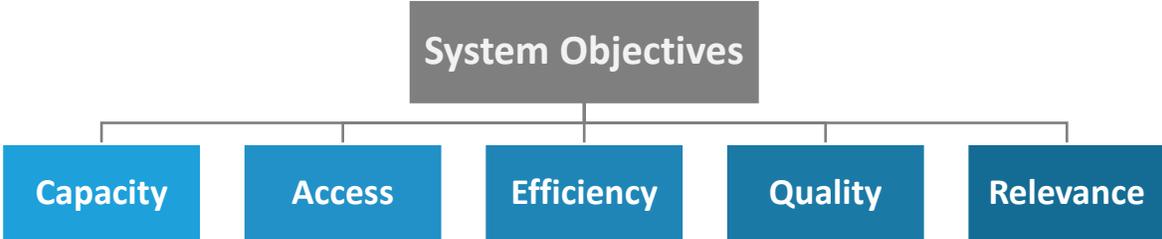


FIGURE 1. B.C. PUBLIC POST-SECONDARY SYSTEM STRATEGIC OBJECTIVES

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 Principles¹

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 and Minister 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 Accountability Plans and Reports each year.

¹ 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).

Important Release Dates and Deadlines

Performance Results	Round 1 (measures 4-7) – March 2024 Round 2 (measures 2, 3, 8, 9) – May 2024 Round 3 (measure 1) ² – June 2024
Research University Data Call	April 2024
Draft Submission Deadline	May 21 to June 7, 2024 Contact Ministry by May 17, 2024 if submitting a draft
Performance Targets <i>(for 2024/25 reporting cycle)</i>	June 2024
IAPR Submission Deadline	July 12, 2024
IAPR Review	Ministry Review period – July 15 – August 2, 2024 Ministry Feedback (if needed) – August 12-23, 2024
IAPR Publication	Fall 2024

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 B - Template for Reporting on Lasting and Meaningful Reconciliation

² 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 Government priorities for the public post-secondary system, as set out in the annual Mandate Letter. In the IAPR, the Ministry asks institutions to clearly report on each mandate priority for the reporting year as it applies to the specific mandate and context of the institution.

Ministry staff reference IAPR mandate reporting throughout the year.

Mandate Letter priorities are included below.

2023/24 Mandate Letter – Required for Report

- Delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.
- Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.
- Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.
- Developing and implementing protections for international students that support their fair treatment.
- Meeting or exceeding the financial targets identified in the Ministry’s Service Plan tabled under Budget 2023.
- Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Further details are available in the indicators guide posted on the [Accountability Framework SharePoint](#) site. Please reference the indicators guide when reporting on mandate priorities for 2023/24.

Reporting on Strategic Initiatives

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

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

See Appendix B - Template for Reporting on Lasting and Meaningful Reconciliation

Sexualized Violence Prevention and Response Initiatives

- Outline their participation in engagement to validate the Ministry’s sexualized violence action plan.
- Provide an update on any awareness and prevention activities.
- Provide information on the type and number of education or training sessions offered to students, staff and/or faculty.
- Provide an update on their progress on their three-year sexualized violence policy review, as required by the *Sexual Violence and Misconduct Policy Act*.

Former Youth in Care - Supports for students who are former youth in care, including participation in the provincial tuition waiver program

Participation:

- In XXXX/XX YR, saw XXX# former youth in care benefit from the BC Government's tuition waiver program, with a total of \$XXX distributed in XXX/XXYR, representing an increase of XX% over last year.

Supports:

- Describe how PSI is working or planning to coordinate and augment wrap around supports for former youth in care (FYIC), vulnerable, and under-represented students, both on campus and within the community.
- Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.

K-12 Transitions and Dual Credit Programming

Provide updates on the uptake of K-12 Transitions and Dual Credit programming at the institution. This may include reporting on:

- Number of dual credit students served
- Number/percentage of courses/programs with dual credit students

Work-Integrated Learning

- Description of institutional changes, realignments or other concerted action to offer work-integrated learning (WIL) options to students, including Career Services offices where appropriate.
- Number of students involved in WIL options, and, if possible, by type of WIL.*

**Not all forms of WIL would need be reported in the IAPR; Apprenticeship numbers are reported separately to SkilledTradesBC and Nursing practicum numbers are partially collected by HSPNet. For guidance and definitions of WIL please refer to [Co-operative Education and Work-Integrated Learning Canada \(CEWIL\)](#).*

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 measures³. If a **target was not achieved**, discussion on factors contributing to the assessment must be included 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.

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 B - Template for Reporting on Lasting and Meaningful Reconciliation

The template provided in Appendix B – Template for Reporting on Lasting and Meaningful Reconciliation is to report progress on the implementation of the Truth and Reconciliation Commission (TRC)’s Calls to Action, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report recommendations.

³ See Appendix A – Performance Measure Specifications for details on each measure.

Data and Reporting Periods

Data Sources and Reporting Periods

Data in IAPRs should be consistent with:

- 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 Post-Secondary Education and Future Skills uses the following standards when reporting on First Nations, Métis, or Inuit learners:

- When reporting on data collected under the Aboriginal Administrative Data Standard (AADS), the term “Aboriginal” is to be replaced with the updated term of “Indigenous” in reference to individuals who identified themselves as an Aboriginal person (i.e. First Nations, Métis, or Inuit).
- 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 SkilledTradesBC 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.

Performance Measure Reporting

Table 1 lists the sixteen performance measures and their reporting responsibilities. The Ministry of Post-Secondary Education and Future Skills 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 Post-Secondary Education and Future Skills, the Ministry of Education and Child Care, 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

[BC 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 FTEs 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 Sponsored 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 2023/24 REPORT

Performance measure	Academic year	Fiscal year	Survey year
1. Student spaces (total, health, developmental, medical)		2023/24	
2. Credentials awarded		2022/23	
3. Indigenous student spaces		2022/23	
4. Student satisfaction with education			2023
5. Student assessment of the quality of instruction			2023
6. Student assessment of skill development			2023
7. Student assessment of the usefulness of knowledge and skills in performing job			2023
8. Unemployment rate			2023
9. Sponsored research funding		2022/23	
10. Transition rate of high school students to public post-secondary education	2020/21-2022/23		
11. Loan repayment as a percent of income			2023
12. First year retention rate	2021/22-2022/23		
13. Time to completion		2012/13-2022/23	
14. Credentials awarded to Indigenous students		2022/23	
15. Participation rate	2022/23		
16. Undergraduate Tuition and Fees as a Percent of Median Household Income	2021/22		2022

Table 3 describes the approximate timing of data availability. Performance measure data and results are sent to institutions as they become available.

TABLE 3. DATA AVAILABILITY

Data source	Approximate month data are available to the Ministry
Apprenticeship and Trades survey data	August 2023
Diploma, Associate Degree, and Certificate survey data	November 2023
Baccalaureate Graduate survey data	March 2024
Labour Force Survey data	March 2024
Pan-Canadian Education Indicators Program data	April 2024
Student Transitions Project data	April 2024
Institutional data	May 2024
Full-time equivalent data submitted to the Ministry of Post-Secondary Education and Future Skills	June 2024
Annual Income Estimates for Census Families and Individuals	July 2024
Tuition and Living Accommodation Costs (TLAC)	August 2024

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.
- 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 12, 2024

The 2023/24 Institutional Accountability Plan and Report is to be uploaded to your institution's folder on the [Accountability Framework SharePoint](#) site by **July 12, 2024**. If you encounter significant extenuating circumstances that may impact this due date, please contact the Ministry by June 21, 2024. For access to the SharePoint, please contact Kristina Breuer (Kristina.Breuer@gov.bc.ca).

Please use the following naming convention for the final 2023/24 IAPR submission: **INST IAPR 2023-24 (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 21, 2024 to June 7, 2024. Draft reports may include preliminary data or placeholder text. Institutions are asked to notify the Ministry by **May 17, 2024** if they are submitting a draft.

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))

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 connect with the Ministry IAPR contact to clarify expectations on feedback received.

Final Publication

All Institutional Accountability Plans and Reports will be posted on institution and Ministry websites. Institutions may 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.

Additional reporting on institutional and system measures is available on the [Ministry's Tableau Public site](#).

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). SkilledTradesBC⁶ FTEs include foundation and apprenticeship educational activity. System FTE totals include all Ministry of Post-Secondary Education and Future Skills (PSFS) and SkilledTradesBC FTEs delivered. Institutional totals include all PSFS FTEs; SkilledTradesBC 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 programs⁷), and Medical school programs. 		
REPORTING PERIOD	Fiscal Year: 2023/24		
DATA SOURCE(S)	Full-time equivalent data as provided to the Ministry of Post-Secondary Education and Future Skills – Post-Secondary Finance Branch.		
INSTITUTIONS PROVIDING DATA	All institutions.		
REPORTING	Organization	Reporting elements	Targets
	Institutions	Total of PSFS FTEs delivered (SkilledTradesBC FTEs not included). Subtotals for designated program areas.	Established annually for institutional totals and designated program area subtotals.
	Ministry	Total of PSFS and SkilledTradesBC FTEs delivered. Subtotals for designated program areas.	Aggregation of all institutional targets and SkilledTradesBC FTEs.

⁶ Formerly the Industry Training Authority (ITA).

⁷ 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 number of credentials awarded by credential type to domestic students by public post-secondary institutions in the most recent year.																
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 SkilledTradesBC, are excluded. • The total number of credentials awarded are reported; only the Credentials awarded for each credential type are assessed. • The credential types Apprenticeship, Other, None and Recommended for Certification are excluded from the credential total. • Credentials are allocated to credential type as noted below. <table border="1" data-bbox="435 783 1459 1218"> <thead> <tr> <th>Credential type</th> <th>Credentials included</th> </tr> </thead> <tbody> <tr> <td>Graduate, First Professional and Post-Degree</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>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>Short Certificate</td> <td>Short 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 type	Credentials included	Graduate, First Professional and Post-Degree	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	Short Certificate	Short 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 type	Credentials included																
Graduate, First Professional and Post-Degree	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																
Short Certificate	Short 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: 2022/23																
DATA SOURCE(S)	Student Transitions Project Fall 2023 Submission																
INSTITUTIONS PROVIDING DATA	All institutions.																
REPORTING	Organization	Reporting elements	Targets														
	Institutions	Credentials awarded by credential type	Institution-specific targets.														
	Ministry	System credentials awarded by credential type	Aggregation of all institutional targets.														
TARGET SPECIFICATIONS	<p>The institution specific credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three years. Targets are set in the previous reporting year for the next reporting cycle.</p> <p>The Credential Target for each credential type derived as follows:</p> $\text{Credentials target} = \frac{\text{Sum of Credentials Awarded over three years (previous year and prior two years)}}{3}$																

FTEs funded by PSFS are included, those funded by SkilledTradesBC are excluded.

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: PSFS and SkilledTradesBC funded FTEs delivered. 		
REPORTING PERIOD	Fiscal Year: 2022/23		
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	Organization	Reporting elements	Targets
	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: 2023		
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: 2023		
DATA SOURCE(S)	BC Student Outcomes Surveys		
INSTITUTIONS PROVIDING DATA	All institutions with eligible students.		
REPORTING	<i>Organization</i>	<i>Reporting elements</i>	<i>Targets</i>
	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) analyzing 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: 2023		
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: 2023		
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 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: 2023		
DATA SOURCE(S)	BC Student Outcomes Surveys; Labour Force Survey 2022		
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: 2022/23		
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: 2020/21-2022/23		
DATA SOURCE(S)	Student Transitions Project		
INSTITUTIONS PROVIDING DATA	All institutions.		
REPORTING	Organization	Reporting elements	Targets
	Ministry	Percent of B.C. high school graduates who register at a B.C. public post-secondary institution in the subsequent three academic years.	System level: $\geq 70\%$

11. Loan Repayment as a Percent of Income

OBJECTIVE	Access: 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: 2023		
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: 2021/22-2022/23		
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: 2022/23		
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 SkilledTradesBC, 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" data-bbox="418 655 1446 1144"> <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: 2022/23														
DATA SOURCE(S)	Student Transitions Project														
INSTITUTIONS PROVIDING DATA	All institutions.														
REPORTING	Organization	Reporting elements	Targets												
	Ministry	System: credentials awarded.	Maintain or increase												

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: 2022/23		
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: 2021/22 (Tuition and fees) Tax Year: 2022 (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
	Ministry	System: B.C. public post-secondary total.
		Targets
		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, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples, the TRC Calls to Action, and In Plain Sight Report Recommendations. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples, and In Plain Sight Report recommendations 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 ⁸ 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"> • New⁹ • 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

⁸ "...” represents omitted text not related to post-secondary education from the original Call to Action.

⁹ 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

In Plain Sight Report Recommendations Reporting for Post-Secondary Institutions

In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>
	•
	•
	•

In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.

Program	Progress	Actions
<p><i>Instructions: Please identify program area here.</i></p> <p><i>Example: Certified Medical Laboratory Assistant</i></p>	<p><i>Instructions: Identify whether the initiative is:</i></p> <ul style="list-style-type: none"> <i>New (new this academic year and is ongoing).</i> <i>Ongoing (has been previously reported on and is ongoing)</i> <i>Completed (completed this year)</i> <p><i>Example: New</i></p>	<p><i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #14 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i></p> <p><i>Example: One Indigenous professor recruited that will begin in Fall 2023.</i></p>

		•
		•
		•

In Plain Sight recommendation #18 - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	Progress	Actions
<i>Instructions: Please identify program area here.</i>	<i>Identify whether the initiative is:</i>	<i>Instructions: Please provide key details on initiatives relating to In Plain Sight recommendation #21 for all health programs that are offered or being developed at your institution. If there are no new, ongoing, or completed initiatives for a program, comment N/A.</i>

<p><i>Example: Certified Medical Laboratory Assistant</i></p>	<ul style="list-style-type: none"> • <i>New (new this academic year and is ongoing).</i> • <i>Ongoing (has been previously reported on and is ongoing)</i> • <i>Completed (completed this year)</i> <p><i>Example: Completed</i></p>	<p><i>Example: Curriculum expanded to include a one-day course on Indigenous-specific racism.</i></p>
		<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> •

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 B - Template for Reporting on Lasting and Meaningful Reconciliation

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.
- Copy edit has been completed and IAPR is ready for submission.