

Accountability Framework Standards Manual 2011/12

**Performance Measures for
British Columbia's Public Post-Secondary Education System**



British Columbia Ministry of Advanced Education

This manual is intended to provide institution and Ministry staff with common data definitions for the Accountability Framework for the 2011/12 reporting cycle, reported in July 2012.

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A. Background

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

- To ensure individual public post-secondary institutions are accountable to the Ministry 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.

A key component of the framework is a set of annually updated performance measures designed to determine whether strategic objectives are being achieved. The purpose of this manual is to provide the specifications for the performance measures to enable public post-secondary institutions and the Ministry to fulfill their roles and responsibilities for data collection and reporting. Recent changes to the Accountability Framework performance measures and processes are highlighted in this manual in the section titled, “New and Noteworthy”.

B. Strategic objectives

Five strategic objectives were developed for the system (see Table 1) based on the following questions:

1. Is the public post-secondary system big enough? (i.e. capacity)
2. Is the public post-secondary system equitable? (i.e. fair and affordable access)
3. Is the public post-secondary system good enough? (i.e. quality)
4. Is the public post-secondary system balanced? (i.e. relevance)
5. Is the public post-secondary system efficient? (i.e. timely and cost effective)

Table 1. Strategic objectives for public post-secondary education

1. Capacity	The public post-secondary system is of sufficient size to meet the needs of the province.
2. Access	All citizens have equitable and affordable access to public post-secondary education.
3. Quality	The public post-secondary system is of sufficient quality to meet the needs of students, employers, and citizens.
4. Relevance	The public post-secondary system is relevant and responsive to the needs of the province by providing the appropriate scope and breadth of post-secondary education.
5. Efficiency	The public post-secondary system is able to deliver education programs to students in a timely and cost effective manner.

Figure 1 shows the logic model for the framework. Each performance measure is linked with one of the strategic objectives. Although some measures contain elements of multiple objectives, they are linked to the primary objective for simplicity.

Figure 1. Logic model for the Accountability Framework

Strategic objective	Performance measure
Capacity	Student spaces (total, health, developmental, medical full-time equivalents) Credentials awarded Sponsored research funding University admissions GPA
Access	Number and percent of students who are Aboriginal Aboriginal student spaces (full-time equivalents) Transition rate of high school students to public post-secondary education Loan repayment as a percent of income Participation rate
Quality	Student satisfaction with education Student assessment of the quality of instruction Student assessment of skill development
Relevance	Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate
Efficiency	Bachelor degree completion rate Student satisfaction with transfer

C. Data sources

Most performance measures use data that are already collected. Ongoing data requests will be incorporated into existing data collection activity where possible to minimize the impact on institutional and Ministry practices. Collection activity for data reporting that will require additional information from institution administrative or registration systems will be negotiated prior to performance measure definition and adoption, where possible. Data are used from the following sources:

1. Student Transitions Project (STP)

The Student Transitions Project is a collaborative project between the Ministry of Advanced Education, the Ministry of Education, all public post-secondary institutions, and the British Columbia Council on Admissions and Transfer. This project provides data for the following performance measures: transition rate of high school students to public post-secondary education, credentials awarded, Aboriginal student headcounts, and Aboriginal student spaces (full-time equivalents).

2. Central Data Warehouse (CDW)

Twenty-one public post-secondary institutions, including all community colleges, institutes and teaching-intensive universities, submit data twice a year to the Central Data Warehouse. Data from the Central Data Warehouse is included in the Student Transitions Project.

3. Student outcomes surveys

The Accountability Framework uses student outcomes data from three annual surveys:

- The Baccalaureate Graduate Survey (BGS), which surveys bachelor's degree graduates two years after graduation.
- The Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey, which surveys diploma, associate degree and certificate graduates and near completers between nine and twenty months after they leave an institution.
- The Apprenticeship Student Outcomes (APPSO) survey, which surveys apprenticeship students between nine and twenty months after completing their in-school technical training.

Student outcomes survey data are provided to the Ministry by BC Stats. Student outcomes surveys use telephone and web collection methods. Data from both methods are reported as a combined value.

4. Enrolment reporting of student FTEs

Reporting for measures based upon student Full-Time Equivalents (FTEs) utilize the enrolment reports prepared by each public post-secondary institution in accordance with Ministry guidelines. FTE data are collected through the Ministry's Post-Secondary Funding and Corporate Finance Branch as part of the audited FTE reporting cycle.

Aboriginal student spaces (full-time equivalents) reporting uses the Aboriginal student self-identification from the Student Transitions Project and full-time equivalents from the Central Data Warehouse (CDW) or institutional records.

5. Additional data sources

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

- The PEOPLE data series (Population Extrapolation for Organizational Planning with Less Error) are annual population projections from BC Stats. The most recent projection is PEOPLE 36, released September 2011.
- Statistics Canada's Labour Force Survey (LFS) and Census population data.
- Canadian Association of Business Officers (CAUBO) annual report.
- Institutional data.

D. Timelines for data collection

The Budget Transparency and Accountability Act requires the Ministry to table a Ministry Service Plan in the Legislature each February, and a Ministry Service Plan Report each June, reflecting the previous year's service plan. It is essential that data collection processes for Accountability Framework performance measures are aligned with these timelines, as some of these measures are included in the Ministry plan and report.

Data are collected at various times throughout the year, using different reference periods. The most common periods are academic year (September 1 to August 31), fiscal year (April 1 to March 31) and survey year (year of data collection). Table 2 describes the data reference period for each performance measure.

Table 2. Reporting reference periods for the 2011/12 report

Performance measure	Reporting reference period – 2011/12			
	Academic year	Fiscal year	Survey year	Other
Number and percent of students who are Aboriginal	2010/11			
Bachelor degree completion rate	2004/05 – 2010/11			
Transition rate of high school students to public post-secondary education	2008/09 – 2010/11			
Participation rate	2010/11			
Student spaces (total, health, developmental, medical)		2011/12		
Aboriginal student spaces		2010/11		
Credentials awarded		2010/11		
Sponsored research funding		2010/11		
Student satisfaction with education			2011	
Student assessment of the quality of instruction			2011	
Student assessment of skill development			2011	
Student assessment of the usefulness of knowledge and skills in performing job			2011	
Unemployment rate			2011	
Student satisfaction with transfer			2011	
Loan repayment as a percent of income			2011	
University admissions GPA				Sept. 2011

After the data are collected, they are prepared for release, posted to the Accountability Framework SharePoint site and institutions are notified. Table 3 describes the approximate month that data are available to the Ministry. Performance measure data and results are sent to institutions as they become available, typically in February, April and May.

Table 2. Data availability

Data source	Approximate month data are available to the Ministry
APPSO data	June 2011
DACSO data	November 2011
Data prepared by Institutions	February 2012
Labour Force Survey	March 2012
BGS data	March 2012
Student Transitions Project	April 2012
CAUBO data	April 2012
FTE data	May 2012

E. Results and performance targets

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

- Targets should be applied equitably and reasonably;
- 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 scale shown in Table 4. For survey results, data will be presented with the margin of error, calculated based on a ninety-five percent confidence interval. The target assessment assigned for survey results will be based on the actual result and the confidence interval to determine the highest assessment accomplished without rounding.

Table 4. Scale for target assessments

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

F. Institutional reporting

Institutions provide an Institutional Accountability Plan and Report (IAPR) to the Ministry each year.

Guidelines for these documents are released in February and are made available to institutional representatives on the Accountability Framework SharePoint site:

http://aved.teamwork.gov.bc.ca/sites/information_data/framework/default.aspx. For the 2011/12 reporting cycle, the performance measure targets have been communicated to institutions via email notice of a document posted to institutional folders on the Accountability Framework SharePoint site.

Institutions are encouraged to read the IAPRs submitted by other public post-secondary institutions. All of the final reports are posted on the Ministry of Advanced Education website. See

http://www.aved.gov.bc.ca/framework/accountability_plans.htm for the most recent reports.

Institutions are welcome to include additional performance measures in their Institutional Accountability Plan and Report (IAPR). Institution-specific measures could be used to highlight unique aspects of an institution, performance in areas not included in the Accountability Framework, or measures used in other contexts by an institution such as a strategic plan.

G. New and noteworthy

There have been some changes to the Accountability Framework since the publication of the 2010/11 Standards Manual. The 2011/12 changes are listed here as a helpful reference.

Aboriginal student spaces measure added

- Aboriginal student spaces (full-time equivalents) has been added as a descriptive measure. The results are from the previous fiscal year (FY 2010/11) to incorporate data from the annual Student Transitions Project data match.
- The measure includes all Aboriginal student educational activity. The results will be presented as Ministry (AVED), Industry Training Authority (ITA) and total (AVED + ITA) activity. This is different from the other student spaces measures which exclude ITA activity due to ongoing timing issues with the ITA targets.

Transition rate data currency improvement (data time period moved forward one year)

- The Student Transitions Project data used for the transition rate of high school students to public post-secondary education shifted one year forward to utilize the most recent data available.
- Data revisions will be incorporated once a year based on the transition matrix typically available in April.

Target for Loan repayment as a percent of income changed to benchmark ($\leq 8\%$)

- The target for the system measure Loan repayment as a percent of income was changed from maintain or decrease to less than or equal to 8%. A discussion paper outlining the reasons for this change is posted on the SharePoint site.

Accountability Framework newsletter published

- A summary of system-level accountability results has been published in response to the Office of the Auditor General's recommendation that the Ministry "Provide clear and comprehensive performance reporting in relation to the post-secondary Accountability Framework." A summary report of the audit is available at: <http://www.bcauditor.com/pubs/2011/report9/summary-report-2011>

H. Performance measure reporting responsibility

Performance measure	Institutions																							Ministry		
	Colleges											Institutes			Teaching-intensive Universities						Research-intensive Universities					
	CAM	CNC	COTR	DOUG	LANG	NIC	NLC	NWCC	OKAN	SEL	VCC	BCIT	JBC	NVIT	CAPU	ECUAD	KWN	RRU	TRU	UFV	VIU	SFU	UBC		UNBC	UVIC
Institution measures																										
1. Total student spaces	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1a. Health spaces	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X			X	X	X	X
1b. Developmental spaces	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X						X
1c. Medical spaces																									X	X
2. Credentials awarded	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Number and percent of students who are Aboriginal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Aboriginal student spaces	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Student satisfaction with education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Student assessment of the quality of instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Student assessment of skill development	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Student assessment of the usefulness of knowledge and skills in performing job	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Unemployment rate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Bachelor degree completion rate																							X	X	X	X
11. Sponsored research funding																							X	X	X	X
System measures																										
12. Transition rate of high school students to public post-secondary education																										X
13. Student satisfaction with transfer																										X
14. Loan repayment as a percent of income																										X
15. University admission GPA																						X	X		X	X
16. Participation rate																										X

I. Performance measure specifications

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

Objective: Capacity

Operational definition

Number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas

Measure specifications

- Data are based on annualized FTE enrolments.
- Student spaces calculations use standard FTE calculation methods for educational activity.
- Industry Training Authority (ITA) FTEs (foundation and apprenticeship) are excluded from the institutional total, but included in the Ministry total.
- Designated programs include:
 - Nursing and other allied health programs,
 - Developmental programs (includes Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Special Education (ASE) programs),
 - Medical school programs.

Data source(s): Ministry Post Secondary Funding and Corporate Finance Branch

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	Total FTEs delivered (with subtotals for designated programs) ITA FTEs are included in this total	System total: aggregation of all institutional targets and ITA FTEs Designated programs: aggregation of institutional targets
Institutions	Institution total FTEs delivered (with subtotals for designated programs) ITA FTEs are excluded from this total	Institution total and designated programs: established in Government Letters of Expectation or equivalent

2. Credentials awarded

Objective: Capacity

Operational definition

The average number of credentials awarded by public post-secondary institutions in the most recent three years

Measure specifications

- Credentials granted to international students are included. Credentials awarded by other agencies, such as the ITA or Transport Canada, are excluded.
- Data are collected by credential type categories; however, only the total number of credentials awarded is assessed.
- Revisions of previously reported data are incorporated once a year.

Credential type	STP data elements
Graduate and First Professional	Doctorate, Masters degree, First professional degree, Graduate diploma, Graduate certificate, Post-degree diploma, Post-degree certificate
Bachelor	Bachelors 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

The credential types Apprenticeship, Short certificate, Other, and None are excluded from credential counts.

Data sources: Student Transitions Project consolidated credentials pivot; Full-time equivalent (FTE) student enrolments from Post Secondary Funding and Corporate Finance Branch

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System credentials awarded (three-year average)	System total: aggregation of all institutional targets
Institutions	Credentials awarded (three-year average)	Institution total: institution-specific target

The formula to determine the institution-specific credential targets was revised in 2010/11. It is based on the average number of credentials awarded by an institution in the most recent three years and the change in FTEs in recent years. The formula is:

Credentials target = (Average credentials awarded in past 3 years) * (1 + FTE change over Y years)

where Y = 1 for JIBC, 2 for colleges and institutes, 3 for teaching-intensive universities, and 4 for research-intensive universities

3. Number and percent of students who are Aboriginal

Objective: Access

Operational definition

Unique headcount of Aboriginal students and percent of domestic students who are Aboriginal

Measure specifications

- Aboriginal students are defined as individuals who self-identify as First Nations, Inuit, and/or Métis.
- Aboriginal students include those who self-identify on institution registration records, or who have been identified as Aboriginal students by the Ministry of Education or the Student Transitions Project. As students must volunteer this information, the number and proportion of Aboriginal students may be understated.
- The count is the total unique headcount of Aboriginal students with enrolments during the academic year at the institution.
- Domestic students only; international students are excluded.

Data source(s): Student Transitions Project

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	Total Aboriginal student headcount and Aboriginal student headcount as a percent of domestic student headcount	System total number and percent: maintain or increase on previous year's performance
Institutions	Institution Aboriginal student headcount and Aboriginal student headcount as a percent of domestic student headcount	Institution total number and percent: maintain or increase on previous year's performance

4. Aboriginal student spaces

Objective: Access

Operational definition

Number of Full-Time Equivalent (FTE) enrolments of Aboriginal students delivered in all program areas

Measure specifications

- Aboriginal student spaces (FTEs) using standard FTE calculation methods for the educational activity of students who have self-identified as Aboriginal.
- All educational activity is included: Ministry (AVED), Industry Training Authority (ITA), and total FTEs.
- The reporting period is fiscal year, one year previous.

Data source(s): Student Transitions Project, Central Data Warehouse (colleges, institutes, teaching-intensive universities) and Institutional records (research-intensive universities)

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	AVED, ITA and total FTEs delivered to Aboriginal students	Not assessed for 2011/12 reporting cycle
Institutions	Institution AVED, ITA and total FTEs delivered to Aboriginal students	Not assessed for 2011/12 reporting cycle

5. Student satisfaction with education

Objective: Quality

Operational definition

Percentage of students who were very satisfied or satisfied with the education they received

Measure specifications

Baccalaureate Graduate Survey (BGS):

- Data for bachelor's degree graduates are from the Baccalaureate Graduate Survey question B3: "How satisfied are you with the education you received?"

Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey and Apprenticeship Student Outcomes (APPSO) survey:

- Data for diploma, associate degree and certificate students and apprenticeship students are from the survey question Q.49A: "How satisfied are you with the education you received from the [name of program] program at [name of institution]?"

For all surveys:

- Response scale is, "Very satisfied, Satisfied, Dissatisfied, Very dissatisfied, Don't know, Refused."
- Performance is evaluated based on the percent of "Very satisfied" and "Satisfied" responses. Calculation of percentage excludes respondents who indicated "Don't know," or "Refused".

Data source(s): BGS, DACSO and APPSO surveys

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System total (by survey)	System total: $\geq 90\%$
Institutions	Institution total (by survey)	Institution total: $\geq 90\%$

6. Student assessment of the quality of instruction

Objective: Quality

Operational definition

Percentage of students who rated the quality of instruction in their program positively

Measure specifications

Baccalaureate Graduate Survey (BGS):

- Data for bachelor graduates are from the BGS question C1: "Overall, how would you rate the quality of course instruction in your program?"
- Response scale is, "Very good, Good, Poor, Very poor, Don't know, Refused."
- Measure includes "Very good" and "Good" responses.

Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey and Apprenticeship Student Outcomes (APPSO) survey:

- Data for diploma, associate degree and certificate students and apprenticeship students are from question Q.52: "How would you rate the quality of instruction"?
- Response scale is, "Very good, Good, Adequate, Poor, Very poor, Not applicable, Don't know, Refused."
- Measure includes "Very good", "Good" and "Adequate" responses.

For all surveys:

- Calculation of percentage excludes respondents who indicated "Not applicable," "Don't know," or "Refused".

Data source(s): BGS, DACSO, APPSO surveys

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System total (by survey)	System totals: $\geq 90\%$
Institutions	Institution total (by survey)	Institution totals: $\geq 90\%$

7. Student assessment of skill development

Objective: Quality

Operational definition

Percentage of students who indicated their education helped them to develop various skills

Measure specifications

Skills included in the average are: (a) write clearly and concisely, (b) speak effectively (verbally express opinions or ideas clearly and concisely), (c) work effectively with others, (d) analyse and think critically, (e) resolve issues or problems, (f) learn on your own, and (g) read and comprehend material (appropriate to your field).

Baccalaureate Graduate Survey (BGS):

- Data for bachelor degree graduates are from questions C14 to C22 “To what degree [Institution] helped develop your skills to...” Skill categories are given above and in brackets if different between surveys.
- Response scale is, “Very high, High, Low, Very low, Not applicable, Don’t Know, Refused.”
- Measure includes “Very high” and “High” responses.

Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey:

- Data for diploma, associate degree and certificate students are based on question Q.51 “How well did the program help you to develop your skills to ...” Skill categories are given above.
- Response scale is, “Very well, Well, Adequately, Poorly, Very poorly, Not applicable, Don’t know, Refused.”
- Measure includes “Very well” and “Well” responses.

For both surveys:

- Calculation of percentage excludes respondents who indicated “Not applicable”, “Refused” or “Don’t know”.

Data source(s): BGS and DACSO surveys

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System average (by survey)	System average: ≥85%
Institutions	Institution average and value for each skill category (by survey)	Institution average: ≥85%

8. Student assessment of the usefulness of knowledge and skills in performing job

Objective: Relevance

Operational definition

Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job

Measure specifications

Baccalaureate Graduate Survey (BGS):

- Data for bachelor graduates are based on the BGS question E28 “How useful are the knowledge, skills, and abilities you acquired during your university education in your work?”

Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey and Apprenticeship Student Outcomes (APPSO) survey:

- Data for diploma, associate degree and certificate graduates and apprenticeship graduates are based on question Q.41a “How useful have the knowledge and skills you gained been in performing your job?”

For all surveys:

- Response scale is, “Very useful, Somewhat useful, Not very useful, Not at all useful, Don’t know, Refused.”
- Performance is evaluated based on “Very useful” and “Somewhat useful” responses.
- Calculation of percentage excludes respondents who indicated “Don’t know” or “Refused”.

Data source(s): BGS, DACSO and APPSO surveys

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System total (by survey)	System total: ≥90%
Institutions	Institution total (by survey)	Institution total: ≥90%

9. Unemployment rate

Objective: Relevance

Operational definition

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less

Measure specifications

- Definition of unemployed persons is from the Labour Force Survey (LFS). Unemployment rate target is based on the annual results of the LFS for the most recent year. Full-time students are considered unavailable for work and are excluded from the labour force.
- Reference age group 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).
- To ensure reliable targets from the Labour Force Survey, some regions have been aggregated.

Region	Institutions
Province	BCIT, ECUAD, JIBC, RRU, SFU, UBC, UNBC, UVIC
Vancouver Island/Coast	CAM, NIC, VIU
Lower Mainland/Southwest	CAPU, DOUG, KWN, LANG, UFV, VCC
Interior ¹ (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU
North ¹ (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC
Not assessed	NVIT ²

Data source(s): BGS, DACSO and APPSO surveys and Labour Force Survey

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	System percent (by survey)	System percent: less than or equal to the provincial rate for the reference group
Institutions	Institution percent (by survey)	Institution percent: less than or equal to the provincial or regional rate for the reference group (see table above)

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

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

10. Bachelor degree completion rate

Objective: Efficiency

Operational definition

Percent of direct entry students completing a bachelor degree within seven years, and percent of transfer students completing a bachelor degree within five years

Measure specifications

- Measure includes students who register for full-time studies (80% of a full course load) in the fall term. Students may enrol part-time during subsequent studies.
- Completion rates are reported separately for direct entry and transfer students.
- Direct entry students - Total number of students who were admitted to an institution as a first year student who complete a bachelor's degree within seven academic years.
- Transfer students - Total number of students who were admitted to an institution as a second or third year student who complete a bachelor's degree within five academic years. Transfer student rate is a combined rate (second and third year transfer students are reported as one total).
- Measure includes bachelor degrees only (associate degrees, first professional degrees and graduate degrees are not included).
- System measure is weighted using the admission cohort for each institution.

Data source(s): Institutional records

Institutions providing data: Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria

Reporting

Organization	Reporting elements	Targets
Ministry	System rate, as a percentage, for each of direct entry and transfer students	System rate: maintain or increase on previous year's performance
Institutions	Institution rate, as a percentage, for each of direct entry and transfer students	Institution rate: maintain or increase on previous year's performance

11. Sponsored research funding

Objective: Capacity

Operational definition

Total sponsored research funding awarded from federal government, provincial government and other sources

Measure specifications

Funding categories use the CAUBO (Canadian Association of University Business Officers) definitions:

- 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.

Data source(s): Canadian Association of University Business Officers (CAUBO)

Institutions providing data: Simon Fraser University, University of British Columbia, University of Northern British Columbia, and University of Victoria³.

Reporting

Organization	Reporting elements	Targets
Ministry	Total research funding (with subtotals for federal, provincial and other) awarded to research-intensive universities	System total: maintain or increase on previous year's performance
Institutions	Institution total research funding (with subtotals for federal, provincial and other)	Institution total: maintain or increase on previous year's performance

³ The universities listed are required to report on this measure. Other institutions are free to include this measure; it is optional for all other institutions.

12. Transition rate of high school students to public post-secondary education

Objective: Access

Operational definition

The percentage of high school graduates that enter a public post-secondary institution within three academic years of graduating from high school

Measure specifications

- Includes B.C. high school graduates who enrol in B.C. public post-secondary institutions within three academic years of graduation.

Data source(s): Student Transitions Project (STP)

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: $\geq 70\%$

13. Student satisfaction with transfer

Objective: Efficiency

Operational definition

Percentage of diploma, associate degree and certificate students who transferred to another B.C. public post-secondary institution and expected to transfer earned credit who rated their overall transfer experience positively

Measure specifications

- Based on the DACSO question Q.15Q: "How satisfied were you with your overall transfer experience?"
- Response scale is, "Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, Very dissatisfied, Don't know, Refused."
- Performance is evaluated based on "Very satisfied" and "Satisfied" responses. Calculation of percentage excludes respondents who indicated "Don't know" or "Refused".

Data source(s): DACSO survey

Institutions providing data: All institutions that offer diploma, associate degree and certificate programs

Reporting

Organization	Reporting elements	Targets
Ministry	Aggregate system total	System level: ≥90%

14. Loan repayment as a percent of income

Objective: Access

Operational definition

Median monthly loan repayment as a percent of median monthly income for employed students with debt at time of leaving their institution

Measure specifications

Measure includes degree, diploma and certificate graduates⁴ who:

- Have incurred debt related to post-secondary education (includes government student loans and loans from other sources to support student education minus loan reduction or remissions)
- Were employed at the time of the survey and provide 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).

Data source(s): BGS and DACSO surveys

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	Median loan repayment as a percent of median income (by survey)	System: ≤ 8%

⁴ Apprenticeship students are not eligible for student loans because of the minimum program duration requirement of twelve consecutive weeks.

15. University Admission Grade Point Average (GPA)

Objective: Capacity

Operational definition

Fall admissions GPA cut-off for arts and science programs for direct entry and for university transfer students at Simon Fraser University, the University of British Columbia and the University of Victoria

Measure specifications

- Measure includes final fall admissions GPA cut-off for arts programs and science programs.
- Direct entry GPA cut-off is expressed as a percentage. Transfer GPA is expressed on a 4.33 grade point scale.
- Student registration totals are for direct entry arts and science programs and for university transfer into second or third year arts and science programs.
- Weighted average calculation is based on proportion of total registrations by institution, grouped by arts and sciences.

Data source(s): Institutional records

Institutions providing data: Simon Fraser University, University of British Columbia, University of Victoria

Reporting

Organization	Reporting elements	Targets
Ministry	Weighted aggregate average GPA direct entry and transfer students	System level: Direct entry $\leq 75\%$, transfer entry ≤ 2.0

16. Participation rate

Objective: Access

Operational definition

Total headcount of public post-secondary students as a percent of B.C. population 18 to 29 years

Measure specifications

- Measure includes full-time and part-time students.
- Measure includes total domestic headcount during an academic year. International students are excluded.
- Population cohort size is based on the most current BC Stats PEOPLE population estimate for people aged 18 to 29 years.

Data source(s): Institutional records and PEOPLE data

Institutions providing data: All institutions

Reporting

Organization	Reporting elements	Targets
Ministry	Overall system total	System total: maintain or increase on previous year's performance