

Accountability Framework Standards Manual 2008/09

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



**British Columbia Ministry of Advanced Education and Labour Market Development,
Public Universities, Colleges and Institutes**

This manual is intended to provide institution and ministry staff with common data definitions for the accountability framework for the 2008/09 reporting cycle, reported in July 2009.

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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 the 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. This manual provides the specifications for the performance measures to enable public post-secondary institutions and the ministry to understand their roles and responsibilities for data collection and reporting. Recent changes to the accountability framework and processes are highlighted in this report in the section titled, "New and Noteworthy".

B. Strategic objectives

The strategic objectives for the system were developed based on the following five 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)

These questions frame the core strategic objectives of the system (see Table 1). 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.

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. Logic model for the accountability framework

Strategic objective	Performance measure
Capacity	Student spaces in public institutions Credentials awarded Sponsored research funding Number of highly qualified personnel University admissions GPA
Access	Student spaces in developmental programs Number and percent of students who are Aboriginal Participation rate Ratio of loan repayment to income Transition rate of high school students to public post-secondary education
Quality	Student satisfaction Student assessment of skill development Student assessment of the quality of instruction
Relevance	Student assessment of the usefulness of knowledge and skills in performing job Unemployment rate Number of licences, patents and start-up companies
Efficiency	Bachelor's degree completion rate Student satisfaction with transfer

C. Data sources

All performance measures use data that are currently collected by institutions. 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. Ongoing data requests will be incorporated into existing data collection activity where possible to minimize the impact on institutional and ministry practices. Data are used from the following sources:

1. Central Data Warehouse (CDW)

Twenty public post-secondary institutions, including all colleges and institutes and a majority of universities, submit data twice a year to the Central Data Warehouse. The ministry reports used in the accountability framework are based on data published in the standard reports for the October and May submissions. CDW data are generally available approximately six weeks after the submission date.

2. The Research Universities' Council of British Columbia (RUCBC)

Simon Fraser University, the University of British Columbia, the University of Northern British Columbia, and the University of Victoria provide data through the Research Universities' Council of British Columbia (formerly The University Presidents' Council). For the 2008/09 reporting period, Royal Roads University will provide data through RUCBC or directly to the ministry. RUCBC produces a glossary of terms and definitions, which can be found here: <http://www.bcheadset.com/glossary.pdf>.

3. Student outcomes surveys

The accountability framework uses student outcome data primarily from two surveys:

- The Baccalaureate Graduate Survey (BGS), which surveys bachelor's degree graduates two years after graduation. BGS data are provided to the ministry by RUCBC for the 2008/09 reporting cycle.
- The Diploma, Associate degree and Certificate Student Outcomes (DACSO) survey (formerly the College and Institutes Student Outcome survey) includes all program completers and former students who have completed a substantial amount of their program (e.g. 24 credits of arts/science courses, or 75% of an applied program). Students must have left their program of study at that institution and not returned for at least two subsequent semesters. Former students are surveyed approximately a year (between nine and twenty months) after they leave an institution. DACSO data are provided to the ministry by BC Stats.

For student outcomes survey data using telephone and web collection methods, data from both methods will be reported as a combined value.

4. Enrolment reporting of student FTEs

Performance reporting for measures based upon student Full-Time Equivalent (FTEs) utilize the enrolment reports submitted by each public post-secondary institution. Institutions currently prepare these enrolment reports in accordance with ministry-issued guidelines (CDW reporting institutions), or in accordance with RUCBC guidelines. FTE data are collected directly by the ministry's Funding and Analysis branch.

5. Student Transitions Project (STP)

The Student Transitions Project is a collaborative project between the Ministry of Advanced Education and Labour Market Development, the Ministry of Education, the public post-secondary institutions, and British Columbia Council on Admissions and Transfer. This project provides data related to students transitions between high school and post-secondary education.

6. Additional data sources

The following additional data sources are used for data collection activity within the system:

- 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 33 released July 2008.
- Ministry of Education Personal Education Number (PEN) database
- Statistics Canada's Labour Force Survey (LFS)

D. Timelines for data collection

The Budget Transparency and Accountability Act requires the ministry to table a three-year Ministry Service Plan in the Legislature each February, and a Ministry Service Plan Report each June, reflecting its 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 a key part of the 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) and fiscal year (April 1 to March 31). Survey year refers to the year of collection. Table 2 describes the data reference period for the performance measures.

Table 2. Reporting reference periods

Performance measure	Reporting reference period – 2008/09			
	Academic year	Fiscal year	Survey year	Other
Aboriginal measure	2007/08			
Credentials awarded	2007/08			
Degree completion rate	2001/02 – 2007/08			
Participation rate	2007/08			
Transition rate ¹	2004/05 – 2006/07			
Research measures (except HQP)		2006/07		
Highly qualified personnel (HQP) ²		2007/08		
Student spaces		2008/09		
Student outcomes (BGS, DACSO)			2008	
University admissions GPA				Sept. 2008

¹ Data are for the cohort of 2003/04 high school graduates who transitioned to post-secondary education within three years of graduating (i.e. 2004/05 to 2006/07).

² Data for some aspects of this measure, such as faculty headcounts, may come from the October 1st or November 1st counts.

After the data are collected, it needs to be processed and prepared for release.

Table 3 describes the approximate month that data become available to the ministry.

Table 3. Data availability (sorted by month)

Data source	Approximate month when data are available at the ministry
DACSO data	October
Institutional records (via CDW)	December (and July)
CAUBO data	June (electronic), December (hard copy)
Institutional records (via RUCBC)	January
Labour Force Survey	February
Student transitions project	April
BGS data	April
FTE data	May

E. Results and performance targets

Targets for accountability framework performance measures are based on the following principles:

- Targets must 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;
- 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 the institution and the system.

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. Conversion 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

F. Reporting

This section outlines principles for the reporting process. Each year, guidelines for the reporting process are also provided to the institutions.

Performance Reporting Principles

The following reporting principles are intended to guide the development of all ministry service plans and reports. The principles were established by the Office of the Auditor General of BC, and are based in part on the public performance reporting principles developed by the Canadian Comprehensive Auditing Foundation (CCAF-FCVI).

Reports should:

- Explain the public purpose served;
- Link goals and results;
- Focus on the few, critical aspects of performance;
- Relate results to risk and capacity;
- Link resources, strategies and results;
- Provide comparative information;
- Present credible information, fairly interpreted; and,
- Disclose the basis for key reporting judgments.

For the accountability framework, it is anticipated that these principles will provide overall guidance for:

- The preparation of institutional accountability plans and reports. The principles should help institutions determine what is critical to their purpose, to achieving their results, and to telling their performance story.
- The principles serve as an assessment tool for those preparing and using the institutional accountability plans and reports.
- The development of generally accepted performance reporting standards for the British Columbia public post-secondary institutions. Over time, these standards will form the basis upon which independent assurance will be provided.

System level reporting

System level targets are established by the ministry for the performance measures included in the accountability framework.

Institution level reporting

Institution-level baselines and targets for accountability framework performance measures are established in the ministry's annual Government Letter of Expectation sent to each public post-secondary institution. Institutions will reflect the baselines and targets for which they are accountable in their Institutional Accountability Plan and Report (IAPR). Institutional performance on the measures is reported, along with associated explanatory or contextual information. The IAPR is a publicly accessible document.

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 and Labour Market Development website. See http://www.aved.gov.bc.ca/instit_accountability_plans/welcome.htm for the most recent reports.

G. New and noteworthy

There have been a number of changes that impact the accountability framework since the publication of the previous standards manual. Most, if not all, of these changes are well known in the post-secondary system but are listed here as a helpful reference.

Changes to the post-secondary system:

- In 2008, five institutions were designated as universities: Capilano University (CAPU), Emily Carr University of Art and Design (ECU), Kwantlen Polytechnic University (KWN), University of the Fraser Valley (UFV) and Vancouver Island University (VIU). As a result of these changes, the designation of “university college” no longer exists. These new universities, referred to as “special purpose universities” in this manual.
- In 2007, the Institute of Indigenous Government (IIG) became a campus of the Nicola Valley Institute of Technology (NVIT).

Changes to performance measures:

New measures:

- Transition rate of high school students to post-secondary education (p. 26).
- Affordability measure (p. 25).

Revised measures:

- Student outcomes surveys: when a survey is conducted using multiple methods, such as telephone and web, responses from all available methods will be aggregated.
- University admissions GPA specification was refined to more closely describe current practice (p. 23).

Measures no longer included:

- Student spaces in Computer Science, Electrical and Computer Engineering programs. The five-year Double the Opportunity (DTO) initiative that this sub-measure was based on has concluded.
- Percent of annual educational activity occurring between May and August. The data for this measure are collected by the ministry, but will no longer be reported in the framework.

Changes to targets:

- Expanded scale to allow for a more nuanced assessment of performance results (p. 5).
- Addition of margin of error for all survey results (p. 5).

Changes to the standards manual:

The standards manual has been reformatted to improve clarity and readability. The introductory material has also been updated and expanded, with changes including: addition of target assessment definitions, addition of information about confidence intervals, clarified data collection periods, and updated reporting procedures.

Changes in reporting:

- Only one accountability document is required annually from each public post-secondary institution, the Institutional Accountability Plan and Report (IAPR) (p. 6).
- Institutions are no longer required to report on the GPA admissions or student assessment of transfer measure in their IAPR. These data will still be collected and reported by the ministry at the system level.

H. Performance measure reporting responsibility

Performance measure	Institution																									
	Colleges											Institutes			Special Purpose Universities						Research Universities				Ministry	
	CAM	CNC	COTR	DOUG	LANG	NIC	NLC	NWCC	OKAN	SEL	VCC	BCIT	JBC	NVIT	CAPU	ECU	KWN	RRU	TRU	UFV	VIU	SFU	UBC	UNBC		UVIC
Institution measures																										
1a. 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
1b. Health spaces	X	X	X	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. Sponsored research funding															X		X	X	X	X	X	X	X	X	X	X
4. Highly qualified personnel																						X	X	X	X	X
5. Developmental spaces	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X						X
6. Aboriginal students	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. Degree completion rate																						X	X	X	X	X
8. Skill development average	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. 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
10. Satisfaction with 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
11. Usefulness of knowledge and skills	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
12. 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
13. Licences, patents and start-up companies																						X	X	X	X	X
System measures																										
14. University admissions GPA																										X
15. Participation rate																										X
16. Ratio of loan repayment to income																										X
17. Transition rate of high school students																										X
18. Student satisfaction with transfer																										X

I. Performance measure specifications

1. Student spaces in public institutions

Objective: Capacity

Operational definition:

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

Measure specifications:

- Designated programs include:
 - Nursing and other allied health programs
 - Medical school programs
 - Developmental programs (p. 14)
- Data are based on audited annualized FTE enrolments.
- Student FTE calculation for institutions that report to the CDW is based upon most current ministry definitions and guidelines (i.e. Student FTE Enrolment Reporting Manual). For these institutions, the nursing and health performance sub-measure includes all health sciences programs as identified in the annual Government Letters of Expectation.
- Student FTE calculation for RUCBC members is based on RUCBC guidelines. For these institutions, the nursing and allied health performance sub-measure includes FTEs in all undergraduate health sciences programs (with exception of dental residents, pharmaceutical residents, and medical residents and interns) and graduate health sciences programs as reported by RUCBC.
- Apprenticeship program FTEs are excluded at the institutional level, but included at the system level.

Data source(s): Institutional records (via ministry's Funding and Analysis Branch)

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

Organization	Reporting elements	Targets
Ministry	System total FTEs delivered and utilization rate (total combined programs with subtotals for designated programs). Apprentice FTEs are included in this total.	System total: aggregation of all institutional targets and apprenticeship; Designated programs: aggregation of institutional targets.
Institutions	Institution total FTEs delivered and utilization rate (include subtotals for designated program)	Institution total and designated programs: targets are expressed in the Government Letters of Expectation.

2. Credentials awarded

Objective: Capacity

Operational definition:

Count of certificates, diplomas, associate degrees, bachelor degrees, master degrees and doctoral degrees awarded by public post-secondary institutions.

Measure specifications:

- Credential means a formal qualification, not just a certificate of attendance.
- Institutions are required to provide credentials awarded by credential type categories; however, only total credentials awarded will be reported at the institution-level.
- Annual performance is the average of the most recent year plus the two preceding years. Institutions are required to provide annual data to the ministry, prior to averaging.
- All data values are fixed upon calculation; revisions are not incorporated into performance calculations.
- Institution annual numerical targets are based on the following: previous credential target multiplied by the three-year average change in FTE allocation (minus 0.5% on each year) added to previous years credential total.

Definitions:

- **Doctorate:** All doctorates so named. Excludes first professional degrees with 'doctor' in title (e.g. Doctor of Medicine (M.D.), Doctor of Dental Medicine (D.M.D.), Doctor of Dental Surgery (D.D.S.), and Doctor of Veterinary Medicine (D.V.M.)).
- **Masters:** All masters so named. Excludes first professional degrees (e.g. Master of Divinity).
- **Bachelors and First Professional Degrees:** All degrees so named, including those excluded in the Masters and Doctorate categories above.
- **Associate Degree:** All degrees so named.
- **Diploma:** All diplomas so named. Includes graduate (post-degree) and advanced (post-diploma) diplomas. Applied and professional programs generally greater than 12 months in duration.
- **Certificate:** All certificates so named. Applied and professional programs greater than or equivalent to three months of full time study in duration that include an evaluative component and result in transcript credit. Includes graduate (post-degree) and advanced (post-diploma) certificates.

Data mapping:

Credential type	Central Data Warehouse data elements	RUCBC data elements
Doctorate	Doctorate (DOCT)	Doctorate
Master	Masters (MAST)	Master
Bachelor	Bachelors (BACH), Professional Degree (PDEG)	Bachelor, first professional degree
Associate	Associate Degree (ADGR)	N/A
Diploma	Diploma (DIPL), Advanced Diploma (ADIP), Post-Degree Diploma (PDDP)	Advanced diploma, post-degree diploma, licentiate
Certificate	Certificate (CERT), Post-Degree Certificate (PDCT)	Certificate, professional certificate, teachers certificate, post-degree certificate
Excluded	Other (OTHR), No credential (NONE), Certificate of Apprenticeship (APPR), Developmental (DEVL), and Short certificate (SCRT)	Non-credit credential, other, none

Data source(s): Institutional records (via CDW and RUCBC).

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

Organization	Reporting elements	Targets
Ministry	System total number of credentials	System total: aggregation of all institutional targets.
Institutions	Institution total number of credentials	Institution total: target is institution relative based on three-year average.

3. Sponsored research funding

Objective: Capacity

Operational definition:

Total research revenue awarded from federal government, provincial governments, and other sources.

Measure specifications:

CAUBO (Canadian Association of University Business Officers) definitions for funding categories:

- 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:

Universities	Colleges	Institutes
ECU, RRU, SFU, TRU, UBC, UFV, UNBC, UVic, VIU	N/A	

Reporting:

Organization	Reporting elements	Targets
Ministry	System total research funding (with subtotals for federal, provincial and other); percentage of funding from provincial sources	System total: maintain or increase on previous year's performance.
Universities	Institution total research funding (with subtotals for federal, provincial and other)	Institution total: maintain or increase on previous year's performance.

4. Number of highly qualified personnel

Objective: Capacity

Operational definition:

Unique headcount of total faculty, graduate students and post-doctoral fellows engaged in research at public research universities.

Measure specifications:

Includes:

- Faculty – all faculty including research chairs and adjunct professors involved in research.
- Graduate students – all graduate students.
- Post-doctoral fellows – includes research associates, visiting professors, etc.
- Sessional instructors are not included, as they do not typically conduct research. Sessional instructors that are also graduate students or post-doctoral fellows are included in the count for those categories, respectively.
- Population is based on PEOPLE estimate total population as of July 1.

Data source(s): Institutional records (via RUCBC), and population data from PEOPLE (see p. 3).

Institutions providing data:

Universities	Colleges	Institutes
SFU, UBC, UNBC, UVIC	N/A	

Reporting:

Organization	Reporting elements	Targets
Ministry	System total, ratio per capita (per 1,000 BC population)	System total: maintain or increase on previous year's performance.
Universities	Institution total	Institution total: maintain or increase on previous year's performance.

5. Student spaces in developmental programs

Objective: Access

Operational definition:

Number of full time equivalent (FTEs) student enrolments delivered in Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Special Education (ASE) programs.

Measure specifications:

- Student FTE calculation is based on the ministry Student FTE Enrolment Reporting Manual for institutions that report to the CDW.
- Targets are set for combined totals only (i.e. total FTEs in ABE, ESL and ASE programs).

Data source(s): Institutional records (via ministry's Funding and Analysis Branch)

Institutions providing data:

Universities	Colleges	Institutes
CAPU, KWN, TRU, UFV, VIU	All colleges.	BCIT, NVIT

Reporting:

Organization	Reporting elements	Targets
Ministry	System total FTEs delivered and utilization rate (total combined programs)	System total: aggregation of all institutional targets.
Institutions	Institution total FTEs delivered and utilization rate (include subtotals for ABE, ESL, and ASE)	Institution total: targets are established in the Government Letters of Expectation.

6. 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 is defined as individuals who are First Nations, Inuit, and/or Métis.
- Aboriginal students are considered to be those who self identify as Aboriginal on institution registration records, or who have been identified as Aboriginal on Ministry of Education K-12 (PEN) records. As students must volunteer this information, the number and proportion of Aboriginal students may be understated.
- For institutions reporting to the CDW: sector counts are based on Aboriginal status flag in the CDW in combination with Aboriginal status in Ministry of Education K-12 (PEN) records. Enrolment for these institutions is considered to be the total unduplicated headcount of students in the institution with course enrolments during the academic year.
- Students who are paying international fees are excluded from institution headcounts.

Data source(s): Institutional records (via RUCBC and CDW), and Ministry of Education K-12 (PEN) records.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

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

7. Bachelor degree completion rate

Objective: Efficiency

Operational definition:

Proportion of direct entry students completing a bachelor degree within seven years, and proportion of university transfer students completing a bachelor degree within five years.

Measure specifications:

- Includes students who register for full-time studies in the entry cohort. Students may enrol part-time during their studies after entry. Full-time is considered to be 80% of a full course load (see RUCBC glossary for details).
- Rates are reported separately for direct entry and transfer students.
- Direct entry: Total number of students who were admitted to the institution as a first year student (entry cohort) who complete a bachelor's degree within seven academic years (exit cohort).
- Transfer students: Total number of students who were admitted to the institution as a second or third year students (entry cohort) who completed 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).
- Only includes bachelor degrees (associate degrees or graduate degrees are not included).
- The system measure is weighted using the admission cohort for each institution.

Data source(s): Institutional records (via RUCBC).

Institutions providing data:

Universities	Colleges	Institutes
SFU, UBC, UNBC, UVIC		N/A

Reporting:

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

8. Student satisfaction

Objective: Quality

Operational definition:

Percentage of degree level graduates and former diploma, associate degree, and certificate students who were very satisfied or satisfied with the education they received.

Measure specifications:

BGS survey:

- Data for bachelor's degree students are based on the Baccalaureate Graduate Survey question B3: "How satisfied are you with the education you received from your program at our university..."

DACSO survey:

- Data for diploma, associate degree, certificate and other level students, are based on DACSO survey Q. 49a: "How satisfied are you the education you received from your program at our institution?"

For both surveys:

- Response scale: "Very satisfied; Satisfied; Dissatisfied; Very dissatisfied; Don't know; Refused."
- The question wording and response scale for student satisfaction with education are the same for the BGS and DACSO surveys.
- Performance is evaluated based on top two responses. Calculation of percentage excludes respondents who indicated 'not applicable,' 'refused' or 'don't know'.

Data source(s): BGS and DACSO surveys.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

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

9. Student assessment of skill development

Objective: Quality

Operational definition:

Percentage of degree level graduates and former diploma, associate degree and certificate students who indicated their education helped them to develop various skills.

Measure specifications:

- The skills included in the average are: (a) write clearly and concisely (written communication), (b) speak effectively (oral communication), (c) work effectively with others (group collaboration), (d) analyse and think critically (critical thinking), (e) resolve issues or problems (problem solving), (f) learn on your own, and (g) read and comprehend material appropriate to your field (reading comprehension).

BGS survey:

- Data for degree-level students are based on the BGS survey C14 to C22: "To what degree did university help develop your skills to...". Skill categories are similar to the DACSO survey.
- Response scale: "Very High; High; Low; Very Low; No skill development; Not applicable; Don't Know; Refused."

DACSO survey:

- Data for diploma, associate degree, certificate and other level students are based on DACSO survey Q. 51: "To what extent did the program provided you with an opportunity to develop the following skills...How well did (your) program prepare you to..."
- Response scale: "Very Well; Well; Adequately; Poorly; Very poorly; Not applicable; Don't Know; Refused."

For both surveys:

- Note that the DACSO survey uses a five-point scale, while the BGS uses a four-point scale.
- Performance is evaluated based on top two responses. Calculation of percentage excludes respondents who indicated 'not applicable,' 'refused' or 'don't know'.

Data source(s): BGS and DACSO surveys.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting

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

10. Student assessment of quality of instruction

Objective: Quality

Operational definition:

Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who rated the quality of instruction in their program as very good or good.

Measure specifications:

BGS survey:

- Data for bachelor graduates are based on the BGS question C1: "Overall, how would you rate the quality of course instruction in your program? Would you say the quality of instruction was..."
- Response scale: "Very Good; Good; Poor; Very Poor; Don't Know; Refused."

DACSO survey:

- Data for diploma, certificate and other level students are based on DACSO survey Q. 52: "How would you rate the following aspects of your program?...How would you rate... Quality of instruction..."
- Response scale: "Very Good; Good; Adequate; Poor; Very Poor; Not Applicable; Don't Know; Refused."

For both surveys:

- Note that the DACSO survey uses a five-point scale, while the BGS uses a four-point scale.
- Performance is evaluated based on top two responses. Calculation of percentage excludes respondents who indicated 'not applicable,' 'refused' or 'don't know'.

Data source(s): BGS and DACSO surveys.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

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

11. Student assessment of usefulness of knowledge and skills in performing job

Objective: Relevance

Operational definition:

Percentage of bachelor degree graduates and former diploma, associate degree, and certificate students who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job.

Measure specifications:

BGS survey:

- 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?"

DACSO survey:

- Data for former diploma, associate degree and certificate students are based on DACSO survey Q. 41a: "How useful have the knowledge and skills you gained been in performing your job?"

For both surveys:

- Response scale: "Very Useful; Somewhat Useful; Not Very Useful; Not At All Useful; Don't Know; Refused."
- Performance is evaluated based on top two responses. Calculation of percentage excludes respondents who indicated 'not applicable,' 'refused' or 'don't know'.

Data source(s): BGS and DACSO surveys.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

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

12. Unemployment rate

Objective: Relevance

Operational definition:

Percentage of degree graduates and former diploma, associate degree, and certificate students 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 from Labour Force Survey (LFS) are those who were either: (a) without work, had actively looked for work in the past four weeks (ending with the reference period) and were available for work; or (b) had not actively looked for work in the past four weeks but had been on layoff and were available for work; or (c) had not actively looked for work in the past four weeks but had a new job to start in four weeks or less from the reference period, and were available for work.
- Full time students are considered unavailable for work and are excluded from the labour force.
- The reference age group is the population age 18-29 with high school credentials or less.
- Unemployment rate target is based on the annual results of the LFS for the most recent year. Institutions with a provincial mandate are compared to a provincial rate, while institutions with a regional mandate are assessed with a regional rate based on where the institution's main campus is located (see table).

Region	Institutions
Provincial	BCIT, ECU, JIBC, NVIT, RRU, SFU, TRU, UBC, UNBC, UVIC
Vancouver Island/Coast	CAM, NIC, VIU
Lower Mainland/Southwest	CAPU, DOUG, KWN, LANG, UFV, VCC
Thompson/Okanagan	OKAN
Kootenay	COTR, SEL
Cariboo	CNC
North Coast and Nechako	NWCC
Northeast	NLC

Data source(s): BGS survey, DACSO survey, and Labour Force Survey.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Reporting:

Organization	Reporting elements	Targets
Ministry	System percent (separated by survey)	System percent: less than provincial rate.
Institutions	Institution percent (separated by survey)	Institution percent: less than regional rate.

13. Number of licences, patents and start-up companies

Objective: Relevance

Operational definition:

Count of licence/option agreements, US patents issued, number of start-up companies and total licence income received during the reporting period.

Measure specifications:

Specifications based on questions in the Association of University Technology (AUTM) Survey

- Licence or option agreements for all technologies (includes all agreements, with or without equity, exclusive or non-exclusive, and with all companies (start-up, small or large)). Excludes software and biological material end-user licences under \$1,000.
- Amount of licence income received (includes all income such as running royalties, cashed-in-equity, as well as other types).
- Number of US patents issued or reissued.
- Number of start-up companies that were dependent upon the licensing of the public post-secondary institution's technology for initiation (includes all start-up companies located in or out of province).
- For total research revenue see the performance measure *Sponsored research funding* (page 12).

Data source(s): Institutional records (via RUCBC).

Institutions providing data:

Universities	Colleges	Institutes
SFU, UBC, UNBC, UVic	N/A	

Reporting:

Organization	Reporting elements	Targets
Ministry	Aggregate total licences/option agreements, US patents issued, start-up companies, licence income received.	All elements: maintain or increase on previous year's performance.
Universities	Institution total licences/option agreements, US patents issued, start-up companies, licence income received.	All elements: maintain or increase on previous year's performance.

14. University admissions GPA

Objective: Capacity

Operational definition:

Average annual admissions GPA cut-off for public university 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:

- Final autumn admissions GPA cut-off for Arts programs, and Science programs. Science programs do not include applied science.
- Direct entry GPA cut-off is expressed as a percentage. Transfer GPA is expressed on a 4.33 grade scale.
- Student registration totals 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.
- UBC reports transfer cut-offs for second and third year separately. The ministry combines these values, weighted by number of students, in its reports.
- UBC has separate admissions GPA cut-offs for UBC-V and UBC-O. The combined UBC rates are weighted using the number of students at each campus. SFU does not have separate cut-offs for its campuses.
- SFU's Science includes all "Non-Arts" students. UVic's Arts includes the Faculty of Humanities and the Faculty of Social Science.

Data source(s): Institutional records (via RUCBC).

Institutions providing data:

Universities	Colleges	Institutes
SFU, UBC, UVic	N/A	

Years included in service plan: 2005/06

Reporting:

Organization	Reporting elements	Targets
Ministry	Weighted aggregate average GPA (SFU, UBC and UVic only)	System level: target of reducing direct entry Arts and Science program admissions to 75% and transfer entry GPA to 2.0 by 2010

15. Participation rate

Objective: Access

Operational definition:

Total enrolment in public post-secondary institutions as a proportion of BC population aged 18 – 29.

Measure specifications:

- Includes all full-time and part-time students.
- Excludes students who are paying international fees.
- For institutions reporting to the CDW: headcount data consists of total registrations during an academic year, obtained from the October submission.
- Population cohort size is based on the most current BC Stats PEOPLE population estimate as of July each year.

Data source(s): Institutional records (via RUCBC and CDW), and PEOPLE data.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Years included in service plan: 2004/05 – 2008/09

Reporting:

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

16. Ratio of loan repayment to income

Objective: Access

Operational definition: Ratio of median monthly loan repayment for students with debt at time of leaving their institution to their median monthly income one year (former diploma, associate degree, and certificate students) or two years after graduating (bachelor's degree graduates).

Measure specifications:

- Includes:
 - Students that respond to the BGS or DACSO surveys
 - Respondents that have incurred debt related to post-secondary education (includes government student loans - minus loan reduction or remissions - as well as loans from other sources to support student education)
 - Respondents that are employed and provide a valid income amount
- Values used in this measure are self-reported.
- Median monthly loan repayment is calculated by using a loan calculator, 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 data.

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Years included in service plan: 2003/04, 2007/08 – 2008/09

Reporting:

Organization	Reporting elements	Targets
Ministry	Ratio of median loan repayment to median income (separated by survey); the interest rate used in the calculation; and the margin of error.	Survey data elements: maintain or decrease on previous year's performance

17. Transition rate

Objective: Access

Operational definition: Measures 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 BC high school students who enrol in BC public post-secondary institutions within three academic years of graduation.
- Based on K-12 PEN matching between Ministry of Education and post-secondary records.

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

Institutions providing data:

Universities	Colleges	Institutes
All institutions provide data for this measure.		

Years included in service plan: 2008/09

Reporting:

Organization	Reporting elements	Targets
Ministry	Percent of BC high school graduates who register in a BC public post-secondary institution in the subsequent three academic years	System level: $\geq 70\%$.

18. Student satisfaction with transfer

Objective: Efficiency

Operational definition:

Percentage of diploma, associate degree, certificate and other level former students who transferred to another post-secondary institution and expected to transfer earned credit, who were either satisfied or very satisfied with their overall transfer experience.

Measure specifications:

- Data is based on the DACSO survey, Q. 15: "How satisfied were you with your transfer experience?" and Q. 12: "Name of the institution at which you are taking, or have taken, further studies."
- Response scale for Q. 15: 'Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, Very dissatisfied, Don't know, Refused.'
- Performance is evaluated based on top two responses. Calculation of percentage excludes respondents who indicated 'not applicable,' 'refused' or 'don't know'.
- The criterion for inclusion in the BGS survey (bachelor graduates two years subsequent to graduation) precludes an equivalent question.

Data source(s): DACSO survey.

Institutions providing data:

Universities	Colleges	Institutes
CAPU, KWN, TRU, UFV, VIU	ALL	ALL

Years included in service plan: 2003/04 - 2005/06

Reporting:

Organization	Reporting elements	Targets
Ministry	Aggregate system totals (sending)	System level (sending): ≥90%