

# **Accountability Framework Standards Manual 2010/11**

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



**British Columbia Ministry of Regional Economic and Skills Development**

This manual is intended to provide institution and Ministry staff with common data definitions for the Accountability Framework for the 2010/11 reporting cycle, reported in July 2011.

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December 2010  
Victoria, British Columbia

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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**

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

### **C. Data sources**

All performance measures use data that are currently collected by institutions. 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. 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. The Ministry reports used in the Accountability Framework are based on data published in the standard reports for the October submission.

#### **2. Student Transitions Project (STP)**

The Student Transitions Project is a collaborative project between the Ministry of Regional Economic and Skills Development, 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, and Aboriginal student headcounts.

### **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 technical training.

All 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 Finance and Administration branch as part of the audited FTE reporting cycle.

### **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 35, released August 2010.
- Ministry of Education Personal Education Number (PEN) database.
- 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 2010/11 report**

Performance measure	Reporting reference period – 2010/11			
	Academic year	Fiscal year	Survey year	Other
Number and percent of students who are Aboriginal	2009/10			
Bachelor degree completion rate	2003/04 – 2009/10			
Transition rate of high school students to public post-secondary education	2006/07 – 2008/09			
Participation rate	2009/10			
Student spaces (total, health, developmental, medical)		2010/11		
Credentials awarded		2009/10		
Sponsored research funding		2009/10		
Student satisfaction with education			2010	
Student assessment of the quality of instruction			2010	
Student assessment of skill development			2010	
Student assessment of the usefulness of knowledge and skills in performing job			2010	
Unemployment rate			2010	
Student satisfaction with transfer			2010	
Loan repayment as a percent of income			2010	
University admissions GPA				Sept. 2010

After the data are collected, they are prepared for release, posted to 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 3. Data availability**

<b>Data source</b>	<b>Approximate month data are available at the ministry</b>
APPSO data	June 2010
DACSO data	November 2010
Institutional records	December 2010 (CDW reports) and January 2011 (research-intensive universities)
Labour Force Survey	February 2011
BGS data	March 2011
Student transitions project	April 2011
CAUBO data	April 2011
FTE data	May 2011

### **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**

<b>Assessment</b>	<b>Percentage</b>
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

## **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:

[https://www.almdsharepoint.gov.bc.ca/information\\_data/framework/default.aspx](https://www.almdsharepoint.gov.bc.ca/information_data/framework/default.aspx)

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](http://www.aved.gov.bc.ca/instit_accountability_plans/welcome.htm) for the most recent reports.

For the 2010/11 reporting cycle, the performance measure targets have been communicated to institutions via email notice of a document posted to the Accountability Framework SharePoint site with the exception of credentials awarded targets as the formula for deriving the targets was under review. It is expected that credentials awarded targets for the 2010/11 reporting year will be posted in each institutions SharePoint folder in November 2010.

**Institutions are welcome to include additional performance measures in their Institutional Accountability Plan and Report. 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 a number of changes to the Accountability Framework since the publication of the 2009/10 Standards Manual. The 2010/11 changes are listed here as a helpful reference.

### **Apprenticeship student outcomes data included**

- Apprenticeship student outcomes data will be included in the following performance measures: student satisfaction with education, student assessment of the quality of instruction, student assessment of the usefulness of knowledge and skills in performing job, and unemployment rate. Apprenticeship student outcomes data is not available for the student assessment of skill development performance measure.

### **Credentials awarded performance measure revised**

- **Credential reporting period**

The reporting period for the credentials measure has been changed to fiscal year from academic year to improve alignment with the student spaces measures.

- **Developmental credentials included**

Developmental credentials will be included in credential counts. Short certificates will continue to be excluded from credential counts.

- **Three-year averaging of credentials actuals will continue**

The credential count will continue to be a three year average of the most recent three years.

- **Credential target formula revised**

The formula to determine the institution-specific credential targets has been revised. The new target formula is based on the number of credentials awarded by an institution and the change in FTE actuals in recent years. It is expected that credentials awarded targets for the 2010/11 reporting year will be posted in each institutions SharePoint folder in November 2010.

**Student Transitions Project (STP) data use expanded**

- The Student Transitions Project will be the data source for the Number and percent of students who are Aboriginal and Credentials awarded performance measures.

**Participation rate measure under review**

- The Participation rate measure is under review. Options under consideration include continuing with the current measure, revising the current participation rate measure and using alternative participation rate measures such as the Statistics Canada participation rate.

**Loan repayment as a percent of income measure renamed**

- The ratio of loan repayment to income measure was renamed loan repayment as a percent of income to more accurately describe the measure.

**H. Performance measure reporting responsibility**

Performance measure	Institutions																								Ministry	
	Community 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
<b>Institution measures</b>																										
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
1c. Developmental spaces	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X						X
1d. 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. 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
5. 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
6. 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
7. 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
8. 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
9. Bachelor degree completion rate																						X	X	X	X	X
10. Sponsored research funding																						X	X	X	X	X
<b>System measures</b>																										
11. Transition rate of high school students to public post-secondary education																										X
12. Student satisfaction with transfer																										X
13. Loan repayment as a percent of income																										X
14. University admission GPA																						X	X		X	X
15. 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 audited annualized FTE enrolments.
- Student FTE calculation for institutions that report to the CDW is based upon most current Ministry definitions and guidelines. For these institutions, the health sub-measure includes all health sciences programs as identified in the Government Letters of Expectation or equivalent.
- Student FTE calculation for research-intensive universities is based on Ministry guidelines. For these institutions, the health sub-measure includes FTEs in all undergraduate health sciences programs (with the exception of dental residents, pharmaceutical residents, medical residents and interns) and graduate health sciences programs.
- Industry Training Authority (ITA) program FTEs (foundation and apprenticeship) are excluded from the institutional total, but included in the Ministry total.
- Measure includes domestic FTEs only. International FTEs are excluded.
- 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):** Institutional records (via Ministry Finance and Administration Branch)

**Institutions providing data:** All institutions

#### Reporting

Organization	Reporting elements	Targets
Ministry	Total FTEs delivered (total combined programs with subtotals for designated programs) ITA FTEs are included in this total	System total: aggregation of all institutional targets and ITA program FTEs Designated programs: aggregation of institutional targets
Institutions	Institution total FTEs delivered (total combined programs 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 developmental credentials, certificates, diplomas, associate degrees, bachelor degrees, master degrees and doctoral degrees awarded by public post-secondary institutions in the most recent three years

### Measure specifications

- Credential means a formal qualification, not just a certificate of attendance.
- Credentials granted to international students are included. Credentials awarded by other agencies, such as the ITA, are excluded.
- Data are collected by credential type categories; however, only the total number of credentials awarded is assessed.
- Institutional performance is assessed on the average of the most recent three years.
- Revisions of previously reported data are incorporated once a year.

### Data mapping

Credential type	STP data elements
Doctorate	Doctorate
Master	Masters degree
Bachelor	Bachelors degree, First professional degree
Associate	Associate degree
Diploma	Diploma, Advanced diploma, Graduate diploma, Post-degree diploma
Certificate	Certificate, Advanced certificate, Graduate certificate, Post-degree certificate
Developmental	Developmental

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

### Credential Categories Notes

- Doctorate Degrees: 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.), Doctor of Veterinary Medicine (D.V.M.), and Juris Doctor (J.D.)).
- Master Degrees: All masters so named. Excludes first professional degrees (e.g. Master of Divinity).
- Bachelor and First Professional Degrees: All degrees so named, including those excluded in the Master and Doctorate categories above. Juris Doctor (J.D.) credentials are classified as first professional degrees.
- 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 and post-certificate) certificates.

- **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.

**Data source(s):** Student Transitions Project consolidated credentials pivot

**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 <sup>1</sup>

For the 2010/11 reporting cycle, the credentials target has been revised. 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

FTE actuals, the change in FTE actuals by institution 2003/04 to present and the credential profile by institution for the 2008/09 fiscal year have been provided to each institution on the Accountability Framework SharePoint site.

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<sup>1</sup> The formula to determine the institution-specific credential targets has been revised. The new target formula is based on the number of credentials awarded by an institution and the change in FTEs in recent years. It is expected that credentials awarded targets for the 2010/11 reporting year will be posted in each institutions SharePoint folder in November 2010. Please see the *New and Noteworthy* section on page 6 for further detail.

### 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.
- International students are excluded from domestic headcounts.

**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. 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 based on the Baccalaureate Graduate Survey question B3: “How satisfied are you with the education you received?”

Diploma, Associate degree and Certificate student outcomes survey (DACSO) and Apprenticeship student outcomes survey (APPSO):

- Data for diploma, associate degree and certificate students and apprenticeship students are based on 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: ≥90%
Institutions	Institution total (by survey)	Institution total: ≥90%

## 5. 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 based on 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 survey (DACSO) and Apprenticeship student outcomes survey (APPSO):

- Data for diploma, associate degree and certificate students and apprenticeship students are based on 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: $\geq 90\%$

## 6. 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 (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).

Baccalaureate Graduate Survey (BGS):

- Data for bachelor degree graduates are based on questions C14 to C22 “To what degree did university help develop your skills to...” Skill categories are given in brackets above.
- 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 survey (DACSO)

- 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%

## 7. 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 survey (DACSO) and Apprenticeship student outcomes survey (APPSO):

- 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%

## 8. 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 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 where the institution's main campus is located (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 <sup>2</sup> (Thompson/Okanagan, Kootenay)	COTR, OKAN, SEL, TRU
North <sup>2</sup> (Cariboo, North Coast and Nechako, Northeast)	CNC, NLC, NWCC
Not assessed	NVIT <sup>3</sup>

**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 provincial or regional rate for the reference group (see table above)

<sup>2</sup> 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.

<sup>3</sup> 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.

## 9. 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 their 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:** Research-intensive universities (SFU, UBC, UNBC, UVIC)

### 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

## 10. 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:** Research-intensive universities (SFU, UBC, UNBC, UVIC)<sup>4</sup>.

### 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

<sup>4</sup> Only research-intensive universities are required to report on this measure. Other institutions are free to include this measure; it is optional for all other institutions.

## 11. 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 BC high school graduates who register at a BC public post-secondary institution in the subsequent three academic years	System level: $\geq 70\%$

## 12. Student satisfaction with transfer

**Objective:** Efficiency

### Operational definition

Percentage of diploma, associate degree and certificate students who transferred to another BC public post-secondary institution and expected to transfer earned credit who were 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: $\geq 90\%$

### 13. Loan repayment as a percent of income

**Objective:** Access

**Operational definition**

Percent of median monthly loan repayment of median monthly income of employed students with debt at time of leaving their institution

**Measure specifications**

Measure includes degree, diploma and certificate graduates<sup>5</sup> 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 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 surveys

**Institutions providing data:** All institutions

**Reporting**

Organization	Reporting elements	Targets
Ministry	Median loan repayment as a percent of median income (by survey)	System: maintain or decrease on previous year's performance

<sup>5</sup> Apprenticeship students are not eligible for student loans because of the minimum program duration requirement of twelve consecutive weeks.

## 14. University admission 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.
- UBC has separate admissions GPA cut-offs for UBC-Vancouver and UBC-Okanagan. The combined UBC arts and science 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 includes the Faculty of Humanities and the Faculty of Social Science in arts.

**Data source(s):** Institutional records

**Institutions providing data:** SFU, UBC, and UVIC

### Reporting

Organization	Reporting elements	Targets
Ministry	Weighted aggregate average GPA (SFU, UBC and UVIC only)	System level: Arts and Science program admissions to 75% or less and transfer entry GPA to 2.0 or less by 2010

## 15. 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 all full-time and part-time students.
- Measure excludes international students.
- Measure includes total domestic headcount during an academic year.
- Population cohort size is based on the most current BC Stats PEOPLE population estimate for people aged 18 to 29 years as of July each year.

**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