



Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	<i>Student Success</i>
Submitted by	<i>Student Success Committee of Senate</i>
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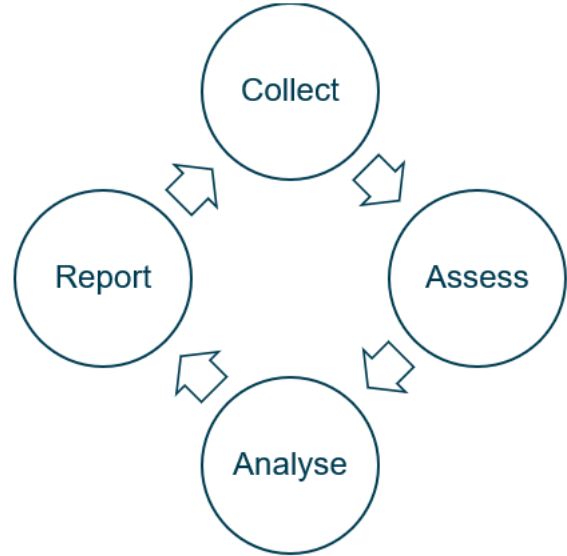
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Overview

Annual review of the core themes in relation to Mission Fulfilment involves four steps:

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **Analyse** results, considering contextual factors, and discuss implications relating to the success of the core theme.
4. **Report** results to TRU's governing bodies to inform divisional and unit planning across the institution.



Completed workbooks are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles findings into an Annual Institutional Mission Fulfilment Report that details how successful TRU was in fulfilling its mission that year.

Timeline for Submissions

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process. The report is brought forward by the Provost and Vice President Academic and Research to APPC, Senate, PCOL, and the Board of Governors. The report is then posted publicly to the TRU website.

Collect

Complete the following Mission Fulfilment Framework for your Core Theme by inserting the values for the current reporting cycle, including any new or emerging indicators (if applicable) that were identified in last year's workbook.

Mission Fulfilment Framework for Core Theme

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733 2019: N/A 2020: N/A
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	CW 2013: 92% 2016: 86% 2019: 84.6% 2020: N/A Sat 2013: 83% 2016: 79% 2019: 76.1% 2020: N/A
		1.3 2-4 year open program conversion rate	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2016: 39% Fall 2017: 34% Fall 2018: 41% Fall 2019: 46%
		1.4 2-4 year open program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2015: 58% Fall 2016: 58% Fall 2017: 63% Fall 2018: 61%
		1.5 2-4 year selective program conversion rate	> 0 % point increase	No change	Decrease	80%	Fall 2016: 86% Fall 2017: 86% Fall 2018: 84% Fall 2019: 61%
		1.6 2-4 year selective program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2015: 90% Fall 2016: 89% Fall 2017: 88% Fall 2018: 89%

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal	Values
			Achieved	Minimally Achieved	Not Achieved		
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	First Year: 10% Fourth Year: 70%	First Year: 2014: 8% 2017: 8% 2019: N/A 2020: N/A Fourth Year: 2014: 64% 2017: 59% 2019: N/A 2020: N/A
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1300	1200-1300	<1200	1300	2015/16: 1,303 2016/17: 1,251 2017/18: 1,457 2018/19: 1,312
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	>5.0	4.5-5.0	<4.5	5.0	First Year: 2017: 5.0 2019: N/A 2020: N/A Fourth Year: 2017: 5.2 2019: N/A 2020: N/A
		3.2 Graduate employment outcomes	90%	89%	<89%	90%	2016: 89% 2017: 91% 2018: 89% 2019: 88%

Assess

Review of Previous Year

Complete the following for each indicator:

Current Value, Mission Fulfilment Range, and Contextual Factors

1. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period.
2. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).
3. Describe factors (e.g., plans, services, environmental, or initiatives) that impacted the progress of the indicator.

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
1.1 NSSE module on advising	2017: 2.733	Data not available for 2020 reporting cycle.	N/A	NSSE was administered in 2020; however, IPE does not publish the reports until the fall, in particular, customized reports (e.g., International and Indigenous learners) is not available until December. Given the lack of frequency and limitations of quantitative metrics, SSSC recommends that descriptive assessments provide more meaningful data. This is in line with the BC K-12 sector's shift to descriptions over alpha/numeric grades. Quantitative metrics may not provide enough information to stimulate dialogue and tell us what TRU needs to do next. A complementary qualitative metric would provide information about <i>Where we are at</i> , and <i>where will we need to go next</i> based on the evidence we can perceive.
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted.; SAT: Satisfaction with the process for registering for courses.	CW 2019: 84.6% Sat 2019: 76.1%	Data not available for 2020 reporting cycle.	N/A	
1.3 2-4 year open program conversion rate	Fall 2018: 41%	Fall 2019: 46%	Achieved	
1.4 2-4 year open program retention rate	Fall 2017: 63%	Fall 2018: 61%	Not Achieved	
1.5 2-4 year selective program conversion rate	Fall 2018: 84%	Fall 2019: 61%	Not Achieved	The Fall 2019 conversion rate for selective programs substantially dropped from 84% in Fall 2018 to 61% in Fall 2019. IPE is exploring the context for this; however, suspects this is related to changing business practices, as the admission rate also increased from 31% to 41% during the same time period (when we see large increases in either admission rates or conversion rates we tend to see the opposite in the other measure). This shows the limitations of using this metric to measure student success.
1.6 2-4 year selective program retention rate	Fall 2017: 88%	Fall 2019: 89%	Minimally Achieved	
2.1 NSSE data on student participation in HIPs	First Year: 2017: 8% 2019: N/A Fourth Year: 2017: 59% 2019: N/A	N/A	N/A	N/A

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range	Factors positively or negatively affecting progress
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	2017/18: 1,457	2018/19: 1,312	Not Achieved	
3.1 NSSE module on civic engagement.	First Year: 2017: 5.0 2019: N/A Fourth Year: 2017: 5.2 2019: N/A	N/A	N/A	NSSE was administered in 2020; however, IPE does not publish the reports until the fall, in particular, customized reports (e.g., International and Indigenous learners) is not available until December.
3.2 Graduate employment outcomes	2018: 89%	88%	Not Achieved	

Analyse

Identify how successful TRU was in fulfilling its mission for the core theme in light of the values of the indicators and the definition of Mission Fulfilment, as well as, strengths and opportunities for improvement.

Definition of Mission Fulfilment

Mission Fulfilment occurs when 70% of the indicators for each of the four Core Themes are in the *Achieved* or *Minimally Achieved* threshold ranges.

Note: TRU acknowledges that not all indicators carry the same weight in terms of their impact on outcomes. The impact of indicators may become evident through this analysis, and may inform future decision-making, including the relevance of tracking certain indicators.

Table 2: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this core theme?
<p>For the 2019/20 reporting cycle, the core theme Student Success achieved or minimally achieved 33% of the indicators measured; however, the Senate Student Success Committee (SSSC) has identified several constraints and limitations with the existing indicators for Student Success. For example, NSSE data is only available every three years. Therefore, given the lack of frequency and limitations of these quantitative metrics, SSSC recommends that more descriptive assessments should be tracked in addition to disaggregated data by Indigenous, BC rural, and mature learners.</p>
Identify strengths and successes
<p>TRU's definition of 'student success' is both description assessments and disaggregated data and is therefore broader than simplistic metrics. TRU acknowledges that 'success' for our students comes in many forms and is not adequately captured by aggregated rates of retention and graduation. Our students' and communities' needs are as diverse as the comprehensive programming we offer. TRU has a unique student demographic: over 10% of students are Indigenous from a variety of nations, 38% join us from more than 100 countries around the globe, and 32% are mature (over 25 years of age) learners.</p> <p>This is why it is important for us to look beyond the numbers and share our stories to bring context to the people behind the numbers.</p>
Support Lasting Reconciliation with Indigenous Peoples
<p>TRU is mandated by the BC Ministry of Advanced Education, Skills & Training (AEST) to increase Indigenous student success "through initiatives that increase the participation and success of Indigenous</p>

learners and [through the] implementation of the education-related Calls to Action of the Truth and Reconciliation Commission” (TRU Mandate Letter, 2020).

TRU remains committed to continued progress on the implementation of the Truth and Reconciliation Commission’s Calls to Action and the articles of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), specifically, by eliminating achievement gaps for Indigenous learners. Below are two examples of how TRU is supporting Indigenous learners:

1. Knowledge Makers

Knowledge Makers is a collaborative teaching initiative where Indigenous students engage in experiential learning about research and the mechanisms in publishing research, as Indigenous researchers. We bring together up to 15 Indigenous undergraduate students each year from across the university to learn how to ‘make knowledge’ through a multi-modal approach. These efforts won TRU the [Alan Blizzard National Teaching Excellence Award in 2019](#).

2. Coyote Project

The project involves all TRU faculties and schools, TRU World, Open Learning, and the Library. It is a five-year initiative aimed at accelerating indigenization throughout the curriculum, and includes:

- providing sufficient funding to close identified educational achievement gaps within one generation;
- improving education attainment levels and success rates;
- developing culturally appropriate curricula; and,
- protecting the right to Indigenous languages, including the teaching of Indigenous languages as credit courses.

TRU’s commitment to this project is evidenced by the provision of over \$1 million over five years for *Coyote Project Phase I and II*. The success of this project is evidenced by the 29% increase in Indigenous participation between 2015 and 2019.

Increase Participation and Student Success

TRU is mandated by AEST to “contribute to an accessible and relevant post-secondary system by implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity” (TRU Mandate Letter, 2020).

TRU is embarking on a strategic enrolment management (SEM) plan. SEM planning requires actively engaging with students, faculty, staff, and the communities we serve, to better understand what TRU students need, year-over-year, to succeed. Ultimately, it will result in actionable SEM recommendations customized to who we are and whom and how we serve, as an open access institution.

Student feedback is key to TRU’s planning and operations. Information about the satisfaction and experience of our students is continuously gathered through internal, provincial, and national surveys. The feedback continues to reflect a high degree of satisfaction with the institution. Below are two examples of how student feedback has informed organizational change:

1. High Impact Practices

Results from the 2017 NSSE show that, as expected, more fourth-year TRU respondents (84%) reported participating in High Impact Practices (HIPs) compared to first-year TRU respondents (48%). Research has shown that HIPs taken early on in a student’s program lead to increased persistence and retention due to a greater sense of belonging and engagement, and increased GPA. That is why TRU’s general education model was purposefully designed to include a mandatory HIP course. Students are encouraged to take the HIP course during the first two years of study.

2. Focus on First Year

Survey feedback highlighted ‘students’ sense of belonging’ as an area in need of improvement. As such, TRU has embarked on a strategic initiative, *Focus on First Year*, to build learning communities with faculty teaching first year, to better support first-year students.

Foster an Inclusive and Diverse Learning Environment

TRU is mandated by AEST to work with the Ministry “to implement a student-centred international education framework that supports the success of domestic and international students” (TRU Mandate Letter, 2020).

TRU recognizes the value of international education, culturally and economically. The university continues to strive for diversification and is committed to working closely with AEST and responding to the ministry’s call for participation to develop a balanced approach to international education. TRU continues to be at the forefront of international education and supports the development and implementation of a provincial framework. Below are two examples of how TRU is fostering inclusivity by building intercultural awareness and supporting the individual needs of International students:

1. Local-to-Global

The theme Local-to-Global is a fundamental part of TRU’s general education model and incorporates the institutional learning outcomes (ILO) Intercultural Awareness and Indigenous Knowledges & Ways. Beginning in Fall 2021, all incoming first year baccalaureate degree students will be required to take a course that meets the criteria for each of the ILOs in order to graduate. Furthermore, TRU’s commitment to fostering diverse learning environments is evidenced by the provision of \$150,000 over three years for student mobility programs.

2. International Student Support Services

International students are supported by International Admissions, International Student Advisors (ISA), and International Academic Advising. Admissions officers ensure timely and professional admissions processing and registration assistance. ISAs provide personal counseling both before arrival in Canada and during their program. International Academic Advisors provide program planning, registration, and study skills. In addition, TRU offers the Leisure Exploration Activity Program (LEAP) throughout the year, which provides international students with opportunities to meet students from other countries and explore Kamloops and the region by participating in Canadian activities such as snowboarding, skiing, wine tours, whitewater rafting, and hockey games.

Advance Flexible Online Learning and Open Learning Resources

TRU is mandated by AEST to “develop and recognize flexible learning pathways for students to access post-secondary education and skills training including: supporting lifelong learning pathways across the public post-secondary systems; and, advancing and supporting open learning resources” (TRU Mandate Letter, 2020).

TRU is actively engaged with making life more affordable for students, as well as making online education more accessible around the world—a resource that is more important than ever since the COVID-19 pandemic has shuttered classrooms, and one that more institutions are considering as education moves to alternate modes and away from solely face to face instruction. Below are two examples of how TRU is advancing flexible and affordable learning:

1. Open Educational Resources Development Grant (OERDG) Program

The OERDG program provides funding and staff support to faculty members who wish to integrate open educational resources into their TRU courses. This direct support can be used by faculty to adopt, adapt, create, and/or integrate Open Education Resources (OER) as primary materials within their TRU courses.

2. International Credential Transfer

In an effort to provide access to education, TRU is the first university in North America to assess and provide academic credit for an international credential based on free online open education learning. TRU is a member of the [Open Education Resource universitas \(OERu\)](#), which is a non-profit network of post-secondary institutions from five continents united in making education affordable and accessible through open educational resources. The OERu does not grant credit, rather it is a consortium arrangement of universities that share open sourced courses that students can take for free. Students who want academic credit must pay for assessment fees at either TRU or Otago Polytechnic in New Zealand. TRU has two mechanisms for assuring academic quality of these courses: 1) TRU courses that are part of the OERu are handled by TRU’s prior learning assessment and recognition (PLAR) challenge exams; and, 2) the remaining courses follow TRU’s regular transfer credit process via an articulation agreement with Otago.

As you can see, in addition to student achievement and graduate outcomes, ‘student success’ for TRU means *accessible, inclusive, participatory, sense of belonging, diversity, flexible, and affordable* because we know that all of these factors support student achievement and TRU’s four strategic change goals.

List opportunities and areas in need of improvement

As previously mentioned, SSSC has identified several constraints and limitations with the existing indicators for Student Success and is therefore proposing more the inclusion of disaggregated data by Indigenous, BC rural, and mature learners, to facilitate measurement of TRU’s new vision, values, and strategic change goals.

Review of Objectives, Outcomes, and Indicators

Objectives and Outcomes

Review current objectives and outcomes to confirm alignment with core theme and TRU’s mission statement. If necessary, add or remove objectives and/or outcomes to keep the core theme relevant to TRU’s mission statement.

Table 3: Review of Objectives and Outcomes

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
Objective 1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	N	<p>In March 2020, the Board of Governors approved new TRU vision, values, and priorities; and, a revised mission statement. In order to align with these new guiding statements, SSSC recommends four new objectives for student success:</p> <ol style="list-style-type: none"> Eliminate achievement gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others. Eliminate achievement gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world. Honour truth, reconciliation and rights. ...We will support thriving Secwépemc culture through respectful actions in research, teaching and service... [A]nd support provincial, national and global movements for the fulfillment and recognition of Indigenous rights. Design lifelong learning. ... individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need.
Outcome 1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	N	
Objective 2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	N	
Outcome 2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	N	
Objective 3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	N	
Outcome 3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	N	

Indicators

Review the current indicators and rationales to confirm alignment with TRU’s mission, the core theme, objectives, and outcomes. Determine if indicators need to be removed, revised, and/or if new indicators are required to track if the outcomes associated with the objectives are being achieved.

Table 4: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 NSSE module on advising	N	To align with the new objectives, SSSC is recommending new indicators that are relevant for measuring
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted; SAT: Satisfaction with the process for registering for courses.	N	

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.3 2-4 year open program conversion rate	N	success of the new objectives detailed in Table 3.
1.4 2-4 year open program retention ¹ rate	N	
1.5 2-4 year selective program conversion rate	N	
1.6 2-4 year selective program retention rate	N	
2.1 NSSE data on student participation in HIPs	N	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	N	
3.1 NSSE module on civic engagement	N	
3.2 Graduate employment outcomes	N	

New Indicators and Emerging Indicators

New Indicators

Refer to indicators for which TRU has three years of historical data and be added or replace a current indicator.

Emerging Indicators

Given the changing nature of the institution, initiatives, and available data, consider if there are other indicators that would better measure the core theme objectives. Emerging indicators may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values should be available in order to make informed plans. It is beneficial to start to track the indicator value before it is used as an indicator for the core theme, as this will help develop historical information.

Finally, consider if a qualitative performance indicator would be beneficial. "Although quantitative indicators show trends and uncover interesting questions, they cannot by themselves provide explanations or permit conclusions to be drawn. Additional research will always be required to diagnose the causes of problems and suggest solutions" (Canadian Education Statistics Council, 2006, p.x). If you see no need to add or replace indicators, leave Table 5 blank.

¹ **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016).

Table 5: New and/or Emerging Indicators

TRU Strategic Change Goals							
Eliminate achievement gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.							
Eliminate achievement gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.							
Honour truth, reconciliation and rights. We will support thriving Secwépemc culture through respectful actions in research, teaching and service; and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.							
Design lifelong learning. "... individual learners can chart their personal journeys to develop relevant knowledge when they need it, in the forms they can best access, while starting, stopping and returning as often as they need."							
Objective	Indicator	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
Eliminate achievement gaps.	Retention Rate² disaggregated by:						
	Indigenous Learners	>5%	0-5%	decrease	Parity	Fall 2015: 59% Fall 2016: 46% Fall 2017: 59% Fall 2018: 44%	New
	BC Rural Learners	>3%	0-3%	decrease	Parity	Fall 2015: 53% Fall 2016: 49% Fall 2017: 55% Fall 2018: 53%	New
	Non-indigenous	>4%	0-4%	Decrease	Parity	Fall 2015: 56% Fall 2016: 56% Fall 2017: 60% Fall 2018: 56%	New
	International learners	>1%	0%	Decrease	Target	Fall 2015: 62 % Fall 2016: 69% Fall 2017: 68% Fall 2018: 71%	New
	Persistence Rate³ disaggregated by:						
	Indigenous Learners	>4%	0-4%	Decrease	Parity	Fall 2015 Cohort: 46% Fall 2016 Cohort: 77% Fall 2017 Cohort: 61%	New
	Rural Learners (BC)	>2.5%	0-2.5%	Decrease	Parity	Fall 2015 Cohort: 66% Fall 2016 Cohort: 76% Fall 2017 Cohort: 67%	New
	Non-indigenous	>2.5%	0-2.5%	Decrease	Parity	Fall 2015 Cohort: 72% Fall 2016 Cohort: 73% Fall 2017 Cohort: 68%	New
	International learners	>1%	0%	Decrease	Target	Fall 2015 Cohort: 77% Fall 2016 Cohort: 83% Fall 2017 Cohort: 78%	New
Eliminate achievement gaps.	Graduation Rate⁴ disaggregated by:						
	Indigenous Learners	>2%	0-2%	Decrease	Parity	Fall 2009: 39% Fall 2010: 41% Fall 2011: 36% Fall 2012: 35%	New
	Rural Learners	>2%	0-2%	Decrease	Parity	Currently not available	New

² **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016). Retention rates included here include the entire student population. When TRU reports externally we use a stricter definition of first time, usually full time, direct from high school students. This is less useful for a conversation on strategies to support increased student success, but it is an important definition to allow us to compare to other institutions. That is why the retention rates that we provide internally for groups like the SSSC tend to be much lower than what we report externally.

³ **Persistence Rate** is displaying fall 2 to fall 3 rates for 4-year open programs only (in other words, displayed only Fall 2 to Fall 3 although technically persistence could apply to any future persistence after Fall 2. The rationale is that the Fall 2 to Fall 3 is the next largest area of loss of students after Fall 1 to Fall 2).

⁴ **Graduation Rate** is defined as program completion with 4-6 years (150% time-to-completion)

Objective	Indicator	MF Threshold Range			Five Year Goal	Historical Values	New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
	Non-indigenous	>2%	0-2%	Decrease	Parity	Fall 2009: 42% Fall 2010: 42% Fall 2011: 43% Fall 2012: 40%	New
	International learners	>1%	0%	Decrease	Target	Fall 2009: 54% Fall 2010: 49% Fall 2011: 50% Fall 2012: 50%	New
Honour truth, reconciliation and rights.	'Student success outcomes in teaching and research that are respectful of Secwépmc'; 'student success outcomes for the fulfilment and recognition of Indigenous rights.'						Emerging
	The SSSC plans to collaborate with Qelmuw Affairs to determine success indicators for this strategic change goal.						
Honour truth, reconciliation and rights.	'TRU student demographic reflects regional demographic						Emerging
	SSSC plans to work with IPE to identify relevant demographic data to support measuring this indicator, e.g., percentage of Indigenous 18-35-year olds in region, new migrants, residents, and citizens. SSSC plans to establish a working group to research UNDRIP to determine relevant indicators related to student success.						
Design lifelong learning.	Graduate Employment Outcomes (In Labour Force) disaggregated by:						
	Indigenous Learners	>1%	0-1%	Decrease	Parity	2016: 91% 2017: 93% 2018: 92% 2019: 95%	New
	Rural Learners	>1%	0-1%	Decrease	Parity	Currently not available	New
	Non-indigenous	0%	0%	Decrease	Target	2016: 91% 2017: 93% 2018: 90% 2019: 94%	New
	International learners	>1%	0-1%	Decrease	Parity	2016: 94% 2017: 96% 2018: 91% 2019: 88%	New
	Percentage of undergraduate baccalaureate degree students who complete Lifelong Learning ILO courses with a minimum of C grade or better.*					80%	New

*This is connected to graduate outcomes and retention data and should therefore be monitored for contextual, environmental factors.

Levels of Achievement

In your review of the annual mission fulfilment threshold ranges, consider what is acceptable (or not) on an **annual** basis. For example, ask yourselves:

Achieved

What does achievement look like? For example:

- an increase in retention rate of 2%; or, perhaps, 5%
- an increase in Indigenous students' sense of belonging, as evidenced by a sampling of Indigenous students' narratives

Minimally Achieved

What would be considered maintaining the status quo? For example:

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%

- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

Not Achieved

What would be considered problematic? For example,

- a decrease in tri-agency research dollars awarded by 2%; or, perhaps, 5%
- a decrease in the level of satisfaction with student support services, as evidenced by qualitative student responses to the NSSE survey.

Review the existing threshold ranges and determine if any changes need to be made. If so, provide a rationale

Table 6: Indicator Threshold Ranges / Levels of Achievement

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1 NSSE module on advising	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3. To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3.
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted; SAT: Satisfaction with the process for registering for courses.	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	
1.3 2-4 year open program conversion rate	> 1 % point increase	0 – 1 % point increase	Decrease	
1.4 2-4 year open program retention ⁵ rate	> 1 % point increase	0 – 1 % point increase	Decrease	
1.5 2-4 year selective program conversion rate	> 0 % point increase	No change	Decrease	
1.6 2-4 year selective program retention rate	> 1 % point increase	0 – 1 % point increase	Decrease	
2.1 NSSE data on student participation in HIPs	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1300	1200-1300	<1200	
3.1 NSSE module on civic engagement.	>5.0	4.5-5.0	<4.5	
3.2 Graduate employment outcomes	90%	89%	<89%	

Review the Five-Year Target (2018-2023)

Note: The current 5-year reporting cycle is 2018 – 2023. Unless exceptional circumstances require earlier review, leave this section blank.

Five-year targets should be aspirational yet realistic. They should provide a concrete goal and motivation to improve services, programs, or experiences as a means to achieve outcome targets. These targets can be tied to goals related to institutional strategic plans where available.

⁵ **Retention Rate** is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016).

Table 7: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	2.8	N	To align with the new objectives, SSSC will be recommending new indicators that are relevant for measuring success of the new objectives detailed in Table 3.
1.2	CW 90% Sat 86%	N	
1.3	40%	N	
1.4	60%	N	
1.5	80%	N	
1.6	90%	N	
2.1	First Year: 10%; Fourth Year: 70%	N	
2.2	1300	N	
3.1	5.0	N	
3.2	90%	N	

Discussion

Finally, based on the analysis of the data available, identify risks and opportunities associated with the performance of the indicators. Comment on, for instance:

- themes or patterns in the data;
- implications of these findings;
- highlights and strengths;
- recommendations (if any); and/or
- outliers or unusual findings.

The objectives as currently stated were an important initial description at Student Success indicators. We learned from these indicators that we have described what TRU will do rather than student success outcomes per se. What we have realized is that these current objectives could be implemented yet student success outcomes might not change. In the second phase we will retain many of the indicators as action areas for 'Enabling Outcome Areas'. These will contribute towards TRU's achievement of "Core Outcome Areas" for student success: participation, retention, achievement, graduate outcomes.

Thank you!

Determining indicators and reporting on Mission Fulfilment is an important task. Your work keeps the University focused on its mission. To send feedback on the process, please contact TRU's Accreditation Liaison Officer, Alana Hoare at ahoare@tru.ca.