

**Annual Core Theme Mission Fulfilment
Evaluation and Planning**

2019 Work Book

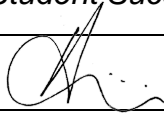
Core Theme	<i>Student Success</i>
Submitted by	<i>Student Success Committee of Senate</i>
Signature, Co-Chairs	
Date	30/10/2019

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Overview

Annual review of the Core Themes in relation to Mission Fulfilment involves three steps:

- 1) Conduct an analysis of the data collected for each outcome.
- 2) Assess the value of each indicator in light of the Mission Fulfilment Threshold.
- 3) Plan services and programs related to the Core Theme for the following year.

Completed reports or “Work Books” are submitted to the Accreditation Liaison Officer (ALO) annually on June 30. ALO compiles results from all four Core Theme Work Books into an institutional Mission Fulfilment Report outlining how successful TRU was in fulfilling its’ mission that year.

Timeline for Submissions

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

Core Theme Student Success Mission Fulfilment Framework (2018)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical 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	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733
		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.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	CW 2013: 92% 2016: 86% Sat 2013: 83% 2016: 79%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student behaviour at key points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2014: 40% Fall 2015: 39% Fall 2016: 35% Fall 2017: 32% Fall 2018: 38%
		1.4 2-4 year open program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2014: 54% Fall 2015: 54% Fall 2016: 55% Fall 2017: 59%
		1.5 2-4 year selective program conversion rate		> 0 % point increase	No change	Decrease	80%	Fall 2014: 78% Fall 2015: 81% Fall 2016: 83% Fall 2017: 83% Fall 2018: 81%
		1.6 2-4 year selective program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2014: 86% Fall 2015: 88% Fall 2016: 88% Fall 2017: 87%

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	Documented correlation between participation in HIPs and student engagement	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: 8% (2014) 8% (2017) Fourth Year: 64% (2014) 59% (2017)
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200	1300	1410 (2017/18) 1231 (2016/17) 1243 (2015/16)
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.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5	5.0	First Yr: 5.0 (2017) Fourth Yr: 5.2 (2017)
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%	90%	86% (2013) 87% (2014) 89% (2015) 89% (2016) 91% (2017) 89% (2018)

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year

Complete the following for each indicator in the Core Theme:

Current Value and Mission Fulfilment

- Gather information to determine the indicator value for the most recent period.
- Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 NSSE module on advising	2.733 (2017)	Not available until 2020	
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: 86% (2016) SAT: 79% (2016)	CW: 84.6% (2019) SAT: 76.1% (2019)	Not Achieved
1.3 Two to four-year open program conversion rate.	32% (2017)	38% (2018)	Achieved
1.4 Two to four-year open program fall 1 to fall 2 retention rate.	55% (2016)	59% (2017)	Achieved
1.5 Two to four-year selective program conversion rate.	83% (2017)	81% (2018)	Not Achieved
1.6 Two to four-year selective program fall 1 to fall 2 retention rate.	88% (2016)	87% (2017)	Not Achieved
2.1 NSSE data on student participation in HIPs.	First Year: 8% (2017) Fourth Year: 59% (2017)	Not available until 2020	
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1410 (2017/18)	1438 (2018/19)	Achieved
3.1 NSSE module on civic engagement.	First Year: 5.0 (2017) Fourth Year: 5.2 (2017)	Not available until 2020	
3.2 Graduate employment outcomes.	91% (2017)	89% (2018)	Minimally Achieved

Context of the Current Year Value

- State what was achieved.
- State how plans, services, or initiatives impact the progress of the indicator.
- Identify factors affecting progress.

Table 2: Context / Impact on Progress: Fall 2018, Winter 2019, Summer 2019

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	Data not available	No comment
1.2	No increase achieved	<p>Note: The response rate for two of the surveys that are currently being used as indicators for Student Success was 46% for both surveys:</p> <ul style="list-style-type: none"> • Canadian University Survey Consortium (CUSC) - administered to first year students in 2019 - response rate for TRU was 46.4% (376 out of 810). • BC Graduate Student Outcomes – 2-year out survey – response rate for TRU was 46% (2,044 out of 4,400). <p>Students' perception of how easy it is to enroll in courses dropped 1.4%. Satisfaction in registration process dropped 2.9%.</p> <p>Indicator 1.2 Plans, services, initiatives:</p> <ul style="list-style-type: none"> • Increase amount and type of communication to students regarding registration processes and policies (note: information is available on the Registration website regarding priority order, how to register, etc.; see: https://www.tru.ca/current/enrolment-services/course-registration/priority.html) • Changes to operation of waitlists for oversubscribed courses to ensure fairness in distribution of seats that may come available • Increase communication to faculty and instructors regarding registration and waitlist processes so students hear consistent information regardless of point of inquiry <p>Factors affecting progress – positive:</p> <ul style="list-style-type: none"> • Recent shifts in registration deadlines and communication, as well as waitlist processes, have resulted in earlier registration and earlier awareness of demand that exceeds capacity. This has led to an exponential reduction in the number of students remaining on waitlists at the end of the add/drop period. <p>Factors affecting progress – negative:</p> <ul style="list-style-type: none"> • Feedback from students suggests there are still not enough resources, communications, etc. in place to help guide students through the registration process, be aware of deadlines, etc. • Feedback from students suggests there is still too much volatility in course scheduling into the beginning of the term
1.3	Conversion: 6% point increase	<p>The response rate was 46%.</p> <p>Plans, service, initiatives:</p> <ul style="list-style-type: none"> - Welcome package to domestic and international students - Increase scholarships and/or information about those available - SEM Planning process – to provide certainty sooner; holding to deadlines for enrolment. If May then it is May. - More communication: Registrars and teachers, Admin and teachers, TRUSU and Admin. <p>Factors affecting progress – positive: Including the following:</p>

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		<p>Welcome package sent to domestic students was very well received Scholarship availability Improved McGill Student Housing.</p> <p>Factors affecting progress – negative: Including the following:</p> <ul style="list-style-type: none"> • International student experience: International students didn't get the welcome package and when in class with domestic students felt left out. • 'Open Access' is unhelpful and inaccurate as a concept when applied to TRU marketing. SSSC Student comment: "TRU has a reputation as a transition university and 'open access' notion of being different from high quality teaching and student service, excellence in research." "It is better to promote how we are still are really good university. And also that if you didn't get the grades at High School you can still come here and work your way up." • Deadlines that should be fixed are flexible. • TRUSU and TRU could work together on initiatives. • Communications with students: SSSC Student Comment: "There is a problem with communications. An update is nice. It is just really important to let students know what is happening. There is a lot of stuff that students could have access to and they don't know. That can be why access rates are low because they just don't know."
1.4	Open program retention: 4% point increase	<p>(2017 data).</p> <p>Plans, service, initiatives: Including the following:</p> <ul style="list-style-type: none"> - Mind The Gap - Early Alert - Coyote Project - Learning Strategists - First Year focus - Access to Elders - Location of Health and Wellness Centre - Upgrading of facilities - Enhanced food services - Positive library services and environment - Increase study spaces - Degree Works – one stop online 'shop' for mapping study plans and for purchasing related texts, equipment, online. - Exit interview/survey with exiting students <p>Factors affecting progress – positive: Including the following:</p> <ul style="list-style-type: none"> • Introduction of Early Alert, Learning Strategists, expanded writing centre services. • Focus on First Year <p>Factors affecting progress – negative: Including the following:</p> <p>SSSC Student comments: "People complain about food service. It is an ongoing thing" "We need more study spaces"</p>

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		<p>“Consultation on renovations [in OM] didn’t happen with students” “I think TRU is one where you stop here to do the undergrad and then you go to graduate school.” “We could go higher in this category if we asked alumni what the programs should be, and if we asked exiting students what went well or not.” For example, a vet doctor program. “We could be the only one in BC.”</p>
1.5	Decrease (2%) (Selective program conversion rate)	<p>Plans, service, initiatives: Increase scholarships and study awards for selective programs Maintaining cycle of improvement to retain accreditation. Promote that we have full accreditation approved, and what it means. “We should ‘blare’ that everywhere”.</p> <p>Factors affecting progress – positive: Including the following:</p> <p>“Getting full accreditation means we will be seen as equal with other Schools”</p> <p>Factors affecting progress – negative: Including the following:</p> <ul style="list-style-type: none"> • Ability to be first choice: SSSC Student comment: “I think people will have applied to other schools and they then choose to go there rather than TRU” • Number of scholarships to selective programs
1.6	Decrease (1%) (selective program retention rate)	<p>Plans, service, initiatives:</p> <ul style="list-style-type: none"> - Increase EDI staffing so students can see themselves in the faculty - All faculty teaching in inclusive way, including Indigenous perspectives. - More undergraduate research opportunities. Therefore more research active faculty. - More scholarships, awards; especially for those beyond first year. - Expanded day care services and child spaces available <p>Factors affecting progress – positive:</p> <ul style="list-style-type: none"> - Please see Plans, Services, and Initiatives section above. - First Year group is an example of faculty teaching in inclusive way. <p>Factors affecting progress – negative:</p> <ul style="list-style-type: none"> - Demand for access to more childcare services.
2.1	Data not available	No comment
2.2	Slight increase achieved – 28 more students. (Enrolments in UG High impact practices)	<p>Plans, service, initiatives:</p> <ul style="list-style-type: none"> - Communication expanded about HIPS opportunities, to students. - General Education includes mandatory HIPS course - Make sure HIPS are equitable ie available low cost and high cost options. - Coyote - Knowledge Makers <p>Factors affecting progress – positive: Including the following: Outreach of what is available is pretty good, e.g. Study Abroad are always coming to the classroom, Adventure program and Co-op. General Education includes mandatory HIPS course TRU World has SIF for international mobility programs. Cohort models</p>

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
		<p>Knowledge Makers Coyote "TRUSU does the speaker every year. That is a HIPS. We invite everyone." Opportunities to go to conference and a presentation there. TRUSU and other supports for these.</p> <p>Factors affecting progress – negative: Including the following:</p> <ul style="list-style-type: none"> - TRU does not have a shared definition of HIPS courses. (learning experiences that research shows lead to higher retention and learning) - More/less HIPS courses might be offered in a year <p>SSSC Student Comments:</p> <ul style="list-style-type: none"> - "I don't really know about any HIPS opportunities in the Arts and Sciences. Do they have any?" - "It would be nice if each area that has HIPS has one of each kind, and let students know." - Cost of some HIPS
3.1	Data not available	No comment
3.2	Decrease (graduate employment outcomes) (2% decrease)	<p>Plans, service, initiatives:</p> <ul style="list-style-type: none"> - Career advising, with academic credit attached. Could be part of capstone experience. "This would be super helpful. You could learn how to approach people who are interviewing you. That would be really sweet." - Access to Work Integrated Learning <p>Factors affecting progress – positive: Including the following:</p> <ul style="list-style-type: none"> - Careers advising - Careers studies at TRU – Trades, Nursing, Education <p>Factors affecting progress – negative: Including the following:</p> <ul style="list-style-type: none"> • Students may be taking longer to complete their degrees. Completion rate differs by population group (see IPE reports). <p>SSSC Student Comments:</p> <ul style="list-style-type: none"> • Perception of job market: "There are less jobs now, because there are more students"

B. Summary

- a) 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.

Mission Fulfilment is defined as:

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

- b) Identify the successes of the Core Theme and the areas in need of improvement.

Table 3: Summary of Core Theme

<p>How successful was TRU in achieving mission fulfilment for this Core Theme?</p>	<p>Yet to be successful.</p> <p>See Table 1 above.</p> <p>Of 10 objectives:</p> <ul style="list-style-type: none"> - Data not available: 3 - Not achieved/ Minimally Achieved: 4 - Achieved: 3
<p>Identify successes</p>	<p>See Table 1 above</p> <ul style="list-style-type: none"> - Two to four-year open program conversion rate. - Two to four-year open program fall 1 to fall 2 retention rate. - Enrolments in undergraduate curricular offerings that include HIPs.
<p>List areas in need of improvement</p>	<p>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.</p>

2. Planning for the Next Year

A. Review of Objectives and Indicators

Objectives

- a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
- b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
<p>1. TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.</p>	<p>N</p>	<p>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.</p> <p>Student Success measures should now focus on measuring student success in the first instance ('core outcomes') and actions ('enabling outcomes'). For example: Core Outcomes:</p> <ol style="list-style-type: none"> (a) student participation (i.e. success in being admitted to TRU and enrolled in courses); (b) student retention (i.e. remaining within a course over the duration of that course, remaining in a program of study at TRU); (c) completion of course and credential; and (d) graduate outcomes. <p>While there are some areas of success for students at TRU, student success is yet to be experienced institution-wide, and by all population groups. Student Success data will identify and size the gaps in achievement by under-served populations, monitor progress towards closing education achievement gaps.</p> <p>To ensure optimal benefit to students from the monitoring of 'Student Success' indicators, the</p>

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
		<p>objectives will be simplified, reduced in number, and focused on student outcomes.</p> <p>By March 2020 the Senate Student Success Committee will have identified the Core Outcome Areas and associated Results for Student Success.</p> <p>In addition Enabling Outcome Areas and associated indicators will have been identified</p> <p>A beginning point is Core Outcome areas:</p> <ul style="list-style-type: none"> • Increased student participation • Increased retention (e.g. Indicators: Retention from assignment 1 to assignment 2, from semester 1 to semester 2, from year 1 to year 2) • Increased achievement (e.g. by course, by credential) • Graduate outcomes (e.g. labour market/further training outcomes) <p>Enabling Outcomes will also be identified by March 2020 and are likely to include a number of activities identified in the June 2018 report on Objectives and Descriptors.</p>
2. TRU will provide educational experiences for cognitive development, personal growth, and interpersonal effectiveness.	N	
3. TRU will provide skills, knowledge, confidence, and values for citizenship, work and personal fulfilment.	N	

Indicators

- a. Review the current indicators and rationales to confirm alignment with objective, Core Theme, and TRU's mission statement.
- b. Based on this review, establish if indicators need to be removed, and/or if new indicators need to be added to the Core Theme to track whether the outcomes associated with the objectives are being achieved. Follow the 'Introducing New Indicators / Removing Current Indicators' under Resource Information (below).

Resource Information

1. Introducing New Indicators / Removing Current Indicators

Periodically new indicators will need to be added or existing indicators removed when the focus of the Core Theme changes, data collection at the institution changes (e.g. a new survey is being used, or an existing survey has been discontinued), or new initiatives commence. When it is required please complete the following:

A. Identify the indicator(s), if any, to be added

Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

B. Identify the indicator(s), if any, to be removed

1. Provide rationale as to why the indicator no longer aligns with mission and Core Theme.
2. Demonstrate how the objective previously tracked by the indicator is still being captured by the other indicators for the Core Theme.
3. Comment on potential gaps for how the core theme is measured, and in turn, how Mission Fulfilment is determined.

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	N	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.
1.2	N	
1.3	N	
1.4	N	
1.5	N	
1.6	N	
2.1	N	
2.2	N	
3.1	N	
3.2	N	

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected,

these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2020 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
Core Outcome Areas	TBC – March 2020					
Participation						
Retention						
Achievement						
Graduate Outcomes						
Enabling Outcome Areas	TBC – March 2020					
Example: Enrolments in undergraduate curricular offerings that include HIPs.						

C. 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 are those that may be beneficial for tracking in the future, however, historical data does not currently exist. Ideally, three years of historical values of the indicator 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.

- A. Identify emerging indicators or concepts for indicators which could be of value for future measurement of the objectives of the Core Theme.
 1. Comment on data source, availability, and develop a plan to collect data for the indicator.
 2. When possible, begin compilation of indicator values, either by the Core Theme Team or the appropriate department (e.g. Integrated Planning and Effectiveness). This will form a basis for planning if/when the indicator is adopted for the Core Theme.

- B. Consider if qualitative indicators could be used.

In the table below, identify any emerging indicators which could be used to track the objectives of the Core Theme in the future. If so, use the guidelines for ‘Emerging Indicators’ section under Resource Information (above).

Table 7: Emerging Indicators

New Indicator	Rationale	Data Source
Student participation	TBC March 2020	TBC March 2020
Student retention	TBC March 2020	TBC March 2020
Student achievement	TBC March 2020	TBC March 2020
Graduate Outcomes	TBC March 2020	TBC March 2020

C. Thresholds & Targets

Review thresholds for Mission Fulfilment for each indicator to ensure relevancy

- a) The threshold is defined as the percentage change to the indicator (up or down), which would be considered meeting threshold expectations. See ‘Thresholds for Mission Fulfilment’ under Resource Information (below) for more information on setting these ranges. These will be the values used during the next year to evaluate Mission Fulfilment.
- b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment

Each indicator has three threshold ranges:

Achieved

The indicator has increased/decreased by a fixed percentage or value in line with expectation of mission fulfilment.

Minimally Achieved

The percentage or value of the indicator is holding at, or close to the current level.

Not Achieved

The indicator value has decreased/increased by a fixed percentage or value.

Quantitative indicators are defined as a fixed percentage or value growth from the prior year with ranges set individually for each indicator.

Qualitative indicators include identification of components that measure the threshold identified and require the development of a rubric to assess each component.

Table 8: Indicator Threshold Ranges

Indicator #	Threshold Ranges			Revised Ranges (if applicable)			Rationale
	Achieved	Minimally Achieved	Not Achieved	Achieved	Minimally Achieved	Not Achieved	
1.1				>2.7	2.5-2.7	<2.5	<i>Recommended values from IPE</i>
1.2	CW: >90% SAT: >86%	CW: 89% SAT: 83-85%	CW: 90% SAT: 86%	n/a	n/a	n/a	
1.3	>2% increase	1-1.9% increase	≤1%	> 1 % point increase	0 – 1 % point increase	Decrease	<i>Data source for conversion and retention data has been refined. Historical values have been updated and threshold ranges were reconsidered as a result.</i>
1.4	>2% increase	1-1.9% increase	≤1%	> 1 % point increase	0 – 1 % point increase	Decrease	
1.5	>1% increase	0-0.9% increase	Decrease	> 0 % point increase	No change	Decrease	
1.6	>1% increase	0-0.9% increase	Decrease	> 1 % point increase	0 – 1 % point increase	Decrease	<i>Further, threshold ranges defined to a tenth of a percent were too granular and statistically insignificant.</i>
2.1	1 st Yr: 10% 4 th Yr: 70%	1 st Yr: 10% 4 th Yr: 60-69%	1 st Yr: 10% 4 th Yr: <59%	n/a	n/a	n/a	
2.2	800	750-800	<750	1300	1200-1300	<1200	<i>Historical values have been adjusted</i>
3.1				>= 5.0	4.5-4.9	<4.5	<i>Recommended values from IPE</i>
3.2	90%	89%	<89%	n/a	n/a	n/a	

Review the Five-Year Target

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.

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	2.7	N	<p>The objectives as currently stated describe were an important first description of 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'. The success framework will be revised:</p> <ul style="list-style-type: none"> (a) Core Outcome Areas, e.g. participation, retention, achievement, graduate outcomes (b) Results, e.g. participation: participation of Indigenous students at all levels of study at TRU will match the regional demographic (12.9%). (c) Enabling Outcome Areas: curriculum responsive to Indigenous learner and community wants and needs (e.g. Band Economic Development Plans) will be available and promoted internally (e.g. through student advising) and externally (e.g. through the TRU website, through community meetings)
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	1 st Yr: 10% 4 th Yr: 70%	N	
2.2	1300	N	
3.1	4.5	N	
3.2	90%	N	

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2020 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2019

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical 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	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	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
		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.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	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% Sat 2013: 83% 2016: 79% 2019: 76.1%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2014: 40% Fall 2015: 39% Fall 2016: 35% Fall 2017: 32% Fall 2018: 38%

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
		1.4 2-4 year open program retention rate	behaviour at key points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2014: 54% Fall 2015: 54% Fall 2016: 55% Fall 2017: 59%
		1.5 2-4 year selective program conversion rate		> 0 % point increase	No change	Decrease	80%	Fall 2014: 78% Fall 2015: 81% Fall 2016: 83% Fall 2017: 83% Fall 2018: 81%
		1.6 2-4 year selective program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2014: 86% Fall 2015: 88% Fall 2016: 88% Fall 2017: 87%
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	Documented correlation between participation in HIPs and student engagement	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: 8% (2014) 8% (2017) 2019: N/A Fourth Year: 64% (2014) 59% (2017) 2019: N/A

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200	1300	1438 (2018/19) 1410 (2017/18) 1231 (2016/17) 1243 (2015/16)
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.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5	5.0	First Yr: 5.0 (2017) 2019: N/A Fourth Yr: 5.2 (2017) 2019: N/A
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%	90%	86% (2013) 87% (2014) 89% (2015) 89% (2016) 91% (2017) 89% 2018

Finally, determine the plans required to improve the performance of the indicators and achieve the objectives of the core theme.

Planning

Outline plans to continue to improve or maintain performance of the indicator at the:

- a) Institutional level
- b) Unit level

Consultation

Outline plans to consult with key stakeholders who are responsible for influencing the indicator to accomplish the objective.

Budget & Resources

Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1	Creation of TRU Student Success Action Plan, including (a) agreed Core Outcome Areas and associated Results; and (b) Enabling Outcomes.	Divisional annual reports on performance for Student Success Results in four Core Outcome Areas.	<ul style="list-style-type: none"> • VP Academic • Senate and Senate Committees, notably the Senate Student Success Committee • Divisional Heads • IPE • Internal and external consultation. • SEM development (M.Bluhm) • TRU Indigenous Education Plan (P.Michel) 	<ul style="list-style-type: none"> • Establish university leadership and office support to deliver on Student Success. • Ensure sufficient capacity available in IPE, and other relevant divisions to deliver on data and services for Student Success results and initiatives. • Alignment with TRU Strategic Priorities, TRU Academic Plan, TRU SEM Plan, once completed, and existing TRU Research Strategy (e.g. increased opportunities for research by students at undergraduate levels) • Access to childcare spaces • Increased study awards
1.2				
1.3				
1.4				
1.5				
1.6				
2.1				
2.2				
3.1				
3.2				