



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, 27-April-2022
1.30pm – 3.30pm
MS Teams

AGENDA

This meeting of the Planning Council for Open Learning (PCOL) is being held virtually using Microsoft Teams. At the meeting time, non-Council members may [click here to join the meeting](#). The public meetings of PCOL are recorded. These recordings are used to assist with preparing the minutes of the meetings. Once the minutes of a meeting are approved, the recording of that meeting is destroyed.

1. CALL TO ORDER

- a. Territorial Acknowledgment
- b. Welcome new Council member Kennedy Montano (Open Learning Division Student)

Page 1 **2. ADOPTION OF AGENDA**

3. APPROVAL OF MINUTES

Page 3 a. Minutes of 03-November-2021

4. REPORTS OF OFFICERS

- a. Provost and Vice-President Academic — Donna Murnaghan
 - b. Associate Vice-President, Open Learning — Don Poirier
 - i. Enrolment and Departmental Report (Information)
 - 1. IPE Investigating OL Q1Q2 Enrolment Decrease (Information)
 - ii. Course Development Summary, April 2021 to March 2022 (Information)
- Page 6
Page 19
Page 36

5. BUSINESS

a. Academic Planning and Priorities Committee – Donna Murnaghan

Page 41

i. November 2021 Report to PCOL (Information)

Page 133

ii. February 2022 Report to PCOL (Information)

6. NEXT MEETING DATE

The next PCOL meeting is TBD.

7. TERMINATION OF MEETING



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Tuesday, November 3, 2021
1:30 PM – 3:30 PM
Virtual meeting in Microsoft Teams

MINUTES

Present:

Donna Murnaghan (Chair), Lyn Baldwin, Brian Chapell, Brian Lamb, Michelle Lamberson, Rick McCutcheon, John Patterson, Don Poirier, Gordon Rudolph, John Sparks, Maureen Wideman

Absent:

Sheila Blackstock, Conor McCarthy

Executive and Others Present:

Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. CALL TO ORDER

D. Murnaghan called the meeting to order at 1:30 p.m., introduced herself as the Provost and Vice-President Academic and Research (Interim), and acknowledged her predecessor and previous chair of the Planning Council for Open Learning, Christine Bovis-Crossen.

a. Territorial Acknowledgment

D. Murnaghan acknowledged the traditional and unceded territory of the Tk'emlúps te Secwépemc, upon which this meeting was taking place.

b. Welcome new Council member Conor McCarthy (Open Learning Division Student)

D. Murnaghan welcomed new Council member Conor McCarthy.

2. ADOPTION OF AGENDA

The chair asked to add agenda item 5.b. under “Business, namely “Notice of potential Bachelor of Commerce OL degree abeyance.” As there were no objections to this request, the chair declared the agenda adopted as amended.

3. APPROVAL OF MINUTES

- a. Minutes of May 4, 2021

*On motion duly made and adopted, it was **RESOLVED** that the minutes of May 4, 2021 be approved as circulated.*

4. REPORTS OF OFFICERS

- a. Provost and Vice-President Academic and Research — Donna Murnaghan

D. Murnaghan gave an oral update regarding several matters, including search committees for administrators, the announcement of two new Vice-President positions, and integrated strategic planning. She also spoke about the status of the work being done by the Anti-Racism Task Force, the academic integrity working group, and the response of the university to the calls to action from the Truth and Reconciliation Committee.

- b. Associate Vice-President, Open Learning

- i. Report to the Planning Council for Open Learning (Update)

D. Poirier elucidated several Open Learning matters from his written report, a copy of which was circulated with the agenda package.

- ii. OL Strategic Plan Goal Tracking November-2021

D. Poirier commented on this table, which was circulated with the agenda package for information.

5. BUSINESS

- a. Integrated Strategic Plan

D. Murnaghan presented the Integrated Strategic Plan. A copy of the presentation was circulated with the agenda package. Discussion ensued.

- b. Notice of potential Bachelor of Commerce OL degree abeyance

D. Poirier provided background information and an update on the potential abeyance of the Bachelor of Commerce OL degree. He noted that the School of Business and Economics had approached OL regarding accreditation matters regarding this degree, and anticipated this matter would be discussed more fully at the next meeting of PCOL.

6. NEXT MEETING DATE

- a. The next PCOL meeting is scheduled to be held on April 27, 2022, by MS Teams.

7. TERMINATION OF MEETING

There being no remaining agenda items, the meeting terminated at 3:02 p.m.

Report to the Planning Council for Open Learning

April 27th, 2022

Overview

With the 2021/22 fiscal year having just ended and the 2022/23 fiscal year just beginning, I find myself in both a reflective and hopeful mood. This past (fiscal) year witnessed what on the surface looks like a significant drop in enrolments. However, it must be remembered that the 'drop' was against the previous year which saw unprecedented demand for OL courses. While no absolute conclusions can be made, it does look like our enrolments are reverting to pre-pandemic levels. Nevertheless, the report commissioned by Institutional Planning and Effectiveness does put some relief on the nuances of our enrolment numbers with affirmation that enrolments from program students continue to make up most of our enrolment activity. This may very well be the expected trend as other post-secondary institutions continue to push their own curriculum offerings online. However, as we know, *distance* education is not necessarily *open* education. The growing popularity of our PLAR department among both individual learners and sector players attest to the potential strength of open educational practices that offer both flexibility and responsiveness to individual and market needs.

Operational challenges continue as we look to streamline our processes and reflect on the impact of policies that maintain our 'openness.' As TRU navigates its way through an increasingly complex operating environment, we look for ways to maximize our impact given our budget allocation. However, OL was fortunate this last round of budget discussions and was able to shore up our Media team as well as secure new positions for PLAR, Strategic Partnerships, and Student Engagement & Experience. These new positions will help us achieve our strategic priorities especially in the area of student success.

The remainder of this report offers the details of our daily activities from enrolments to



**" YOU'RE GREAT AT HINDSIGHT, BUT
WE NEED SOMEONE WHO IS
MORE FORWARD LOOKING!"**

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departmental projects and goals. An unknown opportunity and challenge rests in the decision to put the Bachelor of Commerce into a five-year abeyance as the Bob Gaglardi School of Business and Economics determines how this program can best meet their accreditation requirements. A working group is being formed to explore possible changes. PCOL will be kept informed of the progress of these discussions.

As always, our success is based on the talent and dedication of those within Open Learning. The stresses of the past three years have not dampened the spirit of those who are dedicated to our open access mandate. The past Easter Bonnet competition is the most recent example of the team spirit that has characterized the Open Learning division. We are also looking forward to welcoming Open Learning Faculty Members back to Kamloops to this year's (in person) OLFM conference at the end of this month. Like the team members highlighted below, our OLFMs have proven their worth under demanding conditions and have found support and praise from many of our students.

Participants in our recent Easter Bonnet competition.



From left to right: Wilma DeJong, Delivery Support Officer; Simranjit Kaur, Delivery Support Officer; Naomi Cloutier, Associate Director, Curriculum Services; Sarah Langlois, Associate Director, Program Delivery; Kris Webb, Program Advisor

Enrolments

Trends

Over the 2021/22 fiscal year, OL had experienced a consistent decline in enrolments. The folks in Institutional Planning and Effectiveness (IPE) confirmed a general 8% drop in enrolments from last year including extensions for a total of 33,733 enrollments. (See Appendix A.) Of note, the trend of lower requests for course extensions for FY2021/22 compared to the previous fiscal year held for each month save July. Moreover, PLAR experienced a 4-5% jump in enrolments over the same period. In a bid to gain a better understanding of some of the currents of enrolment trends, IPE did a deep dive into the data and released a report last December entitled *IPE Investigating OL Q1Q2 Enrolment Decrease* (Note: this report is part of your package). While it was noted that OL enrolments have had a 'K-shape', i.e., some areas going down while others rising, the report confirmed that enrolments through program takers is becoming increasingly important. This trend was first noted in the scan of our 'operating environment' as part of our strategic planning process.

Activities by department

Learning Technology & Innovation:

- Moodle helpdesk continues to see steady if not high use
- In addition to the development of a support webpage for student and faculty use – Learning without Walls (lww.trubox.ca), the LT&I team is working on another space for faculty - <https://teaching.trubox.ca/>

Prior Learning Assessment and Recognition (PLAR):

- The full report can be seen in Appendix B of this document. However, highlights include:
 - Continues to offer strong support for student success. For FY2021/22, for example, saw a total of 14,446 credits awarded.
 - Decolonization of PLAR remains a key objective
 - Due to student demand, a cap on competency based PLAR was instituted.
 - A number of critical projects have been identified for FY2022/23

Strategic Partnerships (SP):

- Despite limited resources/staffing, SP has been active in building educational pathways and supporting student success. This includes:
 - Providing tailored support for international students through an MOU with Lion Education

- Actively coordinating support for students enrolled in the Business Skills Certificate program through an MOU with Tk'emlúps te Secwépemc
- Renewed twelve (6 public post-sec; 4 private post-sec; 1 public secondary; 1 industry) articulation agreements as well as creating four (1 public post-sec; 1 industry association; 1 private education; 1 First Nation Learning Centre) new articulation agreements/MOUs for OL
- The current fiscal year promises returning to pre-pandemic activities with in-person recruitment and partnership development activities including interest expressed by 40 organizations including public colleges, private institutions, industry, as well as the Canadian Armed Forces.

Student Engagement & Experience (SEE):

- Exams. As reported previously, the pandemic caused OL to fully embrace the services of [ProctorU](#). To date, just over 15,000 students have registered for their final exams through ProctorU. Moreover, approximately 90% those who responded to the follow up survey¹ have rated their experience with ProctorU as satisfied (4/5) or extremely satisfied (5/5). Given the effectiveness for ProctorU, we have renewed our agreement securing a 10% reduction in fees charged to students. Notwithstanding the success had using ProctorU, OL has begun offering in-person exam sessions again. However, unlike the past where OL arranged monthly exam sessions students are now in charge of booking their own exam sessions with pre-identified exam centres. As always, students in remote communities are able to work with our Exams team to find an acceptable local solution.
- As part of our commitment to engage students, the roll-out of Comm100 (Artificial Intelligence-supported chat bot) continues to spread throughout various departments. So far, the SEE team has been observing a 4.41/5 satisfaction rating from students utilizing this service. This is expected to get stronger as more resources are built for the Comm100 knowledge base and staff familiarity with the tool grows. There are plans to bring other Comm100 users within TRU on the same platform that OL is using as soon as possible. This will allow easy transfer of student inquiries between various teams. So far we have seen over 9300 test-takers utilize ProctorU. We anticipate this will exceed 10,000 over the next 4-6 weeks.
 - This represents 578 exams in the system with 91% of test takers reporting a satisfaction rating of 4 or 5 (out of 5).

Noteworthy efforts

The following is a list of news items highlighting successes and key initiatives as reported to Senate

¹ The response rate to the ProctorU survey is approximately 50%.

since the last meeting of PCOL. Note that the following items are classified under key institutional themes.

Design lifelong learning

March 2022

PLAR continues to position our work with TRU's four strategic goals, including:

- As Chair of BC PLAN Susan Forseille, Director, PLAR, worked on two innovative initiatives in February:
 - Co-presented on a research project entitled, *Options for PLAR and Micro-Credentials in BC, to MAES*. This presentation was part of a series on Micro-Credential Framework Research. The research and presentation was done in collaboration with David Porter and Associates and Learning Agents Inc. The audience for the presentation was a mixture of internal ministry people (MAES, BC CAT, BC CAMPUS) and senior leaders from BC Post-Secondary Institutions. The presentation highlighted key findings from a report submitted in February on the intersection of PLAR, micro-credentials, including practices and processes specific to Indigenous learners.
 - Co-coordinated and hosted a webinar on Humber College's innovative project on using PLAR with a digital fluency micro-credential.

Elimination of Achievement Gaps

February 2022

- Last September TRU signed an MOU with Tk'emlúps te Secwépemc (TteS) where Open Learning offers the Certificate in Business Skills to a cohort of learners in a compressed format. All students are progressing and are reporting that their courses are going well. This early success is due to the dedication of students and the support of their Open Learning Faculty Members (OLFMs). Part of our efforts include mandatory cultural awareness training for all OLFMs with a cultural mentor from TteS.

Strategic initiatives, outcomes, and impacts

November 2021

- Production is underway for LT&I's contribution to the SSHRC-PDG-funded peer reviewed scholarly podcasting network, the first undertaking of its kind, with audio drafts under review by Open Learning's editorial team. This SSHRC is a multi-institution partnership housed at SFU, and TRU's co-investigator on the grant, Dr. Brenna Clarke Gray, is tasked with producing a

podcast on teaching and learning scholarship for piloting this novel peer review process to be overseen by Wilfred Laurier University Press.

February 2022

- (The department of Prior Learning Assessment and Recognition (PLAR) developed an online self-assessment tool for competency based PLAR last summer. This tool streamlines the entrance process into PLAR making it both quicker and more reliable. Since then, over 190 students have completed this self-assessment tool. This initiative is one of many PLAR changes made from the research project on PLAR Persistence Factors conducted in 2018.
- With support from a BC Campus Open Education Time Investment Grant, Dr. Dinesh Ramoo has written a new open textbook titled Psychology of Language. This book is designed for Psychology courses in the area of linguistics, but it also has a broad appeal to anyone interested in learning about linguistics. Published as a Pressbook, this new open textbook was edited by Instructional Designer Marie Bartlett and has a beautiful cover designed by Nicole Singular, who is a Graphic Designer in Open Learning. (<https://bccampus.ca/2021/12/06/time-investment-grant-used-to-create-new-psychology-resource/>)

March 2022

- In line with Open Learning's strategic plan, the Learning Design and Curriculum Services teams have launched a major initiative to reimagine the curriculum design and course development process for Open Learning courses.

Over the next 6 months, seven interdepartmental and interdisciplinary teams will be reviewing and reworking everything from the initial hiring processes for course developers and development project workflows to student support resources and standards-based approaches to learning activities and assessment.

Our work will be grounded in the foundational values of the new Learning Design Framework developed by our Learning Design team: caring, openness, connection, and active engagement. More details on our new Learning Design Framework can be found at <https://designframework.trubox.ca>

The ultimate goal of this broad division-wide initiative is to streamline the course development process so that it can be more responsive and agile, while also working to ensure student success through high-quality engaging courses designed in accordance with evidence-based practice.

Awards or accolades of students, faculty, and employees

November 2021

- The OpenETC, a province-wide open technology collaboration for which TRU is a founding partner, has won an award for Open Infrastructure from Open Education Global:
<https://awards.oeglobal.org/awards/2021/open-infrastructure/openetc/>

February 2022

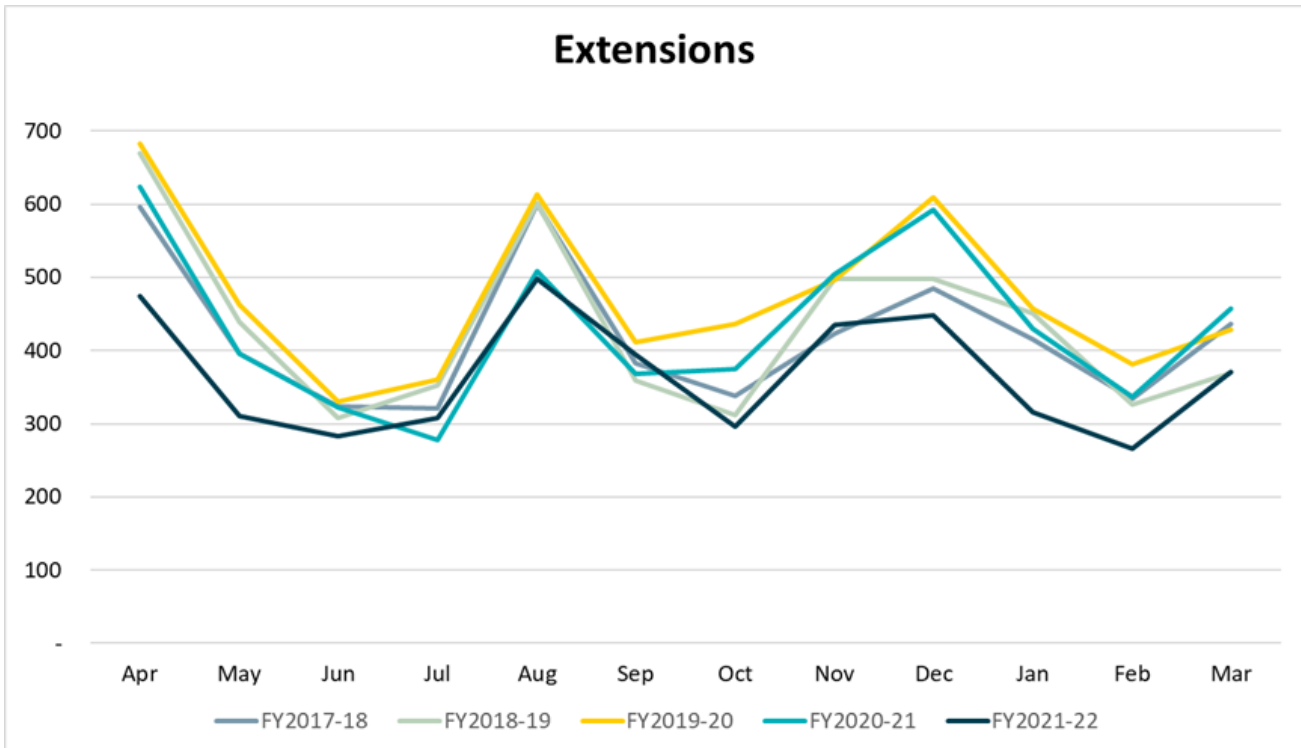
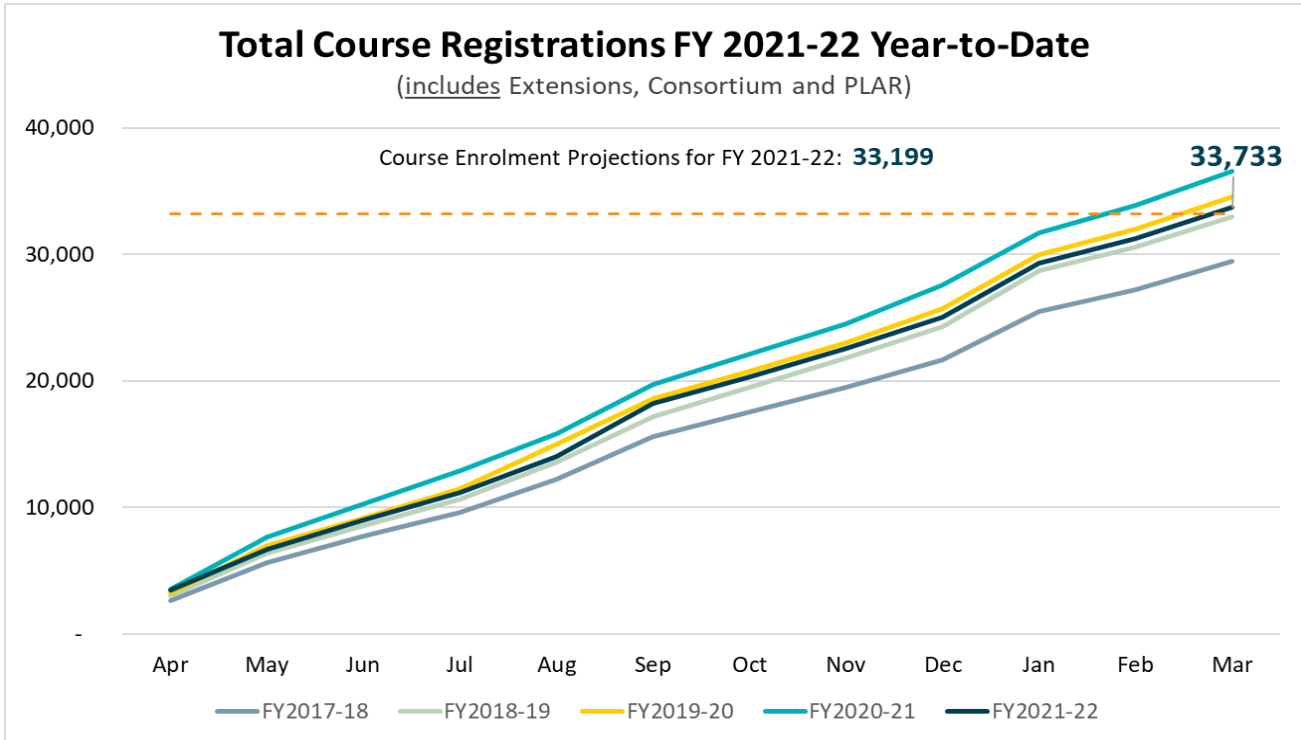
- Congratulations to Dr. Veda Roodal Persad on being named to a list of 100 Accomplished Black Canadian Women for 2022. The women celebrated by this honour will be featured in a book that spotlights the significant accomplishments, achievements and contributions made by Black Canadian women across Canada. As one of the 100 ABC Women Honourees, Dr. Persad will be featured in the 2022 edition of the 100 Accomplished Black Canadian Women book. In addition, she will be honoured at a book launch and gala that will be held in Toronto later this year.
[\(https://www.100abcwomen.ca/\)](https://www.100abcwomen.ca/)

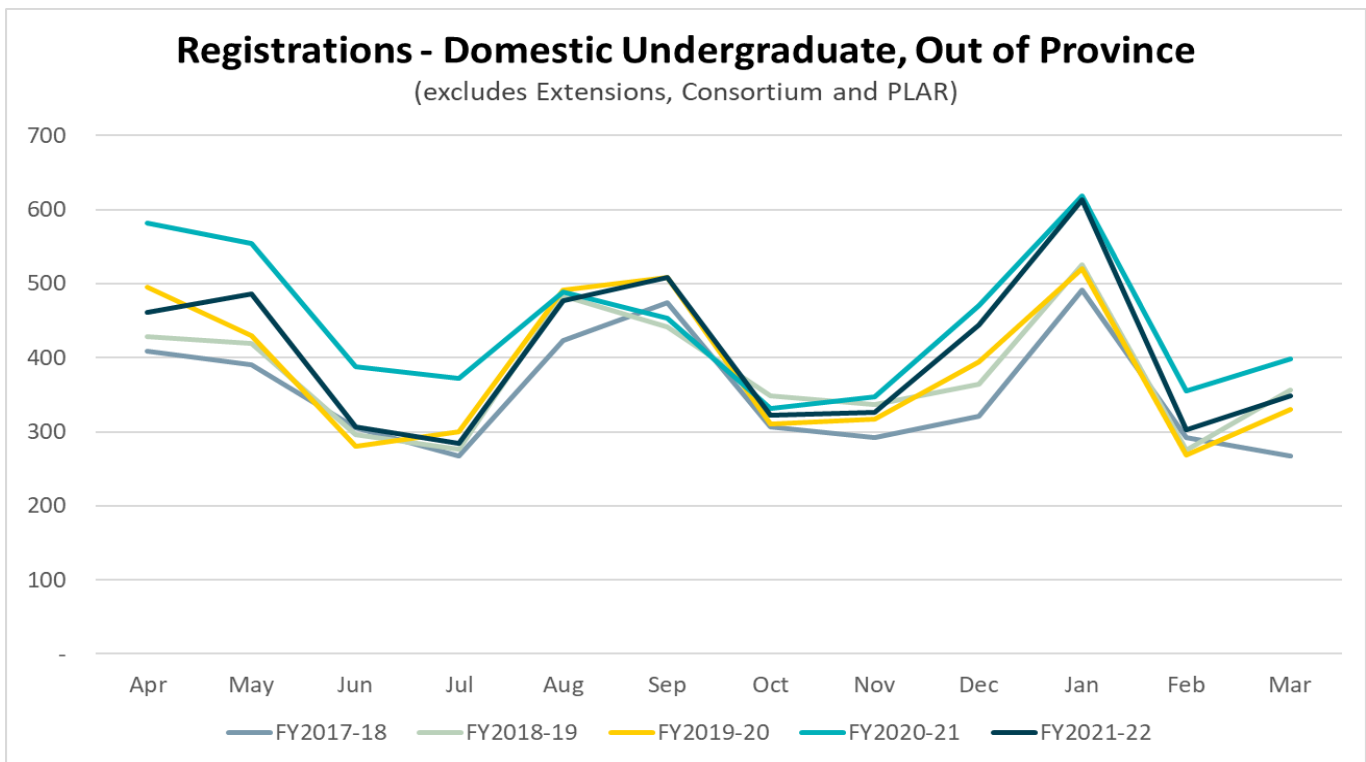
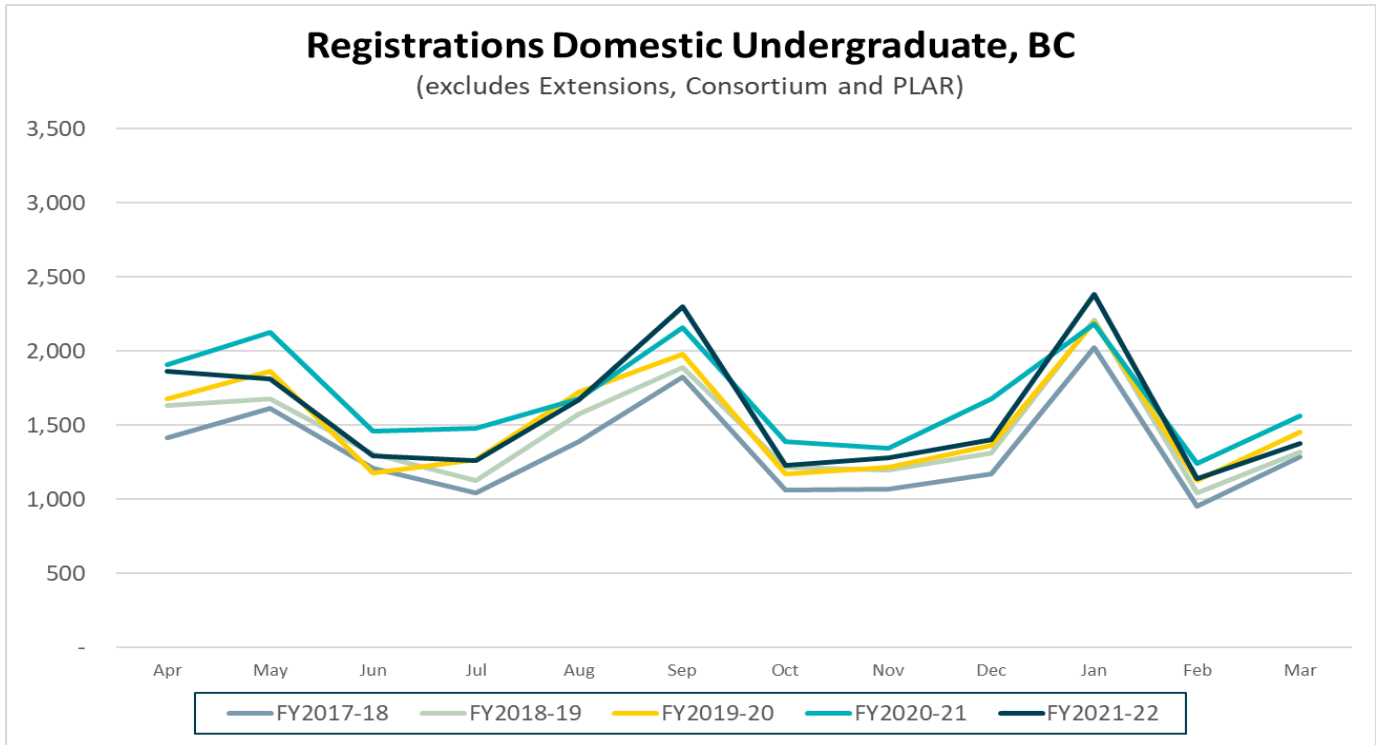
March 2022

- Dr. Brenna Clarke Gray, Coordinator of Educational Technologies, has a book chapter entitled “Ethics, EdTech, and the Rise of Contract Cheating”, published in the new Springer book Academic Integrity in Canada: An Enduring and Essential Challenge.
- Brian Lamb, Director Learning Technology and Innovation, is co-author of a paper, “Surveillance practices, risks and responses in the post pandemic university” published in the latest Digital Culture & Education journal.

Appendix A

FY 2021-22 Actuals	Q1				Q2				Q3				Q4				Apr-Aug Subtotal	Sep-Mar Subtotal	Grand Total
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr-Aug Subtotal	Sep-Mar Subtotal	Grand Total				
BC O101&O102 (EXCL.ABE)	993	1,009	742	714	922	1,301	724	704	713	1,438	669	745	4,380	6,294	10,674				
BC O103 (EXCL.ABE)	595	463	342	371	527	637	306	382	396	605	300	422	2,298	3,048	5,346				
BC O104 (EXCL.ABE)	216	278	153	133	164	262	145	137	258	246	117	151	944	1,316	2,260				
ABE	62	62	59	43	59	99	54	56	33	95	50	59	285	446	731				
Unknown ATTR (EXCL.ABE)																			
OOP O101&O102 (EXCL.ABE)	232	236	189	171	263	279	190	183	211	345	183	185	1,091	1,576	2,667				
OOP O103 (EXCL.ABE)	159	119	78	76	147	119	86	96	107	157	80	118	579	763	1,342				
OOP O104 (EXCL.ABE)	68	125	39	36	66	106	44	44	125	111	34	45	334	509	843				
ABE	2	6	1	2	1	5	3	3	1	1	6	1	12	20	32				
Unknown ATTR (EXCL.ABE)																			
Registrations - INTL (All)	294	463	288	268	216	351	217	158	181	393	209	285	1,529	1,794	3,323				
Registrations - Unknown ATTS																			
BC	6	2	3	3	10	5	6	2	8	8			21	21	42				
EDDL (EDDL5XXX)	1																		
CYMH (CYMH5XXX)	1												1		2				
BCert (BUSN5XXX)	41	2				70				74			43	144	237				
MBA (BUSN6XXX)	78	10				126				103			88	229	311				
Med (EDUC5XXX)	87	39				159				142			126	301	387				
OOP	1	1	2	2	2	2	1	2	2	3	3		4	8	16				
EDDL (EDDL5XXX)																			
CYMH (CYMH5XXX)																			
BCert (BUSN5XXX)	33	4				60				66			37	126	159				
MBA (BUSN6XXX)	44	9				50				63			53	113	157				
Med (EDUC5XXX)	25	8				56				44			33	100	125				
Unknown																			
International																			
EDDL (EDDL5XXX)																			
CYMH (CYMH5XXX)																			
BCert (BUSN5XXX)						1				1				2	3				
MBA (BUSN6XXX)						24				8			12	32	35				
Med (EDUC5XXX)																			
Registrations Subtotal	2,948	2,837	1,891	1,819	2,375	3,712	1,769	1,770	2,029	3,903	1,648	2,011	11,870	16,842	28,712				
Extensions	475	310	283	308	498	395	296	435	448	316	266	371	1,874	2,527	4,401				
PLAR	77	27	133	49	21	41	54	40	27	39	45	67	307	313	620				
Consortium - SFU																			
Consortium - Uvic																			
Non-PLAR Subtotal	3,423	3,147	2,174	2,127	2,873	4,107	2,065	2,205	2,477	4,219	1,914	2,382	13,744	19,369	33,113				
Grand Total	3,500	3,174	2,307	2,176	2,894	4,148	2,119	2,245	2,504	4,258	1,959	2,449	14,051	19,682	33,733				
Monthly & Cumulative Change FY 2021-22																			
Registrations Subtotal	2%	-24%	-15%	-18%	-2%	6%	-9%	-7%	-15%	7%	-8%	-8%	-12%	-3%	-				
Change (month)																			
Change (YTD)	2%	-12%	-13%	-14%	-12%	-8%	-8%	-8%	-9%	-7%	-7%	-7%	-12%	-3%	-7%				
Grand Total	-1%	-23%	-12%	-15%	-3%	6%	-9%	-8%	-18%	3%	-11%	-10%	-11%	-5%	-				
Change (month)																			
Change (YTD)	-1%	-13%	-13%	-13%	-11%	-8%	-8%	-8%	-9%	-8%	-8%	-8%	-11%	-5%	-8%				



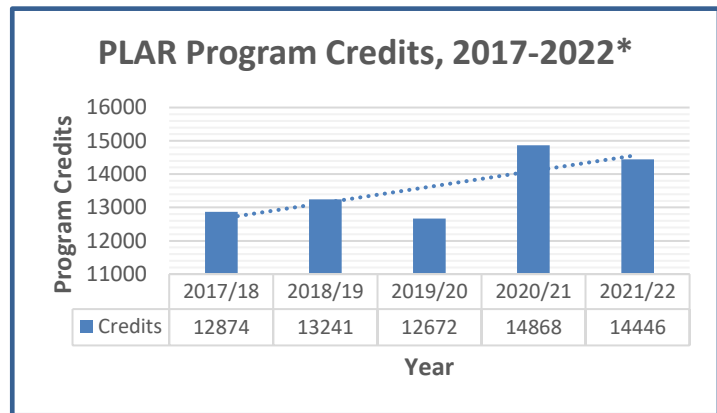


Appendix B
PLAR Activity Summary

The following report offers an overview of PLAR activity in the 2021/22 academic year. The report includes an overview of PLAR growth, highlights of the 2021/22 year, concluding with key goals for 2022/23 academic year.

PLAR Growth:

PLAR numbers continue to increase moderately year over year. The chart to the right shows this growth in student headcount, increasing from 333 in 2017/2018 to 368 in 2021/22 (note the totals for 2021/22 are missing one month of data due to the data collection schedule from IPE). To date, for just the 2021/22 year, this PLAR activity has equated to over 14, 446 credits given for student’s prior learning.



The top three programs for students taking PLAR are Health Science, Bachelor of General Studies, and Bachelor of Arts. The Credit Bank continues to generate the most credit for PLAR students.

PLAR Highlights of the 2021/22 Academic Year Includes:

- The continued decolonisation of PLAR was an important priority for PLAR. To move us along this path we recruited the first Indigenous Assessor to the PLAR team, conferred with the CELT Educational Developer, Indigenous Teaching & Learning, consulted with members of the Interior-Salish Secwepemc nation (Education Coordinators, WLFN Band Chief, potential students), and worked collaboratively with the TRU Office of Indigenous Education to better understand the changes we needed to make. We also initiated a PLAR pilot project using traditional oral story telling in competency based PLAR.
- The image below entitled *Graphic Recording of Decolonizing PLAR at TRU* offers a visual recording of an important decolonization meeting held in October 2021 with Laura Grizzlypaws, the CELT Educational Developer, Indigenous Teaching & Learning. Her insight and guidance in decolonizing PLAR was exceptional.
- The development, initiation, and testing of a PLAR readiness questionnaire for Competency-based PLAR. This online tool was developed to streamline the process used to assess students’ readiness to partake in this type of PLAR. To date over 125 students have completed this questionnaire, saving them weeks of waiting for their readiness results. Note, this tool was developed from findings in the 2018 PLAR Persistence research initiative, exploring the variables that impact students’ completion of PLAR. One of the findings from this research was that the PLAR process needed to be expediated.

Graphic Recording of Decolonizing PLAR at TRU

October 28, 2021



In attendance: Laura Grizzlypaws, Marie Bartlett (artist), Alison Dunn, Kristen Johnson, and Susan Forseille

- In 2020 a cap was put on the number of students participating in Competency-based PLAR. This cap was put on to ensure the students in the program received quality support in the development of their portfolios. This cap resulted in a wait list that is over 100 students at the time of writing this report.
- In 2021 PLAR worked with IPE to investigate the impact of PLAR on student retention, GPA, and completion rates. We found that students participating in PLAR tend to have
 - Higher GPAs (from 2.7 to 3.4 for on-campus students, and from 2.5 to 2.9 for OL students)
 - Stronger completion rates, 34% higher for on-campus and 9% higher for OL students
 - Take more upper-level courses than non-PLAR students

In regard, to access to underrepresented OL students there were mixed results. PLAR seems to offer female students better access to SoBE programs, but not for FACT program. PLAR seems to enhance access for Indigenous students in Social Work, some SoBE programs and in the Water and Waste Water Certificate. PLAR seems to offer rural students better access to most of the trades programs and health programs, and for many of the SoBE programs.

- We explored the development of a three-credit course for competency-based PLAR and completed the course sustainability report. This work led to the conclusion that there is a market for this course. We are currently working with the TRU Career and Experiential Learning department to move the course through TRU's approval process.
- In the last few months, we completed a research project on the development of a provincial credit bank. This included reaching out to all 24 PSI in BC to gauge their interest in working with the TRU PLAR team on this initiative.
- The TRU Team members are proud to be active members of both BC Prior Learning Action Network (BC PLAN) and the Canadian Association of Prior Learning Assessment (CAPLA).
- The TRU PLAR team continues to be asked for PLAR guidance from post-secondary institutions throughout Canada with increasing inquiries from Ireland, Australia, New Zealand, Iceland, South Africa, and Nordic countries.
- PLAR is reinvigorating the Prior Learning Action Network Research Consortium, planning for a research conference (in 2023) and publication of a book (2024).

Key PLAR Goals for 2022/23:

We have numerous goals for the next fiscal year, the most important ones include,

- Continued decolonization of PLAR, including a pilot project with a cohort group with the WLFN (Williams Lake First Nations).
- Re-administer the PLAR persistence research tool to compare with results from 2018. This research offers us exceptional student insight to guide our future PLAR practices.
- Completion of the PLAR Assessor handbook.
- Add two new members to our team, a PLAR Manager and a PLAR Special Projects Coordinator (both positions have been approved for this fiscal year)

Please don't hesitate to contact Susan Forseille, sforseille@tru.ca, if you have any questions or comments on the preceding information.



**THOMPSON
RIVERS
UNIVERSITY**

Integrated
Planning &
Effectiveness

Open Learning Course Enrolment Q1&Q2

Investigating a Q1&Q2 enrolment decrease in 2021-22
compared to 2021-21 and 2019-20

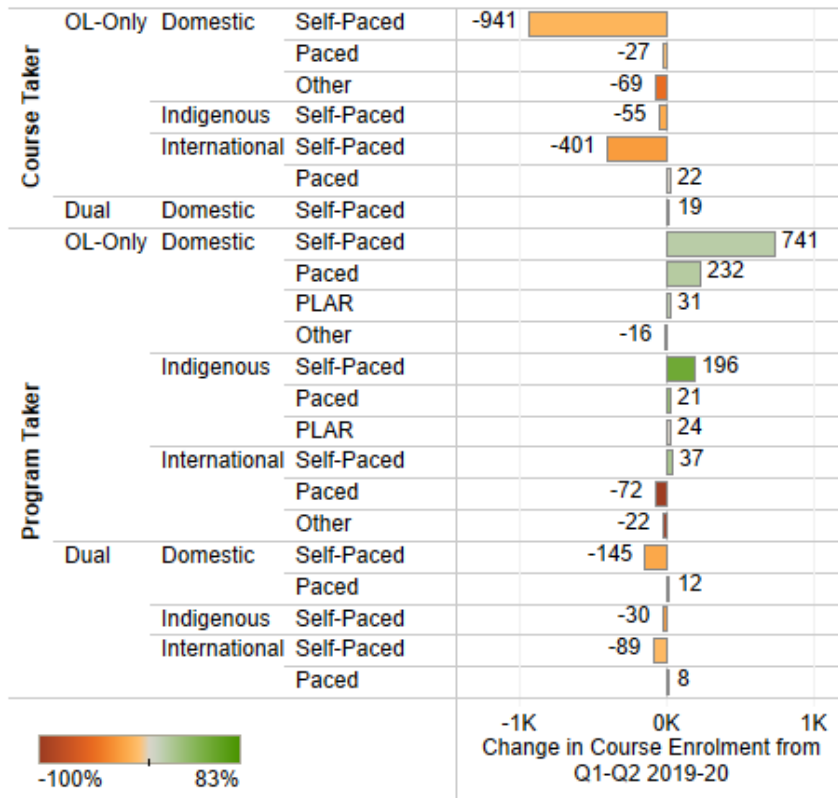
Kristen Hamilton
December 14, 2021

Summary

The purpose of this report is to explore current trends in Open Learning (OL) enrolments, especially concerning the decrease in enrolments for the first half of the 2021-22 fiscal year – the first such decrease in at least ten years. This report will describe changing enrolment patterns and student behaviour. These changes should be considered in the context of the massive economic and social upheaval brought about by the global COVID-19 pandemic, although causation cannot be determined.

Open Learning encompasses many segments (or classifications) of enrolment activity within Thompson Rivers University. While the first two quarters of 2021-22 saw an overall decline in both course enrolment and headcount, enrolment trends must be explored for each of the segments within

Figure 1. Q1&Q2 2021-22 Course Enrolment Change Compared to 2019-20 Fiscal Year, by Selected Enrolment Segment



Note. Students may be enrolled in more than one course type. "Dual"= Dual-Enrolled "OL-Only"= Enrolled in OL courses only in the fiscal year. Domestic students are classified as either "Domestic (non-Indigenous)" or "Domestic". "Other"= all other instructional methods.

The Faculty of Science had increased course enrolments over and above the increases due to the new Diploma in Veterinary Technician program.

The Faculty of Education and Social Work and the Faculty of Nursing also had increased course enrolments in self-paced courses.

The School of Business and Economics had the largest decrease in course enrolments overall, especially in the Human Enterprise and Innovation department.

Courses with the largest decreases in enrolment are also highlighted.

this comprehensive delivery system.

As displayed in Figure 1, the overall enrolment change is "K-shaped": the overall decrease is made up of many increases and decreases for various segments of enrolment (all comparisons are Q1&Q2 2021-22 to Q1&Q2 2019-20).

Declines occurred for domestic course takers, most international students, and most dual-enrolled students.

Increases occurred for domestic program-takers who were not dual-enrolled ("OL-Only"; enrolled in OL courses only during the fiscal year).

Course enrolments increased for Indigenous program takers, especially in self-paced (continuous) courses.

The Bachelor of Health Science, the Bachelor of Arts, and Bachelor of General Studies grew for domestic program takers enrolled in OL only.

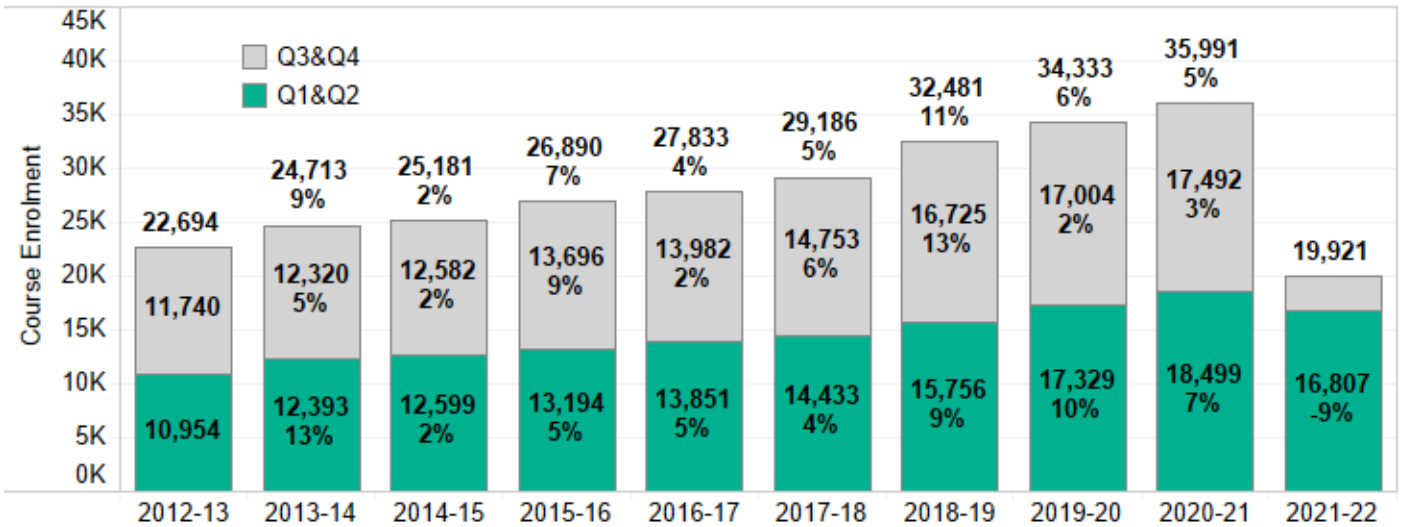
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Historical Context: First Q1&Q2 Enrolment Decrease in Ten Years

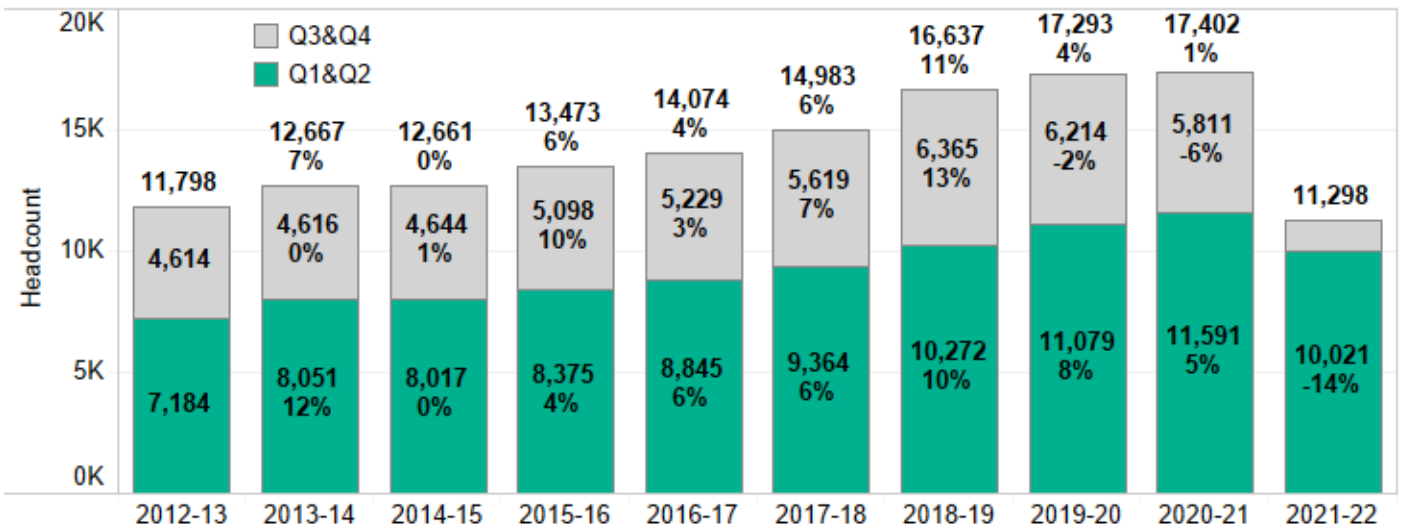
Historically, OL course enrolment has increased by an average of 7% per year for the last nine fiscal years. Exceptional growth was seen in 2018-19, with an 11% increase from 2017-18 in both course enrolment and headcount. Generally, about half of all OL course enrolment occurs in the first half of the fiscal year (Q1&Q2). Q1&Q2 course enrolment increased each year from 2012-13 to 2020-21, also by an average of 7% each year. The first two quarters of the current fiscal year (2021-22) mark the first Q1&Q2 course enrolment decrease in ten years (Figure 2).

Figure 2. Course Enrolment and Fiscal Year/Year Change, 10-Year History



This pattern of growth was also observed for student headcount. Historically, OL headcounts have increased by an average of 6% per year for the last nine fiscal years. Generally, between 60% and 67% of OL students have registered in their first course by the end of Q2 (an additional 33% to 40% will register in Q3 or Q4). Q1&Q2 headcount also increased each year from 2012-13 to 2020-21, by an average of 6% per year. The first two quarters of the current fiscal year (2021-22) mark the first Q1&Q2 headcount enrolment decrease in ten years.

Figure 3. Course Enrolment and Fiscal Year/Year Change, 10-Year History (Date of First Enrolment in FY)

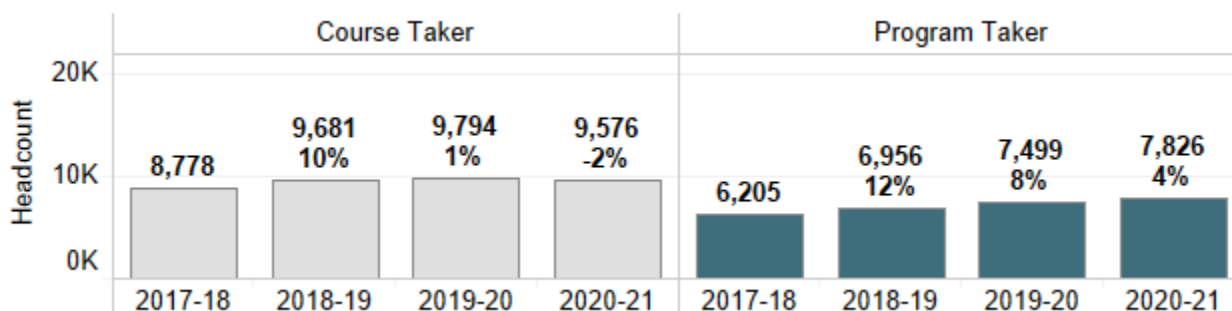


Was the growth in 2020-21 exceptional?

A global pandemic was declared by the World Health Organization on March 11, 2020.¹ This enrolment analysis is conducted within the context of economic and social changes brought about by the pandemic. When examining the enrolment decreases in the first two quarters of 2021-22, it is important to determine whether the previous year was one of exceptional growth. The 5% overall increase in 2020-21 course enrolments was not exceptional; 5% growth is in keeping with the average trend of 7% growth per year in the last nine fiscal years. The 5% growth was slightly higher, however, than the 4% increase predicted in the September 2020 IPE course enrolment projections. Some changes in enrolment patterns saw fluctuation in the month-to-month registration activity as compared to previous years, especially for program students.

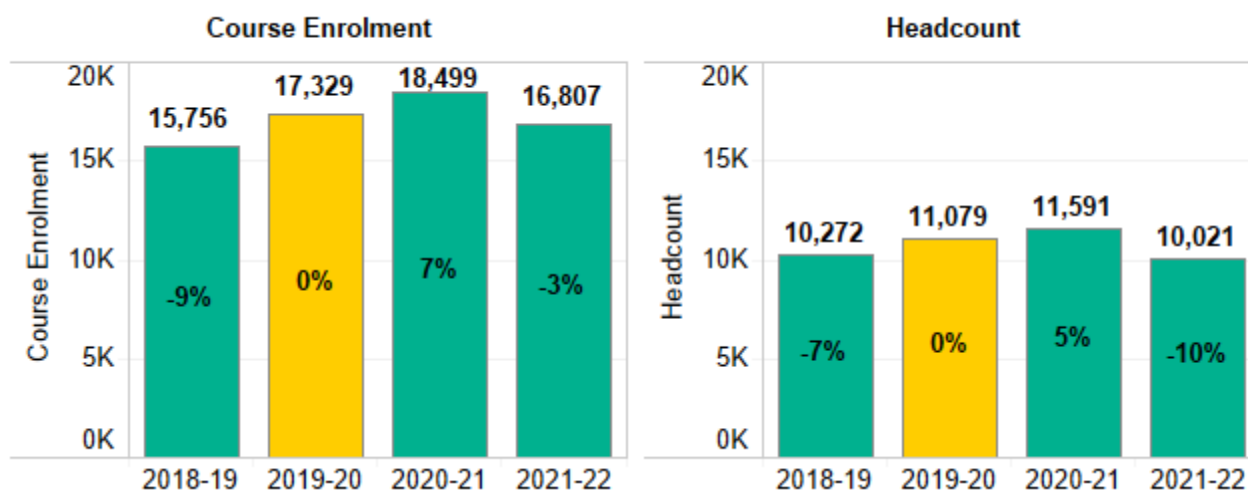
Likewise, the 1% growth in overall headcount in 2020-21 was not remarkable; it was substantially lower than the average of 6% per year for the last nine fiscal years. The 1% growth resulted from 321 more program takers (4% growth) and 212 fewer course takers (2% decrease), for a total of 109 additional students (Figure 4).

Figure 4. Student Headcount and Fiscal Year/Year Change, Program and Course Takers



The current (as of end of Q2) course enrolment and headcount are both lower in 2021-22 than in the same period in the last two years (Figure 5). Q1&Q2 course enrolment is 3% lower than in 2019-20, and headcount is 10% lower for the same time period.

Figure 5. Q1&Q2 Course Enrolment and Headcount, Compared to 2019-20 Fiscal Year



Note. Changes in enrolment are compared to the 2019-20 fiscal year.

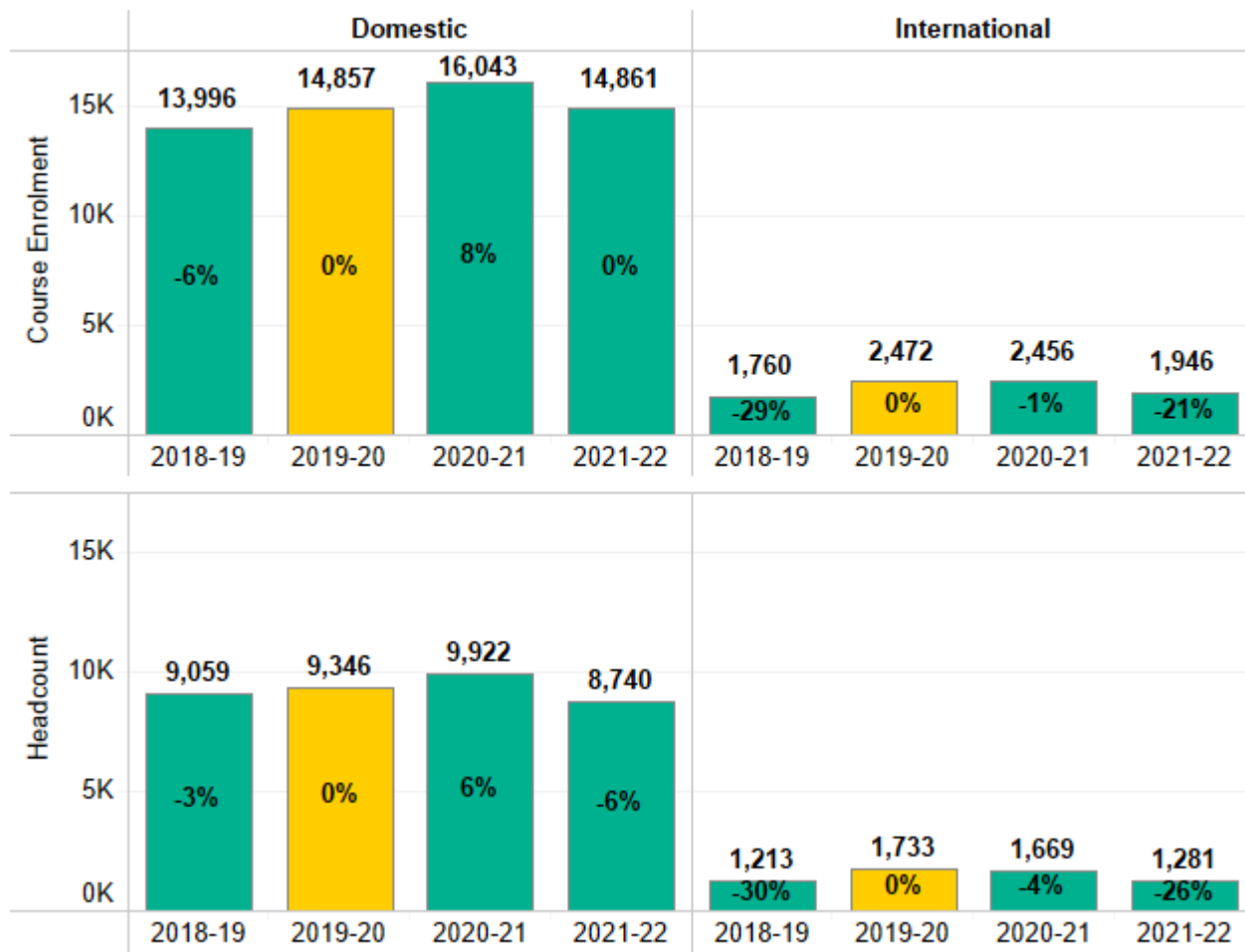
¹ Cucinotta, D., & Vanelli, M. (2020). WHO Declares COVID-19 a Pandemic. *Acta Biomedica Atenei Parmensis*, 91(1), 157–160. <https://doi.org/10.23750/abm.v91i1.9397>

How did OL enrolment change in Q1&Q2 2021-22?

International Enrolment: High Point in 2019-20

While overall OL enrolment peaked in 2020-21, international enrolment was highest in 2019-20. International Q1&Q2 course enrolment decreased by 21% (-526 enrolments) from 2019-20 to 2021-22, while domestic course enrolments were stable (Figure 6). International student headcount also decreased by 26% during the same period (-452 students), and domestic student headcount decreased by 6% (-606 students).

Figure 6. Q1&Q2 Course Enrolment and Headcount (Residency), Compared to 2019-20 Fiscal Year

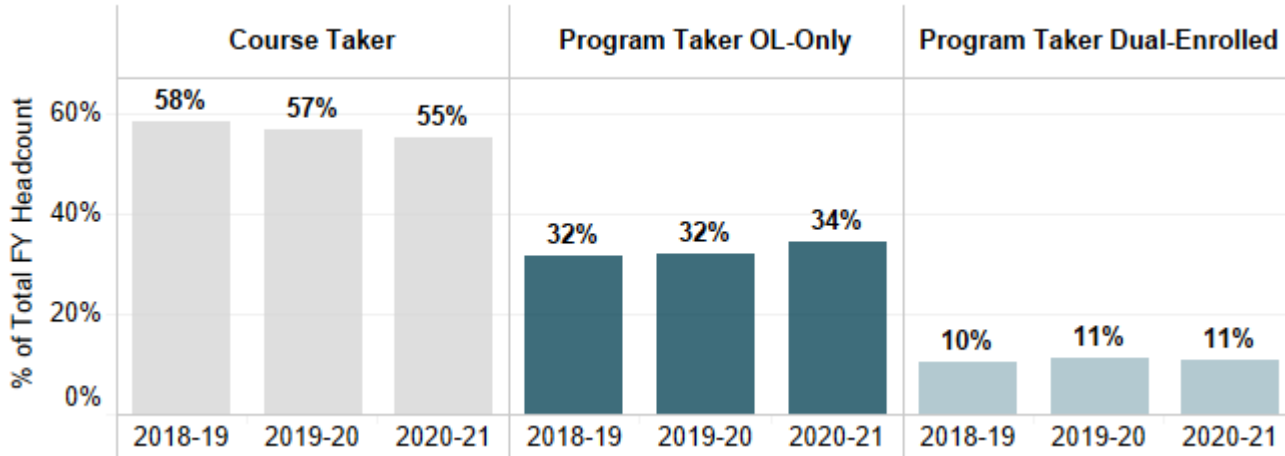


Note. A new program, Diploma Veterinary Technology, accounts for 39 new domestic students in 2021-22. Changes in enrolment are compared to the 2019-20 fiscal year.

Decrease in Students Enrolled through On Campus and Open Learning

Dual-enrolled program students² make up between 10% and 11% of the total OL headcount (Figure 7). The highest number of dual-enrolled program takers was in the 2019-20 fiscal year, with 994 dual-enrolled domestic program takers (making up 7% of the domestic headcount) and 966 dual-enrolled international program takers (making up 33% of the international headcount).

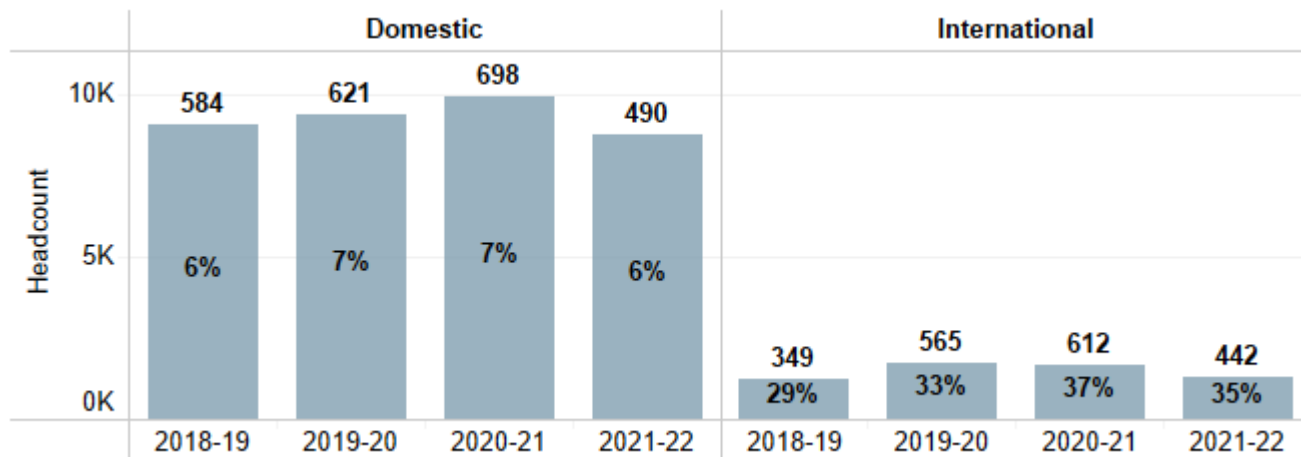
Figure 7. Headcount by Course/Program Taker and Dual-Enrolled/OL-Only, by Fiscal Year



Note. The small number of course takers who also took on campus courses are grouped into “Course Takers”.

The Q1&Q2 headcount trend for dual-enrolled students shows a decrease in dual-enrolled program takers for both domestic and international students this year (Figure 8). While 2019-20 had the highest dual-enrolled headcount overall, the headcount in the first half of the fiscal year only (Q1&Q2) was highest in 2020-21. The Q1&Q2 counts can be compared to the current fiscal year; in Q1&Q2 2020-21, there were 698 dual-enrolled domestic students (7% of OL domestic headcount) and 612 dual-enrolled international students (37% of OL international headcount). This year, there were only 490 dual-enrolled domestic students and 442 dual-enrolled international program takers.

Figure 8. Q1&Q2 Headcount of Dual-Enrolled Program Takers by Residency, % of OL Headcount



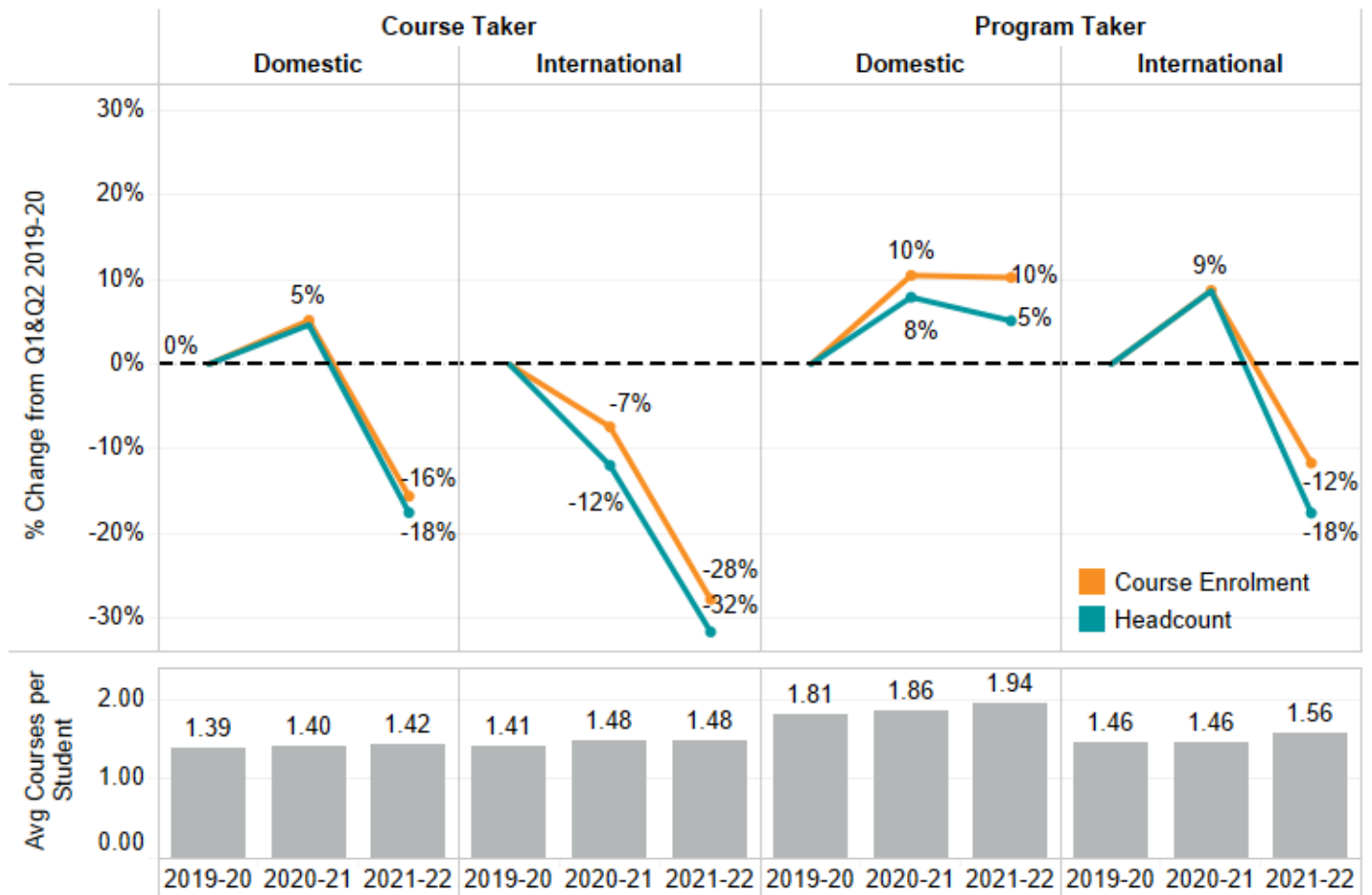
Note. Percentage displayed is dual-enrolled program takers as a proportion of the OL headcount total for domestic or international students.

² Students were classified as dual-enrolled if they were enrolled in at least one OL course and one on campus course in the same fiscal year period. Trend results were similar when a classification of students who were ever enrolled on campus was used.

Domestic Program Takers and Average Courses per Student Increased

Even though Q1&Q2 domestic student headcount decreased from 2019-20 to 2021-22 (-6%, or -606 students), the overall domestic course enrolment did not change substantially. This is because the number of domestic program takers increased, and program takers tend to take more courses, on average, than 'course takers' (students without a declared TRU program). The average number of courses taken by students also increased from 2019-20, especially for domestic program takers (from 1.81 to 1.94 courses) (Figure 9). In fact, domestic program takers were the only segment of the OL population that consistently grew in headcount and course enrolment from Q1&Q2 2019-20. The increase in domestic program takers, along with the increase in average courses per student, was enough to temper the domestic course taker decreases in course enrolment (resulting in a 0% change in domestic course enrolment from Q1&Q2 2019-20 to 2021-22).

Figure 9. Q1&Q2 Course Enrolment and Headcount (Residency, Program Takers), Compared to 2019-20 Fiscal Year



Note. A new program, Diploma Veterinary Technology, accounts for 264 new course enrolments and 39 new students in 2021-22. These enrolments have been excluded from the trend analysis.

As indicated in Figure 10, the first half of the 2021-22 fiscal year was the first time that program takers (those OL students in any declared TRU program) were more than half of the student headcount. This higher proportion was an eight percentage-point increase over the previous year, marking a significant change in this trend (the three previous years saw increases of one percentage-point each year).

Figure 10. Distribution of Course Enrolment and Headcount (Program and Course Taker), by Residency

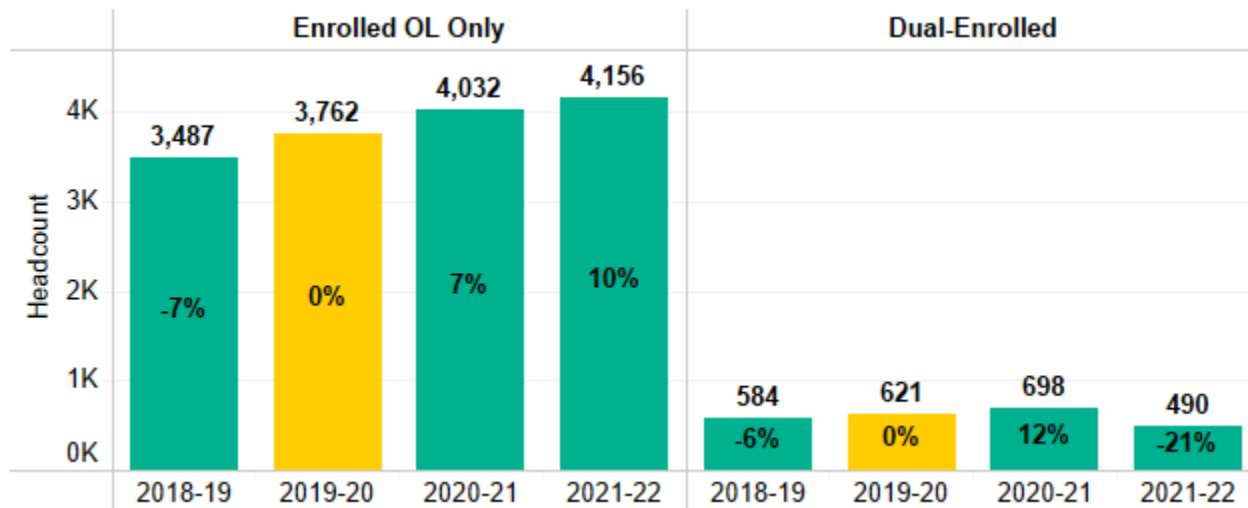
		Domestic				International			
		2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
% Course Enrolment	Course Taker	48%	46%	44%	39%	65%	60%	57%	55%
	Program Taker	52%	54%	56%	61%	35%	40%	43%	45%
% Headcount	Course Taker	57%	56%	55%	47%	64%	61%	57%	56%
	Program Taker	43%	44%	45%	53%	36%	39%	43%	44%

Note. 2021-22 reported as a partial fiscal year (Q1 and Q2 only).

Increase in Domestic Program Takers Enrolled in OL Only

As found in the previous section, the increase in domestic program takers was not due to students who were dual-enrolled. Instead, the increase came from domestic students who were enrolled only in OL courses during the Q1&Q2 fiscal year period. Domestic program takers who were enrolled in only OL courses grew by 10% compared to 2019-20 (387 students). Dual-enrolled domestic program takers, on the other hand, decreased by 21% during the same time period.

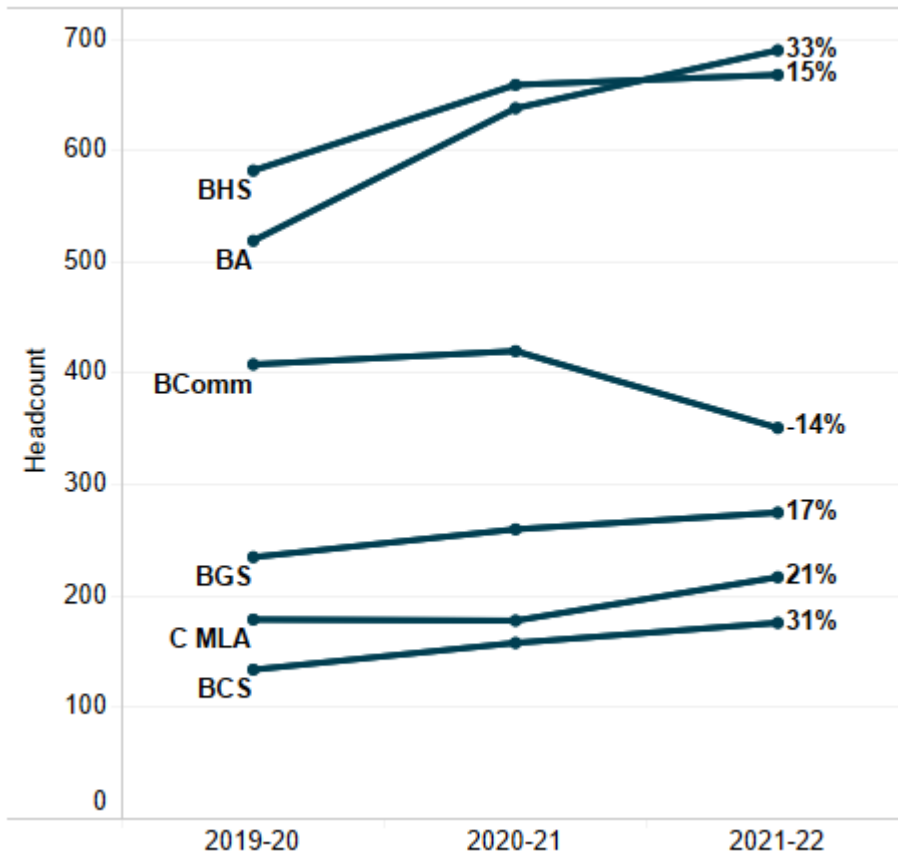
Figure 11. Q1&Q2 Headcount of Domestic Program Takers, Compared to 2019-20 Fiscal Year



Note. Changes in enrolment are compared to the 2019-20 fiscal year.

Programs with the greatest growth in the Q1&Q2 headcount of domestic program takers enrolled in OL courses only (compared to 2019-20) include the Bachelor of Health Science (growth of 86 students, or 15%), the Bachelor of Arts (growth of 171 students, or 33%), and the Bachelor of General Studies (growth of 40 students, or 17%) (Figure 12).

Figure 12. Q1&Q2 Headcount and Fiscal Year/Year Change of Domestic Program Takers (OL Only), Compared to 2019-20 Fiscal Year



BHS = Bachelor of Health Science
 BComm = Bachelor of Commerce
 C MLA = Certificate in Medical Laboratory Assistant
 BA = Bachelor of Arts
 BGS = Bachelor of General Studies
 BCS = Bachelor of Computing Science

Decrease in Specific Courses

Figure 13 shows the ten courses with the largest decreases in enrolments (Q1&Q2 2021-22 compared to 2019-20). In these ten courses, the decrease was nearly equal between domestic and international enrolments in terms of the number of enrolments; however, the international decrease represents a larger proportion (a -63% decrease as compared to a -36% decrease for domestic) (Figure 14).

Figure 13. Q1&Q2 Fiscal Year Course Enrolment Change Compared to 2019-20 Fiscal Year (Residency), by Course (Top 10)

Course	Course Title	Residency	2019-20	2021-22	Change from 2019-20	% Change from 2019-20
HRMN_2821	Human Resource Management	Domestic	194	54	-140	-72%
		International	65	15	-50	-77%
		Total	259	69	-190	-73%
ENGL_1001	Literature and Composition I	Domestic	446	386	-60	-13%
		International	191	78	-113	-59%
		Total	637	464	-173	-27%
MKTG_2431	Marketing	Domestic	155	70	-85	-55%
		International	67	14	-53	-79%
		Total	222	84	-138	-62%
MATH_1001	Pre-Calculus Mathematics	Domestic	109	73	-36	-33%
		International	112	26	-86	-77%
		Total	221	99	-122	-55%
MNGT_3711	Business Ethics and Society	Domestic	118	119	1	1%
		International	182	91	-91	-50%
		Total	300	210	-90	-30%
MATH_1241	Calculus II	Domestic	168	96	-72	-43%
		International	26	22	-4	-15%
		Total	194	118	-76	-39%
BBUS_3331	Production & Operations	Domestic	54	24	-30	-56%
		International	65	20	-45	-69%
		Total	119	44	-75	-63%
MNGT_1711	Introduction to Business	Domestic	90	52	-38	-42%
		International	38	5	-33	-87%
		Total	128	57	-71	-55%
GEOG_1191	Intro. to Human Geography I	Domestic	81	29	-52	-64%
		International	29	13	-16	-55%
		Total	110	42	-68	-62%
ORGB_2811	Organizational Behaviour	Domestic	140	85	-55	-39%
		International	22	12	-10	-45%
		Total	162	97	-65	-40%

Figure 14. Q1&Q2 Fiscal Year Course Enrolment Change Compared to 2019-20 Fiscal Year, by Residency (Top 10 Courses)

Residency	2019-20	2021-22	Change from 2019-20	% Change from 2019-20
Domestic	194	54	-140	-72%
International	65	15	-50	-77%

Instructional Method: Decrease in Self-Paced Course Headcount and Course Enrolment

Student headcount enrolment (Figure 15) in the first two quarters of 2021-22 decreased in each instructional method category compared to both 2019-20 and 2020-21, with the exception of PLAR (the number of students in PLAR increased from 172 in the first half of 2019-20 to 201 this year). Decreases in paced and self-paced (continuous) enrolment had the biggest impact overall as these are the largest categories of enrolment (by instructional method). There were 59 fewer students enrolled in paced courses in Q1&Q2 2021-22 compared to 2019-20, and 1,024 fewer students enrolled in self-paced courses.

Students may have been enrolled in more than one instructional method type. For example, almost 9 out of 10 students enrolled in Q1&Q2 2021-22 were enrolled in at least one self-paced course.

Figure 15. Q1&Q2 Headcount and Fiscal Year/Year Change, Change Compared to 2019-20 Fiscal Year, by Instructional Method

Instructional Method	Q1&Q2 2019-20	Q1&Q2 2020-21		Q1&Q2 2021-22		
	Headcount	Headcount	% Change 2019-20	Headcount	% Change 2019-20	% Change 2020-21
New Diploma in Vet. Tech (cohort)	1	1		39		
Other	285	136	-52%	199	-30%	46%
PLAR	172	185	8%	201	17%	9%
Paced	1,366	1,361	0%	1,307	-4%	-4%
Self-Paced	9,897	10,528	6%	8,873	-10%	-16%
Total Unique Headcount	11,079	11,591	5%	10,021	-10%	-14%

Note. A new program, Diploma Veterinary Technology, accounts for 39 new students in 2021-22.

"Other" instructional methods includes incarcerated, lab, practicum and self-study.

Students may be enrolled in more than one instructional method in each time period.

Similarly, most instructional methods show a decrease in course enrolments from Q1&Q2 2019-20 to 2021-22. Overall, Q1&Q2 course enrolment decreased by 522 enrolments. However, a total enrolment decrease of 831 was offset by the new Diploma Veterinary Technology program (263 new course enrolments) and an increase in PLAR (46 additional enrolments). Intuitively, most of the course enrolment decrease (-716 course enrolments) is due to the largest enrolment type: self-paced courses (Figure 16).

Figure 16. Q1&Q2 Course Enrolment and Fiscal Year/Year Change, Change Compared to 2019-20 Fiscal Year, by Instructional Method

	Q1&Q2 2019-20	Q1&Q2 2020-21		Q1&Q2 2021-22		
	Course Enrolment	Course Enrolment	% Difference 2019-20	Course Enrolment	% Difference 2019-20	% Difference 2020-21
New Diploma in Vet. Tech	1	2		264		
Other	352	140	-60%	232	-34%	66%
PLAR	300	308	3%	346	15%	12%
Paced	2,045	2,142	5%	2,050	0%	-4%
Self-Paced	14,631	15,907	9%	13,915	-5%	-13%
Total Course Enrolment	17,329	18,499	7%	16,807	-3%	-9%

Note. A new program, Diploma Veterinary Technology, accounts for 264 course enrolments in 2021-22.

"Other" instructional methods includes incarcerated, lab, practicum and self-study. "Crs Enrol"= Course Enrolment

Was the decrease driven by fewer course offerings (or fewer courses with enrolment)?

No; despite the overall decrease in course enrolments, there were more courses with enrolment in Q1&Q2 2021-22 compared to Q1&Q2 2019-20. There were 20 fewer self-paced courses with enrolment in 2021-22 when compared to 2019-20 (WTTP, CYMH, HLTH, HUMS, NURS subjects)³, which accounted for 88 course enrolments. There were 35 additional courses with enrolment in 2021-22 when compared to 2019-20, which accounted for 507 additional course enrolments (see Appendix A, Figure 21; it is unclear whether the course offerings changed or whether the courses simply did not have any enrolment in 2021-22). The overall decrease in enrolments, therefore, is driven by courses that were enrolled in both Q1&Q2 time periods (Figure 17).

Figure 17. Comparison of Courses with Enrolment, Q1&Q2 2019-20 and Q1&Q2 2021-22 (Self-Paced Courses)

Courses with Enrolment (Q1&Q2)	Course Count	Q1&Q2 Course Enrolment		Change
		2019-20	2020-21	
With Enrolment in Both Years	272	14,543	13,408	-1,135
With Enrolment in 2021-22 & Not in 2019-20	35		507	507
With Enrolment in 2019-20 & Not in 2021-22	20	88		-88
All Courses	327	14,631	13,915	-716

Which Faculties or Schools accounted for the most decrease in self-paced courses that had enrolment in 2019-20 and 2021-22?

When comparing only self-paced courses that had enrolment in both Q1&Q2 periods, a decrease of 1,135 course enrolments remains. Courses in the School of Business and Economics accounted for the largest decrease (-1,062) followed by the Faculty of Arts (-428). These decreases were partly offset by growth in other faculties and schools.

Figure 18. Comparison of Courses with Enrolment in Both Years, Q1&Q2 2019-20 and Q1&Q2 2021-22

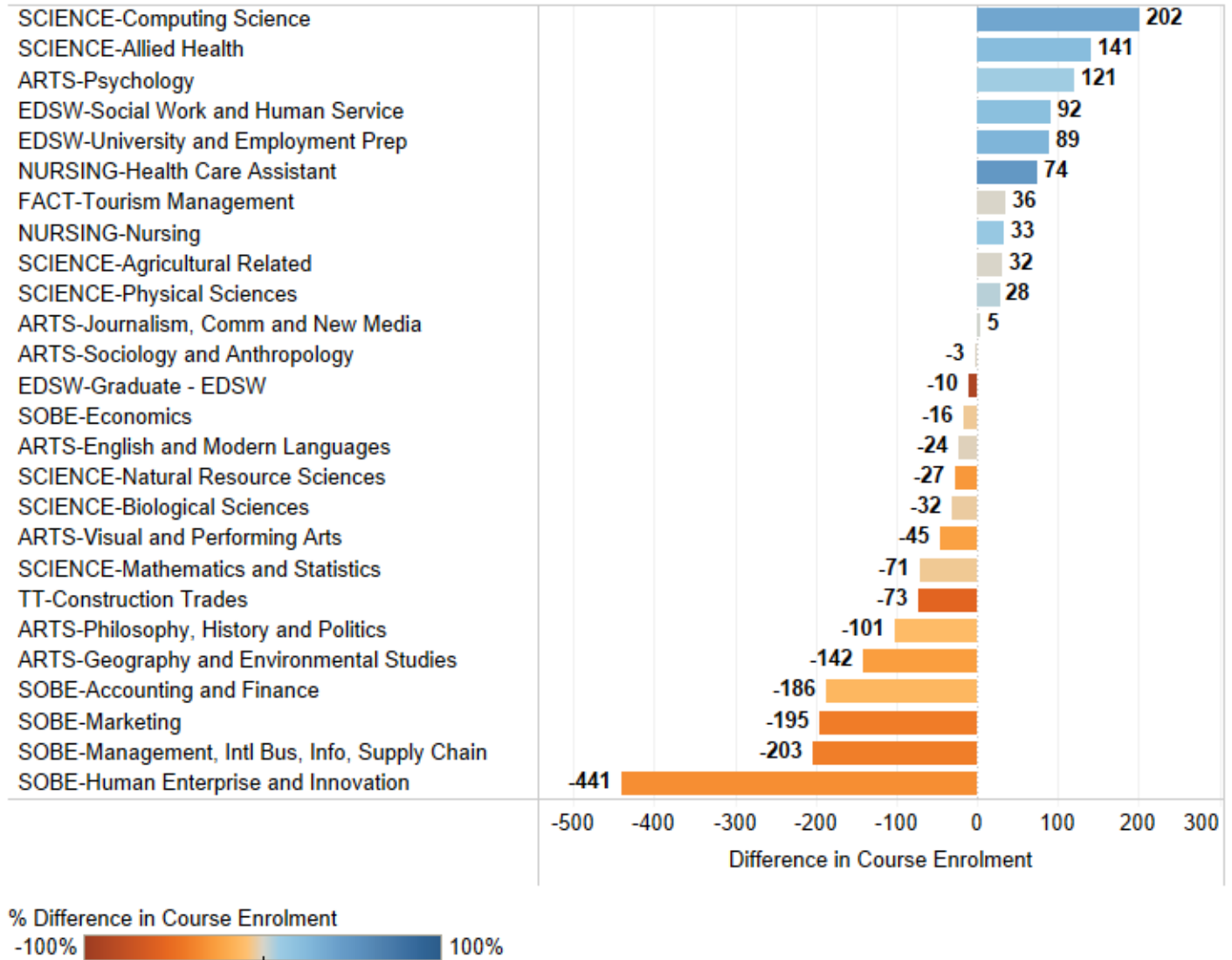
Course Division	Q1&Q2 Course Enrolment		Change	% Change
	2019-20	2021-22		
Faculty of Science	3,878	4,050	172	4%
Faculty of Education and Social Work	745	854	109	15%
School of Nursing	400	508	108	27%
School of Trades and Technology	83	49	-34	-41%
Faculty of Arts	5,581	5,153	-428	-8%
School of Business and Economics	3,856	2,794	-1,062	-28%
Total (Courses enrolled in both Q1&Q2 Years)	14,543	13,408	-1,135	-8%

³ “WTTP” = Water Treatment “CYMH” = Child and Youth Mental Health; “HLTH” = “Health”, “HUMS” = Human Service, “NURS” = Nursing

How did self-paced course enrolment change by course department?

Overall, departments in the School of Business and Economics had the largest decreases in Q1&Q2 self-paced course enrolment (2021-22 compared to 2019-20) (Figure 19). The largest decrease, by a large margin, was in the department of Human Enterprise and Innovation with 441 fewer course enrolments.

Figure 19. Q1&Q2 Fiscal Year Self-Paced Course Enrolment Change Compared to 2019-20 Fiscal Year, by Department

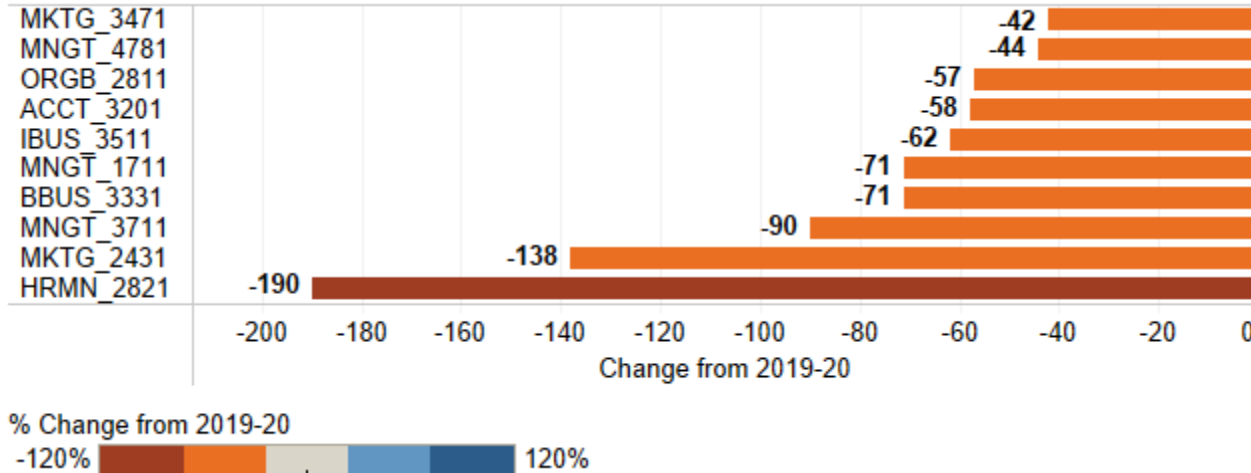


Note. Courses from the new Diploma Veterinary Technology program are excluded.

Which self-paced courses decreased in the School of Business and Economics?

The School of Business and Economics saw the greatest decrease in self-paced course enrolments (particularly in the Human Enterprise and Innovation department and the Management, International Business, Information and Supply Chain department). Courses with the greatest decreases were HRMN_2821 Human Resource Management (-190 enrolments), MKTG_2431 Marketing (-138 enrolments) and MNGT_3711 Business Ethics and Society (-90 enrolments) (Figure 20).

Figure 20. Q1&Q2 Fiscal Year Course Enrolment Change Compared to 2019-20 Fiscal Year, by Course



Appendix A – Supplemental Figures

Figure 21. Comparison of Courses with Enrolment (Course Detail), Q1&Q2 2019-20 and Q1&Q2 2021-22

Course Department	Course Subject	Enrolled in Q1&Q2 2019-20 & Not Enrolled in 2021-22		Enrolled in Q1&Q2 2021-22 & Not Enrolled in 2019-20	
		Course Count	Course Enrolment	Course Count	Course Enrolment
Agricultural Related	VTEC			2	32
Biological Sciences	BIOL			1	29
Computing Science	COMP			2	40
Construction Trades	WTTP	12	44	5	5
English and Modern Languages	ENGL			3	45
Graduate - EDSW	CYMH	3	11	1	1
Health Care Assistant	HLTH	1	4		
Journalism, Comm and New Media	JOUR			1	36
	CMNS			1	15
Management, Intl Bus, Info, Supply Chain	SCMN			1	21
Nursing	HLTH	1	1	1	4
	NURS	1	1	1	1
Philosophy, History and Politics	HIST			4	76
	PHIL			1	5
Social Work and Human Service	HUMS	2	27	4	57
	CYCA			1	42
Sociology and Anthropology	CRIM			1	62
Tourism Management	CONV			5	36
Total (Courses not enrolled in both Q1&Q2 Years)		20	88	35	507

Figure 22. Comparison of Courses with Enrolment in Both Years (Department Detail), Q1&Q2 2019-20 and Q1&Q2 2021-22

Course Division	Course Department	Q1&Q2 2019-20	Q1&Q2 2021-22	Change	% Change
		Course Enrolment	Course Enrolment		
Faculty of Science	Natural Resource Sciences	91	64	-27	-30%
	Physical Sciences	546	577	31	6%
	Computing Science	531	693	162	31%
	Biological Sciences	771	710	-61	-8%
	Allied Health	625	747	122	20%
	Mathematics and Statistics	1,267	1,209	-58	-5%
	Division Total	3,831	4,000	169	4%
Faculty of Education and Social Work	University and Employment Prep	204	287	83	41%
	Social Work and Human Service	412	441	29	7%
	Division Total	616	728	112	18%
School of Nursing	Health Care Assistant	147	225	78	53%
	Nursing	253	283	30	12%
	Total	400	508	108	27%
School of Trades and Technology	Construction Trades	83	49	-34	-41%
	Division Total	83	49	-34	-41%
Faculty of Arts	Visual and Performing Arts	171	125	-46	-27%
	Journalism, Comm and New Media	332	294	-38	-11%
	Geography and Environmental Studies	515	376	-139	-27%
	Sociology and Anthropology	570	507	-63	-11%
	Philosophy, History and Politics	835	653	-182	-22%
	Psychology	1,352	1,480	128	9%
	English and Modern Languages	1,631	1,599	-32	-2%
	Division Total	5,406	5,034	-372	-7%
School of Business and Economics	Management, Intl Bus, Info, Supply Chain	483	262	-221	-46%
	Marketing	457	262	-195	-43%
	Economics	315	299	-16	-5%
	Human Enterprise and Innovation	1,273	844	-429	-34%
	Accounting and Finance	1,309	1,123	-186	-14%
	Division Total	3,837	2,790	-1,047	-27%
Total (Courses enrolled in both Q1&Q2 Years)		14,173	13,109	-1,064	-8%

SUMMARY OF OPEN LEARNING COURSE DEVELOPMENT

April 1, 2021 to March 10, 2022

NEW COURSE DEVELOPMENT COMPLETED; TOTAL = 16

ARET	4101	Energy Modeling	Standard Web
ARET	4111	Green Building Rating Systems	Standard Web
CMNS	1151	Advertising as Communication	Standard Web
CUST	0015	Linear Algebra OER Adaptation	Custom
CUST	0016	STAT OER Adaptation	Custom
ENGL	3291	Contemporary Children's and Young Adult Fiction	Standard Web
FNCE	4111	Advanced Financial Management for Accountants	Standard Web
GERM	1111	Introductory German 1	Standard Web
ORGB	3771	Teamwork in Organizations	Standard Web
PSYC	1211	Introduction to Psychology 2	Print
VTEC	1143	Clinical Pathology 1 - Hematology & Chemistry	Online
VTEC	1201	Veterinary Parasitology	Online
VTEC	1231	Immunology and Animal Diseases	Online
VTEC	1693	Anatomy and Physiology 2	Online
VTEC	1713	Animal Nursing for Veterinary Technologists	Online
VTEC	1845	Veterinary Clinical Work & Correspondence 4	Practicum

MAJOR COURSE REVISION COMPLETED; TOTAL = 19

ACCT	3201	Intermediate Financial Accounting 1	Standard Web
ACCT	3211	Intermediate Financial Accounting 2	Standard Web
ANES	4021	Pharmacology and Principles of Clinical Anesthesia	Online
ANES	4031	Clinical Anesthesia & Special Considerations	Online
BIOL	2341	Introduction to Genetics	Standard Web
BIOL	3101	Animal Behaviour	Standard Web
BUSN	5041	Economics for Managers (formerly Global Economics)	Online
BUSN	6041	Leadership and Organizational Development	Online
BUSN	6071	Project Management and Consulting Methods	Online
CMNS	1811	Professional and Academic Composition	Standard Web
ECON	1901	Principles of Microeconomics	Standard Web
HIST	3991	Environmental History	Standard Web
MKTG	2431	Marketing	Standard Web
MNGT	1711	Introduction to Business	Standard Web
MNGT	4781	Strategic Management	Standard Web
ORGB	2811	Organizational Behaviour	Standard Web
PSYC	1111	Introduction to Psychology 1	Print
PSYC	1111	Introduction to Psychology 1	Standard Web
PSYC	1211	Introduction to Psychology 2	Standard Web

COURSE MAINTENANCE COMPLETED; TOTAL = 42			
ACCT	2281	Accounting Software Systems	Standard Web
ACCT	3221	Income Taxation 1	Standard Web
ACCT	3231	Income Taxation 2	Standard Web
ACCT	4201	Advanced Financial Accounting	Standard Web
ANES	4001	Anesthesia Workstations	Standard Web
ANES	4005	Anesthesia Adjunct Equipment	Standard Web
ANES	4071	Research Skills for Anesthesia Assistants	Standard Web
BIOL	1001	Understanding Biology	Standard Web
BIOL	1115	Biology Laboratory I	Lab
BIOL	2131	Cell and Molecular Biology	Standard Web
BLAW	2911	Commercial Law	Standard Web
CHEM	2125	Organic Chemistry Laboratory I	Lab
CHEM	2225	Organic Chemistry Laboratory II	Lab
CMNS	2171	Interpersonal Communication	Standard Web
COMP	2921	Software Architecture and Design	Standard Web
COMP	3271	Computer Networks	Standard Web
CONV	1041	Event Volunteer Management	Standard Web
CRIM	2261	Criminal Law	Standard Web
CUST	0019	OER - Introduction to Genetics	Custom
CUST	1111	PLAR Handbook	Custom
GEOL	1011	Introduction to Geoscience	Standard Web
HLTH	1021	Nutrition for Health and Changing Lifestyles	Standard Web
HUMN	3011	The History of Science	Standard Web
HUMS	1541	Interpersonal Communications and Helping Relationships	Standard Web
MATH	1071	Fundamentals of Mathematics for Business and Economics	Standard Web
MATH	1091	Business Mathematics	Standard Web
MATH	1701	Discrete Mathematics	Standard Web
MIST	2611	Management Information Systems	Standard Web
MKTG	4481	Integrated Marketing Communications	Standard Web
MNGT	1211	Management Principles and Practices	Standard Web
PSYC	2131	Introduction to Childhood and Adolescence	Standard Web
SOCW	2121	Social Welfare in Canada	Standard Web
VISA	1121	A Survey of Western Art II	Standard Web
VTEC	1001	Veterinary Technology Terminology	Standard Web
VTEC	1101	Veterinary Office Management	Online
VTEC	1593	Anatomy and Physiology 1	Online
VTEC	1723	Animal Behaviour for Veterinary Technologists	Online
VTEC	1815	Veterinary Clinical Work & Correspondence 1	Practicum
VTEC	1825	Veterinary Clinical Work & Correspondence 2	Practicum
VTEC	1825	Veterinary Clinical Work & Correspondence 2	Practicum
VTEC	1835	Veterinary Clinical Work & Correspondence 3	Online
WTPP	1801	Applied Electrical Systems	Standard Web

WORK IN PROGRESS - NEW COURSE DEVELOPMENT; TOTAL = 21			
BUSN	0001	MBA Orientation Course	Online
CMNS	2291	Technical Communication	Standard Web
CMNS	3201	Citizen and Consumer Identities in Networked Culture	Standard Web
COMP	3451	Human Computer Interaction Design	Standard Web
CUST	0007	Indigenous Case Studies	Custom
CUST	0010	OER Geology textbook (GEOL 2071/2391)	Custom
CUST	0013	Cell and Molecular Biology OER Adaptation	Custom
CUST	0014	Calculus OER Adaptation	Custom
ENGL	3651	Shakespeare and Contemporary Film	Standard Web
MNGT	4721	Negotiation and Conflict Resolution	Standard Web
NRSC	3201	Silviculture	Standard Web
NRSC	4021	Natural Resource Entomology	Standard Web
NRSC	4031	Natural Resource Pathology	Standard Web
ORGB	3751	Creativity and Innovation	Standard Web
VTEC	1211	Veterinary Pharmacology	Online
VTEC	1243	Clinical Pathology 2 - Urinalysis and Microbiology	Online
VTEC	2123	Veterinary Technology Anesthesia	Online
VTEC	2713	Veterinary Technology Surgical Assistant	Online
VTEC	2855	Veterinary Clinical Work & Correspondence 5	Practicum
VTEC	2865	Veterinary Clinical Work & Correspondence 6	Practicum
VTEC	2875	Veterinary Clinical Work & Correspondence 7	Practicum

WORK IN PROGRESS - MAJOR REVISION; TOTAL = 34			
BBUS	3331	Introduction to Production and Operations Management	Standard Web
BIOL	0601	Provincial Biology	Standard Web
BIOL	1113	Principles of Biology I	Standard Web
BIOL	1213	Principles of Biology II	Standard Web
BIOL	2131	Cell and Molecular Biology	Standard Web
BIOL	4001	Biostatistics	Standard Web
BUSN	6311	Innovation and Entrepreneurship	Online
CHEM	1503	Chemical Bonding and Organic Chemistry	Standard Web
CHEM	1523	Principles of Chemistry	Standard Web
COMP	3541	Web Site Design & Programming	Standard Web
CRIM	2261	Criminal Law	Standard Web
ECON	1951	Principles of Macroeconomics	Standard Web
ENGL	4351	Modern American Fiction	Print
ENGL	4351	Modern American Fiction	Standard Web
GEOG	3991	Global Climate Change and Regional Impacts	Standard Web
HIST	1161	Modern European History 1: 1450 - 1800	Standard Web
HLTH	3611	Professional Growth	Online
HLTH	3621	Relational Practice	Online
HLTH	3631	Clinical Decision Making	Online
HRMN	2821	Human Resources Management	Standard Web
HUMS	2231	Introduction to Mental Health and Substance Use	Standard Web
MNGT	3711	Business Ethics and Society	Standard Web
NURS	3641	Principles and Skillfulness: Theory	Standard Web
NURS	3643	Principles and Skillfulness: Lab	Standard Web
NURS	3651	Return to Registered Nurse Practice	Standard Web
OCHS	3511	Occupational Health & Safety Legislation and Standards	Standard Web
ORGB	4871	Organizational Development and Change	Standard Web
PSYC	2161	Abnormal Psychology	Standard Web
PSYC	3991	Psychology of Human Resilience	Standard Web
SOCI	3991	Sociology of Diversity : Issues for Canadians	Standard Web
SPAN	1001	Introduction to Spanish I	Standard Web
SPAN	1011	Introduction to Spanish II	Standard Web
WTTP	1741	Environmental Legislation Safety and Communications	Standard Web
WTTP	1891	Water Treatment Lab	Practicum

WORK IN PROGRESS - COURSE MAINTENANCE; TOTAL = 31			
ACCT	2251	Management Accounting	Standard Web
ACCT	3221	Income Taxation 1	Standard Web
ACCT	4231	Assurance	Standard Web
BIOL	1115	Biology Laboratory I	Lab
BIOL	1595	Anatomy and Physiology Lab I	Lab
BIOL	1695	Anatomy and Physiology Lab II	Lab
BIOL	3201	Immunology	Standard Web
CHEM	2125	Organic Chemistry Laboratory I	Lab
CHEM	2225	Organic Chemistry Laboratory II	Lab
CMNS	3551	Media and Public Relations	Standard Web
COMP	2211	Programming Methods	Standard Web
COMP	2681	Web Site Design and Development	Standard Web
COMP	3051	Algorithm Design & Analysis	Standard Web
CONV	1011	Introduction to Tourism	Standard Web
CUST	0021	Ortner: Research Methods and Statistics	Custom
CUST	0023	Introduction to Sociology 3rd edition	Custom
ECON	3041	Managerial Economics	Standard Web
FNCE	2121	Financial Management	Standard Web
FRST	3073	Forest Harvesting	Standard Web
GEOG	1191	Introduction to Human Geography 1: People and the Env	Standard Web
GEOG	2221	Regional Geography of Canada	Standard Web
GEOG	2231	Geography of British Columbia	Standard Web
GEOL	2391	Environmental Geology	Standard Web
HLTH	1121	Foundational Human Anatomy	Standard Web
HLTH	2931	Psychiatric and Mental Health Nursing	Standard Web
MATH	2111	Calculus III - Multivariable Calculus	Standard Web
VTEC	1201	Veterinary Parasitology	Online
VTEC	2885	Veterinary Clinical Work & Correspondence 8	Practicum
VTEC	2895	Veterinary Clinical Work & Correspondence 9	Practicum
WTPP	1731	Mechanical Systems I	Standard Web
WTPP	1831	Mechanical Systems 2 and Energy Management	Standard Web



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
NOVEMBER 2021 REPORT TO PCOL**

The following item was approved by the APPC on November 18, 2021, and comes forward to PCOL information purposes:

NWCCU Mid-Cycle Self-Evaluation Report, S. Wagner, A. Hoare

The Chair, Accreditation Steering Committee and the Quality Assurance and Accreditation Liaison Officer bring forward for approval the NWCCU Mid-Cycle Self-Evaluation Report. TRU achieved accreditation status with the NWCCU in September 2018 at the associate, baccalaureate, and master's degree levels. Accreditation must be reaffirmed following a seven-year period of self-evaluation and peer evaluation. The mid-cycle report presented today is a formative assessment focused on mission fulfilment, student achievement, and program assessment. Part of the evaluation process includes an on-site external peer review scheduled for May 2-3, 2022, which is expected to be virtual.

On motion duly made and adopted it was resolved that APPC approves and recommends to Senate to approve and recommend to the Board of Governors the NWCCU Mid-Cycle Self-Evaluation report as presented.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Shannon Smyrl".

Shannon Smyrl
Vice-Chair, Academic Planning & Priorities Committee

MEMORANDUM

TO Academic Planning and Priorities Committee
FROM Shannon Wagner, Associate Vice President Academic
Alana Hoare, Quality Assurance and Accreditation Liaison Officer
RE NWCCU Mid-Cycle Self-Evaluation Report
DATE October 27, 2021

EXECUTIVE SUMMARY

As of September 1, 2018, Thompson Rivers University (TRU) is accredited at the associate, baccalaureate, and master's degree levels and is compliant with the Standards, Policies, and Eligibility Requirements of the Northwest Commission on Colleges and Universities (NWCCU). Accreditation of an institution of higher education by the NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process.

Accreditation must be reaffirmed periodically following a seven-year cycle of self evaluation and peer evaluation. Under the seven-year accreditation cycle, TRU is required to submit a Mid-Cycle Evaluation Report with Addenda regarding Recommendations 1, 3, and 4 in 2022. The Mid-Cycle Evaluation is a formative assessment focused on mission fulfilment, student achievement, and programmatic assessment. The evaluation includes an on-site external peer review on May 2 and 3, 2022.

ACTION REQUIRED

At its meeting on October 27, 2021, the Accreditation Steering Committee voted to approve the following motion:

On motion duly made and adopted, the Accreditation Steering Committee approves and recommends to APPC, Senate, and the Board of Governors, the approval of TRU's Mid-Cycle Evaluation Report.

Please find attached TRU's Mid-Cycle Evaluation Report for APPC approval and recommendation to Senate and the Board of Governors.

Sincerely,

Shannon Wagner
Associate Vice President Academic
Chair, Accreditation Steering Committee

Alana Hoare
Quality Assurance and Accreditation Liaison Officer



MID-CYCLE EVALUATION



Prepared for Northwest Commission on Colleges and Universities

Submitted February 15, 2022



MID-CYCLE EVALUATION

Prepared for the Northwest Commission on Colleges and Universities

Accreditation Steering Committee

Donna Murnaghan, (interim) Provost and Vice President Academic and Research
Matt Milovick, Vice President Administration and Finance
John Sparks, General Counsel and Corporate Secretary
Shannon Wagner, Associate Vice President, Academic
Will Garrett Petts, Associate Vice President, Research and Graduate Studies
Mike Bluhm, Associate Vice President Strategic Enrolment and University Registrar
Don Poirier, Associate Vice President, Open Learning
Mike Henry, Dean, School of Business and Economics
Daleen Millard, Dean, Faculty of Law
Baihua Chadwick, Executive Associate Vice President International and Chief Executive Officer Global Operations
Darshan Lindsay, Associate Vice President, Marketing and Communication
Dorys Crespín Mueller, Associate Vice President, Integrated Planning and Effectiveness
Larry Phillips, Associate Vice President, People and Culture
Tania Gottschalk, (interim) University Librarian
Bryan Daly, Associate Dean, Williams Lake Campus
Tina Matthew, Executive Director, Indigenous Education
Catharine Dishke Hondzel, Director, Centre for Excellence in Learning and Teaching
Troy Fuller, Director, Research and Graduate Studies
Alana Hoare, Quality Assurance and Accreditation Liaison Officer
Kyra Garson, Chair, Intercultural Understanding Subcommittee
Sara Wolfe, Chair, Senate Student Success Committee
Christine Miller, Chair, Environmental Sustainability Advisory Committee
Mohamed Tawhid, Chair, Senate Research Committee
Terry Kading, Faculty member, Faculty of Arts
Richard Brewster, Faculty member, Faculty of Science
Melba D'Souza, Faculty member, School of Nursing
Evangelia Dumouchel, Faculty member, Faculty of Adventure, Culinary Arts, and Tourism
Thomas Haag, Faculty member, School of Trades and Technology
Cindy James, Faculty member, Faculty of Student Development
Nancy Carson, Faculty member, School of Business and Economics
Jacqueline Tigga, Graduate Student
Diksha Aggarwal, Undergraduate Student
Prabhleen Kaur, International Student



Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, T̓silhqot'in, Dakelh, and Syilx peoples. TRU honours its First House, Tk'emlúps te Secwépemc, and respects its Second House, T'exelc, and commits to honouring truth, reconciliation, and rights of Indigenous peoples. This commitment is strengthened through a partnership agreement between Thompson Rivers University and Tk'emlúps te Secwépemc.

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Part 1: Mission Fulfilment

This institution provides an executive summary of no more than three pages, which describes the institution's framework for its ongoing accreditation efforts. This might include: evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfilment of its mission.

Part 1: Mission Fulfilment

Thompson Rivers University (TRU) has a complex history as it has transformed from a community college to a university college and, in 2005, to a university. Throughout this evolution, TRU has remained consistent with the values that motivated the formation of the original Cariboo College. For over 50 years, TRU has taken pride in providing an excellent education to students from a wide variety of backgrounds and perspectives at various stages of their learning journey. Over 28,000 students study on TRU's campuses in Tk'emlúps te Secwépemc (Kamloops) and T'exelc (Williams Lake), or through distance and online courses and programs through Open Learning (OL). OL provides open, accessible, and flexible learning, and recognition of all types of learning. Built on the fundamental pillars of access to education and recognition of university-level learning through an established credit bank and prior learning assessment and recognition, OL's open mandate means all types of learners have an opportunity to successfully complete their education and grow their careers in the most efficient and effective manner possible.

From traditional academics to trades, from certificates to graduate degrees, TRU offers over 200 programs—roughly three quarters are offered on campus and the remaining one-quarter through OL. TRU's students apply what they learn in cooperative education, study abroad, undergraduate research, field schools, practicums, service learning, and other experiential learning opportunities, with guidance and mentorship from accessible faculty members. Curiosity, lifelong learning, and innovation thrive in TRU's open and flexible learning environment, and so do our students.

The university serves the open learning needs of British Columbia (BC). As a result, TRU has a diverse student demographic: over 10% of students are Indigenous from a variety of nations, 35% join TRU from more than 100 countries around the globe, and 32% are mature learners (over 25 years of age). TRU's students' and communities' needs are as diverse as the comprehensive programming we offer.

As a publicly funded institution, TRU is accountable to the BC Ministry of Advanced Education, Skills and Training (AEST) under the *Thompson Rivers University Act*¹. AEST communicates expectations and priorities for the university. These priorities are outlined in TRU's 2021/22 Mandate Letter². TRU is required to report annually to AEST as part of the BC Accountability Framework, which includes institutional and system-wide performance indicators. TRU's *2020/21 Institutional Accountability Plan and Report*³ is publicly available on the provincial government's website and details our performance in relation to the prescribed indicators.

10-Year Vision

On March 27, 2020, TRU adopted a new vision statement incorporating TRU's mission, vision, values, and four strategic change goals that reflect what TRU hopes to achieve over a ten-year

¹ Government of British Columbia. (2005). *Thompson Rivers University Act*. Queen's Printer. https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/05017_01

² Government of British Columbia. (2021, June 1). *Thompson Rivers University: 2021/2022 Mandate Letter*. <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/mandate-letters?keyword=postsecondary&keyword=mandate&keyword=letters>

³ Government of British Columbia. (2020, July 1). *Thompson Rivers University: Institutional Accountability Plan and Report*. <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

period. The vision was approved by TRU’s Board of Governors following endorsement from Senate and Planning Council for Open Learning as part of an extensive, year-long consultation.

To strengthen and honour relationships with Indigenous communities served by TRU, the vision statement was translated into Secwépemctsin—the language of the Secwépemc people upon whose unceded territory the University is located—by a group of Secwépemc Elders (**Figure 1**).

Figure 1 *Vision, Mission, Values, and Strategic Change Goals*

<p>Vision</p> <p>Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw’seltknéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world.</p>	<p>Me7 tékstém re sptínesem-kt kwemtús ell, me7 s7élkstmentem</p> <p>Me7 yecwmíntem xwexwéyt re stem ntmicw-kt ell nsxwexwiwúlecwems re tmicw tek mímíntem re university ell nerí7 me7 yi7úcw-et tek me7 w7ec-kt ell - Nekúsem-kt - me7 xexewílcs xwexwéyt re qelmúcw ne sxwexweyúlecwems re tmicw.</p>
<p>Mission</p> <p>TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.</p>	<p>Me7 xílitem tek me7 kúpentem</p> <p>Tcw7it te tucwíticwell te qelmúcw w7ec ne TRU, me7 w7ec wel me7 xpqenwéhs stémi k qwenmíns e sxpqnwéhs es xexewílcs ne sxpqnwéllehs, thé7en e xílmes éytsell m-wí7es ell e s7éyctem te s7elkst.s.</p>
<p>Values</p> <ul style="list-style-type: none"> • Inclusion and diversity • Community-mindedness • Curiosity • Sustainability 	<p>Me7 Xílitem</p> <ul style="list-style-type: none"> • Me7 xyemstwécw-kt. • Ta7 me7 ícwells k swetí7. • Knucwentwécw-kt e sle7s e stsyem-kt. • Qwenmíntem es tselxemstém xwexwéyt re stem. • Tknémentem te yucwmíntem re stem ntmicw, tsukw e stens wel me7 yews. • Xyemstém-kucw re qelmúcw ell re kwséltkstens-kucw. Me7 xyemstwécw-kt
<p>10-year strategic change goals</p> <ul style="list-style-type: none"> • Eliminate achievement gaps • Honour truth, reconciliation and rights • Lead in community research and scholarship • Design lifelong learning 	<p>Nek upeklltyéncwem me7 ckítsentem yi7éne te s7elkt.</p> <ul style="list-style-type: none"> • Knúcwentem xwexwéyt es xpqenwéllehs • Nucwentéls te m-kelélnemctls le tsúcwélém te swestélt. • Kukwpi7stém k stselxmém ell melúkwctem te sqlew. • Me7 tsqey’ k tsúntem es ctswentém, me7 sten wel me7 yews.

The focal point of the statement is the Secwépemc word Kw’seltknéws, which means we are all related and interconnected with nature, each other, and all things. Interconnection was an integral part of the consultation that led to the development of the vision statement and is at the heart of TRU’s path forward.

Integrated Strategic Plan

During Winter 2021, TRU initiated an integrated strategic planning process, building on the spirit of interconnectedness—Kw’seltknéws—as articulated in our vision statement (**Figure 1**), with the intent to develop an Integrated Strategic Plan (ISP) by Summer 2022. Led by the Provost

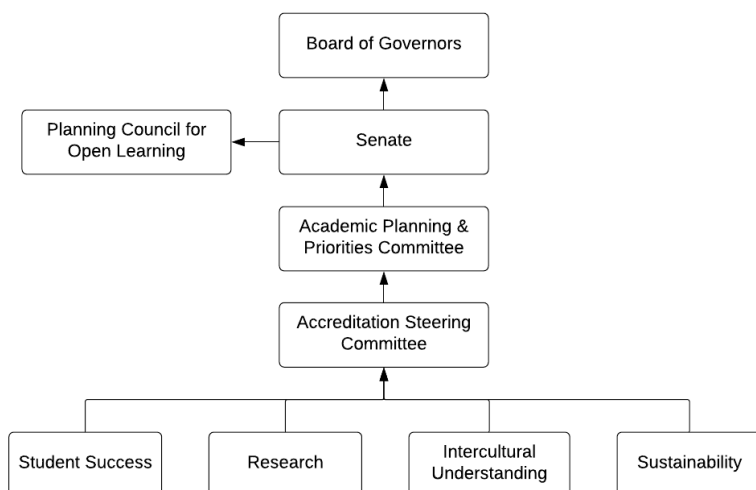
and Vice President Academic and Research, the ISP process involves a project team, steering committee, and working groups to bring all of TRU's routine planning processes together in a coherent, coordinated, and formalized manner to align program, departmental, and institutional efforts in support of achieving TRU's vision. The process will be guided by research-informed practices, advised by the Society for College and University Planning, and will require the participation of TRU's stakeholders for TRU's vision statement to truly take root.

Mission Fulfilment Planning and Evaluation

To assure that TRU is fulfilling its mission, the University established a *mission fulfilment planning and evaluation process* for monitoring its performance, which is embedded within institutional governance (**Figure 2**). TRU's framework for mission fulfilment planning and evaluation, which guides performance measurement of institutional effectiveness and student success, was first established in 2018 following a recommendation from the NWCCU to create a more robust integrated planning process with measurable outcomes that represent an acceptable threshold of mission fulfilment.

From the beginning, TRU sought to design a mission fulfilment planning and evaluation process that is iterative, participatory, self-reflective, and evidence-based. Due to TRU's robust committee culture, the University chose to embed mission fulfilment planning within four standing committees of Senate to facilitate a culture of broad-based participative governance. The committees are responsible for reporting on institutional effectiveness in relation to four core themes: intercultural understanding, research, student success, and sustainability (**Figure 2**). Membership across the committees comprises approximately seventy students, faculty, staff, alumni, and community members.

Figure 2 *Mission Fulfilment Governance*



Due to the diversity of committee mandates and membership, senior leadership recognized the need to provide the committees with expertise in quality assurance processes. As a result, the committee terms of reference were revised to include TRU's Accreditation Liaison Officer as an ex-officio non-voting member for the purposes of facilitating annual reporting requirements.

TRU's mission fulfilment framework is based on setting objectives, outcomes, indicators, and targets (annual and five-year) to guide TRU towards mission fulfilment. Each indicator has three mission fulfilment threshold ranges (**Table 1**).

Table 1 *Mission Fulfilment Threshold Ranges*

Achieved	The indicator has improved.
Minimally Achieved	The indicator is holding at or close to the current level.
Not Achieved	The indicator has regressed.

TRU determined that mission fulfilment is achieved when 70% of the indicators related to the outcomes for each core theme are *achieved* or *minimally achieved*. A review of TRU’s core theme objectives, outcomes, and indicators occurs annually by each of the respective standing committees of Senate. The annual review involves collecting, assessing, analyzing, and reporting on the performance of the indicators. Each committee creates a workbook providing evidence of institutional effectiveness and detailing progress towards mission fulfilment in relation to its respective core theme. During the 2020/21 reporting cycle, a 69% threshold of mission fulfilment was achieved, as detailed in the *2020/21 Institutional Mission Fulfilment Report*, which is available on TRU’s Mission Fulfilment website⁴ under Archived Reports. The report is presented to the Accreditation Steering Committee, Academic Planning and Priorities Committee, Senate, Planning Council for Open Learning, and Board of Governors (**Figure 1**) for approval annually in the Fall and posted publicly to TRU’s Mission Fulfilment⁵ website.

⁴ About Us. *Mission fulfilment*. <https://www.tru.ca/about/tru-mission-statement/themes.html>

⁵ About Us. *Mission fulfilment*. <https://www.tru.ca/about/tru-mission-statement/themes.html>



Part 2: Student Achievement

The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overviews, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and postgraduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities.

Part 2: Student Achievement

TRU faces a unique challenge compared to its American colleagues in responding to the NWCCU's call for benchmarking. Publicly available, disaggregated data is severely limited in Canada. Disaggregated indicators of student achievement (e.g., retention, persistence, and employment rates by race, gender, socioeconomic status, or first generation) are not required by the BC Ministry of Advanced Education, Skills and Training nor do institutions consistently collect, track, and publicly report out on such data. However, a recent report published by BC's Office of the Human Rights Commissioner titled *Disaggregated Demographic Data Collection in British Columbia: The Grandmother Perspective*⁶ proposed recommendations to inform the development of a policy initiative for the collection of race-based, Indigenous, and other disaggregated data to address systemic racism underpinned by "the grandmother perspective" defined by Gwen Phillips of the Ktunaxa Nation, who is a BC First Nations data governance initiative champion.

The grandmother perspective approach centres the importance of relationships and recognizes that, without care, disaggregated data can do harm and perpetuate inequities. The report recommended the development of data standards and an anti-discrimination data act in alignment with the BC *Human Rights Code*⁷. In response to this developing initiative, TRU's data strategy will evolve to ensure alignment with emerging research-informed practices in BC. This will support TRU's response to the NWCCU standards for benchmarking student achievement indicators.

Student Achievement Indicators

TRU aims to eliminate achievement gaps and support students of all backgrounds to access and succeed in higher education. In 2019, TRU began disaggregating student achievement indicators by Indigenous, non-Indigenous domestic, BC rural, and international students, with the intent to use the data to inform planning that promotes equity and closure of achievement gaps. The collection, analysis, and reporting of disaggregated student achievement indicators is intended to support a process for reducing systemic racism and barriers to academic excellence and success.

TRU recognizes the potential for disaggregated data to reinforce stigmatization of communities and acknowledges the harmful impacts of historical and current colonial research practices on marginalized communities. TRU also recognizes that an overreliance on quantitative data can further promote a colonial approach by prioritizing numbers over narratives and other rich sources of data. Therefore, TRU has prioritized the collection of qualitative indicators for measuring student success in relation to the core themes Intercultural Understanding and Research (**Table 2**).

Table 2 *Qualitative Measures of Institutional Effectiveness and Student Success*

Core Theme	Qualitative Measure
Intercultural Understanding	Initiatives and events offered within and between areas of the university that demonstrate depth, scope, or reach of intercultural understanding. Narratives of engagement in and impact of intercultural learning.

⁶ British Columbia's Office of the Human Rights Commission. (2020, September). *Disaggregated demographic data collection in British Columbia: The grandmother perspective*. [BCOHRC_Sept2020_Disaggregated-Data-Report_FINAL.pdf \(bchumanrights.ca\)](https://www.bchumanrights.ca/Report_FINAL.pdf)

⁷ Human Rights Code. (1996) <https://canlii.ca/t/54r27>

Core Theme	Qualitative Measure
Research	Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> • Promoting technological and social innovation and social enterprise • Germinating ideas and applied research opportunities • Developing research relationships/partnerships with community partners • Sharing research infrastructure and engagement spaces • Enabling knowledge exchange • Celebrating shared successes

An analysis of the qualitative indicators is detailed further in the *2020/21 Institutional Mission Fulfilment Report* and appended core theme workbooks, which are available on TRU's Mission Fulfilment website⁸ under Archived Reports.

TRU's process for collecting, analyzing, and reporting disaggregated student achievement indicators is grounded within inclusive, participatory governance. TRU's mission fulfilment planning and evaluation process incorporates mechanisms for continually revisiting the value of the data collected in relation to the stated goals for the core theme Student Success: *eliminate achievement gaps* and *design lifelong learning*. The process follows a strengths-based approach focused on the structural changes required to address community needs as defined by members of the TRU community.

The Senate Student Success Committee is responsible for reporting annually on student success indicators, as per the committee terms of reference⁹, and advises Senate on matters related to student support, service, and measures to foster and ensure the linkage between student support activities, and the academic, budgetary, and strategic change goals of the University. The committee has the largest student representation (eight members) of all Senate committees, and includes representation from Tk'emlúps te Secwépemc, Indigenous Education, Library, Research, faculty, staff, and alumni.

The student achievement indicators articulated for Student Success include retention, persistence, course completion, graduation, employment, and student satisfaction with education ratings disaggregated by Indigenous, BC rural, non-Indigenous domestic, and international students. **Table 3** displays the Student Success mission fulfilment framework, including the results from the 2020/21 reporting cycle. An in-depth analysis of the results is also available in the Student Success Core Theme Workbook, which is available on the Student Success website¹⁰. The indicators are widely published, including annual reporting to the Accreditation Steering Committee, Academic Planning and Priorities Committee, Senate, Planning Council for Open Learning, and Board of Governors.

⁸ About Us. *Mission fulfilment*. <https://www.tru.ca/about/tru-mission-statement/themes.html>

⁹ Senate Student Success Committee. *Terms of reference*. <https://www.tru.ca/senate/committees/studentsuccess/terms.html>

¹⁰ About us. *Student success*. <https://www.tru.ca/about/tru-mission-statement/themes/student-success.html>

Table 3 Student Achievement Indicators

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	1.1. Retention Rate disaggregated by:					
	Indigenous Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 59% Fall 2016: 46% Fall 2017: 59% Fall 2018: 44% Fall 2019: 44%
	BC Rural Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 53% Fall 2016: 49% Fall 2017: 55% Fall 2018: 53% Fall 2019: 55%
	Domestic non-Indigenous	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 56% Fall 2016: 56% Fall 2017: 60% Fall 2018: 56% Fall 2019: 60%
	International learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 62% Fall 2016: 69% Fall 2017: 68% Fall 2018: 71% Fall 2019: 74%
	1.2. Persistence Rate disaggregated by:					
	Indigenous Learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 46% Fall 2016 Cohort (Fall '17 to Fall '18): 77% Fall 2017 Cohort (Fall '18 to Fall '19): 61% Fall 2018 Cohort (Fall '19 to Fall '20): 63%
	Rural Learners (BC)	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 66% Fall 2016 Cohort (Fall '17 to Fall '18): 76% Fall 2017 Cohort (Fall '18 to Fall '19): 67% Fall 2018 Cohort (Fall '19 to Fall '20): 59%
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 72% Fall 2016 Cohort (Fall '17 to Fall '18): 73% Fall 2017 Cohort (Fall '18 to Fall '19): 68% Fall 2018 Cohort (Fall '19 to Fall '20): 71%
	International learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 77% Fall 2016 Cohort (Fall '17 to Fall '18): 83% Fall 2017 Cohort (Fall '18 to Fall '19): 78% Fall 2018 Cohort (Fall '19 to Fall '20): 81%
	1.3 Course Completion Rate [1000, 2000, 3000, and 4000 level only]					
	Indigenous Learners	>3%	1-2%	0 or decrease	90%	AY 2016-17: 82% AY 2017-18: 82% AY 2018-19: 79% AY 2019-20: 80%
	Rural Learners (BC)	>3%	1-2%	0 or decrease	90%	Currently not available
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	90%	AY 2016-17: 84% AY 2017-18: 84% AY 2018-19: 83% AY 2019-20: 83%

	International learners	>3%	1-2%	0 or decrease	90%	AY 2016-17: 81%	
						AY 2017-18: 81%	
						AY 2018-19: 82%	
						AY 2019-20: 85%	
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	2.1 Graduation Rate disaggregated by: (any credential within 6 years)						
	Indigenous Learners	>3%	1-2%	0 or decrease	50%	Fall 2009: 28%	
						Fall 2010: 30%	
						Fall 2011: 27%	
						Fall 2012: 30%	
						Fall 2013: 30%	
	Rural Learners	>3%	1-2%	0 or decrease	50%	Currently not available	
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	50%	Fall 2009: 33%	
						Fall 2010: 34%	
						Fall 2011: 36%	
					Fall 2012: 33%		
					Fall 2013: 32%		
	International learners	>3%	1-2%	0 or decrease	50%	Fall 2009: 48%	
						Fall 2010: 45%	
						Fall 2011: 48%	
						Fall 2012: 46%	
						Fall 2013: 48%	
3. 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."	3.1 Graduate Employment Outcomes (In Labour Force) disaggregated by:						
	Indigenous Learners	>1%	0-1%	0 or decrease	95%	2016: 87%	
						2017: 93%	
						2018: 87%	
						2019: 88%	
						2020: 91%	
	Rural Learners	>1%	0-1%	0 or decrease	95%	Currently not available	
	Domestic non-Indigenous	>1%	0-1%	0 or decrease	95%	2016: 84%	
						2017: 88%	
						2018: 85%	
						2019: 88%	
						2020: 86%	
		International learners	>1%	0-1%	0 or decrease	95%	2016: 94%
						2017: 96%	
						2018: 90%	
					2019: 84%		
					2020: 91%		
3.2 Student Satisfaction with Education							
3.2 Student Satisfaction with Education (Bachelor degree students)	>1%	0-1%	0 or decrease	95%	2015: 91.8%		
					2016: 94%		
					2017: 95.9%		
					2018: 95.2%		
					2019: 94.9%		
3.2 Lifelong Learning Institutional Learning Outcome (ILO) Course Completion							
Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	>3%	1-2%	0 or decrease	90%	2016-17: 86.2%		
					2017-18: 90.5%		
					2018-19: 87.6%		
					2019-20: 93.5%		
					2020-21: 89.7%		

Note, data dashboards for student success are available on the TRU website: <https://www.tru.ca/about/tru-mission-statement/themes/student-success.html>

As TRU develops a process for assessing student achievement of its eight institutional learning outcomes (ILO), processes for tracking student achievement of the ILOs will be embedded into TRU's mission fulfilment planning process. For a detailed discussion regarding steps TRU is taking to assess student achievement of ILOs, see *Part 5: Addenda: Response to Recommendations*.

The student achievement indicators are posted publicly on the Student Success¹¹ website with interactive data dashboards that show progress towards annual and five-year institutional targets. The student success indicators align with TRU's Strategic Enrolment Management Plan, which is detailed below. As TRU implements a phased approach for benchmarking with regional and national comparator institutions, the dashboards will be modified to include results from TRU's peer comparator group.

In addition, TRU has prioritized the development of a diversity data strategy. In February 2021, the Diversity Data Strategy Steering Committee was formed to discuss the need to standardize the collection and use of data for students and employees across various functions at TRU. Committee representation includes the Registrar's Office, Student Development, Equity and Inclusion Office, Institutional Planning and Effectiveness, and People and Culture. Throughout the course of five strategy meetings, the Steering Committee contemplated key questions to support operationalizing diversity data for both students and employees. The process included a rigorous decision-making approach to surface trade-offs and prioritization of path-dependent discussions and explored data needs across several categories, including Indigenous peoples, people of colour, people with disabilities, people of diverse genders and sexual orientations, and newcomers to Canada.

A key aspect of the structured decision-making process is to develop guiding principles for the collection and use of diversity data. Five key principles have been drafted and are detailed below:

- Meaning: Collect data that speaks to peoples' experiences
- Rationale: Collection connected to use
- Privacy: Protect diversity data
- Trust: Build trust over time
- Transparency: Show our work

The Steering Committee continues to meet until a holistic strategy is created, at which point further input and feedback will be solicited.

BC's Office of the Human Rights Commission advises that "disaggregated data is merely a tool (to be utilized in the context and aim) and it must be accompanied by a process that supports the purpose of reducing systemic racism and oppression and achieving equity". Following recommendations outlined in the Provost's *Anti-Racism Taskforce Report*¹² and the draft *Strategy for Diversity Data at Thompson Rivers University*, the mission fulfilment planning and evaluation process will be modified to ensure equity, diversity, inclusion, and anti-racism lenses are embedded in the planning and evaluation process with an anticipated completion date of Spring 2023.

¹¹ About Us. *Student success*. <https://www.tru.ca/about/tru-mission-statement/themes/student-success.html>

¹² Anti-Racism Taskforce. (2021, March). *Provost's anti-racism taskforce report*. <https://www.tru.ca/vpacademic/anti-racism-task-force.html>

Strategic Enrolment Management Plan

On December 4, 2020, the Board of Governors approved TRU's Strategic Enrolment Management (SEM) Plan¹³. The SEM Plan identifies TRU's desired future state of enrolment with a ten-year horizon, along with key factors relating to recruitment, retention, and student success that influence and shape enrolment. The SEM Plan takes into consideration all domestic and international student enrolment in developmental, vocational, undergraduate, and graduate academic courses and programs on all campuses and regional centres and through Open Learning, as well as enrolment in continuing education courses and programs. Specific and measurable objectives relating to student recruitment, retention, progression, and educational outcomes are detailed in **Table 4**.

Table 4 *Strategic Enrolment Management Goals and Objectives*

GOAL # 1: STRENGTHEN DOMESTIC STUDENT ENROLMENT

In order to achieve the goal of strengthening domestic student enrolment, we will pursue the following objectives:

- a. Increase the direct-from-high school postsecondary participation rate in the Kamloops region while maintaining the rate at which regional high school graduates who directly transition to postsecondary enroll at TRU; achieve participation rate on par with provincial average; maintain 85% market share.
- b. Proportionately increase new student enrolment from other regions in BC and Canada to maintain desired domestic composition while meeting 100% of BC government enrolment targets.
- c. Improve the rate at which domestic students continue to enroll at TRU after their first year (i.e. retention); reach a retention rate of 60% or greater in open programs.
- d. Increase the overall domestic student successful course completion rate in 1000-level courses to 80% or greater.

GOAL # 2: IMPROVE EDUCATIONAL OUTCOMES FOR INDIGENOUS STUDENTS

In order to achieve the goal of improving educational outcomes for Indigenous Students, we will pursue the following objectives:

- a. Increase the proportion of incoming students who self-identify as Indigenous; 15% or greater on Kamloops campus; 25% or greater on Williams Lake campus.
- b. Improve the rate at which Indigenous students continue to enroll at TRU after their first year (i.e. retention); reach a retention rate of 60% or greater in open programs, on par with non-Indigenous students.
- c. Increase the Indigenous student successful course completion rate in 1000-level courses to 80% or greater, on par with non-Indigenous students.
- d. Increase the proportion of Indigenous students who are awarded TRU credentials at all academic levels; increase 6-year credential completion rate to 60% or greater, on par with non-Indigenous students.

GOAL # 3: ENSURE SUSTAINABLE INTERNATIONAL STUDENT ENROLMENT GROWTH

In order to achieve the goal of ensuring sustainable international student enrolment growth, we will pursue the following objectives:

- a. Increase new international student enrolment to sustain overall fall and winter campus-based international enrolment at 4,000 students per semester, accounting for a 3- to 5-year impact on international student mobility due to COVID-19.
- b. Once desired international enrolment levels are reached, diversify international student enrolment to reach and sustain no more than 35% by country of origin and no more than 40% of any faculty's total enrolment annually.
- c. Increase the rate at which international students continue to enroll at TRU after their first year (i.e. retention); reach and maintain a retention rate of 60% in open programs.
- d. Increase the international student successful course completion rate in 1000-level courses to 80% or greater.

¹³ Strategic Enrolment Management. (2020, December). *Strategic enrolment management plan*. <https://www.tru.ca/vpacademic/strategic-enrolment-management.html>

GOAL # 4: INCREASE THE NUMBER OF STUDENTS SERVED BY THE WILLIAMS LAKE CAMPUS AND COMMUNITY-BASED PROGRAMMING

In order to achieve the goal increasing the number of students served by the Williams Lake campus and community-based programming, we will pursue the following objectives:

- a. Increase direct-from-high school postsecondary participation rates in the Williams Lake and surrounding regions; achieve participation rates on par with provincial average.
- b. Increase the rate at which regional high school graduates who directly transition to postsecondary enroll at TRU; reach and maintain rate of 75%.
- c. Improve the rate at which students continue to enroll at TRU after their first year, or first registration, at the Williams Lake campus or in community-based programming; reach and maintain a re-enrolment rate of 35% or greater.

GOAL # 5: IMPROVE EDUCATIONAL OUTCOMES FOR STUDENTS STUDYING THROUGH OPEN LEARNING

In order to achieve the goal of improving educational outcomes for students studying through Open Learning, we will pursue the following objectives:

- a. Increase successful course completion rates in 1000-level courses to 80% or greater for domestic, international, and Indigenous learners accessing courses through Open Learning.
- b. Reduce the length of time taken to complete courses and programs through Open Learning;
 - i. reach and maintain a course extension rate of 20% or less.
 - ii. reach and maintain a 10-year credential completion rate of 30% or greater.

The University is establishing an organizational framework for ongoing and collaborative enrolment planning, action, and analysis that will include a SEM Steering Committee responsible for maintenance, communication with executive, and institutional governing bodies, in addition to advocating for resources. An Enrolment Management Committee will be responsible for agile prioritization and management of tactics, in-cycle monitoring of progress towards objectives, and communication with the SEM Steering Committee. In addition, TRU will create three thematic working groups—Recruitment, Retention, and Student Success—who will be responsible for operationalizing planning and delivery of tactics.

TRU's robust committee culture and participatory governance evident in the mission fulfilment planning and evaluation process and strategic enrolment management committee structure will ensure that barriers to academic excellence and success amongst students from underserved communities are identified and strategies to close equity gaps are implemented. We anticipate that the Integrated Strategic Plan will further support alignment between reporting processes to ensure an efficient use of resources and effective oversight of student success priorities.

Regional and National Comparators

To determine a list of meaningful regional and national comparator institutions, we developed criteria based on our organizational context, including our legislated mandate, vision statement, and student demographics. A fulsome consultation was conducted, which engaged the four committees responsible for mission fulfilment planning, Accreditation Steering Committee, Academic Planning and Priorities Committee, and Senate. The criteria (**Figure 3**) was approved by the Board of Governors on February 12, 2021.

Figure 3 Comparator Criteria



To determine the most relevant regional and national comparator institutions, the criteria was applied to TRU’s current University Benchmark National Comparison Group (first established in 2015), which includes members of the Research University’s Council of British Columbia. In addition, the member institutions of the Canadian Virtual University (discontinued in 2019), and the member institutions of the Alliance of Canadian Comprehensive Research Universities were assessed against the comparator criteria. Finally, the two BC member institutions of the NWCCU were vetted against the comparator criteria. The following list of institutions, in order of matching criteria, were recommended to TRU’s Board of Governors as meaningful comparators for TRU:

#1: Vancouver Island University (VIU)

Of the 28 institutions assessed, VIU is the most comparable to TRU, with 73% matching criteria. VIU has a similar percentage of Indigenous learners (11%), and has committed to diversity and inclusion, and promoting the success of Indigenous students and communities. While VIU is not a participant in AASHE Stars, the university has identified *sustainability* as one of its core values and has set an objective to “Sustain collaborative relationships with communities and educational partners in order to ensure optimal responses to regional cultural, economic, environmental and social needs” (VIU Vision 2020). VIU is an open access institution that serves rural communities and is located on the traditional lands of the Snuneymuxw, Quw’utsun, and Tla’amin.



#2: University of Northern British Columbia (UNBC)

UNBC is also a strong comparator for TRU. While UNBC has a significantly smaller number of full-time-equivalent students, it serves a high percentage of Indigenous learners (14%). In addition, UNBC is a member of the Interior University Research Coalition—a memorandum of understanding between UNBC, TRU, and UBC-O—and is a small university with a research mandate. The Prince George campus is situated on the traditional territory of the Lheidli T’enneh, part of the Dakelh (Carrier) First Nations.



#3: Capilano University (Capilano)

Capilano meets six of the 11 comparator criteria and is similar to TRU's size and scope of program offerings. In addition, Capilano is a member institution of the NWCCU and has expressed an interest in sharing disaggregated student achievement indicator data with TRU. We have a history of collegiality and sharing information to support quality assurance processes. Capilano is committed to inclusivity of Indigenous pedagogical practices, and is named after Chief Joe Capilano, an important leader of the Squamish (Sḵw̱x̱wú7mesh) Nation of the Coast Salish people. Capilano is located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish, and Tsleil-Waututh Nations.



#4: Simon Fraser University (SFU)

SFU is currently among the list of institutions included in TRU's University Benchmark



National Comparison Group and has a similar student demographic as TRU in terms of percentage of Indigenous (10%) and International learners (21%). Despite being a large competitive entry institution located in a metropolitan area, it offers TRU a viable competitor in terms of sustainability (AASHE Stars rating) and serving a diverse student body. In addition, TRU and SFU have a history of collegiality and sharing information to support accreditation processes. As a comparator, SFU offers TRU an aspirational target for benchmarking student achievement indicators. SFU is located on the traditional lands of the x̱w̱m̱əθḵw̱əy̱əm (Musqueam), Sḵw̱x̱wú7mesh Úxwumixw (Squamish), səlilw̱ətaʔt (Tsleil-Waututh), ḡíc̱əy̱ (Katzie), kw̱iḵw̱əł̱əm (Kwkwetlem), Qayqayt, Kwantlen, Semiahmoo, and Tsawwassen peoples.

#5: Lakehead University (Lakehead)

Lakehead is an open access research university in Northern Ontario that serves a high percentage of Indigenous learners (14%). With close to 8,000 FTEs, Lakehead offers TRU a national peer comparator of similar size and comprehensive scope of programming from undergraduate to graduate degrees, including professional programs such as Nursing, Law, Social Work, and Software Engineering. Lakehead is currently among the list of institutions included in TRU's University Benchmark National Comparison Group. Lakehead is located on the traditional lands of the Fort William First Nation and the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy.



The five regional and national comparator institutions were approved by TRU's Board of Governors on June 18, 2021.

TRU will take a phased approach to implementing comparative benchmarking. First, TRU will begin tracking the publicly available aggregated student achievement indicators: retention, persistence, graduation, and employment rates. Second, TRU will develop a data strategy for defining and collecting diverse demographic data. Third, TRU will implement its Strategic Enrolment Management Plan. Finally, TRU will establish data sharing partnerships with its comparator institutions, which will be made easier as the province implements policies and procedures for diversity demographic data collection.



Part 3: Programmatic Assessment

The institution must provide programmatic assessment of at least two programs as evidence of continuous process of improvement. The program should be broadly representative of institutional efforts.

Part 3: Programmatic Assessment

Over the past several years, TRU has engaged in a comprehensive initiative, led by the Centre for Excellence in Learning and Teaching (CELT), to clearly identify program learning outcomes for all TRU programs. As an institution, TRU is developing methods for assessing student learning through direct assessment of course-embedded assignments and institutional rubrics and fostering interdisciplinary communities of practice where authentic discussions about the results of assessment and peer-to-peer learning can take place in a collegial environment.

The faculty coordinators in CELT have worked with program areas to articulate program learning outcomes and complete a program curriculum map that identifies the linkage between course, program, and institutional learning outcomes (ILO). In addition, TRU has made a concerted effort to build institutional capacity for learning outcomes and assessment. CELT collaborates with Faculties and Schools across the University to support the development of engaging pedagogies through innovative professional development, personalized consulting, and supportive educational leadership. CELT programs are designed to facilitate a teaching culture that improves student learning, successful transitions, and learner retention. Below are examples of such programs; however, more can be found on the CELT website¹⁴:

- One-on-one consultations and/or presentations to faculty councils and department meetings to discuss program learning outcomes and facilitate curriculum mapping.
- A three-part learning outcomes and mapping series exploring the benefits of TRU's general education model, aligning institutional and program learning outcomes, and curriculum mapping.
- An eight-week assessment and evaluation course, totalling 24 hours, where faculty members examine the ethical, practical, and research foundations for the assessment and evaluation of student tasks for learning in courses and educational programs. The purpose of assessment and evaluation in the learning process is explored along with the ethics of how and when to evaluate learning. The course enables participants to create assessment tools and evaluation systems that are aligned with instruction and educational outcomes to reflect and communicate student learning.
- A five-day course renovation institute workshop for faculty members to map course concepts, compose learning outcomes, plan instruction, and select activities and assessment strategies for their students using the process outlined in *Rethinking Teaching in Higher Education* (Saroyan & Amundsen, 2004).
- The Cricket Sandbox¹⁵, a website where faculty can learn about course development. The Sandbox includes resources for learning outcomes, learning activities, assessments, and a course development kit.

In addition, as part of TRU's cyclical program review, faculty members reflect upon program curriculum and quality, as detailed in the *Program Review Handbook*¹⁶ and in the Self-Study Report. For example, in the Self-Study Report template, under section *Curriculum and Assurance of Learning* (pp. 4-5), faculty members are required to comment on the processes used for identifying learning gaps and designing changes to the curriculum and learning experiences to assure that students are meeting learning outcomes. Note that TRU's program review process was updated in April 2021 following recommendations from a provincially

¹⁴ Centre for Excellence in Learning and Teaching. <https://www.tru.ca/celt.html>

¹⁵ Cricket Sandbox. <https://cricket-sandbox.trubox.ca/>

¹⁶ Office of the Provost and Vice President Academic and Research. *Program review handbook*. https://www.tru.ca/vpacademic/curriculum_development_approval/program-review.html

mandated Quality Assurance Process Audit. TRU's self-evaluation report and external peer review recommendations from the audit are available on the Provost's website¹⁷.

CELT and the Teaching and Learning Committee of Senate were tasked with identifying an assessment plan for institutional and program learning outcomes. On June 7, 2019, the Teaching and Learning Committee of Senate approved the establishment of a Learning Outcomes and Assessment Taskforce (LOATF) with the purpose of creating principles and procedures along with associated resources that will establish an approach to the development, monitoring, and regular review of institutional, program, and course learning outcomes and assessment. Note that while LOATF continued to meet regularly in 2020 and 2021, its efforts were impeded by the COVID pandemic as attention was diverted to pivoting to remote delivery, learning new technologies, adapting pedagogies, and supporting students.

The following six guiding principles for learning outcomes and assessment emerged from a collaborative review and synthesis of external and internal sources between Fall 2019 and Winter 2021:

- Growth and learning oriented
- Purposeful and holistic design
- Equitable and learner centred
- Rigorous, ongoing cyclical improvement
- Faculty driven
- Reflexive approach to learning

Foregrounding this review was the motivation to establish principles that are relevant and meaningful to faculty and students; as such, LOATF consulted with TRU's nine faculty councils and the TRU Students' Union Student Caucus in Fall 2021. The draft principles reflect research-informed practices and foundational TRU policies relating to collegial governance and student success and include consideration of academic freedom and faculty autonomy.

In addition, LOATF sponsored the Strategic Assessment of Institutional Learning (SAIL) pilot project designed to pilot a model for assessing student achievement of institutional learning outcomes (ILO) in ILO-approved courses. Faculty members were invited to be part of a community of practice of co-investigators planning, discussing, and learning about assessment of ILOs. Using faculty-developed institutional rubrics, faculty collected data to evaluate the extent to which students are achieving the ILOs. Findings from the pilot informed recommendations for a regular process whereby program faculty collect, reflect on, and act as appropriate on meaningful data regarding student learning and the achievement of ILOs. Findings and recommendations from the pilot project, along with principles and procedures for learning outcomes and assessment, were shared with TRU's nine faculty councils and TRU Student Union Student Caucus in Fall 2021. In addition, faculty were invited to provide feedback on the principles, procedures, and recommendations via an anonymous survey. Following the consultation period, the principles, procedures, and recommendations will go forward to the Teaching and Learning Committee and Academic Planning and Priorities Committee for

¹⁷ Office of the Provost and Vice President Academic and Research. *Quality assurance process audit*. <https://www.tru.ca/vpacademic/accreditation/education-quality-assurance.html>

approval. The *Learning Outcomes and Assessment (LOA) Principles and Procedures*¹⁸ and SAIL Report¹⁹ are available on the CELT website.

Table 5 shows the alignment between the six learning outcomes and assessment principles and TRU policies. In addition, Table 5 identifies the institutional procedures for enacting the principles at the course, program, and institutional level. Individual and collective responsibilities for adhering to the principles are outlined.

Table 5 Principles of LOA: Policies, Procedures, and Oversight

Principle	Description	Level	Policy and Procedure	Oversight / Responsibility
Equitable and Learner-Centered	When appropriate, students have a choice regarding how they demonstrate their learning.	Course	BRD 10-0 Academic Accommodations	Faculty
Growth and Learning-Oriented	A variety of assessment methods are used, including peer and self-assessment and authentic tasks. Methods of evaluation are transparent and provide a variety of ways to demonstrate learning, they reflect cultural and individual diversity.	Course	BRD 10-0 Academic Accommodations ED 8-3 Course Outlines	Faculty
Purposeful and Holistic Design	Learning activities and evaluation methods are deliberate and aligned to course learning outcomes. Students are aware of the course learning outcomes and can clearly see the linkage between outcomes and course assignments.	Course	ED 8-3 Course Outlines Program Review Handbook (Curriculum and Assurance of Learning)	Faculty in consultation with Program Chair
	There is coherency between course, program, and institutional learning outcomes. Student learning is scaffolded across their program for increasing depth and level of student learning, which students demonstrate through multiple methods of assessment.	Program Institution	Program Review Handbook (Curriculum and Assurance of Learning) EPC <i>Operating Procedures</i> (PLOs and Curriculum Map) DQAB Criteria and Guidelines	Faculty in consultation with EPC; APPC; Senate
Rigorous, Ongoing Cyclical Improvement ❖ Faculty-Driven ❖	Faculty-led committees have established practices for reviewing curricula, analyzing student learning, and planning for improvement. Faculty-led cross-disciplinary teams, representative of the courses that comprise programs of study, review student learning outcomes and work collaboratively to improve student achievement of learning outcomes.	Program	ED 8-4 Program Review Faculty Council Bylaws ILO-Pods (SAIL Recommendations)	Faculty in consultation with Curriculum Committee; Program Chair; Centre for Excellence in Learning and Teaching
Reflexive Approach to Learning	TRU has a well-defined system for evaluating the effectiveness of institutional and program level learning outcomes assessment. The system includes professional development, timelines for review, and accountability measures to ensure student learning outcomes are being achieved.	Program Institution	ED 8-4 Program Review Program Review Handbook (Curriculum and Assurance of Learning) ILO-Pods (SAIL Recommendations) Educational Programs Committee (EPC) Terms of Reference Academic Planning and Priorities Committee (APPC) Terms of Reference	Faculty-led Program Review Teams with APPC oversight; EPC; Dean; Program Chair; Centre for Excellence in Learning and Teaching

¹⁸ Centre for Excellence in Learning and Teaching. *Learning outcomes and assessment principles and procedures*. <https://www.tru.ca/celt/learning-outcomes/loaf-principles-and-procedures.html>

¹⁹ Centre for Excellence in Learning and Teaching. *Strategic assessment of institutional learning pilot project: Findings and recommendations*. <https://www.tru.ca/celt/learning-outcomes/sail-initiative-pilot.html>

Although formal assessment reporting processes are not standardized across TRU, programs have historically made changes to curriculum or courses based on discussions about student learning. As mentioned in the previous section, TRU is developing better methods for supporting faculty with curriculum design based on institutional, program, and course learning outcomes, with attention to a community-of-practice-approach.

The two case studies selected for inclusion in TRU's Mid-Cycle Evaluation are broadly representative of institutional efforts for continuous quality improvement. The programs demonstrate the disciplinary diversity of the comprehensive programming offered at TRU, incorporate TRU's eight institutional learning outcomes and general education requirements as per policy ED 16-0, and underwent a program review in the past three years. In addition, faculty members from each of the disciplines participated in the SAIL pilot project. What follows is an overview of the continuous quality improvement efforts of TRU's Bachelor of Education (Elementary) and Bachelor of Tourism Management programs.

Case Study #1: Bachelor of Education, Elementary

The Bachelor of Education (Elementary) degree program prepares students for teaching in elementary schools. Graduates obtain their professional teaching certificate from the Ministry of Education, Teacher Regulation Branch, which qualifies them to teach in any school setting, including public, independent, First Nations, and secondary schools. Graduates are also eligible to teach in any Canadian province or territory, and in numerous other countries.

To graduate with a Bachelor of Education (Elementary) degree students must complete 90 credits prior to entering the program—typically in subject fields within Arts, Fine Arts, Mathematics, Science, Music, or Physical Education—and 70 program-specific credits, for a total of 160 credits. In addition, students must satisfy four of TRU's institutional learning outcomes outside the field of education to ensure they experience a breadth of disciplinary knowledge prior to entering the program. **Table 6** details the program learning outcomes and courses that comprise the 70 program-specific credits, as well as TRU's institutional learning outcomes and general education requirements.

In 2018, the Bachelor of Education (Elementary) completed a program review, as part of TRU's cyclical program review process, that resulted in 17 recommendations for improving the program. Below are the five recommendations that relate to curriculum development and assurance of learning:

- strengthen research focus and students' understanding of connections between research and practice;
- build a stronger focus on means of assessment;
- further develop the accessibility of the program to Indigenous students;
- strengthen links to teaching competencies (professional standards for educators in BC); and,
- develop more nuanced theoretical approaches that underpin interdisciplinary approaches.

The following paragraphs describe actions taken by the School of Education to address the five recommendations.

Table 6 Bachelor of Education Curriculum Map

	REQUIRED COURSES																										
	EDCO 3100	EDIE 3100	EDEF 3100	EDLL 3100	EDMA 3100	EDPE 3100	EDTL 3100	EDPR 3100	EDLL 3200	EDMA 3200	EDSC 3200	EDSO 3200	EDTL 3200	EDEF 3200	EDPR 3200	EDPR 4100	EDIE 4100	EDTL 4100	EDSL 4200	EDFN 4200	EDVP 4100	EDVP 4110	EDVP 4120	EDPR 4200	EDEF 4200	EDHC 4100	EDCO 4200
PROGRAM LEARNING OUTCOMES (PLO)	Educators value the success of all students. Educators care for students and act in their best interests.	I	I		I	I	I	R	R	R	R	R	R		R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators act ethically and maintain the integrity, credibility and reputation of the profession.	I	I		I	I		R	R	R	R	R	R		R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators understand and apply knowledge of student growth and development		I	I	I	I	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators value the involvement and support of parents, guardians, families and communities in schools	I	I	I	I	I		I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.	I	I		I	I	I	I	R	R	R	R	R		R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators demonstrate a broad knowledge base and an understanding of areas they teach		I	I	I	I	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	C	C	R	C
	Educators engage in professional learning		I	I	I	I	I		R	R	R	R	R	R	R	R	R	R	R	R	R			C	C		C
	Educators contribute to the profession						I										R	R						C	C		C
	Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis			I					I			R		R	R	R	R			R				C			C
	GENERAL EDUCATION REQUIREMENTS	Teamwork																									
Communication																											
Lifelong Learning																											
Citizenship																											
Knowledge																											
Critical Thinking																											
Intercultural Awareness																											
Indigenous Knowledges & Ways																											
High Impact Practice																											
Capstone																											

To strengthen the research focus and students' understanding of connections between research and practice, the development of a new program—the Bachelor of Education (Secondary) STEM— in 2018 offered an opportunity to build upon recommendations received from the review of the Elementary program. For example, a course was created for the Secondary program that engages students in action research projects as part of their teaching. Students choose an aspect of their teaching or an aspect of curriculum that they would like to research (e.g., the importance of physical activity breaks during class). Students then conduct a literature review on the topic, investigate their topic by testing an idea during practicum, and reflect on how successful the approach was through a qualitative case study approach. Finally, students write a report and present it to their classmates and faculty. This course meets TRU's Critical Thinking and Investigation ILO and was included in the initial SAIL pilot project. The SAIL initiative provided a unique and innovative opportunity for TRU faculty to work together to collaboratively design interdisciplinary assessment rubrics for the ILOs. Dr. Carol Rees took part in the research pilot and worked with a team on the design of a rubric to assess the Critical Thinking and Investigation ILO. The experience provided the opportunity for Bachelor of Education faculty to take assessment to a new level and is an exciting ongoing project at the University.

To further develop accessibility of the Bachelor of Education (Elementary) program for Indigenous students, TRU applied for funding through the Ministry of Advanced Education, Skills and Training (AEST) to create an Indigenous cohort for up to 16 Indigenous students to help address a shortage of Indigenous teachers in the province. TRU was successful in this application and, with active recruitment and support, was fortunate to engage 12 Indigenous teacher candidates in our first cohort (2018 - 2020). The expansion to the Bachelor of Education program is possible through a broader initiative announced by AEST in June 2019 that will invest \$2.7 million in Indigenous teacher education training across BC. This investment is in direct response to the Truth and Reconciliation Commission's *Call to Action #62*, which called upon governments to fund post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into the classroom. TRU received \$340,000 for Indigenous education seats. An Elder and a mentor supported Indigenous students as they progressed through the program with the guidance of Roxane Letterlough of the St'át'imc Nation as cohort coordinator and instructor.

A minimum of 25 per cent of the newly funded seats for Indigenous students are prioritized for Secwépemc students. This is in recognition of the traditional territory upon which TRU resides as well as the partnership the University has developed with the region's Indigenous communities. The cohort has been given the Secwépemctsin name *Téxw-textwt-ken re lleqmélt*, which means "I will be a strong teacher." Several of these students are taking a part time approach to the program. Of the initial 12 teacher candidates, nine graduated in 2020. As a result of this first cohort, TRU learned alongside Indigenous students some ways to improve programming to ensure the needs of Indigenous students and Indigenous communities are met. In addition to the Indigenous education seats, TRU is one of eight institutions receiving \$50,000 to help integrate Indigenous knowledge and culture into BC's education curriculum. To this end, TRU will be working collaboratively with School District #73 officials on curriculum development and related initiatives.²⁰

To strengthen program links to professional teaching standards for education in BC, TRU reflected upon the program learning outcomes and chose to align the outcomes directly to the

²⁰ Young, M. (2019, July 15). TRU expands Bachelor of Education to support future Indigenous teachers. *TRU Newsroom* <https://inside.tru.ca/releases/tru-expands-bachelor-of-education-to-support-future-indigenous-teachers/>

BC professional standards for educators. This process ensures that we strengthen links to teaching competencies. Another initiative that has strengthened ties among education professionals is the K-16 Research Network²¹—an initiative aimed at bringing together TRU faculty and teachers in School District #73 to collaborate on innovative curriculum for elementary and secondary students to develop models of best practice for teacher candidates in postsecondary. In 2018, following the Bachelor of Education (Elementary) program review, faculty worked closely with the Centre for Excellence in Learning and Teaching to expand the K-16 Research and Development Network, which led to the creation of the Mind the Gap²² program.

To develop more nuanced theoretical approaches that underpin interdisciplinary approaches, the Arts-based semester of the Bachelor of Education program was modified to strengthen integration across drama, music, and visual arts. Faculty teaching in the Arts-based semester collaborate in various ways during planning and teaching and model collegiality for teacher candidates. The Arts-based semester is designed to foster holistic engagement of students through multiple perspectives and modalities that address their diverse learning styles through print (prose, poetry, scripts, narrative); image (painting, sculpture, video, drawing); dance; music; and/or drama. In addition, assessment and evaluation is flexible and specific to the subject, assignment, and student group, which might include portfolio, performance, projects, and exhibitions in addition to oral presentation, quizzes, and tests. The use of imagination and creative thinking is fundamental to learning and teaching. The Arts are a tool for aesthetic development, socio-cultural sensitivity, and personal awareness. Integral to an Arts perspective is ongoing reflection, which is a continuous, essential strand of the Bachelor of Education (Elementary) program. Furthermore, recent educational and scientific research has indicated a positive correlation between learning in the Arts and increased achievement in other core subjects.

Assessment of program learning outcomes occurs during the capstone course (EDPR 4200) and EDCO 4200, where students finalize their teaching portfolios, reflect on their learning, and engage in exit presentations to demonstrate their learning. In EDPR 4200, the qualifying 10-week practicum, students are assessed by a faculty mentor through observations of teaching, formative feedback, and midterm and final evaluation reports. Through the midterm, students reflect on their progress with the faculty mentor and teacher mentor. From this formative evaluation, students can focus on their development and improve in areas where they may be lacking. The midterm and final evaluation are directly linked to program learning outcomes, which are the professional standards for teachers in BC. In EDCO 4200, students finalize their portfolio of evidence of their learning and create a poster presentation. The requirements for their portfolio and their exit presentation align with the program learning outcomes, as well. In addition, to build a stronger foundation for means of assessment, program faculty explored a renewed focus on assessment in two courses—EDTL 3200 and EDTL 4100. These courses focus on teaching and learning and require students to create an assessment portfolio that becomes a toolbox for assessment ideas, which they use during their capstone course and long practicum.

In summary, there are several processes and initiatives underway to ensure continuous quality improvement of the Bachelor of Education (Elementary) program, including: participation in

²¹ TRU Education and Social Work. *K-16 research and development network*. <https://www.tru.ca/edsw/research/k-16-research-development-network.html>

²² Centre for Excellence in Learning and Teaching. *Mind the gap: Forming a sustainable K-16 university community partnership*. <https://www.tru.ca/celt/faculty-learning/k-16-mind-the-gap.html>

cyclical program review, introduction of student assessment portfolios, creation of an Indigenous teacher candidate cohort, alignment of program learning outcomes with professional standards, application of interdisciplinary approaches, participation in the Mind the Gap program, and faculty engagement in the Strategic Assessment of Institutional Learning (SAIL) pilot project.

Case Study #2: Bachelor of Tourism Management

The Bachelor of Tourism Management has the distinction of being the first tourism degree in British Columbia and has grown to offer more specialty focus areas than any other tourism degree in Canada. The Bachelor of Tourism Management is comprised of 120 credits (**Table 7**) and includes a combination of courses that blend theory with real-world experiences.

In 2019, the Bachelor of Tourism Management completed a program review, as part of TRU's cyclical program review process, that resulted in four overarching priorities for improving the program:

1. Address governance and management issues facing the program.
2. Redevelop and simplify the program structure in ways that integrate the on-campus and Open Learning program strengths while providing learning options for students.
3. Review the content of all program courses to fill gaps, eliminate duplication, and ensure alignment with the program learning outcomes.
4. Improve the ways that the program academic advising provides student support and assistance.

Despite considerable challenges posed by the global pandemic, including the catastrophic impact on the tourism sector, the department has made progress in addressing the priorities that resulted from the program review. It should be noted that the Faculty of Adventure, Culinary Arts, and Tourism, which is comprised of a diverse mix of theoretical and practical philosophies that span the disciplines of tourism management and adventure studies, has moved to a consensus-based model of governance that prioritizes collective decision-making. As a result, it can take longer to finalize plans, yet results in increased ownership of the outcomes. In addition, the department follows an emergent, flexible approach to decision-making that allows for small-scale changes and piloting new approaches based on environmental scans and risk assessments. It should also be noted that several Faculties and Schools provide service courses to the Bachelor of Tourism Management, such as the Faculty of Arts, School of Business and Economics, and Faculty of Science. Therefore, regular and frequent collaborations take place to ensure that required courses outside the discipline are supporting student achievement of program learning outcomes.

The department has made significant progress towards simplifying the program structure by harmonizing the program learning outcomes for on campus and Open Learning options. In addition, as part of the general education initiative (described further under *Part 5: Response to Recommendations*) the program introduced a capstone course and updated curriculum to include TRU's eight institutional learning outcomes. Furthermore, several diploma programs ladder into the Bachelor of Tourism Management, which also shares courses with several post-baccalaureate certificate programs. The diplomas and post-baccalaureate certificates are currently undergoing cyclical program review and the Tourism Management Department and Adventure Studies Department intend to use the results of those reviews to further inform improvements to the Bachelor of Tourism Management program, as an effective and efficient way to address the program improvement priorities.

Table 7 Bachelor of Tourism Management Curriculum Map

	Lower-Level Required														Upper-Level Core						Capstone and Specialization Courses					Themes			Electives	Field work (500 hrs)					
	CMNS 1810	JOUR 2060	MATH 1100	GEOG 2700 or approved st	TMGT 1140	TMGT 1160	TMGT 1150	Applied Marketing (e)	ACCT 1000	TMGT 2010	ECON 1220	ECON 2220	TMGT 1110	TMGT 2250	TMGT 2060	TMGT 2610	ADVG 3200	CMNS 3020	TMGT 3020	TMGT 3050	TMGT 4080	6-ADVG 4010 (b)	6-TMGT 3030 (b)	TMGT 4020	(c)	(c)	(c)	(c)			(c)	Culture & Place	Global Persp.	Exp. Design	
Program Learning Outcomes	Contextualize tourism within broader cultural, environmental, political, and economic dimensions of society.				R	I	R			I	R	I	I	I	R	R	R	R		CA	R	R	R							R	R				
	Critique tourism practices for their implications locally and globally.				I	I	I		I	I	I	I	R	RA	R	R	R	R		R	IR	R	R							R	R	R			
	Interpret and evaluate tourism as a phenomenon and as a business system.				I	I	I	R			I	I	I	I	R	R	R	R			CA	R								R	R	R			
	Explain the diverse nature of tourism, including culture and place, global/local perspectives, and experience design and provision.				R	I	I		R		I	I	R	R	R	R	R	R			R	R								R	R	R			
	Identify and assess relationships and networks relative to building tourism capacity.				R	I	R		R		I	I	R	R	R	I	R	R			R	R								R	R				
	Apply relevant technology for the production and management of tourism experiences.	I		I			I	R	I									R	R	R		IR	R									R			
	Plan, lead, organize and control resources for effective and efficient tourism operations.				I	I	I	R	I	I	R	I							R			CA	R									R			
	Create, apply, and evaluate marketing strategies for tourism destinations and organizations.				I	I	I	C				I		R		I	R	R			R											R			
	Develop and evaluate tourism policy and planning initiatives.				I	I	I	R			I			I	R				CA					R							R				
	Demonstrate commitment to ethical practices of tourism.				I	I	R	R				I	I	R		IR	R	R	R		R		R	R								R			
	Actively engage in the world as global citizens.				I	I		R			I	I		RA	R	IR	R	R		C			R								R				
	Practice empathy and respect for diversity and multicultural perspectives.				I	I	I					I		RA	R		R	R	R	R										R	R				
	Apply principles of sustainability to the practice of tourism in the local and global context.				I	I	I	R			I	I		R	RA	IR		R				R	R												
	Acknowledge one or more philosophical perspectives to knowledge creation																R		IA				CA												
	Evaluate and apply various research methods commonly used in the context of tourism.			I			I												RA		R		CA												
	Propose and conduct a research project to inform tourism practice.						I										R		IA		RC		CA												
	Select and deploy task-appropriate forms of oral, written, digital, and graphic communication.	I	R			I	I	I	R				I	I	R	RA	R	R	R	R	R	R	R	R	CA					R	R	R			
	Value and practice active listening, critical thinking, and critical reading.	I				I	I	I		R	I	R	I	I	R	R	R	R	R	RA	CA	RC	R	CA							R	R	R		
	Distinguish and produce forms of communication relevant to academia, business, government, and industry.	I	R			I	I	I		I	I		I	I		R	R	R	R			CA	R	CA											
	Assess, evaluate, and employ appropriate communication tools for discussions within and between teams and members, various audiences, decision-making teams, and corporate communication tasks.	I	I			I	I	I		I			I		R	R	R	R				CA	R												
Apply problem solving and critical analysis within diverse contexts	I		I	I	I	I	I		I	I	I	R	I		R	R	R	R	R	CA	CA	R	CA						R	R	R				
Work collaboratively in groups, both as a leader and a team member, in diverse environments, learning from and contributing to the learning of others	I				I	I	I	R		R				R	R	R	R	R	R		CA	R													
General Education Requirements	Teamwork					T																		T	T	T	T	T	T	T	T	T			
	Communication	C																																	
	Lifelong Learning																						L	L	L	L	L	L	L	L	L	L	L		
	Social Responsibility														SR				SR				SR	SR	SR	SR	SR	SR	SR	SR	SR	SR	SR		
	Knowledge																							K	K	K	K	K	K	K	K	K	K		
	Critical Thinking				CT														CT					CT	CT	CT	CT	CT	CT	CT	CT	CT	CT		
	Intercultural Awareness													I										I	I	I	I	I	I	I	I	I	I		
	Indigenous Knowledges & Ways																																		
	High Impact Practice																							HIP	HIP	HIP	HIP	HIP	HIP	HIP	HIP	HIP	HIP		
	Capstone																							C											

In 2019, the department began developing a course inventory and program assessment map (**Appendix A**). This was the first time that program faculty members had the opportunity to review the collective practices within the program and they found it to be a transformative experience that initiated robust discussion. The assessment map is a living document that was co-constructed by program faculty members. Similar assessment maps were also drafted for the Tourism Management diploma programs (**Appendix B**). The courses in the diploma assessment maps reflect the first two years of the Bachelor of Tourism Management. In addition, faculty learning and development coordinators in the Centre for Excellence in Learning and Teaching offered feedback for improving learning outcomes and assessment practices within Tourism Management as part of the assessment mapping activity. For example, it was noted that some program learning outcomes are taught in courses; however, they are not formally assessed. It was also noted that a program learning outcome was introduced, but not reinforced later in the program. To gain further insights, faculty discussed the potential of sharing the assessment maps and program learning outcomes with alumni for feedback.

In the past several years, the departments of Tourism Management and Adventure Studies have raised questions about grading practices, particularly, whether practices meet the qualities and requirements of fairness and consistency. The departments formed an Ad Hoc Working Committee to advance discussions in Winter 2021. The Committee reviewed TRU's educational policies, the recommendations from the Learning Outcomes and Assessment Taskforce, and considered research-informed practices encouraged by the Centre for Excellence in Learning and Teaching. In addition, the Committee explored policies and practices from other Canadian postsecondary institutions. As a result, the Committee came to a consensus that grading should be conceptualized in relation to course, program, and institutional learning outcomes. In these contexts, Committee members viewed grading practices as a means to ensure consistency, within and across courses, for students (especially for those who record high marks and those bordering on passing grades) and managing student expectations. While members observed that grading exists within a material reality of GPAs and academic transcripts, they also noted that grading is a philosophically and pedagogically contested issue and subject to a wide range of variables.

Members of the Committee agreed that the Tourism Management Department and Adventure Studies Department would benefit from framing an accepted practice of grading that includes:

- a commitment on the part of every instructor to communicate, via course outlines and orally, to students in every class their philosophies and practices regarding grading. As part of this communication, faculty would remind students that they should expect diversity within Adventure Studies and Tourism Management and, indeed, across the institution;
- an acceptance on the part of every instructor within Adventure Studies and Tourism Management that there is a diversity of philosophies and approaches toward grading and that this diversity is accepted and acceptable; and,
- a culture within Adventure Studies and Tourism Management that encourages instructors to reflect on their grading practices and to explore their own philosophies and identities on the subject.

In Spring 2021, the Committee proposed the following recommendations for operationalizing the grading practices within the departments of Tourism Management and Adventures Studies:

- the Dean assumes a leading role in nurturing the practice through, for example, clear and unambiguous statements at Faculty Councils, and meetings with Departmental Chairs and individual faculty members;

- the Departments of Adventure Studies and Tourism Management allocate at least one meeting in the annual academic cycle for open discussion and reflection on grading practices. Discussions and reflections should enable faculty to explore their own philosophies and identities with respect to grading and they should aim to foster a culture that recognizes and embraces diversity around grading practices and philosophies;
- the Chairs of Adventure Studies and Tourism Management incorporate a discussion of grading practice into their inductions of new faculty, including sessional faculty members;
- every instructor takes time at the beginning of the course to advise students of their philosophies and practices regarding grading. As a part of this communication, faculty should remind students that they should expect diversity within Adventure Studies and Tourism and, indeed, across the campus; and,
- the Dean and Chairs of Adventure Studies and Tourism Management collect data and statistics pertaining to the allocation of grades by courses and report trends and, anonymized findings to Faculty Council twice a year.

Please note that the proposed recommendations are being considered as part of the Faculty's consensus-based governance model, and have not yet been finalized.

The Faculty of Adventure, Culinary Arts, and Tourism has also prioritized curricular and co-curricular programming that is reflective of the local context and community's needs. For example, significant attention is given to Indigenizing and interculturalizing the curriculum, as well as supporting long-term, environmentally sustainable practices. Students are encouraged to pursue the Global Competency and/or Leadership in Environmental Sustainability certificates—one credit certificates that allow students to earn formal recognition for their intercultural and international experiences (e.g., study abroad, learning a second language, volunteer work) and activities that contribute to environmental sustainability competency (e.g., projects, artwork, architectural design).

To support TRU's strategic change goals of eliminating achievement gaps for Indigenous learners and honouring truth, reconciliation, and rights of Indigenous peoples, the Faculty of Adventure, Culinary Arts, and Tourism has committed to increasing retention and completion rates of Indigenous learners to achieve on par with others. The Faculty is supporting two initiatives to further Indigenous student success. The first project involves students working with the Simpcw First Nation in developing mountain bike trails through a field course that aims to build relationships between students and Indigenous communities by facilitating discussions, educating students about traditional land use, and trail building²³. The project also involves the BC Aboriginal Youth Mountain Biking Project group to establish the community as a world-class destination for riding and outdoor recreation. The second project involves the White Buffalo Indigenous Urban Services in Kamloops, which connects Indigenous youth with cultural aspects of fishing, canoeing, and other activities during a daylong field course at a local lake. As part of the program, students connect with Elders and learn about traditions and food sources.

In summary, there are several processes and initiatives underway to ensure continuous quality improvement of the Bachelor of Tourism Management, including: participation in cyclical program review, assessment mapping, consensus-based governance, collaborations with Faculties and Schools across the University as well as community and industry partners, tracking of disaggregated student retention and completion rates, faculty engagement in the

²³ Hofmann, J. (2021, June 16). Adventure studies course links mountain biking with reconciliation. *Sun Peaks Independent News*. <https://sunpeaksnews.com/adventure-studies-course-links-mountain-biking-with-reconciliation/>

Strategic Assessment of Institutional Learning (SAIL) pilot project and Learning Outcomes and Assessment Taskforce, and the drafting of guiding principles for accepted grading practices.



Part 4: Moving Forward

The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

Part 4: Moving Forward

TRU will be prepared for a successful Year Seven Evaluation of Institutional Effectiveness by moving forward on several initiatives detailed earlier in this report, including: implementation of a phased approach to comparative benchmarking, adoption of a data strategy, implementation of the Strategic Assessment of Institutional Learning pilot project recommendations, development of an Integrated Strategic Plan, and enactment of the Strategic Enrolment Management Plan. In addition, TRU will undertake several initiatives to support achievement of its four strategic change goals. Below are a few notable initiatives that will help move TRU towards achieving its vision.

Eliminate Achievement Gaps

TRU strives to create and maintain effective learning environments with programs that support student learning and success, with a particular focus on equity and closure of achievement gaps. This effort is evidenced by TRU's longstanding Supplemental Learning^[1] program (SL), which provides academic support to students in challenging introductory courses. In SL, students who have previously mastered those courses lead sessions designed to integrate study skills and course content in a collaborative setting. Leaders design sessions based on evidence-informed practices in strategic and accessible learning.

Evidence from the 2018/19 and 2019/20 SL annual reports (**Appendix C**) showed a higher average GPA in the target course for students who participated in SL as compared to those who did not, which was the case for Indigenous, international, and domestic students. Notably, students who participated in SL described the program as a welcoming, approachable, and empowering environment—an environment in which students felt comfortable asking questions they may otherwise have been reluctant to ask. Looking ahead, TRU is exploring more opportunities to collaborate with the Centre for Excellence in Learning and Teaching, and will continue to seek opportunities to expand the reach of the program and ensure learners are aware of and have access to SL.

To better understand the needs of TRU's communities, particularly from the perspective of Indigenous people and racialized groups, the Provost and Vice President Academic and Research established an anti-racism taskforce in October 2020. The taskforce was asked to focus on:

- identifying racism in all its forms as experienced by students, staff, and faculty, as well as from the broader community;
- identifying opportunities in TRU's policies, procedures, programs, and practices to address racism;
- reviewing and collecting information on other universities' efforts to counter racism;
- reflecting on TRU's unique culture as an open access research university to inform the University's commitment to social justice and belonging; and,
- recommending initiatives that address the systemic racism at TRU.

The *Provost's Anti-Racism Taskforce Report*²⁴ was submitted on March 31, 2021, and details 30 short-term (within six months), medium-term (within six to 24 months) and long-term (after 24 months) recommendations for moving TRU towards a more inclusive and anti-racist learning

[1] Supplemental Learning. <https://www.tru.ca/current/academic-supports/sl.html>

²⁴ Provost's Anti-Racism Taskforce. (2021, March). *TRU provost's anti-racism taskforce report*. <https://www.tru.ca/vpacademic/anti-racism-task-force.html>

environment. TRU's President and Vice Chancellor, Brett Fairbairn, has committed to embedding the short-term recommendations within the President's and Vice Presidents' annual performance planning goals for the 2021/22 academic year. The short-term recommendations include:

- identification of key roles at TRU responsible for implementing the recommendations;
- establishment of a permanent EDI Oversight and Advisory Group;
- a public commitment, via the TRU website, of TRU's anti-racism goals;
- launch of a series of ongoing events, including a lecture series and talks on anti-racism;
- initiate training for all faculty on staff on anti-racism and allyship;
- launch a campaign to encourage self-disclosure of race and ethnic identity for staff, faculty, and students;
- create safe spaces for TRU people to disclose and discuss concerns;
- initiate a review of policy BRD 17-0 *Respectful Workplace and Harassment Prevention*²⁵, and,
- explore opportunities to partner with community organizations on anti-racism education.

The Taskforce also recommended that TRU apply EDI and anti-racism lenses to mission fulfilment planning and evaluation, as well as identify performance measures for EDI and anti-racism as they relate to TRU's guiding principles and values. This work will occur over the next two years.

In addition, TRU was successful in a competition for a federal EDI Capacity Building Grant totaling \$400,000. The grant provides the resources and roadmap to accelerate progress in achieving EDI goals and embedding EDI into the culture of the University. The first step included the hiring of a full-time, dedicated EDI Specialist to set the foundation for the establishment of an EDI Office with reporting lines to the Provost and Associate Vice President People and Culture. A Pan-Campus Committee, with diverse representation of faculty and staff, was established to inform EDI directions and priorities. As part of TRU's EDI Action Plan²⁶, the University committed to the creation of faculty EDI Fellows. In 2019, TRU launched the TRU-TRUFA EDI Fellow's Program, offering course release to faculty committed to EDI values and interested in advancing TRU's EDI Action Plan. The program was designed to leverage existing faculty expertise and to create advocates for the development of an EDI-inclusive culture. In 2021, TRU's efforts to address systemic barriers within the University are further strengthened by the addition of an EDI Data Analysis, Data Management and Policy Analysis Postdoctoral Fellow in the Office of Research and Graduate Studies.

Honour Truth, Reconciliation, and Rights

TRU honours its First House, Tk'emlúps te Secwépemc, and respects its Second House, Tixelc, and commits to honouring truth, reconciliation, and rights of Indigenous peoples. Sadly, this commitment was further underscored as we found ourselves with so many others mourning with our First House, Tk'emlúps te Secwépemc. In May 2021, the discovery of the remains of 215 children whose lives were lost at the Kamloops Indian Residential School cast a fresh light on Canada's treatment of Indigenous peoples. It also cast a fresh light on why TRU needs to continue with the important work of truth and reconciliation. TRU's commitment to this important work is strengthened through a partnership agreement between TRU and Tk'emlúps te

²⁵ Index of All Policies. *BRD 17-0 Respectful workplace and harassment prevention*.
<https://www.tru.ca/policy/allpolicy.html>

²⁶ Research and Graduate Studies. *Canada Research Chairs: Equity, Diversity and Inclusion*
<https://www.tru.ca/research/research-chairs/equity-diversity-inclusion.html>

Secwépemc (**Appendix D**). Together, TRU and Tk'emlúps te Secwépemc are committed to the philosophy of K'w̓seltknéws—as highlighted in TRU's vision statement—the belief that we are all related and interconnected with all living things, the environment, ecosystem, collegiality, friendship, teamwork, taking care of each other, the land, and sustainability.

TRU acknowledges that Tk'emlúpssemc have the right to establish and control their educational systems and institutions providing education in their own language, in a manner appropriate to their Secwépemc methods of teaching and learning. TRU will continue to develop and implement services that are designed to enhance Tk'emlúpssemc students' postsecondary experience philosophically, politically, linguistically, socially, and academically—with exceptional consideration for Secwépemc worldview and belief system. TRU and Tk'emlúps te Secwépemc will work collaboratively to develop and deliver academic programs, training, accredited courses, certificate, diplomas, and degrees of interest to members of Tk'emlúps te Secwépemc. TRU will align university academic programs and strategic priorities with the Truth and Reconciliation Commission of Canada's *Calls for Action*²⁷.

TRU will work collaboratively with Tk'emlúps te Secwépemc in developing high quality, flexible, technical, and successful trades and trading programs that meet industry standards and incorporate Tk'emlúpssemc ways of knowing, values, and philosophy. In addition, TRU will respect and honour ancestral Secwépemc research ethics, Indigenous intellectual property, Secwépemc Language, and Secwépemc research protocols.

TRU is committed to increasing enrollment, retention, persistence, and graduation rates for Tk'emlúps te Secwépemc students, and to being the university of choice for Secwépemc and Indigenous People by ensuring that they experience success and a sense of belonging. In addition, TRU is committed to increasing the recruitment and retention of Secwépemc faculty, staff, and administration.

Lead in Community Research and Scholarship

TRU values community-mindedness and aims to connect meaningfully with people in the communities we serve by fostering and strengthening community partnerships. For example, in February 2021, TRU and the City of Kamloops teamed up to create a \$495,000 three-year researcher-in-residence pilot program, which will see TRU faculty and students provide expertise on city initiatives, including potential changes to city policies, bylaws, processes, and new services, programs, and partnerships.

A second example of community-centred research stems from a \$5 million endowment from the provincial government²⁸ in July 2020, to create a new wildfire research chair position in predictive services, emergency management, and fire science at TRU. In addition, TRU was awarded a Canada Research Chair in Fire Ecology to investigate how wildfires and droughts impact forests in the BC interior. Understanding the connections between wildfire, drought, and forest responses is crucial to protect the natural resources and needs of our region. Moreover, these chairs will be significant for involving undergraduate and graduate students in research. Given the wildfire seasons of 2017, 2018, and 2021, which saw several of TRU's regional centres, most notably the town of Lytton, experience devastating losses due to wildfires, the importance of this research for the communities TRU serves cannot be understated.

²⁷ Truth and Reconciliation Commission of Canada. (2015). *Calls for action*. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

²⁸ Government of British Columbia. (2020, July). *Technology, collaboration join wildfire fight*. <https://news.gov.bc.ca/releases/2020FLNR0041-001427>

Design Lifelong Learning

TRU is committed to advancing flexible online learning, developing open learning resources and making life more affordable for students. To achieve this end, TRU supports the development of open education resources by providing funding and staff support to faculty members who wish to integrate open education resources into their courses. This direct support, through the Open Educational Resource Development Grant²⁹ program, can be used by faculty to adopt, adapt, create, and/or integrate open education resources as primary materials within their courses. Several faculty members have developed open education resources and have been recognized for their contributions, for example, Christine Miller³⁰ received the BCcampus Award for Excellence in Open Education for the adaptation to *Human Biology*, which included content localized to the Tk'emlúps te Secwépemc and valuable interactive activities. We expect to see TRU faculty create many more open education resources within the next five years.

TRU aims to adapt and combine modes of learning and practical experiences to create a seamless and integrated set of educational encounters that meet the changing needs of learners. An example of our efforts in this domain is TRU's adaptation to its Health Care Assistant³¹ program during the pandemic. The program modification was designed to meet the needs of employees working in residential care facilities to provide them with health care assistant training while on the job. Students accessing the program follow a different schedule and program delivery in comparison to TRU's longstanding program, which runs for 27 weeks. In contrast, the new program could take students a year to complete, thereby allowing them to continue to work and strengthen their knowledge while serving the needs of their communities. This example of an innovative adaptation to an existing TRU program offers valuable lessons for other Faculties and Schools considering rethinking program delivery in ways that support student success for all learners.

As TRU works towards achieving its 10-year vision, it will be guided by values of inclusion and diversity, community-mindedness, curiosity, and sustainability. TRU is confident that its collaborative and deliberative approach to decision-making that prioritizes broad-based consultation, phased implementation, and faculty-led research pilots will support continuous quality improvement while empowering people to transform themselves and the communities we serve. TRU looks forward to the formative mid-cycle evaluation site visit on May 2 and 3, 2022, and the opportunity to engage in dialogue with and learn from our postsecondary education colleagues.

²⁹ TRU Libraries. *Open educational resources (OERs)*. <https://libguides.tru.ca/oer/oergrant>

³⁰ Caldwell, J. (2021, July 27). BCcampus award for excellence in open education: Christine Miller. <https://bccampus.ca/2021/07/27/bccampus-award-for-excellence-in-open-education-christine-miller/>

³¹ Lamb-Yorksi, M. (2021, February 3). Thompson Rivers University to deliver health care assistant program on the job. *Williams Lake Tribune* <https://www.wltribune.com/news/thompson-rivers-university-to-deliver-health-care-assitant-program-on-the-job/>



Part 5: Addenda: Response to Recommendations

Part 5: Response to Recommendations

On July 3, 2019, TRU received a formal notification and official record of action taken by the NWCCU at its meeting on June 19 – 21, 2019, concerning the Spring 2019 Interim Candidacy Review Evaluation of TRU. The letter detailed the status of previous recommendations addressed during the evaluation including three recommendations that TRU is *substantially in compliance but in need of improvement*. TRU is required to submit an Addendum as part of its Mid-Cycle Evaluation in Spring 2022 regarding these three recommendations.

Recommendation 1

Continue improvement of indicators and thresholds to better align assessment of those parameters with Core Themes and the mission of TRU (2010 Standard 1.B.2).

The following paragraphs detail TRU's progress towards meeting Recommendation 1 with attention given to alignment with the 2020 NWCCU *Standards of Accreditation*. **Table 8** outlines the crosswalk between the 2020 and 2010 *Standards* as they relate to mission fulfilment.

Table 8 Recommendation 1: Standards Crosswalk

2010 Standards	1.B.2	The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.
2020 Standards	1.B.1	The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.
	1.B.2	The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfilment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.
	1.D.2	Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

As described in *Part 1: Mission Fulfilment*, TRU has engaged in an integrated strategic planning process with the aim to develop an ongoing and systematic evaluation and planning process that will help TRU realize its 10-year vision and strategic change goals (**Figure 1**). TRU intends to complete its Integrated Strategic Plan by Summer 2022.

TRU's mission fulfilment planning and evaluation process tracks objectives, outcomes, and indicators in relation to four core themes: intercultural understanding, research, student success, and sustainability. During the 2020/21 reporting cycle, the four standing committees of Senate responsible for core theme planning sought to align the objectives, outcomes, and indicators with TRU's newly adopted strategic change goals. The following four tables outline the objectives, outcomes, indicators, and threshold ranges for each core theme. The information is also publicly available on the Mission Fulfilment³² website.

³² About Us. *Mission fulfilment*. <https://www.tru.ca/about/tru-mission-statement/themes.html>

Table 9 Intercultural Understanding

Objective	Outcome	Indicator	Threshold Ranges			Five Year Goal
			Achieved	Minimally Achieved	Not Achieved	
1.0 To enhance students' sense of belonging through experiences of diversity and inclusion.	1.1 Student perceptions of intercultural understanding and inclusion as indicated by survey responses.	NSSE Questions on civic engagement and sense of belonging	> 2% increase	1 - 2% increase	0 or decrease	Maintain or increase by 2%
2.0 Faculty, staff, and students intentionally and reflectively increase their awareness of sociocultural diversities, including their own.	2.1 Initiatives and events offered within and between areas of the university that demonstrate depth, scope or reach of intercultural understanding	Themes of engagement and learning evident in TRU Newsroom Stories; and social media reach of FSD student storyteller squad	Evidence demonstrates depth <i>and</i> reach of intercultural initiatives and events	Some evidence of depth <i>and/or</i> reach of intercultural initiatives and events	Evidence does not demonstrate depth, scope or reach of intercultural initiatives and events	Maintain consistent evidence of effort to provide and develop opportunities for intercultural understanding
	2.2 Narratives of engagement in and impact of intercultural learning	Student-led stories gathered through the Faculty of Student Development's Student Storyteller Squad; and, Themes of engagement and learning evident in feedback surveys from Intercultural and Indigenous workshops	Evidence demonstrates impact of intercultural learning (attitudes, knowledge, skills, praxis)	Some evidence of impact of intercultural learning (attitudes, knowledge, skills, praxis)	Evidence does not demonstrate intercultural (attitudes, knowledge, skills, praxis)	Ongoing evidence demonstrates engagement and impact of intercultural learning for all stakeholders
3.0 To expand intercultural learning through curriculum by promoting the recognition of and respect for Indigenous knowledges and ways and diverse cultures and worldviews.	3.1 Students participate in curricular programming with an Indigenous, international, or intercultural focus.	Three year rolling average of course enrolment in courses with Indigenous, or intercultural content as measured by ILOs in Local to Global theme	>1% increase	0 - 1% increase	0 or decrease	
	3.2 Student learning outcomes in relation to Indigenous or intercultural content as measured by ILOs in Local to Global theme	Percentage of baccalaureate degree students completing Local to Global Theme ILO courses with a minimum C+ grade or better.	>2% increase	1 - 2% increase	0 or decrease	80%

Note, data dashboards for intercultural understanding are available on the TRU website: <https://www.tru.ca/about/tru-mission-statement/themes/intercultural-understanding.html>

Table 10 Research

Objective	Outcome	Indicator	MF Threshold Ranges			Five Year Goal
			Achieved	Minimally Achieved	Not Achieved	
1.0 TRU will create a sustainable research culture	1.0 TRU faculty are competitive for external funding	1.1 Percentage of active tri-partite faculty holding external funding (contract and grant)	3% or > increase	-1 to 3% change	-1% or > decrease	40%
		1.2 Total dollar amount of tri-agency grants and external contracts (3-year rolling average)	\$600,000 or > increase	\$0 to \$600,000 increase	Decrease	\$4.5M (3 year rolling average)
	2.0 TRU faculty create new knowledge	2.1 Number of peer-reviewed publications, scholarly works, exhibitions and other creative works per faculty member as a percentage of total tri-partite faculty (3-year rolling average)	3% or > increase	-1 to 3% change	-1% or > decrease	<i>Undefined</i>
	3.0 TRU faculty and students disseminate new knowledge impactful to the communities we serve	3.1 Number of Community Citations Score, as measured by the total references in external media, annual reports, policy documents, newsletters and number of community-held forums reporting research results and activities to participants, stakeholders and knowledge users by TRU faculty and community groups	3% or > increase	-1 to 3% change	-1% or > decrease	<i>Undefined</i>
		3.2 Number of undergraduate student knowledge mobilization activities funded by the office of Research and Graduate Studies.	> 5% increase	1 - 5% increase	0 or decrease	260 (10% growth)
	4.0 Undergraduate student engagement in research activities	4.1 Percentage of undergraduate baccalaureate degree students who complete the Critical Thinking & Investigation Institutional Learning Outcome course with a minimum of C+ grade or better.	> 3% increase	1 - 2% increase	0 or decrease	80%
	5.0 TRU facilitates the creation, co-creation and translation of knowledge, resulting in new discoveries, products, processes and practices that will mutually benefit TRU and communities to lead positive environmental, cultural, social and economic change.	5.1 Cultural Maps of the knowledge building pathways including partnerships and learning outcomes which demonstrate: <ul style="list-style-type: none"> Promoting technological and social innovation and social enterprise Germinating ideas and applied research opportunities Developing research relationships/partnerships with community partners Sharing research infrastructure and engagement spaces Enabling knowledge exchange Celebrating shared successes 	Community partnerships demonstrate a positive community impact and increasing depth and reach	Community partnerships demonstrate a positive impact and increasing engagement	Community partnerships have little to no impact or contribution to the learning and development	We will earn recognition as the most committed and innovative university in Canada for research and scholarship based on community partnerships

Note, data dashboards for research are available on the TRU website: <https://www.tru.ca/about/tru-mission-statement/themes/research.html>

Table 11 Student Success

Objective	Indicator	MF Threshold Range			Five Year Goal
		Achieved	Minimally Achieved	Not Achieved	
1. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	1.1. Retention Rate disaggregated by:				
	Indigenous Learners	≥3%	1-2% increase	0 or decrease	60%
	BC Rural Learners				
	Domestic non-Indigenous				
	International learners				
	1.2. Persistence Rate disaggregated by:				
	Indigenous Learners	≥3%	1-2%	0 or decrease	75%
	Rural Learners (BC)				
	Domestic non-Indigenous				
	International learners				
	1.3 Course Completion Rate disaggregated by:				
	Indigenous Learners	≥3%	1-2%	0 or decrease	90%
	Rural Learners (BC)				
Domestic non-Indigenous					
International learners					
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	2.1 Graduation Rate disaggregated by: (any credential within 6 years)				
	Indigenous Learners	≥3%	1-2%	0 or decrease	50%
	Rural Learners				
	Domestic non-Indigenous				
	International learners				
3. 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."	3.1 Graduate Employment Outcomes (In Labour Force) disaggregated by:				
	Indigenous Learners	>1%	0-1%	Decrease	95%
	Rural Learners				
	Domestic non-Indigenous				
	International learners				
	3.2 Student Satisfaction with Education				
	Student Satisfaction with Education	>1%	0-1%	Decrease	95%
	3.2 Lifelong Learning Institutional Learning Course Completion				
	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	≥3%	1-2%	0 or decrease	90%

Note, data dashboards for student success are available on the TRU website: <https://www.tru.ca/about/tru-mission-statement/themes/student-success.html>

Table 12 Sustainability

Outcome	Indicator	MF Threshold Ranges			Five Year Goal
		Achieved	Minimally Achieved	Not Achieved	
1.1 TRU's commitment to sustainability is evident in how it develops, operates and maintains its campuses and regional centres	1.1 STARS score (Operations category: air & climate, buildings, energy, food & dining, grounds, purchasing, transportation, waste, and water)	>1	1	<1	55.06 (max 58)
	1.2 Plan for Carbon Neutral and Net Zero Campus (Greenhouse Gas Emissions)	2021: >5% 2022: >5% 2023: >5% 2024: >5% 2025: >50%	2-5% 2-5% 2-5% 2-5% 20 - 50%	<2% <2% <2% <2% <20%	90% reduction carbon emissions in connected buildings and carbon offset fees (target of 338 tCO2e)
	1.3 Eliminate Single-Use Plastics and Other Single-Use Items	>2 eliminated	1-2 eliminated	0 eliminated	Eliminate 10 single use plastics
	1.4 Integrate Sustainable Purchasing Throughout Campus Operations measured by the number of Sustainable Purchasing Workshops delivered	>7 workshops delivered	1-7 workshops delivered	0 workshops delivered	Every department has completed the Sustainable Purchasing Workshop and committed to following guidelines
	1.5 Conserve Potable Water measured by water use	>2% reduction	1-2% reduction	0% reduction	10% reduction of water consumption
	1.6 Building Design and Construction is mindful of Biodiversity and protecting native species measured by application of 3M Feather Friendly window film	>2	1 -- 2	0	100% of campus buildings are assessed to determine "Bird Strike Hot Spots"; hot spots receive 3M Feather Friendly window film.
2.1 Members of the TRU community are sustainability ambassadors on and off campus.	2.1 STARS score (Engagement category: campus engagement and public engagement)	>1	1	<1	39.53 (max 41)
3.1 TRU is recognized as a leading academic institution advancing sustainability education and research.	3.1 STARS score (Academic category: curriculum and research)	>1	1	<1	51.23 (max 67)
4.1 Sustainability is a core value in TRU's institutional and administrative framework	4.1 STARS score (Planning and Administration category: coordination & planning, diversity & affordability, investment, and wellbeing & work)	>1	1	<1	26 (max 32)
	4.2 Student Ambassadors are stewards of sustainability on campus and share knowledge with community members	>2	1 -- 2	0	20 student ambassadors
	4.3 Staff Ambassadors are stewards of sustainability on campus and share knowledge with community members	>1	1	0	10 staff and faculty ambassadors
	4.4 Percentage of undergraduate baccalaureate degree students who complete the Citizenship Institutional Learning Outcome course with a minimum of C+ grade or better.	>4% increase	1-4% increase	<1% increase	80%

Note, data dashboards for sustainability are available on the TRU website: <https://www.tru.ca/about/tru-mission-statement/themes/sustainability.html>

In addition, the Research Committee and Intercultural Understanding Subcommittee introduced qualitative measures to gain a deeper understanding of engagement with and impact of research and intercultural initiatives, as well as to identify barriers faculty, staff, and students may be experiencing.

Several initiatives are underway to further improve indicators and thresholds to better align assessment of those parameters with TRU's newly adopted strategic change goals and the mission of TRU. First, implementation of the *Strategy for Diversity Data at Thompson Rivers University* will inform processes for collecting and tracking disaggregated student achievement indicators. Second, TRU's efforts to identify regional and national comparator institutions and develop data sharing partnerships will support benchmarking of student achievement indicators in the context and in comparison with peer institutions. Third, the *Learning Outcomes and Assessment Principles and Procedures* and recommendations from the Strategic Assessment of Institutional Learning pilot project will support planning processes for improving student learning and achievement. Fourth, implementation of the Strategic Enrolment Management Plan will provide a structured process for monitoring recruitment, retention, and student success, as well as strategies for improving student outcomes.

Recommendation 3

Establish learning outcomes for all courses and programs, and establish a regular process whereby program faculty collect, reflect on and act as appropriate on meaningful data regarding student learning, including general education (2010 Standards 4.A.3 and 4.B.2).

The following paragraphs detail TRU's progress towards meeting Recommendation 3 with attention given to alignment with the new NWCCU *Standards of Accreditation*. **Table 13** outlines the crosswalk between the 2020 and 2010 *Standards* as they relate to programmatic assessment.

Table 13 Recommendation 3: Standards Crosswalk

2010 Standards	4.A.3	The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.
	4.B.2	The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.
2020 Standards	1.C.3	The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.
	1.C.5	The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6	Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.
1.C.7	The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

As described in *Part 3: Programmatic Assessment*, TRU has engaged in a comprehensive initiative, led by the Centre for Excellence in Learning and Teaching (CELT) and the Teaching and Learning Committee of Senate, to articulate learning outcomes for all courses and programs, and to establish a regular process whereby program faculty collect, reflect on and act as appropriate on meaningful data regarding student learning, including general education.

As per policy ED 8-3 *Course Outlines*³³, faculty members include learning outcomes within each course outline. Course outlines are provided to students the first day of class; as such, all TRU courses provide expected learning outcomes to students. The Open Learning division publishes learning outcomes for each course on the website. Additionally, once registered, students taking courses through Open Learning are provided with the learning outcomes in written form either through the learning management system for web-based courses or in the materials package for print-based courses.

Assessment of student learning in courses and programs is the responsibility of the faculty member who is assigned to teach the course. Methods of evaluating student achievement vary by faculty member, discipline, and academic level, and reflect disciplinary standards and best practices. According to policy ED 8-3 *Course Outlines*, an approved course outline includes a description of how the student will be evaluated or assessed as meeting the course learning outcomes (e.g. assignments, examinations, tests, quizzes, or other forms of student evaluation). In addition, TRU policies govern the documentation of student achievement, including ED 3-2 *Satisfactory Academic Progress*³⁴ and ED 3-5 *Grading Systems*³⁵.

Faculty coordinators in CELT work with program faculty to document assessment practices related to learning outcomes. They look at what is currently taking place using a system of naming, grouping, and classifying assessment measures. As an institution, TRU is developing methods for assessing student learning through direct assessment of course-embedded assignments and institutional rubrics and fostering interdisciplinary communities of practice where authentic discussions about the results of assessment and peer-to-peer learning can take place in a collegial environment based on established principles and procedures for learning outcomes and assessment.

General Education Model and Institutional Learning Outcomes

TRU's general education model was unanimously approved by Senate on April 29, 2019. A Notice of Motion was served at the same Senate meeting regarding revisions to policy ED 16-0 *Types of Undergraduate and Graduate Credentials*³⁶, which incorporates the general education

³³ Index of All Policies. *Policy ED 8-3 Course outlines*. <https://www.tru.ca/policy/allpolicy.html>

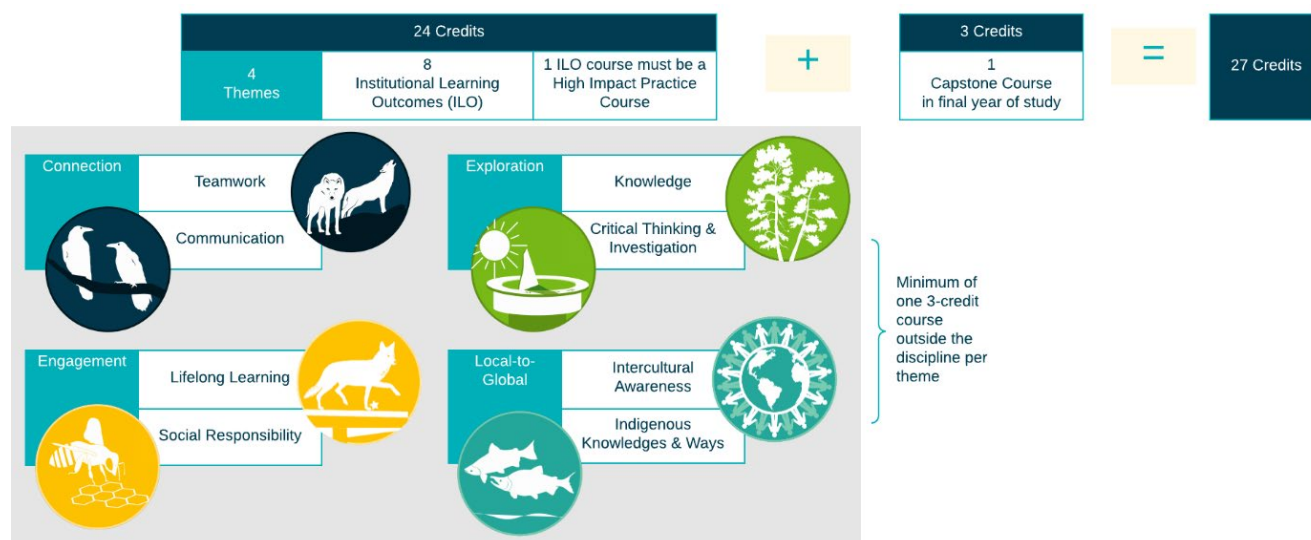
³⁴ Index of All Policies. *Policy ED 3-2 Satisfactory academic progress*. <https://www.tru.ca/policy/allpolicy.html>

³⁵ Index of All Policies. *Policy ED 3-5 Grading systems*. <https://www.tru.ca/policy/allpolicy.html>

³⁶ Index of All Policies. *Policy ED 16-0 Types of undergraduate and graduate credentials*. <https://www.tru.ca/policy/allpolicy.html>

model and eight institutional learning outcomes (ILO). This policy was unanimously approved at the May 27, 2019, meeting of Senate. The eight ILOs are grouped into four themes: connection, engagement, exploration, and local-to-global. The model was intentionally designed to be scaffolded throughout all years of a baccalaureate degree and requires a total of 27 credits (Figure 4).

Figure 4 *General Education Model*



Students will also learn in a course designated as a high-impact practice course. High-impact practice courses incorporate teaching methods using experiential learning where students actively pose and solve problems, work collaboratively with peers, apply their knowledge to practical real-world situations and reflect on their learning processes.

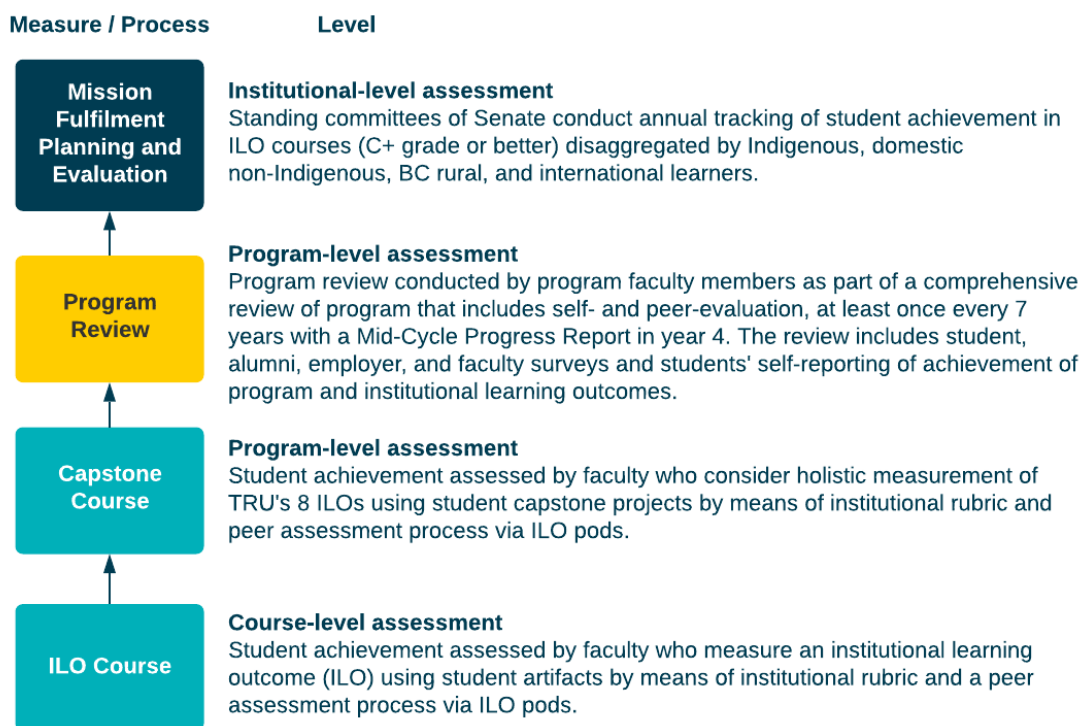
In addition, baccalaureate degree students must complete a capstone course where they reflect upon their academic experiences, integrate learning, and apply their learning beyond the classroom. The capstone course is a culminating experience intended to be taken in students' final 30 credits of study. In addition to the program learning outcomes, students will reflect upon their learning related to the four key themes of general education—connection, engagement, exploration, and local to global—in relation to their degree and/or major. To graduate, students must demonstrate achievement of program learning outcomes and reflect upon the four general education model themes.

As part of implementation of the general education requirements, all baccalaureate degree programs are reviewing their program requirements and updating program curriculum maps to align with the general education requirements. The *General Education Model Procedures*³⁷ guide provides faculty with resources to undertake this task and two full-time faculty within the Centre for Excellence in Learning and Teaching are available to support faculty with this work.

The development of a general education assessment plan is well underway. **Figure 5** offers a graphic representation of the key elements and processes that already exist at TRU or are under development that could contribute to a general education assessment plan.

³⁷ Office of the Provost and Vice President Academic and Research. *General education model procedures*. https://www.tru.ca/vpacademic/curriculum_development_approval/general-education.html

Figure 5 *Elements of a General Education Assessment Plan*



The following paragraphs describe in greater depth the potential for ILO courses to provide direct evidence of student learning and inform improvements to educational programming.

Learning Outcomes and Assessment

On June 7, 2019, the Teaching and Learning Committee of Senate approved the establishment of a Learning Outcomes and Assessment Taskforce (LOATF) with the purpose of creating a principles and procedures document along with associated resources that will establish an approach to the development, monitoring, and regular review of program and course learning outcomes and assessment. As outlined in the *Learning Outcomes and Assessment Task Force Proposal*³⁸, LOATF will:

1. Review and summarize related and relevant documents that were created by the previous committee, as well as policies and procedures related to program review, NWCCU accreditation, general education, and provincial-level quality assurance.
2. Identify the stage at which each baccalaureate program is at in the development of their program-level outcomes.
3. Identify the stage at which each baccalaureate program is at with the development of learning outcomes assessment.
4. Draft principles to guide the establishment and use of learning outcomes for curricular assessment at TRU. Note, this will not include evaluations of individual instructors.
5. Recommend a model of continuous learning outcomes assessment and curriculum review which would fit within structures and processes that are already established.

³⁸ Centre for Excellence in Learning and Teaching. *Learning outcomes and assessment taskforce*. <https://www.tru.ca/celt/learning-outcomes.html>

LOATF has reviewed and summarized all documents associated with assurance of learning (mandate #1). The Office of Quality Assurance, in collaboration with CELT, are working to systematically verify that all baccalaureate degree programs have program learning outcomes and curriculum maps that include the general education requirements and have been approved through TRU's academic approval process and are stored in the curriculum management software system (mandate #2).

In April 2021, TRU's program review Self-Study Report template was modified to include the requirement that programs describe direct and indirect measures that are used to assure that learners are achieving program learning outcomes and institutional learning outcomes. As per policy ED 8-4 *Program Review*³⁹ all TRU programs will be reviewed at least once every seven years. Given this timeline, TRU will be able to identify and document the stage each program is at with the development of learning outcomes assessment by 2027 (mandate #3).

Additionally, LOATF drafted the *Learning Outcomes and Assessment Principles and Procedures*⁴⁰ (mandate #4) and piloted the Strategic Assessment of Institutional Learning⁴¹ (SAIL) project (mandate #5).

Between November 2020 and June 2021, TRU undertook the SAIL project to pilot a model for assessing the degree of student achievement of ILOs in ILO-approved courses. The pilot was conducted on behalf of LOATF, under the guidance of the Teaching and Learning Committee of Senate and General Education Taskforce. The SAIL pilot project sought to answer the following research questions:

- What is the efficacy of institutional rubrics for assessing and demonstrating the degree of student achievement of ILOs in ILO-approved courses at TRU?
- To what degree can the assessment results be used to inform learning support planning and practices to continuously improve student learning outcomes?

The following recommendations resulted from the SAIL pilot project findings:

Recommendation 1: TRU should create an interdisciplinary ILO pod, a community of practice, for each of TRU's eight institutional learning outcomes. In addition, ILO pods should be coordinated through the Centre for Excellence in Learning and Teaching and supported by educational developers. Faculty members who teach ILO-approved courses should be encouraged to participate in the ILO pods to foster peer-to-peer learning and support student learning.

Recommendation 2: Faculty participating in an ILO pod will measure student achievement of an ILO in an ILO-approved course using an institutional rubric. Using the institutional rubric, two faculty members will peer assess, compare ratings, and reflect on and act as appropriate regarding student learning.

Formative, collaborative peer feedback and opportunities for peer-to-peer learning were identified as the greatest strengths of the SAIL pilot project. A developmental, faculty-led approach that fostered trust, collaboration, and cross-disciplinary conversations facilitated a

³⁹ Index of All Policies. *Policy ED 8-4 Program review*. <https://www.tru.ca/policy/allpolicy.html>

⁴⁰ Centre for Excellence in Learning and Teaching. *Learning outcomes and assessment principles and procedures*. <https://www.tru.ca/ceit/learning-outcomes/loaf-principles-and-procedures.html>

⁴¹ Centre for Excellence in Learning and Teaching. *Strategic assessment of institutional learning pilot project: Findings and recommendations*. <https://www.tru.ca/ceit/learning-outcomes/sail-initiative-pilot.html>

reflexive approach to learning. Therefore, it was recommended that TRU adopt a community of practice approach that fosters cross-disciplinary and generative conversations as part of a regular process whereby program faculty collect, reflect on, and act as appropriate on meaningful data regarding student learning.

The *Assessment Principles and Procedures* and SAIL findings and recommendations were brought forward to TRU's nine Faculties and Schools and Student Caucus for consultation and feedback in Fall 2021. Faculty could also provide feedback via an anonymous survey link. The feedback will inform revisions, which will go forward to the Teaching and Learning Committee and Academic Planning and Priorities Committee for approval in Winter 2022.

Looking ahead, the SAIL project will continue with two iterations. First, during Fall 2021, a revise and re-test process will expand disciplinary perspectives to review and possibly revise the rubrics and consent form. In Winter 2022, faculty from the first SAIL cohort will re-test the institutional rubrics for Social Responsibility, Lifelong Learning, and Critical Thinking and Investigation. Second, within the next two to three years, the SAIL pilot project will be replicated to build ILO rubrics for the five remaining ILOs with several new cohorts of faculty. Once the eight institutional rubrics have been developed and tested, consideration will be given for a multi-year cycle of ILO assessment at TRU. For example, TRU may consider assessment of ILOs on a two-year or four-year cycle as shown below (**Table 14** and **Table 15**):

Table 14 *Two-Year ILO Cycle of Assessment*

	Connection		Engagement		Exploration		Local-to-Global	
	Communication	Teamwork	Lifelong Learning	Social Responsibility	Knowledge	Critical Thinking & Investigation	Indigenous Knowledges & Ways	Intercultural Awareness
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								

Table 15 *Four-Year ILO Cycle of Assessment*

	Connection		Engagement		Exploration		Local-to-Global	
	Communication	Teamwork	Lifelong Learning	Social Responsibility	Knowledge	Critical Thinking & Investigation	Indigenous Knowledges & Ways	Intercultural Awareness
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								

Ideally, the cycle of assessment will be built into the work of the ILO pods, hosted by CELT, and facilitated by educational developers. Further, the assessment cycles will occur in two-year blocks, with the first year attending to planning and assessing, and the second year attending to revising and re-assessing. Additional future considerations will explore opportunities for embedding the ILO pods within existing TRU processes, such as peer review or cyclical

program review, and assessment of capstone projects. Finally, TRU will explore avenues for engaging students throughout the cycle of assessment. For example, students could provide feedback on the rubric or be taught how to use the rubric and engage in peer assessment, thus supporting scalability of the project.

Recommendation 4

Continue to evaluate, update, and finalize internal financial controls (2010 Standard 2.F.4).

The following paragraphs detail TRU's progress towards meeting Recommendation 4 with attention given to alignment with the new NWCCU *Standards of Accreditation*. **Table 16** outlines the crosswalk between the 2020 *Standards* and 2010 *Standards* as they relate to internal financial controls.

Table 16 Recommendation 4: Standards Crosswalk

2010 Standards	2.F.4	The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.
2020 Standards	2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.
	2.E.2	Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.
	2.E.3	Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

TRU utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission. TRU's Audit Committee⁴² ensures relevant audit processes through oversight and monitoring of the financial reporting process and system of internal controls regarding financial reporting and accounting compliance. TRU's department of Internal Audit⁴³ reports functionally to the Chair of the Audit Committee, and the Audit Committee is responsible for selection and hiring of external auditors.

TRU monitors its finances through internal monthly reporting and variance analysis using data provided by BANNER, the University's integrated Enterprise Resource Planning (ERP) system. The system is setup to provide effective financial controls while facilitating the provision of accurate and timely financial information. The financial reporting processes also provide timely information, with accounting periods closed within approximately five to six working days of the last day of the month.

TRU has significant internal control processes, which include:

- expenditure approval and compliance processes;
- hiring approval and compliance processes;
- payroll audits and internal controls;
- procurement management and internal controls, including fair procurement practices and competitive bid processes; and,

⁴² Board of Governors. *Audit committee*. <https://www.tru.ca/board/committees.html>

⁴³ Internal Audit. <https://www.tru.ca/internalaudit.html>

- vendor payment audits and internal controls.

TRU's Board of Governors reviews the internal quarterly financial reports and projections, the quarterly financial reports filed with the government, and the Annual Audited Financial Statements⁴⁴. This accountability and reporting is a key part of TRU's financial and internal controls.

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability. TRU's annual planning cycle includes consultation with stakeholder groups and department heads at various points with opportunities for input and validation on enrolment projections and financial plans and projections.

TRU prepares annual budgets at the Faculty, School, and Department level with extensive input, consultation, and risk analysis throughout various stages of budget development. In addition, budgets are prepared for non-operating areas such as Ancillary, Research, and Capital using a similar risk assessment and consultative approach. The Faculty, School, and Departmental budgets are then consolidated with the non-operating budgets to provide a comprehensive institutional budget that includes equity reserve projections.

TRU uses a web-based reporting tool to provide all budget holders access to timely financial information. The tool is flexible, intuitive, and provides up-to-date reporting and drill-down access to supporting information, such as: purchase orders, vendor invoices, journal entries, and payroll information.

Financial Services prepares and distributes quarterly financial statements to the divisional level, including actual year-to-date results, a full forecast, and projections to fiscal year-end with comparatives to the budget and prior year-end. Included with a report is a summary memo highlighting significant operational items and changes from the budget. This quarterly report is distributed to the Executive, Deans, Associate Vice Presidents, and the Board of Governors.

Financial resources are managed transparently in accordance with policies approved by the TRU's Board of Governors and applicable provincial laws. All public post-secondary institutions in British Columbia are included within the province's Government Reporting Entity (GRE). The Ministry of Advanced Education, Skills, and Training requires all institutions within the GRE to issue quarterly financial reports and forecasts to be used in the preparation of the government's key financial reports. The University is required to present its financial statements in accordance with Canadian Public Sector Accounting Standards⁴⁵ issued by the Public Sector Accounting Board of Canada and the requirements of section 23.1 of the provincial government's *Budget Transparency and Accountability Act*⁴⁶. Audited annual financial statements must be submitted to the government in late May, approximately two months after the University's March 31st fiscal year-end.

The financial internal controls review process is an ongoing project of continuous quality improvement and each year Financial Services and Internal Audit review and implement

⁴⁴ Financial Services. *Financial statements*. <https://www.tru.ca/finance/financialstatements.html>

⁴⁵ Public Sector Accounting Board. *Public sector accounting standards*. <https://www.frascanada.ca/en/public-sector>

⁴⁶ Government of British Columbia. (2000). *Budget transparency and accountability act*. https://www.bclaws.gov.bc.ca/civix/document/id/consol18/consol18/00_00023_01

improvements to select processes and internal controls. For example, in 2020, TRU completed reviews of the revenue and student accounts processes for Open Learning tuition collection as well as the application, award, and payment processes for student awards. These reviews and resulting changes strengthened the internal controls in both areas. Follow-up is planned for late 2021 to review the effectiveness and adherence to these processes. TRU continually reviews its processes and internal controls for all financial processes on a regular basis.



Appendices

Appendix A
Bachelor of Tourism Management Assessment Map

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments																
CMNS 1810	Professional, Business and Academic Composition	This course introduces students to the theory and practice of successful academic and professional writing. Students will develop strategies for assessing a communication scenario, considering appropriate style for the discourse community, audience need, document planning and design, and effective writing. Students complete assignments ranging from academic essays to a variety of professional communication documents.	<ul style="list-style-type: none"> Apply critical thinking and persuasive skills to academic and professional writing situations Write with improved grammar and style suitable for both professional and academic contexts Design professional and academic communication documents that are responsive to goal, context, and audience need Explain the purpose of and create different communication strategies, including information exchange and persuasion. Explain the purpose of and create properly structured academic documents, including an essay and report Explain the purpose of and create properly structured professional documents, including reports, general business correspondence, and employment writing Apply effective research and documentation skills Produce and deliver an effective oral presentation with appropriate visual support 	Prerequisite: 73% on the combined English 12 and Government exam (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 060, or completion of CESL 053, CESL 054 and CESL 057 with a grade of C+ or better.	<table> <tr> <td>Thesis statement</td> <td>5%</td> </tr> <tr> <td>Research Essay</td> <td>20%</td> </tr> <tr> <td>Bad news letter</td> <td>10%</td> </tr> <tr> <td>Cover Letter</td> <td>10%</td> </tr> <tr> <td>Oral Presentation</td> <td>10%</td> </tr> <tr> <td>Informal Report</td> <td>15% + 5% peer review</td> </tr> <tr> <td>Final Test (based on readings, in-class content, exercises)</td> <td>15%</td> </tr> <tr> <td>Participation</td> <td>10%</td> </tr> </table>	Thesis statement	5%	Research Essay	20%	Bad news letter	10%	Cover Letter	10%	Oral Presentation	10%	Informal Report	15% + 5% peer review	Final Test (based on readings, in-class content, exercises)	15%	Participation	10%
Thesis statement	5%																				
Research Essay	20%																				
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Informal Report	15% + 5% peer review																				
Final Test (based on readings, in-class content, exercises)	15%																				
Participation	10%																				
JOUR 2060	Introduction to Multimedia Production	Students connect journalistic storytelling with the multi-media and social media tools used by professionals to reach a wide range of audiences. Coursework includes social media; storytelling with audio and video; and the use and critical evaluation of blogs as sources and sites for news	<ul style="list-style-type: none"> Implement basic principles of journalistic storytelling Explain and apply basic techniques for gather and editing audio and visual material Integrate audio and visual material into multimedia journalism Demonstrate use of multi-media equipment and software Demonstrate and apply key concepts in multimedia production and journalism 	None	<table> <tr> <td>Weekly Lab Exercises</td> <td>10%</td> </tr> <tr> <td>WordPress Site and Story Introduction</td> <td>10%</td> </tr> <tr> <td>Informative Text Story with Photos</td> <td>15%</td> </tr> <tr> <td>Audio Interview</td> <td>15%</td> </tr> <tr> <td>Editorial Images with Narration</td> <td>15%</td> </tr> <tr> <td>Investigative/Persuasive Video</td> <td>20%</td> </tr> <tr> <td>Blog with Media Links</td> <td>15%</td> </tr> </table>	Weekly Lab Exercises	10%	WordPress Site and Story Introduction	10%	Informative Text Story with Photos	15%	Audio Interview	15%	Editorial Images with Narration	15%	Investigative/Persuasive Video	20%	Blog with Media Links	15%		
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Editorial Images with Narration	15%																				
Investigative/Persuasive Video	20%																				
Blog with Media Links	15%																				
MATH 1100 Note: there are two different versions of the course outline	Finite Mathematics With Applications	Intended primarily for Liberal Arts or Education students, this course is not acceptable for credit in Science or Commerce. The past twenty years have seen an explosive growth in the scope of mathematics so much that many of the Social Sciences are employing mathematics as a powerful research tool. This course is designed to expose students to the areas of mathematics that they are likely to require in future studies. Topics to be covered include counting, probability, matrices, linear programming, and Markov chains or difference equations.	<ul style="list-style-type: none"> To develop a multi-disciplinary knowledge base with an interdisciplinary perspective of mathematical areas. To develop critical thinking and problem solving skills that enables a student to solve problems in a variety of applied domains. 	C standing in either Foundations of Math 11 or Pre-calculus 11 or equivalent (BC graduates of 2013 onwards) or C standing in Principles of Math 11, or Applications of Math 12 or equivalent (BC graduates prior to 2013) or MATH 0510 or MATH 0523 or equivalent	<table> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Term Test #1</td> <td>20%</td> </tr> <tr> <td>Term Test #2</td> <td>20%</td> </tr> <tr> <td>Final Exam</td> <td>40%</td> </tr> </table>	Assignments	20%	Term Test #1	20%	Term Test #2	20%	Final Exam	40%								
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Term Test #1	20%																				
Term Test #2	20%																				
Final Exam	40%																				

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments								
GEOG 2700	Introduction to Geographical Analysis	Approved Feb 2016 This computer-based laboratory course introduces students to quantitative methods used for geographic analysis. Students learn the fundamentals of statistical analysis of quantitative and qualitative variables and how to use computer software to perform these analyses. At the end of the course, students understand how to apply quantitative methods to answer questions of geographic interest, and have developed a working knowledge of the most commonly used statistical software in quantitative geography.	Curricunet LOs <ul style="list-style-type: none"> • Apply basic statistical and spatial analysis methods to simple research questions • Communicate quantitative patterns in data. • Develop confidence in numerical and spatial analysis. 	none	<table border="0"> <tr> <td>Lab Assignments</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Homework</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Independent Assignment 1</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Independent Assignment 2</td> <td style="text-align: right;">25%</td> </tr> </table>	Lab Assignments	25%	Homework	25%	Independent Assignment 1	25%	Independent Assignment 2	25%
Lab Assignments	25%												
Homework	25%												
Independent Assignment 1	25%												
Independent Assignment 2	25%												
STAT 1200	Introduction to Statistics	This course is for non-science students who require an introduction to statistical reasoning. Topics include: descriptive statistics; correlation and regression; normal and binomial distributions; sample and experimental design; chi-square distribution; and hypothesis testing.	None listed in Curricunet nor in course outlines	Prerequisites: Foundations of Math 11 or Pre-calculus Math 11 or equivalent (BC graduates of 2013 onwards) or Principles of Math 11, or Applications of Math 12 or equivalent (BC graduates prior to 2013), or MATH 0510 or MATH 0523 or equivalent. MATH 1100 or MATH 1101 is recommended. Note: Students may normally receive credit for only one of the following: BIOL 3000, BUEC 2320, MATH 1200, PSYC 2100, SOCI 2710, SOCI 3710, STAT 1200, STAT 2000, STAT 1201	<table border="0"> <tr> <td>Assignments</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Term Tests (approximately March 1, March 29).....</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Final Examination ...</td> <td style="text-align: right;">40%</td> </tr> </table>	Assignments	20%	Term Tests (approximately March 1, March 29).....	40%	Final Examination ...	40%		
Assignments	20%												
Term Tests (approximately March 1, March 29).....	40%												
Final Examination ...	40%												

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
TMGT 1140	Human Resources Management	<p>Changing values, shifting demographics, evolving legislation and a growing emphasis on social responsibility are among the forces shaping the way we manage people today. In this course, students examine human resource management issues as they relate to human resource planning, the legal environment, recruitment and selection, evaluation and development, compensation, and emerging issues and trends in the tourism industry.</p>	<ul style="list-style-type: none"> Describe the functions of human resource management and describe the internal and external environmental factors that affect human resource management. Explain the human resource planning process and describe the recruitment and selection process. Describe the performance appraisal process. Define and describe job evaluation methods Identify typical bargaining issues and discuss how grievances are handled in a union and non-union environment. Describe the nature and role of safety and health in business 	<p>English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better</p>	<p>Self-assessment assignment – 5% Reflective exercises – 5% Recruitment project (team – multi parts) – 40% Mid-term tests (2) – 30% Final exam – 20%</p>
TMGT 1160	Organizational Leadership in Tourism	<p>Calendar Description (Curricunet) This course is designed to address the changes occurring in the workplace today. As many of the graduates of this program will find themselves in supervisory positions within the tourism industry, the course will be delivered from the perspective of a supervisor and how he/she fits into today's organizations</p> <p>Additional description on course outline: This course is an introduction to the role of and challenges faced by supervisors in the tourism industry. Topics such as leadership, cross-cultural communication, career management and teamwork will be explored. This course will be delivered using lectures, case studies, discussion as well as games and other experiential activities.</p>	<p>On Curricunet:</p> <ul style="list-style-type: none"> Describe the impact of constant change on the supervisor's job. Explain why the supervisor's job will become increasingly important and complex in the future. Contrast formal and informal planning. Compare preventative, concurrent and correctional control. List techniques for improving group decision making. Define and apply total quality management Explain why organizations are increasingly becoming decentralized. Define leadership. Should be prepared to meet the challenges of managing a culturally diverse workplace. Describe techniques for overcoming communications barriers. List actions supervisors can take to improve team performance. <p>On latest course outline</p> <ul style="list-style-type: none"> Describe the impact of constant change on the supervisor's job; Discuss the role of the supervisors and the challenges they face; Contrast formal and informal planning; Compare preventative, concurrent, and correctional control; List techniques for improving group decision making; Identify methods used to motivate employees; Explain the role of leadership in the tourism industry; Define the essential elements of communication List actions supervisors can take to improve team performance; Describe change in the work place and explain why people resist it; List the typical steps used in progressive discipline. Describe traditional career paths and explain why they are disappearing 	<p>English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better Note: Students cannot receive credit for both TMGT 1160 and ORGB 2810</p>	<ol style="list-style-type: none"> Class Presentation and accompanying paper - 30% Mid-term Exam - 25% Online assignment - 15% Final Exam - 30%

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
TMGT 1150	Marketing and customer service	This course discusses the role, concepts and principles of marketing. It examines market research and planning, product pricing and costing, packaging, promotion, service as a primary product, advertising methods, target marketing, factors in consumer preference and assessment of guest satisfaction.	<ol style="list-style-type: none"> 1. Apply marketing principles and the marketing concept to tourism products. 2. Discuss the major forces that are affecting the way in which firms market themselves and their products. 3. Explain the peculiarities of marketing a tourism product. 4. Discuss the core concepts of marketing and describe the components of the marketing mix. 	English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better	<p>Creative Brief: Advertising/Social Media (individual) - 20%</p> <p>Marketing Plan Pitch (groups) - 20%</p> <p>Mid-term exam - 20%</p> <p>Final Exam - 30%</p> <p>Professionalism and Participation - 10%</p>
HMGT 2120	Hotel Sales and Service	<p>Current course description same as curricunet: This course provides insight into the scope and various segments of the groups market and shows the relationship between professional service and operational success. Students will be given a comprehensive introduction to the complexities of managing a convention facility as well as exposure to key group markets and techniques for attracting them to the property.</p> <p>Additional description on course outline: The intent of this course is to provide students with an overview of the nature and scope of the meetings and convention industry and identify how the accommodation industry can be better prepared to attract and service this lucrative market. Students will be assigned projects that will give them a realistic introduction to the world of hotel sales and service</p>	<p>No learning outcomes in curricunet. LOs in course outlines have evolved over time.</p> <p>Winter 2018</p> <ol style="list-style-type: none"> 1. Explain the scope of today's meetings and conventions market. 2. Identify trends influencing meetings and conventions. 3. Explain how the sales department interfaces with other departments in a hotel facility. 4. Identify the characteristics of the Association, Corporate and Non-profit markets and understand how to sell to these key markets. 5. Identify and explain the components of convention services. 6. Outline procedures and documentation used to communicate internally before a meeting. 7. Describe types of convention billing arrangements and post-convention review. 8. Describe service techniques used by the industry to ensure guest satisfaction. 9. Prepare a basic sales proposal. 10. Plan a Familiarization (FAM) trip and prepare a group resume. <p>Past learning outcomes on course outline</p> <ol style="list-style-type: none"> 1. Understand the role of internal marketing. 2. Understand the importance of relationship marketing. 3. Be able to explain various promotional tools used to attract key markets. 4. Be able to describe major advertising decisions. 5. Understand some of the ethical issues facing marketers. 6. Describe the public relations process. 7. Explain the nature and role of personal sales. 8. Describe service techniques used by industry to ensure customer satisfaction. 9. Understand how to sell to various group markets. 10. Prepare a basic marketing plan. 	TMGT 115 (or equivalent)	<p>Progress Quizzes (2 @ 10%) – 20%</p> <p>Article Critique – 15%</p> <p>Sales Proposal (group activity) – 15%</p> <p>Sales Call (paired activity) – 15%</p> <p>Presence and Engagement in Course Activities – 10%</p> <p>Final Project – Familiarization (FAM) Trip & Group Resume – 25%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
ACCT 1000	Financial Accounting	<p>On curriculumet Students develop a basic understanding of financial accounting, which involves analyzing and recording a variety of financial transactions and preparing and evaluating financial reports. Topics financial statements; accounting events and entries; accounting adjustments; internal control and cash; accounts receivable; merchandising and inventory; long-term assets, liabilities; statement of cash flows; and financial statement analysis.</p> <p>On recent course outline Students learn to maintain the basic financial records of a small business, including the preparation of financial statements. Topics include the accounting cycle, adjusting entries, preparation of financial statements, merchandising accounting, internal control, sales taxes, cash, temporary investments, accounts and notes receivable, inventory, capital assets, current and long-term liabilities, introductory corporate accounting, cash flow statements, and financial statement analysis.</p>	<p>On curriculumet</p> <ol style="list-style-type: none"> 1. Prepare and describe each of the financial statements. 2. Analyze and journalize financial transactions. 3. Prepare adjusting entries and explain when revenues and expenses are recognized. 4. Prepare bank reconciliations and explain their relevance to internal control. 5. Apply the percentage of sales and aging of receivables methods in accounting for the allowance for doubtful accounts. 6. Compare FIFO, weighted average and specific unit identification inventory methods in preparing inventory records and journalizing inventory transactions. 7. Calculate depreciation and account for the disposal of capital assets. 8. Account for notes and bonds payable. 9. Prepare and analyze a statement of cash flows. 10. Compute, compare and evaluate financial ratios. <p>On recent course outline</p> <ol style="list-style-type: none"> 1. Describe the system of accounting standards and principles. 2. Demonstrate the accrual method of accounting and the accounting cycle. 3. Prepare a balance sheet, income statement, statement of retained earnings, and a statement of cash flows. 4. Identify the objectives and procedures of internal control. 5. Account for inventories and receivables, including bad debts. 6. Account for the purchase, amortization, and derecognition of tangible and intangible long-term assets. 7. Account for long term-liabilities, including notes, bonds, and leases. 8. Journalize shareholder's equity transactions for share issue and cash and stock dividends. 9. Analyze financial statements utilizing horizontal and vertical analysis and ratio analysis. 	Admission to the Diploma in Horticulture and Management, Tourism programs, Adventure Studies programs or permission of program advisor.	<p>Midterm # 1 20%</p> <p>Midterm # 2 20%</p> <p>Quizzes 10%</p> <p>Homework and class participation 10%</p> <p>Final Exam 40%</p> <p>Students must pass the final exam to pass the course.</p>
TMGT 2010	Financial Operations Control in Tourism	This course offers students an understanding of how they can use managerial accounting skills in their careers in the tourism industry. Students will use accounting information for decision making, planning and control in the areas of marketing, operations, human resources, strategic investment, business performance evaluation and budgeting.	<ol style="list-style-type: none"> 1. Discuss how managers can use management accounting information for planning, control and decision making; 2. Explain and apply common techniques used to analyze and interpret financial statements; 3. Describe and implement the concepts of yield/revenue management; 4. Explain and employ commonly used pricing methods; 5. Describe contemporary cost management concepts and discuss the implication of different cost structures on the firm; 6. Perform a Cost/Volume/Profit Analysis; 7. Identify costs relevant to the decision-making process in different circumstances; 8. Describe and apply common planning, internal control, and performance measurement frameworks and methods; 9. Explain common techniques used to assess capital investments; and 10. Discuss current and emerging managerial accounting topics relevant to tourism firms. 	English 12/English 12 First Peoples with a minimum of 73% or equivalent (within the last five years); and ACCT 1000 or equivalent.	<p>One-Minute Papers (5 @ 1%) – 5%</p> <p>Problem Sets (2 @ 10%) – 20%</p> <p>Two-Stage Term Tests (2 @ 20%) – 40%</p> <p>Final Exam – 35%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
ECON 1220	Introduction to Basic Economics	Students develop a basic understanding of economic principles, which allows for and encourages informed discussion of media-covered issues. Topics include contrasting macroeconomics and microeconomics; gross domestic product; economic growth and business cycles; unemployment and inflation; aggregate supply and demand; scarcity, opportunity costs, globalization and trade; law of supply and demand; accounting versus economic profits; money and exchange rates; government choices, markets, efficiency, and equity; monopoly and competition; externalities, public goods, and free riders.	<ol style="list-style-type: none"> 1. Explain the differences between macroeconomics and microeconomics. 2. Describe the important measures of the performance of an economy. 3. Distinguish between nominal and real economic concepts. 4. Apply the concepts of scarcity and opportunity costs. 5. Describe how buyers and sellers compete and cooperate in markets. 6. Compare and contrast economic and accounting profits. 7. Discuss the economic costs of unemployment and inflation. 8. Explain the relationship between supply, demand, and prices in an economy. 9. Describe the concept of marginal. 10. Apply basic economic concepts to current events in the media. 11. Apply the concept of externalities to real world issues. 12. Compare and contrast monopoly and perfect competition. 	None	Assignments 0-25% Quizzes 0-30% Mid-term exams 20-60% Final exam 25-40%
ECON 2220	Economics for Tourism, Recreation and Leisure	Students examine tourism, recreation and leisure from an economic perspective and take the viewpoint of both the demand side and the supply side of the economy. Topics include organizations and markets, market structure and pricing, the role of the external economic environment, cost-benefit analysis for projects, the economic impact of the tourism sector on development, the global impacts on the tourism, recreation and leisure sectors, and the economic assessment of environmental impacts of tourism and sustainability.	<ol style="list-style-type: none"> 1. Describe and explain the tourism, recreation and leisure market structures and their organization. 2. Use economic concepts and tools to be able to price tourism, recreation and leisure products and services. 3. Understand a cost-benefit analysis of a tourism related project. 4. Explain the economic impact of tourism, recreation and leisure projects on the community. 5. Understand the determinants of the demand and supply of tourism. 6. Explain how the domestic and global macroeconomic environment affects tourism, recreation and leisure. 7. Explain and describe how environmental economics can help the tourism sector become more sustainable. 	ECON 1220-Introduction to Basic Economics or ECON 1900-Principles of Microeconomics and ECON 1950-Principles of Macroeconomics	Assignment 0- 20.00% Project/paper 0- 20.00% Mid-term exams 20- 40.00% Final exam 30- 50.00%

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
<p>TMGT 1110</p>	<p>Introduction to Tourism</p>	<p>This course provides an introduction to tourism as an industry and a phenomenon. Topics covered during the semester will include the economic, social, environmental and political environment in which tourism operates at a global and local level. Students will be introduced to tourism products and experiences in B.C. and be given the opportunity to identify career opportunities in the tourism industry. Additional description on course outline: The course is generally structured into three parts: Part 1 focuses on the travelling public, tourism industry promoters, and motivations to travel; Part 2 familiarizes the student with the major sectors, or tourism service providers; and Part 3 addresses macro-issues (big picture) facing the industry, such as the impact that tourism can have on host communities and the environment.</p>	<ul style="list-style-type: none"> • Describe the main sectors of tourism and apply basic theories of travel motivation, tourism marketing, tourism planning and development strategies. • Describe the development and current trends in each of the main sectors of tourism. • Discuss issues facing the future of the tourism industry both in Canada and around the world 	<p>English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or equivalent</p>	<p>Assignments (3) 50% Midterm exam 15% Final exam 35%</p>
<p>TMGT 2250</p>	<p>Hospitality Law</p>	<p>Currcunet In this course, students are introduced to the legal rights, responsibilities and obligations of organizations in the hospitality industry. This industry operates under a combination of Common Law and Statute Law passed by both federal and provincial legislature. Emphasis is placed on the legal problems regularly faced by business firms within this industry and their possible solutions.</p>	<ol style="list-style-type: none"> 1. Discuss the laws and regulations affecting the tourism/hospitality industry; 2. Describe the Canadian legal system; 3. Analyze court cases; 4. Describe the main components of contract and negligence law; 5. Discuss the role of management in relation to hospitality law; 6. Describe the use of liability release documents. 	<p>On currcunet English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better</p> <p>No pre-reqs on course outline</p>	<p>Midterm exams (2) 40% Assignment 10% Participation 10% Final exam 40%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
TMGT 2060	People, Places and the Toured Landscape	This course provides students with a historical, geographical and cultural context for understanding tourism. Attention is given to the way tourism practices have unfolded over time in various regions of the world, and the way in which visual representation and written narrative shapes the tourism landscape. Global and local themes affecting the tourism product and experience are discussed.	<ol style="list-style-type: none"> 1.To understand world tourism in an historical, geographical and cultural context. 2.To understand how changes in cultural values over time have shaped tourist consumption of people and places. 3.To analyze visual and written narrative of people and places and their role in shaping the tourist experience. 4.To discuss the relationship between global agents of change and local and regional tourism responses 	English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better No pre-reqs on recent course outline	Geography of place 10% Souvenir presentation 5% Souvenirs and analysis 15% Reading responses 10% Midterm exam 25% Final exam 35%

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
TMGT 2610	Environmental Issues in the Tourism Industry	<p>The rapid growth of tourism on a global scale has resulted in significant negative environmental impacts, and there is increasing concern about the relationship between tourism and the environment, both natural and cultural. This course explores the challenges facing the tourism industry in attempting to create a balance between environmental and economic concerns. The rich history of the conservation movement and development of the national parks system provides a lens through which to understand the foundation of the North American tourism industry. In addition, students examine the current "greening" of the tourism industry.</p> <p>Current course outline contains modifications to course description Additional description on most recent course outline: This course is designed to encourage students to think critically about the relationship between tourism and the environment and to consider the various social, economic and political implications. The epic struggle to create and defend the National Parks system in North America will act as the 'lens' through which we will examine tourism and the environment. Foundational readings, case studies, video documentaries, and guest lecturers will provide students with a practical as well as theoretical understanding of environmental issues in the tourism industry</p>	<p>Different learning outcomes between fall and winter semester offerings:</p> <p>Winter 2018</p> <ul style="list-style-type: none"> • To develop a keen awareness of global environmental problems. • To develop an understanding of the relationship between tourism and the environment. • To examine and analyze the conflicts, both present and emerging, between tourist activities and the environment. • To understand the difficulties involved in measuring the economic, social and environmental costs and benefits of tourism. • To examine and evaluate environmental policies implemented by tourism organizations. • To understand the important role and the process of sustainable development and tourism planning. <p>Fall 2017</p> <ul style="list-style-type: none"> • Describe the relationship between tourism and the environment • Identify major milestones and critical turning points in the environmental issues timeline • Identify global environmental issues • Summarize the story of the origins of the conservation movement that lead to the creation of the National Parks system in the United States and Canada • Understand the affiliation between conservation, environmentalism, and activism • Explain how human activities create global environmental change • Identify environmental issues in tourism • Describe how different types of tourism have different impacts on the environment • Identify and describe characteristics of sustainable development and sustainable tourism • Explain how human values play a role in managing environmental impacts • Identify methods of managing environmental impacts in tourism 	<p>Prerequisite: English 12/English 12 First Peoples with a minimum of 73% (within the last five years), or Level 4 on the composition section of the LPI (within the last two years), or completion of ENGL 0600, or completion of ESAL 0570 and ESAL 0580 with a grade of C+ or better</p> <p>No pre-reqs on recent course outlines</p>	<p>Winter 2018 Transportation and water assignment 20% Field art journal and reflection 20% Midterm exam 25% Final exam 35%</p> <p>Fall 2017 Green Op Proposal 10% Midterm Exam 25% TBA 15% Green Op Project 25% Final Exam 25%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
ADVG 3200	Adventure Sport and Tourism	Adventure sport and adventure tourism are terms used to describe a wide variety of activities - from bungee jumps to commercial ski trips to the South Pole. This course provides a survey of the adventure sport and adventure tourism industry; its philosophical foundations; adventure in contemporary society; the interrelationship of adventure in leisure, recreation, tourism, and extreme sports; and career paths.	<p>From Curricunet – no course outline on file</p> <ol style="list-style-type: none"> 1. To understand the basic features of the adventure sport and adventure tourism industries 2. To understand adventure sport and adventure tourism activities, motivations and participation benefits 3. To understand the role of adventure sport and adventure tourism in today's society 4. To encourage students to participate in adventure sports and to consider adventure tourism as a career path 	3rd year standing	

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
CMNS 3020	Travel Media	<p>From Curricunet</p> <p>This course studies novels, journals, blogs, films, and guidebooks in order to understand and produce texts in the complex matrix called "travel media." It examines many examples of travel media, both commercial and personal in order to understand how it has developed and currently works. These examples are considered from many perspectives such as the figure of "the Other," colonialism, the flaneur, postmodernism, and even visual and document design. The course considers the strategies of design that constitute the various genres of travel media, from logs, vlogs, and multimedia, to guides, and even stories.</p> <p>From latest course outline – winter 2018</p> <p>This course introduces students to a range of commercial and personal genres and core themes in the field of travel media, with a focus on relevant theoretical perspectives such as representation, post colonialism, and visual literacy. Students will have an opportunity both to analyze and to produce travel media texts, investigating the porous boundaries between fiction and non fiction, self and other, and home and abroad. Through critical analysis and the student's own production of travel media, the course guides students to understand and respond to the social and political narratives at play in the production and consumption of travel media as both commercial product and cultural narrative.</p>	<p>From Curricunet</p> <ul style="list-style-type: none"> • Provide advanced composition and media literacy instruction • Convey theories of communication as they relate to travel media • Introduce students to visual semiotics and other visual design strategies. • Critically analyze traditional and interactive travel texts. <p>From latest course outline – winter 2018</p> <ul style="list-style-type: none"> • Explain and analyze relevant theories of communication as they relate to travel media • Analyze examples of travel media to illustrate and explore concepts from the theory • Produce documents in travel media genres that demonstrate professional approaches to narrative structure, composition, and visual design • Explain and analyze key concepts in visual semiotics and design 	No pre-reqs in calendar	<ol style="list-style-type: none"> 1. Finding your voice – Kamloops "Hidden Adventure" Piece with Reflection. 15% 2. Comparative Analysis of Travel Articles. 20% 3. Midterm (25%) 4. Long Review & Sponsored Content Narrative (20%) 5. Niche Market Tourism Discourse Analysis 20%

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
<p>TMGT 3020</p>	<p>Tourism Policy and Planning</p>	<p>Curricunet Students are introduced to policy and planning theories and their application to tourism. The relationship between tourism, public policy, planning, and development is also examined.</p> <p>Recent course outline W18 CALENDAR DESCRIPTION Students are introduced to policy and planning theories and their application to tourism. The relationship between tourism, public policy, planning, and development is also examined.</p> <p>Additional course description</p> <p>This paper provides students with an understanding of the historical development, major theories, concepts and principles underpinning tourism policy and planning. The course reviews present trends, perspectives and practices using a global case study approach. Through critical examination of empirically researched subject matter students will develop an understanding of the responsibilities, roles and influence of stakeholders in tourism policy making and planning. Finally, a review of the challenges and issues facing destination development will provide a summary of how tourism can contribute to a sustainable future.</p>	<p>W18 (approved Curricunet learning outcomes)</p> <ol style="list-style-type: none"> 1. Discuss public sector decision-making and policymaking processes. 2. Describe the regulatory and competitive environment in which tourism enterprises function. 3. Describe and assess contemporary guidelines, processes, techniques, and approaches to tourism planning. 4. Describe the role of the public and private sectors in tourism planning and development. 5. Discuss the factors that influence tourism policy development and implementation. 6. Analyze, evaluate, and present case studies in public policy and tourism planning. 	<p>Curricunet 3rd year standing in the Bachelor of Tourism Management program</p> <p>EPC approval has been granted - change to: 3rd year standing</p>	<p>Themed Touring Route 25% Participation 25% Google Wiki Site/Seminar Presentation 35% Final Test 15%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
<p>TMGT 3050</p>	<p>Research in Tourism</p>	<p>Students engage in the process of conducting and evaluating research in the field of tourism.</p>	<ol style="list-style-type: none"> 1. Reflect on where knowledge about the social world comes from 2. Describe key features of important paradigms in social research, such as post-positivism, hermeneutics, and critical theory 3. Identify aspects of paradigms that resonate with their own beliefs and values about producing knowledge 4. Consider how their own paradigmatic positioning might guide them in approaching a research endeavor 5. Identify the steps involved in designing and executing a social research project, including how to create a research question, conduct a literature review, choose an appropriate method, analyze data, and present research outcomes 6. Formulate different kinds of research questions 7. Identify gaps in a body of literature 8. Identify appropriate methods for answering different types of social research questions 9. Identify key principles of good survey design (and common survey design pitfalls) 10. Perform nonparametric tests on data from Likert-scale questionnaires 11. Articulate outcomes of basic statistical analysis in appropriate language 12. Identify key principles of good interviewing practice (and common pitfalls) 13. Identify key aspects of observational research practice 14. Identify key aspects of textual analysis as a research practice, and differentiate between content, semiotic, and discourse forms of textual analysis 15. Perform qualitative data collection at a basic level 16. Analyze interview, observation, and or textual data at a basic level 17. Articulate outcomes of basic qualitative analysis in appropriate language 18. Recognize the importance of reflecting on research ethics in project design 19. Identify the types of projects for which Research Ethics Board approval is necessary 20. Understand the kinds of information required on a Research Ethics Board human subjects application 	<p>GEOG 2700 or a course in research methodology or statistics approved by the Department</p>	<p>Assignments Reading Responses (7)-----35% Lab Exercises (5)-----35% Integrative Assessment-----20% "A+ points" Bonus Opportunities + Instructor's Assessment----10%</p>
<p>TMGT 4080</p>	<p>Reflecting Philosophically on Tourism</p>	<p>Students are required to reflect on their tourism knowledge and practice in a deep theoretical and philosophical manner, and examine their own positions and values as future professionals in the tourism field. Drawing largely on classic and contemporary writings in philosophy and social theory outside the tourism canon, students cultivate an understanding of the unquestioned and presumed ideologies that lie behind some of today's most problematic tourism practices. Students are exposed to theoretical and philosophical positions that present an alternative way forward.</p>	<ol style="list-style-type: none"> 1. To deepen our understandings of the positive and negative impacts of tourism by considering various works of philosophy and social theory that illuminate these issues 2. To expand our knowledge of the literature beyond the tourism canon 3. To interrogate and deconstruct the ideologies that underlie selected contemporary tourism practices 4. To reflect upon and interrogate our own positions and values as future professionals in tourism 	<p>4th year standing</p>	<p>Reading Responses (8)-----40% Analysis Presentations (4)----16% Journal-----20% Shrines and Pyres Project---- 4% Reflection Paper -----10% Above and Beyond (A+ points)---- --10%</p>

Course Number	Course Title	Course Description	Learning Outcomes	Pre-requisites	Assessments
TMGT 3030	Financial Management for Tourism	This course examines the principles of financial management as they apply to firms in tourism and hospitality sectors. Topics covered include financial statement analysis; budgeting; time value-of-money; profit planning and decision-making; cost-volume-profit analysis; and capital budgeting. Special topics in hospitality and tourism include management contracts; franchising; revenue management; and real estate investment trusts (REITS).	Interpret, analyze and evaluate financial statement information; Calculate operating and financial leverage and explain their usage in assessing the risk of the firm; Develop cash flow projections and pro-forma financial statements. Explain the impact of alternative business financing strategies; Discuss the factors to consider when making investment decisions; Explain the capital budgeting process and assess capital investments using accepted techniques; Apply commonly used business valuation models; Describe common financial management models specific to firms operating in tourism and hospitality settings. NOTE: current course outline has modified the learning outcomes	TMGT 2010-Financial Operations Control in Tourism or equivalent	One-Minute Papers (5 @ 1%) 5% Two-Stage Term Tests (2 @ 20%) 40% New Venture Challenges (team) (6 @ 5%) 30% Final Exam 25%
TMGT 4020	Graduating Seminar	Curricunet Students conduct research and create a professional presentation of a major project with a direct application to the tourism industry. Most recent course outlines – W18 Additional description This course deals with designing and executing a research project of your choice, to be completed within the semester. The course will be in seminar format, featuring a combination of brief lectures, class discussions, small group work, and student presentations. Selected readings will provide the foundation for student contributions to class discussions and for the development of individual projects.	Curricunet + section 01 W18 1. have a comprehensive knowledge of the literature relevant to understanding key tourism concepts, definitions and measures used in tourism and travel research. 2. have an understanding of methods used to assess the impact of tourism 3. know how to describe the nature of research, its problems, its role and its limitations in tourism planning, policy and decision making. 4. be able to identify the advantages and disadvantages of various research techniques of investigation (survey, participant observation, etc.) and analysis (Descriptive, regression, etc.). 5. be able to critically analyze the secondary data sources and scholarly research publications in the tourism field. 6. be able to develop and present a research proposal. Section 02 w18 – differs from approved LOs To increase self-direction, imagination, and creativity through identifying a tourism topic of individual interest and developing and carrying out a strategy to understand it better, To improve traditional and electronic research skills through gathering secondary information, To develop analytical, synthesizing, and writing skills by reporting the results of secondary research through a literature review, To hone communication, teamwork, and leadership skills through in-depth group presentations on important research methods, To develop research design skills by creating and proposing a primary research study, To develop skills in research practice by implementing a primary research study, To build advanced organizational and writing skills by creating a written research product, To improve public speaking skills by presenting research outcomes to peers, To hone skills of critical thinking, critique, and peer mentorship by reflecting and commenting on others' research proposals and outcomes.	TMGT 3050 and either 4th year standing in the Bachelor of Tourism Management program or 2nd year standing in a Faculty of Adventure, Culinary Arts and Tourism post-baccalaureate diploma	Participation 15% Annotated Bibliography ----15% Research Proposal 20% Final Presentation 15% Final Critical Term Paper or Research Project 35%

Appendix B
Tourism Management Diploma Assessment Map

Program Curriculum Map for Resort and Hotel Management Diploma
Date: February 2020



Program Learning Outcomes: Upon successful completion of the Resort and Hotel Management Diploma, graduates of this program are able to:	Year 1 Fall Semester					Year 1 winter semester					second Year									
	CMNS 1810	HMG 1110	MATH 1100	TMGT 1110	TMGT 1160	ACCT 1000	HMG 1210	HMG 1410	JOUR 2060	TMGT 1150	HMG 2210	HMG 2510	TMGT 1140	TMGT 2010	TMGT 2250	ECON 1220	HMG 2100	HMG 2120	HMG 2500	HMG 2610
Work collaboratively in groups, in diverse environments, and demonstrate the necessary skills of effective leadership for teamwork.					2,9,13			6,13,9			8,6,16	10,13	2,5,11,13						5,13	10,9,6
Communicate effectively and confidently in academic, professional, government, and industry contexts.	6,12,9,2	2,8,9,12,13,16,			2,13	2,12	3,8,12	6,13,9			8,6,5	12,13,2	2,12,13	2,5,13	1,7,16	2,3,12	3,5,12	9	9	6,13,9
Identify opportunities with active intent to further their careers and establish action plans to meet their goals.				2	2,9,13			6,2			8,6,5	10,2						12	5,16	6,9,6
Demonstrate commitment to ethical practices in hospitality.		8,16			2,5,13	2,12	3,8,12	6,2	3,2	8,6,2	12,13,2		2,5,13	1,7,16	2,3,12	3,11,12				6,2
Apply best practices in the production, delivery, and management of hospitality services.		2,8,9,12,13,16,			2,5,9,13	2,12	3,8,12	2,6,12	12,3,2	8,1,5,16	10,12,13,2	2,5,11,13	2,5,13	1,7,16	2,3,12	3,11,16	11	5	13,6,2	
Demonstrate problem solving, creative and critical thinking, reflection and decision making to function effectively in the hospitality industry and broader community	6,2,16	8,9,12,13	2,12	6,2	2,5,9,13	2,12		6,12,2	12,3,2,16	8,1,5	10,12,13	2,5,11,13	2,5,13	1,7,16	2,3,12	3,11,12	2,3	13	10,	
Practice empathy and respect for diversity and multicultural perspectives and recognize and respect the value of diverse world views		8,16,		12,16	2,5,9,13			6,2		8,5,6,2	10	2,5,11,13							5	13,9
Introduce - key concepts and skills introductory level of understanding					Reinforce – student increasingly proficient; learning reinforced and practiced with feedback					Competency – student demonstrates learning at a sophisticated and independent level										

Assessment Codes: 1. Exam T/F and M/C; 2. Mixed Format; 3. In-class Quiz; 4. Essay; 5. Reflection; 6. Research Paper; 7. Case Study; 8. Demonstration; 9. Presentation; 10. Simulation; 11. Project; 12. Individual Assignment; 13. Group Assignment; 14. Portfolio; 15. Peer Review ; 16. Professionalism/Participation; 17. Practicum/ Co-op

Appendix C
Supplemental Learning Annual Report



Supplemental Learning (SL)
Annual General Report
Fall 2018 & Winter 2019

Coordinator
Elizabeth Templeman
Department
Counselling, Academic Support & Assessment (CASA)

Report prepared by
Cindy James, PhD
Chair, Counselling, Academic Supports & Assessment (CASA)
Principal Assessment Centre Coordinator



Participation & Scope

Supplemental Learning (SL) supported 25 semester courses and 1 full year course during the 2018-2019 academic year. Of the 3931 students enrolled in the courses, 1088 (28%) participated in one or more of the 557 SL sessions facilitated by eighteen SL student leaders. In total, 5271 student contact hours of SL were provided with most participants attending, on average, 4.8 hours. However, 243 students (6%) were frequent participants (attending 6+ hours per term).

The SL participation rate varied by School/Faculty, with the Faculty of Law having the highest rate, and the School of Business and Economics, the lowest rate (Figure 1).

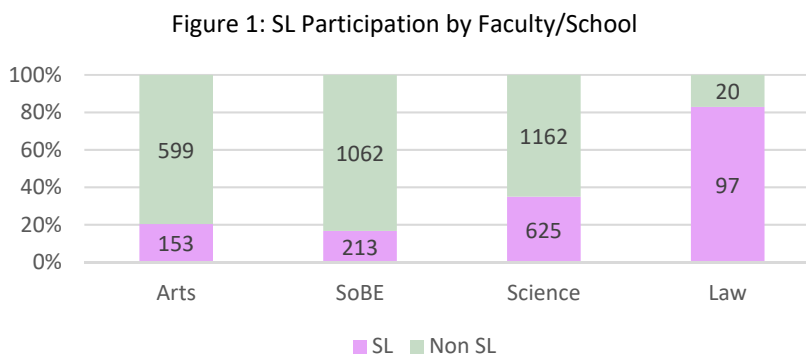
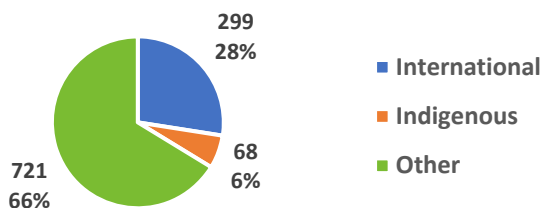


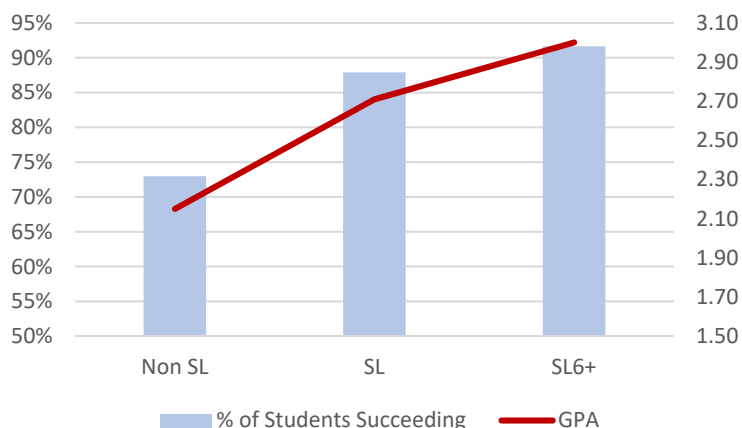
Figure 2: SL Participation by Student Subgroup



SL participants included subgroups of International and Indigenous (self-declared) students (Figure 2).

Impact

Figure 3: Differences - Semester Courses



In the semesterized courses, both the percentage of students succeeding (C or higher) and the average GPA, were higher for students who participated in SL as compared to those who did not. These differences were amplified for the group of students participating more frequently (attending 6+hours) (Figure 3).



Supplementary Learning Annual Report Fall 2018 & Winter 2019 Part I: Participation

All Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	26	
Total graded course enrollment	3931	
SL participants	1088	28%
SL participants (6+ hours/semester)	243	6%
SL session and exam review hours provided	557	
SL student contact hours	5271	
Average number of session hours attended per participant	4.8	
Average participant satisfaction with SL sessions (max = 5)	4.38	

Semester Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	25	
Total graded course enrollment	3814	
SL participants	991	26%
SL participants (6+ hours)	203	5%
SL session and exam review hours provided	520	
SL student contact hours	4107	
Average number of session hours attended per participant	4.1	
Average participant satisfaction with SL sessions (max = 5)	4.39	

Full Year Course (Law)	<i>Total</i>	<i>Percent</i>
Total number of courses	1	
Total graded course enrollment	117	
SL participants	97	83%
SL participants (12+ hours)	40	34%
SL session and exam review hours provided	37	
SL student contact hours	1164	
Average number of session hours attended per participant	12.0	
Average participant satisfaction with SL sessions (max = 5)	4.35	

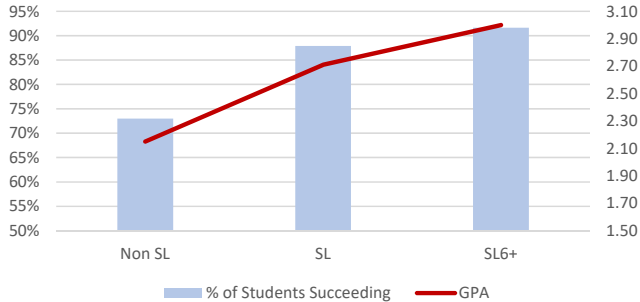


Supplementary Learning Annual Report

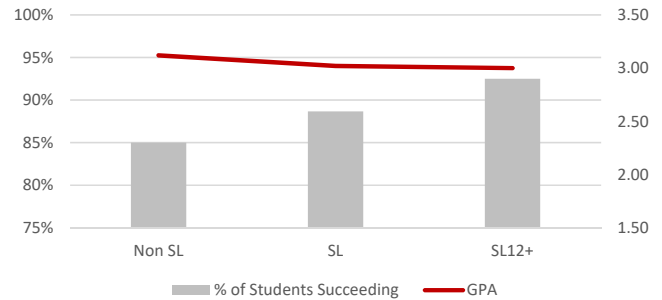
Fall 2018 & Winter 2019

Part II: Outcomes

Differences - Semester Courses



Difference - Full Year Course (Law)



Semester Courses

Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
# of students	991		203		2823		3814	
Achievement	#	%	#	%	#	%	#	%
Success (A, B,C)	871	88%	186	92%	2060	73%	2931	77%
Non Success (D, F, DNC)	120	12%	17	8%	763	27%	883	23%
Mean GPA	2.71		3.00		2.15		2.30	

Differences

All	SL	Non SL	Difference	
% of students succeeding	88%	73%	15%	
Mean GPA	2.71	2.15	0.56	*
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	92%	73%	19%	
Mean GPA	3.00	2.15	0.85	*

*The differences between the GPA means are statistically significant (p < .01)

Full Year Course (Law)

Group	SL Participants		SL Participants (12+ hrs)		Non SL Participants		All	
# of students	97		40		20		117	
Achievement	#	%	#	%	#	%	#	%
Success (A, B)	86	89%	37	93%	17	85%	103	88%
Non Success (C, D, F, DNC)	11	11%	3	8%	3	15%	14	12%
Mean GPA	3.02		3.00		3.12		3.04	

Differences

All	SL	Non SL	Difference	
% of students succeeding	89%	85%	4%	
Mean GPA	3.02	3.12	-0.10	
<i>Students who participated regularly in SL (12+ hours/year)</i>				
% of students succeeding	93%	85%	8%	
Mean GPA	3	3.12	-0.12	



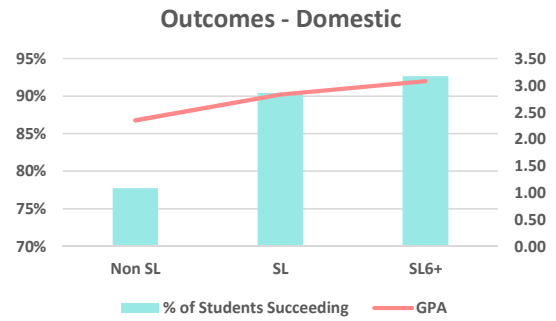
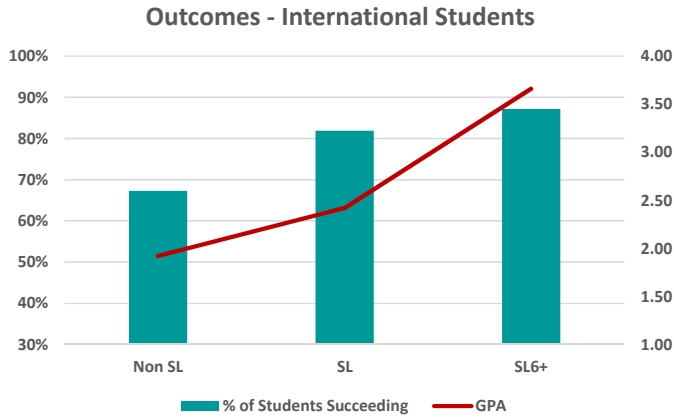
Supplementary Learning Annual Report

Fall 2018 & Winter 2019

Semester Courses

Part IV: International Students

Participation	Total	Percent
Total graded course enrollment	1597	
SL participants	299	19%
SL participants (6+ hours)	39	2%



Outcomes									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	299		39		1298		1597		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	245	82%	34	87%	874	67%	1119	70%	
Non Success (D, F, DNC)	54	18%	5	13%	424	33%	478	30%	
Mean GPA	2.42		3.66		1.92		2.02		

Differences			
All	SL	Non SL	Difference
% of students succeeding	82%	67%	15%
Mean GPA	2.42	1.92	0.50 *
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	87%	67%	20%
Mean GPA	3.66	1.92	1.74 *

*The differences between the GPA means are statistically significant (p < .01)

Comparisons	% Succeeding			Mean GPA			SL Participation Rate
	SL	SL+6	Non SL	SL	SL+6	Non SL	
International students	82%	87%	67%	2.42	3.66	1.92	19%
Domestic students	90%	93%	78%	2.83	3.08	2.35	31%



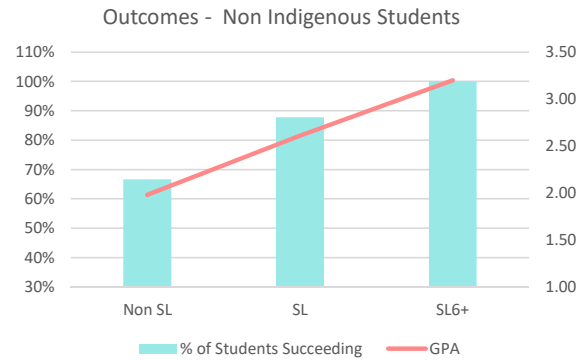
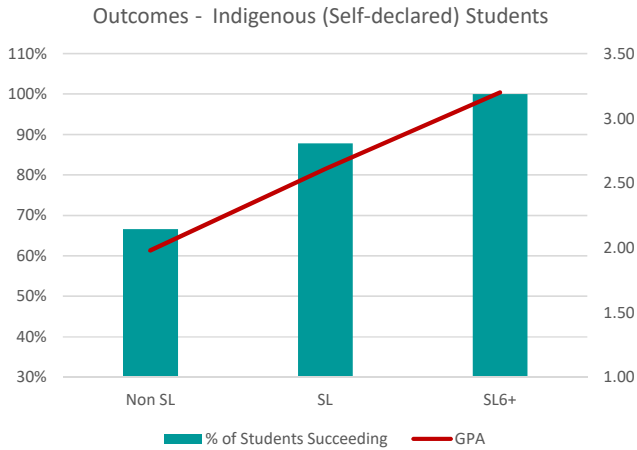
Supplementary Learning Annual Report

Fall 2018 & Winter 2019

Semester Courses

Part V: Indigenous (self-declared) Students

Participation	Total	Percent
Total graded course enrollment	267	
SL participants	66	25%
SL participants (6+ hours)	17	6%



Outcomes								
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
# of students	66		17		201		267	
Achievement	#	%	#	%	#	%	#	%
Success (A, B,C)	58	88%	17	100%	134	67%	192	72%
Non Success (D, F, DNC)	8	12%	0	0%	67	33%	75	28%
Mean GPA	2.61		3.20		1.98		2.14	

Differences			
All students	SL	Non SL	Difference
% of students succeeding	88%	67%	21%
Mean GPA	2.61	1.98	0.63 *
<i>Students who participated regularly in SL (6+ hours)</i>			
% of students succeeding	100%	67%	33%
Mean GPA	3.20	1.98	1.22 *

*The differences between the GPA means are statistically significant (p < .01)

Comparisons	% Succeeding			Mean GPA			Participation Rate
	SL	SL+6	Non SL	SL	SL+6	Non SL	
Indigenous (Self-declared) students	88%	100%	67%	2.61	3.20	1.98	25%
Non Indigenous students	88%	91%	73%	2.72	2.98	2.17	26%



Supplemental Learning (SL)
Annual General Report
Fall 2019 & Winter 2020

Coordinator
Elizabeth Templeman
Department
Counselling, Academic Support & Assessment (CASA)

Report prepared by
Cindy James, PhD
Chair, Counselling, Academic Supports & Assessment (CASA)
Principal Assessment Centre Coordinator



Summary from the SL Coordinator – Elizabeth Templeman

For SL, 2019-20 was an exceptional year—in how it began, and certainly in how it ended. Our start of term was hampered by campus issues with space. For the first time in its fifteen-year history, we were unable to secure room bookings in time to promote and begin sessions in the week following the start of classes. This both reduced the overall availability of sessions for the term, and greatly increased the usual pressures of September.

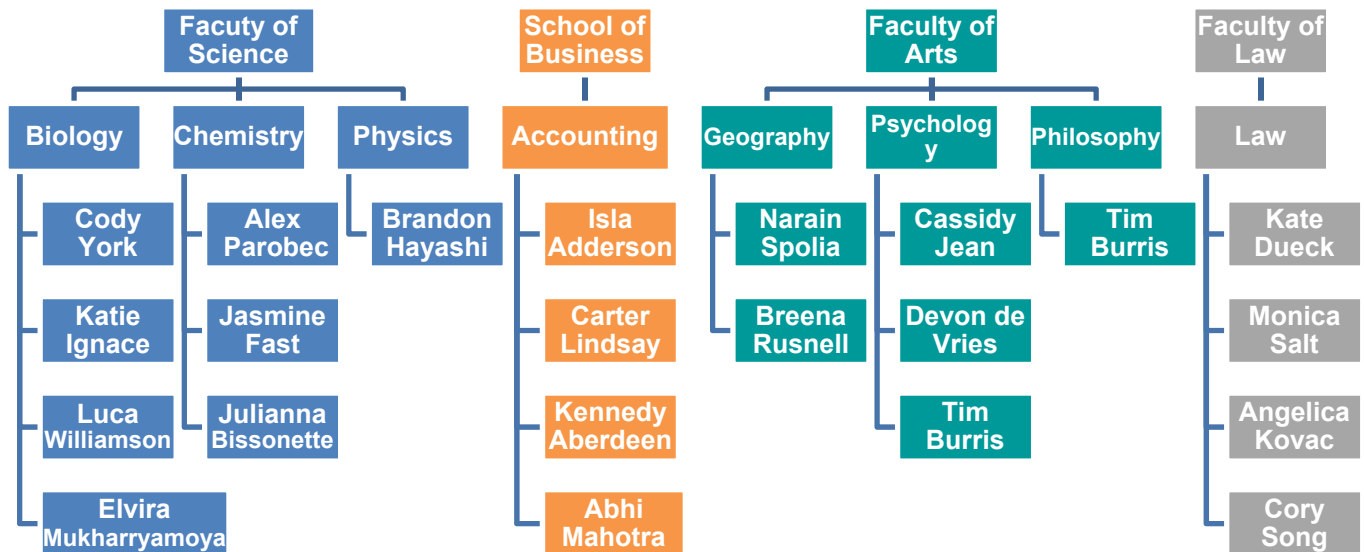
And we all know the disruptions that COVID 19 brought, with the sudden shift to remote services as of mid-March 2020. The leaders made what seemed a heroic effort to provide something approximating SL in Moodle shells which were quickly generated by the Learning Technologists. With no training in the remote technologies, they did their best to get some kind of practice and review in place for students, though participation dropped off significantly. Their final exam reviews, which usually ends their year with a surge, had low uptake in most courses.

Another distinction to note is a high number of courses for which SL was piloted in the year, among them: Law 3010 (an overwhelming success); Geography 1010 and 2020 (though appreciated by the few attending, persistently low uptake); and Physics 1100/1200 (successful by most counts, and continuing).

A final comment is that this year leaders logged an additional 69.5 student contact hours (in their sign-in data), which at first couldn't be accounted for. Random emails and calls led to the realization, confirmed by leaders, that students in OL courses—or in one instance a different, but related, course—were learning of SL and attending sessions for support. Leaders welcome any student to participate, and this year, the result was significant enough to note.

Bracketed by challenges, during this past year the leaders invested remarkable effort and ingenuity, and overall, provided an impressive level of support to a wide range of students across the disciplines.

SL Leaders by Faculty and Course





Part I: Quickview

Participation & Scope

Supplemental Learning (SL) supported 22 single semester courses and 2 full year courses during the 2019-2020 academic year. Of the 4544 students enrolled in the courses, 1312 (29%) participated in one or more of the 888 SL sessions facilitated by twenty-one SL student leaders. In total, 5869 student contact hours of SL were provided with most participants attending, on average, 4.5 hours per course. However, 248 students (5%) were frequent participants (attending 6+ hours per course each term).

The SL participation rate varied by School/Faculty, with the Faculty of Law having the highest rate (91%) and the Faculty of Arts the lowest rate (15%) (Figure 1).

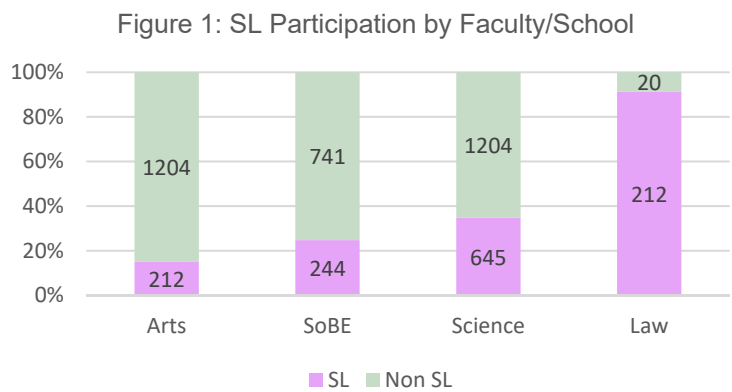
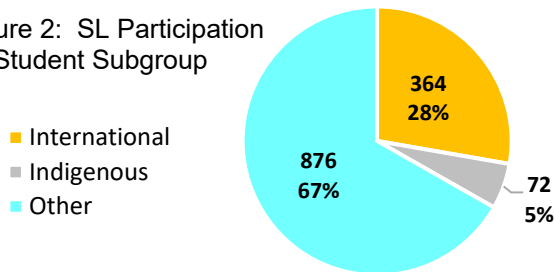


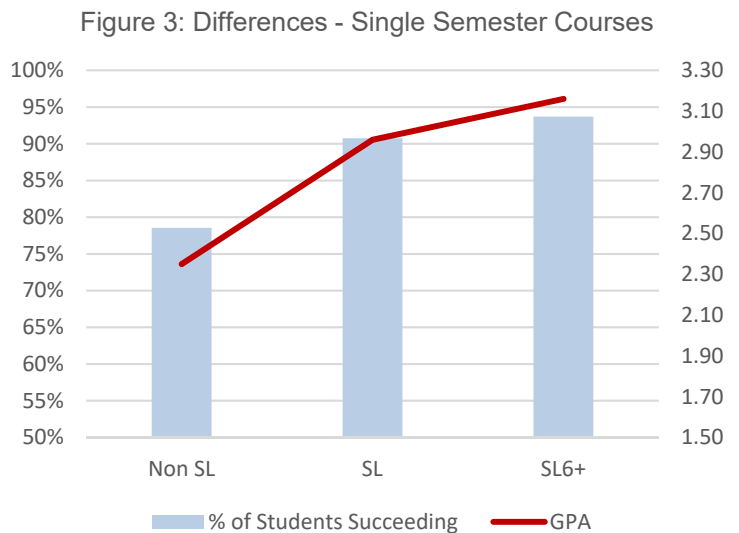
Figure 2: SL Participation by Student Subgroup



SL participants included subgroups of International and Indigenous (self-declared) students (Figure 2).

Impact

In the single semester courses, both the percentage of students succeeding (C or higher) and the average GPA were higher for students who participated in SL as compared to those who did not. These differences were amplified for the group of students participating more frequently (attending 6+ hours) (Figure 3).





Satisfaction

Based on data from end of semester surveys, participants were very satisfied with SL. The participants rated the SL leaders very high (4.25 out of 5) in terms of preparation and capability. This average rating was validated by student comments, many of which expressed gratitude for the leaders and the program.





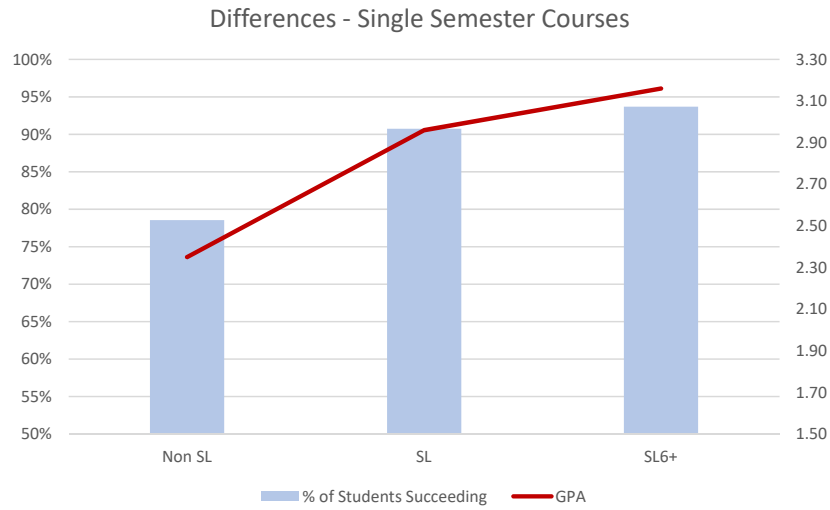
**SL Annual Report
Fall 2019 & Winter 2020
Part II: Participation**

All Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	24	
Total graded course enrollment	4544	
SL participants	1312	29%
SL participants (6+ hours/semester)	248	5%
SL session and exam review hours provided	888	
SL student contact hours	5869	
Average number of session hours attended per participant by course	4.5	
Average participant satisfaction with SL sessions (max = 5)	4.25	

Single Semester Courses	<i>Total</i>	<i>Percent</i>
Total number of courses	22	
Total graded course enrollment	4313	
SL participants	1101	26%
SL participants (6+ hours)	190	4%
SL session and exam review hours provided	825	
SL student contact hours	3967	
Average number of session hours attended per participant by course	3.6	
Average participant satisfaction with SL sessions (max = 5)	4.25	

Full Year Course (Law)	<i>Total</i>	<i>Percent</i>
Total number of courses	2	
Total graded course enrollment	231	
SL participants	211	91%
SL participants (12+ hours)	58	25%
SL session and exam review hours provided	63	
SL student contact hours	1902	
Average number of session hours attended per participant by course	9.0	
Average participant satisfaction with SL sessions (max = 5)	4.26	

SL Annual Report Fall 2019 & Winter 2020 Part III: Outcomes



Single Semester Courses

Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All	
	#	%	#	%	#	%	#	%
# of students	1101		190		3212		4313	
Achievement								
Success (A, B,C)	999	91%	178	94%	2523	79%	3522	82%
Non Success (D, F, DNC)	102	9%	12	6%	689	21%	791	18%
Mean GPA	2.96		3.16		2.35		2.51	

Differences

All	SL	Non SL	Difference	
% of students succeeding	91%	79%	12%	
Mean GPA	2.96	2.35	0.61	*
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	94%	79%	15%	
Mean GPA	3.16	2.35	0.81	*

*The differences between the GPA means are statistically significant ($p < .01$)

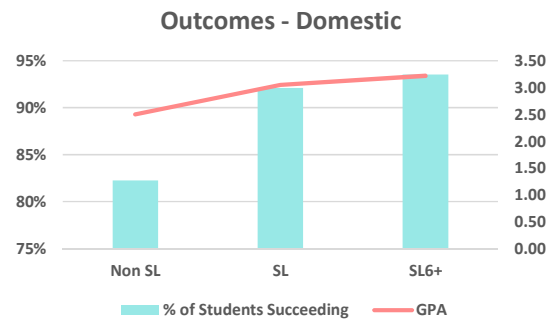
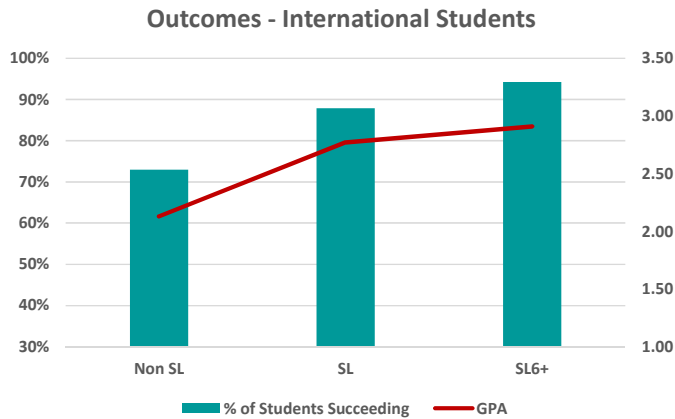
SL Annual Report

Fall 2019 & Winter 2020

Single Semester Courses

Part V: Student Subgroups - International

Participation	Total	Percent
International Students		
Total graded course enrollment	1649	
SL participants	364	22%
SL participants (6+ hours)	35	2%



Outcomes									
International Students									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	364		35		1285		1649		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	320	88%	33	94%	938	73%	1258	76%	
Non Success (D, F, DNC)	44	12%	2	6%	347	27%	391	24%	
Mean GPA	2.77		2.91		2.13		2.51		

Differences				
International Students				
All	SL	Non SL	Difference	
% of students succeeding	88%	73%	15%	
Mean GPA	2.77	2.13	0.64 *	
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	94%	73%	21%	
Mean GPA	2.91	2.13	0.78 *	

*The differences between the GPA means are statistically significant (p < .01)

Comparisons	% Succeeding			Mean GPA			SL Participation Rate
	SL	SL+6	Non SL	SL	SL+6	Non SL	
International students	88%	94%	73%	2.77	2.91	2.13	22%
Domestic students	92%	94%	82%	3.05	3.22	2.50	28%

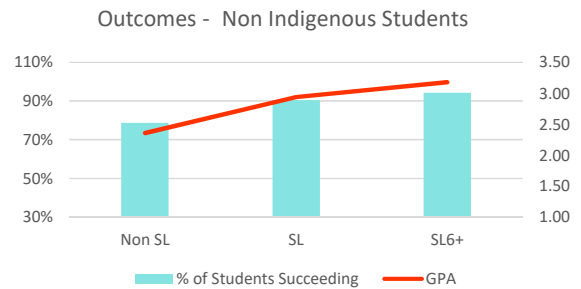
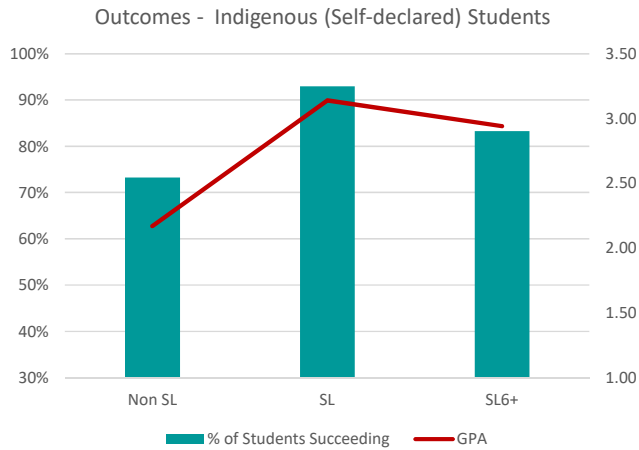
SL Annual Report

Fall 2019 & Winter 2020

Single Semester Courses

Part V: Student Subgroups - Indigenous (Self-declared)

Participation Indigenous Students	Total	Percent
Total graded course enrollment	214	
SL participants	57	27%
SL participants (6+ hours)	12	6%



Outcomes Indigenous Students									
Group	SL Participants		SL Participants (6+ hrs)		Non SL Participants		All		
# of students	57		12		157		214		
Achievement	#	%	#	%	#	%	#	%	
Success (A, B,C)	53	93%	10	83%	115	73%	168	79%	
Non Success (D, F, DNC)	4	7%	2	17%	42	27%	46	21%	
Mean GPA	3.14		2.94		2.17		2.43		

Differences Indigenous Students				
All students	SL	Non SL	Difference	
% of students succeeding	93%	73%	20%	
Mean GPA	3.14	2.17	0.97 *	
<i>Students who participated regularly in SL (6+ hours)</i>				
% of students succeeding	83%	73%	10%	
Mean GPA	2.94	2.17	0.77 *	

*The differences between the GPA means are statistically significant ($p < .01$)

Comparisons	% Succeeding			Mean GPA			Participation
	SL	SL+6	Non SL	SL	SL+6	Non SL	Rate
Indigenous (Self-declared) students	93%	83%	73%	3.14	2.94	2.17	27%
Non Indigenous students	91%	94%	79%	2.94	3.18	2.36	25%

Appendix D
TRU and Tk'emlúps te Secwépemc Partnership Agreement

Partnership Agreement
BETWEEN
Thompson Rivers University (TRU)
AND
T'k'emlúps te Secwépemc (TteS)

WHEREAS

- A.** T'k'emlúps te Secwépemc (TteS) is a progressive Secwépemc community committed to attaining self-sufficiency and independence through blending ancestral ways of knowing with contemporary education, health, and economic development;
- B.** Thompson Rivers University has a vision that includes:
Community-minded with a global conscience, we boldly redefine the university as a place of belonging — Kw'seltknéws (we are all related and interconnected with nature, each other, and all things) — where all people are empowered to transform themselves, their communities, and the world;
- C.** This TteS and TRU partnership acknowledges and recognizes the 2007 *United Nations Declaration on the Rights of Indigenous Peoples* that states:
1. ii. Article 21 (1): Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
 2. i. Article 13 (1): Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral histories, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
 3. iii. Article 14 (1): Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
 4. vi. Article 23: Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, Indigenous peoples have the right to be actively involved in developing and determining, health, housing and other economic and social programmes through their own institutions;
- D.** This TteS and TRU partnership also acknowledges that:
1. First Nations have an inherent and Treaty right to education, including post-secondary education as part of a lifelong learning process.

2. Strong, effective and inclusive First Nations-led local, regional and Treaty-based post-secondary education models provide a fundamental opportunity for building relationships and advancing reconciliation between the Crown and First Nations, as expressed in the 2015 Truth and Reconciliation Commission's Calls to Action and the 2007 UN Declaration on the Rights of Indigenous Peoples;
- E. TRU acknowledges the main campus is situated on ancestral Tkemlupsemcúlecw and acknowledges that the Tkemlúpsmc have an inherent right to education, including post-secondary education and will actively collaborate with TteS in developing and implementing mutually beneficial and innovative programs for the Tkemlúpsmc;
 - F. TRU is a comprehensive university striving for excellence in teaching, researching and service to the community. TRU will work collaboratively with TteS in developing high quality, flexible, technical and successful trades and training programs that meet industry standards and incorporate Tkemlúpsmc ways of knowing, values and philosophy;
 - G. TRU and TteS are committed to increasing enrollment, retention, and graduation rates for TteS students.
 - H. TRU is committed to being the University of Choice for the Secwépemc and Indigenous People and that these students experience success and a place of belonging;
 - I. TRU and TteS have commitment towards the philosophy of Kw̓seltnéws: we are all related – all living things, the environment, ecosystem, collegiality, friendship, teamwork, taking care of each other, the land, and sustainability;
 - J. TRU acknowledges that Tkemlúpsmc have the right to establish and control their educational systems and institutions providing education in their own language, in a manner appropriate to their Secwépemc methods of teaching and learning. TRU will recognize that TteS speaks their own distinct variation of Secwepemctsin and will honour the Tkemlúpsmc variation in all Secwepemctsin on the main campus signage, communications, programs, courses, and events. TRU rely on the TteS Language and Culture Department in regards to requests for appropriate translation approvals or translation services;
 - K. TRU is committed to increasing the recruitment and retention of Secwépemc and Indigenous students, faculty, staff, and administration;
 - L. TRU is committed to align university academic programs and strategic priorities with Truth and Reconciliation Commission of Canada: Calls for Action (2015);

M. TRU and TteS understand the importance of building a mutually respectful relationship and agree to the following:

1. Ensure that both TRU and TteS Chief & Council are properly represented at all mutually agreed upon events at TRU and TteS. In addition, TRU will continue to provide a place of prominence on campus for the TteS flag and TteS will display the TRU flag at mutually agreed upon events at TteS;
2. TRU will continue to develop and implement services that are designed to enhance TteS students' post-secondary experience philosophically, politically, linguistically, socially and academically – with exceptional consideration for Secwépemc world view and belief system;
3. TRU will increase awards for Tkemlúps te Secwépemc students;
4. TRU will use reasonable efforts to acknowledge and respect Secwépemc ancestral ways and protocols in ceremonies at TRU;
5. TRU and TteS will work collaboratively to develop and deliver academic programs, open learning, training, accredited courses, certificate, diplomas and degrees of interest to the members of TteS;
6. TRU will provide a seat for a TteS representative on the Qelmúcw Affairs Committee that is a Subcommittee of Senate and this TteS representative will be appointed by Band Council Resolution from the Tkemlúps te Secwépemc Chief and Council;
7. TRU and TteS will designate representatives who will meet from time to time to discuss ongoing and new collaborative initiatives; and
8. TRU will respect, and honour ancestral Secwépemc research ethics, Indigenous intellectual property, Secwépemc Language, and Secwépemc research protocols.
9. Thompson Rivers University will continue to notify and work in partnership with Tkemlúps te Secwépemc upon any discovery of Secwépemc archaeological artifacts or cultural modifiers found on TRU land development and excavations.

This partnership Agreement can be amended with the agreement of both parties and may be terminated by either party on one year's written notice to the other.

Our respective organizations pledge to collaborate, to the extent allowed by law and available resources, in a broad range of academic endeavours as outlined in subsequent supplemental agreements.

In order to review and assess the achievements resulting from this Partnership Agreement, and to discuss the development of further cooperation, the parties shall meet at least twice a year; once at Thompson Rivers University and once at Tkemlúps te Secwépemc. The parties are confident that such friendly cooperation will promote harmonious relations and advance Tkemlúps te Secwépemc and Thompson Rivers University partnerships.



Kúkwpí7 - Tkemlúps te Secwépemc
Rosanne Casimir



President – Thompson Rivers
University Brett Fairbairn

Date: April 5, 2021

ACADEMIC PLANNING AND PRIORITIES COMMITTEE FEBRUARY 2022 REPORT TO PCOL

The following items came forward to APPC on February 10, 2022 for information and are being reported to PCOL for information:

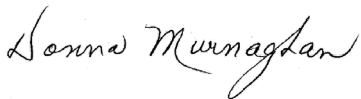
Abeyance update: Open Learning Diploma in Water Treatment Technology, School of Trades and Technology

The School of Trades and Technology is extending the abeyance period for the OL Diploma in Water Treatment Technology. The program was originally placed into abeyance in January 2020 for a period of two years, but an additional two years is needed. The decline in enrolment may be the result of higher numbers in the on-campus program. The School of Trades and Technology would like to discontinue the diploma in its current form, as revising the program isn't financially feasible. Extending the abeyance period will allow students progressing through the program to completed and will prevent new students from starting. The OL courses in the program are self-paced with continuous entry and exist so existing courses need to remain available to the existing students. Fewer than 10 students are impacted by the abeyance and a transition plan is being developed to assist completion and graduation.

Abeyance notification: Bachelor of Commerce, School of Business and Economics

The School of Business and Economics is pursuing accreditation with the Association to Advance Collegiate Schools of Business (AACSB). Accreditors have noted that the current model of the Bachelor of Commerce does not meet Accreditation Standard 4 and that the standards require revamping the program curriculum by introducing more experiential learning opportunities, faculty-student interactions, and student-student interactions. The abeyance period began on January 28, 2022, and will be in effect for five years, with a review to take place in early 2024. The School of Business and Economics is committed to supporting students in the program currently in completing the program, working with OL and other institutions where articulation agreements exist to facilitate a smooth transition for all parties. The abeyance does not affect diplomas or certificates

Respectfully submitted,



Donna Murnaghan
Chair, Academic Planning & Priorities Committee

MEMORANDUM

To: Academic Planning and Priorities Committee of Senate and Planning Council for Open Learning

From: Baldev Pooni, Dean, School of Trades & Technology

Re: Extension on Abeyance, Open Learning Diploma in Water Treatment Technology

Date: February 9, 2022

Background:

In January 2020, the School of Trades & Technology (STT) brought a request to APPC to place the Diploma in Water Treatment Technology in to abeyance. This was extended to Jan 1, 2022. We are now looking to extend the abeyance for another 2 years.

The enrolment in the diploma program has been declining. This could be a result of the greater enrolment we have seen in the on-campus version of the program. The OL program is in need of a major re-development. However, the major investment in the re-development does not make good business sense. We are looking to discontinue the diploma program in its present form

We need to allow the existing students to complete the program and prevent new students from entering the program. Placing the program in abeyance will allow us to achieve this aim. OL courses in this program are self-paced, continuous entry and exit. The existing courses need to remain open for existing students.

A transition plan for current students to complete the program is being developed. All students will have an opportunity to graduate.

Consultations were carried out with Open Learning leadership team and the departments impacted which include Open Learning Enrollments, Academic Advisors, and Curriculum Design and Innovation and Delivery.

Recommendation:

Continue the abeyance of the Diploma in Water Treatment Technology until January 1, 2024.

MEMORANDUM

To: Senate and Standing Committees of Senate
From: Christine Bovis-Crossen, Chair APPC
Re: Process for moving a program/course into abeyance
Date: April 12, 2018

Executive Summary

“Abeyance” refers to suspension of a program/course for a specific timeframe and is different from a deletion (which has a clear process).

Currently, the process/procedure for moving a program/course into abeyance is not clearly articulated and limited consultation, if any, occurs with APPC and PCOL. Most recently, the practice has included the following steps:

The dean, at the request of the department chair, sends an email to epc@tru.ca requesting a program/course to be placed in abeyance.

The program/course is then placed in abeyance in curricUNET.

A notification is sent to the Calendar and Banner representatives.

The same process occurs for bringing a program/course back from abeyance to active.

Concerns with Current Practice

The current practice does not respect the terms of reference for APPC and PCOL, thus a change needs to occur.

Future Procedure for Moving a Program/Course into Abeyance

Faculty Councils maintain jurisdiction over decisions regarding their academic programming; this includes the decision to move a program/course into abeyance. APPC, PCOL and Senate have authority over program approvals, revision and deletions, and abeyance is considered a revision of a program/course as it changes the delivery of the program/course. In accordance with Senate, APPC, and PCOL terms of reference, consultation must occur before the abeyance is enacted.

The following steps outline the process to move a program/course to abeyance status:

1. The department discusses and formally votes on a notice of motion regarding the abeyance.
2. Departmental decision is brought to Faculty Council for discussion and approval (notice of motion and formal vote).

3. The dean sends a memo (see template) to APPC and PCOL (only if an OL program/course) for information purposes, outlining the program/course they wish to have go into abeyance. The memo will include the following items:
 - a) Program/course title, acronym, and number
 - b) Rationale for abeyance
 - c) Proposed timeframe for abeyance including an effective start date
 - d) Target date for review to bring the program/course out of abeyance, e.g. "This will be reviewed within 2 years."
 - e) List of departments that will be impacted and those that have been consulted, e.g. Library, TRU World, Registrar, etc.
 - f) Plans to ensure current students can complete program/course
4. APPC (PCOL) invite the Dean (or representative) to discuss the memo and rationale.
5. APPC (PCOL) brings the memo forward to Senate for information.
6. Program/course is placed into abeyance in Curricunet on the date indicated in the memo.

Attached:

- Sample memo template

MEMORANDUM

To: Academic Planning and Priorities Committee of Senate
From: Michael Henry, Dean, School of Business and Economics
Re: Notification of Abeyance- Bachelor of Commerce
Date: February 01, 2022

Rationale for Abeyance

The School of Business and Economics is pursuing AACSB accreditation. The accreditors have indicated that the current education delivery model of the Bachelor of Commerce does not meet accreditation standards (Standard 4) and that the standards require revamping the Bachelor of Commerce program curriculum by introducing more experiential learning opportunities, faculty-student interactions, and student-student interactions. The process will involve creating learning outcomes of the program and redesigning courses. SoBE is expected to complete the process within 5 years.

Proposed Timeframe for Suspension of Delivery

The abeyance period will start on January 28th, 2022 and will be effective for 5 years.

Effective Start Date of Abeyance Status

The abeyance period will start in January 28th, 2022

Target Date for Review

This will be reviewed within 2 years

List of Departments that will be Impacted

TRU-Open Learning

List of Departmental Consultations

TRU- Open Learning

Plans for Current Students to Complete Program/Course

- i. Freeze admission to the Bachelor of Commerce Program
- ii. The calendar will remove the details of the program
- iii. In collaboration with Open Learning, we will contact all the Bachelor of Commerce program students, informing them that they need to complete their current program within five

years (sunset provision). All required courses in the program will continue to be offered through Open Learning, so students will not have any problem completing this program.