



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

**2020/21 Student Success Work Book**

<b>Core Theme</b>	<i>Student Success</i>
<b>Submitted by</b>	<i>Student Success Committee of Senate</i>
<b>Signature, Chair</b>	<i>Sara Weir</i>
<b>Date</b>	June 30, 2021

## Table of Contents

Overview .....	3
Timeline for Submissions .....	3
Student Success Mission Fulfilment Framework .....	4
Assess .....	7
Review of Previous Year .....	7
Analyze .....	7
Review of Objectives, Outcomes, and Indicators .....	9
New Indicators and Emerging Indicators .....	10
Levels of Achievement .....	11
Thank you! .....	12

## Overview

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

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



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

## Timeline for Submissions

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

# Student Success Mission Fulfilment Framework

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
<b>1. Eliminate opportunity gaps.</b> We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	<u>1.1. Retention Rate[1] disaggregated by:</u>						
	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%	Cohort n=122 Cohort n=157 Cohort n=160 Cohort n=150 Cohort n=142
	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%	Cohort n=168 Cohort n=178 Cohort n=157 Cohort n=176 Cohort n=148
	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%	Cohort n=762 Cohort n=819 Cohort n=768 Cohort n=762 Cohort n=675
	International learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 62 %	Cohort n=218
						Fall 2016: 69%	Cohort n=289
						Fall 2017: 68%	Cohort n=411
						Fall 2018: 71%	Cohort n=418
						Fall 2019: 74%	Cohort n=374
	<u>1.2. Persistence Rate[2] disaggregated by:</u>						
	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%							
<u>1.3 Course Completion Rate [1000, 2000, 3000, and 4000 level only]</u>							

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
	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%						
<b>2. Eliminate opportunity gaps.</b> All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	<u>2.1 Graduation Rate<sup>[3]</sup> disaggregated by: (any credential within 6 years)</u>					
	Indigenous Learners	>3%	1-2%	Decrease	50%	Fall 2009: 28%
						Fall 2010: 30%
						Fall 2011: 27%
						Fall 2012: 30%
	Rural Learners	>3%	1-2%	Decrease	50%	Currently not available
	Domestic non-Indigenous	>3%	1-2%	Decrease	50%	Fall 2009: 33%
						Fall 2010: 34%
						Fall 2011: 36%
						Fall 2012: 33%
International learners	>3%	1-2%	Decrease	50%	Fall 2009: 48%	
					Fall 2010: 45%	
					Fall 2011: 48%	
					Fall 2012: 46%	
<u>2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:</u>						
Indigenous Learners	>1%	0-1%	Decrease	95%	2015 survey: 87%	
					2016 survey: 93%	
					2017 survey: 87%	
					2018 survey: 88%	
					2019 survey: 91%	

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
	Rural Learners	>1%	0-1%	Decrease		Currently not available
	Domestic non-Indigenous	>1%	0-1%	Decrease	95%	2015 survey: 85% 2016 survey: 88% 2017 survey: 85% 2018 survey: 88% 2019 survey: 86%
	International learners	>1%	0-1%	Decrease	95%	2015 survey: 94% 2016 survey: 96% 2017 survey: 91% 2018 survey: 88% 2019 survey: 91%
<b>3. Design lifelong learning.</b> ... 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."	<b>3.1 Student Satisfaction with Education</b>					
	Student Satisfaction with Education (Bachelor degree students)	>1%	0-1%	Decrease	95%	2015: 91.8% 2016: 94% 2017: 95.9% 2018: 95.2% 2019: 94.9%
	<b>3.2 Lifelong Learning Institutional Learning Outcome (ILO) Course Completion</b>					
	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%

**Notes: Student Success Mission Fulfilment Framework**

- [1] Retention Rate is defined as the percent of students enrolling in consecutive fall terms (e.g., Fall 2015 and Fall 2016). Retention rates included here include the entire student population. When TRU reports externally we use a stricter definition of first time, usually full time, direct from high school students. This is less useful for a conversation on strategies to support increased student success, but it is an important definition to allow us to compare to other institutions. That is why the retention rates that we provide internally for groups like the SSSC tend to be much lower than what we report externally.
- [2] Persistence Rate is displaying fall 2 to fall 3 rates for 4-year open programs only (in other words, displayed only Fall 2 to Fall 3 although technically persistence could apply to any future persistence after Fall 2. The rationale is that the Fall 2 to Fall 3 is the next largest area of loss of students after Fall 1 to Fall 2).
- [3] Graduation Rate is defined as program completion with 4-6 years (150% time-to-completion) -- This indicator refers to baccalaureate degree programs only.
- [4] Data calculations include both on campus and open learning students.

## Assess

### Review of Previous Year

Complete a review for each indicator by considering: Current Value, Mission Fulfilment Range, and Contextual Factors. Gather information, in collaboration with ALO, Integrated Planning & Effectiveness (IPE), and relevant departments, to determine the indicator value for the most recent period. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (i.e., *Achieved / Minimally Achieved / Not Achieved*).

**Table 1: Identification of Mission Fulfilment Range**

Indicator # and descriptor	Prior Year Value	Current Value	Mission Fulfilment Range
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Indigenous: 44%	44%	Not achieved
	Rural: 53%	55%	Minimally achieved
	Domestic: 56%	60%	Achieved
	International: 71%	74%	Achieved
1.2. Persistence rate	Indigenous: 61%	63%	Minimally achieved
	Rural: 67%	59%	Not achieved
	Domestic: 68%	71%	Achieved
	International: 78%	81%	Achieved
1.3 Course completion rate	Indigenous: 79%	80%	Minimally achieved
	Rural: not available		
	Domestic: 83%	83%	Not achieved
	International: 82%	85%	Achieved
2.1. Graduation rate	Indigenous: 30%	30%	Not achieved
	Rural: not available		
	Domestic: 33%	32%	Not achieved
	International: 46%	48%	Minimally achieved
2.2 Graduate employment rate	Indigenous: 88%	91%	Achieved
	Rural: not available		
	Domestic: 88%	86%	Not achieved
	International: 88%	91%	Achieved
3.1 Student satisfaction with education	95.2%	94.9%	Not achieved
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	93.5%	89.7%	Not achieved

## Analyze

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

### **Definition of Mission Fulfilment**

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

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

**Table 2: Summary of Core Theme**

<b>How successful was TRU in achieving mission fulfilment for this core theme?</b>
<p>During the 2020/21 reporting cycle, 11 of the 19 indicators were achieved or minimally achieved, equating to <b><u>57.8% rate of mission fulfilment</u></b> for the core theme Student Success.</p> <p>When considering the success of the student achievement indicators aggregated across all learner types, TRU would have achieved a higher threshold of mission fulfilment for Student Success; however, TRU is committed to closing equity gaps and therefore needs to consider how students are differentially impacted during their studies.</p>
<b>Identify strengths and successes</b>
<p><b>What did TRU do well in 2020 and 2021 regarding Student Success?</b></p> <p>When members of the Senate Student Success Committee were asked “What did TRU do well in 2020 and 2021 regarding Student Success”, themes of <b>connection, collaboration, communication, and responsiveness</b> rose to the forefront, thus demonstrating TRU’s commitment to community-mindedness and values of inclusion and curiosity.</p> <p>The Herculean efforts demonstrated by faculty and staff across the institution resulted in a rapid pivot to virtual learning and support services, which could not have occurred without the purposeful attention to professional development, cross-disciplinary conversations, peer-to-peer supports, and investments in technology, education, and training.</p> <p>TRU was proactive in aligning resources with faculty and student needs, for example: The Centre for Excellence in Learning and Teaching (CELT) and Learning, Technology, and Innovation (LTI) offered summer camps and drop-in hours for Moodle and remote learning support; the Library offered contactless pick-up/drop-off services and virtual consults; Student Services provided a centralized channel for communicating with students, which was amplified via social media; and, TRU was one of the few universities in Canada that had 100% of students maintain their research during the pandemic. TRU leveraged its internal expertise through CELT, IT Services, and LTI among other areas to deliver timely support services for faculty. The Library, Student Services, Facilities, Indigenous Education, TRU World (among others) connected with students using an individualized approach to meet students where they are at. This student-centred approach epitomizes the ethos of TRU and highlights the <i>service</i> component of our mission.</p> <p><b>What Student Success initiatives are we most proud of from the past year?</b></p> <p>TRU has a lot to be proud of in terms of providing timely supports to students during a year of uncertainty and change. When members of the Student Success Committee of Senate were asked “What are we most proud of from the past year”, themes of <b>flexibility, adaptability, advocacy for students, problem-solving, and care</b> rose to the top.</p> <p>An example of TRU’s adaptability and flexibility includes efforts by the Library who ceased buying print and created online options and changed policies to reduce barriers for students to access resources. This created a sense of urgency for the Open Educational Resource (OER) project, which supports TRU’s commitment to accessible learning. In addition, Student Services developed Moodle resources for students detailing how to learn effectively in a virtual space. This collaborative initiative, which involved TRU Student Union, Faculty of Student Development, LTI and others, demonstrates TRU’s collegial culture and ethic of care. TRU embraced hybrid and hi-flex delivery of student services (e.g., counselling, writing supports), which demonstrated that TRU is proactively reaching out to students and seeking ways to creatively support students’ needs regardless of their location.</p>



An example of TRU’s attention to care and advocacy for students includes a recognition of the need to connect with students one-on-one, which led to several departments—Indigenous Education, TRU World, Student Services—initiating call campaigns to check-in on the well-being of students. Additional examples include the creation of digital resources for faculty and students, and collaboration between students and Open Learning (OL) experts as part of the Canadian Undergraduate Research Network.

List opportunities and areas in need of improvement

**What internal or external forces or trends impacted the results in 2020 and 2021?**

It is undeniable that Student Success has been impacted by the pandemic and associated impacts such as: lack of employment opportunities, pivot to remote learning and the digital divide, health concerns, increased childcare responsibilities, and isolation, among others. For some students, learning remotely provided greater flexibility and access to education; however, other students struggled learning in a remote environment, which impacted their success and required some students to slow down or pause their studies. When members of the Senate Student Success Committee were asked “What forces impacted the results of the indicators”, the top themes that arose were: **financial concerns, digital poverty, and caring for family.**

Financially, many students were unable to find work which impacted their ability to pay tuition and fees. In addition, the restriction to single site only for health care workers impacted the ability for many of our students in the School of Nursing to earn enough money to pay for their education. The pivot to remote learning uncovered many inequities. For example, some students had difficulty accessing stable internet connections, laptops, and quiet study spaces. In addition, many students were required to care for other family members, which impacted their ability to complete courses thus requiring them to slow down or pause their studies. Furthermore, some of our international learners were forced to adapt to studying in different time zones as they were unable to travel to Canada.

**What opportunities exist for improving the results of the indicators for Student Success at TRU in 2022?**

While the pandemic created many challenges for Student Success and achievement, it also provided numerous opportunities for improvement. Looking ahead to 2022, members of the Senate Student Success Committee encourage TRU to continue its practices of **flexibility, inclusion, and connection.**

We encourage TRU to recognize the impact of COVID on our students, including the complexities and inequities students face in order to offer customized supports and meet students where they are at. This includes: more flexible delivery options, inclusive learning pedagogies, and a hi-flex hybrid student services approach.

**Review of Objectives, Outcomes, and Indicators**

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

**Table 3: Review of Objectives and Outcomes**

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. <b>Eliminate opportunity gaps.</b> We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	Y	

Objective and Outcomes	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
<b>2. Eliminate opportunity gaps.</b> All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	Y	
<b>3. Honour truth, reconciliation and rights.</b> We will support thriving Secwépemc culture through respectful actions in research, teaching and service; and support provincial, national and global movements for the fulfillment and recognition of Indigenous rights.	N	Indicators related to <i>honour truth, reconciliation, and rights of Indigenous peoples</i> . Oversight of these indicators has been moved to the Intercultural Understanding Committee of Senate. These indicators will be reported on as part of the overall Institutional Mission Fulfilment Framework. The Intercultural Understanding Committee of Senate is proposing qualitative measures to assess this strategic change goal.
<b>4. Design lifelong learning.</b> ... 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.	Y	Revised to Objective 3.0.

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

**Table 4: Review of Indicators**

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1 Retention rates disaggregated by Indigenous, rural, domestic, and international	Y	
1.2 Persistence rates disaggregated.	Y	
2.1 Graduation rates disaggregated	Y	
2.2 Graduate employment outcomes disaggregated	Y	
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	Y	

### New Indicators and Emerging Indicators

Consider if TRU should adopt new indicators for measuring Student Success based on emerging trends and patterns within the external and internal environment.

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

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

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

**Table 5: New and/or Emerging Indicators**

Indicator	Rationale and Data Source	MF Threshold Range			Five Year Goal	Historical Values	Identify: New or Emerging
		Achieved	Minimally Achieved	Not Achieved			
1.3 Course completion rate	To align with SEM plan	>3%	1-2%	0 or decrease	90%	See MF framework	New
3.1 Student satisfaction with education rate	To supplement graduate employment outcome rate	>1%	0-1%	Decrease	95%	See MF framework	New

## Levels of Achievement

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

### **Achieved**

What does achievement look like? For example:

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

### **Minimally Achieved**

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

- a 0% increase in intercultural activities delivered; or, perhaps, a range of -1 to +1%
- little change in students' ability to navigate university processes (e.g., admissions, advising, degree progression, etc.), as evidenced by a representative sample of students' journey maps.

### **Not Achieved**

What would be considered problematic? For example,

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

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

**Table 6: Indicator Threshold Ranges / Levels of Achievement**

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
1.1	>3%	1-2%	0 or decrease	To align with SEM Plan
1.2	>3%	1-2%	0 or decrease	No change
1.3	>3%	1-2%	0 or decrease	To align with SEM Plan
2.1	>3%	1-2%	0 or decrease	No change

Indicator #	Threshold Ranges			Rationale for Change (if applicable)
	Achieved	Minimally Achieved	Not Achieved	
2.2	>1%	0-1%	Decrease	No change
3.2	>1%	0-1%	Decrease	Not previously articulated

### **Review the Five-Year Target (2020-2025)**

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

**Table 7: Five-Year Targets**

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1	60%	Y	
1.2	75%	Y	
1.3	90%	Y	
2.1	50%	Y	
2.2	95%	Y	
3.1	95%	Y	

**Thank you!**

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