Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	*Student Success*
Submitted by	*Core Theme Team: Student Success*
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Date	August 13, 2018

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Overview

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

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

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

Timeline for Submissions

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

Mission Fulfilment Framework

Student Success

2016-17

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges			Five Year Goal	Historical Values	
				Achieved	Minimally Achieved	Not Achieved			
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	NSSE module re advising because it is a core process students go through to access a				Not available		
		1.2 CUSC data for 1st year students re satisfaction with the registration process. CW: Satisfaction with … getting into courses you wanted. SAT: Satisfaction with … the process of registering for courses	CUSC re registration and getting course, is first major process after being accessible (and it gives feedback re the process)	CW: > 90% Sat: > 86%	CW : 89% Sat : 83-85%	CW: < 89% Sat: < 83%	CW 90% SAT 86%	CW 2013: 92% 2016: 86% SAT 2013: 83% 2016: 79%	
		1.3 2-4 Year Open Program Conversion rate	Enrolment data, particularly conversion and retention data serve as effective indicators of this desired outcome as they illustrate student behaviour at key points of enrolment activity; namely initial registration (i.e.: access), and subsequent registration (i.e.: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.	> 2 % point increase	1 - 1.9 % point increase	≤1 % point	Will be set through the SEM plan	Fall 2012: 51.3% Fall 2013: 55.3% Fall 2014: 50.4% Fall 2015: 46.9%	These have all been updated. See new values attached.
		1.4 2-4 Year Open Program Fall 1 to Fall 2 Retention Rate		> 2 % point increase	1 - 1.9 % point increase	≤1 % point	Will be set through the SEM plan	Fall 2012: 61.8% Fall 2013: 60.2% Fall 2014: 59.5% Fall 2015: 52.4%	
		1.5 2-4 Year Selective Program Conversion rate		> 1 % point increase	0 - 0.9 % point increase	decrease	Will be set through the SEM plan	Fall 2012: 52.4% Fall 2013: 53.9% Fall 2014: 69.2% Fall 2015: 59.3%	
		1.6 2-4 Year Selective Program Fall 1 to Fall 2 Retention Rate		> 1 % point increase	0 - 0.9 % point increase	decrease	Will be set through the SEM plan	Fall 2012: 70.8% Fall 2013: 79.5% Fall 2014: 81.0% Fall 2015: 81.0%	
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness.	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness.	2.1 NSSE data on student participation in high-impact processes (HIPs)	Documented effect of HIPs on student engagement	1st yr 10%; 4th yr 70%	1st yr 10%; 4th yr 60-69%	1st yr <10%; 4th yr <59%	1st year 10% 4th year 70%	First Year 2011: 10% 2014: 8% Fourth Year 2011: 56% 2014: 64%	
		2.2 Enrolments in undergraduate curricular offerings that include HIPs	Documented effect of HIPs on student engagement	800	750-800	<750	900	2013-14: 1,053 2014-15: 955 2015-16: 862	These have all been updated. See new values below.
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfilment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement	NSSE is administered to current students	NSSE module on civic engagement is being administered for the first time in 2017. Once we have three years of data we will develop Mission Fulfilment Thresholds			not available	Data has not been collected yet, first administration of the NSSE survey module is 2017	
		3.2 Graduate Employment Outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their students.	90%	89%	<89%	90%	2013: 86% 2014: 87% 2015: 89%	

1. Assessment of Core Theme in Relation to Mission Fulfilment

A. Review of Previous Year
Complete the following for each indicator in the Core Theme:

<u>Current Value and Mission Fulfilment</u>
   a. Gather information to determine the indicator value for the most recent period.
   b. Determine the change from the prior year and identify which of the mission fulfilment ranges applies (Achieved / Minimally Achieved / Not Achieved).

Table 1: Identification of Mission Fulfilment Range

Indicator # and descriptor	Prior Year Value*	Current Value	Mission Fulfilment Range
1.1 NSSE module on advising	2.772 (2014)	2.733 (2017)	achieved
1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	CW: 86% SAT: 79% (2016)	n.a. (next survey in 2019)	n.a.
1.3 Two to four year open program conversion rate.	39% (2015)	35% (2016)	Not Achieved
1.4 Two to four year open program fall 1 to fall 2 retention rate.	54% (2015)	55% (2016)	Minimally Achieved
1.5 Two to four year selective program conversion rate.	81% (2015)	83% (2016)	Achieved
1.6 Two to four year selective program fall 1 to fall 2 retention rate.	88% (2015)	88% (2016)	Minimally Achieved
2.1 NSSE data on student participation in HIPs.	First Year: 8% (2014) Fourth Year: 64% (2014)	First Year: 8% (2017) Fourth Yr: 59% (2017)	Not Achieved Not Achieved
2.2 Enrolments in undergraduate curricular offerings that include HIPs.	1243 (2015/16) 1231 (2016/17)	1410 (2017/18)	Achievement values need reconsideration
3.1 NSSE module on civic engagement.		First Yr: 5.0 (2017) Fourth Yr: 5.2 (2017)	Achieved
3.2 Graduate employment outcomes.	89% (2015) 89% (2016)	91% (2017)	Achieved

Context of the Current Year Value
     c. State what was achieved.
     d. State how plans, services, or initiatives impact the progress of the indicator.
     e. Identify factors affecting progress.

Table 2: Context / Impact on Progress

Indicator #	Describe what was achieved	List plans, services or initiatives impacting progress; Identify factors positively or negatively affecting progress
1.1	Maintained value above achieved threshold	• No substantive changes to advising methodology prior to upcoming implementation of online advising technology
1.2	Not applicable	• Unable to assess progress as CUSC not administered in current year
1.3	No increase achieved	• Substantial increases in application volumes that did not carry through in the same proportions to registration volume. • Domestic application volume increases were influenced by Brand campaign and migration to province-wide application service which increased exposure of TRU programs. While these are positive factors for recruitment, we did not yet have in place strategies to improve conversion amongst this increased interest in TRU.
1.4	2.4 % point increase	• This increase can be attributed to a substantial increase in international students continuing to year 2. Causal factors unknown. • Domestic retention was marginally down.
1.5	2.3 % point increase	• Moderate increases in both international and domestic conversion rates, coupled with increased application volumes. Possible causal factor – Brand campaign driving positive perceptions of reputation for selective programs.
1.6	No increase achieved	• Retention was essentially flat for both international and domestic. With already-high retention rates for selective programs, further progress will be challenging. Factors for attrition are still unknown.
2.1	No increase for first year; decrease for fourth year	• Culture of participation in HIPs is new; barriers for access for students from marginalized groups
2.2	Increase achieved but new targets need to be determined	• This indicator and achievement levels need reconsideration as historical values have been changed

3.1	Current year values only available	• Not applicable
3.2	Maintained value above achieved threshold	• Stable employment market provincially

B. Summary

a) Identify how successful TRU was in fulfilling its mission for the Core Theme in light of the values of the indicators and the definition of Mission Fulfilment.

Mission Fulfilment is defined as:

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

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

Table 3: Summary of Core Theme

How successful was TRU in achieving mission fulfilment for this Core Theme?	TRU has achieved or minimally achieved 7 of the 9 currently measurable objectives under the Student Success core theme (78%).
Identify successes	• Advising scores remained steady while we make changes to how advising is delivered. Only negligible differences between advising scores on NSSE for first and fourth year students. • Application volumes have increased substantially due to recruitment efforts, Brand awareness, and increased exposure of TRU programs via our provincial application portal. • Retention rates for open programs have improved, specifically amongst international students. • Students recognize connections between undergraduate studies and employment competencies
List areas in need of improvement	• Despite application increases, conversion of interest to registrant needs improvement. • While overall retention for open programs has increased slightly, more needs to be done to improve retention, particularly for domestic students. • The progress toward a campus culture that values high-impact practices is slow.

2. Planning for the Next Year

A. Review of Objectives and Indicators
<u>Objectives</u>
      a. Review current objectives to confirm they are still in alignment with Core Theme and TRU's mission statement.
      b. If necessary, add or remove objectives to keep the Core Theme relevant to TRU's mission statement.

Table 4: Review of Objectives

Objective # and descriptor	Still relevant (Y/N)	If not, identify revisions and provide rationale for change
1. TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	*Yes*	
2. TRU will provide educational experiences for cognitive development, personal growth, and interpersonal effectiveness.	*Yes*	
3. TRU will provide skills, knowledge, confidence, and values for citizenship, work and personal fulfilment.	*Yes*	

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

Resource Information

1. **Introducing New Indicators / Removing Current Indicators**

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

   A. **Identify the indicator(s), if any, to be added**
      Provide the rationale for the indicator, including description of how the indicator aligns with the Core Theme and mission.

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

Table 5: Review of Indicators

Indicator #	Still relevant (Y/N)	If not, provide rationale
1.1	Yes	The evaluation team for our 2017 site visit recommended we reconsider the relevance of indicators that seem to measure inputs and participation, such as conversion and retention rates, rather than indicators of attainment. The Student Success core theme team has chosen to retain our indicators as they are in recognition that initial and continued participation in academic activities is an achievement for so many of the populations we serve regardless of whether or not that participation culminates in a credential from TRU. For some, success might mean completion of a single course; for others, a year or two at TRU may serve them well to transfer to another institution. With this in mind, an indicator such as a graduation rate does not provide enough granularity for us to recognize these different ways in which we serve our students.
1.2	Yes	
1.3	Yes	
1.4	Yes	
1.5	Yes	
1.6	Yes	
2.1	Yes	
2.2	Yes	
3.1	Yes	
3.2	Yes	

B. New Indicators

New Indicators refer to those indicators for which we already have three years of historical data and wish to replace or add to the list of current indicators. If selected, these indicators will be reported on during the 2019 reporting cycle. If you do not wish to add or replace indicators, leave Table 6 blank.

Table 6: New Indicators for 2019 Reporting Cycle

New Indicator	Rationale	MF Threshold Range			Five Year Goal	Historical Values
		Achieved	Minimally Achieved	Not Achieved		
None at this time.						

C. Emerging Indicators

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

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

    B. Consider if qualitative indicators could be used.

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

Table 7: Emerging Indicators

New Indicator	Rationale	Data Source
Potential for TRU-specific survey upon entry to document students' intentions and academic goals	Current application assumes student intention is to fully complete the program to which they apply. Poor retention	Internal survey tool, yet to be developed

	could be due to our ineffectiveness to serve the student in this pursuit, or it could be due to a false assumption that they indeed intended to complete their program here at TRU.	

C. Thresholds & Targets

Review thresholds for Mission Fulfilment for each indicator to ensure relevancy

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

    b) If the ranges change, provide a rationale for the change.

Resource Information

2. Definitions and Thresholds for Mission Fulfilment
Each indicator has three threshold ranges:

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

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

Not Achieved
The indicator value has decreased/increased by a fixed percentage or value.

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

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

Table 8: Indicator Threshold Ranges

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

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

Table 9: Five-Year Targets

Indicator #	5-Year Target	Relevant (Y/N)	If not, provide revised target and include rationale for change
1.1		N	2.7 (none previously provided)
1.2	CW: 90% SAT: 86%	Y	
1.3			40% (none previously provided)
1.4			60% (none previously provided)
1.5			80% (none previously provided)
1.6			90% (none previously provided)
2.1	1st Yr: 10% 4th Yr: 70%	Y	
2.2	900	N	1300 (adjusted historical values)
3.1		N	4.5 (none previously provided)
3.2	90%	Y	

D. Planning for Improvement

Based on the information you provided above, and taking into consideration new or revised outcomes and indicators, complete the following Mission Fulfilment Framework which will be used as the benchmark for the 2019 reporting cycle.

Table 10: Completed Mission Fulfilment Framework for 2018

Objective	Outcome	Indicator	Rationale for Indicator	Achieved	Minimally Achieved	Not Achieved	Five Year Goal	Historical Values
				MF Threshold Ranges				
1.0 TRU will provide a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes	1.1 Students will access a broad spectrum of educational opportunities through flexible learning pathways with clear and transparent requirements and administrative processes.	1.1 NSSE module on advising	The quality of academic advising is measured by both frequency of visit to the advisor and quality of advising services provided	Aggregate score > 2.7	Aggregate score 2.5-2.7	Aggregate score < 2.5	2.8	2014: 2.772 2017: 2.733
		1.2 CUSC data for first year students regarding satisfaction with the registration process. CW: Satisfaction with getting into courses you wanted. SAT: Satisfaction with the process for registering for courses.	Satisfaction with process of registration and with accessing courses is imperative to providing access to educational opportunities	CW >90% Sat >86%	CW 89% Sat 83-85%	CW <89% Sat <83%	CW 90% Sat 86%	CW 2013: 92% 2016: 86% Sat 2013: 83% 2016: 79%
		1.3 2-4 year open program conversion rate	Enrolment data, particularly conversion and retention data, serve as effective indicators of this desired outcome as they illustrate student behaviour at key	> 1 % point increase	0 – 1 % point increase	Decrease	40%	Fall 2014: 40% Fall 2015: 39% Fall 2016: 35%
		1.4 2-4 year open program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	60%	Fall 2014: 54%

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
			points of enrolment activity, namely initial registration (ie: access), and subsequent registration (ie: persistence). Low conversion and retention rates, or downward trends over time, are often symptomatic of systemic barriers and ineffective administrative processes that can be addressed. 2-4 year open and selective programs comprise the majority of TRU enrolment and represent both highly structured as well as highly flexible program offerings.					Fall 2015: 54% Fall 2016: 55%
		1.5 2-4 year selective program conversion rate		> 0 % point increase	No change	Decrease	80%	Fall 2014: 78% Fall 2015: 81% Fall 2016: 83%
		1.6 2-4 year selective program retention rate		> 1 % point increase	0 – 1 % point increase	Decrease	90%	Fall 2014: 86% Fall 2015: 88% Fall 2016: 88%
2.0 TRU will provide educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 Students will engage in educational experiences for cognitive development, personal growth and interpersonal effectiveness	2.1 NSSE data on student participation in HIPs	Documented correlation between participation in HIPs and student engagement	First Year: 10% Fourth Year: >69%	First Year: 10% Fourth Year: 60-69%	First Year: <10% Fourth Year: <60%	First Year: 10% Fourth Year: 70%	First Year: 8% (2014) 8% (2017) Fourth Year: 64% (2014) 59% (2017)

Objective	Outcome	Indicator	Rationale for Indicator	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
		2.2 Enrolments in undergraduate curricular offerings that include HIPs.	Documented correlation between participation in HIPs and student engagement	1300	1200-1300	<1200	1300	1410 (2017/18) 1231 (2016/17) 1243 (2015/16)
3.0 TRU will provide skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 Students will act with skills, knowledge, confidence and values for citizenship, work and personal fulfillment	3.1 NSSE module on civic engagement.	NSSE is administered to current students	>5.0	4.5-5.0	<4.5	5.0	First Yr: 5.0 (2017) Fourth Yr: 5.2 (2017)
		3.2 Graduate employment outcomes	Indicators related to student employment outcomes are necessary to assess students' ability to apply their learning after they complete their studies.	90%	89%	<89%	90%	86% (2013) 87% (2014) 89% (2015) 89% (2016) 91% (2017)

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

Planning
Outline plans to continue to improve or maintain performance of the indicator at the:
    a) Institutional level
    b) Unit level

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

Budget & Resources
Identify any budgetary and resource limitations/implications.

Table 11: Planning for Improvement

Indicator #	Plans at institutional level for improvement	Plans at unit level for improvement	Consultations required	Budgetary and resource limitations/impact
1.1 1.2	Advising improvement a continuing priority (as identified in TRUSU budget consultation)	Web-based software selection and implementation in 2018-19?	?	Funding for advising software and curricular pathways have been secured
1.3 1.4 1.5 1.6	Acquire external consulting services to advance the development and management of an Enrolment Plan	Process and communication re-design for application – registration spectrum, focused on improving open program conversion.	Faculty Dean's offices; Marketing and Communications; Institutional Planning & Effectiveness	Funding for enrolment planning and management consultation have been secured.
2.1 2.2	Development of new academic plan anticipated to address experiential learning (and implementation of activities/communication in first-year courses)	Creation of a Centre for Career and Experiential Learning to increase student and faculty awareness of co-curricular opportunities, including HIPS	Fall 2018 consultations with Provost's Council for both initiatives	Funds for Centre for Career and Experiential Learning have been secured.

		Creation of a learning community of faculty members teaching first-year courses (within CELT)		
3.1	Increasing student intercultural competency addressed as a core theme	Increasing capacity for interculturalization of staff, faculty and students; research on appropriate structures and programming to improve equity, diversity and inclusion	Fall 2018 consultations with Provost's Council	Increased funding to interculturalization; research funded to improve equity, diversity and inclusion planning and education
3.2	No plans identified at this point	No plans identified at this point	n/a	n/a