



Annual Core Theme Mission Fulfilment Evaluation and Planning

Student Success Workbook

2022

Core Theme	<i>Student Success</i>
Submitted by	<i>Student Success Committee of Senate</i>
Signature, Chair	<i>Sara Wolfe</i>
Date	August 8, 2022

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Overview

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

1. **Collect** data for each of the indicators.
2. **Assess** the level of achievement for each indicator.
3. **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

April 1 - June 30	Standing Committees of Senate conduct annual assessment of Mission Fulfilment.
June 30	Core Theme Work Book submitted to ALO at ahoare@tru.ca
July 1 - July 31	ALO compiles Core Theme Work Books into an Annual Institutional Mission Fulfilment Report.
August 1 – 31	Accreditation Steering Committee (ASC) reviews Annual Institutional Mission Fulfilment Report
September 1 – September 30	<p>Broad distribution of Annual Institutional Mission Fulfilment Report through TRU's collegial governance process.</p> <p>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.</p>

Student Success Mission Fulfilment Framework

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.	<u>1.1. Retention Rate</u>						
	Domestic non-Indigenous	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 66% Fall 2016: 65% Fall 2017: 70% Fall 2018: 69% Fall 2019: 67% Fall 2020: 62%	Cohort n= 653 Cohort n= 682 Cohort n= 635 Cohort n= 642 Cohort n= 583 Cohort n= 581
	<u>1.2. Persistence Rate</u>						
	Domestic non-Indigenous	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 74% Fall 2016 Cohort (Fall '17 to Fall '18): 77% Fall 2017 Cohort (Fall '18 to Fall '19): 77% Fall 2018 Cohort (Fall '19 to Fall '20): 73% Fall 2019 Cohort (Fall '20 to Fall '21): 71%	Cohort n= 432 Cohort n= 445 Cohort n= 445 Cohort n= 440 Cohort n= 389
	<u>1.3 Course Completion rate</u>						
Domestic non-Indigenous	>3%	1-2%	0 or decrease	90%	2016-17: 84% 2017-18: 83% 2018-19: 83% 2019-20: 83% 2020-21: 83%		
2. Eliminate opportunity gaps. 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 (any credential within 6 years)</u>						
	Domestic non-Indigenous	>3%	1-2%	Decrease	50%	Fall 2011: 34% Fall 2012: 30% Fall 2013: 30% Fall 2014: 32% Fall 2015: 27%	Cohort n= 1234 Cohort n= 1233 Cohort n= 1245 Cohort n= 1221 Cohort n= 1238
	<u>2.2 Graduate Employment Outcomes (In Labour Force)</u>						
	Domestic non-Indigenous	>1%	0-1%	Decrease	95%	2016 survey: 85% 2017 survey: 88% 2018 survey: 85% 2019 survey: 88% 2020 survey: 86% 2021 survey: 90%	
3. Design lifelong learning. TRU will adapt and combine modes of learning, teaching, and practical experience to create a seamless and integrated set	<u>3.1 Student Satisfaction with Education</u>						
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%	

of educational encounters that meet the changing needs of learners from early childhood to elderly years.	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: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%
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Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	<u>1.1. Retention Rate</u>						
	Indigenous Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 67% Fall 2016: 61% Fall 2017: 67% Fall 2018: 55% Fall 2019: 55% Fall 2020: 40%	n= 91 n= 115 n= 115 n= 119 n= 97 n= 83
	<u>1.2. Persistence Rate</u>						
	Indigenous Learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 54% Fall 2016 Cohort (Fall '17 to Fall '18): 71% Fall 2017 Cohort (Fall '18 to Fall '19): 70% Fall 2018 Cohort (Fall '19 to Fall '20): 65% Fall 2019 Cohort (Fall '20 to Fall '21): 57%	n= 61 n= 70 n= 77 n= 66 n= 53
	<u>1.3 Course Completion rate</u>						
Indigenous Learners	>3%	1-2%	0 or decrease	90%	2016-17: 82% 2017-18: 82% 2018-19: 79% 2019-20: 80% 2020-21: 29%		
2. Eliminate opportunity gaps.	<u>2.1 Graduation Rate (any credential within 6 years)</u>						
	Indigenous Learners	>3%	1-2%	Decrease	50%	Fall 2011: 31% Fall 2012: 34% Fall 2013: 30% Fall 2014: 29% Fall 2015: 25%	n= 111 n= 137 n= 111 n= 125 n= 143
	<u>2.2 Graduate Employment Outcomes (In Labour Force)</u>						
	Indigenous Learners	>1%	0-1%	Decrease	95%	2016 survey: 87% 2017 survey: 93% 2018 survey: 87% 2019 survey: 88% 2020 survey: 91% 2021 survey: 83%	
<u>3.1 Student Satisfaction with Education</u>							

3. Design lifelong learning.	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%
	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	1.1. Retention Rate						
	BC Rural Learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 61% Fall 2016: 63% Fall 2017: 63% Fall 2018: 63% Fall 2019: 63% Fall 2020: 53%	n= 145 n= 159 n= 148 n= 152 n= 132 n= 101
	1.2. Persistence Rate						
	Rural Learners (BC)	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 70% Fall 2016 Cohort (Fall '17 to Fall '18): 74% Fall 2017 Cohort (Fall '18 to Fall '19): 76% Fall 2018 Cohort (Fall '19 to Fall '20): 66% Fall 2019 Cohort (Fall '20 to Fall '21): 65%	n= 89 n= 100 n= 93 n= 95 n= 83
2. Eliminate opportunity gaps.	1.3 Course Completion rate						
	Rural Learners (BC)	>3%	1-2%	0 or decrease	90%	2016-17: 86% 2017-18: 85% 2018-19: 84% 2019-20: 84% 2020-21: 84%	
	2.1 Graduation Rate (any credential within 6 years)						
	Rural Learners (BC)	>3%	1-2%	Decrease	50%	Fall 2011: 28% Fall 2012: 30% Fall 2013: 27% Fall 2014: 29% Fall 2015: 23%	n= 232 n= 223 n= 230 n= 209 n= 221
2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:							

3. Design lifelong learning	Rural Learners	>1%	0-1%	Decrease		Survey data not available
	3.1 Student Satisfaction with Education					
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%
	Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%

Objective	Indicator	MF Threshold Range			Five Year Goal (2025)	Historical Values	
		Achieved	Minimally Achieved	Not Achieved			
1. Eliminate opportunity gaps.	<u>1.1. Retention Rate</u>						
	International learners	>3%	1-2% increase	0 or decrease	60%	Fall 2015: 65% Fall 2016: 76% Fall 2017: 77% Fall 2018: 83% Fall 2019: 86% Fall 2020: 79%	n= 201 n= 275 n= 383 n= 334 n= 313 n= 220
	<u>1.2. Persistence Rate</u>						
	International learners	>3%	1-2%	0 or decrease	75%	Fall 2015 Cohort (Fall '16 to Fall '17): 76% Fall 2016 Cohort (Fall '17 to Fall '18): 82% Fall 2017 Cohort (Fall '18 to Fall '19): 84% Fall 2018 Cohort (Fall '19 to Fall '20): 81% Fall 2019 Cohort (Fall '20 to Fall '21): 77%	n= 131 n= 210 n= 295 n= 276 n= 268
2. Eliminate opportunity gaps.	<u>1.3 Course Completion rate</u>						
	International learners	>3%	1-2%	0 or decrease	90%	2016-17: 83% 2017-18: 81% 2018-19: 82% 2019-20: 85% 2020-21: 87%	
<u>2.1 Graduation Rate (any credential within 6 years)</u>							

3. Design lifelong learning	International learners	>3%	1-2%	Decrease	50%	Fall 2011: 50% Fall 2012: 49% Fall 2013: 51% Fall 2014: 54% Fall 2015: 53%	n= 413 n= 325 n= 263 n= 284 n= 323
	2.2 Graduate Employment Outcomes (In Labour Force) disaggregated by:						
	International learners	>1%	0-1%	Decrease	95%	2016 survey: 94% 2017 survey: 96% 2018 survey: 91% 2019 survey: 88% 2020 survey: 91% 2021 survey: 88%	
	3.1 Student Satisfaction with Education						
	Student Satisfaction with Education (bachelor's degree students)	>1%	0-1%	Decrease	95%	2016 survey: 94.0% 2017 survey: 95.9% 2018 survey: 95.2% 2019 survey: 94.9% 2020 survey: 94.8% 2021 survey: 94.8%	
Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better	>3%	1-2%	0 or decrease	0.9	2016-17: 86.7% 2017-18: 91.8% 2018-19: 90.5% 2019-20: 90.0% 2020-21: 89.9% 2021-22: 90.7%		

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: 55%	40%	Not achieved
	Rural: 63%	53%	Not achieved
	Domestic: 67%	62%	Not achieved
	International: 81%	77%	Not achieved
1.2. Persistence rate	Indigenous: 65%	57%	Not achieved
	Rural: 66%	65%	Not achieved
	Domestic: 73%	71%	Not achieved
	International: 81%	77%	Not achieved
1.3 Course completion rate	Indigenous: 80%	79%	Not achieved
	Rural: 84%	84%	Not achieved
	Domestic: 83%	83%	Not achieved
	International: 85%	87%	Minimally achieved
2.1. Graduation rate	Indigenous: 29%	25%	Not achieved
	Rural: 29%	23%	Not achieved
	Domestic: 32%	27%	Not achieved
	International: 54%	53%	Not achieved
2.2 Graduate employment rate	Indigenous: 91%	83%	Not achieved
	Rural: not available		
	Domestic: 86%	90%	Achieved
	International: 91%	88%	Not achieved
3.1 Student satisfaction with education	94.8%	94.8%	Minimally achieved
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.	89.9%	90.7%	Minimally 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

How successful was TRU in achieving mission fulfilment for this core theme?
<p>During the 2022 reporting cycle, 4 of the 21 indicators were achieved or minimally achieved, equating to 19% rate of mission fulfilment for the core theme Student Success.</p> <p>Note that during the past year the Senate Student Success Committee has been actively working to broaden our definition of student success to be more inclusive of multiple definitions of success, and to determine ways to ethically report on disaggregated student achievement indicators. Therefore, we urge readers to review this data with caution as we have identified several limitations with the current data set. We discuss this further under <i>New Indicators and Emerging Indicators</i>.</p>
Identify strengths and successes
<p>Considering the student achievement indicator results, while concerning, we expected to see a change given the global pandemic's impact on higher education, employment, and society at large. Despite concerning numbers, TRU has several successes to be proud of during the 2022 reporting cycle which, we believe, contributed to Student Success. Several examples arose during discussions with members of the Senate Student Success Committee, we offer a few examples below.</p> <p>During the pivot to remote delivery, numerous co-curricular and students supports were offered remotely, which increased access to these important services for our Open Learning students, as well as our on-campus learners. In the future, we encourage TRU to continue exploring ways to provide these services to all learners by expanding options for virtual engagement, such as cooperative education and undergraduate research.</p> <p>TRU found ways to work creatively to support our international students by working across time differences.</p> <p>To support our strategic change goal of <i>Community-based research and scholarship</i>, we launched the "Community Engaged Research Fellows" program. The program promotes an interdisciplinary approach to solving real world problems in our community (e.g., housing, homelessness) in partnership with non-profit organizations.</p> <p>In response to calls for student mental health, the Centre for Excellence in Learning and Teaching offered workshops for faculty on student mental health with an emphasis on taking a care-based approach to student wellness.</p> <p>Additional <i>Student Success Stories</i> are captured on the Student Success website here: https://www.tru.ca/about/tru-mission-statement/themes/student-success.html</p> <p>Note that the Core Theme Workbooks for Research, Intercultural Understanding, and Sustainability describe additional Student Success stories and track indicators related to these broad themes.</p>
List opportunities and areas in need of improvement
<p>The global pandemic created and magnified inequities that hinder student success, yet the pivot to online learning has increased the ease with which people are able to work and learn online. Opportunities for achieving our strategic change goal of <i>Design lifelong learning</i> through flexible delivery options, such as blended modalities, are becoming increasingly more possible than</p>

previously believed to be. Students can move between distance and on campus courses and programs more easily than before. This choice allows for a broader menu of learning modes, content, and completion options.

While we have adapted well, there remains challenges implementing a blended approach and we are, perhaps, still not as nimble, or agile as students demand us to be. This may be in part due to structural (i.e., technology, policy, procedure, collective agreements) and cultural barriers.

In addition, people are talking more about mental health, what it feels like to be isolated and experience anxiety. This openness and the demand for more student services may lead to earlier, proactive conversations with students, faculty, and staff.

We note that there persist several challenges related to the pandemic, such as continued uncertainty, fluctuating restrictions, and ongoing absences of students, faculty, and staff due to illness: as well as global and economic uncertainty. Furthermore, anxiety, fear, constant change, and a high number of employee vacancies place additional pressures on faculty, staff, and students to maintain high standards of excellence and an environment conducive to student success. We further note that some students are finding it difficult to become face-to-face learners again; they are learning and relearning social skills.

Considering the results of the student achievement indicators, the notably positive results of employment rates across all learner types is encouraging. Coupled with the adoption of TRU's institutional learning outcomes and robust cooperative education infrastructure, TRU could build upon these successes to celebrate work-integrated learning and graduate competencies, as well as promote greater student awareness of the skills gained and opportunities available for career-preparedness.

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. Eliminate opportunity gaps. We will ...retain students to create a balanced community of learners and leaders reflective of Canada and the world.	Y	
2. Eliminate opportunity gaps. All groups in our region — including Indigenous learners and rural learners — will achieve in higher education on par with others.	Y	
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.	Y	

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	TBD	The Senate Student Success Committee has undertaken an initiative to define Student Success at TRU. The results of the initiative will inform the development of new indicators as part of a Layered Conceptual Model of Student Success at TRU.
1.2 Persistence rates disaggregated.		
2.1 Graduation rates disaggregated		
2.2 Graduate employment outcomes disaggregated		
3.2 Percentage of baccalaureate degree students completing Lifelong Learning ILO courses with a minimum C+ grade or better.		

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 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 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.

In Fall 2021, a subcommittee of the Senate Student Success Committee raised concerns about the use of disaggregated student achievement indicators. Committee members asked the question:

How do we report disaggregated student success indicators without perpetuating systemic racism and potentially harming students?

These concerns prompted committee members to engage in the following activities:

- conducted a scan of comparator institutions' definitions of student success (**Appendix A**);
- engaged in ongoing conversations with Dr. Evelyn Asiedu, Postdoctoral Research Fellow EDI Data Analysis, Research Data Management, and Policy Analysis;
- began reviewing the literature and best practices in the North American post-secondary sector;
- invited staff from Integrated Planning and Effectiveness to learn about additional available data sources (both quantitative and qualitative);
- launched a research project – a collaboration between the Offices of Quality Assurance, Research and Graduate Studies, and Indigenous Education – to develop an ethical framework for the use of disaggregated data;
- revised the Student Success dashboards with the aim to reduce the natural tendency to rank and compare different learner groups;
- mapped a variety of student engagement and perception surveys (NSSE, CUSC, BC Student Outcomes) to student achievement indicators with the aim to broaden our understanding of student success (**Appendix B**); and,
- launched an initiative to define student success and developed a layered conceptual model of student success (**Appendix C**): a fulsome consultation is planned for Fall 2022.

We anticipate that the student achievement indicators for the 2023 reporting cycle will look different than those presented in this Workbook. Consideration will also be given to identifying new five-year targets and annual mission fulfilment threshold ranges.

Appendix A

Comparator Definitions of Student Success

Institution	Link	Student Success	Themes
UNBC	https://www2.unbc.ca/releases/1998/success	ensuring that students feel welcome and comfortable with starting university	sense of belonging
UNBC	https://www2.unbc.ca/releases/1998/success	enhance their opportunities for success academically and socially	academic success; social success
UNBC	https://www2.unbc.ca/calendar/undergraduate/ssj	improve their academic performance	academic performance
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	given me the skills to do what I want and not have to struggle any more	financial freedom; career preparedness
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	It's where I'm able to get the knowledge I need. It's been a struggle for me. I work full-time. I was going to school full-time and burning the candle at both ends	knowledge; academic-work-life balance
UNBC	https://www2.unbc.ca/newsroom/unbc-stories/celebrating-student-success-gitwinksihlkw	What I need to do is speak Nisga'a fluently," she said. "I can understand it. I still need to have the confidence and speak it fluently. I need to communicate with the Elders and younger generation. I'm learning with my children, who're learning it as well	culture; family
UNBC	https://www2.unbc.ca/releases/2001/08-24orientation	Tuesday is Multicultural Day, Wednesday will feature displays from local community organizations, Thursday is Wellness Day, and student clubs will have displays on campus all day Friday.	culture; community; wellness; co-curricular
UNBC	https://www2.unbc.ca/events/50773/dissertation-defence-domingos-mitch-mckay-verde	Self-Determination and Cultural Orientation	self-determination; culture
UNBC	https://www2.unbc.ca/employee-challenge	Every day we help ensure that students have an opportunity to reach their educational goals and become responsible leaders in their careers and communities	academic goals; career preparedness; community
UNBC	https://www2.unbc.ca/65666/student-leadership-and-engagement-coordinator	continual development, implementation, and growth of purposeful experiences that inspire students to build community, be active citizens and become great leaders.	personal growth; community; leadership
UNBC	https://www2.unbc.ca/integrated-university-planning/news/student-experience	recruitment and retention strategies, transition programming for newly admitted high school, transfer and unique student populations (i.e. Indigenous, International and mature); experiential learning programming	recruitment and retention; transition and transfer; equity; experiential learning
UNBC	https://www2.unbc.ca/integrated-university-planning/news/student-experience	University's commitment to provide an inclusive, safe and culturally diverse learning and work environment that contributes to the well-being and success of all students.	inclusive and safe; culture; diversity; wellness
UNBC	https://www2.unbc.ca/integrated-university-planning	Attract, retain and develop outstanding students, faculty and staff	retention
VIU	https://acp.viu.ca/acp-student-advisors	career, life, and education transitions	career, life, and education transitions
VIU	https://acp.viu.ca/acp-student-advisors	needs, challenges, and aspirations of students, and support them in achieving their current goals, and moving on to their next steps	goal achievement
VIU	https://acp.viu.ca/acp-student-advisors	link between education and employment	career preparedness
VIU	https://services.viu.ca/centre-experiential-learning/student/alum-success	continued support from VIU through the summer season contributes to student success in the workplace. It allows the student and employer an outlet and option for discussion that is not there for other employees.	career preparedness
VIU	https://connect.viu.ca/new-students/engage	student success and learning through experience	experiential learning
VIU	https://connect.viu.ca/new-students/engage	Every experience you have builds valuable skills that will come in handy when you're ready to take on the world	career preparedness

VIU	https://worldeduconnect.com/vancouver-island-university/	Vancouver Island University ensures that students are supported, engaged and encouraged to excel in life and learning. VIU's commitment to student success combined with quality programming produces graduates who are in demand by employers across Canada and around the world.	quality programming; career preparedness; student engagement
Capilano	https://www.capilano.ca/student-life/academic-support/centre-for-student-success/	Student success at Capilano University comes down to two things. First, we want our students to be successful when they're here learning and studying. And second, we want our graduates to be successful when they leave CapU and embark on their careers	academic performance; career preparedness
Capilano	https://www.capilano.ca/student-life/academic-support/centre-for-student-success/	Providing a space for our students that gives them the tools and resources they need to succeed... a hub for our students where they can collaborate, study and prepare for their futures	collaboration; study skills
Capilano	https://www.languagescanada.ca/zh/listing-directory/students/capilano-university-esl-department	As a teaching university, Capilano's focus is on student success.	teaching
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Student success in: ongoing education, chosen career, lifelong pursuit of knowledge; contributing as responsible citizens in a rapidly changing and diverse global community	lifelong learning
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Capilano will organize its activities to maximize the opportunity for all students to succeed in their educational objectives. This will happen not only in academic areas, but also across the university as a whole. While students themselves will have the final responsibility in this regard, everything we do as a teaching-centered institution will foster, support, and celebrate our students' success while attending Capilano and beyond.	equity
Capilano	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewjFsMqDxf_1AhWEM30KHe8qDqoQFn_oECG8QAQ&url=https%3A%2F%2Fcampusfreedomindex.ca%2Fwp-content%2Fuploads%2F2016%2F07%2FCA-PU003_StrategicPlan2014-web-spreads.pdf&usg=AOvVaw3PTiEBwQKrNO_SSTJvMan6	Capilano University's way forward will provide our learners with an education that helps them become engaged, informed, and committed citizens who are well prepared for success through career-related and professional degree pathways.	student engagement; informed and socially responsible; career preparedness
SFU	https://www.sfu.ca/cee/services/remote-teaching-support/student-success.html	Supporting student success typically involves supporting both learning and well-being. Build a personal connection with your students. Motivate your students. Help students maintain focus. Create a sense of community. Make discussions meaningful. Increase student engagement. Address equity issues. Identify and support struggling students.	faculty-student relationships; community; sense of belonging; student engagement; equity
SFU	https://olc.sfu.ca/olc/topic/student-success	Student Success showcases student achievements, such as winning awards, scholarships or those with meaningful on-campus experiences, but also, advice on how to stay productive, on schedule and manifesting success in challenging circumstances.	student achievement; awards and scholarships; resilience

SFU	https://www.sfu.ca/science/undergraduate-students.html	help students achieve academic success and find their place in the Faculty. This includes supporting students' academic goals and plans to helping students navigate the tension between academic achievement and everyday life.	sense of belonging; academic performance; goal achievement; academic-work-life balance
Lakehead	https://www.lakeheadu.ca/students/academic-success/student-success-centre	The Student Success Centre has many programs and support services in place to help you achieve your academic and personal goals while studying at Lakehead University. We provide academic support through tutoring services, career exploration, co-operative opportunities and leadership development.	goal achievement; student support services; experiential learning; leadership development
Lakehead	https://barrie.ctvnews.ca/lakehead-looks-to-the-future-and-student-success-1.4322068	So much about university experiences is making those social connections that will aid, not only in the future that develop into very close friendships, but also, of course, opportunities in professional networking... Students say they want a place to connect with other students.	social connections; professional networking

Appendix B

Student Success Indicator Mapping

NSSE			Indicators		CUSC		
Questions	Engagement Indicator	Theme		Cohort	Theme	Questions	
LS1. How often have you... Identified key information from reading assignments LS2. Reviewed your notes after class LS3. Summarized what you learned in class or from course materials	Learning Strategies	Academic Challenge	Course Completion Rate ¹	1st Year	Expectations and Experience	EE 1. How does your experience compare to what you expected... How academically demanding your courses are EE 2. The time you have to put into your course work EE 3. Contact with your professors in the classroom EE 4. Amount you participate in class discussions EE 5. Amount of writing in your academic work EE 6. Doing course work in groups EE 7. Intellectual stimulation EE 8. Your course grades	
CL1. Asked another student to help you understand course material CL2. Explained course material to one or more students CL3. Prepared for exams by discussing or working through course material with other students CL4. Worked with other students on course projects or assignments	Collaborative Learning	Learning with Peers				TU 1. How much success have you had in... Meeting academic demands TU 2. Getting academic advice TU 3. Performing well in written assignments TU 4. Understanding the course material TU 5. Managing your time TU 6. Using the library	
ETP 1. How much the instructor has... Clearly explained course goals and requirements ETP 2. Taught course sessions in an organized way ETP 3. Used examples or illustrations to explain difficult points ETP 4. Provided feedback on a draft or work in progress ETP 5. Provided prompt and detailed feedback on tests or completed assignments	Effective Teaching Practices	Experiences with Faculty				P 1. Indicate your level of agreement in... Encourage students to participate in class discussions P 2. Are well organized in their teaching P 3. Communicate well in their teaching P 4. Are intellectually stimulating in their teaching P 5. Provide useful feedback on my academic work P 6. Are consistent in their grading	
SE 1. How much does TRU emphasize... Providing support to help students succeed academically SE 2. Using learning support services (tutoring services, writing center, etc.) 3. How often... Asked questions or contributed to course discussions in other ways 4. How often... Come to class without completing readings or assignments 5. How much does TRU emphasize spending significant amounts of time studying and on academic work 6. How much time do you spend preparing for class	Supportive Environment	Campus Environment				CC 1. Indicate your level of agreement in... My course load is manageable CC 2. I normally go to all of my classes CC 3. I am willing to put a lot of effort into being successful at university CC 4. I have good study habits	
IFE 1. Participated or plan to participate in internship, co-op, field experience, student teaching, or clinical practice	Internship/Field Experience	High-Impact Practices	Graduate Employment Outcomes ²	4th Year	Academic History	AH 1. As part of your current program, did you participate in Co-op, work experience, practicum, internship	
SFI 1. How often... Talked about career plans with a faculty member	Student Faculty Interaction	Experiences with Faculty		2nd-3rd Years & 4th Year	Growth and Development	GD 1. How much has your experience at TRU contributed to your growth and development in your knowledge of career options	
QI 1. Rate your interactions... With students QI 2. With academic advisors QI 3. With faculty	Quality of Interactions	Campus Environment	Retention Rate ⁴ Persistence Rate ⁵ Graduation Rate ³ Student Satisfaction with Education ⁷	4th Year	Academic History	AH 2. As part of your current program, did you participate in Co-op, work experience, practicum, internship	
SE 7. How much does TRU emphasize... Providing support to help students succeed academically SE 8. Using learning support services (tutoring services, writing center, etc.) SE 9. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) SE 10. Providing opportunities to be involved socially SE 11. Providing support for your overall well-being (recreation, health care, counseling, etc.) SE 12. Helping you manage your non-academic responsibilities (work, family, etc.) SE 13. Attending campus activities and events (performing arts, athletic events, etc.) SE 14. Attending events that address important social, economic, or political issues	Supportive Environment			1st Year, 2nd-3rd Years, 4th Year	Overall Evaluation	OE 2. Has TRU exceeded, met, or fallen short of your expectations OE 3. Satisfaction with the concern shown by TRU for you as an individual OE 4. How likely is it that you would recommend TRU	
OE 1. How would you evaluate your entire educational experience at this institution? OE 2. If you could start over again, would you go to the same institution you are now attending? OE 3. Do you intend to return to this institution next year?	Overall Evaluation			Overall Evaluation		4th Year	OE 5. Satisfaction with opportunities to develop lasting friendships OE 6. Satisfaction with the overall quality of the education you have received at TRU OE 7. Satisfaction with the opportunities to enhance your education beyond the classroom OE 8. Satisfaction with the opportunities to become involved in campus life
HIP 1. Participated in one HIP HIP 2. Participated in two or more HIPs	One HIP Two or More HIPs			High-Impact Practices			
Examples of Questions Does choosing a major in the first year improve students retention rate? Does interrupting studies for more than one term decrease graduation rates? Does having the financial resources to complete a program improve retention rates? Does participating in at least one HIP improve retention rates?			Retention Rate ⁴ Persistence Rate ⁵ Graduation Rate ³	2nd-3rd Years & 4th Year	Academic History	AH 3. Since starting your PS ed, have you ever interrupted your studies for more than one term	
				4th Year		AH 4. Did any of the following delay the completion of your program	
				1st Year, 2nd-3rd Years, 4th Year	Goal Development	GLD 4. Have you changed your major or program of study since you began your PS studies	
				1st Year & 2nd-3rd Years		GLD 5. Have you chosen a major or discipline?	
				2nd-3rd Years & 4th Year	Debt	D 1. Have you acquired repayable debt to finance your university education	
		1st Year & 2nd-3rd Years	Commitment to Completion	CC 5. Indicate your level of agreement... I have the financial resources to complete my program CC 6. I am in the right program for me CC 7. Most of my courses are interesting CC 8. My course load is manageable CC 9. I normally go to all of my classes CC 10. I am willing to put a lot of effort into being successful at university CC 11. I have good study habits CC 12. I can deal with stress CC 13. I plan to come back to TRU next year CC 14. I plan to complete my degree at TRU			
			Lifelong Learning Outcomes ⁴				

- Percentage of students who enroll in a 1000, 2000, 3000, or 4000 level course and complete with a passing grade.
- Percentage of former BACH students who responded to BC St Outcomes survey and indicated they were employed.
- Percentage of students who were awarded any credential in any program within a minimum of 6 years of beginning their studies.
- Percentage of students who enroll in courses that meet the criteria for the Lifelong Learning ILO designation and complete with a C+ grade or better.
- Percentage of students enrolling in consecutive fall terms from year 2 to year 3 for 4-year BACH degree open programs only.
- Percentage of students enrolling in consecutive fall terms.
- Percentage of former BACH students who were very satisfied or satisfied with the education they received based on responses to the BC St Outcomes survey.

Appendix C

Layered Conceptual Model of Student Success

As each student's educational goals vary, so does their definition of success. TRU helps support each student be successful by giving the opportunity to:

Step		Rationale	Metric	Tie to SEM Plan
Getting in the door	attend a post-secondary institution	For some students simply coming to TRU is considered success	Application Conversion Rate?	n/a
Completing first course(s)	complete their first courses successfully	Completing first courses successfully may be what the student is after (especially for Open Learning course takers), and for others it is the next step in their journey	Completing all courses with a C+ or greater	Course Completion
Feeling of a supportive campus environment	feel supported at TRU	Support a feeling of belonging to the TRU Community	NSSE Measure? NSSE run infrequently - possibly questions on Fall survey?	<i>Supports Retention</i>
Successfully getting through: - first year (On Campus) - 10 courses (Open Learning)	finish the first year of their studies	For some students completing a year at TRU may be their goal as they intend to transfer to another institution. For others it is another step towards their credential	End the year with a GPA of ?	Course Completion, and supports Retention
Coming back for: - second year (On Campus) - next 10 courses (Open Learning)	return to TRU		Retention in second year/next number of courses	Retention
Coming back for: - third year (On Campus) - next 10 courses (Open Learning)	further their studies		Retention in third year/next number of courses	<i>Supports Completion Rate</i>
Completing their credential	complete a credential	The goal for some students is completing a credential in order to pursue further studies, or have a career	Completion rate in 150% of the normal time to complete	Completion Rate

Layers of Student Success

