Annual Core Theme Mission Fulfilment Evaluation and Planning

Work Book

Core Theme	*Intercultural Understanding*
Submitted by	*Core Theme Team: Intercultural Understanding*
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Table of Contents

Overview

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

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

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

Timeline for Submissions

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

Core Theme Intercultural Understanding Mission Fulfilment Framework (2017)

Objective	Outcome	Indicator	Rationale for Indicator	Mission Fulfilment Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion in all aspects of university work and life	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service	1.1 Student perceptions of inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4th year students.	Specific NSSE questions provide student perceptions of diversity experiences.	≥2% improvement	≥2% improvement	decrease	increase of up to 5%	2010: 55.4% 2011: 63.6% 2014: 64%
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in indigenous, internationalization and interculturalization initiatives.	2.1 Three year average number of enrolments in courses or programs with Indigenous, international or intercultural content	TRU is committed to prioritizing programs and practices that support diversity, inclusion and intercultural understanding among Indigenous, regional, national, and global communities	increase in average	maintain average	decrease in average	2% increase	2012/13 to 2014/15: 2,500 2013/14 to 2015/16: 2,676 2014/15 to 2016/17: 2,732
		2.2 Participation in workshops or training promoting inclusion and intercultural learning. For example, Knowledge Makers, IC Council, Aboriginal Mentor, Intercultural Development Inventory, Interculturalizing the Curriculum, Anti-Racism Response Training, Global Competency, etc.		increase in average	maintain average	decrease in average	5% increase over the average of 1300 per year	2012/13: 1,447 2013/14: 1,635 2014/15: 1,253 2015/16: 1,377
		2.3 Number of students, staff, faculty accessing mobility programs		increase in average	maintain average	decrease in average	2% increase over 2014-17 average of 200 students/staff/faculty accessing mobility programs per year	2014: 231 2015: 232 2016: 129 2017: 210

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 Student perceptions of inclusion and opportunities for intercultural learning, as indicated by NSSE scores of 4th year students.	2014: 64%	62.6%	Not Achieved This indicator is the average score of 5 NSSE questions. The drop was in one question only, affecting the total
2.1 Three year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	2014/15 – 2016/17: 2732*	2630 (22 - Global Competency)	Not Achieved *does not include Global Comp Cert
2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, Interculturalizing/Indigenizing the Curriculum.	2015/16: 1377	2921 Orange Shirt Day 110 Celebrating Mother Language 250; Truth and Reconciliation 85; Knowledge Makers 22; Peer Mentoring 20; Indigenous Workshops Internally 70; Indigenous Workshops Conferences 40; Indigenous – I Days Workshops 100; Powwow and Aboriginal Awareness 120; Indigenous Cultural Activities 500; Intercultural Development workshop 1476; IDI 128	Achieved
2.3 Number of students, staff, and faculty accessing mobility programs.	210 85 outbound exchange, 120 field school, 4 Leave 4 Change	130 67 outbound exchange, 51 field school, 4 Leave 4 Change	Not Achieved

<u>Context of the Current Year Value</u>
      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		Institutional resources are required for data collection.
2.1		Institutional resources are required for data collection. Requires cooperation from faculties to identify courses. Requires tracking of not only enrolment, but courses being offered.
2.2		Institutional resources are required for data collection. Requires a consistent system of tracking. We intend to track workshop participation through the Intercultural Coordinator and Office of Aboriginal Education.
2.3		Institutional resources are required for data collection.

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?	not achieved Of the 4 indicators, 50% were achieved or minimally achieved.
Identify successes	Indicator 2.2 – increase in workshop participants, increase in number of activities tracked

List areas in need of improvement	Indicator 1.1 - % is down, but the lower result was from only one question Indicator 2.1 - # of course participants is down; better communication with academic units is required. Also, academic units need to promote the availability of courses, for example Intercultural Communications is not offered every year Indicator 2.3 - # of field school participants dropped significantly. # of field schools changes from year to year

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. The creation of a culture of inclusion in all aspects of university work and life.	Y	
2. TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research, and creative practice.	Y	

<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	Y	
2.1	Y	Indicator 2.1 changed to include the Global Competency Credential. This credential carries credit, so is better suited to this indicator
2.2	Y	Indicator 2.2 changed to "Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum." Significant increase in the number of activities tracked.
2.3	Y	Indicator 2.3 changed to include only Study Abroad, Field School and programs such as Leave 4 Change. While there is student and faculty participation in international conferences, tracking this information requires faculty self-reporting, and institutional resources to track.

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		

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

Emerging Indicator	Rationale	Data Source
1.2: NSSE Civic Engagement Survey Results	The Student Success Core Theme uses these results. This core theme group feels the inclusion of the results of specific statements will support Objective 1.	NSSE Civic Engagement Sub-survey
	Proposed statements for inclusion in this new indicator are: 1.b "*Resolve conflicts that involve bias, discrimination, and prejudice*," and 1.c "*Lead a group in which people from different backgrounds feel welcomed and included*"	

C. Thresholds & Targets
<u>Review thresholds for Mission Fulfilment for each indicator to ensure relevancy</u>
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% increase	≥2% increase	decrease	Greater than 2% increase	Within 2% of previous year	More than 2% decrease	Incorrect thresholds set in earlier report. This allows for variation within individual questions without affecting achievement
2.1	Increase in average	Maintain average	Decrease in average				
2.2	Increase in average	Maintain average	Decrease in average				
2.3	Increase in average	Maintain average	Decrease in average				

<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	Maintain or increase by 2%	N	Historical data reflects a significant increase in one year. This target is more realistic
2.1	2% increase on 2600 (average of participants from 2012-2017)	N	
2.2	5% increase over the average of 1300	Y	
2.3	2% increase over the average of 200	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	MF Threshold Ranges			Five Year Goal	Historical Values
				Achieved	Minimally Achieved	Not Achieved		
1.0 The creation of a culture of inclusion in all aspects of university work and life.	1.1 Enhanced inclusion of intercultural learning within curriculum, teaching, and service.	1.1 Student perceptions and opportunities for intercultural learning, as indicated by NSSE scores of fourth year students.	Specific NSSE questions provide student perceptions of diversity experiences.	> 2% increase	Within 2% of previous year	> 2% decrease	Maintain or increase by 2%	2011: 63.6% 2014: 67% 2018: 62.6%
2.0 TRU will engage in Indigenous, regional, national, and global learning through teaching, learning, knowledge, research and creative practice.	2.1 Increased participation in Indigenous, internationalization, and interculturalization initiatives.	2.1 Three year average number of enrolments in courses or programs with Indigenous, international, or intercultural content.	TRU is committed to prioritizing programs and practices that support diversity, inclusion, and intercultural understanding among Indigenous, regional, national, and global communities.	Increase in average	Maintain average	Decrease in average	2% increase over the average* of 2600	2013-2016: 2676 2014-2017: 2732 2015-2018: 2630
		2.2 Participation in workshops with an intercultural or Indigenous focus, such as Intercultural Development, and Interculturalizing/Indigenizing the Curriculum.		Increase in average	Maintain average	Decrease in average	5% increase over the average* of 1300	2014/15: 1253 2015/16: 1377 2017/18: 2921
		2.3 Number of students, staff, and faculty accessing mobility programs.		Increase in average	Maintain average	Decrease in average	2% increase over the average* of 200	2016: 129 2017: 210 2018: 130

*Average based on data from 2012 – 2017.

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

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

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

<u>Budget & Resources</u>
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	Need to encourage more participation – larger sample size needed	n/a		Requires budgetary support by institution to improve results
2.1		n/a	Consultation with Deans to improve coordination of offered courses.	Requires budgetary support by institution to improve results
2.2	More trained facilitators required &/or institutional resources to bring in subject matter experts	n/a		Requires budgetary support by institution to improve results
2.3		n/a	TRU World will consult with Deans to encourage development of field schools	Requires budgetary support by institution to improve results