



SIMON FRASER UNIVERSITY

MID-CYCLE Self-Evaluation Report

TO THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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SIMON FRASER
UNIVERSITY
ENGAGING THE WORLD

TABLE OF CONTENTS

INTRODUCTION	3
<hr/>	
PART 1. OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN	7
<hr/>	
1.1 SFU's Vision/Mission	8
1.2 SFU's Core Themes and Strategic Goals	8
1.2.1 Core Theme: Engaging Students.....	9
1.2.2 Core Theme: Engaging Research.....	10
1.2.3 Core Theme: Engaging Communities	10
1.2.4 Fundamental Theme: Leveraging Institutional Strength.....	11
1.2.5 Underlying Principles of the Vision/Mission and the Core Themes.....	11
1.3 Mission Fulfillment and Sustainability	11
1.3.1 Process.....	11
1.3.2 Assessment.....	12
1.3.3 Provincial Government Accountability.....	15
1.4 Strategic Review 2018 - Assessment Results.....	17
1.4.1 Review of Indicators	17
1.4.2 Theme Team: Engaging Students.....	18
1.4.3 Theme Team: Engaging Research.....	21
1.4.4 Theme Team: Engaging Communities.....	22
1.4.5 Theme Team: Leveraging Institutional Strength.....	24
1.4.6 Strategic Review 2018 – Conclusion	25
<hr/>	
PART 2. OPERATIONALIZING THE MISSION	27
<hr/>	
2.1 Academic Program Example – Bachelor of Business Administration, Beedie School of Business	28
2.2 Student Support Program Example – Back on Track Program	31
<hr/>	
PART 3. MOVING FORWARD	39
<hr/>	
PART 4. RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION	43
<hr/>	
4.1 Fall 2014 Mid-Cycle Report Recommendation 1 – Learning Outcomes	44
4.2 Fall 2014 Mid-Cycle Report Recommendation 2 – General Education Components Outcomes and Indicators	48
4.3 Spring 2016 Initial Accreditation Peer-Evaluation Report Recommendation 2 – Operating Reserves.....	51
<hr/>	
APPENDICES	55
<hr/>	



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INTRODUCTION



INTRODUCTION

This Mid-Cycle Report constitutes Simon Fraser University's (SFU) submission toward the reaffirmation of institutional accreditation with the Northwest Commission on Colleges and Universities (NWCCU). It is to assist SFU in determining if the process of outcomes assessment will lead it to a successful Year Seven self-evaluation and peer evaluation.

SFU continually strives to fulfill its Vision/Mission, which it developed through extensive consultation and launched in 2012. In support of its Vision/Mission, SFU has adopted three core themes (each with its associated goal and supporting strategies) and underlying principles. Following the launch of SFU's Vision/Mission, a University Planning Framework was developed that determined outcomes for each core theme as well as identified indicators (including a rationale for their adoption as valid and reliable indicators of progress) for each outcome. The University Planning Framework provides a framework for determining future initiatives, allocating resources, and measuring success. Furthermore, it provides guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements.

Under the auspices of the University Planning Committee (UPC), SFU conducts regular strategic reviews. The UPC, by means of a Theme Team, each led by an Associate Vice-President, assesses performance against the identified core theme goals and reviews the applicability of the indicators used to measure performance. Recommended changes to the goals or indicators are approved by the President and Vice-Presidents before being built into the University Planning Framework.

Together, the University Planning Framework and Strategic Review provide SFU with reliable tools to assist in its assessment of Vision/Mission fulfillment.

Part 1. Overview of Institutional Assessment Plan demonstrates how SFU has closed the loop of the planning and assessment process to determine that it is indeed fulfilling its Vision/Mission.

Part 2. Operationalizing the Mission consists of two representative examples of how SFU has operationalized its Vision/Mission and core themes with a view to improving student learning and success. The first is an example of the integration and assessment of program educational goals (learning outcomes)¹ in the Beedie School of Business, in which assessment of student learning in a writing-intensive course led to program changes (including course additions) to better support student success. The second focuses on SFU's Engaging Students core theme. It is a review of the Back on Track Program, which is a student services support program that provides students who have been asked to withdraw from the University due to poor academic performance a means to continue, and improve, their studies at SFU.

Part 3. Moving Forward summarizes further actions that SFU will be taking in preparation for the submission of its Year Seven Self-Evaluation Report to the NWCCU in 2023.

Part 4. Response to Topics Previously Requested by the Commission is SFU's responses to Recommendations 1 and 2 of the fall 2014 Mid-Cycle Evaluation and to Recommendation 2 of the spring 2016 Initial Accreditation Peer-Evaluation Report.

¹ SFU has framed the learning outcomes initiative as "Educational Goals," and academic units are moving forward with articulated and assessable educational goals that best suit their disciplines and contexts.



PART 1

OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN
(MISSION FULFILLMENT AND SUSTAINABILITY)

PART 1. OVERVIEW OF INSTITUTIONAL ASSESSMENT PLAN (MISSION FULFILLMENT AND SUSTAINABILITY)

1.1 SFU'S VISION/MISSION

Simon Fraser University's Vision/Mission is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

On February 10, 2011, SFU began one of the most extensive community consultation processes ever undertaken by a Canadian university. The goal was to develop a strategic vision/mission that builds upon the University's three defining strengths:

- SFU's commitment to students
- SFU's dedication to research
- SFU's engagement with community

On November 7, 2011, the SFU Senate concurred that SFU's Vision/Mission and goals had been developed from a comprehensive and inclusive process and fairly reflect Simon Fraser University's aspirations and mission. On November 24, 2011, the University Board of Governors gave final approval to the Vision/Mission. The Vision/Mission and core themes were reaffirmed at a Vice-Presidents' retreat in June 2016.

Along with this new Vision/Mission, SFU established a complementary tag line: "Engaging the World."

In 2017, SFU invited the community to reflect on the impact of its Vision/Mission and to provide feedback on progress in realizing its goals. Similar to the initial consultations that launched the Vision/Mission in 2012, SFU invited community members to share their feedback in meetings and forum events, on social media, and through its website, asking the following three key questions:

1. How is the University community fulfilling its vision and achieving its goals for engaging students, engaging research, and engaging communities?
2. How can the University community improve its existing programs, initiatives, and activities to further its vision?
3. What new opportunities should the University community consider?

The engagement process offered suggestions on how the Vision/Mission could be enhanced and improved upon. The process and its results, as well as initiatives underway, were published in spring 2018, *Engaging the Vision: Community Consultation Report*.²

1.2 SFU'S CORE THEMES AND STRATEGIC GOALS

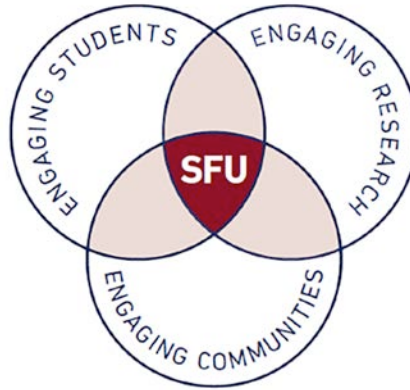
In support of its Vision/Mission, SFU has identified three core themes, each with its associated goal and supporting strategies. The core themes guide all new planning at all levels within the institution, helping SFU to become the leading engaged university.

- Core Theme: Engaging Students
- Core Theme: Engaging Research
- Core Theme: Engaging Communities

² <http://www.sfu.ca/content/dam/sfu/communicators-toolkit/PDF/Vision.pdf>

The themes are not independent of one another, but overlap to a large degree, and it is where the themes overlap that SFU's unique strength can be found.

FIGURE 1:
SFU's Overlapping Core Themes



- **Fundamental Theme: Leveraging Institutional Strength**
For SFU to achieve its Vision/Mission, it must leverage the strength within its human, financial, and capital infrastructures. This fundamental theme addresses SFU's need to be financially flexible by continuously improving its administrative systems, strengthening its infrastructure, and engaging and retaining the best people.

1.2.1 CORE THEME: ENGAGING STUDENTS

The education of students is the central purpose for any university, and students' experience while attending a university can enhance or inhibit their ability to learn. At SFU, students are not "end-users" to be trained and produced, but partners in learning, discovery, and community engagement. In addition to encouraging critical thinking and research skills, SFU provides opportunities for students to gain practical experience, social aptitudes, and civic understanding, not only to be job-ready, but also to be life-ready. Engaging students and helping them achieve their educational and life objectives are at the core of SFU's Vision/Mission.

GOAL: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

STRATEGIES:

- SFU will foster supportive learning and campus environments.
- Combining the best traditions of academic and teaching excellence, SFU will provide students with diverse and transformative learning opportunities that enable them to gain the knowledge, critical capacities, research skills, and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments.
- Students will have opportunities to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge while acquiring the skills for lifelong learning.
- Students will have access to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to develop entrepreneurial skills, and to refine their sense of civic literacy.

1.2.2 CORE THEME: ENGAGING RESEARCH

SFU's Vision/Mission commits the University to becoming a world leader in knowledge mobilization, renowned for its capacity to disseminate knowledge and to harness new ideas and innovations for society's benefit. This commitment rests on a solid foundation of fundamental research, and at its centre is the five-year Strategic Research Plan, which highlights, supports, and promotes SFU's continued impact on the research community through output, chairs, and partnerships as the University works to fulfill its Vision/Mission.

GOAL: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

STRATEGIES:

- SFU will leverage its fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations to become a global leader in research mobilization.
- SFU will support and promote the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society.
- SFU will promote research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff members, and community partners who assist the research mission.
- SFU will seek opportunities to transfer the results of its research to the broader society, including policy-makers, civil society leaders, and the community.

1.2.3 CORE THEME: ENGAGING COMMUNITIES

Community engagement is defined as collaboration between the university and communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.³ The term "engagement" contrasts with that of "outreach," which typically refers to one-way dissemination and communication to the public. SFU's communities are local, provincial, national, and global, and its partnerships and initiatives involve public and private sector organizations from diverse sectors and industries, as well as academic and professional networks. Engagement with the community is an important component of SFU's Vision/Mission.

GOAL: To be Canada's most community-engaged research university.

STRATEGIES:

- SFU will maintain and expand its community connections as an integral part of its academic mission, creating opportunities for practical and experiential learning, informing and inspiring research, and contributing to its relevance and success.
- SFU will develop partnerships and maximize the capacities of its three campuses to enhance the social, economic, environmental, and cultural well-being of communities both locally and globally. The University will build respectful and mutually beneficial community relationships.
- SFU will meet the lifelong learning needs of students, alumni, and the community, and will respond with innovative programs and learning opportunities for academic, personal, and professional development.
- SFU will be BC's public square for enlightenment and dialogue on key public issues, and will be known as the institution to which the community looks for education, discussion, and solutions.

³ This definition is used by the Carnegie Foundation, an organization that provides a community engagement classification service for US institutions. <https://www.carnegiefoundation.org/>

1.2.4 FUNDAMENTAL THEME: LEVERAGING INSTITUTIONAL STRENGTH

Although not a core theme that contributes directly to the achievement of the Vision/Mission, this fundamental theme ensures that the strategies of the three core themes can be implemented while also contributing to the institution's sustainability. This institutional strength includes being financially well resourced, having well-developed administrative systems, recruiting and retaining excellent faculty and staff, and maintaining and developing supporting physical structures and facilities.

1.2.5 UNDERLYING PRINCIPLES OF THE VISION/MISSION AND THE CORE THEMES

In addition to the core themes and fundamental theme, SFU is committed to the following underlying principles:

Academic and Intellectual Freedom:

SFU will be an open and inclusive university whose foundation is intellectual and academic freedom.

Diversity:

SFU will foster a culture of inclusion and mutual respect, celebrating the diversity and multi-ethnic character reflected amongst its students, staff, faculty, and our society.

Internationalization:

SFU will value international knowledge, understanding, and engagement, and will seek to engender an active global citizenship among its students, faculty, and staff, and to ensure that SFU is an engaged partner and contributor on the international stage.

Respect for Aboriginal Peoples and Cultures:

SFU will honour the history, culture, and presence of Aboriginal peoples. The University will welcome and nurture Aboriginal students and seek opportunities for greater representation of Aboriginal peoples amongst its faculty and staff.

Supportive and Healthy Work Environment:

SFU will recognize, respect, and value the essential contribution made by staff and faculty, and will seek to build and sustain a work environment that is equitable, supportive, rewarding, and enjoyable.

Sustainability:

SFU will pursue ecological, social, and economic sustainability through its programs and operations. Through teaching and learning, research, and community engagement, SFU will seek and share solutions. In its own operations, it will develop and model best practices, from minimizing its ecological footprint, to maximizing its social health and economic strength.

1.3 MISSION FULFILLMENT AND SUSTAINABILITY

1.3.1 PROCESS

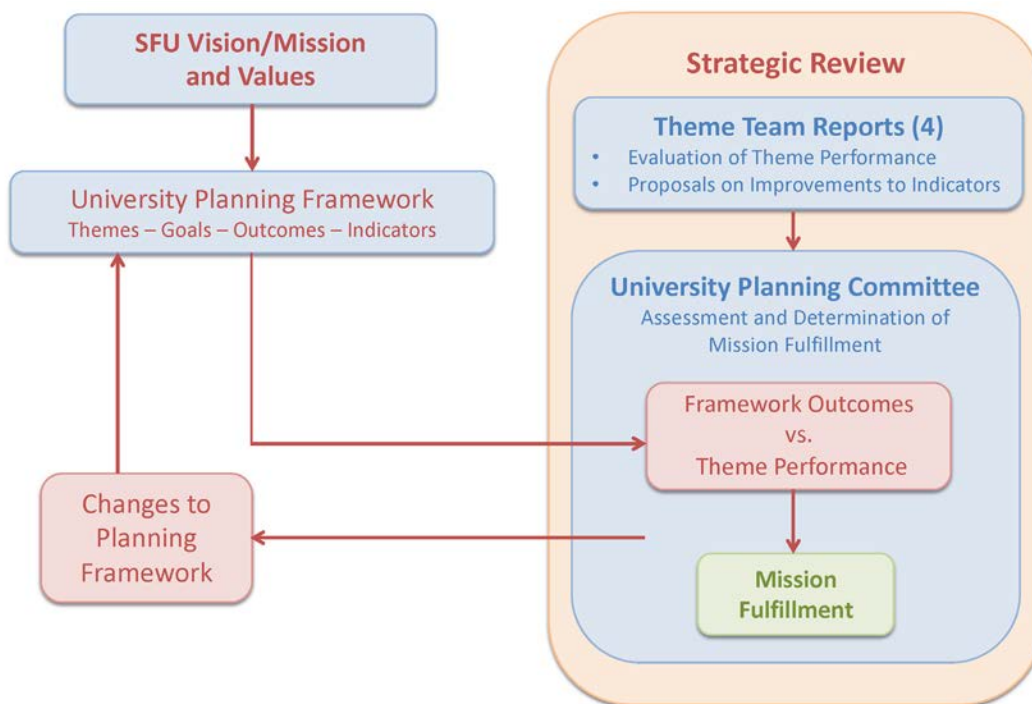
Following the launch of SFU's Vision/Mission and its three core themes (a supporting fundamental theme was later added), a University Planning Framework was developed, which determined outcomes and identified indicators for each of the core themes and their supporting strategies.

The University Planning Framework provides guidance to all institutional planning activities and mechanisms for monitoring progress and achievements at the institutional level. The University Planning Framework is a dynamic document that reflects the University's response to its changing

environment and forms the foundation for further assessment.

Under the auspices of the University Planning Committee (UPC), SFU conducts regular strategic reviews. The UPC, by means of a Theme Team, each led by an Associate Vice-President, assesses performance against the identified theme outcomes and reviews the applicability of the indicators used to measure performance. Any changes to the outcomes or indicators are recommended by the UPC and approved by the President and Vice-Presidents before being built into the University Planning Framework.

FIGURE 2:
Mission Fulfillment



1.3.2 ASSESSMENT

PURPOSE OF THE STRATEGIC REVIEW

SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment. SFU regards the degree of Vision/Mission fulfillment as the extent to which the University's clearly articulated purpose and intentions are being achieved through its three core themes and fundamental theme. The purpose of the Strategic Review is to provide substantive evidence that SFU is accomplishing its goals and to provide recommendations regarding outcomes and indicators.

The adoption of best practices requires the review of institutional performance through the continuous improvement reflected in the performance of identified indicators. Regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments are imperative in this endeavour. Assessments linked to quality and operational effectiveness reflect the degree of success in achieving SFU's goals.

Specific outcomes have been articulated in the University Planning Framework for each of the University's three core themes, Engaging Students, Engaging Research, and Engaging Communities, and the fundamental theme, Leveraging Institutional Strength. A number of indicators of achievement have been identified for each outcome. In the Strategic Review and/or in the Theme Teams' Reports,

data have been collected, analyzed, and assessed for each indicator. All indicators are then summarized and used to assess whether the theme with which they are associated is fulfilling the University's Vision/Mission.

Steady progression and/or target attainment of prescribed indicators will determine that SFU is achieving its Vision/Mission. In monitoring its performance, SFU makes good use of indicators at a number of levels across the institution.

Figure 3 illustrates how performance at the operational level informs assessment at the strategic plan level (Academic Plan, Strategic Research Plan, and the Community Engagement Strategy), which, in turn, informs the assessment of the core themes in determining mission fulfillment.

FIGURE 3:
Assessment of Mission Fulfillment



PURPOSE OF THE UNIVERSITY PLANNING FRAMEWORK

The University Planning Framework⁴ shows how SFU's Vision/Mission is to be achieved and supported through the contributions of other institutional plans and planning processes and their alignment with the Vision/Mission.

Each of the core themes has a strategic goal associated with it, and each of the goals has a number of identified supporting strategies, which are intended to lead to the attainment of that goal. These strategic goals and supporting strategies will help direct all institutional-level planning activities at SFU. In addition, for SFU to be successful in achieving its strategic goals, it must leverage the strength found in its infrastructure: human, financial, and capital. The importance of this fundamental theme and associated activities, which underpins SFU's three core themes, is described in section 1.4.5.

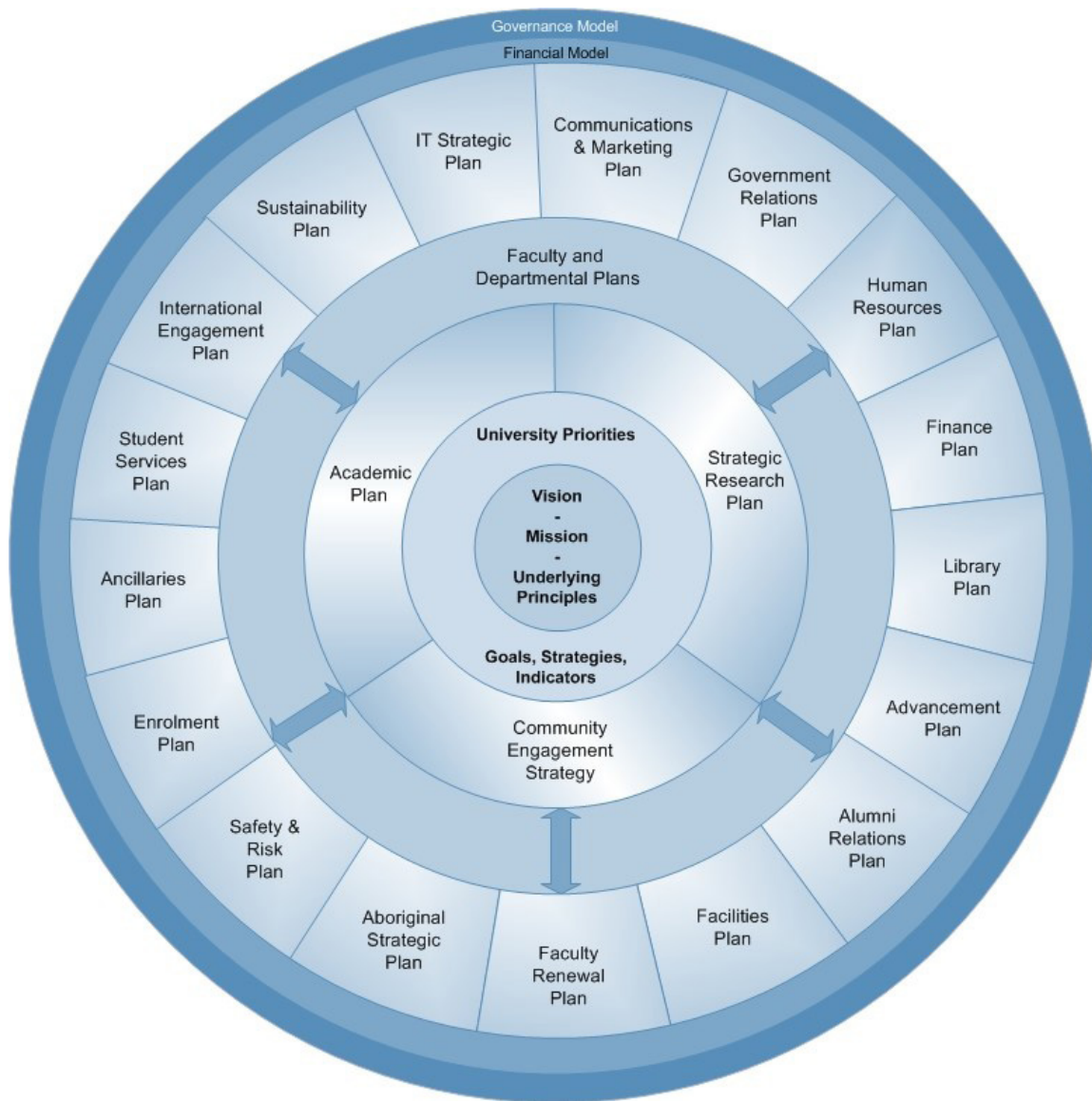
⁴ The University Planning Framework 2018 is attached as Appendix A.

To assess the efficacy of SFU's efforts to achieve its strategic goals, a number of observable and/or measurable results have been identified. These outcomes are expected to be attained within the planning horizon. Also, for each outcome, one or more qualitative and/or quantitative indicators of achievement have been identified. These are meant to assess performance at the institutional level. The indicators are institutional in nature and, as such, cannot be used to capture the performance of individual units. However, Vice-Presidents' portfolios and the units comprising them, including the Faculties, are expected to develop relevant metrics to assess their performance and set specific achievement levels with respect to their own plans.

INTEGRATION OF PLANNING AT SFU

All operational plans are expected to be integrated and aligned with SFU's long-term strategic vision, the themes and their associated goals, supporting activities, outcomes, and indicators as referenced in the University Planning Framework.

FIGURE 4:
The Depiction of SFU's University Planning Framework



SFU's Vision/Mission is at the core of the Framework, and its principles and philosophy permeate their way throughout all aspects of the University's governance and culture. The Academic Plan,⁵ the Strategic Research Plan,⁶ and the Community Engagement Strategy⁷ form the main linkages between the Vision/Mission and the Faculty Plans, the Departmental Plans, and functional plans. All plans are constrained by the two outer circles—Financial Model and Governance Model.

1.3.3 PROVINCIAL GOVERNMENT ACCOUNTABILITY

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

British Columbia's provincial government, through the Ministry of Advanced Education, Skills and Training, is a major source of SFU's funding. Although the University is an autonomous academic entity, many of its goals and strategies are required to align with the Ministry's own goals and objectives.

Each year, an Institutional Accountability Plan and Report (IAPR),⁸ with Ministry specific SFU performance measures, is submitted to the Ministry indicating SFU's performance in achieving the Ministry's goals for post-secondary education. This report also indicates how SFU's core themes are aligned in support of the Ministry's three goals and objectives, which are:

Goal 1: Lasting Reconciliation with Indigenous Peoples in British Columbia by fostering access and success in post-secondary education and training.

Goal 2: Learners are supported to achieve their full potential with accessible, affordable, and equitable education and training opportunities.

Goal 3: Ensure a high quality and relevant post-secondary education and skills training system that provides the services people count on for good-paying jobs and opportunities to reach their full potential.

The latest IAPR, approved by the Board of Governors in June 2018, demonstrates that SFU exceeded three of the nine Ministry performance measures and achieved/substantially achieved the remaining six.

⁵ https://www.sfu.ca/vpacademic/academic_planning/academic_plans/academic-plan-2019-2024.html

⁶ <https://www.sfu.ca/content/dam/sfu/vpresearch/pdfs/SRP/StrategicResearchPlan2016-2020.pdf>

⁷ <https://www.sfu.ca/content/dam/sfu/engage/SFU%20Community%20Engagement%20Strategy%20Mar2013.pdf>

⁸ <https://www.sfu.ca/content/dam/sfu/pres/2018%20IAPR%2004JUL2018%20-%20Final.pdf>

TABLE 1:

SIMON FRASER UNIVERSITY
2017/18 Ministry of Advanced Education, Skills and Training
Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
Student spaces²						
Total student spaces	22,096		19,761	22,161		Exceeded
Credentials awarded³						
Number	6,126		6,087	6,103		Achieved
Sponsored Research Funding⁴						
Sponsored research funding from all sources (million \$)	\$109.9		≥ Previous year	\$139.0		Exceeded
Federal sources (million \$)	\$64.5			\$80.9		
Provincial sources (million \$)	\$5.2			\$16.0		
Other sources (million \$)	\$40.2			\$42.0		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	444		≥ Previous year	466		Achieved
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	92.1%	0.9%	≥ 90%	92.0%	0.9%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	94.3%	0.7%	≥ 90%	93.5%	0.8%	Achieved
Student assessment of skill development^{5, 6}						
	%	+/-		%	+/-	
Bachelor degree graduates	84.2%	0.9%	≥ 85%	83.7%	0.9%	Substantially achieved
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	81.2%	1.5%	≥ 90%	81.6%	1.4%	Substantially achieved
Unemployment Rate⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	8.0%	0.9%	≤ 10.6%	5.9%	0.8%	Exceeded

SUPPLEMENT TO TABLE 1:

Ministry Target Assessment Scale	Description
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

QUALITY ASSURANCE PROCESS AUDIT

In 2015, the Minister of Advanced Education, Skills and Training tasked the Degree Quality Assessment Board with developing and implementing periodic quality assurance process audits of internal program review policies and processes at public post-secondary institutions. A Quality Assurance Audit Committee (QAAC) was formed to undertake the task. The Committee's Terms of Reference state that the audits should ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented. Institutions are to be audited every eight years.

The QAAC developed a Quality Assurance Process Audit Framework and Assessment Criteria, which were approved by the Ministry. A two-year Quality Assurance Process Audit pilot was launched in January 2017. SFU was the first to undergo an audit.

The University prepared a 72-page Quality Assurance Process Audit Report⁹ that adhered to a Ministry template. The report was followed by a site visit by three Canadian peer academics/reviewers, culminating in an assessment report of SFU's best practices in quality assurance, with specific attention on the University's external program review processes. The report commended SFU for its high-quality work and commitment to quality assurance. It also made some minor recommendations, to which SFU responded with a plan of action.

The Assessors concluded that "SFU meets the highest contemporary standards and practices in academic quality assurance." (From the SFU Quality Assurance Process Audit Assessors' Report,¹⁰ March 22, 2017.)

1.4 STRATEGIC REVIEW 2018 – ASSESSMENT RESULTS

The Strategic Review 2018 determined that the outcomes and indicators within the Planning Framework are reasonable and provide a consolidated measurement reflecting SFU's Vision/Mission fulfillment. Furthermore, the results of these measurements are positive, showing that SFU is indeed fulfilling its Vision/Mission.

The Strategic Review and University Planning Framework are both under the governance of the University Planning Committee (UPC).

1.4.1 REVIEW OF INDICATORS

Four Theme Teams, each led by an Associate Vice-President, were established to review the indicators and to determine if the indicators were still valid and to recommend new indicators if required.

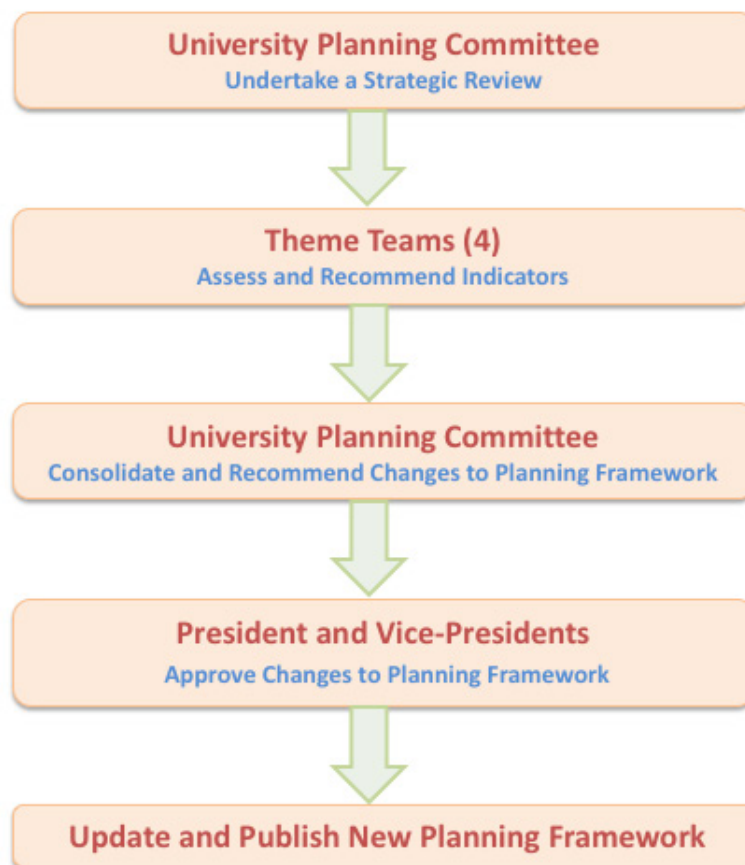
The Theme Teams reviewed each of their respective indicators, and targets for 2021 were established for all indicators. Figure 5 illustrates the process for reviewing theme indicators and subsequent updating and publishing of the Planning Framework.

⁹ https://www.sfu.ca/vpacademic/academic_planning/qapa.html

¹⁰ https://www.sfu.ca/content/dam/sfu/vpacademic/files/vp_academic_docs/pdfs/QAPAAssessorsRpt.2017Mar22.pdf

FIGURE 5:

Process for Updating the SFU Planning Framework



Following are the summaries of each Theme Team's assessment of its respective indicators. The Theme Team assessments were reviewed by the UPC and approved by the President and Vice-Presidents for incorporation into the Strategic Review and the University Planning Framework. The Strategic Review was subsequently forwarded to the Board of Governors and made available on SFU's website.

1.4.2 THEME TEAM: ENGAGING STUDENTS¹¹

GOAL: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

The Theme Team undertook a detailed review of all outcomes and indicators and concluded, with one exception (indicator 3.3), that all outcomes and indicators are relevant and valid. However, the Theme Team discussed three aspects of the current indicators for future consideration.

The Engaging Students Theme Team established targets for 2021 for all indicators.

¹¹ Engaging Students Theme Team report is available in the Strategic Review 2018, which is attached as Appendix B.

TABLE 2:

GOAL To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.										Target for 2021
							Assessment			
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations	
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	57%	60%	60%	62%	64%		✓		64%
	1.2 Graduate composite graduation rate (%) (6-year for master's programs and 8-year for doctoral programs)	81%	78%	82%	81%	83%		✓		85%
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%	87%		✓		87%
	1.4 Graduate retention rate (%) (year 1 to year 2)	94%	95%	95%	95%	96%		✓		96%

TABLE 3:

GOAL To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.										Target for 2021
							Assessment			
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations	
2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.29	8.49	8.31	8.14	7.99		✓		8.00
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	82%	82%	82%	82%		✓		82%
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	92%	91%	89%	90%		✓		90%

TABLE 4:

GOAL To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.										Target for 2021	
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment				
							Below Expectations	Meets Expectations	Exceeds Expectations		
3. Students apply knowledge in the workplace or further studies.	3.1	Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	81%	80%	82%	81%	82%		✓		82%
	3.2	Graduate student assessment of graduate experience in current employment/ position, as measured by the SFU Graduate Exit Survey	84%	88%	89%	85%	85%		✓		87%
	3.3	Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	78%	79%	no longer asked on survey			n/a			n/a
	3.4	Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	90%	90%	88%	90%		✓		90%

RECOMMENDATIONS

The following recommendations were made by the Engaging Students Theme Team after its analysis of all pertinent outcomes and indicators.

- Indicator 3.3, "undergraduate student assessment of academic preparation for further studies," needs to be replaced as this question is no longer posed on the British Columbia Outcomes Survey of Baccalaureate Graduates. The addition of the question "proportion of graduated undergraduate students in the labour force" in the British Columbia Outcomes Survey of Baccalaureate Graduates could be used as a replacement for this indicator.
- Some careful consideration needs to be given to the inclusion of students studying with SFU's division of Lifelong Learning. Two outcomes currently identified as indicators of student engagement are relevant to Lifelong Learning: a) "students acquire skills necessary in an ever-changing and challenging world;" and b) "students apply knowledge in the workplace or further studies."
Lifelong Learning's task is to refine and consistently implement the survey instruments that will enable the unit to collect and be informed by the relevant data.
- The Theme Team believes that indicators that speak directly to levels of student engagement should be included. SFU is currently focused on, and investing in, the student experience and needs to find suitable indicators that reflect this while also being relevant to the fulfillment of its Vision/Mission. It is evident that much more research and deliberation are needed on this front.

1.4.3 THEME TEAM: ENGAGING RESEARCH¹²

GOAL: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

The Theme Team looked closely at the four applicable outcomes and their associated indicators and determined that all but one of the indicators are relevant and valid. The Team recommended that indicator 1.3, "Tri-Council research funding," be removed.

The Engaging Research Theme Team established targets for 2021 for all indicators.

TABLE 5:

GOAL To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.							Assessment			Target for 2021	
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations		
1. Research is at a high quality level.	1.1	Total number of citations	60,832	65,210	68,505	76,218	72,950		✓		75,000
	1.2	Percentage of publications in top journal percentiles	27.3%	28.9%	30.8%	41.1%	44.2%		✓		42%
	1.3	Tri-Council research funding (\$m)	\$42.0m	\$40.6m	\$40.1m	\$38.2m	\$36.9m		✓		n/a ¹³
	1.4	Total sponsored research income (\$m)	\$103.1m	\$117.4m	\$109.9m	\$139.0m	\$142.6m			✓	\$145m

TABLE 6:

GOAL To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.							Assessment			Target for 2021	
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations		
2. Research is mobilized through partnerships/collaborations with external partners.	2.1	Number of funded collaborative research projects with external partners	357	399	381	459	440		✓		450
	2.2	Number of co-authored publications with external collaborators	1,517	1,592	1,633	1,729	1,807		✓		1,800

¹² Engaging Research Theme Team report is available in the Strategic Review 2018, which is attached as Appendix B.

¹³ Engaging Research Theme Team recommends removing this indicator.

TABLE 7:

GOAL To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.							Assessment			Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations	
3. Research is integrated into teaching and learning.	3.1	Number of graduate theses submitted to the Library	534	591	560	686	555		✓	580
	3.2	Number of undergraduate enrollments in research courses (revised)	5,148	5,336	5,270	5,073	5,018		✓	5,050

TABLE 8:

GOAL To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.							Assessment			Target for 2021	
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations		
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1	Number of new patents filed	22	27	51	48	69			✓	50
	4.2	Number of industrial student internships through Mitacs	93	93	94	175	144			✓	140

RECOMMENDATIONS

The following recommendations were made by the Engaging Research Theme Team after its analysis of all pertinent outcomes and indicators.

- In Canada, the Tri-Council agencies are the core source of operating funding for research at the federal level and account for approximately one third of total research funding in Canada. However, as the federal budget for Tri-Council agencies has mostly remained flat, there is little room for growth for research income from these sources alone.

“Total sponsored research income” is a more representative measure of the University’s growing research enterprise than “Tri-Council research funding.” In recent years, the University has enhanced its capacity in research in partnership with governmental, industrial, and non-profit organizations, leading to the expansion of its research infrastructure and improved resources and services for researchers, which has led to higher gains in the quality of research output, with broader social and economic impact. This growth is reflected by a 38% increase in total sponsored research income since FY 2014, reaching \$142.6m in FY 2018.

It is recommended that, going forward, “total sponsored research income” replace “Tri-Council research funding” as an indicator for research quality.

1.4.4 THEME TEAM: ENGAGING COMMUNITIES¹⁴

GOAL: To be Canada’s most community-engaged research university.

The Engaging Communities Theme Team reviewed the existing outcomes and indicators and agreed that everything listed remains relevant and appropriate. However, the Theme Team recommends

¹⁴ Engaging Communities Theme Team report is available in the Strategic Review 2018, which is attached as Appendix B.

reviewing all associated indicators with an emphasis on exploring ways to capture a wider assortment and/or the most applicable data for each indicator.

The Theme Team has proposed a new indicator, “fundraising activity,” for consideration.

The Engaging Communities Theme Team established targets for 2021 for all indicators.

TABLE 9:

GOAL To be Canada's most community-engaged research university.										Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
							Below Expectations	Meets Expectations	Exceeds Expectations	
1. SFU is engaged with its alumni.	1.1 Alumni engagement score	1.15	1.16	1.15	1.15	1.15		✓		1.15
2. SFU is engaged locally.	2.1 Number of participants in SFU local outreach programs	52,834	58,901	79,927	87,334	98,232		✓		100,000
3. SFU is engaged globally.	3.1 Number of active international partners	n/a	210	252	264	276		✓		280

RECOMMENDATIONS

The following recommendations were made by the Engaging Communities Theme Team after its analysis of all pertinent outcomes and indicators.

1. Indicator 1.1 – Alumni Engagement Score

A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms. The goal of the model is to track impact and outcomes versus output.

2. Indicator 2.1 – Number of Participants in SFU Local Outreach Programs

This indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. The Theme Team believes it may be useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU).

3. Indicator 3.1 – Number of Active International Partners

SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement.

4. Potential New Indicator (under consideration) – Fundraising Activity

A “fundraising activity” indicator is being considered to track the success of SFU’s engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University’s Vision/Mission and strategic planning across all Faculties.

1.4.5 THEME TEAM: LEVERAGING INSTITUTIONAL STRENGTH¹⁵

GOAL: To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.

The Leveraging Institutional Strength Theme Team reviewed the existing indicators and agreed that the outcomes and indicators listed remain relevant and appropriate. However, the Theme Team is considering recommendations meant to improve and/or increase the relevancy of three indicators.

The Leveraging Institutional Strength Theme Team established targets for 2021 for all indicators.

TABLE 10:

GOAL To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.							Assessment			Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations	
1. SFU is financially sound.	1.1 Net operating assets as a % of consolidated revenues	4.2%	2.9%	2.8%	3.4%	4.4%		✓		2%–9%
2. SFU has IT services that support its priorities.	2.1 IT client satisfaction across core IT service areas	n/a	n/a	n/a	n/a	63%		✓		67%
3. SFU attracts and retains the best people.	3.1 Canada's Top 100 Employers	Yes	Yes	Yes	Yes	Yes		✓		Yes
4. SFU has facilities that meet its needs.	4.1 Facilities Condition Index	0.47	0.47	0.46	0.45	0.48		✓		0.48

RECOMMENDATIONS

The following recommendations were made by the Leveraging Institutional Strength Theme Team after its analysis of all pertinent outcomes and indicators.

1. Indicator 2.1 – IT Client Satisfaction Across Core IT Service Areas

Since the adoption of this measurement in 2017/18, SFU has considered ways to improve it and/or increase its relevancy. Building upon the measurement survey results, an extensive consultation process was conducted. From this consultation, two critical performance indicators were identified: login time to access infrastructure and performance across network services. To address these two related indicators, SFU completed a Campus Network Renewal project in 2017/18 and embarked upon initiatives to streamline the authentication processes.

2. Indicator 3.1 - Canada's Top 100 Employers

This continues to be an effective measure in determining whether SFU attracts and retains the best people. However, the metric is broad-based and does not provide specific usable feedback. For these reasons, metrics that are more detailed are needed.

SFU piloted an engagement survey in November 2017 aimed at understanding the aspects within the University's work environment that impact employee engagement. Departments throughout the University are currently engaged in developing and implementing specific strategies in response to the survey's findings. Since this is a pilot survey, overall University targets cannot be determined at this time.

3. Indicator 4.1 - Facilities Condition Index

Using the Facilities Condition Index (FCI), an accepted industry metric (and utilized by most

¹⁵ Leveraging Institutional Strength Theme Team report is available in the Strategic Review 2018, which is attached as Appendix B.

BC post-secondary institutions) for determining the relative condition of a group of facilities at a specific point in time, SFU is able to assess the condition of its buildings and facilities.

A new building has an FCI of zero and a building with an FCI of 1.00 has no useful life left.

The FCI is an effective tool of measurement and can be used to make a political statement regarding deferred maintenance. However, it is more complex than just a single average FCI. If all buildings had an FCI of 0.53, this would be acceptable. In reality, many essential buildings have an FCI of 0.70, which is not acceptable. A policy goal may be to not have any buildings with an FCI over 0.80 and an overall average FCI target of 0.35. This could be adopted as an SFU policy with a concerted effort to implement this as a system-wide Ministry of Advanced Education, Skills and Training policy.

While the FCI remains the best singular measure for the assessment of SFU's physical infrastructure, additional indicators continue to be under development to further assess the degree to which the facilities meet the needs of the University.

1.4.6 STRATEGIC REVIEW 2018 – CONCLUSION

This Strategic Review has determined that the outcomes and indicators within the University Planning Framework are reasonable and provide a consolidated measurement reflecting SFU's Vision/Mission fulfillment. The University has no outcomes below expectations, 24 meeting, and three exceeding. Based on the Theme Team reports and this overall assessment, SFU is confident that all its goals and outcomes are being achieved. Therefore, it can be said that SFU is fulfilling its Vision/Mission.



PART 2

OPERATIONALIZING THE MISSION

PART 2. OPERATIONALIZING THE MISSION

2.1 ACADEMIC PROGRAM EXAMPLE – BACHELOR OF BUSINESS ADMINISTRATION, BEEDIE SCHOOL OF BUSINESS

The example chosen for this review—the Bachelor of Business Administration—illustrates how assessment data were used to observe student learning, engage in continuous improvement processes, and close the loop through iterative measures and added points of practice and assessment.

The following is a synopsis of this example, which documents in detail how learning outcomes and assessment have improved teaching and learning at the Beedie School of Business.¹⁶

BACKGROUND

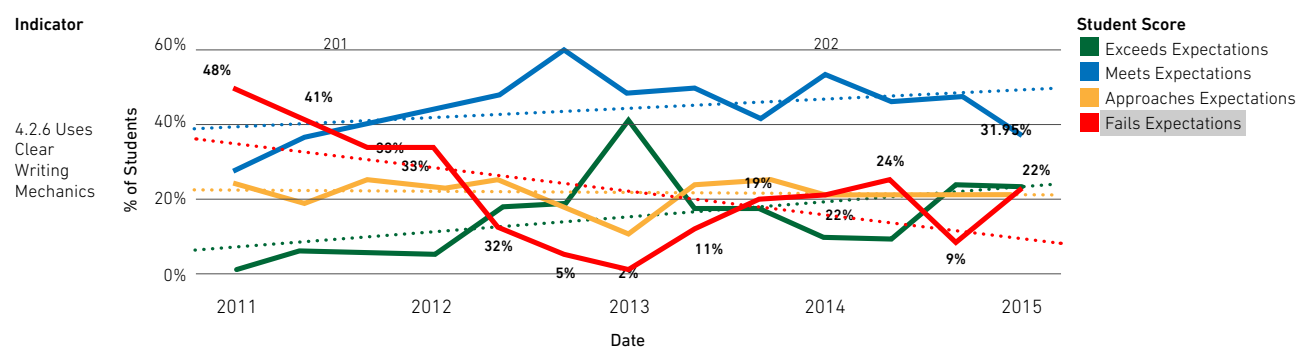
The Beedie School of Business has fully embraced learning outcomes by articulating program and disciplinary educational goals, curriculum mapping, and course-embedded assessment. The Bachelor of Business Administration (BBA) Business Communications courses BUS 201, 202, 217W, and 360W are examples of the Beedie School of Business' commitment to the application and assessment of learning outcomes and continuous improvement to support student learning.

The written communication educational goal for business undergraduate students is mapped to, and measured in, a 300-level course, BUS 360W—Business Communication. As a writing-intensive course (W), BUS 360W represents an upper-division W course that all business students complete as part of their University WQB requirements (Written, Quantitative, and Breadth).¹⁷

WRITING MECHANICS ASSESSMENT: 2011 TO 2015

Although the “fails expectations” measurement of writing mechanics traits in BUS 360W” had seen a decline from 48% to 2% from 2011 to 2013, the trend changed direction for four terms during the period 2013 to 2015 to the 20% level approximately. See Figure 6.

FIGURE 6:
BUS 360W Writing Mechanics Trait Results from Summer 2011 to Summer 2015



CORRECTIVE ACTION TAKEN

In order to ensure a downward trend for the percentage of students failing expectations, a number of actions were taken.

¹⁶ The full Beedie School of Business BUS 360W report can be found in Appendix C.

¹⁷ All students admitted to an undergraduate degree at SFU as of fall 2006 must complete a minimum of 36 units of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits. https://www.sfu.ca/ugcr/for_students/wqb_requirements.html

1. Class Sizes and Core Instructors

Since spring 2013, the course size has been limited to 35 students in the six to nine sections offered each term. There have been 11 instructors who have taught the course since summer 2011, with three core faculty and a course coordinator who oversees course content and sessional instructor onboarding.

2. New Courses to Support Added Writing Opportunities

With the understanding that BUS 360W represents a single point of measurement for written communication skills at the 300-level, SFU Beedie has introduced several 200-level courses with written components to support student learning and to gather other points of measurement to help understand the complicated nature of written communication for multilingual students in business contexts. The courses created and informally measured are BUS 201—Introduction to Business, BUS 202—Foundations for Collaborative Work Environments, and BUS 217W—Critical Thinking in Business.

SFU Beedie hopes to identify whether patterns observed in BUS 360W are manifested at the 200-level, which would allow the School to address specific learning outcome issues at an earlier stage in a student’s academic career.

a. BUS 201 and BUS 202: Introduction and Foundation

BUS 201 and BUS 202 were introduced in the fall 2014 term. Successfully completing one of these courses is required of all business undergraduate students as part of the Business Foundations Program (BFP). They also offer an opportunity for students to practice writing and for the School to establish a baseline measurement of written communication abilities of its students.

Each course is tailored specifically to in-take pathways with BUS 201 for high school direct admits and BUS 202 for transfer admits. Both courses have an in-class writing assignment that is measured using four criteria as a means of determining a student’s readiness for BUS 360W: Content, Organization and Progression, Language Accuracy, and Vocabulary and Spelling. The BUS 360W Readiness Indicator is an aggregation of the four criteria for each student.

Since the fall 2014 term, BUS 201 and 202 have been offered in 40 sections taught by 14 instructors (six continuing faculty, eight sessional) with 3,382 students enrolled.

In examining the disaggregated results specific to Vocabulary and Spelling (VS) and Language Accuracy (LA), SFU Beedie was able to observe measures that are similar to what is found in BUS 360W’s writing mechanics and concise message traits/indicators. However, over time, there is a gradual improvement of each of these measures in both courses. See Figures 7 and 8 below.

FIGURE 7:
BUS 201 and 202 Vocabulary and Spelling (VS)

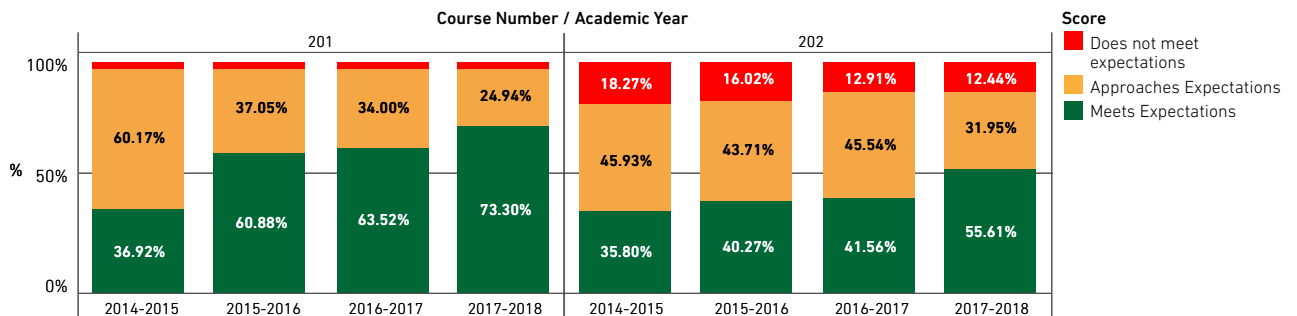
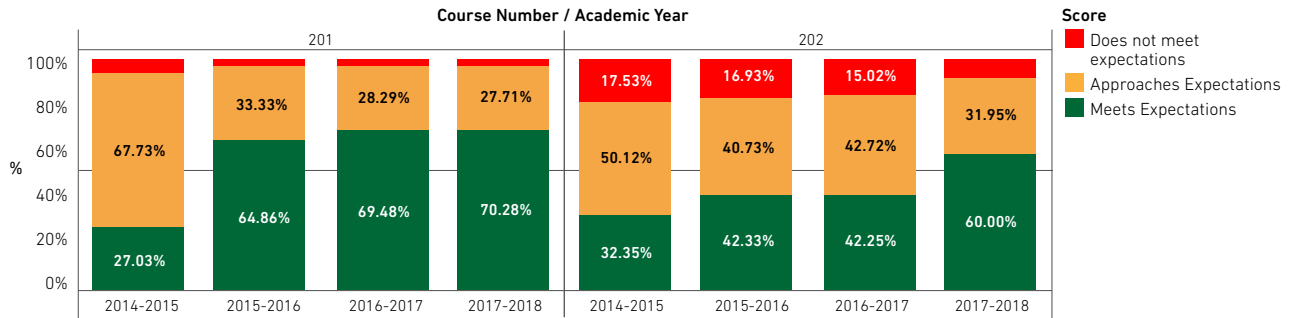


FIGURE 8:
BUS 201 and 202 Language Accuracy (LA)



b. BUS 217W: A 200-Level Business W Course

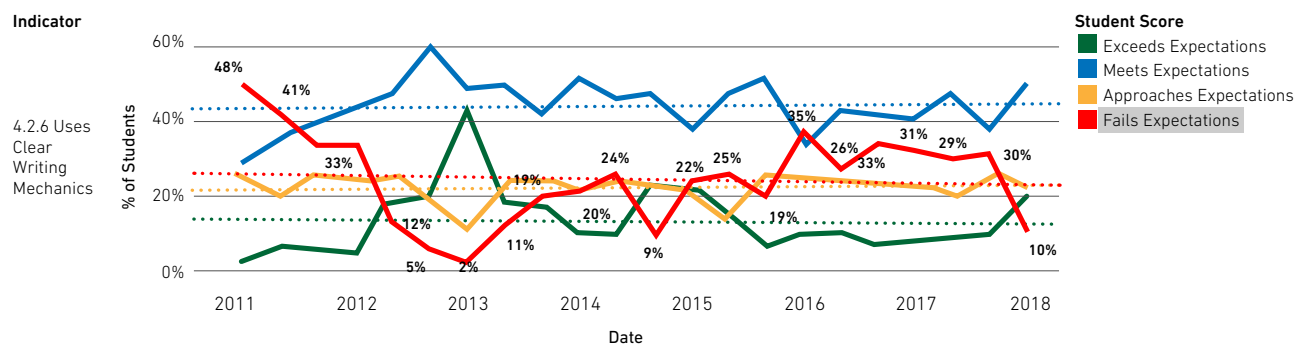
Launched in the fall 2017 term, BUS 217W was introduced as a new required lower-division W course for business students. The intention for BUS 217W is to help students develop essential critical thinking and business communication skills through the application of critical thinking and business communication to business case scenarios that build skills to identify, assess, and report on conflicting perspectives regarding current business topics.

By developing a required 200-level W course for business students, SFU Beedie is able to introduce students to business context writing tasks earlier in their studies. The course also provides an opportunity to conduct a mid-point assessment—after their BUS 201/202 baseline measure and before they take BUS 360W—which could provide additional formative assessment details on student learning that a single summative assessment (BUS 360W) cannot provide.

RESULTS/OUTCOMES

These activities, holding the class size to a maximum of 35 for the 360W course and introducing three 200-level courses, show a downward trend in students failing expectations from 2016. See Figure 9.

FIGURE 9:
BUS 360W Writing Mechanics Trait Results from Summer 2011 to Summer 2018



CONCLUSION

As one of the longest standing points of assessment at SFU Beedie, and one that has a broad impact on how students perform in other aspects of their studies, there are three items that are under further consideration as next steps in the assessment of business communication:

- Aligning rubrics and scales across new points of measurement
- Examining the inventory of conflated writing mechanics issues
- Measuring oral communications skills

BUS 360W has been the primary business communication W course where written communication skills for SFU Beedie students have been taught and measured. Over the years, improvements in class size and feedback opportunities have delivered improved measures that have remained relatively stable. The introduction of other writing opportunities (BUS 201/202) and context-driven writing assignments (BUS 217W) has provided earlier instruction, practice, and observation of students' written communication skills at the lower division course level. The impact of these courses—instruction and assessment—continues to be monitored as the students begin to take BUS 360W in future years.

Preliminary results for the BUS 200-level courses have been good: in-class informal writing has shown an improvement in baseline levels, and context-based writing provides SFU Beedie with more information on student outcomes in formal writing tasks. Rubrics, instruments, and assessment scales continue to be fine-tuned so that they align across 200-level courses and correspond to indicators measured in BUS 360W. More data and analysis are needed to help identify opportunities for student learning support that might be needed.

By closely following, collecting, and assessing the learning outcome data of written communication assessment, SFU Beedie continues its practice of continuous improvement to foster and raise the communication abilities of its students.

2.2 STUDENT SUPPORT PROGRAM EXAMPLE – BACK ON TRACK PROGRAM

The Back on Track Program (BOT) at Simon Fraser University is one of the largest and longest-running student retention programs of its kind in Canada. BOT offers undergraduate students who have been required to withdraw from the institution due to repeated low academic standing, the opportunity to access an extended academic probation period by joining the three-term program. BOT encourages students to assess their academic choices, analyze their challenges, strengthen skills, and develop strategies for future academic and personal success. The program uses a combination of individual consultations, group meetings, in-person activities, and online learning opportunities that promote self-regulation, reflective practice, and transformative learning. Successful students in the program have the "Required to Withdraw" standing removed from their permanent record and are allowed to further continue their SFU studies as a student in "Good Academic Standing."

HISTORY OF THE BACK ON TRACK PROGRAM

The program has had many data informed changes over its 10 years, particularly since the initial pilot between 2007-2009. For the first two years, the BOT was only a two-term program rather than its current three-term model. In those pilot years, students were notified about their Required to Withdraw status, notified about the program, and given a very quick deadline to join. The purpose of this approach was to ensure students were able to join in enough time to enroll in credit classes by the start of the next term. However, this very quick response time contributed to a sense of student urgency that conflicted with students making thoughtful and informed choices about their next academic steps. It was rather like throwing these students, who had just been asked to leave the university, "a lifeline" without ensuring that they had enough time to contemplate their other university re-entry options. Over the two-year pilot, it became evident that some students were not prepared to adhere to the requirements of the program contract. The requirements of the contract included standards for participation as well as limitations on types of courses and credit load. Some students, if they had taken more time to think about the program requirements, may have chosen the college readmission pathway instead of the program.

A secondary negative impact to the very short timeline was that it was neither sustainable nor student-centred. This rapid pace only allowed for a minimal amount of time for students to participate in assessment and programming that prepared them to re-start their academics and adhere to the

program's concurrent requirements. In addition, the resourcing necessary to support students prior to re-starting classes meant that all the efforts of the program partners were focused on this intake process. This was unsustainable as it limited the number of students the program could enroll and significantly impacted service levels of partner units for other non-program students.

After the initial two-year pilot, the program was approved by Senate. At that time, the program was amended to a three-term program, the first term being used to expand and improve the student-centred programming taking place before students re-started their academics in term two. This altered approach resulted in significant positive changes for both the student learning experience and the program partners. In particular, it allowed more time for students to reflect on their academic re-entry choices, improved and expanded student programming, and extended the student intake process across the entire term, which allowed more students to join the program without negatively impacting service levels to non-program students. In short, it was a much more sustainable staffing model.

BOT PROGRAM PARTNERS

What makes this program unique is the holistic and student-centred approach created and implemented by a professional team collaboration among four main programmatic partners:

Within the Library (Reporting to Vice-President, Research):

- Student Learning Commons (SLC)

Within Student Services (Reporting to Vice-President, Academic):

- Student Affairs:
Health and Counselling Services (HCS)
- Student Success and Strategic Support:
Career and Volunteer Services (CVS)
Student Engagement and Retention (SER)

In addition to the principles and values shared by the partners, BOT's curriculum design draws upon these four different but complementary professional fields to better facilitate student success within a case management model of student support. The strength and success of this unique and exemplary professional collaboration can be found in the length of the partnership, the results of the program, and the improved student experience.

PROGRAM STRUCTURE

Students must successfully complete all program requirements in order to be eligible to continue their studies at SFU. Normal academic standing and continuance rules apply at the end of term three.

Qualifying Term

Eligible students:¹⁸

- Receive an invitation to join the program
- Attend a required information session (in-person group or online course)
- Can defer participation in BOT to any subsequent term

Term One Requirements

In term one of BOT, students receive academic advising and access to specialized non-credit programming to assist them in building their academic skills in those areas of need identified through personal assessment tools. Students do not take credit courses during term one. The term one instructional components include:

- Intake advising appointment (60 minutes) (SER)

18 Students are not eligible to join if it is the second time they have been Required to Withdraw, if they have previously participated in the program, or if they have a hold on their student account for academic or non-academic misconduct.

- Getting Started session (SLC)
- Career session 1 and 2 (CVS)
- Learning plan (SLC)
- Understanding and Avoiding Plagiarism tutorial (SLC)
- Online coursework (all)
- Course approvals for term two (SER)

Term One Tools and Interventions

- Program contract (Intake/SER)
- Advising syllabus (Intake/SER)
- Learning and Study Skills Inventory (Getting Started session/SLC)
- Student self-assessment (Getting Started/HCS)
- English writing assessment (SER/SLC)
- Luck readiness inventory (prep for career sessions)

Term Two Requirements

In term two, students continue to receive academic advising and access to a specialized non-credit course (BOT 120). Students take three to nine units of approved credit coursework during term two in addition to their BOT 120 class. Term two consists of:

- BOT 120 weekly class (2 hours/week, HCS/SLC)
- Check-in appointment with academic advisor (SER)
- Course approvals for term three (SER)

Term Three Requirements

In term three, students continue to receive academic advising and access to a specialized non-credit course (BOT 140 or BOT 145 or BOT 150). Students take three to nine units of approved credit coursework in addition to their BOT class. Term three consists of:

- All students: check-in appointment with academic advisor (SER)
- BOT 140 students (for students with term two GPAs of below 2.0)
 - Weekly seminars (50 mins/week, SLC/HCS)
- BOT 145 students (for students with term two GPAs above 2.0 but still in academic difficulty)
 - Weekly seminars (50 mins/week, SLC/HCS/CVS/SER)
- BOT 150 students (for students back in Good Academic Standing)
 - Online components, invited to update learning plan

IMPACT ON STUDENT LEARNING: STUDENT LEARNING OUTCOMES AND ASSESSMENT

Student learning and assessment are central to the BOT Program. Each of our four partners approaches student learning from an individual perspective where assessment is used to both identify student strengths and challenges as well as measure growth and learning. This individualized approach and assessment-informed curriculum contributes to the success of the program.

The following are student learning outcomes and assessments across all partners in the Back on Track Program (Academic Advising, Student Learning Commons, Health and Counselling, and Career and Volunteer Services).

1. Students will:
 - Understand the differences between College Readmission versus the Back on Track Program, including the pros and cons associated with each.
 - Understand the main expectations of joining BOT.
 - Explore and discuss their academic goals, program plans, and personal circumstances,

and articulate their expectations of the program.

- Reflect on previous terms and identify what happened and why.
- Discuss the connection between the student's academic, extra curricular, and career plans.
- Receive appropriate referrals and other resources based on individual student needs.

These outcomes are met through participation in a group academic advising session or online advising workshop as well as a one-hour intake academic advising appointment. They are assessed through student articulation in the intake appointment as well as online quizzes and student submissions.

2. Students will be able to:

- Apply knowledge of their changing and complex situation in the identification of future career possibilities.
- Recognize people and factors that may be potential influences on their career exploration.
- Apply competencies and practices that promote hope and resilience in creating change opportunities.
- Create a personalized Life Map that enhances knowledge of the self.
- Analyze their Life Map and apply it to the development and prioritization of Possible Lives that are aligned with knowledge of the self, strengths, and influences.
- Articulate the power of taking diverse actions and development of a career exploration action agenda and exploring future possibilities.

The outcomes are met through participation in Careers parts 1 and 2 within term one. The outcomes are demonstrated in two main ways:

- Use of "minute essays" at the end of each session (students are asked to write about what has changed for them).
- Post-pre-evaluations. Online evaluations done after completion of part 2 to measure shift in key areas (aligned with learning objectives).

3. Students with significant English language written and comprehension issues are identified, assessed, and assigned appropriate interventions and strategies.

These outcomes are met through an initial assessment in the academic advising intake appointment, a written evaluation assessed by members from the Student Learning Commons, and intervention and strategy recommendations based on individual student assessment results.

4. The student will identify:

- Personal and academic challenges that have contributed to their academic struggles at the university.
- Personal and academic strengths that could support their academic success at the university.
- Services and supports they have and have not accessed to support their academic success.

These outcomes are met by completing the Learning and Study Strategies Inventory and Back on Track Self-Assessment, through discussion during learning plan consultations, and through journal writing in BOT 120 and 140. The areas explored include exam anxiety, attitudes toward school and classes, concentration, information processing, motivation, selection of main ideas in reading and listening, self-testing, test strategies, time management, and use of academic resources. The areas explored on the Back on Track Self-Assessment include academic skills, exam strategies, concentration, time management, procrastination, motivation, class attendance, educational or cultural transition, and help-seeking.

5. Students will develop strategies and goals for addressing identified challenges based on recommendations made by learning consultants during learning plan consultations and from

BOT 120 and 140 course lectures and readings.

This outcome is demonstrated through regular journals and other assignments that are submitted and evaluated by instructors in BOT 120, and by a portfolio assignment and group presentation in 140.

BOT 120 topics include time management, study and exam strategies, personal management, procrastination, choices of successful students, reading and concentration, stress management, and preparing for finals. BOT 140 takes students through a detailed personal goal-setting process.

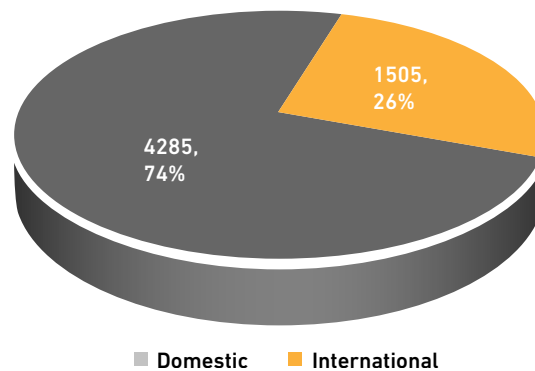
PROGRAM RESULTS AND IMPACT: FOR THE UNIVERSITY

These results highlight the impact of BOT on student retention and graduation since the start of the program in 2007 to date.

Student Retention: Fall 2007 to Summer 2018

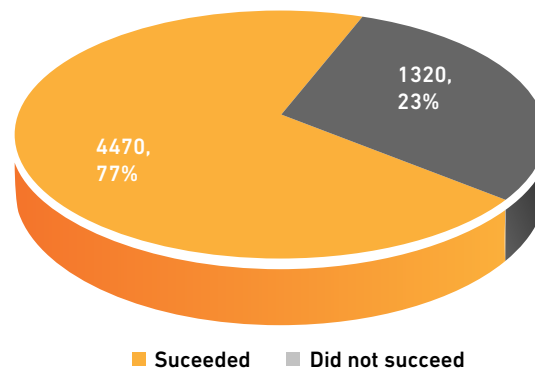
As Figure 10 shows, a total of 5,790 students have completed the BOT program from fall 2007 to summer 2018; 74% of these students are domestic and 26% international.

FIGURE 10:
Student Retention by Origin, Fall 2007 – Summer 2018



As at September 3, 2018, there are 631 students active in BOT. Figure 11 shows the success rate of BOT: 77% of students at the end of the program were able to continue at SFU, based upon those 5,790 students.

FIGURE 11:
Back on Track Success Rates



PROGRAM RESULTS AND IMPACT: FOR STUDENTS

In addition to the success numbers included above, the following are student testimonials that speak to the student impact of the program.

- The experience was very useful in getting me back on track as it provided me a lot of tips on how to use my time efficiently in addition to allowing us to implement the tips by providing us various tools (i.e., worksheets, in-class assignments, calendars to track activity, etc.).
- The program also decreased my anxiety during my progress in readjusting to school again, and the instructors were very reassuring in the sense that we were told it's okay that we're in BOT and it's not something we should be ashamed of. I also met some friends in the program, and after hearing their struggles with university, I did not feel so alone in my "battle" anymore.
- It was also very useful to have a dedicated advisor because I was always provided one-on-one advice on my course load and how to better study. Having a dedicated advisor was also helpful because it allowed me to discuss my progress with someone and have them give me feedback. This was something that was harder to achieve in a class full of 300+ students. The program was extremely helpful and everyone was wonderful in providing help, and even though I still struggle with procrastination at times, I always remind myself of everything that the course has taught me and use the lessons as an encouragement to pull myself through.
- So once I sought out help with my BOT advisor and other peers, it started to improve. It wasn't automatic. I still had some days where it was difficult getting out of bed, getting on the bus, and coming to classes. But I looked at the small picture and tried to take those small pieces. So on the hard days, I just focused on brushing my teeth or just making it to class on time. On the great days, I could look at the big picture, what my paper was about, how interesting it was, and go from there. But I really needed that support system to stabilize my own emotions and help me manage my resources.
- The feelings of loss and helplessness were overwhelming when I received the email informing me that I was RTW (Required to Withdraw). Just as I was about to give up and lose all hope, I received an invitation to the Back on Track Information Session. Unsure of what to expect, I was surprised with how at ease I felt, partly because of the friendliness of the staff, but mostly because I then realized just how many others were in the same predicament as myself. Instantly, I felt less helpless and found my motivation to make a comeback. Through this program, I have regained my confidence and self-respect, and have learned valuable life lessons that I will take throughout my life journey.





PART 3

MOVING FORWARD

PART 3. MOVING FORWARD

As the University prepares for its Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report to the NWCCU, attention will be given to the following priorities.

STRATEGIC REVIEW (2022)

The University Planning Committee will continue to conduct Strategic Reviews that assess whether SFU is continuing to fulfill its Vision/Mission. A full review will be undertaken preceding the submission of the Year Seven Self-Evaluation Report.

- **Core Theme Progress Reports:**
Each of the Theme Teams will produce a detailed report on their theme that assesses and determines the effectiveness and validity of the core theme and its associated outcomes and indicators. These reports will contribute to the Strategic Review and provide recommendations on further action.
- **University Planning Framework:**
The University Planning Committee, with the recommendations of the Theme Teams and the Strategic Review, will update the University Planning Framework.
- **Targets:**
The University, as published in the SFU Strategic Review 2018, is committed to targets for 2021 for all of its indicators of achievement.

ACADEMIC PLAN 2019-2024 (IMPLEMENT 2019 AND REGULARLY REVIEW PROGRESS)

After an extensive year-long consultation process, the Academic Plan 2019-2024 was released in November 2018. It builds on the academic plans developed by Faculties, their academic units, and support services. It outlines the strategies on which SFU will need to focus to continue to be a leading engaged university and to be an active participant in the innovation and dialogue that shape our future.

The Plan focuses on five equally important challenges:

- Challenge 1: Student Life, Learning, and Success
- Challenge 2: Academic Quality/Curriculum
- Challenge 3: Engagement
- Challenge 4: Bridging Divides/Interdisciplinarity
- Challenge 5: Faculty and Staff Renewal

The Plan also notes two important themes to be considered as the University addresses all five challenges:

- Equity, Diversity, and Inclusion
 - SFU is committed to fostering a culture of inclusion and mutual respect, and is striving for a teaching, learning, research, and work environment in which all members of the University thrive.
- Aboriginal Reconciliation
 - SFU will continue to implement the 34 calls to action designed to address the recommendations of the Truth and Reconciliation Commission. These actions are organized into clusters, including the creation of safe and welcoming spaces for Aboriginal peoples, curriculum innovation and Indigenization, and student pathways and support.

STRATEGIC RESEARCH PLAN

SFU's 2016-2020 Strategic Research Plan (SRP) builds on SFU's research strengths to position the University globally among one of Canada's top research-intensive universities. The SRP reinforces SFU's commitment to excellence across the full spectrum of research as the driver of bold research questions, engaged partnerships, and transformative impact. The Vice-President, Research and International monitors the progress of the SRP's implementation on an annual basis, and sets operational goals to deliver on the plan. Plans are currently underway to refresh the SRP for the 2021-2025 period.

COMMUNITY ENGAGEMENT PLAN

Building on the recent community consultation of the SFU Vision/Mission, the Academic Plan 2019-2024, and the Strategic Research Plan as well as multiple consultations and the experience of establishing the Carnegie Community Engagement classification, a Strategic Community Engagement Plan will be developed.

CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION

SFU has been identified as the lead institution in Canada to coordinate and convene a cohort of 16 Canadian post-secondary institutions to participate in the Carnegie Community Engagement Classification self-assessment process and to reflect on the process in terms of the Canadian context. This process will undoubtedly improve SFU's understanding and achievements in community engagement – one of SFU's core themes.

CALLS TO ACTION FOR RECONCILIATION

The Aboriginal Strategic Plan (2013-2018 and 2007-2012) guided early work at SFU. In 2017, after more than a year of internal and community consultation, the SFU Aboriginal Reconciliation Council released its report, *Walk this Path with Us*,¹⁹ which details 34 calls to action. These calls to action are guiding the efforts of an Aboriginal Strategic Initiative (2018-2021), which supports safe and welcoming Indigenous workspaces, student pathways and supports, and innovation and Indigenization in curriculum and research.

ADVANCE THE NEW ASSOCIATE VICE-PRESIDENT, LEARNING AND TEACHING PORTFOLIO

- Educational Goals/Learning Outcomes: SFU will continue the implementation of defining and assessing learning outcomes at the program, course, and institutional levels.
- Curriculum Review: SFU will perform a thorough study of its undergraduate curriculum to evaluate whether it is meeting the needs of today's students, considering course credit, paths to degree completion, and a review of writing, quantitative, and breadth (WQB) requirements.
- Flexible Learning: SFU will support the range of learning styles in our students by re-designing courses and their delivery to include more blended, community-engaged, and flexible pedagogies.

STUDENT EXPERIENCE INITIATIVE

SFU will continue to implement the Student Experience Initiative, which operates on three levels: (1) the overall initiative, (2) working groups that advance activity in each of the eight key action areas, and (3) projects that are selected and supported by the working groups to enhance the SFU student experience. The working groups are supporting activities and projects at various stages of implementation.

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT (ANNUAL)

SFU will produce the annual report required of British Columbia's Ministry of Advanced Education, Skills and Training that will also illustrate the integration of the Ministry's goals with SFU's goals and outcomes.

¹⁹ <https://www.sfu.ca/reconciliation.html>



PART 4

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

PART 4. RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

4.1 FALL 2014 MID-CYCLE REPORT RECOMMENDATION 1 – LEARNING OUTCOMES

The Commission recommends that the institution identify and publish expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. (Standard 2.C.2)

INTRODUCTION

Simon Fraser University remains focused on academic quality and continuous improvement. The establishment of program-level student learning outcomes and the development of appropriate assessment models continue to be a significant institutional initiative. While not mandated by the provincial government to implement learning outcomes, during the Ministry of Advanced Education, Skills and Training's Quality Assurance Process review in 2017, SFU was commended for intentionally linking its approach to learning outcomes and assessment to its academic unit external review process. Adopting a learning outcomes and assessment approach continues to be a significant cultural and administrative change for the SFU academic community. Engaging faculty in a change-management process, including wide and meaningful consultation, has been crucial to the successful adoption and implementation of a "made-at-SFU" learning outcomes model that will do three things: (1) satisfy the NWCCU requirements; (2) allow SFU to maintain its identity as a leading, renowned Canadian post-secondary research institution; and, most importantly, (3) allow SFU to continually improve in all aspects of its education and research.

SFU has framed the learning outcomes initiative as "Educational Goals," and academic units are moving forward with articulated and assessable educational goals that best suit their disciplines and contexts. Formal, university-wide adoption of a learning outcomes and assessment model is a work in progress. Those academic units that have achieved professional accreditation, such as the Beedie School of Business, the School of Engineering Science, and the Master in Public Health program in the Faculty of Health Sciences, are well ahead in the process, with learning outcomes or graduate competencies established at both the program and course level. An example of the Beedie School of Business' commitment to the application and assessment of learning outcomes shows that the actions put into place by the School have produced the intended positive outcome (appendix C).

HISTORY

In fall 2011, the Vice-President, Academic established a Learning Outcomes and Assessment Working Group (LOAWG) to recommend how meaningful, assessable, and verifiable learning outcomes could be established for courses, programs, and the University. The LOAWG was chaired by an Associate Dean from the Faculty of Arts and Social Sciences, and composed of representatives from several of SFU's academic units, and from the Office of the Vice-President, Academic, the Teaching and Learning Centre, and the Office of Institutional Research and Planning.

The working group was tasked with drafting a set of principles to guide the establishment of learning outcomes and assessment across all courses, programs, degrees, Faculties, and the University. The draft principles underwent an important consultation process in the SFU community in February 2012. Feedback was collected and evaluated prior to incorporation into the draft principles.

Seven Learning Outcomes and Assessment Principles were approved by the University Senate, responsible for SFU's academic governance, in June 2012:

1. The primary purpose of learning outcomes and assessment processes is to communicate transparently the purposes of all degree, program, and course requirements.
2. As per its Vision/Mission, SFU is committed to academic and intellectual freedom. Learning

outcomes for courses and programs will be developed and determined at the local academic unit level and will reflect local disciplinary cultures. These will be aligned with enduring institutional goals, values, and principles as articulated in the SFU Vision/Mission.

3. SFU values regular assessment of achievement of specified learning outcomes as a means of promoting continuous improvement of its courses and programs, and acknowledges that appropriate assessment of learning outcomes can occur before, during, and after completion of a course or program.
4. Processes required by the establishment of learning outcomes and their assessment will be integrated into the regular processes of curricular and program review, renewal, and disciplinary accreditation wherever possible.
5. Learning outcomes assessment will enable instructors to improve upon existing curricula and teaching methodologies. Processes of regular assessment will allow the academic units and the University to collect data concerning unit- and university-level achievement of identified learning outcomes. Learning outcomes assessment data will not be utilized for the evaluation of individual instructor, teaching assistant (TA), and tutor marker (TM) performance, nor will the data be used as evidence to demote, fail to promote, dismiss, or otherwise penalize individuals.
6. It is the responsibility of the University to provide resources (human, capital, technological) to academic units as required to enable and support learning outcomes and assessment procedures. Provision of this support is intended to minimize any addition to the net workload of instructors, TAs/TMs, and department staff.
7. As much as possible, the documentation generated by the Learning Outcomes and Assessment Working Group will be made broadly available to the SFU community for transparency and in accordance with SFU's sustainability goals.

Senate emphasized that the successful adoption and implementation of learning outcomes and assessment by the University community relied on continuing and extensive consultation. Guided by this set of principles, the LOAWG instituted a university-wide survey of all undergraduate and graduate level programs within every academic unit, which provided the working group with a snapshot of the state of learning outcomes and assessment activity (or lack thereof) across campus.

In conjunction with internal research, the LOAWG researched accredited post-secondary institutions across North America to collect information on best-practice processes for learning outcomes and assessment. Combined with internal research results, this external research provided the working group with important points of comparison that better positioned it to recommend ways of integrating appropriate learning outcomes and assessment models into SFU's current structures and processes over the course of a specified timeline.

The University also invited renowned experts to speak to SFU audiences on learning outcomes and assessment in an effort to better inform SFU's internal expertise, and to build University community understanding and buy-in.

The working group provided its recommendations to the Vice-President, Academic in November 2012. The Senate Committees on Undergraduate and Graduate Studies, the Senate Committee on University Priorities, and the Deans' Council reviewed the report. Comments were collected and revisions made in December. In February 2013, the Vice-President, Academic presented the revised report to Senate, as well as a draft proposal for incorporating learning outcomes and assessment into University structures, for discussion. The report and draft proposal elicited intense debate, particularly about the need for further community consultation.

To facilitate further discussion, in March 2013, the Vice-President, Academic held a series of town hall meetings, met individually with concerned members of the community, and consulted with senior administration. The central message was that cycles of continuous improvement were already part of the institutional culture, and that articulating and assessing such cycles would not mean wholesale

change, but enhancement of one element of the process. As a result, a significantly revised proposal to develop a “made-at-SFU” compromise initiative was presented to Senate in May 2013.

To ameliorate the considerable concerns regarding the nomenclature of learning outcomes and assessment, the Vice-President, Academic proposed that Senate approve the requirement that all academic units develop and, subsequently, assess “educational goals” at the academic program level (majors, minors, master’s, and doctorates).

Program level allows academic units to define a broader set of ambitions for undergraduate and graduate learners. Benefits to starting at the program level include investment by entire academic units in further refining curricular coherence, goal discussion and development, recognition of disciplinary differentiation, and clear communication to students and other stakeholders. The articulation of program-level goals allows for existing curricula to be mapped onto those goals, with subsequent curricular modification where necessary. Once curriculum mapping has occurred, instructors of individual courses can define, communicate, and assess course-level goals and link them to program-level goals.

To better tie program goal processes to existing academic unit assessment processes, the Vice-President, Academic proposed that educational goals be explicitly defined and assessed as an integral part of each unit’s regular seven-year external review process.²⁰ These goals, assessment, and any resultant modifications are to be articulated within external review self-study reports, post-review action plans, and mid-cycle progress reports. Academic units can use feedback from their external review teams to adjust their articulated goals and develop their assessment plans. At the mid-cycle point (at year four in the seven-year cycle), units report out to the Vice-President, Academic on the progress made in the assessment process. By incorporating the development of goals and assessment into the external review process, which is already a well-entrenched and valued method of continuous improvement, the entire initiative would begin incrementally, commencing with those units scheduled for the 2013/14 external review cycle. This would also allow for a review of the process as it evolved in small groups of academic units, and provide the opportunity to assess and make changes as part of the progression to full institutional compliance.

As a result of the extensive consultation, and compromises, made by the Vice-President, Academic and the SFU community, Senate approved the revised proposal at its May 2013 meeting. Members of Senate, even those skeptical of the proposed process, thanked the Vice-President, Academic for recognizing that such a shift is an incremental and evolutionary one, and for considering all viewpoints within the community.

As approved at Senate, educational goals at SFU are considered, broadly, as the anticipated benefits to students from participation in an academic program, and may include knowledge, understanding, skills, competences, experience, attitudes, ethics, and professional development. The goals are intended as a framework for curriculum discussion, course mapping, and program structure, and will more clearly reflect what is already occurring within units. While educational goals may be written as learning outcomes, SFU’s definition allows a diversity of intentions to be incorporated along with more specific outcomes. For example, educational goals can incorporate student experiences with certain pedagogies (experiential education, reflective education), rather than being confined to what operations students can perform or what specific knowledge they possess. SFU’s academic units are encouraged to define and assess their goals in a way that best suits each unit’s discipline and context.

PROGRESS TO DATE

In fall 2013, the first six academic units began developing and articulating program-level educational goals in their external review self-study reports. Assessment planning for these units began in summer 2014, after they received their external review reports. The plans were then articulated in the external review action plans forwarded to Senate. Four more units were externally reviewed in

²⁰ <https://www.sfu.ca/senate/senate-committees/scup/SCUP-ExReview.html>

the 2014/15 cycle, undertaking the same educational goals development process; five units began the process in the 2015/16 cycle; seven in the 2016/17 cycle; three in the 2017/18 cycle; and six in the 2018/19 cycle. The remaining six units will complete the first elements of the process in 2019/20, and then all academic units will have undergone an external review, developed their program-level educational goals and assessment plans, and begun collecting assessment data. Academic units from the first two cycles have submitted their educational goals assessment updates as part of the external review mid-cycle progress reporting.

SFU continues to develop its internal capacity and expertise to support faculty and staff through the cultural shift to articulated educational goals and assessment. The University has sent key internal academic and administrative personnel to relevant national and international learning outcomes and assessment symposia and conferences. Financial support (\$20,000 per academic unit) has been made available by the Vice-President, Academic to the academic units to help with the development of educational goals and assessment plans. The Teaching and Learning Centre's educational consultants provide expertise in curriculum mapping and alignment, and assistance with educational goals articulation and assessment methods development. Workshops have been offered to faculty and staff, and SFU's annual Symposium on Teaching and Learning has featured the educational goals initiative.

The Associate Vice-President, Learning and Teaching hosts a dedicated Educational Goals and Assessment website²¹ to support units by providing informational resources, examples, and templates that can be adapted and customized to their unique needs. The information ties the educational goals process into the external review process and provides timelines and milestones for all aspects of the cycle. The Associate Vice-President, Learning and Teaching is now working on creating a more focused assessment website, tools, and examples to help academic units with this more challenging element of their academic planning.

Between June 2017 and May 2018, a second Educational Goals/Learning Outcomes (EGLO) Working Group was constituted by the new Vice-President, Academic. The objectives of this working group, made up of faculty from a cross-section of disciplines, students, Vice-President, Academic administrators, and Teaching and Learning Centre staff, included reviewing progress to date; soliciting feedback from academic units concerning their experiences with the process; doing a SWOT analysis of the initiative thus far and some gap analysis of effective institutional supports and resources (particularly with assessment in mind); and examining learning-outcome commonalities across the units that might inform SFU community consultation regarding articulated institutional-level educational goals. The EGLO Working Group reported out to the Vice-President, Academic in May 2018, providing a suite of recommendations. Of note is the recommendation to substantially cultivate and strengthen SFU's internal expertise in the area of assessment.

In response to the complexity of curricular initiatives at SFU, including the introduction of educational goals and assessment, a new senior academic administrator position was created within the Office of the Vice-President, Academic. Appointed in September 2018, the portfolio of the new Associate Vice-President, Learning and Teaching includes providing oversight of and direction for SFU's educational goals and assessment initiative. The successful candidate had chaired the EGLO Working Group, and is, therefore, well-versed in the context at SFU, the progress and concerns, and the areas where SFU needs to build capacity. Strengthening the University's educational goals assessment proficiency is of particular focus as academic units seek guidance and support with their mid-cycle assessment reporting.

CONCLUSION

Simon Fraser University continues to identify and adopt best practices for the implementation of assessable educational goals across the curricula in a realistic timeframe. Given the challenge of promoting change to institutional culture while navigating the politically and administratively complex process of transforming into an institution that practices educational goals assessment consistently

²¹ <http://www.sfu.ca/educationalgoals>

across more than 100 undergraduate and more than 45 graduate programs, SFU is proud of its efforts and progress since 2012:

- Program-level educational goals are routinely developed and reviewed as part of the seven-year cycle of the external review processes.
- Many accredited programs have developed, and are regularly assessing, educational goals at the course level.
- Many units submit new courses for approval by Senate with articulated course-level educational goals. Inclusion of course-level goals is more and more becoming the norm, even for existing courses, and are published on course outlines.
- As external review cycles progress, academic units are beginning to report out on their assessments of their program-level educational goals.
- Emerging commonalities of educational goals across academic units and disciplines are providing a backbone for future community consultation on institutional-level educational goals.

The resultant Senate-approved proposal to develop program-level educational goals and assessment methods is the culmination of many months of consultation, debate, and compromise and represents an innovative model that acknowledges SFU's uniqueness. The process will develop and build over time, which will allow for review and assessment of the initiative at different stages as the University moves forward.

The method adopted for integrating educational goals and assessment processes is best suited to SFU's uniquely Canadian institutional culture and is aligned with the University's Vision/Mission. The initiative recognizes the importance of supporting SFU faculty and staff over the course of this cultural shift and it promotes the direct benefits of a goals and assessment approach for SFU's academic programs, students, instructors, and the University as a whole.

4.2 FALL 2014 MID-CYCLE REPORT RECOMMENDATION 2 – GENERAL EDUCATION COMPONENTS OUTCOMES AND INDICATORS

The Commission recommends that Simon Fraser University undertake the necessary steps toward ensuring that the General Education components of its baccalaureate degree programs have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs. (Standard 2.C.10)

INTRODUCTION

Post-secondary undergraduate education in Canada varies from that of the United States. While the Canadian system follows similar general principles and structures to those in the American system, Canadian post-secondary education also derives from the system of the United Kingdom. As a result, the Canadian system blends the British approach of focusing a student in the subject area for their declared concentration with elements of American diversified General Education program models. SFU does not have a General Education program, but has developed Writing, Quantitative, and Breadth (WQB) requirements, which, like General Education programs, promote and provide all undergraduate students with a diverse education experience.

BACKGROUND

In September 2006, after six years of intensive consultation and development, and following Senate approval, SFU implemented changes to its undergraduate degree requirements, introducing, for the first time, a set of core skill development and distribution requirements across all undergraduate degrees. Prior to September 2006, the elective and breadth course requirements needed for a degree at SFU were determined by each individual Faculty, and the only common standard was that degrees were a minimum of 120 credit hours with a residency requirement of upper division credits completed at SFU, in the major.

The new Writing, Quantitative, and Breadth (WQB) requirements are based in part on aspects of General Education programs prevalent across US universities and colleges. However, because of SFU's decentralized approach to undergraduate degree requirements, it was not possible to impose a traditional lower-division Gen Ed curriculum, which would have completely disrupted well-developed and mature curricula, and would have been extremely costly.

In addition, British Columbia has a well-developed college-to-university and inter-institutional transfer system. This has been extensively utilized by all post-secondary institutions in the province and has been in place for more than 30 years. It is a best-practice model of transfer systems in North America and is managed by the British Columbia Council on Admissions and Transfer (BCCAT),²² which maintains and quality-assures transfer agreements and protocols. Through this system, many SFU undergraduate students take their first two years at community college or another post-secondary institution within the system. As an active partner in this system, SFU takes care to develop curricula and degree requirements that support and enhance student transfer. Traditional two-year, standardized General Education programs do not fit well in this system, and, as an alternative, SFU developed WQB requirements, which draw on key features of General Education programs and are fully integrated into SFU undergraduate degrees.

Students completing an undergraduate degree across all Faculties at SFU are required to meet WQB core requirements. The requirements are as follows:

WRITING REQUIREMENTS—Courses with a “W” designation assist students to learn course content through the process of writing-intensive assignments. These courses help students to improve their writing abilities and overall communication skills, and teach students to write in the genres of their disciplines. Many existing “gate keeper” courses in degree programs were modified in their pedagogies to conform to this approach, and new writing-intensive courses were specifically developed to meet the requirement. All W courses at SFU follow the practice of “writing in the discipline” pioneered by the Knight Institute at Cornell University in New York.²³

Students take a minimum of:

- One lower-division W course (at least 3 units).
- One upper-division W course (at least 3 units), in the student's major subject. The upper-division W course must be taken at SFU.

QUANTITATIVE REQUIREMENTS—Courses with “Q” designation assist students to develop quantitative (numerical, geometric) or formal (deductive, probabilistic) reasoning, and to develop skills in practical problem solving, critical evaluation, or analysis.

Students take a minimum of:

- Two Q courses, lower or upper division (at least 6 units).

BREADTH REQUIREMENTS—Courses with “B” designation expose students to concepts and ideas from a range of disciplines and perspectives outside of their major subjects. This is a distribution requirement, and students may complete breadth courses throughout their degree programs, taking courses at the lower or upper division. Many of the B courses are taken as program-specified electives (many undergraduate degree programs have harmonized their allowable electives to this requirement), and only courses outside of the student's major subject may count as a B.

Students take a minimum of:

- Two courses labelled as Breadth-Humanities (B-Hum, 6 units).
- Two courses labelled as Breadth-Science (B-Sci, 6 units).
- Two courses labelled as Breadth-Social Sciences (B-Soc, 6 units).

²² <https://www.bccat.ca/>

²³ <https://knight.as.cornell.edu/>

- Two additional courses outside the student's major subject (6 units). These additional courses may or may not be designated as breadth, and in most cases will fulfill the particular Faculty or program breadth requirements.

An implementation committee was struck prior to the 2006 launch date of the WQB requirements in order to assess SFU courses to determine which might be deemed Writing, Quantitative, Breadth-Humanities, Breadth-Social Sciences, and Breadth Science. New courses were created by academic departments where needed; for existing courses, departments were required to apply for W, Q, and B course designations and rationalize why and how those courses met the criteria. Where courses did not immediately fit the specified criteria, they were amended prior to designation approval. This assessment and amendment process continues and is applied to all new courses designated as W, Q, and/or B prior to being added to the SFU undergraduate curriculum.

The Undergraduate Curriculum Initiative carried out the implementation of these changes in 2006, and oversight from the Office of the Vice-President, Academic continues in order to provide quality assurance and maintenance of the requirements as well as information about the requirements. Annual assessment of the impact of the requirements has been undertaken through the annual Undergraduate Student Survey. Year over year, there has been improvement in the extent to which students understand and appreciate the specified outcomes of the WQB requirements. It is of interest to note that the Breadth requirements remain the least well-understood component by students of the WQB requirements. The statements about the B requirements were examined, and additional survey questions added in order to provide greater clarity to students on the intended outcomes.

The requirements are communicated to students in every iteration of the SFU Calendar and on the specific website for the Undergraduate Curriculum Initiative. Faculties and departments have also embedded information on the WQB requirements as part of their overall program requirements. Additionally, faculty members are informed about the intended outcomes of WQB requirements by information included in the application forms completed for designation, and information is provided as part of the orientation package provided to new faculty. The outcomes are as follows:

WRITING-INTENSIVE (W) courses assist students to learn the course content through the process of writing assignments. Specifically:

- Students improve writing abilities and overall communication skills.
- Students use the process of writing as a way of exploring and critiquing complex concepts.
- Students practice writing in such disciplinary forms as lab reports, literary analyses, or policy briefs.
- Students use and produce samples of typical forms of the writing in their discipline.
- Students enhance their course content knowledge and communication skills by revising their work and via opportunities to make use of feedback.

QUANTITATIVE (Q) courses assist students to develop quantitative (numerical, geometric) or formal (deductive, probabilistic) reasoning. Specifically:

- Students deepen understanding and appreciation of quantitative and formal reasoning, their utility, and their creative potential.
- Students develop skills in practical problem solving and critical evaluation.
- Students focus on the relation between concepts and structures and other systems of abstract representation.

BREADTH (B) courses expose students to concepts and ideas from a range of disciplines and perspectives. Specifically:

- Students are exposed to new theoretical perspectives, forms of thought, and modes of enquiry.
- Students address how and why a discipline defines, acquires, and organizes knowledge in particular ways.
- Students identify important questions and problems in the discipline.

- Students describe procedures used to generate valid answers to the questions or workable solutions to the problems of the discipline.
- Students gain a broad understanding of the historical development and/or the contemporary dynamics of the physical, natural, social, and/or cultural environments.
- Students are exposed to a survey of a substantial body of the knowledge, theories, and/or controversies that are deemed to be central to a discipline.

In addition to the SFU Calendar, the Undergraduate Curriculum Initiative website is available to students, faculty, and advisors as a resource. The history and development of the Undergraduate Curriculum Initiative is given along with information pertaining to the WQB requirements and the writing and quantitative admission requirements.²⁴

SFU would like to emphasize that, although the WQB requirements are similar to and informed by US General Education programs, they are not the same. WQB requirements are not a stand-alone program but are a customized institutional response to SFU's decentralized curricular environment. The WQB requirements are one aspect of SFU's undergraduate degree-level learning that form the basis for the development of common skills across programs. They provide standardized breadth of knowledge for SFU students completing undergraduate degrees.

Currently, the learning objectives arising from WQB requirements are being incorporated into undergraduate degree level educational goals, and/or institutional "graduate attributes." As part of this effort to articulate educational goals, SFU will be better able to connect the WQB requirements with SFU's recently adopted Vision/Mission. Appropriate assessment mechanisms will then be developed for all of these outcomes.

CONCLUSION

Because SFU exists in an articulated Canadian post-secondary system that is based upon components of the British and American education systems, it does not have an exact match to American General Education program models. However, SFU's WQB requirements oblige students to diversify their scope of knowledge and expertise beyond their major concentration, and to develop identified core competencies in writing and quantitative analysis. This approach may be slightly different than that of American General Education program models, but essentially the objectives are the same: to provide students with a diversified education experience.

4.3 SPRING 2016 INITIAL ACCREDITATION PEER-EVALUATION REPORT RECOMMENDATION 2 – OPERATING RESERVES

The evaluation committee recommends that the University work toward achieving a high end realistic goal for its operating reserve level in order to ensure sufficient resources to support its programs and services (Standard 2.F.1)

SFU has taken recent steps to increase its operating reserve level in order to ensure it maintains sufficient resources to support its programs and services. The University improved its previous operating reserve position of \$18.867 million, as of the time of the NWCCU Initial Accreditation Peer-Evaluation Report in spring 2016, to \$31.698 million at March 31, 2018. The fiscal 2018 year-end operating reserve position is sufficient to cover 17 days of operations—an improvement on the 11 days of coverage noted in the 2016 NWCCU report.

The key performance indicator (KPI) of net operating accumulated surplus as a percentage of annual revenues has improved from 2.9% at March 31, 2015 to 4.4% at March 31, 2018. In addition to the fiscal 2018 operating reserve of \$31.698 million, if needed, the University could draw upon the \$15.5 million in contingency and strategic priority funds in the annual budget, plus internally restricted operating reserves of \$42.741 million. The University could also delay progress on its capital projects

²⁴ <http://www.sfu.ca/ugcr.html>

to free up an additional \$8 million (approximate). The resulting total of \$97.939 million represents 13.5% of revenues (more than 3 times the amount of the KPI level at March 31, 2018).

Furthermore, the University's debt burden ratio (total debt to cash flow) has declined in recent years, from 2.1:1 at March 31, 2014 to 1.4:1 at March 31, 2018, indicating increased available cash flow to service debt. Additionally, the total liability related to the defined benefit pension plan and post-retirement benefits, two major long-term obligations of the institution, has decreased by \$33 million since the time of the NWCCU report. The University is currently engaged with stakeholders to establish a financially sustainable approach for the pension plan going forward. SFU has also benefited from steady increases in facility improvement grants from the provincial government (the annual funding level has increased significantly in recent years, from \$3 million in fiscal 2015 to \$23 million in fiscal 2018). These events and financial trends relieve at least some of the pressure on operating reserves to meet the University's obligations.





APPENDICES

- A. UNIVERSITY PLANNING FRAMEWORK 2018
- B. STRATEGIC REVIEW 2018
- C. ACADEMIC PROGRAM EXAMPLE – BEEDIE SCHOOL OF BUSINESS

UNIVERSITY PLANNING FRAMEWORK 2018



SFU

CANADA'S ENGAGED UNIVERSITY

Contents

Contents1

Introduction.....2

envision>SFU3

Planning Process4

Integrated Planning Framework5

 Indicator Principles.....6

 Core Themes, Goals, Supporting Activities, Outcomes and Indicators7

Appendix 1 – 2018 University Planning Framework Indicators and Data11

 Goal, Outcome and Indicator Summary.....12

 Indicators and Data14

 Definitions and Rationale.....17

Appendix 2 – Committee Members.....27

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Date Prepared: December 2018

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Introduction

The University Planning Framework shows how SFU's Vision/Mission is to be achieved and supported through the contributions of other institutional plans and planning processes, and their alignment with the Vision/Mission. The membership of the authoring University Planning Committee is provided in the Appendix.

SFU's Vision/Mission has three Core Themes: Engaging Students, Engaging Research and Engaging Communities. Each of these core themes has a strategic goal associated with it and each of the goals has a number of identified supporting activities which are intended to lead to the attainment of that goal. These strategic goals and supporting activities will help direct all institutional-level planning activities at SFU. In addition, for SFU to be successful in achieving its strategic goals, it must leverage the strength found in its infrastructure: human, financial, and capital. The importance of this supporting goal and associated activities, which underpin SFU's three core themes, is described subsequently.

To assess the efficacy of our efforts to achieve the strategic goals, a number of observable and/or measurable results, termed outcomes, have been identified. These outcomes are expected to be attained by the end of the planning horizon. Also, for each outcome, one or more qualitative and/or quantitative indicators of achievement have been identified. These are meant to assess performance at the institutional level, not the unit level. The indicators are general in nature and, as such, cannot be used to capture the performance of individual units. They are primarily used to demonstrate the direction of trends at the institutional level and not the performance of specific units within SFU. However, Vice-Presidents' portfolios and the units comprising them, including the faculties, are expected to develop relevant metrics to assess their performance and set specific achievement levels with respect to their own plans.

The indicators in this planning framework may be used as a foundation for decision-making, but only at the institutional level. It is acknowledged that any resource allocation decisions within SFU's hierarchy will require data collection and careful analysis at the appropriate level, with sensitivity to the varying characteristics of the disciplines and administrative areas of the University.

envision>SFU

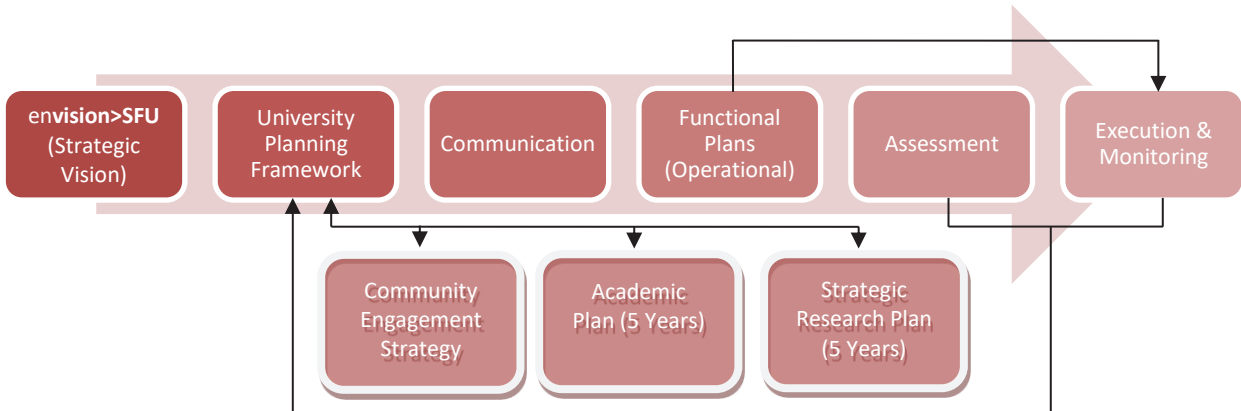
The following table displays SFU’s Vision/Mission, themes, goals, and principles resulting from the envision>SFU process.

VISION/ MISSION	To be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement.		
THEMES	ENGAGING STUDENTS	ENGAGING RESEARCH	ENGAGING COMMUNITIES
GOALS	To equip SFU students with the knowledge, skills and experiences that prepare them for life in an ever-changing and challenging world.	To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	To be Canada’s most community-engaged research university.
PRINCIPLES	<ul style="list-style-type: none"> • Intellectual and Academic Freedom • Supportive Work Environment • Diversity • Respect for Aboriginal Peoples and Cultures • Internationalization • Sustainability 		

Planning Process

The Figure 1 describes SFU’s strategic planning process, beginning with **envision>SFU**, leading to the Planning Framework, followed by the supporting plans.

Figure 1 – High Level Planning Process



1. Long-term strategic vision is reviewed every 5 to 10 years; paints the future of SFU.
2. University Planning Framework is reviewed every year; the Framework is updated based on SFU’s priorities and previous year’s performance assessment.
3. Supporting plans:
 - a. Academic Plan is updated every 5 years;
 - b. Strategic Research Plan is updated every 5 years;
 - c. Community Engagement Strategy is in the process of being updated;
 - d. Other plans are reviewed and updated as required to inform the annual budgeting and resourcing exercise.
4. Assessment: SFU mission fulfillment will be assessed against the goals, outcomes and indicators identified in this document.
5. Execution and monitoring: the President and Vice-Presidents as a group are accountable for the execution of the planning process.

Integrated Planning Framework

Figure 2 illustrates how various operational plans are integrated and aligned with SFU’s long-term strategic vision and planning framework. All plans are updated as required to align with institutional priorities for subsequent planning periods.

Figure 2 – Integrated Planning Framework





Indicator Principles

Indicators will be used to assess the state of a core theme and whether a particular strategic goal has been achieved. Where possible, they should satisfy the following three principles:

	Principle	Description
1	Relevant	An indicator should help assess SFU's goals as described in the University Planning Framework.
2	Practical	An indicator should be simple to measure and not require a heavy investment of time and money in data collection.
3	Intuitive	An indicator should be easy to understand.

Core Themes, Goals, Supporting Activities, Outcomes and Indicators

This section identifies the supporting activities, outcomes, and indicators derived for each core theme and goal.

Core Theme	Goal
Engaging Students	To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.
Supporting Activities	
<ul style="list-style-type: none"> • Supportive learning environment and diverse learning opportunities that enable students to gain the knowledge, critical capacities, research skills and civic understanding required to become engaged global citizens and to thrive and adapt in demanding and dynamic environments. • Opportunities for students to participate in advanced research, thereby sharing in the labour and joy of creating and applying knowledge, while acquiring the skills for lifelong learning. • Access for students to an unparalleled selection of experiential learning opportunities that allow them to apply knowledge, to grow as individuals, to engage with diverse communities, to deliver entrepreneurial skills and to refine their sense of civic literacy. 	
Outcome	Indicator
Students gain the knowledge to complete degree requirements.	<ul style="list-style-type: none"> • Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs • Graduate composite graduation rate (%) (6-year rate for master’s programs and 8-year rate for doctoral programs) • Undergraduate retention rate (%) (year 1 to year 2) • Graduate retention rate (%) (year 1 to year 2)
Students acquire skills necessary in an ever-changing and challenging world.	<ul style="list-style-type: none"> • Undergraduate average credits in co-operative education and field schools per graduating student • Undergraduate student assessment of skill development (average %) as measured by the BC Baccalaureate Graduate Survey • Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey
Students apply knowledge in the workplace or further studies.	<ul style="list-style-type: none"> • Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey • Graduate student assessment of graduate experience in current employment / position, as measured by the SFU Graduate Exit Survey • Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey • Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey

Core Theme	Goal
Engaging Research	To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.
Supporting Activities	
<ul style="list-style-type: none"> • A global leader in research mobilization by leveraging our fundamental research strengths, including interdisciplinary research, close community connections, and partnerships and collaborations. • Promotion of research excellence, supporting and encouraging all researchers, including undergraduates, graduate students, faculty, staff members and community partners who assist the research mission. • Support and promotion of the full continuum of research, from the fundamental generation of knowledge, through the dissemination of that knowledge within the academic community and beyond, to the application of transformative ideas for the benefit of society. 	
Outcome	Indicator
Research is at a high quality level.	<ul style="list-style-type: none"> • Total number of citations • Percentage of publications in top journal percentiles • Tri-Council research funding (SSHRC, NSERC, CIHR) • Total sponsored research income
Research is mobilized through partnerships / collaborations with external partners.	<ul style="list-style-type: none"> • Number of funded collaborative research projects with external partners • Number of co-authored publications with external collaborators
Research is integrated into teaching and learning.	<ul style="list-style-type: none"> • Number of graduate theses submitted to the Library • Number of undergraduate enrolments in research courses
Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	<ul style="list-style-type: none"> • Number of new patents filed • Number of industrial student internships through Mitacs

Core Theme	Goal
Engaging Communities	To be Canada’s most community-engaged research university.
Supporting Activities	
<ul style="list-style-type: none"> • Establishing community connections as an integral part of the academic mission, creating opportunities for practical and experiential learning; informing and inspiring our research; and contributing to its relevance and success. • Maximizing institutional capacities to enhance the societal, economic, environmental and cultural well-being of communities, both locally and globally, and respectful and mutually beneficial community relationships. • Satisfying lifelong learning needs of students, alumni and the community with innovative programs and learning opportunities. • BC’s public square for education and dialogue on key public issues and reputation as the institution to which the community looks for education, discussion and solutions. 	
Outcome	Indicator
SFU is engaged locally.	<ul style="list-style-type: none"> • Number of participants in SFU local outreach programs
SFU is engaged globally.	<ul style="list-style-type: none"> • Number of active international partners
SFU is engaged with its alumni.	<ul style="list-style-type: none"> • Alumni engagement score



For SFU to be successful in achieving its strategic goals, it must leverage the strength found in its infrastructure: human, financial, and capital. SFU’s commitment to this principle is reflected in the following supporting goal and associated activities which underpin SFU’s three core themes.

Fundamental Theme	Goal
Leveraging Institutional Strength	To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.
Supporting Activities	
<p>1) Improved administrative systems:</p> <ul style="list-style-type: none"> • Access to transparent and efficient administrative systems for students. • Long term growth and viability of endowments. • Resource alignment for our priorities. • Increased revenue generating activities and cost effective and efficient administration units. <p>2) Recruitment and retention of best people:</p> <ul style="list-style-type: none"> • Competitive compensation package for staff and faculty to attract and retain well respected researchers and teachers. • Career enhancement through educational opportunities, professional development, and leadership training for staff and faculty. • Recognition of performance excellence through an effective performance management framework. • Promotion of diversity, inclusion, collaboration and a respectful workplace for staff and faculty. <p>3) Strengthened infrastructure:</p> <ul style="list-style-type: none"> • Information Technology strategic plan that supports our priorities. • Management and reduction of the facilities deferred maintenance cost. • Teaching and research space that meets the needs of students and faculty. 	
Outcome	Indicator
SFU is financially sound.	<ul style="list-style-type: none"> • Net operating assets as a % of consolidated revenues (Finance indicator)
SFU has IT services that support its priorities.	<ul style="list-style-type: none"> • Client satisfaction across core IT service areas
SFU attracts and retains the best people.	<ul style="list-style-type: none"> • Canada’s Top 100 Employers (Human Resources indicator)
SFU has facilities that meet its needs.	<ul style="list-style-type: none"> • Facilities Condition Index (Facilities indicator)

This document supplements the University Planning Framework and presents the indicators used to measure the outcomes that assess the efficacy of SFU’s efforts to achieve the strategic goals associated with the core themes of Engaging Students, Engaging Research, and Engaging Communities, as well as the supporting goal of Leveraging Institutional Strength.

The indicators (listed on pages 12-13) assess performance at the institutional level, not the unit level. The indicators are general in nature and, as such, cannot be used to capture the performance of individual units. They are primarily used to demonstrate the direction of trends at the institutional level and not the performance of specific units within SFU.

Data for fiscal years 2013/14 to 2017/18 can be found on page 14-16. Indicator definitions, source and their rationale can be found on pages 17-25.

Goal, Outcome and Indicator Summary

The following table lists the indicators according to their themes, goals, and outcomes.

	Goal	Outcome	Indicator
<p>ENGAGING STUDENTS</p>	<p>To equip SFU students with the knowledge, skills and experiences that prepare them for life in an ever-changing and challenging world.</p>	<p>Students gain the knowledge to complete degree requirements.</p>	<p>Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs</p>
		<p>Graduate composite graduation rate (%) (6-year rate for master’s programs and 8-year rate for doctoral programs)</p>	
		<p>Undergraduate retention rate (%) (year 1 to year 2)</p>	
		<p>Graduate retention rate (%) (year 1 to year 2)</p>	
		<p>Students acquire skills necessary in an ever-changing and challenging world.</p>	<p>Undergraduate average credits in co-operative education and field schools per graduating student</p>
		<p>Undergraduate student assessment of skill development (average %) as measured by the BC Baccalaureate Graduate Survey</p>	
		<p>Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey</p>	
		<p>Students apply knowledge in the workplace or further studies.</p>	<p>Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey</p>
		<p>Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey</p>	
		<p>Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey</p>	
		<p>Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey</p>	

	Goal	Outcome	Indicator
ENGAGING RESEARCH	To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Research is high quality.	Total number of citations
			Percentage of publications in top journal percentiles
			Tri-Council research funding (\$) (SSHRC, NSERC, CIHR)
			Total sponsored research income (\$)
		Research is mobilized through partnerships/ collaborations with external partners.	Number funded collaborative research projects with external partners
			Number of co-authored publications with external collaborators
		Research is integrated into teaching and learning.	Number of graduate theses submitted to the Library
			Number of undergraduate enrolments in research courses
		Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy	Number of new patents filed
			Number of industrial student internships through Mitacs
ENGAGING COMMUNITIES	To be Canada's most community-engaged research university.	SFU is engaged locally.	Number of participants in SFU local outreach programs
		SFU is engaged globally.	Number of active international partners
		SFU is engaged with its alumni.	Alumni engagement score
LEVERAGING INSTITUTIONAL STRENGTH	To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.	SFU is financially sound.	Net operating assets as a % of consolidated revenues (Finance indicator)
		SFU has IT services that support our priorities.	Client satisfaction across core IT service areas
		SFU attracts and retains the best people.	Canada's Top 100 Employers (Human Resources indicator)
		SFU has facilities that meet its needs.	Facilities Condition Index (Facilities indicator)

Indicators and Data

Goal	Outcome	Indicator (Maintain or Increase)	Target Direction *	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18
ENGAGING STUDENTS To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.	Students gain the knowledge to complete degree requirements.	Undergraduate composite graduation rate (%) (6-year graduation rate)	↑	57%	60%	60%	62%	64%
		Graduate composite graduation rate (%) (6-year for master's programs and 8-year for doctoral programs)	↑	81%	78%	82%	81%	83%
		Undergraduate retention rate (%) (year 1 to year 2)	↑	87%	87%	87%	87%	87%
		Graduate retention rate (%) (year 1 to year 2)	↑	94%	95%	95%	95%	96%
	Students acquire skills necessary in an ever-changing and challenging world.	Undergraduate average credits in co-operative education and field schools per graduating student	↑	8.29	8.49	8.31	8.14	7.99
		Undergraduate student assessment of skill development (average %) as measured by the BC Baccalaureate Graduate Survey	↑	78%	82%	82%	82%	82%
		Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	↑	91%	92%	91%	89%	90%
	Students apply knowledge in the workplace or further studies.	Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	↑	81%	80%	82%	81%	82%
		Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	↑	84%	88%	89%	85%	85%
		Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	↑	78%	79%	no longer asked on survey		
		Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	↑	90%	90%	90%	88%	90%

Goal	Outcome	Indicator (Maintain or Increase)	Target Direction *	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	
ENGAGING RESEARCH	Research is at a high quality level.	Total number of citations	↑	60,832	65,210	68,505	76,218	72,950	
		Percentage of publications in top journal percentiles	↑	27.3%	28.9%	30.8%	41.1%	44.2%	
		Tri-Council research funding (\$M)	↑	\$42.0M	\$40.6M	\$40.1M	\$38.2M	\$36.9M	
		Total sponsored research income (\$M)	↑	\$103.1M	\$117.4M	\$109.9M	\$139.0M	\$142.6M	
	Research is mobilized through partnerships/collaborations with external partners.	Number funded collaborative research projects with external partners	↑	357	399	381	459	440	
		Number of co-authored publications with external collaborators	↑	1,517	1,592	1,633	1,729	1,807	
	Research is integrated into teaching and learning.	Number of graduate theses submitted to the Library	↑	534	591	560	686	555	
		Number of undergraduate enrollments in research courses	↑	5,148	5,336	5,270	5,073	5,018	
	Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy	Number of new patents filed	↑	22	27	51	48	69	
		Number of industrial student internships through Mitacs	↑	93	93	94	175	144	
	To be a world leader in knowledge mobilization, building on a strong foundation of fundamental research.	Research is mobilized through partnerships/collaborations with external partners.	Number funded collaborative research projects with external partners	↑	357	399	381	459	440
			Number of co-authored publications with external collaborators	↑	1,517	1,592	1,633	1,729	1,807

	Goal	Outcome	Indicator (Maintain or Increase)	Target Direction *	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18
ENGAGING COMMUNITIES	To be Canada's most community-engaged research university.	SFU is engaged locally.	Number of participants in SFU local outreach programs	↑	52,834	58,901	79,927	87,334	98,232
		SFU is engaged globally.	Number of active international partners	↑	n/a	210	252	264	276
		SFU is engaged with its alumni.	Alumni engagement score	↑	1.15	1.16	1.15	1.15	1.15
LEVERAGING INSTITUTIONAL STRENGTH	To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.	SFU is financially sound.	Net operating assets as a % of consolidated revenues (Finance indicator)	↑	4.2%	2.9%	2.8%	3.4%	4.4%
		SFU has IT services that support its priorities.	Client satisfaction across core IT service areas	↑	n/a	n/a	n/a	n/a	63%
		SFU attracts and retains the best people.	Canada's Top 100 Employers (Human Resources indicator)	-	Yes	Yes	Yes	Yes	Yes
		SFU has facilities that meet its needs.	Facilities Condition Index (Facilities indicator)	↓	0.47	0.47	0.46	0.45	0.48

* Target direction indicates the desired direction of the data, where applicable. For example, a "↑" indicates that increasing data is desirable.

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING STUDENTS	Undergraduate graduation rate (%) (6-year graduation rate) for degree programs	The graduation rate is the percentage of SFU degree students who are graduating within the expected timeframes set by the University Planning Framework committee. The measure is based on undergraduate who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral and Great Northern Way students are excluded from the measure. The graduation rate for each year is based on the entry cohort who started in a degree program 6 years before and the cohort is only followed for 6 years. For example, the 2014/15 graduation rate is the percentage of students from the 2008/09 fiscal year admission cohort (admitted in 1084, 1087, or 1091) who completed their SFU degree within the expected timeframe. Each SFU degree student is followed for the specified amount of time to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of an undergraduate degree from SFU. <i>Source: Institutional Research and Planning</i>	These indicators enable SFU to measure graduation rates of the various types of degrees the University offers as composite indicators for undergraduate and graduate studies, respectively. The selected timeframes are based on the average completion time for the respective types of degrees.
	Graduate composite graduation rate (%) (6-year rate for master's programs and 8-year rate for doctoral programs)	The graduation rate is the percentage of SFU degree students who are graduating within the expected timeframes set by the University Planning Framework committee (i.e. 6 years for master's students and 8 years for doctoral students). The measure is based on graduate students who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral and Great Northern Way students are excluded from the measure. The graduation rate for each year is based on the entry cohort who started in a degree program 8 years before, but each degree level cohort is only followed for their respective expected timeframes. For example, the 2014/15 graduation rate is the percentage of students from the 2006/07 fiscal year admission cohort (admitted in summer 2006, fall 2006, and spring 2007) who completed their SFU degree within the expected timeframe. Each SFU degree student is followed for the specified amount of time, depending on what type of student they are – master's, doctoral - to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of a master's degree or doctoral degree from SFU for master's students, and completion of a doctoral degree from SFU for doctoral students. <i>Source: Institutional Research and Planning</i>	

ENGAGING STUDENTS	Indicator	Definition and Source	Rationale for Indicator
	Undergraduate retention rate (%) (year 1 to year 2)	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example, the following applies: the cohort under consideration consists of all new undergraduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU undergraduate degree by the end of their second year. So for example, undergraduate degree students who were admitted in fall 2012 (1127) will count as “retained in 2nd year” if they registered again in fall 2013 (1137), spring 2014 (1141) or summer 2014 (1144), OR if they graduated with an SFU undergraduate degree by summer 2014 (completion term).</p> <p>Source: <i>Institutional Research and Planning</i></p>	Retention of students in the critical first two years of study is a good indicator of future degree completion.
	Graduate retention rate (%) (year 1 to year 2)	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example, the following applies: the cohort under consideration consists of all new graduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU graduate degree by the end of their second year. So, for example, graduate degree students who were admitted in fall 2012 (1127) will count as “retained in 2nd year” if they registered again in fall 2013 (1137), spring 2014 (1141) or summer 2014 (1144), OR if they graduated with an SFU graduate degree by summer 2014 (completion term).</p> <p>Source: <i>Institutional Research and Planning</i></p>	
Undergraduate average credits in co-operative education and field schools per graduating student	<p>This measure is the average number of credits completed in co-operative education and field schools prior to graduation completed by graduating undergraduate students by year. For undergraduate students, completion is defined as a passing grade in ANY of the following courses: coop and field schools.</p> <p>Source: <i>Institutional Research and Planning</i></p>	Co-operative education and field schools are direct on-the-job and practical training experiences where students acquire “real world” working skills.	

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING STUDENTS	Undergraduate student assessment of skill development (average %) as measured by the BC Baccalaureate Graduate Survey	Average percentage of survey respondents who felt that SFU was "Very helpful" or "Helpful" in developing their skills to: write clearly and concisely, verbally express opinions or ideas clearly or concisely, read and comprehend material, work effectively with others, analyze and think critically, resolve issues or problems, use mathematics appropriate to their area of study, conduct research appropriate to their area of study, and learn on their own. <i>Source: Baccalaureate Graduates Survey (BGS) – 2-year out results</i>	Student self-assessments help SFU to determine if students are acquiring the necessary skills from their studies.
	Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	Percentage of respondents who were "Very Satisfied" or "Satisfied" with the skills and abilities acquired in their graduate program. <i>Source: Graduate Exit Survey</i>	
	Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	Percentage of respondents who felt that the knowledge, skills and abilities acquired during their program were "Very Useful" or "Somewhat Useful" in their work. <i>Source: Baccalaureate Graduates Survey (BGS) – 2-year out results</i>	SFU alumni most likely apply the knowledge gained at SFU in their employment after graduation.
	Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	Percentage of respondents who felt that their SFU graduate experience was "Very Useful" or "Somewhat Useful" in their current work. <i>Source: Graduate Exit Survey</i>	

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING STUDENTS	Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	<p>Percentage of respondents who felt that their degree at SFU academically prepared them “Very Well” or “Well” for the degree that they took since graduation or are currently enrolled in.</p> <p>Percentages are based on respondents who undertook or are currently enrolled, full-time or part-time, in formal post-secondary education or training. Formal post-secondary education or training includes: an undergraduate degree (including Doctor of Medicine, Doctor of Dental Medicine, education/teacher training, or law), master’s degree, doctoral degree, applied program certification, professional association certification, diploma, or other formal post-secondary education or training.</p> <p>Source: <i>Baccalaureate Graduates Survey (BGS) - 2-year out results</i></p>	SFU alumni most likely apply the knowledge gained at SFU in their further studies after graduation.
	Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who felt that their SFU graduate experience prepared them “Very Well” or “Somewhat Well” for the current degree or post-doctoral fellowship that they are currently pursuing.</p> <p>Percentages are based on respondents who are currently pursuing a further academic degree or a post-doctoral fellowship.</p> <p>Source: <i>Graduate Exit Survey</i></p>	

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING RESEARCH	Total number of citations	For each reporting year, the total number of citations for the preceding five years are counted. The citation counts are based on the number of times SFU articles, published within each five-year publication period, have been cited during the same period. <i>Source: Previously InCites, now provided through Web of Science</i>	Citation analysis serves as an output and outcome measure. The actual number of citations reflects research productivity, while the frequency of citations reflects the impact of the publications. As it takes several years for the research to be incorporated into work from other researchers, a five-year time window was chosen. The selected performance indicator incorporates both, changes in output and impact.
	Percentage of publications in top journal percentiles	Percentage of SFU articles published within the top 10% and top 5% of journals in fields where SFU research is active, using the Source-Normalized Impact per Paper (SNIP) metric in <i>SciVal</i> . <i>Source: SciVal</i>	While citation data is a widely used indicator of research impact, publications in top journal percentiles provide a metric for benchmarking the quality of the University's research relative to regional averages.
	Tri-Council research funding	Total dollars (in millions) of research funding per fiscal year. Research funding includes consolidated and non-consolidated entities. <i>Source: Canadian Association of University Business Officers (CAUBO)</i>	Total research funding is a generally accepted KPI for university research. It is collected annually by CAUBO and is commonly used in university rankings (Research InfSOURCE, Times Higher Education Index, MacLean's etc.). It is an input measure that serves as a good surrogate for research reputation and capacity.
	Total sponsored research income	Sponsored research income includes all funds to support research received in the form of a grant, contribution or contract from all sources external to the institution. <i>Source: Canadian Association of University Business Officers (CAUBO)</i>	Total sponsored research income is a more representative measure of the university's growing research enterprise than Tri-Council research funding. It is recommended that total sponsored research income replace Tri-Council research funding as an indicator for research quality going forward.

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING RESEARCH	Number of funded collaborative research projects with external partners	<p>Number of collaborative research projects: all grants and contracts excluding the Canadian Foundation for Innovation (CFI), the BC Knowledge Development Fund (BCKDF), the Canadian Institutes of Health Research (CIHR), the Michael Smith Foundation for Health Research (MSFHR), Genome BC, Genome Canada, SFU Internal, Canada Research Chairs. For the Social Sciences and Humanities Research Council (SSHRC), include only the Social Rights in Canada Project (CURA), Major Collaborative Research Initiatives, Partnership Development Grants, and Partnership Grants. For the Natural Sciences and Engineering Research Council of Canada (NSERC), include only collaborative and partnership programs, networks, and strategic and partnership projects.</p> <p>Source: <i>Grant Track</i></p>	<p>Almost all research carried out in the University requires some funding. Collaborative research is funded by contracts or grants from partner organizations (business, foundations, government branches) or through special programs by the Tri-Council set up to support partnership grants.</p>
	Number of co-authored publications with external collaborators	<p>Number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or a corporate organization (academic-corporate). The total number of co-authored collaborations is equivalent to the total number of publications, minus all single-author publications. In each reporting year, the number of publications are reported for the prior calendar year to ensure all publications are counted.</p> <p>Source: <i>SciVal</i></p>	<p>Number of co-authored publications with external collaborators provides a concrete measure of research productivity with partners, which showcases the degree of SFU engagement in research with collaborators across multiple levels: national, international, and corporate.</p>
	Number of graduate theses submitted to the Library	<p>Number of PhD and master's theses submitted to the Library within a calendar year, separated by degree type.</p> <p>Source: <i>SFU Library</i></p>	<p>Writing a graduate thesis involves extensive research under the supervision of a senior supervisor and a thesis committee. The number of theses submitted to the Library is indicative of the degree of graduate student engagement in research.</p>
	Number of undergraduate enrollments in research courses	<p>Number of undergraduate enrollments in a research methods/field methods course, capstone project, directed reading, and honours thesis/extended essay within a calendar year.</p> <p>Source: <i>Undergraduate Enrollment data (IRP)</i></p>	<p>Previously, this indicator had been restricted to courses that required one-on-one supervision, including undergraduate research awards. Under the new methodology, SFU captures research training more broadly to include all enrollments in courses involving research methods, field methods, directed readings, capstone projects, or honors theses/extended essays.</p>

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING RESEARCH	Number of new patents filed	Total number of new patents filed each year through the SFU Innovation Office. Source: <i>The Leading Association in Technology Transfer (AUTM)</i>	As an indicator of the application of transformative ideas for the benefit of society and the economy, and the integration of innovation in research, the University offers support to its researchers in management of intellectual property and transfer of technology. Filing new patents encourages commercialization of research results and external investment in University-led technology.
	Number of industrial student internships through Mitacs	Total number of Mitacs awards by fiscal year. Source: <i>Grant Track</i>	Mitacs is a successful national program to accelerate innovation across academia and industry through building partnerships that facilitate graduate student internships in industry. The number of Mitacs awards is indicative of the successful engagement of graduate students in pursuing innovative research with commercial opportunities.
ENGAGING COMMUNITIES	Number of participants in SFU local outreach programs	Number of participants in SFU local outreach programs including SFU summer camps (2008/09); Friends of Simon Tutoring programs (2008/09); Philosopher's Cafés (2008/09); Continuing Studies lectures, events, and programs (2010/11); Public Square events (2012/13); Science Outreach programs (2013/14); Vancity Office of Community Engagement programs (2015/16); SFU Surrey—TD Community Engagement Centre programs (2015/16); and Burnaby Festival of Learning events (2016/17). Source: <i>External Relations</i>	The number of members of the community that participate in SFU outreach offerings is one measure of SFU's community engagement. SFU offers a spectrum of outreach programs that provide meaningful engagement with a range of British Columbia communities and age groups. SFU's youth outreach programs support not only the academic development of children but their aspirations. Community lectures and events provide opportunities to not only share University expertise, but also to learn from the community. Programs provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.

	Indicator	Definition and Source	Rationale for Indicator
ENGAGING COMMUNITIES	Number of active international partners	<p>Number of active international partners such as exchanges, memorandums of understanding, letters of Intent, dual degrees/certificates, field schools, and similar. Please note that the number of agreements is currently under review by SFU International.</p> <p>Source: <i>External Relations</i></p>	<p>The number of agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty, and staff, including student exchange programs, field schools, faculty exchanges, and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and resources are in place to support and deepen SFU's relationships with international partners.</p>
	Alumni engagement score	<p>Every contactable alumnus is assigned a score based on their level of alumni engagement as follows: Informed (1), Involved (2) and Invested (3). Informed alumni are defined as those who have provided SFU an active contact (email, address or telephone number). Involved alumni are those who are involved with SFU in some way, e.g., attend SFU events, volunteer, participate online or in the Alumni Directory or on the Board or Senate, etc. Invested alumni are those who make an annual donation or pledge or gift during the fiscal year. Contactable alumni exclude deceased and those who indicated they do not want any contact. The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). Data for 2011/12 is as of March 23, 2012 and data for 2012/13 is as of April 7, 2013. Starting in 2013/14, the data will be as of January 31 of each fiscal year. Source: <i>University Advancement</i></p>	<p>This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.</p>

	Indicator	Definition and Source	Rationale for Indicator
LEVERAGING INSTITUTIONAL STRENGTH	Net operating assets as a % of consolidated revenues (Finance indicator)	Net operating assets as a % of consolidated revenues Source: <i>Financial Services</i>	Net operating assets are a measure of flexibility and liquidity that indicates the degree to which the University is effectively managing its revenue sources, its operating expenses, and its investment portfolio. It is important to build and maintain a healthy surplus as it provides the University reserves that can be utilized to absorb short-term, unanticipated cost fluctuations not included in the operating budget.
	Client satisfaction across core IT service areas	Customer surveys (first survey conducted in 2017/18). Source: <i>Financial Services and Information Technology Services</i>	This indicator was updated from the previous broad-based metric of "joint availability of core services." Creation of SFU's One I.S. vision set the context for a strategic planning exercise, which began in the fall 2016. As a first step, SFU's IT group conducted a university-wide client satisfaction survey. Client satisfaction is a useful indicator of whether IT Services is serving the University effectively.
	Canada's Top 100 Employers (HR indicator)	Recognition as one of the top 100 employers nationally and top 55 employers in BC as evaluated by the editors of Canada's Top 100 Employers. Source: <i>Canada's Top 100 Employers</i>	To attract and retain top quality employees, it is important for the University to be viewed as a highly desirable place to work. The Top 100 list is generated through a rigorous examination of employers and is an influential ranking that is utilized by prospective employees when making career choices. Being included on this list indicates the University has maintained high employment standards and is creating a very favourable environment in which to work.
	Facilities Condition Index (Facilities indicator)	Facilities Condition Index (FCI) is an accepted industry metric for determining the relative condition of constructed assets at a specific point in time. FCI is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. Beginning in fiscal year 2012/13 and going forward, an unweighted FCI is provided which includes all campus buildings. Source: <i>Facilities</i>	The FCI metric indicates the condition of the University's buildings and related infrastructure and provides a formal basis for analyzing and prioritizing the maintenance needs of the campus. In order for the University to provide a safe, suitable environment for students, faculty and staff, it has to maintain its assets to an acceptable level. The FCI is an important planning mechanism to ensure this occurs.

Appendix 2 – Committee Members

Academic & Students	<p>Peter Keller, VP Academic <i>Executive Sponsor</i></p> <p>Wade Parkhouse, AVP Academic <i>Co-Chair</i></p> <p>Tim Rahilly, AVP Students & International</p> <p>Elizabeth Elle, AVP Learning & Teaching</p> <p>Zareen Naqvi, Director, Institutional Research and Planning</p> <p>Glynn Nicholls, Director, Academic Planning</p>
Finance & Administration	<p>Alison Blair, AVP Finance <i>Co-Chair</i></p> <p>Sandi de Domenico, AVP Human Resources</p> <p>Janis Kennedy, Director, Budget</p> <p>Scott Penney, Director, Planning & Analysis</p>
Research	<p>Dugan O’Neil, AVP Research</p>
External Relations	<p>Sobhana Jaya Madhavan, AVP External Relations</p>

STRATEGIC REVIEW 2018



SFU

CANADA'S ENGAGED UNIVERSITY

Table of Contents

1. Purpose	3
2. SFU’s Strategic Vision/Mission	4
3. The University Planning Framework	5
4. Performance Reflected by SFU Planning Framework Indicators	6
4.1. Core Theme: Engaging Students	6
4.2. Core Theme: Engaging Research	12
4.3. Core Theme: Engaging Communities	18
4.4. Fundamental Theme: Leveraging Institutional Strength	21
5. Conclusion	25
6. Appendices	26
Engaging Students Theme Team Report	27
Engaging Research Theme Team Report	40
Engaging Communities Theme Team Report	48
Leveraging Institutional Strength Theme Team Report	61

1. Purpose

SFU's Strategic Review demonstrates the University's commitment to Vision/Mission fulfillment. SFU regards the degree of Vision/Mission fulfillment as the extent to which the University's clearly articulated purpose and intentions are being achieved through its three core themes and fundamental theme. The purpose of this document is to provide substantive evidence that SFU is accomplishing its objectives and to provide recommendations regarding outcomes and indicators.

The adoption of best practices requires the review of institutional performance through the continuous improvement reflected in the performance of identified indicators. Regular, systematic, participatory, self-reflective, and evidence-based assessments of accomplishments are imperative in this endeavour. Assessments linked to quality and operational effectiveness reflect the degree of success in achieving the SFU objectives.

Specific objectives have been articulated for each of the University's three core themes, *Engaging Students*, *Engaging Research*, and *Engaging Communities*, and the fundamental theme, *Leveraging Institutional Strength*. All are documented in the University Planning Framework (UPF). A number of indicators of achievement have been identified for each objective. In this review and/or in the Theme Teams' Reports, each indicator has been analyzed and assessed. All indicators are then summarized and used to assess whether or not the core theme they are associated with is fulfilling the University's Vision/Mission.

Initially, SFU looked for trends in the data, with a positive trend as the goal. Having experienced using indicators in this manner, the University has begun to assign specific target or "target bands" for indicators, wherever possible.

This report is an overarching document that summarizes the findings of the four Theme Teams and their respective reports, which are attached as appendices. It provides the necessary evidence to demonstrate that SFU is achieving its core theme objectives, and synthesizes the findings into an overall assessment of how well SFU is achieving its Vision/Mission.

2. SFU's Strategic Vision/Mission

Following an extensive consultation process within and beyond the University, the SFU Vision/Mission was launched in February 2012. The Vision/Mission, which focuses on SFU's strengths and aspirations as an "engaged university," represents the culmination of a year-long consultation process that included thousands of students and community members and hundreds of SFU faculty, staff, and alumni. The Vision/Mission was reaffirmed in June 2016.

SFU's Vision/Mission

To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.

➤ ENGAGING STUDENTS

- *To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.*

➤ ENGAGING RESEARCH

- *To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.*

➤ ENGAGING COMMUNITIES

- *To be Canada's most community-engaged research university.*

The full details of the SFU Vision/Mission can be found at: <http://www.sfu.ca/engage.html>

In 2017, Simon Fraser University invited the SFU community to reflect on the impact of its Vision/Mission and to provide feedback on progress in realizing its goals. Similar to the initial consultations that launched the Vision/Mission in 2012, SFU invited community members to share their feedback in meetings and forum events, on social media, and through its website, asking the following three key questions:

1. How is the University community fulfilling its vision and achieving its goals for engaging students, engaging research, and engaging communities?
2. How can the University community improve its existing programs, initiatives, and activities to further its vision?
3. What new opportunities should the University community consider?

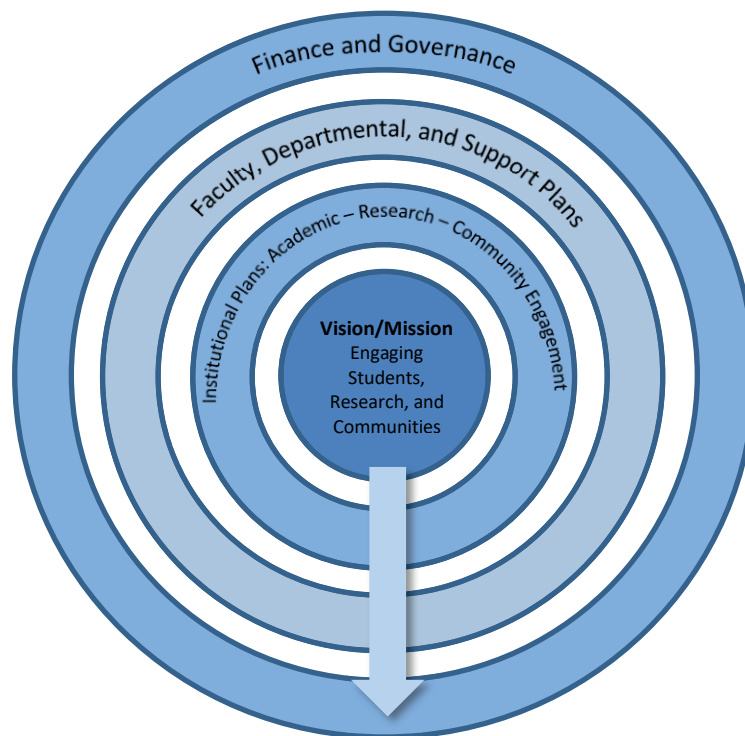
The engagement process offered suggestions on how the Vision/Mission could be enhanced and improved upon. The process and its results, as well as initiatives underway, were published in spring 2018, [Engaging the Vision: Community Consultation Report](#).

3. The University Planning Framework

The University Planning Framework (UPF) provides guidance to all institutional planning activities and includes mechanisms for monitoring progress and achievements. It is a dynamic document that reflects the University's response to its changing environment and is updated as required.

SFU's Vision/Mission is at the core of the Framework. The Vision/Mission as well as its principles and philosophy permeate their way throughout all aspects of the University's governance and culture. The Academic Plan, the Strategic Research Plan, and the Community Engagement Strategy, which represent Core Theme planning, form the main linkages between the Vision/Mission and the Faculty Plans, the Departmental Plans, and support plans. All plans are constrained by the outer circle—Financial Model and Governance Model.

Plans Originate from the Vision/Mission



4. Performance Reflected by SFU Planning Framework Indicators

For each of the core themes, the data are provided in the form of a table and a graph that show performance over a five-year period, with 2013/14 as the base year where applicable. This is followed by a brief discussion on performance and recommendations, and then a conclusion is drawn as to whether expectations/targets have been met.

4.1. Core Theme: Engaging Students

Goal

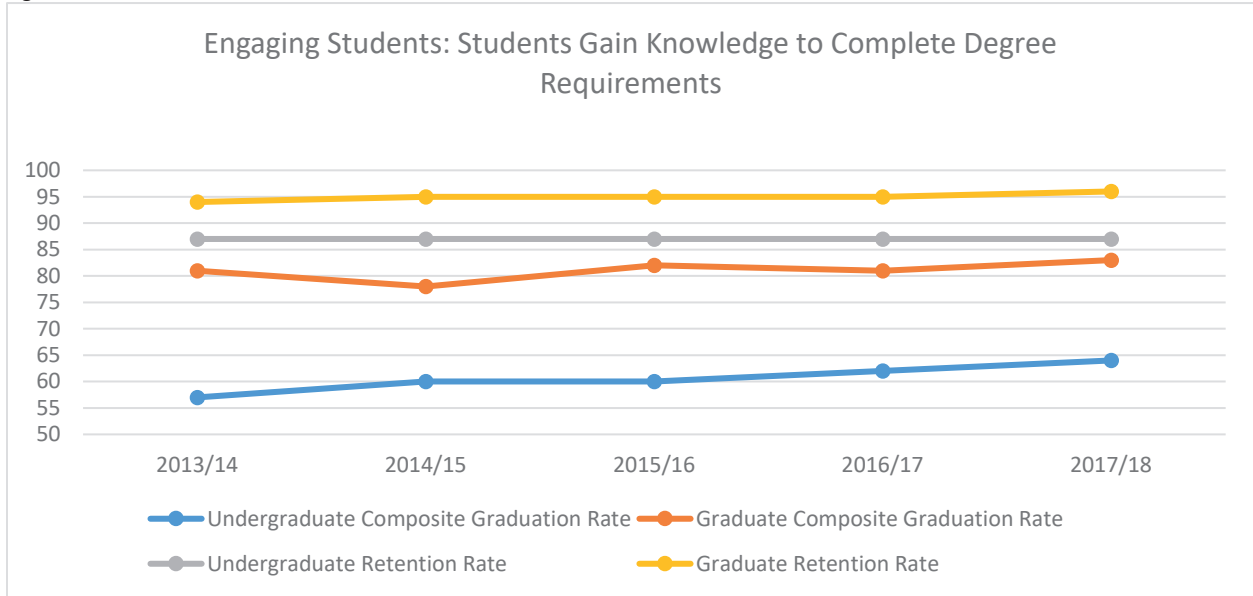
To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

4.1.1. Outcome 1 – Students Gain the Knowledge to Complete Degree Requirements

Table 1

<u>Goal:</u> To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.											Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment				
							Below Expectations	Meets Expectations	Exceeds Expectations		
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	57%	60%	60%	62%	64%		✓		64%	
	1.2 Graduate composite graduation rate (%) (6-year for master's programs and 8-year for doctoral programs)	81%	78%	82%	81%	83%		✓		85%	
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%	87%		✓		87%	
	1.4 Graduate retention rate (%) (year 1 to year 2)	94%	95%	95%	95%	96%		✓		96%	

Figure 1



Indicators 1.1 to 1.4 – Graduation and Retention Rates

Since 2013/14, the composite graduation rate for undergraduate students has slightly increased, while the rate for graduate students has remained relatively stable with little fluctuation. SFU’s undergraduate composite graduation rate is over a six-year time frame. Among other things, it recognizes that, in order for students to take advantage of the many co-operative education and field school opportunities that SFU offers, students will often take longer than the traditional four years to complete their degree. While SFU is keen to ensure timely credential completion, it sees the importance of students being able to graduate with the real-world work experience that its various integrated learning programs offer.

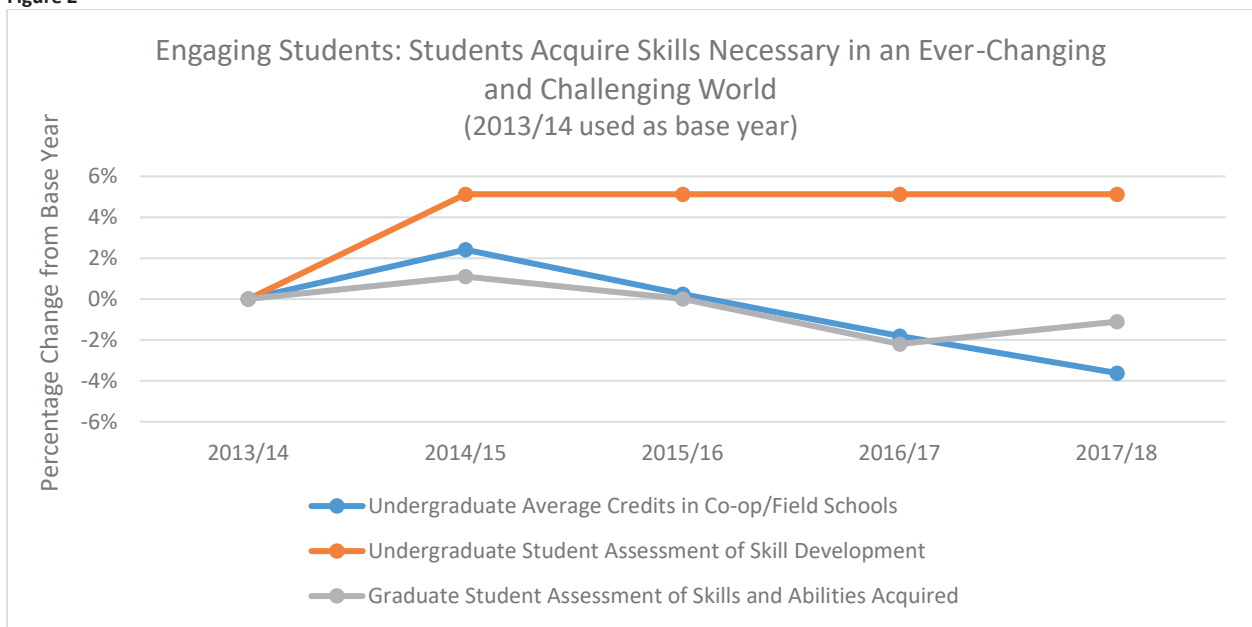
Retention rates at both the graduate and undergraduate levels are strong and are maintaining a consistently high level year over year. SFU has put considerable effort into achieving this retention rate, and recent data support this.

4.1.2. **Outcome 2 – Students Acquire Skills Necessary in an Ever-Changing and Challenging World**

Table 2

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
2. Students acquire skills necessary in an ever-changing and challenging world.	2.1	Undergraduate average credits in co-operative education and field schools per graduating student	8.29	8.49	8.31	8.14	7.99		✓		8.00
	2.2	Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	82%	82%	82%	82%		✓		82%
	2.3	Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	92%	91%	89%	90%		✓		90%

Figure 2



Indicator 2.1 – Undergraduate Average Credits in Experiential Learning (Co-op and Field Schools) per Graduating Student

Due to the recent downturn in this indicator, SFU will be monitoring this indicator closely. The University is planning on undertaking a review of academic advising services and looking to create clearer pathways for students to get involved in co-op education and field schools.

A 2017 Senate decision has changed the number of courses required for students to receive a co-op notation on their transcript from four to three. The University anticipates that this may cause the indicator to lower over the short term, but the hope is that this decision will increase student involvement in co-op education by making a designation more attainable, which could potentially encourage an eventual long-term uptrend for this indicator.

Indicators 2.2 and 2.3 – Undergraduate and Graduate Student Assessment of Skill Development and Abilities Acquired

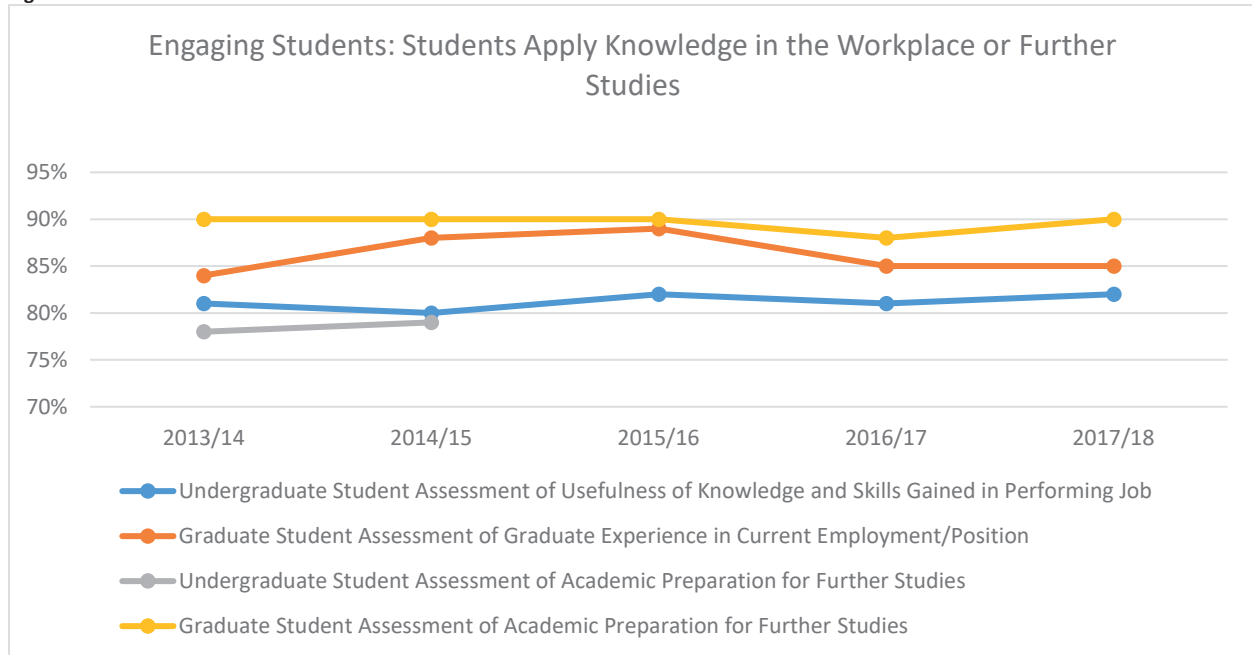
National, provincial, and SFU's own student surveys indicate that students are strongly satisfied with their education experience at SFU. Although there are slight fluctuations over the five-year period measured, the data show that SFU is maintaining a high level of student satisfaction with the skills they are acquiring, particularly at the graduate level. For these reasons, the targets have been set at the current achievement levels.

4.1.3. Outcome 3 – Students Apply Knowledge in the Workplace or Further Studies

Table 3

Goal: To equip students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.											Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment				
							Below Expectations	Meets Expectations	Exceeds Expectations		
3. Students apply knowledge in the workplace or further studies.	3.1	Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	81%	80%	82%	81%	82%		✓		82%
	3.2	Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	84%	88%	89%	85%	85%		✓		87%
	3.3	Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	78%	79%	no longer asked on survey			n/a			n/a
	3.4	Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	90%	90%	88%	90%		✓		90%

Figure 3



Indicators 3.1 and 3.2 – Undergraduate and Graduate Student Assessment of Usefulness of Knowledge and Skills Gained in Performing Job

National, provincial, and SFU’s own surveys indicate that a high percentage of students have found their education at SFU to be either useful or somewhat useful in their work/employment. In the most recent [British Columbia Outcomes Survey of Baccalaureate Graduates \(2017\)](#), skills associated with oral communication and group collaboration were rated the highest, with 96% of SFU graduates surveyed claiming they acquired these skills at SFU. Critical analysis, independent learning, reading and comprehending material, and writing clearly and concisely were also highly rated.

Indicator 3.3 – Undergraduate Student Assessment of Academic Preparation for Further Studies

This question is no longer asked on the survey. The Engaging Students Theme Team is considering possible alternatives for this indicator. One suggestion is “proportion of graduated undergraduate students in the labour force,” which does not capture academic preparation but does indicate the employability of the University’s bachelor degree graduates.

Indicator 3.4 – Graduate Student Assessment of Academic Preparation for Further Studies

National, provincial, and SFU’s own surveys indicate that students feel well prepared to undertake further academic studies. Similar to the results that showed that students felt the oral communication and group collaboration skills learned at SFU helped them in work settings, the results from the British Columbia Outcomes Survey of Baccalaureate Graduates show that students feel these same skills are also preparing them for further academic studies.

4.1.4. Recommendations

No new indicators are recommended at this time. However, the Engaging Students Theme Team discussed three aspects of the current indicators for future consideration.

- 1) Indicator 3.3, “undergraduate student assessment of academic preparation for further studies,” needs to be replaced, as this question is no longer posed on the British Columbia Outcomes Survey of Baccalaureate Graduates. The addition of the question “proportion of graduated undergraduate students in the labour force” in the British Columbia Outcomes Survey of Baccalaureate Graduates could be used as a replacement for this indicator. It could be argued that the proportion of undergraduate students in the labour force does reflect that some knowledge from a degree is being used. This is not a position the Theme Team would argue strenuously, but the indicator is associated with an outcome (employment) that has been routinely shown to be the primary goal for students to seek credentials at SFU.
- 2) Some careful consideration needs to be given to the inclusion of students studying with SFU’s division of Lifelong Learning. Two outcomes currently identified as indicators of student engagement are relevant to Lifelong Learning: 1) “students acquire skills necessary in an ever-changing and challenging world;” and 2) “students apply knowledge in the workplace or further studies.” The existing indicators speak to undergraduate and graduate programming, but there is an opportunity in the future to include Lifelong Learning-specific information in these two categories, and an opportunity to contribute to a proposed new category that will report more specifically on student engagement outside of the classroom.

Lifelong Learning’s task is to refine and consistently implement the survey instruments that will enable the unit to collect and be informed by the relevant data. Additionally, there is an appetite across the institution to collect data about student mobility between for-credit and not-for-credit studies at SFU, with a view to better understanding the internal movement and engagement of the students.

- 3) The Theme Team believes that indicators that speak directly to levels of student engagement should be included. The Theme Team undertook some research into existing indicators that speak to the outcome of student engagement that can help SFU set goals. Many of the indicators (e.g., National Survey of Student Engagement, Canadian University Survey Consortium, and internal surveys) are not sufficiently outcome focused but are highly descriptive of the necessary experiences associated with the outcome. SFU is currently focused on, and investing in, the student experience and needs to find suitable indicators that reflect this while also being relevant to the fulfillment of its Vision/Mission. It is evident that much more research and deliberation are needed on this front.

4.1.5. Conclusion – Engaging Students

Overall, SFU is achieving satisfactory progress on its core theme of Engaging Students. In addition to the information collected related to SFU’s indicators, there is considerable evidence from institutional, provincial, and national surveys to substantiate the claim. Given that the majority of the indicators are high and have remained stable over the measured five-year period, SFU is confident in stating that it is achieving the goal for this core theme.

4.2. Core Theme: Engaging Research

Goal

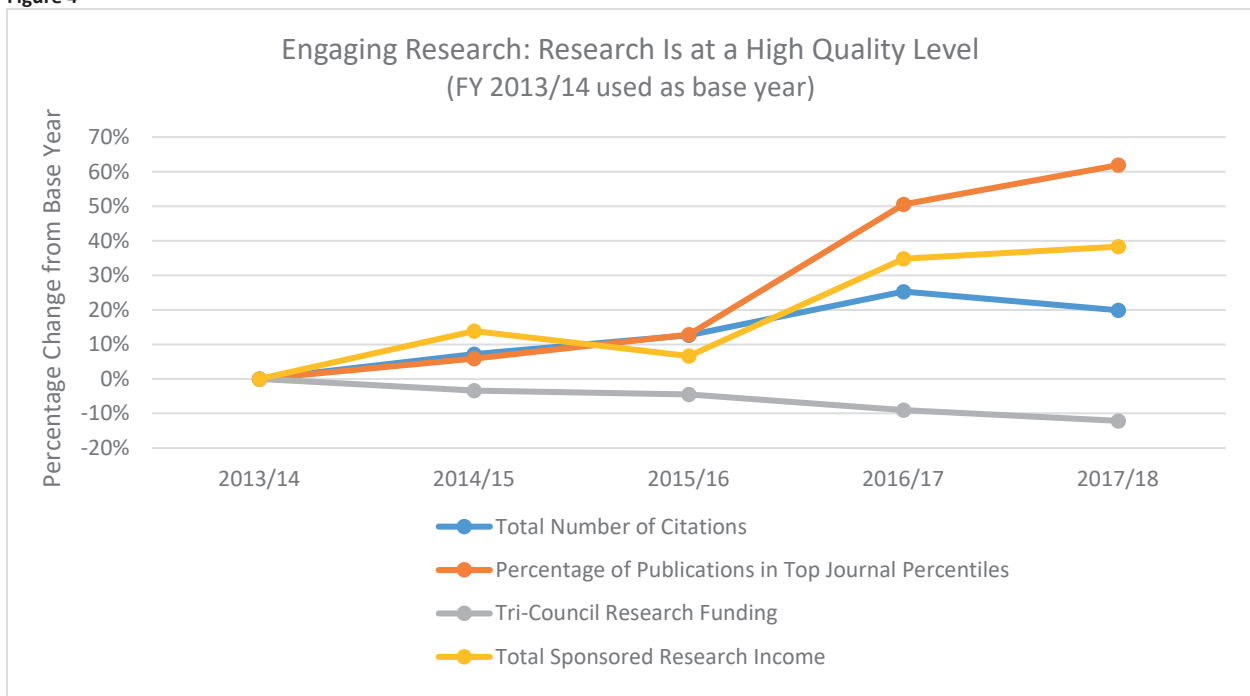
To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

4.2.1. Outcome 1 – Research Is at a High Quality Level

Table 4

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										Target for 2021	
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
1. Research is at a high quality level.	1.1	Total number of citations	60,832	65,210	68,505	76,218	72,950		✓		75,000
	1.2	Percentage of publications in top journal percentiles	27.3%	28.9%	30.8%	41.1%	44.2%		✓		42%
	1.3	Tri-Council research funding (\$m)	\$42.0m	\$40.6m	\$40.1m	\$38.2m	\$36.9m		✓		n/a ¹
	1.4	Total sponsored research income (\$m)	\$103.1m	\$117.4m	\$109.9m	\$139.0m	\$142.6m			✓	\$145m

Figure 4



Indicator 1.1 – Total Number of Citations

It is standard practice by world university ranking systems, peer-reviewed journals, and for bibliometrics in general to rely on the total number of citations for research publications as a measure of research impact. In the latest [QS World University Rankings \(2019\)](#), SFU ranks #2 in Canada and #85 in the world for its number of citations per faculty. SFU consistently ranks among

¹ Engaging Research Theme Team recommends removing this indicator.

Canada's top research universities for research impact in various ranking systems, including Times Higher Education, ReSearch Infosource, and Maclean's.

Indicator 1.2 – Percentage of Publications in Top Journal Percentiles

In addition to count of citations, which is used as the primary indicator of research impact, quality of scientific research and scholarship can also be captured by the quality, reputation, and competitiveness of the journals in which the articles are published. For this indicator, the University monitors the percentage of SFU articles published within the top 10% of journals in fields where SFU research is active. Additionally, SFU compares this ratio to national, North American, and European averages.

Indicator 1.3 – Tri-Council Research Funding

In Canada, the Tri-Council agencies are the core source of operating funding for research at the federal level and account for approximately one third of total research funding in Canada. However, as the federal budget for Tri-Council agencies has mostly remained flat, there is little room for growth for research income from these sources alone.

Indicator 1.4 – Total Sponsored Research Income

“Total sponsored research income” is a more representative measure of the University's growing research enterprise than “Tri-Council research funding.” In recent years, the University has enhanced its capacity in research in partnership with governmental, industrial, and non-profit organizations, leading to the expansion of its research infrastructure and improved resources and services for researchers, which has led to higher gains in the quality of research output, with broader social and economic impact. This growth is reflected by a 38% increase in total sponsored research income since FY 2014, reaching \$142.6m in FY 2018.

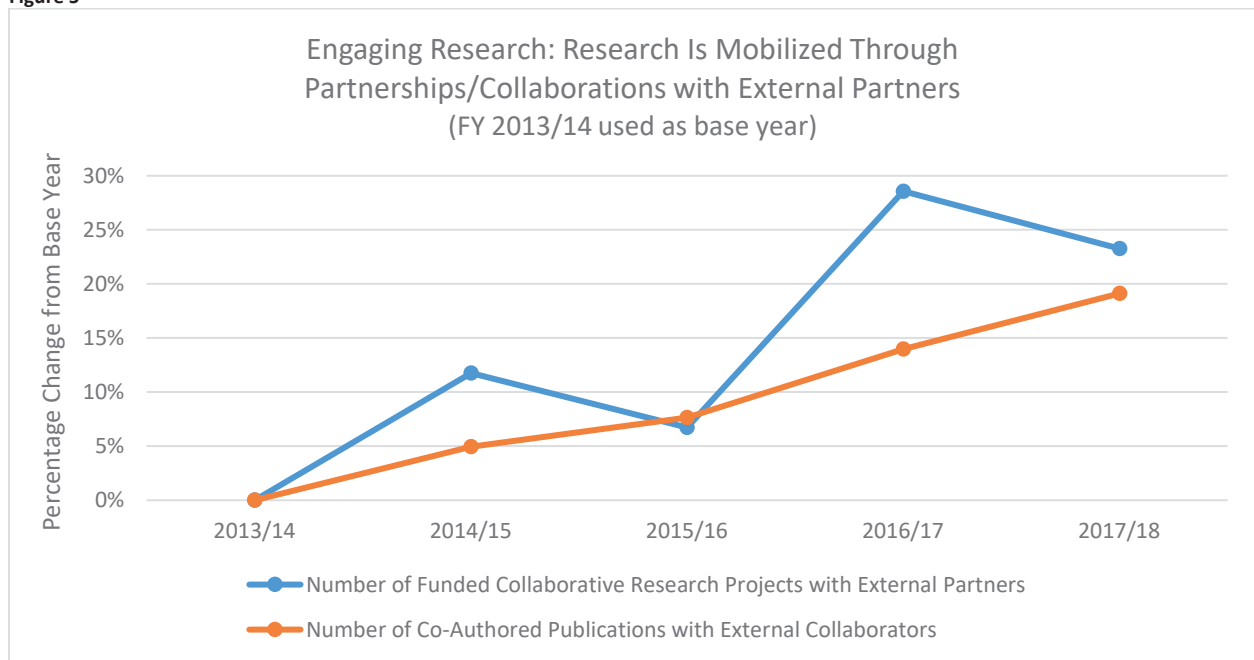
It is recommended that “total sponsored research income” replace “Tri-Council research funding” as an indicator for research quality going forward.

4.2.2. Outcome 2 – Research Is Mobilized Through Partnerships/Collaborations with External Partners

Table 5

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										Target for 2021
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
							Below Expectations	Meets Expectations	Exceeds Expectations	
2. Research is mobilized through partnerships/collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	357	399	381	459	440		✓		450
	2.2 Number of co-authored publications with external collaborators	1,517	1,592	1,633	1,729	1,807		✓		1,800

Figure 5



Indicator 2.1 – Number of Funded Collaborative Research Projects with External Partners

Over the past year, SFU was successful in leading five new research projects through the Canada Foundation for Innovation’s (CFI) Innovation Fund program for new research infrastructure, with a total project cost of \$54.3 million, ranking 5th in Canada by total size of the award.

Over the past five years, SFU has seen an increasing trend in its number of research partnerships, and has been engaging the broader community with a high number of collaborations each year. The target for 2021 is set with the expectation that SFU will be able to maintain its high level of research partnerships.

SFU is *on course* with respect to this indicator and is achieving its objective.

Indicator 2.2 – Number of Co-Authored Publications with External Collaborators

This indicator is an amalgamation of the number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or with a corporate organization (academic-corporate). This trend is steadily rising, which shows SFU to be an institution that actively seeks collaboration around the globe.

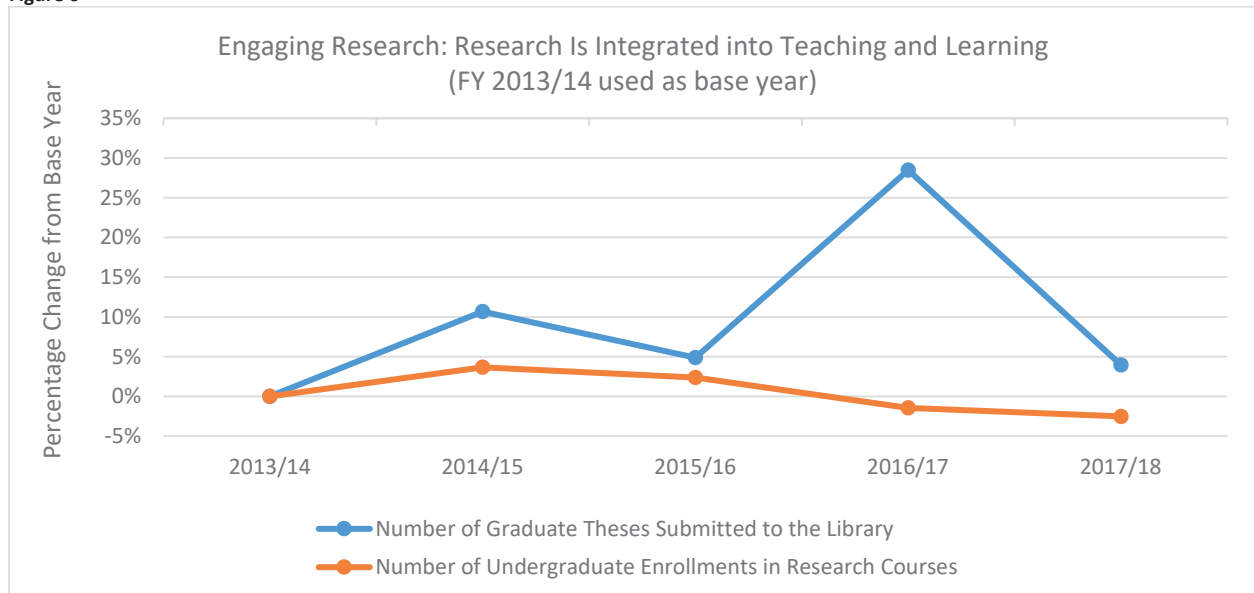
With respect to this indicator and Outcome 2, SFU is *on course* and achieving its targets in mobilizing research collaborations with external partners.

4.2.3. Outcome 3 – Research Is Integrated into Teaching and Learning

Table 6

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										Target for 2021	
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment				
							Below Expectations	Meets Expectations	Exceeds Expectations		
3. Research is integrated into teaching and learning.	3.1	Number of graduate theses submitted to the Library	534	591	560	686	555		✓		580
	3.2	Number of undergraduate enrollments in research courses (revised)	5,148	5,336	5,270	5,073	5,018		✓		5,050

Figure 6



Indicator 3.1 – Number of Graduate Theses Submitted to the Library

This indicator is intended to show the level of graduate student engagement in research at SFU. Since SFU graduate programs incorporate research training at every degree level, both doctoral and master’s level theses are included in this measurement.

Indicator 3.2 – Number of Undergraduate Enrollments in Research Courses

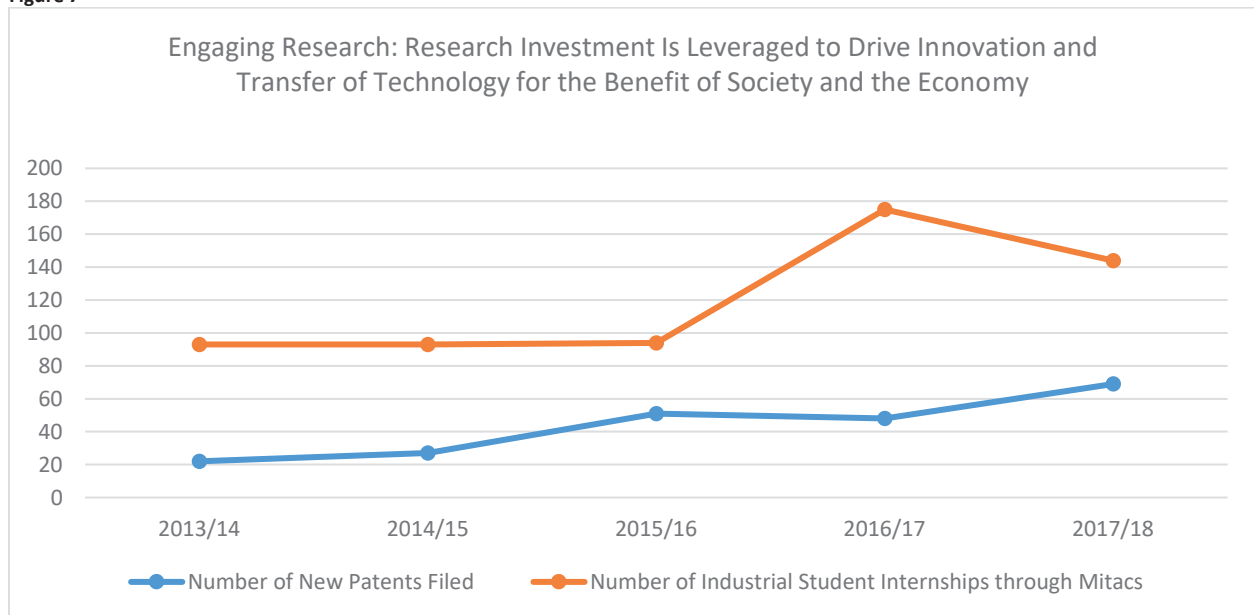
Indicator 3.2 was revised in 2016 to capture all undergraduate enrollments in courses involving research at the lower and upper division levels. Previously, this indicator had been restricted to courses that required one-on-one supervision, including undergraduate research awards. Under the new methodology, SFU captures research training more broadly to include all enrollments in courses involving research methods, field methods, directed readings, capstone projects, or honours theses/extended essays. The enrollment numbers are now reported by academic year. Under the new methodology, undergraduate research awards are not counted as part of this metric.

4.2.4. Outcome 4 – Research Investment Is Leveraged to Drive Innovation and Transfer of Technology for the Benefit of Society and the Economy

Table 7

Goal: To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.										Target for 2021	
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1	Number of new patents filed	22	27	51	48	69			✓	50
	4.2	Number of industrial student internships through Mitacs	93	93	94	175	144			✓	140

Figure 7



Indicator 4.1 – Number of New Patents Filed

This indicator provides the number of new patents filed each year through the Industry Engagement Office (formerly known as the Innovation Office). Given SFU’s flexible Intellectual Property Policy that does not require disclosing all inventions, these numbers do not represent all patents filed by SFU researchers, though the data are indicative of innovation activities at SFU and provide a good metric for this outcome.

The number of new patents filed each year shows a positive trend, and the data show that SFU is *on course* with respect to new patents.

Indicator 4.2 – Number of Industrial Student Internships through Mitacs

Mitacs is a national, Canadian, not-for-profit organization that supports research internships across academia and industry, with the goal of facilitating innovation. Mitacs internships are intended for graduate students and postdoctoral fellows, and are in effect a partnership between the University and industry.

Overall, the value of Mitacs awards has increased significantly since 2013/14, which is a sign of the success for both Mitacs and SFU graduate programs. As suggested by this indicator, SFU graduate programs are supporting innovation in research through Mitacs partnerships, with an expectation for incremental increase.

4.2.5. Recommendations

The Engaging Research Theme Team finds all current indicators to be valid, with the exception of “Tri-Council research funding,” which the Theme Team proposes that it be replaced with “total sponsored research income.”

4.2.6 Conclusion – Engaging Research

As evident by the research indicators, SFU researchers continue to meet institutional expectations on research quality, research training, external collaborations, and social and technological innovation. SFU’s commitment to social innovation leadership has been recognized with a designation as an [Ashoka U Changemaker Campus](#). SFU is one of just over 40 global institutions to pass this rigorous process, and is the first university in British Columbia to be so designated.

4.3. Core Theme: Engaging Communities

Goal

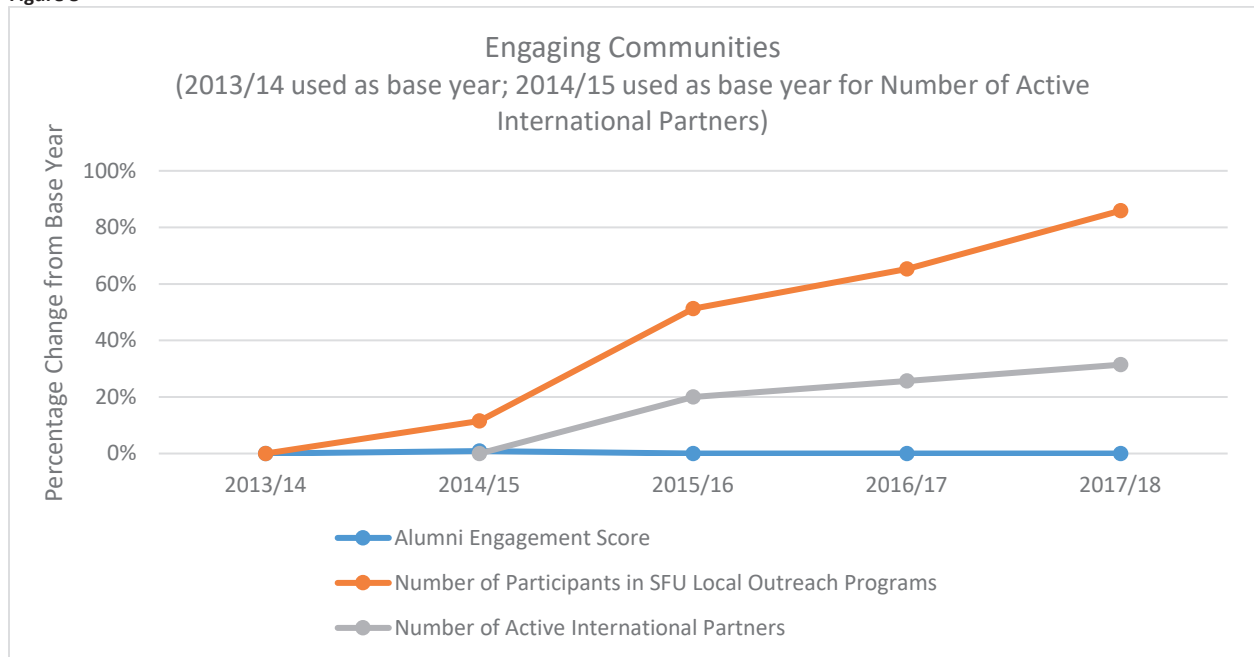
To be Canada’s most community-engaged research university.

4.3.1. Outcomes

Table 8

Goal: To be Canada’s most community-engaged research university.											Target for 2021
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
1. SFU is engaged with its alumni.	1.1	Alumni engagement score	1.15	1.16	1.15	1.15	1.15		✓		1.15
2. SFU is engaged locally.	2.1	Number of participants in SFU local outreach programs	52,834	58,901	79,927	87,334	98,232		✓		100,000
3. SFU is engaged globally.	3.1	Number of active international partners	n/a	210	252	264	276		✓		280

Figure 8



Indicator 1.1 – Alumni Engagement Score

SFU uses an engagement score that comprises the following categories and values:

- Informed (1 point):
 - Alumni are contactable: SFU has their phone number, address, and email.
- Involved (2 points):
 - Alumni are active or involved with the Blackbaud Internet Solutions (BBIS) online directory.
 - Alumni have attended an event in the last fiscal year.
 - Alumni are members of the SFU Board of Governors, SFU Senate, SFU Alumni

- Association Board, or were former members of the SFU Alumni Association Board.
- Invested (3 points):
 - Alumni are donating or plan to make a gift in the current fiscal year.

All points are tallied and averaged over the total number of alumni to obtain the engagement score. The data are pulled from the Advancement and Alumni Engagement database and Blackbaud's eCRM and are provided to Institutional Research and Planning (IRP) to calculate on an annual basis.

The decision to adopt the categories "informed," "involved," and "invested" as indicators of alumni engagement was based largely on prevailing industry standards and current literature.

Indicator 2.1 – Number of Participants in SFU Local Outreach Programs

This indicator provides a measure of participation in community-focused activities, which shows whether there has been an increase or decrease in attendance from year to year. As a broad indicator of activity, it holds value.

Indicator 3.1 – Number of Active International Partners

SFU International tracks current agreements with partner institutions, including student exchanges, teacher education modules, international co-op placements, short-term research mobility, memorandums of understanding (MOU), letters of intent (LOI), dual degrees and certificates, and field schools. For each partner institution, SFU International tallies the number of agreements with one point for a MOU, one for a mobility agreement, one for an agreement for a dual degree, and so on. The data reveal an increase in international collaborations as reflected by the number of new agreements signed and those renewed.

Targets

Although targets for 2021 have been included within this report, each of these indicators is currently under review as SFU considers a more robust method of evaluating its community engagement efforts.

4.3.2. Recommendations

Indicator 1.1 – Alumni Engagement Score

A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms. The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.

Indicator 2.1 – Number of Participants in SFU Local Outreach Programs

This indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. The Theme Team believes it may be useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those

involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU).

With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.

Indicator 3.1 – Number of Active International Partners

SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy, and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc.

Potential New Indicator (under consideration) – Fundraising Activity

A “fundraising activity” indicator is being considered to track the success of SFU’s engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University’s Vision/Mission and strategic planning across all Faculties.

The Theme Team is considering the notion that a three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.

4.3.3. Conclusion – Engaging Communities

SFU’s strong vision to be a leading engaged university has helped raise the profile of community engagement work and has helped to differentiate SFU from its peers, giving SFU a competitive advantage in recruiting, developing partnerships, and securing funding. Currently, the indicators for this theme are *on course* and moving in a positive direction as they support the continued growth and stability of SFU’s community engagement practices and footprint.

SFU has been nominated as the lead institution for post-secondary institutions in Canada to identify and coordinate a Carnegie Community Engagement Classification in Canada during 2019. This initiative will likely add to the way SFU assesses its community engagement activities and will assist in determining the outcomes and the success of such activities more effectively.

4.4. Fundamental Theme: Leveraging Institutional Strength

Goal

To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.

4.4.1. Outcomes

Table 9

Goal: To become financially flexible through continuous improvement of administrative systems, strengthening of infrastructure, and recruitment and retention of the best people.										Target for 2021	
Outcome	Indicator		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Assessment			
								Below Expectations	Meets Expectations	Exceeds Expectations	
1. SFU is financially sound.	1.1	Net operating assets as a % of consolidated revenues	4.2%	2.9%	2.8%	3.4%	4.4%		✓		2%-9%
2. SFU has IT services that support its priorities.	2.1	IT client satisfaction across core IT service areas	n/a	n/a	n/a	n/a	63%		✓		67%
3. SFU attracts and retains the best people.	3.1	Canada's Top 100 Employers	Yes	Yes	Yes	Yes	Yes		✓		Yes
SFU has facilities that meet its needs.	4.1	Facilities Condition Index	0.47	0.47	0.46	0.45	0.48		✓		0.48

Indicator 1.1 - Net Operating Assets as a Percentage of Consolidated Revenues

As can be seen above, this indicator has remained at an appropriate level over the past five years. The introduction of new public sector accounting standards, together with the prudent and measured release of reserves, led to a reduction in the indicator over fiscal years 2013 to 2016. However, the indicator has increased in the last two years. At the end of the 2017/18 fiscal year, net operating assets were \$31.7 million, representing 4.4% of consolidated revenue. The University uses the range of 2% to 9% to represent a reasonable level of operational reserves, given that other factors, such as the University's operating contingency, also contribute to the overall financial health of the University.

Note: SFU's carry forward guidelines limit the level of cumulative carry forward in units, with a differentiated threshold of 9% of the operating budget for Faculties and 6% for support units. Consistent with this guideline, and based on comparatives with other Canadian universities, a positive net operating asset balance of up to 9% of consolidated revenues represents a reasonable and appropriate balance of net operating assets.

Indicator 2.1 – IT Client Satisfaction Across Core IT Service Areas

As there is no "industry standard" single metric for the performance of IT services, the Theme Team has considered various options for this indicator. For the 2015 Strategic Review, the Theme Team adopted a "joint availability of core IT services" indicator, which was replaced in 2016 with the current indicator, "IT client satisfaction across core IT service areas."

To determine IT client satisfaction, the University will be conducting regular surveys. The first surveys conducted were in 2017/18. They showed an overall IT client satisfaction rating of 63% (the survey results, and supporting documentation, can be found in the “Theme Team Report—Leveraging Institutional Strength” in the appendices). SFU IT conducted another survey in fall 2018 and is targeting an increase in overall IT client satisfaction of 3-4%.

Indicator 3.1 - Canada’s Top 100 Employers

SFU consistently ranks in the top 100 rankings of employers by [Mediacorp Canada](#), the country’s leading employment periodicals publisher. Mediacorp assesses employers using eight criteria:

1. Physical workspace
2. Work atmosphere and social atmosphere
3. Health, financial, and family benefits
4. Vacation and time off
5. Employee communications
6. Performance management
7. Training and skills development
8. Community involvement

Employers are compared to other organizations in their field to determine which offers the most progressive and forward-thinking programs. SFU has been included in Mediacorp’s list of Canada’s Top 100 Employers every year since 2008, which reflects the University’s ongoing commitment to its employees and its ability to provide them with a positive work environment and culture.

SFU was also named by Mediacorp as one of Canada’s Top Family-Friendly Employers and British Columbia’s Top Employers for 2018.

Indicator 4.1 - Facilities Condition Index

In 2012/13, SFU adopted the Facilities Condition Index (FCI) for all of its campuses. FCI is an accepted industry metric (and utilized by most British Columbia post-secondary institutions) for determining the relative condition of constructed assets at a specific point in time. It is the ratio of the cost of deferred maintenance and capital renewal to current replacement value. For example, an FCI of zero means that a building is brand new, while an FCI of 1.00 means that a building has no useful life left.

The last comprehensive FCI assessment was completed in 2018 and showed an increase from 0.45 to 0.48 from the previous review in 2016/17. The change in the index from 2016/17 to 2017/18 is primarily due to increased FCI of the University’s academic buildings located at the Burnaby campus. The 2018 FCI includes an additional year of building deterioration, but does not include all of the University’s efforts at addressing its deferred maintenance needs. While major facilities improvements are in progress, much of this work will not be reflected in the FCI until the projects are completed. With buildings having a total current replacement value of over \$2 billion, it is extremely difficult to make major shifts in the index.

4.4.2. Recommendations

Indicator 1.1 - Net Operating Assets as a Percentage of Consolidated Revenue

This indicator was updated in June 2014 and was previously expressed as the dollar value of net unrestricted assets. The updated indicator is considered more representative of the financial health of the University as it is now directly linked with consolidated revenue and provides for a better year-over-year comparison.

SFU is currently satisfied with this indicator (recent results lie within the acceptable 2-9% range) and has no immediate recommendations to change it.

Indicator 2.1 – IT Client Satisfaction Across Core IT Service Areas

Since the adoption of this measurement in 2017/18, SFU has considered ways to improve it and/or increase its relevancy. Building upon the measurement survey results, an extensive consultation process was conducted. From out of this consultation, two critical performance indicators were identified: login time to access infrastructure and performance across network services. To address these two related indicators, SFU completed a Campus Network Renewal project in 2017/18 and embarked upon initiatives to streamline the authentication processes.

Indicator 3.1 - Canada's Top 100 Employers

This continues to be an effective measure in determining whether or not SFU attracts and retains the best people. However, the metric is broad-based and does not provide specific usable feedback. For these reasons, metrics that are more detailed are needed.

SFU piloted an engagement survey in November 2017 aimed at understanding the aspects within the University's work environment that impact employee engagement. Departments throughout the University are currently engaged in developing and implementing specific strategies in response to the survey's findings. Since this is a pilot survey, overall University targets cannot be determined at this time.

SFU has identified and started tracking a series of recruitment and retention measures, including number of internal versus external applicants hired, attrition rates (including demographics of departing employees and their reasons for leaving), sick leave statistics, and number and types of grievances. All measures are in their early stages of assessment, and targets will be developed once appropriate measures are confirmed and an adequate level of data is captured to determine baselines.

Indicator 4.1 - Facilities Condition Index

The FCI is an effective tool of measurement and can be used to make a political statement regarding deferred maintenance. However, it is more complex than just a single average FCI. If all buildings had an FCI of 0.53, this would be acceptable. In reality, many essential buildings have an FCI of 0.70, which is not acceptable. A policy goal may be to not have any buildings with an FCI over 0.80 and an overall average FCI target of 0.35. This could be adopted as an SFU policy with a concerted effort to implement this as a system-wide Ministry of Advanced Education, Skills and Training policy.

While the FCI remains the best singular measure for the assessment of SFU's physical infrastructure, additional indicators continue to be under development to further assess the degree to which the facilities meet the needs of the University.

4.4.3. Conclusion – Leveraging Institutional Strength

These measurements reflect SFU's overall financial strength, the strength of ITS resources, the strength in human capital, and the condition of SFU's facilities. These indicators can drive where and how the University allocates resources. Based on the measurements for the documented five-year period, SFU is meeting its goals and objectives for this fundamental theme.

5. Conclusion

This Strategic Review has determined that the goals and indicators within the Planning Framework are reasonable and provide a consolidated measurement reflecting SFU's Vision/Mission fulfillment. Based on the Theme Team reports and this overall assessment, SFU is confident that all objectives and outcomes are being achieved. Therefore, it can be said that SFU is fulfilling its Vision/Mission.

Table 10

Theme Assessment for 2018		SFU is fulfilling its Vision/Mission
Theme	Outcomes	
Engaging Students	<ul style="list-style-type: none"> Students gain the knowledge to complete the degree requirements. 	
	<ul style="list-style-type: none"> Students acquire skills necessary in an ever-changing and challenging world. 	
	<ul style="list-style-type: none"> Students apply knowledge in the workplace or further studies. 	
Engaging Research	<ul style="list-style-type: none"> Research is at a high quality level. 	
	<ul style="list-style-type: none"> Research is mobilized through partnerships/collaborations with external partners. 	
	<ul style="list-style-type: none"> Research is integrated into teaching and learning. 	
	<ul style="list-style-type: none"> Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy. 	
Engaging Communities	<ul style="list-style-type: none"> SFU is engaged with its alumni. 	
	<ul style="list-style-type: none"> SFU is engaged locally. 	
	<ul style="list-style-type: none"> SFU is engaged globally. 	
Leveraging Institutional Strength	<ul style="list-style-type: none"> SFU is financially sound. 	
	<ul style="list-style-type: none"> SFU has IT services that support its priorities. 	
	<ul style="list-style-type: none"> SFU attracts and retains the best people. 	
	<ul style="list-style-type: none"> SFU has facilities that meet its needs. 	

6. Appendices (Theme Team Reports)

Engaging Students Theme Team Report - 27

Engaging Research Theme Team Report - 40

Engaging Communities Theme Team Report - 48

Leveraging Institutional Strength Theme Team Report - 61



Engaging Students Theme Team Report

Theme	Engaging Students
Theme Goal	To equip SFU students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world.

Step 1: Theme Assessment

Undertake an assessment of your theme’s performance.

1:1: Below are the indicators identified by the Theme Team in 2016 to measure performance. Please review the data and assess each indicator’s performance as “Below,” “Meets,” or “Exceeds” expectations.

		Institutional Research and Planning					Theme Team Assessment		
Outcome	Indicator	FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	57%	60%	60%	62%	64%		X	
	1.2 Graduate composite graduation rate (%) (6-year rate for master’s programs and 8-year rate for doctoral programs)	81%	78%	82%	81%	83%		X	
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%	87%		X	
	1.4 Graduate retention rate (%) (year 1 to year 2)	94%	95%	95%	95%	96%		X	

2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.29	8.49	8.31	8.14	7.99		X	
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	78%	82%	82%	82%	82%		X	
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	92%	91%	89%	90%		X	
3. Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	81%	80%	82%	81%	82%		X	
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	84%	88%	89%	85%	85%		X	
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	78%	79%	No longer asked on survey			n/a		
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	90%	90%	88%	90%		X	

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its Vision/Mission. Please add additional information or attach documents that support your assessment, if necessary.

This review has determined that the goals and indicators SFU has selected for the theme of Engaging Students are reasonable and provide a robust overall measurement of Vision/Mission fulfillment. The goals and indicators reflect the Theme Team members' shared belief that SFU, overall, is meeting expectations on the core theme of Engaging Students. In addition to the outcomes-based measurement included in this process, there is an abundance of information collected related to SFU student satisfaction (e.g., institutional, provincial, and national surveys) that both supports the assertion of Vision/Mission fulfillment and serves as assessment data for the University's programs and services. SFU has recognized that students want more opportunities to engage in "student life;" this is noted as an area for improvement. The institution remains committed to improving in this area with particular emphasis on those programs, services, and activities that support the Vision/Mission.

The main goals of the 2019-2024 Academic Plan are aimed at improving student success in a variety of ways, including fostering supportive curricular and co-curricular environments to ensure timely degree completion, reviewing and revising the curriculum to improve innovation in design and delivery, and fostering interdisciplinary and innovative academic credentialing. The various projects identified under these overarching goals aim to broaden and strengthen the skills of SFU graduates in order to prepare them for the knowledge economy of the future. The combination of new and more streamlined curricula and more thoughtful assessment of student learning is expected to improve many of the indicators under the Engaging Students theme, such as graduation and retention rates, skill development, and readiness for employment or further studies beyond SFU.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

Indicators	Definition and Source	Rationale for Indicator	Notes
Undergraduate composite graduation rate (%) (6-year graduation rate for degree programs)	<p>The graduation rate is the percentage of SFU degree students who are graduating within the expected time frames set by the University Planning Committee. The measure is based on undergraduate students who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral, and Great Northern Way students are excluded from the measure.</p> <p>The graduation rate for each year is based on the entry cohort that started in a degree program 6 years before, and the cohort is only followed for 6 years. For example, the 2014/15 graduation rate is the percentage of students from the 2008/09 fiscal year admission cohort (admitted in summer 2008, fall 2008, or spring 2009) that completed their SFU degree within the expected time frame. Each SFU degree student is followed for the specified amount of time to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of an</p>	This indicator enables SFU to measure graduation rates of the various types of degrees the University offers as composite indicators for undergraduate and graduate studies, respectively. The selected time frames are based on the average completion time for the respective types of degrees.	<p>After careful consideration of the correct duration to measure graduation rate, 6 years is an appropriate length of time.</p> <p>Reasons why SFU students may exceed a 4-year, full-time attendance degree: These include high numbers of part-time students who finance their education by working and participating in experiential education endeavours that SFU recommends students join (e.g., co-op, student leadership roles, varsity athletics).</p>

	<p>undergraduate degree from SFU.</p> <p>Source: Institutional Research and Planning</p>		
<p>Graduate composite graduation rate (%) (6-year rate for master’s programs and 8-year rate for doctoral programs)</p>	<p>The graduation rate is the percentage of SFU degree students who are graduating within the expected time frames set by the University Planning Committee (i.e., 6 years for master’s students and 8 years for doctoral students). The measure is based on graduate students who were in degree programs in their first term at SFU. Exchange, study abroad, irregular, special entry, English Bridge Program, visiting, visiting research, postdoctoral and Great Northern Way students are excluded from the measure.</p> <p>The graduation rate for each year is based on the entry cohort that started in a degree program 8 years before, but each degree level cohort is only followed for their respective expected time frames. For example, the 2014/15 graduation rate is the percentage of students from the 2006/07 fiscal year admission cohort (admitted in summer 2006, fall 2006, and spring 2007) that completed their SFU degree within the expected time frame. Each SFU degree student is followed for the specified amount of time, depending on what type of student they are—master’s, doctoral—to determine whether they graduated. Graduation is based on the completion term in the Student Information Management System, not convocation date. Graduation is defined as completion of a master’s</p>	<p>This indicator enables SFU to measure graduation rates of the various types of degrees the University offers as composite indicators for undergraduate and graduate studies, respectively. The selected time frames are based on the average completion time for the respective types of degrees.</p>	<p>This indicator is appropriate and reflects the associated goal and the outcome.</p>

	<p>degree or doctoral degree from SFU for master’s students, and completion of a doctoral degree from SFU for doctoral students.</p> <p>Source: Institutional Research and Planning</p>		
<p>Undergraduate retention rate (%) (year 1 to year 2)</p>	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example, the following applies: the cohort under consideration consists of all new undergraduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU undergraduate degree by the end of their second year. So, for example, undergraduate degree students who were admitted in fall 2012 (1127) will count as “retained in 2nd year” if they registered again in fall 2013 (1137), spring 2014 (1141), or summer 2014 (1144), or if they graduated with an SFU undergraduate degree by summer 2014 (completion term).</p> <p>Source: Institutional Research and Planning</p>	<p>Retention of students in the critical first two years of study is a good indicator of future degree completion.</p>	<p>This indicator is appropriate and reflects the associated goal and the outcome.</p>
<p>Graduate retention rate (%) (year 1 to year 2)</p>	<p>Year 1 to Year 2 Retention Rate: The retention rate of students transitioning from 1st year to 2nd year. The methodology is the same for each year, but using 2014/15 as an example,</p>	<p>Retention of students in the critical first two years of study is a good indicator of future degree completion.</p>	<p>This indicator is appropriate and reflects the associated goal and the outcome.</p>

	<p>the following applies: the cohort under consideration consists of all new graduate students admitted in the 2012/13 fiscal year (term summer 2012, fall 2012, or spring 2013), who were in a degree program in their first term. (Exchange and irregular students are excluded.) The retention rate is then the percentage of these students who either registered at SFU during their second year (in terms 4, 5, or 6 following admission), or else graduated with an SFU graduate degree by the end of their second year. So, for example, graduate degree students who were admitted in fall 2012 (1127) will count as “retained in 2nd year” if they registered again in fall 2013 (1137), spring 2014 (1141), or summer 2014 (1144), or if they graduated with an SFU graduate degree by summer 2014 (completion term).</p> <p>Source: Institutional Research and Planning</p>		
<p>Undergraduate average credits in co-operative education and field schools per graduating student</p>	<p>This measure is the average number of credits completed in co-operative education and field schools prior to graduation by graduating undergraduate students by year. For undergraduate students, completion is defined as a passing grade in any of the following courses: co-op and field schools.</p> <p>Source: Institutional Research and Planning</p>	<p>Co-operative education and field schools are direct on-the-job and practical training experiences where students acquire “real world” working skills.</p>	<p>This indicator should be monitored closely. SFU is planning on undertaking a review of academic advising services, and the creation of clearer pathways may help. Recent decisions are important to note: the number of courses required for co-op notation on a parchment recently shifted (2017 Senate decision) from 4 to 3 courses. SFU can anticipate that this may affect this indicator. While the University anticipates the number will be lower in the future, it is possible it could increase should students perceive the lower requirement for co-op designation more attainable.</p>
<p>Undergraduate student assessment of skill development (average %), as measured by the</p>	<p>Average percentage of survey respondents who felt that SFU was “very helpful” or “helpful” in developing their skills to write clearly and concisely, verbally express opinions</p>	<p>Student self-assessments help SFU to determine if students are acquiring the necessary skills from their studies.</p>	<p>This indicator is appropriate and reflects the associated goal and the outcome.</p>

BC Baccalaureate Graduate Survey	<p>or ideas clearly or concisely, read and comprehend material, work effectively with others, analyze and think critically, resolve issues or problems, use mathematics appropriate to their area of study, conduct research appropriate to their area of study, and learn on their own.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>		
Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who were “very satisfied” or “satisfied” with the skills and abilities acquired in their graduate program.</p> <p>Source: Graduate Exit Survey</p>	Student self-assessments help SFU to determine if students are acquiring the necessary skills from their studies.	This indicator is appropriate and reflects the associated goal and the outcome.
Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	<p>Percentage of respondents who felt that the knowledge, skills, and abilities acquired during their program were “very useful” or “somewhat useful” in their work.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>	SFU alumni most likely apply the knowledge gained at SFU in their employment after graduation.	This indicator is appropriate and reflects the associated goal and the outcome.
Graduate student assessment of graduate experience in current employment/ position, as measured by the SFU Graduate Exit Survey	<p>Percentage of respondents who felt that their SFU graduate experience was “very useful” or “somewhat useful” in their current work.</p> <p>Source: Graduate Exit Survey</p>	SFU alumni most likely apply the knowledge gained at SFU in their employment after graduation.	This indicator is appropriate and reflects the associated goal and the outcome.
Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	<p>Percentage of respondents who felt that their degree at SFU academically prepared them “very well” or “well” for the degree that they took since graduation or are currently enrolled in.</p> <p>Percentages are based on respondents who undertook or are currently</p>	SFU alumni most likely apply the knowledge gained at SFU in their further studies after graduation.	This question is no longer asked on the survey. One possible alternative is “proportion of graduated undergraduate students in the labour force.” This does not capture academic preparation but does indicate that they are employable.

	<p>enrolled, full-time or part-time, in formal post-secondary education or training. Formal post-secondary education or training includes an undergraduate degree (including Doctor of Medicine, Doctor of Dental Medicine, education/teacher training, or law), master’s degree, doctoral degree, applied program certification, professional association certification, diploma, or other formal post-secondary education or training.</p> <p>Source: Baccalaureate Graduates Survey (BGS), 2-year out results</p>		
<p>Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey</p>	<p>Percentage of respondents who felt that their SFU graduate experience prepared them “very well” or “somewhat well” for the current degree or post-doctoral fellowship that they are currently pursuing.</p> <p>Percentages are based on respondents who are currently pursuing a further academic degree or a post-doctoral fellowship.</p> <p>Source: Graduate Exit Survey</p>	<p>SFU alumni most likely apply the knowledge gained at SFU in their further studies after graduation.</p>	

Additional indicator(s), if necessary.

No new indicators are added at this time. However, the Theme Team discussed three aspects of the indicators for future consideration.

- 1) Indicator 3.3 needs to be replaced as this question is no longer posed on the British Columbia Outcomes Survey of Baccalaureate Graduates (BCGS). While not identical to the specific indicator, the addition of the BCGS question “proportion of undergraduate students in the labour force” may be argued to reflect that some knowledge from the degree is being used. This is not a position the Theme Team would argue strenuously, but the indicator is associated with an outcome (employment) that has been routinely shown to be the primary goal for students to come to SFU (e.g., Canadian University Survey Consortium (CUSC).
- 2) Some careful consideration needs to be given to the inclusion of students studying with SFU’s division of Lifelong Learning. Two outcomes currently identified as indicators of student engagement are relevant to Lifelong Learning: 1) “students acquire skills necessary in an ever-changing and challenging world;” and 2) “students apply knowledge in the workplace or further studies.” The existing indicators speak to undergraduate and graduate programming, but there is an opportunity in the future to include Lifelong Learning-specific information in these two categories, and an opportunity to contribute to a proposed new category that will report more specifically on student engagement

outside of the classroom. Lifelong Learning's task is to refine and consistently implement the survey instruments that will enable the unit to collect and be informed by the relevant data. Additionally, there is an appetite across the institution to collect data about student mobility between for-credit and not-for-credit studies at SFU, with a view to better understanding the internal movement and engagement of the students.

- 3) The Theme Team believes that indicators that speak directly to levels of student engagement should be included. The Theme Team undertook some research into existing indicators that speak to the outcome of student engagement that can help SFU set goals. Many of the indicators (e.g., National Survey of Student Engagement, Canadian University Survey Consortium, and internal surveys) are not sufficiently outcome focused but are highly descriptive of the necessary experiences associated with the outcome. SFU is currently focused on, and investing in, the student experience and needs to find suitable indicators to reflect its desire to fulfill its Vision/Mission. It is evident that much more research and deliberation are needed on this front.

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. Students gain the knowledge to complete degree requirements.	1.1 Undergraduate composite graduation rate (%) (6-year graduation rate) for degree programs	60%	62%	64%	64%
	1.2 Graduate composite graduation rate (%) (6-year rate for master's programs and 8-year rate for doctoral programs)	82%	81%	83%	85%
	1.3 Undergraduate retention rate (%) (year 1 to year 2)	87%	87%	87%	87%
	1.4 Graduate retention rate (%) (year 1 to year 2)	95%	95%	96%	96%

2. Students acquire skills necessary in an ever-changing and challenging world.	2.1 Undergraduate average credits in co-operative education and field schools per graduating student	8.31	8.14	7.99	8.00
	2.2 Undergraduate student assessment of skill development (average %), as measured by the BC Baccalaureate Graduate Survey	82%	82%	82%	82%
	2.3 Graduate student assessment of skills and abilities acquired during graduate program, as measured by the SFU Graduate Exit Survey	91%	89%	90%	90%
3. Students apply knowledge in the workplace or further studies.	3.1 Undergraduate student assessment of usefulness of knowledge and skills gained in performing job, as measured by the BC Baccalaureate Graduate Survey	82%	81%	82%	82%
	3.2 Graduate student assessment of graduate experience in current employment/position, as measured by the SFU Graduate Exit Survey	89%	85%	85%	87%
	3.3 Undergraduate student assessment of academic preparation for further studies, as measured by the BC Baccalaureate Graduate Survey	No longer asked on survey			n/a
	3.4 Graduate student assessment of academic preparation for further studies, as measured by the SFU Graduate Exit Survey	90%	88%	90%	90%

Step 3: Please include theme team membership – list name and title.

Erin Biddlecombe – Director, Operations, Planning and Projects for the Vice-Provost, Students and International Office

Steve Birnie – Associate Registrar, Information, Records and Registration

Julia Denholm – Dean, Lifelong Learning

Jeff Derksen – Dean and Associate Provost, Graduate and Postdoctoral Studies

Elizabeth Elle – Associate Vice-President, Learning and Teaching

Karen Munro - Associate Dean of Libraries, Learning and Research Services

Tim Rahilly – Vice-Provost and Associate Vice-President, Students and International (Chair)

Wayne Sun – Institutional Research and Planning



Engaging Research Theme Team Report

Theme	Engaging Research
Theme Goal	To be a world leader in knowledge mobilization building on a strong foundation of fundamental research.

Step 1: Theme Assessment

Undertake an assessment of your theme's performance.

1:1: Below are the indicators identified by the Theme Team in 2016 to measure performance. Please review the data and assess each indicator's performance as "Below," "Meets" or "Exceeds" expectations.

Outcome	Indicator	Institutional Research and Planning					Theme Team Assessment		
		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. Research is at a high quality level.	1.1 Total number of citations	60,832	65,210	68,505	76,218	72,950		X	
	1.2 Percentage of publications in top journal percentiles	27.3%	28.9%	30.8%	41.10%	44.20%		X	
	1.3 Tri-Council research funding (\$M)	\$42.0m	\$40.6m	\$40.1m	\$38.2m	\$36.9m		X	
	1.4 Total sponsored research income (\$M)	\$103.1	\$117.4	\$109.9	\$139.0	\$142.6			X
2. Research is mobilized through partnerships/collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	357	399	381	459	440		X	
	2.2 Number of co-authored publications with external collaborators	1,517	1,592	1,633	1,729	1,807		X	
3. Research is integrated into teaching and learning.	3.1 Number of graduate theses submitted to the Library	534	591	560	686	555		X	

	3.2 Number of undergraduate enrollments in research courses (revised)	5,148	5,336	5,270	5,073	5,018		X	
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1 Number of new patents filed	22	27	51	48	69			X
	4.2 Number of industrial student internships through Mitacs	93	93	94	175	144			X

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its mission. Please add additional information or attach documents that support your assessment, if necessary.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

SFU's research performance in recent years has been steadily growing stronger. The University has enhanced its capacity in research infrastructure, improved its resources for researchers, and made higher gains in the quality of its research output, with broader social and economic impact. This growth in strength is reflected by the 38% increase in the total sponsored research income since FY 2014, reaching \$142.6m in FY 2018.

Over the past year, SFU was successful in leading five new research projects through the Canada Foundation for Innovation's (CFI) Innovation Fund program for new research infrastructure, with a total project cost of \$54.3 million, ranking 5th in Canada by total size of the award. The University was also successful in recruiting two world-class research leaders as part of the Canada 150 Research Chairs program: Mathematician Caroline Colijn, from London's Imperial College joined SFU as the Canada 150 Research Chair in Mathematics for Infection, Evolution, and Public Health, and Wendy Hui Kyong Chun, Professor of modern culture and media at Brown University, joined SFU as the Canada 150 Research Chair in New Media.

As evident by its research indicators, SFU researchers continue to meet institutional expectations on research quality, research training, external collaborations, and social and technological innovation. SFU's commitment to social innovation leadership has been recognized with a designation as an Ashoka U Changemaker Campus. SFU is one of just over 40 global institutions to pass this rigorous process, and is the first university in British Columbia to be so designated. Ashoka U is the world's largest network of social entrepreneurs and change makers.

Indicators	Definition and Source	Rationale for Indicator	Notes
Total number of citations	For each reporting year, the total number of citations for the preceding five years are counted. The citation counts are based on the number of times SFU articles, published within each five-year publication period, have been cited during the same period. <i>Source: Previously InCites, now provided through Web of Science</i>	Citation analysis serves as an output and impact measure. The actual number of citations reflects research productivity, while the frequency of citations reflects the impact of the publications. As it takes several years for the research to be incorporated into work from other researchers, a five-year time window was chosen. The selected performance indicator incorporates both changes in output and impact.	Valid
Percentage of publications in top journal percentiles	Percentage of SFU articles published within the top 10% and top 5% of journals in fields where SFU research is active, using the Source-Normalized Impact per Paper (SNIP) metric in <i>SciVal</i> . <i>Source: SciVal</i>	While citation data are a widely-used indicator of research impact, publications in top journal percentiles provide a metric for benchmarking the quality of the University's research relative to regional averages.	Valid

<p>Tri-Council research funding (\$M)</p>	<p>Total dollars (in millions) of research funding per fiscal year. Research funding includes consolidated and non-consolidated entities.</p> <p>Source: <i>Canadian Association of University Business Officers (CAUBO)</i></p>	<p>Total research funding is a generally accepted KPI for university research. It is collected annually by CAUBO and is commonly used in university rankings (ReSearch Infosource, Times Higher Education Index, Maclean's, etc.). It is an input measure that serves as a good surrogate for research reputation and capacity.</p>	<p>Since the federal Tri-Agency budget has remained flat, this indicator does not capture SFU's overall research growth, as demonstrated by several recent successes across the campus, as exemplified by awards in Canada Foundation for Innovation Canada 150 Research Chairs, or industry research contracts. The Theme Team suggests that total sponsored research income be used instead.</p>
<p><i>Additional indicator(s), if necessary.</i></p>			
<p>Total sponsored research income</p>			
<p>Number of funded collaborative research projects with external partners</p>	<p>Number of collaborative research projects: all grants and contracts excluding the Canadian Foundation for Innovation (CFI), the BC Knowledge Development Fund (BCKDF), the Canadian Institutes of Health Research (CIHR), the Michael Smith Foundation for Health Research (MSFHR), Genome BC, Genome Canada, SFU Internal, Canada Research Chairs. For the Social Sciences and Humanities Research Council (SSHRC), include only the Social Rights in Canada Project (CURA), Major Collaborative Research Initiatives, Partnership Development Grants, and Partnership Grants. For the Natural Sciences and Engineering Research Council of Canada (NSERC), include only collaborative and partnership programs, networks, and strategic and partnership projects.</p> <p>Source: <i>Grant Track</i></p>	<p>Almost all research carried out in the University requires some funding. Collaborative research is funded by contracts or grants from partner organizations (business, foundations, government branches, etc.) or through special programs by the Tri-Council set up to support partnership grants.</p>	<p>Valid</p>
<p>Number of co-authored publications with external collaborators</p>	<p>Number of publications in which an SFU researcher has at least one co-author from an external organization outside of Canada (international), in Canada (national), or a corporate organization (academic-corporate). The total number of co-authored</p>	<p>Number of co-authored publications with external collaborators provides a concrete measure of research productivity with partners, which showcases the degree of SFU engagement in research with collaborators across</p>	<p>Valid</p>

	<p>collaborations is equivalent to the total number of publications, minus all single-author publications. In each reporting year, the number of publications are reported for the prior calendar year to ensure all publications are counted.</p> <p>Source: <i>SciVal</i></p>	multiple levels: national, international, and corporate.	
<i>Additional indicator(s), if necessary.</i>			
Number of graduate theses submitted to the Library	<p>Number of PhD and master's theses submitted to the Library within a calendar year, separated by degree type. In each reporting year, the number of theses for the prior calendar year are reported.</p> <p>Source: <i>SFU Library</i></p>	Writing a graduate thesis involves extensive research under the supervision of a senior supervisor and a thesis committee. The number of theses submitted to the Library is indicative of the degree of graduate student engagement in research.	Valid
Number of undergraduate enrollments in research courses (revised)	<p>Number of undergraduate enrollments in a research methods/field methods course, capstone project, directed reading, and honours thesis/extended essay within a calendar year. In each reporting year, the number of enrollments for the prior calendar year are reported.</p> <p>Source: <i>Undergraduate Enrollment data (IRP)</i></p>	SFU provides an immersive and supportive environment for undergraduate students to engage with faculty-directed research projects through various activities, including research-intensive courses and funding support for dedicated semesters in research. As such, active participation of undergraduate students indicate the University's integration of research into teaching and learning.	Valid
<i>Additional indicator(s), if necessary.</i>			
Number of new patents filed	<p>Total number of new patents filed each year through the SFU Innovation Office. In each reporting year, the number of patents for the prior calendar year are reported.</p> <p>Source: <i>The Leading Association in Technology Transfer (AUTM)</i></p>	As an indicator of the application of transformative ideas for the benefit of society and the economy, and the integration of innovation in research, the University offers support to its researchers in management of intellectual property and transfer of technology. Filing new patents encourages commercialization of research results and external investment in University-led technology.	Due to the high cost of filing and maintaining patent applications, SFU will very likely take a more selective approach to new patent filings and may, therefore, not see a marked increase in new applications.
Number of industrial student internships through Mitacs	<p>Total number of Mitacs awards by fiscal year.</p> <p>Source: <i>Grant Track</i></p>	Mitacs is a successful national program to accelerate innovation across academia and industry through building partnerships that facilitate graduate student internships in industry. The number of Mitacs awards is indicative of the successful engagement of graduate students in pursuing innovative research with commercial opportunities.	Valid, though our recent numbers do exceed our expectations.
<i>Additional indicator(s), if necessary.</i>			

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. Research is at a high quality level.	1.1 Total number of citations	68,505	76,218	72,950	75,000
	1.2 Percentage of publications in top journal percentiles	30.8%	41.10%	44.20%	42%
	1.3 Tri-Council research funding (\$M)	\$40.1M	\$38.2m	\$36.9m	This indicator has been recommended for removal
	1.4 Total sponsored research income (\$M)	\$109.9	\$139.0	\$142.6	\$145
2. Research is mobilized through partnerships/ collaborations with external partners.	2.1 Number of funded collaborative research projects with external partners	381	459	440	450
	2.2 Number of co-authored publications with external collaborators	1,633	1,729	1,807	1,800
3. Research is integrated into teaching and learning.	3.1 Number of graduate theses submitted to the Library	560	686	555	580
	3.2 Number of undergraduate enrollments in research courses (revised)	5,270	5,073	5,018	5,050
4. Research investment is leveraged to drive innovation and transfer of technology for the benefit of society and the economy.	4.1 Number of new patents filed	51	48	69	50
	4.2 Number of industrial student internships through Mitacs	94	175	144	140

Step 3: Please include theme team membership – list name and title.

Dr. Joy Johnson, Vice-President, Research and International

Dr. Dugan O’Neil, Associate Vice-President, Research

Morgan Mameni, Director, Research Intelligence



Engaging Communities Theme Team Report

Theme	Engaging Communities
Theme Goal	To be Canada's most community-engaged research university.

Step 1: Theme Assessment

Undertake an assessment of your theme's performance.

1:1: Below are the indicators identified by the Engaging Communities Theme Team in 2016 to measure performance. Please review the data and assess each indicator's performance as "Below," "Meets," or "Exceeds" expectations.

Outcome	Indicator	Institutional Research and Planning					Theme Team Assessment		
		FY 2013/14	FY 2014/15	FY 2015/16	FY 2016/17	FY 2017/18	Below Expectations	Meets Expectations	Exceeds Expectations
1. SFU is engaged with its alumni.	1.1 Alumni engagement score	1.15	1.16	1.15	1.15	1.15		X	
	1.2 Fundraising activity (<i>under consideration</i>)	n/a	n/a	n/a	n/a	n/a		n/a	
2. SFU is engaged locally.	2.1 Number of participants in SFU local outreach programs	52,834	58,901	79,927	87,334	98,232		X	
3. SFU is engaged globally.	3.1 Number of active international partners	n/a	210	252	264	276		X	

SFU Alumni Engagement Score

SFU uses an engagement score that comprises the following categories and values:

- Informed (1 point):
 - Alumni are contactable: we have their phone number, address, and email.
- Involved (2 points):
 - Alumni are active or involved with the Blackbaud Internet Solutions (BBIS) online directory.
 - Alumni have attended an event in the last fiscal year.
 - Alumni are members of the SFU Board of Governors, SFU Senate, SFU Alumni Association Board, or were former members of the SFU Alumni Association Board.
- Invested (3 points):
 - Alumni are donating or plan to make a gift in the current fiscal year.

All points are tallied and averaged over the total number of alumni to obtain the engagement score.

The data are pulled from the Advancement and Alumni Engagement database, Blackbaud's eCRM, and are provided to Institutional Research and Planning (IRP) to calculate on an annual basis.

Validity of Existing Alumni Engagement Score

The decision to adopt the categories "informed," "involved," and "invested" as indicators of alumni engagement was based largely on prevailing industry standards and current literature.

The Theme Team recognizes that these categories are broad, that they include limited components, and that the system of weighting different categories may be somewhat simplistic. Now, in the fifth year of having data to compare, this indicator will undergo review and assessment to ensure the components are being accurately captured within each category and that the respective weighting and tabulation correctly reflect alumni engagement.

The current model, while practical to execute, was designed to serve as a breadth (binary) model to measure alumni engagement across the institution. The model was also developed prior to the introduction of the central alumni engagement database, Blackbaud's eCRM, which now captures additional engagement metrics. Consequently, there may be additional factors that could contribute to a more sophisticated weighting model for this indicator.

For example, the present model does not account for alumni who participate in surveys or focus groups or who meet with alumni or advancement staff (information that is currently being captured), data which could be considered high indicators of engagement. Data that could be informed by academic areas (e.g., alumni volunteers) are also not being included in the present indicator—largely due to lack of practical ability to regularly input and maintain consistent data from all academic areas.

Additionally, the present indicator provides fairly minimal insight into meaningful differences of alumni engagement. For example, if the aggregate alumni engagement score changes by a factor of 0.01 from one year to another, what can we interpret from that change and is it a factor of significance?

Potential Enhancement to Alumni Engagement Score

Two key initiatives are currently being stewarded by SFU's Office of Advancement and Alumni Engagement.

First, the University Advancement and Alumni Engagement portfolio is undergoing a strategic review, which is expected to inform necessary changes that should be made to the University's alumni engagement efforts and initiatives, as well as yield additional recommendations on how to better assess and measure alumni engagement.

Second, while the current alumni engagement measure is designed as a breadth model, SFU is exploring a segmented model that may allow constituents to be classified into distinct sub-populations, which may better gauge success in relation to strategic goals. This segmented model could generate a meaningful points score per individual graduate, which, in turn, may enable the University to more accurately identify which alumni are the most engaged.

The adoption of a more meaningful scale is expected to assist in the following potential goals:

- To assess both individual and overall engagement levels over a period of time.
- To identify which activities and initiatives yield the highest levels of participation and engagement.
- To better identify and articulate the various ways in which alumni can engage with the institution.
- To discover alumni who are champions and ambassadors and potentially cultivate them for numerous purposes that contribute toward the University's broader goals and objectives.

A Future Model for Consideration

A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms.

The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.

The points in this model are not designed to be assigned to each sub-item, as this would make it challenging to add/remove items in future and could skew future and retrospective reporting results. Flexibility to add/remove items without altering the score substantially is an important requirement.

Prior to finalizing the model, the top 100 donors will be tested using the model that is selected to ensure validity and that intended outcomes result from applying the model.

Fundraising Activity

A "fundraising activity" indicator is being considered to track the success of SFU's engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University's Vision/Mission and strategic planning across all Faculties.

University Advancement's robust database software (Blackbaud's eCRM) enables reporting on fundraising activity by donor type, faculty, fund type, gift type, and a range of other criteria.

Year-over-year fundraising activity—defined as outright gifts and pledges to give—is reported monthly by the Vice-President, Advancement and Alumni Engagement (VPAAE) to SFU's Board of Governors. However, as an indicator of community engagement or leveraging institutional strength, a three-year moving average of fundraising activity will give a better indicator of long-term trends without the distraction of extraordinary gifts in a particular year.

A three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.

Number of Participant in SFU Local Outreach Programs

SFU departments routinely count and keep records of the number of participants attending their outreach and engagement sessions. This makes the “number of participants in local outreach programs” indicator very practical as it is simple for each department to measure attendance.

This indicator is also easy to understand. It provides a measure of participation in community-focused activities, which shows whether there has been an increase or decrease in attendance from year to year. As a broad indicator of activity, it holds value.

With respect to relevance of the indicator as a stand-alone measure of community engagement, there is interest in evolving to a greater understanding of the impact of community engagement by further investigating and implementing qualitative research and assessment. The current “number of participants in local outreach programs” indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. Instead, it may be useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU).

With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.

Other Cautions of Participation as an Indicator of Success

- Many community engagement initiatives are funded through non-recurring funds or through one-time investments provided by external funders. Therefore, aspirational targets are recommended against as fluctuations arise due to the programming risk that results from an instable funding structure. Short-term funding structures also run counter to SFU’s ability to forge strong relationships with community because short-term and project-based funding are often incompatible with the length of time needed to build trusting, deep relationships that are likely to have real, mutual positive impact.
- Impact is more important than measuring the quantity of participants in attendance. Setting quantitative targets of numbers of participants provides an incentive to increase participation or reach a certain threshold of participants, which then act as a deterrent to the creation of programs with lower enrollment that may result in the deep impact desired for positive results.
- SFU’s distributed structure and university-wide IT systems are not particularly well developed for the purpose of university-community interaction and engagement. Without the adoption and implementation of a university-wide customer relationship management (CRM) system, SFU’s efforts at collecting data that would offer additional quantitative measurements and assist with relationship management are hampered.

Number of Active International Partners

SFU International tracks current agreements with partner institutions, including student exchanges, field schools, teacher education modules, international co-op placements, short-term research mobility, memorandums of understanding (MOU), letters of intent (LOI), dual degrees and certificates, and field schools. For each partner institution, SFU International tallies the number of agreements with one point for a MOU, one for a mobility agreement, one for an agreement for a dual degree, and so on. The data reveal an increase in international collaborations as reflected by the number of new agreements signed and those renewed.

Indicator Principles: Relevance, Practicality, Intuitive

The current “number of active international partners” indicator is practical and intuitive; however, it is likely not the most effective, nor the most relevant measure of international engagement. The weakness of the current indicator is clearly evident as SFU International strives for deeper and more multi-faceted engagement as opposed to a greater quantity of agreements. Under the current system, a reduced number of agreements that are more multi-faceted and potentially supportive of deeper engagement would result in a lower indicator and may suggest lower engagement when the opposite may be true.

With this in mind, SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy, and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc.

Additionally, global engagement would also be measured by capturing internationalization at home efforts, which includes internationalization of the curriculum, engagement with local diaspora communities, participation in locally-held international community engagement events, University efforts with respect to refugee and immigrant settlement, and others. Relevant data will be provided by each responsible office.

In both categories, indicators would be represented through quantitative measures and weighted against a scale of engagement in order to benchmark year over year.

1.2: Provide an overall assessment and a conclusion of how well this theme is contributing to SFU fulfilling its Vision/Mission. Please add additional information or attach documents that support your assessment, if necessary.

SFU’s vision is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching **community engagement**.

The responsibility to work with and make a positive difference in communities has been a growing priority for higher education institutions in British Columbia and around the world (Hart & Northmore, 2011, p. 1; Singh, 2017, p. 2; CFICE Community Impact Symposium, 2017, p. 1; Dubb, McKinley & Howard, 2013, p. VII). The growth of university-community engagement and partnership is part of a

global recognition of the significant intellectual, human, financial, and relational resources that post-secondary institutions can bring to address urgent issues in our society. Addressing, and seeking to fundamentally impact, issues like climate change, poverty, income inequality, food and water scarcity, systemic discrimination and intolerance requires a fundamental shift in how we think about the role of universities in society (Strandberg, 2017). Universities must embrace a “transformative model of higher education” (Petter, 2017), which challenges the longstanding paradigm of educating students and producing knowledge for the global marketplace, and instead reimagines our mandate to have direct impacts on pressing issues through co-created knowledge, shared purpose, and responsive practice.

A transformative model of higher education is foundational and ambitious. It requires the development of strong and interconnected social infrastructure (Strandberg, 2017) through an approach to working with students, faculty, staff, volunteers, and communities as partners, collaborators, co-creators, and practitioners of knowledge.

The benefits of undertaking this work extend to gains in teaching, learning, and research. Working with communities for the purpose of positive social change allows for a deeper and more enriched experience for students, faculty, staff, and the institution as a whole.

SFU is seen as a leader and champion. We are still known as the “radical campus” even as we celebrate 52 years of academics and research. SFU’s eight-Faculty, three-campus model represents a strong and adaptive institutional structure within which community engagement has progressed in an organic, responsive, and distributed fashion. Each Faculty and campus develops and maintains very strong attention to local partnerships with government, businesses, boards of trade, non-profit, community groups, and even individual community members who are engaged across a diverse array of interests, issues, and learning goals.

SFU’s dynamic vision for the deep integration of these foundational strategies has set SFU apart. SFU is recognized as an international leader in community engagement, occupying a key role in the [Talloires Network](#) (an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education), and hosted a successful Community College and University Expo (C2U Expo) in 2017. That same year, SFU became the first university in British Columbia, and one of only 50 higher educational institutions around the world, to earn the Ashoka U Changemaker Campus certification. SFU’s deepened reputation for community engagement was recognized by the Northwest Commission on Colleges and Universities that noted in their [Initial Accreditation Peer-Evaluation Report](#) “...with commendation [as] a remarkably rich and varied array of community engagement programs that reflect and bolster the mission of the institution” (p. 30). SFU is a co-presenter and the Canadian institutional lead for the Carnegie Community Engagement Classification Canadian Pilot Cohort—an initiative designed to develop a multi-institution national learning community across Canada that will magnify impact nationally by supporting institutions and communities across the country in their university-community partnership initiatives.

The strong vision to be a leading engaged university has helped raise the profile of community engagement work and has helped to differentiate SFU from its peers, giving SFU a competitive advantage in recruiting, developing partnerships, and securing funding. The vision supports educational innovation with respect to programming and curricula, has helped launch and grow numerous innovative programs that have provided rich education for students, led to groundbreaking research and knowledge, and has had local and direct impact on community.

SFU's distributed structure has resulted in a solid foundation to advance the University's engagement mission. High levels of unit autonomy have helped grassroots community-engaged work to flourish. There is tremendous variability across a continuum of involvement represented by the varied ways in which those at SFU utilize community engagement. SFU's methodological innovations in research, teaching, and service make a principled approach to foundational relationships central to practice rather than peripheral to it.

Community engagement enhances SFU's Vision/Mission. SFU is a university that is a model institution for meaningful scholarship, teaching, and service that effectively mobilizes its core capacities in principled, accountable, and responsive ways to collaboratively address critical and complex societal issues.

SFU contributes to the public good by preparing educated, engaged citizens through innovative experiential learning, service learning, and engaged learning opportunities, by strengthening and growing community-based and community-engaged research and scholarship, and by working to strengthen the public's capacity and enable its expression of democratic values. The University further cultivates its civic responsibility by valuing inclusion and diversity, mutual trust, respect, accountability, sustainable approaches, healthy relationships, equity and knowledge creation, and mobilization.

Sidebar: The Aboriginal Reconciliation Council: an Illustrative Example of Deep Community Engagement.

In 2017, the Aboriginal Reconciliation Council (ARC) presented its final recommendations in a report entitled *Walk This Path With Us* at a witnessing ceremony that brought Indigenous practice right into the heart of SFU's Burnaby campus. The Council was comprised by diverse voices, including First Nations government and community leaders, SFU Faculty, SFU staff, and Indigenous students. The Report outlines an ambitious plan for implementing, in particular, the Truth and Reconciliation Commission Calls to Action for institutions of higher education. It advises the spending of \$9M in funding—the Aboriginal Strategic Initiative (ASI) funds—in ways that position SFU to courageously practice community engagement in all its capacities: academic, research, and service. The interdisciplinary, multi-vocal, and ambitious work called out by the ARC exemplifies the commitment SFU has to mobilizing its core strengths into deeply important work. But, perhaps most importantly, the ARC is a visible and remarkable moment that rests on a longstanding foundation of deep community-engaged work among SFU faculty with local Indigenous communities. SFU is deeply rooted in its commitment to courageous transformational work.

Step 2: Review the Indicators and Set Targets for 2021

2.1: Review the indicators used in this assessment and consider whether they are still **valid** and **applicable** and whether it would be useful to add new indicators for the next assessment in 2021.

Please make any suggested changes (and/or edits), including additional indicators if necessary, to the table below.

Indicators	Definition and Source	Rationale for Indicator	Notes
Alumni engagement score	<p>Every contactable alumnus is assigned a score based on their level of alumni engagement as follows: Informed (1), Involved (2) and Invested (3). Informed alumni are defined as those who have provided SFU an active contact (email, address, or telephone number). Involved alumni are those who are involved with SFU in some way, e.g., attend SFU events, volunteer, participate online or in the Alumni Directory, or on the Board or Senate, etc. Invested alumni are those who make an annual donation, pledge, or gift during the fiscal year. Contactable alumni exclude deceased and those who indicated they do not want any contact. The alumni engagement score is the sum of all points divided by the total number of contactable alumni (tentative). Data for 2011/12 are as of March 23, 2012 and data for 2012/13 are as of April 7, 2013. Starting in 2013/14, the data will be as of January 31 of each fiscal year.</p> <p>Source: University Advancement</p>	<p>This multi-level approach is based on research on best practices at several other universities. It allows us to evaluate the multi-faceted nature of alumni engagement.</p>	<p>Two key initiatives are currently being stewarded by SFU's Office of Advancement and Alumni Engagement.</p> <p>First, the University Advancement and Alumni Engagement portfolio is undergoing a strategic review, which is expected to inform necessary changes that should be made to the University's alumni engagement efforts and initiatives, as well as yield additional recommendations on how to better assess and measure alumni engagement.</p> <p>Second, while the current alumni engagement measure is designed as a breadth model, SFU is exploring a segmented model that may allow constituents to be classified into distinct sub-populations, which may better gauge success in relation to strategic goals. This segmented model could generate a meaningful points score per individual graduate, which, in turn, may enable the University to more accurately identify which alumni are the most engaged.</p> <p>The adoption of a more meaningful scale is expected to assist in the following potential goals:</p> <ul style="list-style-type: none"> • To assess both individual and overall engagement levels over a period of time. • To identify which activities and initiatives yield the highest levels of participation and engagement. • To better identify and articulate the various ways in which alumni can engage with the institution. • To discover alumni who are champions and ambassadors that can be cultivated for numerous purposes to contribute toward the University's broader goals and objectives. <p>A Future Model for Consideration</p> <p>A future model is being explored that may capture a wider assortment of engagement variables and classify alumni in more specific terms.</p>

			<p>The goal of the model is to track impact and outcomes versus output. Those with the highest number of points (total of 6) can be considered to be among the most engaged and may constitute a pool of alumni who could be cultivated for additional engagement and involvement opportunities. Scores can be generated for total population, for each alumni demographic segment, and for individuals.</p> <p>The points in this model are not designed to be assigned to each sub-item as this would make it challenging to add/remove items in future and could skew future and retrospective reporting results. Flexibility to add/remove items without altering the score substantially is an important requirement. Prior to finalizing the model, the top 100 donors will be tested using the model that is selected to ensure validity and that intended outcomes result from applying the model.</p>
Fundraising activity <i>(under consideration)</i>			<p>A “fundraising activity” indicator is being considered to track the success of SFU’s engagement with its alumni. Charitable giving to University priorities is an indicator of alumni engagement (and is included in that indicator as one of several weighting factors), community engagement, alignment with external interests, and trends. Charitable gifts support the University’s Vision/Mission and strategic planning across all Faculties. University Advancement’s robust database software (Blackbaud’s eCRM) enables reporting on fundraising activity by donor type, faculty, fund type, gift type, and a range of other criteria.</p> <p>Year-over-year fundraising activity—defined as outright gifts and pledges to give—is reported monthly by the VPAAE to SFU’s Board of Governors. However, as an indicator of community engagement or leveraging institutional strength, a three-year moving average of fundraising activity will give a better indicator of long-term trends without the distraction of extraordinary gifts in a particular year.</p> <p>A three-year average of fundraising activity by donor type is an indicator of both increasing alumni support and increasing community support, while a three-year average of fundraising activity by fund type is an indicator of how charitable giving contributes to University priorities.</p>
Number of participants in SFU local outreach programs	Number of participants in SFU local outreach programs, including SFU summer camps (2008/09); Friends of Simon Tutoring programs (2008/09);	The number of members of the community that participate in SFU outreach offerings is one measure of SFU’s community engagement. SFU offers a	There is interest in evolving to a greater understanding of the impact of community engagement by further investigating and implementing qualitative research and assessment. The current “number of participants in local outreach programs”

	<p>Philosophers' Cafés (2008/09); Continuing Studies lectures, events, and programs (2010/11); Public Square events (2012/13); Science Outreach programs (2013/14); Vancity Office of Community Engagement programs (2015/16); SFU Surrey—TD Community Engagement Centre programs (2015/16); and Burnaby Festival of Learning events (2016/17).</p> <p>Source: External Relations</p>	<p>spectrum of outreach programs that provide meaningful engagement with a range of British Columbia communities and age groups. SFU's youth outreach programs support not only the academic development of children, but also their aspirations. Community lectures and events provide opportunities to not only share University expertise, but also to learn from the community. Programs provide further opportunities to engage all levels of government and communities in topics that are important to the community and where SFU can add value.</p>	<p>indicator provides a quantitative dimension to attendance, but it does not provide a useful indicator of participant satisfaction or impact. In addition, it does not offer the depth of information needed to make decisions that would lead to improvements in programming, events, or engagement. It would be more useful to employ qualitative assessments to obtain indications of how a particular program or activity has made a difference in the lives of those involved (participants, volunteers, teachers/staff/administration, and the partnership between the community and SFU). With this in mind, several SFU groups are conducting assessments through surveys and other methods that measure participant satisfaction, learning efficacy, program impact, behavioural change, and initiative effectiveness as a function of learning and engagement goals. Some forms of partner analysis are also being used to better understand relationships and how to build more meaningful collaborations of mutual benefit. A partner-rating index is also under consideration as a way of depicting partner experience and satisfaction.</p>
<p>Number of active international partners</p>	<p>Number of active international partners such as exchanges, memorandums of understanding, letters of Intent, dual degrees/certificates, field schools, and similar. Please note that the number of agreements is currently under review by SFU International.</p> <p>Source: SFU International</p>	<p>The number of agreements with international organizations is an important indicator of SFU's global engagement. SFU enters into formal agreements with universities and other organizations around the world. These agreements cover a range of opportunities for SFU students, faculty, and staff, including student exchange programs, field schools, faculty exchanges, and research projects. Agreements are time limited and are not renewed if meaningful activity has not taken place. SFU's international strategy, currently under development, will ensure that new agreements are strategic and that resources are in place to support and deepen SFU's relationships with international partners.</p>	<p>SFU International is investigating shifting from the current indicator to a multi-variable assessment of global engagement that reflects not only the number of international agreements, but also the number and variety of international activities, particularly with key partners, as indicators of engagement. This assessment would be informed by the new International Engagement Strategy and indicators would be derived from a range of data, including international student mobility numbers, number of international degree-seeking students, number of jointly-organized events, global donor profile, engaged international alumni, number of joint research publications with international collaborators, number of international inquiries about SFU, etc. Additionally, global engagement would also be measured by capturing internationalization at home efforts, which includes internationalization of the curriculum, engagement with local diaspora communities, participation in locally-held international community engagement events, University efforts with respect to refugee and immigrant settlement, and others. Relevant data will be provided by each responsible office.</p> <p>In both categories, indicators would be represented through quantitative measures and weighted against a scale of engagement in order to benchmark year over year.</p>

<i>Additional indicator(s), if necessary.</i>			

2.2: SFU has been cited in the past for not setting targets for its indicators. Please set targets to be reached by 2021 for each indicator. The target may be depicted as a single number or as an expected level of performance within a band of two numbers.

Outcome	Indicator	FY 2015/16	FY 2016/17	FY 2017/18	Target for 2021
1. SFU is engaged with its alumni.	1.1 Alumni engagement score	1.15	1.15	1.15	1.15
	1.2 Fundraising activity <i>(under consideration)</i>	n/a	n/a	n/a	n/a
2. SFU is engaged locally.	2.1 Number of participants in SFU local outreach programs	79,927	87, 334	98,232	100,000
3. SFU is engaged globally.	3.1 Number of active international partners	252	264	276	280

Although targets for 2021 have been included within this report, each of these indicators is currently under review as SFU considers the most robust methods of evaluating its community engagement efforts. The University has committed to participating in and co-leading a resource-intensive pilot of the Carnegie Community Engagement Classification in 2019-2021 that includes:

- Learning about the philosophy and logic of the existing Carnegie Classification.
- A year-long data-gathering process, including the completion and submission of the existing Classification application and hosting individual site visits from the existing U.S. Carnegie Classification Team.
- Contributing to the development of a Canadian specific version of the Classification.

Participation is expected to yield a robust and comprehensive set of institution-wide measurements and evaluation methods of community engagement, resulting in the modification of existing processes and systems at SFU that support community engagement, and providing opportunities to strengthen a culture of shared-ownership and collaboration for community engagement throughout the institution.

Step 3: Please include Theme Team membership – list name and title.

Joanne Curry, Vice-President, External Relations (Chair)

Amarjot Johal, Director, Vancity Office of Community Engagement, External Relations

Angela Flumerfelt, Project Coordinator, Friends of Simon Tutoring Project

Carol Zachs, Director, International Partnerships and Protocol, SFU International

Cynthia Henson, Manager, Outreach and Engagement, Faculty of Science

John Grant, Director, Alumni Relations

Janet Webber, Executive Director, Public Square, External Relations

Marc Pope, Director, Recreation

Pat Graca, Manager, Enrollment Services, Lifelong Learning

Rachel Nelson, Associate Director, Partnership and Programs, Community Engagement, External Relations

Tracy London, Director, Executive Director, University Campaigns, Advancement

Matthew Grant, Director, Community Engagement and Outreach, External Relations



Leveraging Institutional Strength Theme Team Report

THEME DESCRIPTION

FUNDAMENTAL THEME: LEVERAGING INSTITUTIONAL STRENGTH

GOAL – TO BECOME FINANCIALLY FLEXIBLE THROUGH CONTINUOUS IMPROVEMENT OF ADMINISTRATIVE SYSTEMS, STRENGTHENING OF INFRASTRUCTURE, AND RECRUITMENT AND RETENTION OF THE BEST PEOPLE.

The supporting activities that underpin this goal focus on:

- Improving administrative systems.
- Recruiting and retaining the best people.
- Strengthening infrastructure.

Successfully executing these activities is expected to produce the following outcomes:

- The University is financially sound.
- The University has IT services that support its priorities.
- The University attracts and retains the best people.
- The University has facilities that meets its needs.

The following assessment will test the veracity and completeness of the indicators related to these outcomes.

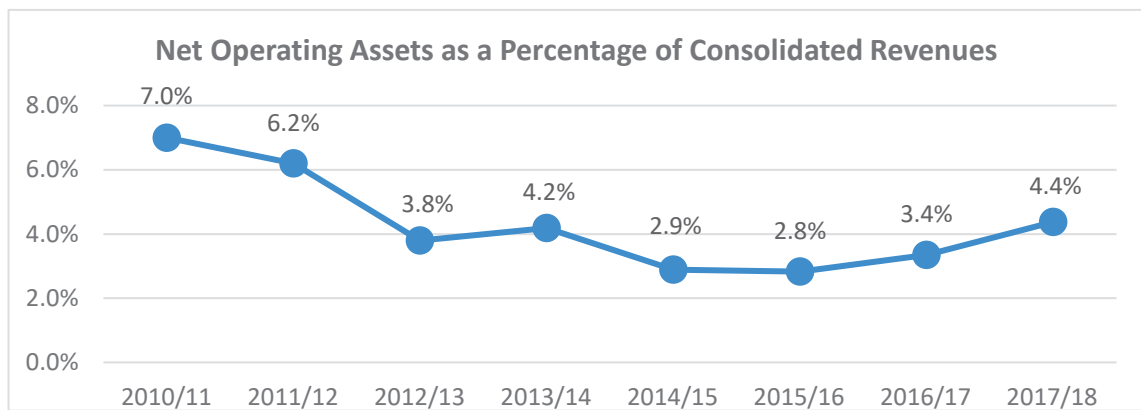
ASSESSMENT OF THEME INDICATORS

OUTCOME 1: SFU IS FINANCIALLY SOUND

INDICATOR 1.1: Net operating assets as a percentage of consolidated revenues

Net operating assets reflect the cumulative surpluses (losses) generated from the operating fund and are one indicator of the overall financial health of the University. A healthy balance sheet position provides the University with the ability to handle future unplanned liabilities and funding requirements. Operating assets include various components such as departmental carry forwards, investment surplus (loss) carryovers, and unfunded future costs (liabilities).

SFU's carry forward guidelines limit the level of cumulative carry forward in units, with a differentiated threshold of 9% of the operating budget for Faculties and 6% for support units. Consistent with this guideline, and based on comparatives with other Canadian universities, a positive net operating asset balance of up to 9% of consolidated revenues represents a reasonable and appropriate balance of net operating assets.



As can be seen above, this indicator has remained at an appropriate level over the previous eight years. The introduction of new public sector accounting standards, together with the prudent and measured release of reserves, led to a reduction in the indicator over fiscal years 2011 to 2016; however, the indicator has increased in the last two years. At the end of the 2017/18 fiscal year, net operating assets were \$31.7 million, representing 4.4% of consolidated revenue. The University uses the range of 2% to 9% to represent a reasonable level of operational reserves, given that other factors, such as the University's operating contingency, also contribute to the overall financial health of the University.

The 2016 Northwest Commission on Colleges and Universities Initial Accreditation Peer-Evaluation Report indicated that the low end of the 2%-9% range might not provide a significant enough buffer to protect against a surprise drop in revenue due to issues such as declining enrollment or a drop in the provincial operating grant. However, the report goes on to acknowledge that the University has access to additional reserves, such as a contingency fund and other designated internally restricted operating assets that do provide further

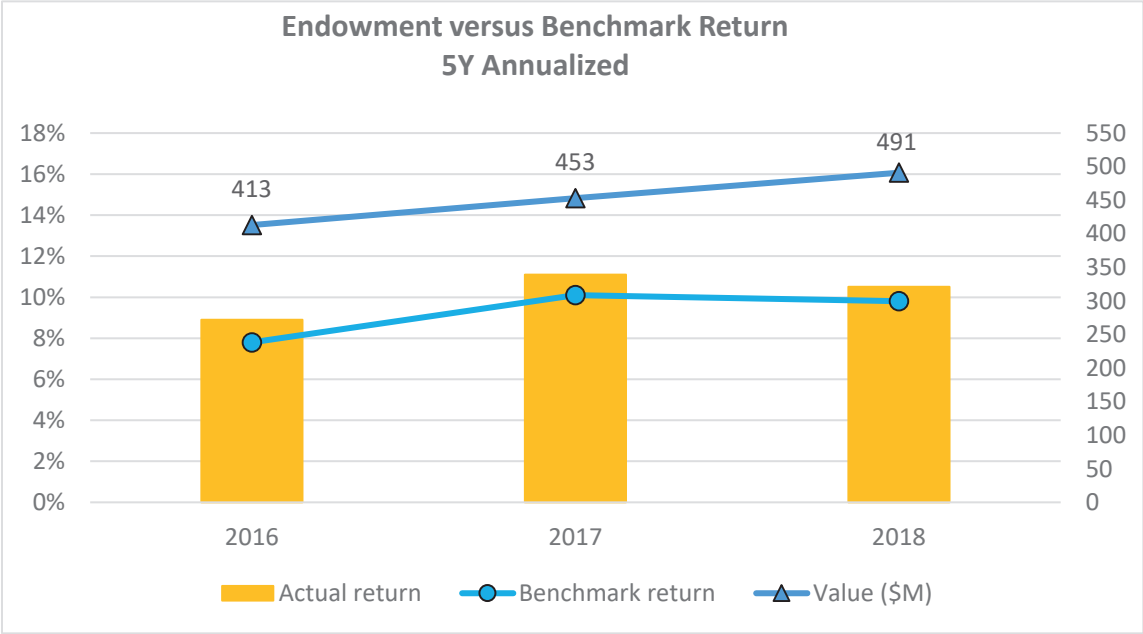
THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

comprehensive support in maintaining core programs and services in a financially challenging environment.

Updates to the Current Indicator

Currently, there are no plans to change this indicator. However, the University has introduced an additional metric related to the growth and investment return on the endowment portfolio. This is particularly important in the current provincial post-secondary funding environment of domestic tuition increase caps and limited changes in the operating grant, since the strength of the endowment portfolio has a direct impact on the University’s present and future financial position.

The Ellement Consulting Group provides the University’s investment analytics. Ellement has composed a composite benchmark comprised of a weighted basket of Canadian and global equity and bond issues, as well as Canadian 91-day treasury bills. The University uses this benchmark to assess the performance of its endowment portfolio and considers any returns in excess of the benchmark an indication of positive investment performance.



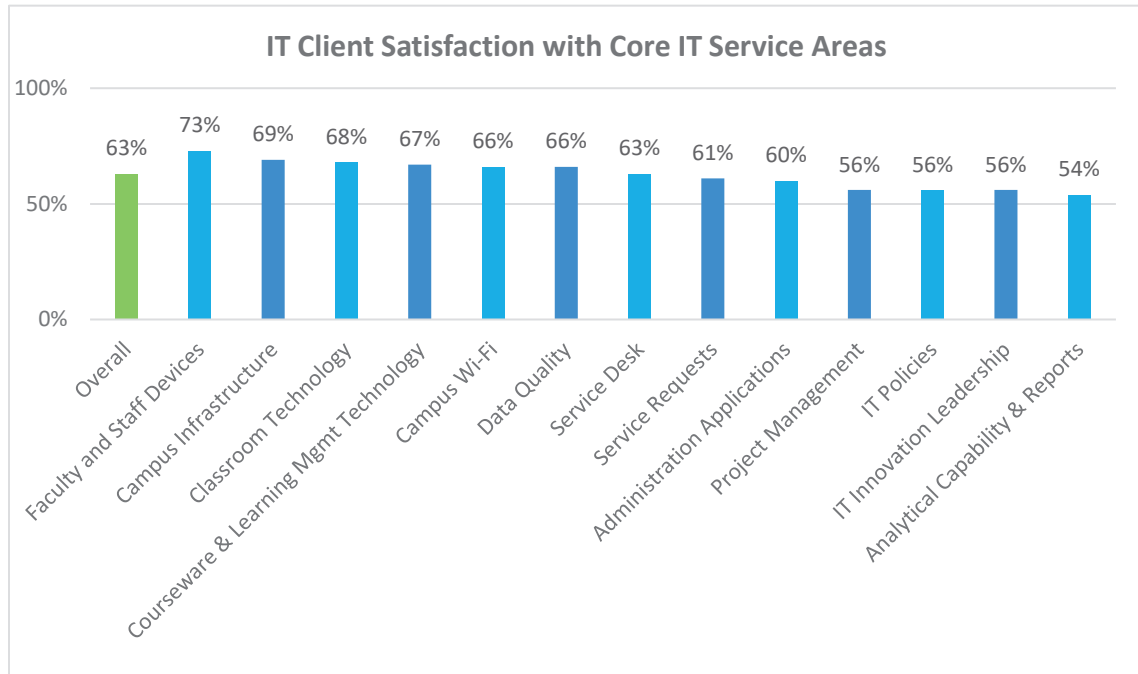
As can be seen above, the University has consistently outperformed the benchmark return in each of the annualized five-year periods ending June 30, 2016, 2017, and 2018. This has led to strong growth in the endowment portfolio, which was valued at \$491 million at the end of fiscal 2018.

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

OUTCOME 2: SFU HAS IT SERVICES THAT SUPPORT ITS PRIORITIES

INDICATOR 2.1: IT client satisfaction across core IT service areas

This indicator was updated from the previous broad-based metric of “joint availability of core IT services.” Creation of SFU’s One I.S. vision set the context for a strategic planning exercise, which began in fall 2016. As a first step, SFU’s IT group conducted a university-wide IT client satisfaction survey. Below are the survey results:



The survey indicated an overall IT client satisfaction rating of 63%. Since that time, SFU’s IT group has undertaken a number of initiatives to address client concerns and improve the overall level of service. SFU IT will be conducting another survey in the fall 2018 and is targeting an increase in overall IT client satisfaction of 3-4%.

In addition to conducting the client survey, other major events in 2017/18 included:

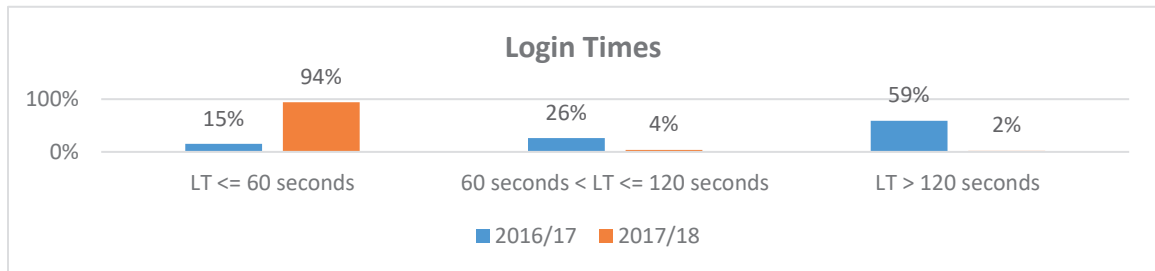
- Opening SFU’s new SFU Data Centre, the 13th most green data centre in the world.
- Activating SFU’s Cedar Advanced Research Computing Cluster, one of the top 100 supercomputers in the world – #86.
- Developing SFU’s One I.S. Strategic plan (preparing for the future).
- Completing an administrative review, aimed at improving processes, efficiency, and customer service.
- Renewing and modernizing SFU’s campus network.
- Expanding SFUVault to improve privacy compliance.
- Increasing the use of managed desktops to strengthen information security.

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

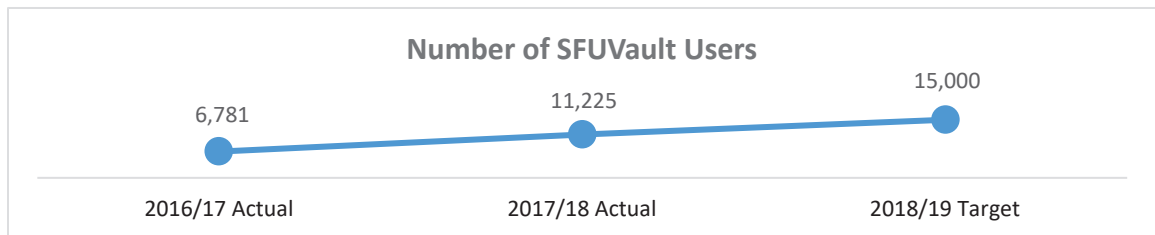
Other Updates to the Current Indicator

Building upon the survey results, an extensive consultation process with several hundred participants was conducted. These consultations shed further light on the University’s specific IT needs. The consultation output became the foundation for the One I.S. Strategic Plan, which will guide the development and use of information systems at SFU over the next seven years. The Plan will ensure that SFU Information Systems and Services are aligned with the University’s Vision/Mission and strategic priorities.

Based upon the stakeholder consultations undertaken as part of the strategic planning process, two critical performance indicators were identified: login time to access infrastructure and performance across network services. To address these two related indicators, in 2017/18, SFU completed a Campus Network Renewal project and embarked upon initiatives to streamline the authentication processes. The result has been a significant decrease in login times.

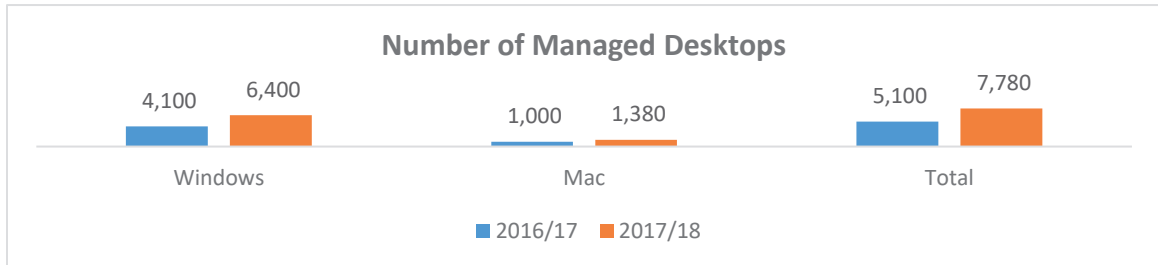


An additional IT client satisfaction-related performance indicator is SFU’s ability to implement innovative applications systems that meet immediate customer needs. To meet client needs and the province’s privacy requirements, the University developed a new service in 2016 called SFUVault, which is a BC’s Freedom of Information and Protection of Privacy Act (FIPPA)-compliant in-house replacement for Dropbox. SFUVault has been recognized nationally within Canada, receiving third prize from the Canadian Association of University Business Officers Quality and Productivity Awards Program in 2017/18. SFUVault has seen tremendous growth, as shown by the upward trend in number of users in the graph below:



THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

Number of managed desktops used by faculty and staff and deployed in student labs across the University has been identified as a key indicator of the University’s information security posture. An initiative was undertaken in 2017/18 to increase the number of managed desktops, with the results shown in the graph below:



OUTCOME 3: SFU ATTRACTS AND RETAINS THE BEST PEOPLE

INDICATOR 3.1: Canada’s Top 100 Employers

SFU is one of the largest employers within the City of Burnaby and has a substantial employment presence in downtown Vancouver and the City of Surrey. The University is consistently recognized as one of the best employers, both in the province and in the country.

The Leveraging Institutional Strength Theme Team previously determined that having SFU included in a prominent list of Canada’s Top 100 Employers is an effective measure of the University’s ability to attract and retain quality staff and faculty. The measurement is taken from the country’s leading employment periodicals publisher, Mediacorp Canada, which assesses employers using eight criteria:

- Physical workspace
- Work atmosphere and social atmosphere
- Health, financial, and family benefits
- Vacation and time off
- Employee communications
- Performance management
- Training and skills development
- Community involvement



Employers are compared to other organizations in their field to determine which offer the most progressive and forward-thinking programs. SFU has been included in Mediacorp’s list of Canada’s Top 100 Employers every year since 2008, which reflects the University’s ongoing commitment to its employees and its ability to provide them with a positive work environment and culture.

SFU was also named by Mediacorp as one of Canada’s Top Family-Friendly Employers and British Columbia’s Top Employers for 2018.



Updates to the Current Indicator

Mediacorp’s Canada’s Top 100 Employers list is a nationally recognized source for those desiring to work within the country’s best organizations. Its evaluation criteria are multi-dimensional and its analytical techniques are comprehensive and systematic. However, the metric is broad-based and does not provide specific usable feedback. For these reasons, metrics that are more detailed are needed.

SFU piloted an engagement survey methodology in November 2017 aimed at understanding the aspects within the University’s work environment that impact employee engagement. The survey ran in two divisions (Administration and Finance, and Advancement and Alumni Engagement) and involved more than 550 employees. Specific areas of strength as well as opportunities for improvement reinforced existing “people” strategies aimed at enhancing workplace learning, leadership, and recognition. Departments within the two divisions that were surveyed are currently engaged in developing and implementing specific strategies responding to the survey’s findings. At the divisional level, senior leadership is working to identify key priority actions that will positively impact employee engagement.

Overall university targets cannot be determined at this point given that the pilot survey may not be considered an appropriate sample size reflective of the various other departments across the institution. A series of “pulse” surveys will be conducted in 2019 to assess the degree of influence the University’s strategies and initiatives are having on various elements of employee engagement. Discussions are currently underway to determine an appropriate time to roll out the employee engagement survey process more broadly while factoring in timelines for upcoming collective bargaining in 2019.

SFU has identified and started tracking a series of recruitment and retention measures, including number of internal versus external applicants hired, attrition rates (including demographics of departing employees and their reasons for leaving), sick leave statistics, and number and types of grievances. Activity-based assessment indicators such as number of

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

organization restructures, time to complete job evaluations, and number of completed performance development plans are also in the process of being measured. The University’s new Learning and Development Framework was launched recently, including SFU’s first ever Leadership Development Program—the number of course offerings, participants, and dollars invested will be tracked. All measures are in their early stages of assessment, and targets will be developed once appropriate measures are confirmed and an adequate level of data are captured to determine baselines.

OUTCOME 4: SFU HAS FACILITIES THAT MEET ITS NEEDS
INDICATOR 4.1: Facilities Condition Index (FCI)

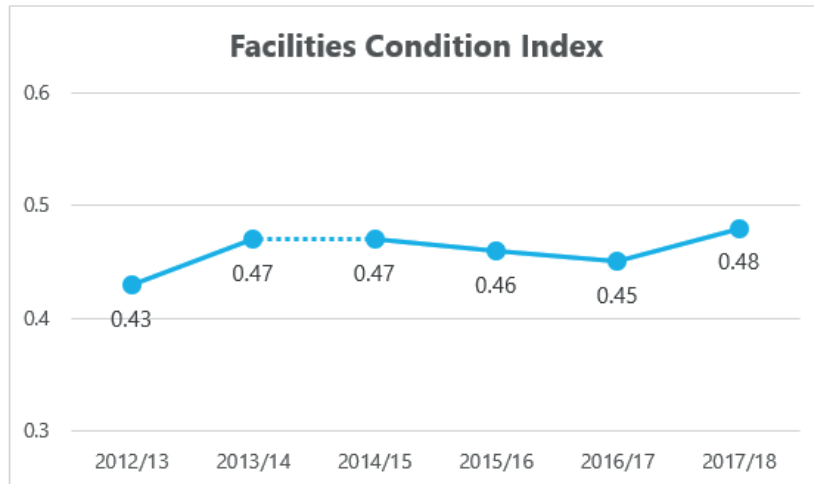
The SFU Burnaby campus is over 50 years old and suffers from ongoing deferred maintenance issues. The rehabilitation and renewal of aging facilities and infrastructure at the Burnaby campus are required to extend the useful life of facilities and to improve the sustainability and functionality of these facilities.

Using the Facilities Condition Index (FCI), an accepted industry metric (and utilized by most BC post-secondary institutions) for determining the relative condition of a group of facilities at a specific point in time, SFU is able to assess the condition of its buildings and facilities. The Theme Team confirmed that FCI continues to be an effective indicator in determining the relative condition of SFU’s physical infrastructure. The measure is available for specific buildings or can be grouped by use or location, as shown in the illustration below (figures shown are for 2017/18):

Building/Asset Portfolios	# Buildings	Area (GASM)	Current Replacement Value (CRV)	Facility Condition Index (FCI)
Burnaby Academic	39	263,564	\$1,359,006,432.62	0.55
Burnaby Non-Academic	22	68,823	\$204,130,205.61	0.44
Burnaby Residences	17	46,295	\$219,640,735.04	0.34
Surrey	2	31,949	\$190,393,454.84	0.33
Vancouver	6	42,192	\$150,285,897.52	0.23
Total	86	452,823	\$2,123,456,726	0.48

A new building has an FCI of zero and a building with an FCI of 1.00 has no useful life left. SFU’s FCI of 0.48 for 2017/18 falls just short of the range of “poor” condition (FCI > 0.50). However, this is a measure of the University’s entire building portfolio, and, in fact, many individual buildings have an FCI far in excess of 0.48. From a statistical standpoint, the standard deviation of the FCIs for the building population is large, meaning that, although the average is 0.48, there remains a significant number of buildings with a very high FCI that are reaching (or have reached) the end of their useful life.

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH



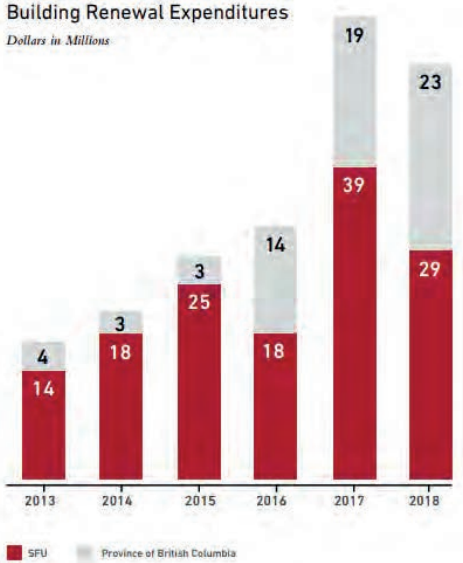
The above graph measures the building portfolio over the previous six years (the dotted line indicates that there was no review undertaken in 2014/15). The last comprehensive FCI assessment was completed in 2018 and showed an increase from 0.45 to 0.48 from the previous review in 2016/17. The change in the index from 2016/17 to 2017/18 is primarily due to increased FCI of the University’s academic buildings located at the Burnaby campus. The 2018 FCI includes an additional year of building deterioration, but does not include all of the University’s efforts at addressing its deferred maintenance needs. While major facilities improvements are in progress, much of this work will not be reflected in the FCI until the projects are completed. With buildings having a total current replacement value of over \$2 billion, it is extremely difficult to make major shifts in the index.

Update to the Current Indicator

Addressing issues of deferred maintenance and building renewal at the Burnaby campus continues to be a key priority. Projects are being undertaken to improve student study spaces, classrooms, building envelopes, and building systems infrastructure. Major new capital projects are also underway, including the construction of a new 100,000 square-foot student union building at the Burnaby campus and a new high-tech engineering building under development at the Surrey campus, each slated for mid-2019 completion. SFU is also undertaking significant renewal and expansion of its student housing facilities.

THEME TEAM REPORT – LEVERAGING INSTITUTIONAL STRENGTH

While the FCI remains the best singular measure for the assessment of SFU’s physical infrastructure, additional indicators continue to be under development to further assess the degree to which the facilities meet the needs of the University. In recent years, with increased routine capital support from the Province of British Columbia (\$23M in 2018) along with SFU’s efforts toward building renewal, the University is beginning to make significant progress on the deferred maintenance issue. As seen in the graphic to the right, the results of this partnership continue to be an important indicator of SFU’s commitment to capital renewal.



CONCLUSION

The fundamental theme of “Leveraging Institutional Strength” underpins the success of the University’s three core themes related to students, research, and communities. The results of the indicators show that the University is continuing to undertake many initiatives to advance this theme.

SFU

SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Communication Assessment at the Beedie School of Business

December 2018

Communication Assessment at the Beedie School of Business

Introduction

This report updates the student learning outcomes assessment of written communication at Simon Fraser University’s Beedie School of Business (“SFU Beedie” or “the School”) from the summer 2015 term onwards. SFU Beedie is a dual-accredited school holding the Business accreditation from the Association to Advance Collegiate Schools of Business (AACSB) and the EQUIS accreditation from the European Foundation for Management Development (EFMD). The School concluded re-accreditation peer review team visits for AACSB and EFMD in 2015 and 2017 respectively.

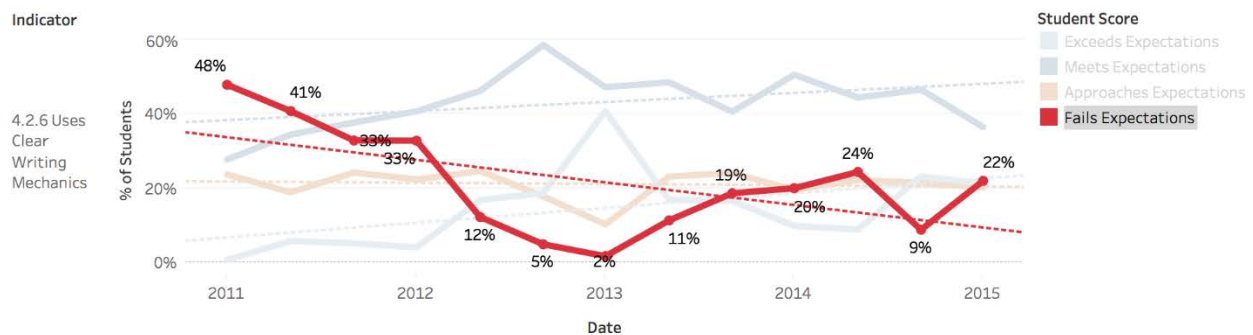
The written communication education goal for business undergraduate students is mapped to, and measured in, a 300-level course, BUS 360W – Business communication. As a writing-intensive course (“W”), BUS 360W represents an upper-division W course that all business students complete as part of their University WQB requirements (Written, Quantitative, and Breadth).¹

BUS 360W – Business Communication

Writing Mechanics Assessment: 2011 to 2015

In summer 2015, SFU Beedie reported on the measurement of writing mechanics in BUS 360W where the percentage of students failing expectations had seen a sharp decline from 48% to 22% over the course of 13 terms, which was attributed to the re-consideration of where to measure (Letter submission #2 versus Letter submission #1) a general expectation definition and rubric refinements for instructors, and the reduction in class sizes to a 35 student maximum per section to allow for more time for student feedback. Figure 1 shows the graph that concluded that report.

Figure 1. BUS 360W Writing Mechanics trait results from Summer 2011 to Summer 2015

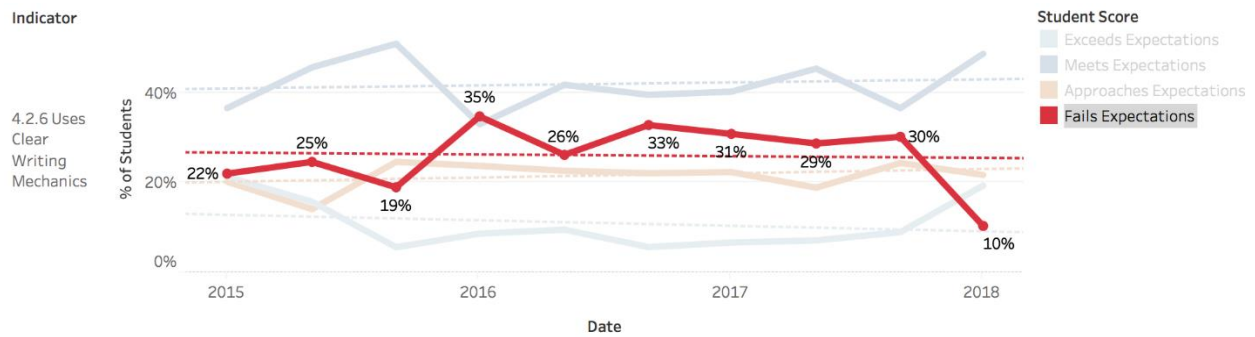


Writing Mechanics Assessment: Since Summer 2015

While the measurements up to the summer 2015 (1154) term showed a steep decline in students failing expectations, assessment data gathered since then have shown a decline at a more gradual pace – the trend lines in Figure 2 have been added to control for term-to-term fluctuations that range between 10% (fall 2018 - 1184) and 35% (summer 2016 - 1164) for students failing expectations in the writing mechanics trait.

¹ All students admitted to an undergraduate degree at SFU as of fall 2006 must complete a minimum of 36 units of courses designated as Writing, Quantitative, or Breadth, with a grade of C- or better to receive the WQB credits.

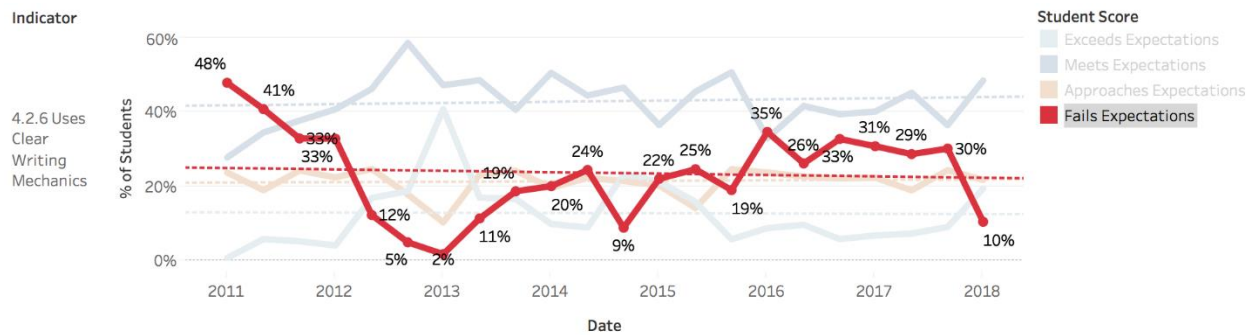
Figure 2. BUS 360W Writing Mechanics trait results from summer 2015 to summer 2018



Writing Mechanics Assessment: 2011 to 2018

Observing the writing mechanics measurements taken from 2011 to 2018, there has been a gradual decline in the percentage of students failing the writing mechanics trait, while the percentage of students who approach expectations has largely remained flat (note the trendlines in Figure 3).

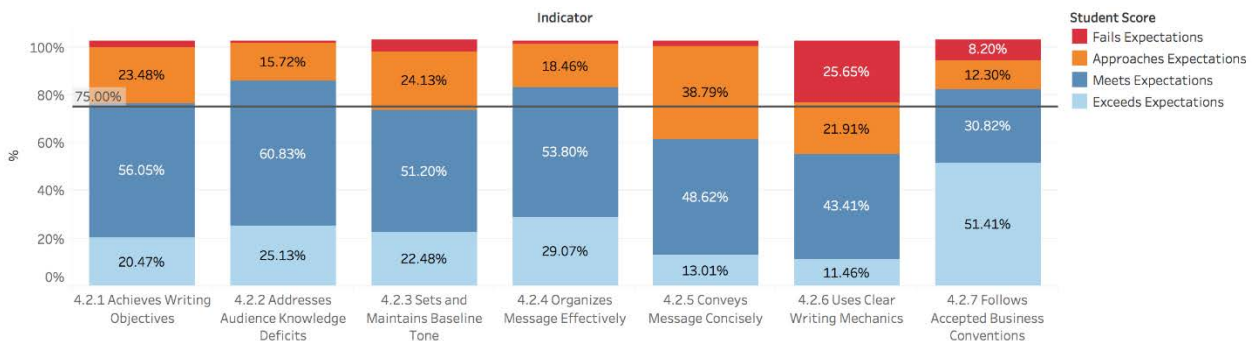
Figure 3. BUS 360W Writing Mechanics trait results from summer 2011 to summer 2018



Business Communication Written Assessment since Summer 2015

From summer 2015 to summer 2018, 79 course sections of BUS 360W have been offered, taught by three continuing and eight sessional instructors with 2,807 student enrollments. These measures are aggregated in Figure 4 and show overall that student performance on “writing mechanics” (4.2.6) and “conveying messaging concisely” (4.2.5) both fall below the benchmark of 75% of students meeting and exceeding expectations. Students’ ability with “setting and maintaining tone” (4.2.3) is just below the 75% benchmark.

Figure 4. BUS 360W Assessment all indicators: summer 2015 to summer 2018



Assessment Processes

The assessment process for BUS 360W has been stable for several years with regards to the student assignment artifact used and instructor understanding of the rubric traits/indicators and expectations. Rubric refinements have been minimal, as this process has matured with one change made in the spring 2017 term.

Rubric Refinements

The rubric used for BUS 360W has remained stable since the fall 2013 revision when indicator/trait and specific expectation definitions were revised (4.2.3: Sets and Maintains Baseline Tone, and 4.3.4: Conveys Message Concisely). Since summer 2015 the only revision to the rubric was on 2017-03-31 with the addition of specific criteria for each expectation level - fails, approaches, meets, exceeds (see Table 1) to cover elements of the trait/indicator on conciseness.

Table 1. Summary of BUS 360W Rubric Changes

Rubric Date	Deleted or Revised Traits or Expectations	Revised or Additional Traits or Expectations
2017-03-31	Expectation definitions were revised for: Indicator 4: Conveys Message Concisely	Letter meets [a variance of] the following criteria: (1) short, (2) free of redundancy, (3) free of wordy phrasing and excessive detail, (4) meets the information needs of the audience.

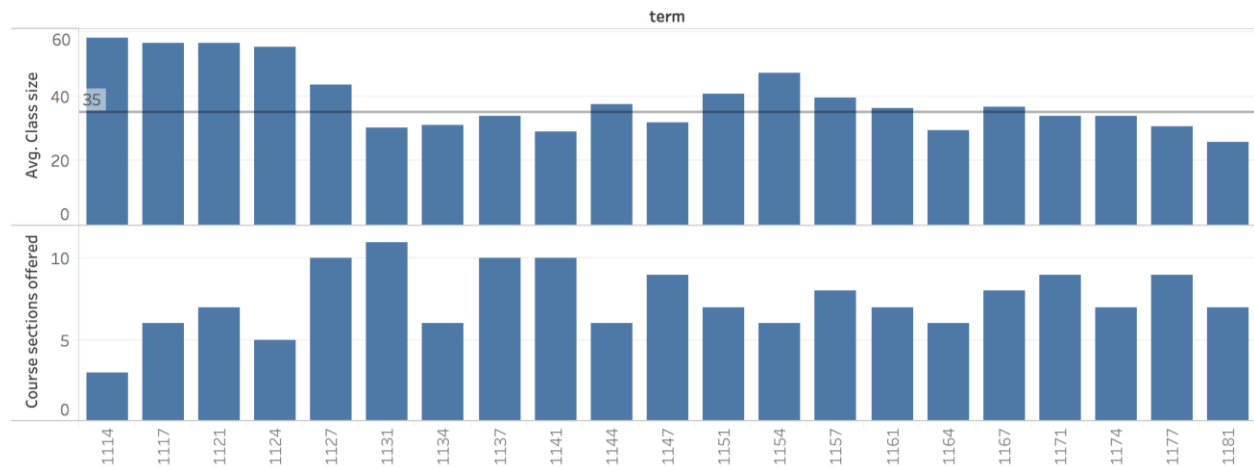
Assessment Instrument

The student artifact used for assessment has been Letter Submission #2 throughout this period. Letter Submission #2 allows students several rounds of practice and instructor feedback on written work—both in and out of class. Letter submission #1 generally takes place in week eight after a series of shorter writing exercises. Students receive feedback and submit Letter Submission #2 in week 10 of the term. This allows students to consider and apply feedback.

Class Sizes and Instructors

Starting in the spring 2013 term, the number of students in BUS 360W was limited to 35, which allowed for an improvement in instructor to student ratios and the ability for instructors to give more feedback to students. The average number of students per section of BUS 360W did exceed the 35-student maximum from spring 2015 to spring 2016, but has since remained at or below 35 in the six to nine sections offered each term (see Figure 5). There have been 11 instructors who have taught the course since summer 2011, with three core faculty and a course coordinator who oversees course content and sessional instructor onboarding.

Figure 5. BUS 360W Average class sizes and course sections offered

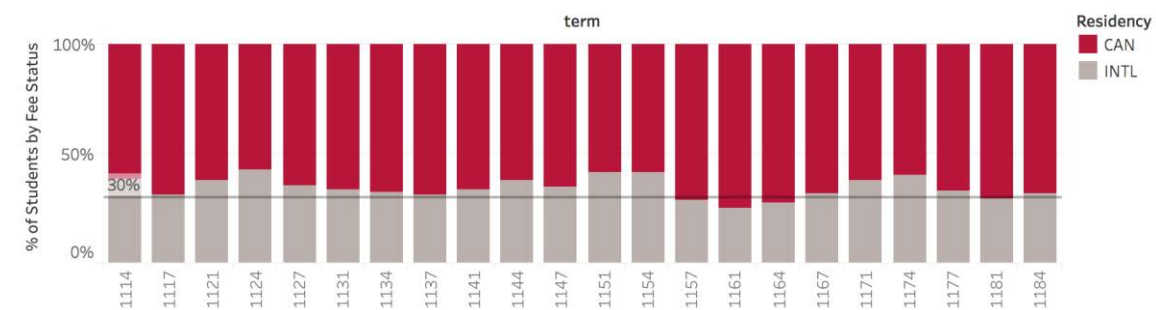


Class Composition and Multilingualism

The class composition for BUS 360W remains constant over time. Approximately 30% of business school students pay international student tuition. The class composition by fee status (domestic vs. international) of BUS 360W mirrors that percentage of the student population (see Figure 6), which is to be expected with a core course all business students are required to take.

The Business undergraduate student body is diverse and multilingual. While fee status is often the only proxy for lingual diversity, Beedie acknowledges that communication, written and oral, cannot be fully described by this proxy status. SFU Beedie undergraduate students are a diverse group with over 45 citizenships represented in 3,458 current active enrolled students and an array of English as an Additional Language (EAL). Multi-lingual capabilities are manifest in both domestic and international fee-paying students who communicate with peers, family, and friends in more than a single language.

Figure 6. BUS 360W class composition by fee status



Supporting Student Learning in Written Communication

This process of developing Beedie’s understanding of student competencies in writing within a business context since 2011 has resulted in several other points of observation and assessment to determine when issues arise. The measurement of written communication at the 300-level has shown this to be a student learning issue that has existed long prior to a student’s enrollment in BUS 360W.

SFU Beedie has been using a broad-based admissions process that incorporates other criteria to supplement an applicant’s GPA. This includes a writing sample that the School has received assistance in

conducting evaluations through the Centre of English Language Learning, Teaching, and Research (CELLTR). CELLTR provides Simon Fraser University (SFU) students, staff, and faculty with teaching and learning services that support communication in multilingual and multicultural environments. This collaboration has resulted in the addition of written communication assessments in 200-level business courses.

New Courses to Support Added Writing Opportunities

With the understanding that BUS 360W represents a single point of measurement for written communication skills of students engaged in 300-level studies, SFU Beedie has introduced 200-level points of measurement to help the School disambiguate the complicated nature of written communication for multilingual students in business contexts. Many students from the domestic K-12 system require familiarization and practice with academic writing. The needs and use-cases for business communication represent a manner of communication that may also be unfamiliar, or unpracticed, for Beedie undergraduate students regardless of basis of admission (BOA).

BUS 360W has provided relatively consistent data over time that has shown modest improvements. SFU Beedie has introduced two other points in the BBA curriculum where students are assessed on written abilities through the development and introduction of BUS 201, BUS 202, and BUS 217W. These courses represent part of the School's commitment to the continued examination of student learning and the process of continuous improvement. These 200-level courses also provide places for students to practice written communication in business-specific contexts and to conduct earlier assessments on writing skills. Based on these preliminary assessments, Beedie hopes to identify whether patterns observed in BUS 360W are manifested at the 200-level. This will inform the School's next steps in supporting student learning in this particular educational goal.

BUS 201 and BUS 202: Introduction and Foundation

BUS 201 and BUS 202 were introduced in the fall 2014 term as a required course for all business undergraduate students as part of the Business Foundations Program (BFP). They also offer an opportunity for students to practice writing and for the School to establish a baseline measurement of written communication abilities while students are in the program versus assessing an application document written outside of coursework and prior to acceptance. As part of the Business Foundations Program, the courses are formally titled:

- BUS 201 – Introduction to Business²
- BUS 202 - Foundations for Collaborative Work Environments³

All business undergraduate students are required to take BUS 201 or BUS 202, and each course is tailored specifically to in-take pathways with BUS 201 for high school direct admits and BUS 202 for transfer admits. Both courses have a writing assignment that is measured using four criteria as a means of determining a student's readiness for BUS 360W. The BUS 360W Readiness Indicator criteria are:

- Content (C)
- Organization and Progression/Cohesion (OP)
- Language Accuracy (LA)
- Vocabulary and Spelling (VS)

² <http://www.sfu.ca/students/calendar/2019/spring/courses/bus/201.html>

³ <http://www.sfu.ca/students/calendar/2019/spring/courses/bus/202.html>

The assessment uses a holistic rubric (see Appendix 2) with defined criterion for three levels of achievement.

- Level 1: Does not meet expectations (Red)
- Level 2: Approaches expectations (Yellow)
- Level 3: Meets expectations (Green)

To receive a recommendation to take BUS 360W Business Communication, students must achieve minimum scores of Level 2 for the Content (C) and the Organization and Progression/Cohesion (OP) sections and Level 3 on both Language Accuracy (LA) and Vocabulary and Spelling (VS). These scores are aggregated for an overall score and recommendation. CELLTR reviews the written assignment and conducts the assessment using the BFP rubric. Based on this aggregation of the three-point scale, CELLTR has found that ~15% of students are in red and ~30% are in yellow overall across students in both courses. Both student populations will need communication learning support.

Measuring Written Communication in BUS 201 and BUS 202

Since the fall 2014 term, BUS 201 and 202 have been offered in 40 sections taught by 14 instructors (six continuing faculty, eight sessional) with 3,382 students enrolled. BUS 360W readiness is predicated on achieving a Level 3 on Spelling and Grammar and Language Accuracy. Students are given an in-class writing exercise based on interests they may be interested in pursuing (see Appendix 1), which they review beforehand, discuss with a peer in-class, and then proceed to write about for 10 minutes.

In examining the disaggregated results specific to Vocabulary and Spelling (VS) and Language Accuracy (LA) for each of these BFP courses, Beedie was able to observe measures that are similar to what it finds in BUS 360W's writing mechanics and concise message traits/indicators. Over the course of four academic years, there is a difference between how direct admit and transfer students perform in each of these aspects of the BUS 201 and 202 writing assessment with more students in BUS 202 being measured at a Level 1 of the three-point scale. However, over time, there appears to be a gradual improvement of the writing baseline measure in both courses. These measures are based on a single student assignment artifact.

Figure 7. BUS 201 and 202 Vocabulary & Spelling (VS)

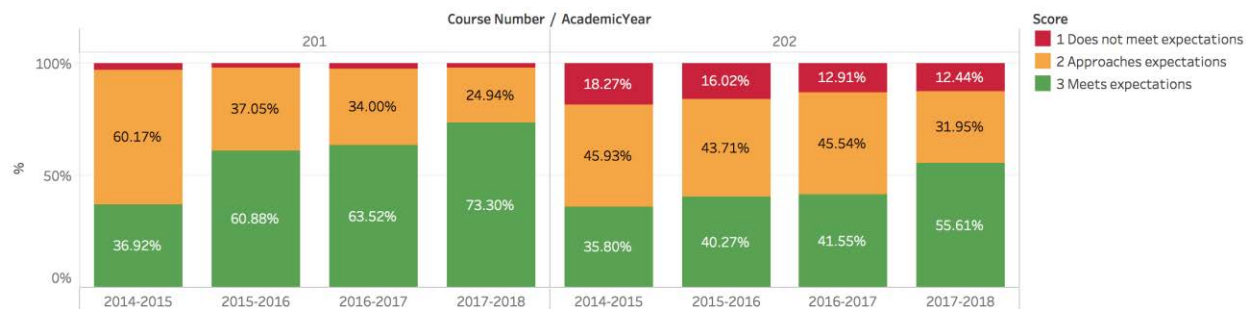
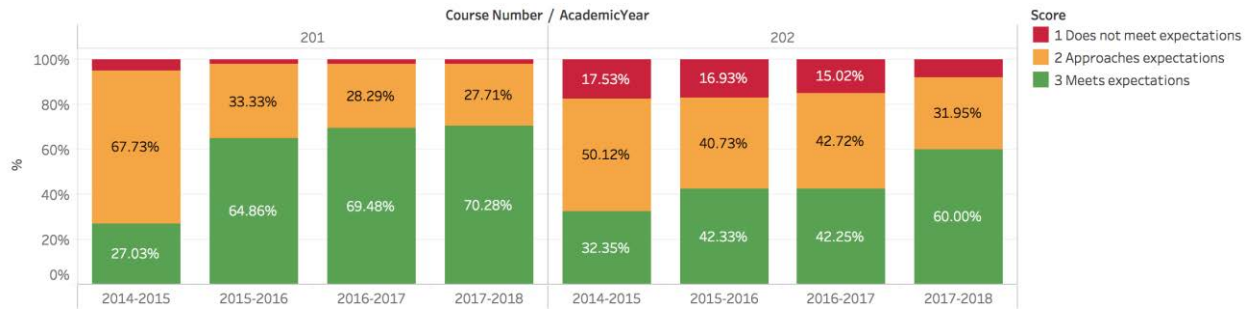


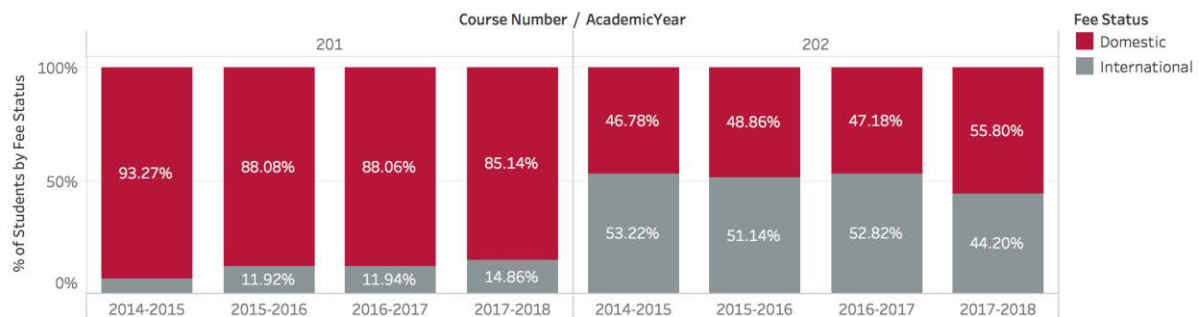
Figure 8. BUS 201 and 202 Language Accuracy (LA)



BUS 201 and 202 Class Composition

BUS 360W has an average of 30% international fee students enrolled in any given section, which is reflective of the overall School composition by fee status. The distribution of domestic vs. international fee status students in Bus 201 and 202 demonstrates some asymmetry based on the pathways that feed into each course. As it is to be expected, the high school direct admit pathway (BUS 201) has a lower percentage of international fee students than transfer students in BUS 202 where the percentage averages around 50% (see Figure 9).

Figure 9. BUS 201 and 202 Enrollment by Fee Status



Regardless of the class composition of domestic or international fee students in either BUS 201 or 202, the improvement of student learning in the areas of Vocabulary and Spelling and Language Accuracy over the past four years is promising. Whether this trend persists remains to be seen, and whether students sustain these patterns as they progress through core and concentration coursework requires further examination.

BUS 217W: A 200-Level Business W Course

Launched in the fall 2017 term, BUS 217W—Critical Thinking in Business,⁴ was introduced as a new required lower-division W course for business students. Students admitted prior to fall 2017 could still take a second ENGL/PHIL W course, or could opt to take BUS 217W instead. Courses with a W designation assist students in learning course content through the process of writing intensive assignments and will teach students to write in the genres of their disciplines. The intention for BUS 217W is to help students develop essential critical thinking and business communication skills through the application of critical thinking and business communication to business case scenarios that build skills to identify, assess, and report on conflicting perspectives regarding current business topics.

⁴ <http://www.sfu.ca/students/calendar/2019/spring/courses/bus/217w.html>

Students are tasked with improving their ability to make reasoned, credible, well-organized arguments to support ideas through the writing-intensive aspects of a W business communications course prior to taking BUS 360W. The course is unique in that the dual objectives of developing critical thinking and business communication skills are accomplished through a partnership between SFU Beedie and the Centre for English Language, Learning, Teaching and Research (CELLTR) where students are engaged with faculty from both areas in class and during office hours.

Pilot Measures in BUS 217W

Measuring written communication in BUS 217W started in the fall 2017 term with a pilot set of measures across three assignments. Students in BUS 217W have three critical thinking written assignments (an email, a memo, and a case analysis) where students respond to a scenario and conduct some research to formulate their response for the assignment. For the email and memo assignments, students make a first submission, receive feedback, and make a second submission where they apply the feedback received. Beedie has worked with CELLTR and the SFU Teaching and Learning Centre on the course design framework and curriculum in order to highlight and integrate language, writing, and critical thinking skills with business concepts. The instructional model for BUS 217W was also enhanced so that each course section has a Beedie “content” teaching assistant (TA) and the support of a “Language TA” funded by CELLTR. The Language TA has been a CELLTR faculty member or sessional instructor available for instructional support in language and writing skills for all students, but for EAL/multilingual students in particular.

Since fall 2017, BUS 217W has been offered in eight sections taught by six non-core instructors under the guidance of a course coordinator with 329 students enrolled. The course enrollment maximum is 45 students with an average of 41 students per section so far.

Piloting written communication measures were started in the fall 2017 term. Rubrics for BUS 217W were developed for each writing assignment submission and follow a four-point scale that mirrors the rubric for BUS 360W with traits/indicators that reference some that are used in both BUS 201/202 and BUS 360W. The traits/indicators measured in BUS 217W are:

- Accurately and ethically referenced in APA style 6th ed.
- Achieves writing objectives
- Applied feedback from submission 1
- Conveys message concisely
- Demonstrated a clear and thorough grasp of critical thinking in context of business analysis
- Demonstrated a clear and thorough grasp of critical thinking in context of communication analysis
- Email is organized effectively, follows accepted business conventions, conveys message concisely
- Follows accepted business conventions
- Identifies stakeholders and shareholders
- Organizes message effectively
- Persuasive message includes appeals to ethos, pathos, and logos using credible data/info sources
- Sets and maintains tone
- Use concise language and appropriate tone
- Uses clear writing mechanics

The four-point scale used for BUS 217W is:

- Level 1: Does not meet expectations
- Level 2: Approaches expectations
- Level 3: Meets expectations
- Level 4: Exceeds expectations

Developing a Mid-Point Assessment

By developing a required 200-level W course for business students, SFU Beedie is able to introduce students to business context writing tasks earlier in their studies. The course also provides an opportunity to conduct a mid-point assessment—after students’ BUS 201/202 baseline measures and before they take BUS 360W—which could provide additional formative assessment details on student learning that a single summative assessment (BUS 360W) cannot provide.

In examining the information collected in the fall 2017 (1177) and spring 2018 (1181) terms, Beedie are focusing on two traits that mirror the traits that students are performing below benchmark on in BUS 360W—writing mechanics and message conciseness. In BUS 217W, Beedie also has the opportunity to observe student work in an A/B test environment where submission 1 and submission 2 are scored with the assignment rubric so the School can see how students perform pre- and post-feedback. The sequencing of assignment 2 and 3 by week are as follows:

- Week 8: written assignment 2, submission 1 – memo due
- Week 9: written assignment 2, submission 1 – memo returned
- Week 10: written assignment 2, submission 2 – memo due
- Week 11: written assignment 2, submission 2 – memo returned
- Week 12: written assignment 3 – case analysis due
- Week 13: written assignment 3 – case analysis returned

What Beedie has observed so far in the pilot assessments is an improvement between submission 1 and submission 2 on assignment 2 in each term. Students, however, according to the data collected they are not able to sustain those gains in assignment 3 as observed in the spring 2018 term. (see Figure 10 and Figure 11 for assignment 2 (1177 and 1181 comparison) and assignment 2 and 3 comparison (1181)). More assessment data is being collected from the summer 2018 term and a review of data, rubrics, and scales will be conducted in order to confirm these very preliminary findings.

Figure 10. BUS 217W Writing Mechanics pilot measures

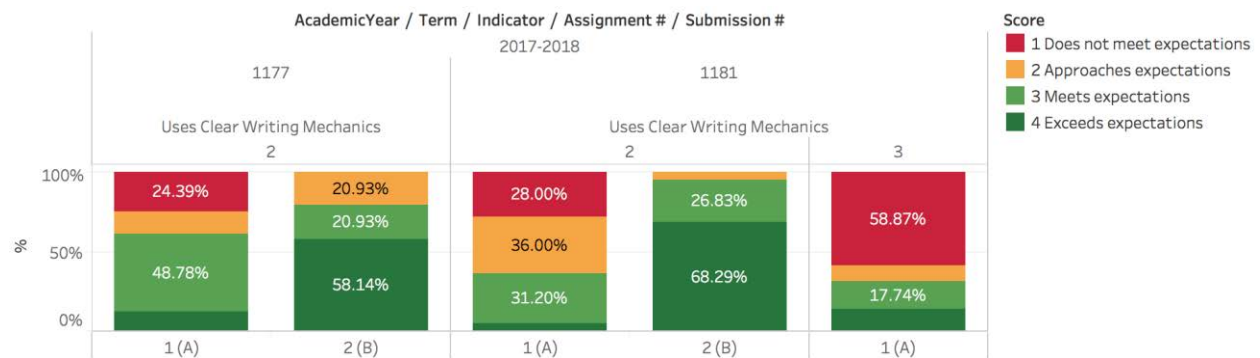


Figure 11. BUS 217W Message Conciseness pilot measures

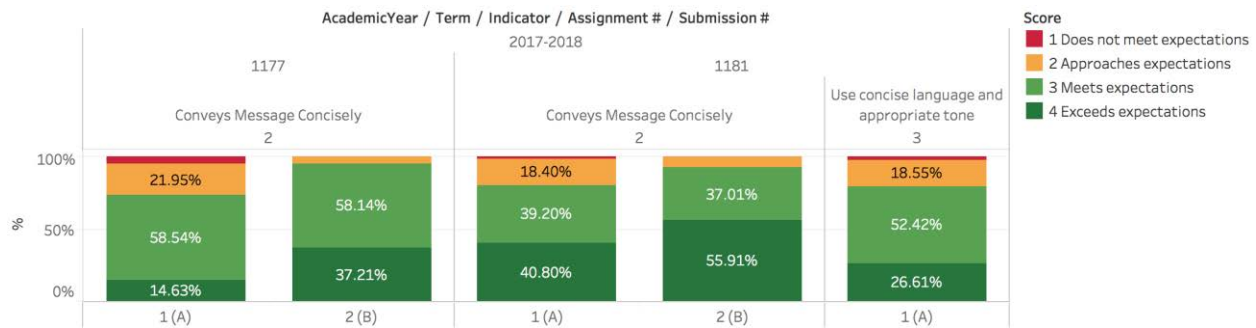
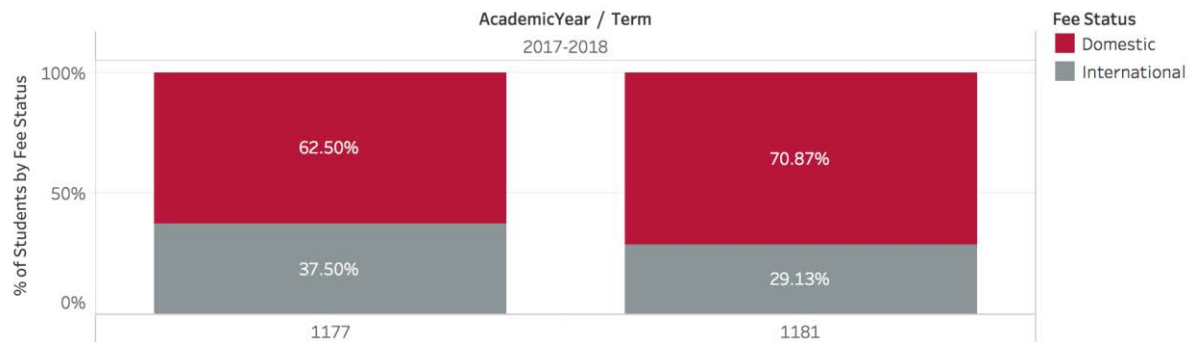


Figure 12. BUS 217W Enrollment by Fee Status



The class enrollments for BUS 217W over the same two terms by fee status reflects the same distribution of domestic and international fee-paying students as found elsewhere in the written communication assessment courses (BUS 201/202, BUS 360W).

Next Steps for Business Communication Assessment at SFU Beedie

As one of the longest standing points of assessment at SFU Beedie, and the one that has a broad impact on how students perform in other aspects of their studies, there are three items that are under consideration as next steps in the assessment of business communication.

Aligning Rubrics and Scales across Points of Measurement

Until now, the BUS 201/202 and BUS 217W written communication measurements have been conducted as independent inquiries into student abilities prior to their enrollment in BUS 360W. While references have been made to other existing rubrics when each course was introduced and assessment tools developed, a proper one-to-one alignment between trait/indicator and expectation definitions would be helpful. In order to examine the opportunities for intervention and supporting student learning more closely, an aligned “vertical” for each trait/indicator would aid in the process of continuous improvement. Rubrics for each course and assignment should be re-examined, conflated traits/indicators and mis-matched scales addressed, and instructors familiarized with interpreting rubrics and applying them to student artifacts.

Examining the Inventory of Writing Mechanics Issues

Considering the number of years that assessment has been in place in BUS 360W and the relative consistency in how students are performing in “writing mechanics,” the School should look at the inventory of writing mechanics errors that result in students performing below benchmark on such a consistent basis. Being able to identify which aspects of “writing mechanics” are occurring more

frequently than others may provide Beedie with better information to address student performance in an essential part of their academic and professional life. If the School is able to uncover aspects of causality that may also assist in understanding underlying issues and how students could be supported. Errors in writing mechanics include, but are not limited to:

- mixing up collocations
- wrong prepositions/nouns
- awkward phrasing
- subject/verb agreement
- comma splices
- punctuation
- spelling

Measuring Oral Communication Skills

Since the beginning of the assessment practice at Beedie, measuring written communication has been the leading edge in assessment and continuous improvement practices. BUS 360W provides a single course dedicated to writing and is a clear opportunity for mapping and data collection. The measurement of oral communication, however, has been harder to approach in the absence of a corresponding course in orality. With the introduction of Business Foundation Program courses like BUS 201 and BUS 202, and the 200-level W course, BUS 217W, preliminary exploration in oral communication instruction and assessment has been piloted in BUS 360W and will be tested for practical purposes of on-going assessment and preliminary findings. Examination into where the assessment of oral communication should occur remains a topic of discussion.

Future Assessment of Educational Goals at SFU Beedie

While this update focuses on the specifics of measuring the written communication skills of business undergraduate students at SFU Beedie, there have been some recent developments that affect future assessment practices of this, and other, educational goals. Communication in a business context represents one of six educational goals established for the Bachelor of Business Administration (BBA) program. There are also educational goals for each of the eight concentrations that students can take as part of their degree.

AACSB Peer Review Team Feedback: December 2015

The School completed an AACSB Business accreditation Continuous Improvement Review and Peer Review Team (PRT) visit in November 2015. In the AACSB PRT feedback sent in December 2015, the PRT acknowledged that while the School had done an admirable job in extensive measurement, data collection, technology development to support collection, and staff support, the School needed to refine existing educational goals to be less generic and more clearly aligned with the School mission, to develop a more nuanced approach to assessment, and to look at opportunities for assessment outside the classroom in experiential learning and co-curricular activities to round out standard direct embedded measurement practices.

New Dean, New Calling: January 2016 – January 2017

With the appointment of a new Dean in January 2016, SFU Beedie has undergone a process of re-examination and review of its mission statement, core values, and strategies that have resulted in a new calling for the School which signals key tenants and three thematic priorities—innovation, social responsibility, and global perspective—as identified through the B3 (Build a Better Beedie) process and the Beedie 2022 project.

As part of Beedie 2022, the roadmap includes a revised mission/calling to “develop innovative and socially responsible business leaders with a global perspective through education, inspired by research

and grounded in practice” with three key Vision to Action areas of emphasis that address Culture, Learning and Research, and Engagement within our geographic context.

- Culture: Developing commitment to our vision and shared values
- Learning and Research: Experiential, innovative learning and world-class research on social responsibility, innovation, and global perspectives
- Engagement: Celebrating diversity and active engagement with local, global, and Indigenous communities

In examining ways to apply recommendations from the AACSB PRT feedback from December 2015, the School will be looking to its mission, thematic priorities, and Vision to Action areas as it revises the articulation of its program educational goals.

Graduate Program Goal Alignment Project: September 2017

Beginning in the fall 2017 term, in response to the AACSB PRT feedback and the new calling, the graduate program began a process of reviewing the three thematic Vision 2022 priorities in the context of iterating school and program level educational goals that are mission-aligned. The project is to redefine and better align learning goals with the School mission priorities of Innovation, Social Responsibility, and Global Perspective. Through consultation with faculty, program directors, and other stakeholders, the Graduate Program Goal Alignment project has implications for all programs as the thematic priorities become educational goals that require articulation by academic level (undergraduate, graduate, doctorate) and by degree program (BBA, MBA, EMBA, etc.). The articulation of educational goals and the competency standards expected at each academic level will need to be completed as the first part of this project. Curriculum mapping and assessment planning will follow. All current educational goals and assessment processes stand until this project is complete. The results of the Graduate Program Goal Alignment project will inform aspects of the Undergraduate Program Review that is currently planned for 2019.

Appendices

Appendix 1. BUS 201/202 In-class Writing Assignment

Using the table below, check off any of the opportunities that you are **interested** in exploring or participating in while you complete your degree. You do not need to select all the opportunities within a row.

Category of Opportunity	Level of Engagement			
	1	2	3	4
Education (concentrations, specific courses, electives, minors)	<ul style="list-style-type: none"> Understand Beedie and SFU academic requirements 	<ul style="list-style-type: none"> Maintain minimum GPA requirements (SFU; Beedie continuance) 	<ul style="list-style-type: none"> Incorporate degree complements, such as a minor, certificate or experiential option 	<ul style="list-style-type: none"> Achieve academic excellence (scholarships, dean's honor roll, president's honor roll)
Club Involvement (Beedie specific clubs, SFU general)	<ul style="list-style-type: none"> Attend events offered by clubs Learn event planning for clubs by completing the Planning It Right Program 	<ul style="list-style-type: none"> Learn fundamental skills to be successful in clubs by completing the Beedie Protégé Program Hold an entry-level position within a club 	<ul style="list-style-type: none"> Hold an executive or organizing chair role within a club Become a FROSH (first year) Leader or Business Mentorship Program Mentor 	<ul style="list-style-type: none"> Become a Club President Provide resources and support for clubs by joining the Beedie Development Support Team
International Experience (exchange/study abroad, travel)	<ul style="list-style-type: none"> Attend an info session about global opportunities Drop-in for exchange advising with the International Coordinator 	<ul style="list-style-type: none"> Try out a new language and culture by attending a Beedie Language and Culture Connection session Take a language course related to an intl opportunity 	<ul style="list-style-type: none"> Participate in a field school at SFU: Bocconi Campus Abroad program [Summer] or SFU & Grenoble Joint Term in Entrepreneurship and Innovation [Spring] 	<ul style="list-style-type: none"> Participate in an international exchange or study abroad program Represent Beedie as a buddy/mentor for incoming exchange and international students
Conferences & Case Competitions (learn & network at conferences, analyze & present cases)	<ul style="list-style-type: none"> Participate in case drop-ins or case workshops; Attend SFU conferences or special topic seminars 	<ul style="list-style-type: none"> Participate in internal case competitions Attend conferences or special topic events offered within Vancouver by organizations external to SFU 	<ul style="list-style-type: none"> Participate in Beedie's case competition training program (CCTP) Attend regional or international conferences 	<ul style="list-style-type: none"> Represent Beedie as an official regional or international case competitor Become a Beedie Ambassador (i.e. a highly engaged and dedicated spokesperson for Beedie)

Work & Volunteer (Co-op, Part-time, Internships, Summer, Volunteer)	<ul style="list-style-type: none"> • Complete required Career Passport workshops • Engage in self-reflection about your interests, skills, and motivators 	<ul style="list-style-type: none"> • Book a career advising appointment • Research career paths, companies, industries, and labour market trends 	<ul style="list-style-type: none"> • Attend employer or industry events (information sessions, panels) • Enroll in any relevant industry specific career prep programs 	<ul style="list-style-type: none"> • Find employment (through the Career Management Center, Co-op or volunteer opportunities)
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Activity: With a partner, discuss one opportunity from above that interests you and why.

Appendix 2. BUS 201/202 - Rubric Business Foundation Program Communication Skills Assessment Rubric

CRITERION	BUSINESS WRITING INDEX		
	Level 1: Does not meet expectations Addresses few or no aspects of the writing task.	Level 2: Approaches expectations Addresses some aspects of the writing task.	Level 3: Meets expectations Addresses most or all aspects of the writing task.
CONTENT (C):	<ul style="list-style-type: none"> • Content is inadequate. • Presents some ideas but these are limited, repetitive, and inadequately developed. • Position is not supported by sufficient reasoning or examples (i.e. “why” is not explained). • Word count is below minimum requirement. 	<ul style="list-style-type: none"> • Content is minimally adequate. • Presents some relevant ideas, but development is uneven. • Position is supported by reasoning and examples (i.e. “why” is attempted); however, conclusions may be unclear. • Word count meets minimum requirement. 	<ul style="list-style-type: none"> • Content is adequate. • Presents ideas that are relevant and well developed. • Position is supported with clear and sufficient examples (i.e. “why” is explained). Conclusions are clear. • Word count is sufficient for ample development of information.
ORGANIZATION & PROGRESSION/ COHESION (OP):	<ul style="list-style-type: none"> • Sequence of information or ideas is difficult to follow and has little logical progression. • Cohesive devices are inadequate and/or overused. 	<ul style="list-style-type: none"> • Sequence of information or ideas shows some organization but may lack clear progression. • Basic cohesive devices are used adequately; some may be mechanical. 	<ul style="list-style-type: none"> • Sequence of information is easy to follow and progression is evident. • Uses a range of cohesive devices appropriately.
LANGUAGE ACCURACY (LA):	<ul style="list-style-type: none"> • Little control over grammatical accuracy making it difficult to understand the response. • Uses mainly simple sentences with repetitive structures. Complex sentences are attempted but usually contain errors. • Limited control over punctuation. 	<ul style="list-style-type: none"> • Some control over grammatical accuracy; comprehension is not impeded. • Attempts a range of structures. Simple sentences are mainly accurate. Complex sentences are attempted but often contain minor errors. • Some control over punctuation. 	<ul style="list-style-type: none"> • Sufficient control over grammatical accuracy to express precise meaning. • Uses a range of sentence structures. Simple sentences are usually error-free. Complex sentences are used and are generally error-free. Errors are minor and do not impact comprehension. • Good control over punctuation.

VOCABULARY & SPELLING (VS):	<ul style="list-style-type: none"> • Simple or limited vocabulary that may be inappropriate for the task. • Use of formulaic language. Possible over-dependence on rubric. • Noticeable errors in word form and collocation. • Word choice and/or spelling errors impede comprehension. 	<ul style="list-style-type: none"> • Minimally adequate range of vocabulary that is relevant to the task. • Word forms most often accurate; some evidence of appropriate collocation. • Occasional errors in word choice and/or spelling but does not impede comprehension. 	<ul style="list-style-type: none"> • Uses vocabulary with flexibility and precision. • Uses less common vocabulary with an awareness of style and form. • Word forms are used accurately. Good control over collocation. • Word choice and/or spelling are mostly accurate and have no effect on comprehension.
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Appendix 3. BUS 217W Rubric for Assignment #1, Submission #1

Criteria	Does Not Meet Expectations	Meets Minimal / Some Expectations	Meets Expectations	Exceeds Expectations
Achieves Writing Objectives (O)	Message achieves few or none of the writing objectives.	Message achieves some of the writing objectives.	Message achieves most of the writing objectives.	Message achieves all of the writing objectives.
Identifies Stakeholders and Shareholders (S)	More than two stakeholder groups missing.	Two stakeholder groups missing, few examples.	One stakeholder group missing, others identified with examples.	All identified, with examples.
Sets and Maintains Tone (T)	Inappropriate tone is used throughout message.	Inappropriate tone is used in one or more sentences, may create audience resistance.	Tone is appropriate throughout the message and does not create resistance.	Tone is exceptionally attuned to the reader and the context, helping to create a receptive audience.
Organizes Message Effectively (OIA)	Organization is flawed, will create audience resistance.	Organization is flawed, may create some audience resistance.	Organization OIA is evident, minor flaws unlikely to create resistance.	Well organized according to OIA approach.
Conveys Message Concisely (C)	Writing is not concise.	Frequent instances where writing is not concise.	Writing is mostly concise.	Writing is concise.
Uses Clear Writing Mechanics (grammar, sentence structure, paragraphing, vocabulary, spelling, and punctuation) (M)	Message has 6 or more errors. NOT EVALUATED this submission only	Message has 4--5 errors. NOT EVALUATED this submission only	Message has 1--3 errors. NOT EVALUATED this submission only	Message is error-free. NOT EVALUATED this submission only

Follows Accepted Business Conventions (B)	Message has 3 or more errors.	Message has 2 errors.	Message has 1error.	Message is error-free.
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Appendix 4. BUS 217W Rubric for Assignment #1, Submission #2

Criteria	Does Not Meet Expectations	Meets Minimal / Some Expectations	Meets Expectations	Exceeds Expectations
Achieves Writing Objectives (O)	Message achieves few or none of the writing objectives.	Message achieves some of the writing objectives.	Message achieves most of the writing objectives.	Message achieves all of the writing objectives.
Identities Stakeholders and Shareholders (S)	More than two stakeholder groups missing.	Two stakeholder groups missing, few examples.	One stakeholder group missing, others identified with examples.	All identified, with examples.
Sets and Maintains Tone (T)	Inappropriate tone is used throughout message.	Inappropriate tone is used in one or more sentences, may create audience resistance.	Tone is appropriate throughout the message and does not create resistance.	Tone is exceptionally attuned to the reader and the context, helping to create a receptive audience.
Organizes Message Effectively (OIA)	Organization is flawed, will create audience resistance.	Organization is flawed, may create some audience resistance.	Organization OIA is evident, minor flaws unlikely to create resistance.	Well organized according to OIA approach.
Conveys Message Concisely (C)	Writing is not concise.	Frequent instances where writing is not concise.	Writing is mostly concise.	Writing is concise.
Uses Clear Writing Mechanics (grammar, sentence structure, paragraphing, vocabulary, spelling, and punctuation) (M)	Message has 6 or more errors.	Message has 4--5 errors.	Message has 1--3 errors.	Message is error-free.
Follows Accepted Business Conventions (B)	Message has 3 or more errors.	Message has 2 errors.	Message has 1error.	Message is error-free.

Appendix 5. BUS 217W Rubric for Assignment #2, Submission #1

Criteria	Does Not Meet Expectations	Meets Minimal / Some Expectations	Meets Expectations	Exceeds Expectations
Achieves Writing Objectives (O)	Message achieves few or none of the writing objectives.	Message achieves some of the writing objectives.	Message achieves most of the writing objectives.	Message achieves all of the writing objectives.

Persuasive Message Includes Appeals to Ethos, Pathos, and Logos Using Credible Data/info Sources (P)	Persuasive methods not used effectively, fails to persuade audience, and/or source and information credibility questionable.	Some persuasive methods evident. Supporting source and information credibility may be considered questionable.	Three persuasive methods are used effectively, some weakness in argument or source credibility.	Three persuasive methods are used effectively, strong impact on audience.
Sets and Maintains Tone (T)	Inappropriate tone is used throughout message.	Inappropriate tone is used in one or more sentences, may create audience resistance.	Tone is appropriate throughout the message and does not create resistance.	Tone is exceptionally attuned to the reader and the context, helping to create a receptive audience.
Organizes Message Effectively for Direct Design Problem-solving Memo	Organization is flawed, will create audience resistance.	Organization is flawed, may create some audience resistance.	Organization is evident, minor flaws unlikely to create resistance.	Well organized
Conveys Message Concisely (C)	Writing is not concise.	Frequent instances where writing is not concise.	Writing is mostly concise.	Writing is concise.
Uses Clear Writing Mechanics (grammar, sentence structure, paragraphing, vocabulary, spelling, and punctuation) (M)	Message has 6 or more errors.	Message has 4---5 errors.	Message has 1---3 errors.	Message is error-free.
Follows Accepted Business Conventions (B)	Message has 3 or more errors.	Message has 2 errors.	Message has 1 error.	Message is error-free.

Appendix 6. BUS 217W Rubric for Assignment #2, Submission #2

Criteria	Does Not Meet Expectations	Meets Minimal / Some Expectations	Meets Expectations	Exceeds Expectations
Achieves Writing Objectives (0)	Message achieves few or none of the writing objectives.	Message achieves some of the writing objectives.	Message achieves most of the writing objectives.	Message achieves all of the writing objectives.
Persuasive Message Includes Appeals to Ethos, Pathos, and Logos Using Credible Data/info Sources (P)	Persuasive methods not used effectively, fails to persuade audience, and/or source and information credibility questionable.	Some persuasive methods evident. Supporting source and information credibility may be considered questionable.	Three persuasive methods are used effectively, some weakness in argument or source credibility.	Three persuasive methods are used effectively, strong impact on audience.
Sets and Maintains Tone (T)	Inappropriate tone is used throughout message.	Inappropriate tone is used in one or more sentences, may create audience resistance.	Tone is appropriate throughout the message and does not create resistance.	Tone is exceptionally attuned to the reader and the context, helping to create a receptive audience.

Conveys Message Concisely (C)	Writing is not concise.	Frequent instances where writing is not concise.	Writing is mostly concise.	Writing is concise.
Applied Feedback from Submission 1 {F}	Message has 6 or more errors.	Message has 4---5 errors.	Message has 1---3 errors.	Message is error-free.
Follows Accepted Business Conventions (B) Including APA in- text citations and References page	Message has 3 or more errors.	Message has 2 errors.	Message has 1error.	Message is error-free.

Appendix 7. BUS 217W Rubric for Assignment #3 Case Analysis Report

Evaluation	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
Submission contains required elements.	Message has three or more required elements missing.	Two required elements missing.	One required element missing.	All requirements met.
Analytical frameworks are applied and report addresses problem, risks, and opportunities.	Analysis is flawed, does not support conclusion.	Missing relevant points or lacks cohesive analysis, weakens case for conclusion.	Analysis covers most relevant points and makes a cohesive case for conclusion.	Exceptional analysis, covers all relevant points and makes a very strong, cohesive case for conclusion.
Problem identification and conclusion. (P)	Problem identification and/or premise(s) and conclusion inadequate.	Problem described, some elements unclear or inconsistent and/or flawed premise(s) and conclusion.	Problem identified, premise(s) and conclusion adequate.	Problem identified in a clear and consistent manner, premise(s) and conclusion very clear to audience.
Uses concise language and appropriate tone. (C or T)	Writing is not concise and / or inappropriate tone is used throughout messages.	Frequent instances where writing is not concise and/or inappropriate tone is used in one or more messages	Writing is mostly concise, tone is appropriate throughout the message and does not create resistance.	Writing is concise, tone is exceptionally attuned to the reader and the context, helping to create a receptive audience.
Accurately and ethically referenced in APA style 6th ed. (A)	Message has three or more errors.	Message has two errors.	Message has one error.	Message is error-free.
Follows writing mechanics (i.e. spelling, punctuation) (M)	Message has three or more errors.	Message has two errors.	Message has one error.	Message is error-free.
Follows accepted business conventions and formatting. (B)	Message has three or more errors.	Message has two errors.	Message has one error.	Message is error-free.

Appendix 8. BUS 360W Rubric – Written Communication

The rubric used for written communication measurement in BUS 360W was last revised on 2017-03-31. The complete rubric is shown below with definitions for each of the expectation levels. The rubric differs from the three-point scale holistic rubric model used in the Business Foundation Program courses BUS 201 and BUS 202.

Trait/Indicator	Fails Expectations (1)	Approaches Expectations (2)	Meets Expectations (3)	Exceeds Expectations (4)
Achieves Writing Objectives 4.2.1	Letter achieves few or none of the writing objectives.	Letter achieves some of the writing objectives.	Letter achieves most of the writing objectives.	Letter achieves all of the writing objectives.
Addresses Audience Knowledge Deficits 4.2.2	Letter addresses few or none of the audience knowledge deficits.	Letter addresses some of the audience knowledge deficits.	Letter addresses most of the audience knowledge deficits.	Letter addresses all of the audience knowledge deficits.
Sets and Maintains Baseline Tone (<i>positive, courteous, and respectful</i>) 4.2.3	Writer has difficulty using baseline tone in <i>both</i> the introductory paragraph <i>and</i> elsewhere in the letter.	Writer has difficulty using baseline tone in <i>either</i> the introductory paragraph <i>or</i> elsewhere in the letter.	Baseline tone is used effectively throughout the letter. Tone does not create resistance.	Tone is <i>exceptional</i> , moving beyond the baseline tone as needed. Tone does not create resistance.
Organizes Message Effectively 4.2.4	Organization is flawed in <i>both</i> the introductory paragraph <i>and</i> in the rest of the letter. Transitions <i>may</i> be flawed.	Organization is flawed in <i>either</i> the introductory paragraph <i>or</i> in the rest of the letter. Transitions <i>may</i> be flawed.	Organization is appropriate throughout the letter. Some transitions are flawed.	Organization is appropriate throughout the letter. Transitions are flawless.
Conveys Message Concisely 4.2.5	Letter meets 0 or 1 of the following criteria: (1) short, (2) free of redundancy, (3) free of wordy phrasing, (4) meets the information needs of the audience.	Letter meets 2 of the following criteria: (1) short, (2) free of redundancy, (3) free of wordy phrasing, (4) meets the information needs of the audience.	Letter meets the information needs of the audience and is short. Letter also meets one of the following additional criteria: (1) free of redundancy, (2) free of wordy phrasing.	Letter meets all 4 of the following criteria: (1) short, (2) free of redundancy, (3) free of wordy phrasing, (4) meets the information needs of the audience.
Uses Clear Writing Mechanics (grammar, sentence structure, paragraphing, vocabulary, spelling, and punctuation) 4.2.6	Letter has 6 or more errors.	Letter has 4-5 errors.	Letter has 1-3 errors.	Letter is error-free.
Follows Accepted Business Conventions 4.2.7	Letter has 3 or more errors.	Letter has 2 errors.	Letter has 1 error.	Letter is error-free.

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