# Change Goal #1: Achievement

| Unit Objective | Present | Future | Enablers | Constraints |
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| 1. Achieve a student course completion rate in alignment with Strategic Enrolment Management (SEM) goals. | 1.1 Create a new Student Engagement and Experience team formally dedicated to student engagement and success.<br><br>1.2 Formalize Moodle support for Open Learning (OL) students.<br><br>1.3 Hire a Learning Support Strategist to provide dedicated support to OL students.<br><br>1.4 Strengthen learning material accessibility to remove technical impediments to success.<br><br>1.5 Support faculty Open Educational Resource (OER) development (media, copyright, editing, technology). | 1.1 Review completion rates in consideration of different entrance requirements and student characteristics.<br><br>1.2 Expand development of Zero Textbook Cost (ZTC) and other OER options.<br><br>1.3 Establish, monitor, and enforce formal goals for Faculties / Schools / Departments regarding OL program enrolments and retention rates. | 1.1 **Academic supports**: Open Learning Faculty Members (experts at online and distance education), TRU Library, TRU Writing Centre, online and distance exam delivery, OER development.<br><br>1.2 **Non-academic supports**: Program advising team, IT supports (free software and Moodle help), financial assistance (grants, loans, awards), Cplul'kw'ten (virtual appointments with learning strategist or mentor), Career and Experiential Learning counselling for OL students.<br><br>1.3 Prior Learning Assessment and Recognition (PLAR) students have higher completion rates (by 9% on average) than non-PLAR students. | 1.1 Current TRU Open Learning Faculty Association (TRUOLFA) agreement offers limited motivation for extensive student engagement (difficult to implement low stakes assignments or frequent feedback) or engagement with the institution. |

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| | | | 1.4 PLAR offers learning paths to rural students that aren't readily available through campus programs. | |
| 2. Strive for all students to have equitable access to all academic/non-academic support services. | | 2.1 Enable OL students to access math support services; achieve parallel with writing centre services, e.g. math or science, technology, engineering, and mathematics (STEM) parallel to WriteAway or AskAway provincial consortium model.<br><br>2.2 Identify our most challenging courses and provide supplemental learning support for students.<br><br>2.3 Identify supports available to students in a welcome letter to new students as they enrol; | 2.1 Other service units for student supports. | 2.1 Some learner supports are volunteer (student) staffed, so capacity and type of help varies.<br><br>2.2 Whereas students on campus can receive math support through drop-in services in the Math Help Centre in the Math and Stat Department, OL students are currently unable to access this resource. |

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| | | identify strategies to also remind students of those resources in a "just-in-time" way.<br><br>2.4 Ensure student support information is provided to Open Learning Faculty Members (OLFMs) for sharing with students as they need it.<br><br>2.5 Explore partnership options for online tutoring services for OL students, e.g. all students can access 10 hours / term (akin to Penn State's relationship with tutor.com).<br><br>2.6 Create a series of workshops for OL students in the following areas: time management; writing essays;<br>academic writing; critical thinking; academic integrity; citation styles; using TRU library system; wellness and stress management. | | |

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| 3. Investigate different forms of delivery (synchronous / asynchronous / hybrid) to reflect the needs of diverse learners. | 3.1 All learning technology support, including Moodle troubleshooting, for campus students is housed in OL.<br><br>3.2 Pedagogical support for campus faculty working with technology is housed in OL. | 3.1 Complete and have approved learning design project frameworks related to student engagement, curriculum development, Moodle design, and process. | | 3.1 Continuous enrollment and independent study model does not enable full realization of community of inquiry model and engagement of learners with instructor and peers that is critical to learning. Course design and activities are constrained. |
| 4. Address governance issues that slow development of curriculum to respond to student needs and market desires. | | 4.1 Invest in permanent academic positions to act as responsible stewards for the integrity of existing and new programming through OL, empowered to move curriculum initiatives through TRU's academic approval process.<br><br>4.2 Clearly enunciate the respective duties and accountabilities between the Faculties and OL as they pertain to academic governance. | | 4.1 OL cannot initiate changes to or propose new curriculum e.g. enter information into Curricunet. |

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| 5. Conduct an audit of the faculty association collective agreements and suggest models that would allow TRU to leverage the strengths of both collective agreements. | | | | 5.1 Patchwork access to governance processes for TRUOLFA and TRU Faculty Association (TRUFA) faculty within OL means uneven integration on campus; few opportunities offered for OLFMs to collaborate with campus colleagues.<br><br>5.2 Continuity of service is impacted by loss of specialized (Canadian Union of Public Employees (CUPE) staff. CUPE positions are fixed in pay-bands in their collective agreement, meaning staff have no opportunity to grow professionally unless one changes positions. Work is structured as precarious, temporary jobs.<br><br>5.3 CUPE staff lack formal incentives or institutional recognition of discretionary effort in support of learners or the institution.<br><br>5.4 CUPE collective agreement provides few opportunities for staff to participate in governance or to conduct research. |

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| | | | | 5.5 Lack of flexibility (e.g. work from home) for CUPE staff in workplace structure to enable professional development and work-life balance. |
| 6. Review opportunities for TRU programming where OL courses are used to fill program requirements for TRUFA delivered programs to help offset instructional costs . | 6.1 Offer open access to high-quality courses and programs. | 6.1 Identify OL courses that meet Institutional Learning Outcomes (ILOs) at TRU and other institutions. | | |
| 7. Support learners, OLFMs, and all OL stakeholders to feel a deeper sense of community and to move through programs successfully. | 7.1 Reinstate and ensure the Program Advisor group in OL is properly supported and exclusively dedicated to meeting the needs of students that come through OL.<br><br>7.2 Invest in a virtual student hub accessible to all past and present TRU students to enhance a sense of connection with the institution, broadly including the academic community, supporting departments, OLFMs, and the learner community. | 7.1 Clearer and more responsive program advising, e.g. clearer roadmaps or FAQs for program completion; more program advisors available via multiple modalities. | | 7.1 Static course guides do not always make students aware of available supports.<br><br>7.2 OL students often lack identity as "TRU students". Limited OL student support for wellness, counselling and chaplaincy. Limited capacity (human resources) for program advising and other supports. |

| | 7.3 Implementation of COMM 100 for student support (live chat, knowledge base). | | | |
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| 8. Assign marketing / communications expertise to focus on the unique circumstances and needs of students coming through OL. | | 8.1 Consider the needs of OL students and OLFMs in all university communications. | | 8.1 Marketing / recruitment campaigns and communications support is inconsistent in relation to OL. There is currently no way to communicate directly with OL students. |

## Change Goal #2: Indigenization

| Unit Objective | Present | Future | Enablers | Constraints |
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| 1. In partnership with Indigenous Education, re-establish a provincial network of "First Nations Learning Centres" complete with an OL Coordinator. | | | | |
| 2. Redevelop agreement protocols and expressions of Indigenous organizations and communities. | 2.1 Dedicated ongoing technical support to initiatives such as All My Relations and Knowledge Makers. | 2.1 Include Indigenization strategies in materials for curriculum developers (incorporate into design framework resources). | | |

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| | 2.2 Partnership agreements with local communities such as the recent partnership agreement with Tk'emlúps te Secwépemc to deliver the Business Skills Certificate program to a cohort of students from Tk'emlúps te Secwépemc. | 2.2 Formalize the recognition/articulation of Traditional Knowledge via PLAR (PLAR supports completion rates amongst students.) | | |
| 3. Ensure OL program students can meet the ILO related to Indigenous education. | 3.1 Develop series of Indigenous business case studies as teaching / learning resources to highlight culturally significant aspects of business or marketing to/about Indigenous cultures; promote ILOs for Indigenous students; and enrich relationships with Indigenous communities and organizations. | 3.1 Ensure all OL course Moodle shells have a territorial acknowledgement and welcome video; reach beyond the local territories where appropriate.<br><br>3.2 Develop and launch new OL courses focused on Indigenous languages in collaboration with the Faculty of Arts.<br><br>3.3 Encourage OLFMs to localize their own territorial acknowledgement and create space for students to do the same. | | 3.1 While OL respects the campus commitment to our First and Second Houses, territoriality for OL expands beyond that and should be captured in language around territory. |
| 4. Review and enhance OL's Indigenization strategy. | 4.1 PLAR is exploring ways to incorporate Indigenous ways of | 4.1 Revisit policies around content sharing and how labour is | 4.1 PLAR Assessors are working to identify gaps in process (e.g. | 4.1 Few Indigenous faculty, admin, staff. |

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| | knowing and presenting learning. Currently there is a pilot project allowing Indigenous students to develop an oral/video portfolio. In addition, they are consulting local elders for ways to decolonize both the PLAR process and student resources.<br><br>4.2 PLAR has also been working with the TRU Educational Developer, Indigenous Teaching and Learning regarding how to work collaboratively with decolonizing and Indigenizing PLAR; also developing relationships with bands in the northern Secwepemc.<br><br>4.3 OL is an active participant in the Coyote Project at TRU. | allocated considering cultural sensitivity, particularly in working with knowledge sharing and Indigenous ways of knowing.<br><br>4.2 Delivery policies need to be revised to give space for culturally supported and sensitive practices.<br><br>4.3 Ensure that courses focused on Indigenous content and topics are developed and delivered by Indigenous course developers and OLFMs.<br><br>4.4 Increase the number of Indigenous OLFMs and OL students .<br><br>4.5 Work with People and Culture (P&C) to create strategies to attract and support Indigenous candidates. | connecting with Elders, Knowledge Keepers, and Band leaders to learn about what Indigenous communities need from PLAR); exploring how to identify, assess and validate Indigenous knowledge systems, types of learning, governance, judicial systems, etc.<br><br>4.2 People and Culture support new hiring. | 4.2 No dedicated supports or initiatives to hire Indigenous staff. |
| 5. Centre achievement focus on needs of Indigenous learners. | | 5.1 Provide additional and ongoing training to OLFMs and OL staff  to ensure that they are aware of and supportive | 5.1 Cplul'kw'ten offers virtual appointments with a learning strategist or mentor. | |

| | | of the needs of Indigenous learners. | 5.2 Centre for Excellence in Learning and Teaching (CELT) Educational Developer, Indigenous Teaching and Learning Focus. | |
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## Change Goal #3: Research

| Unit Objective | Present | Future | Enablers | Constraints |
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| 1. Develop our reputation as a world-class leader in open and online and distance education practices; prioritize promotion and information sharing. | 1.1 Currently three Social Sciences and Humanities Research Council (SSHRC) funded projects are in process within OL; support faculty tri-council grant holders.<br><br>1.2 Edit International Journal of E-Learning & Distance Education (iJEDE), minimum of 2 issues/year.<br><br>1.3 Develop ZTC pathway for students to complete the Associate of Science.<br><br>1.4 Make knowledge and learning resources widely available through the use of open practices and OER. | 1.1 Re-establish research fellows program and research budget.<br><br>1.2 Develop annual reports of OL research activity and coordinate and support ongoing activity. Publicize and support projects and outcomes. | 1.1 OL has expertise in instructional design, publishing, copyright, educational technologies, and open educational practices.<br><br>1.2 Tri-partite Instructional Designer with establish research agenda.. | 1.1 Chair / supervisor / manager / staff hours for hiring and performance reviews are significant and need to be accounted for in overall workload. |

| | 1.5 Contribute and lead in TRU, BC-wide, and national communities of practice regarding: open education, educational technology, etc.<br><br>1.6 Research in PLAR persistence has identified barriers to success; OL Innovation Grant studying PLAR success has identified ways to strengthen support.<br><br>1.7 Conduct a copyright review of all campus course packs and all OL course materials; provide consultation and review to all TRU faculty (campus and OL) and students. | | | |
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| 2. In partnership with Research and Graduate Studies, investigate redesign of courses/programs to allow for an active undergraduate research component. | | 2.1 Research is necessary to develop a for-credit portfolio course to allow for competency-based PLAR cohorts.<br><br>2.2 Ensure significant community-centred research opportunities are key components of OL courses and that OLFMs are supported in | | |

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| | | assisting students with community-engaged research. | | |
| 3. Support the existing and varied research community across OL, including TRUOLFA and TRUFA faculty, and plan for its growth. | | 3.1 Create space on the OL website to support and celebrate the research activity and accomplishments of OLFMs; departmental recognition for OLFMs cross-campus and province-wide.

3.2 Ensure that OLFMs and OL students have full and equal access to research funding and support from TRU and external funders.

3.3 Develop opportunities to promote and showcase research done by OLFMs and OL students. | 3.1 Many OLFMS have significant research agendas and actively support student research opportunities. | 3.1 TRU Marketing and Communications (MarCom) and TRU website: OLFMs should be a more visible part of the research and learning community.

3.2 Lack of access to research funds and support from the Research Office for OLFMs limits capacity. |

Change Goal #4: Life-Long Learning

| Unit Objective | Present | Future | Enablers | Constraints |
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| 1. Invest in Strategic Partnerships and PLAR to better  support institution-wide initiatives. | 1.1 Create and adopt open practices and OER so that knowledge and learning are more widely available.<br><br>1.2 Develop, maintain, and deliver graduate programs in MEd and MBA, as well as return-to-practice health care and trades programming; examples of mid-career professional development.<br><br>1.3 Continue to provide instructional design and production support for micro-credentials.<br><br>1.4 OL supports professional development in a range of educational technologies and open pedagogies for campus faculty. | 1.1 Revise governance and work with Faculty Councils to enable OLFMs to initiate courses in Curricunet.<br><br>1.2 Create a marketing campaign focused on TRU-OL's more than 40-year history of providing opportunities for lifelong learners throughout BC and beyond.<br><br>1.3 Create a curriculum council that also has community representation to reflect the diverse open learning needs of the province.<br><br>1.4 Pursue additional opportunities to support and deliver micro-credentials, following successful work in e.g. Trades.<br><br>1.5 Explore opportunities for smaller general interest learning opportunities – perhaps continuing studies.<br><br>1.6 Explore partnerships with professional | 1.1 As student expectations of delivery models change, OL's learning technology team is well positioned to help future-proof pedagogical approaches and professional competencies.<br><br>1.2 PLAR inherently supports and recognizes lifelong learning. | 1.1 OL cannot initiate changes to or propose new curriculum e.g. enter information into Curricunet.<br><br>1.2 Slow-moving approvals process due to Planning Council for Open Learning (PCOL) meeting infrequently.<br><br>1.3 There is currently no efficient method to support enrollment in anything other than conventional diplomas/degrees etc. |

| | | organizations to provide mid-career professional development. | | |
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| 2. Enhance equity of TRU students accessing PLAR. | 2.1 Assess and recognize non-traditional learning pathways.

2.2 Upgrade learner-facing PLAR resources (regarding: advising, policy, processes) on TRU website. | 2.1 PLAR Assessor's Handbook is almost complete. This offers opportunities to create connections across learning institutions as we share our expertise.

2.2 Track PLAR students' retention rates, GPA, time to completion, impact on PLAR on recruitment of rural and Indigenous students.

2.3 Develop and update research tools to gather student feedback on their PLAR experience. | 2.1 PLAR inherently supports and recognizes lifelong learning. | 2.1 PLAR capacity is constrained by a limited number of staff.

2.2 PLAR is not marketed and often discovered only via word of mouth. |
| 3. Maintain the open access policies of TRU-OL in keeping with the TRU Act. | 3.1 Develop, maintain, and deliver open access courses and programs with learning opportunities that are not limited by location or previous academic work.

3.2 Offer courses to meet the online, distance, and open | 3.1 Invest in a more robust presence of PCOL including ongoing training for PCOL members regarding their legal obligations and their implications under the TRU Act .

3.2 Continue to offer courses at a broad range of levels. | 3.1 OL's online and distance learning capacity, open enrollment models, and programs that allow continuous entry are structurally supportive of lifelong learning.

3.2 OL has more than 40 years of experience developing and delivering courses for lifelong | |

| | learning needs of British Columbians in alignment with the expectations in the TRU Act. | 3.3 Build life-long learning pathways for TRU staff and faculty; make tuition waiver applicable to OL courses; provide PLAR support for campus staff. | learners throughout BC and beyond.<br><br>3.3 TRUOLFA professional development benefits including tuition waiver, conference supports, professional membership fees, and credential enhancement program. | |