Strategic Vision Dashboard

TEACHING GREATNESS: STRATEGIC VISION 2030

Direction *What is our focus?*	Measure *How do we define progress?* [i]	Target *What will we achieve?*
1. Teaching Greatness	1.1 Student Satisfaction[ii]	1.1A Maintain or exceed graduating student satisfaction at 80%
		1.1B Maintain or exceed alumni satisfaction at 80%
	1.2 Instruction	Maintain the percentage of Associate and Full Professors teaching first-year courses above 50%
	1.3 Student Funding[iii]	Increase total external funds raised for student awards from 1.4M to 4.5M by 2025
		Increase total external funds raised for student awards from 1.4M to 14.2M by 2030
2. Smash the Calendar	2.1 Micro-credentials[iv] Developed	7 micro-credentials will be developed by 2025
		14 micro-credentials will be developed by 2030
	2.2 Micro-credential Enrollments	150 students will have enrolled in micro-credentials by 2025
		1000 students will have enrolled in micro-credentials by 2030
	2.3 Experience Records[v]	Establish a baseline by end of 2023
		50% of MacEwan students will have an Experience Record by 2025
		100% of MacEwan students will have an Experience Record by 2030
	2.4 Spring-Summer Course Offerings	Increase number of senior-level[vi] courses offered in spring-summer term by 10% by 2025
		Increase number of senior-level courses offered in spring-summer term by 25% by 2030
	2.5 Spring-Summer Enrollments[vii]	Increase number of spring-summer enrollments to 1,500 FLEs by 2025
		Increase number of spring-summer enrollments to 2,400 FLEs by 2030

3. Grand as a Griffin	3.1 Availability of Work Integrated Learning (WIL)[viii]	82% of programs will have a WIL component by 2025
		100% of programs will have a WIL component by 2030
	3.2 Student Participation in WIL[ix]	Establish a baseline for how many students are enrolled in WIL by the end of 2023
		25% of students will have taken a course with WIL by 2025
		75% of students will have taken a course with WIL by 2030
	3.3 Student Satisfaction with WIL	Establish a baseline for student satisfaction with WIL by the end of 2023
		Students reporting satisfaction with WIL meets or exceeds 80% by 2030
4. Perpetual Motion	4.1 Total Full Load Equivalents (FLEs)	Increase the student population to 14,200 FLEs by 2025
		Increase the student population to 20,000 FLEs by 2030
	4.2 Indigenous Student Enrollment[x]	Maintain the Indigenous student population at or above 6% of domestic enrollments by 2025
		Maintain the Indigenous student population at or above 8% of domestic enrollments by 2030
	4.3 International Student Enrollment	Increase the international student population to meet or exceed 6% of total enrollments by 2025
		Increase the international student population to meet or exceed 10% of total enrollments by 2030
	4.4 Student Funding (EDI)	Increase total funding allocated to equity-deserving[xi] groups to 1.35M by 2025
		Increase total funding allocated to equity-deserving groups to 5.9M by 2030
5. Trendsetters & Trendbreakers	5.1 Research Funding	Increase total external research dollars awarded to faculty from 1.3M to 2.5M by 2025
		Increase total external research dollars awarded to faculty from 1.3M to 5M by 2030
	5.2 Centers of Excellence (CRCs)	Increase to 4 Centers of Excellence by 2025
		Increase to 6 Centers of Excellence by 2030
	5.3 Research Assistantships[xii]	375 students per year will receive funding to engage in scholarly activity through a research assistantship by 2025
		500 students per year will receive funding to engage in scholarly activity through a research assistantship by 2030

6. Honouring our Place in O-day'min[xiii]	6.1 Indigenous Student Retention[xiv]	Retention rates for Indigenous students will be within 2% of non-Indigenous students by 2025
		Retention rates for Indigenous students will be aligned with non-Indigenous students by 2030
	6.2 Indigenous Faculty	Indigenous faculty will be within 3% of the Indigenous student % of domestic enrollment 2025
		Indigenous faculty will be aligned with the Indigenous student % of domestic enrollment by 2030
	6.3 Equity-Deserving Faculty	Establish baseline data for faculty who report belonging to an equity-deserving group by 2025
		TBD

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[i] Some metrics correspond to MacEwan University's Investment Management Agreement (IMA) with the Government of Alberta. Specifically, these metrics include Availability of WIL, Total FLEs, International Student Enrollment, and Indigenous Student Enrollment. These metrics may change based on future IMA negotiations.

[ii] Data on student satisfaction are collected through two instruments: 1) The Alumni Survey and 2) The Graduand Survey. The Alumni Survey is distributed to those who have attended MacEwan within the last 15 years, and the Graduand Survey is distributed to those who have successfully applied to graduate. Both surveys contain the following question – *assessed on a Likert scale* - related to overall student satisfaction: Overall, I would recommend MacEwan to a friend, colleague, or family member. The Alumni Survey is distributed annually, and The Graduand Survey is distributed semi-annually upon completion of the fall and winter academic terms. The Spring 2023 Snapshot features results from the spring and fall 2022 Graduand Survey, and the winter 2023 Alumni Survey.

[iii] We are measuring the growth in total external dollars raised for student awards from a baseline of 1.4M. This reflects the use of fiscal 2023 as a baseline for growing our fundraising achievement, excluding planned gifts due to their variability.

[iv] MacEwan defines micro-credentials as a small set of competencies gained through participation in a learning experience focused on achieving knowledge or a specific skill. It can be a component of other credentials or a stand-alone certification. Micro-credentials are aligned with the needs of business and industry. They are competency-based, transferable, and stackable. Since micro-credentials are an emergent trend in Canadian higher education, it is hard to predict the pace of their development and student enrollments will be.

[v] The Experience Record (ER) is currently being developed from the existing Co-curricular Record (CCR). The ER is an official record of student experience across academics, athletics, and community service. It allows for a broader array of experiences to be captured in alignment with *The Universal Competency Framework*. In prior years, the average number of CCR positions or opportunities offered per year was approximately 100, and there were approximately 300 unique participants.

[vi] At MacEwan, 'senior level' is defined as 2xx, 3xx, and 4xx level courses.

[vii] These data are generated using an Academic Year as opposed to the Learner and Enrolment Reporting System (LERS) reporting year. A close examination of the data will show some variance to official Ministry mandated LERS data.

[viii] MacEwan's IMA includes Availability of WIL as one of its metrics. Our mid-term (2025) target is aligned with the IMA target.

[ix] There are two types of WIL opportunities for students: WIL placements and project-based WIL.

[x] The increase in the percentage of the Indigenous student population to 6% by 2025 and 8% by 2030 aligns with predictions for growth of the Indigenous population in the Edmonton Metro region, which is slightly higher than the projected provincial average.

[xi] MacEwan's commitment to advancing equity, diversity, and inclusion (EDI) is reflected through the use of the term "equity-deserving." Equity-deserving groups face significant barriers to participation in higher education and society based on systems of power associated with attributes such as race, colour, religion, sex, gender, age, dis/ability, and national or ethnic origin.

[xii] It is not feasible to capture all scholastic activities that students engage in. In turn, we have identified student participation in paid Research Assistantships as being a strong indicator of how our students are engaged in strengthening the value MacEwan adds to community through scholarship.

[xiii] MacEwan is working toward advancing equity, diversity, and inclusion among our faculty. As part of this work, the Office of Institutional Analysis and Planning is enhancing the quality of data on EDI. Currently, all EDI data is gathered through a system of self-reporting. There has been a low response rate from the university community, impacting our ability to establish baseline data. Over the next fiscal year, we will be working to promote the self-reporting tool with the goal of increasing the response rate to reflect a statistically significant proportion of the population.

[xiv] The retention of students from first year to second year is one of the strongest indicators of completion for students in post-secondary. This measure provides an early signal of a student's probability of completion in a program of two or more years in length.