STRATEGIC ENROLMENT MANAGEMENT PLANNING FRAMEWORK

Presentation to Senate
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Today’s Session

• Review of SEM Planning
  – What is SEM and Why We Need It
  – Who are We?: Being Strategic
  – A Brief Environmental Scan
  – Setting Enrolment Goals
    • Draft Enrolment Targets
    • Challenges and Implications

• Next Steps
Student Experience

Our Strategic Planning Framework promises students an outstanding student experience.

“The University of Manitoba will be a student-focused research university from the time of recruitment: a life-long academic home where students contribute to a diversity of ideas and experiences.”
What is “An Outstanding Student Experience?”

Measures not difficult to identify:

– Attracting students who persist through to graduation
– High student satisfaction ratings
– Achievement of institutional and program learning outcomes (i.e., acquisition of desired knowledge, skills and competencies)
– Attainment of student’s educational objectives (further education, employment)
– Alumni loyalty
So…

… How Do We Create an

Outstanding Student Experience?
If you don’t know where you’re going, any road will take you there.

Chesire Cat, 
Alice Through the Looking Glass
What is SEM?
SEM is a **comprehensive approach** to integrating all of a college or university’s **programs, practices, policies and planning** related to achieving the optimal recruitment, retention and graduation of students.

Enrollment management becomes **strategic** enrollment management when it actively **integrates** planning and strategies **with** an institution’s **strategic planning, academic vision and fundamental mission**.

- David Kalsbeek, 2009
The Student Success Continuum

Traditional Enrolment Perspective

Recruitment / Marketing

Orientation

Classroom experience

Co-curricular support

Degree/goal attainment

Admission

Financial support

Academic support

Retention

Student’s college/university career
The Student Success Continuum

The SEM Perspective

Recruitment / Marketing  →  Orientation  →  Classroom experience  →  Co-curricular support  →  Degree/goal attainment

Student’s college / university career

Admission  →  Financial Aid  →  Academic support  →  Retention
What is SEM?

• The range of activities that influence a student’s initial & continued enrolment

• The programs, policies & processes that impact institutional enrolment

• The organizational framework & structure that supports institutional & student goals
Putting the Planning into SEM
SEM Planning Model

The enrollment plan serves as the road map for achieving specific institutional goals, typically connected to student body size, enrollment mix, and revenue, while also providing specific indicators on the effectiveness of the learning environment.

-Janet Ward, 2005
SEM Planning Model

Starting point for long term success

Typical starting point

Meeting Goals

Tactics

Strategies

DATA

Enrollment Infrastructure
Structure, Staffing, Skills, Systems, Service

Clear Mission and Goals
All PSEs are NOT the Same

• Size
• Location
• Student body
• Mission
• Accessibility

• We can’t be all things to all people.

*** SEM IS ABOUT MAKING CHOICES AND BEING STRATEGIC***
WHO ARE WE?

- **Our Mission:** “...to create, preserve and communicate knowledge and, thereby, contribute to the cultural, social and economic well-being of the people of Manitoba, Canada, and the world”.

- **Our Place in Manitoba:** We are part of a broader postsecondary system. We are differentiated from other PSE institutions in the province by our:
  - Research intensity
  - Significant graduate programs
  - Wide range of professional programs
  - Range and depth of undergraduate programs

- **Our Place Beyond Manitoba:** We compete with other medical-doctoral universities in Canada and abroad (bearing in mind our provincial context and the need to be strong in areas of central importance to Manitoba).
Setting Enrolment Targets

- Overall size
- Undergraduate/graduate mix
- International students
- Aboriginal students
- Outcomes: persistence, time-to-completion, graduation rates
- Other possibilities: program mix; quality (admission averages); low-income, first generation and/or rural students; transfer students; full-time vs part-time; on-line enrolment; gender; out-of-province domestic enrolment
Should We Grow?

• We have been incrementally growing 1-3% annually and will continue to do so with no intentional planning
• Our costs increase faster than our revenues
• Government funding is limited, constrained and targeted
• Quality is being eroded
• Infrastructure needs to be addressed to support our core functions
• Integrated planning, supported by (more) data, needs to be developed and embedded in our operations

OVER THE NEXT 5 YEARS WE SHOULD PLAN FOR A TOTAL STUDENT ENROLMENT OF 32,000 FTE
The Demographic Pipeline: MB

- High school graduates account for 73% of new direct-entry admissions
- Canadian-born youth population (18-24 years) projected to decline starting 2014
- Provincial immigration soared by 41% from 2008-2010
  - 14.1% were in 15-24 year age category – will mitigate previous forecasts of decline in high school students
  - Immigrants have higher university participation rates than children of Canadian-born parents
- Aboriginal youth population growing
  - Almost 2/3 of Winnipeg Aboriginal population has education at or above high school level (2006)
  - High school retention and graduation rates of Aboriginal population in rural and northern communities remains very low
Undergraduate Enrolment Projections

- Fall 2012: 2.5% increase
- Fall 2013: 1.5% increase projected
- Fall 2014: 1.0% decrease projected
- Fall 2015: 2.0% decrease projected
Undergraduate enrolment: actual and predicted
Graduate Student Enrolment:

20% of Total Enrolment
Graduate Enrolment: Western Canada
Graduate Enrolment - Canada (Statistics Canada & AUCC 2010)
Graduate Enrolment: Goal

Ratio of PG to Total Enrolment

<table>
<thead>
<tr>
<th>University</th>
<th>Ratio</th>
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<tbody>
<tr>
<td>McGill</td>
<td>0.25</td>
</tr>
<tr>
<td>Calgary</td>
<td>0.25</td>
</tr>
<tr>
<td>UBC</td>
<td>0.22</td>
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<tr>
<td>Laval</td>
<td>0.22</td>
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<tr>
<td>Dalhousie</td>
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<tr>
<td>Queen's</td>
<td>0.20</td>
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<tr>
<td>Toronto</td>
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<tr>
<td>Alberta</td>
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</tr>
<tr>
<td>Western</td>
<td>0.19</td>
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<tr>
<td>Memorial</td>
<td>0.18</td>
</tr>
<tr>
<td>Manitoba</td>
<td>0.15</td>
</tr>
<tr>
<td>Ottawa</td>
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<tr>
<td>McMaster</td>
<td>0.15</td>
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<tr>
<td>Saskatchewan</td>
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</tbody>
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median: 0.20
Ratio of M to D students at U15

McGill
Toronto
Alberta
McMaster
UBC
Western
Laval
Queen's
Montreal
Ottawa
Saskatchewan
Calgary
Manitoba
Dalhousie
Memorial

Ratio of M to D students at U15
Indigenous Student Enrolment

10% undergraduate (15% by 2022)
5% graduate (8% by 2022)
Aboriginal Population
as a percentage of the General Population
Fall 2012

% of Population that is Aboriginal

- Manitoba*: 15%
- Winnipeg*: 10%
- University of Manitoba: 7.2%

*based on 2006 Census, Statistics Canada
## Self-Declared Aboriginal Students

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>7.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>4.0%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Total</td>
<td>7.1%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>
International Student Enrolment

10% undergraduate
20% graduate
A new student information system was implemented in 2006.
A new student information system was implemented in 2006.
Student Outcomes
Persistence of FT UG from 1st to 2nd year (2008 cohort)
Graduation rate of FT UG after 6 year (2003 cohort)
Master’s degree completion after 5 yrs (2005 cohort)
Average time-to-completion: Master’s (2005 cohort)
Doctoral degree completion after 9 yrs (2001 cohort)
Average time-to-completion: doctoral (2001 cohort)
Recommended Targets: 2017

- **Overall Size**: Controlled growth to 32,000 (?)
- **Graduate Enrolment**: 20% of total enrolment
- **Indigenous Enrolment**: 10% undergraduate (15% by 2022), 5% graduate (8% by 2022)
- **International Enrolment**: 10% undergraduate, 20% graduate
Recommended Targets: 2017

- **1st to 2nd Year u/g Persistence**: increase by 5%
- **Undergraduate Graduation Rate**: increase by 10%
- **Master’s students**: 83% complete within 5 years; average time-to-completion 27 months
- **Doctoral students**: 75% complete within 9 years; average time-to-completion 60 months
WARNING

CHALLENGES AHEAD
Challenges

The populations we are targeting at both the undergraduate and graduate level (i.e., Indigenous and international students) face challenges to access and success:

- Financial support
- Academic preparation
- Information, guidance and encouragement
- Unwelcome campus climate
Other Challenges

- Large commuter population
- Swirling of students between programs and institutions
- Increasing number of part-time students and students who are working; working longer hours
- Lighter course load has increased time-to-completion and led to lower graduation rates
- Poor self-esteem and self-confidence
Implications

- Resource constraints ($$, faculty and staff, space)
- Student housing / residences; low vacancy rate in Winnipeg
- Daycare
- Academic services and student supports
- Community and government support / reaction
SEM Planning Framework: Next Steps

• Feedback and discussion from Senate today
• Welcome further discussions at Faculty Councils
• Have met with each Dean and Associate Deans to discuss program-specific enrolment targets
  – Will present this to Senate to provide advice to President and Board of Governors
• Will return to Senate and the Board with SEM Planning Framework document