Spring Update

May 13, 2013
Our Agenda

• Student Affairs Participation Award
• Student Affairs’ March Strategic Resource Planning (SRP – aka “Budget”) Presentation
• Updates
• Lynn Smith’s Retirement
• Questions, Comments, Other Business, Announcements
Student Affairs
Participation Award
2013 Recipient:

Allison Birch
Student Affairs
Budget Advisory Committee
Presentation

ViceProvost (Students)

March 18, 2013
Who We Are

• “Stewards of the student experience”

• 18 separate Student Affairs units in 5 broad portfolios:
  – Enrolment Services
  – Registrar’s Office
  – Student Life
  – Student Services
  – University 1

• Close partnerships with:
  – Student Residences, Bison Sports, Active Living

• Collaborations with:
  – Every Faculty/academic unit
  – Security Services, Risk Management and Legal Office (STATIS)
  – IST, MCO, Philanthropy, UTS, Libraries
Our Philosophical Shift

• From an “a la carte” approach serving individual students with specific problems to a holistic view of student access, transition, success, and support

  • Evidence-based assessment
  • Intentional planning
  • Development of shared vision across campus
  • Partnerships with academic and administrative colleagues
Strengths and Opportunities

• Dedicated, passionate, loyal staff

• Strong leadership team

• Active Student Affairs PD Committee (Ice Cream Social, “See Yourself in SEM” PD Day, Assessment Webinar); new monthly Student Affairs e-newsletter (“In the Loop”)

• IST “Students First” initiative

• Institution-wide understanding of, and commitment to, enhancing the student experience

• Engaging in change: Lots of excitement; proliferation of new ideas
AND I NEED IT BY NEXT WEEK.

I WILL DEVOTE 3.7% OF MY ENERGY TO IT.

I CAN GIVE YOU MORE IF YOU DO YOUR JOB OF SETTING PRIORITIES FOR MY 27 PROJECTS.

CAN’T YOU SET THE PRIORITIES?

SURE. THIS ONE JUST WENT TO 1.7%.
Weaknesses and Threats

• Engaging in change: exhausting!
• Space constraints for service provision and operational effectiveness
• Poor student outcomes (persistence and graduation rates)
• Lack of student engagement and sense of community
• Poor availability/use of data for decision-making
• No tools/resources to execute effective assessment
Weaknesses and Threats

• Student Recruitment: we’re not competitive in key markets

• Pending changes to CIC regulations (may impact international recruitment and student support)

• Increased reports of student disruptive behaviour

• Lack of institutional mental health strategy
  – 1 in 5 Canadians will suffer from mental illness at some point in their lives
  – 75% of all mental health issues begin before age 24
2012/13 Accomplishments

• SEM Planning Framework drafted

• ROSE projects being implemented (CRM, Apply Yourself, Financial Aid and Awards – BSA, Ad Astra/Platinum Analytics)

• Service-learning and leadership programs continue to expand

• Sent delegation of faculty and Student Affairs staff to WACE Summer Institute for Global and Experiential Education

• Advising review has identified gaps, best practices and potential technology supports (e-files, degree audit, early alert)
2012-13 Accomplishments (continued):

• Piloted new student success programs (Degree Exploration Day, Supplemental Instruction, learning communities, early alert)

• Launched the Co-Curricular Record to promote student engagement

• Increased outreach and support for Indigenous students (enhanced Indigenous Recruitment brochure, expansion of Indigenous Post-Secondary club, 0.5 FTE academic tutor in Migizii Agamik, Graduation PowWow, Elders’ Gathering)

• Hired a Health and Wellness Educator; seconded a Mental Health Consultant
2012-13 Accomplishments (continued):

• Continued to evolve and enhance orientation and transition programming (campus-wide orientation, June “Head Start”, revised Start Book and on-line registration tutorials, added an ELC advisor)

• Enhanced President’s Scholars Program (lounge space, programming, leadership development)

• Reorganized some units and enhanced services (Registrar’s Office, First-Year Centre, “front counter” recruitment/admissions, Bannatyne Campus)
Three Strategic Priorities for 2013/14

- Strategies to Support SEM Goals
- Student Service Enhancement
- Institutional Support
Priority One:

Supporting SEM Goals: Attracting, Retaining and Graduating Students
Attracting Students

• Applicant survey (Academica, 2011) underscored competitive marketplace:
  – Need to improve communication with applicants
  – Application turn-around times too long; offers of admission too late
  – Better scholarship offers from competitors

• CUSC survey (2012, graduating students) indicates 48% of UM students received an academic scholarship from UM compared to 57% of students at comparable universities
New Scholarship Grid

<table>
<thead>
<tr>
<th>Award Values</th>
<th>Tiers</th>
<th>Total Awards Offered</th>
<th>Total Funding</th>
<th>1.5% increase Total Additional # Awards</th>
<th>1.5% increase Total Additional Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000</td>
<td>85 - 89.9%</td>
<td>479</td>
<td>$479,000</td>
<td>7</td>
<td>$7,185</td>
</tr>
<tr>
<td>$2,000</td>
<td>90 - 94.9%</td>
<td>405</td>
<td>$810,000</td>
<td>6</td>
<td>$12,150</td>
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<tr>
<td>$3,000</td>
<td>95+ %</td>
<td>93</td>
<td>$279,000</td>
<td>1</td>
<td>$4,185</td>
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<td>Totals</td>
<td></td>
<td>977</td>
<td>$1,568,000</td>
<td>14</td>
<td>$23,520</td>
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Additional funding required if # of recipients remains the same $276,800

Additional funding required if we see a 1.5% uptake $300,320
Strategies to Support SEM Recruitment Goals

• Implement a new Entrance Scholarship Program model for undergraduate students

• Hire a Student Recruitment Coordinator (reallocation of ELC funds)

• Hire a Recruitment Representative (using existing baseline and reallocation of ELC funds)
CSRDE – Graduated After 6th Year (2003)

<table>
<thead>
<tr>
<th>University</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Queen's</td>
<td>90%</td>
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<td>McMaster</td>
<td>86%</td>
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<td>Western</td>
<td>85%</td>
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<td>McGill</td>
<td>83%</td>
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<td>Waterloo</td>
<td>81%</td>
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<td>G13</td>
<td>78%</td>
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<td>UBC</td>
<td>77%</td>
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<td>UofT</td>
<td>76%</td>
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<td>Montreal</td>
<td>76%</td>
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<td>Ottawa</td>
<td>74%</td>
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<tr>
<td>Alberta</td>
<td>69%</td>
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<tr>
<td>Dalhousie</td>
<td>66%</td>
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<td>Calgary</td>
<td>62%</td>
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<tr>
<td>UofM</td>
<td>55%</td>
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Attrition at the end of Second Year
Full-Time Only

Year
2001-02
2002-03
2003-04
2004-05
2007-08
2008-09
2009-10

Year

Aboriginal
All Students
International
Graduated After Seven Years
Full-Time Only

![Graph showing graduation rates for Aboriginal, All Students, and International students from 2001-02 to 2004-05.]
Strategies to Support Student Success Goals

• Hire a Lead Indigenous Student Recruitment Officer
• Hire an Indigenous Student Advisor
• Restructure the delivery of ARTS1110 Introduction to University; assess the impact of mitigating high DFW rates (no additional funding)
Priority Two:

Student Service Enhancement and Student Engagement
Student success is both a process and an outcome of student learning and engagement.

High-Impact Educational Practices

• First-Year Seminars
• Common Intellectual Experiences (“core” curriculum)
• Learning Communities
• Writing-Intensive Courses
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning
• Community Service-Learning
• Internships and Co-operative education
• Capstone Courses and Projects

- Kuh (AAC&U, 2008)
Key Services/Programs That Impact Retention

- Intentionally and well-implemented academic and social orientation
- Academic advising
- Supplemental instruction/academic skill development

- Don Hossler
## Summary of Fall 2012 SI results

<table>
<thead>
<tr>
<th>Course</th>
<th>Average (SI)</th>
<th>Average (non-SI)</th>
<th>D,F, VW Rate</th>
<th>Usage</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1410</td>
<td>C+ (2.9 GPA)</td>
<td>C+ (2.5 GPA)</td>
<td>30% (SI)</td>
<td>18%</td>
<td>4/5</td>
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<td></td>
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<td></td>
<td>45% (non-SI)</td>
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<tr>
<td>Chemistry 1300</td>
<td>C (2.1 GPA)</td>
<td>D (1.1 GPA)</td>
<td>25% (SI)</td>
<td>95%</td>
<td>4/5</td>
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<td></td>
<td>66% (non-SI)</td>
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<tr>
<td>Chemistry 2210</td>
<td>B+ (3.5 GPA)</td>
<td>C+ (2.7 GPA)</td>
<td>11% (SI)</td>
<td>18%</td>
<td>4.4/5</td>
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<td>23% (non-SI)</td>
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<tr>
<td>Statistics 1000</td>
<td>B (3.0 GPA)</td>
<td>C+ (2.7 GPA)</td>
<td>21% (SI)</td>
<td>10%</td>
<td>3.7/5</td>
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<td></td>
<td></td>
<td></td>
<td>32% (non-SI)</td>
<td></td>
<td></td>
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<tr>
<td>Economics 1010</td>
<td>B (3.0 GPA)</td>
<td>C (2.25 GPA)</td>
<td>35% (SI)</td>
<td>18%</td>
<td>4/5</td>
</tr>
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<td></td>
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<td>57% (non-SI)</td>
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</table>
Chem 1300 Mean Final Grades by Sessions Attended

- Attended 0 sessions: 0.39
- Attended 1 session: 1.92
- Attended 2-4 sessions: 1.86
- Attended 5-7 sessions: 2.67
- Attended 8-10 sessions: 2.88
- Attended 10+ sessions: 2.98
What Do Our Students Say?

(CUSC 2012, Survey of Graduating Students)

• Of 16 academic-related activities tested, practicums, internships, co-ops and work experiences related to their program tend to contribute most to their growth and development (with classroom instruction following slightly behind)
  – The number of students at UM involved in co-op, internship and other practical experiences related to their program at UM is lower than at other comparable institutions (29% vs. 42%)
  – Proportion of UM students very satisfied with services for co-op program related to their program decreased since 2006, from 54% of students down to 30% in 2012
What Do Our Students Say?

(CUSC 2012, Survey of Graduating Students)

- Of 17 co-curricular activities, UM students say participating in international study or exchange contributed most to their growth and development, although only 8% of them had this experience.
- 29% of UM students would recommend the quality of student/campus life as a reason to choose UM, compared to 44% at comparable institutions.
- 32% of UM students say participating in on-campus community service/volunteer activities contributed to their growth and development, compared to 41% at comparable institutions.
What Do Our Students Say?
(CUSC 2012, Survey of Graduating Students)

• Fewer UM students are involved in non-academic campus activities at UM than at comparable universities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Comparable Universities</th>
<th>UM</th>
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</thead>
<tbody>
<tr>
<td>Attending campus social events</td>
<td>68%</td>
<td>58%</td>
</tr>
<tr>
<td>Attending campus cultural events</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Participating in on-campus student recreational and sports programs</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>Attending home games of university athletic teams</td>
<td>39%</td>
<td>34%</td>
</tr>
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</table>
Student Service, Success and Engagement

• Provide baseline funding to support the growth and assessment of Supplemental Instruction

• Hire a Service-Learning Coordinator to increase domestic and international service-learning program opportunities

• Hire a full-time Administrative Assistant in the International Centre for Students to provide ongoing administrative support to the Director
Student Service, Success and Engagement (continued)

- Hire a full-time Assistive Technologist to enhance accommodation assistance to students with disabilities

- Hire a Student Leadership Coordinator to establish a UM student leadership program

- Purchase a timetable schedule builder that will help students organize and create their class schedules.
2013-14 SRP Proposal
Program 2: Student First (Category A Projects)

- Improve Wireless Service
  - Complete Wireless at Bannatyne (in progress)
  - Free Wireless Access in Residence
- Student email
  - Provisioning Student Email
- Libraries Alma Implementation (H11)
- University Health Services (UHS)
  - Server upgrade (H15)
- New student portal (JUMP)
- Improved AV for Students
- Searchable awards database
- Early Alerts (H14a)
- Electronic Advisor Notes & Contact Tracking (H14b)
- My Exams
- Degree Audit (H4)
- Standardized Print Accounting
- Test centre & assistive technology lab (M1)
- One Card Access (L2)
- Video Streaming (H7)
- Improving the way that students connect with their IT

IST $1,204,727
UM $1,350,000
2013-14 SRP Proposal
Program 2: Student First (Category B Projects)

- Timetable builder
- Mobile website
- Shuttle bus locator
- Volunteer Management Software
Priority Three:

Provide Institutional Support
Institutional Support

- Hire a Student Behaviour Case Manager to help respond to disruptive and threatening student behaviour and oversee intervention plans
- Develop an Experiential Education Strategy (conduct an internal review of current UM programs and research best practices) (carryover)
- Provide systems and records support for Extended Education non-degree program activity (no additional funding)
Institutional Support (continued)

• Continue implementation of the Ad Astra Classroom Scheduling system to manage instructional space on the Bannatyne Campus

• Work with Ad Astra to complete the implementation of Platinum Analytics
Areas for Future Consideration

• Administrative reviews this winter/spring of Career Services, Chaplaincy/multi-faith spirituality, Aboriginal Student Centre
• Next year English Language Centre administrative review
• Further refine SEM goals and initiatives
• Expand service-learning and study abroad programs
• Conduct institutional review of co-op, internship and other experiential education programs
• Space!
### Potential Budget Cuts

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<tr>
<th>Percentage</th>
<th>Amount</th>
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<tr>
<td>3%</td>
<td>$362,673</td>
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<tr>
<td>5%</td>
<td>$604,454</td>
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Wish List

• New building to house Student Affairs offices, programs and services
  – Best practice: make support services as easily accessible as possible by placing in one central location (Wiggers & Arnold, “Defining, Measuring and Achieving ‘Student Success’ in Ontario Colleges and Universities”, HEQCO 2011)
  – Bring units, now in disparate spaces, in single location
  – Enhance collaboration between units
  – Enhance staff morale, work satisfaction (response to Workplace Survey, 2011)

• More student residences and daycare
Questions
Updates

• 2013/14 Budget
• SEM Planning
• Campus Space Audit
• PD Day Follow-Up
  – “One-Stop” Shops
  – In the Loop
• Student Affairs Assessment Working Group
• Mental Health Strategy
• Experiential Education Working Group
Lynn’s Retirement
Capitalizing on Opportunity:
Supporting Student Success by
Reorganizing for the Future
Redefining Student Affairs Work: Reconsidering Our Mission

• Creating structures that have fewer, rather than more, specialties and boundaries, and organizing practice according to shared purposes and expanded missions

• Creating structures that support complexity including serving more, and more diverse, students and that add value for faculty

• Working from compelling evidence and clear data

• Providing services for faculty as well as students

• Assessing institutional needs and meeting them in ways consistent with student affairs values – in the name of institutional success, not to protect turf

The Ideal Student-Focused Structure

- Aligns organizational structures with the student in mind
- Supports student success
- Contributes to the institutional mission
- Not siloed – perceived as a spider web (within Student Affairs and throwing threads into and across the institution) with communities of practice
- Uses intentional communication strategies to build relationships and reinforce a sense of common purpose, vision and focus on mission
- Collaborates for improvement and innovation

- Seifert et al “Supporting Student Success: The Role of Student Services …“, HECQO 2011
UM: Supporting Institutional Mission and Goals

- UM Strategic Planning Framework
  - Exceptional Student Experience (aka Student Engagement)
  - Indigenous Achievement
- SEM Planning Framework
  - Graduate, Aboriginal and international student enrolment goals
  - Improving student outcomes, enhancing student success
- Focus on health and wellness, mental health strategy
- Bannatyne Campus development
- Experiential Learning (service learning and community engagement; work-integrated learning; student exchanges; undergraduate research)
## Student Affairs Current Organization

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<thead>
<tr>
<th>Enrolment Services</th>
<th>Registrar’s Office</th>
<th>Student Life</th>
<th>Student Services</th>
<th>University 1</th>
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<td>Admissions</td>
<td>- Academic Information and Protocols</td>
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<td>English Language Centre</td>
<td>- Student Support</td>
<td>Peers</td>
<td>Academic Learning Centre</td>
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<td>Financial Aid and Awards</td>
<td>- Systems and Schedules</td>
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<td>International Centre for Students</td>
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<td>PlayCare</td>
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<td>Services for Students at Bannatyne Campus</td>
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<td>University Health Service</td>
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<td>- Health and Wellness Educator</td>
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<td>- Mental Health Consultant</td>
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Student Affairs: New Model

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<td>- Systems and Schedules</td>
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<td>Student Recruitment</td>
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<td>- SEM recruitment strategy</td>
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### Student Affairs: Strategic Divisions

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<tr>
<th>Current</th>
<th>Proposed</th>
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<td>Student Engagement</td>
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<td>Student Services</td>
<td>Student Support</td>
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<td>University 1</td>
<td>Student Academic Success</td>
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Student Engagement

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<td>Services for Students at Bannatyne Campus</td>
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# Student Support

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<td>Student Counselling</td>
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<td>University Health Services</td>
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<td>STATIS/crisis management</td>
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<td>Health Educator</td>
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<td>Student Advocacy</td>
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<td>Student Accessibility Services</td>
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<td>PlayCare</td>
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[University of Manitoba logo]
Student Academic Success

University 1

Academic Learning Centre

- SEM retention strategy
## Student Affairs: Re-Balanced

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<tr>
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Next Steps

• Create new leadership positions

• New structure in place: October 1

• Innovative planning for programs and services!
Questions?

Comments?

Other Business?

Announcements?