

**University of Manitoba Strategic Enrolment Management Plan
2018-2023**

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1. Preamble

1.1. Background

The University of Manitoba operates in an environment characterized by considerable change. With limited resources, we must be strategic to realize our objectives of providing both high quality programs and an exceptional student experience. Strategic enrolment management (SEM) provides an opportunity to reflect on who we are; SEM enables us to plan the size and composition of our student body, to enhance the student experience, and to support student success.

In 2013 a five-year SEM Planning Framework document was created; the framework identified twelve specific goals with specific metrics that were grouped into four categories:

- i. Graduate student enrolment
- ii. Aboriginal student enrolment
- iii. International student enrolment
- iv. Student outcomes

Five SEM subcommittees were created to develop specific tactics in support of the goals, and to develop an implementation plan to move the goals forward. A total of 107 tactics were developed as part of the implementation plan; approximately 25 of these tactics were completed.

1.2. Connection to the Strategic Plan

All planning documents at the University of Manitoba should be viewed within the context of *Taking Our Place: University of Manitoba Strategic Plan 2015 - 2020*, which is used to guide planning decisions, ensure the needs of the province are met, and ensure the University builds on its tradition of excellence, innovation and global influence. The 2013 SEM planning framework provided context and background for the priorities, goals and supporting actions articulated in *Taking Our Place* and was intended to support implementation efforts.

Taking Our Place is organized under five priorities which have related goals and supporting actions:

- i. Inspiring Minds through innovative and quality teaching
- ii. Driving Discovery and insight through research excellence, scholarly work and other creative activities
- iii. Creating Pathways to Indigenous Achievement
- iv. Building Community that creates an outstanding learning and working environment
- v. Forging Connections to foster high-impact community engagement.

The strategic plan provides guidance to the University community on where efforts related to strategic enrolment management can be focused including to:

- optimize enrolment with an appropriate mix of undergraduate, graduate, Indigenous and international students for Manitoba's research university through increasing the number of Indigenous and graduate students as a percentage of the total student population and monitoring the number of international students as a percentage of the total student population.

- ensure students are able to complete their programs and reduce time to completion through reviewing program regulations to remove barriers to timely student progress, and increasing first and second year undergraduate retention rates for all students.
- build a culturally rich, safe and supportive learning and work environment in which an increasing number of Indigenous students, faculty and staff succeed through increasing undergraduate and graduate Indigenous enrolment as a percentage of the total student population; increasing first to second year retention rates and graduate rates for Indigenous students; and closing the gap between Indigenous and non-Indigenous students in retention and graduation rates.

1.3. SEM at the University of Manitoba

A critical aspect of SEM planning is to understand who we are as an institution and to understand our strategic priorities. In addition, it is important to identify some key factors that will influence the goals we set and that may affect our ability to meet the goals.

1.3.1. Indigenous achievement

The Indigenous population in Manitoba accounts for 18% of the population in the province¹. While it's encouraging that the number of self-declared Indigenous students on campus continues to increase, Indigenous students currently account for 8.5% of the overall student population,² it is clear that there is still a great deal of effort required to increase the numbers of Indigenous students who enroll in our programs, graduate and undergraduate, as we work to have the student body be more representative of the provincial population. The Indigenous population in the province is significantly younger than the non-Indigenous population; the average age of the Indigenous population in Manitoba is 29.3 years, compared with 40.7 years for non-Indigenous people in Manitoba.³ Given the desire to increase post-secondary participation among Indigenous students, considerable effort is required to support the Indigenous students on campus to ensure they are able to persist to graduation. Indigenous achievement will be a priority in this plan, as it is in the institutional strategic plan.

1.3.2. International student enrolment and success

Given the growth in international student enrolment over the past several years, from approximately 2,300 students in 2010 to approximately 5,600 students today, there are a number of considerations as we develop our international enrolment and success goals:

- International enrolment is not and will likely never be consistent across all faculties, colleges, and schools. At the graduate level there can be inconsistencies between programs within a faculty. The reasons for this lack of consistency across programs can be attributed to a number of factors

¹ As reported by Statistics Canada in the 2016 census. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=46>

² As reported by the Office of Institutional Analysis in the November, 2018 fall term enrolment report.

³ As reported by Statistics Canada in the 2016 census. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/fogs-spg/Facts-PR-Eng.cfm?TOPIC=9&LANG=Eng&GK=PR&GC=46>

- Demand in the global market place.
- Caps or restrictions on international enrolment in some programs.
- Volatile international markets.
- Varying strategic direction within faculties.
- Determining our optimum international enrolment levels is one component of the SEM plan; a second and equally important component is to create and enhance supports, both academic and non-academic, to ensure that international students persist to graduation.

1.3.3. Other factors

A variety of factors, internal and external, can affect SEM planning and these factors can emerge with little warning. These factors can include:

- Changes in government policy (provincial, federal, or foreign governments).
- Changes in the economy.
- Shifts in the labour market.
- Academic program changes.
- Resource availability/funding models.
- Etc.

For this reason, the University of Manitoba's SEM plan must be reviewed on an annual basis; changes to the environment in which we operate may require some modification to our goals and/or strategies.

1.3.4. The 2018-23 SEM Plan

This updated SEM plan focuses on the establishment of broad goals that are measurable. Because enrolment planning must be adaptable, this approach will allow focus and flexibility. The SEM goals have been grouped into five broad categories:

- i. Undergraduate enrolment goals
- ii. Undergraduate student success goals
- iii. Graduate enrolment goals
- iv. Graduate student success goals
- v. Indigenous achievement goals

The overall approach will be to develop the SEM goals and their accompanying strategies and tactics in consultation with the Deans as faculties drive enrolment. Goals, targets and, tactics will be reviewed and adjusted on an annual basis.

2. Enrolment overview

An important aspect of SEM planning is to understand the current state of our institution. Since the development of the previous SEM plan we have experienced enrolment growth in a variety of segments; but have also experienced some concerning trends relating to our student success metrics; our first to second year retention rates might be considered to be nearing an acceptable level, yet our six-year graduation rates are not at an acceptable level. This overview provides a high-level scan of our current enrolment situation since 2013.

2.1. Student enrolment data⁴

While there have not been significant changes in the overall student body population, it is clear that there have been significant increases in both the international and the self-declared Canadian Indigenous student population.

Undergraduate student enrolment

As of November 1st, 2018, undergraduate student enrolment was 25,065. This represents a decrease of 1% since 2013.

Graduate student enrolment

As of November 1st, 2018, graduate student enrolment was 3,753. This represents essentially no change from 2013 (n=3,748).

International student enrolment

As of November 1st, 2018, international student enrolment was 5,589 - 18.9% of the overall student population, 17.1% of undergraduate students, and 33.1% of graduate students. As of November 1, 2013, international student enrolment was 3,870 - 13% of the overall student population, 11.4% of undergraduate students, and 24.5% of graduate students.

Indigenous student enrolment

As of November 1st, 2018, self-declared Canadian Indigenous student enrolment was 2,516 - 8.5% of the overall student population, 8.9% of undergraduate students, and 6.8% of graduate students. As of November 1st, 2013, self-declared Canadian Indigenous student enrolment was 2,140. As a percentage of the student body, this represented 7.2% of the overall student population.

2.2. Student success data⁵

While attracting students to the institution is an important part of SEM planning a greater emphasis of the 2018-23 plan will be on student success and the associated supports. The student success data shown below highlights our need to focus many of our tactics on student supports, both academic and non-academic.

⁴ All data in this section are based on the November 1st fall term enrolment reports from the Office of Institutional Analysis.

⁵ The data in this section were provided in custom reports from the Office of Institutional Analysis.

Undergraduate student retention and graduation

First to second year retention rates remained unchanged over the past five years and are at a reasonable level in comparison to other U15 institutions; 6-year graduation rates continue to decline. An important focus of the 2018-23 plan must be on developing strategies to address our retention rates beyond year two.

- Retention rates 1st to 2nd year
 - Overall undergraduate
 - 2012 cohort: 86.7%
 - 2016 cohort: 86.4%
 - Indigenous undergraduate
 - 2012 cohort: 77%
 - 2016 cohort: 78.7%
 - International undergraduate
 - 2012 cohort: 87.6%
 - 2016 cohort: 88%
- Graduation rates (after 6 years)
 - Overall undergraduate
 - 2007 cohort: 51.1%
 - 2011 cohort: 48.7%
 - Indigenous undergraduate
 - 2007 cohort: 27.3%
 - 2011 cohort: 36.1%
 - International undergraduate
 - 2007 cohort: 53.7%
 - 2011 cohort: 48%

Graduate student program completion

Most of the graduate student completion rates have increased slightly.

- Masters graduation rates after 5 years
 - 2007 cohort: 76.9%
 - 2011 cohort: 78.8%
- PhD graduation rates after 9 years
 - 2003 cohort: 70.9%
 - 2007 cohort: 72.2%
- Number of terms (mean) to completion for Master's degree
 - 2007 cohort: 8.9
 - 2011 cohort: 8.3
- Number of terms (mean) to completion for Doctoral degree
 - 2003 cohort: 16.3
 - 2007 cohort: 17.2

3. SEM Goals

This section contains the SEM goals, the key enrolment indicators, and related metrics. While the list of goals may need to be expanded or modified over the next five years, the SEM Steering Committee recommends the creation of fewer goals to facilitate the development of focused tactics designed to achieve the goals. The plan will consider enrolment and success for degree seeking and non-credit students.

A major focus of the plan is to improve student success and enhance the student experience, inside and outside of the classroom. While student success and the student experience are closely associated it is important to recognize that unique tactics must be developed to address both.

3.1. Undergraduate student enrolment goals

Goal	Key Enrolment Indicators/Metrics
1. Monitor international enrolment and ensure alignment with individual faculty international enrolment goals	<ul style="list-style-type: none"> Overall international student enrolment. Enrolment of 1st year international students.¹
2. Maintain enrolment levels of incoming Manitoba high school students	<ul style="list-style-type: none"> 1st year enrolment of students who have graduated from a high school in Manitoba.²
3. Increase enrolment of students from other Canadian provinces	<ul style="list-style-type: none"> 1st year enrolment of students who have graduated from a Canadian high school outside of Manitoba.²

1 - This will include new first year students, and transfer students enrolling at the institution for the first time.

2 – This will include sequential, non-sequential, and mature students.

3.2. Undergraduate student success goals

Goal	KPIs/Metrics
1. Improve student persistence and success	<ul style="list-style-type: none"> Persistence and continuing rates: 1st to 2nd year, 2nd to 3rd year, and 1st to 3rd year.¹ Graduation rates.²

1&2 - Full time enrolment will be defined as both 60% and 80% of a full course load; reports will be provided using both standards.

3.3. Graduate student enrolment goals

Goal	Key Enrolment Indicators/Metrics
1. Increase the number and proportion of Doctoral students	<ul style="list-style-type: none"> Number of Doctoral students. Ratio of Research-Master's to Doctoral students.

3.4. Graduate student success goals

Goal	Key Enrolment Indicators/Metrics
1. Improve time-to-completion for both Master's and Doctoral students	<ul style="list-style-type: none"> • Average number of terms required to complete Master's and Doctoral programs.
2. Improve completion rate for Master's and Doctoral students	<ul style="list-style-type: none"> • Percentage of students completing their program of study. • Percentage of students completing their program of study within the maximum allowable time.

Note: Students will be tracked for a period of 12 years.

3.5. Indigenous achievement goals

Goal	KPIs/Metrics
1. Increase Indigenous student enrolment at both the undergraduate and graduate levels	<ul style="list-style-type: none"> • Percentage of Indigenous students at UM vs. percentage of Indigenous people in MB. • Enrolment of 1st year Indigenous students.¹ • Total number of self-declared Indigenous students at the Master's and Doctoral levels.
2. Improve Indigenous student success at both the undergraduate and graduate levels	<ul style="list-style-type: none"> • Persistence and continuing rates for Indigenous students: 1st to 2nd year, 2nd to 3rd year, and 1st to 3rd year.² • Graduation rates for Indigenous students.³

1 - This will include new first year students, and transfer students enrolling at the institution for the first time.

2 & 3 – This will include sequential, non-sequential, and mature students.

Note: We use the notion of making the Indigenous population reflective of the Manitoba population. Given this, in addition to tracking the Indigenous student population in relation to the overall student body, the metrics should track the Indigenous student population in relation to Manitoba students studying at the U of M.

4. SEM Planning Governance

Strategic Enrolment Management Steering Committee

A SEM Steering Committee should be created to guide and develop the creation, implementation, and oversight of the SEM plan. This committee will initially include: the Vice-Provost (Graduate Education) and Dean Faculty of Graduate Studies, the Vice-Provost (Teaching & Learning) and Executive Director, Centre for the Advancement of Teaching and Learning, the Executive Director, Enrolment Services, the Vice-Provost (Students), the Deputy Provost, the Vice-Provost (Indigenous Engagement), two Deans, the Executive Director, Financial Planning, the Executive Director of Institutional Analysis, and undergraduate and graduate student representatives. This committee will be responsible for consulting with Provost Council, the Dean's Council, the Faculty of Graduate Studies Executive Committee, and the Associate Deans Undergraduate in the creation of the SEM goals. These three bodies and Senate will receive regular updates, at least once per year, regarding progress towards the plan's goals.

Ongoing committee and planning structure

To ensure that tactics are being implemented and measured, it is recommended that three councils be created to oversee the implementation portion of the plan. These groups would report to the SEM Steering Committee on a quarterly basis. Goals and tactics should be reviewed, and where necessary updated on an annual basis.

- *Graduate SEM Council* - This body will oversee the implementation of the graduate SEM strategies. Initially, this body will be the Faculty of Graduate Studies Executive Committee.
- *Undergraduate SEM Council* - This body will oversee the implementation of the undergraduate SEM strategies. Initially, this body will be the Associate Deans Undergraduate group.
- *Indigenous SEM Council* – In addition to having Indigenous representation on all of the subcommittees, this council will provide advice and guidance on the overall plan. Representation on this council will be primarily from the Indigenous community; however, some non-Indigenous people will also be invited to join
- *Faculty SEM subcommittees* – Faculties will have the option of creating their own subcommittees to act support the creation of the strategies and to drive the SEM process.

Notes:

1. The Indigenous achievement goals will be discussed by all of the subcommittees and it will be critical to ensure that there is consultation and participation from the Indigenous community on campus.
2. The Associate Deans Undergraduate group and the FGS Executive Committee will be responsible for creating subcommittees as necessary to develop the tactics and the implementation plans. These subcommittees will have representation from their respective bodies, and from other key stakeholders on campus.