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WIN



THE UNIVERSITY OF
WINNIPEG

STRATEGIC ENROLMENT MANAGEMENT PLAN

Towards Sustainable Enrolment

2025-30

Land Acknowledgement

The University of Winnipeg is located on Treaty One Territory and the National Homeland of the Red River Métis, in Wiiniibak, Manido Abi. We acknowledge these are the ancestral lands of the Anishinaabeg, Anisininew, Ininiwak/Nehethowuk, Oceti Sakowin/Dakota Oyate, and Michif (Métis) Peoples, that our water is sourced from Shoal Lake 40 First Nation in Treaty Three Territory, and that most of our hydroelectricity comes from Treaty Five Territory in northern Manitoba.

The launch of The University of Winnipeg's Strategic Enrolment Management (SEM) Plan marks an important milestone for our institution. Developed through extensive engagement across the University, the Plan provides an inclusive, shared framework for connecting recruitment, enrolment, and student success and resilience to our academic programming and learning environments in the years ahead. SEM reflects both the changing needs of our students and our society while centring the University's commitment to access and transformative education that engages diverse worldviews and addresses a wide range of inequities and social challenges.

The strength of this Plan lies in the collaborative process that shaped it. Faculty, staff, and students brought diverse perspectives, experiences, and expertise to the conversations, helping us identify priorities and develop a more coordinated and student-centred approach to enrolment management. I would like to express my sincere appreciation to everyone who participated in consultations and shared their insights and feedback throughout this process. These consultations strengthened the Plan and deepened our shared understanding of the importance of lifelong learning to foster healthy and sustainable futures for the generations to come.

As we move from planning to implementation, I look forward to continuing this work together. SEM is not simply an enrolment plan. It is an opportunity to think intentionally about the entire student experience, as well as the importance of relationship and community engagement, and the future of our University. I am confident that, through our continued collaboration and shared commitment, this Plan will help us strengthen student success and student resilience, support vibrant and sustainable academic programs, and foster a connected, inclusive, and thriving University community for the years ahead.

Dr. Pavlina Radia
Provost and Vice-President, Academic



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THE UNIVERSITY OF WINNIPEG: ABOUT US

Background

Located in the downtown core of Winnipeg, The University of Winnipeg (UWinnipeg) is a mid-size, liberal arts university committed to providing access to a diverse student population: first-generation students, Indigenous students, Black and racialized students, students from diverse cultural, linguistic, and ethnic backgrounds, 2SLGBTQ+ students, students with disabilities, mature students, and adult learners. The University of Winnipeg Strategic Plan, “Meeting the Moment: Strategic Plan 2025-2030,” outlines The University of Winnipeg’s commitments to Equity, Diversity, Inclusion, Accessibility, Indigenization, and Decolonization as integral to the University’s vision, mission, values, and guiding principles that inform its five strategic pillars (Pillar 1: Fostering a Thriving Academic Community of Excellence; Pillar 2: Partnering for Transformational Research, Scholarship, and Creativity; Pillar 3: Supporting Reconciliation and Indigenous Excellence; Pillar 4: Engaging with Our Community; and Pillar 5: Revitalizing Our Campus).

Community-engaged and student-centred, UWinnipeg offers a wide range of academic and professional programs, including micro-credentials, Certificates, Diplomas, Bachelor’s, Post-Baccalaureates, Master’s, and PhD degrees, to over 10,500 students. At UWinnipeg, students have access to transformative and inclusive educational practices and supports, led by dedicated professors and staff who engage students in undergraduate and graduate research. The University’s liberal arts focus is combined with a commitment to social justice, community, sustainability, diversity, inclusivity, accessibility, and thriving, where every student matters, is seen, and finds a sense of belonging. UWinnipeg also excels in research and creative scholarship, bringing in over \$14 million in research funding, housing ten Canada Research Chairs and twenty research centres and institutes, and having a significant societal and economic impact on the Province of Manitoba, Canada, and internationally.

From 2000 to 2024, the University’s undergraduate enrolment has grown from 6,093 to 8,587¹ (a 41% increase). Fostering its commitment to diversity and diverse worldviews, the University increased its international recruitment efforts from 2000 to 2024 to welcome students from diverse countries. The University recognizes that international students bring significant value and experiences to UWinnipeg. It is important to note, however, that the decline of provincial funding in the past decade intensified the pressure on Canadian universities to increase their international recruitment efforts to offset the shortfall in government and alternative forms of funding.² According to Higher Education Strategy Associates’ 2025 report, *The State of Postsecondary Education in Canada*, “In 2023-24, international students accounted for 19% of students at the university level and 32.4% at the college level,” while “international students made up over half of the student body [in Ontario]” (HESA, 2025, p. 5). Over the past six years, UWinnipeg has seen a 15% decline in domestic undergraduate students and a 32% increase in international undergraduate students, with 7,014 domestic students and 1,573 international students on November 1, 2024. Yet, the University has had no Strategic Enrolment Plan to navigate the complex landscape of provincial and federal decrease in funding, societal changes, and global issues vis a vis its institutional mission and sustainability.

¹ Using an As of Date of November 1 of the indicated year.

² See Usher, A., Balfour, J. & Jeon, J. (2025). *The State of Postsecondary Education in Canada*, 2025. Toronto: Higher Education Strategy Associates.

In October 2024, the University embarked on the Strategic Enrolment Management planning process to: a) align with the new Strategic Plan (launched in October 2025); b) address the institutional International Recruitment and Enrolment Audit Reports from 2023 and 2024 calling for an institutional enrolment strategy; and c) affirm its commitment to sustainable enrolment that supports student success and flourishing within the context of the University's commitments to fostering equity, diversity, inclusion, decolonization, human dignity, accessibility, and non-discrimination.

What Is Strategic Enrolment Management and Why Does It Matter?

Strategic Enrolment Management (SEM) refers to the institutionally defined strategies and processes for student recruitment, enrolment, and retention to foster inclusive communities and spaces of learning. Recent studies of SEM action plans centre the importance of a holistic approach to recruitment and retention. Kent Willis and Phong Yang (2024) define SEM as an ongoing, reflective, and collaborative process that "involves both short-term and long-term planning, requiring ongoing assessment and adaptation to respond to changing internal and external factors. Importantly, collaboration and communication among various units and stakeholders across the institution remain the most critical of tasks" (p. 2). SEM recognizes that a university "must move from enrolment by chance to enrolment by design – there is an inextricable fit between the purpose of an institution and the students it serves" (Bischoff, 2007, p.3). To be successful, this strategy requires a holistic, student-centred approach that involves all members of the University community, encompassing student fees and financial aid; institutional marketing; academic advising; curricular and program development and delivery; and the quality of campus life, student services, and facilities.

One way to conceptualize SEM is through an intentional, collaborative student-centred model. This model prioritizes the engagement of multiple units and centres an inclusive approach to recruitment and retention as ever evolving and requiring a regular review and adjustment to reflect the diversity of the student population and their unique needs.

Such an approach not only identifies gaps in student outreach and retention but also improves fairness and equity in decision-making at department, faculty, and institutional levels by basing decisions on data rather than assumptions.

The Strategic Enrolment Management Plan is aligned with UWinnipeg's strategic goals and mission, including its new Strategic Plan, and its commitments to Academic and Research Excellence, Indigenization, Community Engagement, and Campus Revitalization. It is also committed to furthering the TRC Calls to Action; the obligations under the Independent Special Interlocutor's Report and the Indigenous-led Reparations Framework for Missing and Disappeared Children and Unmarked Burials; the Manitoba Collaborative Indigenous Education Blueprint; the Winnipeg Indigenous Accord; the Scarborough Charter; the Dimensions Charter; The Accessibility for Manitobans Act; and the Sustainability Tracking, Assessment & Rating System (STARS).

Among its primary goals, the UWinnipeg SEM Plan endeavours to recommend actions, key performance indicators, suggested metrics, and tactics pertaining to the following three areas:

- I. Recruitment, Admissions, and Enrolment
- II. Retention
- III. Academic Programming and Infrastructure

Our SEM work is guided by the understanding that our primary responsibility is to our students, to whom we strive to offer a community that appreciates, fosters, and promotes diversity, inclusivity, accessibility, academic excellence, and a sense of community and belonging. The UWinnipeg SEM Plan recognizes that academic programming and infrastructure are integral to recruitment and retention. Effective SEM recognizes and utilizes the expertise of both faculty and staff involved in enrolment management and curricula development and delivery. In their study of faculty involvement in SEM at North American postsecondary institution, Clayton Smith and Lisa Harris (2021) identify faculty's role in SEM as "important in implementing SEM strategies in such areas as academic advising, academic infrastructure, academic program reviews, faculty development, individual student interventions, institutional effectiveness, new student orientation, student engagement, student recruitment, and student retention" (pp. 29-30).

The SEM Plan respects and recognizes the academic freedom of UWinnipeg faculty under the UWFA Collective Agreements and the UWinnipeg Strategic Plan. The recommendations outlined below are intended to serve as a starting point for more involved cross-faculty and academic unit conversations regarding their participation in the SEM process. The purpose of this document is to serve as a road map and a live, adaptable framework for sustainable and intentional recruitment and retention at UWinnipeg.

The main objectives of the UWinnipeg SEM Plan are to:

- Centre students, faculty, staff, and the entire UWinnipeg community in diverse and inclusive recruitment strategies, enrolment management, and retention processes;
- Outline a holistic approach to student recruitment, retention, and academic development and excellence;
- Empower and engage faculty, staff, and leadership across campus to share and use institutional research and data to make informed decisions, improve efficiency, and work collaboratively to meet the diverse needs of students;
- Improve our agility in adapting to enrolment changes, being proactive and strategic in our recruitment approaches, admissions processes, and enrolment tracking; retention strategies; and alignment of academic programming and learning spaces;
- Outline specific areas of strategic and sustainable enrolment growth (e.g., PACE, undergraduate and graduate programs, pathways from Manitoba and out-of-province colleges, and articulation agreements with out-of-province and international institutions); and
- Align strategic enrolment with institutional capacity to define financial sustainability.

GLOSSARY

Adult Learner: Any person who has been out of the educational system for three years or more and is taking courses with an educational goal in mind.

Attrition: The proportion of students who do not re-enroll in the University for the subsequent academic period within a defined timeframe (typically an academic year), and who have not graduated or completed their program of study.

Full-Time Course Equivalent (FCE): Sum of enrolled course credits in a given session divided by six. This unit is used to represent student and faculty workloads.

Full-Time Student Equivalent (FTE): A single value providing a meaningful combination of full-time and part-time students to understand enrolment trends and inform budgeting and resource allocation. FTE students are determined by the formula: Number of full-time students + (Number of part-time students/3.5). This formula is consistent with the methodology of the Province of Manitoba.

Full-Time Student: A full-time student is registered for 9 to 15 credit hours per term.

Graduation Rate (Seven Year): Measures the percentage of a specific entering cohort of full-time, first-time undergraduate students seeking a bachelor's degree who successfully graduate from UWinnipeg within seven years of their initial enrolment.

Headcount: An enrolment metric that represents the total number of individual students enrolled at an institution, regardless of their enrolment status (full-time, part-time, etc.).

Mature Access Student: A student may be considered for Mature Access status if they are a Canadian citizen or permanent resident of Canada, they will turn at least 24 years of age in the calendar year in which they register for courses for the first time, and they have not graduated from high school or completed any university or college courses.

Mature Student: A student may be considered for Mature status if they are a Canadian citizen or permanent resident of Canada, they do not have the academic qualifications for regular admission, and they will turn at least 21 years of age in the calendar year in which they register for courses for the first time.

Persistence: A measure of how many students continue their studies from one year to the next. It demonstrates how well our university is helping students stay on track.

Retention: Measured as the percentage of students who re-enroll in the university for the subsequent academic year and are not graduates of their intended program.

Retention Rate (Second Year): Measures the percentage of a specific entering cohort of full-time, first-year undergraduate students who re-enroll at UWinnipeg for their second year of study.

Key Performance Indicators: Specific measures used to evaluate how effectively an institution is achieving its objectives.

Yield Rate: The number of students who registered as a percentage of offers made.

PLANNING BACKGROUND

Stage 1: Preparation (May-September 2024)

During the first stage, preliminary working groups (consisting of the Deans and Directors) worked with the Offices of Institutional Analysis and the Registrar on gathering data to inform the SEM Steering Committee's work. Since UWinnipeg currently does not have integrated systems to track enrolment, admissions, retention, and financial aid data across units, this heuristic stage was necessary to identify gaps and collect data by unit to ensure accuracy but also to track student mobility across units. Data included student demographics, yield rates, retention statistics, program enrolments, and number and type of learning spaces. Given the recent international student cap enforcement by the federal government and the International Student Recruitment and Enrolment report completed by Audit Services in March 2024, it was recommended that internationalization planning takes priority. It is important to note that, to date, the Province of Manitoba does not have a general student number or a provincial application centre where student applications can be tracked by university, college, and program preferences.³

Stage 2: Data Collection and Plan Drafting (October 2024-May 2025)

In the second stage of the SEM planning process, a Steering Committee and three Subcommittees (Recruitment, Admissions, and Enrolment; Retention; and Academic Programming and Infrastructure) were formed. The Steering Committee and Subcommittees included representation from all faculties (Arts, Education, Science, Kinesiology and Applied Health, Business and Economics, and Graduate Studies), undergraduate and graduate student representatives, Indigenous Student Services, Library, Student Services, Campus Living, Awards and Financial Aid, the Office of the Registrar, Recruitment, Athletics, Professional, Applied, and Continuing Education (PACE), Policy and Legal Counsel, and Directors of Academic Programming and EDI, Institutional Analysis, Facilities, and Student Financial Services. The Steering Committee and Subcommittees met regularly from October 2024 to May 2025 to report on and share their progress and findings.

The three Subcommittees were responsible for collecting additional data, including through engagement with faculty, staff, and students, to propose goals, actions, and key performance indicators to the Steering Committee in April 2025.

Stage 3: UW Community Engagement (May-July 2025)

In the third stage, the SEM Steering Committee engaged the UWinnipeg community more broadly through the following activities:

- The first general SEM Information Session was held in Convocation Hall on May 13, 2025, followed by two SEM Engagement Sessions on May 20 (in person) and May 27 (online), drawing participation from over 155 faculty, staff, and students.
- The Information and Engagement Sessions were followed by five distinct SEM surveys on June 13, 2025 (faculty; undergraduate students; student-advising staff; student-recruitment staff; and

³ See, for example, the Ontario Universities' Application Centre data for most recent student application trends: <https://www.ouac.on.ca/>.

all other staff), gathering feedback from 1,158 respondents on priorities related to recruitment, retention, and academic programming and infrastructure.

Stage 4: Finalization of Draft Plan (August-September 2025)

In the fourth stage, the SEM Plan was finalized by incorporating the feedback generated in Stage 3 and presenting the plan through a final engagement session.

- The final SEM Consultation Session (in-person and online), held on September 8, 2025, reviewed survey findings, shared and discussed the latest SEM Plan draft, and gathered questions and feedback from the participants.
- Survey responses, along with feedback from all consultation sessions, the SEM Steering Committee, and the SEM Subcommittees, were incorporated into a revised version of the SEM Plan.
- Following The University of Winnipeg Senate Standing Rules and Procedures, the SEM Plan was submitted to the Senate Academic Planning Committee. On September 16, 2025, the SEM Plan received approval from the Academic Planning Committee to forward the document to Senate.

Stage 5: Approval of Finalized Plan (October 2025-March 2026)

In the fifth stage, the SEM document was submitted to Senate. Further feedback was provided by Senators by November 20, 2025. The Senate feedback was shared and discussed with the SEM Steering Committee on December 12, 2025. The SEM Steering Committee met again on January 12, 2026, to review and approve the revised SEM Plan.

The revised document was submitted to the Senate Academic Planning Committee on January 13, 2026, and was unanimously recommended to Senate for approval. Senate approved the SEM Plan on February 26, 2026, and the Board of Regents approved it on March 23, 2026.



I. STUDENT DEMOGRAPHICS AND ENROLMENT CONTEXT

UWinnipeg Student Enrolment (Headcount)

Category	2019	2020	2021	2022	2023	2024
UG	9,415	9,396	9,302	8,673	8,776	8,587
UG Indigenous	950	925	965	968	1,049	1,010
UG International	1,188	1,325	1,528	1,412	1,524	1,573
GS	255	273	281	272	252	265
GS Indigenous	22	28	30	32	21	20
GS International	62	64	69	74	82	104
Total UG and GS	9,670	9,669	9,583	8,945	9,028	8,852
PACE Total	662	662	903	1,022	1,052	974
Collegiate Total	433	375	365	398	403	413

Data for PACE reflect unique full-time student count over a fiscal year. Data for The Collegiate reflect the official enrolment report of September 30, set by Manitoba Education and Early Childhood Learning. GS students include those enrolled at UWinnipeg; this count does not include Joint Master's Program (JMP) enrolment. Enrolment numbers for Graduate Studies Indigenous and International also do not include JMP students.

UWinnipeg Undergraduate and Graduate Student Enrolment (FTE)

Category	2019	2020	2021	2022	2023	2024
UG	7911.4	7782.4	7615.6	7334.4	7431	7275.6
GS	178.6	188.7	201.7	207	199.9	210.7
Total UG and GS	8090	7971.1	7817.3	7541.4	7630.9	7486.3

UWinnipeg Student Demographics (Headcount)

The University currently only collects student demographic data that pertain to gender (female/male/undeclared),⁴ Indigeneity (First Nations, Métis, and Inuit), disability,⁵ international/domestic status, and Mature/Mature Access student status. This is an important area for improvement, given UWinnipeg EDI commitments and mission. It will be crucial to collect additional disaggregated data for race/ethnicity, gender, sexuality, disability, and first-generation status to monitor the access and success of these equity-deserving groups.

⁴ We acknowledge that the term *gender* in this case is inaccurate as female/male refers to sex.

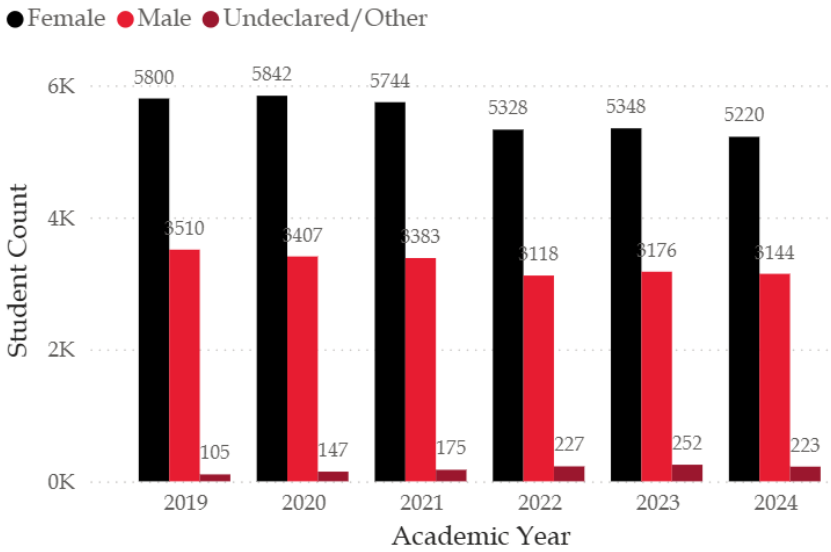
⁵ Data on UWinnipeg undergraduate students with disabilities are primarily collected through Accessibility Services, which therefore excludes students with disabilities who do not seek out these services. These data also capture students with disabilities who have no courses (i.e., dropped all courses) within the period but indicated their faculty. Though there are some data for the faculty in which these students are enrolled, the majority of the students reported have not indicated their faculty (i.e., Arts, Science, etc.), making it difficult to ascertain enrolment trends based on faculty. There are currently no further disaggregated data available by type of disability (e.g., physical disabilities, learning disabilities, neurodiversity, mental health issues, and chronic illnesses).

GENDER

From 2019 to 2024, female and male undergraduate students have both decreased by 10% (females from 5,800 to 5,220, and males from 3,510 to 3,144).

Over the same period, on average, UWinnipeg has had higher numbers of female students compared to male students, with closer parity in undergraduate proportions (63% female, 37% male) than graduate proportions (68% female, 32% male).

Undergraduate Enrolment by Gender



Graduate Studies Enrolment by Gender

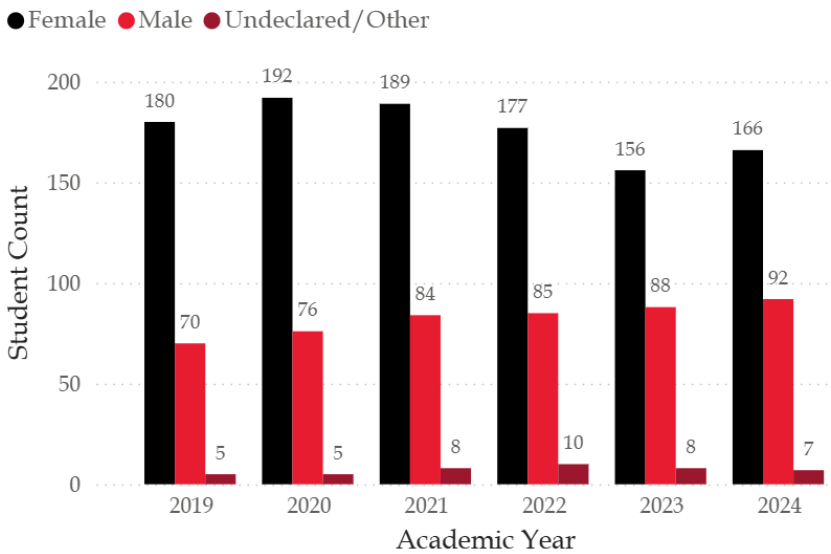


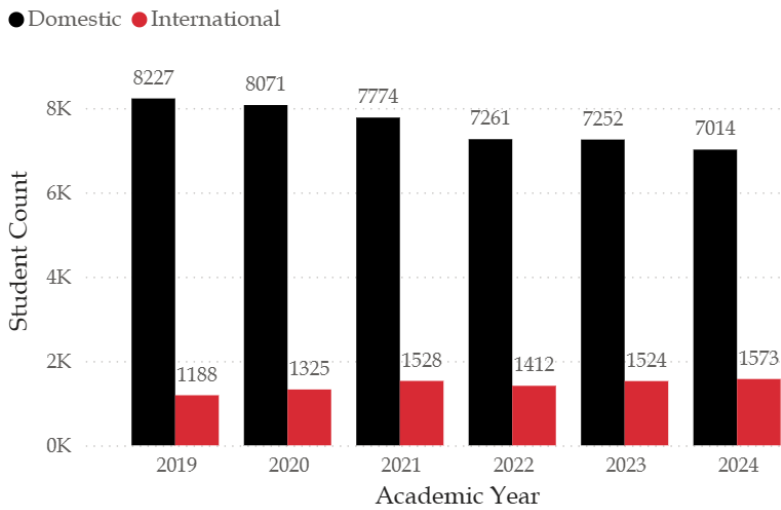
Figure 2. Enrolment headcount by gender for Undergraduate and Graduate Studies. Data include Female (black bars), Male (red bars), and Undeclared (maroon bars). The undeclared category represents students that chose Other or did not answer the question when applying to UWinnipeg.

DOMESTIC/INTERNATIONAL

In 2024, domestic students made up on average 82% of the undergraduate student population and roughly 61% of the graduate student population; however, domestic numbers show a decline over the past six years: a 15% decline for undergraduate students (from 8,227 students in 2019 to 7,014 students in 2024), and a 17% decline for graduate students (from 193 students in 2019 to 161 students in 2024).

Since 2019, international undergraduate students have increased by 32% while international graduate student enrolment has increased by over one and a half times to 104 students in 2024; however, with the federal international student caps, international student enrolments have declined, and we anticipate that this downward trend will continue over the next five years.

Undergraduate Enrolment by Residency



Graduate Studies Enrolment by Residency

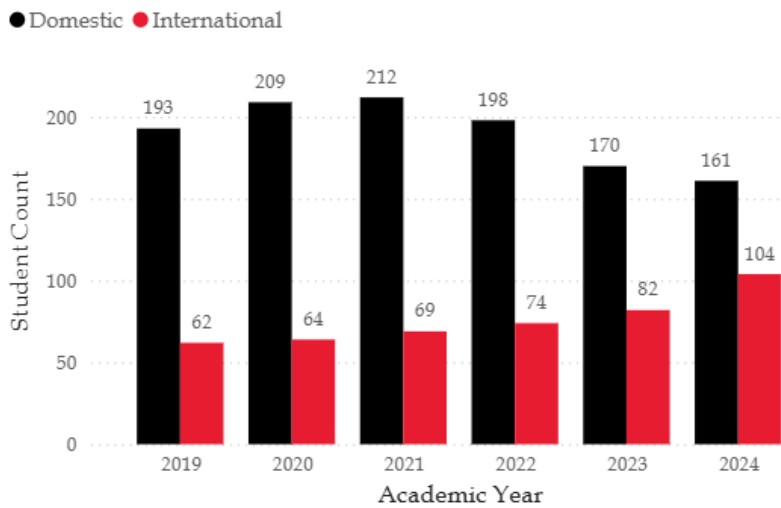
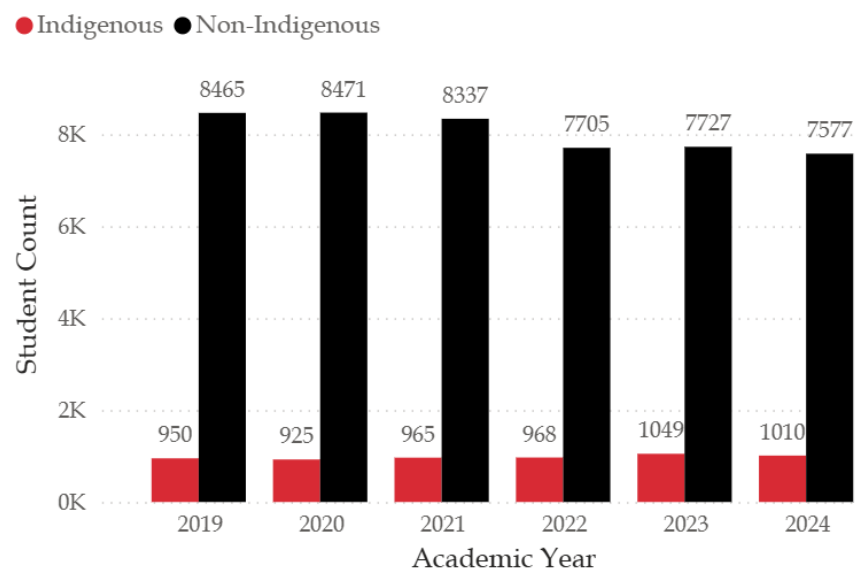


Figure 3. Enrolment headcount by residency for Undergraduate (top) and Graduate Studies (bottom). Data include Domestic (black bars) and International (red bars) students.

INDIGENOUS/NON-INDIGENOUS

Over the past six years, Indigenous undergraduate students have increased from 950 to 1,010 (6% increase), and Indigenous graduate students have decreased from 22 to 20 (decrease of 9%). Indigenous student enrolment constitutes 12% of overall undergraduate enrolment and 14% of domestic undergraduate enrolment.

Undergraduate Enrolment by Indigeneity



Graduate Studies Enrolment by Indigeneity

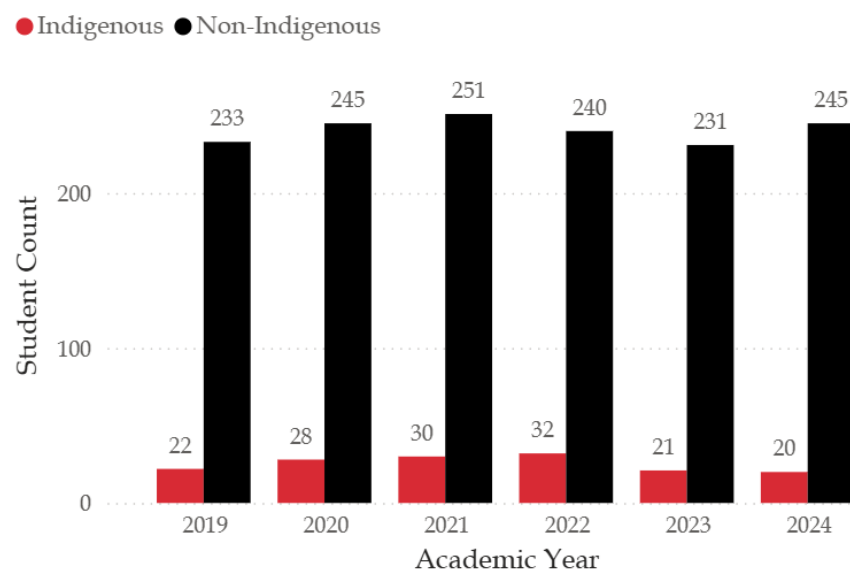
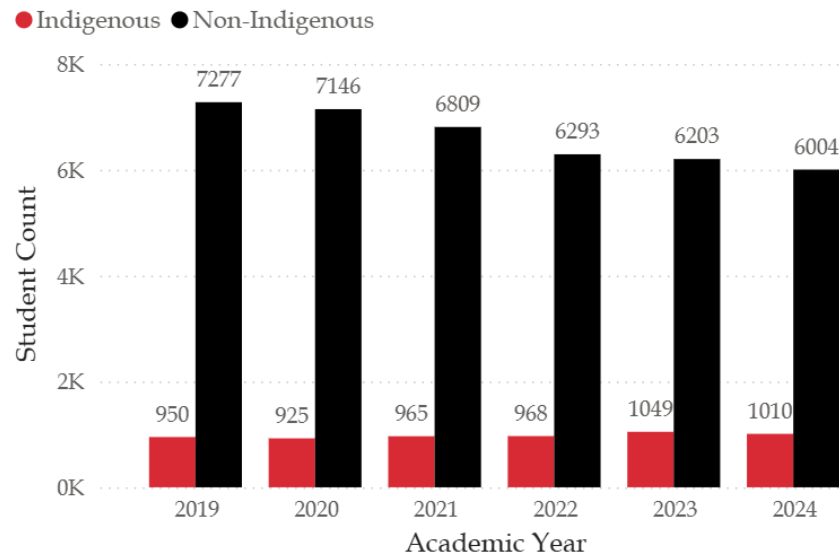


Figure 4. Enrolment headcount by Indigeneity for all Undergraduate (top) and Graduate students (bottom). Data include Indigenous (red bars) and Non-Indigenous (black bars) students.

Domestic Undergraduate Enrolment by Indigeneity



Domestic Graduate Studies Enrolment by Indigeneity

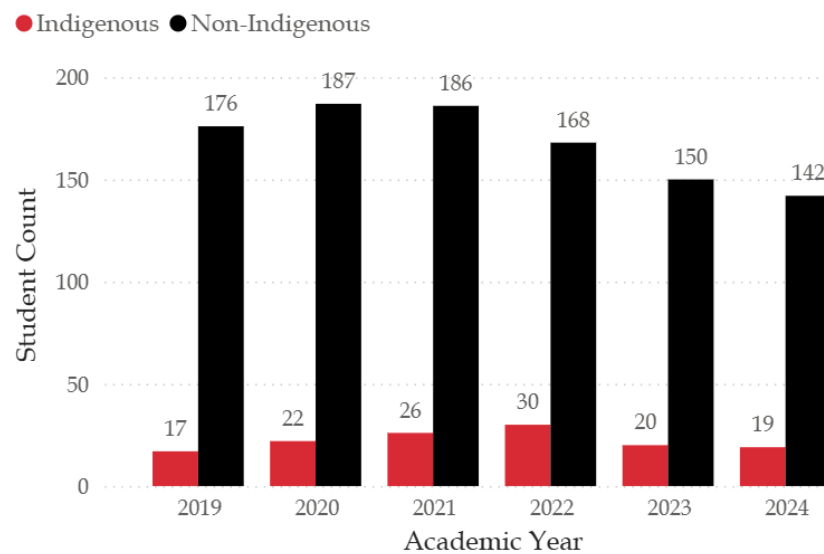


Figure 5. Enrolment headcount by Indigeneity for domestic Undergraduate (top) and Graduate students (bottom). Data include domestic Indigenous (red bars) and domestic Non-Indigenous (black bars) students.

MATURE AND MATURE ACCESS STUDENTS

Mature student enrolment has remained relatively constant by headcount from 2019 to 2023 with an increase of 23% in 2024. Mature Access students are consistently a much smaller group, but there has also been a slight increase in headcount over the last six years (4%).

Undergraduate Enrolment of Mature & Mature Access Students

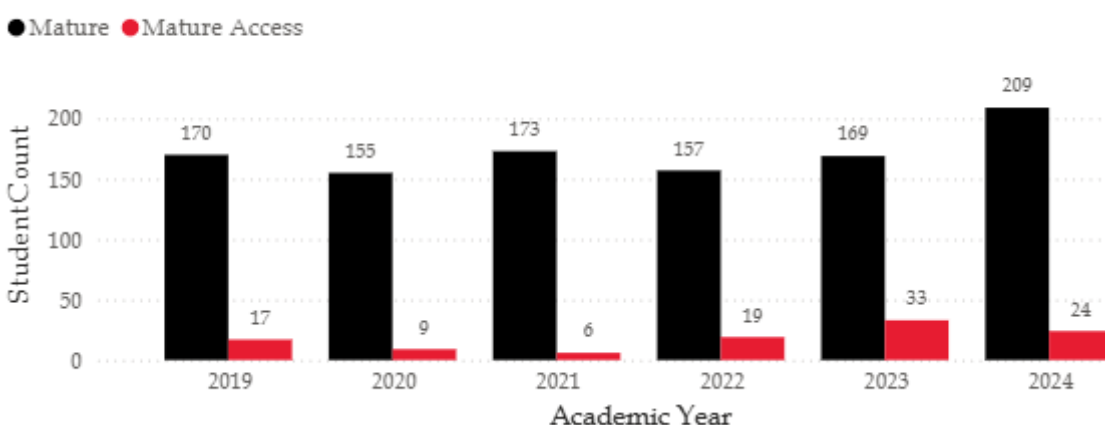


Figure 6. Number of Mature (black bars) and Mature Access (red bars) students admitted since 2019. A Mature Student is domestic but does not satisfy academic qualification and is at least 21 years of age in the calendar year the student registers for the first time. A Mature Access student is domestic, at least 24 years of age, and has not graduated from high school or completed any postsecondary course work.

ADULT LEARNERS

While our definition of adult learner is not specific to age, we can estimate this demographic by measuring the number of first-time students that are aged 26 and older. This demographic remains consistently low as a percentage of the undergraduate student population (i.e., less than 3%).

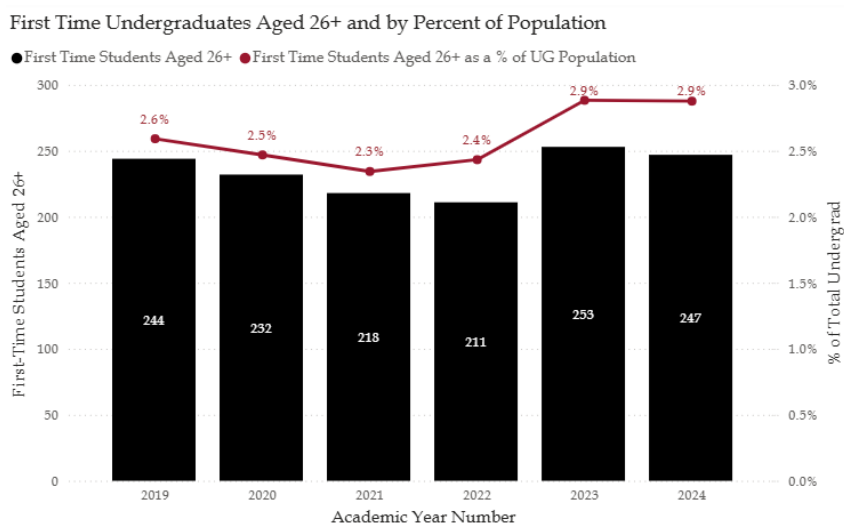


Figure 7. Headcount of first-time students older than 26 (black bars) and as a percentage of the Undergraduate population (red line), as a representation of adult learners registered on November 1 in the corresponding year.

Current Societal Drivers and Labour Market Trends

According to the [Government of Manitoba](#), the following trends are projected for industries and occupations in the province from 2025 to 2029 (last accessed January 26, 2026):

Industries		Occupations	
Top 5 Growing	Top 5 Declining	Top 5 Growing	Top 5 Declining
Health Care and Social Assistance	Forestry, Fishing, Mining, Quarrying, Oil, and Gas	Sales and Service Occupations	Legislative and Senior Management
Wholesale and Retail Trade	Utilities	Business, Finance, and Administration Occupations	Natural Resources, Agriculture, and Related Production Occupations
Educational Services	Agriculture	Trades, Transport, Equipment Operators and Related Occupations	Occupations in Art, Culture, Recreation, and Sport
Transportation and Warehousing	Information, Culture, and Recreation	Occupations in Education, Law, and Social, Community and Government Services	Occupations in Manufacturing and Utilities
Public Administration	Business, Building, and Other Support Services	Health Occupations	Natural and Applied Sciences and Related Occupations

These labour trends indicate that UWinnipeg has opportunities to enhance and develop academic programming that prepares students for health and social care occupations, early childhood education and K-12 teaching, public administration, community services, and business and finance while advocating for the importance of liberal arts programming locally and globally. Given the growing misconceptions from students and their parents/caregivers about humanities and social sciences and employability, which are leading to decreasing enrolments in these disciplines (Ashton et al., 2023), UWinnipeg needs to consider and address the “skills articulation gap” (Kovalcik, 2019) through strong, consistent messaging across all units and faculties and all stages of the student journey about the value of transferrable skills and holistic competencies learned through the humanities and social sciences, including the value of interdisciplinarity in addressing complex challenges facing the world (Woolf, 2017).

Federal Policy Changes and the International Student Cap

One of the most pertinent political forces impacting postsecondary education in Canada is the federal international student cap, which includes a reduction in the intake cap on international student study permits for 2025 based on a 10% reduction from the already reduced 2024 target. In addition to the impact of the intake caps on restricting numbers of potential international enrolments, these measures have also negatively impacted Canada's reputation as a welcoming country for international students, leading to a decline in international applications.

As of January 2026, a further 50% reduction to international student visas has been put in effect by the federal government.⁶ The reduction will have a significant impact on Canadian postsecondary institutions,⁷ including UWinnipeg's international enrolments.

Provincial Populations

According to Statistics Canada, the medium-growth outlook for 18-24-year-olds in Manitoba is a projected increase until 2038 (based on Statistics Canada Cat. 91-520-X). The current Manitoba adult student population (those who are between 25 and 64 without a degree) constitutes approximately 283,946 of the total population. Considering our relatively low enrolment numbers for Mature and Mature Access students, this population trend represents a domestic growth opportunity. Manitoba's cost of living (average monthly living cost for a single person: \$2,900 – \$3,300) is comparatively low when compared with other provinces and territories (Hamilton, 2024). Furthermore, UWinnipeg's tuition costs are the third lowest in Canada.

Direct-Entry Headcount and Geographical Areas

Over the past five years the highest headcounts for direct-entry students to UWinnipeg came from Sisler High School, Garden City Collegiate, Maples Collegiate Institute, Collège Sturgeon Heights Collegiate, and Lord Selkirk Regional Secondary.

The top two school divisions for the number of direct-entry students enrolling at UWinnipeg are Winnipeg (312 average headcount) and River East Transcona (184 average total headcount). University of Manitoba, our primary competitor, sees Pembina Trails and Louis Riel as its top two feeder school divisions by average headcount.

⁶ See *Federal Budget 2025-Canada Strong*. <https://budget.canada.ca/2025/report-rapport/pdf/budget-2025.pdf>

⁷ HESA (2025), *The 2025 Federal Budget: A Higher Education Strategy Associates Commentary*. [Canadian Budget Commentary 2025 | HESA](#)

In 2023, the most recent year for which we have Grade 12 graduate numbers, UWinnipeg's highest market shares⁸ for direct-entry students in Winnipeg were Seven Oaks and St. James-Assiniboia at 22% and 20% respectively. In the same year, University of Manitoba's highest Winnipeg market shares were in Louis Riel (38%) and River East Transcona (27%).

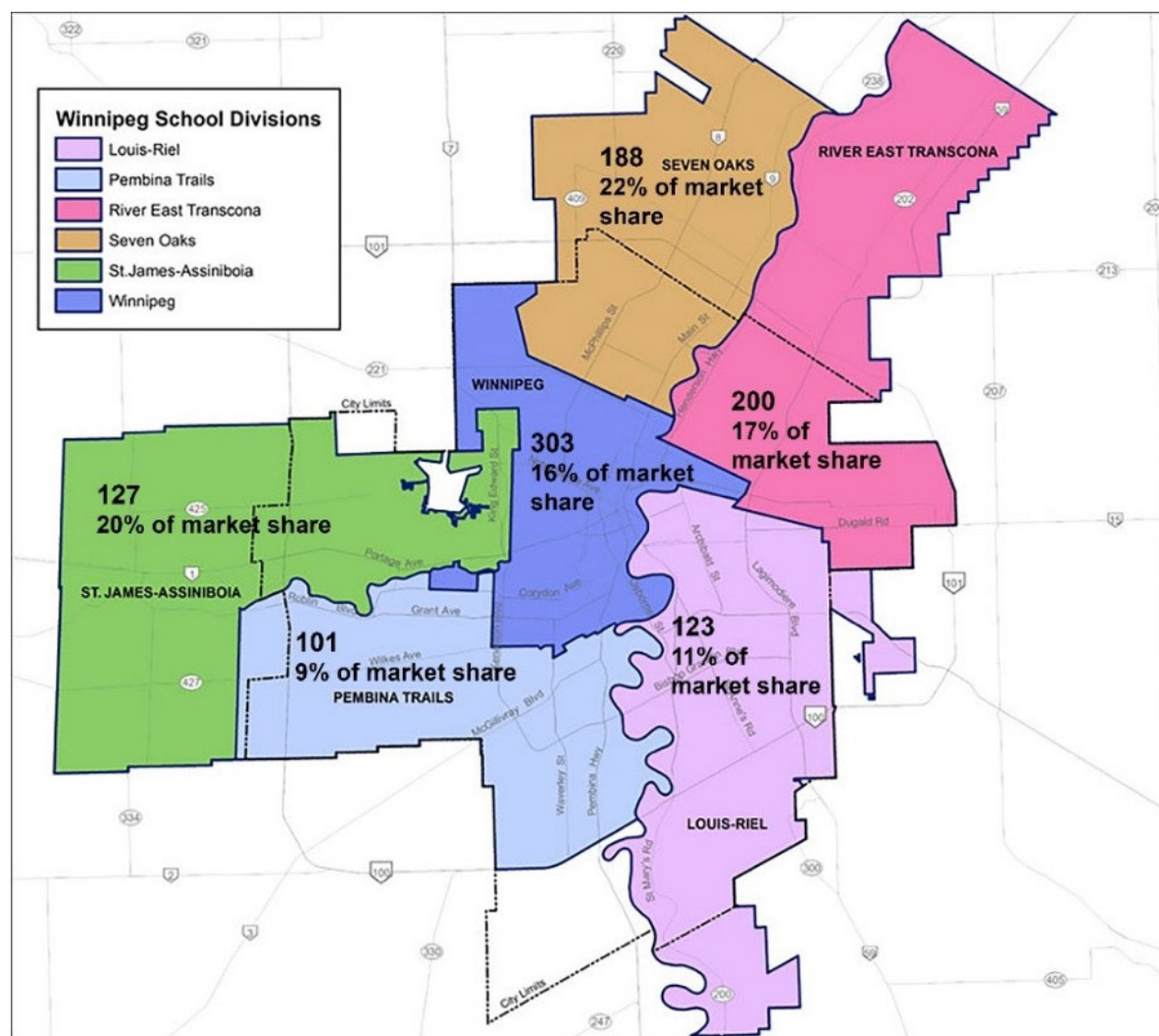


Figure 8. 2023 direct-entry student headcount and market share for UWinnipeg by Winnipeg school division.

Outside of Winnipeg, UWinnipeg's highest 2023 market shares were in Lord Selkirk (22%), Whiteshell (13%), and Frontier (12%). University of Manitoba attracts the most market share in the following areas outside of Winnipeg: Interlake (25%), Red River Valley (24%), Seine River (24%), and Western (23%). As to be expected due to its geography, Brandon University attracts the largest market shares of direct-entry students from Brandon, Southwest Horizon, Turtle River, Beautiful Plains, Mountain View, and Frontier.

⁸ Market shares are estimated using Grade 12 graduation data provided by the Province of Manitoba.

Transfer Students

Over the past six years, our highest numbers of transfer students have come from within Canada, with the top five feeders being largely local and regional: University of Manitoba (3% of 2024 undergraduate enrolment), Red River College Polytechnic (2% of 2024 undergraduate enrolment), Canadian Mennonite University (0.2% of 2024 undergraduate enrolment), Brandon University (0.1% of 2024 undergraduate enrolment), and Université de Saint-Boniface (0.3% of 2024 undergraduate enrolment). The next highest number of transfer students are coming from Panjab University in India (0.4% of 2024 undergraduate enrolment). Overall transfer student rates have been declining over the same period by roughly 8%.

A photograph of two women sitting at a wooden table, looking at a laptop. The woman on the left is wearing a blue hijab and a blue long-sleeved shirt, holding a red pen. The woman on the right is wearing a blue t-shirt and is smiling. A smartphone is on the table in front of them. The background is a blurred indoor setting with other people.

II. RECRUITMENT, ADMISSIONS, AND ENROLMENT

Recruitment Overview

While the Office of the Registrar, and more specifically, the Associate Registrar of Recruitment and Admissions, are responsible for operationalizing domestic and international recruitment and admissions initiatives, it is important to emphasize that recruitment is an institutional, holistic endeavour that draws on institutional strengths and the diverse expertise and experience of faculty, staff, students, and alumni.

In 2024, the Provost's Office embarked on consultations with units responsible for recruitment to outline an alignment in messaging and specific recruitment groups and areas to work towards strategic and demographic-specific approaches to recruitment. The consultations involved a comprehensive review of academic unit plans, recruitment presentations, the Open House, and the viewbook, including discussions with the Indigenous Student Services Centre to further Indigenous students outreach and supports. The Steering Committee and the Subcommittee on the Recruitment, Admissions, and Enrolment outlined further recommendations based on their review of institutional processes and data.

Recruitment Initiatives and Incentives

In 2025, UWinnipeg launched a time-limited **Recruitment Incentives package**, to recruit new undergraduate students to UWinnipeg and to align with the Open House. The 2025 Open House included a new pilot called "QuikToks," consisting of three theme-based panels led by faculty. The three panels centred on major global issues such as climate change, social justice, and AI. Based on the large attendance for the QuikToks pilot (172 students) and the marked increase in domestic student applications following the incentives package (28% increase), these recruitment initiatives are likely to be repeated as part of the UWinnipeg undergraduate recruitment strategy.

Recruitment Pathways

UWinnipeg has several recruitment pathways to improve access, including:

- **Beginning University Successfully (BUS) Program** for individuals who may not meet the traditional admission requirements
- **Build From Within** teacher development program for Indigenous high school students
- Collegiate, including Model School and Mature Status students, with **dual credit courses**, Pre-University Pathway Program (international students under British curriculum), and University Foundation Program (international students)
- **Community-based Aboriginal Teacher Education Program (CATEP)** for Indigenous Education Assistants
- **Immigrant Teacher Education Program (ITEP)** for internationally trained teachers
- **Winnipeg Education Centre** for adults 21 years old and over from underrepresented/inner-city populations

Main Recruitment Areas

Domestic

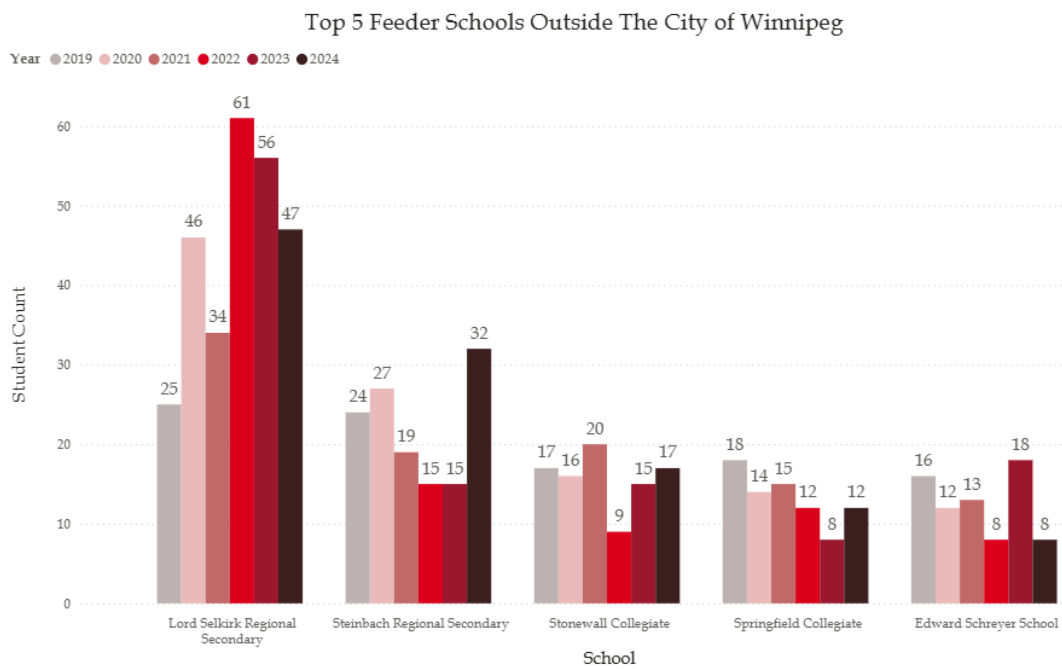


Figure 9. Headcounts for the top 5 feeder schools outside of the City of Winnipeg. Data include students registered for the first time in Fall Session.

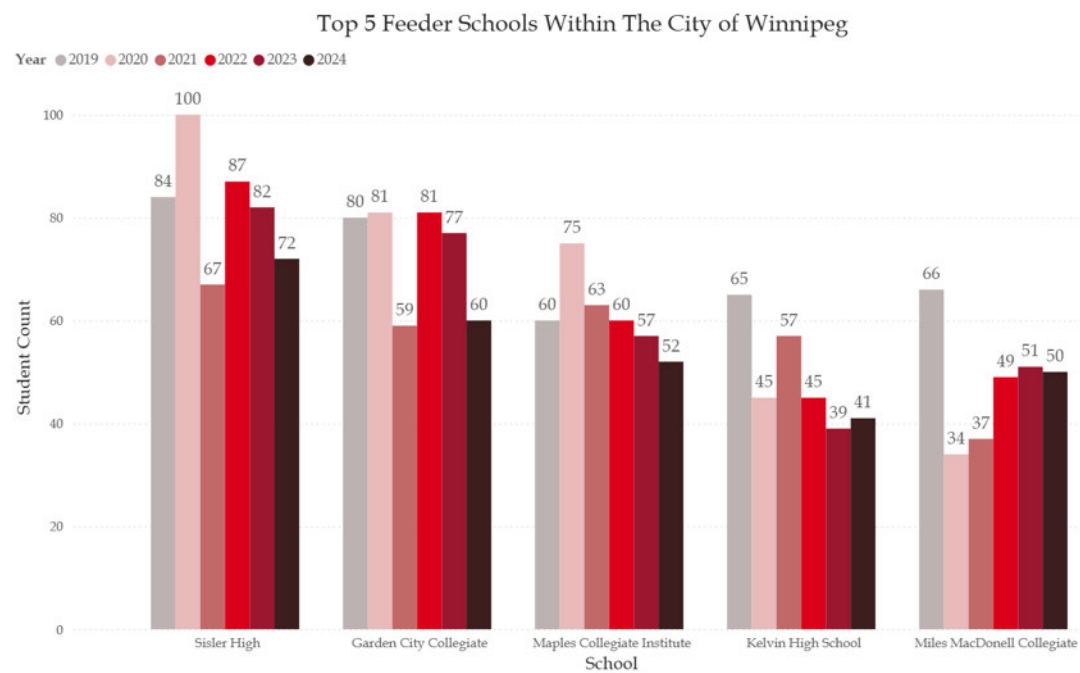


Figure 10. Headcounts for the top 5 feeder schools within the City of Winnipeg. Data include students registered for the first time in Fall Session.

International



Figure 11. Headcounts for the top five recruitment countries. Values represent a November 1 count of the country represented on the initial application (excluding Canada) for international students.

Admissions Cycle

Domestic Students: Fall, Winter, Spring

International Students: Fall, Winter, Spring

PACE Students: Individual PACE programs set application deadlines and capacity limit.

The Collegiate Students: Fall (Spring is only used for visiting or concurrent students or international students who could not obtain a visa in time for Fall)

Student Yield Rates

Undergraduate Students: UWinnipeg currently does not collect yield rates for undergraduate students, which is a gap that needs to be addressed.

Graduate Students: Graduate student yield rates show that the majority of domestic applicants for the September intake, with an average of 38% of applicants receiving offers. Of these offers, an average of 94% accept the offer.

PACE Students: The current average yield rate for PACE is 33%. It varies across programs from 23% to 65%.

The Collegiate Students: Yield rate data have not been tracked for The Collegiate, which is another gap that needs to be addressed.

Enrolment Overview

Undergraduate Student Enrolment Trends

Since 2019, undergraduate enrolments have been slowly declining (from a high of 9,415 in 2019 to 8,587 in 2024), with full-time⁹ students making up the majority of the population (on average 77%).

Full-Time & Part-Time Undergraduate Students

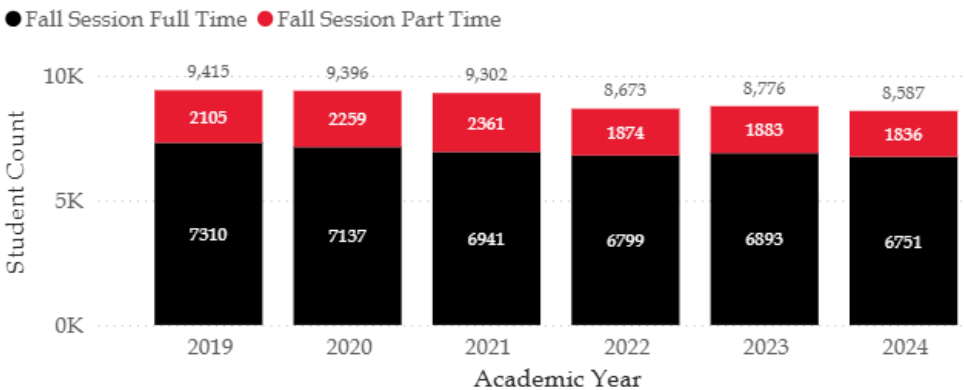


Figure 12. Full-time (black bars) and part-time (red bars) Undergraduate student enrolment.

Graduate Student Enrolment Trends

Over the same period, graduate student enrolment has been relatively consistent (an average of 266 students), with the proportion of full-time students increasing from 58% to 71%.

Full-Time & Part-Time Graduate Studies Students

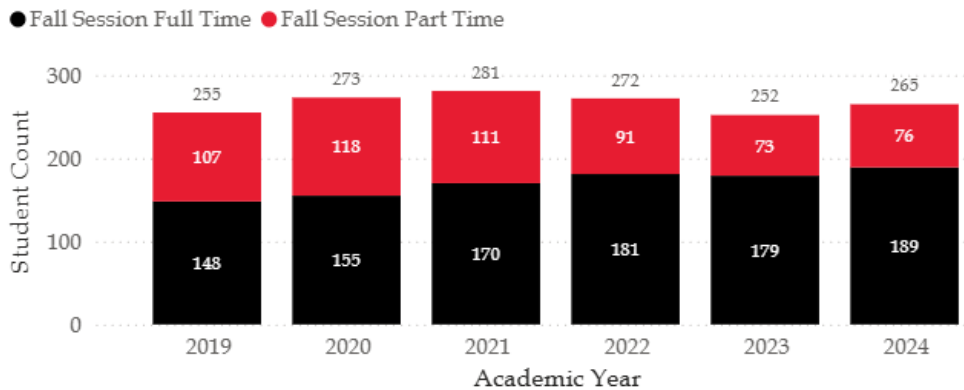


Figure 13. Full-time (black bars) and part-time (red bars) Graduate Studies student enrolment.

⁹ Full-time is defined as being registered in a minimum of 9 credit hours per term.

PACE Student Enrolment Trends

Nearly all part-time PACE students are domestic students. International students currently make up approximately 93% of PACE's full-time students from about 37 countries. PACE's full-time enrolment steadily increased between 2019 and 2023, seeing a decrease in 2024.

The Collegiate Student Enrolment Trends

The number of Collegiate students has been mostly increasing from 2019 to 2024 with the highest total of domestic students (302) and the highest total of international students (156) in 2024. Indigenous student numbers have more than doubled over the same period.

Enrolment by Major and Program

Undergraduate

Enrolled primary majors¹⁰ have been highest in the Faculty of Arts, followed by the Faculty of Science, the Faculty of Education, the Faculty of Business and Economics, the Gupta Faculty of Kinesiology and Applied Health, and lastly, Global College.

The top five enrolments for primary majors in the Faculty of Arts are in Criminal Justice, Psychology, General Arts, Theatre and Film, and English. In the Faculty of Science, the top five primary majors are Applied Computer Science, Biology, General Science, Biochemistry, and Neuroscience. These primary major enrolment trends should also be considered in relation to the Integrated Education Program, for which students have secondary majors outside of Education despite being counted as Education primary majors. Data about these secondary majors demonstrate that English, History, Physical Health and Education (based in Kinesiology and Applied Health), Biology, and Geography are the top five secondary majors.

Data for enrolment in our **pre-professional programs** indicate that enrolment in these programs has remained relatively steady at an average of 492 students.

According to the graduation data for Indigenous undergraduate students, the majority is majoring in Arts or Education, with 79% graduating with either a degree in Arts or Education in 2024. In contrast, most international undergraduate students major in Business and Economics or Science, with 77% graduating with a degree in Business and Economics or Science in 2024.

Graduate

Enrolment data from 2019 to 2024 show that the graduate program with the highest enrolment is the Master of Marriage and Family Therapy at an average of 80 students per year. The next highest rates of

¹⁰ The primary Major is declared by the student, with a few exceptions. These exceptions include acceptance to the Integrated Education program. Typically, five years in duration, the Integrated Education Program is listed as the primary program and the BA/BSc/BPHE major as secondary. This relationship exists for the entire duration of the Integrated Education Program. As such, a student will continue to be counted as having a secondary major in the BA/BSc/BPHE program after receiving the degree. A student will be counted as having a primary major in Integrated Education in the initial years of their tenure, despite being enrolled in a limited number of Education courses.

enrolment are for the MSc of Applied Computer Science and Society and MSc of Bioscience, Technology, and Public Policy programs at an average of 31 students enrolled per year, followed by the Master in Management, which has quintupled its enrolment since 2019. For joint Master's programs with University of Manitoba, students have the option of registering through either of the universities. Currently, we do not have complete data for enrolment in these programs.

PACE

Programs with the highest average enrolments in PACE are: Advanced Business Management, Project Management, and Human Resources Management.



Recruitment, Admissions, and Enrolment Recommendations

Recommendation 1: Improve Student Data Collection and Tracking

Proposed Action 1.1: Develop and implement an equity census with disaggregated categories for students every three years.

KPI: To implement a publicly available equity data dashboard for students.

Accountability Lead(s):

- Office of Institutional Analysis
- Director, Academic Programming and EDI

Effectiveness Metrics:

Student equity data and census participation rates

Student equity data linked to effective supports and services

Student equity data employed to improve existing supports and programming and develop new supports and programming

Proposed Action 1.2: Build a comprehensive student dashboard for staff by integrating systems, improving demographic tracking, tracking yield rates for undergraduates, and analyzing why students decline offers.

KPI: To implement an internal student dashboard for tracking students through their entire journeys.

Accountability Lead(s):

- Registrar
- Associate Registrar
- Office of Institutional Analysis

Effectiveness Metrics:

Tracked yield rates

Tracked barriers within the recruitment-admissions-enrolment workflow

Tracked retention and persistence data for disaggregated equity-deserving groups

Recommendation 2: Develop and Implement a Cohesive Institutional Recruitment Strategy

Proposed Action 2.1: Define unique strengths underpinning UWinnipeg programming and identify existing alignments of UWinnipeg programming with market trends to clarify our value proposition.	
KPI: To develop a value proposition statement for UWinnipeg.	
Accountability Lead(s): • Associate Registrar • AVP, Student Engagement • Faculty Deans and Executive Director of Global College • Dean, Library • Dean, Collegiate • Executive Director, PACE • Executive Director, Marketing and Communications • Director, Academic Programming and EDI • Director, Pathways • Office of Alumni Affairs	
Effectiveness Metrics:	Tracked quantitative and qualitative feedback from student surveys
	Improved digital engagement metrics, including open rates and click-through rates
	Improved in-person engagement metrics, including attendance rates at recruitment events and programming
	Increased return-on-investment on overall recruitment strategy

Proposed Action 2.2: Align recruitment strategy with marketing and communications strategy.

KPI: To develop an annual integrated communications plan for each recruitment cycle.

Accountability Lead(s):

- Associate Registrar
- Faculty Deans and Executive Director of Global College
- Dean, Collegiate
- Executive Director, PACE
- Executive Director, Marketing and Communications
- Director, Academic Programming and EDI
- Director, Pathways

Effectiveness Metrics:

Tracked quantitative and qualitative feedback from current student surveys and Grade 12 student surveys

Improved digital engagement metrics, including open rates and click-through rates

Improved in-person engagement metrics, including attendance rates at recruitment events and programming

Increased return-on-investment on overall recruitment strategy



Proposed Action 2.3: Coordinate recruitment efforts and multi-channel messaging across all units in line with market expectations and institutional priorities.

KPI: To develop an institutional recruitment plan to be updated annually.

Accountability Lead(s):

- Associate Registrar
- Faculty Deans and Executive Director of Global College
- Dean, Library
- Executive Director, PACE
- Indigenous Liaison Officer
- Collegiate International Program Coordinator
- Executive Director, Marketing and Communications
- Office of Alumni Affairs

Effectiveness Metrics:

Positive feedback from students regarding clarity and helpfulness of information

Improved digital engagement metrics, including open rates and click-through rates

Improved in-person engagement metrics, including attendance rates at recruitment events and programming

Increased return-on-investment on overall recruitment strategy



Proposed Action 2.4: Review the UWinnipeg website and improve the user interface to provide optimal information delivery to potential students and their caregivers/parents.

KPI: To increase student satisfaction with the recruitment and enrolment processes year-over-year.

Accountability Lead(s):

- Associate Registrar
- Faculty Deans and Executive Director of Global College
- Dean, Library
- Dean, Collegiate
- Executive Director, Marketing and Communications
- Director, Academic Programming and EDI
- Director, Pathways

Effectiveness Metrics:

Positive feedback from students regarding clarity and helpfulness of information

Improved engagement metrics, including webpage hits and site visit times

Proposed Action 2.5: Develop and distribute a survey to Manitoba Grade 12 students to better understand market perceptions of UWinnipeg and improve recruitment tactics.

KPI: To develop and distribute a survey to Manitoba Grade 12 students in 2026 and 2028.

Accountability Lead(s):

- Office of Institutional Analysis
- Associate Registrar
- Director, Pathways
- Executive Director, Marketing and Communications

Effectiveness Metrics:

Implemented quantitative and qualitative feedback from the Grade 12 survey

Tracked yield rates and market shares for direct-entry students from Manitoba

Recommendation 3: Implement Targeted Recruitment Strategies for Priority and Underrepresented Populations

Proposed Action 3.1: Expand recruitment of Indigenous students with guidance and consultation from the Indigenous community.	
KPI: To show a year-over-year increase in the number of Indigenous students attending UWinnipeg.	
Accountability Lead(s): • Indigenous Liaison Officer • Associate Registrar • Recruitment and Training Officer, Faculty of Graduate Studies • Director, Access Education • Career Counselor, MDP • Executive Director, PACE • Executive Director, Marketing and Communications • Office of Institutional Analysis	
Effectiveness Metrics:	Tracked changes in applications and yield rates from Indigenous populations Improved engagement metrics in recruitment activities from Indigenous populations



Proposed Action 3.2: Expand recruitment of Black students with guidance and consultation from the Black community.

KPI: To show a year-over-year increase in the number of Black students attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Recruitment and Training Officer, Faculty of Graduate Studies
- Director, Access Education
- Career Counselor, MDP
- Executive Director, PACE
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Tracked changes in applications and yield rates from Black populations

Improved engagement metrics in recruitment activities from Black populations

Proposed Action 3.3: Expand recruitment of racialized students from underrepresented groups with guidance and consultation from the affected communities.

KPI: To show a year-over-year increase in the number of racialized students from underrepresented groups attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Recruitment and Training Officer, Faculty of Graduate Studies
- Director, Access Education
- Career Counselor, MDP
- Executive Director, PACE
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Tracked changes in applications and yield rates from underrepresented racialized populations

Improved engagement metrics in recruitment activities from underrepresented racialized populations

Proposed Action 3.4: Expand recruitment of Mature, Mature Access, and adult learner students.

KPI: To show a year-over-year increase in the number of Mature, Mature Access, and adult learner students attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Director, Access Education
- Academic Advisor, Adult Learners and Recognition of Prior Learning
- Indigenous Liaison Officer
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Tracked changes in applications and yield rates from Mature, Mature Access, and adult learners

Review of enrolments compared to previous years

Proposed Action 3.5: Expand recruitment of first-generation students.

KPI: To show a year-over-year increase in the number of first-generation students attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Executive Director, Student Support Services
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from first-generation students

Increased student satisfaction with communication and supports throughout recruitment, admissions, and enrolment processes

Proposed Action 3.6: Expand recruitment of students with disabilities with guidance and consultation from the disability community.

KPI: To show a year-over-year increase in the number of students with disabilities attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Executive Director, Student Support Services
- Accessibility Coordinator
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from students with disabilities

Increased student satisfaction with communication and supports throughout recruitment, admissions, and enrolment processes

Proposed Action 3.7: Expand recruitment of students from The Collegiate.

KPI: To show a year-over-year increase in the number of students from The Collegiate attending UWinnipeg.

Accountability Lead(s):

- Associate Registrar
- Dean, Collegiate
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from Collegiate students

Increased student satisfaction with communication and supports throughout recruitment, admissions, and enrolment processes

Proposed Action 3.8: Increase number of targeted entrance scholarships and bursaries for equity-deserving and underrepresented students.

KPI: To show a year-over-year increase in the number of students from equity-deserving and underrepresented groups attending UWinnipeg.

Accountability Lead(s):

- Director, Awards and Financial Aid
- Office of University Advancement
- Director, Academic Programming and EDI
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from students in targeted groups

Qualitative and quantitative feedback from student surveys

Recommendation 4: Diversify International Enrolment

Proposed Action 4.1: Recruit from a larger number of countries to diversify international recruitment and stabilize international undergraduate and graduate student enrolments.

KPI: To stabilize the number of international undergraduate and graduate students at UWinnipeg post-international student cap over the next 5 years.

Accountability Lead(s):

- Associate Registrar
- Dean, Graduate Studies
- Recruitment and Training Officer, Faculty of Graduate Studies
- Director, Pathways
- Executive Director, PACE
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from international students

Overall level of engagement from agents and potential students from countries from which UWinnipeg has not historically recruited

The return-on-investment of recruitment activities in countries from which UWinnipeg has not historically recruited.

Proposed Action 4.2: Recruit from international high schools outside of the province.

KPI: To optimize the number of international undergraduate students at UWinnipeg as outlined in Proposed Action 4.1.

Accountability Lead(s):

- Associate Registrar
- Director, Pathways
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates from targeted international high schools

Increased engagement from targeted schools in UWinnipeg recruitment initiatives

Review of enrolments from targeted high schools compared to previous years

Increased percentage of international high school students who choose to enrol at UWinnipeg vs. elsewhere

The return-on-investment of recruitment activities and events at out-of-province international high schools



Recommendation 5: Increase Domestic Undergraduate Enrolment

Proposed Action 5.1: Expand recruitment of domestic undergraduate students.	
KPI: To show a 2% increase in the number of domestic undergraduate students attending UWinnipeg each year.	
Accountability Lead(s): • Associate Registrar • Recruitment Officer • Indigenous Liaison Officer • Executive Director, Marketing and Communications • Office of Institutional Analysis	
Effectiveness Metrics:	Increased applications and yield rates from local and out-of-province areas
	Increased engagement from Grades 9-12 students in UWinnipeg initiatives and programs
	Review of enrolments from targeted local regions compared to previous years
	Increased percentage of local high school students who choose to enrol at UWinnipeg vs. elsewhere
	The return-on-investment of domestic recruitment activities and events
	Increased retention rates of domestic students

Proposed Action 5.2: Grow transfer enrolment, especially interprovincially.

KPI: To show a year-over-year increase in the number of transfer students at UWinnipeg.

Accountability Lead(s):

- Registrar
- Associate Registrar
- Coordinator, Academic and Career Services
- Director, Pathways
- Admissions Officers
- Faculty Deans and Executive Director of Global College
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates for transfer students

Quantitative and qualitative feedback from potential and actual transfer students

Proposed Action 5.3: Increase undergraduate entrance scholarships to match University of Manitoba.

KPI: To show a year-over-year increase in the number of entrance scholarship students enrolling at UWinnipeg.

Accountability Lead(s):

- Director, Awards and Financial Aid

Effectiveness Metrics:

Increased applications and yield rates for those eligible for entrance scholarships

Quantitative and qualitative feedback from student surveys

Recommendation 6: Increase Domestic Graduate Enrolment

Proposed Action 6.1: Increase recruitment efforts targeting domestic graduate students.

KPI: To show a year-over-year increase in the number domestic graduate students.

Accountability Lead(s):

- Recruitment and Training Officer, Faculty of Graduate Studies
- Graduate Program Coordinators
- Executive Director, Marketing and Communications
- Office of Institutional Analysis

Effectiveness Metrics:

Increased changes in applications and yield rates from local and out-of-province areas

Increased engagement from senior undergraduate students in UWinnipeg graduate studies initiatives and programs

Review of entry/enrolments from targeted local regions compared to previous years

Increased percentage of local graduate students who choose to enrol at UWinnipeg vs. elsewhere

The return-on-investment of domestic recruitment activities and events

Proposed Action 6.2: Increase value of graduate entrance scholarships to better match opportunities at University of Manitoba and other top competitor institutions.

KPI: To show a year-over-year increase in the number of entrance scholarship graduate students enrolling at UWinnipeg.

Accountability Lead(s):

- Dean, Graduate Studies
- Awards and Communications Officer, Graduate Studies
- Office of University Advancement
- Office of Institutional Analysis

Effectiveness Metrics:

Increased applications and yield rates for those eligible for entrance scholarships

Quantitative and qualitative feedback from student surveys

Recommendation 7: Increase Domestic PACE Enrolment

Proposed Action 7.1: Increase recruitment efforts targeting domestic PACE students.	
KPI: To show a year-over-year increase in the number of domestic PACE students.	
Accountability Lead(s): - Executive Director, PACE - Office of Institutional Analysis	
Effectiveness Metrics:	Increased applications and yield rates from local and out-of-province areas Review of enrolments/entry from targeted local regions compared to previous years

Recommendation 8: Stabilize International PACE Enrolment

Proposed Action 8.1: Improve international enrolments for PACE.	
KPI: To stabilize the number of international PACE students at UWinnipeg post-international student cap over the next 5 years.	
Accountability Lead(s): - Executive Director, PACE - Office of Institutional Analysis	
Effectiveness Metrics:	Increased changes in applications and yield rates from outside Canada Review of enrolments/entry from targeted international regions compared to previous years

Recommendation 9: Increase Domestic Enrolment for The Collegiate

Proposed Action 9.1: Increase recruitment efforts targeting domestic Collegiate students.	
KPI: To increase domestic year-over-year enrolment of domestic Collegiate students.	
Accountability Lead(s): • Dean, Collegiate • Executive Director, Marketing and Communications • Office of Institutional Analysis	
Effectiveness Metrics:	Increased changes in applications and yield rates from local and out-of-province areas Review of enrolments/entry from targeted local regions compared to previous years





III. RETENTION

Retention Overview

Our institution acknowledges facing higher attrition, lower persistence, and lower graduate rates than our peer institutions due to a variety of factors including:

- High numbers of direct-entry students with averages below 70%
- High numbers of UWinnipeg students taking 18 credit hours or fewer per year
- High numbers of first-generation students

Undergraduate Student Retention Rates

Retention rates between Years 1 and 2 for undergraduates are around 75.5%, on average 3.7% higher for females than males, and on average 14.6% higher for non-Indigenous students than Indigenous students. In all categories, retention rates have increased over the past thirteen years with the largest gains for non-Indigenous and international students at 11.6% and 12.9% respectively. Indigenous students have had the smallest increase in retention at roughly 2%.

Based on these data, targeted strategies to support persistence among students at greater risk of attrition, including Indigenous, male, and first-generation learners, are recommended below. This includes strengthening peer mentorship, expanding early alert systems, scaling advising models like Appreciative Advising, and piloting transition initiatives for incoming students.

PACE and The Collegiate Student Retention Rates

Discussion with PACE indicates a very high (98%) retention rate. Retention data for The Collegiate is not currently collected.

Undergraduate Graduation Rates

The overall seven-year undergraduate student graduate rate for the 2017 cohort for UWinnipeg was 42.3%. Increasing this rate over the coming years is an important priority for the University and a key way to strengthen its contributions to the health of the province.

Academic Preparedness and Undergraduate Retention and Graduation Rates

Academic preparedness (based on high-school GPA) is strongly correlated with both retention and eventual graduation rates. UWinnipeg undergraduate students with high-school averages of 90 or above have one-year retention rates that are approximately 15% higher than students with entering averages of 70 or below. The difference is more pronounced for graduation rates. Six years after enrolment, students

with a high-school average of 90 or above are roughly two times more likely to have graduated than students with averages between 70 and 79, and roughly three times more likely to graduate than students below 70.

Other Graduation Rates

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Collegiate	96%	91%	95%	95%	94%
PACE	100%	100%	97%	98%	98%
Grad Studies (No time limit)	66%	65%	63%	-- ¹¹	-- ¹²

Retention Recommendations

Recommendation 10: Pilot a First-Year Foundations Program

Proposed Action 10.1: Pilot a First-Year Foundations program that does not duplicate existing pathways programming and meets the needs of incoming students who may not meet admissions requirements and/or are at risk of attrition.

KPI: To increase retention rates of undergraduate students year over year.

Accountability Lead(s):

- Director, Pathways
- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Department Units

Effectiveness Metrics:

Quantitative and qualitative feedback from student evaluations of the pilot program

Increased retention rates for undergraduate students

Increased graduation rates for undergraduate students

¹¹ The data for this year are not included as graduation rates for these cohorts are not yet representative.

¹² The data for this year are not included as graduation rates for these cohorts are not yet representative.

Proposed Action 10.2: Develop a First-Year Foundations framework of core competencies and guidelines (i.e., AI literacy, library information literacy, quantitative literacy, academic writing/writing for diverse audiences, career development learning, academic integrity, constructive dialogue, etc.).

KPI: To increase persistence and retention rates of undergraduate students year over year.

Accountability Lead(s):

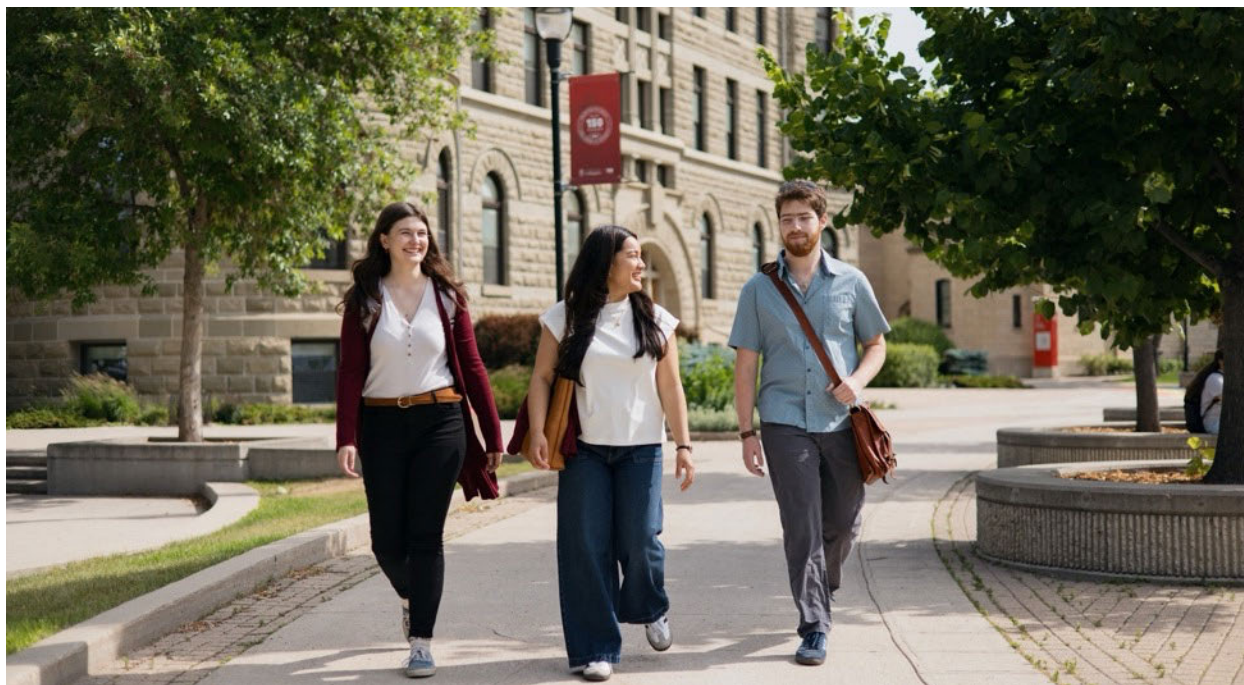
- Registrar
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Director, Academic Programming and EDI
- Dean, Library

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys and faculty surveys

Feedback and findings from cyclical reviews of academic programming

Decrease in academic misconduct cases



Recommendation 11: Develop and Implement a Lifelong and Lifewide Learning Framework

Proposed Action 11.1: Develop more opportunities for micro-credentialing and stackable/laddered credentials.	
KPI: To increase the number of micro-credentials and stackable/laddered credentials year over year.	
Accountability Lead(s): • Registrar • Director, Academic Programming and EDI • Dean, Library	
Effectiveness Metrics:	Qualitative and quantitative feedback from student surveys
	Increased enrolments in micro-credentials and stackable/laddered credentials
	Increased percentage of early leavers who return to UWinnipeg
	Positive feedback and findings from cyclical reviews of academic programming



Proposed Action 11.2: Increase work-integrated learning programming opportunities.

KPI: To increase student participation in work-integrated learning programming year over year.

Accountability Lead(s):

- Director, Academic Programming and EDI
- Director, Pathways
- Faculty Deans and Executive Director of Global College
- Co-op Coordinator
- Coordinator, Experiential Learning and Internships
- Director, Student Teaching
- Athletic Therapy Practicum Coordinator

Effectiveness Metrics:

Increased number of students participating in work-integrated learning

Qualitative and quantitative feedback from student surveys

Qualitative and quantitative feedback from graduate/alumni surveys

Feedback and findings from cyclical reviews of academic programming

Proposed Action 11.3: Increase summer institute/apprentice program opportunities.

KPI: To increase student participation in summer institute/apprentice programs year over year.

Accountability Lead(s):

- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Dean, Library

Effectiveness Metrics:

Increased number of students participating in summer institutes/apprentice programs

Qualitative and quantitative feedback from student surveys

Qualitative and quantitative feedback from graduate/alumni surveys

Recommendation 12: Increase and Enhance Collaboration and Awareness for Student Supports across Campus

Proposed Action 12.1: Increase cooperation and collaboration between recruitment, admissions, and advising staff.

KPI: To align the recruitment and admissions strategy with the advising strategy.

Accountability Lead(s):

- Registrar
- Associate Registrar
- Executive Director, Student Support Services
- Coordinator, Domestic Admissions
- Coordinator, International Admissions
- Coordinator, Academic and Career Services

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys

Qualitative and quantitative feedback from staff surveys

Increased success and progress across the student life cycle

Proposed Action 12.2: Incorporate accessible descriptions and contacts for student services and supports into onboarding and resources for faculty and staff.

KPI: To increase awareness of and referrals to student services and supports.

Accountability Lead(s):

- AVP, Student Engagement
- AVP, Human Resources
- Executive Director, Student Support Services
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Dean, Library

Effectiveness Metrics:

Qualitative and quantitative feedback from staff surveys

Qualitative and quantitative feedback from faculty surveys

Effective and positive usage of student supports

Proposed Action 12.3: Increase collaboration and knowledge sharing between advising staff, academic departments, and faculty advisors.

KPI: To institute institution-wide student advising strategy meetings once per semester.

Accountability Lead(s):

- Executive Director, Student Support Services
- Coordinator, Academic and Career Services
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Registrar

Effectiveness Metrics:

Qualitative and quantitative feedback from staff surveys

Qualitative and quantitative feedback from faculty surveys

Overall success and progress across the student life cycle

Proposed Action 12.4: Review webpages for all student services and supports to ensure that they are connected in a user-friendly manner and accessible for students to navigate.

KPI: To increase utilization of and referrals to student services and supports.

Accountability Lead(s):

- AVP, Student Engagement
- Executive Director, Student Support Services
- Executive Director, Marketing and Communications
- Website Administrator

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys

Overall success and progress across the student life cycle

Recommendation 13: Optimize Student-Serving Operations with Integrated Systems

Proposed Action 13.1: Integrate systems and data sharing for student-serving operations (e.g., recruitment, advising, admissions, records).

KPI: To implement an integrated system and data sharing strategy for student-serving operations by 2030.

Accountability Lead(s):

- Chief Information Officer
- Registrar
- Associate Registrar
- AVP, Student Engagement
- Dean, Graduate Studies
- Office of Institutional Analysis

Effectiveness Metrics:

Quantitative and qualitative data from staff surveys

Tracked enrolment and retention rates and trends across programs

Tracked success and progress across the student life cycle

Proposed Action 13.2: Assess and address potential areas and processes that present barriers to retention.

KPI: To develop and implement a roadmap for student-serving operations by 2030.

Accountability Lead(s):

- Chief Information Officer
- Registrar
- AVP, Student Engagement
- Executive Director, Student Support Services
- Office of Institutional Analysis

Effectiveness Metrics:

Improved wait times for advising

Quantitative and qualitative data from staff surveys

Quantitative and qualitative data from student surveys

Overall success and progress across the student life cycle

Proposed Action 13.3: Explore alternative, more streamlined processes for student appeals.

KPI: To develop and implement a more streamlined process for student appeals by 2030.

Accountability Lead(s):

- Registrar
- AVP, Student Engagement
- Executive Director, Student Support Services
- Coordinator, Academic and Career Services

Effectiveness Metrics:

Improved wait times for advising

Quantitative and qualitative data from staff surveys

Quantitative and qualitative data from student surveys

Review of data from appeals processes

Recommendation 14: Improve Understanding of Retention and Persistence Issues

Proposed Action 14.1: Reinstitute an exit survey for students who withdraw from UWinnipeg.

KPI: To maintain a database of feedback from students who leave UWinnipeg early for informing Student Services and Academic Programming.

Accountability Lead(s):

- Registrar
- AVP, Student Engagement
- Office of Institutional Analysis
- Dean, Library

Effectiveness Metrics:

Record of data collected from exit surveys from early leavers

Increased percentage of early leavers who return to UWinnipeg

Proposed Action 14.2: Conduct surveys of first-year students annually.

KPI: To monitor first-year student expectations, experiences, and challenges.

Accountability Lead(s):

- Office of Institutional Analysis
- AVP, Student Engagement
- Executive Director, Student Support Services
- Associate Registrar
- Director, Pathways

Effectiveness Metrics:

Record of retention data for undergraduate students

Quantitative and qualitative feedback from student surveys

Proposed Action 14.3: Conduct attrition and student persistence studies every three years to identify factors influencing why students leave and what helps them persist and thrive.

KPI: To improve retention, persistence, and graduation rates for UWinnipeg students year-over-year.

Accountability Lead(s):

- Office of Institutional Analysis
- AVP, Student Engagement
- Director, Academic Programming and EDI
- Dean, Library

Effectiveness Metrics:

Record of retention data for undergraduate students

Record of graduation data for undergraduate students

Quantitative and qualitative feedback from student surveys

Proposed Action 14.4: Define and measure alternative metrics for student success beyond retention, persistence, and graduation that are relevant to UWinnipeg's diverse student population.

KPI: To adequately represent the persistence of all UWinnipeg students in SEM annual reporting.

Accountability Lead(s):

- Office of Institutional Analysis
- Registrar
- AVP, Student Engagement
- Director, Academic Programming and EDI

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys

Record of early leavers and their subsequent experiences/paths

Percentage of students achieving self-identified academic and/or career goals

Retention of students who later transfer to achieve stated objectives

Updated survey tools capturing diverse success narratives

Proposed Action 14.5: Conduct annual reviews of all student supports and services.

KPI: To publish an annual utilization and outcomes report beginning 2026.

Accountability Lead(s):

- AVP, Student Engagement
- Executive Director, Student Support Services
- Office of Institutional Analysis
- Dean, Library

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys

Improved retention rates and GPA outcomes of students referred to USupport

Record of trends in usage of student supports

Improvements made to student supports in response to feedback and trends

Proposed Action 14.6: Conduct cyclical reviews of all UWinnipeg academic programs with particular attention to retention and graduation rates by program.

KPI: To produce annual reports on retention and graduation rates at program level and retention rates at the course level.

Accountability Lead(s):

- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Office of Institutional Analysis

Effectiveness Metrics:

Positive student feedback from cyclical reviews of programs

Implemented program revisions from cyclical reviews

Quantitative and qualitative feedback from student surveys

Improved retention and graduation rates at the program and course level

Recommendation 15: Increase Retention Rates for Students with Higher Risk of Attrition

Proposed Action 15.1: Enhance supports specific to Indigenous undergraduate students

KPI: To increase Indigenous undergraduate student retention year over year.

Accountability Lead(s):

- Indigenous Student Services
- AVP, Student Engagement
- Director, Academic Programming and EDI
- Dean, Library

Effectiveness Metrics:

Improved retention data for Indigenous undergraduate students

Record of graduation data for Indigenous undergraduate students

Record of the use of Indigenous Student Services programming

Quantitative and qualitative feedback from student surveys

Proposed Action 15.2: Enhance supports specific to male undergraduate students.

KPI: To increase male undergraduate retention rates year over year.

Accountability Lead(s):

- AVP, Student Engagement
- Executive Director, Student Support Services

Effectiveness Metrics:

- Record of retention data for male undergraduate students
- Record of graduation data for male undergraduate students
- Record of the use of Student Services by male undergraduate students
- Quantitative and qualitative feedback from student surveys

Proposed Action 15.3: Develop an academic policy on AI with a human rights-based lens.

KPI: To decrease cases of academic misconduct using AI year over year.

Accountability Lead(s):

- Senior Policy Analyst
- Office of the Provost and Vice-President, Academic
- Faculty Deans and Executive Director of Global College

Effectiveness Metrics:

- Decrease in the number of academic misconduct cases in relation to use of AI and their outcomes
- Improved retention and persistence of students who undergo the academic misconduct process

Proposed Action 15.4: Develop a family engagement and communication strategy for diverse student demographics.

KPI: To launch Family Engagement and Communication Strategy by 2030.

Accountability Lead(s):

- AVP, Student Engagement
- Executive Director, Student Support Services
- Manager, Indigenous Student Services Centre
- Office of Marketing and Communications

Effectiveness Metrics:

Increased engagement rates with family resources

Quantitative and qualitative student feedback on the impact of family involvement on their retention/success

Record of retention data for students with engaged families

Recommendation 16: Enhance a Sense of Belonging and Community for UWinnipeg Students

Proposed Action 16.1: Expand and enhance inclusive student spaces and co-curricular engagement programs.

KPI: To increase student participation in non-academic campus programming year over year.

Accountability Lead(s):

- AVP, Student Engagement
- Director, Campus Living
- Executive Director, Facilities
- Manager, Indigenous Student Services Centre
- Coordinator, International Student Services Centre
- Director, Athletics
- Dean, Library

Effectiveness Metrics:

Record of usage rates of designated student social/study spaces

Increase in co-curricular event/activity attendance

Qualitative and quantitative feedback from student surveys

Proposed Action 16.2: Develop and implement a student mental health supports framework.

KPI: To increase rates of student satisfaction with mental health supports year over year.

Accountability Lead(s):

- AVP, Student Engagement
- Executive Director, Student Support Services

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys

Record of the use of mental health supports in relation to retention and persistence rates

Proposed Action 16.3: Develop and implement a campus climate/belonging survey for students, using the Culturally Engaging Campus Environments (CECE) Model.

KPI: To increase reported student sense of belonging year over year.

Accountability Lead(s):

- Office of Institutional Analysis
- AVP, Student Engagement
- Executive Director, Student Support Services
- AVP, Indigenous Engagement
- Director, Academic Programming and EDI

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys

Improved retention and persistence rates for students from equity-deserving groups

Proposed Action 16.4: Grow and enhance opportunities for faculty-student and alumni-student relationship-building and community.

KPI: To increase the number of events and activities for students to interact with faculty and alumni outside of the classroom.

Accountability Lead(s):

- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- AVP, Student Engagement
- Office of Alumni Affairs

Effectiveness Metrics:

Qualitative and quantitative feedback from student surveys

Qualitative and quantitative feedback from faculty surveys

Qualitative and quantitative feedback from alumni surveys

Record of faculty-student events and activities

Record of alumni-student events and activities



Proposed Action 16.5: To develop and implement a trauma-informed, culturally appropriate strategy and communication plan addressing student safety concerns on and around campus.

KPI: To increase reported student sense of safety year over year.

Accountability Lead(s):

- Director, Risk Management and Campus Security
- AVP, Student Engagement
- Executive Director, Student Support Services
- Director, Campus Living
- Executive Director, Marketing and Communications
- Executive Director, Facilities

Effectiveness Metrics:

Annual trauma-informed and cultural safety training for staff and faculty

Qualitative and quantitative feedback from student surveys

Qualitative and quantitative feedback from faculty surveys

Decrease in security incidents

Decrease in sexual violence incidents



Recommendation 17: Strengthen Connections between Academic Programming, Experiential Learning, Research and Work Experience, and Career Services

Proposed Action 17.1: Improve connections between Career Services, work-integrated learning, and academic programming and curricula.

KPI: To develop and begin implementing an employability strategy by 2030.

Accountability Lead(s):

- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Registrar
- Executive Director, Student Support Services
- Director, Academic Programming and EDI
- Coordinator, Academic and Career Services
- Executive Director, PACE
- Recruitment and Training Officer, Faculty of Graduate Studies

Effectiveness Metrics:

Increased experiential learning initiatives and work-integrated learning opportunities

Increased number of students participating in work-integrated learning

Improved graduate/alumni employment outcomes

Qualitative and quantitative feedback from student surveys

Improved retention rates at the program level

Improved graduation rates at the program level

Positive feedback from cyclical reviews of programs

Proposed Action 17.2: Develop a graduate outcomes dashboard for the use of recruitment, advising, and academic staff.

KPI: To develop a graduate outcomes dashboard by 2030.

Accountability Lead(s):

- Office of Institutional Analysis
- Director, Academic Programming and EDI
- Department Chairs
- Directors, Education
- Executive Director, PACE
- Office of Alumni Affairs

Effectiveness Metrics:

Qualitative and quantitative feedback from staff surveys

Qualitative and quantitative feedback from student surveys

Positive feedback from cyclical reviews of programs



A photograph of two women in a modern office or study environment. In the foreground, a Black woman with short, dark, curly hair and glasses is seated at a dark table, looking down at a laptop. She is wearing a light pink sleeveless top and a gold necklace. In the background, a woman with long dark hair is also seated at the table, looking at a laptop. The background shows a bright window with a view of a city building.

IV. ACADEMIC PROGRAMMING AND LEARNING SPACES

Academic Programming Overview

Academic programming and learning space infrastructure are key, but often overlooked, components for all aspects of student experience from recruitment to retention and persistence. As noted in SEM research and guidelines, faculty and the academic programs they develop and deliver have an important role to play in SEM (Wallace-Hulecki, 2010, pp. 71-95; EAB, 2019).

Academic Unit Plans

In 2024, all academic units submitted plans to the Office of Provost and Vice-President, Academic, outlining their strengths, opportunities, challenges, and priorities, as well as current contributions to Indigenization and decolonization; equity, diversity, inclusion, and accessibility; Truth and Reconciliation Calls to Action; and the Scarborough Charter.



Academic Unit Plan Themes

Strengths

Research capacity and quality, including research opportunities for undergraduate students

Applied quality of many academic programs, especially when compared to University of Manitoba

Department-level student associations are thriving

Active community engagement

Interdisciplinarity

Contributions to reconciliation and social justice goals

Challenges

Use of Artificial Intelligence by students

Recruitment/marketing of programs, especially to clarify potential career pathways

Uncertainty of how well programs progress/curriculum mapping

Overreliance on contract academic staff (CAS)

Duplication of courses across departments leading to competition for students

Recruitment of domestic students

Balancing enrolments across different Indigenous Course Requirements (some courses are oversubscribed while others are undersubscribed)

Limited physical space for departmental collaboration

Lack of sufficient funding and childcare options for adult learners

Opportunities

Establishing more experiential learning, work-integrated learning, and co-op opportunities, especially connections to industry

Developing AI guidelines

Increasing online learning opportunities

Increasing Indigenous content across all courses

Increasing environmental/sustainability content in curricula

Expanding program access to northern and remote communities

Developing innovative micro-credentials, certificates, and/or post-baccalaureates to connect students to relevant careers

Fostering more study abroad opportunities

Manitoba Education and Early Childhood Learning opening the provincial regulations to reduce barriers to program entry and completion

Threats

International student cap

Declining provincial funding

Student use of AI

Potential lack of quality for online courses when compared to in-person courses

Declining interest in language programs

Examples of some of the unique academic programming offered by UWinnipeg within the province and region include:

- Undergraduate Human Rights degree
- Integrated Education degree
- Rhetoric, Writing, and Communications degree and Joint Communications program
- History program with focus on Indigenous history
- Developmental Studies program that combines ECE III with an undergraduate degree
- MA in Development Practice with a focus on Indigenous Development
- MA in Marriage and Family Therapy

Academic Scheduling

Consultations with Academic Scheduling revealed that current procedures are often not driven by data, leading to inconsistent fill rates/capacities for sections of the same course and a sense that scheduling is driven more by faculty preferences than student needs. A proposal for revising the current time grid and thereby making course time slots and availability more equitable, was recommended by the University of Winnipeg Campus Space Utilization Study in May 2025.

Online Courses

As the following table shows, over the past year, online courses (whether live, asynchronous, or hybrid) have made up roughly 15.3% of total courses across terms.

	Live Online	Online Asynchronous	Hybrid Online	Total	% of Total Courses Offered
Fall Term 2024	45	41	16	102	14.3%
Winter Term 2025	48	45	16	109	15.2%
Fall/Winter 2024-25	17	9	1	27	16.4%

Work-Integrated Learning Opportunities

Though UWinnipeg has many innovative and effective work-integrated/experiential learning opportunities, including co-ops, practica, field schools, work studies, and internships, models for their support vary and their specific benefits may not be clear to prospective and current students and industry/community partners.

Learning Spaces: An Infrastructure Overview

Academic General Use Spaces

According to the classroom space/academic general use document provided by Scheduling, there are 73 available classrooms on campus, with more than half located in Manitoba Hall, Centennial Hall, and Lockhart Hall.

Total capacity across all academic general use classroom spaces is 3,755 seats, with the highest capacity room (231 seats) in Manitoba Hall and the average room capacity being 51 seats. Only five of these classrooms currently have Smartboards (7% of total classroom space), while 23 have whiteboards (31.5% of total classroom space). The remaining classrooms only have chalkboards. Most of these classrooms are equipped with LCD projectors, with only 8% of all rooms fitted with panel TVs for media display instead.

Nearly a quarter of the classrooms are inflexible in terms of seating with two of these designated as computer lab classrooms. Only two of these classrooms allow for smudging without providing advance notice, and 48% of these classrooms are equipped with accessible writing surfaces (most have one, while the 1C16B computer lab has the highest number at six).

Department/Faculty Academic Spaces¹³

Outside of the academic general use, there is a total of 118 reserved (i.e., non-bookable) classroom and teaching lab spaces for specific programs, including Theatre and Film, Education, Urban and Inner-City Studies, Modern Languages and Literatures, Geography, Applied Computer Science, Psychology, Kinesiology and Applied Health, Biology, Chemistry, PACE, The Collegiate, and the English Language Program.¹⁴

Findings of the Space Utilization Study

In 2025, a Campus Space Utilization Study was conducted by the Office of the Vice-President, Finance and Administration, in collaboration with Rodych Integrated Design Inc. (RIDi) and Higher Education Strategy Associates (HESA). Its most relevant finding for SEM planning was that UWinnipeg is currently only using approximately 31% of class space during the day and approximately 27% in the evenings. These rates are well below average daytime classroom usage rates of 70% for other universities.

¹³ It should be noted that the data for these spaces, including capacity, are less complete than for the academic general use spaces. It is recommended to seek more details from Facilities.

¹⁴ In 2024, UWinnipeg closed its English Language Program. The use of these spaces will therefore need to be reallocated.

Academic Programming and Infrastructure Recommendations

Recommendation 18: Ensure Ongoing Quality, Accessibility, and Relevance of Academic Programming

Proposed Action 18.1: Develop clear and consistent definitions of degree structures, curriculum mapping, program-level/course-level learning outcomes, and academic calendar descriptions for all programs.

KPI: To increase retention and persistence rates year over year.

Accountability Lead(s):

- Provost and Vice-President, Academic
- Registrar
- Director, Academic Programming and EDI
- Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Department units

Effectiveness Metrics:

Positive feedback and resulting program revisions from cyclical reviews

Improved retention rates

Quantitative and qualitative feedback from student surveys

Increased percentage of regular academic staff teaching first-year courses

Proposed Action 18.2: Develop and implement a cyclical review process for all academic programs, including Indigenization, accessibility, and EDI considerations for curricula, pedagogy, and assessment.

KPI: To ensure all academic programming is fulfilling its stated program-level and course-level learning outcomes in a cost-effective manner.

Accountability Lead(s):

- Provost and Vice-President, Academic
- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Department Units

Effectiveness Metrics:

Positive feedback from cyclical reviews of programs

Implemented program revisions resulting from cyclical reviews

Quantitative and qualitative feedback from student surveys

Improved retention rates at the program level

Improved graduation rates at the program level

Proposed Action 18.3: Institute an academic programming survey for students at three-year intervals.

KPI: To provide feedback to improve existing programs and supports.

Accountability Lead(s):

- Executive Director, Office of Institutional Analysis
- Director, Academic Programming and EDI

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys

Record of retention rates at the program level

Record of graduation rates at the program level

Proposed Action 18.4: Institute an academic programming survey for alumni at three-year intervals.

KPI: To provide feedback to improve existing programs and supports year over year.

Accountability Lead(s):

- Office of Institutional Analysis
- Director, Academic Programming and EDI
- Office of Alumni Affairs

Effectiveness Metrics:

Quantitative and qualitative feedback from alumni surveys

Record of learning outcomes and career success at the program level

Proposed Action 18.5: Use UWinnipeg website search metrics to improve relevance of program/course descriptions and optimize accurate search results.

KPI: To optimize student enrolment and retention across programs.

Accountability Lead(s):

- Registrar
- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Website Administrator

Effectiveness Metrics:

Student enrolment at the course level

Student enrolment at the program level

Retention at the course level

Retention at the program level

Quantitative and qualitative feedback from student surveys

Proposed Action 18.6: Develop flexible learning options for students to increase access.

KPI: To increase flexible learning options (e.g., online and hybrid, accelerated, condensed courses) year over year.

Accountability Lead(s):

- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Director, Academic Programming and EDI
- Registrar

Effectiveness Metrics:

Improved enrolment and learning outcomes for online and hybrid courses

Improved enrolment and learning outcomes for evening courses

Quantitative and qualitative feedback from student surveys

Improved retention rates

Recommendation 19: Optimize Course Capacities and Space Usage that Centre Diverse Student Needs

Proposed Action 19.1: Develop data dashboards at the course level that can be accessed by academic units to monitor enrolment trends, fill rates (including the retention of waitlist data), and completion rates, and to better plan recruitment, scheduling, and course/section capacities.

KPI: To maintain equitable and optimal course fill rates.

Accountability Lead(s):

- Office of Institutional Analysis
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education

Effectiveness Metrics:

Waitlists and fill rates from year to year

Completion and withdrawal rates at the course level, including persistence of specific demographics

Proposed Action 19.2: Review and optimize academic timetabling to enhance access.

KPI: To increase daytime classroom usage year over year.

Accountability Lead(s):

- Registrar
- Coordinator, Academic Scheduling

Effectiveness Metrics:

Classroom space usage

Quantitative and qualitative feedback from student surveys

Waitlists from year to year

Recommendation 20: Enhance and Diversify Pathways to UWinnipeg

Proposed Action 20.1: Increase standalone certificate and post-baccalaureate options foster access and experiential learning.

KPI: To address diverse student population needs and to increase access to UW academic programs. .

Accountability Lead(s):

- Registrar
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Director, Academic Programming and EDI

Effectiveness Metrics:

Enrolment in and completion of standalone Certificates and Post-Baccalaureates

Quantitative and qualitative feedback from student surveys

Positive feedback and resulting program revisions from cyclical reviews

Proposed Action 20.2: Strengthen pathways from Manitoba and out-of-province institutions to UWinnipeg.

KPI: To diversify UWinnipeg student demographics, further access to university education, and increase number of students enrolling at UWinnipeg.

Accountability Lead(s):

- Director, Pathways
- Registrar
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education

Effectiveness Metrics:

Increased number of students enrolling at UWinnipeg following college diplomas

Quantitative and qualitative feedback from student surveys

Improved retention rates of students who enrol at UWinnipeg after a college diploma

Improved graduation rates of students who enrol at UWinnipeg after a college diploma

Proposed Action 20.3: Strengthen pathways between PACE and UWinnipeg degree programs.

KPI: To increase number of students enrolling at UWinnipeg after PACE and to increase the number of students enrolling at PACE after graduating from UWinnipeg.

Accountability Lead(s):

- Registrar
- Executive Director, PACE
- Director, Pathways
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education

Effectiveness Metrics:

Increased number of students enrolling at UWinnipeg following PACE diplomas and certificates

Quantitative and qualitative feedback from student surveys

Improved retention rates of students who enrol at UWinnipeg after a PACE diploma or certificate

Improved graduation rates of students who enrol at UWinnipeg after a PACE diploma or certificate

Increased number of students enrolling at PACE following a UWinnipeg undergraduate degree

Recommendation 21: Develop Work-Integrated Learning Strategy

Proposed Action 21.1: Build on existing experiential, co-op, and work-integrated learning programs to develop a cohesive and complementary strategy across disciplines and units.

KPI: To increase and diversify the number of experiential, co-op, and work-integrated learning opportunities for students.

Accountability Lead(s):

- Director, Pathways
- Director, Academic Programming and EDI
- Co-op Coordinator
- Coordinator, Experiential Learning and Internships
- Director, Student Teaching
- Athletic Therapy Practicum Coordinator
- MDP Program Coordinator
- Office of Alumni Affairs
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education

Effectiveness Metrics:

Increased participation rates of students in experiential, co-op, and work-integrated programs

Quantitative and qualitative feedback from student surveys and cyclical reviews

Positive engagement of external stakeholders and industry partners, including UWinnipeg alumni

Qualitative feedback from external stakeholders and industry partners, including UWinnipeg alumni

Recommendation 22: Identify and Increase Connections between Academic Programming and their Engagement with Global Issues

Proposed Action 22.1: Review existing academic programs to identify intersections between curriculum and UN Sustainable Development Goals.

KPI: To develop a map of academic streams/programs that contribute to UN Sustainable Development Goals.

Accountability Lead(s):

- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Director, Academic Programming and EDI
- Campus Sustainability Office

Effectiveness Metrics:

Overall enrolment in and completion of streams/programs related to UN Sustainable Development Goals

Quantitative and qualitative feedback from student surveys

Record of alumni outcomes for streams/programs related to UN Sustainable Development Goals



Proposed Action 22.2: Enhance intersections between academic programming and how they address emerging global issues.

KPI: To diversify the UWinnipeg student population and respond in an agile manner to changes in labour markets and global needs.

Accountability Lead(s):

- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education
- Director, Academic Programming and EDI

Effectiveness Metrics:

Increased enrolment in and completion of global issues-related courses and programs

Quantitative and qualitative feedback from student surveys

Improved alumni outcomes for global issues-related courses and programs



Recommendation 23: Improve Teaching and Learning Supports for Faculty

Proposed Action 23.1: Develop an online Teaching and Learning Hub and establish a Teaching and Learning Centre to support anti-racist and decolonizing pedagogies and to provide resources for innovative curriculum development and teaching with new technologies.

KPI: To increase the diversity and accessibility of course content and pedagogy.

Accountability Lead(s):

- Office of the Provost and Vice-President, Academic
- Director, Centre for Academic Technology
- Director, Academic Programming and EDI
- Faculty Deans and Executive Director of Global College
- Department Chairs
- Directors, Education

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys on academic programming

Quantitative and qualitative feedback from faculty surveys on teaching and learning needs

Decrease in the number and nature of accommodations requests from students

Decrease in the number of accessibility complaints from students

Improved retention rates

Proposed Action 23.2: Establish instructional design supports.

KPI: To ensure quality and accessibility of all courses, including online components.

Accountability Lead(s):

- Office of the Provost and Vice-President, Academic

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys on academic programming

Quantitative and qualitative feedback from faculty surveys on teaching and learning needs

Decrease in the number and nature of accommodations requests from students

Improved retention rates

Proposed Action 23.3: Designate funding for use by faculty for EDI-related and Indigenization teaching initiatives.

KPI: To strengthen capacity in EDI and Indigenization for teaching and learning across UWinnipeg academic programs.

Accountability Lead(s):

- Office of the Provost and Vice-President, Academic
- Faculty Deans and Executive Director of Global College

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys on academic programming

Quantitative and qualitative feedback from faculty surveys on teaching and learning needs

Record of EDI-based pedagogy and content in curricula and programs via cyclical reviews

Recommendation 24: Improve Physical and Technological Teaching Infrastructure

Action 24.1: Increase number of accessible, flexible teaching spaces across the campus (easily movable furniture, improved technology for hybrid/blended learning in classrooms, improved lighting and acoustics, more accessible wayfinding tools, etc.).

KPI: To increase the number of accessible, flexible teaching spaces year over year.

Accountability Lead(s):

- Executive Director, Facilities
- Director, Centre for Academic Technology
- Director, Academic Programming and EDI
- Dean, Library

Effectiveness Metrics:

Increase in accessible infrastructure (physical and technological) across teaching spaces

Quantitative and qualitative feedback from faculty surveys on teaching and learning needs

Quantitative and qualitative feedback from student surveys on academic programming

Improved outcomes of ongoing accessibility audits and surveys

Proposed Action 24.2: Improve technological infrastructure to enable quality and innovative online and hybrid teaching.

KPI: To increase effectiveness of online and hybrid teaching in meeting learning outcomes year over year.

Accountability Lead(s):

- Director, Centre for Academic Technology
- Director, Academic Programming and EDI

Effectiveness Metrics:

Quantitative and qualitative feedback from student surveys on academic programming and learning outcomes

Quantitative and qualitative feedback from faculty surveys on teaching and learning needs

Overall enrolment in online and hybrid courses



SUMMARY OF RECOMMENDATIONS

Recruitment, Admissions, and Enrolment	Retention	Academic Programming and Infrastructure
Recommendation 1: Improve Student Data Collection and Tracking	Recommendation 10: Pilot a First-Year Foundations Program	Recommendation 18: Ensure Ongoing Quality, Accessibility, and Relevance of Academic Programming
Recommendation 2: Develop and Implement a Cohesive Institutional Recruitment Strategy	Recommendation 11: Develop and Implement a Lifelong and Lifewide Learning Framework	Recommendation 19: Optimize Course Capacities and Space Usage that Centre Diverse Student Needs
Recommendation 3: Implement Targeted Recruitment Strategies for Priority and Underrepresented Populations	Recommendation 12: Increase and Enhance Collaboration and Awareness for Student Supports across Campus	Recommendation 20: Enhance and Diversify Pathways to UWinnipeg
Recommendation 4: Diversify International Enrolment	Recommendation 13: Optimize Student-Serving Operations with Integrated Systems	Recommendation 21: Develop Work-Integrated Learning Strategy
Recommendation 5: Increase Domestic Undergraduate Enrolment	Recommendation 14: Improve Understanding of Retention and Persistence Issues	Recommendation 22: Identify and Increase Connections between Academic Programs and their Engagement with Global Issues
Recommendation 6: Increase Domestic Graduate Enrolment	Recommendation 15: Increase Retention Rates for Students with Higher Risk of Attrition	Recommendation 23: Improve Teaching and Learning Supports for Faculty
Recommendation 7: Increase Domestic PACE Enrolment	Recommendation 16: Enhance a Sense of Belonging and Community for UWinnipeg Students	Recommendation 24: Improve Physical and Technological Teaching Infrastructure
Recommendation 8: Stabilize International PACE Enrolment	Recommendation 17: Strengthen Connections between Academic Programming, Experiential Learning, Research and Work Experience, and Career Services	
Recommendation 9: Increase Domestic Enrolment for The Collegiate		

SEM MONITORING AND MANAGEMENT

Over the next five years, the SEM Steering Committee will be responsible for monitoring progress on the SEM Plan and its alignment with the UWinnipeg Strategic Plan, including providing quarterly reports to Senate and the Board of Regents. This committee will also steer the implementation of the plan by guiding the work of the three Subcommittees (Recruitment, Admissions, and Enrolment; Retention; and Academic Programming and Infrastructure).

The emphasis for SEM implementation will be on accountability, campus-wide communication and collaboration, and a commitment to ongoing improvement and adaptability in response to shifting institutional needs and data.



SEM COMMITTEES

SEM Steering Committee Members

- Dr. Pavlina Radia, Provost and Vice-President, Academic (Chair of Steering Committee)
- Travis Greene, Associate Vice-President, Student Engagement (Co-Chair of Retention Subcommittee)
- Dr. Kishi Anderson Leachman, Assistant Professor, Education, Representative for Scarborough Charter
- Dr. Wayne Davies, Instructor III, Representative for Education
- Dr. Danielle Defries, Associate Professor, Representative for Kinesiology and Applied Health
- Dr. Kimberley Ducey, Professor, Representative for Arts (Co-Chair of Academic Programming and Infrastructure Subcommittee)
- Camille Forbes, Master's in Environment and Social Change Student, Graduate Student Representative
- Gracie Grift, Biology (Honours), Undergraduate Student Representative
- Josh Herter, User Experience and Assessment Librarian, Representative for Library; replaced by Ian Fraser, Teaching and Learning Librarian, in May 2025
- Dr. Chris MacDonell, Executive Director of Institutional Analysis, Staff Representative for Deans and Directors (Co-Chair of Recruitment, Admissions, and Enrolment Subcommittee)
- Dr. Shauna MacKinnon, Professor and Chair, Urban and Inner-City Studies, Representative for Arts
- Colin Russell, Registrar (Co-Chair of Retention Subcommittee)
- Dr. Iian Smythe, Assistant Professor, Representative for Science
- Dr. Narumi Taniguchi, Director, Marriage and Family Therapy Program, Representative for Graduate Programming (Co-Chair of Recruitment, Admissions, and Enrolment Subcommittee) (on leave for Fall 2025 and Winter 2026)
- Dr. Jori Thordarson, Senior Policy Analyst, Office of the General Counsel
- Dr. James Townsend, Associate Professor, Representative for Business and Economics (Co-Chair of Retention Subcommittee)
- Jennifer Trotman, Director of Campus Living, Representative for the Scarborough Charter
- Larissa Wodtke, Director of Academic Programming and EDI, Staff Representative for Deans and Directors (Co-Chair of Academic Programming and Infrastructure Subcommittee)

SEM Subcommittee Membership

Recruitment, Admissions, and Enrolment

Co-Chairs:

- Dr. Chris MacDonell (Executive Director, Institutional Analysis)
- Dr. Narumi Taniguchi (Director, Marriage and Family Therapy Program)
- Sana Amjad (Associate Registrar)

Members:

- Dr. Kyle Devine, Dean, Graduate Studies
- Ryan Filteau, Director, Awards and Financial Aid
- Dr. Michael Holden, Assistant Professor, Education

- Inga Johnson Mychasiw, Executive Director, Student Support Services
- Sarah Leibl, Director, Pathways
- Kim Loeb, Executive Director, PACE
- Cheryl Parisien, Communications Manager, Marketing and Communications
- Stephanie Rozzi, Academic Advisor, Adult Learners and Recognition of Prior Learning
- Dr. Lesley Eblie Trudel, Associate Dean, Education

Retention

Co-Chairs:

- Colin Russell (Registrar)
- Travis Greene (AVP, Student Engagement)
- Dr. James Townsend (Associate Professor, Economics)

Members:

- Sana Amjad, Associate Registrar
- Caroline Crawford, Director of Budgets
- Dr. Danielle Defries, Associate Professor and Acting Dean, Kinesiology and Applied Health
- Sarah DeLaronde Atkinson, Manager, Indigenous Student Services Centre
- Ryan Filteau, Director, Awards and Financial Aid
- Mary Ann Gow, Data Management Lead
- Cara Isaak, Director, Athletics
- Emma Hill Kepron, Associate Dean, Library
- Inga Johnson Mychasiw, Executive Director, Student Support Services
- Scott Spearman, Manager, Student Financial Services
- Dr. Jori Thordarson, Senior Policy Analyst, Office of the General Counsel
- Jennifer Trotman, Director, Campus Living

Academic Programming and Infrastructure

Co-Chairs:

- Larissa Wodtke (Director, Academic Programming and EDI)
- Jane Shulman (Coordinator, Academic Programming and EDI)
- Dr. Kimberley Ducey (Professor, Sociology)

Members:

- Dr. Olya Bryksina, Associate Professor, Business and Administration
- Dr. Marcella Siqueira Cassiano, Assistant Professor, Criminal Justice
- Dr. Anne-Laurence Caudano, Acting Associate Dean, Arts
- Dr. Laurie-Ann Hellsten, Dean, Education
- Resty Jimenez, Director, Centre for Academic Technology
- Kyle Macdonald, Executive Director, Facilities
- Gabrielle Prefontaine, Dean, Library
- Dr. Tabitha Wood, Acting Dean, Science

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