

SECTION 1: UNIVERSITY PROGRAMS AND STUDENT BODY

The University of Winnipeg (UWinnipeg) has long been known as a primarily undergraduate and pre-professional institution (with a unique Collegiate, or secondary program) that offers students an accessible, high quality education. Over the past 10-15 years, our program offerings have grown in a number of areas (e.g., new niche undergraduate programs, joint programs, new autonomous graduate programs, PACE (Professional, Applied, and Continuing Education), ELP (English Language Program), and Community Learning).

During this same period, our overall student population has grown significantly (from 6,532 in 1999-2000 to 10,829 in 2013-14; see Table 1 in section A: Undergraduate Programs) and the demographics of our student body have also shifted.



Our students are more diverse and the definition of the UWinnipeg community continues to expand to include more people and organizations beyond the walls of campus buildings. UWinnipeg has opened its doors and increased accessibility and support for traditionally underrepresented students such as Indigenous students, international students, immigrants and refugees, students with disabilities, and students from lower income families. UWinnipeg is increasingly known for its efforts at Indigenous inclusion and programming.

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increased student population, and reflect various program and demographic shifts. The campus' overall physical footprint has increased by 25%. Many classrooms and labs have been updated or newly built. Several facilities have been renovated to accommodate religious and cultural practices. New and expanded daycare spaces have been added, and housing with accommodations for non-traditional learners has been constructed.

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Section 1 presents information and proposes questions for the following areas:

- A. Undergraduate Programs**
- B. Graduate Programs**
- C. PACE, ELP, and the Collegiate**
- D. Student Body: Size and Composition**
- E. Quality of Student Experience**

Finally, a question that reflects on information from all sections is:

- 1. Considering the overall educational and research mission of UWinnipeg, the activities and priorities of other education related bodies (i.e., the K-12 system; Advanced Education; other post-secondary institutions), and societal needs, how do we talk about the purpose and value of UWinnipeg?***

A. Undergraduate Programs

Question:

- 2. How do we assess the appropriate mix of undergraduate programs?***

Background

Over the past 10 years, undergraduate programming at UWinnipeg has expanded to include two new Faculties: Business and Economics, and the Gupta Faculty of Kinesiology and Applied Health. These Faculties are in addition to Arts, Science, and Education. UWinnipeg offers over 40 undergraduate programs with a variety of 3-year, 4-year, and Honours Bachelor's degrees. Recent program additions have included Indigenous Studies and an interdisciplinary major in Human Rights. UWinnipeg has also introduced a number of new units intended to stimulate research and scholarship, such as the Richardson College for the Environment and the Global College.

A number of our undergraduate programs are pre-professional in nature, fulfilling admission requirements for professional programs at other institutions (e.g., Law, Social Work, Medicine, and Occupational Therapy).



UWinnipeg offers seven applied and joint programs delivered in partnership with Red River College (RRC), such as Aboriginal Governance/Self-Government Administration, Applied Child Development & Child Care/Early Childhood Education, and Disability Studies. UWinnipeg provides several courses and programs with the Manitoba Institute for Trades and Technology (MITT) and a joint Radiation Therapy program with CancerCare Manitoba.

Enrolment in undergraduate programs has remained fairly level for the past several years, following a period of significant growth (see Table 1 below).

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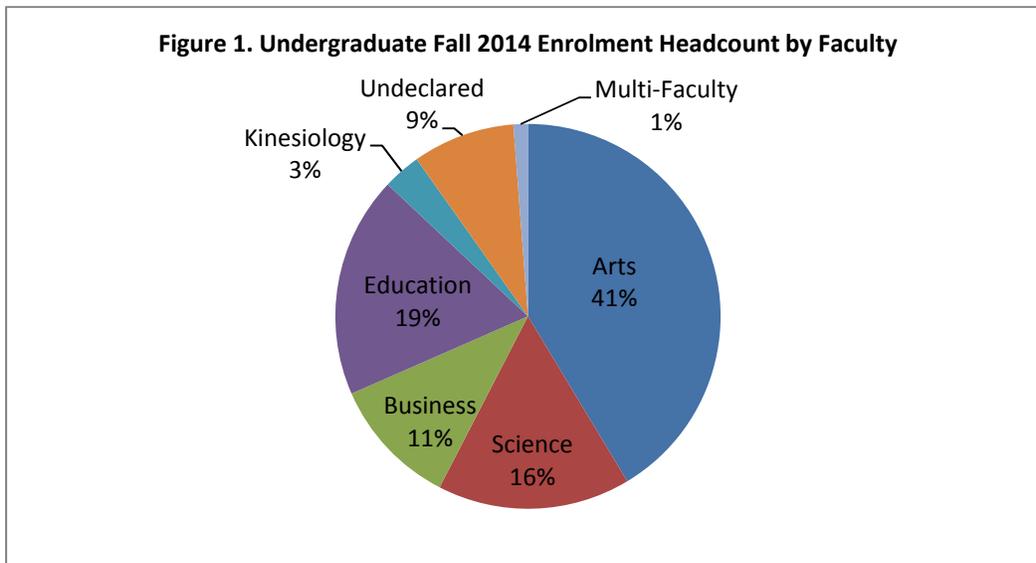
Table 1. Historical Total Enrolment

	1999-2000	2004-05	% change from 99/00 to 04/05	2013-14	% change from 04/05 to 13/14	% change from 99/00 to 13/14
Undergraduate	6507	9341	43.6%	10528	12.7%	61.8%
Graduate	25	62		301		
Total Headcount	6532	9403	44.0%	10829	15.2%	65.8%

Notes:

1. These data were compiled by the Office of Institutional Analysis.
2. Data for each year is from the period of September 1 - August 31, as captured on August 1.
3. Percent change is not reported for Graduate students due to low numbers.

As shown in Figure 1 below, 41% of undergraduate students are majoring in an Arts program, 19% in Education, 16% in Science, 11% in Business and Economics, and 3% in Kinesiology (the remaining students are either undeclared or registered in two or more Faculties).



Notes:

1. These data were compiled by the Office of Institutional Analysis.
2. Data is for the period of September 1, 2014 - December 31, 2014 as captured on November 1.
3. Distribution among Faculties is determined by students' self-declared major as recorded in the Student Information System.

Recent research from The University of Iowa has found that “students at liberal arts colleges learn similar skills and share similar experiences regardless of their major.” The researchers concluded that the institution a student studies at has a far stronger effect on students’ abilities than their specific major. The authors of the report interpret the results to mean that adding professional or vocational education options, such as business, engineering, or education, to a traditional liberal arts curriculum will not “lessen” a degree’s purpose; moreover, they say that expanding course offerings “could help liberal arts colleges address their financial challenges.” (Academica Top Ten; www.academica.ca, December 14, 2014).

Statistics Canada reports that the proportion of Canadian adults aged 25–64 with college or university completion has risen from 40% in 2000 to 53% in 2012, the highest rate among Organization for Economic Co-Operation and Development (OECD) countries.



The 2014/2015 years will see a few changes to the relationship post-secondary institutions have with the Province of Manitoba. Last year, the Council on Post-Secondary Education (COPSE) was officially dissolved and replaced with a new Advanced Education Advisory Committee reporting directly to the Minister of Education. The new Committee began meeting in January of 2015. This change means that all decisions regarding program approval/dissolution/amendment, funding decisions, and public reporting will ultimately rest in the

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Minister's office. It remains to be seen how this will affect the introduction of new programs on campus.

In November 2014, the Province of Manitoba throne speech linked education with skills necessary to fill the needs of the labour market and continued to feed into its objectives for post-secondary education. In 2015 the Province stated in the throne speech that it will be bringing together education leaders to create a new post-secondary education strategy to be released in the spring. As part of this strategy, UWinnipeg (along with other Manitoba post-secondary institutions) has been asked to develop a mandate statement.

The strategy will have three priorities:

1. "Link education with needs of future workforce": This includes funding joint university/college programs to combine academic learning with technical skills, expanding apprenticeship opportunities, and create a new Trades and Technology Network to facilitate collaboration between colleges.
2. "Add pathways for students and ensure that when it comes to higher learning, there are no "wrong doors" and no "dead ends"": This includes making it easier for students to transfer credits between programs and institutions and double the number of online courses available through eCampus Manitoba from 500-1000.
3. "Build on the significant steps taken over the last 15 years to ensure post-secondary education is accessible and affordable": Offer interest-free student loans, reduce student aid barriers for rural and northern students and create a steering committee to start planning an educational training facility in the north Interlake.

This throne speech follows from previous years which focused heavily on investing in more

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opportunities for Indigenous and northern students, a greater emphasis on “technical skills”, and enhancing affordability on the student end (for example, tying tuition increases to inflation and the creation of interest-free student loans.)

New programs must be proposed to and approved by the Government of Manitoba. The approval process takes into consideration labor market needs and post-secondary system alignment (i.e., who else offers the program, provincial need for the program, potential partnership opportunities, considerations of student mobility), student demand, and costs.

The University of Manitoba is the largest post-secondary institution in Manitoba. In some cases, it can be helpful to consider its strategic plans and directions. In its *Strategic Enrolment Management Plan*, the University of Manitoba has projected an enrolment of 25,600 undergraduate students by 2017 (current enrolment is 25,363).



Current Direction

The *2009 Academic Plan Update* focused on enhancing and strengthening the liberal arts and science core of UWinnipeg by adding multi-disciplinary and career-oriented programming, visualized in Figure 2 on the next page. This diagram is an exact replication from the *2009 Academic Plan Update*, which was approved by Senate and has helped to set the academic direction for the past several years. It does not represent the current state of affairs at UWinnipeg,

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as recent programming and governance changes have evolved, including the Indigenous Advisory Circle, the addition of the Gupta Faculty of Kinesiology and Applied Health, the rebranding and reorganization of DCE to PACE, the addition of articulation agreements with RRC and the Manitoba Institute of Trades and Technology, and the expansion of programs offered through the Community Learning Initiative.

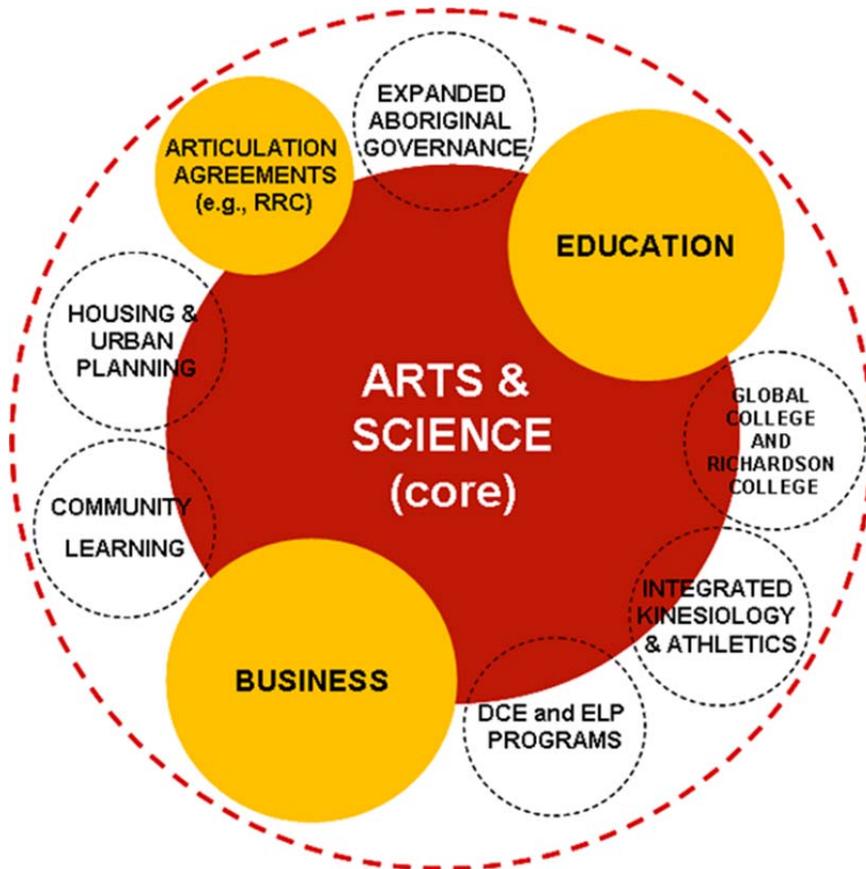


Figure 2. Conceptual framework for UWinnipeg Academic Renewal (2009)



B. Graduate Programs

Question:

- 3. What is our vision for Graduate Studies at UWinnipeg? What is our direction for new programs (e.g., joint graduate program initiatives; independent; niche graduate programs)? What guides our decision to develop a new program independently versus jointly?*

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Background

Up until 2008, UWinnipeg offered a few Master's degrees through the then Faculty of Theology and the Marriage and Family Therapy program, in addition to some joint Master's programs with the University of Manitoba. During this time, many UWinnipeg faculty members acted as adjunct supervisors to graduate students at The University of Manitoba.



In 2007-08, a Task Force on Graduate Studies produced a report that contained recommendations regarding the expansion of graduate programming at UWinnipeg. The report stated that: "First, the expansion of graduate studies at the UW must build on, but not erode, the excellent undergraduate programs. Second, the goal is to establish and

maintain a small number of top quality, niche programs fitting within the academic and research goals of the UW - programs that will be attended by students who receive support to engage in graduate studies.” The report also highlighted the benefits of graduate programs to students (e.g., providing an additional option for graduate studies in Winnipeg), faculty members (e.g., increased competitiveness for Tri-Council funding), and the Manitoba economy (e.g., an increase in skilled students entering the workforce).

Over the last several years, UWinnipeg has embarked on a major drive to expand Graduate Studies and currently offers a variety of graduate-level programming. (UWinnipeg only offers Masters-level graduate programs at present, but does have several PhD programs in development, with a proposal for a PhD in Bioscience, Technology & Public Policy before government). As of Fall term 2014, UWinnipeg has nine active graduate programs (MA in Cultural Studies, MA in Indigenous Governance, MA in Environmental, Resource, and Development Economics, MSc in Applied Computer Science and Society, MSc in Bioscience, Technology, and Public Policy, Master’s in Development Practice, Master of Divinity, MA in Theology, and the Master’s in Marriage and Family Therapy). UWinnipeg also jointly offers 4 Master’s degrees with the University of Manitoba (in History, Public Administration, Religious Studies, and Peace and Conflict Studies). In addition to supervising UWinnipeg graduate students, many faculty continue to act as adjunct supervisors to graduate students at the University of Manitoba.

The expansion of our graduate program offerings is linked to an increase in Tri-Council research dollars awarded to our faculty members. This increase is also reflected in an increase in the number of Canada Research Chairs to its current level of seven: three Tier 1’s and four Tier 2’s.

Graduate student enrolment has increased from 62 in 2004-05 to 301 in 2013-14 (excluding those enrolled in Joint Master’s programs). Currently, 25% of students enrolled in UWinnipeg independent graduate programs are international students. The number of graduate students enrolled

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in joint graduate programs with the University of Manitoba varies from year to year with an average of approximately 23. 30% of the graduate students enrolled in 2013-14 had graduated with an undergraduate degree from UWinnipeg.

As of May, 2014, UWinnipeg has graduated 93 students from its six “new” graduate programs. Of these, 64% have remained in Manitoba. Several are pursuing PhDs at the University of Manitoba, but most have found full-time employment in Manitoba.

Statistics Canada data shows that the demand for graduate degrees continues to grow in Canada. Data from the Conference Board of Canada shows that in Canada, .09% of the population aged 25-39 have a PhD. Manitoba has half this amount, at .045%. This value can be compared to populations in Switzerland (0.2%) and the United States (0.12%). A competitive employment market also increased demand for graduate programs. Youth unemployment remains higher than the average at 10.7% compared to 6.0%

(<http://www.gov.mb.ca/finance/pdf/highlights.pdf>).

Additionally, the findings of the 2013 National Graduate Survey confirm that graduate education remains a good investment for bachelor’s graduates. The median annual earnings for bachelor and master’s graduates in Manitoba were \$57,000 and \$68,000, respectively, three years after graduating (compared to a national average of \$53,000 for bachelor’s graduates and \$70,000 for master’s graduates).

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The University of Manitoba continues to offer the majority of graduate programming in Manitoba. Its *Strategic Enrolment Plan* states that by 2023 the proportion of graduate student enrolment to total student enrolment should rise to 20%; and the ratio of doctoral to (research-based) Master's students should increase to 1 to 1. Regardless of the University of Manitoba's success in reaching its objectives, it is highly likely that the province of Manitoba will continue to underperform in the number of graduate students enrolled in relation to the performance of other provinces.

Current Direction

The Faculty of Graduate Studies is a relatively new Faculty. As such, the operations of the Faculty continue to be developed. Accurately counting and tracking graduate students continues to be refined.

The Faculty is open to the creation of new graduate programs both unique to UWinnipeg and jointly with the University of Manitoba. Departments that are proposing a new graduate program are asked, among other things, to address the distinctiveness of the program within Manitoba and its fit within the UWinnipeg's strategic directions. There has not been any update to the 2008 *Report of the Task Force on Graduate Studies*; this document exists as the primary reference to guide decision-making.

The Faculty of Graduate Studies was built upon an existing foundation made of programs offered through Aurora Marriage and Family Therapy and the Faculty of Theology. Since then, the Faculty of Theology has been dissolved and replaced with the United Centre for Theological Studies and two of its four graduate programs have been suspended. The Master of Marriage and Family Therapy program will be moving into the Faculty of Education sometime in the near future.

As with undergraduate programs, new graduate programs must be approved by the Government of Manitoba.

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C. PACE, ELP, and the Collegiate

Questions:

4. *What are the purpose and value of PACE, ELP, and the Collegiate in relation to UWinnipeg degree-granting programs? How do we make decisions regarding growth in these areas?*

5. *How can we ensure that the relevant educational pathways to and from these programs are sufficiently articulated? How do we determine the appropriate number of joint and/or articulated programs?*

6. *How do we identify and eliminate mobility barriers between our programs?*

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Background

Professional, Applied, and Continuing Education (PACE)

UWinnipeg's Professional, Applied, and Continuing Education (PACE) unit offers programming that provides practical learning opportunities for knowledge and skills enrichment in a full range of professional areas such as management skills, financial skills, and marketing and public relations. PACE also develops customized training for public, private, and not-for-profit sector organizations. Many PACE programs allow students to ladder into UWinnipeg's undergraduate degree programs. Other programs supplement undergraduate credentials already obtained. PACE reports to the Dean of the Faculty of Business and Economics, through an Executive Director.

PACE evolved out of the former Division of Continuing Education (DCE) in early 2012 – the

rebranding meant to encompass the scope of full-time and part-time programs offered. The rebrand also introduced a new focus on programs for international students. Since then, PACE has continued to offer more diverse programs in information technology, network security, innovation, and game design and has expand its course listings through online learning. There is a Sustainability Professional certificate that is being prepared for September 2015.

PACE currently has 218 full time students (73 international) and approximately 2,500 part time students attending classes annually.

PACE has undergone an extensive structural and strategic reorganization over the last three years. As one of UWinnipeg's cost-recovery units, it is required to create profit and has done so over the last year (2014-15).



English Language Program (ELP)

UWinnipeg's English Language Program (ELP) delivers high quality programming to international and domestic students seeking to enhance their English proficiency such as: a certificate program for those seeking to teach English as an additional language to adults, Academic and General English, Short Term Intensive English, Canadian Work Experience and ESL Teacher Certificates. The English Language Program (ELP) has approximately 208 students currently enrolled.

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UWinnipeg's ELP program also oversees the Global Welcome Centre (GWC), which is a non-profit program funded by Citizenship and Immigration Canada that offers assistance to immigrants and refugees and provides information on how to pursue various post-secondary and other education credentials in Manitoba.



Each year ELP is given a target for its revenue contribution to the University. ELP exceeded its 2013-14 target of \$250,000, contributing a total of \$475,000 of revenue after expenses. The 2014-15 target was set at \$271,000; ELP is anticipating another year of exceeding its target with a projected contribution of approximately \$420,000 of revenue after expenses in 2014-15. Looking forward, anticipating market and demographic changes, as well as unpredictable one-time enrolment increases in 2013-14 and 2014-15, a reliable and attainable revenue target for ELP in the coming years is approximately \$300,000 - \$350,000 annually.

The ELP has seen year-to-year growth in the number of students enrolling in the Academic Stream, or University Pathway, program. We are currently developing data collection processes that will allow us to track the number of students moving from ELP to UWinnipeg undergraduate studies; the present data is unreliable. Building on a strong international reputation, long-standing partnerships, and an effective recruitment network, the ELP's University Pathway program is a key component of the University's international student recruitment strategy.

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The Collegiate

The Collegiate at UWinnipeg is one of Canada's only on-site, university-associated high schools. In the early 2000's, the Collegiate expanded its secondary programming to include grades 9 and 10, and has a current enrolment of 353 students.



The Collegiate is primarily funded by student tuition, but also receives funding from the Province consistent with other private schools. It also receives provincial funding for its dual credit (high school-university) offerings.

Founded in 2008, the Model School at the Collegiate has a mandate to work with students who show potential for educational success but whom, for a variety of personal and social reasons, require a different kind of learning environment to succeed. The Model School currently educates between 30 and 40 students annually.

Building on its established relationships with the Royal Winnipeg Ballet (RWB) and the Manitoba Conservatory of Music (MCM), this past spring the Collegiate launched an expanded fine and performing arts program. This past summer, UWinnipeg significantly renovated Bryce Hall to accommodate MCM and Collegiate programs and operations. The long term objective of the Collegiate's expanded music and arts programming is to position it as a fine arts school of choice in Manitoba's secondary system.

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D. Student Body: Size and Composition

Questions:

7. *What is our ideal size? How big do we want to be and how do we determine our approach to growth (e.g., balance intentional and organic)?*

8. *What are we doing to encourage people from traditionally underrepresented populations to enroll at UWinnipeg and how do we adapt and adjust to changing learner needs?*

9. *What is the right mix of domestic to international students?*

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Background

As shown in Table 1 (page 10), enrolment in undergraduate programs has remained fairly level for the past several years, following a period of growth (from 6507 undergraduate students in the Academic Year 1999-2000 to 9341 undergraduate students in the Academic Year 2004-05, a 44% increase). Enrolment in the academic year 2013-14 was 10,528. Graduate student enrolment has

shown steady increases, as expected due to the introduction of new programs.

The diversity of our student body is reflected in the selected statistics below (data compiled by the Office of Institutional Analysis):

- 62% of undergraduate students self-identify as female; 36% self-identify as male
- 80% of undergraduate students are aged 25 or younger
- 25% of the graduate student population are international students
- 5.5% of the undergraduate student population are international students
- 10.3% of first-year undergraduate students self-identify as Indigenous (up from 7.3% in 2009)
- In the Fall term of 2014, 27% of our undergraduate students were registered as part time students (i.e., taking less than nine credit hours)
- 23% of students self-identified as visible minorities in the 2014 *Canadian University Survey Consortium (CUSC) Survey of Middle Years Students* (up from 13% in 2002)

The Opportunity Fund has increased accessibility to traditionally under-represented groups in the form of fast-track bursaries and tuition waivers for youth in care. The fund specifically supports Indigenous students, young people from war-affected areas and refugee populations, and students from inner-city neighbourhoods. In 2012, UWinnipeg created a Tuition Waiver program to support youth transitioning out of foster care, a program that is now being replicated across the country. As of September 2014, 27 students are attending UWinnipeg under the program. The Opportunity Fund has, as of October 2014, raised \$3.4 million, awarded 1,765 fast-track bursaries to students in financial need, and has supported more than 250 graduates.

As reported in the 2014 Maclean's University Rankings, UWinnipeg devotes 3.6% of its budget to scholarships and bursaries (compared to 8.8% at the University of Manitoba; Canadian average is 7.3%).

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In May 2011, UWinnipeg's Board of Regents approved a *Community Learning Policy*. Unique in Canada, the primary focus of this policy is to support youth from Indigenous and new Canadian families, to remove barriers to participation, and encourage higher attainment rates at the secondary and post-secondary education levels. All of our community learning activities are free of charge, supported by grants and fundraising. An example is the Innovative Learning Centre, which is focused on summer learning loss and encouraging better educational outcomes for inner city, Indigenous, and immigrant youth and offers programs such as Science Kids on Campus and Adventures Summer Camp. The Wii Chiiwaakanak Learning Centre is a primary locus of the UWinnipeg's Community Learning activities. More than 1,700 community members use the Centre each month.



The activities mentioned above are a result of UWinnipeg's strategic decision to be more open and inclusive. The statistics above demonstrate that UWinnipeg is attracting more students from traditionally underrepresented populations.

According to the Manitoba Bureau of Statistics, Manitoba has had an average population increase of 14,000 people per year since 2009. This increase is driven by international migration (average net gain of 12,704 people per year since 2009; range: 11,393 to 14,278). The natural population increase (i.e., births minus deaths) contributes minimally to our growth (average net gain of 5,624 people per year since 2009; range: 5374 to 5968). Interprovincial migration has had a negative effect

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on our population size (average net loss of 3,496 per year since 2007; range: -2,514 to -4,465).

The Government of Manitoba projects that 1,385,300 people will be living in Manitoba as of July 1, 2020, a 10.7% increase relative to July 1, 2011. Manitoba is projecting a decline in the proportion of the population aged 11 to 24 (i.e., traditional age of university students) between 2011 and 2020. However, Manitoba is expected have an average annual growth rate of 1.2% over this period. From July 1, 2020 to June 30, 2021, the main source of population growth in Manitoba is expected to be net international migration, with a net inflow of 11,000 people from other countries.

Despite anticipated declines in Manitoba's youth population overall, there are other demographic, social, and economic realities that will reshape the composition of our student body (e.g., increased populations of those traditionally underrepresented in post-secondary, non-sequential/returning students, and life-long learners of even more diverse backgrounds). These changes will drive greater demand for educational programming and will require a responsive system of articulation and transfer.

Universities in Ontario experienced their first decrease in high school student enrolment in 2014 – the first decrease in 15 years. The decrease is credited to an anticipated fluctuation in demographics. Some universities (York, Wilfred Laurier) experienced as much as a 10% drop in high school student applications. For York University this gap represents as much as \$20 million less in anticipated tuition fees.

Current Direction

UWinnipeg currently sets its enrolment targets as part of the annual budget planning process with input from senior managers across the institution. Faculty and contract academic staff hires, various service area budgets, as well as provincial government objectives and expectations are contemplated in decisions related to projected/desired enrolment size and demographic mix.

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Generally, UWinnipeg continues to look for enrolment growth each year, although in some areas growth is limited by design. Explicit attention has been given to increasing enrolment through encouraging accessibility to groups traditionally under-represented in the university student body, Indigenous, new Canadian, low-income, and persons with disabilities among them.



UWinnipeg previously set an international student enrolment target of 10% of the undergraduate student population, but has not achieved desired growth targets from year to year. The University of Manitoba has already achieved its stated goal of 10% undergraduate international student enrolment and is aiming for 20% by 2018.

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E. Quality Student Experience

Questions:

10. What are our goals regarding student experience and achievement? How do we assess actual experience and achievement against these goals?

11. What non-instructional/complementary services are appropriate for serving our student body? What is the appropriate level of service for these services?

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Background

Historically, small class sizes, personal interaction with faculty, and opportunities to engage in research are seen as benefits to our undergraduate students.

UWinnipeg continues to maintain a high standard of excellence in its academic programming and teaching. In the most recent *CUSC Survey of Graduating Students* in 2012, 92% of respondents either “Agreed” or “Strongly Agreed” that they were satisfied with the quality of teaching they had received. 95% of respondents were either “Satisfied” or “Very Satisfied” with the overall quality of education they had received.

Our most recent retention data show a 63% retention rate from year one to year two. The attrition rate increases over time: seven years after their first enrolment at UWinnipeg, 43% of undergraduate students are no longer registered here (45% have graduated with a degree at this point). It is important to note that we are currently unable to track movement between post-secondary institutions within the province of Manitoba. That is, if a student enrolls in a pre-professional program at UWinnipeg and then transfers to the University of

Manitoba, that student would be counted in our “attrition rate”.

The average retention rate for universities in Ontario is 89%. Queen’s University stands out in that its retention rates stay above 90% and its graduation rate for 2013 was 88.9%. One reason attributed to its success was the higher average entrance grades of high school applicants – it is assumed that new students are simply more prepared for the demands of a university education. For more comparisons, the University of Manitoba has a first-year retention rate of 79% and the University of Saskatchewan has a 90% first-year to second-year retention rate.

UWinnipeg devotes 7.1% of its operating budget to Student Services (compared to 5.5% at the University of Manitoba; Canadian average is 5.2% with a range from 1.7% to 10.5%).

In 2008, UWinnipeg participated in the Government of Manitoba led *Survey of Manitoba’s University and College Graduates*. To date, the Government of Manitoba has not conducted any other survey of graduates.

95% of respondents were either “Satisfied” or “Very Satisfied” with the overall quality of education they had received.



In April 2013, the province announced that it would be closing a number of existing Campus Manitoba offices and transitioning all of its distance learning to an on-line platform. In July 2014, the province officially re-launched Campus Manitoba as the eCampus Manitoba. As with its predecessor, eCampus Manitoba is a partnership between Manitoba’s seven public post-secondary organizations. The eCampus Manitoba website

currently hosts approximately 520 unique university and college courses, and over 1,100 course equivalencies. In its 2014 Throne Speech, the Province announced that it would be doubling the number of on-line courses available through eCampus Manitoba from 500 to 1000. The Department of Education and Advanced Learning contacted UWinnipeg following this announcement to indicate that UWinnipeg would be asked to double its current complement of on-line courses available through eCampus Manitoba from 50 to 100 in order to meet the government's commitment.

In its *Strategic Enrolment Management Plan*, the University of Manitoba has set the following targets: By 2018 the persistence rate of first entry, full-time students from first to second year should increase to 90% and the graduation rate of undergraduate students should increase to 60%.

Current Direction

UWinnipeg regularly conducts undergraduate student satisfaction surveys (annually with CUSC) and student engagement surveys (every three years through participation in the *National Survey of Student Engagement*).

UWinnipeg's student information system contains a wealth of data on current students (e.g., demographic information; course and program information). However, UWinnipeg lacks data related to the graduate outcomes of our students (e.g., comprehensive information about our alumni such as their employment status and their perceptions and satisfaction with their UWinnipeg experience).

While the majority of courses are taught in a traditional manner (lecture-style), UWinnipeg has a long history of including experiential learning within the curriculum. Examples include field schools, service-learning opportunities with community organizations, and student designed media projects. UWinnipeg currently does not have a department or staff dedicated to supporting faculty and students who wish to incorporate experiential learning into

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their courses. However, a process to address this gap is in progress.

In 2013-14, an *Online Learning Growth Plan* was developed at UWinnipeg, which identified a number of online courses for development over the next three years. A number of the identified courses and programs are currently in development.

UWinnipeg currently supports its students with a number of services from their initial enrolment to graduation. Such services include Recruitment, Admissions, Awards and Financial Aid, Academic Advising, Accessibility Services, Aboriginal Student Services, International Student Services, Prior Learning Assessment and Recognition, Library Services, Student Records, Counselling and Health Services, Employment and Career Services, Housing, Food Services, and Events and Conference Services.



Services are also provided to students by the University of Winnipeg Students' Association (UWSA). The UWSA is a student-driven body on campus, composed of all undergraduate and graduate students. The UWSA provides services to members, the largest of which is the UWSA Health Plan, sourced via the Canadian Federation of Students National Student Health Network. Other services include the UWSA Bike Lab, Food Bank, and the Student Support Program. The UWSA also advocates for the interests of members, to both the University as well as government. Recent efforts have produced the Universal Bus Pass, the elimination of interest of student loans, and the extension of Manitoba Health Coverage to international students.

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