

SFU provides a framework of enrollment guidelines, over an extended period.

The new planning model that builds on the longstanding Enrollment Council and the Senate Committee on Enrollment is steered by the Strategic Enrollment Management Office (SEMO), which oversees three strategic enrollment management centers: credit (SEMC-GS), and non-credit (SEMC-NC) studies, Graduate and Professional Studies, Lifelong Learning, and the Office of International Education. The purpose of the new planning model is to broaden previous enrollment management efforts. The model also provides a framework for adapting to emerging conditions, such as the

current market factors, while maintaining SFU's commitment to broad

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What does the relationship between annual and long-range enrollment planning imply in terms of government funding and tuition revenue?

How will long-range strategic enrollment plans impact related planning at the institution, including faculty complements, space and physical infrastructure, systems and technology, and support services?

SFU has embarked on a planning process to prepare a long-range strategic enrollment plan that considers these and other complex questions. To facilitate the development of this plan, SFU created the Strategic Enrollment Planning Committee (SEPC) to serve as a steering committee that coordinates the work of three strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS), and non-credit (SEMC-NC) studies, with representation from all Faculties, Graduate and Postdoctoral Studies, Lifelong Learning, Enroll 3 (n) 52 (s) 110 002 To 04002 Tw 9 487 0 To ( ) 10 003 To 0 004 Tw 0 1 (Th 0 Id (6) F

The core objective of the long-range strategic enrollment planning model described above is to broaden previous SEM efforts largely focused on undergraduate enrollments. The more comprehensive model is intended to span undergraduate, graduate, and nons

## IV. Enrollment Landscape

The 2019-2024 Academic Plan recognizes a series of demographic, economic, and labour market trends that have implications for strategic enrollment planning. While a new level of uncertainty overlays these planning efforts due to COVID-19, the following trends are expected to characterize demand and influence enrollment planning over the next several

mature students. The role that micro-credentials may play in this arena as an “upskilling” activity also warrants attention.

Based on this enrollment landscape, our enrollment planning anticipates a decline in traditional domestic student demand and strategic growth through increases in student retention and effective recruitment in under-represented markets. There are opportunities to







## VI. Next Steps

At this inaugural phase of SFU's long-range strategic enrollment planning, our focus has been on establishing institutional enrollment targets through a planning process in the context of enrollment guidelines and higher education trends, as well as planning variables emerging in response to COVID-19.

In the next phase of development, the three strategic enrollment management committees will focus on setting priorities among the recommended SEM strategies and tactics, as well as developing operational plans to achieve these priorities. SEPC and SEM committees will closely monitor progress towards enrollment targets, adjusting goals, strategies, and tactics as appropriate, and developing more nuanced objectives and operational plans for future years.

## Appendix 1. Undergraduate Enrollment Goals, Strategies, and Tactics

### Undergraduate Enrollment Goals

By 2026, undergraduate student enrollments, policies and practices will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

The graduation rate of students demonstrating timely degree completion within five years will increase by 10% relative to current results. Seven-year graduation rates will also increase by 10%.<sup>10</sup>

New domestic undergraduate student enrollments will increase at a rate that parallels growth in government funding. The proportion of students from targeted regions in BC (outside the Metro Vancouver Regional District) will increase by 10% and the proportion from the rest of Canada will increase by 5%.<sup>11</sup>

International undergraduate student enrollments will increase from 23% to 25% of total undergraduate enrollments and will reflect a more diverse student body and more varied programs of study, thereby broadening the global educational experience of all students.<sup>12</sup>

Indigenous student enrollments will increase by 25% and will reflect more varied programs of study.<sup>13</sup>

Enrollment policies and practices will be strongly aligned with institutional equity, diversity, and inclusion initiatives to help increase graduation rates of non-traditional and under-represented groups.

### Strategies and Tactics:

1. Strategy: Review practices that impact timely degree completion.

**Tactic:**Increase or shift resources to provide financial support for non-

## Appendix 2. Graduate Enrollment Goals, Strategies, and Tactics

### Graduate Enrollment Goals

By 2026, graduate student enrollments and annual credentials awarded will increase at an institutional level, while recognizing that enrollment priorities will vary across academic units:

Student enrollments and institutional practices will enable the number of graduate student credentials awarded annually to increase by 2026 as follows:

Enrollments in targeted thesis-based masters and doctoral degrees will grow gradually such that the number of graduates will increase on average by 4% per year (approximately 22% in total by 2026) through a further goal of more timely degree completion.

The number of students enrolled in professional master's degrees will increase on average by 7% per year starting in 2022/23 (approximately 31% in total by 2026) due to the introduction of new programs and increased enrollments in some existing programs.<sup>14</sup>

Annual enrollments in non-thesis-based masters, diploma and certificate programs will remain relatively constant, while the number of annual credentials awarded will increase by approximately 5% by 2025/26.<sup>15</sup>

The number of Indigenous students enrolled in graduate programs will increase by 5% per year.<sup>16</sup>

The number of international graduate students will reflect a relative balance by country of origin (with no one country of origin representing more than 20% of students), thereby broadening the global educational experience of all students.<sup>17</sup>

Participation of traditionally under-represented groups will increase, including equity-deserving individuals, older and returning students, as well as socio-economic groups not typically well represented in graduate education.

Recognizing that matters related to equity and academic disciplines impact degree completion times, we expect the proportion of thesis-based master's students completing degrees in two years or less will increase from 30% to 50% on an annual basis by year 5 of this plan, and the proportion of doctoral students completing in five years or less will increase from 34% to 50% on an annual basis by year 5 of this plan.<sup>18</sup>

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<sup>14</sup> Builds on professional master's degree enrollments of ~1,400 in 2020/21, excluding Master of Digital Media. (Source: IRP Enrollment Portal)

<sup>15</sup> Builds on non-thesis-based masters, diploma, and certificate credentials awarded of ~530/year in 2019/20, excluding professional master's degrees tracked separately. (Source: IRP Graduate Retention Database)

<sup>16</sup> Builds on Indigenous student graduate program enrollments of ~220 students in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

<sup>17</sup> In 2019/20, one country of origin somewhat exceeded 20% of total international graduate students and two others fell in the range of 15% to 20% of total international graduate students. (Source: IRP Enrollment Portal)

<sup>18</sup> For master's students who graduated in 2019/20, the proportion who had completed within two years was ~30%. For doctoral students who graduated in 2019/20, the proportion who had completed within five years was ~34%. (Source: IRP Graduate Retention Database)



**Tactic:**Expand funding opportunities designed to recognize and evaluate Indigenous graduate students holistically (e.g., needs based funding; research grants to support travel and other research-related costs in Indigenous communities).

**Tactic:**Work with Indigenous faculty, staff and students to develop and sustain programs that align with the goals and interests of Indigenous communities. Support the creation of Indigenous graduate courses that enhance interdisciplinary learning at graduate level.

**Tactic:**Develop cohesive and integrated support for Indigenous graduate students across Student Services, Faculties, the Office of Research Ethics, and Human Resources.

**Tactic:**Develop a recruitment and support program to build a path for SFU Indigenous undergraduate students into graduate programs (e.g., building on the Aboriginal Transitions: Undergraduate to Graduate project).

**Tactic:**Develop a supervision support system (e.g., training, mentoring) to enhance supervision of Indigenous research by faculty members across the university. Continue support and network opportunities for Supporting Aboriginal Graduate Enhancement (SAGE) events and workshops to support Indigenous student persistence in graduate programs.

**Tactic:**Collaborate across Faculties to create policies and funding resources that support Indigenous knowledge holders to serve as committee members (e.g., honoraria fund; cultural protocol fund).

**5. Strategy: Align new and existing academic programs with graduate student demand and research, and with industry and societal priorities.**

**Tactic:**Develop wider opportunities for stacking and laddering graduate student credentials of all forms.

**Tactic:**Respond to trends in graduate education and qualifications sought by industry and aligned with government priorities to prepare graduate students for diverse career opportunities.

**Tactic:**Increase interdisciplinary offerings in response to graduate student demand, faculty research needs, and career skills in demand.

## Appendix 3: Non-Credit Enrollment Goals, Strategies and Tactics

### Non-Credit Enrollment Goals

By 2026, the number of learners from a broad spectrum of audiences participating in non-credit studies will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units

Return to pre-pandemic overall enrollment levels by the 2022/23 academic year.

Increase enrollment levels on a university-wide basis with specific focus on the following target populations:

Students enrolled in career-related non-credit studies.

Students participating in non-credit studies as a bridge to undergraduate and/or graduate programs.

Students concurrently enrolled in non-credit studies and for-credit studies/degree programs.

### Strategies and Tactics

1. **Strategy:** In alignment with the 2019-2024 Academic Plan, optimize the number of non-credit programs that hone career-related skills in fields that reflect SFU strengths and strong market demand.

**Tactic:** Conduct a market analysis of student demand for non-credit studies across the lifespan (new and recently graduated students, prospective undergraduate and graduate students, and mid-career and later-career professionals).

**Tactic:** Identify the most effective home-base locations for non-credit programs at the university.

**Tactic:** Identify collaborative planning and communication needs.

2. **Strategy:** Provide opportunities for interested academic units to develop new programs and bases of admission that support non-credit enrollment goals.

**Tactic:** Assess internal capacity for non-credit course/program development and augment as needed.

**Tactic:** Expand opportunities for students to attend credit courses on a non-credit basis.

**Tactic:** Identify models of articulation.



4. Strategy: Review university policies and practices to optimize the effective development and delivery of non-credit studies.

Tactic: Explore opportunities across academic units for co-delivery of credit offerings as non-credit studies.

Tactic: Formalize mechanisms to avoid duplication of effort and thematic overlap across content areas.

Tactic: Develop a shared services model for use by interested academic units that lack infrastructure tailored to delivery of non-credit courses and programs.

Tactic: Work with SFU Advancement to identify funding opportunities to support non-credit learners.

Tactic: Pursue student loan eligibility for non-credit students and assess student advising needs.

Tactic: Investigate the feasibility of broadening the mandate of central student service operations to support non-credit students, such as advising, financial aid, and career services.

## Appendix 4: Committee Terms of Reference

### Strategic Enrollment Planning Committee

The Strategic Enrollment Planning Committee (SEPC)





## Strategic Enrollment Management Committee: Non-Credit Studies

The Strategic Enrollment Management Committee: Non-Credit Studies (SEMC-NC) reports through its co-chairs and receives information from, and provides feedback to, the Strategic Enrollment Planning Committee (SEPC). It focuses on issues pertaining to university-wide non-credit enrollment management and planning. Its main role is to support SEPC's mandate to coordinate and integrate SEM activities across the university. SEMC-

## Appendix 5: Committee Membership

### Strategic Enrollment Planning Committee (SEPC)

Reports to the Vice-President, Academic and Provost (and through this role to the Dean's Council and the SFU Executive). Focuses on integrated, multi-year strategic enrollment planning on a university-wide basis.

[Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic

Julia Denholm, Dean, Lifelong Learning

Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies

Paul Kench, Dean, Faculty of Science

Rummana Khan Hemani, Vice-Provost and Associate Vice-President, Students and International

**Additional input from:**

Albert Fung, Employer Relations and Campus Recruitment Manager, Career and Volunteer Services, Student Services

Marcia Guno, Director, Indigenous Student Centre, Student Services

Steve Weldon, Associate Professor and Strategic Enrollment Advisor, Faculty of Arts and Social Sciences

Tracy Yiu, Associate Director, Strategic Enrollment, Beedie School of Business

## **Strategic Enrollment Management Committee – Graduate Studies (SEMC-GS)**

Reports to the Senate Committee on Enrollment Management and Planning (SCEMP). Focuses on planning and policy development pertaining to graduate strategic enrollment management. Prepares annual graduate enrollment plans for consideration by SCEMP.

[Co-Chair] Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies

[Co-Chair] Wade Parkhouse, Vice-