OUTLINE OF ISSUE

Agenda Title: Annual Report on Undergraduate Enrolment 2015/16

Motion: N/A

<table>
<thead>
<tr>
<th>Item</th>
<th>Action Requested</th>
<th>Proposed by</th>
<th>Presenters</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑ Approval ☑ Recommendation ☑ Discussion/Advice ☑ Information</td>
<td>Lisa Collins, Vice-Provost and University Registrar</td>
<td>Steven Dew, Provost and Vice-President (Academic); Lisa Collins, Vice-Provost and University Registrar</td>
<td>Discussion of the annual report on undergraduate enrolment</td>
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Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>To discuss the 2015/16 annual report on undergraduate enrolment.</td>
</tr>
<tr>
<td>The Impact of the Proposal is</td>
<td>Provides the institution with undergraduate enrolment information for awareness and to aid in future planning.</td>
</tr>
<tr>
<td>Replaces/Revises (e.g., policies, resolutions)</td>
<td>N/A</td>
</tr>
<tr>
<td>Timeline/Implementation Date</td>
<td>N/A</td>
</tr>
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<td>Estimated Cost</td>
<td>N/A</td>
</tr>
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<td>Sources of Funding</td>
<td>N/A</td>
</tr>
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<td>Notes</td>
<td>N/A</td>
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Alignment/Compliance

<table>
<thead>
<tr>
<th>Alignment with Guiding Documents</th>
<th>Dare to Discover Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.</th>
</tr>
</thead>
</table>
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | 1. **Post-Secondary Learning Act (PSLA):** The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).

2. **General Faculties Council (GFC) Terms of Reference (Section 3/ Mandate):** "[...] The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following:
   - high level strategic and stewardship policy issues or matters of significant risk to the University;
   - alterations to the mandate, terms of reference, composition, or structure of a Standing Committee[.] [...]"

GFC has powers under the PSLA to

```
“make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program,```
the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university […] [PSLA Section 26(1)(o)]” and to “determine standards and policies respective the admission of persons to the university as students […] [PSLA Section 26(1)(n)]”

3. **GFC Executive Committee Terms of Reference/3. Mandate of the Committee:**

“To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)

4. **GFC Executive Committee Terms of Reference, Section 3.5, states:**

“**Agendas of General Faculties Council**

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.

When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concern to students during March and April so that the student leaders who bring those items forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.

With respect to recommendations from other bodies and other GFC committees, however, the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment. (GFC 30 JUN 1992)”

5. **Board Learning and Discovery Committee Terms of Reference (Section 3/Mandate):** “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate,
advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:

a. receive and approve initiatives related to the overall academic mission and related plans and policies of the University; […]

d. review and approve the establishment, modification and removal of enrolment quotas and annually review such quotas[.][…]”

6. GFC Academic Planning Committee Terms of Reference (Section 3 Mandate): “APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: […]

3. Enrollment and Planning

a. To recommend to GFC on University-wise enrolment targets for undergraduate and graduate students.
b. To recommend to GFC on enrollment management processes, including the establishment of new quotas for individual Faculties and programs.

Routing (Include meeting dates)

<table>
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<tr>
<th>Consultative Route (parties who have seen the proposal and in what capacity)</th>
<th>ACEM December 18, 2015 (by email), January 22, 2016; VPC (January 4, 2016); Statutory Deans’ Council (January 6, 2016); PEC-O (January 7, 2016); GFC Executive Committee (January 11, 2016); ASC (January 21, 2016); GFC (January 25, 2016); APC (January 27, 2016); Recruitment Network (January 29, 2016); BLDC (February 29, 2016); Board of Governors (March 18, 2016)</th>
</tr>
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<td>Approval Route (Governance) (including meeting dates)</td>
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<tr>
<td>Final Approver</td>
<td></td>
</tr>
</tbody>
</table>

Attachments (each to be numbered 1 - <>):

1. Attachment 1 (pages 1 – 33) - Annual Report on Undergraduate Enrolment 2015/16

Prepared by: Douglas Akhimienmphonan, Assistant Registrar, Enrolment Management and Reporting, Office of the Registrar, akhimien@ualberta.ca
ANNUAL REPORT ON
UNDERGRADUATE ENROLMENT 2015/16

December 17, 2015
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Annual Report on Undergraduate Enrolment 2015/16
MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The 2015/16 enrolment cycle marked significant change in undergraduate enrolment management at the University of Alberta. Success in undergraduate enrolment depends on the university’s ability to meet its approved enrolment targets in the face of significant student demand for most undergraduate programs. Success also means attracting top students and providing access to a diverse student body (including underserved populations) from across Alberta, Canada, and the world. Finally, success must include retaining those students through to completion of their programs and transition to alumni status.

The environment in which the university recruits and admits its students has become increasingly competitive, given demographic changes that include a reduction in the number of 18-year-olds across the country, a trend that is expected to continue across Canada for another 10 years. In this environment, well-qualified Albertan students are sought after by other top Canadian universities recruiting actively within our province. Due to the strength of Alberta’s K-12 education system, our high school graduates are often granted specific advantages in admissions processes at universities in British Columbia and Ontario as they work to entice them.

Albertan students also have a wide range of choices among institutions within their home province, as do their out-of-province counterparts in their own provinces. International markets are tighter than in previous years, with many destination countries increasing active recruitment and some traditional source countries (like China) taking deliberate steps to make studying in one’s home country more appealing than ever. With so many options available to our prospective students, the University of Alberta must put its best foot forward to raise awareness, cultivate positive perceptions, and highlight the range and quality of academic programs available at this university.

This year we are able to see the impact of the university’s “10 Point Enrolment Management Plan,” that included a deliberate shift away from highly conditional early admission offers and toward firm admission offers based on the earliest reliable grade information. High school applicants may now receive a firm offer of admission (in all programs except Engineering) based on strong Grade 11 marks. Applicants also have a chance to demonstrate competitive admissibility throughout their Grade 12 year, right up until their final Grade 12 marks are released. Because these offers are most often firm (as opposed to requiring strict maintenance of a prescribed grade average), we saw a significant drop in offer revocation in most faculties.

In the same way that the University of Alberta makes firm commitments to its admitted students, we now ask for the same in return. In 2015/16, the university began asking admitted students to formally accept their admission offers by a specified deadline. These changes provide additional certainty for students as well as provide better data to faculties managing incoming student enrolment numbers and central service units preparing for the incoming class.
The overall enrolment picture for the 2015/16 cycle is one of steady state. While some faculties seek to recruit additional qualified students, many are managing total enrolment downward in a controlled fashion to correct previous over subscription to their programs. The university expects to finish the 2015/16 academic year enrolled very close to its total undergraduate enrolment targets. Where demand is high, entrance averages will inevitably climb, and this has been the experience at the University of Alberta over the past decade. Still, there are so many learner pathways for Albertan students to choose from, including post-secondary transfer routes to the University of Alberta, so we are aware of our need for increased recruitment to continue attracting strong applicants.

Where appropriate, this report includes multi-year trend data. For the first time, we are now able to include 10-year trends in some categories to support broader discussions that look back as well as forward.

The University of Alberta continues to attract a large proportion of our domestic students from within Alberta, but many of our students also come from British Columbia, Ontario and Saskatchewan. Additionally, we enrol some students from Manitoba as well as the other provinces and territories. The past two years represented a small increase in out-of-province enrolment, relative to the years prior.

Our international undergraduate student ratio of 14 per cent (stable in 2014/15 and 2015/16) is approaching the institutional undergraduate target of 15 per cent. This is the result of sustained effort across the university to attract international students from around the world. “Maple Leaf” students, or study-permit students already in Canada, have a powerful impact on our international applicant pool – about a quarter of the international students on campus today are in this group.

Aboriginal students remain a priority enrolment group. This year the university experienced a small increase in undergraduate Aboriginal students. Numbers are based on self-identification by students at the time of admission. While there remains much work to be done to achieve a representative Aboriginal population in our student numbers, we are pleased to see modest growth and continue to actively recruit Aboriginal students. In 2015/16, the admission rate for Aboriginal applicants was 63 per cent, which is higher than the 59 per cent admission rate overall.

First year undergraduate retention rate remains strong at 87.6 per cent of our domestic first year students and 84.1 per cent of our international students returning for their second year of study. Overall first year retention rate among domestic and international students is 86.9 per cent, an increase of 0.7 per cent over the previous year sustaining the long term upward trend over the past seven years.

This report is, by nature, retrospective. Its annual publication and related discussion are intended as assessment tools to gauge how well the University of Alberta is succeeding in monitoring and managing its undergraduate enrolment. Looking forward, the university can continue to plan and manage on a solid foundation. I'll look forward to reporting again next year to share news of the 2016/17 cycle, one that is already very active at time of writing.

Your feedback and questions are welcome; please contact me at ualberta.registrar@ualberta.ca

Sincerely,

Lisa M. Collins
Vice-Provost & University Registrar
1. TOTAL UNDERGRADUATE ENROLLMENT

1.1 ENROLLMENT HEADCOUNT

Total undergraduate enrollment has been persistently above 30,000 students over the past several years. Undergraduate headcount in the 2015/16 academic year is 30,626, a two percent decrease over 2014/15 enrollment.

There has been a purposeful correction of over enrollment from previous years in at least five faculties. The university has moved from being overenrolled by an average of 2.5 percent across all faculties in 2014/15 to undergraduate enrollment in 2015/16 being much closer to targets in most faculties (an average of 0.3 percent over target across faculties).

Figure 1: Enrolment Headcount (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive
Note: Undergraduate headcount includes Postgraduate Medical and Dental Education
1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

Total undergraduate registration is comprised of “new-to-program” intake (applicants registered) and continuing students (continuing registered). The percentages of new students in total enrolment vary from faculty to faculty, for example 62 per cent in the Faculty of Native Studies and 42 per cent in the Faculty of Arts. In aggregate, new-to-program intake constitutes 42 per cent of overall 2015/16 enrolment with the remainder 58 per cent constituted by continuing students.

Aggregate applicant registration declined by three per cent (405) relative to 2014/15. Aggregate continuing registration declined by two per cent (428) relative to 2014/15 despite indications over the summer months that continuing registration was higher than expected. The decline in total registration headcount is largely due to the correction of 2014/15 over enrolment in most faculties.

Table 1: 2015/2016 Applicant and Registration Numbers

<table>
<thead>
<tr>
<th>Program Faculty</th>
<th>Applicants</th>
<th>Applicants Admitted</th>
<th>Applicants Registered</th>
<th>Continuing Eligible</th>
<th>Continuing Registered</th>
<th>Total Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agric., Life &amp; Environ Sci.</td>
<td>1,212</td>
<td>787</td>
<td>493</td>
<td>1,168</td>
<td>1,038</td>
<td>1,528</td>
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<tr>
<td>Arts</td>
<td>5,666</td>
<td>4,008</td>
<td>2,374</td>
<td>3,938</td>
<td>3,362</td>
<td>5,712</td>
</tr>
<tr>
<td>Augustana Faculty</td>
<td>1,056</td>
<td>675</td>
<td>343</td>
<td>825</td>
<td>678</td>
<td>1,016</td>
</tr>
<tr>
<td>Business</td>
<td>1,101</td>
<td>766</td>
<td>712</td>
<td>1,355</td>
<td>1,311</td>
<td>2,018</td>
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<tr>
<td>Education</td>
<td>2,287</td>
<td>1,599</td>
<td>1,205</td>
<td>1,735</td>
<td>1,544</td>
<td>2,758</td>
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<td>Engineering</td>
<td>5,259</td>
<td>2,867</td>
<td>1,927</td>
<td>2,489</td>
<td>2,425</td>
<td>4,337</td>
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<td>Law</td>
<td>1,240</td>
<td>221</td>
<td>212</td>
<td>343</td>
<td>340</td>
<td>549</td>
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<tr>
<td>Medicine and Dentistry</td>
<td>1,912</td>
<td>327</td>
<td>322</td>
<td>720</td>
<td>717</td>
<td>1,041</td>
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<td>Faculty of Native Studies</td>
<td>153</td>
<td>120</td>
<td>93</td>
<td>93</td>
<td>61</td>
<td>151</td>
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<td>Nursing</td>
<td>1,736</td>
<td>603</td>
<td>466</td>
<td>1,053</td>
<td>1,022</td>
<td>1,486</td>
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<td>Open Studies</td>
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<td>868</td>
<td>1,254</td>
<td>218</td>
<td>1,054</td>
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<td>Physical Educ. &amp; Recreation</td>
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<td>483</td>
<td>373</td>
<td>361</td>
<td>305</td>
<td>938</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharm. Sci</td>
<td>419</td>
<td>156</td>
<td>153</td>
<td>378</td>
<td>375</td>
<td>527</td>
</tr>
<tr>
<td>Rehabilitation Medicine</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>48</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Faculte Saint-Jean</td>
<td>382</td>
<td>275</td>
<td>211</td>
<td>394</td>
<td>349</td>
<td>571</td>
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<tr>
<td>Science</td>
<td>6,787</td>
<td>4,426</td>
<td>2,560</td>
<td>3,725</td>
<td>3,407</td>
<td>5,935</td>
</tr>
</tbody>
</table>

Dec 1 2015 Total
| Dec 1 2014 Total                     | 31,339     | 18,571              | 12,315               | 19,879             | 17,177                | 29,648           |

Year Over Year Change (#)
| Year Over Year Change (%)            | -535       | 429                 | -405                 | -525               | -428                  | -538             |

Year Over Year Change (%)
| Year Over Year Change (%)            | -1.7%      | 2.4%                | -3.2%                | -2.6%              | -2.4%                 | -1.8%            |

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:
1. Does not include Postgraduate Medical and Dental Education, therefore total 2014 and 2015 registered differ from data in section 1.1.
2. “Applicants Registered” and “Continuing Registered” do not always sum up to “Total Registered”. Students who are auditing courses may be included in Applicants Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in Applicant Registered nor Continuing Registered.
1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

The university will finish the 2015/16 academic year enrolled very close to undergraduate targets. Based on Full Load Equivalents (FLE), 2015/16 undergraduate enrolment to target varies across faculties. The Faculty of Science has the greatest under-enrolment (estimated 161 FLEs under target), while the Faculty of Nursing has the largest over enrolment (estimated 85 FLEs over target). In the 2014/2015 academic year, faculties were on average 37 FLEs over target. Over-enrolment improved in 2015/16 and on average, faculties are 6 FLEs from target. There is still room to optimize some faculty specific enrolments relative to institutional targets.

Table 2: 2015/2016 Enrolment by FLE and Comparison with Targets

<table>
<thead>
<tr>
<th></th>
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</thead>
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<tr>
<td>Agric., Life &amp; Environ Sc.</td>
<td>1233</td>
<td>1227</td>
<td>6</td>
<td>45</td>
<td>0.5%</td>
<td>3.7%</td>
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<tr>
<td>Arts</td>
<td>4803</td>
<td>4871</td>
<td>-68</td>
<td>-32</td>
<td>-1.4%</td>
<td>-0.7%</td>
</tr>
<tr>
<td>Augustana Faculty</td>
<td>903</td>
<td>899</td>
<td>4</td>
<td>58</td>
<td>0.5%</td>
<td>6.5%</td>
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<tr>
<td>Business</td>
<td>1787</td>
<td>1786</td>
<td>1</td>
<td>2</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Education</td>
<td>2542</td>
<td>2551</td>
<td>-9</td>
<td>-74</td>
<td>-0.3%</td>
<td>-2.9%</td>
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<tr>
<td>Engineering</td>
<td>4129</td>
<td>4180</td>
<td>-51</td>
<td>199</td>
<td>-1.2%</td>
<td>5.0%</td>
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<tr>
<td>Law</td>
<td>549</td>
<td>525</td>
<td>24</td>
<td>1</td>
<td>4.6%</td>
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<td>Medicine and Dentistry</td>
<td>1075</td>
<td>1045</td>
<td>30</td>
<td>29</td>
<td>2.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Faculty of Native Studies</td>
<td>114</td>
<td>130</td>
<td>-16</td>
<td>-8</td>
<td>-12.5%</td>
<td>-6.2%</td>
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<tr>
<td>Nursing</td>
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<td>160</td>
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<tr>
<td>Open Studies</td>
<td>557</td>
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<td>14</td>
<td>27</td>
<td>2.6%</td>
<td>5.0%</td>
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<tr>
<td>Physical Educ. &amp; Recreation</td>
<td>821</td>
<td>800</td>
<td>21</td>
<td>49</td>
<td>2.6%</td>
<td>6.1%</td>
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<td>Pharmacy &amp; Pharm. Sci</td>
<td>480</td>
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<td>13</td>
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<td>2.7%</td>
<td>2.4%</td>
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<td>Rehabilitation Medicine</td>
<td>3</td>
<td>3</td>
<td>2</td>
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<td>Faculte Saint-Jean</td>
<td>517</td>
<td>514</td>
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<td>12</td>
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<tr>
<td>Science</td>
<td>5327</td>
<td>5488</td>
<td>-161</td>
<td>104</td>
<td>-2.9%</td>
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<tr>
<td>TOTALS</td>
<td>26310</td>
<td>26410</td>
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<tr>
<td>Average</td>
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<td>37</td>
<td>0.3%</td>
<td>2.5%</td>
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</table>

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:
1. Does not include Postgraduate Medical and Dental Education
2. FLE targets are from Comprehensive Institutional Plan available at [http://www.provost.ualberta.ca/ComprehensiveInstitutionalPlan.aspx](http://www.provost.ualberta.ca/ComprehensiveInstitutionalPlan.aspx)
3. Engineering FLE Targets is as revised by Provost Office
4. FLE Estimates are based on Registration Headcount and 2-year Average FLE to Headcount Conversion Rate as of December 1, 2015
1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

The respective proportions of males and females in undergraduate headcount have remained relatively consistent over time. 56 per cent of the enrolment is made up of females while 44 per cent are males.

For comparative purposes, women make up 49.2 per cent of Alberta’s population and 50.4 per cent of Canada’s population¹.

We acknowledge that this dataset is incomplete because university systems do not currently capture data on gender identities other than male and female. Creating a gender inclusive environment is a work in progress.

*Figure 2: Proportion of Males and Females in Undergraduate Registration (2011 to 2015)*

Source: Office of the Registrar, December 1 REGSTATS Archive

¹ Statistics Canada [http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo31f-eng.htm](http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo31f-eng.htm)
1.5 FULL TIME AND PART TIME UNDERGRADUATE HEADCOUNT

Full time students constitute 93 per cent of total enrolment headcount. The remaining seven per cent are part time students (undergraduate students who are registered in less than nine credits in one term are regarded as part time\(^2\)). These proportions have been relatively stable over time.

*Figure 3: Full and Part Time Undergraduate Headcount (2011 to 2015)*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>29,268</td>
<td>2,032</td>
</tr>
<tr>
<td>2012/13</td>
<td>29,947</td>
<td>1,957</td>
</tr>
<tr>
<td>2013/14</td>
<td>29,661</td>
<td>1,987</td>
</tr>
<tr>
<td>2014/15</td>
<td>29,098</td>
<td>2,063</td>
</tr>
<tr>
<td>2015/16</td>
<td>28,576</td>
<td>2,050</td>
</tr>
</tbody>
</table>

*Source: Office of the Registrar, December REGSTATS Archive*

\(^2\) 2015-16 Academic Calendar, section 21.1.1
2. APPLICANT NUMBERS, QUALITY AND YIELD

2.1 APPLICANT NUMBERS

After recovering from the 2008/09 recession, applicant numbers continued to climb at an average of 1,050 applicants per year. However, in what looks like a reenactment of the 2008/2009 scenario, applicant numbers dropped by two per cent (535 persons) in 2015/16.

Figure 4: Ten Year Undergraduate Applicant Curve

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:
1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.
2.2 ADMISSION RATE

Total admissions in 2015/16 increased by two per cent (429), over the 2014/15 number to reach 18,571. Admission rate (the proportion of total applicants who are offered admission) was two percentage points above the previous year. Over the past ten years, admission rate has remained in the range of 57 per cent to 63 per cent with an average of 60 per cent. Admission rate is influenced by enrolment targets, quality of the applicant pool, and expected yield rate (see section 2.3).

Figure 5: Ten Year Undergraduate Admission Rate Curve

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:
1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.


2.3 YIELD RATE

Yield rate is the proportion of total admitted applicants who register. There are multiple factors in yield rate; the observed decline in yield rate over the past six years is due in part to increases in admission averages. As the university has become more selective (targeting highly qualified applicants), this has meant a shift to a more competitive applicant category. As highly qualified applicants often have multiple admission offers from other institutions, the number of admitted applicants who register at the university decreases.

Figure 6: Ten Year Undergraduate Yield Rate Curve

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:
1. Data is based on December 1 archived data for each specified year.
2. 2006/07 data is based on October 1 archived data as December 1 data was not available at time of report.
2.4 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Admission offers in 2015/16 admission cycle were based on applicants meeting faculty-set competitive averages at the time of admission.

For five of the 10 non-quota direct entry faculties, competitive admission averages in the 2015/16 admission cycle remained unchanged from the previous year as shown in the following table. The Faculty of Arts as well as Agriculture, Life & Environmental Sciences had a two per cent decrease in the competitive averages of some programs. The Faculty of Education had a five per cent increase while Nursing applied between two and three per cent increase across its programs.

Overall, the simultaneous drop in applicant numbers and yield rate (see sections 2.1 and 2.3) meant that admission averages remained relatively stable for many faculties in 2015/16 to ensure the university was able to meet its enrolment target.

Table 3: Ten Year Competitive Admission Average History (2006 -2015)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agric., Life &amp; Environ Sciences</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70-75</td>
<td>70-75</td>
<td>70-75</td>
<td>70-80</td>
<td>78-82</td>
<td>78-80 ↓</td>
</tr>
<tr>
<td>Arts</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70-75</td>
<td>70-75</td>
<td>72-75</td>
<td>72-80</td>
<td>70-80 ↓</td>
</tr>
<tr>
<td>Augustana Faculty</td>
<td>65</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>70-90</td>
<td>75-80</td>
<td>70-75</td>
<td>70-80</td>
<td>70-80</td>
<td>70-80</td>
<td>70-80</td>
<td>70-80</td>
<td>70-80</td>
</tr>
<tr>
<td>Engineering</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>83</td>
<td>85-90</td>
<td>85-90</td>
</tr>
<tr>
<td>Faculty of Native Studies</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Nursing</td>
<td>70.2-78</td>
<td>70-75</td>
<td>75-76</td>
<td>74-75</td>
<td>75</td>
<td>74-75</td>
<td>75-78</td>
<td>76-80</td>
<td>78-80</td>
<td>80-83</td>
</tr>
<tr>
<td>Physical Educ. &amp; Recreation</td>
<td>70-74</td>
<td>70-78</td>
<td>70-76</td>
<td>70-78</td>
<td>70-78</td>
<td>74-81</td>
<td>75-80</td>
<td>75-82</td>
<td>75-81</td>
<td>74-82 ↓</td>
</tr>
<tr>
<td>Faculte Saint-Jean</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>75-80</td>
<td>75-80</td>
<td>73-80</td>
<td>71-80</td>
<td>72-80</td>
<td>75-80</td>
<td>76-80</td>
<td>80-85</td>
<td>82-85</td>
<td>82-85</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar.

Note: The Faculty of Education started direct entry admissions in 2012.
2.5 MEAN ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

There is high demand for our direct entry faculties, a reflection of our accessibility and our strong reputation as a Top 5 research institution. Mean admission average refers to the mean score of admitted high school applicants in required high school courses. An increase in mean admission average would suggest an improvement in the quality of the high school applicant pool. Among the 10 direct entry faculties, five faculties witnessed a one percentage point decrease in mean admission averages in 2015/16 relative to the previous year. Mean averages remained unchanged for three faculties and two experienced a one to two per cent increase, indicating higher demand for these programs.

Table 4: Mean Averages among Admitted Applicants (2006 – 2015)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural, Life &amp; Environmental Sciences</td>
<td>80</td>
<td>79</td>
<td>79</td>
<td>80</td>
<td>81</td>
<td>81</td>
<td>83</td>
<td>85</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Arts</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>81</td>
<td>82</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Augustana</td>
<td>77</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
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<td>79</td>
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<tr>
<td>Education</td>
<td></td>
<td>79</td>
<td>82</td>
<td>80</td>
<td>80</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>87</td>
<td>89</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Native Studies</td>
<td>74</td>
<td>74</td>
<td>75</td>
<td>73</td>
<td>71</td>
<td>74</td>
<td>77</td>
<td>76</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Nursing</td>
<td>83</td>
<td>82</td>
<td>82</td>
<td>82</td>
<td>81</td>
<td>81</td>
<td>82</td>
<td>84</td>
<td>85</td>
<td>86</td>
</tr>
<tr>
<td>Physical Education &amp; Recreation</td>
<td>79</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Faculté Saint-Jean</td>
<td>82</td>
<td>80</td>
<td>81</td>
<td>79</td>
<td>80</td>
<td>80</td>
<td>79</td>
<td>80</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Science</td>
<td>85</td>
<td>85</td>
<td>84</td>
<td>83</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>87</td>
<td>88</td>
<td>88</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar.
2.6 APPLICANT YIELD, UNDERGRADUATE DIRECT ENTRY

There were 163 fewer applicants, but 556 more admission offers for direct entry in 2015/16 enrolment cycle compared with the previous year. However, there were 403 fewer direct entry registrations, indicating a lower yield rate among the admitted than in the preceding years.

Direct entry yield rates (registrants as per cent of admits) stood at 66 per cent in 2011/12 and 56 per cent in 2014/15. Direct entry yield rate in 2015/16 is 48 per cent. As shown in section 2.9, highly qualified applicants often yield at a lower rate than the less qualified. Highly qualified applicants are more likely to receive multiple offers of admission from other universities. Therefore, as the University of Alberta increasingly targets highly qualified applicants, it is in competition with the world’s best universities to attract these students.

Figure 7: Direct Entry Applicant, Admission and Registration Numbers (2011 – 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.
2.7 APPLICANT YIELD, UNDERGRADUATE POST SECONDARY TRANSFER

Post secondary transfer applicant and admission trends are very similar to those for direct entry students. Applicant numbers declined by 239 persons in 2015/16 compared with the 2014/15 enrolment cycle, but 116 more offers were made in 2015/16 than in 2014/15.

Post-secondary transfer yield numbers (that is the numbers registered) showed a moderate increase in 2015/16 compared to 2014/15, but remained lower than in 2011/12 and 2012/13.

Yield rates among post secondary applicants have been relatively higher and more stable than those for direct entry applicants. Nearly three quarters of admitted post secondary transfer applicants consistently choose to register at the University of Alberta. Post secondary yield rates increased moderately from 73 per cent in 2014/15 to 74 per cent in 2015/16.

Figure 8: Post Secondary Transfer Applicant, Admission and Registration Numbers (2011 – 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.

Note: Data in the above chart does NOT include Internal Transfer applicants.
2.8 ADMISSION TIMING AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

Yield rate, the proportion of admitted applicants who register, is affected by a number of factors, including the need for timely admission offers, the extension of incentives to highly qualified applicants, the ability of admitted international applicants to obtain immigration documentation, as well as the overall attractiveness of the university. The University of Alberta is in competition with other institutions.

Among 2015/16 domestic applicants, earlier offers yielded at a higher rate than later offers, but the difference in yield rate was not statistically significant. Among international applicants, no statistical difference was detected in the yield rate between earlier and later offers. That said, it is fully acknowledged that earlier offers are a priority. Offer completion is dependent on a number of factors including submission of all required documentations, quality of applicants, as well as RO admission and faculty processing timelines.

Figure 9: Yield Rate by Month of Admission among High School Applicants (2015/16 Admission Cycle)

Source: Office of the Registrar.
2.9 ADMISSION AVERAGES AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

In the 2015/16 enrolment cycle, the effect of admission averages appeared to be one of the strongest factors on yield rate. Although this preliminary analysis is not yet conclusive due to having only one year of data, it may be early indication of a trend.

For instance, among domestic direct entry applicants admitted into their first choice faculties in December, admission averages explained 93 per cent of the variation in yield rate between admission average bands as shown below. Among those admitted in April, admission averages explained 87 per cent of the variation. Likewise, among international applicants admitted into their first choice faculties in December, admission averages explained 74 per cent of the variation in yield rate between admission average bands. Among those admitted in April, admission averages explained 46 per cent of the variation.

Although the specific effect of admission averages on yield rate was found to vary from faculty to faculty and from month to month, the general trend observed in 2015/16 suggested a strong inverse relationship between admission averages and yield.

*Figure 10: Yield Rate by Admission Average Band among High School Applicants (2015/16 Admission Cycle)*

Source: Office of the Registrar.
2.10 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT ENTRY

Up to and including 2014/15, applicants were offered early conditional admission but were also required to maintain a competitive average in order to retain the offer. As a result, offer revocation rates were as high as 15 per cent in some faculties, and had been even higher in previous years. Students with revoked offers reported high levels of distress.

For 2015/16, all faculties except Engineering made a policy change that allowed extension of firm offers of admission by meeting a competitive average based on either Grade 11 marks, a combination of Grade 11 and Grade 12, or Final Grade 12 marks. As expected the revocation rate has fallen dramatically to three percent, resulting in increased predictability for students.

The relatively high offer revocation rate for the Faculty of Engineering is reflective of its continued use of the previous conditional admissions policy.

*Figure 11: Admission Revocation Rates in 2015/16 Compared with the Previous Academic Year*

<table>
<thead>
<tr>
<th></th>
<th>AH</th>
<th>AR</th>
<th>AU</th>
<th>ED</th>
<th>EN</th>
<th>NS</th>
<th>NU</th>
<th>PE</th>
<th>SA</th>
<th>SC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Revocation Rate</td>
<td>15%</td>
<td>3%</td>
<td>15%</td>
<td>4%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
<td>6%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>2015 Revocation Rate</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>9%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>2014 Total HS Offers</td>
<td>314</td>
<td>2420</td>
<td>615</td>
<td>334</td>
<td>1719</td>
<td>59</td>
<td>310</td>
<td>209</td>
<td>224</td>
<td>3037</td>
<td>9241</td>
</tr>
<tr>
<td>2015 Total HS Offers</td>
<td>365</td>
<td>2595</td>
<td>543</td>
<td>368</td>
<td>1752</td>
<td>44</td>
<td>245</td>
<td>228</td>
<td>168</td>
<td>2802</td>
<td>9110</td>
</tr>
</tbody>
</table>

*Source: Office of the Registrar.*
3. INTERNATIONAL UNDERGRADUATE ENROLMENT

As faculties manage downwards to enrolment targets, the admissions environment becomes more competitive for both domestic and international applicants. The current steady state of our international student population is a positive reflection of the university’s strong reputation and recruitment efforts both within and outside Canada.

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The university aims to reach an international undergraduate enrolment of 15 per cent. International enrolment increased steadily from 9.4 per cent in 2011/12 to 14 per cent in 2014/15. While no further gain in international enrolment proportion was made in 2015/16, the 14 per cent achieved in the previous year was sustained.

Figure 12: International Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive
Notes:
1. An international student is an individual who is not a Canadian Citizen or Permanent Resident.
2. Includes Postgraduate Medical and Dental Education.
3. The bar chart indicates total international headcount.
4. The blue line indicates the proportion of total undergraduate enrolment that is contributed by international headcount.
3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

Reporting by country of citizenship reflects “home country” as opposed to the country where the student was studying at time of application.

China has persistently remained the topmost country of citizenship among international students and the number of students from China continues to increase. The proportion of international undergraduates with Chinese citizenship increased from 60 per cent in 2011/12 to 73 per cent in 2015/16.

Each of India and the Republic of Korea constitute 2.3 per cent of the international student in 2015/16 while Nigeria and Hong Kong make up 2 percent and 1.5 percent respectively.

The aggregate proportion from Malaysia, Brazil, Saudi Arabia, and Japan has shrunk from eight per cent in 2011/12 to four per cent in 2015/16, with each country contributing one per cent to the international student pool.

*Figure 13: Distribution of International Students by Country of Citizenship (2011 to 2015)*

Source: Office of the Registrar, December 1 REGSTATS Archive

Note: *Other consists of 115 countries with each contributing one per cent or less to the international student counts in any specified year.
3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

Reporting by Last School Location (in addition to reporting by Country of Citizenship in section 3.2) provides a view of where students were located at the time they were recruited to the university.

Within the student citizenship data presented in section 3.2, students listing a foreign national status (and who do not have Canadian citizenship or Permanent Residence) may have already been in Canada or a country other than the one where they hold citizenship in at the time of admission. Therefore country of citizenship does not correspond directly with the last school location of international students.

The following shows the last school country of international students before they enrolled at the University of Alberta. The majority of international students come from schools in China. In 2015/16, the proportion of international students with last school location in China is 57 per cent. Canada is the second most frequently encountered last school country for international students, constituting 23 per cent in both 2014/15 and 2015/16. The proportion with last schools in India has persisted at two per cent over the past five academic cycles. Each of Malaysia, Brazil, Saudi Arabia, Japan, the United States and the Republic of Korea contributed approximately one per cent to the last school countries of international students in 2015/16. All other countries contributed approximately 13 per cent to the list of last school countries of international students in 2015/16.

Figure 14: Distribution of International Students by Last School Location (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive
3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

The aggregate number of countries represented by international citizenship can be an indicator of diversity in the international student population.

Based on country of citizenship at the time of application to the University of Alberta, 110 countries (including Canada) had at least a single student among the undergraduate student population in 2011/12. The number of countries with citizenship (represented by at least a single student) increased to 112 in 2013/14, but declined to 109 in 2014/15 and 103 in 2015/16.

Although at least 103 countries are presently represented in the 2015/16 undergraduate student citizenship, the extents of representation differ across countries, as already measured in section 3.2. Only 48 countries have more than five students in the 2015/16 undergraduate population while only 18 have more than 20 students.

In 2014/15, each of Canada, China, India, Brazil and the Republic of Korea had more than 100 students in the undergraduate population. However, only Canada and China have more than 100 undergraduate students in the 2015/16 population.

As the university does not collect data on multiple citizenship, students holding dual or multiple citizenship that may increase our diversity do not have their second country of citizenship reflected in this report.

Figure 15: Number of Country Citizenship in Student Headcount (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive
4. **DOMESTIC UNDERGRADUATE ENROLMENT**

4.1 **DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE**

“Domestic” status means Canadian Citizen or Permanent Resident. Domestic students currently number 26,382, which is 458 persons down from the previous academic year. The 26,382 domestic students represent 86 percent of the total enrolled undergraduate students. This ratio of domestic students in total headcount remains unchanged from last academic year.

Students indicating national status as Canadian Citizens or Permanent Residents may not have been living in Canada at the time of application. Likewise, students listing a home address within Canada are not always Canadian Citizens or Permanent Residents.

*Figure 16: Domestic Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Headcount</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>28,357</td>
<td>91%</td>
</tr>
<tr>
<td>2012/13</td>
<td>28,442</td>
<td>89%</td>
</tr>
<tr>
<td>2013/14</td>
<td>27,771</td>
<td>88%</td>
</tr>
<tr>
<td>2014/15</td>
<td>26,840</td>
<td>86%</td>
</tr>
<tr>
<td>2015/16</td>
<td>26,382</td>
<td>86%</td>
</tr>
</tbody>
</table>

*Source: Office of the Registrar, December 1 REGSTATS Archive*

*Notes:*
1. *Includes Postgraduate Medical and Dental Education.*
2. *The bar chart indicates total domestic headcount.*
3. *The blue line indicates the proportion of total undergraduate enrolment that is contributed by the total domestic headcount.*
4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Origin at time of application refers to the applicants’ home address city at the time they first applied to the University of Alberta. 83 per cent of total 2015/16 students were based in Canada at time of application. Since domestic undergraduates represent 86 per cent of total 2015/16 headcount (section 4.1), some domestic undergraduates were living outside of Canada at time of application.

Edmonton and surrounding area remains the largest single source of headcount from within Canada, while other regions in Alberta and other provinces remain second and third largest, respectively.

The proportions contributed by Edmonton and the rest of Alberta have declined over the past five years, with the rest of Canada group remaining largely unchanged from the previous academic year. However as a greater proportion (17 per cent) of enrolment came from outside of Canada in 2014/15 and 2015/16 than in the years prior, current within-Canada contribution of 83 per cent is a decrease from the 88, 87, and 85 per cent recorded in 2011/12, 2012/13, and 2013/14 respectively.

Figure 17: Distribution of Undergraduate Students by Permanent Home Address at Time of Application (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:
1. Includes Postgraduate Medical and Dental Education.
2. Edmonton and Surrounding Areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain and Beaumont.
3. Outside Canada percentages listed do not equate to the University’s undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or Permanent Residents.
4. The ratios shown for 2012 and 2014 do not add up to 100 per cent due to rounding.
4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

Irrespective of citizenship, 83 per cent of current undergraduate students list home addresses within Canada, while 17 per cent come from outside of Canada. Among the pool from within Canada, the majority come from within Alberta, accounting for 89 per cent in both 2014/15 and 2015/16.

British Columbia is the second largest source of students coming from within Canada, representing five per cent in 2015/16 (down slightly from six per cent the previous year).

Ontario (1.8 per cent) and Saskatchewan (1.5 per cent) represent the third and fourth largest supply of undergraduate students from within Canada.

Manitoba and Northwest Territories each contributed about 0.5 per cent while the remainder of provinces and territories collectively supplied about one per cent in 2015/16.

Figure 18: Province of Origin among Students with Permanent Home Addresses in Canada.
4.4 TOTAL ABORIGINAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The statistics for Aboriginal enrolment rely on self-identification at the university and are likely underreported. Aboriginal undergraduate headcount based on self-identification has shown a gradual increase over the years from 868 in 2011/12 to 923 in 2015/16. The percentage of Aboriginal enrolment in the total undergraduate population has also increased slightly from 2.8 in per cent in 2011/12 to 3.0 per cent in 2015/16.

From the Academic Calendar S.14.3.1: “The university recognizes that Aboriginal applicants have traditionally been under represented in higher education and strives towards having the university’s Aboriginal student population attain a level that is at least proportionate to the Aboriginal population of the province.” Statistics Canada National Household Survey of 2011 indicated that Aboriginal people comprise 6.2 per cent of Alberta’s population.

Figure 19: Aboriginal Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2015)

Source: Office of the Registrar, December 1 REGSTATS Archive.
Note: Includes Postgraduate Medical and Dental Education.
4.5 ABORIGINAL APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

Aboriginal applicant data is based on self-identification and may not reflect the total sum of Aboriginal applicants to the university.

Based on self-identification, the numbers of Aboriginal applicants have increased modestly from 777 in 2011/12 to 892 in 2015/16. This reflects slightly increasing demand for programs from among this population. In 2015/16, the admission rate for Aboriginal applicants was 63 per cent, which is higher than the overall (Aboriginal plus non-Aboriginal) admission rate of 59 per cent.

Figure 20: Aboriginal Applicants, Admission and Registration (2011 to 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report.
5. RETENTION AND COMPLETION RATES

5.1. STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

Retention rates among first year undergraduates indicate the proportion of first year registered students who return to the university for their second year of study. Students returning for a second year of study either return to their first year faculty or transfer to a different faculty.

The proportion of first year undergraduate students who transfer to a different faculty has varied between 12.7 and 14.5 per cent over the past 8 years. The proportion of first year students returning to their first year faculty increased gradually over the past four academic cycles from 70.3 per cent in 2012/13 to 73.9 per cent in 2015/16.

Total retention rate is comprised of those who return to their first year faculty and those who transfer to a different faculty. There has been a gradual increase in first year undergraduate retention rate over the years, from 82.2 per cent in 2008/09 to 85 per cent in 2011/12 and 86.2 per cent in 2014/15. In the 2015/16 academic year, 86.9 per cent of the first year cohort of 2014/15 undergraduates returned.

The gradual increase in first year retention rate over the years means a gradual decrease in the proportion of first year cohorts who do not return. Of the 13.1 per cent that did not return in 2015/16, nearly half (42 per cent) had been required to withdraw. The remainder of the non-returnees dropped out for reasons other than requirement to withdraw.

Figure 21: Proportions of First Year Undergraduates who Returned for their Second Year of Study (2007 to 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.
5.2. STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

Total retention rate among first year domestic undergraduates is very similar to the overall first year undergraduate retention rate discussed in section 5.1. Between 83.1 and 86.4 per cent of first year domestic undergraduates have historically returned for their second year of study and there has been a gradual increase in the retention rate over the years. In 2015/16, retention rate among the domestic cohort increased further to reach 87.6 per cent.

However, compared to the overall group the rate of faculty change among domestic returnees is slightly lower meaning that a slightly higher proportion of domestic returnees return to their first year faculty. In 2015/16, 75.3 per cent of the previous year’s cohort of first year domestic undergraduates returned to their first year faculty and 12.3 per cent returned to a different faculty.

Figure 22: Proportions of First Year Domestic Undergraduates who Returned for their Second Year of Study (2007 to 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.
5.3. STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

Unlike with domestic undergraduates, total retention rate among first year international undergraduates declined moderately over the past two academic cycles reaching 84.1 per cent in 2015/16.

Compared with their domestic counterpart, a higher proportion of returning international students transfer away from their first year faculty. Among the 2014/15 first year international students, 68.2 per cent returned in 2015/16 to their first year faculty while 15.9 per cent returned to a different faculty.

*Figure 23: Proportions of First Year International Undergraduates who Returned for their Second Year of Study (2007 to 2015)*

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.
5.4. STUDENT RETENTION, YEAR 1 TO YEAR 2, ABORIGINAL UNDERGRADUATE

Based on Aboriginal self-identification, total retention rate among first year Aboriginal undergraduates has varied within the range of 71.2 and 80.2 per cent over the past eight academic cycles, with an average of 76 per cent. The total retention rate in 2015/16 is 77.9 per cent which is 2.3 per cent down from 2014/15. While 65.3 per cent of the first year cohort returned to their first year faculty, 12.6 per cent transferred to a different faculty.

Figure 24: Proportions of First Year Aboriginal Undergraduates who Returned for their Second Year of Study (2007 to 2015)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table.
5.5. SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT ENTRY

Over the past 6 years, between 67 and 69.2 per cent of all direct entry undergraduate students have completed their programs in six years or less. Completion rate in 2015 is 67 per cent, which is close to the 2014 and 2013 rates but 1.2 per cent down from 2012.

Figure 25: Proportion of Yearly Cohorts who Graduate within Six Years of First Admission to a Direct Entry Undergraduate Program.

Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse.

Notes:
1. The cohort for each year comprises students with first admission to a direct entry undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.