# OUTLINE OF ISSUE
Advice, Discussion, Information Item

**Agenda Title:** Annual Report on Undergraduate Enrolment 2016-17

## Item

<table>
<thead>
<tr>
<th>Proposed by</th>
<th>Lisa Collins, Vice-Provost and University Registrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter</td>
<td>Lisa Collins, Vice-Provost and University Registrar</td>
</tr>
<tr>
<td></td>
<td>Melissa Padfield, Deputy Registrar</td>
</tr>
</tbody>
</table>

## Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the item is</td>
<td>To discuss the 2016/17 annual report on undergraduate enrolment.</td>
</tr>
<tr>
<td>(please be specific)</td>
<td></td>
</tr>
<tr>
<td>Timeline/Implementation Date</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplementary Notes and context</td>
<td>Provides the institution with undergraduate enrolment information for awareness and to aid in future planning.</td>
</tr>
</tbody>
</table>

## Engagement and Routing (Include meeting dates)

### Participation:
(party who have seen the proposal and in what capacity)

- GFC Exec - January 16, 2017
- APC - January 18, 2017
- PEC-O- January 27, 2017
- GFC - January 30, 2017
- Statutory Dean’s Council- February 1, 2017
- BLDC- February 27, 2017
- Board of Governors – March 17, 2017
- Chairs Council- TBA

### Those who have been informed:

- President and Vice Chancellor- Dr. David Turpin- January 6, 2017
- Office of the President- (Catherine Swindlehurst)- January 6, 2017
- Provost and Vice President Academic- Dr. Steven Dew- January 6, 2017
- Office of the Provost (Dr. Wendy Rogers (Deputy Provost), Edith Finczak, Kathleen Brough)- Early Readers- January 6, 2017
- Strategic Analysis and Data Warehouse- Deborah Williams- January 6, 2017
- Vice Provosts’ Council- January 16, 2017
- Advisory Committee on Enrolment Management- January 27, 2017

### Those who have been consulted:

- FGSR, for purposes of coordinating graduate and undergraduate annual enrolment reports

## Alignment/Compliance

| Alignment with Guiding | For the Public Good |
**General Faculties Council**  
For the Meeting of January 30, 2017

**Item No. 17A**

<table>
<thead>
<tr>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILD</strong></td>
</tr>
<tr>
<td><strong>GOAL:</strong> Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</td>
</tr>
<tr>
<td>To begin, we will attract outstanding students…</td>
</tr>
<tr>
<td><strong>OBJECTIVE 1:</strong> Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.</td>
</tr>
</tbody>
</table>

| **SUSTAIN** |
| **GOAL:** Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans. |
| A commitment that extends to administration and governance… |
| **OBJECTIVE 21:** Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. |

<table>
<thead>
<tr>
<th>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Post-Secondary Learning Act (PSLA):</strong> 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)).</td>
</tr>
</tbody>
</table>
| **2. General Faculties Council (GFC) Terms of Reference (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 (Mandate):** “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties” |
4. **GFC Executive Committee** Terms of Reference:  
   "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. “

5. **Board Learning and Discovery Committee** Terms of Reference  
   (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.”

Attachments (each to be numbered 1 - <>)
1. 1. Attachment 1 (pages 1 – 34) - Annual Report on Undergraduate Enrolment 2016/17
Prepared by: Melissa Padfield, Deputy Registrar, melissa.padfield@ualberta.ca
MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The University of Alberta continues to have overall healthy student demand for its programs. While some of our programs remain quite accessible, admission to other programs is highly competitive. Though the university’s supply of seats in programs is relatively steady over time, demand for programs does fluctuate from year to year. Demand drivers include the economy, labour markets, and inter-institutional competition in provincial, national, and international applicant pools. In this environment, active management of enrolment is required to ensure that the university enrolls to its published targets.

As we work towards “building a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada, and the world”, enrolment management plays a significant role in bringing those students to campus. The Office of the Registrar is committed to working with our partners in faculties and administrative units to develop and implement strategies to support students throughout the enrolment cycle, from early inquiry as a prospective student to graduation and transition to alumni status.

With the fourth Annual Report on Undergraduate Enrolment, we are pleased to highlight significant progress. We have fundamentally changed our enrolment management processes, and we are succeeding. The university’s undergraduate full-load-equivalent enrolments for 2016/17 are projected to land within one percent of institutional targets. As a result of the implementation of the Ten Point Plan on Undergraduate Enrolment Management, faculties now set and adjust admission averages throughout the enrolment cycle, in direct response to the size and qualifications of their applicants. As we now base admission and scholarship decisions on the early indicators of academic performance, students receive earlier offers. These offers also have fewer conditions on them, reflecting a firmer commitment to the student. Admitted students are invited to formally commit to us by accepting their offers of admission. This provides critical information about how many seats remain open in a program as admission evaluations continue throughout the cycle. The rate at which the university revokes admission offers began dropping significantly beginning in 2015/16, and it continues to fall. Multi-year trend data on admit rates, yield rates for admitted students, and mean competitive admission averages all reflect health and quality in the university’s applicant pools.

The university continues to actively recruit Albertan students as our largest applicant group. Enticing high-achieving Albertan students to attend post-secondary education in their home province is an area of focus. Other priorities include Aboriginal students, rural students, Francophone students, high-achieving out-of-province students, and international students. Together, these groups form a diverse class of undergraduate students from a wide variety of backgrounds. We have seen important increases in the Aboriginal applications, admissions, and enrolments, all positive signs for this high priority group. International enrolments remain stable and close to the university’s target of 15 percent, while also reflecting increased diversity in the international student body.

It is my hope that this year’s data will contribute to shared understanding and support evidence-based decision making. While this report is a retrospective annual assessment, it also signals opportunity for future innovation. I look forward to what each year brings.

Lisa Collins
Vice-Provost & University Registrar

1 University of Alberta Institutional Strategic Plan, For the Public Good
EXECUTIVE SUMMARY

The Annual Report on Undergraduate Enrolment provides an overview of key undergraduate enrolment statistics in each academic year (September 1 – August 31). Application, admission and enrolment statistics are collected as of December 1 each year. The 2016/17 report is the fourth such annual report issued by the Office of the Registrar. The Report includes information about total enrolment, expressed in headcount, as well as enrolment expressed by post-secondary institutions in the Province of Alberta as Full Load Equivalents (FLEs). In addition to tracking total enrolment, the report looks at three specific areas:

1. Student intake: applications, admissions, and registrations, including selectivity and yield rates;
2. Basic demographic data about the student body, and key populations within it;
3. Student retention and completion.

Where appropriate, this report includes multi-year trend data, with data sources noted.

### Total Undergraduate Enrolment

<table>
<thead>
<tr>
<th></th>
<th>Persons</th>
<th>Percent</th>
<th></th>
<th>Persons</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>26,551</td>
<td>86%</td>
<td>Full time</td>
<td>28,683</td>
<td>93%</td>
</tr>
<tr>
<td>International</td>
<td>4,300</td>
<td>14%</td>
<td>Part time</td>
<td>2,168</td>
<td>7%</td>
</tr>
<tr>
<td>Total undergraduate</td>
<td>30,851</td>
<td></td>
<td>Total undergraduate</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Total enrolment increased by 225 persons over the previous year. The university is enrolled within one percent of its 2016/17 institutional target. Overall, FLE enrolment for 2016/17 is estimated at 26,257, or 99 percent of the institutional undergraduate target of 26,535.

### Applicants

<table>
<thead>
<tr>
<th></th>
<th>Persons</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total applicants</td>
<td>31,977</td>
<td></td>
</tr>
<tr>
<td>Admitted</td>
<td>18,929</td>
<td>Admission rate: 59%</td>
</tr>
<tr>
<td>Registered</td>
<td>12,709</td>
<td>Yield rate: 67%</td>
</tr>
</tbody>
</table>

For Fall 2016 enrolment, the university experienced growth resulting from a 2.1 percent increase in applications and 2 percent increase in admissions from the previous year. The 2016 yield rate of 67 percent is significant in that it represents the first time the university has seen an increase in yield in seven years. Mean admission averages for undergraduate direct entry programs experienced improvement relative to the past several academic years, reflecting an overall improvement in the quality of our applicant pool. Admission offer revocation rates continued their downward trend and fell even further to 2 percent, confirming that recent improvements to enrolment processes are beneficial to both the university and students.

### International

<table>
<thead>
<tr>
<th>Top source countries, by last school location</th>
<th>China: 55%</th>
<th>Canada: 23%</th>
<th>India: 2%</th>
<th>Malaysia: 1%, Brazil: 1%, Saudi Arabia: 1%, Japan: 1%, Nigeria: 1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total country citizenship in international headcount</td>
<td>102</td>
<td>Three countries (China, India, Nigeria) each having 100 or more students within the population.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 2016/17 international undergraduate ratio continues in its steady state of 14 percent, same as the previous two years, which is close to the institutional target of 15 percent of total undergraduate enrolment. While China continues to remain the top citizenship country of our international students, the proportion of students with Chinese citizenship in total international enrolment decreased by 2 percent. This marks the first time in at least six years that the proportion of students with Chinese citizenship has decreased rather than increased, this trend aligns with the institutional goal of increasing international diversity.

### Domestic

<table>
<thead>
<tr>
<th>Origin of undergraduates – based on permanent home address</th>
<th>% of headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmonton &amp; area</td>
<td>49%</td>
</tr>
<tr>
<td>Rest of Alberta</td>
<td>25%</td>
</tr>
<tr>
<td>Canada [excluding Alberta]</td>
<td>9%</td>
</tr>
<tr>
<td>Outside of Canada</td>
<td>17%</td>
</tr>
</tbody>
</table>

Notably British Columbia, Saskatchewan and Ontario

Domestic student headcount represents 86 percent of our total undergraduate headcount, which is similar to the ratios for the two previous years. Although 86 percent of our students are domestic, only 84 percent of all students have permanent home address in Canada with the remainder 16 percent having permanent addresses outside of Canada. This suggests that some of our domestic students come from outside of Canada in much the same way as some international students come from within Canada.

### Aboriginal Enrolment

<table>
<thead>
<tr>
<th>Total Aboriginal enrolment</th>
<th>1,012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Aboriginal applicants</td>
<td>1,038</td>
</tr>
<tr>
<td>New Aboriginal applicants</td>
<td>744</td>
</tr>
<tr>
<td>Total Aboriginal applicants admitted</td>
<td>664</td>
</tr>
<tr>
<td>Total new Aboriginal applicants admitted</td>
<td>447</td>
</tr>
</tbody>
</table>

Many gains were achieved in 2016/17 in the Aboriginal enrolment group. Undergraduate Aboriginal enrolment increased significantly, with a 9.6 percent increase in self-identified Aboriginal students. This year also saw significant increases in Aboriginal application and admission, with a 16 percent and 18 percent increase, respectively, from the previous year. These numbers comprise new-to-university applicants as well as continuing students applying for program change. The number of new-to-university Aboriginal applicants increased by 20 percent, representing the largest yearly increase in new Aboriginal applicants since 2011. 60 percent of new-to-university Aboriginal applicants were admitted. Overall (new plus program change) Aboriginal admission rate this year was 64 percent which is larger than the overall admission rate (59 percent) among all applicants.

### Year 1 to Year 2 Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>Retention Rate</th>
<th>Returned to previous faculty</th>
<th>Returned to a different faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>77.5%</td>
<td>68.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>All Domestic</td>
<td>88.6%</td>
<td>76.5%</td>
<td>12.1%</td>
</tr>
<tr>
<td>International</td>
<td>86.7%</td>
<td>69.4%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Overall</td>
<td>88.3%</td>
<td>75.3%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
1. **TOTAL UNDERGRADUATE ENROLMENT**

1.1 **ENROLMENT HEADCOUNT**

Since 2012/13, undergraduate enrolment has declined annually by one to two percent to reach 30,626 students in 2015/16. The yearly decline was a result of deliberate efforts to manage enrolment down to published targets as at least five faculties had been over enrolled. The total undergraduate headcount of 30,626 for 2015/16 was associated with an average of 0.3 percent over enrolment across faculties. At the same time, four faculties were moderately under enrolled, mainly because of a contraction in application volume. In 2016/17 total headcount increased to 30,851, due partly to the correction of under enrolment in two of four faculties and partly, to a stronger application volume along with a moderate increase in yield rates, resulting in mild over enrolment in some faculties.

*Figure 1: Enrolment Headcount (2011 to 2016)*

*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). In 2016/17, new to program headcount increased by 407 (3.3 percent). The number of students continuing in their previous year program increased by 195 (1.1 percent).

Table 1: 2016/2017 Applicant and Registration Numbers

<table>
<thead>
<tr>
<th>Program Faculty</th>
<th>Applicants</th>
<th>Applicants Admitted</th>
<th>Applicants Registered</th>
<th>Continuing Registered</th>
<th>Total Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>1,298</td>
<td>882</td>
<td>590</td>
<td>977</td>
<td>1,552</td>
</tr>
<tr>
<td>Arts</td>
<td>5,917</td>
<td>4,168</td>
<td>2,482</td>
<td>3,262</td>
<td>5,689</td>
</tr>
<tr>
<td>Augustana Faculty</td>
<td>1,225</td>
<td>710</td>
<td>380</td>
<td>634</td>
<td>1,008</td>
</tr>
<tr>
<td>Business</td>
<td>1,119</td>
<td>749</td>
<td>697</td>
<td>1,322</td>
<td>2,017</td>
</tr>
<tr>
<td>Education</td>
<td>2,433</td>
<td>1,556</td>
<td>1,180</td>
<td>1,722</td>
<td>2,885</td>
</tr>
<tr>
<td>Engineering</td>
<td>4,543</td>
<td>2,710</td>
<td>1,783</td>
<td>2,440</td>
<td>4,236</td>
</tr>
<tr>
<td>Law</td>
<td>1,133</td>
<td>226</td>
<td>217</td>
<td>346</td>
<td>563</td>
</tr>
<tr>
<td>Medicine and Dentistry</td>
<td>1,791</td>
<td>333</td>
<td>326</td>
<td>712</td>
<td>1,036</td>
</tr>
<tr>
<td>Faculty of Native Studies</td>
<td>190</td>
<td>135</td>
<td>103</td>
<td>79</td>
<td>178</td>
</tr>
<tr>
<td>Nursing</td>
<td>1,863</td>
<td>600</td>
<td>458</td>
<td>886</td>
<td>1,342</td>
</tr>
<tr>
<td>Open Studies</td>
<td>1,330</td>
<td>1,257</td>
<td>906</td>
<td>241</td>
<td>1,120</td>
</tr>
<tr>
<td>Pharmacy &amp; Pharm Science</td>
<td>426</td>
<td>156</td>
<td>153</td>
<td>390</td>
<td>543</td>
</tr>
<tr>
<td>Physical Educ &amp; Recreation</td>
<td>922</td>
<td>540</td>
<td>398</td>
<td>586</td>
<td>979</td>
</tr>
<tr>
<td>Rehabilitation Medicine</td>
<td>21</td>
<td>21</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Faculté Saint-Jean</td>
<td>388</td>
<td>284</td>
<td>223</td>
<td>352</td>
<td>575</td>
</tr>
<tr>
<td>Science</td>
<td>7,378</td>
<td>4,602</td>
<td>2,793</td>
<td>3,332</td>
<td>6,079</td>
</tr>
<tr>
<td>2016 Total</td>
<td>31,977</td>
<td>18,929</td>
<td>12,709</td>
<td>17,282</td>
<td>29,841</td>
</tr>
<tr>
<td>2015 Total</td>
<td>31,308</td>
<td>18,549</td>
<td>12,302</td>
<td>17,087</td>
<td>29,505</td>
</tr>
<tr>
<td>Year Over Year Change (＃)</td>
<td>669</td>
<td>380</td>
<td>407</td>
<td>195</td>
<td>336</td>
</tr>
<tr>
<td>Year Over Year Change (%)</td>
<td>2.1%</td>
<td>2.0%</td>
<td>3.3%</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</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, therefore 2016 total 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.
3. Data shown for 2015 would differ from those shown in 2015 Annual Report as the current data no longer includes students in the Career Preparation Diploma program of Faculté Saint-Jean. The University is now able to record the Career Preparation Program headcounts distinctly from undergraduates.
4. Applicant and admission numbers shown here are based on the ‘applicant indicator’ method of sorting applicants into faculties. Although each applicant may have applied to (or been admitted in) more than one program, each applicant is placed only in their main faculty (based on their revealed preference or registration). Therefore the number of applicants shown here for each program would be less than the total number of applications received by the program. However, the aggregate number of applicants across all programs would balance out with the institutional total.
5. Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program which is considered as an undergraduate program.
1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

For 2016/17, the university had an overall undergraduate enrolment target of 26,535 Full Load Equivalents (FLEs). Total FLEs realized is estimated at 26,257 suggesting a near full enrolment at 99 percent of target. Faculty enrolments vary. Engineering has the largest under enrolment, estimated at 255 FLEs below target. Another four faculties [Arts, Augustana, Business, Native Studies, and Science] have mild under enrolment ranging from 4 to 132 FLEs below target. Enrolment in another nine faculties is either on target (Faculté Saint-Jean and Nursing) or mildly over target. A major improvement from 2015/16 to 2016/17 was the closing of enrolment gaps for each of the faculties of Science and Native Studies. The Faculty of Science improved to 61 FLEs (or 1.1 percent) under target having been 161 FLEs (or 2.9 percent) under target in the preceding academic year. However, the Faculty of Engineering remains under enrolled as its actual student numbers have yet to increase to match its ongoing 780 FLEs ramp up in enrolment allocation. Therefore, there remains room to optimize enrolment within Engineering as well as other faculties with respect to institutional targets.

Table 2: 2016/2017 Enrolment by FLE and Comparison with Targets

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALES</td>
<td>1249</td>
<td>1227</td>
<td>22</td>
<td>6</td>
<td>1.8%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Arts</td>
<td>4739</td>
<td>4871</td>
<td>-132</td>
<td>-68</td>
<td>-2.7%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Augustana Faculty</td>
<td>882</td>
<td>899</td>
<td>-17</td>
<td>4</td>
<td>-1.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Business</td>
<td>1754</td>
<td>1786</td>
<td>-32</td>
<td>1</td>
<td>-1.8%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Education</td>
<td>2579</td>
<td>2551</td>
<td>28</td>
<td>-9</td>
<td>1.1%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Engineering</td>
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Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table
Notes:
1. Does not include Postgraduate Medical and Dental Education. FLE targets and estimate shown for Faculté Saint Jean does not include Career Preparation Program.
2. Undergraduate FLE targets for 2016/17 are from page 58 of the university’s 2016 Comprehensive Institutional Plan.
3. FLE Estimates are based on Registration Headcount & 2-year Average FLE to Headcount Conversion Rate as of Dec 1, 2016.
4. The averages of over/under enrolment in faculties as shown in the last row do not include Open Studies.
1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

The proportion of females in undergraduate enrolment has remained in the 55 to 56 percent range over the past several years. Currently, students identifying as female constitute 55.29 percent of the total undergraduate population with 44.7 percent identifying as male. The university created a third gender record in January 2016 to allow students the choice of declaring “other” as a gender option in their institutional records. Four cases of “other” gender were recorded in 2016/17 representing 0.01 percent of the total undergraduate population.

Figure 2: Gender Distribution in Undergraduate Registration (2011 to 2016)

Source: Office of the Registrar, December 1 REGSTATS Archive
1.5 FULL TIME AND PART TIME UNDERGRADUATE HEADCOUNT

Undergraduate enrolment at the University of Alberta is either full time or part time. Part time students are those who are registered in less than nine credits in one term\(^2\). The proportion of part time students in undergraduate enrolment was 6 percent in the three years preceding 2014/15, but has remained at 7 percent over the last three years. In 2016/17, the number of full time student is 28,683 while 2,168 are part time.

Figure 3: Full and Part Time Undergraduate Headcount (2011 to 2016)

Source: Office of the Registrar, December REGSTATS Archive

\(^2\) 2016 – 17 University Calendar > uab.ca/calendar > University of Regulations and Information for Students > Classification of Students
2. **APPLICANT NUMBERS, QUALITY AND YIELD**

2.1 **APPLICANT NUMBERS**

Applicant numbers showed strong growth between 2009/10 and 2014/15 but declined temporarily in 2015/16. However, 2016/17 saw a recovery from this decline as a total of 669 more applicants were recorded in 2016/17 than in the preceding year. Total 2016/17 applicants are comparable to 2014/15 numbers. The growth in applicant numbers was almost entirely due to direct entry applicants while post-secondary and internal transfer applications remained relatively stable (Sections 2.6 and 2.7).

*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. Applicant number shown for 2015/16 differs by 31 from what was reported in 2015 Annual Report as the current data no longer includes students in the Career Preparation Program of Faculté Saint-Jean. The institution is now able to record the Career Preparation Program data distinctly from undergraduate data.
2.2 ADMISSION RATE

A total of 59 percent of applicants were admitted in 2016/17. This ratio is similar to 2015/16 and falls within historical admission rate of 57 to 63 percent. Admission rate is influenced by enrolment targets, quality of the applicant pool, and yield rates. If applicant numbers continue to increase simultaneously as efforts are being made to attain higher yield rates and manage enrolment to targets, admission rate would have to decrease so as to avoid over enrolment across programs.

*Figure 5: Ten Year Undergraduate Admission Rate Curve*

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

*Note: Data is based on December 1 archived data for each specified year.*
2.3 YIELD RATE

Yield rate is the proportion of admitted applicants who register. Yield rate had declined continuously from 84 percent in 2009/10 to 66 percent in 2015/16. The long term decline was associated with the university becoming more selective (targeting highly qualified applicants) which meant a shift towards a more competitive applicant category. Highly qualified applicants often have multiple admission offers from other institutions. Albertan applicants also have many institutional choices within the Campus Alberta system. Reversing the long term decline in yield while maintaining a high quality of admits requires strategic measures to put the university a step ahead of top Canadian competitor institutions.

In 2016/17 the university adopted an admission application deadline that was two months earlier than historical practice. This encouraged early applications and consequently allowed for a higher number of early admissions. One immediate change was a small increase in yield rate from 66 percent in 2015/16 to 67 percent in 2016/17.

There is certainly room to improve on our ability to yield high quality students, including continuing to improve our understanding of the role of admission practices, the weight of various factors in the student decision-making process, and the strategic use of financial supports.

Figure 6: Ten Year Undergraduate Yield Rate Curve

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table
Note: Data is based on December 1 archived data for each specified year.
2.4 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Admission offers into direct entry faculties are based on applicants meeting faculty-set competitive averages at the time of admission. Relative to the preceding academic year, competitive admission averages increased in 2016/17 for four of the institution’s ten direct entry faculties. Competitive averages were constant for four other faculties but decreased for the remaining two.

Table 3: Ten Year Final Grade 12 Competitive Admission Average History (2007-2016)

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<td>82-85</td>
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</table>

Source: Office of the Registrar

Note: The Faculty of Education started direct entry admissions in 2012.

3 Direct entry applicants are evaluated for admission based on their Grade 11 averages, a combination of their Grade 11 and Grade 12 averages, or their Final Grade 12 averages. These three average categories are often positively associated with one another, so that an increase in the competitive average in one category often indicates an increase in the competitive average in the other two categories. Competitive Final Grade 12 admission average facilitates year-over-year comparison.
2.5 MEAN ADMISSION AVERAGES, UNDERGRADUATE DIRECT ENTRY

Mean admission average refers to the mean of Final Grade 12 marks among all admitted direct entry applicants in required high school courses. It bears noting that this differs from “admission average,” as students may have been offered admission and scholarships based on earlier grade information.

Among the 10 direct entry faculties, 2016/17 presented the most improvement in admission averages over several past academic years. Mean 2016/17 averages among admitted applicants increased for six faculties relative to the 2015/16 intake. The mean averages were steady for three other faculties but decreased for one faculty. Also relative to 2014/15, mean admission averages increased in 2016/17 for three faculties, were steady for six faculties and decreased for one faculty. Averages increased for seven faculties relative to 2013/14.

The increments observed in mean admission averages indicate an overall improvement in the competitiveness of programs relative to the preceding years. The simultaneous improvement in mean admission averages, competitive averages (Section 2.4) and yield rates (Section 2.3) was a very desirable outcome for 2016/17.

Table 4: Mean Averages among Admitted Applicants (2007 – 2016)

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

Direct entry applicant numbers followed the long term increasing trend to reach 15,595 persons in 2016/17, representing 659 and 486 persons over the applicant counts for 2015/16 and 2014/15 respectively. A total of 9,647 (or 62 percent) of the 2016/17 applicants were admitted while a total of 4,925 (or 51 percent) of admitted applicants registered. The 51 percent registration or yield rate is an improvement over the 48 percent yield rate among direct entry admits in the preceding academic year.

Figure 7: Direct Entry Applicant, Admission and Registration Numbers (2011 – 2016)

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

In 2016/17 post-secondary applicant numbers reached 8,634, comparable to the preceding academic year. However, admissions increased by a moderate 100 persons and yield increased by 107 persons relative to the preceding year. Both admission and yield rates represented one percentage point increases over the 2015/16 rates.

Unlike direct entry applicant volume which has exhibited a strong growth trend over the years (Section 2.6), the post-secondary applicant curve has remained relatively flat. The steady number of post-secondary applicants suggests that almost all of the 669 person growth in overall applicant numbers (Section 2.1) was due to high school applicants (Section 2.6)⁴.

Figure 8: Post-Secondary Transfer Applicant, Admission and Registration Numbers (2011 – 2016)

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report
Note: Data in the above chart does NOT include Internal Transfer applicants.

⁴ High school applicants grew by 659 persons, post-secondary applicants grew by 45 persons and internal transfer applicants declined by 35 persons. Internal transfer applicants refer to University of Alberta students applying to change program or faculty; they are not discussed in further detail within this report.
Yield rate—the proportion of admitted applicants who register—is affected by a variety of factors including national status, province of origin, applicant quality, and applicant preferences. A recent UCAS\(^5\) study by Academica (2016) indicates academic reputation, overall attractiveness of our campuses, as well as distance from the applicant’s home are additional factors influencing an applicant’s choice of institution and program.

The impact of admission timing on yield continues to be of interest. In 2016/17, domestic applicants who were admitted in the early part of the cycle showed higher yield rates than those who were admitted at the later part of the cycle. Admission timing did not have any significant impact on yield among international applicants. The university continues to place a high priority on extending early offers to eligible applicants in an effort to improve the applicant experience.

*Figure 9: Yield Rate by Month of Admission among High School Applicants (2016/17 Admission Cycle)*

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\(^5\) University of Alberta University/College Applicant Study, 2016, Academica Group
2.9 ADMISSION AVERAGES AND YIELD RATE, UNDERGRADUATE DIRECT ENTRY

For the Fall 2016 enrolment cycle, yield rates were higher among applicants with lower admission averages than among those with higher averages. This negative correlation between applicant admission averages and yield was much like what was observed in the preceding enrolment cycle. Also similar to the preceding cycle, Fall 2016 admission averages had a stronger negative effect on yield than admission timing.

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. Students who did not meet the requirements had their offers revoked. As a result, offer revocation rates had routinely been as high as 15 percent in some faculties. Students with revoked offers previously reported distress about having their offers revoked, particularly when those revocations occurred late in the enrolment cycle, after they had made plans to attend.

Beginning from 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 Grade 11 marks, a combination of Grade 11 and Grade 12, or Final Grade 12 marks. Therefore, overall direct entry revocation rate fell dramatically to three percent in 2015/16, resulting in increased predictability for students. In 2016/17, overall direct entry revocation rate fell even further to 2 percent. Revocation rates vary by faculty - 2016/17 revocation rates ranged from 0.7 percent for Augustana to 6.1 percent for the Faculty of Engineering.

Figure 11: Direct Entry Admission Revocation Rates (2014 – 2016)

Source: Office of the Registrar
3. INTERNATIONAL UNDERGRADUATE ENROLMENT

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

It is the university’s goal for international undergraduate enrolment to reach 15 percent of total enrolment. The 2016/17 international undergraduate ratio of 14 percent maintains a steady state from the last two years. Although total new-to-university\(^6\) international applicants and admission had increased by 400 and 377 persons respectively over the previous enrolment cycle, new international registration only increased by 116 students, while continuing registration among international students decreased by 60. Overall, the simultaneous growth in domestic headcount (Section 4.1) has kept the international ratio steady at 14 percent.

Figure 12: International Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)

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.

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\(^6\) High school applicants increased by 416. Post-secondary applicants (including previous students) decreased by 16. High school admission increased by 438 while post-secondary admission decreased by 61.
3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

At 71 percent of total international undergraduate enrolment, China continues to remain the top citizenship country of our international students. The 71 percent proportion of students with Chinese citizenship represents a 2 percent decrease from previous year. This marks the first time in at least six years that the proportion of students with Chinese citizenship has decreased rather than increased. This shift is in line with the institutional goal of increasing international diversity.

The decrease in the proportion of Chinese citizens can be attributed primarily to small increases in the proportions of citizens from India, Nigeria, Malaysia and Bangladesh.

Another clear trend in citizenship distribution among our international students is the progressive decrease in the proportion of students from the Republic of Korea, falling from 5 percent in 2011/12 down to 2 percent in 2016/17.

*Figure 13: Distribution of International Students by Country of Citizenship (2011 to 2016)*

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

*Other consists of the remainder 187 international countries with each contributing one percent or less to the international student counts in any specified year.*
3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some students, country of citizenship differs from country of last school. China is the last school location for 55 percent of our 2016/17 international undergraduates. Similar to the change observed for country of citizenship, the proportion with last school in China is down 2 percent from 2015/16. 23 percent of our 2016/17 international students came from high schools or other post-secondary institutions in Canada, 2 percent come from India, while roughly 1 percent come from schools in each of Malaysia, Brazil, Saudi Arabia, Japan and Nigeria.

Similar to the trend observed for citizenship (Section 3.2), both the number and proportion of international student enrolling from schools in the Republic of Korea have declined progressively over the last five years, from 54 students (or 1.8 percent) in 2011/12 to 21 students (or 0.5 percent) in 2016/17. Conversely, the number and proportions of international students from schools in Nigeria have increased over the last four years from 13 students (0.38 percent) in 2012/13 to 44 students (or one percent) in 2016/17.

Figure 14: Distribution of International Students by Last School Location (2011 to 2016)

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

Between 2013/14 and 2015/16, the number of countries reflected in the citizenship of our international undergraduate students had declined from 111 to 102. This decline did not occur in 2016/17 as a total of 102 countries are represented in the university’s 2016/17 international undergraduate enrolment. A total of 47 countries have at least 5 students within the international undergraduate population while 16 countries have at least 20 students. There are 3 countries (China, India and Nigeria) with 100 or more students within the international undergraduate headcount for 2016/17. These statistics are specific to international students alone. They do not capture domestic students or dual citizenship both of which would increase the number of countries represented in our overall undergraduate population.

*Figure 15: Number of Country Citizenship in International Student Headcount (2011 to 2016)*

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

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

As with international headcount the number of domestic undergraduates decreased mildly between 2014/15 and 2015/16 due to a decline in applicant numbers (Section 2.1). With the recovery of applicant numbers to 2014/15 level, domestic enrolment in 2016/17 has also recovered and is closer to 2014/15 enrolment numbers. The simultaneous growth in both domestic and international headcount means that the proportional mix of students by national status has not changed. The ratio of domestic headcount in total undergraduate enrolment remains steady at 86 percent.

Figure 16: Domestic Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)

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

Based on their permanent home addresses, 50 percent of our undergraduate students came from Edmonton and surrounding areas in 2016/17, a one percent increase from 2015/16. Over the past 3 years, the rest of Alberta has contributed 25 percent, while the rest of Canada contributed 9 percent to our total undergraduate enrolment. In 2016/17, regions outside of Canada contributed 16 percent of the university’s undergraduate population. Students coming from outside of Canada are not always international as they may be Canadian citizens or permanent residents. In the same way, students originating from within Canada are not always domestic.

Figure 17: Distribution of Undergraduate Students by Permanent Home Address at Time of Application (2011 to 2016)

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 2012/13 and 2014/15 do not add up to 100 percent due to rounding.
4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

As explained in Section 4.2, students with permanent home address outside of Canada constitute 16 percent of all undergraduates while those from within Canada make up the remainder 84 percent. Among those who originate from within Canada, 90 percent came from Alberta in 2016/17 representing a one percent increase from the proportions in 2015/16 and 2014/15.

British Columbia remains the second largest source of students coming from within Canada. The proportion from BC was 5 percent in each of 2015/16 and 2016/17 while Saskatchewan and Ontario have each contributed 2 percent over the past several years.

One of the tactics to support our Institutional Strategic Plan, For the Public Good, is a national recruitment strategy that is expected to increase diversity among the students we source within Canada, be they domestic or international.

Figure 18: Province of Origin among Students with Permanent Home Addresses in Canada.

Source: Office of the Registrar, December 1 REGSTATS Archive
4.4 TOTAL ABORIGINAL ENROLMENT HEADCOUNT, UNDERGRADUATE

The university’s data on Aboriginal enrolment is based on student self-identification and is likely underreported. Based on the number of self-identified students, total Aboriginal enrolment increased by 89 headcount from the preceding academic year, reaching 1,012 students in 2016/17. The percent of Aboriginal enrolment in total headcount also increased from 3.01 percent to 3.28 percent. With respect to domestic students only, Aboriginal headcount constitutes 3.8 percent.

From the University Calendar, “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 percent of Alberta’s population. Our Institutional Strategic Plan, For the Public Good, echoes this commitment to engage Indigenous students and nations, with a specific strategy dedicated to developing and implementing an undergraduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.

Figure 19: Aboriginal Enrolment Headcounts and Proportions in Total Enrolment (2011 to 2016)

Source: Office of the Registrar, December 1 REGSTATS Archive
Note: Includes Postgraduate Medical and Dental Education.

7 2016 – 17 University Calendar > uab.ca/calendar > Undergraduate Admission > General Admission Requirements > Admission of Aboriginal Applicants
8 University of Alberta Institutional Strategic Plan For the Public Good > Build > Objective 1 > Strategy 2
4.5 ABORIGINAL APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

2016/17 saw a rise in the number of Aboriginal applicants. Admission and registration numbers among Aboriginal applicants also increased. Figure 20 shows the total application and admission among Aboriginal applicants including already enrolled students who applied to change programs. Total applicants increased from 892 in 2015/16 to 1,038 in 2016/17. A total of 664 persons (or 64 percent) of the applicants were admitted in 2016/17.

**Figure 20: Total Aboriginal Applicants, Admission and Registration (2011 to 2016)**

![Graph showing total Aboriginal applicants, admission, and registration from 2011/12 to 2016/17.](image)

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

Figure 21 shows the data for only new-to-university Aboriginal applicants. The number of new applicants increased from 621 in 2015/16 to 744 in 2016/17, representing the largest yearly increase in new Aboriginal applicants since 2013. A total of 447 new-to-university Aboriginal applicants were admitted in 2016/17, indicating an admission rate (60 percent) that is larger than the overall undergraduate admission rate (56 percent) among all new-to-university applicants.

**Figure 21: New-to-University Aboriginal Applicants, Admission and Registration (2011 to 2016)**

![Graph showing new Aboriginal applicants, admission, and registration from 2011/12 to 2016/17.](image)

*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 rate among Year 1 to Year 2 undergraduates is the proportion of first-year undergraduate students who continue to their second year of study, either returning to the same faculty as their first year or transferring to a different faculty. The proportion of our first-year undergraduates who return to same faculty has grown steadily over the past eight years from 67.9 percent in 2008/09 to 73.9 percent in 2015/16. In the 2016/17, 75.3 percent of those who started their studies in the university in 2015/16 returned to their first-year faculty to continue in their program.

Simultaneously, the rate of transfer to a different faculty after the first year of study followed an overall downward trend from 14.5 percent in 2011/12 to 13 percent in 2014/15 and has remained steady at 13 percent in 2016/17. In other words, 13 percent of those who started their studies in the university in 2015/16 returned to continue in a different program in 2016/17.

The overall retention rate comprised of those who returned to their previous faculty and those who transferred to a different faculty. The overall first-year undergraduate retention rate has increased gradually during over the years, from 82.2 percent in 2008/09 to 86.9 percent in 2015/16. In 2016/17 this long term increasing trend was sustained with retention reaching a ten year high of 88.3 percent.

The continuous growth in first-year undergraduate retention rate indicates a steady decrease in the proportion of students who drop out or transfer to other universities. In 2016/17, about a third of the students withdrawing from the university were required to withdraw, the others dropped out (or transferred out) voluntarily.

Figure 22: Proportions of First-Year Undergraduates who Returned for their Second Year of Study (2007 to 2016)

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

The trend in the first-year retention rate among domestic undergraduate students is much similar to that of the overall first-year population as shown in Section 5.1. The total first-year retention rate among domestic students grew at a moderate yearly rate between 2008/09 and 2013/14, but has exhibited a much stronger growth since 2013/14, reaching a ten year high of 88.6 percent in 2016/17.

Among the domestic first-year students returning to the university, an increasingly higher proportion have returned in each year to their first-year faculty since 2011/12. In 2016/17, 76.5 percent of those who were registered for the first time in 2015/16 returned to continue in their first-year faculty, only 12.1 percent returned to a different faculty.

Figure 23: Proportions of First-Year Domestic Undergraduates who Returned for their Second Year of Study (2007 to 2016)

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 domestic first-year undergraduates as discussed in Section 5.2, retention rate among international first-year undergraduates has not followed as consistent a growth path over the past 10 years. Overall international first-year retention rate had grown steadily from 72.5 percent to 86.1 percent between 2008/09 and 2011/12 but have mostly showed year over year decline since 2011/12, reaching 84.1 percent in 2015/16. The declining trend seems to have reversed in the current academic year with first-year international undergraduate retention observed at 86.7 percent in 2016/17, indicating a solid gain over 2015/16.

The overall 2016/17 first-year retention rate among international students comprised of 69.4 percent returning to their previous faculty and 17.3 percent returning to a different faculty.

Figure 24: Proportions of First-Year International Undergraduates who Returned for their Second Year of Study (2007 to 2016)

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

Data on Aboriginal students is based on self-identification. As more Aboriginal students self-identify by the year, their records are updated retroactively. Therefore, the Aboriginal data shown for previous years within the current report differ from those shown in earlier reports. Based on the number of students who have self-identified at the time of this report, retention rate among first-year Aboriginal undergraduates has fluctuated within the range of 71.2 percent and 80.2 percent over the past ten academic years. The 2016/17 retention rate is 77.5 percent constituted by 68.8 percent returning to their first-year faculty and 8.7 percent transferring to a different faculty.

*Figure 25: Proportions of First-Year Aboriginal Undergraduates who Returned for their Second Year of Study (2007 to 2016)*

*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 seven years, between 66.9 and 69.2 percent of the direct entry undergraduate students have successfully graduated from the university within six years or less from the time they were first admitted. Six-year completion rate in 2016 is 67.9 percent representing a moderate improvement over those of the past three years.

Figure 26: 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.