Enrolment Planning and Challenges at TRU

Presented to the Strategic Priorities Advisory Committee

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Associate Vice-President, Strategic Enrolment & University Registrar
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Introduction

* What is strategic enrolment management (SEM)
* SEM approach at TRU
* Current state
* Current challenges
* SEM plans
* Questions
A process designed to achieve and maintain optimal recruitment and retention of students within the academic context of the institution.

It is an institution wide responsibility touching on all aspects of the student experience to support the institutions mission and student success.
Components of SEM

- Know your external environment (opportunities and threats)
- Evidence based decision making
- Know your competition and be able to distinguish yourself
- Track and monitor student success and align supports to enhance student success
- Align enrolments with academic goals and capacity
Factors to Consider

- What is our right size in terms of teaching capacity, classroom space and current enrolment data
- Ministry funding levels
- Demographic projections
- Impact of retention/attrition on enrolments
- What is the right mix of students
- What is the right mix of programs
Current State

- Increasing domestic applications
- Increasing first year registrations
- Increasing registration through Open Learning
- High attrition for upper year students
- Strong international student enrolments
- Majority of domestic students from our catchment area (Thompson/Okanagan)
- Increasing interest in business, science, trades and ACT
- Declining interest in education and arts
## New Student Statistics - Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Domestic Application</th>
<th>Domestic Admits</th>
<th>Domestic Registration</th>
<th>International Application</th>
<th>International Admits</th>
<th>International Registration</th>
<th>Total Application</th>
<th>Total Admits</th>
<th>Total Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>5393</td>
<td>3505</td>
<td>2248</td>
<td>2121</td>
<td>1882</td>
<td>521</td>
<td>7514</td>
<td>5387</td>
<td>2769</td>
</tr>
<tr>
<td>2013</td>
<td>5858</td>
<td>3513</td>
<td>2349</td>
<td>1896</td>
<td>1606</td>
<td>558</td>
<td>7754</td>
<td>5119</td>
<td>2907</td>
</tr>
<tr>
<td>% Change</td>
<td>8%</td>
<td>0%</td>
<td>4%</td>
<td>-10%</td>
<td>-17%</td>
<td>6%</td>
<td>3%</td>
<td>-4%</td>
<td>5%</td>
</tr>
<tr>
<td>% Admits Registered **</td>
<td></td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
</tr>
</tbody>
</table>

Data as of September 10, 2013
Excludes Trades and Continuing Studies

2013 IPA Application to Registration Report
87% of TRU applicants are interested in undergraduate studies

Top five faculties: Science (23%), Arts (18%), Business (13%), Trades (12%) and FOHSED (10%)

9% of applicants are aboriginal

66% of applicants are aged 18 – 24

57% of applicants are female

50.8% of applicants are interested in a baccalaureate degree
Where our students come from

Fall 2013 new domestic students data

2013 IPA Applicant Profile Report
Domestic campus applicant pool
## Campus

<table>
<thead>
<tr>
<th>Year</th>
<th>Domestic Course Enrolments</th>
<th>Domestic Head Counts</th>
<th>Domestic HC % Change</th>
<th>International Course Enrolments</th>
<th>International Head Count</th>
<th>International HC % Change</th>
<th>Total Course Enrolments</th>
<th>Total Head Count</th>
<th>Total HC % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>23037</td>
<td>7132</td>
<td></td>
<td></td>
<td>7132</td>
<td></td>
<td>30169</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>23414</td>
<td>6029</td>
<td></td>
<td></td>
<td>7206</td>
<td>1644</td>
<td>30620</td>
<td>7673</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>23125</td>
<td>6158</td>
<td>2.1%</td>
<td></td>
<td>7508</td>
<td>1724</td>
<td>30633</td>
<td>7882</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Data as of October 1, 2013 compared to October 1, 2012
Course enrolments excludes trades and continuing studies

## Open Learning

<table>
<thead>
<tr>
<th>Year</th>
<th>Domestic Course Enrolments</th>
<th>Domestic Head Counts</th>
<th>% Change</th>
<th>International Course Enrolments</th>
<th>International Head Count</th>
<th>% Change</th>
<th>Total Course Enrolments</th>
<th>Total Head Count</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>10735</td>
<td>6943</td>
<td></td>
<td>703</td>
<td>439</td>
<td></td>
<td>11438</td>
<td>7381</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>12257</td>
<td>7839</td>
<td>12.9%</td>
<td>683</td>
<td>461</td>
<td>5%</td>
<td>12940</td>
<td>8295</td>
<td>12.4%</td>
</tr>
</tbody>
</table>

Data as of October 1, 2013 compared to 2012
Course enrolments excludes trades and continuing studies

Fall 2013 IPA Stable Enrolment Report
Considering head count and course registration data:

* Significant increases in first year (18%, 20%) and Graduate Studies (18%, 61%)
* Declines in second to fourth year, with most significant declines at the third and fourth year level
Enrolment Planning Issues and Challenges

- Upper year attrition issues
- Inability to track prospect conversion and recruitment ROI
- Lack of communication with students
- Issues with course schedules and time tabling
- Misalignment between scholarship/awards program and academic plan/recruitment strategies
- Declining demographics
- Variable PSE participation rate
- Labour market demands
Demographics: Population

I: Year to Year Change in Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Change from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>-0.5%</td>
</tr>
<tr>
<td>2012</td>
<td>-0.3%</td>
</tr>
<tr>
<td>2013</td>
<td>0.2%</td>
</tr>
<tr>
<td>2014</td>
<td>0.4%</td>
</tr>
<tr>
<td>2015</td>
<td>0.2%</td>
</tr>
<tr>
<td>2016</td>
<td>0.1%</td>
</tr>
<tr>
<td>2017</td>
<td>-0.2%</td>
</tr>
<tr>
<td>2018</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2019</td>
<td>0.0%</td>
</tr>
<tr>
<td>2020</td>
<td>0.1%</td>
</tr>
<tr>
<td>2021</td>
<td>0.2%</td>
</tr>
<tr>
<td>2022</td>
<td>0.3%</td>
</tr>
<tr>
<td>2023</td>
<td>0.4%</td>
</tr>
<tr>
<td>2024</td>
<td>0.5%</td>
</tr>
<tr>
<td>2025</td>
<td>0.6%</td>
</tr>
<tr>
<td>2026</td>
<td>0.7%</td>
</tr>
<tr>
<td>2027</td>
<td>0.8%</td>
</tr>
<tr>
<td>2028</td>
<td>0.9%</td>
</tr>
<tr>
<td>2029</td>
<td>1.0%</td>
</tr>
<tr>
<td>2030</td>
<td>1.1%</td>
</tr>
<tr>
<td>2031</td>
<td>1.2%</td>
</tr>
<tr>
<td>2032</td>
<td>1.3%</td>
</tr>
<tr>
<td>2033</td>
<td>1.4%</td>
</tr>
<tr>
<td>2034</td>
<td>1.5%</td>
</tr>
<tr>
<td>2035</td>
<td>1.6%</td>
</tr>
<tr>
<td>2036</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

18-24 year old cohort
Demographics: Catchment Area
Grade 12 Cohorts

Demographics: BC Labour Market

Demand for workers exceeds supply by 2016
(by Post Secondary Credential)

Supply exceeds demand

Demand exceeds supply


College
University
Apprenticeship Trades

Source: Ministry of Jobs, Tourism and Skills Training

Future Plans

The Right Size
Moderate growth in areas where additional space is available – specifically domestic students in open programs

Recruitment & Marketing
Implement a coordinated and targeted recruitment & marketing approach to promote one TRU.
Expand outreach to Alberta and lower mainland
Retention
Increased focus on student retention, especially first to second year. Initial tactics:

- Enhancements to the advising/registration process improvements
- Improved online services
- Timely transfer credit assessments
- Improved communication
- Exploration of a tuition payment plan
- Development of early alert program for at-risk-students

Future Plans
Thank you

Questions?