

# 2009 ENROLLMENT MANAGEMENT PLAN

**Goal I: New Student Recruitment**

**Goal II: Transfer Student Recruitment**

**Goal III: Student Success, Student Retention and Student Persistence**

**Goal IV: Improve Enrollment Processing/Reduce Enrollment Barriers**



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“The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's Arctic University--promotes academic excellence, student success and lifelong learning.” *UAF Mission Statement*

## **Introduction**

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The mission of the University of Alaska Fairbanks clearly reflects an unusual melding of graduate, baccalaureate, associate and certificate programs. The university is uniquely positioned as a premiere research institution with internationally acclaimed faculty and scholars, the distinction of Land, Sea, and Space Grant status, urban and rural campus centers and an array of academic offerings ranging from vocational certificates to doctoral degree programs.

To meet the dynamic needs of the entire university, Enrollment Management at UAF must be a campus-wide process integrated across all service, academic and campus units. The UAF Strategic Plan 2010 provides expectations for enrollment management through its six strategic pathways. Pathway III - “*Enrollment and Retention*” is particularly relevant to this plan. Enrollment Management begins with recruitment and retention, but cannot be complete without efforts in quality education, academic success, policy and procedure formulation and best-practice service. Only through the collaboration between all university units, effective assessment and systematic revision can “*Enrollment and Retention*” success be realized.

Based on the Chancellor’s Transition Team recommendations, Student and Enrollment Services will begin melding other enrollment plans into “one comprehensive Enrollment Management plan for the entire university”. This includes all college and school plans. A successful enrollment plan will require UAF to continue offering high quality education and focus on recruiting students committed to achieving academic success. Once here, UAF must provide the necessary support and infrastructure students need to move toward completing their academic goals in a timely manner. Given reasonably favorable external factors and efforts on specific objectives, UAF can positively affect enrollment through increased student recruitment, success, retention and persistence across several student populations.

## Plan Assumptions

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As enrollment and retention strategies and decisions are developed within UAF's organizational context and culture there are several assumptions/facts which need to be considered which may impact recruiting and retentions strategies:

- Strategic enrollment planning is a university-wide effort, responsive to students and communities and the changing environment of post-secondary education in Alaska
- Evolution and use of the Banner student information system (including potential utilization of Banner Enrollment Management Suite), EMAS+, UAOnline, On Base Document Imaging, MyUA Portal and other communication technologies must be utilized to their fullest capability to ensure new enrollment process efficiencies can be realized.
- As University tuition, room, board and current fuel and energy prices continue to increase, students from the lower 48 will find UAF less a bargain.
- Fairbanks is a small city and the weather in Fairbanks can be intimidating to individuals who are not from the northern regions. UAF's unique location provides both opportunities and challenges.
- Enrollment decisions and strategies are based on continuous environmental scanning, accurate institutional information, regular assessment and multiple measures of student outcomes.
- The number of Alaska Natives attending a university after high school graduation has grown the past 5 years and will continue to grow.
- All aspects of UAF strategic enrollment management planning should be considered a work-in-progress -- reviewed and revised on a regular basis.
- Newly admitted students who enter UAF with a declared major are retained at a higher rate than those entering General Studies (i.e., Undeclared).
- Alaska high school graduation rates will begin declining in 2009 and are projected to continue to decline through 2015.

## **Enrollment Management Principles and Goals**

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Enrollment management at UAF has four vital themes and goals. These goals are further solidified through outlined objectives and tactics. Each tactic is separated into Short Term (expected completion within the current academic year – typically nine months) or Long Term (expected completion within two academic years). All objectives are data-driven (see Appendix) and are accompanied with the appropriate metric. General indicators in the area of student recruitment, retention and persistence are plentiful, but there are other non-quantifiable indicators which provide yardsticks for assessment and progress. They include:

- Regular communication between UAF Vice Chancellor for Student and Enrollment Services and SW Assistant Vice President for Student and Enrollment Services
- Recruiting focus on Engineering and Science
- Extensive E-Recruiting capability
- Formal articulation agreements with northwest Community Colleges
- Financial Aid leveraging for use in overall recruiting objectives

## **UAF Funnel Analysis**

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The attached appendix contains our institution's funnel analysis. We update this every year and strategize new goals and objectives based on findings. Over past years, our funnel analysis has revealed the following:

- Students who apply for admission after our initial application deadline of July 1, are retained at substantially lower rates than those students who apply prior to the deadline.
- All First-time Full-time Freshman Baccalaureate degree-seeking students (Baccalaureate Intended not included) reveals over a 4-year time period that 32.8% do not return the following fall.
- Of that initial cohort, over 38% of them are General Studies students.
- UAF's average First-time Full-time Degree-seeking student retention rate (Fall to Fall) closely matches our peer institutions (In 2007, UAF retained 74% of these students compared to 74% for our peers). Including Tanana Valley Campus and the rural campuses our retention rate is 67%.
- Of the First-time Full-time Freshman Baccalaureate degree-seeking students, 24.7% completed more than 24 credits yet do not return.
- In addition, 75.3% of the initial cohort received a GPA of 2.0 or higher in their first semester. This is an indication that those who were not retained did so for other reasons beside academic.
- Other analysis revealed that the retention rate for Alaskan students with a GPA of 3.5 or higher is 84%.

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# GOAL 1:

## New Student Recruitment

*Activities and initiatives designed to recruit and enroll undergraduate freshmen.*

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The departments in Student and Enrollment Services provide leadership and coordination for student recruitment and enrollment across UAF. The division is expected to increase student recruitment and enrollment for traditional undergraduate degree-seeking students. Building engaging relationships between faculty and prospect increases matriculation. Student and Enrollment Services will help identify and communicate enrollment objectives to the academic community and will provide opportunities for encouraging meaningful connections between admitted students and faculty. Only through coordinated efforts will prospects turn to enrollees.

### **OBJECTIVE 1: Enroll the majority of UA Scholars choosing the UA system**

The strategic goal for UAF is to enroll 51% of the UA Scholar population attending UA by 2010. The number of UA Scholars enrolling at UA institutions is growing but at an increasingly slower rate.

UAF UA Scholar Student Headcount and Projections, 2003-2009 (Source: Statewide UA in Review, 2006)								
Unit	Location	2003	2004	2005	2006	2007	2008	2009
UA Scholars	UA System	1374	1540	1635	1687	1656	1680	1700
	UAF Scholars	519	565	602	643	648	672	697
	% of Total	37.8%	36.7%	36.8%	38.1%	39.1%	40%	41%

### **SHORT TERM TACTICS:**

- Focus on the Fall Recruitment Events in Anchorage, Fairbanks, and Juneau to bring together as many UAF faculty with prospective UA Scholars
- Seek tuition discounts to qualified UA Scholars for room, board, books, travel, etc.
- Increase calling campaigns with College/School Recruiters aimed at UA Scholar Prospects at earlier timeframes with increased frequency
- Focus communication plans on individual relationship building. Send out birthday cards to all prospective UA Scholars
- Develop a “backmore” communication plan with UA Scholars who left Alaska for their first college year
- Provide UAF schools and colleges UA Scholar contacts for engagement earlier in the decision cycle

- Utilize Hobson’s direct marketing earlier in the year and UA Scholar decision cycle (as soon as possible after UA Scholars are designated)
- Hold local and Anchorage area scholar events designed to bring together all UA Scholars within major high schools. Engage school/college recruiters and Outreach Coordinators in efforts
- Continue deployment of revamped Trail Guide to help prospective students navigate the UAF enrollment system as easily as possible.

**LONG TERM TACTICS:**

- Regenerate the “Notebook Project” using UA Scholars. Advertise this with UA Scholars through letters and emails
- Begin a campaign to get current UAF UA Scholars into local high schools to talk about the Nanook tradition and experience
- Work with UAF Marketing and Publications to promote common message in local student markets

**OBJECTIVE 2: Focus recruitment efforts in the “Anchorage Bowl” area to enroll 650 Anchorage area students by 2010.**

Anchorage “Bowl” Student Headcount and Projections, 2005 – 2009 (Fall Terms Only) (Source: UA Information Systems: Banner SI Opening Extracts, 2007)							
Unit	Location	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Anchorage Bowl	Anchorage City Common	345	334	295	305	315	330
	Surrounding Anchorage *	320	303	301	310	315	320
	Anchorage “Bowl” Total	665	637	596	615	630	650

\* Includes schools in Big Lake, Palmer, Chugiak, Eagle River, Wasilla, Talkeetna, Whittier

**SHORT TERM TACTICS:**

- Continue to hold “Send Off” parties for Anchorage-based students and parents
- Hold another high profile event at UAF for Anchorage-based High School Counselors
- Revise and revamp the campus visit program
- Hold annual “Registration Events” and individual registration advising for Anchorage students. Monitor number of Anchorage participants
- Utilize and connect UAF Career Services and Anchorage-based Career Counselors through campus events. Promote UAF and its programs/advantages

**LONG TERM TACTICS:**

- Strategically award scholarships to Anchorage students based on merit and point of origin
- Develop “high school classroom visits” in targeted schools by UAF faculty. Utilize during Anchorage meetings or workshops and depending of available faculty
- Develop discounts/waivers to entice Anchorage-based students to enroll at UAF

**OBJECTIVE 3: Increase baccalaureate-seeking students in the College of Engineering and Mines to 480 by 2010.**

UAF College of Engineering and Mines Baccalaureate Degree-seeking Student Headcount (No BI) and Projections, 2003-2009 (Source: UA Information Systems: Banner SI Opening Extracts, 2007)								
Unit	Degree Level	2003	2004	2005	2006	2007	2008	2009
CEM	Undergraduate	308	362	371	347	418	448	480

**SHORT TERM TACTICS:**

- Increase web presence in top search engines for Northwest/Alaska Engineering
- Develop an Admissions/Engineering recruitment relationship through joint communication plans, direct marketing (i.e., phone calls and emails), and planned travel
- Complete articulation agreements with California and Washington Community Colleges to target engineering transfers
- Identify prospective engineering students from CBSS name search to target communication toward them earlier in the decision cycle
- Provide continued recruitment training for college and school recruiters
- Work with the results of the Admitted Student Questionnaire (ASQ) to improve and better target recruitment efforts

**LONG TERM TACTICS:**

- Incorporate CEM Enrollment Plan into Outreach and Recruitment activities
- Provide admissions process priority for students applying to CEM programs
- Target local prospective engineering students via local high school visits from an Admissions Outreach Coordinator and the CEM recruiter

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# GOAL II:

## Transfer Student Recruitment

*Activities and initiatives designed to recruit and enroll undergraduate transfer students.*

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Transfer students enroll and retain into their second year at UAF at a strong rate (72% retention 1<sup>st</sup> to 2<sup>nd</sup> year). Transfer students by definition spread across the level of courses not having a singular impact on course scheduling thus not putting as much pressure on capacity. Transfer students are program oriented. Typically transfer students focus is on whether the institution has the major program they want and how fast they can complete the coursework and head into the job market.

### OBJECTIVE 1: Increase new total transfer student enrollments to 420 by 2010.

Enrollment of New Transfer Students, 2003 – 2009 (Source: UA Information Systems: Banner SI Opening Extracts, 2007)							
Unit	Description	2003	2004	2005	2006	2007	2008
New Transfers	New External	318	290	289	246	279	294
	New Internal	134	109	101	101	106	106
	Total New Transfers	452	399	390	347	385	400

#### SHORT TERM TACTICS:

- Implement newly revised “transfer” communication plan
- Increase search engine optimization through better metadata and key words
- Develop transfer student pages and inquiry pop up on UAF and Admission web pages highlighting the academic programs transfer students are most interested in
- Train new transfer evaluators to specialize in community college transcripts
- Hire and train a Seattle-based recruiter

#### LONG TERM TACTICS:

- Implement new MOA for Fort Wainwright Service Members. Increase marketing efforts to attract and enroll service members on Fort Wainwright and Eielson AFB
- Prepare and distribute community college counselor and faculty information packets

**OBJECTIVE 2: Finalize and complete articulation agreements with selected states and community colleges to increase transfer student enrollment**

**SHORT TERM TACTICS:**

- Develop articulation agreements between community colleges network in Washington to encourage enrollment in programs of distinction
- Develop articulation agreements with the community colleges of California focusing on Engineering and Science programs
- Send recruiter to community colleges within Seattle, Washington areas
- Develop partnership with Phi Theta Kappa (Community College Honor Society) via membership and begin direct marketing campaign to these students

**OBJECTIVE 3: Increase transfer student enrollment in engineering, fisheries and science/mathematics related majors to 120 by 2010**

New Transfer Student Enrollment by Discipline, 2003 – 2009 (Source: UA Information Systems: Banner SI Opening Extracts, 2007)							
Unit	Location	2003	2004	2005	2006	2007	2008
Transfer Students by Discipline	CEM	24	38	31	21	25	28
	SNRAS	15	9	12	10	8	10
	SFOS	2	0	3	4	3	3
	CNSM	71	61	72	46	64	65
	Total in Targeted Majors	112	114	118	81	100	106

**SHORT TERM TACTICS:**

- Distribute specific marketing and recruiting efforts to “articulation” community colleges in California and Washington
- Contact community college certificate and associate degree programs within Pacific Northwest for transfer opportunities
- Explore thematic residence halls (i.e., Engineering Hall) with Residence Life
- Collect and analyze current transfer student demographics to determine community college feeder schools
- Increase search engine optimization through better metadata and key words

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# GOAL III: Student Success, Student Retention and Student Persistence

*Activities and initiatives designed to improve student success, student retention and student persistence through academic support and service.*

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Student success and student retention refers to an array of activities and programs that, when carried out, will support and enable students to reach their educational goals – goals that sometimes may or may not include completing a UAF degree program. UAF will identify, study and adjust processes to advance the progress of students toward their goals with time and attention spent on baccalaureate-degree seeking students.

Graduation rate is an outcome of retention rates. One is dependent on the other. Retention rates are affected mostly by the type of student recruited and enrolled in the institution and the fit between the students a) academic/career goals, b) ability to pay the price to attend the institution and c) their sense of belonging at that campus or program. The most direct path to increased graduation rates is through recruiting and enrolling a larger number of students who get all three of their needs met at UAF and bring with them proven academic skills reflected in their high school or community college GPA.

## **OBJECTIVE 1: Increase the university-wide full-time baccalaureate six-year graduation rate by at least 40 percent**

First-time Full-time Baccalaureate Degree-seeking Freshman 6-year Graduation Rates (Source: CSRDE 2006)							
Unit	Description	2005	2006	2007	2008	2009	2010
Graduation Rates	Entry Year	1999	2000	2001	2002	2003	2004
	Graduation Rate	22.9%	28.8%	32%	34%	36%	39%

### **SHORT TERM TACTICS:**

- Deploy DegreeWorks for academic and faculty advisors
- Provide electronic degree audits for fall term seniors prior to registration
- Showcase DegreeWorks for complete buy-in from Deans
- Via Curricular Affairs, request changes in advising/registration procedures to capture electronic advisor approvals
- Revise the process and reduce processing time for graduation degree audits
- Continue to implement early warning programs in “gatekeeper” courses

**LONG TERM TACTICS:**

- Provide “right time, right place” DegreeWorks degree audits for sophomores who have not declared a major to encourage program enrollment
- Deploy DegreeWorks for students in time for fall registration
- Increase degree audit requests a full year prior to students graduation

**OBJECTIVE 2: Increase the university-wide first-time full-time baccalaureate degree-seeking freshmen retention rate to at least 75 percent by 2010.**

First-time Full-time Baccalaureate degree-seeking freshmen retention, 2004 – 2009 (Source: 2007 PPB Annual Report)							
Unit	Description	FY04	FY05	FY06	FY07	FY08	FY09
	Retention Rate	73%	76%	72%	77%	75%	75%

**SHORT TERM TACTICS:**

- Continue working with Office of the Provost to implement a “very” Early Warning and Intervention system for all students who are struggling
- Propose new procedures and policies related to Academic Disqualification and Readmission to increase student success
- Continue Supplemental Instruction in “Gatekeeper” course with low completion and high failure rates.
- Revamp New Student Orientation for implementation in Fall 2009

**OBJECTIVE 3: Increase retention of First-time Baccalaureate Degree-seeking General Studies freshmen to 68% by 2010**

All Baccalaureate Degree-seeking First-time General Studies Freshman Retained at UA, 2003-2008 (Source: UA Information Systems: Banner SI Opening Extracts, 2007)							
Unit	Description	2003	2004	2005	2006	2007	2008
GENR Retention	Baccalaureate Degree-seeking General Studies (No BI) Retention	67.4%	69.3%	65.8%	65.8%	66%	67%

**SHORT TERM TACTICS:**

- In conjunction with Office of General Studies, provide systematic Very Early Warning to those students who are not performing well within first 3 weeks
- Direct market DegreeWorks audits and “Major Mania” to all General Studies students
- Continue to fully implement mandatory placement

**LONG TERM TACTICS:**

- Implement a first-year seminar for General Studies students
- Create learning communities for EDGE Students, commuters and General Studies
- Require purpose driven communication/expectation and strong academic planning and relationship building with discipline of choice

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# GOAL IV: Improve Enrollment Processing/Reduce Enrollment Barriers

*Activities and initiatives designed to improve enrollment processing and reduce enrollment barriers to student entry.*

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Excellence in service signals respect and appreciation for clients (students). Creating a “No Wrong Door” philosophy will only reduce enrollment barriers if processes and policies also change. We must review our processes, eliminate barriers and streamline procedures to increase student satisfaction and enrollment yield.

## **OBJECTIVE 1: Continue to process, notify and admit students within 6 days**

### **SHORT TERM TACTICS:**

- Maintain regular communication with the Graduate School to ensure graduate department processes are efficient
- Continue implementation of automatic email notifications for students who apply
- Explore EMAS Campaign Pro for electronic communications
- Continue to implement OnBase electronic image file distribution and review for all departments

## **OBJECTIVE 2: Improve efficiency and delivery time for basic enrollment management services to students, faculty and staff for increased application yields**

### **SHORT TERM TACTICS:**

- Provide schools and colleges names of admitted students on monthly basis for contact by major departments or advisor
- Implement “Quick Admit” automated decision coding in Banner for Non-Degree Seeking associate/certificate applicants
- Review the Associate program admission process. Explore an auto admit as well as review by the Tanana Valley Campus

### **LONG TERM TACTICS:**

- Develop a comprehensive approach and communication plan for awarding tuition waivers that takes into account institutional priorities
- Identify key populations and develop communication plan to capture these students (e.g., communication with incomplete applicants; admitted students not yet enrolled; transfer students awaiting application review)

**Appendix**

**UAF Enrollment Funnel Analysis**

retnbase2withBOR (Open)

Oracle Data Browser Query (Open Data)

MAU=UAF

Credit Enrolled = Y

MAU Class Stand = FF

	All UAF First-Time Freshman Credit Enrolled In UA System Following Year (Open)							Averages
	2001	2002	2003	2004	2005	2006	2007	
Inquiry								
Applicant	1532	1638	1805	1629	1698	1646	1678	1661
Conversion								
Admitted	1334	1467	1589	1374	1384	1293	1315	1394
Admit Rate	87.1%	89.6%	88.0%	84.3%	81.5%	78.6%	78.4%	83.9%
Enrolled	901	970	1030	961	1012	888	958	960
Yield	67.5%	66.1%	64.8%	69.9%	73.1%	68.7%	72.9%	69.0%
App to Enroll Rate	58.8%	59.2%	57.1%	59.0%	59.6%	53.9%	57.1%	57.8%
Return 2nd-Year	549	589	601	562	612	538		575
Retention	60.9%	60.7%	58.3%	58.5%	60.5%	60.6%		59.9%
Return 3rd-Year	423	449	486	468	492			
Retention (2-3)	77.0%	76.2%	80.9%	83.3%	80.4%			
Retention (1-3)	46.9%	46.3%	47.2%	48.7%	48.6%			
Return 4th-Year	372	354	397	387				
Retention (3-4)	87.9%	78.8%	81.7%	82.7%				
Retention (1-4)	41.3%	36.5%	38.5%	40.3%				
Return 5th-Year	299	248	302					
Retention (4-5)	80.4%	70.1%	76.1%					
Retention (1-5)	33.2%	25.6%	29.3%					
Return 6th Year	187	178						
Retention (5-6)	62.5%	71.8%						
Retention (1-6)	20.8%	18.4%						

**UAF Baccalaureate Seeking First-Time Freshman**

	2005	2006	2007	Avg
	B%(Statewide)	B%(Statewide)	B%(Statewide)	
Applied	1154	1146	1146	1149
Admitted	882	842	939	888
Admit Rate	76.4%	73.5%	81.9%	77.3%
Enrolled (Open Data)	695	619	703	672
Enrolled (Closed Data)	701	621	-	661
Yield (Open)	78.8%	73.5%	74.9%	75.7%
App to Enroll Rate (Open)	60.2%	54.0%	61.3%	58.5%
Yield (Closed)	79.5%	73.8%	-	76.6%
App to Enroll Rate (Closed)	60.7%	54.2%	-	57.5%

Add Statewide B% Apps and Admits  
Run Browser Query for UAF B% FF

Student Headcount					
Student Headcount at the Fairbanks and Tanana Valley Campuses					
	2003	2004	2005	2006	2007
Fairbanks Campus	5412	5291	5270	5034	5036
TVC	3330	3306	3090	3147	3059
Fairbanks or TVC	7038	7022	6894	6666	6637
<p><b>Note:</b> Reporting level headcount is unduplicated. Campus headcount totals add up to more than MAU totals. This occurs because it is common for students to be concurrently enrolled at multiple campuses. Therefore, some students would be double counted if headcounts were summed across campuses.</p> <p>Source: Statewide Fall 2007 Opening Enrollment Report UA Information Systems: Banner SI Opening Extracts 2003-2007</p>					

UA Scholar Headcount					
UA Scholar Headcount in UA System and at UAF					
	2003	2004	2005	2006	2007
System	1374	1540	1635	1687	1656
UAF	519	565	602	643	648
% of Total	37.8%	36.7%	36.8%	38.1%	39.1%
<p><b>Note:</b> Reporting level headcount is unduplicated. Campus headcount totals add up to more than MAU totals. This occurs because it is common for students to be concurrently enrolled at multiple campuses. Therefore, some students would be double counted if headcounts were summed across campuses.</p> <p>Source: Statewide Fall 2007 Opening Enrollment Report UA Information Systems: Banner SI Opening Extracts 2003-2007</p>					

CEM Data (No BI)					
UAF College of Engineering and Mines Baccalaureate Degree-seeking Student Headcount					
	2003	2004	2005	2006	2007
Headcount	308	362	371	347	418
<p>Source: UA Information Systems: Banner SI Opening Extracts 2003-2007</p>					

Non-Resident Freshman with 3.5 GPA or Higher						
Nonresident First-Time Freshman at UAF						
	2003	2004	2005	2006	2007	Averages
All FF at UAF	1030	961	1012	888	958	970
All Nonresident FF	125	149	134	173	159	148
Nonresident FF with HS GPA >= 3.0	69	48	47	63	53	56
Nonresident FF with HS GPA >= 3.5	41	17	27	37	29	30

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

New UAF Transfer Students						
New UAF Transfer Student Headcount						
	2003	2004	2005	2006	2007	
New External	318	290	289	246	279	
New Internal	134	109	101	101	106	
TOTAL	452	399	390	347	385	

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

Transfer Figures by Discipline						
New UAF Transfer Students by Structure Code						
	2003	2004	2005	2006	2007	
CEM	24	38	31	21	25	
SNRAS	15	9	12	10	8	
SFOS	2	0	3	4	3	
CNSM	71	61	72	46	64	

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

UAF First-Time Full-Time Baccalaureate Degree-seeking Freshman Graduation Rates					
4 Year Graduation Rate					
Cohort Year	1999	2000	2001	2002	Average
	5.7%	9.4%	8.9%	10.3%	8.6%
5 Year Graduation Rate					
Cohort Year	1999	2000	2001	Average	
	17.6%	22.2%	25.0%	21.6%	
6 Year Graduation Rate					
Cohort Year	1999	2000	Average		
	22.9%	28.8%	25.9%		

Source: Statewide Fall 2006 Retention and Graduation Summary  
Source: UA Information Systems: Banner SI Opening Extracts 1997-2006

Oracle Data Browser Query (Open Data) or PBB Report

Retention Rate					
UAF Full-Time First-Time Baccalaureate Degree-seeking Freshman Retention Rates (UAF and UA System)					
	2003	2004	2005	2006	2007
All FTFF B% (No BI)	544	518	530	488	523
Retained in UA System	412	371	410	368	
UA System Retention Rate	75.7%	71.6%	77.4%	75.4%	

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

STEM Graduates						
UAF Degrees Awarded by Fiscal Year and College or School						
	2002	2003	2004	2005	2006	2007
CNSM	112	167	140	147	153	148
CEM	70	52	68	105	94	80
SNRAS	26	18	19	21	33	33
SFOS	13	26	36	23	24	28

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

Statewide Fall 2006 Retention and Graduation Summary

Baccalaureate Retention rates						
All Baccalaureate Degree-seeking (No BI) First Time GENR Freshman at UAF- Retained in UA System the Following Year						
	2003	2004	2005	2006	2007	Averages
Enrolled	221	179	155	153	142	170
Retained (UA System)	149	124	102	102		119
Retention Rate (UA System)	67.4%	69.3%	65.8%	65.8%		67.1%

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

All Baccalaureate Degree-seeking (No BI and No GENR) First Time Freshman at UAF- Retained in UA System the Following Year

	2003	2004	2005	2006	2007	Averages
Enrolled	377	372	420	370	436	395
Retained (UA System)	285	263	326	283		289
Retention Rate (UA System)	75.6%	70.7%	77.6%	76.5%		75.1%

Source: UA Information Systems: Banner SI Opening Extracts 2003-2007

BI Retention						
All First-Time Baccalaureate Intended Freshman at UAF Enrolled in UA System the Following Year						
	2003	2004	2005	2006	2007	Averages
Enrolled	111	90	120	96	125	108
Retained (UA System)	48	38	40	44		43
Retention Rate (UA System)	43.2%	42.2%	33.3%	45.8%		41.2%
Source: UA Information Systems: Banner SI Opening Extracts 2003-2007						

Associate Retention						
All First-Time Associate Degree-seeking Freshman at UAF Enrolled in UA System the Following Year						
	2003	2004	2005	2006	2007	Averages
Enrolled	275	284	281	200	185	245
Retained (UA System)	101	122	135	99		114
Retention Rate (UA System)	36.7%	43.0%	48.0%	49.5%		44.3%
Source: UA Information Systems: Banner SI Opening Extracts 2003-2007						

Certificate Retention						
All First-Time Certificate Degree-seeking Freshman at UAF Enrolled in UA System the Following Year						
	2003	2004	2005	2006	2007	Averages
Enrolled	46	36	36	69	70	51
Retained (UA System)	18	15	9	10		13
Retention Rate (UA System)	39.1%	41.7%	25.0%	14.5%		30.1%
Number of Certs 1 Year	1	5	3	23		8
Success Rate	41.3%	55.6%	33.3%	47.8%		44.5%
Source: UA Information Systems: Banner SI Opening Extracts 2003-2007						

## UPDATES FOR 2008-2009

### From Lael Email

What	When	Who	SW Contact
I'm Going to College	April 17, 2009	JOE BRANDON	Ashley Munro – Financial Aid
I know I can		GINNY	Mike Earnest
College Goal Sunday	February	JESSICA	Deanna Dieringer
Publications	On-going	LAEL & GERI Wilda	Mike Earnest
Video Committee		GINNY	Mike Earnest

### ACTION ITEMS: Recruit Camp

1. Increase Cooperation at college Fairs, Events, etc.
2. Webinars – invite UAA and UAS to attend!
3. Set up a seminar with RSS to find out all of their various services and programs
4. Increase communication with Career Services
5. **Unified Message and Image**
6. **HS Counselor Letter (Newsletter from the Admission Counselors to High School Counselors) FALL and SPRING**
7. Monthly E-Newsletter – to parents, hs counselors and students
8. Update and change our presentations to include profiles of current students
9. Invite HS counselors to Inside Out Preview Day
10. Use the easy-biz miles to bring rural scholars on campus after they enroll
11. Admission Night/Weekend day for parents, hs counselors, and students – 1 time per month
12. When talking about faculty and staff about recruitment talk about the UAF we all want to see
13. Speak with 1 faculty member every week and hear their story – star students, research, etc.
14. Make a portfolio of student profiles – highlight diversity – non-traditional profiles
15. Tour different programs around campus – RSS, Harper Building, IAC
16. Identify target groups of students within territory – cut and paste presentation that is able to be tailored.
17. Collaborating with travel – UAA, UAS (sharing hotels, cars, etc.)
18. **University of Relations to make powerpoint presentation template**
19. Build connections with other administrators in the high school – show vested interest in students and school
20. **Presentation Training on a regular basis – create and practice presentations with video camera – etc. Uniformity in presentations**
21. Admissions Gear – UAF gear!
22. UAF Pennants
23. **Team Building among Admissions Team**
  - a. Volunteer at Soup Kitchen
  - b. BBQ

### c. Open House

#### August

- H.S. Counselor Letter 1 x per semester with pennant poster (Joe and Ginny)
- Team builder – (Jessica and Lael)
- Attend opening events as a team (ALL)
- Unify power point presentations (Lael)
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#### September

- Unify power point presentations (Lael)
- Student Profiles (Joe and Brandon)
- Monthly admissions info sessions (JESSICA Joe, and Lael)
- Equip counselors with UAF gear (GINNY)
- Monthly e-news letter rotating (Brandon, Geri, ALL)

#### OnGoing

- Collaborate Travel with MAUs (ALL)
  - Use Easy-Biz for recruitment/enrollment strategies (LAEL)
  - Build relationships with UAF Faculty (ALL) (Lael to invite people to meetings)
  - Local invite HS counselors to on-campus events – Inside Out, etc. (Ginny and Joe)
  - Team Building Activities – bbq, volunteer, game nights, orientation, farewell parties. (Lael and Jessica)
  - Build relationships with HS admins, principles, etc. (All)
  - Take departmental Tours – increase UAF education/communication w/career svcs./RSS (Brandon/Lael)
  - Build relationships with entire staff/processing staff (All) (Lael and Jessica)
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- Admissions Family Picnic – Friday after fee payment, potluck