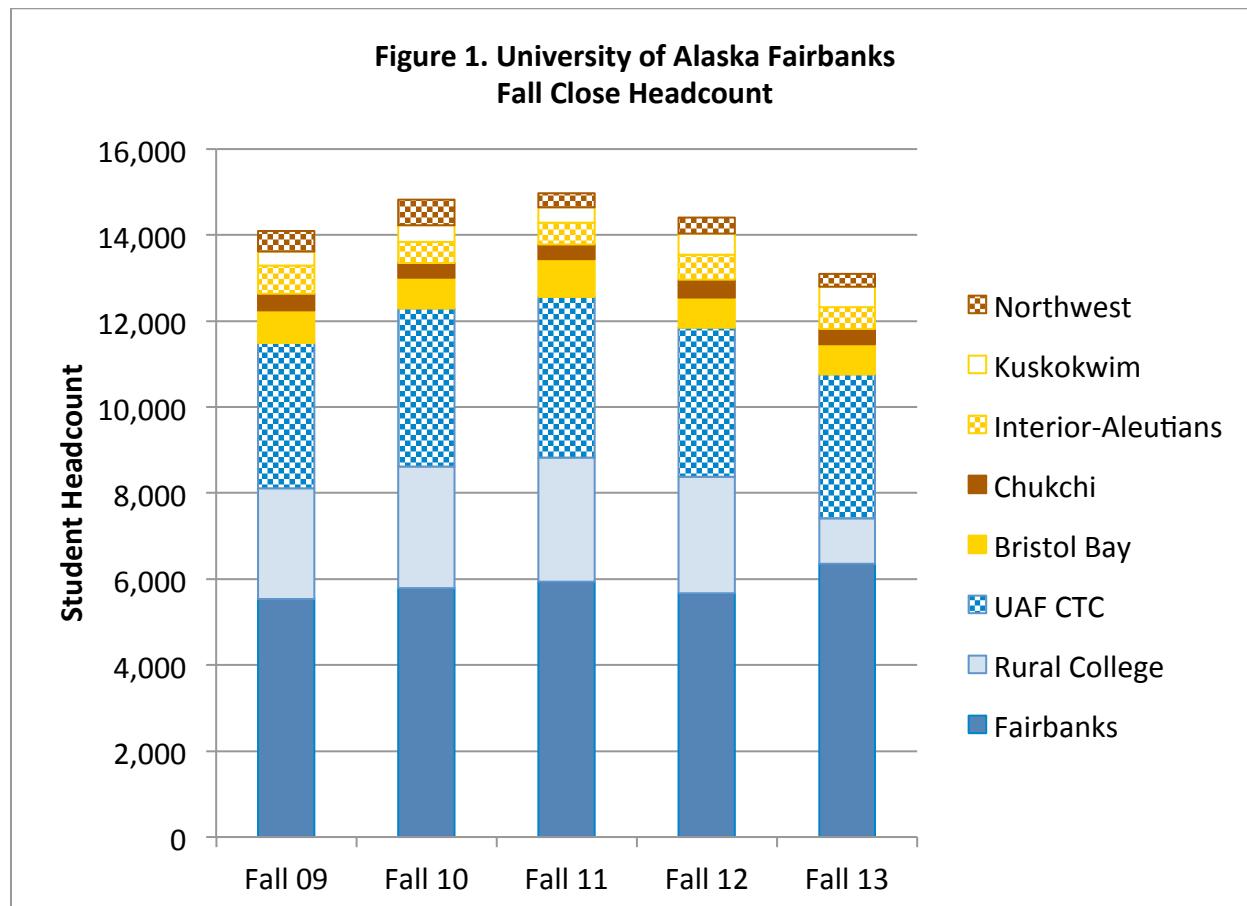
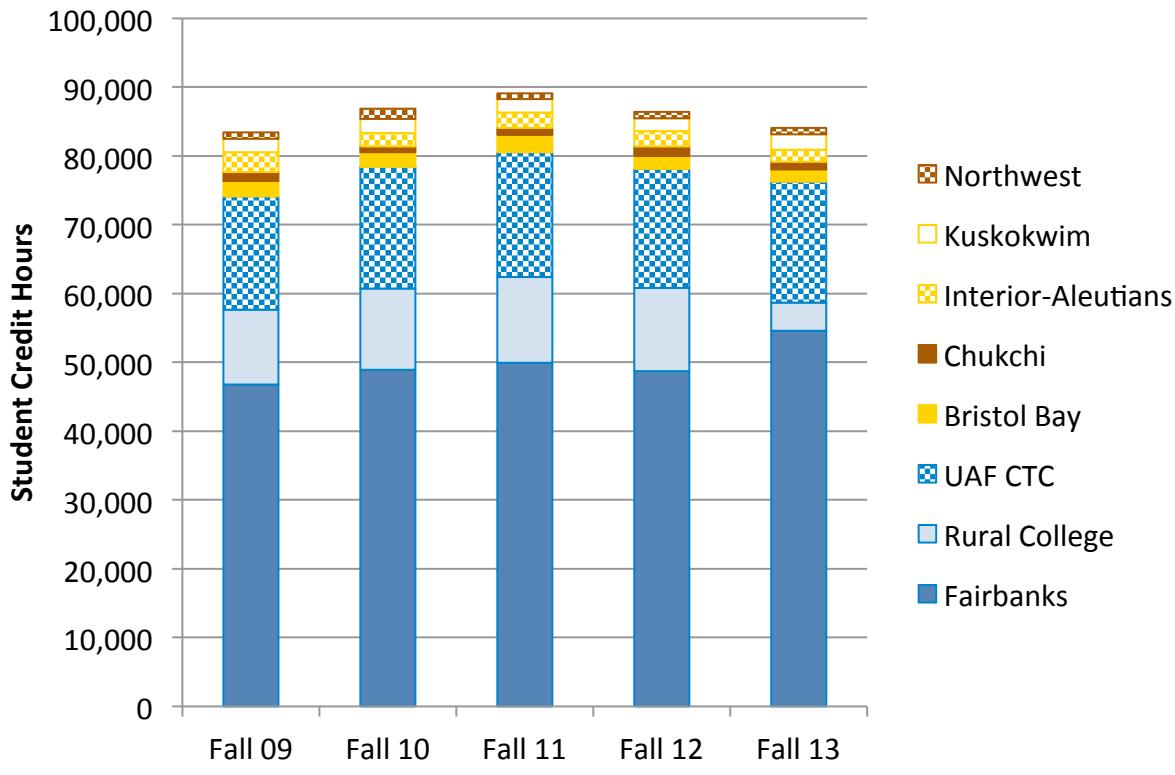


## University of Alaska Fairbanks Fall 2013 Closing Enrollment

The University of Alaska Fairbanks (UAF) total (all-campus) fall 2013 closing headcount was 10,214 students, down 5.4% from fall 2012 and down 2.2% from fall 2009 (Figure 1). UAF total student credit hours (SCH) were 84,096, down 2.7% from fall 2012 but up 0.8% from fall 2009 (Figure 2). In 2009 there were greater numbers of high school graduates in Alaska and in the Fairbanks North Star Borough School District (FNSBSD) (Figure 3) and high rates of national and local unemployment due to the recession, both factors that tend to increase enrollment, so the 2013 SCH increase relative to that year is significant. Alaska 2013 high school graduates were down 128 (1.6%) relative to 2012 (<http://education.alaska.gov/reportcard/>), although graduates were up 3.6% in the FNSBSD (<http://education.alaska.gov/stats/>). The unemployment rate in the Fairbanks region averaged 0.9 percentage points lower during the first seven months of 2013 compared with that time period in 2012 ([http://data.bls.gov/timeseries/LAUTM02218203?data\\_tool=XGtable](http://data.bls.gov/timeseries/LAUTM02218203?data_tool=XGtable)); this was the lowest unemployment rate since 2007. Low unemployment normally has a negative effect on CTC enrollment, in particular. Although UAF fall 2013 enrollments were down, recruiting efforts have been effective given the unfavorable climate for enrolling students.

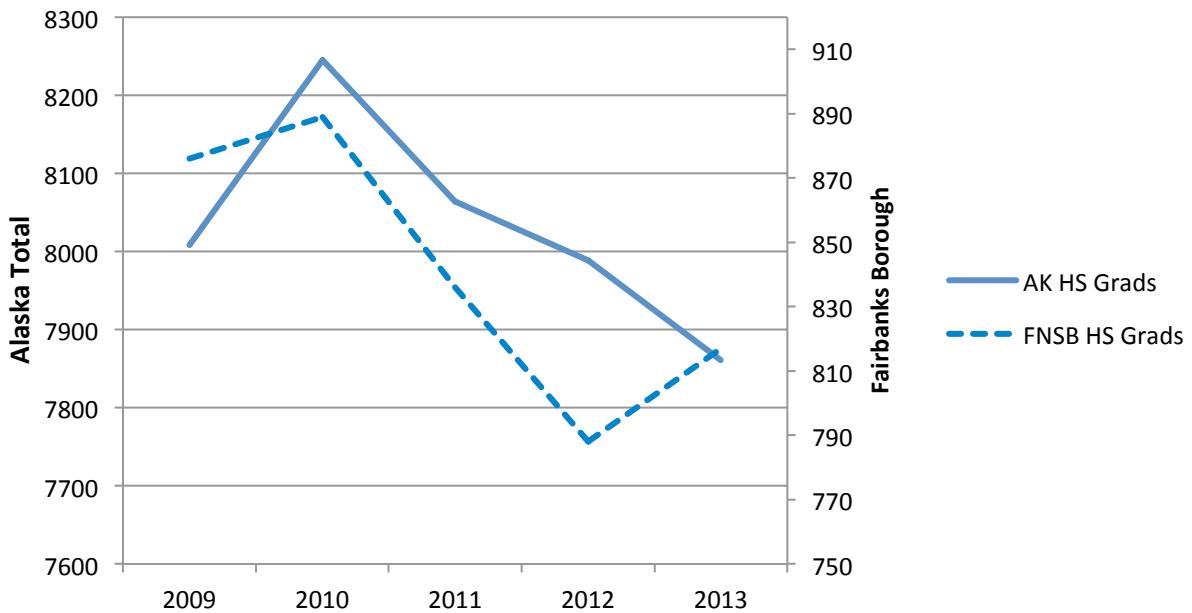


**Figure 2. University of Alaska Fairbanks  
Fall Close Student Credit Hours**



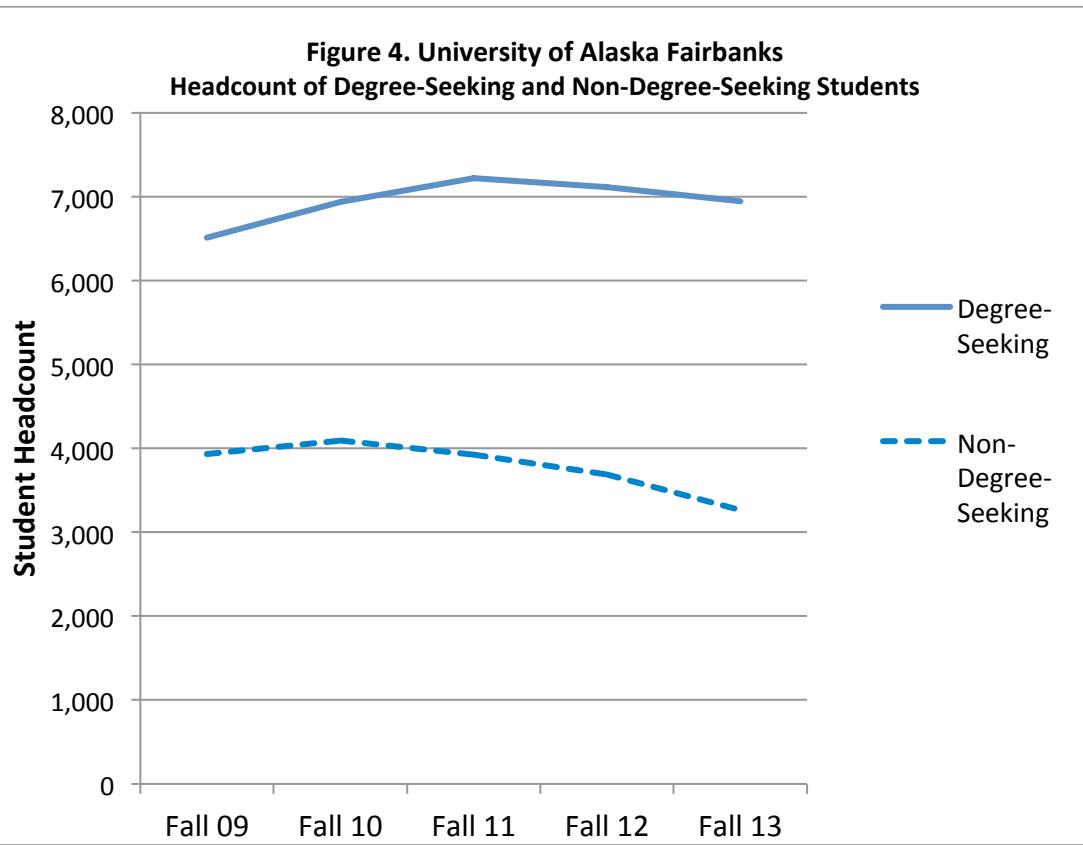
The UAF PT:FT (part-time:full-time) undergraduate student ratio was 1.51; this ratio has varied only slightly over the past five years. The graduate student PT:FT ratio was 0.90; this is much lower than the ratios at University of Alaska Anchorage and University of Alaska Southeast, which were 3.9 and 4.4, respectively. This reflects the fact that far more of UAF's graduate students are research assistants or teaching assistants, as is typical of research universities. UAF's Degree Seeking/Non-degree Seeking (DS:NDS) student ratio continued to increase, from 1.7 in 2009 to 2.1 for fall 2013 (Figure 4). Much of the long-term trend in the ratio is likely due to the fact that only degree-seeking students are eligible for most financial aid and to the increasing cost of attendance. More recently, UAF Community and Technical College (CTC) experienced enrollment gains during the recession that included some NDS students seeking to upgrade job skills. They have been leaving as the economy improves. Part of the NDS decrease is due to a 20% decrease in professional development credits (500-level) for teachers since fall 2009, as school districts are using non-UAF options for delivering those credits to reduce costs. Overall, most of the enrollment decline since the peak in fall 2011 has been in NDS students.

**Figure 3. Number of Alaska High School Graduates**



<http://education.alaska.gov/reportcard/> and <http://education.alaska.gov/stats/>

**Figure 4. University of Alaska Fairbanks  
Headcount of Degree-Seeking and Non-Degree-Seeking Students**



First-time freshman (FTF) headcount was down only 0.7% relative to fall 2012, less than the decrease in Alaska high school graduates (1.6%), reflecting a strong recruiting effort that increased applications 7% and admits nearly 10%. Targets of recruiting included UA Scholars and Alaska Performance Scholars, and enrollment of both groups increased as a result (Admissions Summary Report for Fall 2013, University of Alaska Fairbanks, Enrollment Services, Week of September 16, 2013). However, continuing freshman enrollment and sophomore enrollment were down 15.9% and 5.9%, respectively. This was *not* due to poorer performance in baccalaureate full-time FTF retention, which increased to 81% (UA-level retention) from 79% for the previous year. Rather, the decrease relative to 2012 was largely because the new freshman class entering in fall 2012 was 11% smaller than that entering in 2011. Loss of students due to non-retention was mainly at the associate level and with part-time students, and one explanation is that lower unemployment rates have resulted in their getting jobs. Junior and senior enrollments were both up (1.0% and 5.9%), which is due to the relatively large freshman classes in 2010 and 2011.

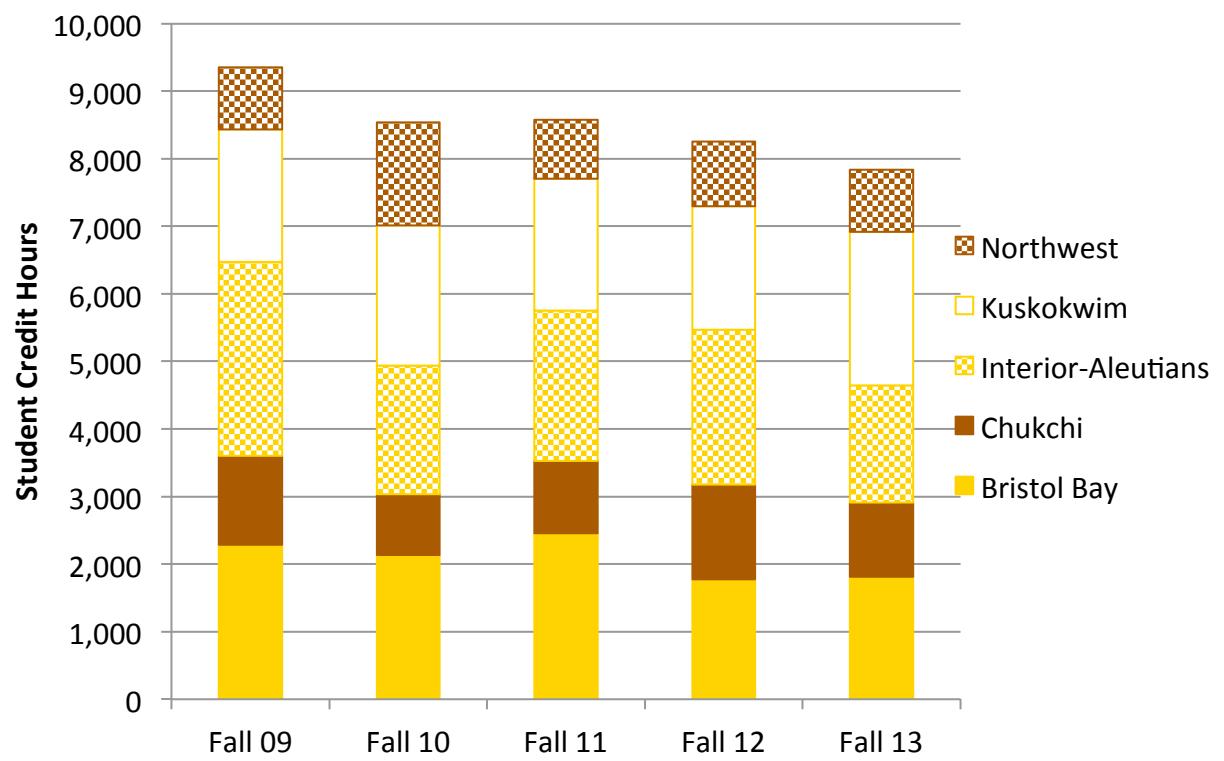
Total graduate enrollment was nearly flat, with an approximately 5% decrease in new Master's students balanced by a 6% increase in continuing students. The decrease in new students was due to decreases in federal research funding because of sequestration and to reductions in the number of teaching assistantships due to internal reallocations needed to cover fixed costs increases. Doctoral student headcount was down 7.4% for the same reasons.

The various UAF campuses and reporting units had different enrollment trends. Fairbanks Campus enrollments were up 12.1% in headcount and 12.0% in SCH from fall 2012 to fall 2013, due to the administrative shift of eLearning from the Rural College to Fairbanks. CTC enrollment was down slightly in headcount (-3.5%) in real terms, since eLearning headcount was already assigned to them in previous years, but increased in SCH (1.4%). Bristol Bay and Kuskokwim campuses had small 2012 to 2013 decreases in headcount (-0.7% and -3.8%, respectively), but increases in SCH (+2.4% and +24.3%) (Figure 5). The other rural campuses had sharper enrollment declines, ranging from 13 to 16% in headcount and from 5% (Northwest Campus) to more than 20% (Interior Aleutians and Chukchi campuses) in SCH. The decrease in Rural College headcount and SCH is predominantly due to the administrative shift of eLearning and Distance Education to Fairbanks Campus.

UAF as a whole enrolled 20.4% Alaska Native students (including a small number of American Indian students). UAF (12%) and CTC (13.2%) had similar percentages, totaling 1,147 individuals. Rural campuses enrolled from 39% (Chukchi) to 62% (Bristol Bay) Alaska Native students, totaling 1,152 individuals. Other minority group enrollments were small, Hispanic (4.2%), African American (2.0%), Asian American (2.6%), and Pacific Islander (0.5%) of the total enrollment. The "Other" category (27%) continues to be large, hampering analysis of any longitudinal trends.

UAF aims to increase enrollments by investing additional effort in recruiting and by improving retention. New or augmented recruiting efforts include repeated contacts with UA Scholars and Alaska Performance Scholarship (APS) recipients, beginning as soon as the award recipients are announced; work with the Alaska Commission on Postsecondary Education (ACPE) on earlier announcement of APS recipients and outreach to high school counselors about the APS program; systematic communication with high school counselors, including invitations to tour UAF and participate in information sessions; UAF recruiter visits to Alaska high schools and building trust and interest among school personnel and counselors; an improved communication process with potential transfer students and transfer applicants; contracting with WES (World Education Services) for an analysis of markets for international student recruitment, to find countries or regions where UAF recruiting is more likely to be successful; and a thorough analysis of applicant data to determine which recruiting efforts have been most effective. UAF partners with ethnic and minority community groups to encourage a college-going culture in minority populations and arranges for community groups to mentor and support existing students of color.

**Figure 5. University of Alaska Fairbanks Rural Campuses  
Fall Close Student Credit Hours**



Retention efforts include the recently legislatively funded intensive advising initiative, implemented in fall 2012 for Fairbanks campus and in fall 2013 for CTC and Kuskokwim campus. Comprehensive advising involves frequent (biweekly or monthly) meetings with an academic advisor, tutoring services, financial aid advising, and a proactive approach to addressing a student's challenges. In addition UAF has expanded the Early Warning process to all freshman core classes. At week three, instructors are asked to identify the students who are not attending class or have not been successful with initial course work, and those students are contacted by an advisor to discuss the student's options. UAF has formed a Retention and Persistence Committee consisting of faculty and student services staff to explore best practices in communication and support of existing students and to disseminate and encourage adoption of best practices across UAF colleges, schools and departments.