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Integrated Enrolment Growth Plan (IEGP) Annual Report 2025

JANUARY 2026

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

TABLE OF CONTENTS

MESSAGE FROM THE DEPUTY PROVOST (STUDENTS & ENROLMENT)

The Integrated Enrolment Growth Plan (IEGP), introduced to the community in October 2024, marked an important step in bringing to life the vision outlined in *Shape: A Strategic Plan of Impact*. One year later, I am pleased to share our first **IEGP Annual Report**, which reflects the foundational progress we have made and the shared effort required to support enrolment growth thoughtfully and responsibly.

At its core, the IEGP is about building a university community that reflects our shared principles — broadening access for Albertans, deepening our impact through learning and discovery and ensuring a sustainable future for the institution. Growth is a means of strengthening the communities we serve and creating the conditions for a thriving academic environment. It is also a risk-mitigation strategy, helping us navigate shifting demographics, evolving federal policies and increasing expectations for coordinated, transparent planning. Importantly, the plan does not assume growth across all areas of the university, but rather in those where it aligns with faculty and departmental academic vision and where the necessary capacity and conditions exist.

This first year showed how an integrated approach can drive meaningful progress, from strengthened governance and analytics to expanded learning options and early work on future enablers, such as online and transitional education. Together, these efforts underscore a core truth: enrolment management does not reside within a single office — it is a shared institutional responsibility.

Together with the annual Undergraduate and Graduate Enrolment Report, the IEGP Annual Report provides a unified view of our enrolment progress by placing strategy and performance side by side, reinforcing our commitment to transparency, accountability and evidence-informed decision-making.

As you read through this report, I encourage you to reflect on the themes that continue to guide us and the progress we have made together. In the years ahead, our shared commitment to access, impact and sustainability will continue to shape a university community that reflects our values and advances our collective aspirations.

Melissa Padfield
Deputy Provost (Students & Enrolment)
Chair, Integrated Enrolment Management Committee

EXECUTIVE SUMMARY

The **Integrated Enrolment Growth Plan (IEGP) Annual Report** provides an overview of progress made during the first year of implementation in 2025. Introduced in October 2024, the IEGP establishes a coordinated, institution-wide approach to planning and supporting enrolment growth in alignment with *Shape: A Strategic Plan of Impact* and the university's long-term goal of growing to 60,000 students by 2033.

The IEGP is structured around both strategy and execution. Ten strategic priority initiatives (referred to as "priority recommendations" in the original IEGP) define the long-term actions required to enable sustainable enrolment growth over the first five years of implementation. Complementing these priorities, the IEGP roadmap identifies a set of time-bound activities and investments that support early delivery and capacity building. This annual report reflects that structure by first outlining progress on the IEGP's strategic priority initiatives, followed by an update on Year 1 roadmap activities and investments, highlighting how early execution is advancing the broader strategy. For clarity, IEGP Year 1 refers to the first implementation period of the plan (October 2024–December 2025). Enrolment outcomes are reported using the official December 1, 2025 snapshot and are referenced throughout the report as 2025 enrolment.

The first year of implementation focused on strengthening the foundational elements needed to support sustainable growth. This work included improvements to enrolment governance through the Integrated Enrolment Management Committee (membership listed in Appendix A), enhancements to analytics and forecasting, modernization of recruitment practices and the development of new and expanded program and delivery options. These efforts were reinforced by academic progress, including implementation and expansion of the Year One Foundation Program, the launch of the Graduate Certificate in Sustainability and continued growth in online and flexible learning, which collectively broaden learning options and strengthen institutional capacity. Progress also continued in areas that connect enrolment planning with broader institutional priorities, including student supports, infrastructure planning and alignment with evolving provincial and federal policy environments.

The report summarizes activity-based and numeric progress across the IEGP's strategic priority initiatives, including a consolidated overview of all 10 initiatives in Section 4, followed by detailed progress updates. While some initiatives advanced more quickly than others, the work completed in 2025 reflects the iterative and contextually responsive approach envisioned in the original plan. The IEGP also continues to operate as a risk-mitigation strategy, supporting the university's ability to respond to demographic shifts, policy changes and external pressures in a coordinated and transparent manner.

In its first year, the IEGP advanced all seven Year 1 roadmap activities and investments and delivered measurable progress across nine of 10 strategic priority initiatives. During this period, actual enrolment exceeded Year 1 planned targets, driven primarily by strong domestic undergraduate demand and the early impact of coordinated enrolment planning. While overall enrolment growth surpassed planned levels, the composition of enrolment differed from initial assumptions, reinforcing the importance of continued attention to graduate pathways, international enrolment and institutional capacity as implementation progresses. Together, these outcomes established the governance, systems and academic foundations required for sustainable enrolment growth.

FIGURE 1. IEGP YEAR 1 SNAPSHOT*

STRATEGIC PRIORITY INITIATIVES

- Completed — 1
- In Progress — 6
- Initiated — 2
- Ongoing Priority — 1

*Reporting period: October 2024–December 2025

ACTIVITIES + INVESTMENTS

7/7
ADVANCED

ENROLMENT GROWTH

2025 ACTUAL
(Dec. 1 snapshot):

47,526

2025 PLANNED
(IEGP Year 1 target):

45,729

+3.9%[1]

The IEGP Annual Report aligns closely with the [Undergraduate and Graduate Enrolment Report](#), which provides detailed undergraduate and graduate data and program-level insights. Together, the two documents offer an integrated view of institutional strategy and performance, linking enrolment goals with measurable outcomes and emerging trends.

Looking ahead, the university will continue advancing the medium-term priorities of the IEGP, including expanding online and flexible learning options, strengthening recruitment and retention practices, improving forecasting and analytics and building capacity to support sustainable growth. Annual reporting will remain an important accountability mechanism, ensuring progress remains both transparent and aligned with institutional commitments and the needs of a growing province.

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1 The 2025 actual enrolment total reflects the official enrolled headcount reported in the Undergraduate and Graduate Enrolment Report and includes the Postgraduate Medical Education (PGME) cohort. The original IEGP Year 1 planned target was developed in early 2024 and did not include PGME; when the planned target is adjusted to include PGME using the same methodology, the resulting enrolment increase would be approximately 1.5%.

3. BACKGROUND + CONTEXT

The IEGP was developed in 2024 to advance the goals outlined in *Shape: A Strategic Plan of Impact*, supporting the university's commitment to broaden **access**, deepen academic **impact** and support long-term **sustainability**. The plan responds to significant demographic, economic and policy shifts affecting post-secondary education in Alberta and across Canada, including rising domestic demand, evolving expectations for international education and increased pressures on institutional funding and capacity.

The IEGP represents a coordinated, institution-wide approach to enrolment planning. Developed through extensive consultation with colleges, faculties and central administrative units, the plan identifies the enrolment strategies and conditions needed to responsibly grow to 60,000 students by 2033. It integrates academic planning, financial sustainability, infrastructure needs, student supports and workforce considerations, ensuring enrolment decisions align with the university's mission and strategic priorities.

The IEGP is structured around both long-term strategy and staged execution. Ten strategic priority initiatives define the actions required to enable sustainable enrolment growth over the first five years of implementation, while the IEGP roadmap outlines a set of time-bound activities and investments that support early delivery, capacity building and institutional readiness.

The IEGP outlines growth across four core areas:

- **Domestic undergraduate enrolment**, which is closely tied to government-funded seats, while overall enrolment growth across all categories must align with institutional capacity and available resources.

- **International undergraduate enrolment**, which supports a diverse learning environment and remains a key driver of financial sustainability.

- **Graduate course-based master's programs (CBMs)**, which create flexible options for working professionals and international students.

- **Graduate thesis-based programs**, which strengthen the university's teaching and research mission.

The IEGP also recognizes that our growth trajectory is shaped by several core dependencies, including revenue, staffing, infrastructure, instructional capacity, federal policy shifts and student demand. These dependencies underscore that growth must be staged, evidence-informed and aligned with available capacity. The plan is intentionally iterative, designed to adapt as conditions evolve and to guide coordinated decision-making across the institution.

Projected long-term enrolment composition is illustrated below, consistent with the planned enrolment assumptions used in the Undergraduate and Graduate Enrolment Report.
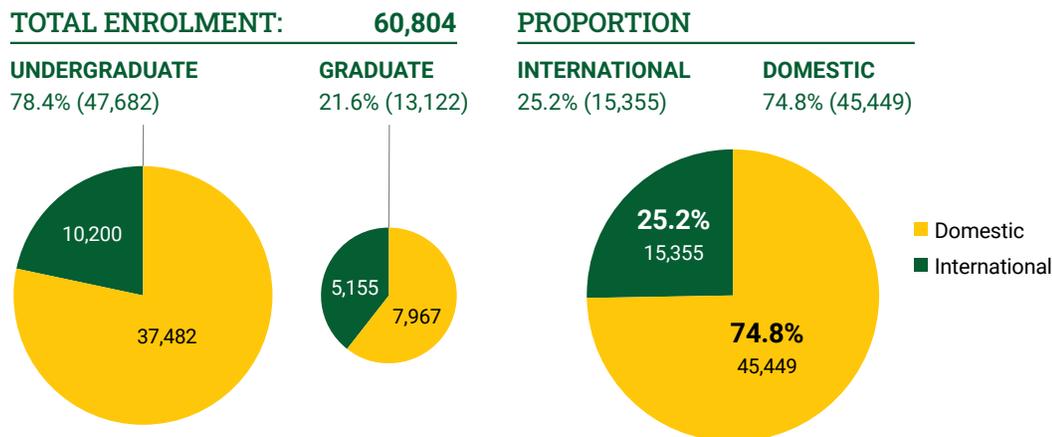
FIGURE 2. IEGP PLANNED ENROLMENT COMPOSITION, 2033

TOTAL ENROLMENT: **60,804**   PROPORTION

UNDERGRADUATE
78.4% (47,682)

GRADUATE
21.6% (13,122)

INTERNATIONAL
25.2% (15,355)

DOMESTIC
74.8% (45,449)

- Domestic
- International

TABLE 1. IEGP PLANNED ENROLMENT COMPOSITION, 2033

UNDERGRADUATE	Domestic	37,482
	International	10,200
	Total	**47,682**
GRADUATE	Domestic	7,967
	International	5,155
	Total	**13,122**
GRAND TOTAL		**60,804**
PROPORTION (%)	Undergraduate	78.4% (47,682)
	Graduate	21.6% (13,122)
	Domestic	74.8% (45,449)
	International	25.2% (15,355)

4. PROGRESS ON STRATEGIC PRIORITY INITIATIVES (2024–25)

Although the goal of reaching 60,000 students will unfold over the next decade, the IEGP outlines a set of strategic priority initiatives designed to establish the foundation for responsible enrolment growth in the first five years of implementation. These initiatives focus on the governance, systems, policies and academic conditions required to support sustainable growth over time.

The following updates summarize progress across the IEGP's 10 early priority initiatives, highlighting areas of momentum as well as the interdependencies and external factors that continue to shape implementation timelines.

YEAR 1 STATUS AT A GLANCE

This overview summarizes the implementation status of each priority initiative at the end of 2025 (for the time period October 2024–December 2025) with more detailed updates on the following pages.

LEGEND

Status		Meaning
●	Completed	*The work is finished for this phase/year*
●	In Progress	*Work is underway and moving forward*
●	Initiated	*Work has begun but is in early stages*
●	Ongoing Priority	*Multi-year initiative with sustained activity beyond Year 1*

	PRIORITY INITIATIVE	2025 STATUS	SUMMARY OF PROGRESS
1	Establish the Integrated Enrolment Management Committee (IEMC)	● Completed	Committee established; governance framework operational; guiding institution-wide enrolment planning.
2	Incorporate growth objectives into planning and accountability mechanisms	● In Progress	Growth principles integrated into budget planning, forecasting workflows and reporting cycles.
3	Develop and resource a graduate recruitment/enrolment strategy	● Initiated	Graduate enrolment strategy underway; first foundational actions implemented; further development planned for 2026.
4	Enhance domestic undergraduate recruitment and recruitment marketing	● In Progress	Domestic demand continues to rise; enhanced marketing and outreach underway.
5	Enhance international recruitment and retention systems	● In Progress	Adjustments to recruitment processes and admission routes in response to federal policy shifts; retention supports expanded.
6	Implement approach to guide/support new program development	● In Progress	Program development frameworks implemented; early progress in new CBMs, certificates and hybrid offerings.
7	Develop university-wide program review and renewal initiative	● Initiated	Early work completed; staged rollout planned over 3–5 years.
8	Optimize classroom and teaching space scheduling	● In Progress	Scheduling review underway; classroom needs assessment initiated as part of campus master planning.
9	Optimize IT capacity	● Ongoing Priority	Enhancements to analytics, forecasting and recruitment systems ongoing.
10	Identify mechanisms within budget model to mitigate growth barriers	● In Progress	Clearer linkage established between enrolment planning and budget model; ongoing refinements planned.

DETAILED PROGRESS BY PRIORITY INITIATIVE

The following section provides more detailed updates on each of the IEGP's strategic priority initiatives, outlining progress made during the first year of implementation and highlighting how early actions are establishing the conditions required for sustainable enrolment growth.

These initiatives reflect longer-term, institution-wide strategic work and, in many cases, extend beyond the first year of implementation. As such, progress is expected to vary across initiatives based on sequencing, resourcing, governance and external conditions.

1. **Establish an Integrated Enrolment Management Committee (IEMC) as a governance and oversight structure**

   ● Completed
   - The Integrated Enrolment Management Committee (IEMC) was formally established in 2024 and met regularly throughout 2025.
   - Subcommittees advanced work on undergraduate and graduate intake, forecasting, capacity planning and academic program implications.
   - Coordination across academic and administrative portfolios increased, improving shared visibility into enrolment pressures, capacity needs and emerging opportunities.

   Impact:
   - A more consistent, institution-wide approach to enrolment governance and shared accountability.
   - Clearer escalation processes and improved alignment between enrolment, academic planning and budget decisions.

2. **Fully incorporate growth objectives into existing planning and accountability mechanisms across the organization (including the budget planning process)**

   ● In Progress
   - Faculties began integrating enrolment scenarios into multi-year budget plans.
   - The university established a clearer linkage between the budget model and enrolment planning, improving transparency and oversight.
   - Enrolment considerations were embedded into the annual planning cycle, strengthening alignment between financial sustainability and academic program development.

   Impact:
   - Improved understanding of how enrolment shifts affect faculty budgets, instructional capacity and long-term planning.
   - Enhanced ability to plan for growth while managing financial risk.

3. **Develop and resource an institutional graduate recruitment/enrolment strategy**

   ● Initiated
   - Graduate recruitment and admissions processes were aligned more closely with undergraduate strategies, including the rollout of new customer relationship management (CRM) and application-management tools.
   - International graduate admission processes were reviewed and strengthened to support clarity for applicants and supervisors.
   - Although no new course-based master's programs launched in 2025, several programs advanced through governance and development stages, positioning the institution for new launches in 2026.

   Impact:
   - Stronger coordination across Office of the Registrar (RO), Faculty of Graduate and Postdoctoral Studies (GPS) and recruitment teams.
   - Improved understanding of supervisory capacity and program readiness across faculties.

Course-Based Master's (CBMs)

Course-based master's programs are professionally oriented graduate degrees built around structured coursework rather than thesis-based research.

The role of CBMs in future enrolment:

- Expand options for domestic and international students seeking flexible graduate programs.
- Enable scalable, market-responsive growth aligned with workforce needs.
- Strengthen the university's graduate education portfolio and research ecosystem.
- Support financial sustainability through cost-recoverable program models.
- Advance lifelong learning by offering accessible, career-aligned credentials.

4. Enhance and increase investment in domestic undergraduate recruitment and recruitment marketing

In Progress
- Recruitment campaigns were refreshed to respond to increasing domestic demand and shifting applicant expectations.
- Improved segmentation and communication tools enhanced applicant engagement and conversion.
- Partnerships with Alberta high schools and community organizations expanded, enhancing early outreach.

Impact:
- Improved early-cycle domestic applicant conversion and strengthened relationships across priority regions.

5. Enhance international recruitment and retention systems

In Progress
- Strategies were adapted to respond to federal policy changes affecting study permits and post-graduate work eligibility.
- Enhanced government relations capacity strengthened institutional engagement with Immigration, Refugees and Citizenship Canada (IRCC).
- Retention supports for international students were expanded through improved advising and community programming.

Impact:
- More stable and resilient international recruitment processes amid external variability.
- Stronger support for international student success.

6. Implement a comprehensive approach to guiding and supporting new program development

> **In Progress**
> - Faculties advanced new program proposals across undergraduate, graduate, online and microcredential areas.
> - A coordinated review process began to improve quality assurance and align proposals with institutional capacity and learner demand, supported by early guidance from cross-functional groups such as the Decision Advisory Team – Programs (DAT-P).
> - Early work began on developing guidelines for online and hybrid program development, in collaboration with Online and Continuing Education (OCE).
> - These efforts are supported by the newly finalized Graduate Programs Framework, which strengthens standards and approval processes for new graduate credentials.

> *Impact:*
> - Increased clarity and consistency for faculties navigating program approval processes.
> - Expanded access for diverse learner groups and more efficient development of programs.

7. Develop and implement a university-wide program review and renewal initiative

> **Initiated**
> - Initial frameworks for program review were developed in alignment with IEGP and academic planning priorities.
> - Faculties began preliminary assessments of program performance, demand and capacity.
> - Governance processes were defined to support consistent review timelines.

> *Impact:*
> - Early foundation for continuous program quality, relevance and sustainability.
> - Stronger alignment between program mix, student demand and instructional capacity.

8. Optimize use of all classroom and teaching spaces via expanded scheduling and blend of modalities

> **In Progress**
> - In July 2025, the university launched a master planning process, including a classroom needs assessment aligned with IEGP targets.
> - Detailed data collection began on teaching space utilization, scheduling patterns and modality trends.
> - Early modelling supported decisions related to faculty renewal and the allocation of teaching assistant and research assistant positions.

> *Impact:*
> - Stronger alignment between enrolment projections and future space requirements.
> - Greater insight into instructional capacity constraints.

9. Optimize capacity in IT

> **Ongoing Priority**
> - Foundational work continued to strengthen IT systems supporting recruitment, admissions, forecasting and student services.
> - CRM enhancements increased automation and improved applicant experience.
> - Planning began for infrastructure upgrades to support the expansion of online and hybrid learning.

> *Impact:*
> - More reliable systems capable of supporting higher application volumes and more complex delivery models.
> - Improved data flows to enhance forecasting, analytics and institutional planning.

Online and Flexible Learning

Online and flexible learning refers to credit and non-credit programs delivered through digital, hybrid or multimodal formats. These models allow students to combine online and in-person study, increasing accessibility and choice across disciplines and credentials.

The role of online and flexible learning in future enrolment:

- Expands access for working professionals, caregivers and students outside major centres.
- Increases capacity by reducing reliance on physical classroom space.
- Supports program innovation, including microcredentials, certificates and hybrid delivery.
- Improves planning and forecasting through clearer modality trends and learner-behaviour data.
- Aligns with long-term enrolment goals by enabling scalable, sustainable growth.

10. Identify mechanisms within the budget policy and model to mitigate barriers to growth

> **In Progress**
- Discussions continued regarding funding approaches, revenue timing and the sequencing of growth.
- Adjustments focused on ensuring the budget model does not unintentionally limit program expansion or student access.
- The university strengthened alignment between enrolment planning and the budget model, improving oversight, transparency and decision-making.

Impact:
- Improved institutional capacity to support growth while managing financial constraints and dependencies.
- Clearer financial mechanisms for faculties planning new programming or expanding student access.

5. ROADMAP PROGRESS: ACTIVITIES + INVESTMENTS (2024–25)

The IEGP roadmap outlines the staged activities and investments required to support sustainable growth over the first decade of implementation. Following the strategic priority initiatives outlined in the previous section, the roadmap focuses on short-term delivery and capacity building during the first year of implementation.

The following provides an update on the Year 1 activities and investments advanced in 2024–25, highlighting early progress as the university established the structures, systems and processes needed to enable coordinated enrolment planning and support longer-term growth.

KEY ACTIVITIES OR INVESTMENTS (SHORT TERM: STAGE SETTING)

As part of Year 1 roadmap delivery, planned enrolment targets outlined in the IEGP are shown alongside actual enrolment outcomes, providing an early indication of how execution aligned with expectations.

FIGURE 3. IEGP YEAR 1 (2025) PLANNED AND ACTUAL ENROLMENT

2025 PLANNED ENROLMENT
(IEGP Year 1 target

45,729

2025 ACTUAL ENROLMENT
(Dec. 1 snapshot)

47,526

+3.9%

FIGURE 4. IEGP YEAR 1 (2025) PLANNED AND ACTUAL ENROLMENT, BY PROGRAM TYPE
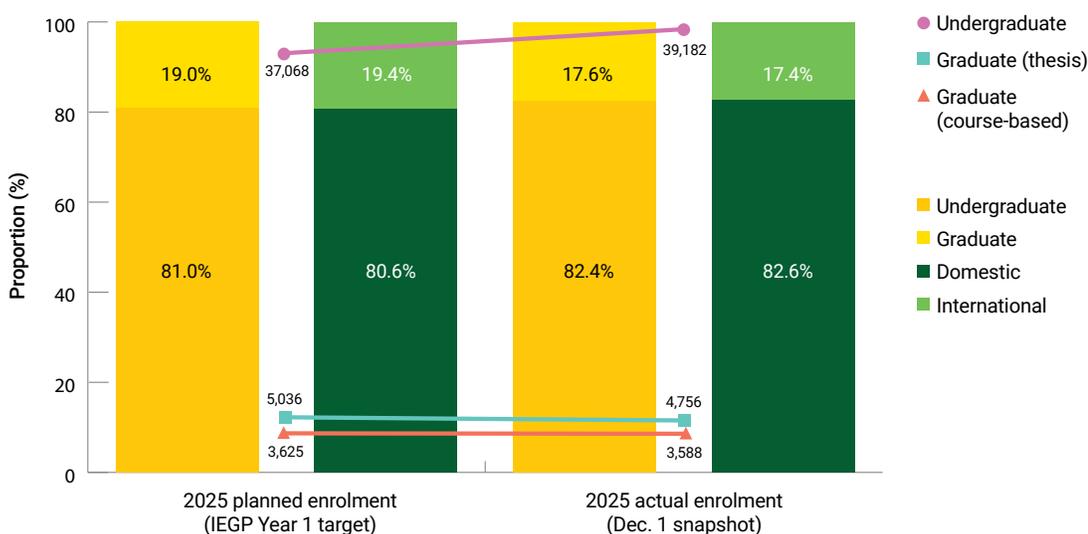
IEGP targets are shown alongside actual enrolment outcomes for 2025, as reported in the Undergraduate and Graduate Enrolment Report. Actual 2025 enrolment exceeded Year 1 planned targets outlined in the IEGP, with overall growth driven primarily by undergraduate enrolment amid continued external pressures affecting international enrolment.

TABLE 2. IEGP YEAR 1 (2025) PLANNED AND ACTUAL ENROLMENT, BY PROGRAM TYPE

		2025 planned enrolment (IEGP Year 1 target)	2025 actual enrolment (Dec. 1 snapshot)
UNDERGRADUATE	Domestic	31,826	34,046
	International	5,242	5,136
	Total	**37,068**	**39,182**
GRADUATE *Thesis*	Domestic	2,403	2,437
	International	2,633	2,319
	Total	**5,036**	**4,756**
GRADUATE *Course-based*	Domestic	2,630	2,794
	International	995	794
	Total	**3,625**	**3,588**
GRAND TOTAL		**45,729**	**47,526**
PROPORTION (%)	Undergraduate	81.0%	82.4%
	Graduate	19.0%	17.6%
	Domestic	80.6%	82.6%
	International	19.4%	17.4%

IEGP YEAR 1 ROADMAP ACTIVITIES + INVESTMENTS

1. **Launch of the Year One Foundation Program**

    Completed
    - The Year One Foundation Program launched, with the first cohort commencing in January 2025.
    - Classes and sections expanded rapidly in Fall 2025, with enrolment growth meeting first-year targets.
    - Progression routes for international students were refined to support smoother transitions into undergraduate programs.
    - Recruitment activities were strengthened through close collaboration with the Kaplan recruitment team.

Year One Foundation Program: Early impact

- **More than 200 students** were welcomed across three terms of intake (January, May and September), representing the largest first-year enrolments for a new pathway program of its kind in Canada.
- January 2026 milestone: first cohort progresses into **Year 2 of their undergraduate programs.**

2. **Enhancement of international and domestic recruitment and marketing**

    Completed
- Domestic recruitment campaigns were refreshed with improved targeting and more personalized follow-up to strengthen applicant engagement and conversion.
- International recruitment strategies were adjusted in response to federal policy changes affecting study permits and post-graduate work eligibility.
- Outreach across Alberta high schools and community partners expanded to strengthen early connections with prospective students.
- Retention supports for international students were enhanced through improved advising and community programming.

3. **Development of a graduate recruitment strategy**

    Completed
- Graduate recruitment and admissions processes were aligned more closely with undergraduate practices through improvements to the university's customer relationship management (CRM) systems.
- International graduate admission routes were reviewed and strengthened to improve clarity and support for prospective applicants.
- Although no new CBMs launched this year, several programs continued to progress through development and governance stages, positioning the university for new launches in 2026.

4. **Development of internal governance approach for enrolment and programs**

    Completed
- The Integrated Enrolment Management Committee (IEMC) launched and became fully operational.
- Subcommittees advanced coordinated work on forecasting, instructional capacity, program implications and communications.
- A new Decision Advisory Team – Programs (DAT-P) was established to provide early, cross-functional guidance on new program proposals, improving alignment with IEGP priorities and academic planning. Please see Appendix B for DAT-P membership details.
- Clearer alignment was established between enrolment planning, academic decision-making and budget cycles.

5. **Implementation of program review and renewal**

    Completed
- An initial framework for program review was completed and piloted with a small working group of faculties to test the approach and gather early feedback.
- Early assessments of program performance, demand and capacity began across several faculties.
- Planning for a multi-year review cycle progressed, with a staged rollout expected over the next three to five years.

6.   Launch of four graduate certificates and one CBM

Completed
- Four new graduate certificates moved through key approval stages, with academic content, governance pathways and delivery plans finalized in several cases.
- The university also finalized the Graduate Programs Framework, which clarifies approval processes, program expectations and quality standards for new graduate credentials, providing a stronger foundation for developing future certificates and CBMs.
- The Graduate Certificate in Sustainability and the course-based master's in Sustainability that has been approved by the Government of Alberta — significant milestones that will support future student access to graduate study.
- No new CBM launched in 2025, reaffirming the need for continued attention to supervisory capacity, market demand and instructional resources.
- Faculties also continued to use program review and renewal tools to help identify opportunities for program strengthening, alignment and future growth.

7.   Ongoing renewal of classroom and exam space

Completed
- A request for proposals (RFP) for a university-wide master planning process was issued in July 2025, launching a comprehensive review of instructional space.
- A classroom needs assessment began, including detailed data collection on space utilization, scheduling patterns and modality trends.
- Initial modelling connected enrolment growth with instructional capacity demands, supporting decisions related to faculty renewal and the allocation of teaching assistant and research assistant positions.

6. LOOKING AHEAD

The next phase of IEGP implementation will build on the foundation established in Year 1 (2024–25) and advance the medium-term priorities identified in the plan. As the university responds to continued domestic demand, evolving federal policies and increasing expectations for sector coordination, several priorities will guide implementation in the period ahead.

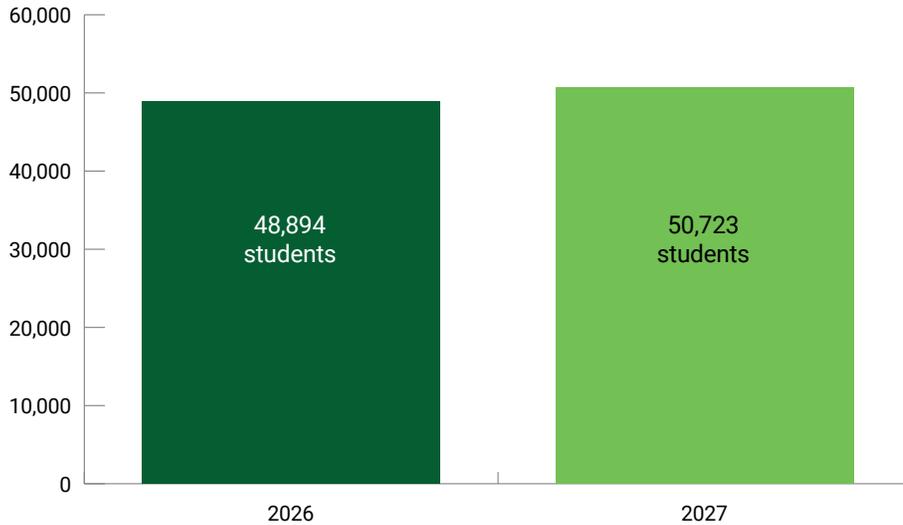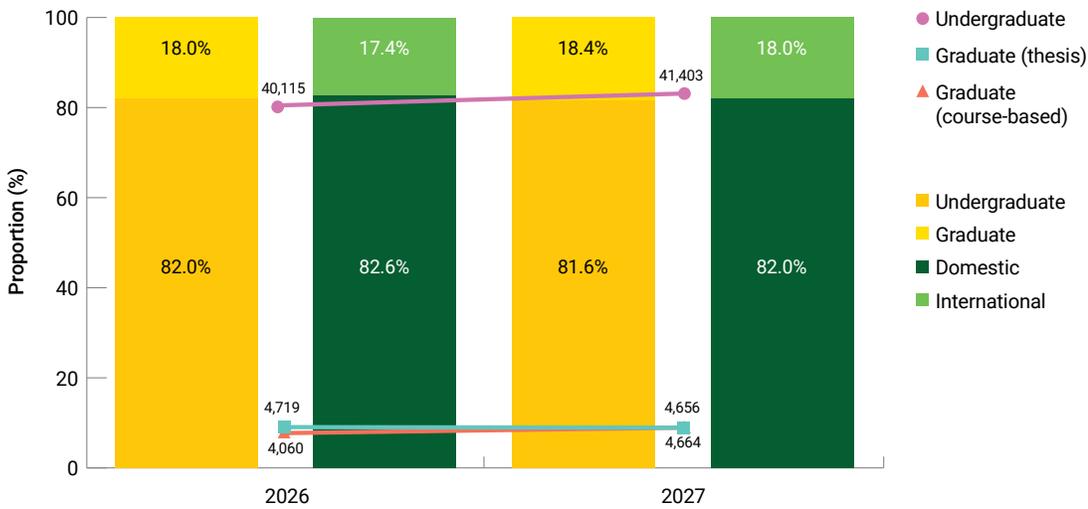**FIGURE 5. MEDIUM-TERM IEGP PLANNED ENROLMENT TARGETS, 2026–27**

FIGURE 6. IEGP PLANNED ENROLMENT COMPOSITION, 2026–27

Note: Medium-term enrolment targets are shown by calendar year totals (Figure 5) and by academic-year composition (Figure 6).

TABLE 3. MEDIUM-TERM IEGP PLANNED ENROLMENT TARGETS, 2026–27

		2026	2027
UNDERGRADUATE	Domestic	34,550	35,238
	International	5,565	6,165
	Total	**40,115**	**41,403**
GRADUATE *Thesis*	Domestic	2,447	2,455
	International	2,272	2,201
	Total	**4,719**	**4,656**
GRADUATE *Course-based*	Domestic	3,268	3,834
	International	792	830
	Total	**4,060**	**4,664**
GRAND TOTAL		**48,894**	**50,723**
PROPORTION (%)	Undergraduate	82.0%	81.6%
	Graduate	18.0%	18.4%
	Domestic	82.6%	82.0%
	International	17.4%	18.0%

ADVANCING MEDIUM-TERM PRIORITIES

In the next phase of implementation, the university will continue expanding flexible learning options, strengthening entry into high-demand disciplines and building the program capacity needed to support sustainable growth. Key areas of focus include:

- expanding online, hybrid and flexible offerings, including new graduate certificates
- advancing transnational education (TNE) partnerships, including the new Maple Leaf Education Systems (MLES) partnership in China
- continuing development of program proposals aligned with student demand and workforce needs and institutional capacity

These efforts reinforce the IEGP's commitment to access, impact and sustainability, while supporting diversified learning options for students.

The medium-term phase serves as a bridge between the foundational work completed in IEGP Year 1 and the university's long-term enrolment goals. Over the next several years, this phase will enable the institution to scale new pathways, programs and delivery models; strengthen alignment between enrolment planning, resource allocation and academic priorities; and build the systems and infrastructure needed to support sustainable growth. It also positions the university to respond proactively to external policy shifts and demographic trends.

Transnational Education (TNE)

Transnational education refers to academic programs, partnerships or learning experiences delivered outside Canada, allowing international students to access University of Alberta curriculum without relocating.

The role of TNE in future enrolment:

- Expands access by reaching students who cannot study in Canada.
- Diversifies the university's global learner base.
- Creates opportunities that may lead to future on-campus study.
- Supports enrolment stability amid shifts in federal policy.
- Enables scalable growth through partnered, online or hybrid delivery models.

STRENGTHENING INSTITUTIONAL COORDINATION

Coordinated planning across academic and administrative portfolios will remain essential as the university enters the next phase of implementation. The Integrated Enrolment Management Committee (IEMC) will continue to guide integrated decision-making, monitor progress and support alignment between enrolment priorities, academic mission and institutional strategy.

In the period ahead, deeper coordination across faculties, colleges and university-wide service units will help ensure enrolment decisions remain responsive to evolving conditions, capacity considerations and institutional priorities.

IMPROVING SYSTEMS AND INFRASTRUCTURE

Advancing systems and infrastructure will continue to play a central role in supporting sustainable growth. Priorities include:

- strengthening forecasting tools and integrating online education metrics into enrolment planning
- advancing the university's classroom needs assessment and space-planning initiatives
- enhancing scheduling processes to optimize the use of physical and digital learning environments
- improving IT systems that support recruitment, admissions, analytics and student services

These improvements will enhance planning accuracy, strengthen long-term resource allocation and ensure the university's infrastructure remains responsive to future enrolment pressures.

ONGOING ACCOUNTABILITY AND REPORTING

Annual reporting will remain a core mechanism for transparency and institutional accountability. As conditions evolve, reporting will continue to support:

- evidence-informed decision-making
- clear communication across faculties and units
- ongoing monitoring of progress toward the university's long-term enrolment goals

This approach ensures that planning remains iterative, responsive and aligned with the commitments that guide the IEGP.

7. SUMMARY + NEXT STEPS

The first year of IEGP implementation has established the foundation for a more coordinated, data-informed and institution-wide approach to enrolment planning. Progress in IEGP Year 1 (2024–25), across governance, analytics, recruitment, program development, online education and infrastructure planning, reflects the collective efforts of academic and administrative teams across the university. Early achievements such as the expansion of online and flexible learning, the advancement of new graduate certificate programs and improvements to student access have strengthened our ability to align enrolment planning with the university's academic mission, provincial needs and evolving sector conditions.

While key risks remain, including domestic capacity pressures, federal immigration policy shifts and the continued need for system-level coordination, the work completed in Year 1 positions the university to respond thoughtfully and strategically in the years ahead. The IEGP continues to provide a stable institutional framework that supports proactive planning, coordinated decision-making and responsible growth.

As the university enters the next phase of implementation, attention will focus on advancing medium-term priorities, strengthening coordination across portfolios and continuing to improve the systems and processes that support sustainable enrolment growth. Priorities for the period ahead include:

- expanding flexible learning and strengthening entry into high-demand disciplines, including further growth in online and hybrid offerings
- enhancing analytics, forecasting and infrastructure planning to support evidence-informed decision-making
- supporting coordinated action across faculties, colleges and central units through the IEMC
- ensuring enrolment planning remains aligned with academic priorities and emerging external conditions, including program development underway across several faculties

Aligned through strategy and execution, the IEGP will guide the university's next phase of growth, supporting a resilient, future-ready learning environment that expands access, strengthens impact and sustains the university's academic mission.

8. APPENDIX A

INTEGRATED ENROLMENT MANAGEMENT COMMITTEE (IEMC) MEMBERSHIP

- Deputy Provost, Students and Enrolment
- Deputy Provost, Academic
- Vice-Provost and University Registrar
- College Dean and Vice-Provost, College of Health Sciences (CHS)
- College Dean and Vice-Provost, College of Natural + Applied Sciences (CNAS)
- College Dean and Vice-Provost, College of Social Sciences (CSSH) + Humanities
- Acting Dean, Faculty of Native Studies
- Dean and Executive Officer, Augustana
- Dean and Executive Officer, Campus Saint-Jean
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Enrolment Management Service Partner, Graduate Studies
- Enrolment Management Service Partner, CSSH and Native Studies
- Enrolment Management Service Partner, CHS, Faculty of Business and Augustana
- Director, Academic Budget & Planning, Office of the Provost and Vice-President (Academic)
- Enrolment Management Service Partner, CNAS
- Associate Vice-President, Performance, Analytics and Institutional Research (PAIR)
- Vice-President, External Relations
- Office of the Vice-President, Research and Innovation
- Associate Vice-President, Performance, Analytics and Institutional Research and Chief Analytics Officer
- Associate Vice-President, Online & CPE, Online & Continuing Education
- Associate Vice-President, Human Resources, Health, Safety and Environment

RESOURCES:

- Vice-Provost, Access, Community + Belonging
- Vice-Provost, Programs
- Lead, Strategic Planning and Initiatives, Office of the Provost and Vice-President (Academic)
- Manager, Business Transformation and Service Innovation (Enrolment Systems and Service Innovation)
- Senior Partner, Communications and Marketing
- Deputy Registrar
- Executive Coordinator to the Deputy Provost, Students and Enrolment

DECISION ADVISORY TEAM – PROGRAMS (DAT-P) MEMBERSHIP

- Vice-Provost, Programs, Chair
- Associate Vice-President, Online and Continuing Education, Vice-Chair
- Deputy Provost, Academic
- Deputy Provost, Students and Enrolment (or delegate)
- Vice-Provost and University Registrar (or delegate)
- Vice-Provost and Associate Vice-President, International
- Director, Academic Budget and Planning
- Portfolio Initiatives Manager – Programs
- Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies
- Vice-Provost, Learning Initiatives