

**Governance Executive Summary  
Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>Graduate Student Enrolment Report 2019-2020</b>
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**Item**

Proposed by	Brooke Milne, Vice-Provost and Dean, FGSR
Presenter	Brooke Milne, Vice-Provost and Dean, FGSR

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The 2019-20 report on graduate enrolment; providing the institution with a current snapshot of graduate enrolment and trends for awareness, and to inform future planning as it relates to graduate education and programming.
Executive Summary (outline the specific item – and remember your audience)	<p>FGSR is both an academic and administrative faculty. We have a pan-institutional view (and accountability for) graduate education across campus.</p> <p>This fifth edition of the annual FGSR Enrolment Report provides an overview of metrics related to graduate education at the University of Alberta, and it provides data and trends for consideration in policy making and planning.</p> <ul style="list-style-type: none"> <li>● 20% of the UofA’s students are graduate students: <ul style="list-style-type: none"> <li>○ 2798 PhD Students</li> <li>○ 2204 Master’s (Thesis-based) Students</li> <li>○ 2997 Master’s (Course-based) Students</li> </ul> </li> </ul> <p>The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times. There is a great deal of information included in the report; however, a few high level highlights include:</p> <ul style="list-style-type: none"> <li>● Graduate enrollment saw an increase in all program categories; but a notable increase again this year in Course-based Master’s and Certificate programs, showing an increase in demand for this type of professional program.</li> <li>● There was strong International Enrolment in many faculties, which has resource implications.</li> <li>● We are pleased to see a continual upward trending for Indigenous enrolment in all degree programs.</li> <li>● Unlike Undergrads, 30% of our students do not start in the Fall term. This continues to have planning implications.</li> <li>● We continue to admit only ¼ of the students who apply to our programs, demonstrating the high demand of our programs.</li> </ul> <p><i>Question for consideration:</i></p> <ul style="list-style-type: none"> <li>● <i>What do these enrolment trends mean for the institution?</i></li> </ul>

Item No. 18A

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>● GEFAC – February 27, 2020</li> <li>● Chairs Council – March 17, 2020</li> <li>● FGSR Council - March (For Info; In-person meeting cancelled)</li> <li>● Statutory Deans Council – April 1 (Info Only)</li> <li>● President’s Executive Committee – Operations - April 16, 2020</li> <li>● FGSR Council - April 22, 2020 (Presentation)</li> <li>● Vice-Provost’s Council - April 27, 2020</li> <li>● Academic Planning Committee - May 6, 2020</li> <li>● Deans and Associate Deans, Grad (Individual Meetings) – Report distributed in the Spring; meetings taking place through May and June 2020</li> <li>● General Faculties Council – May 25 (Info Only)</li> <li>● Board - Learning, Research, and Student Experiences (BLRSEC) - May 29, 2020</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Institutional Strategic Plan - For the Public Good</p> <ul style="list-style-type: none"> <li>● BUILD a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</li> <li>● 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.</li> </ul> <p>Also, alignment with the Comprehensive Institutional Plan.</p>		
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management  <input checked="" type="checkbox"/> Faculty and Staff  <input checked="" type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success                 </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<ol style="list-style-type: none"> <li>1. Post-Secondary Learning Act (PSLA)</li> <li>2. General Faculties Council Terms of Reference</li> <li>3. GFC Executive Committee Terms of Reference</li> <li>4. GFC Academic Planning Committee</li> <li>5. Board Learning and Discovery Committee</li> </ol>		

Attachment 1: Graduate Student Enrolment Report 2019-20

Prepared by: Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research



**UNIVERSITY OF ALBERTA**  
**FACULTY OF GRADUATE**  
**STUDIES & RESEARCH**

# **Graduate Student Enrolment Report**

## **2019-20**



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## Executive Summary

This fifth edition of the annual *FGSR Enrolment Report* provides an overview of metrics related to graduate education at the University of Alberta. The report outlines some notable trends in a few key areas, including student demographics, program applications, and completion times.

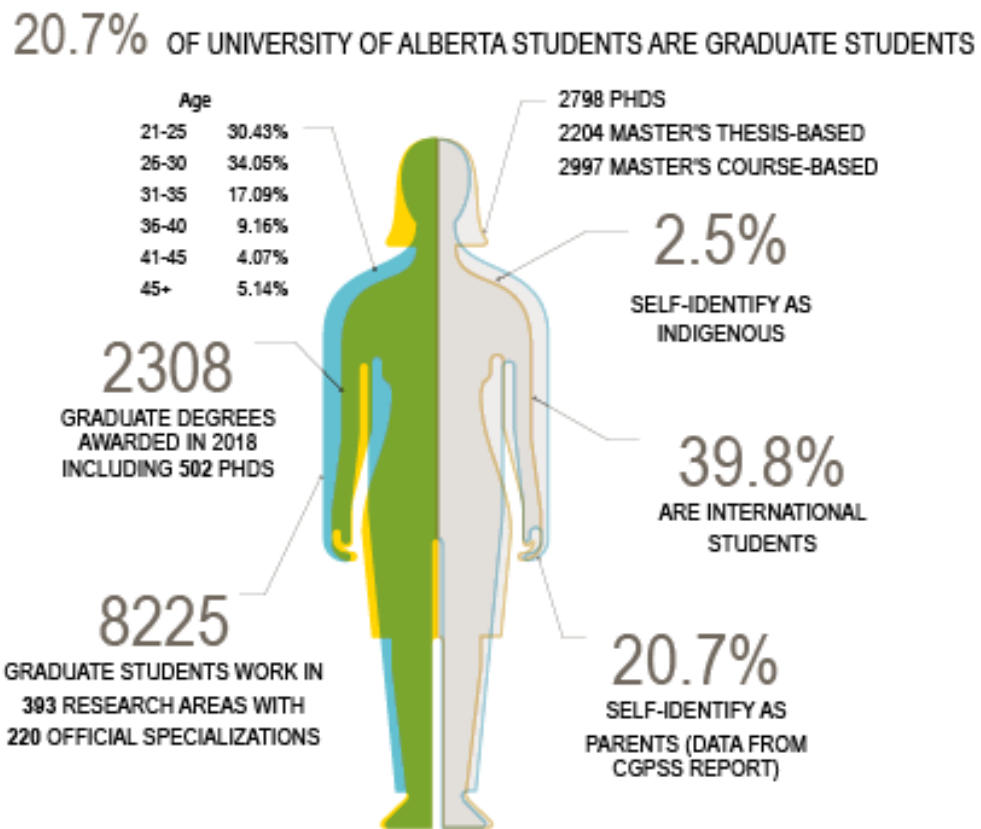
*Demographic profile.* UAlberta's graduate student community consistently accounts for one-fifth of all students on our campuses. Nearly 40% of our graduate student population is international, making our graduate programs among the most diverse on campus (see Section 1.4). While the graduate student community comprises more women than men, our PhD programs retain a higher proportion of men -- a trend that has remained consistent over the past decade (Section 1.6). We are pleased to note, however, that enrolment of Indigenous students from within Canada is at an all-time high (Section 1.7).

*Application and enrolment trends.* Over the past ten years, the University of Alberta has experienced a significant increase in international graduate student applications to our programs, while domestic application numbers have held steady (Section 2.1). This year, graduate enrolment increased by 254, partly as a result of increased capacity in our course-based Master's degree programs (Section 1.1).

*Changes in completion times.* International graduate students consistently complete their degrees in less time than their domestic peers. The average time to completion, however, has recently risen for both international and domestic students (Section 3.2).

These and other key measures are examined in detail below.

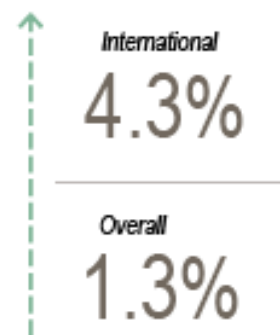
Figure 1. Graduate students at a glance



**AVERAGE COMPLETION TIMES BY DEGREE**

<i>Domestic</i>	<i>International</i>
<b>2.4</b> years MASTER'S COURSE-BASED	<b>1.6</b> years MASTER'S COURSE-BASED
<b>2.7</b> years MASTER'S THESIS-BASED	<b>2.4</b> years MASTER'S THESIS-BASED
<b>5.9</b> years DOCTORAL	<b>5.0</b> years DOCTORAL

**INCREASE IN APPLICATIONS (FALL 2019 VS FALL 2018)**



# 1. Enrolment

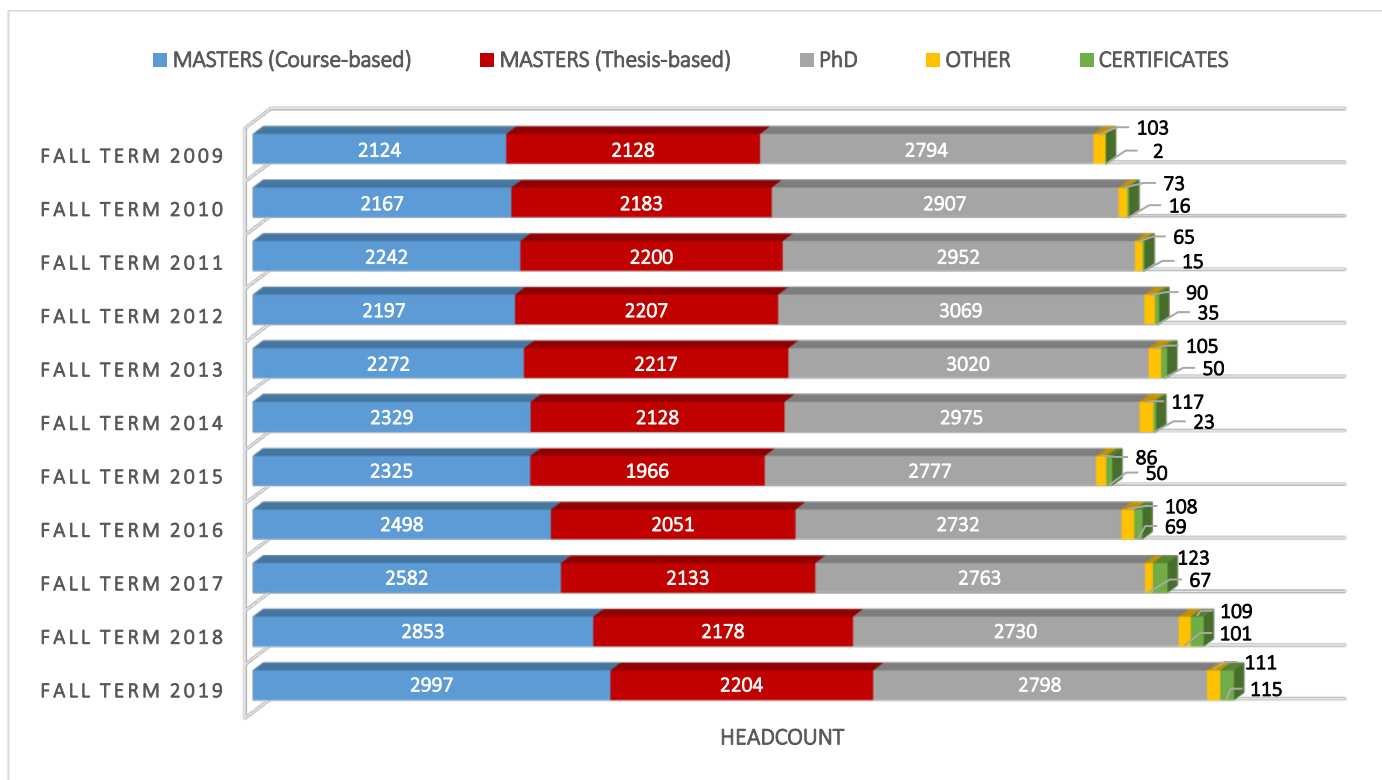
Most of this section<sup>1</sup> presents enrolment numbers based on the standard December 1, 2019 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts reflect Fall term registrations only. As a result, enrolment reported here does not include the *total* number of graduate students who have been on campus throughout the entire calendar year.

## 1.1. Graduate Enrolment by Degree Type

Graduate enrolment in all program categories has increased since the previous reporting period. While growth in both thesis-based master’s and doctoral program enrolments has been modest, at 1.2% and 2.5%, respectively, enrolments in course-based Master’s and certificate programs have risen considerably for the second year in a row, with increases of 5.0% and 5.5%, respectively.

This is also the second consecutive year that enrolment in course-based Master’s programs exceeds that in PhD programs. Enrolment in doctoral programs has returned to roughly the same levels as recorded in 2009.

**Figure 2. Graduate enrolment by degree type**



Source: Strategic Analysis Data provided December 1, 2019 Registration Statistics

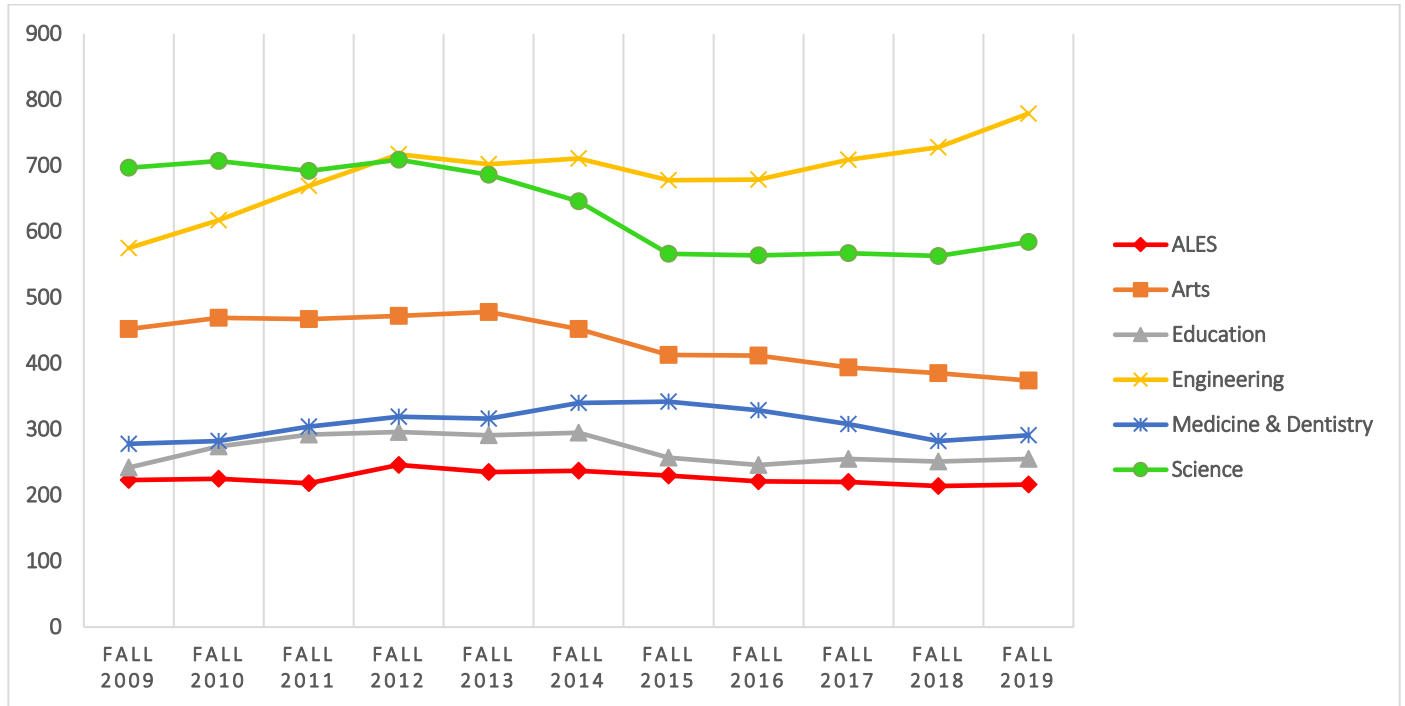
<sup>1</sup> The exceptions are subsection 1.5 and Table 7, which report on sponsored students; see below.



Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. Of particular interest is the continued growth of our innovative condensed PhD program in Indigenous Studies in the Faculty of Native Studies, which now stands at 15 registrants.

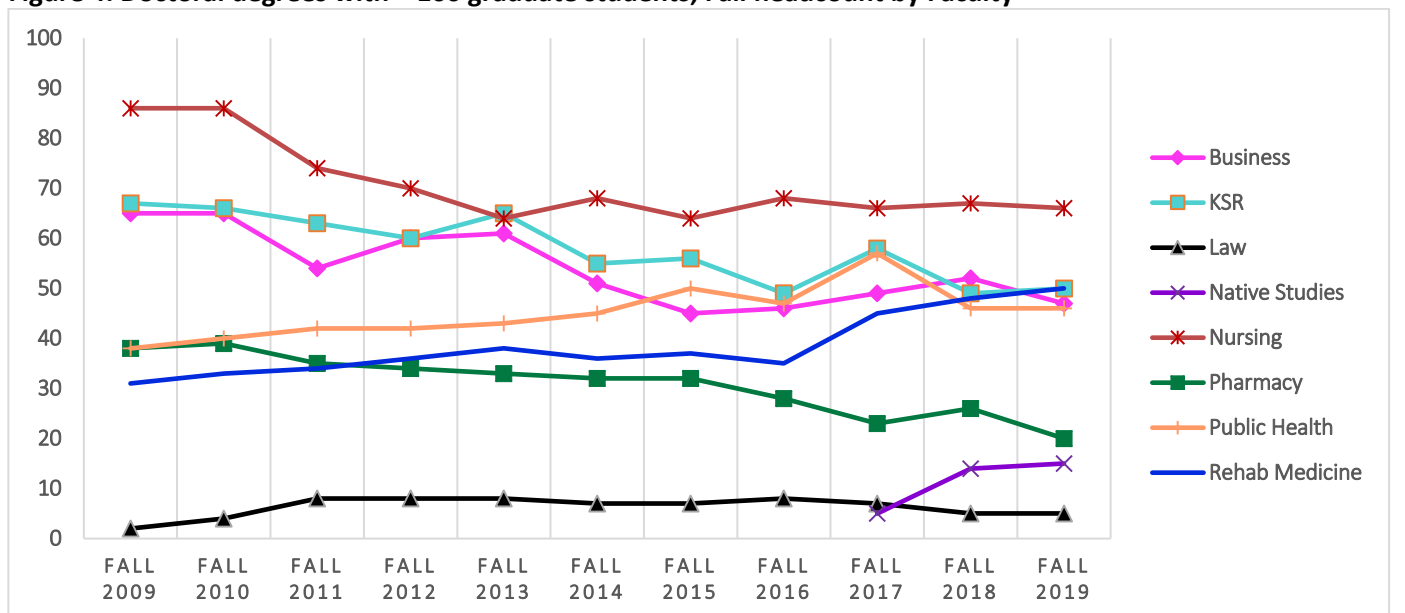
Reviewing the data by Faculty reveals varied year-over-year changes across the institution (Figures 3 and 4).

**Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty**



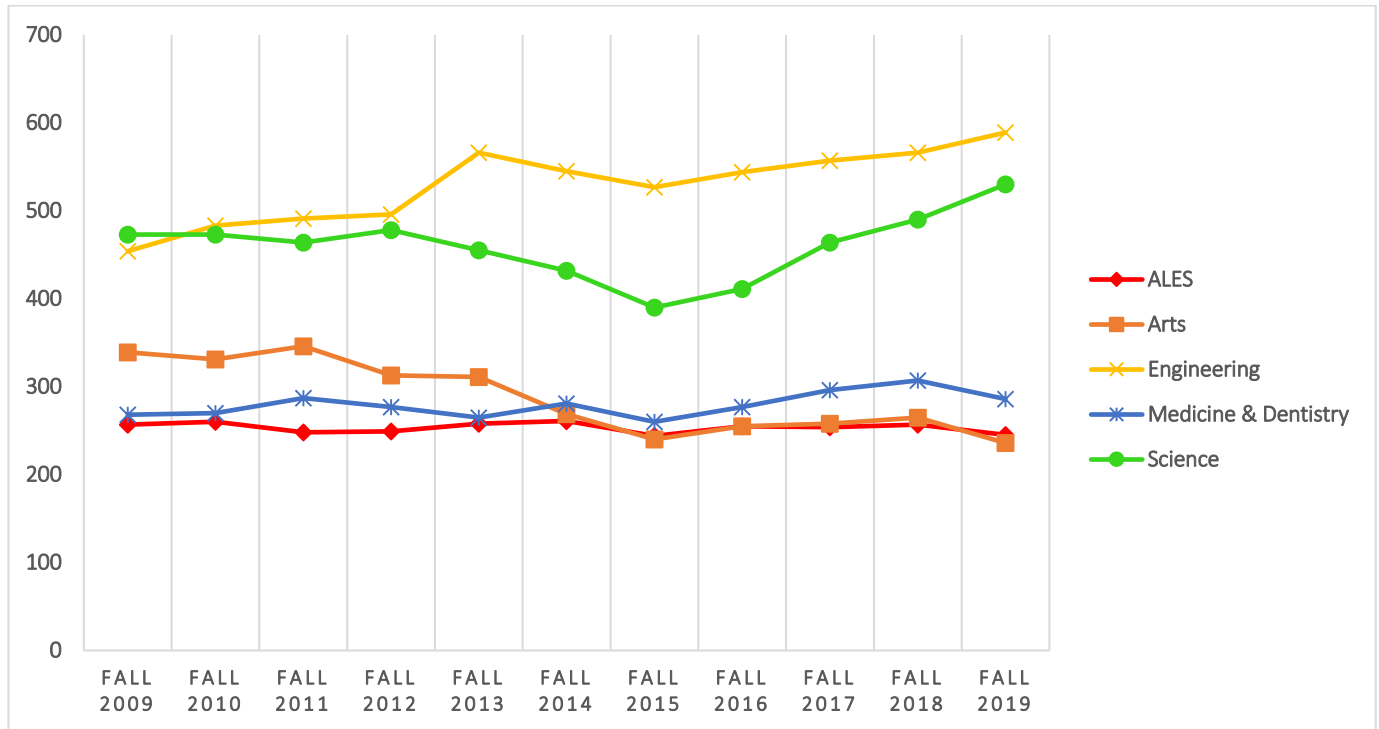
Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2019

**Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty**



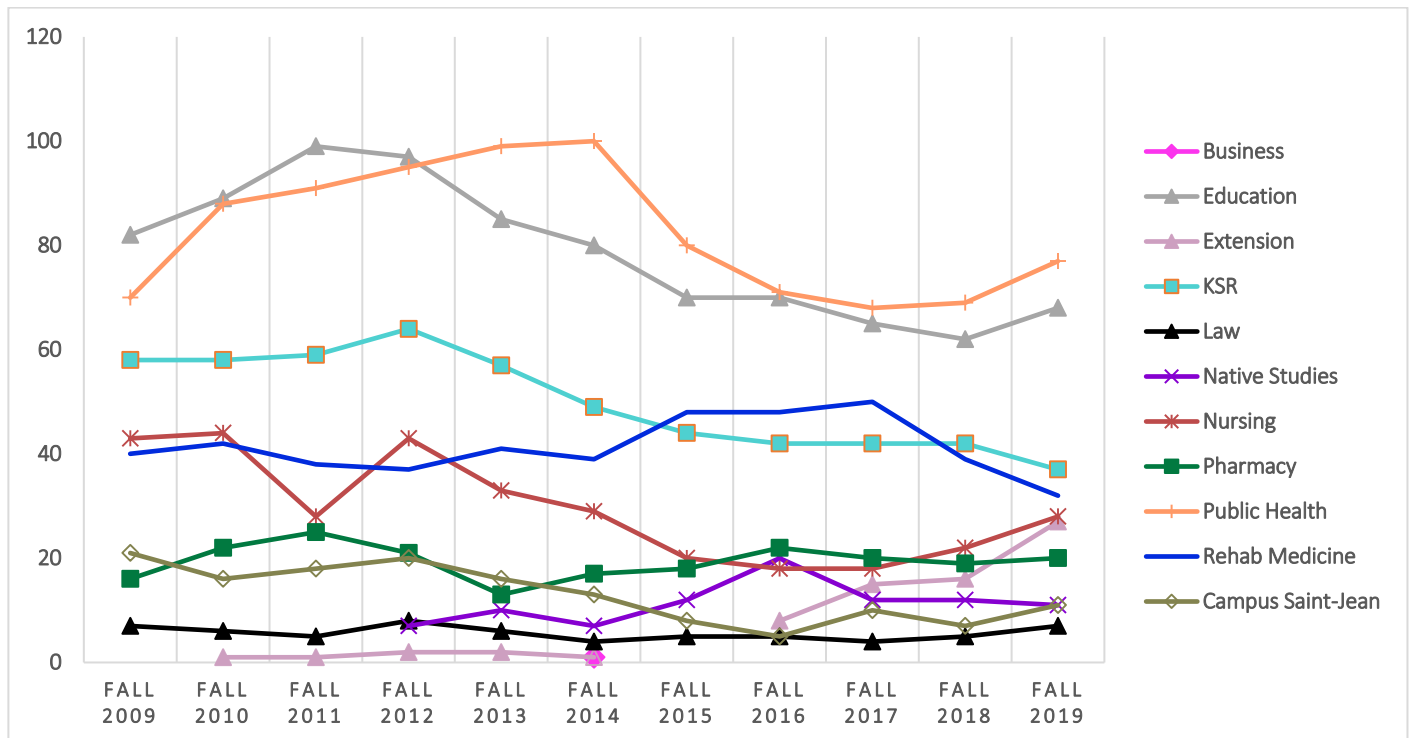
Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

**Figure 5. Thesis-based Master's degrees with > 100 graduate students**



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

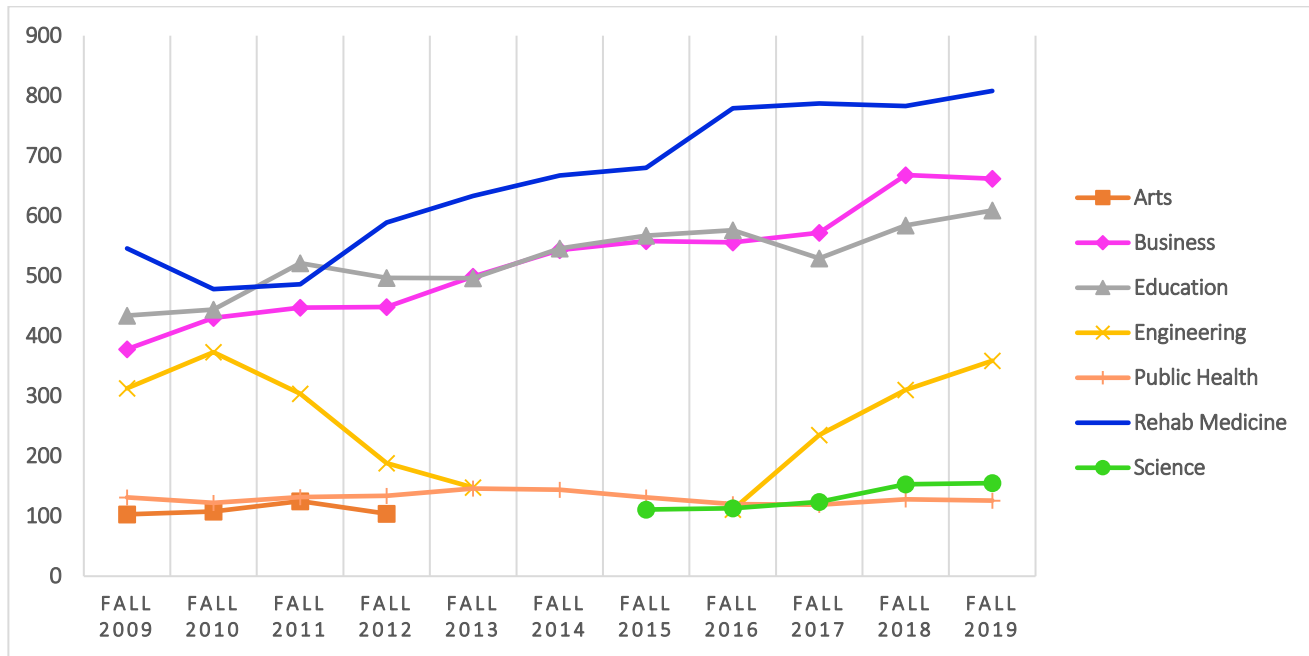
**Figure 6. Thesis-based Master's degrees with < 100 graduate students**



Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2019

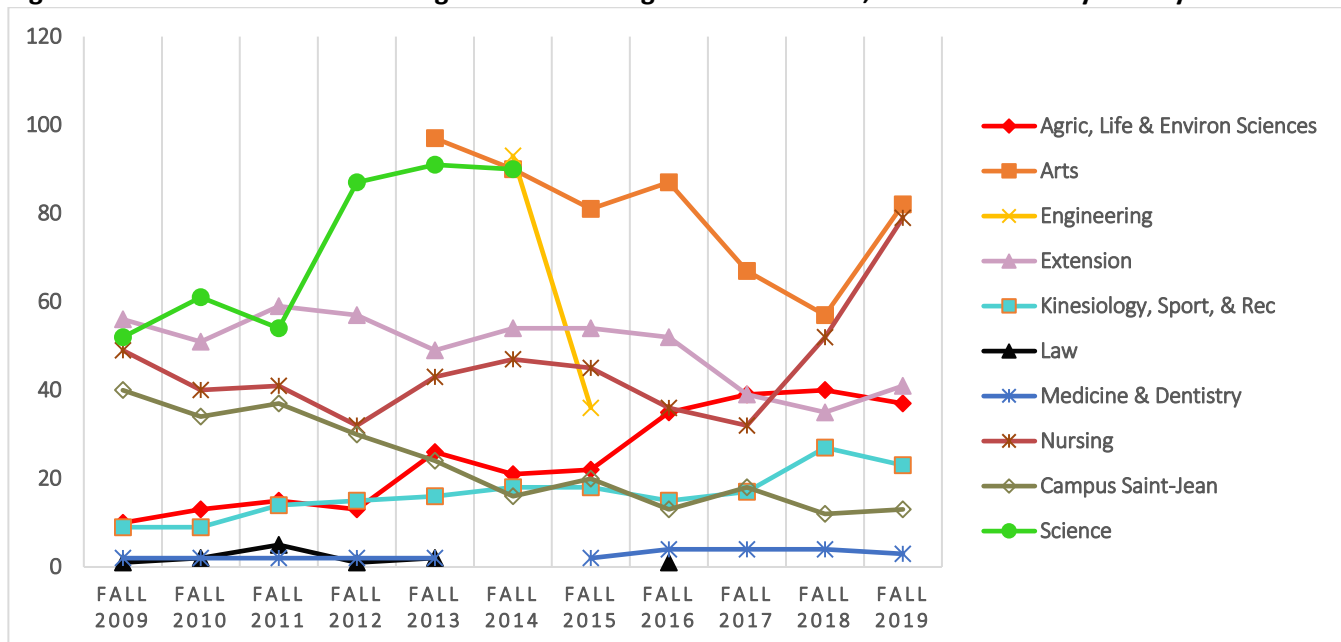
Over the last year, there has been significant growth in course-based Master’s programs (see Figures 7 and 8) as a result of a growing interest in these types of professional degrees. Growth is most concentrated within the course-based Master of Engineering programs, which were reopened for fall 2017 admissions. Among programs with under 100 grad students, Nursing and Arts have similarly experienced notable growth. New course-based Master’s programs or streams continue to be in development to respond to the increasing demand for them.

**Figure 7. Course-based Master's degrees with > 100 graduate students, Fall headcount by Faculty**



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

**Figure 8. Course-based Master's degrees with < 100 graduate students, Fall headcount by Faculty**



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

Enrolment in post-Master’s certificate and graduate certificate programs remains modest, though programs in the Faculty of Kinesiology, Sport, and Recreation saw a notable increase over the previous reporting period (Table 1). Programs offered in each of these faculties are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

**Table 1. Certificate programs, Fall headcount by Faculty**

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Business			1	2	2	2
Campus Saint-Jean						1
Education	1	1				
Kinesiology, Sport, and Recreation				17	5	24
Public Health						
Rehabilitation Medicine	22	49	68	104	102	88
<b>Total</b>	<b>23</b>	<b>50</b>	<b>69</b>	<b>123</b>	<b>109</b>	<b>115</b>

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019

Table 2 shows graduate enrolment in other programs, including qualifying, special and visiting students.

**Table 2. Other programs, Fall headcount by Faculty**

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ALES	5	3	3	2	5	1
Arts	17	14	12	8	9	9
Business	3			2		2
Campus Saint-Jean		3	9	1		1
Education	1	6	4	2	2	3
Engineering	4	5	6	15	9	11
Extension		1				
FGSR*	47	22	26	23	31	38
KSR	2	2		2	4	
Law						1
Medicine & Dentistry	7	7	8	2	5	5
Native Studies	1					
Nursing	3	2	2	4	4	3
Pharmacy			1	1	1	2
Rehabilitation Medicine	20	19	31	3	21	22
School of Public Health		1	3	2	3	4
Science	7	1	3		7	9
<b>Total</b>	<b>117</b>	<b>86</b>	<b>108</b>	<b>67</b>	<b>101</b>	<b>111</b>

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2019.

\*Note: Many visiting students list FGSR as their primary faculty, especially those with a Western Deans’ status.

## 1.2. Faculty to Graduate Students Ratio

Table 3 provides an overview of the ratio of professors to graduate students in each Faculty; it makes it possible to assess both supervisory capacity and teaching capacity by monitoring whether graduate student numbers and faculty complement are moving in tandem. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

Every Faculty is reported in this dataset. It is important to note, however, that Faculties with large course-based Master's programs, such as the MBA in the School of Business, most graduate programs in the Faculty of Rehabilitation Medicine, and a substantial proportion of Engineering's graduate offerings, will appear to be carrying a comparatively low faculty to course-based student ratio. This is because Course-based programs require a different level of student-faculty interaction as compared to Thesis-based programming. Cross-faculty comparisons in such cases are not likely to be informative; trends within faculties will be more meaningful.

**Table 3. Ratio of faculty to graduate students, by Faculty and program**

**(1 Faculty : # of Students)**

Faculty	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C
ALES	1: 2.1	1: 2.2	1: 0.2	1: 2	1: 2.3	1: 0.3	1: 2	1: 2.4	1: 0.4	1: 1.9	1: 2.3	1: 0.4	1: 1.9	1: 2.1	1: 0.3
Arts	1: 1.3	1: 0.7	1: 0.3	1: 1.3	1: 0.8	1: 0.3	1: 1.2	1: 0.8	1: 0.2	1: 1.2	1: 0.9	1: 0.2	1: 1.2	1: 0.8	1: 0.3
Business	1: 0.6		1: 7.8	1: 0.6		1: 7.8	1: 0.7		1: 8.1	1: 0.8		1: 9.7	1: 0.7		1: 10.5
Education	1: 2.5	1: 0.7	1: 5.5	1: 2.3	1: 0.7	1: 5.4	1: 2.3	1: 0.6	1: 4.8	1: 2.3	1: 0.6	1: 5.4	1: 2.5	1: 0.7	1: 5.9
Engineering	1: 3.4	1: 2.6	1: 0.2	1: 3.3	1: 2.7	1: 0.5	1: 3.4	1: 2.7	1: 1.1	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6
Extension			1: 3.2		1: 0.5	1: 3.5		1: 0.9	1: 2.3		1: 1	1: 2.2		1: 1.9	1: 2.9
Faculté Saint-Jean		1: 0.3	1: 0.7		1: 0.2	1: 0.4		1: 0.3	1: 0.6		1: 0.2	1: 0.4		1: 0.4	1: 0.4
Native Studies		1: 1.2			1: 1.8		1: 0.5	1: 1.1		1: 1	1: 0.9		1: 1.1	1: 0.8	
KSR	1: 1.5	1: 1.2	1: 0.5	1: 1.2	1: 1	1: 0.4	1: 1.5	1: 1.1	1: 0.4	1: 1.3	1: 1.1	1: 0.7	1: 1.4	1: 1	1: 0.6
Law	1: 0.3	1: 0.2		1: 0.3	1: 0.2	1: 0.037	1: 0.3	1: 0.1		1: 0.2	1: 0.2		1: 0.2	1: 0.2	
Medicine and Dentistry*	1: 0.5	1: 0.4	1: 0.003	1: 0.5	1: 0.4	1: 0.006	1: 0.5	1: 0.5	1: 0.006	1: 0.4	1: 0.5	1: 0.006	1: 0.5	1: 0.5	1: 0.005
Nursing	1: 1.4	1: 0.4	1: 1	1: 1.4	1: 0.4	1: 0.8	1: 1.5	1: 0.4	1: 0.7	1: 1.5	1: 0.5	1: 1.2	1: 1.6	1: 0.7	1: 1.9
Pharmacy	1: 1.5	1: 0.8		1: 1.2	1: 0.9		1: 1	1: 0.9		1: 1.4	1: 1		1: 1.1	1: 1.1	
Public Health	1: 1.9	1: 3.1	1: 5	1: 1.7	1: 2.6	1: 4.4	1: 2.3	1: 2.7	1: 4.8	1: 1.9	1: 2.9	1: 5.3	1: 1.6	1: 2.7	1: 4.3
Rehab Medicine	1: 0.8	1: 1.1	1: 15.5	1: 0.8	1: 1.1	1: 17.7	1: 1.1	1: 1.2	1: 18.7	1: 1.2	1: 1	1: 19.1	1: 1.4	1: 0.9	1: 23.1
Science	1: 2	1: 1.4	1: 0.4	1: 2	1: 1.4	1: 0.4	1: 2	1: 1.6	1: 0.4	1: 1.9	1: 1.7	1: 0.5	1: 2	1: 1.8	1: 0.5
<b>Total</b>	<b>1: 1.4</b>	<b>1: 1</b>	<b>1: 1.2</b>	<b>1: 1.4</b>	<b>1: 1</b>	<b>1: 1.2</b>	<b>1: 1.4</b>	<b>1: 1.1</b>	<b>1: 1.3</b>	<b>1: 1.4</b>	<b>1: 1.1</b>	<b>1: 1.4</b>	<b>1: 1.4</b>	<b>1: 1.1</b>	<b>1: 1.5</b>

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount as of October 1, 2019 merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2019

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 6 years) 67.8% of the total professoriate figures; 4) All types of students are included in this table.

### 1.3. Graduate/Undergraduate Enrolment Comparison

Over the last six years, graduate students have comprised close to 20% of the total student population at the University of Alberta. The overall number of students has increased slightly for both undergraduates and graduates. Table 4 highlights the balance of graduate to undergraduate students among individual Faculties. The percentage of graduate students offers insight into potential capacity of individual faculties to be supported by graduate students for both undergraduate teaching and research activities. The ratios have remained relatively consistent over time, with a few exceptions, including Native Studies, where the proportion of graduate students has grown with the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 12% since Fall 2016.

**Table 4. Percentage of graduate students in total by Faculty**

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27
Extension	55	100	55	100	60	100	54	100	51	100	68	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12
Law	537	2	561	2	577	2	572	2	580	2	579	2
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100
School of Public Health	289	100	262	100	241	100	246	100	246	100	253	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17
<b>TOTAL</b>	<b>37761</b>	<b>20</b>	<b>36854</b>	<b>20</b>	<b>37326</b>	<b>20</b>	<b>38450</b>	<b>20</b>	<b>39095</b>	<b>20</b>	<b>39687</b>	<b>21</b>

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

## 1.4. Graduate Students by Citizenship

More than one-third of our graduate students are international (i.e. students on a student visa, work permit or study permit) reflecting a growth trend that has increased steadily since 2016. However, as illustrated in Table 5 shows, international students are unevenly distributed across Faculties. The proportion of international students has implications for resource support. For example, Tri-Agency awards are only available to Canadian citizens and permanent residents (who are grouped together here). The proportion of international students in most Faculties has remained stable. The sharp increase in Business since Fall 2018 can be attributed to the launch of new programs delivered in Mandarin in Shanghai and Shenzhen, China, the Master's of Financial Management and the MBA. The recent increase in the proportion of international students studying at Campus Saint-Jean is also noteworthy.

**Table 5. Percentage of international students by Faculty**

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ALES	49.1	51.7	51.2	52.8	50.0	50.1
Arts	32.9	32.4	33.8	33.8	36.9	37.8
Business	31.6	33.0	25.9	28.5	37.4	45.2
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5
Education	8.9	9.0	7.1	6.6	7.5	7.9
Engineering	63.0	63.7	61.3	62.2	66.1	71.2
Extension	3.6	3.6	3.3	3.7	9.8	8.8
Kinesiology, Sport, & Rec.	20.2	21.7	19.8	18.4	21.3	19.4
Law	18.2	25.0	28.6	9.1	20.0	23.1
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5
Native Studies	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	15.0	16.0	20.2	18.3	18.6	19.9
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1
Public Health	12.5	11.1	10.8	10.2	11.4	15.0
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2
Science	51.5	50.9	53.4	53.3	54.3	56.3
<b>TOTAL</b>	<b>35.1</b>	<b>34.5</b>	<b>33.7</b>	<b>34.8</b>	<b>37.0</b>	<b>39.8</b>

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2019

International Students include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident

The international graduate student population is more diverse than the undergraduate student population in terms of country of origin. FGSR has graduate students from over 160 countries, although the vast majority of countries are represented by very few individual students. Table 6 shows the 15 countries with the largest numbers of citizens enrolled at the university (by headcount) from 2014 to 2019. These 15 countries represent 38.9% of the graduate student headcount for Fall 2019.

While the positions of the countries on this list have varied over time, China, India and Iran have occupied the top three spots for over a decade. The size of our Chinese and Indian student populations continues to trend upward; notably, the number of Iranian students also increased markedly in the past year, after trending downward between 2014 and 2018.

**Table 6. Top 15 source countries by student citizenship**

	Country of Citizenship	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of total
	Canada	4,087	3,966	4,237	4,336	4,356	4,321	52.5%
1	China	1,021	963	922	973	1,141	1,225	14.9%
2	India	308	287	302	325	405	488	5.9%
3	Iran	477	445	428	397	402	458	5.6%
4	United States	169	156	150	165	161	161	2.0%
5	Bangladesh	137	105	105	113	139	177	2.2%
6	Brazil	58	71	75	92	103	100	1.2%
7	Pakistan	86	74	78	88	98	100	1.2%
8	Mexico	49	51	62	79	91	98	1.2%
9	Nigeria	79	68	73	70	76	88	1.1%
10	Egypt	79	62	62	65	67	79	1.0%
11	Colombia	47	45	50	58	50	48	0.6%
12	Korea, South	43	41	51	50	46	47	0.6%
13	Ghana	43	45	49	44	41	46	0.6%
14	Germany	51	35	36	35	43	35	0.4%
15	Vietnam	26	23	29	31	39	33	0.4%

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019



## 1.5. Sponsored Students

Sponsored students are international students who are either partially or fully supported by their governments, national or multinational companies, or third-party entities such as the Fulbright Program. Support normally includes tuition, associated fees, and living expenses for the duration of the student's degree program. Sponsored student numbers vary from year to year, mainly as a result of factors beyond our control, such as political changes in students' home countries and changes in diplomatic relationships between Canada and those nations. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

Sponsored students come to UAlberta from 42 different countries, the most common of which are listed in sequence in Table 7. As of Winter 2020, 304 sponsored graduate students are registered at the University of Alberta, which account for 9.5% of our international student enrolment.<sup>2</sup>

The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council under their State-Sponsored Scholarship Program. This program provides scholarships of up to four years of study for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta. These scholarships can be held by Chinese graduate students in any field of study.

Historically, almost 70% of sponsored students have been in doctoral programs. The duration of sponsorships has been between one and six years, although the majority of them are held for three to four years.

**Table 7. Citizenship of sponsored graduate students.**

Country	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
China	29	39	27	49	30	29	32	38	37
Saudi Arabia	18	24	13	18	11	16	10	1	0
Mexico	4	9	4	6	14	11	24	16	8
Libya	0	3	5	10	7	2	2	4	2
Columbia	3	2	3	4	6	4	4	4	2
Brazil	2	3	1	9	6	0	5	1	0
Vietnam	8	4	5	2	4	0	1	1	0
Chile	6	2	1	0	0	3	2	2	3
Pakistan	4	2	0	0	0	4	0	4	0
Kazakhstan	1	3	2	0	0	1	4	2	4
Other	10	10	10	9	17	18	20	21	22
<b>TOTAL</b>	<b>85</b>	<b>101</b>	<b>71</b>	<b>107</b>	<b>95</b>	<b>88</b>	<b>104</b>	<b>94</b>	<b>78</b>

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart—accessed February 6, 2020.

Notes: 1) Each academic year indicates the number of new sponsored students from that country, as of the Winter semester.

<sup>2</sup> There are 3190 international students registered in the Winter 2020 term.

## 1.6. Enrolment by Gender

Table 8 and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs.<sup>3</sup> As in previous years, women outnumber men overall in graduate studies.

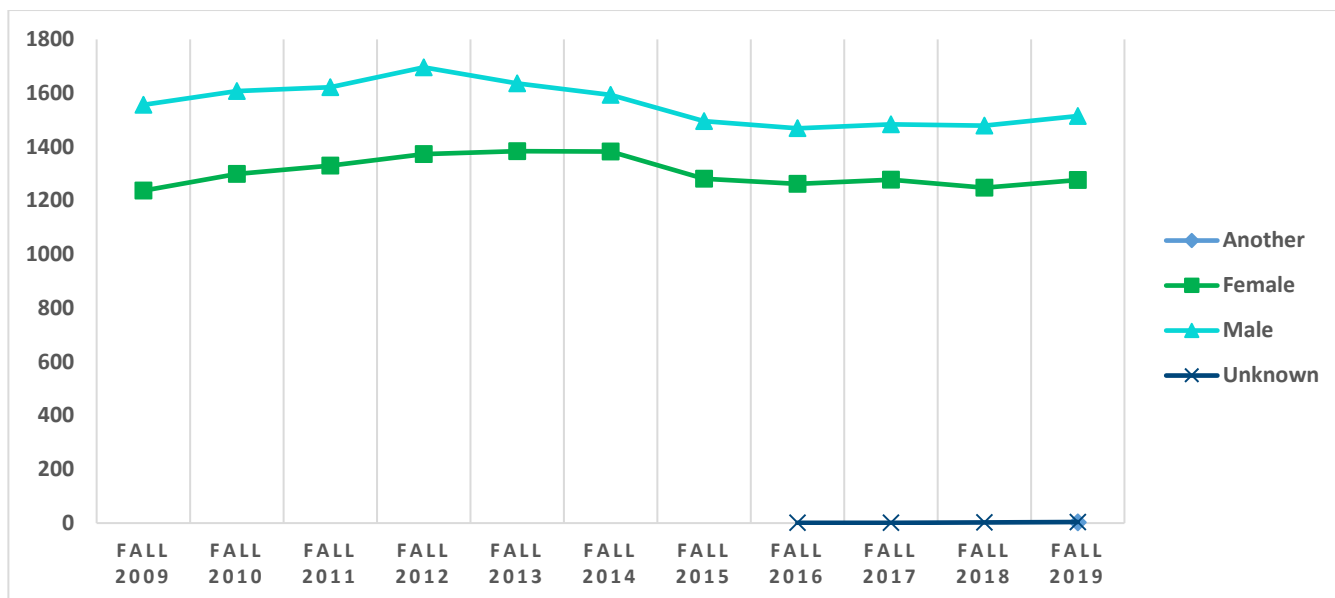
**Table 8. Fall term graduate enrolment by gender.**

Total	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total
Female	3692	3840	3945	3977	3967	3828	3999	4021	4174	4342	52.8
Male	3654	3634	3653	3687	3605	3376	3457	3640	3788	3867	47.0
Another								7	9	10	0.1
Not Disclosed										6	0.1

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men consistently account for a higher percentage of UAlberta doctoral students than women. The percentage of doctoral students who are female currently stands at 45.6% (or 1.19 males for every female). This is nearly identical to last year’s ratio of women to men, which was 45.7%. It is, however, slightly lower than the national figures reported by U15 universities in 2018-19, when females comprised 47% of full-time doctoral enrolments.<sup>4</sup>

**Figure 9. Doctoral enrolment by gender.**



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

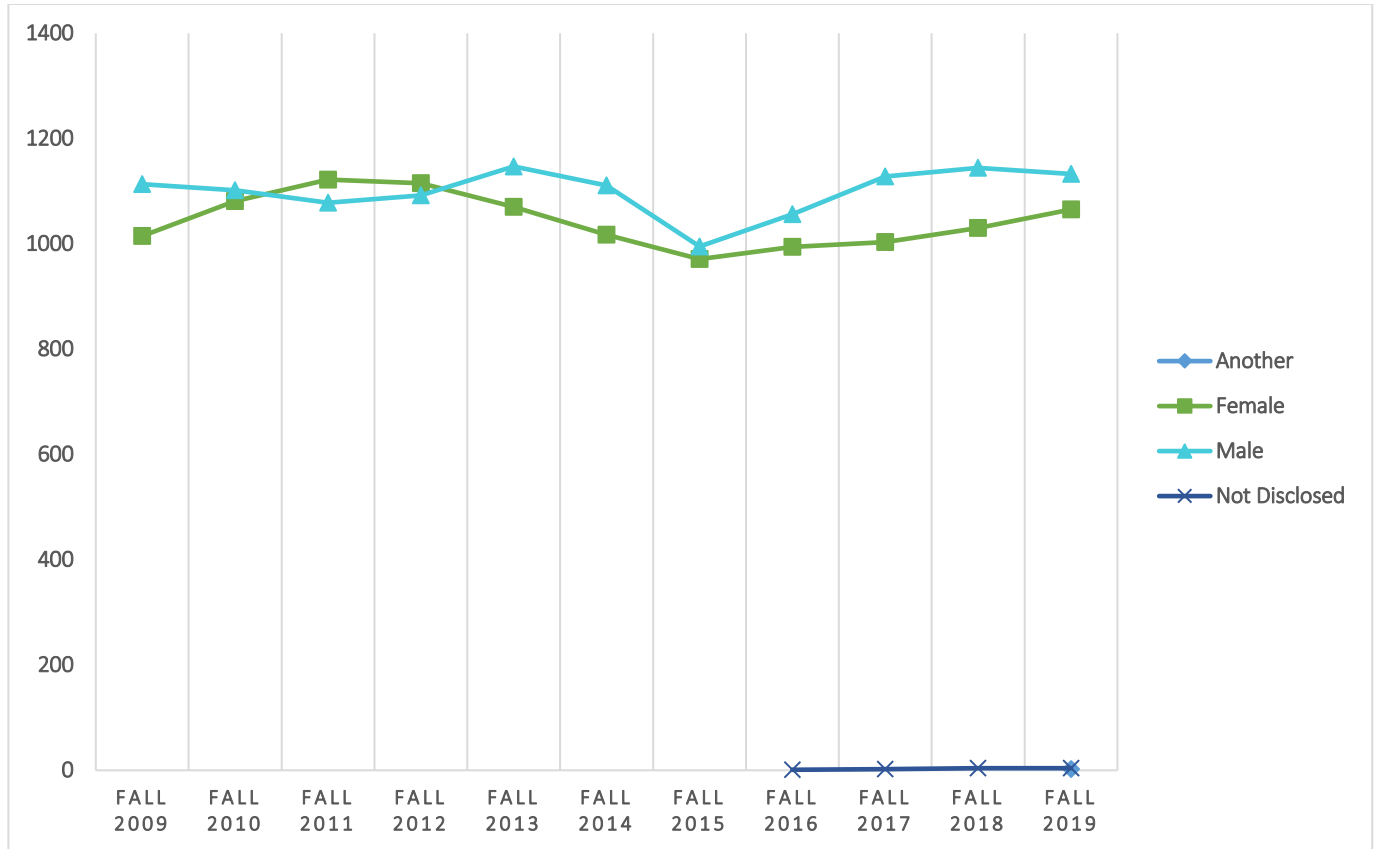
<sup>3</sup> Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. In 2018-19, ten students self-identified as another gender, and six students did not disclose a gender. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance.

<sup>4</sup> Source: Acorn - Institutional Data Warehouse. Note that the proportions are calculated at the U15 level (rather than at the national level).

Among thesis-based Master’s programs, the figures indicate near gender parity, with women accounting for 48.3% of enrolments (see Figure 10). Interestingly, more than 60% of all enrolments in course-based Master’s programs are women (see Figure 11).

The University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions. The U15 figures, which do not differentiate between course-based and thesis-based Master’s programs, reveal that women comprised 56.4% of full-time Master’s enrolments at U15 institutions in 2018-19.<sup>5</sup>

**Figure 10. Thesis-based Master’s enrolment by gender.**

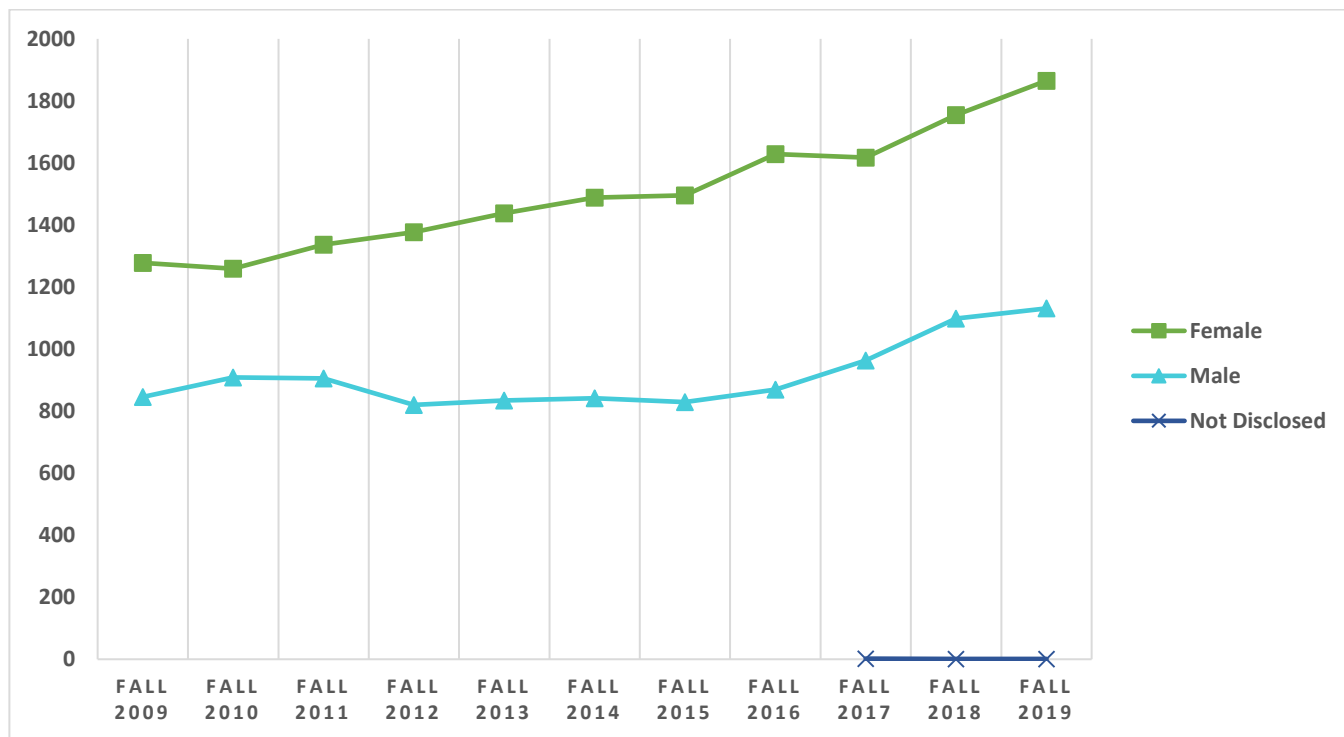


Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

<sup>5</sup> Source: Acorn - Institutional Data Warehouse.

Please note the proportions are calculated at the U15 level (rather than at the national level).

**Figure 11. Course-based Master's enrolment by gender.**

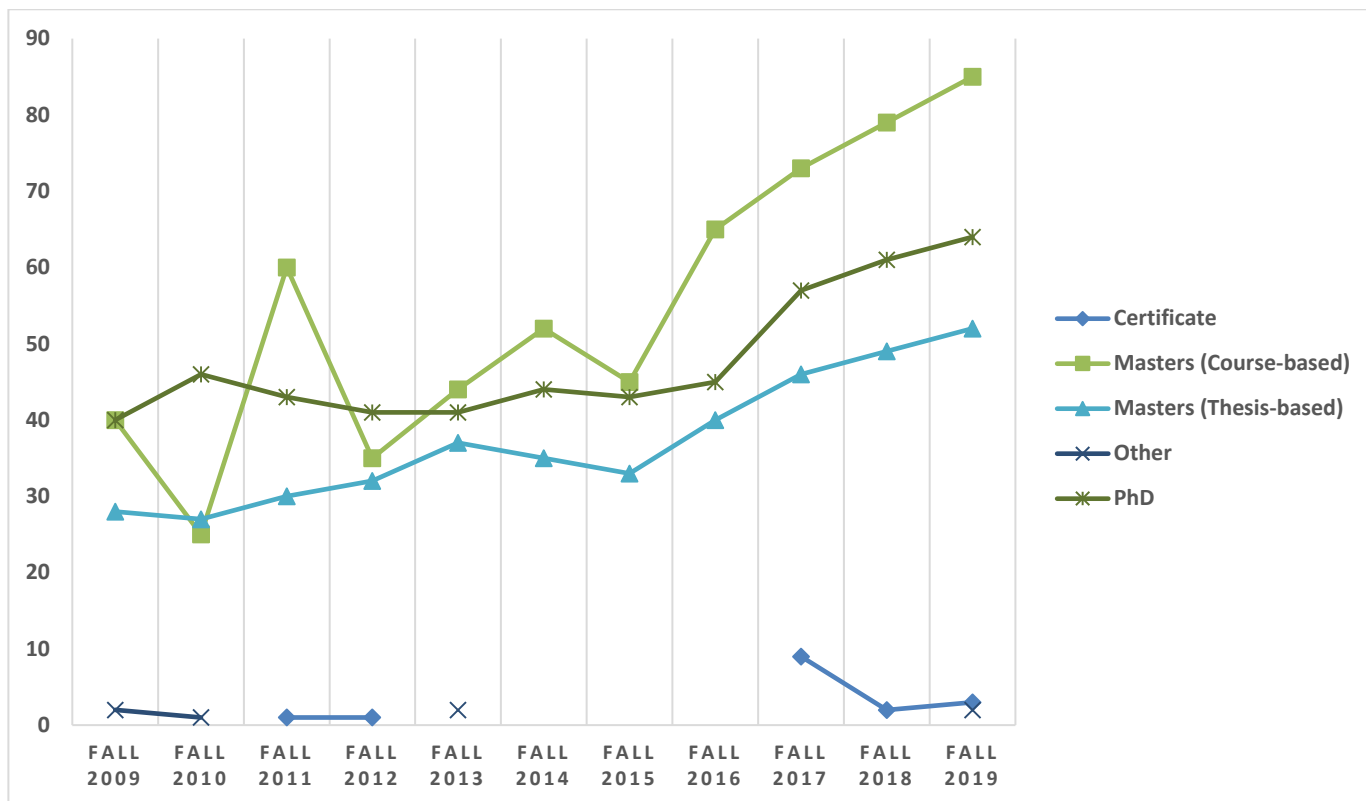


Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

## 1.7. Indigenous Student Enrolment

It is exciting to report an all-time high (N = 206) in the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit (see Figure 11).<sup>6</sup> This figure represents 2.5% of the overall graduate student population this year. Interestingly, those programs with the highest Indigenous graduate student enrolments across Canada are in course-based professional Master’s programs.

**Figure 12. First Nations, Métis and Inuit student enrolment**



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019.

Note: “Other” includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

<sup>6</sup> Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

The distribution of Indigenous students from within Canada is varied across faculties at the University of Alberta. Table 9 highlights those faculties with the highest frequencies of Indigenous graduate student enrolments.

**Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2019**

Program Faculty	PhD	Master's Thesis	Master's Course	Other Grad Students
ALES	*	5		
Arts	16	13	*	
Business	*		6	
Education	23	*	40	
Engineering		7	*	
Native Studies	13	5		
Public Health	*	5	8	*
Rehabilitation Medicine	*		24	
Science	*	9		
<i>All Other Faculties</i>	6	4	4	*

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2019. Note: For protection of privacy, all numbers under 5 are reported as \* and no totals are provided.

## 2. Applications and Admissions

In 2019 - 2020, the University of Alberta received 14,296 graduate student applications, which is down slightly from the all-time high of 14529 recorded in the previous year (see Figure 13).

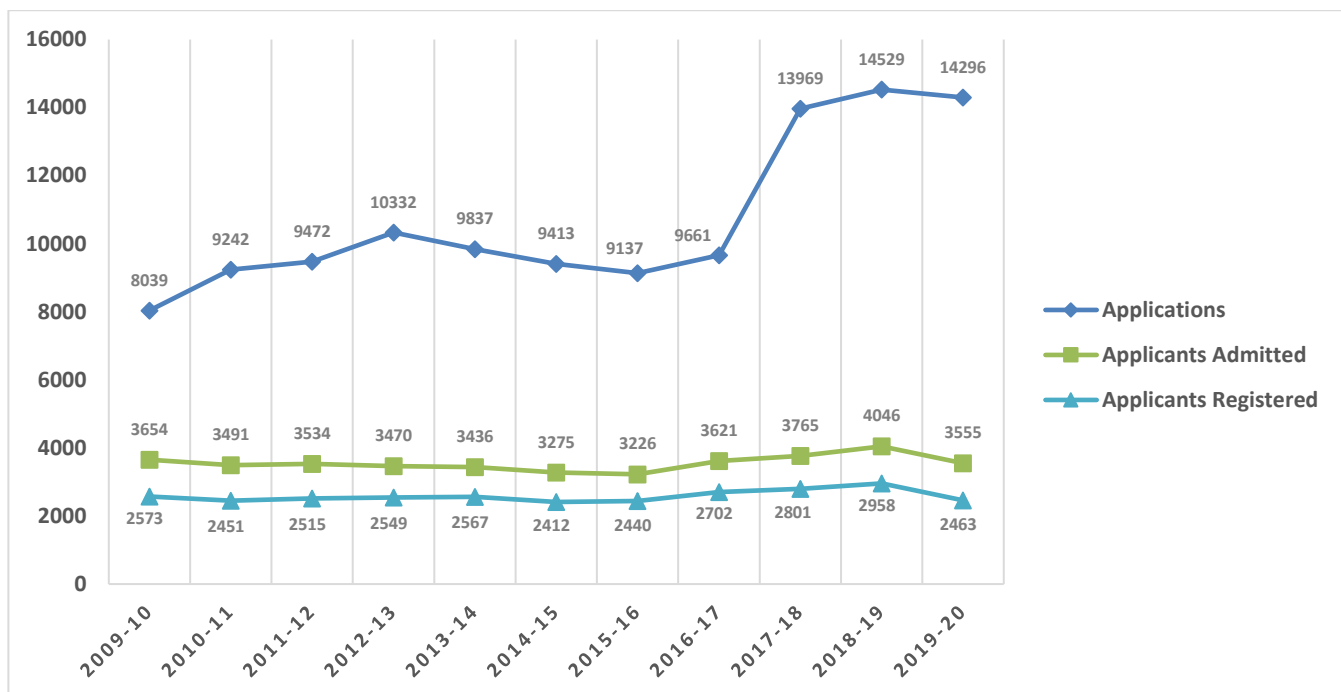
When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to UAlberta graduate programs than we did prior to that time. This is partly due to the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, departments would sometimes pre-screen applicants and those applications that were not recommended for admission were not forwarded to FGSR for processing. Migration to the new system allows the university to better understand the true demand for our programs, which is a key measure for our quality assurance processes. All applications processed in the new system are included in this analysis.

### 2.1. Graduate Admissions

Figure 13 illustrates the total number of applications for admission to graduate programs, the number of admissions offered, and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

We continue to be competitive, admitting only about one quarter of the students who apply to our graduate programs.

**Figure 13. Total number of applications and admissions to graduate programs**



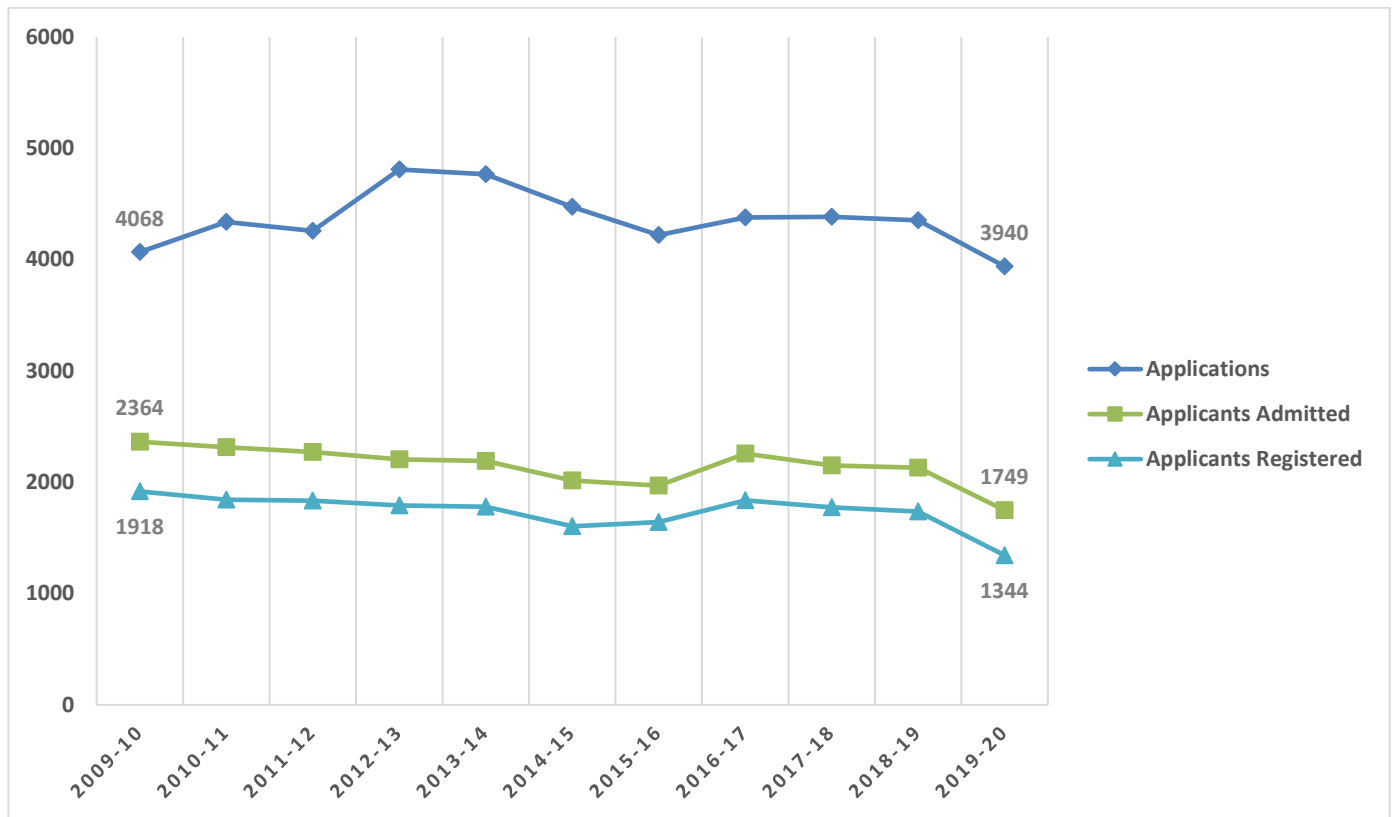
Source: FGSR Internal Script with data extracted from PeopleSoft Campus Solutions as of February 1, 2020

Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

Unlike the vast majority of undergraduate students, approximately 30% of graduate students do not start in the Fall term<sup>7</sup>. In Figures 14 to 16, we have presented provisional 2019-20 numbers based on figures currently available in PeopleSoft Campus Solutions.

Overall, the yield rate has decreased from 73.1% in 2018-19 to 69.3% in 2019-20. (Note, however, that 2019-20 figures don't yet include the Spring and Summer terms.) Domestic graduate applications (i.e. from Canadian citizens and permanent residents) decreased in 2019-20, as shown in Figure 14. Both of these trends merit further consideration.

**Figure 14. Domestic graduate students applications and admissions**



Source: FGSR internal script with data extracted from PeopleSoft Campus Solutions database as of February 1, 2020

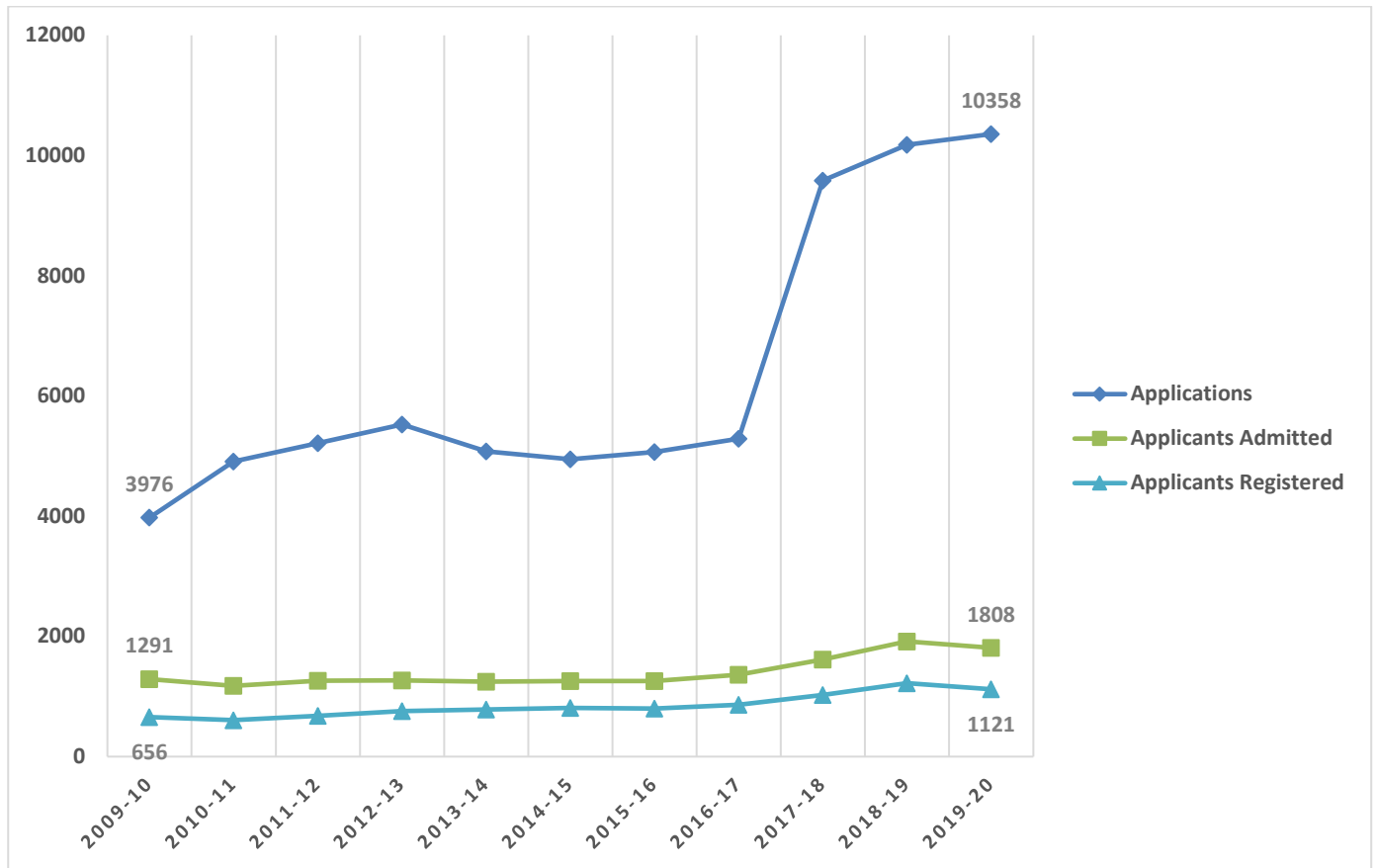
Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

<sup>7</sup> Based on 2018-19 newly admitted students per term.



International applicants (i.e. students attending the university on a study/work visa) comprise an increasingly large part of the total graduate applicant pool. While domestic applications are showing modest changes, international student applications have more than doubled in ten years, reaching their highest-ever level in 2019-20 (see Figure 15). Since admission rates remain relatively constant, this graph suggests that our programs are increasing in demand. As can also be seen in the graph, this increase has not translated into a proportional increase in offers of admission or enrolments. The yield rate has decreased from 63% the previous year to 62% in 2019-20.

**Figure 15. International graduate student applications and admissions**

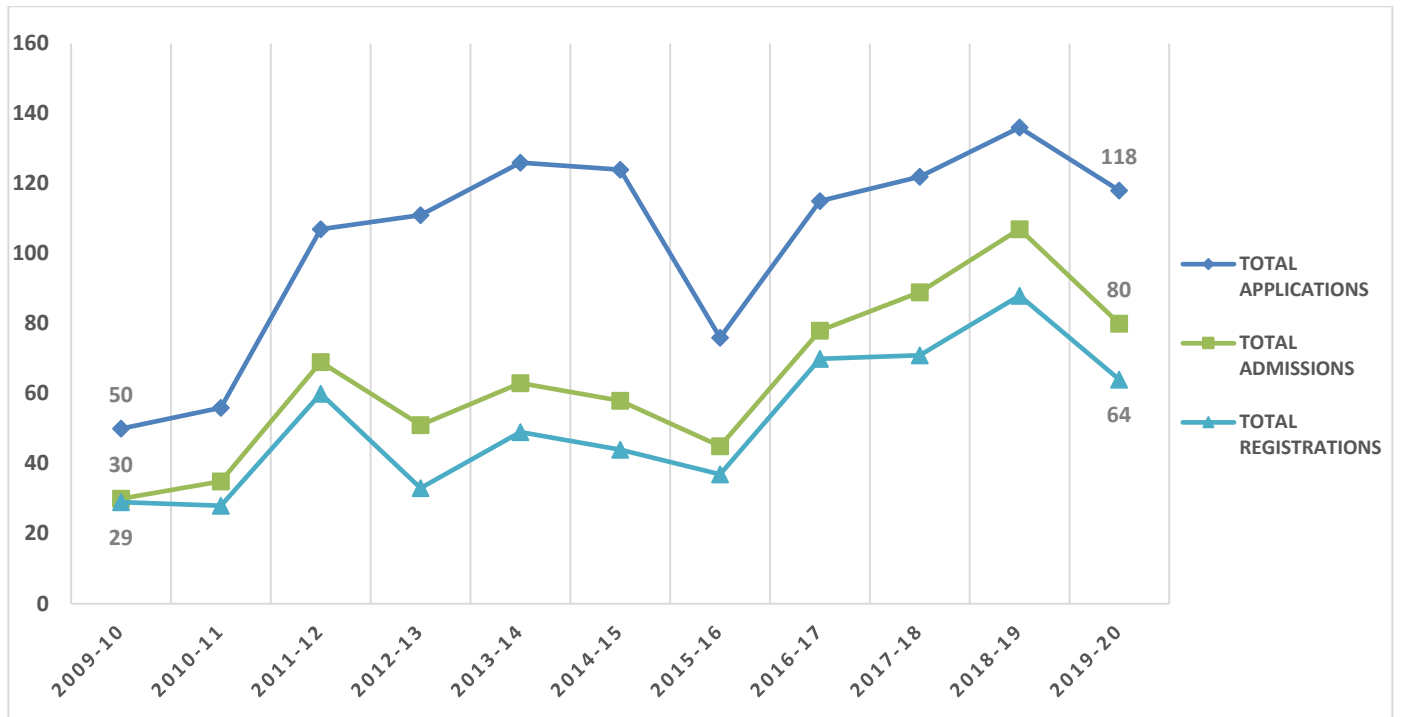


Source: FGSR Internal Script with Data Extracted From PeopleSoft Campus Solutions as of February 1, 2020

Note: 2019-20 figures don't yet include the Spring and Summer terms applications, offers or registrations.

For Indigenous students from within Canada, the gap between applications and admissions (Figure 16) is smaller than among non-Indigenous students: 68% of Indigenous applicants from within Canada are admitted, as opposed to 25% overall. This suggests that our pool of Indigenous applicants from within Canada is well-qualified. Although the pool is still small and numbers fluctuate from year to year, the broadly positive 10-year trend in both qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and pursue opportunities to recruit and support Indigenous students through all stages of the graduate student lifecycle.

**Figure 16. First Nations, Métis and Inuit student applications and admissions.**



Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

## 2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)<sup>8</sup> is one of the basic eligibility criteria for graduate admissions, although it is rarely a final determining factor.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. These figures illustrate consistently high entry AGPAs over the last decade. It is notable that this year, these averages have reached their highest levels of the decade in all three program categories.

This section considers only those students in doctoral and Master's programs. Students in other program categories (qualifying and visiting students) and those registered in post-Master's certificate and graduate certificate programs are not included.

**Table 10. Doctoral average AGPA.**

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.7	838	562	67%
2010-11	3.71	784	535	68%
2011-12	3.68	783	521	67%
2012-13	3.67	795	544	68%
2013-14	3.65	673	477	71%
2014-15	3.65	680	470	69%
2015-16	3.66	640	470	73%
2016-17	3.69	624	442	71%
2017-18	3.67	676	489	72%
2018-19	3.67	687	489	71%
2019-20	3.71	706	497	70%

Source: FGSR Internal Script with data from PeopleSoft Campus solutions as of February 1, 2020

**Table 11. Thesis-based Master's average AGPA.**

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.57	1061	735	62%
2009-10	3.6	1144	815	71%
2010-11	3.59	999	705	71%
2011-12	3.6	1042	747	72%
2012-13	3.59	1071	787	73%
2013-14	3.59	1036	763	74%
2014-15	3.61	1028	758	74%
2015-16	3.6	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1082	826	76%
2019-20	3.64	1024	747	73%

Source: FGSR Internal Script with data extracted from PeopleSoft Campus Solutions as of February 1, 2020

<sup>8</sup> The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. The AGPAs of the applicants who were not admitted are unknown to FGSR.

**Table 12. Course-based Master's average AGPA.**

	<b>Average AGPA</b>	<b>Applicants Admitted</b>	<b>Applicants Registered</b>	<b>Percentage Yield</b>
2008-09	3.46	1233	899	73%
2009-10	3.51	1459	1033	71%
2010-11	3.54	1489	1046	70%
2011-12	3.49	1519	1113	73%
2012-13	3.5	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.53	1298	977	75%
2015-16	3.54	1315	994	76%
2016-17	3.51	1613	1190	74%
2017-18	3.53	1687	1238	73%
2018-19	3.56	1921	1381	72%
2019-20	3.58	1559	998	64%

Source: FGSR Internal Script extracted with data from PeopleSoft Campus Solutions as of February 1, 2020

### 3. Convocation

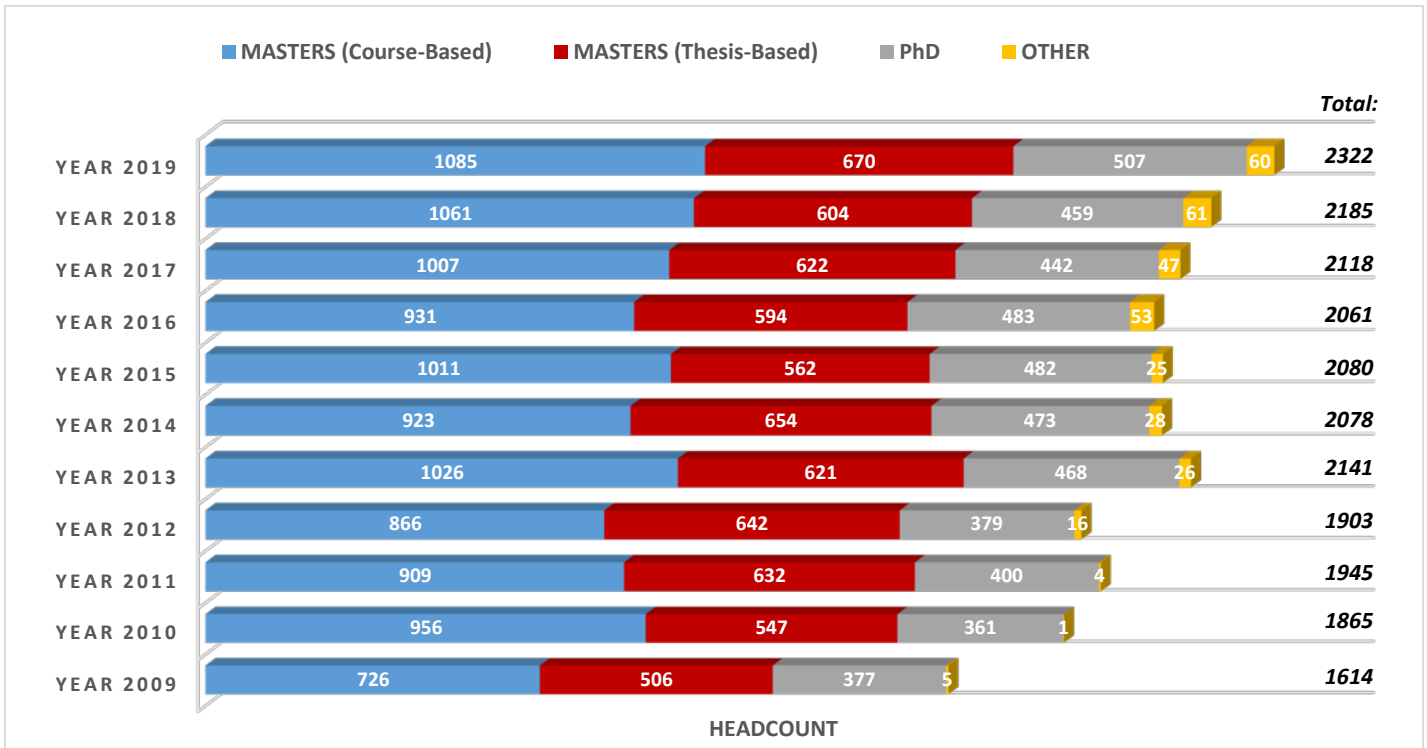
This section provides information on graduate degrees by graduating cohort, which includes all individuals who graduate in a given calendar year.

Note that the parameters for convocation numbers are reported by calendar year; therefore the numbers cannot be precisely correlated with admissions numbers, which are based on the academic year. This provides the most accurate picture of completion times based on the information available to us.

#### 3.1. Graduate Degrees Granted

The University of Alberta convocated a record number of students in 2019 in comparison to the previous ten years. Though the numbers of convocants from all three major program categories reached their highest levels this year, the increase is led by those convocating from thesis-based Master’s and doctoral programs.

**Figure 17. Convocants by degree.**



Source: FGSR Internal Script with Data extracted from PeopleSoft campus Solutions as of February 1, 2020

## 3.2. Completion Times

The key metrics of program success include completion rates, completion times, and quality of experience. At times, however, these metrics may stand in tension with each other. For instance, since fall 2016, graduate students who are pursuing internships or similar opportunities (which may enhance quality of their student experience) have had the option to take professional leaves (which adds time to completion). Other leave types including medical, maternity, parental and compassionate, have similar effects on program length.

As shown in Table 13, the average time to completion for doctoral students is just under six years, while students taking thesis-based Master's degrees require on average just under three years. Completion times are influenced by several factors, including program structure and the frequency of students pursuing their degree part-time. While a slight downward trend for Master's students has emerged over the past decade, our doctoral program numbers remain at what is considered the high end for completing PhDs.

Completion times for course-based Master's programs are generally shorter than for Thesis-based Master's programs (see Table 13), possibly because they have a higher proportion of international students, who consistently take less time to complete their programs (see Table 14).

Note that figures appearing here differ from those reported in previous enrolment reports. In 2020, the methodology used to calculate completion times was revised. The new calculation is more accurate in that it measures individual students' completion time from the admission term (date of first term of attendance) to the end date of the completion term listed on the student's transcript (instead of convocation date).

**Table 13. Average completion time in years by degree type.**

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.68	2.86	2.49
2010	5.95	2.80	2.34
2011	5.69	2.72	2.25
2012	5.69	2.75	2.32
2013	5.65	2.70	2.31
2014	5.54	2.72	2.25
2015	5.67	2.68	2.26
2016	5.65	2.74	2.30
2017	5.63	2.74	2.34
2018	5.61	2.68	2.19
2019	5.66	2.62	2.27

Source: FGSR internal script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020

As shown in Table 14, international graduate students consistently complete their degrees in less time than do domestic students year over year, in every type of degree program.

**Table 14. Average completion times in years by citizenship.**

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)	
	Domestic	International	Domestic	International	Domestic	International
2009	5.75	4.88	2.94	2.57	2.53	2.03
2010	6.01	5.34	2.86	2.56	2.37	1.92
2011	5.77	4.98	2.82	2.45	2.36	1.75
2012	5.84	4.8	2.85	2.50	2.46	1.72
2013	5.80	4.99	2.87	2.39	2.45	1.66
2014	5.78	4.83	2.87	2.45	2.37	1.60
2015	5.89	5.02	2.90	2.40	2.41	1.62
2016	5.92	5.02	2.88	2.49	2.49	1.63
2017	6.01	4.98	2.84	2.58	2.53	1.64
2018	5.93	5.14	2.75	2.58	2.39	1.51
2019	6.12	5.08	2.75	2.43	2.45	1.66

Source: FGSR internal script with data extracted from PeopleSoft campus solutions as of February 1, 2020

While the absolute number of students taking leaves appears to be increasing, it is, in fact, proportionate to the overall growth in enrolment. Simply stated, the number of students on leave has remained relatively stable over the past ten years.

In instances where students may be dealing with extenuating or unanticipated circumstances beyond their control, leaves of absence are an important administrative option that transparently and equitably supports students towards successful completion. This means that when they cannot work on their research, their time in program will not continue to advance.

**Table 15. Average LOA (in years) by Degree Type**

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.88	19
2010	0.71	21	0.67	14	0.86	19
2011	0.67	30	0.58	14	0.85	13
2012	0.55	25	0.52	14	0.86	22
2013	0.79	31	0.69	13	0.78	18
2014	0.74	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.78	49	0.70	20	0.98	32
2017	0.82	44	0.67	24	0.99	25
2018	0.79	43	0.80	29	0.79	17
2019	0.81	55	0.49	31	0.93	19

Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

**Table 16. Average LOA (in years) by National Status**

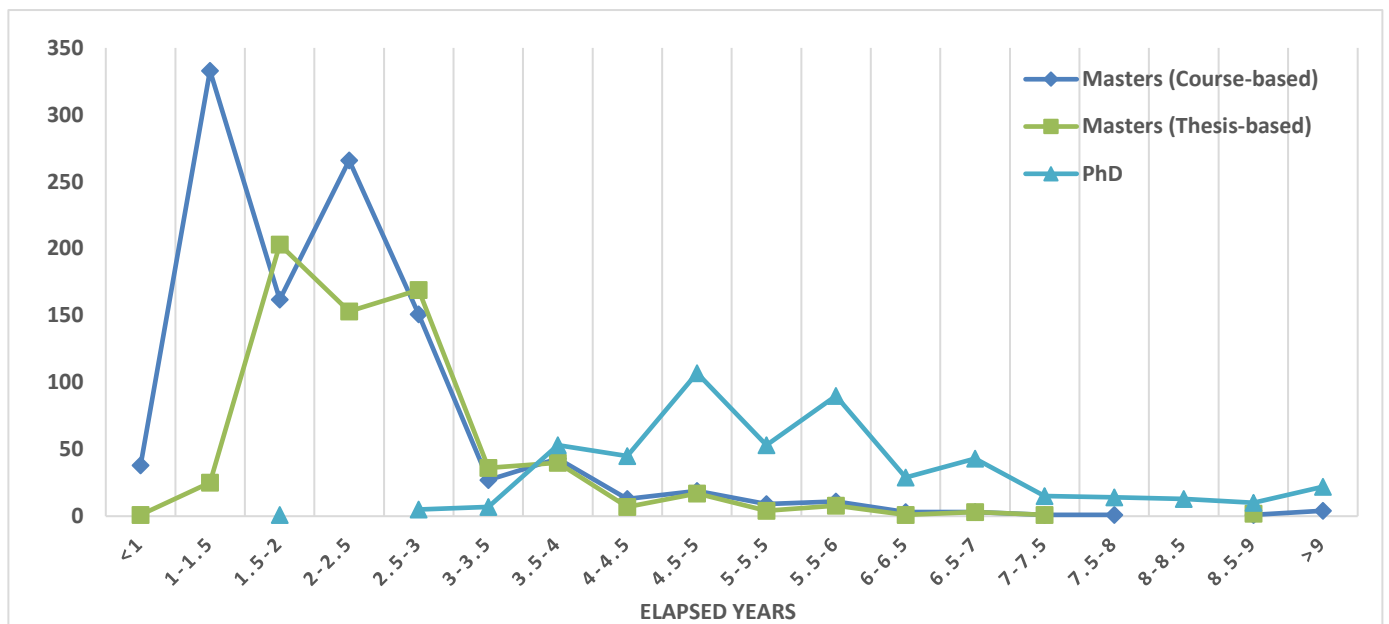
Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.79	51	0.80	48	0.56	3
2010	0.75	54	0.76	51	0.67	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.69	54	0.38	7
2013	0.77	62	0.78	55	0.64	7
2014	0.81	80	0.84	65	0.66	15
2015	0.74	82	0.77	69	0.56	13
2016	0.85	101	0.90	82	0.61	19
2017	0.83	93	0.91	73	0.57	20
2018	0.81	89	0.85	65	0.70	24
2019	0.74	105	0.78	83	0.60	22

Source: FGSR Internal Script with Data extracted from PeopleSoft Campus Solutions as of February 1, 2020

It is also important to note that completion time is a complex matter that is difficult to capture by a single measure. While the average time to completion is a means to track overall performance, for example, it tends to obscure information about the variability and range of completion patterns. Figure 18 illustrates the distribution of completion times for 2019 convocants, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of Master’s students to finish quickly; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average upward (Figure 18). The PhD pattern is much flatter and illustrates the fact that while substantial numbers of international students go beyond the six-year time limit for their program, this is far less often the case than with domestic students (compare Figure 19 with Figure 20).

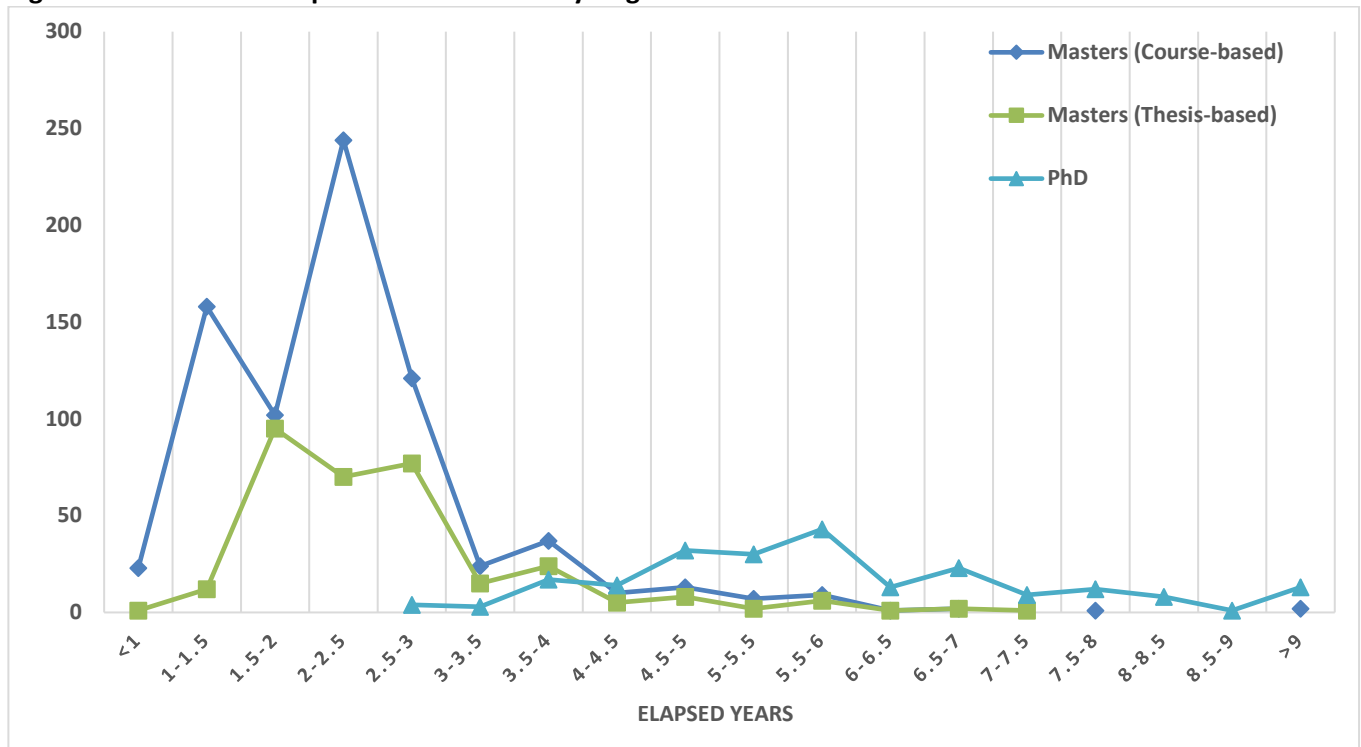
**Figure 18. Completion Distribution by Degree - 2019**



Source: FGSR Internal Script with data extracted from PeopleSoft campus solutions as of February 1, 2020

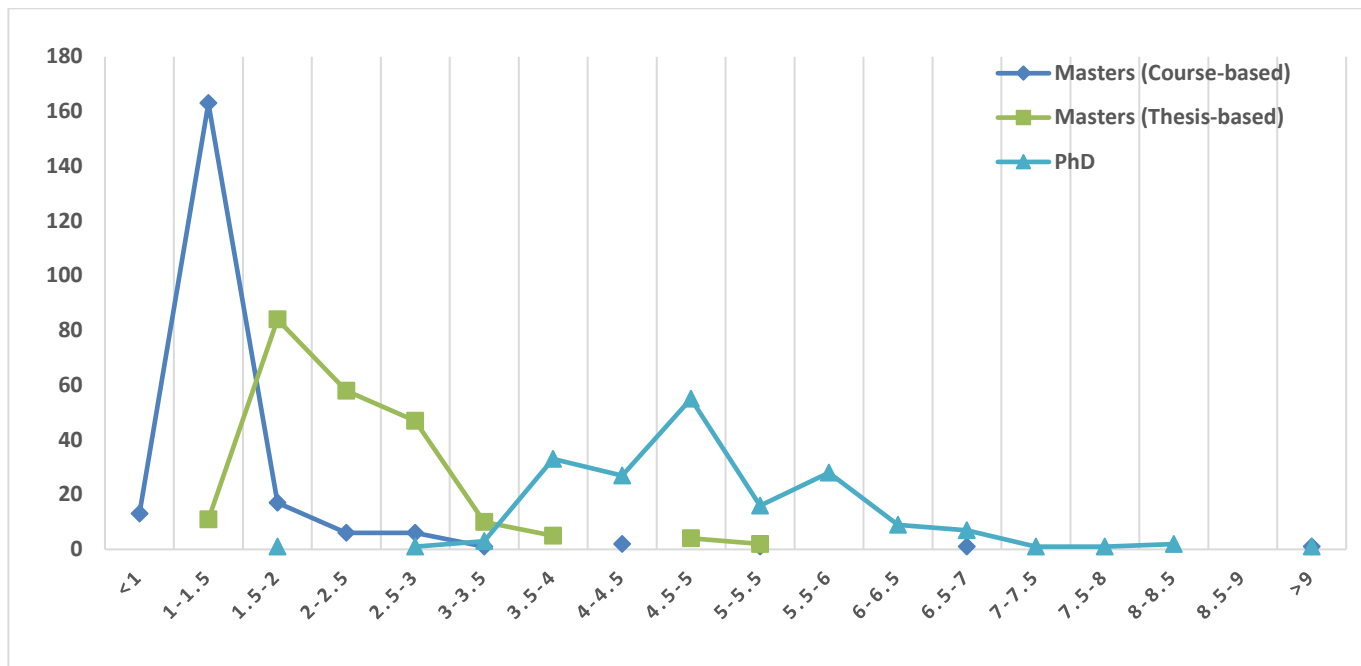


**Figure 19. Domestic Completion Distribution by Degree - 2019**



Source: FGSR Internal Script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020.  
 Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;  
 2) domestic = Canadian citizens and permanent residents of Canada.

**Figure 20. International Completion Distribution by Degree – 2019**



Source: FGSR Internal script using data extracted from PeopleSoft Campus Solutions as of February 1, 2020.  
 Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences;  
 2) international = students attending the university on a study/work visa at time of admission.

### 3.3. Attrition and Completion Rates

To determine our completion and attrition rates, we first divide each cohort of graduate students starting in a given academic year into three groups: those who were still active at the end of Spring term; those who have convocated; and those who have left the university without any credential. Students currently recorded as “active” may either convocate or leave their program without a degree. Thus, attrition rates become increasingly premature as we move toward the present.

Table 17 presents doctoral attrition and completion rates. As noted above, we do not report the rates for cohorts that fall within the six-year completion time for a PhD. Tracking the absolute number of convocating, still active, and remaining students is useful to view over time, and that is why those figures are reported here.

Doctoral attrition remains an area of concern, and improvement is a goal. However, it is encouraging to note that since 1999, the attrition rates have steadily decreased. More recent figures, while still in flux, give reason for optimism.

**Table 17. Doctoral attrition and completion rates.**

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	449	328	0	121	26.95	73.05
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.2	77.8
2002-2003	480	386	0	94	19.58	80.42
2003-2004	479	403	0	76	15.87	84.13
2004-2005	469	361	0	108	23.03	76.97
2005-2006	464	371	0	93	20.04	79.96
2006-2007	503	401	0	102	20.28	79.72
2007-2008	520	422	4	94	18.08	81.78
2008-2009	537	463	0	74	13.78	86.22
2009-2010	589	497	6	86	14.6	85.25
2010-2011	579	473	22	84	14.51	84.92
2011-2012	551	423	45	83	15.06	83.6
2012-2013	592	409	82	101	17.06	80.2
2013-2014	538	328	146	64	11.9	83.67
2014-2015	540	213	266	61	N/A	N/A
2015-2016	547	64	412	71	N/A	N/A
2016-2017	531	15	474	42	N/A	N/A
2017-2018	543	5	498	40	N/A	N/A
2018-2019	508	5	488	15	N/A	N/A
2019-2020*	500	-	498	2	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 1, 2020.

Note: figures are calculated taking into account the student’s program at the term of admission, which has implications for students who move from Master’s to PhD programs without formally reapplying (and, conversely, for students who are repositioned in Master’s programs from the doctoral programs they entered, usually as a result of a failed candidacy exam).

\*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn’t show the full picture (late registrations, or late admitted for Spring and Summer terms).

In general, Master's completion rates remain between 84% and 91% (see Tables 18 and 19), and both Thesis-based and Course-based completion rates are trending upward.

Note that we have not reported attrition and completion rates for cohorts within the average three-year completion time of a Master's degree.

**Table 18. Thesis-based Master's attrition and completion rates.**

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	556	473	0	83	14.93	85.07
2000-2001	525	463	0	62	11.81	88.19
2001-2002	564	484	0	80	14.18	85.82
2002-2003	636	553	0	83	13.05	86.95
2003-2004	618	534	0	84	13.59	86.41
2004-2005	593	510	0	83	14	86
2005-2006	572	486	0	86	15.03	84.97
2006-2007	576	494	0	82	14.24	85.76
2007-2008	633	536	0	97	15.32	84.68
2008-2009	664	584	0	80	12.05	87.95
2009-2010	759	687	0	72	9.49	90.51
2010-2011	637	574	1	62	9.73	90.25
2011-2012	693	616	3	74	10.68	89.28
2012-2013	695	616	3	76	10.94	89.02
2013-2014	666	585	11	70	10.51	89.31
2014-2015	649	560	31	58	8.94	90.61
2015-2016	677	572	47	58	8.57	90.79
2016-2017	758	515	191	52	6.86	90.83
2017-2018	769	202	520	47	NA	NA
2018-2019	809	7	783	19	NA	NA
2019-2020*	747	-	746	1	NA	NA

Source: Extracted from PeopleSoft; internal script, as of February 1, 2020.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

\*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms).

**Table 19. Course-based Master's attrition and completion rates.**

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	543	453	0	90	16.57	83.43
2000-2001	518	461	0	57	11	89
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.7	87.3
2003-2004	737	633	0	104	14.11	85.89
2004-2005	714	644	0	70	9.8	90.2
2005-2006	670	599	0	71	10.6	89.4
2006-2007	739	646	0	93	12.58	87.42
2007-2008	879	781	0	98	11.15	88.85
2008-2009	909	813	0	96	10.56	89.44
2009-2010	1045	925	0	120	11.48	88.52
2010-2011	1062	955	1	106	9.98	90.01
2011-2012	1119	1023	2	94	8.4	91.58
2012-2013	1019	918	3	98	9.62	90.35
2013-2014	1153	1039	13	101	8.76	91.14
2014-2015	1014	924	24	66	6.51	93.33
2015-2016	1014	890	58	66	6.51	93.1
2016-2017	1193	853	261	79	6.62	91.52
2017-2018	1233	497	661	75	NA	NA
2018-2019	1382	35	1314	33	NA	NA
2019-2020*	993	-	990	3	NA	NA

Source: Extracted from PeopleSoft; internal script, accessed February 1, 2020.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

\*2019-2020 includes numbers for all 4 terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms).

## 4. Closing Remarks

The data presented in this report illustrate some interesting trends affecting graduate education at the University of Alberta. Some of these are encouraging and indicate that our graduate programs remain in demand for certain key student demographics. Other trends highlight the importance of further enhancing the graduate student experience and facilitating student success.

While these figures will fluctuate in the coming years due to anticipated changes from both external (e.g. the provincial government) and internal (e.g. a new Presidential appointment, institutional strategic plan) factors, FGSR will use them to help inform a variety of strategic initiatives including:

- *Enhancing the Indigenous student experience.* A SAGE (Supporting Aboriginal Graduate Enhancement) pod will be housed in Triffo Hall beginning in Spring 2020. The pod, a joint project of FGSR and the Office of the Vice-Provost (Indigenous Programming and Research), will provide support for Indigenous graduate students. This should help to support the upward trend in Indigenous graduate student enrolment and success.
- *Enhancing Graduate Student Success.* FGSR is revising our institutional graduate program regulations with the aim of bringing clarity to program structure, milestones, and administration so that students and supervisors have ready access to the information needed to successfully complete programs in a timely manner. We anticipate that current initiatives to improve the administrative process, and clarify policies such as leaves of absence categories, which will make positive contributions that will be reflected in these metrics.
- *Guaranteeing international student tuition rates.* In keeping with recent provincial legislation, the University will provide international students admitted in Fall 2020 and beyond with a guaranteed annual tuition rate over a fixed period of time. Given that registrations beyond the period of the guarantee are likely to be assessed at higher rates, we expect that this will incentivize international graduate students to move through their programs within the initial time frame of the tuition guarantee.

Moving forward, it will be useful to compare year-over-year trends in these data to better understand if and how institutional changes (e.g. the implementation of international tuition guarantees, the introduction of performance-based metrics, and tuition increases) may affect both domestic and international admissions and enrolment.

For additional information on these figures, and for insights into the steps that FGSR and other campus units are taking to address them, please contact the Dean's Office at [graddean@ualberta.ca](mailto:graddean@ualberta.ca).

## 5. Appendix

**Table 20. Graduate enrolment by degree type**

Degree	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PhD	2794	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798
Thesis-based Master's	2128	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204
Course-based Master's	2124	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997
Certificate	2	16	15	35	50	23	50	69	123	109	115
Other	103	73	65	90	105	117	86	108	67	101	111
<b>Total</b>	<b>7151</b>	<b>7346</b>	<b>7474</b>	<b>7598</b>	<b>7664</b>	<b>7572</b>	<b>7204</b>	<b>7458</b>	<b>7668</b>	<b>7971</b>	<b>8225</b>

Source: Strategic Analysis and Data Warehousing –registration statistics as of December 1, 2019.

Notes: 1) Other = students in post Master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

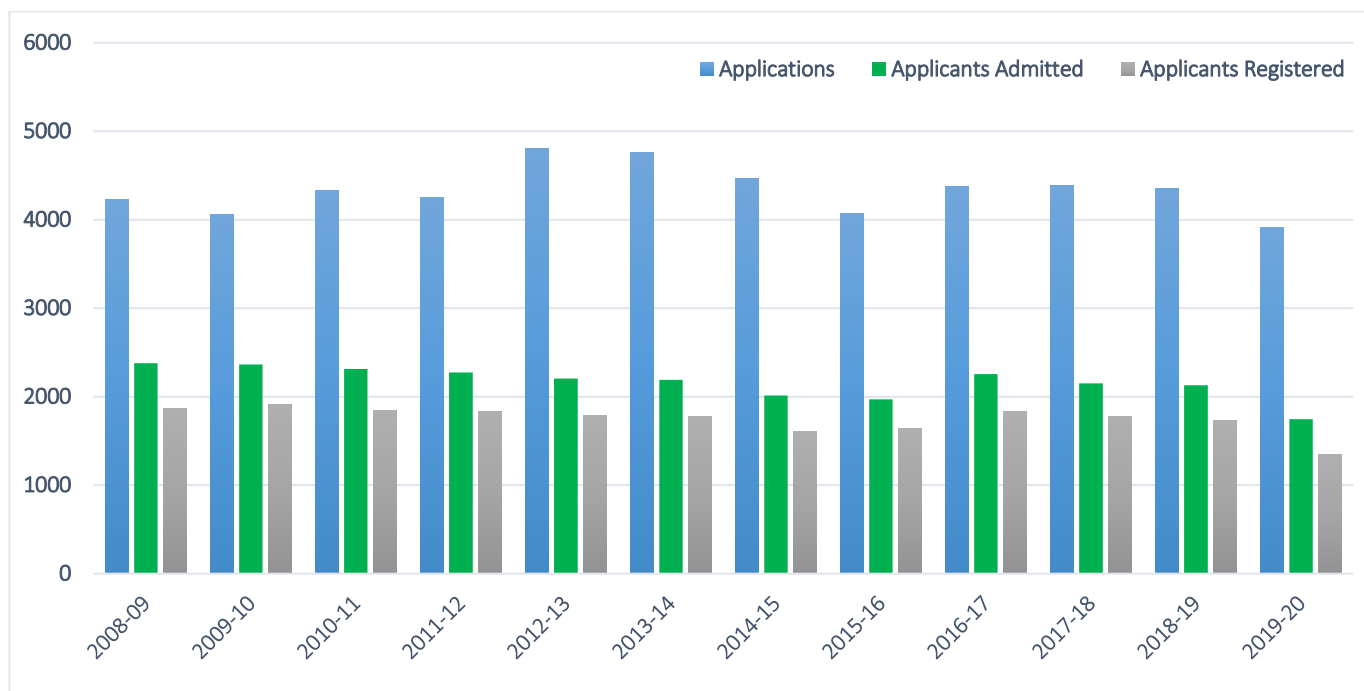
**Table 21. Domestic graduate admissions**

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*
Applications	4231	4063	4333	4255	4808	4761	4466	4070	4372	4383	4351	3911
Applicants Admitted	2377	2363	2314	2273	2204	2190	2015	1970	2257	2151	2129	1747
Applicants Registered	1872	1917	1844	1834	1793	1781	1604	1642	1838	1775	1736	1342

Source: FGSR Internal script; data extracted from PeopleSoft Campus Solutions as of February 1, 2020.

\*Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

**Figure 21. Domestic Graduate Admissions**



Source: FGSR Internal script; data extracted from PeopleSoft Campus Solutions as of February 1, 2020.

Note: Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

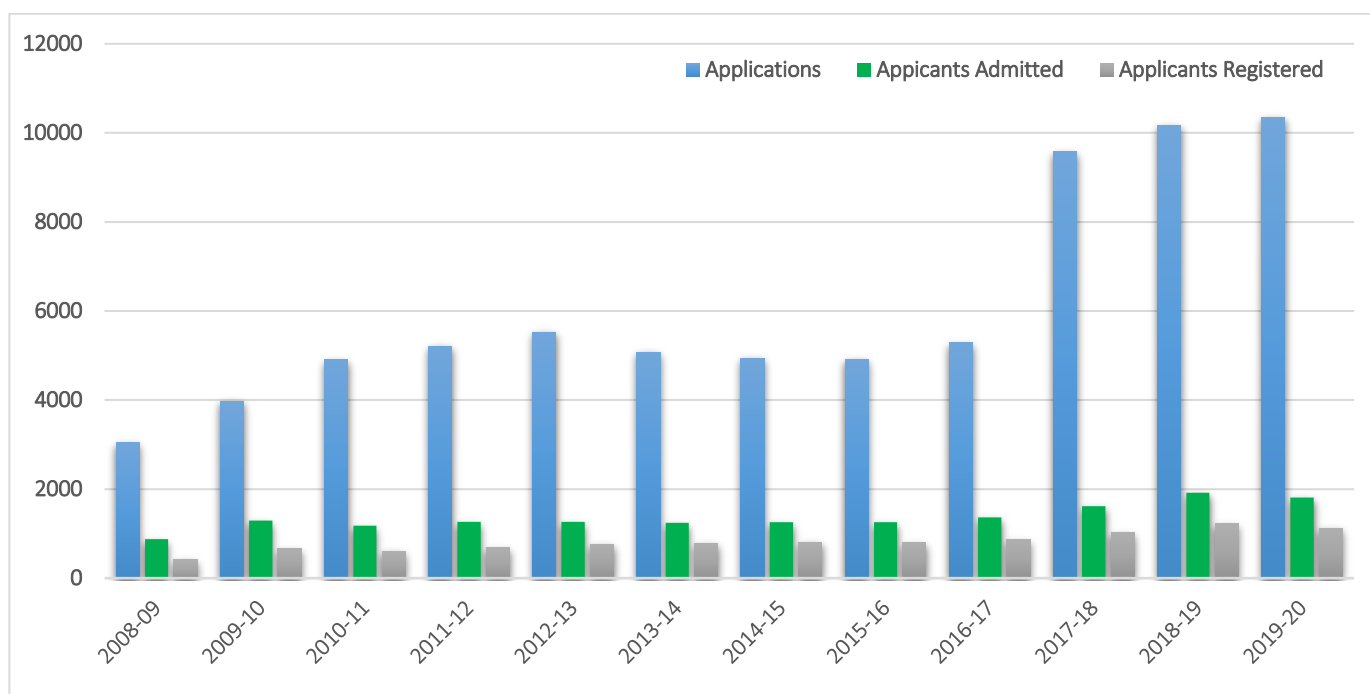
**Table 22. International graduate admissions**

	2008 -09	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20*
Applications	3039	3972	4906	5213	5523	5070	4941	4915	5284	9583	10176	10355
Applicants Admitted	878	1291	1177	1261	1266	1246	1259	1256	1364	1614	1916	1807
Applicants Registered	415	656	607	681	756	786	808	798	864	1026	1222	1121

Source: FGSR Internal Script; extracted with data from PeopleSoft Campus solutions, February 1, 2020

\*Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

**Figure 22. International graduate admissions**



Source: FGSR Internal Script; extracted with data from PeopleSoft Campus Solutions, February 1, 2020

Note: Provisionary academic year figures (Sept to Aug) for 2019-2020, extracted from Campus Solution on February 1, 2020.

**Table 23. Doctoral degree, Fall headcount by Faculty**

Faculty	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2015	Fall 2017	Fall 2018	Fall 2019
ALES	223	225	218	246	235	237	230	221	220	214	216
Arts	452	469	467	472	478	451	413	412	394	385	374
Business	65	65	54	60	61	51	45	46	49	52	47
Campus Saint-Jean											
Education	242	274	292	296	291	295	257	246	255	251	255
Engineering	575	617	669	717	702	711	678	679	709	726	779
Extension											
Kinesiology, Sport, & Rec.	67	66	63	60	65	55	56	49	58	49	50
Law	2	4	8	8	8	7	7	8	7	5	5
Medicine & Dentistry	278	282	304	319	316	340	342	329	308	281	291
Native Studies								5	14	15	15
Nursing	86	86	74	70	64	68	64	68	66	67	66
Pharmacy	38	39	35	34	33	32	32	28	23	26	20
Public Health	38	40	42	42	43	45	50	47	57	46	46
Rehabilitation Medicine	31	33	34	36	38	36	37	35	45	48	50
Science	697	707	692	709	686	646	566	564	567	562	584
<b>Total</b>	<b>2794</b>	<b>2907</b>	<b>2952</b>	<b>3069</b>	<b>3020</b>	<b>2974</b>	<b>2777</b>	<b>2732</b>	<b>2763</b>	<b>2726</b>	<b>2798</b>

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2019.

**Table 24. Master's degree, Fall headcount by Faculty**

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	261	21	282	244	22	266	255	35	290	254	39	293	257	40	297	245	37	282
Arts	269	90	359	240	81	321	255	87	342	258	67	325	265	58	323	236	84	320
Business	1	543	544		558	558		556	556		572	572		668	668		662	662
Campus Saint-Jean	13	16	29	8	20	28	5	13	18	10	18	28	7	12	19	11	13	24
Education	80	546	626	70	567	637	70	576	646	65	529	594	62	584	646	68	609	677
Engineering	545	93	638	527	36	563	544	111	655	557	235	792	565	310	875	589	359	948
Extension	1	54	55		54	54	8	52	60	15	39	54	16	35	51	27	41	68
KSR	49	18	67	44	18	62	42	15	57	42	17	59	42	27	69	37	23	60
Law	4		4	5		5	5	1	6	4		4	5		5	7		7
Medicine & Dentistry	281		281	260	2	262	277	4	281	296	4	300	307	4	311	286	3	289
Native Studies	7		7	12		12	20		20	12		12	12		12	11		11
Nursing	29	47	76	20	45	65	18	36	54	18	32	50	22	52	74	28	79	107
Pharmacy	17		17	18		18	22		22	20		20	19		19	20		20
Public Health	100	144	244	80	131	211	71	120	191	68	119	187	69	128	197	77	126	203
Rehab Medicine	39	667	706	48	680	728	48	779	827	50	787	837	39	783	822	32	808	840
Science	432	90	522	390	111	501	411	113	524	464	124	588	490	153	643	530	155	685
<b>Total</b>	<b>2128</b>	<b>2329</b>	<b>4457</b>	<b>1966</b>	<b>2325</b>	<b>4291</b>	<b>2051</b>	<b>2498</b>	<b>4549</b>	<b>2133</b>	<b>2582</b>	<b>4715</b>	<b>2177</b>	<b>2854</b>	<b>5031</b>	<b>2204</b>	<b>2999</b>	<b>5203</b>

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2019



**Table 25. Professoriate numbers by Faculty**

Faculty/Unit	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ALES	104	108	111	113	108	110	114
Arts	347	319	322	323	320	310	313
Business	73	74	72	71	71	69	63
Campus Saint-Jean	30	25	29	30	30	32	31
Education	109	100	104	107	111	108	103
Engineering	200	194	201	204	208	218	221
Extension	17	16	17	15	17	16	14
Native Studies	8	8	10	11	11	14	14
KSR	43	39	38	41	38	37	37
Law	32	29	27	28	28	32	31
Medicine & Dentistry	635	627	643	644	636	627	629
Nursing	51	49	47	47	45	45	41
Pharmacy	20	20	22	24	22	19	19
School of Public Health	28	25	26	27	25	24	29
Rehabilitation Medicine	48	42	44	44	42	41	35
Science	300	288	286	288	288	294	296
<b>Total</b>	<b>2045</b>	<b>1963</b>	<b>1999</b>	<b>2017</b>	<b>2000</b>	<b>1996</b>	<b>1990</b>

Source: Strategic Analysis and Data Warehousing – Professoriate head count by Faculty

[https://idw-bi.ualberta.ca/t/Production/views/UofAStaff\\_0/ProfessoriateHeadcount?%3Aembed=y%3Adisplay\\_count=no%3AshowVizHome=no](https://idw-bi.ualberta.ca/t/Production/views/UofAStaff_0/ProfessoriateHeadcount?%3Aembed=y%3Adisplay_count=no%3AshowVizHome=no)

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 5 years) 66.3% of the total professoriate figures.