



UNIVERSITY
OF ALBERTA

Graduate Appendix

2024-25 Undergraduate and Graduate Enrolment Report

Date:

JANUARY 2025

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



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ABOUT THIS REPORT

This appendix reflects the following overall data scope for graduate content:

Enrolment headcounts

- Include graduate students with refugee status in domestic headcounts.

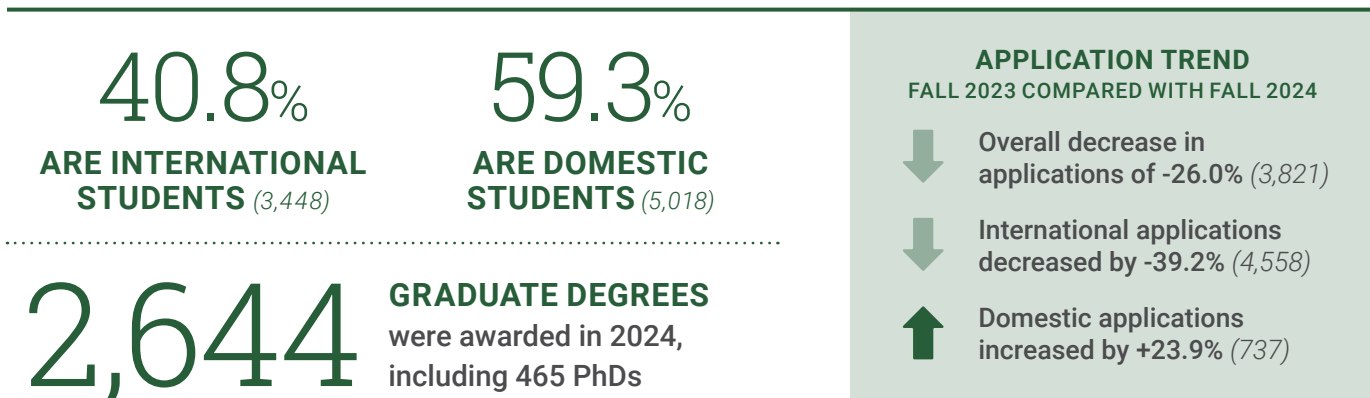
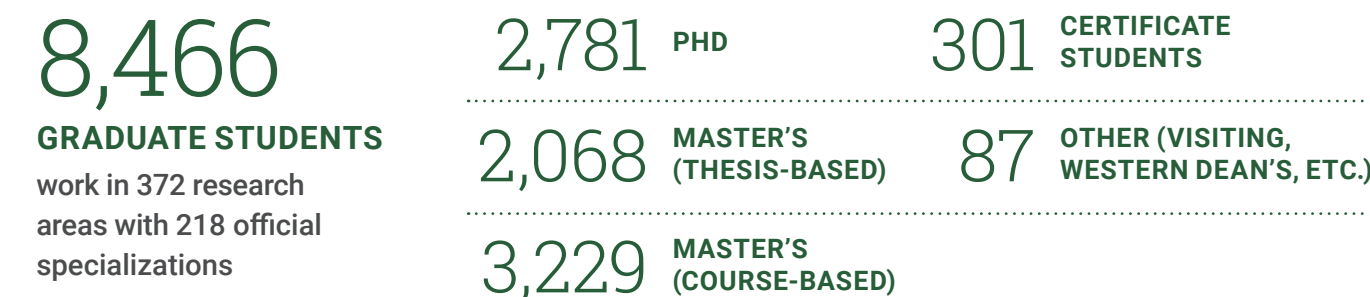
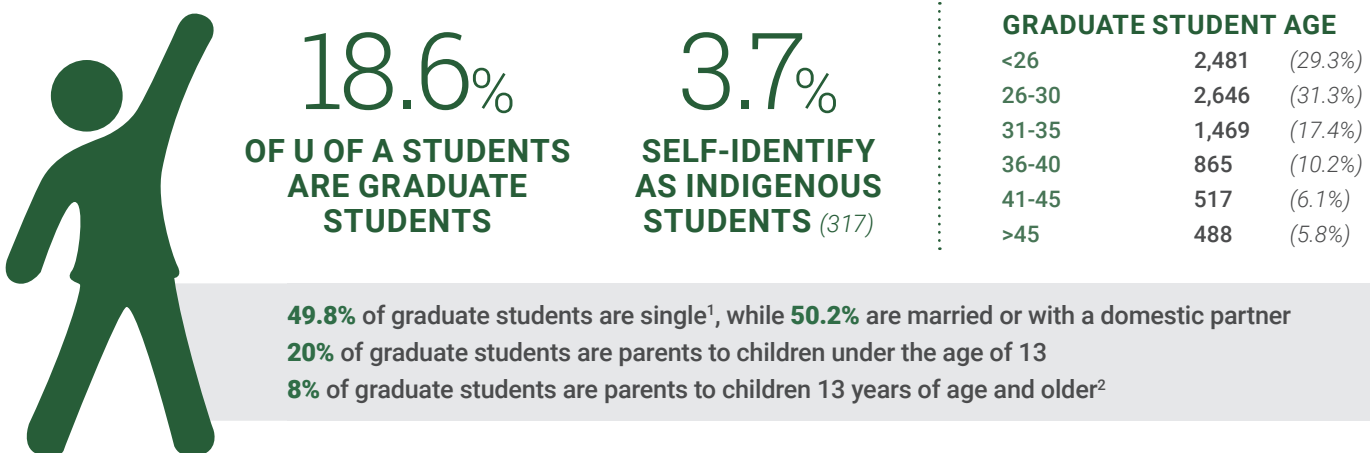
Applicant headcounts

- Unless otherwise noted, all graduate numbers reflect the number of fall term applications only and use the number of individual applicants (not applications since some individuals apply to multiple departments and/or programs).
- Some graduate students may defer, changing their admission term after they apply, either to a prior or future term. Their applications are counted for the final term the applicant wishes to attend.

2024-25 IN REVIEW

The Faculty of Graduate & Postdoctoral Studies (GPS) continues to work towards the delivery of an enhanced student-centred experience, stewarding quality assurance and building excellence in graduate education by serving the university as the central academic and administrative unit for graduate students. As we do our work, we strive to reinforce our shared principles and values while focusing on student success and partnerships across the institution. While this year has seen many challenges, including geopolitical unrest, we are working to demonstrate innovation and responsiveness to emerging needs and trends. We are also excited and privileged to be engaging in a great deal of work with and for our students, postdoctoral scholars and campus community. Below are a few areas from the 2024-25 year to highlight:

FIGURE 1: GRADUATE STUDENTS AT A GLANCE



1 Including those who noted they have never been married and have no domestic partner, and those who are divorced, separated or widowed.

2 This data is from the Canadian Graduate and Professional Student Survey (CGPSS), completed last in 2022 (survey is completed every three years).

Graduate Students at a Glance

The graduate student body plays an important role at the University of Alberta; at 8,466 students, graduate students make up 18.5% of the total U of A student body working in 372 research areas and through 218 specializations. They also demonstrate a great deal of diversity in origin country, age, credential type and other demographics. While nearly 5,000 graduate students at U of A are engaged in research-intensive thesis-based programs, graduate students are also pursuing research and professional training through course-based master's (CBM) degrees and certificates, where enrolment continues to be high, and trending upward, respectively.

2025-28 Graduate & Postdoctoral Studies Partnership + Action Plan

GPS is engaging in an action planning process as we seek to make the U of A a leader in graduate education and postdoctoral scholarship. This process includes the development of the 2025-28 Graduate & Postdoctoral Studies Partnership + Action Plan, which will outline how GPS will work together with graduate students, postdoctoral scholars and our campus community partners in service of shared goals and where GPS will focus its efforts and resources in 2025-28. The 2025-28 Partnership + Action Plan will feature journey maps for course-based master's, thesis-based master's and doctoral students, as well as postdoctoral scholars, which will provide rich insights into the differing perspectives of each group of students and enable more personalized supports.

Along with the work that has resulted from the External Review of the Faculty of Graduate Studies and Research (FGSR)³ – now GPS – this action plan will help to position us as a leader in graduate and postdoctoral studies and a partner with the U of A graduate community.

Integrated Enrolment Growth Planning

In *Shape: A Strategic Plan of Impact*, we set out an ambitious goal to increase enrolment by over 35 per cent by 2033. This includes the goal to grow graduate student enrolment from 8,500 to 13,000, or about 4,800 new graduate students (including 3,700 new CBM students).

Enrolment growth planning has typically not taken place at the graduate level institutionally. The Integrated Enrolment Growth Plan (IEGP) work has provided the opportunity to look much closer at the opportunities, challenges and recommendations to grow graduate education at the U of A. The work has also signaled the need for additional investment in the graduate arena in this area, and together with our partners, a new Senior Marketing Strategist, Enrolment Management Partner and Recruitment Partner have been hired to help the institution lead in this area.

IEGP has provided recommendations related to growth of new course-based master's credentials and additional growth and changes in other graduate credentials. This work also included the creation of a draft graduate programming framework that will help provide structure, guiding principles and clarity, standardize the programming verbiage we use on campus and identify categories and set parameters for program development.

We know that the U of A needs to serve an expanded demographic of learners including professional and mature learners and provide diversified pathways for new graduate learner populations. We strive to position graduate education as a continuum and provide for traditional connections to undergraduate learners, but also for professionals and returning mature students. We will also work to expand programming to include more microcredential and course-based master's learner's and provide greater flexibility for learners through areas such as opportunities to learn online in smaller "chunks" of graduate education. We look forward to engaging the campus community in this work in meaningful ways that support our shared goals and ambitions.

³ [External Review of the Faculty of Graduate Studies and Research](#)

Data-informed Strategic Support for Graduate and Postdoctoral Studies

This year, GPS provided additional data to faculties to support their work on graduate and postdoctoral studies strategy and enrolment planning. This data included:

- Enrolment and demographic information by department and credential, and trends by year and term
- Application trends by specialization (where applicable), and year over year comparison
- Source countries of student citizenship
- Time to completion, and attrition, leaves and completion information
- Programs and course information
- Number of GTA, GRA and GRAF at two points in the year
- Postdoctoral scholar information by department and country of origin
- Supervisory information for thesis-based students, including the number of Progress Reports and Student-supervisor Guidelines that had been completed annually, as well as students who may need additional assistance

We look forward to expanding this practice and continuing to work with our campus-wide service partners to provide colleges and faculties with graduate studies data that is readily accessible to support them in their strategic planning, initiatives and enrolment planning.

Looking at Our Impact

Graduate students and postdoctoral scholars contribute in many integral ways to the education and research mission of the U of A. While the number fluctuates in the Winter 2024 term, there were 423 students with current GRA (Graduate Research Assistant) appointments and 1,763 GTA (Graduate Teaching Assistant) appointments. While the number varies through the year as their appointments can run from three months to five years, there were also 577 postdoctoral fellows, trainees and guests on campus (as of April 3, 2024). These appointments provide incredible opportunities for graduate students and postdoctoral scholars, but they also bolster the teaching and research capacity of the institution. During the 2023-24 year, there were 11,328 registrations (8,834 attendees) representing 1,324 unique students who participated in the four levels of the Graduate Teaching and Learning Program (GTLP). In addition, there were six Teaching Circle lunch seminars, a new program integrating community engagement with pedagogical practices, and one GTLP Level 4 student participated in the Festival of Teaching and Learning. Graduate teaching excellence was recognized in the form of 103 students from eight faculties receiving a U of A Graduate Student Teaching Award. All of this work directly supports effective teaching at the U of A. The success of U of A students and postdoctoral scholars in major scholarship competitions supports the university's research mission. In 2024, in evidence of our world-class research mission, 201 U of A students and nine postdoctoral scholars were awarded prestigious national tri-council scholarships. In addition, the Killam trusts supported 17 new doctoral students and six new postdoctoral scholars.

Graduate students and postdoctoral scholars also worked with GPS last year to develop their skills in knowledge translation and community outreach. Emerging scholars participated in programming that enabled them to support and share expertise with each other, forging new conversations across disciplines, and engage with members of the community, sharing their knowledge and the fruits of their research beyond the university. Here are a few recent examples:

- **Images of Research**, organized in partnership with U of A Libraries, challenges graduate students to distill the essence of their research into a single image. This develops participants' creative skills, allowing them to make their research uniquely accessible – and supporting insightful conversations with community members. See the 2024 finalists's images [here](#).
- Participants in the **Three Minute Thesis (3MT®)** and **Falling Walls Lab** competitions create and deliver three-minute presentations that convey the value and urgency of their research to general audiences. Through professional workshops and group coaching sessions, we refine their public speaking and plain-language writing skills in ways that will serve them through their careers. And they never fail to dazzle audiences. Watch the 2024 3MT theses [here](#) and the 2024 Falling Walls Lab Edmonton pitches [here](#).

Admitting Outstanding Students

Our teams supported some 9,975 student applications in GSMS⁴ so far this year (note: the year is not complete yet, and this does not include visiting students and paper applications), sending out tens of thousands of email messages to assist students in accessing graduate education at the U of A. GPS staff worked closely with graduate administrators from more than 70 departments and our partners in other campus-wide service units across campus to:

- Process a large volume of admission deferrals due, in large part, to significant travel and document delays (631 graduate students have deferred from the Fall 2024 term to another term, and of these, 415 (66%) are due to visa delays or travel issues)
- Provide assistance with immigration challenges
- Update our deferral guidelines
- Work towards a transition to the SLATE system for admissions

Supporting the Student Experience Action Plan (SEAP)

GPS has a critical role in helping the university to achieve many goals within the Student Experience Action Plan (SEAP). A few examples of where we contribute to SEAP goals are:

- GOAL 3.2a) *Recognize the critical link between safety and relationships, connection and belonging by incorporating relational pathways (i.e., regular listening circles) that create conditions for a supportive and vibrant learning:* the GPS Professional Development unit holds regular Circle Series for graduate students and postdoctoral scholars who identify as First Nations, Métis, Inuit or have Indigenous heritage.
- GOAL 4.1: *Increase transparency of the breakdown of student tuition and fees by proactively communicating the information to students and partners:* GPS has established an Advisory Group on International Thesis Based Tuition together with an ongoing comprehensive revamp of the Tuition + Fees section of the GPS website. We have also created a working group to support programs in developing clear offer letters that lay out financial details of support that will assist students in planning their graduate journey (see Minimum Guaranteed Funding, below).
- GOAL 9.1: *Strive to maximize diverse student participation, feedback and experiences in all programs, services and initiatives that impact students:* GPS invited all graduate students (and postdoctoral scholars) to participate in GPS' Partnership + Action Plan planning process so that they could comment on the GPS-identified priorities.

Additional areas of focus this year include:

- Work to improve the student experience through changes to the Academic Probation timelines and processes, which will ensure students are not negatively impacted by a single failed grade once it has been successfully replaced/remediated.
- Updates to the Leave of Absence categories, policies and processes to ensure that students have options and clarity when a leave is needed.
- Improving the supervisory experience for graduate students and postdoctoral scholars is a high priority for GPS and our entire campus community. As part of the commitment laid out in the Student Experience Action Plan to “*listen, learn and act to deliver exceptional student experiences*”, GPS is collecting perspectives from graduate students and postdoctoral scholars, graduate administrators and graduate supervisors across campus in order to inform our approach to this work. We want to hear their feedback in an effort to identify the most important areas of growth and opportunity as we seek to continually improve the student and postdoctoral scholar experience.

⁴ GSMS is the Graduate Student Management System used for Graduate Student application, admissions and awards processing. This data is January to December 2024.

Minimum Guaranteed Funding

In line with several of our peer institutions and with the Graduate Students Association's (GSA) advocacy, GPS has implemented Minimum Guaranteed Funding (MGF) for doctoral students in partnership with our campus community. This was also a key recommendation in the external review of GPS conducted in the spring of 2023. The implementation of this initiative is ongoing for adoption campus-wide in 2025-26.

Preparations to support MGF include regular meetings of the minimum funding implementation group, the allocation of transition funding and the establishment of the principles for GPS-allocated graduate student financial supports and emergency backstop resourcing. GPS continues to provide strategic support to faculties around the distribution of flexible funding sources, development and adoption of sustainable admissions practices and planning for institutional future investment in graduate education. To that end, GPS has expanded the terms of reference for the recruitment awards to include the new "Graduate Student Support Awards (GSSA)" which will enable units to flexibly spend those funds on recruitment and/or minimum guaranteed funding for current students.

As we work together to meet the MGF commitment, GPS will utilize a minimum funding dashboard created by our partners in Performance, Analytics and Institutional Research (PAIR), which will provide graduate leadership with current data to assist with strategic planning in their faculties and departments. Its release in December 2024 will support the campus community in meeting this important institutional commitment and in providing sustainable support for the training of an outstanding, diverse doctoral student cohort that supports the research and education missions of the U of A.

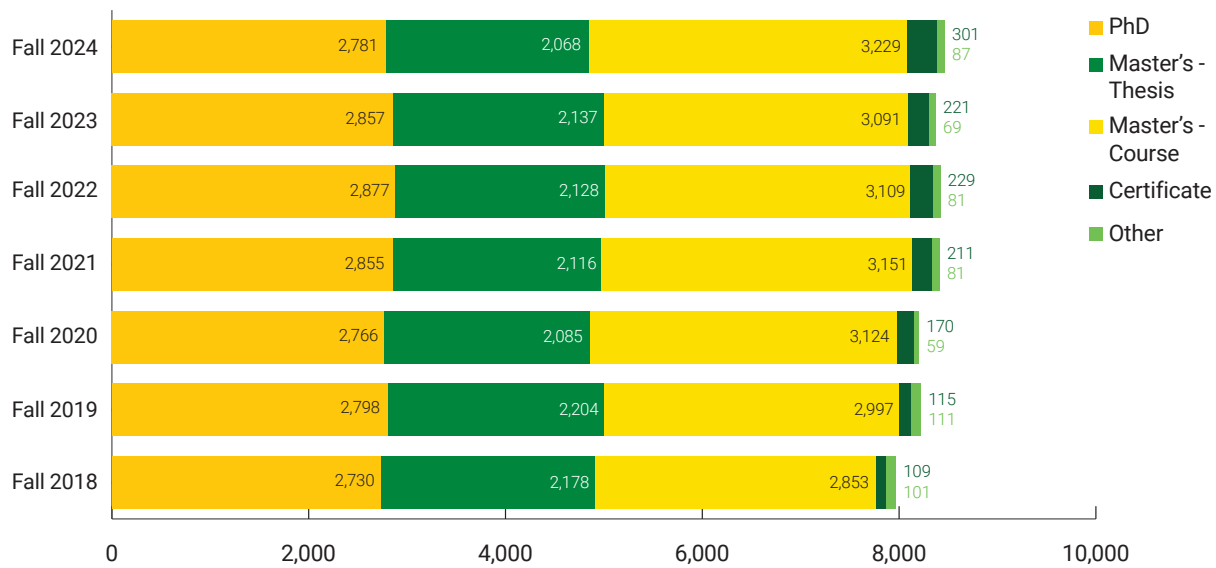
1. ENROLMENT

This section⁵ presents enrolment numbers based on the standard Dec. 1, 2024 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, unless otherwise noted.

1.1 GRADUATE ENROLMENT BY DEGREE TYPE

Over the past ten years, students have enrolled in course-based master's degree programs in ever-greater numbers, however; after a slight drop in 2022 and 2023, the growth has rebounded this year with an increase of +4.5%. This change is encouraging with the ongoing immigration, study permit and visa issues. While fairly slow, the decrease in thesis-based enrolment continues (-3.0% or 145 PhD and thesis-based master's). Multiple initiatives are underway to support enrolment growth, including Minimum Guaranteed Funding for doctoral students and work to produce an institutional graduate strategic recruitment and enrolment plan. However, the impact of this work will likely take a few years to realize. Increased certificate enrolment this year is also promising and largely attributable to growth in the Faculty of Education certificate programs (see Table 5). Looking forward, we hope to position graduate certificates more prominently as graduate credentials accessible to new and more diverse types of learner populations and also as pathways into master's and doctoral degrees.

FIGURE 2: GRADUATE ENROLMENT BY DEGREE TYPE



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Other includes Qualifying Students, Special Graduate Students and Visiting Students.

⁵ The exceptions are subsection 1.5 and Table 15, which report on sponsored students.

Fall term enrolment headcounts by faculty are shown in Figures 3 to 5 and in Tables 1 to 7. While the data reveals varied year-over-year changes across the institution, they bear out the general trends described above.

TABLE 1: GRADUATE ENROLMENT EACH FALL BY DEGREE TYPE

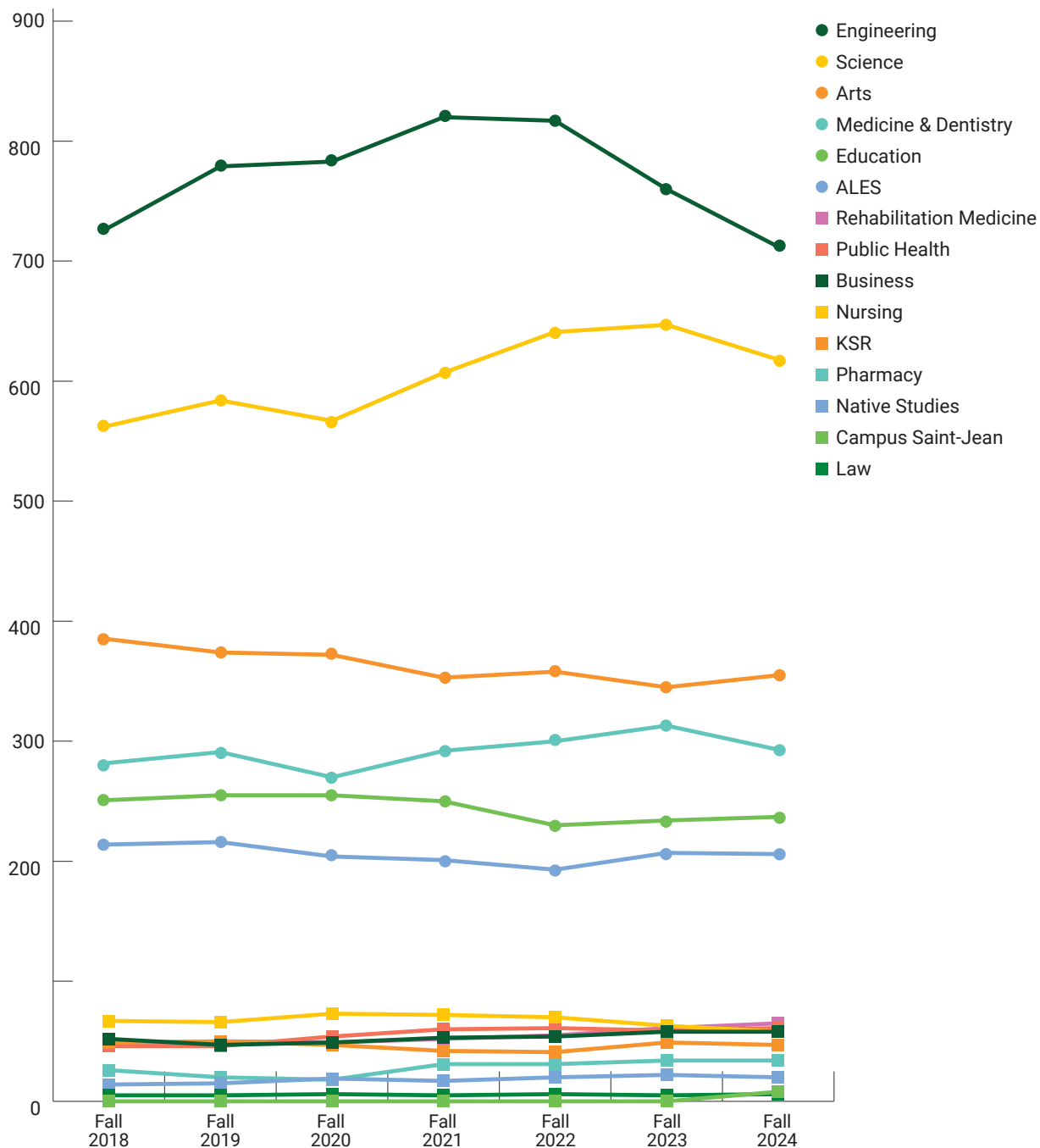
Degree	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
PhD	2,730	2,798	2,766	2,855	2,877	2,857	2,781
Thesis-based master's	2,178	2,204	2,085	2,116	2,128	2,137	2,068
Course-based master's	2,853	2,997	3,124	3,151	3,109	3,091	3,229
Certificate	109	115	170	211	229	221	301
Other	101	111	59	81	81	69	87
Total	7,971	8,225	8,204	8,414	8,424	8,375	8,466

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Data is using Dec. 1, 2024 static statistical tables.

Notes:

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

FIGURE 3: DOCTORAL DEGREES, FALL HEADCOUNT BY FACULTY



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

At the doctoral level, the picture of overall stability is reflected in the enrolment trends for many of the small to medium size programs (Figure 3). In the smaller programs, the doctoral student enrolment increased in the Faculty of Public Health and Faculty of Rehabilitation Medicine, and a new Doctor of Philosophy - Études Transdisciplinaires at the Campus Saint-Jean registered its first enrolment. While the total number of doctoral students has decreased slightly from last year (-2.7%), it is encouraging to see percentage change increases in several faculties: Arts (+2.9%), Law (+20%), Public Health (+3.4%) and Rehab Med (+6.6%). Particularly noteworthy is the Campus Saint-Jean new PhD program that began this year with eight new students. However, several

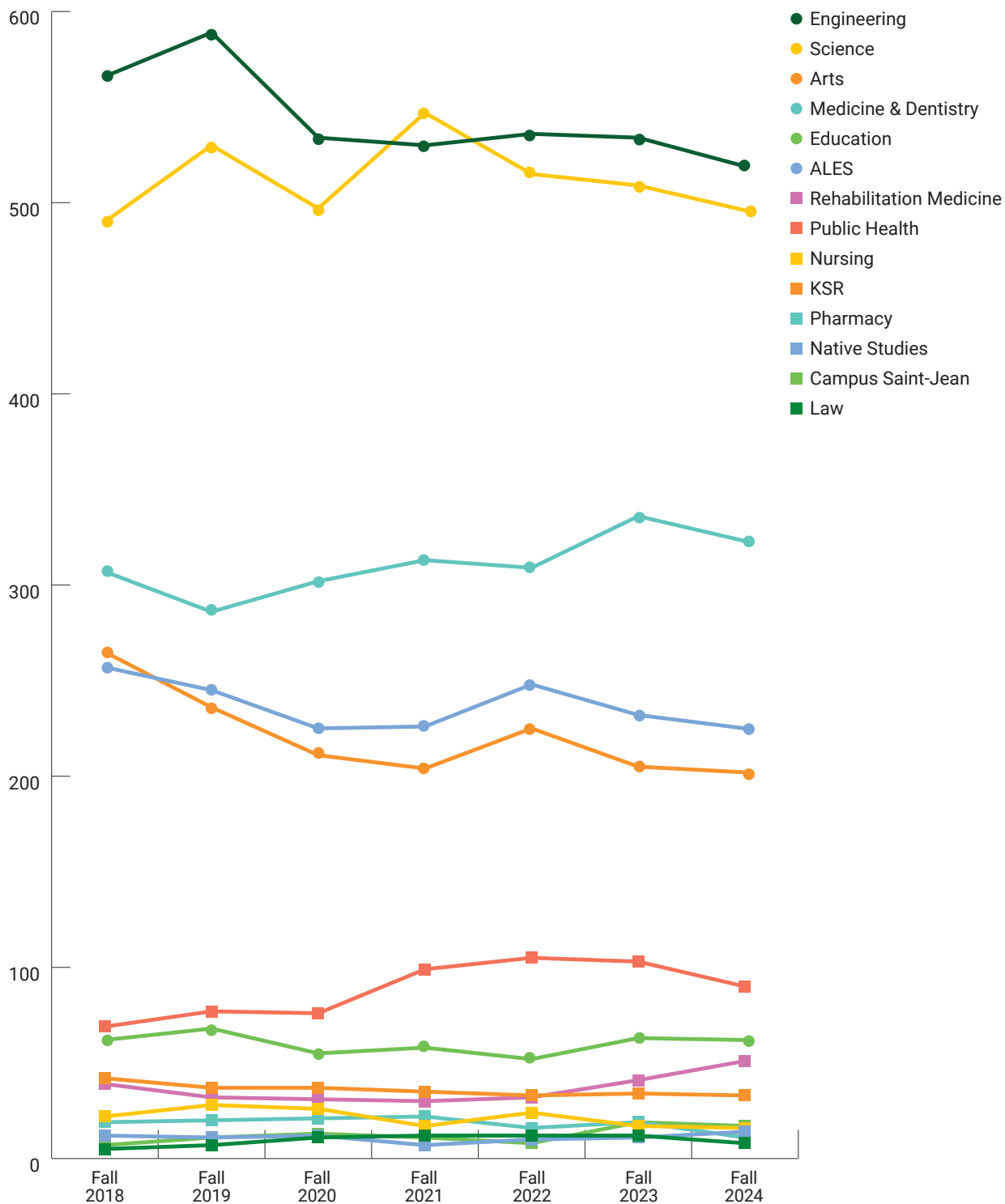
programs that saw growth last year, saw a decrease this year, which continues to signal the need to advocate for strong doctoral programs and funding as the role of doctoral students is integral to the teaching and research mission of the U of A. The number of deferrals continues to be high due to immigration issues for all categories of graduate students, but particularly in faculties that have a strong cohort of incoming international students.

TABLE 2: DOCTORAL DEGREES (10 YEARS), FALL HEADCOUNT BY FACULTY

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ALES	237	230	221	220	214	216	204	201	193	207	206
Arts	452	413	412	394	385	374	372	353	358	344	355
Business	51	45	46	49	52	47	49	53	54	58	58
Campus Saint-Jean											8
Education	295	257	246	255	251	255	255	250	230	233	237
Engineering	711	678	679	709	728	779	783	820	817	762	712
KSR	55	56	49	58	49	50	47	42	41	49	47
Law	7	7	8	7	5	5	6	5	6	5	6
Medicine & Dentistry	340	342	329	308	282	291	270	292	300	314	298
Native Studies				5	14	15	19	17	20	22	20
Nursing	68	64	68	66	67	66	73	72	70	64	58
Pharmacy	32	32	28	23	26	20	18	31	31	34	34
Public Health	45	50	47	57	46	46	54	60	61	59	61
Rehab Medicine	36	37	35	45	48	50	49	52	55	61	65
Science	646	566	564	567	563	584	567	607	641	645	618
Total	2,975	2,777	2,732	2,763	2,730	2,798	2,766	2,855	2,877	2,857	2,778

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. Fall Data; Data is using Dec. 1, 2024 static statistical tables.

FIGURE 4: THESIS-BASED MASTER'S DEGREES, FALL HEADCOUNT BY FACULTY

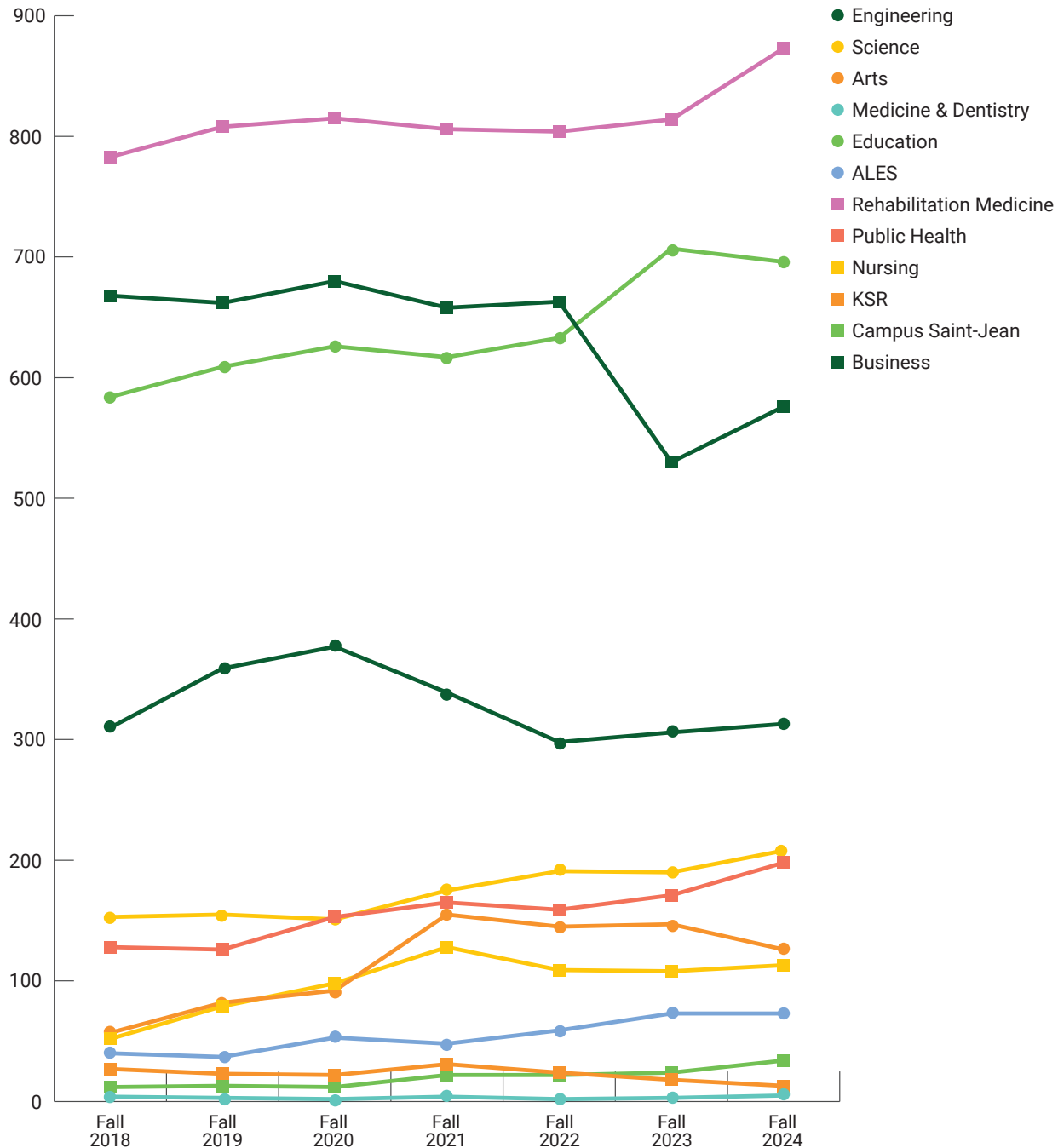


Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: While the Faculty of Extension (now called Continuing Education) still has one enrolment (not pictured in Figure 4), note that following administrative changes in 2020, these programs are no longer based in Extension. Most students have transferred with their program to another faculty, but one remains grandparented with the former faculty.

Enrolment in most thesis-based master's programs reflects a slight decline again this year (in total -3.2% or 68 students), with the exception of Rehabilitation Medicine, which saw an increase of ten students (+24.4%), and Native Studies, which saw an increase of three students (+27.3%). However, when viewing the five-year trend, there were also increases in enrolment at Campus Saint-Jean, Education, Public Health and Medicine & Dentistry. The declining enrolment trends may reflect a growing preference for shorter degrees like course-based master's.

FIGURE 5: COURSE-BASED MASTER'S DEGREES, FALL HEADCOUNT BY FACULTY



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: While the Faculty of Extension (now called Continuing Education) still has one enrolment (not pictured in Figure 5), note that following administrative changes in 2020, these programs are no longer based in Extension. Most students have transferred with their program to another faculty, but one remains grandparented with the former faculty.

Enrolment in all course-based master's programs continues to increase, with the exception of Education, Arts and KSR which saw slight decreases (Figure 5).

The Faculties of Campus Saint-Jean, Public Health, Medicine & Dentistry and Science all experienced growth larger than eight percentage points since last year. New course-based master's programs or streams are currently being developed to respond to the increasing demand.

Overall, this year saw increases in the total number of master's students in Business, Campus Saint-Jean, Native Studies, Nursing, Public Health, Rehabilitation Medicine and Science. However, in almost all of the noted faculties, the growth is in course-based master's, with a 24.4% (ten students) increase in thesis-based students in Rehabilitation Medicine (which saw increases in both course-based and thesis-based), and in the Native Studies thesis-based master's (+27.3%, or three students).

TABLE 3: THESIS-BASED MASTER'S DEGREE, FALL HEADCOUNT BY FACULTY

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	M-T	M-T	M-T	M-T	M-T	M-T	M-T
ALES	257	245	225	226	248	232	225
Arts	265	236	211	204	225	205	202
Business	0						0
Campus Saint-Jean	7	11	13	11	8	19	17
Continuing Education	16	27	34	5	3	2	1
Education	62	68	55	58	52	63	62
Engineering	566	589	534	530	536	534	519
KSR	42	37	37	35	33	34	33
Law	5	7	11	12	12	12	8
Medicine & Dentistry	307	286	302	313	309	336	323
Native Studies	12	11	12	7	10	11	14
Nursing	22	28	26	17	24	17	16
Pharmacy	19	20	21	22	16	19	11
Public Health	69	77	76	99	105	103	90
Rehab Medicine	39	32	31	30	32	41	51
Science	490	530	497	547	515	509	496
Total	2,178	2,204	2,085	2,116	2,128	2,137	2,068

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. Fall Data; Data is using Dec. 1, 2024 static statistical tables.

TABLE 4: COURSE-BASED MASTER'S DEGREE, FALL HEADCOUNT BY FACULTY

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	M-C	M-C	M-C	M-C	M-C	M-C	M-C
ALES	40	37	53	48	59	73	73
Arts	57	82	92	155	145	147	126
Business	668	662	680	658	663	530	576
Campus Saint-Jean	12	13	12	22	22	24	34
Continuing Education	35	41	43	3			1
Education	584	609	626	617	633	707	696
Engineering	310	359	377	339	298	306	313
KSR	27	23	22	31	24	18	13
Law	0						0
Medicine & Dentistry	4	3	2	4	2	3	5
Native Studies	0						0
Nursing	52	79	98	128	109	108	113
Pharmacy	0						0
Public Health	128	126	153	165	159	171	198
Rehab Medicine	783	808	815	806	804	814	873
Science	153	155	151	175	191	190	208
Total	2,853	2,997	3,124	3,151	3,109	3,091	3,229

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.
Fall Data; Data is using Dec. 1, 2024 static statistical tables.

Enrolment in certificate programs continues to be high and is trending upwards (+230.7% increase between 2018-19 and 2023-24). The 2024-25 period is not yet complete as it doesn't include the full enrolment for Winter, Spring, and Summer 2025 terms, but appears promising. Programs offered in each of the faculties represented continue to be of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

TABLE 5: CERTIFICATE PROGRAMS, CUMULATIVE TOTAL EACH ACADEMIC YEAR, BY FACULTY

Faculty	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*
Business	2	4	1		1		1
Campus Saint-Jean		6	12	5	10	8	3
Education		18	77	142	224	346	246
KSR	5	35	44	45	39	43	36
Rehabilitation Medicine	143	144	158	157	125	99	71
Total	150	207	292	349	399	496	357

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.
*The 2024-25 year is not yet complete as the full number of students in the Winter, Spring and Summer 2025 are not yet included.

Table 6 shows graduate enrolment in other programs, including qualifying, special and visiting students, and the number remains variable. The relatively small number of students in this category reflects students that are meeting conditions for admission, visiting the U of A from another institution or are taking advanced studies in a non-degree format outside of a graduate credential.

TABLE 6: OTHER PROGRAMS (QUALIFYING, SPECIAL, VISITING STUDENTS), FALL HEADCOUNT BY FACULTY

Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ALES	5	1	2	1	3	3	8
Arts	9	9	13	8	1	5	9
Business		2	5		5	1	6
Campus Saint-Jean		1					
Education	2	3	6	1	6		3
Engineering	9	11	6	14	11	10	6
GPS*	31	38	7	26	17	19	14
KSR	4			1	2	1	1
Law		1				3	
Medicine & Dentistry	5	5	3	5	8	4	5
Native Studies							1
Nursing	4	3	1	9	15	13	19
Pharmacy	1	2			1	1	1
Public Health	3	4	3	1	2	2	1
Rehabilitation Medicine	21	22	3	2	1	4	1
Science	7	9	10	13	9	6	12
Total	101	111	59	81	81	69	87

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

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

Again this year, the enrolment report captures numbers of graduate students across colleges and stand-alone faculties, reflecting the recent academic reorganization of the U of A.

TABLE 7: FALL 2024 HEADCOUNT BY COLLEGE AND FACULTY

College	Faculty	PhD	M-T	M-C	Cert.	Other	Total Grad Students	Total at College / Stand Alone Level	% of Total
College of Health Sciences	FoMD	292	323	5	0	5	625	2,405	28.4%
	KSR	47	33	13	34	1	128		
	Nursing	58	16	113	0	19	206		
	Pharmacy	34	11	0	0	1	46		
	Public Health	61	90	198	0	1	350		
	Rehabilitation Medicine	65	51	873	60	1	1,050		
College of Natural + Applied Sciences	ALES	207	225	73	0	8	513	3,401	40.2%
	Engineering	711	519	313	0	6	1,549		
	Science	623	496	208	0	12	1,339		
College of Social Sciences + Humanities	Arts	355	202	126	0	9	692	2,546	30.1%
	Business	58	0	576	0	6	640		
	Education	235	62	696	204	3	1,200		
	Law	6	8	0	0	0	14		
Campus Saint-Jean		8	17	34	3	0	62	62	0.7%
Faculty of Native Studies		21	14	0	0	1	36	36	0.4%
Continuing Education		0	1	1	0	0	2	2	0.02%
Total Student by Degree Type		2,781	2,068	3,229	301	73	Total	8,466*	

*Note: 14 Students coded to GPS are not included in this table.

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Continuing Education still has two enrolments from the former Faculty of Extension. Following administrative changes in 2020, most students have transferred with their program to another faculty, but two remain grandparented with the former faculty.

The percentage of graduate students who participate in full-time versus part-time graduate studies at the U of A varies by year. Over the past three years, at an aggregate level, more students are participating part-time instead of full-time, a percentage point more between 2023-24 and 2024-25.

TABLE 8: PERCENTAGE OF FULL-TIME AND PART-TIME GRADUATE STUDENTS

Status	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*
Full-time	82	82	81	80	81	83	82	81
Part-time	18	18	19	20	19	18	18	19

*Note: The 2024-25 cycle is not yet complete and the percentage breakdown may still change if students adjust their status partway through the year.

1.2. PROFESSORIATE NUMBERS BY FACULTY

The professoriate numbers by faculty are provided for comparison to graduate student headcounts in each faculty (Table 9 and 10). Reviewing this data enables faculty planners to assess both supervisory and teaching capacity. However, it bears mentioning that different credential types require diverse levels of faculty support.

Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number. Thesis-based students include both doctoral and thesis-based master's students.

TABLE 9: PROFESSORIATE NUMBERS BY FACULTY WITH THESIS-BASED STUDENTS

Faculty	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Professors	Thesis-based	Professors	Thesis-based	Professors	Thesis-based	Professors	Thesis-based	Professors	Thesis-based	Professors	Thesis-based	Professors	Thesis-based
ALES	110	471	114	461	112	429	111	427	105	441	103	439	98	431
Arts	310	650	313	610	312	583	303	557	296	583	291	549	288	557
Business	69	52	63	47	66	49	64	53	67	54	72	58	72	58
Campus Saint-Jean	32	7	31	11	30	13	28	11	32	8	28	19	25	25
Education	108	313	103	323	102	310	100	308	102	282	101	296	100	299
Engineering	218	1,294	221	1,368	220	1,317	217	1,350	218	1,353	226	1,296	230	1,231
Extension	16	16	14	27	2	34	1	5	0	3	0	2	0	1
KSR	37	91	37	87	35	84	36	77	37	74	35	83	30	80
Law	32	10	31	12	31	17	26	17	29	18	31	17	34	14
Medicine & Dentistry	627	589	629	577	615	572	622	605	596	609	612	650	609	616
Native Studies	14	26	14	26	14	31	12	24	10	30	9	33	10	34
Nursing	45	89	41	94	38	99	34	89	30	94	28	81	29	74
Pharmacy	19	45	19	40	19	39	19	53	19	47	20	53	19	45
Public Health	24	115	29	123	32	130	29	159	30	166	27	162	25	151
Rehabilitation Medicine	41	87	35	82	34	80	36	82	35	87	36	102	37	161
Science	294	1,053	296	1,114	295	1,064	289	1,154	283	1,156	281	1,154	276	1,114
Total	1,996	4,908	1,990	5,002	1,957	4,851	1,927	4,971	1,889	5,005	1,900	4,994	1,882	4,846

Source: Strategic Analysis and Data Warehousing - Professoriate head count by faculty

Note:

1. Information reflects faculty with Active, Leave With Pay Or Leave of Absence statuses on Oct. 1 of each respective year;
2. Contingent faculty, administrative faculty and faculty on long-term disability are not captured;
3. Medicine & Dentistry figures also include contingent faculty members.

TABLE 10: PROFESSORIAL NUMBERS BY FACULTY WITH COURSE-BASED STUDENTS

Faculty	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Professors	Course-based	Professors	Course-based	Professors	Course-based	Professors	Course-based	Professors	Course-based	Professors	Course-based	Professors	Course-based
ALES	110	40	114	37	112	53	111	48	105	59	103	73	98	73
Arts	310	57	313	82	312	92	303	155	296	145	291	147	288	126
Business	69	668	63	662	66	680	64	658	67	663	72	530	72	576
Campus Saint-Jean	32	12	31	13	30	12	28	22	32	22	28	24	25	34
Education	108	584	103	609	102	626	100	617	102	633	101	707	100	1
Engineering	218	310	221	359	220	377	217	339	218	298	226	306	230	696
Extension	16	35	14	41	2	43	1	3	0	0	0	0	0	313
KSR	37	27	37	23	35	22	36	31	37	24	35	18	30	13
Law	32	0	31	0	31	0	26	0	29	0	31	0	34	0
Medicine & Dentistry	627	4	629	3	615	2	622	4	596	2	612	3	609	5
Native Studies	14	0	14	0	14	0	12	0	10	0	9	0	10	0
Nursing	45	52	41	79	38	98	34	128	30	109	28	108	29	113
Pharmacy	19	0	19	0	19	0	19	0	19	0	20	0	19	0
Public Health	24	128	29	126	32	153	29	165	30	159	27	171	25	198
Rehabilitation Medicine	41	783	35	808	34	815	36	806	35	804	36	814	37	873
Science	294	153	296	155	295	151	289	175	283	191	281	190	276	208
Total	1,996	2,853	1,990	2,997	1,957	3,124	1,927	3,151	1,889	3,109	1,900	3,091	1,882	3,229

Source: Strategic Analysis and Data Warehousing - Professoriate head count by faculty

Note:

1. Information reflects faculty with Active, Leave With Pay Or Leave of Absence statuses on Oct. 1 of each respective year;
2. Contingent faculty, administrative faculty and faculty on long-term disability are not captured;
3. Medicine & Dentistry figures also include contingent faculty members.

1.3. GRADUATE/UNDERGRADUATE ENROLMENT COMPARISON

Over the last seven years, graduate students have comprised roughly 20% of the total student population at the U of A. Table 11 highlights the balance of graduate to undergraduate students among individual faculties.

These ratios offer insights into the potential capacity of graduate students to support the undergraduate teaching and research activities of individual faculties. In the case of most faculties, the rates have remained relatively consistent over time. Education and the Faculté Saint-Jean have seen the largest growth proportional to the number of students, as they continue to grow their graduate offerings.

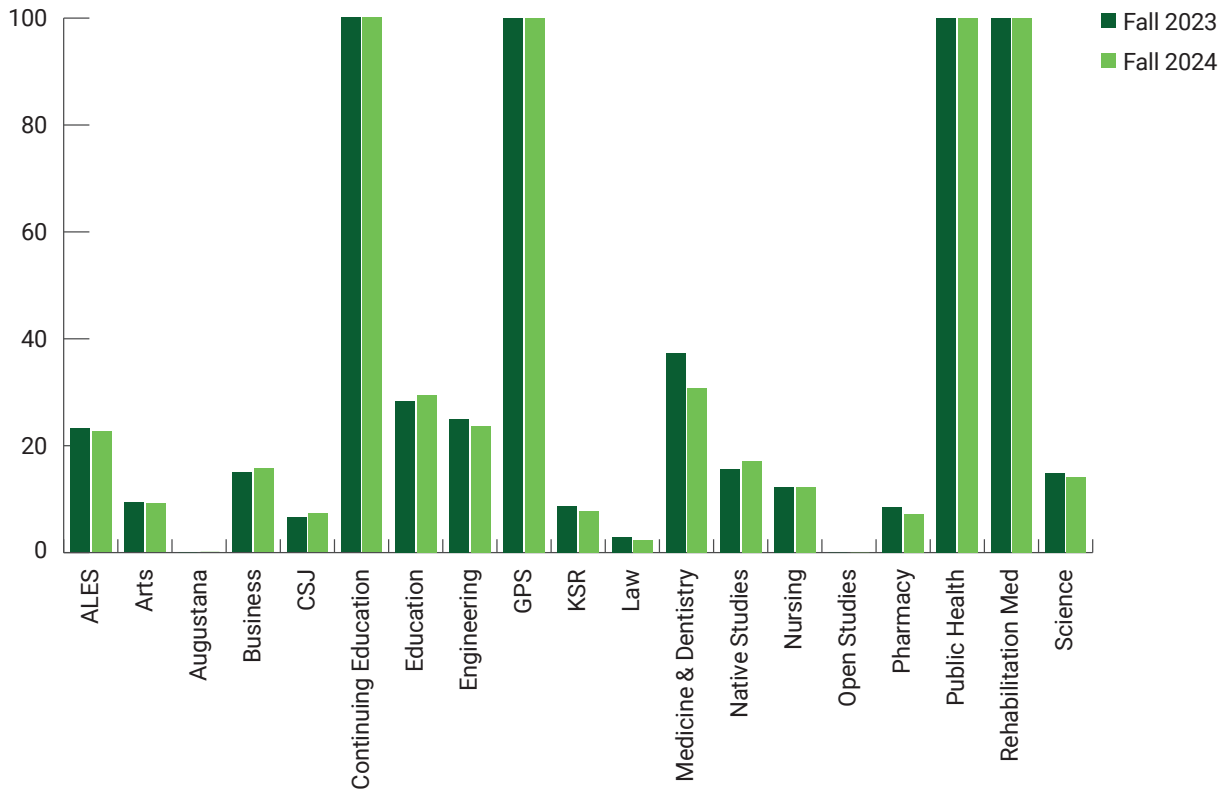
TABLE 11: PERCENTAGE OF GRADUATE STUDENTS OUT OF TOTAL NUMBER OF ALL STUDENTS, BY FACULTY

College	Faculty	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
		Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
College of Health Sciences	KSR	1,111	12	1,187	12	1,320	11	1,439	9	1,503	9	1,634	8
	Medicine & Dentistry	1,650	35	1,629	35	1,670	37	1,679	37	1,754	37	2,026	31
	Nursing	1,510	12	1,537	13	1,620	14	1,647	13	1,642	12	1,672	12
	Pharmacy	611	7	613	6	625	8	644	7	633	9	636	7
	Public Health	253	100	286	100	325	100	327	100	335	100	350	100
	Rehabilitation Medicine	1,004	100	997	100	1,006	100	976	100	990	100	1,050	100
College of Natural + Applied Sciences	ALES	2,041	24	2,186	22	2,250	21	2,146	23	2,232	23	2,276	23
	Engineering	6,365	27	6,472	26	6,511	26	6,384	26	6,463	25	6,541	24
	Science	7,622	17	8,398	15	8,633	16	8,852	15	9,065	15	9,515	14
College of Natural + Applied Sciences	Arts	6,752	10	7,414	9	7,663	9	7,464	10	7,598	9	7,619	9
	Business	2,776	26	2,906	25	2,938	24	3,751	19	3,964	15	4,081	16
	Education	3,804	25	3,994	24	4,057	24	4,019	26	3,966	28	4,059	30
	Law	579	2	566	3	588	3	587	3	591	3	587	2
Standalone Faculties + Other	Augustana	1,019	0	995	0	1,018	0	945	0	901	0	820	0
	Campus Saint-Jean	830	3	846	4	782	5	712	4	736	7	871	7
	Continuing Education	68	100	77	100	8	100	3	100	2	100	2	100
	GPS*	38	100	7	100	26	100	17	100	19	100	14	100
	Native Studies	220	12	212	15	225	11	216	14	210	16	210	17
	Open Studies	1,434	0	1,069	0	1,079	0	1,292	0	1,593	0	1,527	0
Grand Total		39,687	21	41,391	20	42,344	20	43,100	20	44,197	19	45,490	19

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024. Percentages rounded to the nearest whole number. Totals include all students (graduate, undergraduate).

*The students listed under GPS include Visiting or Western Deans Arrangement Students who aren't affiliated with a specific faculty.

FIGURE 6: YEAR OVER YEAR, PERCENTAGE OF GRADUATE STUDENTS OUT OF TOTAL NUMBER OF ALL STUDENTS, BY FACULTY



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

1.4. GRADUATE STUDENTS BY CITIZENSHIP

International graduate students (i.e., students on a student visa, work permit or study permit) make up 40.8% of our total enrolment, which is down from last year’s high (-0.9 percentage points from 41.7%). Immigration issues and subsequent deferrals over the past three years continue to remain high, although this affects incoming cohorts more than continuing students. There is a strong probability that geopolitical uncertainties and natural disasters may continue to impact these numbers.

TABLE 12: TOTAL ENROLMENT AND PERCENTAGE CHANGE OVER PAST FALL (TOTAL, INTERNATIONAL, DOMESTIC)

Credential	Fall 2023			Fall 2024			Percentage Change, Fall 2023 to Fall 2024
	International	Domestic	Total	International	Domestic	Total	
PhD	1,586	1,271	2,857	1,526	1,255	2,781	-2.7%
Master's (Thesis-based)	1,016	1,121	2,137	934	1,134	2,068	-3.2%
Master's (Course-based)	903	2,188	3,091	931	2,298	3,229	+4.5%
Certificate	3	218	221	5	296	301	+36.2%
Other	42	27	69	52	35	87	+26.1%

As Table 13 shows, international students are distributed unevenly across faculties. The table does, however, reveal that faculty-specific international student participation has decreased in many faculties, with the exception of Business, Pharmacy, KSR and Public Health.

TABLE 13: PERCENTAGE OF INTERNATIONAL STUDENTS BY FACULTY

Program Faculty	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ALES	50.0%	50.1%	50.8%	51.9%	53.5%	61.8%	60.4%
Arts	36.7%	37.8%	36.2%	38.1%	40.6%	43.6%	42.3%
Business	37.4%	45.2%	38.9%	47.3%	55.2%	53.0%	58.1%
Campus Saint-Jean	5.3%	11.5%	3.1%	5.3%	6.5%	10.4%	4.8%
Continuing Education*	9.8%	8.8%	13.0%	12.5%	33.3%		
Education	7.5%	7.9%	6.9%	8.4%	11.0%	12.4%	9.8%
Engineering	66.0%	71.2%	67.2%	70.1%	72.9%	74.7%	73.0%
KSR	21.3%	19.4%	15.8%	15.0%	17.1%	18.5%	18.8%
Law	20.0%	23.1%	11.8%	11.8%	22.2%	29.4%	28.6%
Medicine & Dentistry	30.8%	33.5%	30.7%	31.3%	33.0%	35.2%	35.0%
Native Studies							5.6%
Nursing	18.6%	19.9%	18.7%	12.4%	16.1%	16.4%	15.5%
Pharmacy	63.0%	69.1%	56.4%	54.7%	56.3%	59.3%	60.9%
Public Health	11.4%	15.0%	21.3%	23.4%	23.2%	24.8%	25.4%
Rehabilitation Medicine	3.0%	3.2%	3.1%	3.2%	3.2%	3.6%	3.6%
Science	54.2%	56.3%	54.4%	56.8%	59.2%	59.5%	57.7%

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024
 Note: In this chart, International Students do not include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident. Students with a refugee status are included with domestic students.

*Due to administrative changes, Faculty of Extension students were moved to other faculties. The numbers reflect any remaining grandfathered students, who are now listed under Continuing Education.

It is also noteworthy that the international graduate student population is very diverse in terms of country of origin. In all, graduate students hold citizenship from 105 countries (though the majority of those countries are represented by comparatively few students).

TABLE 14: TOP 20 SOURCE COUNTRIES BY STUDENT CITIZENSHIP, BY PERCENTAGE

2024 Rank	Country of Citizenship	Fall 2018 %	Fall 2019 %	Fall 2020 %	Fall 2021 %	Fall 2022 %	Fall 2023 %	Fall 2024 %	Fall 2024 #
1	Canada	54.6	52.5	54.8	52.6	51.0	50.9	52.6	4,453
	*Permanent Residents	8.4	7.7	8.3	8.1	7.3	6.7	6.7	564
2	China	12.9	13.6	13.0	13.6	13.7	12.6	12.9	1,091
3	Iran	3.9	4.6	4.5	5.1	6.1	6.7	6.0	505
4	India	4.2	5.1	4.2	4.9	5.7	5.6	5.0	420
5	Bangladesh	1.2	1.6	1.6	2.0	1.9	2.0	1.9	157
6	Nigeria	0.7	0.8	0.8	0.9	0.9	1.4	1.3	112

7	Ghana	0.4	0.5	0.5	0.6	0.5	0.8	1.2	103
8	Pakistan	0.8	0.9	0.8	0.7	0.8	1.1	1.2	101
9	United States	1.7	1.6	1.4	1.4	1.3	1.3	1.2	99
10	Egypt	0.6	0.7	0.6	0.7	0.7	0.7	0.9	73
11	Brazil	1.1	1.0	0.9	0.8	0.9	0.8	0.7	58
12	Sri Lanka	0.2	0.2	0.2	0.3	0.5	0.6	0.7	55
13	Mexico	1.0	1.1	0.9	0.9	0.8	0.7	0.6	52
14	Colombia	0.5	0.5	0.5	0.5	0.7	0.6	0.6	50
15	Turkey	0.2	0.2	0.3	0.3	0.3	0.4	0.4	34
16	Vietnam	0.5	0.4	0.3	0.3	0.3	0.3	0.4	30
17	Nepal	0.3	0.3	0.3	0.3	0.3	0.3	0.3	29
18	Philippines	0.1	0.1	0.2	0.2	0.3	0.3	0.3	27
19	Ukraine	0.2	0.2	0.2	0.2	0.3	0.4	0.3	27
20	Korea, Republic of	0.4	0.4	0.4	0.3	0.3	0.3	0.3	23
Other Countries		6.1	6.1	5.3	5.5	5.4	5.3	4.8	-
Total Enrolment		7,971	8,225	8,204	8,414	8,424	8,375	-	8,466

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024
 Note: Students are classified as either Domestic or International for purposes of fee assessments. In this table Domestic numbers include both Canadian and Permanent Resident totals. Students who are classified as Permanent Residents may hold citizenship in other countries; however, they are not counted in the totals for rows 2-20. Since their status has changed, they are no longer considered international students and they pay domestic fees and are included in the domestic totals.

Table 14 shows the 20 countries with the largest numbers of citizens enrolled in graduate studies at the university (by headcount) from 2018 to 2024. The 19 countries listed (without Canada and Permanent Residents) represent 36.0% of the graduate student headcount for Fall 2024 (down from Fall 2023 at 37.1%). While the positions of the countries on this list have varied over time, China, Iran and India have occupied the top three spots for over a decade. However, India and Iran both saw decreases this year, and while China saw an increase this year, both China and India saw decreases between 2022 and 2023. These changes appear to be due to geopolitical situations abroad and changing immigration guidelines within Canada.

One key trend is the 49.3% increase in the number of students from Ghana since last year. Also, this year, one new country, Vietnam, was added to the top 20 list, and Hong Kong was edged off. There was also additional shifting within the order. As the number of students from the countries in the bottom half are small, those countries tend to experience slight fluctuations depending on the year, so it is perhaps more telling to see those that continue to be on the list over several years.

The total percentage from other countries not in the top 19 countries (without Canada) has also decreased this year to 4.8% from 5.3% last Fall.

The percentage of Canadian students has decreased from 54.6% in 2018 to 52.6% in 2024, however; the number is up slightly from 50.9% in 2023 (1.7% points or 191 students) to 52.6% this year.

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.⁶

TABLE 15: CITIZENSHIP OF SPONSORED GRADUATE STUDENTS

Country	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	TOTAL
China	38	37	38	32	34	17	33	396
Saudi Arabia	1	0	0	1	2	0	2	74
Mexico	16	8	1	3	5	3	3	98
Columbia	4	2	1	5	10	4	4	51
Libya	4	2	2	0	2	0	1	37
Pakistan	4	0	0	6	17	0	1	32
Brazil	1	0	0	1	0	0	0	23
Vietnam	1	0	0	0	0	0	0	13
Chile	2	3	3	0	1	0	0	15
Yemen	1	7	3	0	1	0	1	22
Kazakhstan	2	4	1	0	0	0	0	14
Other	20	15	12	18	13	8	10	161
TOTAL	94	78	61	66	85	32	55	936

Source: University of Alberta International - Sponsored Student Program, Data as of Nov. 18, 2024

Notes: *Each academic year indicates the number of **new** sponsored students from that country, as of the Winter semester, except for the 2024-25 academic year, which is based on Fall 2024 enrolment only.

Sponsored students come to the U of A from 31 different countries, the most common of which are listed in sequence in Table 15.⁷

The number of sponsored students varies from year to year, mainly as a result of factors such as political and economic changes in students' home countries and changes in diplomatic relationships between Canada and those nations. While this year saw an increase after the low of 2023-24, the number remains lower than typical. This may change as the number of deferrals has been high this year, and we may see more students register in Winter 2025, but also likely reflects the same geopolitical and immigration challenges impacting international enrolment more broadly.

As of Fall 2024, 315 sponsored graduate students are registered at the U of A, accounting for 9.1% of our international student enrolment (up from 8.6% in the Fall 2023 term).⁸

6 Support normally includes tuition, associated fees and living expenses for the duration of the student's degree program. The Sponsored Student Program is administered by the University of Alberta International (UAI) Office.

7 The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council. This program provides scholarships of up to four years of study in any field for those top Chinese students aspiring to earn doctoral degrees from the U of A. The average scholarship lengths are two years for master's students and four years for PhD students.

8 There are 3,448 international students registered in the Fall 2024 term, and there were 3,556 international students registered in the Fall 2023 term.

1.6. ENROLMENT BY GENDER

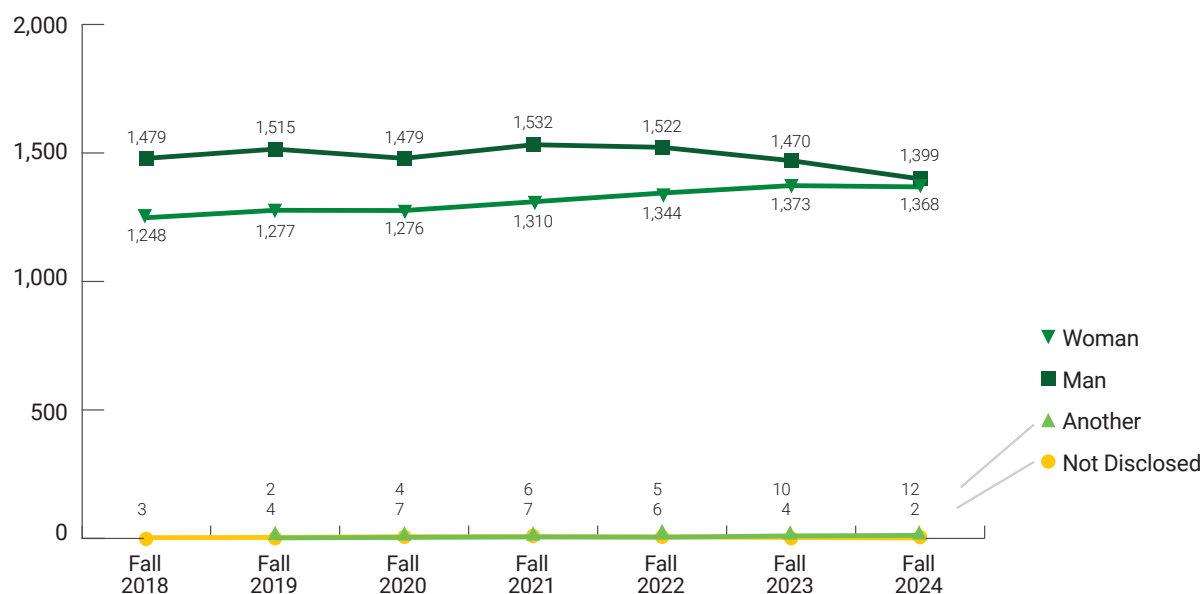
Table 16 and Figures 7 to 10 illustrate enrolment by gender in various categories of graduate programs, with the exception of certificate students.⁹ As in previous years, students enrolled as “women” outnumber students who enrolled as “men” overall in graduate studies. While our systems currently only provide info on the four categories below (i.e., woman, man, another and not disclosed), we are working to adjust this to ensure that gender descriptions are inclusive and accurate.

TABLE 16: FALL TERM GRADUATE ENROLMENT BY GENDER

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	% of Total
Woman	4,174	4,342	4,416	4,554	4,602	4,677	4,767	56.3
Man	3,788	3,867	3,763	3,829	3,788	3,658	3,649	43.1
Another		6	14	21	26	34	46	0.5
Not Disclosed	9	10	11	10	8	6	4	0.1
TOTAL	7,971	8,225	8,204	8,414	8,424	8,375	8,466	100.0

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

FIGURE 7: DOCTORAL ENROLMENT BY GENDER



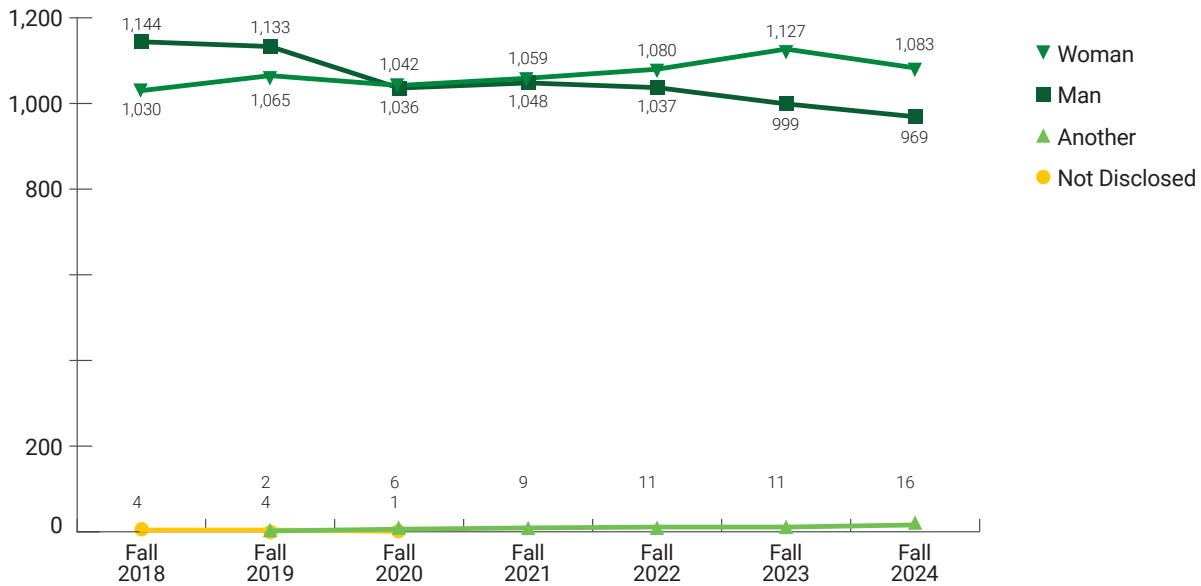
Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

As can be seen from Table 16, the number of students who select “another” gender has grown by 35.3% compared to last year. The general figures, however, obscure a more complex picture. While students who enrolled as “man” continue to account for a higher percentage of U of A doctoral students than students who enrolled as “woman”, the percentage of doctoral students who enrolled as “woman” currently stands just over one percentage point lower, at 49.2%, with students who enrolled as “man” comprising 50.3% of the doctoral student population. The percentage continues to trend towards gender parity with respect to students who identify as “man” and “woman”, as doctoral students who enrolled as “woman” are slowly increasing from 44.7% in Fall 2012.

The percentage of doctoral students who identified as “another” or “not disclosed” is 0.5%. The percentage of persons using the “another” or “not disclosed” categorization is also increasing slowly for PhD Students from 0.2% in Fall 2019.

⁹ Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male, female, other or to choose not to disclose. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance. Here we have aligned these categories to man, woman, another or not disclosed. As we move to the new SLATE admissions system, this will be adjusted further.

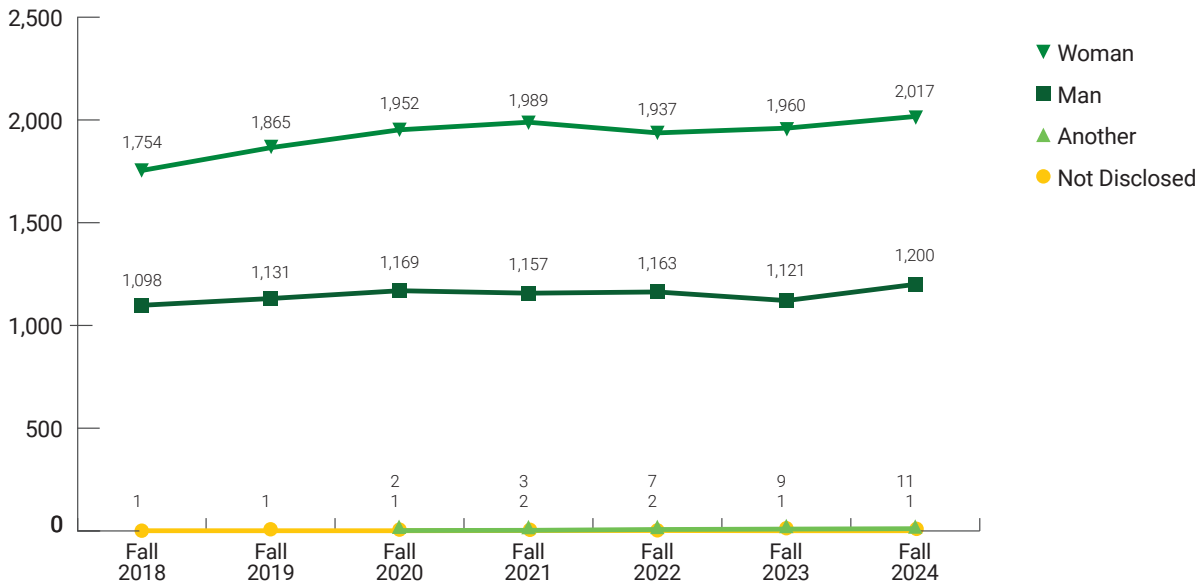
FIGURE 8: THESIS-BASED MASTER'S ENROLMENT BY GENDER



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

Within thesis-based master's programs, students who enrolled as "woman" account for 52.4% of enrolments, while students who enrolled as "man" comprise 46.9% (see Figure 8). In the Fall of 2024, 0.8% noted "another" or "not disclosed" (up from 0.5% in Fall 2023).

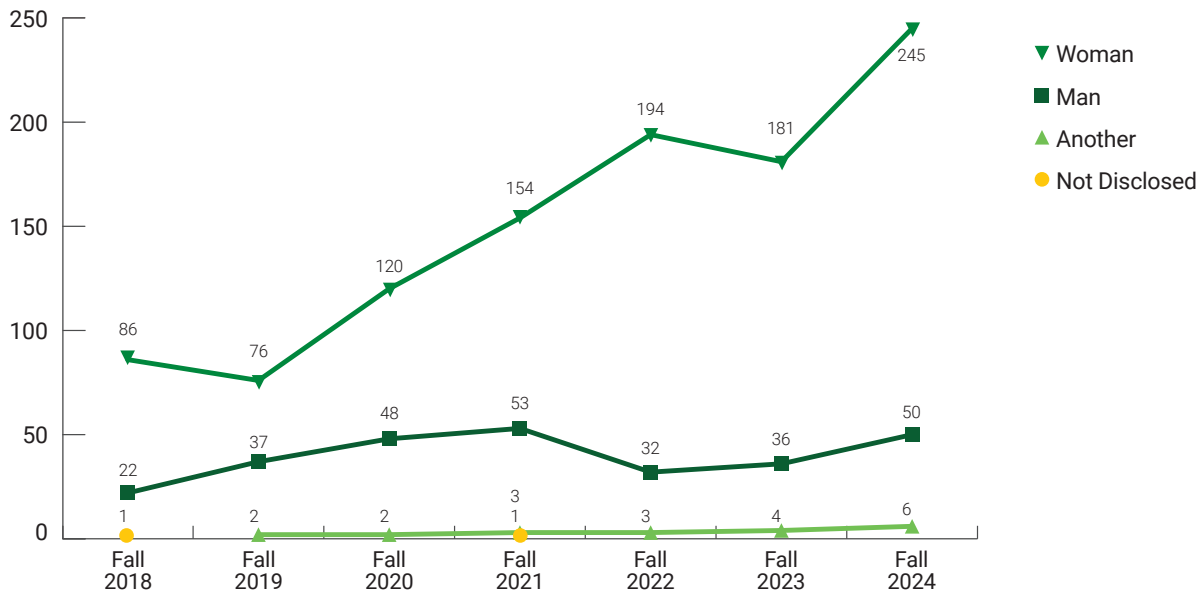
FIGURE 9: COURSE-BASED MASTER'S ENROLMENT BY GENDER



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

The situation is very different in our course-based master's programs, where the majority of registrants enrolled as "woman" (62.5%), although enrolments for both "woman" and "man" increased in 2024. The trend shows these numbers continue to remain divergent. The percentage of "another" or "not disclosed" is at 0.4%.

FIGURE 10: CERTIFICATE ENROLMENT BY GENDER



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.- Registration Statistics as of Dec. 1, 2024.

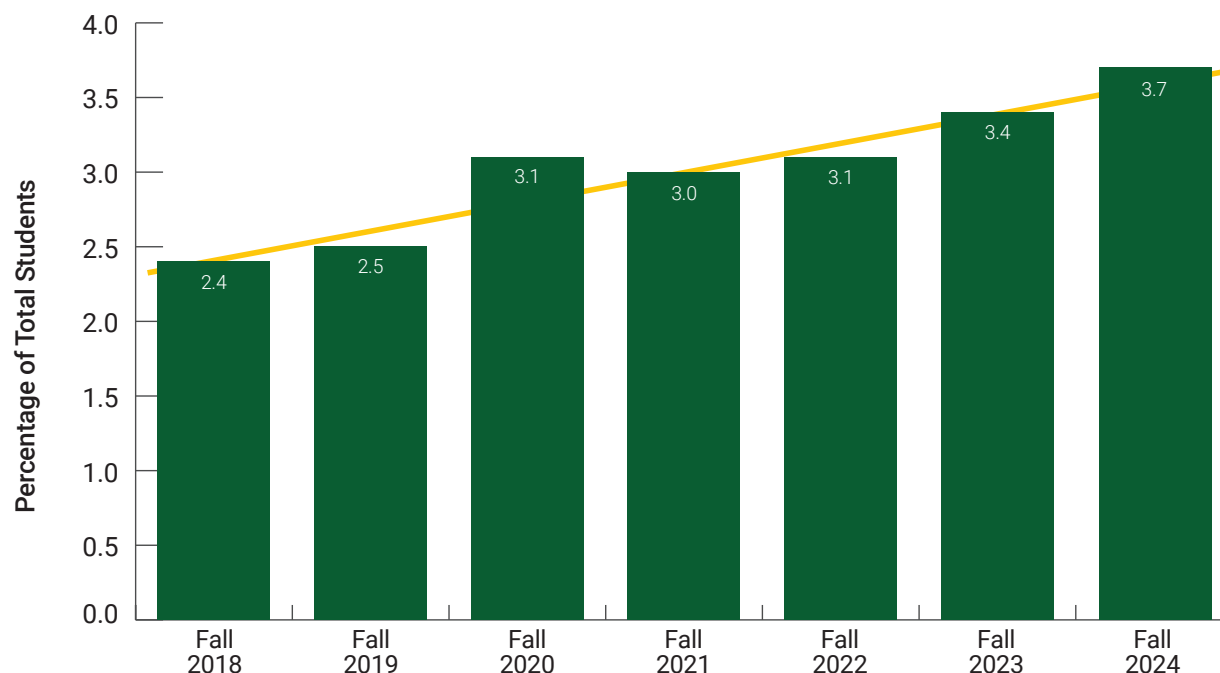
The widening gap between students who enrolled as “woman” and students who enrolled as “man” is very evident for certificate students, especially this year. While the proportion of students who enrolled as “woman” is similar to last year (81.9% in Fall 2023, to 81.4% this fall), the number of students who enrolled as “woman” has increased by 64 registrants this year. The percentage of certificate students who noted “another” or “not disclosed” was 2.0%.

Overall, the U of A data appears to be broadly in line with national figures reported by the U15 Institutions who participate in the Canadian Graduate and Professional Student Survey (CGPSS). That said, as we look to increase enrolment across graduate programs, unraveling differences in learner populations will become increasingly important.

1.7. INDIGENOUS STUDENT ENROLMENT

The number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit continues to increase: 317 students in 2024, compared to 191 in Fall 2018. The change between 2021 and 2022 was 2.7%, from 2022 to 2023 is 7.3%, and this year continues to rise by 12.8% between 2023 and 2024 (or 36 students).¹⁰ This figure reflects 3.7% of the overall graduate student population (up from 3.4% in 2023).

FIGURE 11: PERCENTAGE OF INDIGENOUS STUDENTS OUT OF TOTAL FALL GRADUATE ENROLMENT



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.

The upward trend is reflected in registrations in most program categories. Over the past ten years, from 2014 to 2024, the percentage change in number of First Nations, Métis and Inuit students enrolled is an increase of 142.0%.

The increase or decrease in Indigenous student registration by degree types over last fall was:

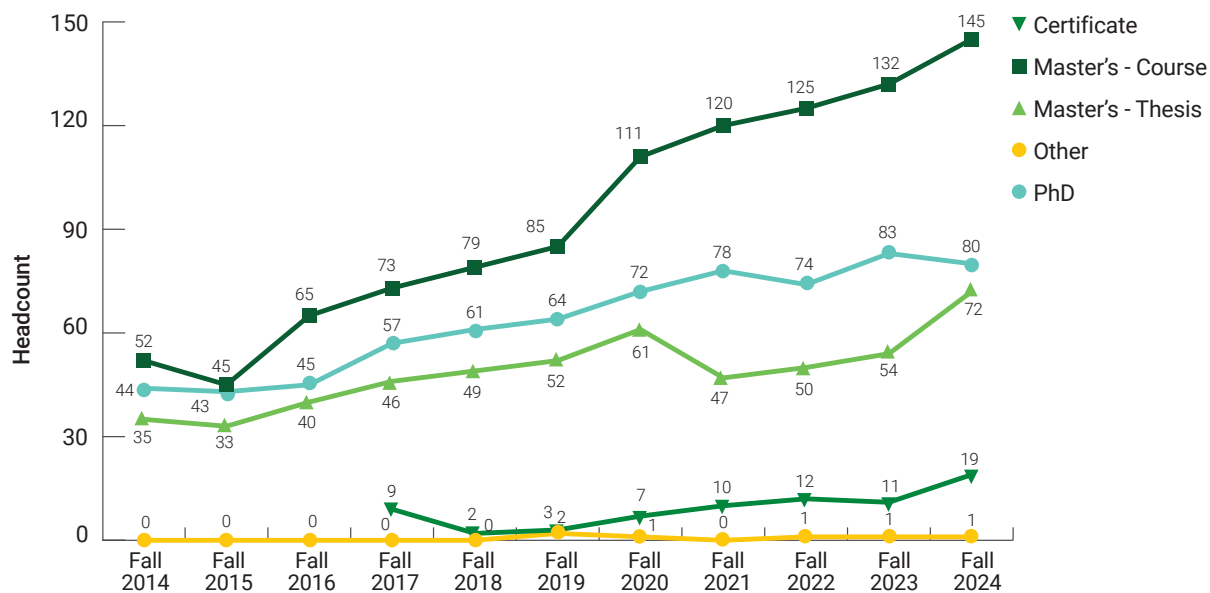
- PhD - 3.6% decrease (-3 students)
- Master's (thesis-based) - 33.3% increase (+18 students)
- Master's (course-based) - 9.8% increase (+13 students)
- Certificate - 72.7% increase (+8 students)

The distribution of Indigenous students from within Canada varies across faculties at the U of A. Table 17 highlights those faculties with the highest numbers of Indigenous graduate student enrolments.

Graduate certificate programs have observed the largest increase in the number of Indigenous students enrolled (+72.7%). While the number in the PhD program has decreased slightly (-3.6%), almost every faculty that has a thesis-based master's program has at least one Indigenous graduate student; this may provide insight into the thesis-based master's program being a helpful pathway for Indigenous graduate students. And while overall enrolment in thesis-based master's has decreased since the pandemic, there are 18 more Indigenous graduate students in those programs this year (33.3% increase). Indigenous enrolment in course-based master's programs has also increased by 13 students (9.8% increase). The Faculties of Education, Engineering and Rehabilitation Medicine have all seen increases in the number of their Indigenous students by at least 5 students this year over last.

¹⁰ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

FIGURE 12: FIRST NATIONS, MÉTIS AND INUIT STUDENT ENROLMENT (10 YEARS)



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.
 Note: "Other" includes qualifying and visiting students, as well as people registered in post-baccalaureate certificates or post-graduate diplomas.

TABLE 17: FIRST NATIONS, MÉTIS AND INUIT STUDENT ENROLMENT BY FACULTY, FALL 2024

Program Faculty	PhD	Master's (Thesis-based)	Master's (Course-based)	Certificate and Other
ALES	5	10	*	
Arts	10	11	5	
Business	*		*	
CSJ		*		
Education	29	*	71	13
Engineering	*	5	*	
KSR		*		*
Law	*	*		
Medicine & Dentistry	*	5		
Native Studies	14	12		
Nursing	*	*	8	*
Pharmacy		*		
Public Health	*	5	5	
Rehabilitation Medicine	*		50	*
Science	6	12		
Combined * Faculties	16	12	6	7
Total	80	72	145	20

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024. - Registration Statistics as of Dec. 1, 2024.
 Note: For protection of privacy, all numbers under five are reported as * and no totals are provided.
 Note: "Other" includes qualifying and visiting students, as well as people registered in post-baccalaureate certificates or post-graduate diplomas.

2. APPLICATIONS, ADMISSIONS AND YIELD

So far in the 2024-25 year, the U of A has received 14,602 graduate applications (see Figure 14).¹¹ While the 2024-25 cycle has not yet concluded, this number is as of Dec. 1. As of Dec. 1, 2023, we had received 16,019 applications for the 2023-24 year. This is a decrease of 1,417 applications, or an -8.8% decrease since the same time last year. We believe this is at least in part due to increased immigration issues and geopolitical unrest.

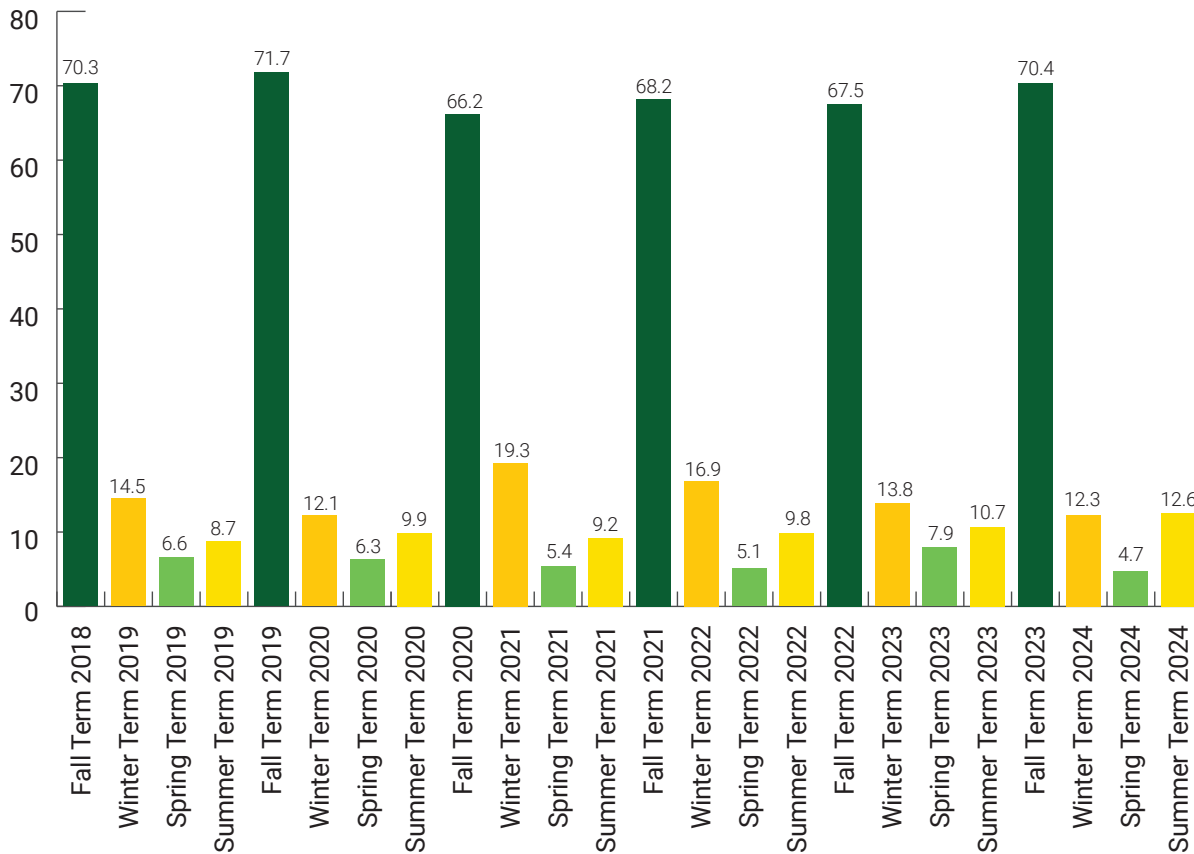
2.1. GRADUATE ADMISSIONS

It is important to note that a large portion of graduate students do not start their programs in the Fall term (Figure 13). From the 2018-19 to 2023-24 period, the average percentage of graduate students that start in a term other than fall is 31.0%, (with some even higher numbers lately, 33.8% in 2020-21, 31.8% in 2021-22 and 32.5% in 2022-23).¹² The 2023-24 year is slightly below average at 30.0%. As a result, in the figures and tables that follow (Figures 14 to 17, and Tables 18 and 19), we have presented provisional 2024-25 data* based on figures currently available in PeopleSoft Campus Solutions. In the future, we might also expect additional shifting in the terms students begin as we build more flexible graduate programs.

¹¹ When considering these figures, it is important to note that since 2017-18, GPS has tracked substantially more applications to U of A 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 GPS 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.

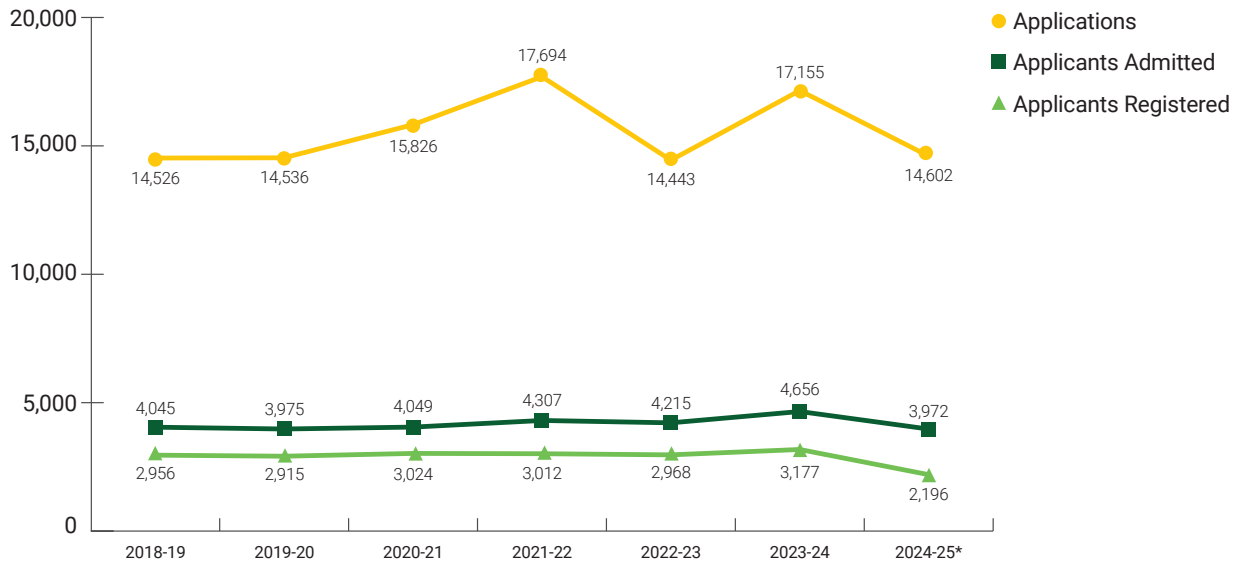
¹² The use of Peoplesoft to record began 22 years ago.

FIGURE 13: PERCENTAGE OF NEWLY ADMITTED GRADUATE STUDENTS BY TERM



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.- Registration Statistics as of Dec. 1, 2024.

FIGURE 14: TOTAL NUMBER OF ADMISSIONS TO GRADUATE PROGRAMS



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

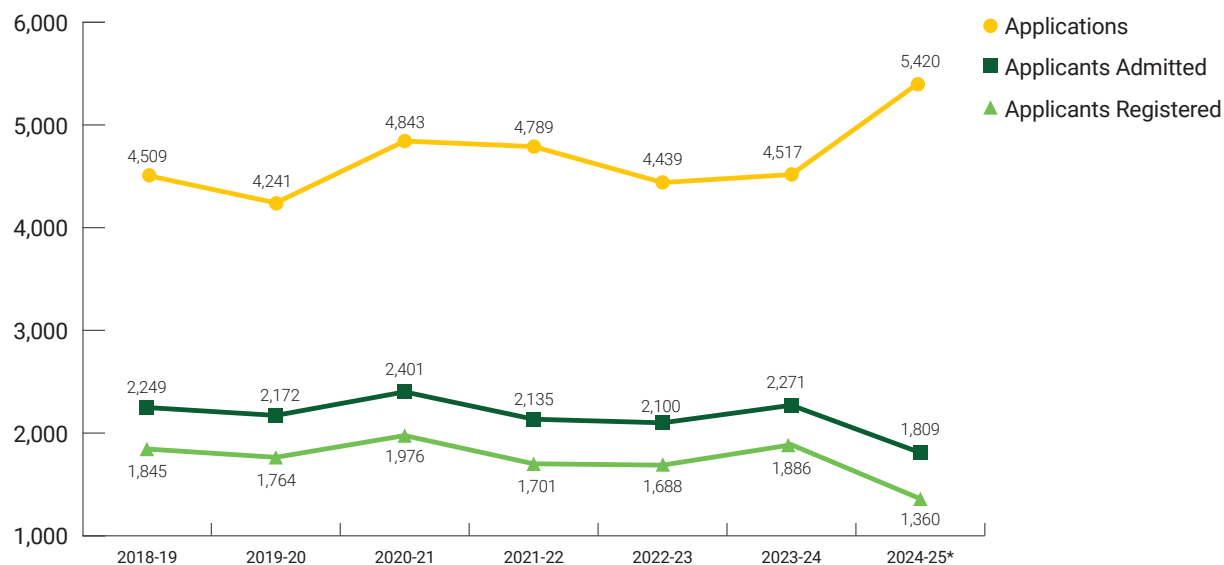
*Provisionary academic year figures (September to December) for 2024-25.

The first of the surrounding figures, Figure 14, 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 unique applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

As the table reveals, admission to U of A graduate programs remains competitive. This year, 27.2% of applications resulted in an offer of admission but this number is not yet complete, however it is already higher than the full 2023-24 academic year rate (27.1%), and the rate from the same point in time last year (24.5%) which is promising.

The overall yield rate (that is, the proportion of admitted applicants who registered in graduate studies) currently stands at 55.3% (a slight decrease from 56.9% at this same time for 2023-24). However, it should be noted that the 2024-25 figures do not yet include data from the Spring and Summer terms, which may allow for a more precise comparison with last year's overall yield rate of 68.2%. The current numbers suggest a trend of decreasing yield rate compared to the years 2012 to 2021, in which yield rate was typically between 73 and 76%.

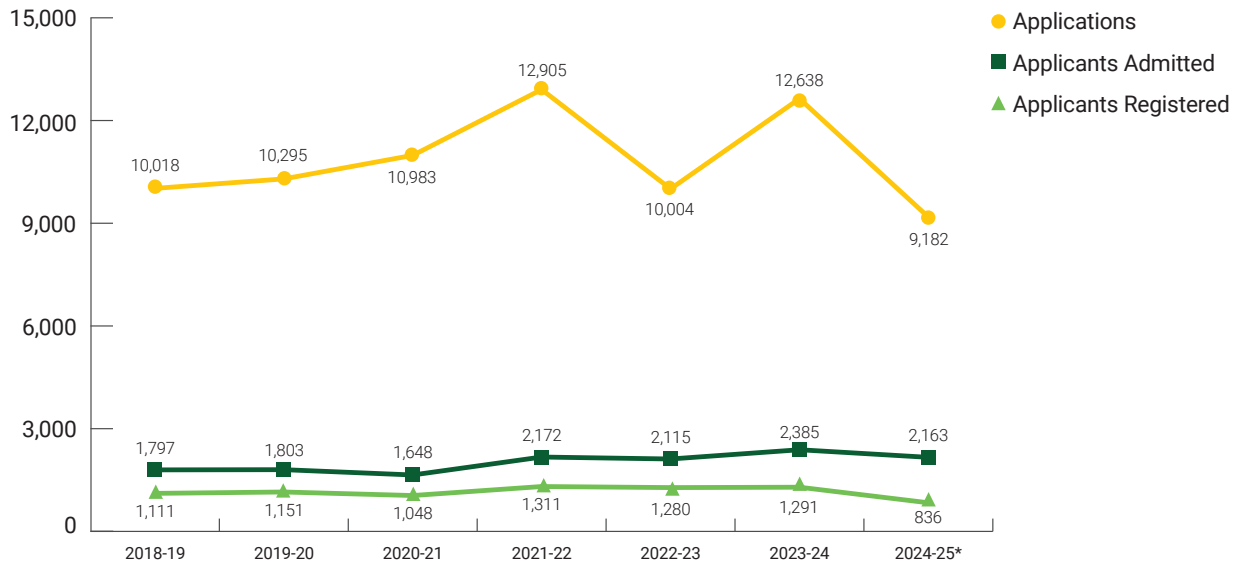
FIGURE 15: DOMESTIC GRADUATE APPLICATIONS AND ADMISSIONS



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

*Provisionary academic year figures (September to December) for 2024-25.

FIGURE 16: INTERNATIONAL GRADUATE STUDENT APPLICATIONS AND ADMISSIONS



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.
 *Provisionary academic year figures (September to December) for 2024-25.

International applicants (i.e., students seeking to attend the university on a study-work visa) continue to make up a large part of the total graduate applicant pool. International applications have trended up over the past number of years, reaching their highest-ever level in 2021-22 (see Figure 16) with 12,905 applications. Last year, we were close to the all time high with 12,638. However, this year has seen a drastic drop, to 9,182, as of Dec. 1, 2024. At this same point last year, the number was at 12,553, which shows a decrease of 26.9% from the same time last year. While the cycle isn't over for this academic year, this is concerning – if the number were to remain where it is, we would have a 27.3% decrease over last year's international applications.

Of note, a very large number of Iranian applications were submitted during the December 2022 to July 2023 period when the application fee was waived due to banking issues in that country. This initiative inflated the number of applications received that year and is therefore not a valid basis for growth prediction.

While admissions rates this year are lower so far, the data suggests that immigration and geopolitical issues are affecting enrolment. Considering that the 2024-25 cycle is not complete yet, we anticipate that travel and immigration documentation issues will have an effect on this year's numbers again, especially when considered together with the high volume of deferrals observed again in Fall 2024. Graduate students who have deferred from the Fall 2024 term to another term are at 631, and of these, 415 are due to visa delays or travel issues (66%).¹³

TABLE 18: DOMESTIC GRADUATE ADMISSIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*
Applications	4,504	4,241	4,843	4,789	4,439	4,517	5,420
Applicants Admitted	2,249	2,172	2,401	2,135	2,100	2,271	1,809
Applicants Registered	1,845	1,764	1,976	1,701	1,688	1,886	1,360

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.
 Previous years data is for the full academic year.
 *Provisionary academic year figures (September to December) for 2024-25.

¹³ Requests for deferrals from the Fall 2024 term to another term began in Aug. 22, 2023, and the number noted includes deferrals to date from the Fall 2024 term to another term.

TABLE 19: INTERNATIONAL GRADUATE ADMISSIONS

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*
Applications	10,018	10,295	10,983	12,905	10,004	12,638	9,183
Applicants Admitted	1,797	1,803	1,648	2,172	2,115	2,385	2,163
Applicants Registered	1,111	1,151	1,048	1,311	1,280	1,291	836

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

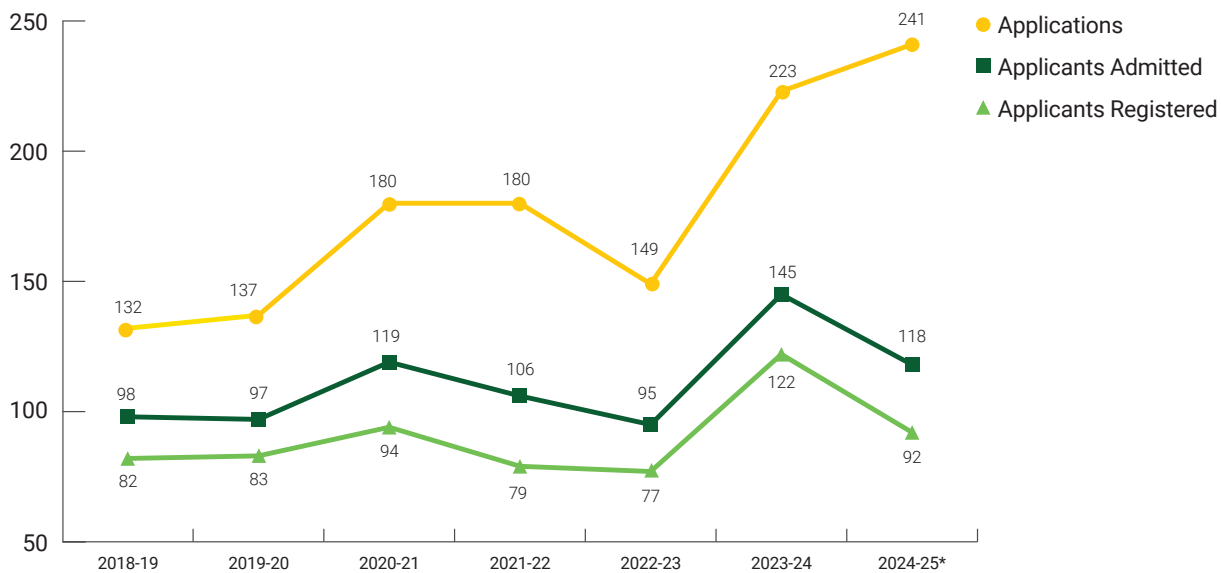
Previous years data is for the full academic year.

*Provisionary academic year figures (September to December) for 2024-25.

While some faculties saw a decrease in the number of total graduate admissions, a couple areas saw notable increases with new students as follows:

- Public Health saw an increase in new domestic PhD students (160% increase, +8 students), and domestic course-based master’s students (38.2% increase, +32 students)
- ALES saw an increase in their domestic course based master’s program (125% increase, +10 students)
- Science saw an increase in domestic students in their course-based master’s program (100% increase, +19 students) and thesis-based master’s program (26.9% increase, +21 students)
- Education saw an increase in domestic certificate students (64.3% increase, +18 students), and domestic PhD students (33% increase, +9 students)
- Rehabilitation Medicine saw an increase in domestic course-based master’s students (16.8% increase, +32 students)

FIGURE 17: INDIGENOUS STUDENT APPLICATIONS AND ADMISSIONS



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

*Provisionary academic year figures (September to December) for 2024-25.

We are pleased to note that the total Indigenous enrolment continues to increase (see Section 1.7), and the increase in applications also tells a promising story. While the 2024-25 cycle is not yet, we already have an increase of 8.1% (+18 applications) over the full 2023-24 year. However, the admissions rate is lower when compared to last year, 49.0% this year down from 65.0% for the full academic year (or 59.9% comparing Dec. 1 data of each year). As Figure 17 reveals, the gap between applications and admissions is smaller than among non-Indigenous students: so far this year, 49.0% of applications from Indigenous students living within Canada are admitted, as opposed to 27.2% overall, and 78.0% of admitted students register, as opposed to 55.3% overall.¹⁴

¹⁴ Both numbers are not yet complete for the 2024-25 cycle, but are comparing the same time period.

Although the applicant pool is proportionately smaller, with year-over-year fluctuations in total numbers, the broadly positive trend in both qualified applicants and registrations is well aligned with the strategic objectives of the U of A, and with our continued desire to realize the commitments laid out in [Braiding Past, Present and Future](#). GPS is working to identify barriers and opportunities to recruit, support and retain Indigenous students, including creating pathways to increase engagement with Indigenous applicants and strong funding to support their graduate education journey.

2.2. YIELD RATES

The yield rate, or the number of admitted students that register, is an important factor in informing our work around graduate student recruitment and enrolment.

One factor in admissions decisions is the Admissions Grade Point Average (AGPA)¹⁵. While it is a core eligibility criterion for graduate admissions, it is rarely a final determining factor as there are other elements to consider, including letters of reference, statements of interest, CVs and so forth. Going forward at GPS, we continue to think about more and different ways to make admissions decisions as we work towards more equitable and inclusive measures for admission.

Tables 20 to 23 show both the percentage yield rate – the number of applicants admitted who register – as well as the average AGPA for all applicants admitted by program type. These figures illustrate consistently high entry AGPAs over the last decade.¹⁶

The doctoral yield rate last year and this year (so far) is low and requires further investigation, however, we know that the yield rate will still increase as we continue throughout the academic year. Comparing Dec. 1 data with last year shows that at this same time, the doctoral yield rate was 53%, which is only 1 percentage point above the Dec. 1 data this year. That said, this decrease could represent supervisory or resource capacity as well as previously noted challenges with international graduate student enrolment over the past year. These numbers will be closely tracked in the context of the implementation of Minimum Guaranteed Funding for doctoral students. Among doctoral applicants, this year’s average AGPA is higher than last year, however; the cycle is not yet complete.

TABLE 20: DOCTORAL YIELD RATE AND AVERAGE AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2018-19	3.67	687	489	71%
2019-20	3.72	708	510	72%
2020-21	3.69	601	481	80%
2021-22	3.68	632	460	73%
2022-23	3.68	653	485	74%
2023-24	3.68	626	415	66%
2024-25*	3.70	594	306	52%

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note that 2024-25 numbers are preliminary and do not include all terms.

While the 2024-25 year is not yet complete, the yield rate for thesis-based master’s and course-based master’s programs is currently fairly low. It is, however, not too far from the Dec. 1 data for 2023-24 (68% for thesis-based master’s and 52% for course-based master’s). While it is relatively static trendwise for thesis-based master’s programs, for course-based master’s programs it continues to trend downward. For applicants to master’s programs, the AGPA remains fairly consistent over the last several years, but is generally trending higher over the past 10 years.

¹⁵ 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 GPS.

¹⁶ 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 21: THESIS-BASED MASTER'S YIELD RATE AND AVERAGE AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2018-19	3.62	1,080	824	76%
2019-20	3.64	1,044	781	75%
2020-21	3.66	992	767	77%
2021-22	3.68	1,061	791	75%
2022-23	3.68	987	767	78%
2023-24	3.66	1,071	819	76%
2024-25*	3.67	912	595	65%

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: 2024-25 numbers are preliminary and do not include all terms.

TABLE 22: COURSE-BASED MASTER'S YIELD RATE AND AVERAGE AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2018-19	3.56	2,090	1,494	71%
2019-20	3.56	2,007	1,448	72%
2020-21	3.56	2,210	1,574	71%
2021-22	3.59	2,335	1,538	66%
2022-23	3.60	2,235	1,436	64%
2023-24	3.59	2,550	1,599	63%
2024-25	3.59	2,135	1,171	55%

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: 2024-25 numbers are preliminary and do not include all terms.

The yield rate in certificate programs continues to be encouraging. While the 2024-25 year is not yet complete, the yield is already high compared with this time last year (70%), even though some certificates typically run over the spring and summer terms. Growth in certificates continues to show that demand for microcredentials remains strong and that certificates may provide a helpful entry for working professionals to come back to higher education.

TABLE 23: CERTIFICATE YIELD RATE AND AVERAGE AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2018-19	3.37	111	84	76%
2019-20	3.32	159	134	84%
2020-21	3.35	217	180	83%
2021-22	3.35	254	206	81%
2022-23	3.42	301	248	82%
2023-24	3.38	376	319	85%
2024-25*	3.44	136	106	78%

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: 2024-25 numbers are preliminary and do not include all terms.

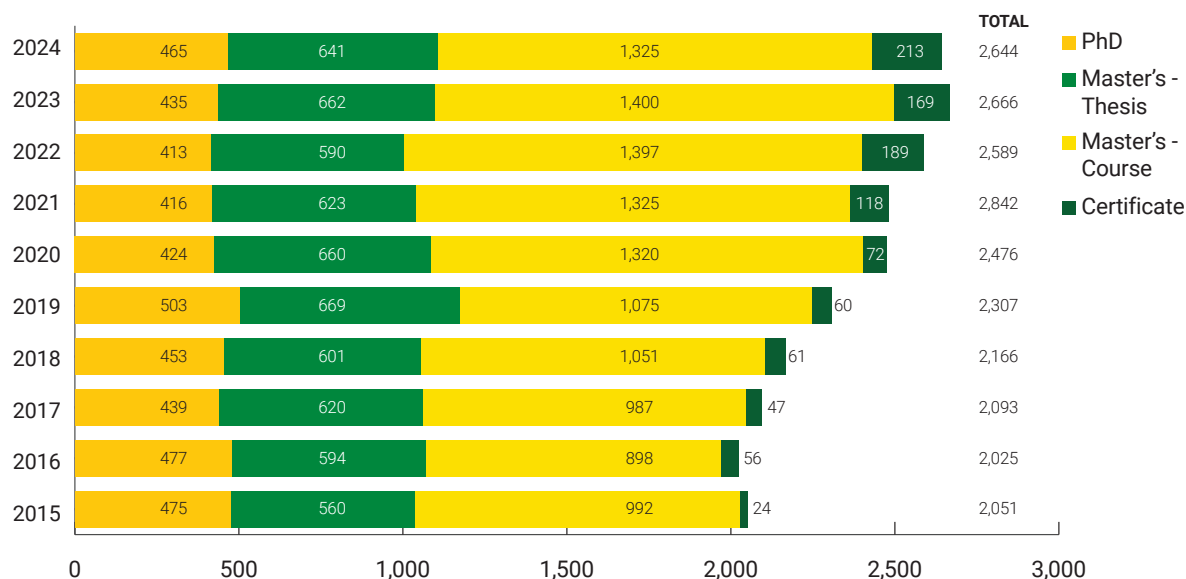
3. RETENTION AND COMPLETION

This section provides information on three key measures of program success: graduate degrees granted, average completion time and rates of attrition. The first two measures are reported by graduating cohort and include all individuals who graduated in a given calendar year.¹⁷

3.1. GRADUATE DEGREES GRANTED

The U of A saw a strong number of graduate students convocate again this year, 2,644 students, in comparison to the previous ten years. Since 2015, the total number has increased by 28.9% or 593 students, which equates to a total of 23,499 graduate students who convocated from all categories during the period.

FIGURE 18: CONVOCANTS BY DEGREE, OVER 10 YEARS



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Convocation numbers are for the year from January to December (not the Academic Year - September to August).

Convocant numbers continue to trend upward, with a slight decline in 2024 of -22 students. While PhD and certificate students increased this year (+30 and +44 respectively), the number of thesis-based and course-based master’s students both decreased (-21 and -75, respectively).

3.2. COMPLETION TIME

A key measure impacting enrolment, as well as student experience and success, is the time to completion. For the purpose of the data presented below, completion time is defined as the period from a student’s first registration date to their program completion date. In graduate studies, times to completion vary widely by credential types.

Leaves of absence can potentially skew overall completion times as they are not factored in, at present, to the data as presented. A leave of absence has the effect of pausing a student’s time in-program as they cease to continue working on their program while on leave. In some instances, a student may have multiple leaves or one leave that is extended if the reason for the leave takes

¹⁷ Note that the parameters for convocation numbers include the two convocations each year, Spring and Fall. 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 available information.

longer than expected to be resolved. Further, with the impacts of the COVID-19 pandemic and resulting restrictions on university research, international travel and visa processing delays, graduate students were eligible to take special leaves of absence when it was clear they could not progress in their programs through no fault of their own.

It is also important to note that the leave of absence policy changed in 2020. Going forward, if a student chooses to take a leave of absence (3.2.2), only certain types of leaves will count towards completion time.¹⁸

3.2.1 AVERAGE COMPLETION TIME

In 2024, recipients of doctoral degrees took an average of 5.57 years to complete their studies. Those in thesis-based master's programs had required on average 2.74 years, while those in course-based master's programs took 2.17 years. Certificate students took on average 1.47 years to complete.¹⁹

While these completion times broadly reflect those witnessed in previous years, a few observations emerge. The first is that average completion times for students in doctoral programs are high relative to average doctoral program completion times reported by other sources.²⁰ Slightly lower than last year, completion times remain under the GPS mandated maximum of six years. The second observation is that the effects of the COVID-19 pandemic and the resulting lengthening of completion times for research-based students seem to have leveled off again after reaching a high of 5.63 years in 2022. The average completion times for students in course-based master's programs remain markedly shorter than for those in thesis-based master's programs, although both increased this year.

It is also interesting to note that international students consistently complete their programs in less time than domestic students, year over year, in every type of degree program, with the exception of international certificate students (Table 25).

Another factor that may affect the greater variability in completion time for master's and certificate students is the variability in structure (i.e., number of credits) depending on the specific program. So as new programs begin in both credential types, this may show fluctuations.

¹⁸ In the 2020-21 calendar, the approved leaves of absence categories were revised to include regular, exceptional, parental and professional leaves. Only the regular leave period counts towards the completion time for a student's program of study; the other leave types do not contribute to the student's formal completion time.

¹⁹ 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).

²⁰ While recent data for Canadian mean time to completion for doctoral students seems elusive, Stats Canada data released in January 2023 tracks the doctoral cohort and noted an average time to graduation for doctoral students of 4.84 years in 2014-15. Back in 2013, University Affairs published an article noting that mean times-to-completion ranged from five years to just over six years.

TABLE 24: AVERAGE COMPLETION TIME (IN YEARS) BY DEGREE TYPE, OVER 10 YEARS

Convocation Year	PhD	Master's (Thesis-based)	Master's (Course-based)	Certificate
2014	5.49	2.69	2.26	2.34
2015	5.60	2.67	2.25	1.67
2016	5.54	2.76	2.29	2.44
2017	5.54	2.73	2.36	2.03
2018	5.53	2.64	2.19	1.45
2019	5.56	2.63	2.25	2.32
2020	5.60	2.65	2.14	2.08
2021	5.48	2.71	2.15	1.70
2022	5.63	2.85	2.14	1.60
2023	5.58	2.73	2.10	1.60
2024	5.57	2.74	2.17	1.47

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (i.e., leaves of absence).

Compared to last year the time to completion increased for all graduate credentials for international students, with the exception of certificates. The decrease in time to completion for domestic students in the PhD and certificate credentials is encouraging.

TABLE 25: AVERAGE COMPLETION TIMES IN YEARS BY CITIZENSHIP, OVER 10 YEARS

Convocation Year	PhD		Master's (Thesis-based)		Master's (Course-based)		Certificate	
	Domestic	International	Domestic	International	Domestic	International	Domestic	International
2014	5.72	4.79	2.82	2.43	2.36	1.68	2.34	
2015	5.80	4.96	2.86	2.40	2.39	1.65	1.67	
2016	5.75	5.00	2.89	2.50	2.47	1.64	2.45	2.36
2017	5.86	4.94	2.83	2.53	2.52	1.69	2.06	1.27
2018	5.81	5.04	2.69	2.55	2.38	1.52	1.44	1.85
2019	5.86	5.06	2.74	2.41	2.42	1.66	2.32	
2020	5.98	4.98	2.71	2.54	2.42	1.61	2.09	1.85
2021	5.85	4.96	2.78	2.61	2.40	1.62	1.68	2.07
2022	5.97	5.23	2.99	2.66	2.35	1.60	1.60	1.54
2023	5.99	5.10	2.91	2.52	2.43	1.60	1.54	3.33
2024	5.92	5.24	2.92	2.57	2.43	1.64	1.47	1.70

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (i.e., leaves of absence).

3.2.2 DISTRIBUTION OF COMPLETION TIMES

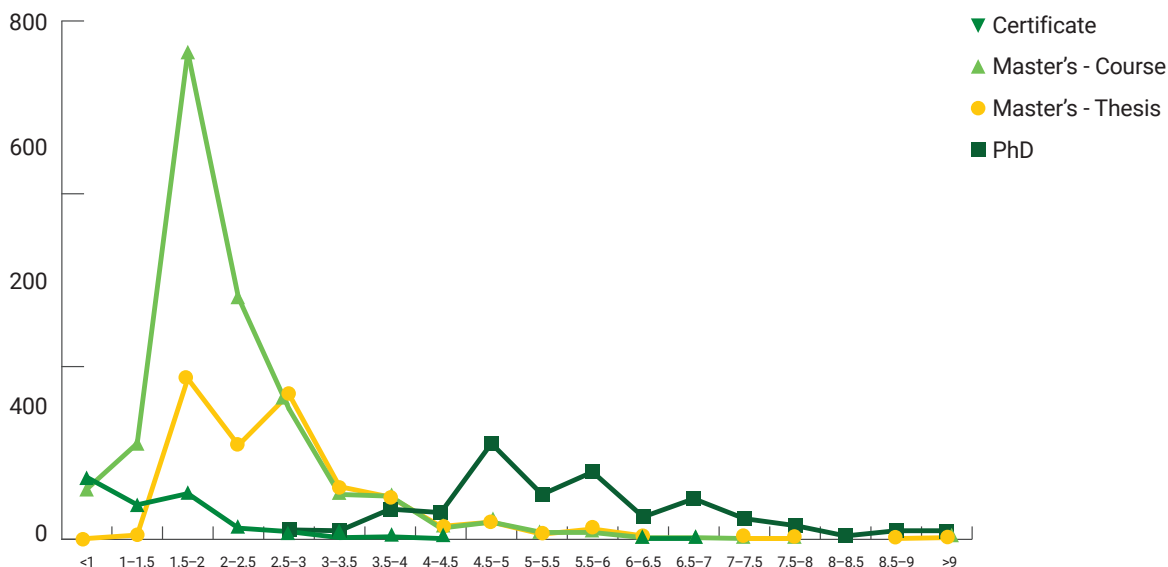
Completion time, as noted above, is a complex variable; its significance is not fully captured in a single measure.

While the average time to completion (reported below) offers a means to track overall performance, it obscures information about the variability and range of completion patterns. Figure 19 illustrates the distribution of completion times for 2024 graduates, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the majority of master’s students to finish within the expected range; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times skew the average completion time upward.

The PhD pattern is differently distributed, illustrating the fact that while some international students may go beyond the six-year time limit for their program; this is far less common than with domestic students (compare Figures 20 and 21 below).

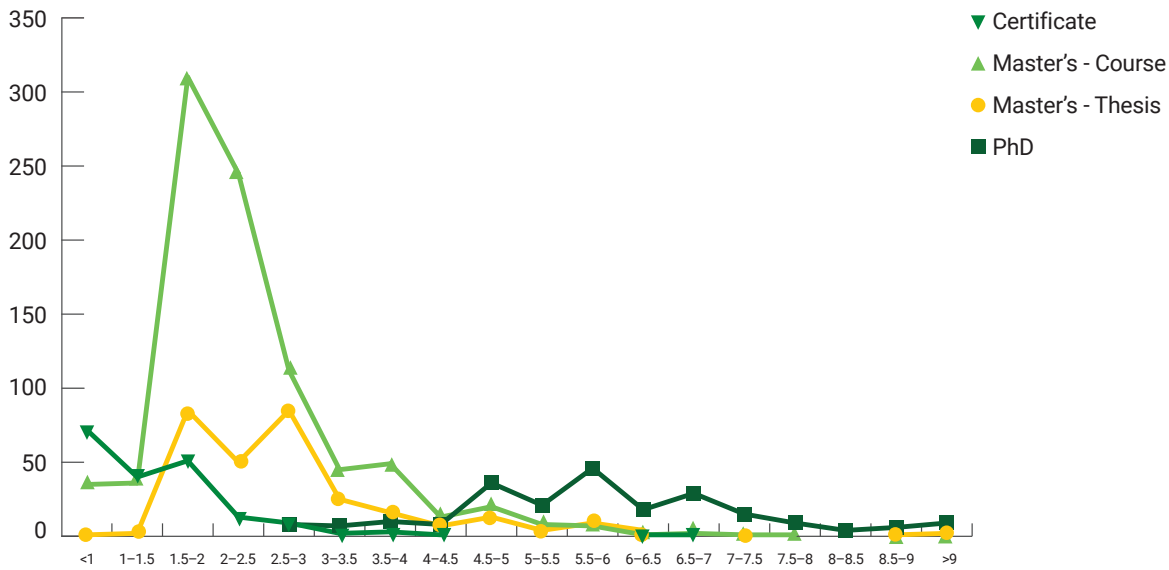
FIGURE 19: COMPLETION DISTRIBUTION BY DEGREE, 2024



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note: Completion time here is the period from a student’s registration date to a student’s completion date and includes any time away from the program (i.e., leaves of absence).

FIGURE 20: DOMESTIC COMPLETION DISTRIBUTION BY DEGREE, 2024

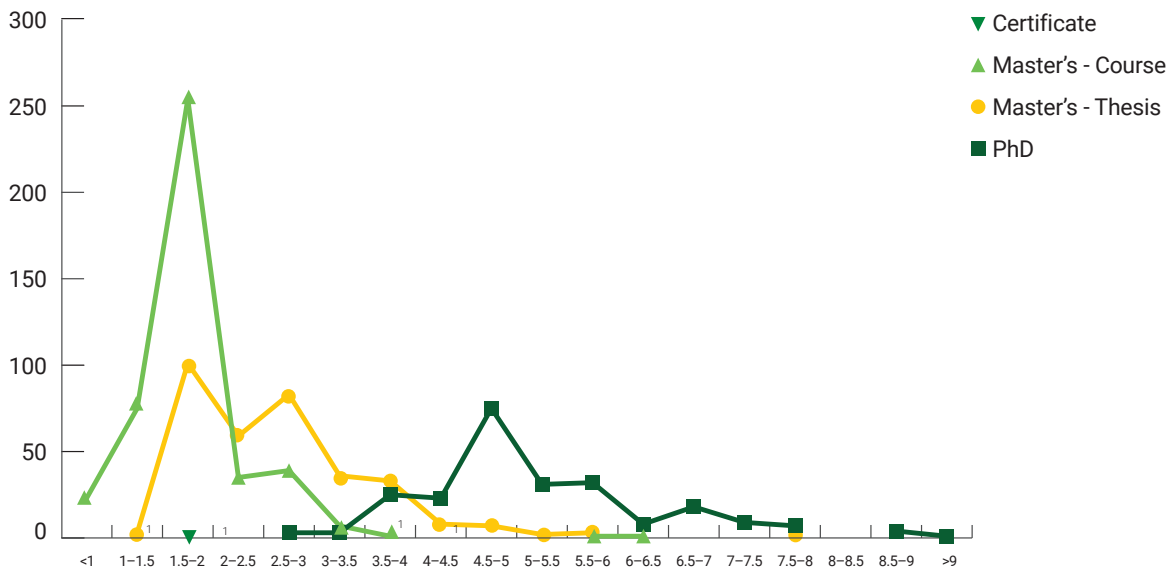


Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

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.
3. Completion time here is the period from a student's registration date to a student's completion date and includes any time away from the program (i.e., all leaves of absence).

FIGURE 21: INTERNATIONAL COMPLETION DISTRIBUTION BY DEGREE, 2024



Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Note:

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. Completion time here is the period from a student's registration date to a student's completion date and includes any time away from the program (i.e., all leaves of absence).
4. Due to the low number of international certificate students (4), this data has been removed from Figure 21.

3.2.3 LEAVES OF ABSENCE

The number of students on all types of leaves of absence (including, for example, the exceptional leave of absence²¹) continues to trend upward for research-based credentials. However, the total number of students on leave has decreased this year over last year by 22.3% (130 to 101 students²²). After a spike last year for thesis-based master's students, both the length and number of students has come down somewhat. For PhD students, the number of students on leave has decreased substantially, but the length of average leave has increased. We continue to hope that the leaves are being utilized as an appropriate tool to assist students who are facing challenges mentally, physically, and otherwise.

TABLE 26: AVERAGE LENGTH OF LEAVES OF ABSENCE (LOA) (IN YEARS) BY DEGREE TYPE

Convocation Year	PhD		Master's (Thesis-based)		Master's (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2014	0.76	33	0.91	26	0.87	21
2015	0.69	39	0.55	19	0.99	24
2016	0.79	49	0.70	20	0.98	30
2017	0.84	44	0.72	24	0.99	25
2018	0.82	43	0.83	29	0.91	17
2019	0.80	55	0.54	31	0.94	18
2020	0.91	48	0.68	32	0.88	26
2021	0.86	52	0.60	39	0.77	27
2022	0.84	51	0.52	39	0.85	34
2023	0.67	55	0.70	51	0.84	24
2024	0.87	41	0.65	32	0.81	27

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

TABLE 27: AVERAGE LENGTH OF LEAVES OF ABSENCE (LOA) (IN YEARS) BY CITIZENSHIP, OVER 10 YEARS

Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2014	0.84	80	0.89	67	0.58	13
2015	0.74	82	0.78	69	0.56	13
2016	0.84	101	0.89	83	0.63	18
2017	0.85	93	0.92	74	0.56	19
2018	0.84	89	0.86	68	0.77	21
2019	0.75	105	0.78	84	0.63	21
2020	0.83	106	0.87	90	0.61	16

²¹ 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.

²² Includes one certificate student who is on leave who is not reflected in Table 26, but is reflected in Table 27.

2021	0.75	118	0.75	98	0.78	20
2022	0.74	124	0.79	95	0.56	29
2023	0.71	129	0.74	94	0.61	35
2024	0.79	101	0.86	73	0.60	28

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

As in previous years, domestic students continue to be more likely than international students to take leaves, and this year the average length of leave for domestic students has risen. However, as noted in Table 27 and above, the total number of students on leave has decreased significantly this year over last.

3.3. COMPLETION AND ATTRITION RATES

Another important factor in managing enrolment is the relative proportion of U of A graduate students who complete their programs. To determine completion and attrition rates, we categorize the graduate students that started their program in each academic year into three groups: those who were still active at the end of each Spring term; those who have convocated; and those who have left the university without acquiring any credential(s).²³ For the purposes of this section we have included a longer period of data since expected completion times vary widely by credential types.

The impacts of the COVID-19 pandemic appear to have negatively impacted completion times and most likely also impacted attrition rates. Students who anticipated completing their doctoral or master's degree may have been delayed in reaching certain milestones due to university closures and/or research activity ramp-downs and as a result required a longer active registration period.

Table 28 presents doctoral attrition and completion rates. The table does not report the rates for cohorts that fall within the six-year completion time for a PhD but does report the absolute number of convocating, still active, and remaining students for those groups.

Doctoral attrition rates remain an area of concern and GPS intends to work with programs to better understand the causes and to propose strategies on how they could be reduced in the coming years. It is, however, encouraging that since 2000, the attrition rates have decreased steadily, albeit unevenly.

TABLE 28: DOCTORAL ATTRITION AND COMPLETION RATES

Year	Applicants Registered	Students Who Have Completed	Students Still Active in Program	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2004-05	400	288	1	111	27.8	72.3
2005-06	390	294	0	96	24.6	75.4
2006-07	460	358	1	101	22.0	78.0
2007-08	459	365	1	93	20.3	79.7
2008-09	490	408	1	81	16.5	83.5
2009-10	562	474	1	87	15.5	84.5
2010-11	533	446	3	84	15.8	84.2
2011-12	517	427	2	88	17.0	83.0
2012-13	541	431	7	103	19.0	81.0
2013-14	477	390	9	78	16.4	83.7

²³ Note that students currently recorded as "active" may either convocate or leave their program without a degree in the future. Thus, attrition rates reported for cohort years that still retain active students become increasingly speculative as we move towards the present.

2014-15	466	374	13	79	17.0	83.1
2015-16	467	355	26	86	18.4	81.6
2016-17	437	328	40	68	15.6	84.2
2017-18	484	340	84	60	12.4	87.6
2018-19	479	270	158	51	10.7	89.4
2019-20	506	186	266	54	N/A	N/A
2020-21	483	75	352	56	N/A	N/A
2021-22	461	25	384	52	N/A	N/A
2022-23	474	4	424	46	N/A	N/A
2023-24	409	1	402	6	N/A	N/A
2024-25 ²	314	0	314	0	N/A	N/A

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Notes:

1. 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).
2. 2024-25 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registration for Winter 2025, Spring 2025 and Summer 2025 terms).
3. Completion time here is the period from a student's registration date to their completion date, and includes any time away from the program (i.e., all leaves of absence).

TABLE 29: THESIS-BASED MASTER'S ATTRITION AND COMPLETION RATES

Year	Applicants Registered	Students Who Have Completed	Students Still Active in Program	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2004-05	651	571	0	80	12.3	87.7
2005-06	616	537	1	78	12.7	87.3
2006-07	652	567	1	84	12.9	87.1
2007-08	706	608	0	98	13.9	86.1
2008-09	730	645	0	85	11.6	88.4
2009-10	810	736	0	74	9.1	90.9
2010-11	697	622	1	74	10.6	89.4
2011-12	744	673	0	71	9.5	90.5
2012-13	786	701	2	83	10.6	89.4
2013-14	761	684	1	76	10.0	90.0
2014-15	757	692	0	65	8.6	91.4
2015-16	770	694	9	67	8.7	91.3
2016-17	842	764	11	67	8.0	92.0
2017-18	817	712	27	78	9.6	90.5
2018-19	820	699	47	74	9.0	91.0
2019-20	777	609	109	59	7.6	92.4
2020-21	773	532	164	77	10.0	90.0
2021-22	795	477	268	50	6.3	93.7
2022-23	755	183	537	35	N/A	N/A
2023-24	810	11	772	27	N/A	N/A
2024-25 ³	596	0	596	0	N/A	N/A

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Notes:

1. 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).
2. Excludes students in other program categories (qualifying and visiting students and those registered in post-baccalaureate certificates or post-graduate diplomas).
3. 2024-25 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registration for Winter 2025, Spring 2025 and Summer 2025 terms).
4. Completion time here is the period from a student's registration date to a student's completion date and includes any time away from the program (i.e., all leaves of absence).

In general, master's completion rates over the last several years remain between 90% and 96% (see Tables 29 and 30), and both thesis-based and course-based completion rates are trending upward, while attrition rates are trending downward.

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

TABLE 30: COURSE-BASED MASTER'S ATTRITION AND COMPLETION RATES

Year	Applicants Registered	Students Who Have Completed	Students Still Active in Program	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
2004-05	627	563	0	64	10.2	89.8
2005-06	633	569	0	64	10.1	89.9
2006-07	727	639	1	87	12.0	88.0
2007-08	878	778	0	100	11.4	88.6
2008-09	898	807	0	91	10.1	89.9
2009-10	1,032	917	0	115	11.1	88.9
2010-11	1,042	945	1	96	9.2	90.8
2011-12	1,114	1,019	0	95	8.5	91.5
2012-13	980	901	0	79	8.1	91.9
2013-14	1,121	1018	0	103	9.2	90.8
2014-15	978	916	0	62	6.3	93.7
2015-16	994	930	2	61	6.1	93.8
2016-17	1,196	1,109	6	81	6.8	93.2
2017-18	1,237	1,154	8	75	6.1	93.9
2018-19	1,392	1,320	12	60	4.3	95.7
2019-20	1,370	1,271	40	59	4.3	95.7
2020-21	1,462	1,288	86	88	6.0	94.0
2021-22	1,413	1,103	251	59	4.2	95.8
2022-23	1,344	639	661	44	N/A	N/A
2023-24	1,511	59	1,434	18	N/A	N/A
2024-25 ³	1,033	0	1,032	1	N/A	N/A

Source: Faculty of Graduate & Postdoctoral Studies Internal Script with data extracted from Peoplesoft Campus Solutions, Dec. 1, 2024.

Notes:

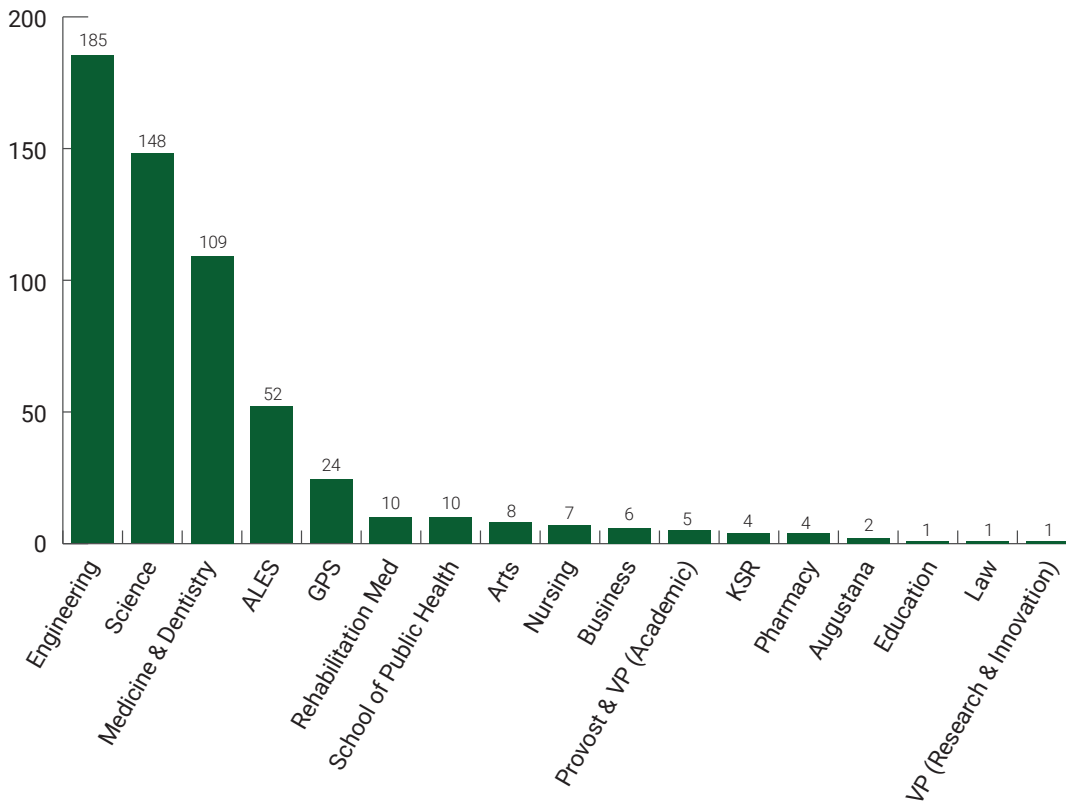
1. Figures are calculated taking into account the student's program at the term of admission, which has implications for students who move from master's to PhD programs without formally reapplying (and, conversely, for students who are repositioned in master's programs from the doctoral programs they entered, usually as a result of a failed candidacy exam).
2. Excludes students in other program categories (qualifying and visiting students and those registered in post-baccalaureate certificates or post-graduate diplomas).
3. 2024-25 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registration for Winter 2025, Spring 2025 and Summer 2025 terms).
4. Completion time here is the period from a student's registration date to a student's completion date and includes any time away from the program (i.e., all leaves of absence).

4. POSTDOCTORAL SCHOLARS

GPS is pleased to now provide support for the postdoctoral scholars across campus. This group comprises three categories: Postdoctoral Employees, Postdoctoral Trainees and Postdoctoral Visitors. The large majority of postdoctoral scholars are employees, so they are in a different category than graduate students, and so this data does not fall within the category of “enrolment”. However, as GPS now provides support for this important group of researchers on campus, we include here some high-level data to highlight this community and their characteristics.

Postdoctoral scholar data is at a point in time, as their appointment length typically varies from three months to five years. While the below data (Figure 22) is reflective of an April 2024 date, it does not provide for a complete picture of this population across the academic year.

FIGURE 22: NUMBER OF POSTDOCTORAL SCHOLARS BY FACULTY



Source: HCM Data pulled by Shared Services, April 3, 2024

Notes: 1

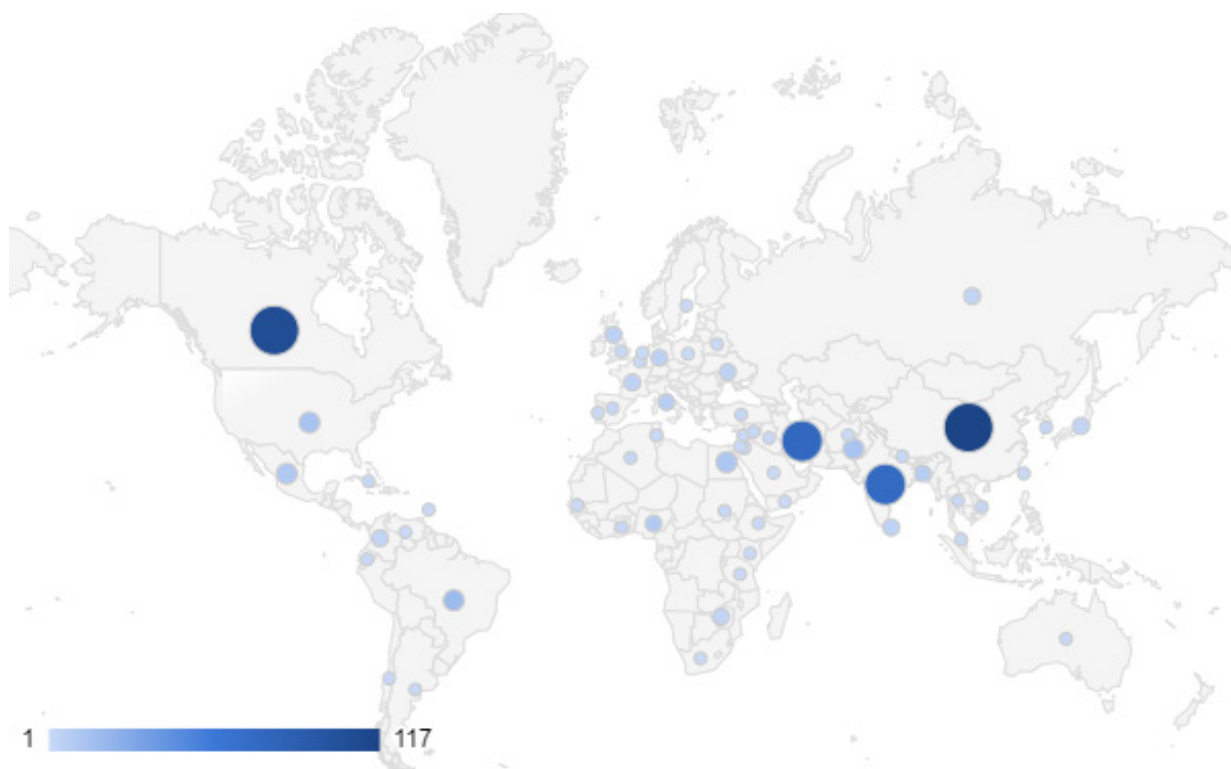
1. The postdoctoral scholars listed under GPS are those funded through GPS scholarships and awards.

As of April 2024, postdoctoral scholars were from over 60 countries, with China (117), Canada (107), Iran (76), India (74), Brazil (19), Pakistan (14), USA (14), Egypt (12) and Mexico (10) the most common countries of origin²⁴. This diversity reflects the number of available postdoctoral researchers, agreements, and relationships being built at the U of A.

From prior tracking of postdoctoral scholars, we know that many stay in Canada, resulting in a brain-gain for Canada, and more specifically Alberta.

²⁴ These are the countries greater than 10 postdoctoral scholars from them.

FIGURE 23: POSTDOCTORAL SCHOLAR COUNTRIES OF CITIZENSHIP

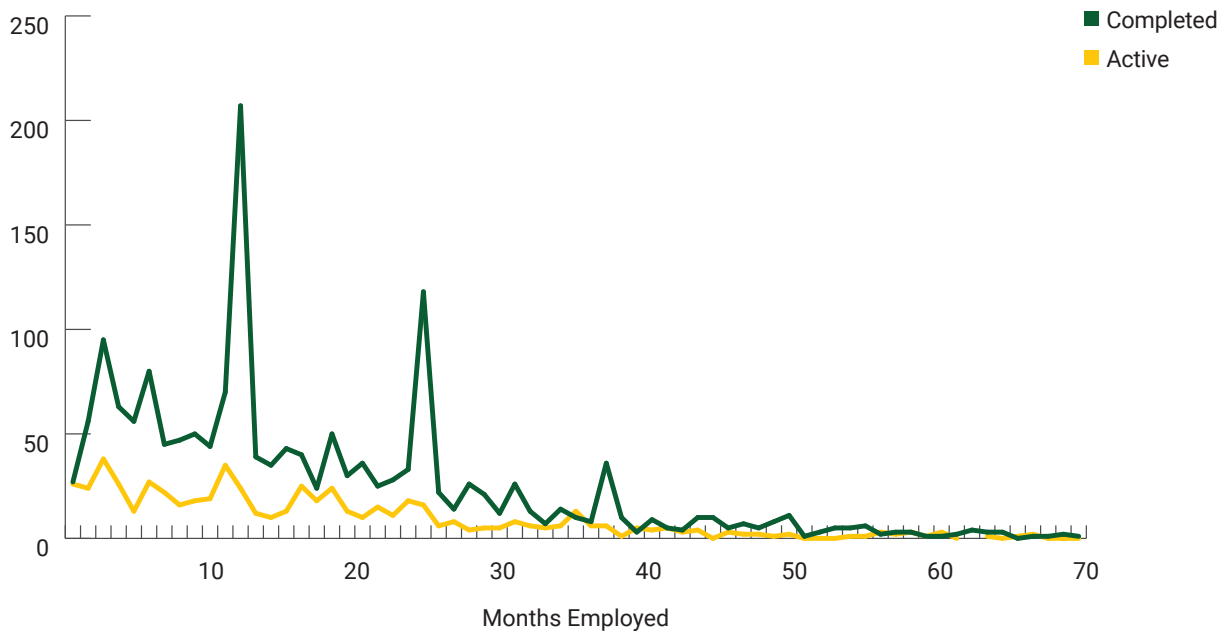


Source: HCM Data pulled by Shared Services, April 3, 2024

Many postdoctoral scholars are familiar with the U of A, as between 2018-2024, 43% of our postdoctoral scholars were alumni, and 52% of the alumni group are former international students.

Many appointments are one year long, but some extend further. As the role of the postdoctoral scholar is intended to be a transitory role, there is high pressure on them to find their next place or career step.

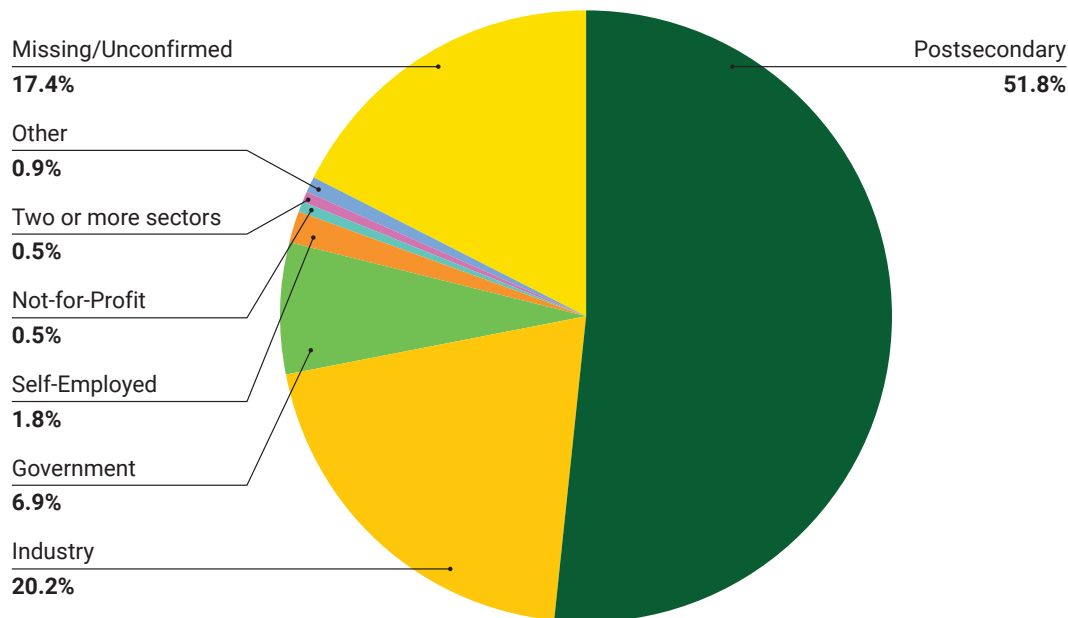
FIGURE 24: APPOINTMENT DURATION, 2018-2024



Source: HCM Data pulled by Shared Services.

While we hope to refresh this data soon, an environmental scan performed on 3,577 U of A postdoctoral scholars who were at the U of A between 2005-18, provided the below career outcomes:

FIGURE 25: PERCENTAGE OF POSTDOCTORAL SCHOLAR CAREER OUTCOMES BY AREA (2005-18)



Source: Postdoctoral Fellows at the University of Alberta: An overview of the former status and career outcomes of former fellows from 2000-18. Prepared by Renee Polziehn (Professional Development Director while seconded to the Office of VP Research), November 2018

Note:

1. Postsecondary includes all careers at postsecondary institutions – tenured faculty, postdoctoral scholars, research associates, etc.
2. "Two or more sectors" are postdoctoral scholars who work in more than one different category.
3. "Other" includes postdoctoral scholars who have gone back to school, retired, deceased, are not looking for work, etc.

LOOKING FORWARD

The 2024-25 Enrolment Management Report and Graduate Appendix highlight emerging challenges affecting graduate students. They also provide useful insights into areas of opportunity in the student and postdoctoral scholar experience and graduate community, and our progress towards graduate enrolment growth at the U of A. So far in 2024-25, we have observed several key insights that will guide us strategically:

- The decrease in international student applications, in the context of ongoing IRCC and Research Security changes, provide important data for us as we continue to improve our admissions procedures and timelines, as well as inform our partnership with UAI and the Research Security office, to provide timely support for international applicants.
- The increase in domestic applicants also highlights the opportunities that we have to better market and recruit from within Canada. New recruitment and marketing strategies are forthcoming, and we are excited to engage in this work for the first time in an intentional, institution-wide way at the University of Alberta.
- While the geopolitical challenges faced by the three largest sources of international graduate students are outside of our control, changes in the top source countries for graduate students, indicates emerging student demand from non-traditional source countries and reminds us of the importance of diversifying our graduate student population.
- The increase in diverse learner populations (i.e., women and Indigenous students) in graduate certificate and course-based masters programs aids us as we look to create new graduate programs and consider how we can provide access to new and different learners. These trends also inform our work towards our goals of equity, diversity and inclusion.
- The overall decrease in yield and admissions to graduate programs will provide important benchmarks as we continue in our action planning work at GPS, thinking strategically about how we can partner with disciplinary faculties to create additional capacity within each credential area and new programming and supports to effectively tackle both issues.

Graduate education at the U of A is a shared responsibility, and together we work our way through challenges that arise and create opportunities to address them. Through initiatives like creating innovative pathways for new and diverse learners to improve access to and completion of graduate programs, supporting graduate students with guaranteed minimum funding and creating the university's first graduate enrolment management and recruitment strategies to attract talented and curious researchers and students, we will continue to evolve graduate education and contribute to its impact on our communities in Edmonton, Alberta and the world.