



UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH



Graduate Studies Yearbook

Enrolment Data and Updates from FGSR

2020-21



Contents

I. The Year in Review	4
II. Enrolment Report	7
Executive Summary	7
Graduate Students at a Glance	8
1. Enrolment	9
1.1. Graduate Enrolment by Degree Type	9
1.2. Faculty to Graduate Students Ratio	17
1.3. Graduate/Undergraduate Enrolment Comparison	18
1.4. Graduate Students by Citizenship	19
1.5. Sponsored Students	21
1.6. Enrolment by Gender	22
1.7. Indigenous Student Enrolment	25
2. Applications and Admissions	27
2.1. Graduate Admissions	27
2.2. Admissions Grade Point Average	31
3. Measures of Program Success	33
3.1. Graduate Degrees Granted	33
3.2. Completion Times	34
3.3. Attrition and Completion Rates	40
III. Looking Forward	43
IV. Appendix	44
Table and Figure Index	
Table 1. Certificate programs, Fall headcount by Faculty	15
Table 2. Other programs, Fall headcount by Faculty	16
Table 3. Ratio of faculty to graduate students, by Faculty and Program	17
Table 4. Percentage of graduate students out of total number of all students by Faculty	18
Table 5. Percentage of international students by Faculty	19
Table 6. Top 20 source countries by student citizenship	20
Table 7. Citizenship of sponsored graduate students	21
Table 8. Fall term graduate enrolment by gender	22
Table 9. First Nations, Métis and Inuit student enrolment by Faculty	26
Table 10. Doctoral average AGPA	31

Table 11. Thesis-based master's average AGPA	32
Table 12. Course-based master's average AGPA	32
Table 13. Average completion time in years by degree type	35
Table 14. Average completion times in years by citizenship	35
Table 15. Average LOA (in years) by Degree Type	36
Table 16. Average LOA (in years) by National Status	37
Table 17. Doctoral attrition and completion rates	40
Table 18. Thesis-based master's attrition and completion rates	41
Table 19. Course-based master's attrition and completion rates	42
Table 20. Graduate enrolment each Fall by degree type	44
Table 21. Domestic graduate admissions	44
Table 22. International graduate admissions	45
Table 23. Doctoral degree, Fall headcount by Faculty	46
Table 24. Master's degree, Fall headcount by Faculty	46
Table 25. Professoriate numbers by Faculty	47
Table 26. Fall 2020 Headcount by College and Faculty	48
Figure 1. Graduate Students at a glance	8
Figure 2. Graduate enrolment by degree type	9
Figure 3. Doctoral degrees with > 100 graduate students, Fall headcount by Faculty	10
Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty	11
Figure 5. Thesis-based master's Degrees with > 100 Graduate Students	12
Figure 6. Thesis-based master's Degrees with < 100 Graduate Students	13
Figure 7. Course-based master's degrees with > 100 graduate students, Fall headcount by Faculty	14
Figure 8. Course-based master's degrees with < 100 graduate students, Fall headcount by Faculty	15
Figure 9. Doctoral enrolment by gender	22
Figure 10. Thesis-based master's enrolment by gender	23
Figure 11. Course-based master's enrolment by gender	24
Figure 12. First Nations, Métis and Inuit student enrolment	25
Figure 13. Total number of admissions to graduate programs	27
Figure 14. Domestic graduate admissions	28
Figure 15. International graduate student applications and admissions	29
Figure 16. First Nations, Métis and Inuit student applications and admissions	30
Figure 17. Convocants by degree	33
Figure 18. Completion distribution by degree - 2019	38
Figure 19. Domestic completion distribution by degree - 2019	39
Figure 20. International completion distribution by degree - 2019	39
Figure 21. Domestic graduate admissions	44
Figure 22. International graduate admissions	45

Part I. The Year in Review

2020-21 has been an extraordinary year for FGSR. Adjusting to the changes brought by a pandemic has demanded a unique blend of creativity, nimbleness, and teamwork.

In meeting these challenges, we have exceeded our previous benchmarks. We have also found opportunities to innovate — taking new steps to respond to emerging needs. Here are a few of the year's highlights.

Admitting Outstanding Students

Our teams supported some 17,270 student applications, sending out nearly 19,000 email messages to facilitate this work.

FGSR staff worked closely with graduate administrators from more than 70 departments across campus to respond to COVID-19 contingencies:

- calculating grade-point averages in light of changes to Winter 2020 grading;
- participating in the institutional shift to accepting Duolingo as an option for meeting English language proficiency requirements;
- developing resources for students travelling into Canada; and,
- processing a large volume of admission deferrals.

Supporting Student Progress

To help our campus partners make timely and accurate decisions as they support students, our teams migrated more than 330,000 digital documents into the new Alfresco system.

FGSR staff developed innovative approaches to working with students and colleagues:

- creating and staffing a [Virtual Counter](#) to serve students with inquiries;
- creating paperless systems to support student applications for transfer credit, leaves of absence, and appointments with the Dean;
- navigating probation cases in light of changes to Winter 2020 grading;
- processing a higher volume of leaves of absence for students who could not progress due to restrictions imposed by COVID-19 related circumstances; and
- supporting virtual thesis examinations and convocation.

Providing Financial Support

In the 2019-20 academic year, our awards team processed commitments for over \$28.2 million of FGSR-administered graduate student funding, including large provincial and national government grants. The team evaluated and/or processed over 5,060 applications for 535 awards.

FGSR also took the following steps to enhance our student financial supports:

- increased graduate student funding to meet emergency needs during the pandemic (including the distribution of 426 special awards, with a total value \$639,000, under the new FGSR Graduate Student Covid Support program);
- administered the CIHR doctoral scholarships and increased funding from Alberta Innovates;
- created a new searchable database to house departmental awards on the FGSR website; and,
- built a foundational dataset, in collaboration with Advancement, to simplify donor outreach and management.

Supporting Professional Development

Student enrolment in professional development programming doubled from last year, as our PD team pivoted 100% of its programming from in-person to virtual delivery. Some 3,678 graduate students and postdoctoral fellows registered in 186 FGSR events, for a total of 30,123 registrations.

It was a year of innovation and creativity, as the team:

- created an [online suite of PD courses](#);
- developed [innovation and entrepreneurship training](#);
- launched a new [Community Engagement Foundations](#) course in partnership with Community Service Learning; and,
- hosted an online UAlberta Three-Minute Thesis (3MT) finals (with the finalists' [YouTube videos](#) receiving 9,578 views), and the very first virtual [regional 3MT finals](#), recognized as a model for institutions across Canada.

Connecting Students with Employers

The [Graduate Student Internship Program \(GSIP\)](#) continued to attract new employers this year, as students contributed to providing pandemic support for our communities.

Since April 1, 2020:

- 82 U of A graduate students have begun GSIP internships (80% master's vs. 20% Doctoral students; 40% international vs. 60% domestic students).
- Many are still working now and will continue in these roles after April.
- Many interns have created their own opportunities this year, and in some cases employers did not need to access the wage subsidy to support new hires.

While the highly successful provincial grant that originally supported the development and implementation of GSIP has ended after five years, the program will continue to create new opportunities for graduate students. Specifically, GSIP will support U of A graduate students applying for these placements, and will help employers to access other grants and funding to hire them.

Enhancing Student Resilience

FGSR continues to reach out to help students build resilience in navigating their graduate programs.

- We moved our [Fall and Winter Writing Retreats](#) online and, in collaboration with the Academic Success Centre, Counselling and Clinical Services and other units, offered registrants an opportunity to get their writing projects on track in a community setting.
- We launched the [Grad School Confidential podcast](#) focusing on the personal challenges many grad students face but few are willing to talk about. The first three episodes, downloaded more than 3,000 times in 60 countries, have earned plaudits from student support specialists at MIT, Yale, Toronto, and elsewhere.

Helping Our Community to Navigate COVID-19

In response to the remarkable circumstances of the past year, FGSR took a number of steps to support the members of our community. In addition to the COVID-19 related changes noted above, the Faculty also:

- created a comprehensive [COVID-19 Information for Graduate Students](#) web page;
- developed [video and text resources for supervisors](#) on effective remote supervision, and shared a set of [guidelines](#) with both students and supervisors;
- developed and communicated a number of new guidelines, policies and initiatives for graduate students (especially international graduate students) affected by COVID-19; and,
- established the [FGSR COVID Graduate Student Support fund](#) for students in need (see above).

Part II. Enrolment Report

Executive Summary

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

Demographic profile. UAlberta's graduate student community consistently accounts for roughly one-fifth of all students on our campuses. Nearly 37% of our graduate student population is international, making our graduate programs among the most diverse on campus (see Section 1.4). While the graduate student community comprises more women than men, our doctoral programs retain a higher proportion of men — a trend that has remained consistent over the past decade (S. 1.6). We are pleased to note, however, that the enrolment of Indigenous students from within Canada has reached an all-time high (S. 1.7).

Application and enrolment trends. Over the past ten years, the University of Alberta has experienced a significant increase in international graduate student applications to our programs, while domestic application numbers have held relatively steady with a slight uptick this year (S. 2.1). Graduate enrolment in Fall 2020 remained virtually steady (declining by only 21 students, or 0.26%, from the previous year), though the proportion of students registered in course-based master's degree programs increased markedly (S. 1.1).

Trends in completion times. International graduate students consistently complete their degrees in less time than their domestic peers. While the trendline for both groups has remained mostly flat, we do note a marked increase in the time required by domestic students to complete doctoral degrees (S. 3.2).

These and other key measures are examined in detail below.

Figure 1. Graduate students at a glance



19.82% of University of Alberta students are graduate students
8,204 graduate students work in 389 research areas with 218 official specializations

36.9% are international students
20.7% self-identify as parents¹
3.1% self-identify as Indigenous students

2766 PhD
2085 Master's Thesis Based
3124 Master's Course Based
170 Certificate students
59 Other (visiting, Western Dean's, etc)

Application trend for Fall 2020
International Increase 5.52 %
Overall Increase 7.31 %

2,475 graduate degrees were awarded in 2019, including 424 PhDs

Graduate Student Age

<21 0.02%
21-25 29.67%
26-30 33.59%
31-35 17.41%
36-40 9.47%
41-45 4.81%
46+ 5.02%

Average Completion Times By Degree

	<i>Domestic</i>	<i>International</i>
Master's Course-based	2.46 years	1.62 years
Master's Thesis-based	2.77 years	2.54 years
PhD	6.23 years	5.03 years

¹ Data from Canadian Graduate And Professional Student Survey (CGPSS) University of Alberta Report 2019

1. Enrolment

This section² presents enrolment numbers based on the standard December 1, 2020 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts reflect Fall term registrations only. As a result, enrolment reported here does not include the *total* number of graduate students who have been on campus throughout the entire calendar year.

1.1 Graduate Enrolment by Degree Type

Over the past five years, students have enrolled in course-based master's degree programs in ever-greater numbers; this year's increase of 4.2% (from 2,997 to 3,124) continues that trend, establishing course-based master's programs unambiguously as the most popular graduate program option at the University of Alberta.

Enrolment in certificate programs also grew significantly this year, while participation in thesis-based master's programs declined by 5.4% from Fall 2019. Registration in thesis-based doctoral programs, meanwhile, remained relatively stable, declining by just 32 students (or 1.1%) since the previous year.

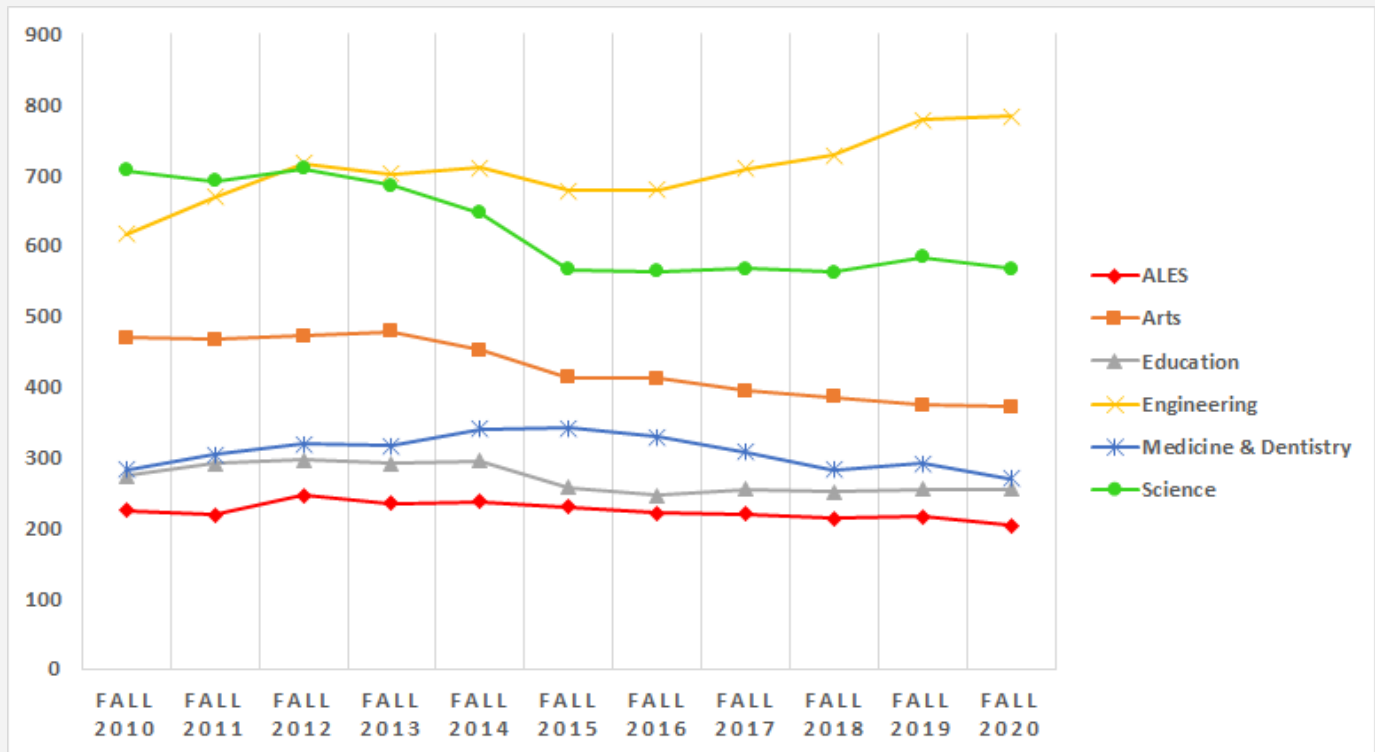
Figure 2. Graduate enrolment by degree type



Source: Strategic Analysis Data provided December 1, 2020 Registration Statistics

² The exceptions are subsection 1.5 and table 7, which report on sponsored students; see below.

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

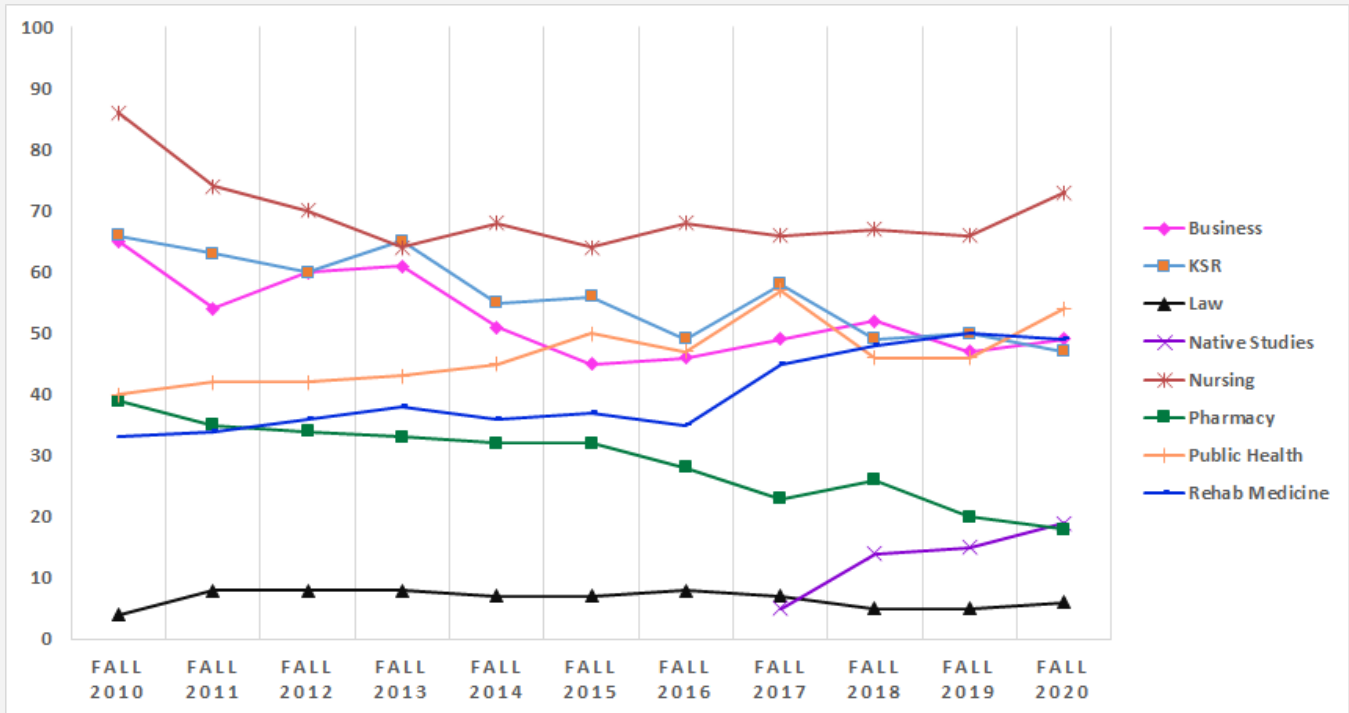


Source: Strategic Analysis and Data Warehousing – Data provided Registration Statistics December 1, 2020

Fall term enrolment headcounts by Faculty are shown in Figures 3 to 8, and in Tables 1 and 2. While the data reveal varied year-over-year changes across the institution, they bear out the general trends described above.

At the doctoral level, the picture of overall stability is reflected in the enrolment trends for nearly all of the larger programs (Figure 3).

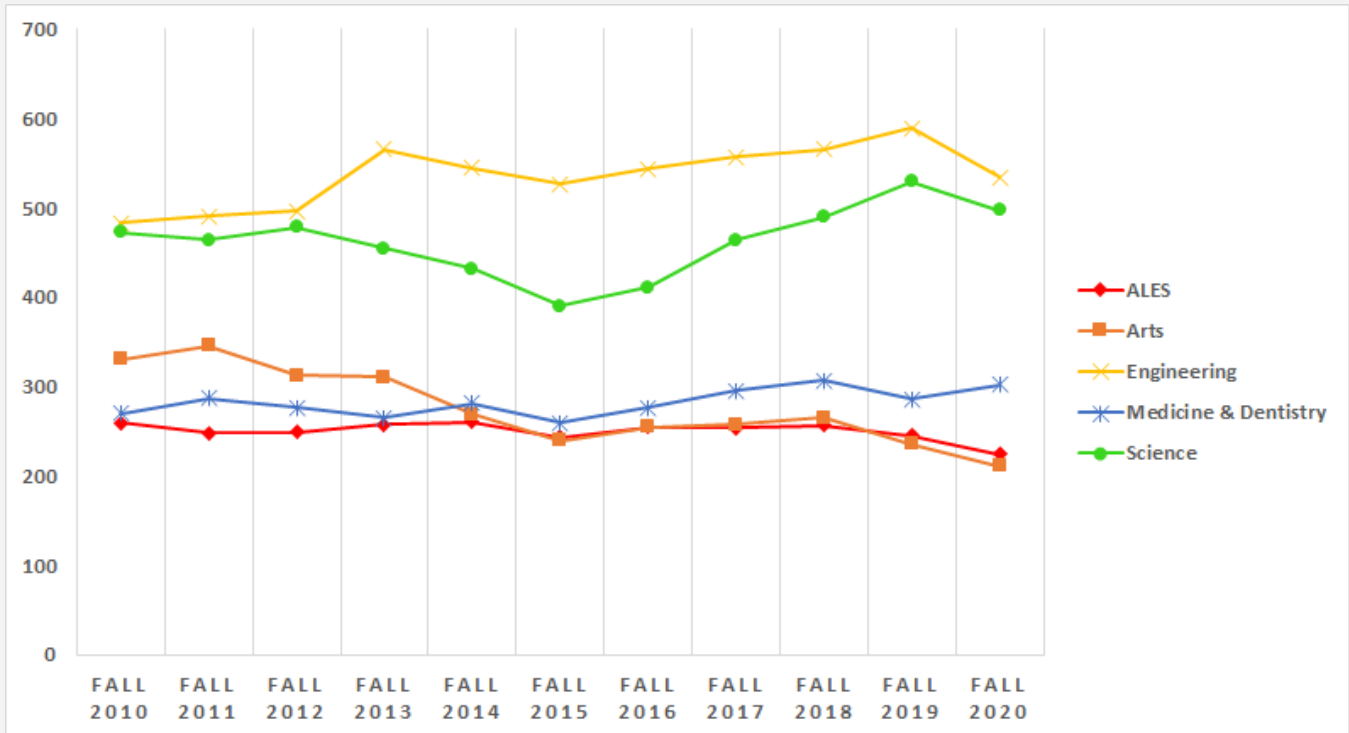
Figure 4. Doctoral degrees with < 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Among doctoral programs with fewer than 100 students, some programs have seen notable increases over the past year; these include Native Studies (26.7%), Public Health (17.4%), and Nursing (10.6%) (Figure 4).

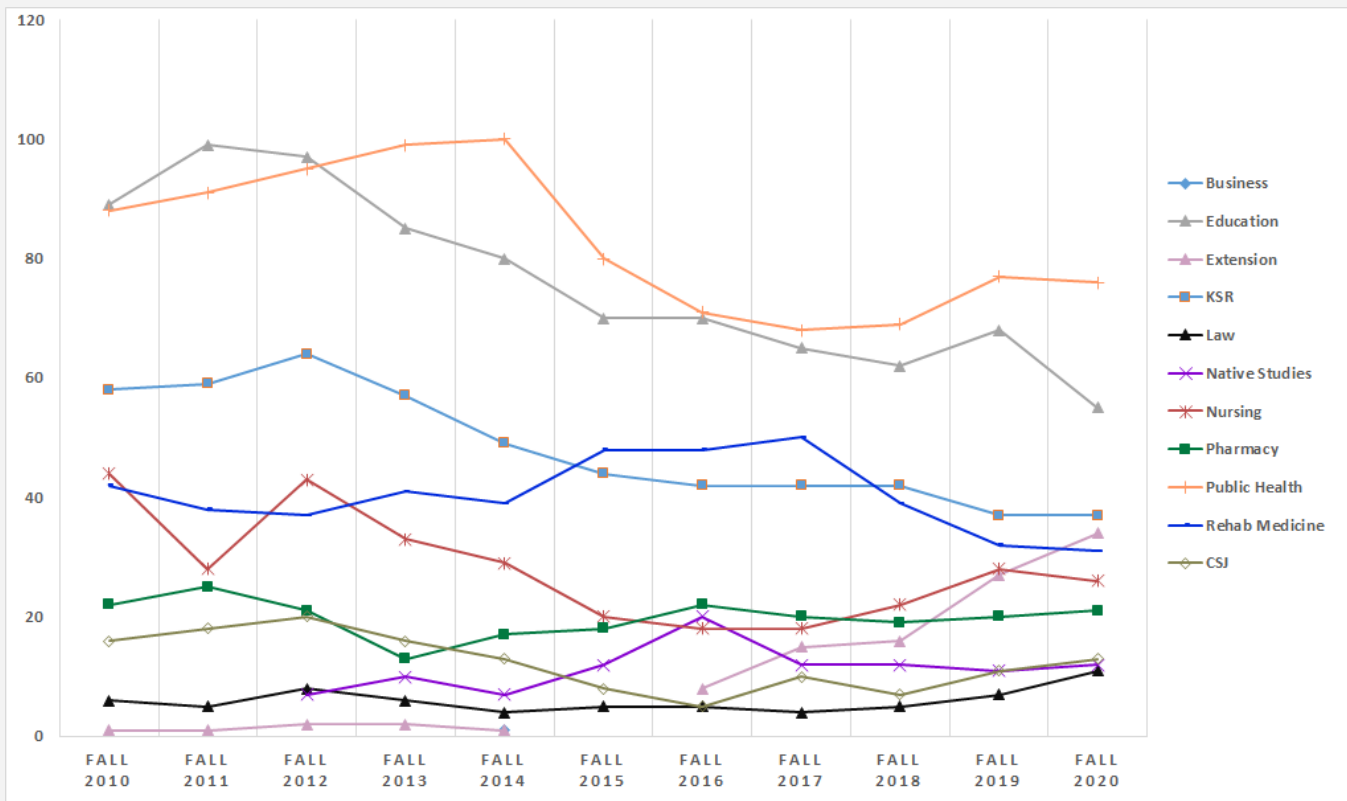
Figure 5. Thesis-based master's degrees with > 100 graduate students



Source: Strategic Analysis and Data Warehousing –Registration Statistics December 1, 2020

Enrolment in most thesis-based master's programs likewise reflects the slight decline described above; this is particularly evident in the larger programs, where the lines for all Faculties with the exception of FoMD trend downward (Figure 5).

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

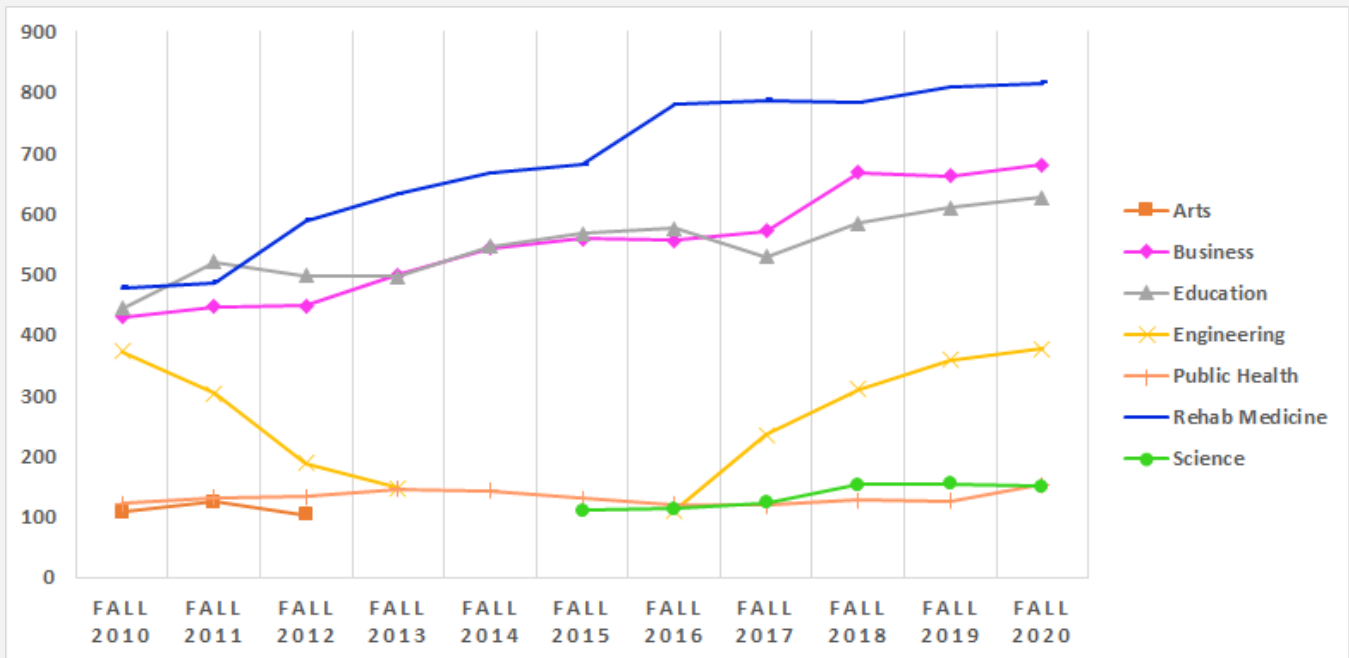


Source: Strategic Analysis and Data Warehousing – Registration Statistics updated December 1, 2020

Among smaller thesis-based programs, the most notable exception may be those formerly housed in the Faculty of Extension, which grew by 25.9% since Fall 2019 (Figure 6). Note that, following administrative changes, these programs are no longer based in Extension. They will thus be classified differently in future issues of the Graduate Enrolment Report.

By contrast, as noted above, there has been significant growth in course-based master's programs (see Figures 7 and 8) as a result of a growing interest in these types of professional degrees. Growth continues to be robust among the course-based Master of Engineering programs, which were reopened for fall 2017 admissions.

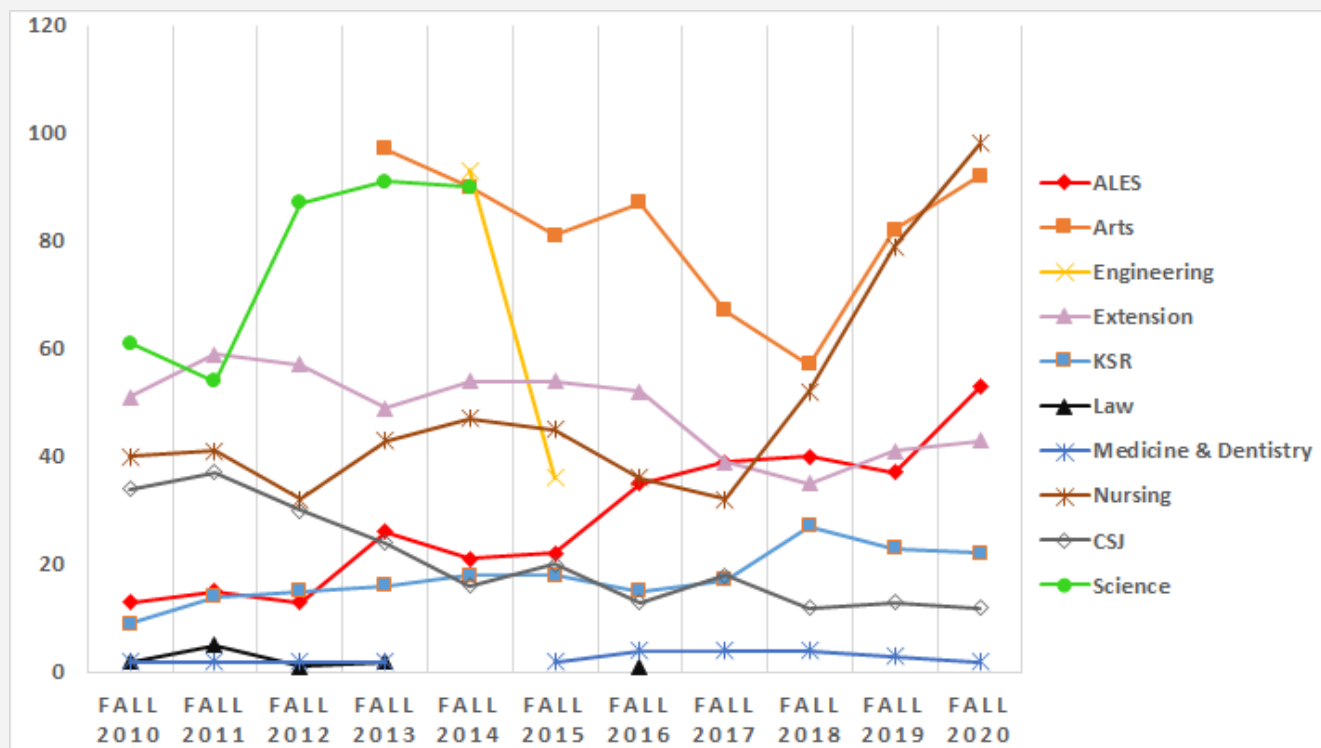
Figure 7. Course-based master's degrees with > 100 graduate students, Fall headcount by Faculty



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Among programs with fewer than under 100 grad students, Arts, Nursing and ALES have similarly experienced notable growth. New course-based master's programs or streams continue to be in development to respond to the increasing demand for them.

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



Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Enrolment in certificate programs was notably higher, thanks in part to year-over-year increases in the Faculties of Rehabilitation Medicine and Kinesiology, Sport, and Recreation, and Campus Saint-Jean. The total was also bolstered by 30 new registrants in the Faculty of Education (Table 1).

Programs offered in each of these faculties are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into graduate degrees.

Table 1. Certificate programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Business			1	2	2	2	1
Campus Saint-Jean						1	7
Education	1	1					30
Extension							
Kinesiology, Sport, and Recreation				17	5	24	33
Public Health							
Rehabilitation Medicine	22	49	68	104	102	88	99
Total	23	50	69	123	109	115	170

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020

Table 2. Other programs, Fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	5	3	3	2	5	1	2
Arts	17	14	12	8	9	9	13
Business	3			2		2	5
Campus Saint-Jean		3	9	1		1	
Education	1	6	4	2	2	3	6
Engineering	4	5	6	15	9	11	6
Extension		1					
FGSR*	47	22	26	23	31	38	7
KSR	2	2		2	4		
Law						1	
Medicine & Dentistry	7	7	8	2	5	5	3
Native Studies	1						
Nursing	3	2	2	4	4	3	1
Pharmacy			1	1	1	2	
Rehabilitation Medicine	20	19	31	3	21	22	3
School of Public Health		1	3	2	3	4	3
Science	7	1	3		7	9	10
Total	117	86	108	67	101	111	59

Source: Strategic Analysis and Data Warehousing – Registration Statistics December 1, 2020.

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

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

1.2. Faculty-to-Graduate-Students Ratio

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

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

Faculty	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C	PhD	M-T	M-C
ALES	1: 2	1: 2.3	3.2 :1	1: 2	1: 2.4	2.8 :1	1: 1.9	1: 2.3	2.8 :1	1: 1.9	1: 2.1	3.1 :1	1: 1.8	1: 2	2.1 :1
Arts	1: 1.3	1.3 :1	3.7 :1	1: 1.2	1.2 :1	4.8 :1	1: 1.2	1.2 :1	5.3 :1	1: 1.2	1.3 :1	3.7 :1	1: 1.2	1.5 :1	3.4 :1
Business	1.5 :1		1: 7.8	1.4 :1		1: 8.1	1.3 :1		1: 9.7	1.3 :1		1: 10.5	1.3 :1		1: 10.3
Campus Saint-Jean		6.0 :1	2.3 :1		3 :1	1.7 :1		4.6 :1	2.7 :1		2.8 :1	2.4 :1		2.3 :1	2.5 :1
Education	1: 2.3	1.5 :1	1: 5.4	1: 2.3	1.7 :1	1: 4.8	1: 2.3	1.7 :1	1: 5.4	1: 2.5	1.5 :1	1: 5.9	1: 2.5	1.9 :1	1: 6.1
Engineering	1: 3.3	1: 2.7	1.8 :1	1: 3.4	1: 2.7	1: 1.1	1: 3.3	1: 2.6	1: 1.4	1: 3.5	1: 2.7	1: 1.6	1: 3.6	1: 2.4	1: 1.7
Extension		1.9 :1	1: 3.5		1.1 :1	1: 2.3		1:1	1: 2.2		1: 1.9	1: 2.9		1: 1.7	1: 21.5
KSR	1: 1.2	1: 1	2.7 :1	1: 1.5	1: 1.1	2.2 :1	1: 1.3	1: 1.1	1.4 : 1	1: 1.4	1: 1	1.6 :1	1: 1.3	1: 1.1	1.6 :1
Law	3.5 :1	5.6 :1	28 :1	4 :1	7 :1		6.4 :1	6.4 :1		6.2 :1	4.4 :1		5.2 :1	2.8 :1	
Medicine and Dentistry (3)	2 :1	2.3 :1	161 :1	2.1 :1	2.1 :1	159 :1	2.2 :1	2 :1	156.8 :1	2.2 :1	2.2 :1	209.7 :1	2.3 :1	2 :1	307.5 :1
Native Studies		1: 1.8		2.2 :1	1: 1.1		1 :1	1.2 :1		1: 1.1	1.3 :1		1: 1.4	1.2 :1	
Nursing	1: 1.4	2.6 :1	1.3 :1	1: 1.5	2.5 :1	1.4 :1	1: 1.5	2 :1	1: 1.2	1: 1.6	1.5 :1	1: 1.9	1: 1.9	1.5 :1	1: 2.6
Pharmacy	1: 1.2	1.1 :1		1: 1	1.1 :1		1: 1.4	1 :1		1: 1.1	1: 1.1		1.1 :1	1: 1.1	
Public Health	1: 1.7	1: 2.6	1: 4.4	1: 2.3	1: 2.7	1: 4.8	1: 1.9	1: 2.9	1: 5.3	1: 1.6	1: 2.7	1: 4.3	1: 1.7	1: 2.4	1: 4.8
Rehab Medicine	1.3 :1	1: 1.1	1: 17.7	1: 1.1	1: 1.2	1: 18.7	1: 1.2	1.1 :1	1: 19.1	1: 1.4	1.1 :1	1: 23.1	1: 1.4	1.1 :1	1: 24
Science	1: 2	1: 1.4	2.5 :1	1: 2	1: 1.6	2.3 :1	1: 1.9	1: 1.7	1.9 :1	1: 2	1: 1.8	1.9 :1	1: 1.9	1: 1.7	2 :1
Total	1: 1.4	1: 1	1: 1.2	1: 1.4	1: 1.1	1: 1.3	1: 1.4	1: 1.1	1: 1.4	1: 1.4	1: 1.1	1: 1.5	1: 1.4	1: 1.1	1: 1.6

Source: Strategic Analysis and Data Warehousing - Professoriate Headcount as of February 19, 2021 merged with Enrolment Data from Strategic Analysis - Registration Statistics Table December 1, 2020

**Information reflects employees with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year.

Excludes those who have Long Term Disability status.

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members; 4) This chart includes both domestic and international students as well as those registered in both full-time and part-time studies.

All of the Faculties are represented in this dataset. It is important to note, however, that some programs will appear to be carrying a comparatively low faculty to course-based student ratio. These include programs in Faculties with large course-based master's programs, such as the MBA in the School of Business; most graduate programs in the Faculty of Rehabilitation Medicine; and a substantial proportion of graduate offerings in Engineering.

It is important to note that such course-based programs require a different level of student-faculty interaction as compared to Thesis-based programming. Cross-faculty comparisons in such cases are not likely to be informative; trends within faculties will be more meaningful.

1.3. Graduate/Undergraduate Enrolment Comparison

Over the last seven years, graduate students have comprised roughly 20% of the total student population at the University of Alberta. Table 4 highlights the balance of graduate to undergraduate students among individual Faculties.

Table 4. Percentage of graduate students out of total number of all students, by Faculty

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2083	25	2027	25	2066	25	2105	24	2043	25	2041	24	2186	22
Arts	6604	13	6460	12	6455	12	6567	11	6815	11	6752	10	7414	9
Augustana	1068	0	1016	0	1008	0	1044	0	1021	0	1019	0	995	0
Business	2622	23	2621	23	2620	23	2669	23	2779	26	2776	26	2906	25
Campus Saint-Jean	608	5	602	5	629	4	711	4	789	2	830	3	846	4
Education	3609	26	3659	25	3781	24	3800	22	3875	23	3804	25	3994	24
Engineering	5757	24	5584	22	5576	24	5957	25	6123	26	6365	27	6472	26
Extension	55	100	55	100	60	100	54	100	51	100	68	100	77	100
FGSR*			22	100	26	100	23	100	31	100	38	100	7	100
KSR	1091	11	1058	11	1085	10	1132	12	1125	11	1111	12	1187	12
Law	537	2	561	2	577	2	572	2	580	2	579	2	566	3
Medicine & Dentistry	1653	38	1652	37	1654	37	1659	37	1649	36	1650	35	1629	35
Native Studies	166	5	163	7	198	10	219	8	230	11	220	12	212	15
Nursing	1746	8	1617	8	1466	8	1404	9	1385	10	1510	12	1537	13
Open Studies			1054	0	1120	0	1238	0	1326	0	1434	0	1069	0
Pharmacy	569	9	577	9	594	9	590	7	599	8	611	7	613	6
Public Health	289	100	262	100	241	100	246	100	246	100	253	100	286	100
Rehabilitation Medicine	804	98	860	97	982	98	994	100	998	100	1004	100	997	100
Science	7428	16	7004	15	7188	15	7466	15	7430	16	7622	17	8398	15
TOTAL	37761	20	36854	20	37326	20	38450	20	39095	20	39687	21	41391	20

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Percentages rounded to the nearest whole number.

Totals include all students (graduate, undergraduate)

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

These ratios offer insights into the potential capacity of individual Faculties to be supported by graduate students for both undergraduate teaching and research activities. In the case of most Faculties, the rates have remained relatively consistent over time.

There are, however, key exceptions. These include Native Studies, where the proportion of graduate students continues to grow following the introduction of the PhD in Indigenous Studies, and Nursing, where the proportion has increased from 8% to 13% since Fall 2016 (see Table 4).

1.4. Graduate Students by Citizenship

International graduate students (i.e. students on a student visa, work permit, or study permit) make up 36.9% of our total enrolments, which is down only slightly from the peak pre-COVID rate of 39.8% in Fall 2019.

This is still markedly higher than the ratio of one-third witnessed five years ago, and it will be instructive to monitor the trend as the University community emerges from COVID restrictions in the coming year.

As Table 5 shows, international students are distributed unevenly across Faculties, and the proportion of international students in several Faculties has remained relatively stable in recent years:

Table 5. Percentage of international students by Faculty

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	49.1	51.7	51.2	52.8	50.0	50.1	50.8
Arts	32.9	32.4	33.8	33.8	36.9	37.8	36.2
Business	31.6	33.0	25.9	28.5	37.4	45.2	38.9
Campus Saint-Jean	3.5	3.2	3.7	3.5	5.3	11.5	3.1
Education	8.9	9.0	7.1	6.6	7.5	7.9	6.9
Engineering	63.0	63.7	61.3	62.2	66.1	71.2	67.3
Extension	3.6	3.6	3.3	3.7	9.8	8.8	13.0
Kinesiology, Sport, & Rec.	20.2	21.7	19.8	18.4	21.3	19.4	15.8
Law	18.2	25.0	28.6	9.1	20.0	23.1	11.8
Medicine & Dentistry	35.0	33.9	32.9	31.2	30.9	33.5	30.7
Native Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nursing	15.0	16.0	20.2	18.3	18.6	19.9	18.7
Pharmacy	53.1	58.0	64.7	68.2	63.0	69.1	59.0
Public Health	12.5	11.1	10.8	10.2	11.4	15.0	21.3
Rehabilitation Medicine	3.6	3.5	2.7	3.9	3.0	3.2	3.1
Science	51.5	50.9	53.4	53.3	54.3	56.3	54.4
TOTAL	35.1	34.5	33.7	34.8	37.0	39.8	36.9

Source: Strategic Analysis and Data Warehousing –Registration Statistics as of December 1, 2020

In this chart, International Students do not include students in the categories with a citizenship status noted as Canadian Citizen or Permanent Resident.

The table does, however, reveal a number of cases in which Faculty-specific international student participation has moved more dramatically upward or downward in 2020-21.

For example, while the previous two years saw a sharp increase in the number of international graduate students studying in the School of Business (due to the launch in 2018 of two new programs delivered in Mandarin in Shanghai and Shenzhen, China), that increase slowed over the past year.

It is also noteworthy that the international graduate student population is more diverse than the undergraduate student population in terms of country of origin. In all, graduate students come from more than 160 countries (though the majority of those countries are represented by comparatively few students).

Table 6. Top 20 source countries by student citizenship

2020 Rank	Country of Citizenship	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% of total
1	Canada	3966	4237	4336	4356	4321	4494	54.78
	*Permanent Residents	751	708	664	667	630	682	8.31
2	China	850	824	867	1032	1120	1064	12.97
3	Iran	305	306	304	308	382	373	4.55
4	India	230	234	257	337	420	342	4.17
5	Bangladesh	68	65	69	92	134	131	1.6
6	United States	129	125	140	136	132	118	1.44
7	Brazil	62	69	85	89	80	77	0.94
8	Mexico	42	57	72	82	88	76	0.93
9	Nigeria	38	43	45	53	64	68	0.83
10	Pakistan	49	38	52	65	70	62	0.76
11	Egypt	33	40	47	47	59	52	0.63
12	Colombia	32	42	47	42	39	45	0.55
13	Ghana	34	35	32	32	42	45	0.55
14	Korea, Republic of	25	31	31	29	30	31	0.38
15	Vietnam	23	29	28	36	29	26	0.32
16	Nepal	10	11	14	23	25	25	0.30
17	Turkey	10	17	17	18	19	21	0.26
18	Taiwan	7	9	13	15	22	21	0.26
19	Germany	29	29	29	36	30	20	0.24
20	Russia Federation	16	19	18	23	19	18	0.22
<i>Other Countries</i>							413	5.01
TOTAL		7204	7458	7668	7971	8225	8204	100

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020

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 6 shows the 20 countries with the largest numbers of citizens enrolled at the university (by headcount) from 2015 to 2020. These 20 countries represent 31.9% of the graduate student headcount for Fall 2020. 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. After trending upward last year, enrolment numbers from all three countries are down in 2020.

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.³

Table 7. Citizenship of sponsored graduate students

Country	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	TOTAL
China	29	39	27	49	30	29	32	38	37	38	348
Saudi Arabia	18	24	13	18	11	16	10	1	0	0	111
Mexico	4	9	4	6	14	11	24	16	8	1	97
Libya	0	3	5	10	7	2	2	4	2	2	37
Columbia	3	2	3	4	6	4	4	4	2	1	33
Brazil	2	3	1	9	6	0	5	1	0	0	27
Vietnam	8	4	5	2	4	0	1	1	0	0	25
Chile	6	2	1	0	0	3	2	2	3	3	22
Pakistan	4	2	0	0	0	4	0	4	0	0	14
Kazakhstan	1	3	2	0	0	1	4	2	4	1	18
Yemen	0	0	0	0	0	1	8	1	7	3	20
Other	10	10	10	9	17	17	12	20	15	12	132
TOTAL	85	101	71	107	95	88	104	94	78	61	884

Source: University of Alberta International - Sponsored Student Program. Compiled by Nicole Dewart- accessed February 23, 2021.

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

Sponsored students come to UAlberta from 43 different countries, the most common of which are listed in sequence in Table 7.⁴

The number of sponsored students varies from year to year, mainly as a result of factors beyond our control, such as political changes in students' home countries and changes in diplomatic relationships between Canada and those nations.⁵

As of Winter 2021, 302 sponsored graduate students are registered at the University of Alberta, accounting for 9.6% of our international student enrolment.⁶

³ 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.

⁴ The large number of sponsored students from China can be attributed to our success in attracting students through the China Scholarship Council under their State-Sponsored Scholarship Program. This program provides scholarships of up to four years of study in any field for those top Chinese students aspiring to earn doctoral degrees from the University of Alberta.

⁵ Historically, nearly 70% of sponsored students have been in doctoral programs. The duration of sponsorships has been between one and six years, although the majority of them are held for three to four years.

⁶ There are 3151 international students registered in the Winter 2021 term.

1.6. Enrolment by Gender

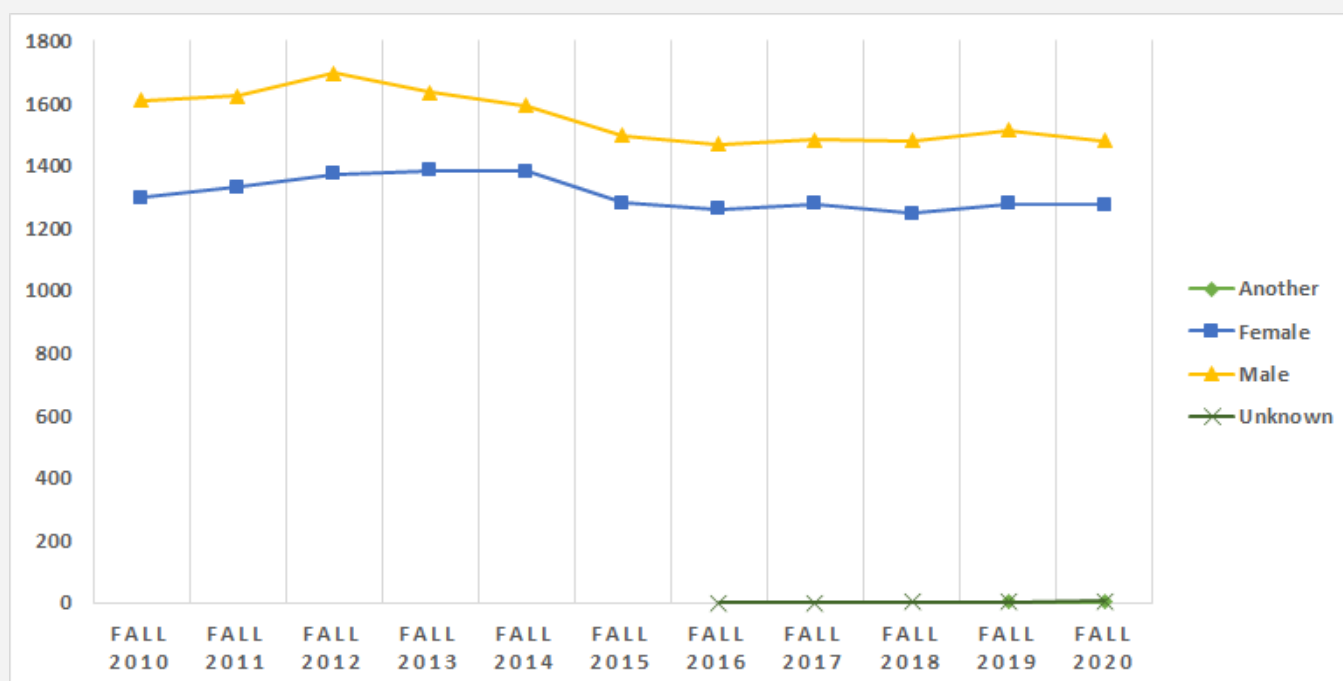
Table 8, and Figures 9 to 11 illustrate enrolment by gender in various categories of graduate programs.⁷ As in previous years, women outnumber men overall in graduate studies.

Table 8. Fall term graduate enrolment by gender

Total	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% of Total
Female	3840	3945	3977	3967	3828	3999	4021	4174	4342	4416	53.8
Male	3634	3653	3687	3605	3376	3457	3640	3788	3867	3763	45.9
Another									6	14	0.2
Not Disclosed						2	7	9	10	11	0.1

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Figure 9. Doctoral enrolment by gender



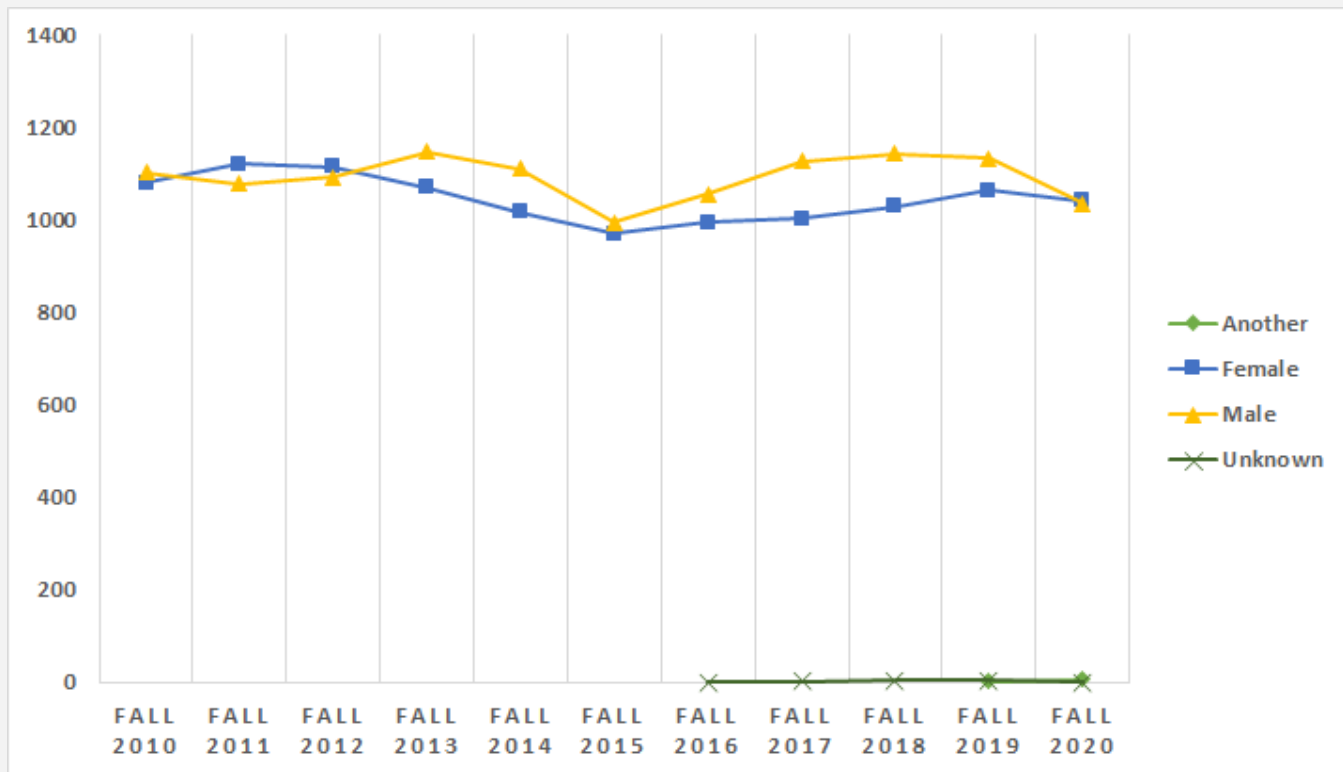
Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

These general figures, however, obscure a more complex picture. As Figure 9 shows, men continue to account for a higher percentage of UAlberta doctoral students than women. The percentage of doctoral students who are female currently stands at 46.1% (while male students comprise 53.5% of the doctoral student population, a ratio of 1.16 males to every female). The percentage of doctoral students who identified as “Another” or “Not Disclosed” is 0.4%.

This is a slight increase over last year’s proportion of female doctoral students, which stood at 45.6%.

⁷ Note that graduate admissions software implemented in 2017 allows applicants to self-identify as male or female, or to choose not to disclose. Over time, this change in practice will allow us to reflect our students’ gender diversity with more nuance.

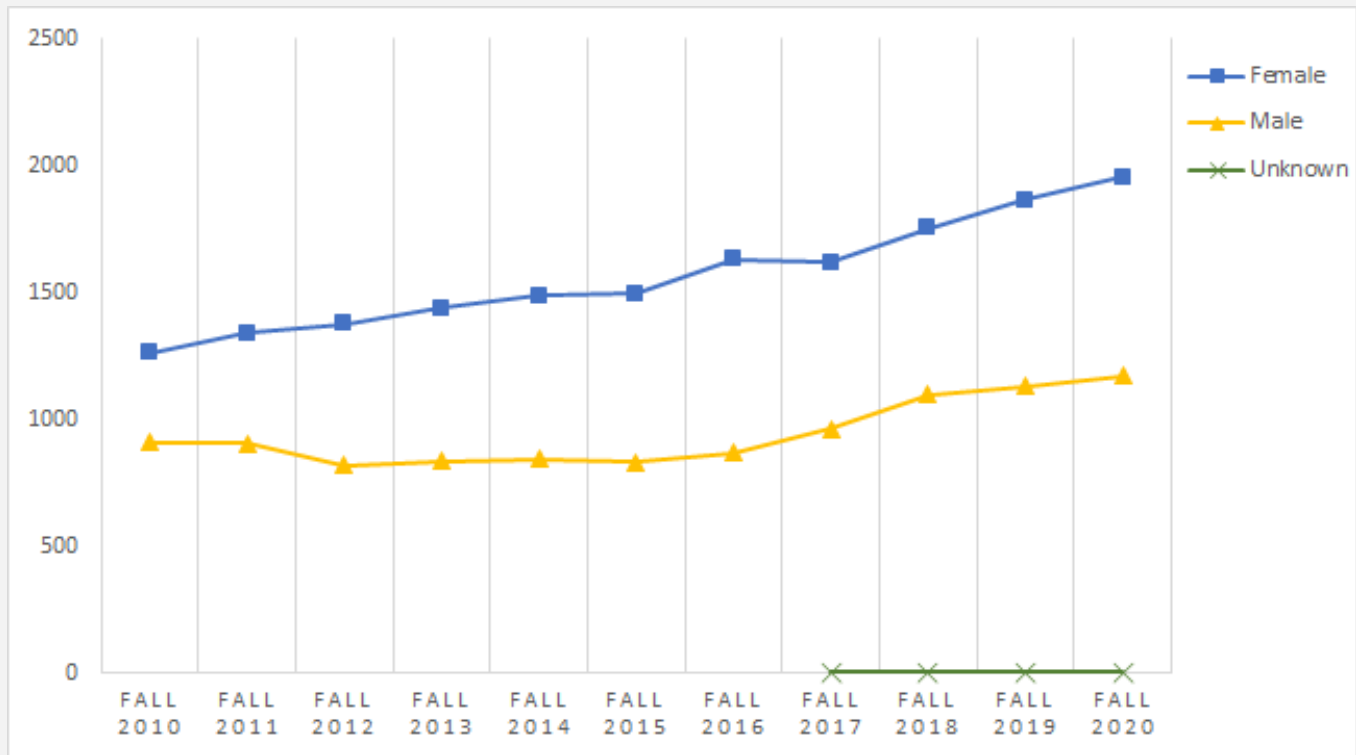
Figure 10. Thesis-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Within thesis-based master's programs, the figures indicate near gender parity, with women accounting for 50.0% of enrolments, while male registrants comprise 49.7% (see Figure 10).

Figure 11. Course-based master's enrolment by gender



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

The situation is very different in our course-based master's programs, in which a growing majority of registrants are women (62.5% this year, up from 62.2% last year; see Figure 11).

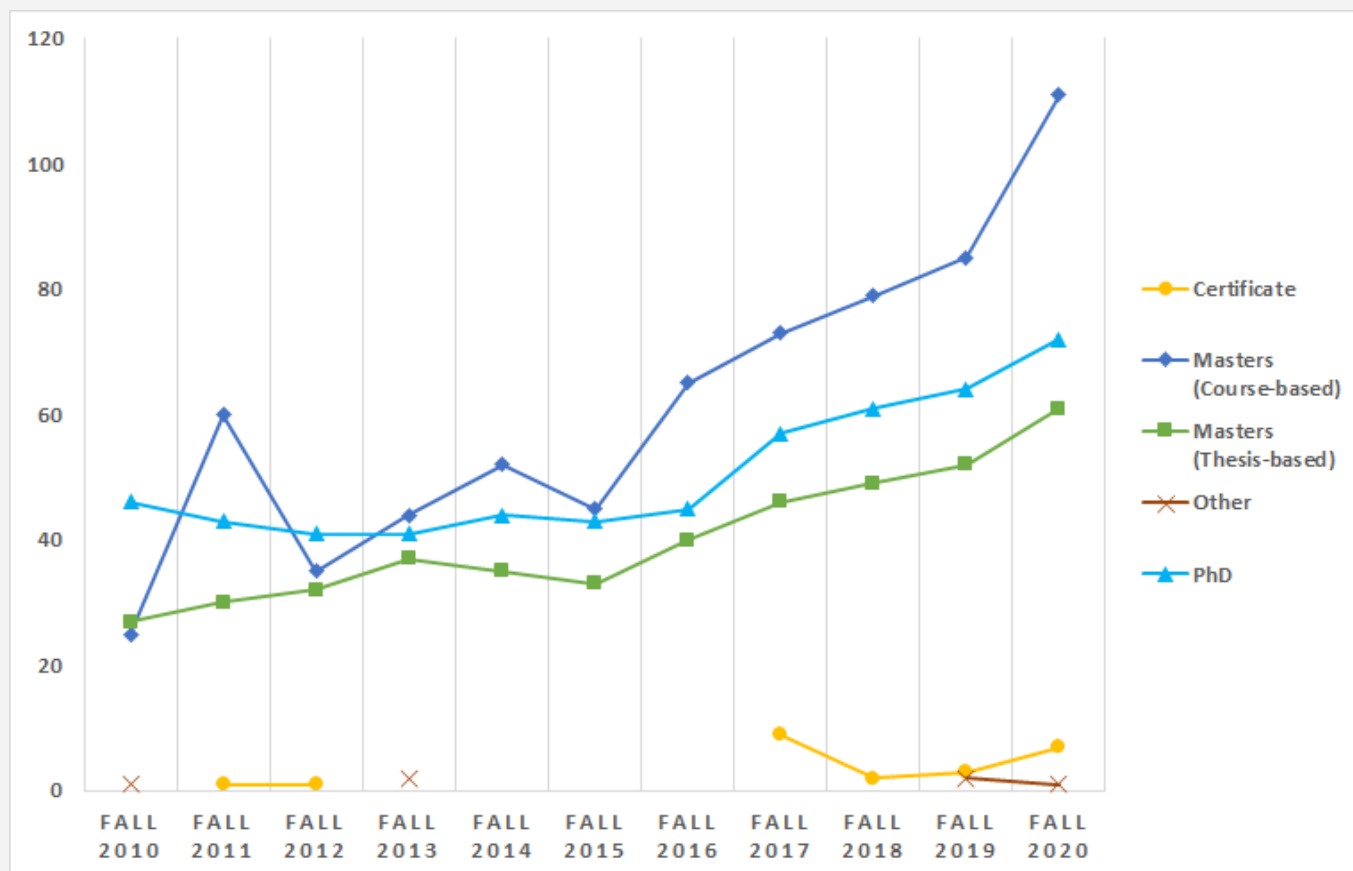
Overall, the University of Alberta data appear to be broadly in line with national figures reported by the U15 Institutions.

1.7. Indigenous Student Enrolment

It is exciting to report another significant increase in the number of students registered in our graduate programs who are self-declared as First Nations, Métis or Inuit: 252, in comparison to 206 in Fall 2019 (see Figure 12), which represents a 22% increase between 2019 and 2020.⁸ This figure reflects 3.1% of the overall graduate student population this year, up from 2.5% last year.

While the upward trend is reflected in registrations in all program categories, the most dramatic increase this year is in Certificate registrations, which increased from three to seven students in 2020. Following that, the greatest increase is in course-based master's programs, in which Indigenous enrolment increased by 30.6% from Fall 2019 rates.

Figure 12. First Nations, Métis and Inuit student enrolment



Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

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

⁸ Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit.

Table 9. First Nations, Métis and Inuit student enrolment by Faculty, Fall 2020

Program Faculty	PhD	Master's Thesis	Master's Course	Other Grad Students
ALES	*	9		
Arts	15	16	*	
Business	*		9	
Education	25	*	52	*
Engineering		5	*	
Extension		*	*	
Law	*	*		
Medicine & Dentistry	*	*		
Native Studies	16	7		
Nursing	6	*	*	
Public Health	*	*	12	
Rehabilitation Medicine	*		29	
Science	*	12		
<i>Combined * Faculties</i>	<i>10</i>	<i>12</i>	<i>9</i>	
Total	72	61	111	*

Source: Strategic Analysis and Data Warehousing – Registration Statistics as of December 1, 2020.

Note: For protection of privacy, all numbers under 5 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 postgraduate diplomas.

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

2. Applications and Admissions

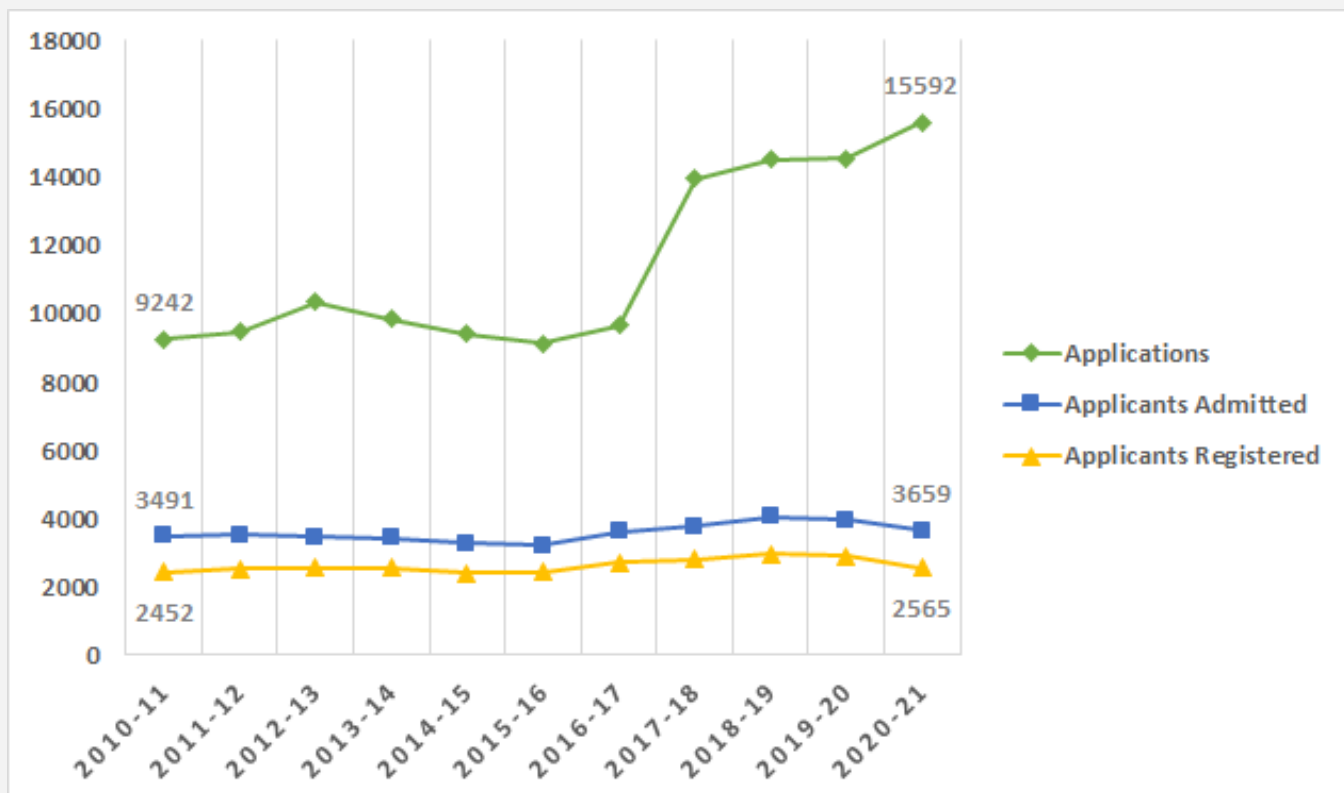
In 2020 - 2021, the University of Alberta received 15,592 graduate student applications, which is the largest number recorded since the current graduate admissions system was implemented in 2017 (see Figure 13).⁹

The fact that this increase occurred in spite of the challenges presented by a global pandemic merits further study and analysis.

2.1. Graduate Admissions

It is important to note that, unlike the vast majority of undergraduate students, approximately 30% of graduate students do not start their programs in the Fall term.¹⁰ As a result, in the illustrations that follow (Figures 13 to 16), we have presented provisional 2020-21 data based on figures currently available in PeopleSoft Campus Solutions.

Figure 13. Total number of admissions to graduate programs



Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of February 12, 2021

⁹ When considering these figures, it is important to note that since 2017-18, FGSR has tracked substantially more applications to UAlberta graduate programs than we did prior to that time. This is partly due to the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, departments would sometimes pre-screen applicants and those applications that were not recommended for admission were not forwarded to FGSR for processing. Migration to the new system allows the university to better understand the true demand for our programs, which is a key measure for our quality assurance processes. All applications processed in the new system are included in this analysis.

¹⁰ Based on 2018-19 newly admitted students per term.

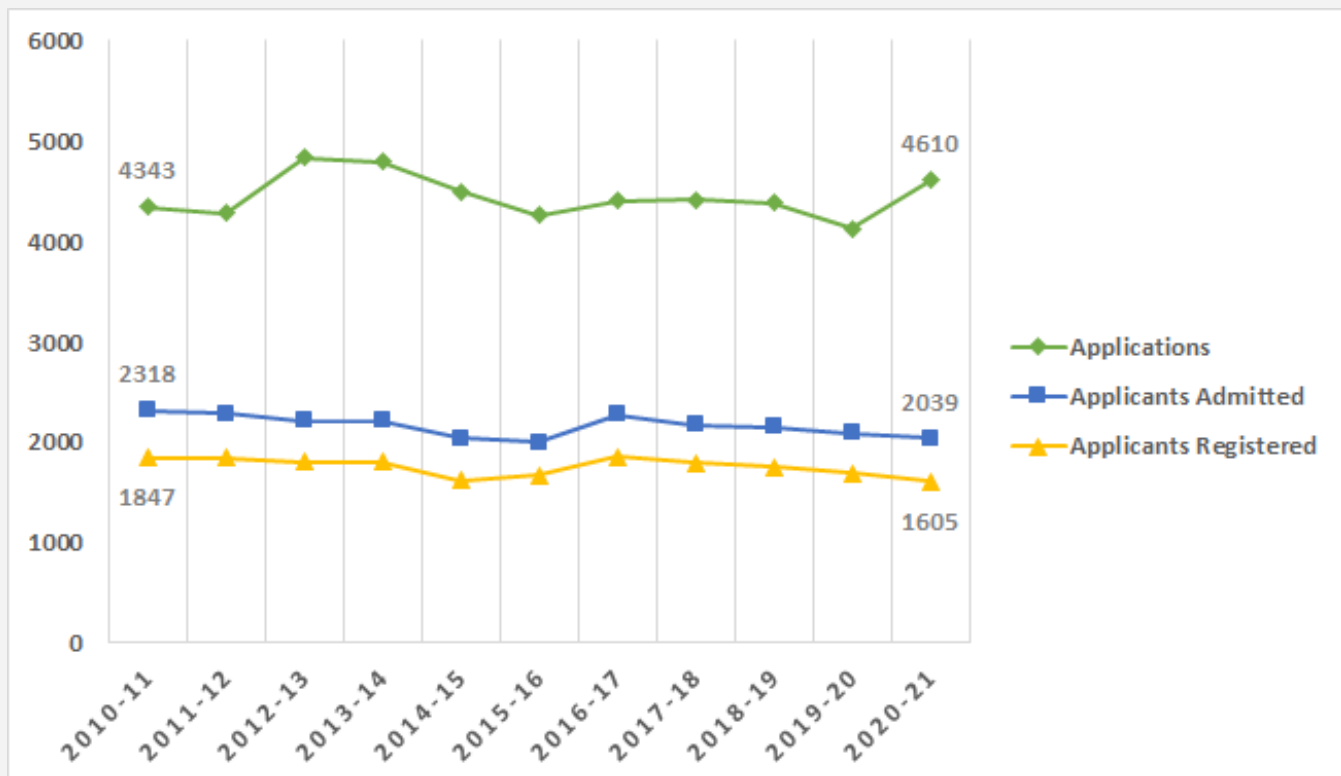
The first of these, Figure 13, illustrates the total number of applications for admission to graduate programs, the number of admissions offered, and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though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

As the table reveals, admission to University of Alberta graduate programs remains competitive. Only 23.5% of applications in 2020-21 resulted in an offer of admission, down from 27.3% the previous year.

The overall yield rate (that is, the proportion of admitted applicants who registered in graduate studies) currently stands at 70.1% for 2020-21. (Note, however, that 2020-21 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 [73.4%.])

It is also noteworthy that, despite the potential challenges presented by COVID-19, both domestic applications (i.e. those submitted by Canadian citizens and permanent residents) and international applications increased in 2020-21:

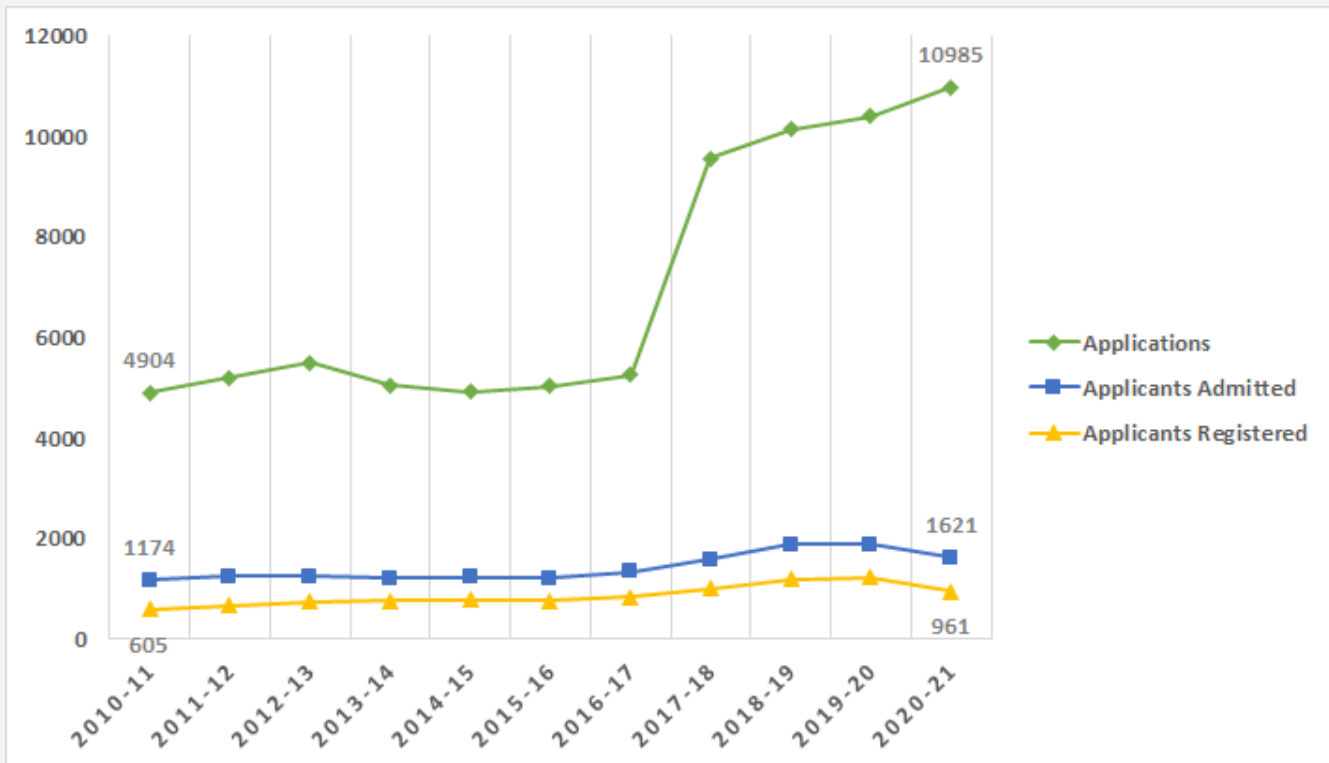
Figure 14. Domestic graduate admissions



Source: FGSR internal script with data extracted from Peoplesoft Campus Solutions database as of February 12, 2021

A total of 4,610 applications were received this year from domestic students: an increase of 11.6% over 2019-2021 rates.

Figure 15. International graduate student applications and admissions

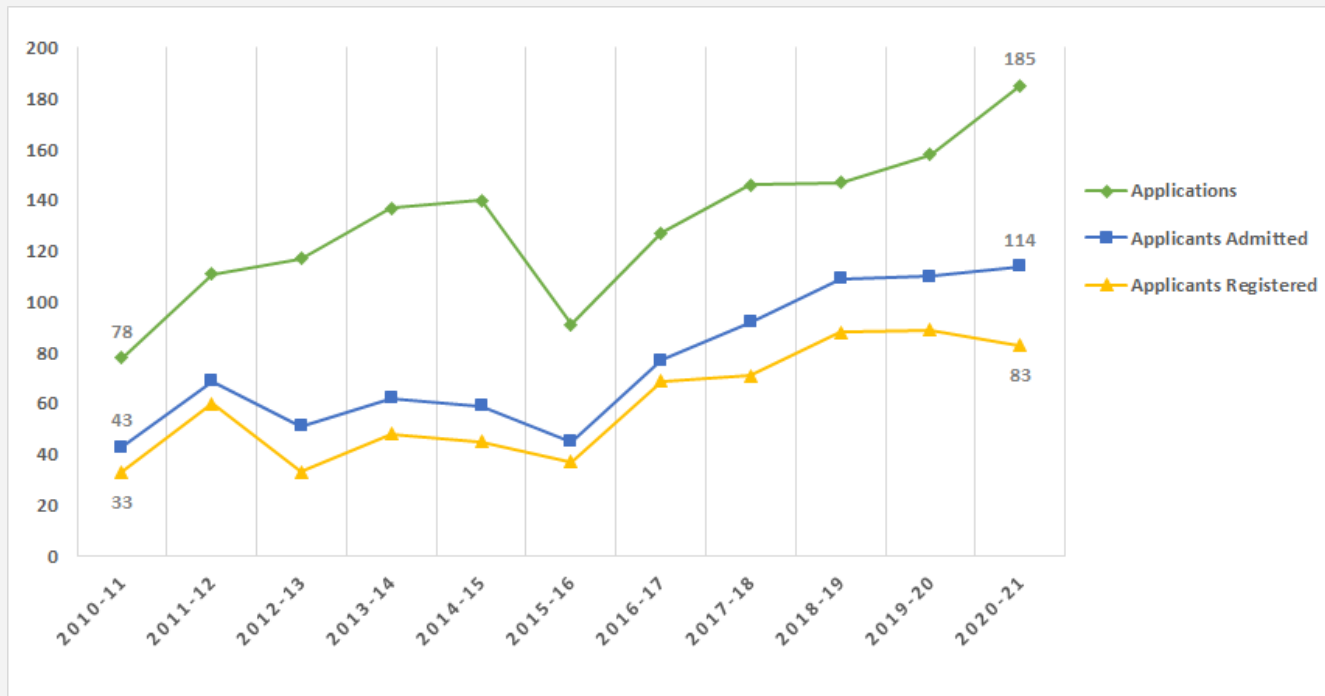


Source: FGSR Internal Script with Data Extracted From Peoplesoft Campus Solutions as of February 12, 2021

For their part, 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 more than doubled in ten years, reaching their highest-ever level in 2020-21 (see Figure 15).

Since admission rates remain relatively constant, these data suggest that demand for our programs continues to grow among students in several parts of the world.

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



Source: FGSR Internal Script with Data extracted from peoplesoft Campus Solutions as of February 12, 2021

The figures related to applications from Indigenous students from within Canada tell an equally positive story.

As Figure 16 reveals, the gap between applications and admissions is smaller than among non-Indigenous students: 61.6% of applications from Indigenous students living within Canada are admitted, as opposed to 23.5% overall.

Although the applicant pool is proportionately smaller with year-over-year fluctuations in total numbers, the broadly positive 10-year trend in both qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and pursue opportunities to recruit and support Indigenous students throughout their programs. For example, FGSR worked with the office of the Vice-Provost Indigenous (Research and Programming) to establish a SAGE (Supporting Aboriginal Graduate Enhancement) pod. SAGE is an indigenous-led graduate student mentoring program that aims to create a sense of community and support across the campus community.¹¹

¹¹ For more on the SAGE program, see <https://www.ualberta.ca/graduate-studies/current-students/sage.html>.

2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)¹² is a core eligibility criterion for graduate admissions, although 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.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. These figures illustrate consistently high entry AGPAs over the last decade.¹³

Among doctoral applicants, this year's average AGPA is just slightly below last year's decade-long high of 3.72:

Table 10. Doctoral average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.70	838	562	67%
2010-11	3.71	784	535	68%
2011-12	3.68	783	521	67%
2012-13	3.67	795	544	68%
2013-14	3.65	673	477	71%
2014-15	3.65	680	470	69%
2015-16	3.66	640	470	73%
2016-17	3.69	624	442	71%
2017-18	3.67	676	489	72%
2018-19	3.67	687	489	71%
2019-20	3.72	709	512	72%
2020-21	3.70	600	455	76%

Source: FGSR Internal Script with data from Peoplesoft Campus solutions as of February 12, 2021

¹² The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. The AGPAs of the applicants who were not admitted are unknown to FGSR.

¹³ 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.

For their part, master's level applicants presented the highest average AGPA in the years noted. In the case of applicants to thesis-based master's programs, this was a new peak of 3.66:

Table 11. Thesis-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.60	1144	815	71%
2010-11	3.59	999	706	71%
2011-12	3.60	1042	747	72%
2012-13	3.59	1071	787	73%
2013-14	3.59	1036	763	74%
2014-15	3.61	1028	758	74%
2015-16	3.60	1017	770	76%
2016-17	3.59	1090	846	78%
2017-18	3.62	1074	821	76%
2018-19	3.62	1081	825	76%
2019-20	3.64	1044	781	75%
2020-21	3.66	953	711	75%

Source: FGSR Internal Script with data extracted from Peoplesoft Campus Solutions as of February 12, 2021

Applicants to course-based master's programs, meanwhile, continued to present an average AGPA of 3.56, which is consistent with the past two years:

Table 12. Course-based master's average AGPA

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1233	899	73%
2009-10	3.51	1459	1033	71%
2010-11	3.54	1489	1046	70%
2011-12	3.49	1519	1113	73%
2012-13	3.50	1320	984	75%
2013-14	3.48	1464	1120	77%
2014-15	3.52	1298	977	75%
2015-16	3.54	1315	994	76%
2016-17	3.51	1613	1190	74%
2017-18	3.53	1687	1238	73%
2018-19	3.56	1922	1382	72%
2019-20	3.56	1890	1359	72%
2020-21	3.56	1778	1152	65%

Source: FGSR Internal Script extracted with data from Peoplesoft Campus Solutions as of February 12, 2021

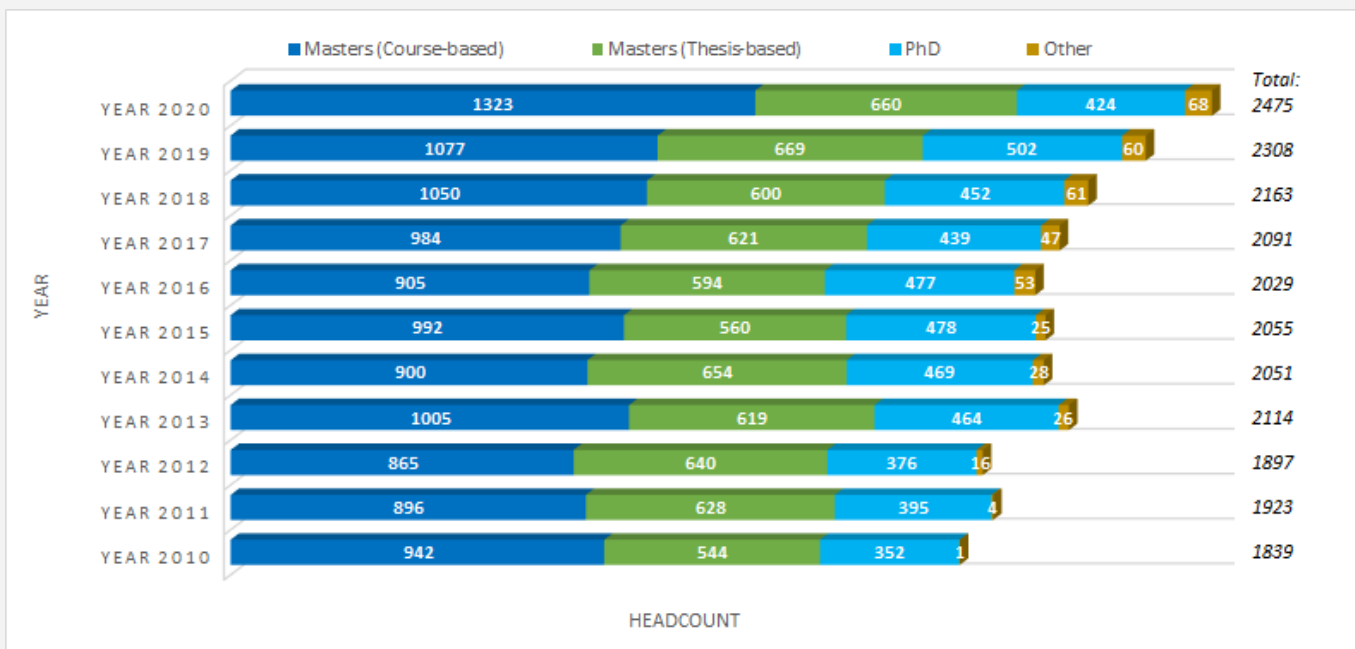
3. Measures of Program Success

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 graduate in a given calendar year.¹⁴

3.1. Graduate Degrees Granted

The University of Alberta saw a record number of graduate students convocate in 2020 in comparison to the previous ten years.

Figure 17. Convocants by degree



Source:FGSR Internal Script with Data extracted from Peoplesoft campus Solutions as of February 12, 2021

For the first time, the dramatic upward trend in course-based master's program registrations since Fall 2018 reported above (see Section 2.1) was clearly reflected in this year's convocation data.

While the numbers of convocants in other program categories remained stable (as in the case of thesis-based master's programs) or declined (in doctoral programs), an additional 246 convocants received course-based master's degrees in 2020. This represents an increase of 22.8% over 2019 levels.

¹⁴ Note that the parameters for convocation numbers include the two convocations each year, in 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.

3.2. Completion Time

A second key measure, completion time, is deceptively complex, involving several variables. The time an individual student takes to complete a program (contributing to the average completion time for that student's cohort; see 3.2.1) may be affected by a number of factors.

For the purposes of the data below, *completion time* is the period from a student's registration date to a student's completion date. As we continue to refine our data, we will adjust this to remove any time a student is away from the program (ie. on an approved leave of absence [see 3.2.2], which "stops the clock"); however, for this year, we have not removed that time period from the calculation.

It is also important to note that the leave of absence policy changed recently, and in the future if a student chooses to take a leave of absence (3.2.2), only certain types of leaves will count toward completion time.¹⁵

As a simple measure, the average completion time may also obscure the variability and range of completion patterns (3.2.3). This may be especially true in the context of the COVID-19 pandemic, which may limit the ability of some students to complete their programs as quickly as they wish. We anticipate that these effects may become more evident in the data included in future reports.

3.2.1 Average Completion Time

In 2020, recipients of doctoral degrees had taken on average 5.7 years to complete their studies. Those in thesis-based master's programs had required on average 2.68 years, while those in course-based master's programs had taken a more modest 2.15 years.¹⁶

While these rates broadly reflect the trends witnessed in previous years, a few observations emerge. The first is that average completion times for students in our doctoral programs are not tracking downward; they appear in fact to be increasing, and remain at what is considered to be the high end for doctoral program completion.

¹⁵ In the 2020-2021 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.

¹⁶ Note that figures appearing here differ from those reported in previous enrolment reports. In 2020, the methodology used to calculate completion times was revised. The new calculation is more accurate in that it measures individual students' completion time from the admission term (date of first term of attendance) to the end date of the completion term listed on the student's transcript (instead of convocation date).

Table 13. Average completion time in years by degree type

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.68	2.86	2.49
2010	5.94	2.80	2.36
2011	5.69	2.71	2.27
2012	5.68	2.75	2.32
2013	5.65	2.69	2.34
2014	5.54	2.72	2.28
2015	5.65	2.68	2.28
2016	5.61	2.74	2.34
2017	5.63	2.74	2.38
2018	5.62	2.68	2.21
2019	5.64	2.62	2.28
2020	5.70	2.68	2.15

Source: FGSR internal script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021

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 (ie. leaves of absence).

Second, average completion times for students in course-based master's programs remain markedly shorter than for those in thesis-based master's programs. This may be because there are more international students registered in these programs. They consistently complete their programs in less time than do domestic students, year over year, in every type of degree program:

Table 14. Average completion times in years by citizenship

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-Based)	
	Domestic	International	Domestic	International	Domestic	International
2009	5.75	4.88	2.94	2.57	2.53	2.03
2010	6.00	5.34	2.87	2.56	2.39	1.96
2011	5.77	4.98	2.81	2.45	2.38	1.77
2012	5.83	4.78	2.85	2.50	2.45	1.73
2013	5.80	4.99	2.86	2.39	2.46	1.71
2014	5.79	4.82	2.87	2.45	2.38	1.69
2015	5.87	5.00	2.88	2.41	2.43	1.64
2016	5.87	5.02	2.88	2.49	2.53	1.65
2017	5.99	4.98	2.85	2.55	2.55	1.69
2018	5.93	5.13	2.74	2.60	2.40	1.53
2019	6.06	5.08	2.75	2.43	2.46	1.67
2020	6.23	5.03	2.77	2.54	2.46	1.62

Source: FGSR internal script with data extracted from peoplesoft campus solutions as of February 12, 2021

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 (ie. leaves of absence).

Another of the figures meriting close attention here is a notable increase in the average time required by domestic students to complete doctoral degrees awarded in 2020.

3.2.2 Leaves of Absence

We expect that a larger number of students will have will opt to take an exceptional leave of absence¹⁷ due to the complications posed by the COVID pandemic. Based on the current data, however, there is not yet any clear evidence of an increase in such requests:

Table 15. Average LOA (in years) by degree type

Convocation Year	PhD		Masters (Thesis-Based)		Masters (Course-based)	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.88	19
2010	0.71	21	0.62	14	0.86	19
2011	0.67	30	0.58	14	0.85	13
2012	0.55	25	0.52	14	0.86	22
2013	0.76	31	0.69	13	0.78	18
2014	0.70	33	0.85	26	0.87	21
2015	0.67	39	0.55	19	0.99	24
2016	0.77	49	0.70	20	0.98	32
2017	0.82	44	0.67	24	0.99	25
2018	0.79	43	0.80	29	0.79	17
2019	0.80	55	0.49	31	0.93	19
2020	0.75	48	0.63	31	0.84	26

Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of February 12, 2021

¹⁷ In instances where students may be dealing with extenuating or unanticipated circumstances beyond their control, leaves of absence are an important administrative option that transparently and equitably supports students towards successful completion. This means that when they cannot work on their research, their time in program will not continue to advance.

Table 16. Average LOA (in years) by national status

Convocation Year	Overall		Domestic		International	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.79	51	0.80	48	0.56	3
2010	0.74	54	0.76	51	0.44	3
2011	0.69	57	0.69	56	0.67	1
2012	0.65	61	0.68	55	0.39	6
2013	0.75	62	0.76	55	0.64	7
2014	0.79	80	0.84	66	0.57	14
2015	0.74	82	0.77	69	0.56	13
2016	0.84	101	0.89	83	0.63	18
2017	0.83	93	0.91	73	0.57	20
2018	0.81	89	0.85	65	0.70	24
2019	0.73	105	0.77	83	0.60	22
2020	0.73	105	0.77	87	0.57	18

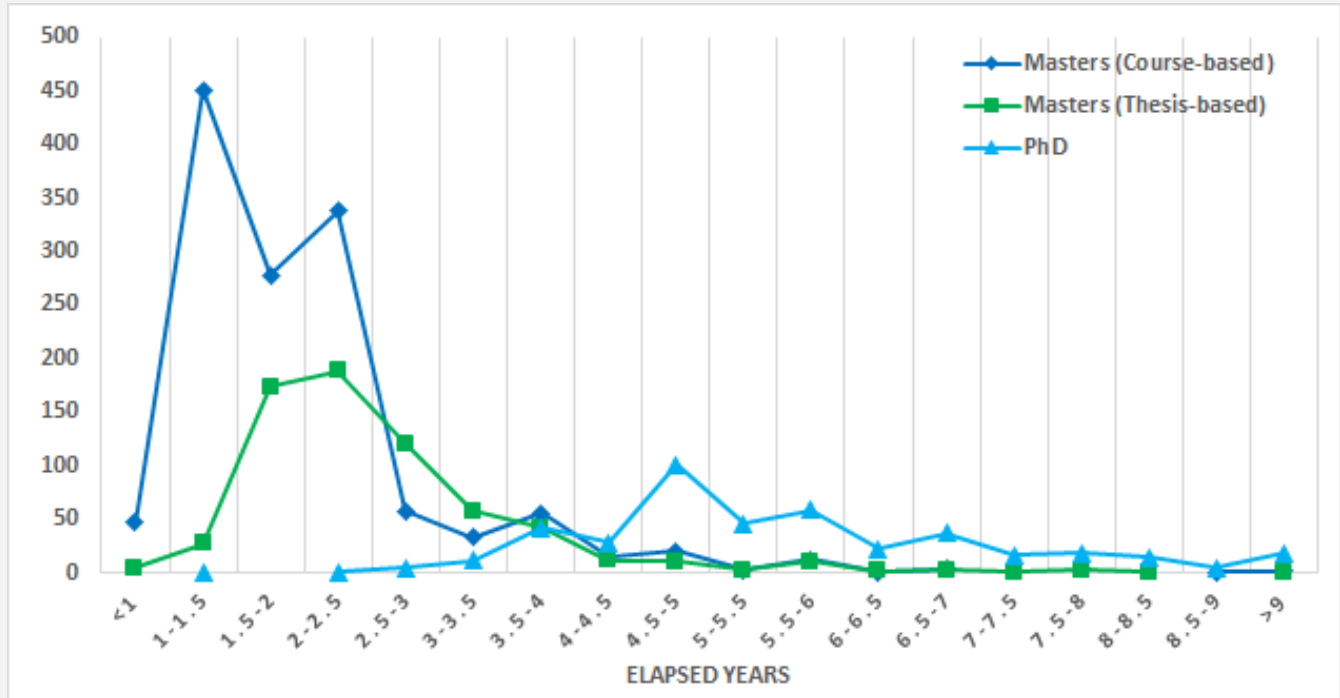
Source: FGSR Internal Script with Data extracted from Peoplesoft Campus Solutions as of February 12, 2021

Domestic and international students took leaves for roughly similar periods of time in 2020 as they did in 2019 (Table 16). As in previous years, domestic students were more likely than international students to take leaves.

3.2.3 Distribution of Completion Times

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

Figure 18. Completion distribution by degree, Year 2020



Source: FGSR Internal Script with data extracted from peoplesoft campus solutions as of February 12, 2021

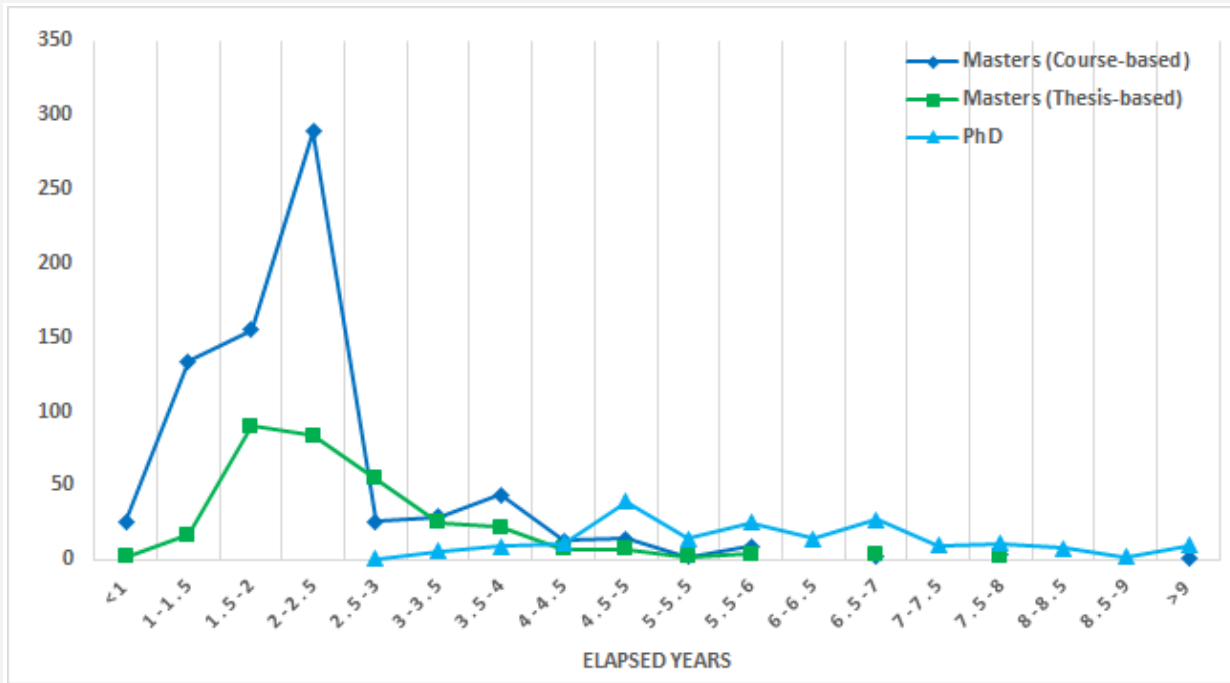
Note: Completion time here is the period from a student's registration date to a student's completion date, and includes any time away from the program (ie. leaves of absence).

While the average time to completion, reported above, offers a means to track overall performance, it tends to obscure information about the variability and range of completion patterns. Figure 18 illustrates the distribution of completion times for 2020 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 quickly; the curve, however, includes a long tail reflecting relatively small numbers of students whose longer completion times tend to skew the average 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 often the case than with domestic students (compare Figures 19 and 20 below).

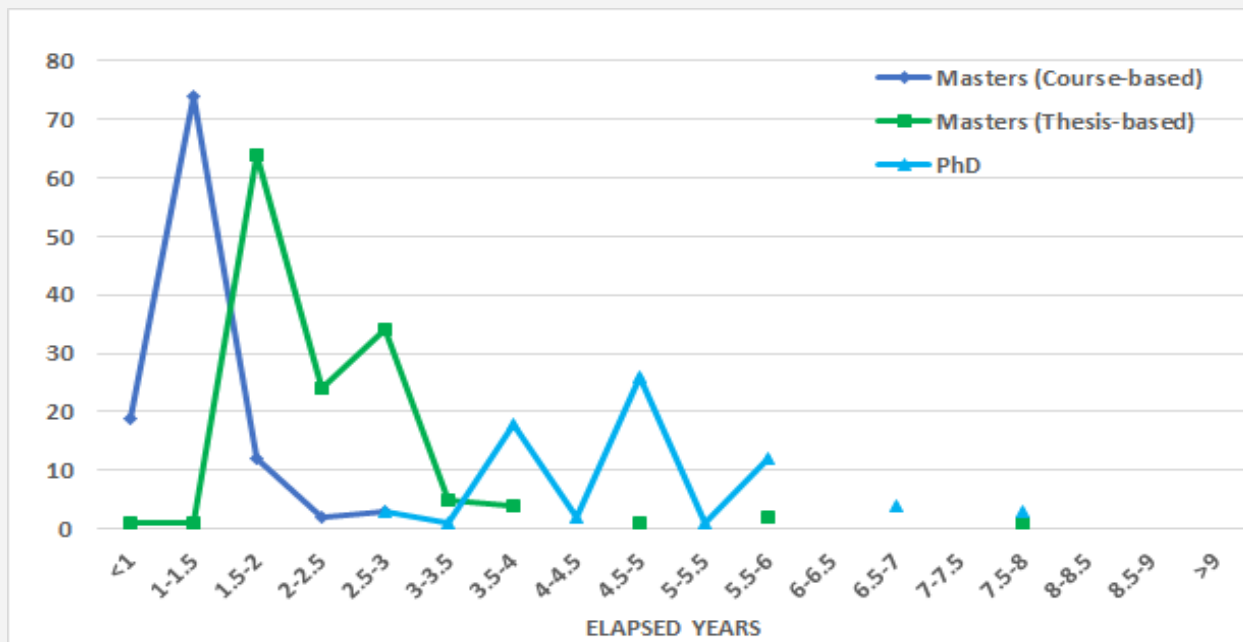
Figure 19. Domestic completion distribution by degree, Year 2020



Source: FGSR Internal Script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021.

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. 2) 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 (ie. all leaves of absence).

Figure 20. International completion distribution by degree, Year 2020



Source: FGSR Internal script using data extracted from Peoplesoft Campus Solutions as of February 12, 2021.

Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) international = students attending the university on a study/work visa at time of admission. 2) 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 (ie. all leaves of absence).

3.3. Attrition and Completion Rates

Another key measure is the proportion of University of Alberta graduate students who complete their programs. To determine completion and attrition rates, we categorize the graduate students starting their program in each academic year in three groups: those who were still active at the end of the current Spring term; those who have convocated; and those who have left the university without any credential.¹⁸

Table 17 presents these doctoral attrition and completion rates. It 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 remains an area of concern, and improvement is a goal. However, it is encouraging to note that since 1999, the attrition rates have decreased steadily, if unevenly.

Table 17. Doctoral attrition and completion rates

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	449	328	0	121	26.95	73.05
2000-2001	386	293	0	93	24.09	75.91
2001-2002	437	340	0	97	22.20	77.80
2002-2003	480	386	0	94	19.58	80.42
2003-2004	479	403	0	76	15.87	84.13
2004-2005	469	361	0	108	23.03	76.97
2005-2006	464	371	0	93	20.04	79.96
2006-2007	503	401	0	102	20.28	79.72
2007-2008	519	426	2	91	17.53	82.40
2008-2009	537	463	0	74	13.78	86.22
2009-2010	588	500	2	86	14.63	85.32
2010-2011	578	482	8	88	15.22	84.56
2011-2012	550	446	20	84	15.27	84.15
2012-2013	592	446	42	104	17.57	81.09
2013-2014	536	396	73	67	12.50	85.53
2014-2015	537	322	150	65	12.10	83.20
2015-2016	544	181	283	80	N/A	N/A
2016-2017	532	64	419	49	N/A	N/A
2017-2018	549	20	486	43	N/A	N/A
2018-2019	554	7	517	30	N/A	N/A
2019-2020	547	3	523	21	N/A	N/A
2020-2021 ²	457		455	2	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 12, 2021. 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) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer 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 (ie. all leaves of absence).

¹⁸ 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 toward the present.

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

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	556	473	0	83	14.93	85.07
2000-2001	525	463	0	62	11.81	88.19
2001-2002	564	484	0	80	14.18	85.82
2002-2003	636	553	0	83	13.05	86.95
2003-2004	618	534	0	84	13.59	86.41
2004-2005	593	510	0	83	14.00	86.00
2005-2006	572	486	0	86	15.03	84.97
2006-2007	576	494	0	82	14.24	85.76
2007-2008	633	536	0	97	15.32	84.68
2008-2009	664	584	0	80	12.05	87.95
2009-2010	759	691	0	68	8.96	91.04
2010-2011	638	574	1	63	9.87	90.11
2011-2012	692	619	1	72	10.40	89.58
2012-2013	693	620	1	72	10.39	89.60
2013-2014	665	589	7	69	10.38	89.51
2014-2015	649	575	14	60	9.24	90.55
2015-2016	676	594	21	61	9.02	90.69
2016-2017	747	629	62	56	7.5	91.82
2017-2018	758	512	190	56	7.39	90.14
2018-2019	748	187	524	37	N/A	N/A
2019-2020	755	6	730	19	N/A	N/A
2020-2021 ³	725		718	7	N/A	N/A

Source: Extracted from PeopleSoft; internal script, as of February 12, 2021.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas). (3) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer terms). (5) 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 (ie. all leaves of absence).

In general, master's completion rates remain between 90% and 93% (see Tables 18 and 19), and both thesis-based and course-based completion rates are trending upward.

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

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

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate (%)	Completion Rate (%)
1999-2000	543	453	0	90	16.57	83.43
2000-2001	518	461	0	57	11.00	89.00
2001-2002	540	474	0	66	12.22	87.78
2002-2003	622	543	0	79	12.70	87.30
2003-2004	737	633	0	104	14.11	85.89
2004-2005	714	644	0	70	9.80	90.20
2005-2006	670	599	0	71	10.60	89.40
2006-2007	739	646	0	93	12.58	87.42
2007-2008	879	781	0	98	11.15	88.85
2008-2009	909	813	0	96	10.56	89.44
2009-2010	1045	928	0	117	11.20	88.80
2010-2011	1061	955	0	106	9.99	90.01
2011-2012	1120	1025	1	94	8.39	91.60
2012-2013	1016	926	2	88	8.66	91.32
2013-2014	1153	1046	5	102	8.85	91.11
2014-2015	1017	941	8	68	6.69	93.26
2015-2016	1016	935	17	64	6.30	93.59
2016-2017	1197	1050	59	88	7.35	92.27
2017-2018	1237	903	254	80	6.47	91.86
2018-2019	1396	623	721	52	N/A	N/A
2019-2020	1356	47	1271	38	N/A	N/A
2020-2021 ³	1144		1140	4	N/A	N/A

Source: Extracted from PeopleSoft; internal script, accessed February 12, 2021.

Notes: (1) figures are calculated taking into account the student's program at the term of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas). (3) 2020-2021 includes numbers for all four terms, but is incomplete as it doesn't show the full picture (late registrations, or late admitted for Spring and Summer 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 (ie. all leaves of absence).

Part III. Looking Forward

The past year has been one of unprecedented challenges. However, we have realized resiliency as a community and are prepared to continue our important work in support of graduate students, supervisors, and academic units and programs. To do so, we are focusing on the following priorities.

Supporting Students and Supervisors

FGSR is dedicated to supporting graduate students throughout their academic journey at the University of Alberta. We will continue working in partnership across all academic units to foster best practices in graduate student supervision. This includes extending support for supervisors through ongoing topic-driven workshops, podcasts, and the proposed new supervisor development program. Through the implementation of the proposed progress reports and student-supervisor guidelines, we will bring consistency to the student experience and ensure that these foundational supervisory working relationships start out positively.

FGSR also aspires to apply the lessons learned from our remote work experience of the past year, and retain those novel resources that were developed to navigate our virtual world. These resources actually helped us reach a wider audience than was previously possible when we were on campus, including our award winning professional development programming, GTLP, and graduate student onboarding events. In addition, FGSR will further explore opportunities to enhance graduate student funding success through scholarships and awards and lead institutional efforts to embody EDII principles in all adjudication practices. FGSR's role is to advocate for the unique needs of graduate students and graduate education across the institution.

Pursuing Administrative Efficiencies

The university is looking to improve efficiencies in all of its operations. FGSR has carefully assessed all of its operations, and will continue to streamline them — always bearing in mind the best interests of students and the specific needs of our administrative partners. This essential work includes both large-scale measures (such as reorganizing our services to better support the new collegiate system; see Table 26 below) and more focused strategies (such as using the EDRMS system to convert our current workflows into more efficient, paperless ones).

Enhancing Transparency

FGSR is committed to ensuring that the units supporting graduate students, and those making decisions about their future, have detailed and up-to-date information readily available. In the coming year, we will provide more frequent updates on graduate enrolments, applications, among other key metrics, to facilitate unit and institutional planning. We will continue working on FGSR's institutional graduate regulations and existing policies to bring clarity on process and procedure as it relates to administration of programs and student progress. Work on FGSR's website has been ongoing and will continue so as to facilitate information access and wayfinding for students, supervisors, and graduate administrators. Together, these steps will help to ensure that we can support programs and students in an equitable and transparent way.

Appendix: Supporting Data

The following tables and figures offer readers additional insight into the findings reported above, and into other key metrics related to graduate student success. For more information, contact graddean@ualberta.ca.

Table 20. Graduate enrolment each Fall by degree type

Degree	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
PhD	2907	2952	3069	3020	2975	2777	2732	2763	2730	2798	2766
Thesis-based Master's	2183	2200	2207	2217	2128	1966	2051	2133	2178	2204	2085
Course-based Master's	2167	2242	2197	2272	2329	2325	2498	2582	2853	2997	3124
Certificate	16	15	35	50	23	50	69	123	109	115	170
Other	73	65	90	105	117	86	108	67	101	111	59
Total	7346	7474	7598	7664	7572	7204	7458	7668	7971	8225	8204

Source: Strategic Analysis and Data Warehousing. Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables.

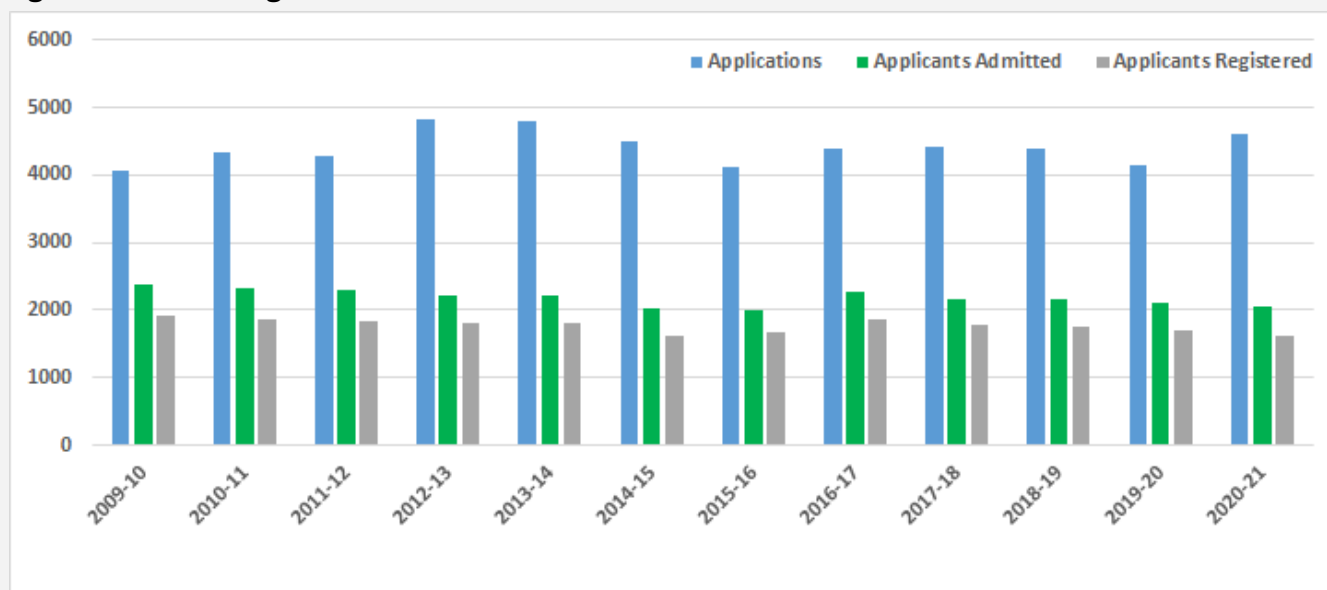
Notes: 1) Other = students in post-master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Table 21. Domestic graduate admissions

	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21*
Applications	4071	4338	4273	4829	4791	4493	4107	4399	4411	4383	4131	4609
Applicants Admitted	2370	2317	2285	2215	2211	2035	2002	2279	2168	2154	2092	2038
Applicants Registered	1922	1847	1846	1802	1801	1624	1673	1857	1792	1758	1687	1604

Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions. Notes: Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables. *Provisionary academic year figures (Sept to Aug) for 2020-2021.

Figure 21. Domestic graduate admissions



Source: FGSR Internal script; data extracted from peoplesoft Campus Solutions. Notes: Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables. *Provisionary academic year figures (Sept to Aug) for 2020-2021.

Table 22. International graduate admissions

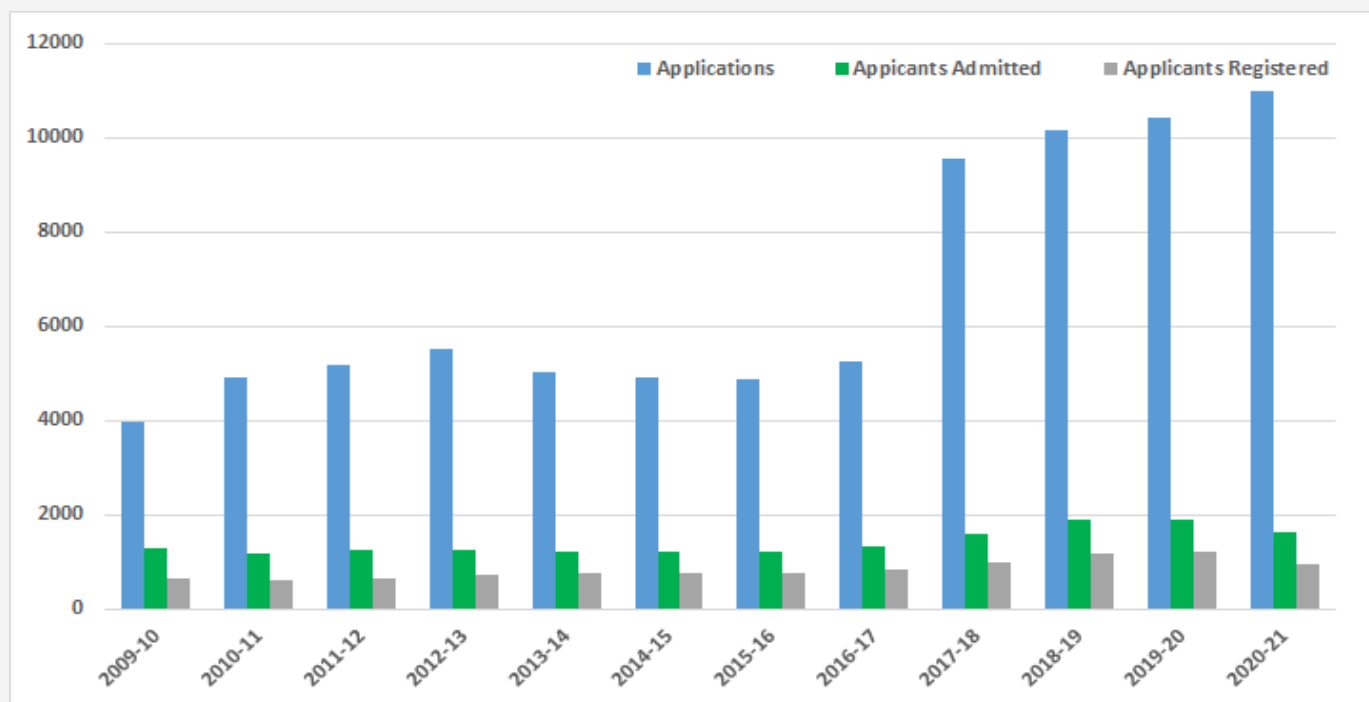
	2009 -10	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20	2020 -21*
Applications	3964	4901	5195	5502	5040	4914	4878	5257	9556	10144	10409	10981
Applicants Admitted	1284	1174	1249	1255	1225	1239	1224	1342	1597	1891	1884	1621
Applicants Registered	651	605	669	747	766	788	767	845	1011	1199	1231	959

Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables.

*Provisionary academic year figures (Sept to Aug) for 2020-2021.

Figure 22. International graduate admissions



Source: FGSR Internal Script; extracted with data from Peoplesoft Campus solutions.

Fall Data; Academic year 2020-21 - Data is using Dec 1, 2020 static statistical tables.

*Provisionary academic year figures (Sept to Aug) for 2020-2021.

Table 23. Doctoral degree, Fall headcount by Faculty

Faculty	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ALES	225	218	246	235	237	230	221	220	214	216	204
Arts	469	467	472	478	451	413	412	394	385	374	372
Business	65	54	60	61	51	45	46	49	52	47	49
Campus Saint-Jean											
Education	274	292	296	291	295	257	246	255	251	255	255
Engineering	617	669	717	702	711	678	679	709	726	779	783
Extension											
Kinesiology, Sport, & Rec.	66	63	60	65	55	56	49	58	49	50	47
Law	4	8	8	8	7	7	8	7	5	5	6
Medicine & Dentistry	282	304	319	316	340	342	329	308	281	291	270
Native Studies								5	14	15	19
Nursing	86	74	70	64	68	64	68	66	67	66	73
Pharmacy	39	35	34	33	32	32	28	23	26	20	18
Public Health	40	42	42	43	45	50	47	57	46	46	54
Rehabilitation Medicine	33	34	36	38	36	37	35	45	48	50	49
Science	707	692	709	686	646	566	564	567	562	584	567
Total	2907	2952	3069	3020	2974	2777	2732	2763	2726	2798	2766

Source: Strategic Analysis and Data Warehousing – Registration Statistics, December 1, 2020. Fall Data; Data is using Dec 1, 2020 static statistical tables.

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

Faculty	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	244	22	266	255	35	290	254	39	293	257	40	297	245	37	282	225	53	278
Arts	240	81	321	255	87	342	258	67	325	265	58	323	236	84	320	211	93	304
Business		558	558		556	556		572	572		668	668		662	662		680	680
Campus Saint-Jean	8	20	28	5	13	18	10	18	28	7	12	19	11	13	24	13	12	25
Education	70	567	637	70	576	646	65	529	594	62	584	646	68	609	677	55	626	681
Engineering	527	36	563	544	111	655	557	235	792	565	310	875	589	359	948	534	377	911
Extension		54	54	8	52	60	15	39	54	16	35	51	27	41	68	34	43	77
KSR	44	18	62	42	15	57	42	17	59	42	27	69	37	23	60	37	22	59
Law	5		5	5	1	6	4		4	5		5	7		7	11		11
Medicine & Dentistry	260	2	262	277	4	281	296	4	300	307	4	311	286	3	289	302	2	304
Native Studies	12		12	20		20	12		12	12		12	11		11	12		12
Nursing	20	45	65	18	36	54	18	32	50	22	52	74	28	79	107	26	98	124
Pharmacy	18		18	22		22	20		20	19		19	20		20	21		21
Public Health	80	131	211	71	120	191	68	119	187	69	128	197	77	126	203	76	153	229
Rehab Medicine	48	680	728	48	779	827	50	787	837	39	783	822	32	808	840	31	815	846
Science	390	111	501	411	113	524	464	124	588	490	153	643	530	155	685	497	151	648
Total	1966	2325	4291	2051	2498	4549	2133	2582	4715	2177	2854	5031	2204	2999	5203	2085	3125	5210

Source: Strategic Analysis and Data Warehousing: Registration Statistics - December 1, 2020
Fall Data; Data is using Dec 1, 2020 static statistical tables.

Table 25. Professoriate numbers by Faculty

Faculty	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ALES	104	108	111	113	108	110	114	112
Arts	347	319	322	323	320	310	313	312
Business	73	74	72	71	71	69	63	66
Campus Saint-Jean	30	25	29	30	30	32	31	30
Education	109	100	104	107	111	108	103	102
Engineering	200	194	201	204	208	218	221	220
Extension	17	16	17	15	17	16	14	2
Native Studies	8	8	10	11	11	14	14	14
KSR	43	39	38	41	38	37	37	35
Law	32	29	27	28	28	32	31	31
Medicine & Dentistry	635	627	643	644	636	627	629	615
Nursing	51	49	47	47	45	45	41	38
Pharmacy	20	20	22	24	22	19	19	19
Public Health	28	25	26	27	25	24	29	32
Rehabilitation Medicine	48	42	44	44	42	41	35	34
Science	300	288	286	288	288	294	296	295
Total	2045	1963	1999	2017	2000	1996	1990	1957

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

https://idw-bi.ualberta.ca/t/Production/views/UofAStaff_0/ProfessoriateHeadcount?%3Aembed=y&%3Adisplay_count=no&%3AshowVizHome=no

Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members.

Table 26. Fall 2020 headcount by College and Faculty

		Departments	Fall 2020 Headcount				Total at College Level	% of Total
			PhD	M-T	M-C	Total Grad Students		
College of Health Sciences	FoMD	Biochemistry Cell Biology Laboratory Medicine & Pathology MatCH (Maternal and Child Health Program) Medical Microbiology & Immunology Medical Sciences Graduate Program Medical Sciences: Anesthesiology & Pain Medicine; Dentistry; Medical Genetics; Obstetrics & Gynecology; Ophthalmology and Visual Sciences; Pediatrics; Radiology & Diagnostic Imaging Medicine Neuroscience Oncology Pharmacology Physiology Psychiatry Surgery Biomedical Engineering (with Engineering)	270	302	2	574	2094	25.82
	KSR	<i>Non-Departmentalized</i>	47	37	22	106		
	Nursing	<i>Non-Departmentalized</i>	73	26	98	197		
	Pharmacy	<i>Non-Departmentalized</i>	18	21		39		
	Public Health	<i>Non-Departmentalized</i>	54	76	153	283		
	Rehab Medicine	Communication Sciences & Disorders Occupational Therapy Physical Therapy Rehabilitation Sciences	49	31	815	895		
College of Natural + Applied Sciences	ALES	Agricultural, Food & Nutritional Science Human Ecology Renewable Resources Resource Economics & Environmental Sociology	204	225	53	482	3391	41.82
	Engineering	Chemical & Materials Engineering Civil & Environmental Engineering Electrical & Computer Engineering Mechanical Engineering Biomedical Engineering (with FoMD) Internetworking (MINT) (with Science)	783	534	377	1694		
	Science	Biological Sciences Chemistry Computing Science Computing Science - Multimedia Program Earth & Atmospheric Sciences Mathematical & Statistical Sciences Physics Internetworking (MINT) (with Engineering) Psychology (with Arts)	567	497	151	1215		
College of Social Sciences + Humanities	Arts	Anthropology Art & Design Communications and Technology (MACT) Digital Humanities Drama East Asian Studies Economics English and Film Studies History & Classics Linguistics Modern Languages and Cultural Studies Music Philosophy Political Science Religious Studies Sociology Women's and Gender Studies Psychology (with Science)	372	211	93	676	2358	29.08
	Business	Business - PhD Business - MBA	49		680	729		
	Education	Educational Policy Studies Educational Psychology Educational Studies Elementary Education Health Sciences Education Library & Information Studies Secondary Education	255	55	626	936		
	Law	<i>Non-Departmentalized</i>	6	11		17		

Augustana	<i>Non-Departmentalized</i>	0	0	0	0	0	0.00
Campus Saint-Jean	<i>Non-Departmentalized</i>	0	13	12	25	25	0.31
Faculty of Native Studies	<i>Non-Departmentalized</i>	19	12	0	31	31	0.39
Extension		0	34	43	77	77	0.97
Total Student by Degree Type		2766	2085	3125	Total Graduate Students:	7976	

Note: Certificate and Other students are not reflected in this table.