UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

Graduate Student Enrolment Report

2018-19

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Executive Summary

It is a pleasure to present the University of Alberta Faculty of Graduate Studies and Research fourth annual enrolment report[1]. This report provides a snapshot of graduate education highlighting both the trends we are experiencing over time and the diversity that exists across faculties and disciplines.

Graduate students at the University of Alberta are critical contributors to our research-intensive nature and to solving complex, interdisciplinary problems. Our graduate student population consistently accounts for about one-fifth of students on our campuses. With 37% of our graduate student population coming from outside Canada, our graduate programs are very international. Over the last 10 years, we have had a higher proportion of female graduate students, however our PhD programs consistently have a higher proportion of males. The way we capture data is changing to now enable students to self-identify as neither male nor female, but it is too soon to draw any inferences from the numbers. We are pleased to note that enrolment of Indigenous students from within Canada is consistently trending upward for all graduate degrees over the past five years.

We are seeing some interesting trends in our application and enrolment data over time. Over the past 10 years, we have seen a significant increase in international applications while domestic application numbers remain consistent. This year, graduate enrolment went up by 303 students, primarily the result of growth in course-based Master's enrolments, and this seems to be a trend we can expect to continue in the future. At the same time, PhD enrolments have decreased slightly, a trend worth further investigation.

We are also seeing interesting trends in completion data. Consistently for the past 10 years, international graduate students complete their degrees faster on average than domestic graduate students. The average time to completion has been rising slightly over the past five years for both domestic and international doctoral students. We have also seen a doubling in the proportion of students taking leaves of absence within doctoral programs over the past ten years.

As we monitor and analyze these trends, the Faculty of Graduate Studies and Research is also taking proactive initiative to influence them. This year, we underwent a review of our admission processes to create efficiencies and reduce response times in the interest of ensuring we are able to attract the best students to enrol into our programs. We have also initiated cross-campus inquiry into opportunities for improvement to our entry scholarship system, discussions on a minimum funding policy for PhD students, graduate student mental health, and increasing the quality of supervision.

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[1] This report was developed by Debby Burshtyn, Maxine Clarke, Cristiana Caramihai, and Sylvia Fong-Wong within FGSR, with support from Strategic Analysis and Data Warehousing.

Graduate Students at a Glance

20% OF UNIVERSITY OF ALBERTA STUDENTS ARE GRADUATE STUDENTS

Age	
21-25	32.7%
26-30	33.3%
31-35	16.6%
36-40	8.5%
41-45	4.3%
45+	4.6%

2730 PHDS
2178 MASTER'S THESIS-BASED
2853 MASTER'S COURSE-BASED

2.5%
SELF-IDENTIFY AS
FIRST NATIONS, METIS, INUIT

2156
GRADUATE DEGREES
AWARDED IN 2018
INCLUDING 450 PHDS

37%
ARE INTERNATIONAL
STUDENTS

7971
GRADUATE STUDENTS WORK IN
300 RESEARCH AREAS WITH
250 OFFICIAL SPECIALIZATIONS

25%
SELF-IDENTIFY AS
PARENTS
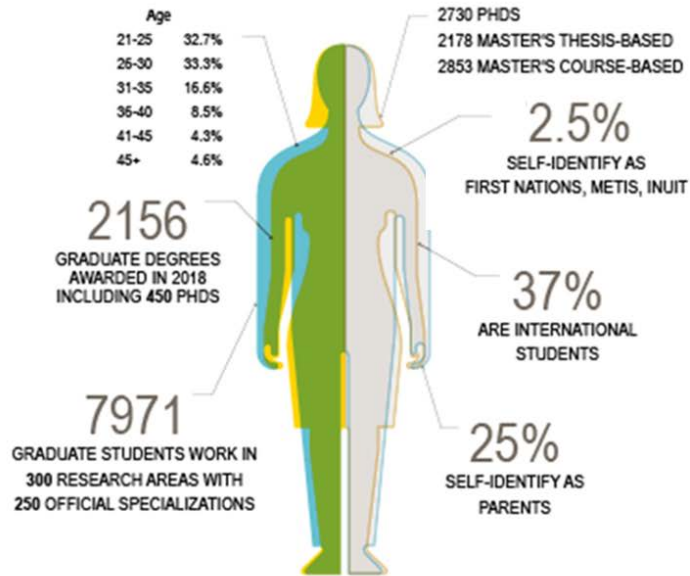
AVERAGE COMPLETION TIMES BY DEGREE

Domestic	International
2.4 years MASTER'S COURSE-BASED	**1.6** years MASTER'S COURSE-BASED
2.9 years MASTER'S THESIS-BASED	**2.7** years MASTER'S THESIS-BASED
6.1 years DOCTORAL	**5.2** years DOCTORAL

INCREASE IN APPLICATIONS (FALL 2018 VS FALL 2017)

International
4%

Overall
3%

1. Enrolment

This section presents enrolment numbers based on the standard December 1, 2018 headcounts, as reported to Statistics Canada and the Government of Alberta. Enrolment is a point-in-time snapshot and the December headcounts capture fall term registrations only. As a result, enrolment reported here does not reflect the total number of graduate students who have been on campus at various points during the year.

1.1. Graduate Enrolment by Degree Type

Overall graduate enrolment has risen, but as the following tables and figures demonstrate, the changes are not uniform. Since the previous reporting period, doctoral enrolments have declined by 1%, and thesis-based Master's enrolments have risen by 2%. Enrolments in course-based Master's and certificate programs have risen considerably over this period, with increases of 10% and 11% respectively.

For the first time ever, enrolment in course-based Master's programs exceeds enrolment in PhD programs and represents the largest constituency of graduate students.

Figure 1. Graduate enrolment by degree type.
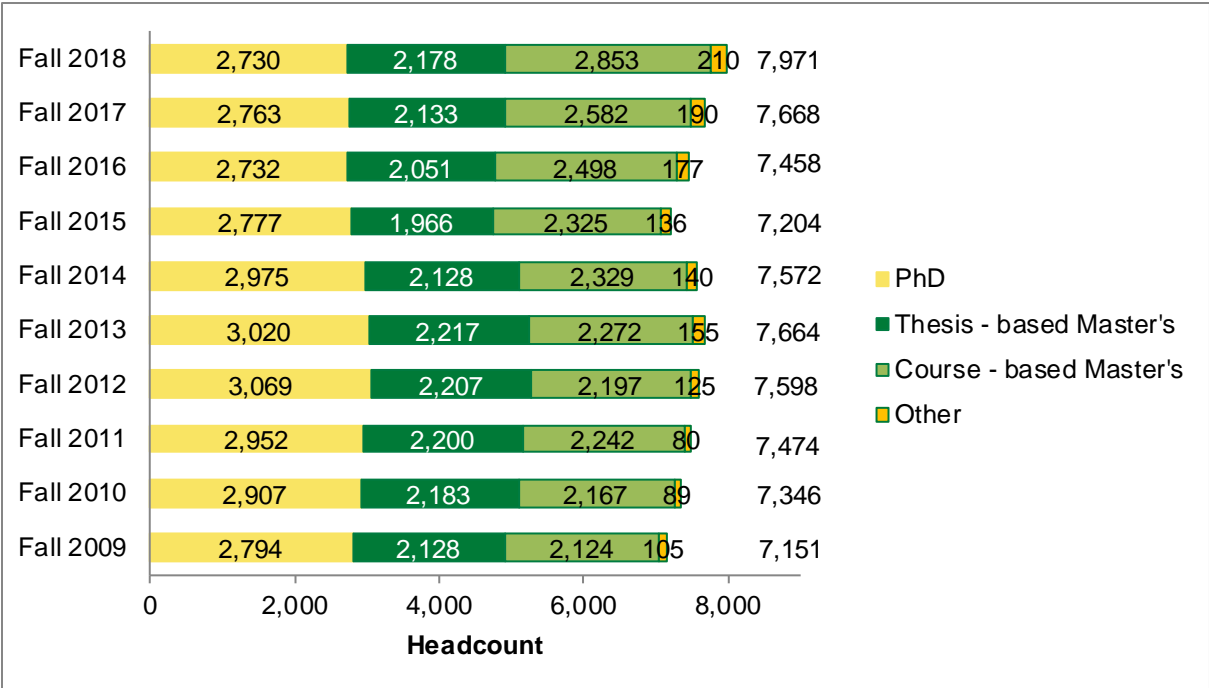
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) Other = students in post Master's and post-baccalaureate certificates, postgraduate diplomas, qualifying, special graduate, and visiting students; 2) Students who have FGSR listed as their department are included.

Fall term enrolment headcounts by Faculty are shown in Figures 2 to 7 and Tables 1 and 2. We are particularly proud to welcome the 14 students registered in our innovative condensed PhD in Indigenous Studies, offered for the first time last fall in the Faculty of Native Studies.

Reviewing the data by Faculty reveals modest declines in overall PhD numbers and varied year-over-year changes across the institution. (Figures 2 and 3).

Figure 2. Doctoral degrees with > 100 graduate students, fall headcount by Faculty
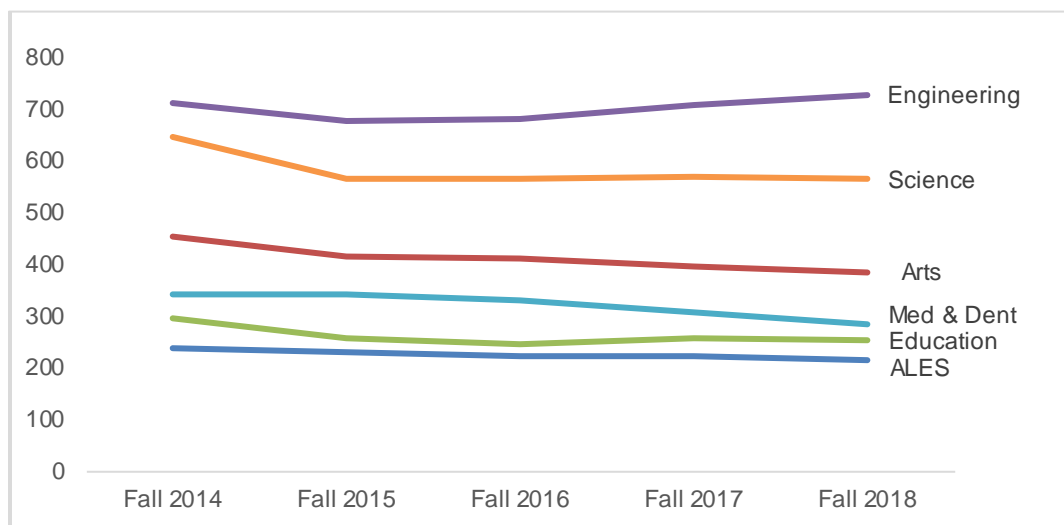
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) ALES = Agriculture, Life and Environmental Sciences

Figure 3. Doctoral degrees with < 100 graduate students, fall headcount by Faculty
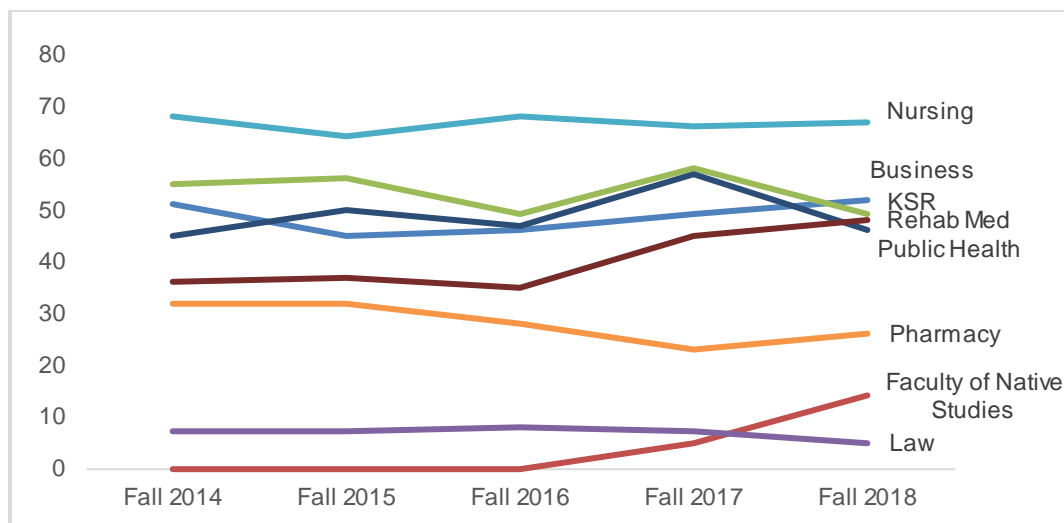
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) KSR = Kinesiology, Sport and Recreation

Figure 4. Thesis-based Master's Degrees with > 100 Graduate Students
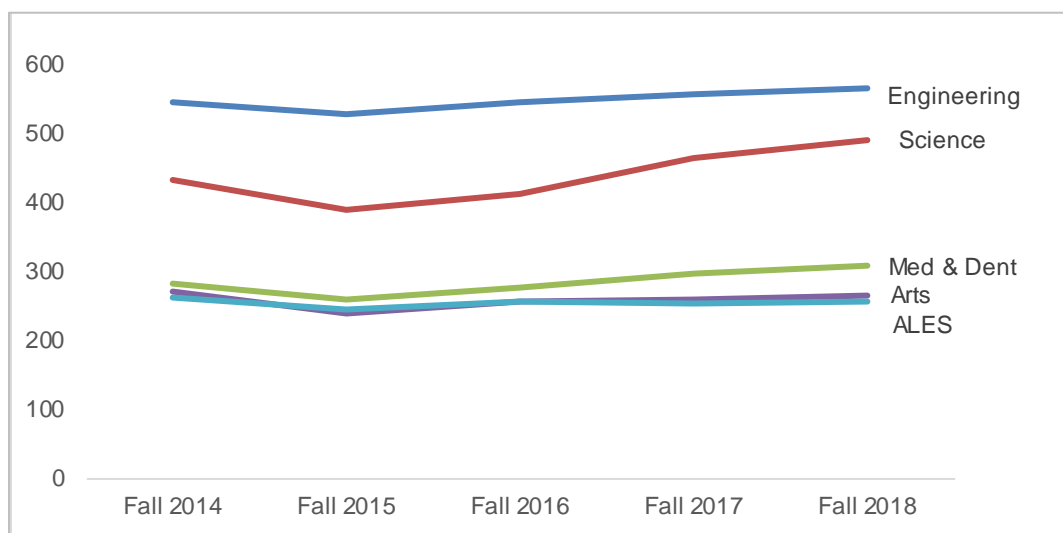
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) ALES = Agriculture, Life and Environmental Sciences

Figure 5. Thesis-based Master's Degrees with < 100 Graduate Students
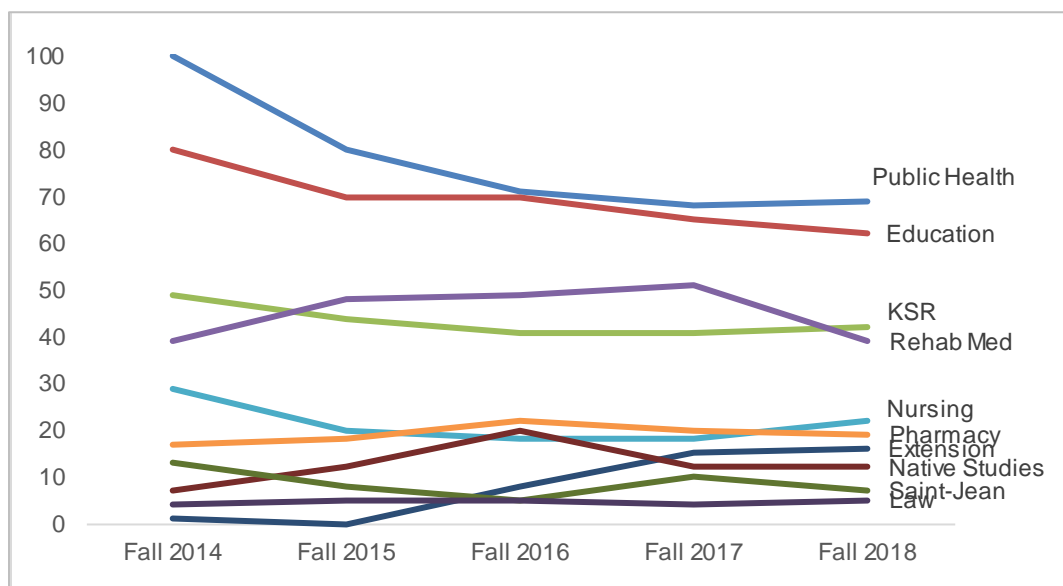
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) KSR = Kinesiology, Sport and Recreation

Over the last year, there has been significant growth in course-based Master's programs (Figures 6 and 7) as a result of a growing interest in professional Master's degrees. This year, growth was most concentrated within the course-based Master of Engineering programs (which were reopened for Fall 2017 admissions), and the existing course-based programs in Business, Education, Nursing, and Science. New course-based Master's programs or streams continue to be in development to respond to the increasing demand for them, such as in Digital Humanities and Philosophy in Arts.

Figure 6. Course-based Master's degrees with > 100 graduate students, fall headcount by Faculty
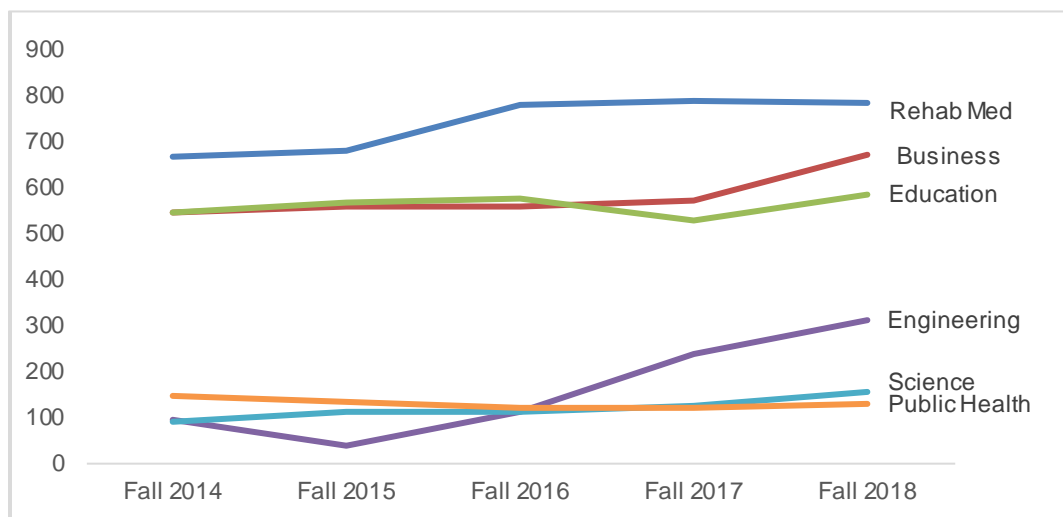
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) ALES = Agriculture, Life and Environmental Sciences

Figure 7. Course-based Master's degrees with < 100 graduate students, fall headcount by Faculty
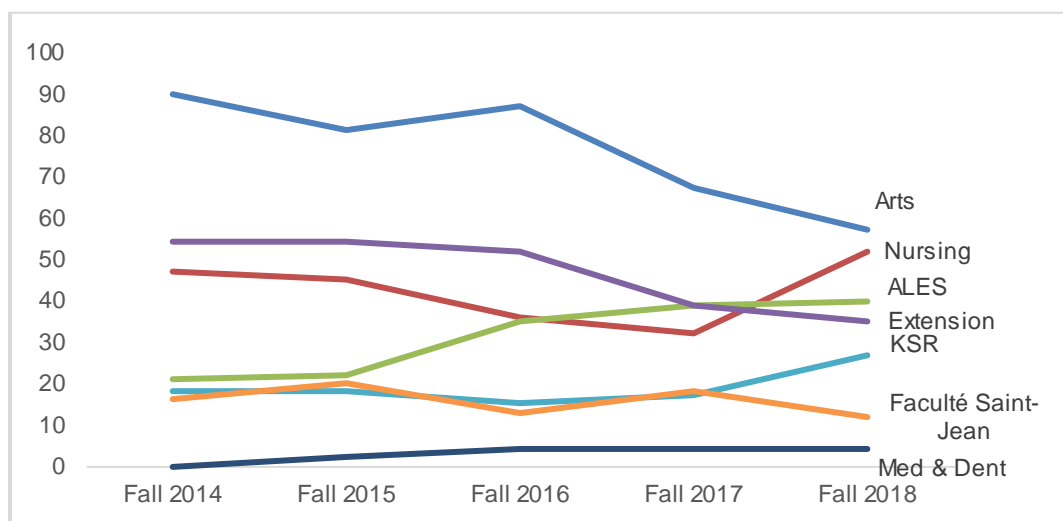
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) KSR = Kinesiology, Sport and Recreation

Enrolment in certificate programs (post-Master's and post-baccalaureate certificates and postgraduate diplomas) remains modest (Table 1). These programs are of interest to professionals looking to upgrade their skills, and similar programs might offer future possibilities for laddering into degrees.

Table 1. Certificate programs, fall headcount by Faculty.

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Business			1	2	2
Education	1	1			
Kinesiology, Sport, and Rec.				17	5
Public Health					
Rehabilitation Medicine	22	49	68	104	102
Total	**23**	**50**	**69**	**123**	**109**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

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

Table 2. Other programs, fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	8	4	4	2	9
Arts	23	17	16	12	11
Business	19	10	15	11	15
Education	3	6	4	2	2
Engineering	9	9	9	18	15
Extension		1			
Faculté Saint-Jean	1	3	9	1	
Faculty of Native Studies	1				
Kinesiology, Sport, and Rec.	3	3	1	4	4
Law					1
Medicine and Dentistry	7	7	8	2	5
Nursing	4	2	2	4	4
Pharmacy			1	1	1
Public Health	4	1	3	2	3
Rehabilitation Medicine	23	19	32	3	21
Science	12	4	4	5	10
Total	**117**	**86**	**108**	**67**	**101**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Note: Other programs include qualifying, special graduate, and visiting students.

1.2. Faculty to Graduate Students Ratio

Table 3 gives an overview of the ratio of professors to graduate students in each Faculty. The value of Table 3 is principally tracking whether student numbers and faculty complement are moving in tandem. The goal is to express supervisory capacity and teaching capacity as a ratio of students to professors. Full, Associate and Assistant Professors (those in academic category A1.1) are included in the faculty number.

We have reported on every Faculty in this dataset and there are important nuances: Faculties with large course-based Master's programs (Business' MBA, most graduate programs in the Faculty of Rehabilitation Medicine, and a substantial proportion of Engineering's graduate offerings) will appear to be carrying a disproportionately low faculty to course-based student ratio. Trends in these faculties are more meaningful within the Faculty than between Faculties.

On balance, the graduate student to faculty ratio has stayed relatively constant over the last five years.

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

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	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	1:2.2	1:2.4	5.1:1	1:2.1	1:2.2	5:1	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
Arts	1:1.4	1.2:1	3.5:1	1:1.3	1.3:1	4:1	1:1.3	1.3:1	3.7:1	1:1.2	1.2:1	4.8:1	1:1.2	1.2:1	5.4:1
Business	1.5:1	74:1	1:7.3	1.6:1		1:7.8	1.5:1		1:7.8	1.4:1		1:8.1	1.3:1		1:9.7
Education	1:3	1.3:1	1:5.5	1:2.5	1.5:1	1:5.5	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
Engineering	1:3.7	1:2.8	2.1:1	1:3.4	1:2.6	5.6:1	1:3.3	1:2.7	1.8:1	1:3.4	1:2.7	1.1:1	1:3.3	1:2.6	1.4:1
Extension		16:1	1:3.4			1:3.2		1.9:1	1:3.5		1.1:1	1:2.3		1:1	1:2.2
Faculté Saint-Jean		1.9:1	1.6:1		3.6:1	1.5:1		6:1	2.3:1		3:1	1.7:1		4.6:1	2.7:1
Faculty of Native Studies		1.1:1			1:1.2			1:1.8		2.2:1	1:1.1		1:1	1.2:1	
Kinesiology, Sport, and Rec.	1:1.4	1:1.3	2.2:1	1:1.5	1:1.2	2.1:1	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
Law	4.1:1	7.3:1		3.9:1	5.4:1		3.5:1	5.6:1	28:1	4:1	7:1		6.4:1	6.4:1	
Medicine and Dentistry*	1.8:1	2.2:1		1.9:1	2.5:1	321.5:1	2:1	2.3:1	161:1	2.1:1	2.1:1	159:1	2.2:1	2:1	156.8:1
Nursing	1:1.4	1.7:1	1:1	1:1.4	2.4:1	1:1	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
Pharmacy	1:1.6	1.2:1		1:1.5	1.2:1		1:1.2	1.1:1		1:1	1.1:1		1:1.4	1:1	
Public Health	1:1.8	1:4	1:5.8	1:1.9	1:3.1	1:5	1:1.7	1:2.6	1:4.4	1:2.3	1:2.7	1:4.8	1:1.9	1:2.9	1:5.3
Rehabilitation Medicine	1.2:1	1.1:1	1:15.9	1.2:1	1:1.1	1:15.5	1.3:1	1:1.1	1:17.7	1.1:1	1:1.2	1:18.7	1.2:1	1.1:1	1:19.1
Science	1:2.2	1:1.5	3.2:1	1:2	1:1.4	2.6:1	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
Total	**1:1.5**	**1:1.1**	**1:1.2**	**1:1.4**	**1:1**	**1:1.2**	**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**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018
Notes: 1) information reflects faculty with Active, Leave with Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) * Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 5 years) 66.3% of the total professoriate figures; 4) All types of graduate students are included in this table.

1.3. Graduate/Undergraduate Enrolment Comparison

Graduate students currently make up 20% of the total student population at the University of Alberta, as they have for the past 5 years in the face of modest overall growth in the total student headcount.

Table 4 highlights the balance of graduate to undergraduate students for individual Faculties. The percentage of graduate students offers insight into potential capacity of individual faculties to be supported by graduate students for both undergraduate teaching and research intensity. The ratios remain highly consistent over time in each Faculty, with the exception of Native Studies, where the proportion of graduate students has grown with the introduction of the PhD in Indigenous Studies.

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

Program Faculty	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%	Total	Grad%
ALES	2,086	25%	2,028	25%	2,067	25%	2,105	24%	2,047	25%
Arts	6,610	13%	6,463	12%	6,459	12%	6,571	11%	6,817	11%
Augustana Faculty	1,068	0%	1,016	0%	1,008	0%	1,044	0%	1,021	0%
Business	2,638	23%	2,631	23%	2,635	23%	2,678	24%	2,794	26%
Education	3,611	26%	3,659	25%	3,781	24%	3,800	22%	3,875	23%
Engineering	5,762	24%	5,588	22%	5,579	24%	5,960	25%	6,129	26%
Extension	55	100%	55	100%	60	100%	54	100%	51	100%
Faculté Saint-Jean	592	5%	578	5%	602	4%	684	4%	751	3%
Faculty of Native Studies	166	5%	163	7%	198	10%	219	8%	230	11%
Kinesiology, Sport, and Rec.	1,092	11%	1,059	11%	1,085	10%	1,133	12%	1,125	11%
Law	537	2%	561	2%	577	2%	572	2%	581	2%
Medicine and Dentistry	1,653	38%	1,651	37%	1,654	37%	1,659	37%	1,649	36%
Nursing	1,747	8%	1,617	8%	1,466	8%	1,404	9%	1,385	10%
Pharmacy	569	9%	577	9%	594	9%	590	7%	599	8%
Public Health	293	100%	262	100%	241	100%	246	100%	246	100%
Rehabilitation Medicine	807	98%	860	97%	984	98%	995	99%	998	99%
Science	7,433	16%	7,007	15%	7,189	15%	7,471	16%	7,433	16%
Total	**37,744**	**20%**	**36,829**	**20%**	**37,299**	**20%**	**38,423**	**20%**	**39,057**	**20%**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) graduate students include all possible graduate degree types; 2) undergraduate students exclude career preparation (17 students in Fall 2014, 24 students in Fall 2015, 27 students in Fall 2016, 27 students in Fall 2017, 38 students in Fall 2018).

1.4. Graduate Students by Citizenship

With over one third of our graduate students coming from outside of Canada, the graduate student body is highly international. The total number of international graduate students (students on a student visa, work permit or study permit) has remained fairly stable over time. However, as Table 5 shows, international students are distributed unevenly across Faculties. The proportion of international students has implication for resources to support students. For example, Tri-Agency awards are available only to Canadian citizens and permanent residents (who are grouped together here). Whereas the proportion in most Faculties has remained stable or is not meaningful due to small denominators (eg. Law), the sharp increase in Business in 2018 is attributed to the launch of new programs delivered in Mandarin in Shanghai and Shenzhen, China, the Master's of Financial Management and the MBA.

Table 5. Percentage of International students by Faculty.

Program Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	49%	52%	51%	53%	50%
Arts	33%	33%	34%	34%	37%
Business	33%	34%	28%	29%	39%
Education	9%	9%	7%	7%	7%
Engineering	63%	64%	61%	62%	66%
Extension	4%	4%	3%	4%	10%
Faculté Saint-Jean	7%	3%	4%	3%	5%
Faculty of Native Studies	0%	0%	0%	0%	0%
Kinesiology, Sport, and Rec.	21%	22%	20%	19%	21%
Law	18%	25%	29%	9%	27%
Medicine and Dentistry	35%	34%	33%	31%	31%
Nursing	15%	16%	20%	19%	19%
Pharmacy	53%	58%	65%	68%	63%
Public Health	13%	11%	11%	10%	11%
Rehabilitation Medicine	4%	3%	3%	4%	3%
Science	52%	51%	53%	54%	54%
Total	**35%**	**34%**	**34%**	**35%**	**37%**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) graduate students include all possible graduate degree types; 2) The numbers represent the percentage of international students out of the total enrolled in each Faculty; 3) The 2017 column in this report presents corrected data over the previous year's reporting error.

The international graduate population is more diversified than the undergraduate population in terms of country of origin. We have graduate students from over 160 countries, although the vast majority of countries are represented by very few individual students. Table 6 shows the 15 countries other than Canada with the largest numbers of citizens enrolled at the university (by headcount) from 2014 to 2018. These 15 countries represent 36% of the graduate student headcount for Fall 2018. The precise list of countries varies over time, but China, Iran and India have been the top three for over a decade, noting that our Chinese and Indian student populations are trending upward while our Iranian student population is trending downward in absolute numbers.

Table 6. Top 15 source countries by student citizenship.

Country of Citizen	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	% of total
Canada	4,085	3,967	4,236	4,335	4,357	54.7%
1. China	1,021	963	922	973	1,141	14.3%
2. India	308	287	302	325	405	5.1%
3. Iran	477	445	428	397	402	5.0%
4. United States	169	156	150	165	161	2.0%
5. Bangladesh	137	105	105	113	139	1.7%
6. Brazil	58	71	75	92	103	1.3%
7. Pakistan	86	74	78	88	98	1.2%
8. Mexico	49	51	62	79	91	1.1%
9. Nigeria	79	68	73	70	76	1.0%
10. Egypt	79	62	62	65	67	0.8%
11. Colombia	47	45	50	58	49	0.6%
12. Korea, South	43	41	51	50	46	0.6%
13. Germany	51	35	36	35	43	0.5%
14. Ghana	43	45	49	44	41	0.5%
15. Vietnam	26	23	29	31	39	0.5%

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) includes graduate students in all possible graduate degree types; 2) Canada + top 15 out of 276 independent sovereignties, territories, and nations listed in UAlberta enterprise solution, PeopleSoft; 3) top listed in sequence according to Fall 2018 figures.

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 Fulbright. Support normally includes tuition, associated fees, and living expenses for the duration of the degree. Sponsored student numbers vary year to year, predominantly as a result of factors beyond our control. University of Alberta International administers the Sponsored Student Program.

The University of Alberta receives sponsored graduate students from a total of 43 countries, the top 10 of which are listed in sequence in Table 7 below. As of Winter 2019, we have 332 sponsored graduate students, which account for 11% of our international student enrolment.

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 for top Chinese students who wish to obtain a doctoral degree from the University of Alberta. The scholarships are open to all areas of study.

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

Table 7. Citizenship of sponsored graduate students.

Country	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
China	29	39	27	49	30	29	32	38
Saudi Arabia*	18	24	13	18	11	16	10	1
Mexico	4	9	4	6	14	11	24	16
Libya	0	3	5	10	7	2	2	4
Columbia	3	2	3	4	6	4	4	4
Brazil	2	3	1	9	6	0	5	1
Vietnam	8	4	5	2	4	0	1	1
Chile	6	2	1	0	0	3	2	2
Pakistan	4	2	0	0	0	4	0	4
Kazakhstan	1	3	2	0	0	1	4	2

Source: University of Alberta International Statistics – accessed January 03, 2019.
Notes: 1) students listed in each column are new students who started in that academic year; 2) Winter 2019 projections have been included in the 2018-19 numbers and are based on current confirmed admissions; these numbers are subject to change; 3) * Students from Saudi Arabia were recalled by their national government in August 2018.

1.6. Enrolment by Gender

Table 8 and Figures 8 to 10 show enrolment by gender for all graduate students including PhD, Master's, students in other categories, and students with a home department of FGSR. Again this year, women continue to outnumber men in graduate studies overall.

The new graduate admissions software allows applicants to self-identify as male or female, or to choose not to disclose. Since 2017-2018, the first year of the software implementation, nine students did not declare a gender, as shown in Table 8. Over time, this change in practice will allow us to reflect our students' gender diversity with more nuance.

Table 8. Fall term graduate enrolment by gender.

Total	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	3595	3692	3840	3945	3977	3967	3828	4000	4020	4,173
Male	3556	3654	3634	3653	3687	3605	3376	3458	3641	3,789
Undeclared									7	9

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

Figure 8 shows that males consistently comprise a higher percentage of doctoral students. The percentage of doctoral students who are female currently stands at 46%. Males have consistently exceeded females in our doctoral programs 1.2:1 for the past 5 years.

The national percentage of females enrolled full-time in doctoral programs in 2017-18 was 47.4% as per the Canadian Association of Graduate Studies[2] (CAGS). Women have remained at approximately 47% in this category since 2009, so we trend slightly below the national average.

Figure 8. Doctoral enrolment by gender.

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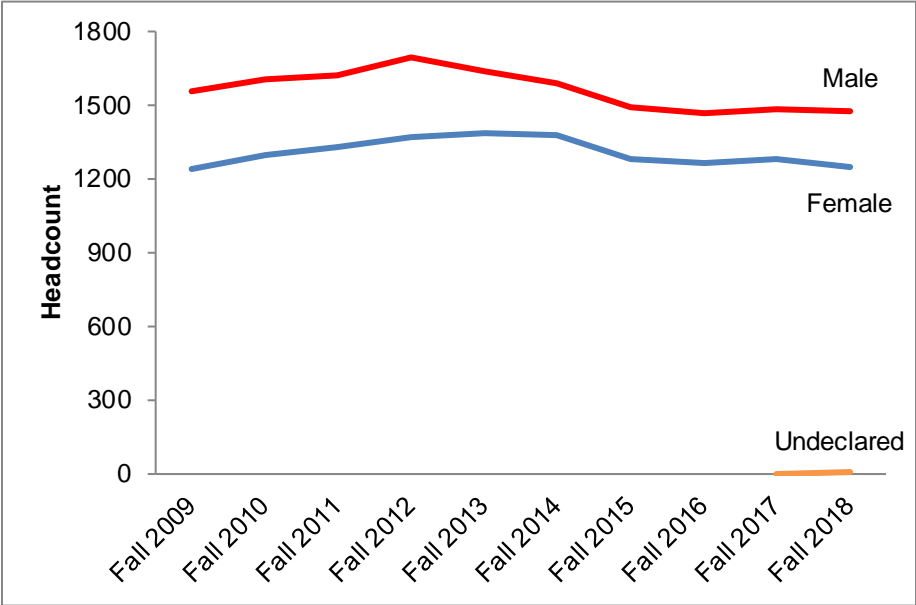
[2] Acorn Data Warehouse, U15 Data Exchange, 2018.

We are close to gender parity in thesis-based Master's programs with a male to female ratio of 1.1:1 (Figure 9) yet females exceed males by 1.6:1 in course-based Master's programs (Figure 10).

The CAGS data does not differentiate between course-based and thesis-based Master's programs. CAGS data reflects that women comprised 55.7% of full-time Master's enrolments nationally in 2017-18[3].

Figure 9. Thesis-based Master's enrolment by gender.
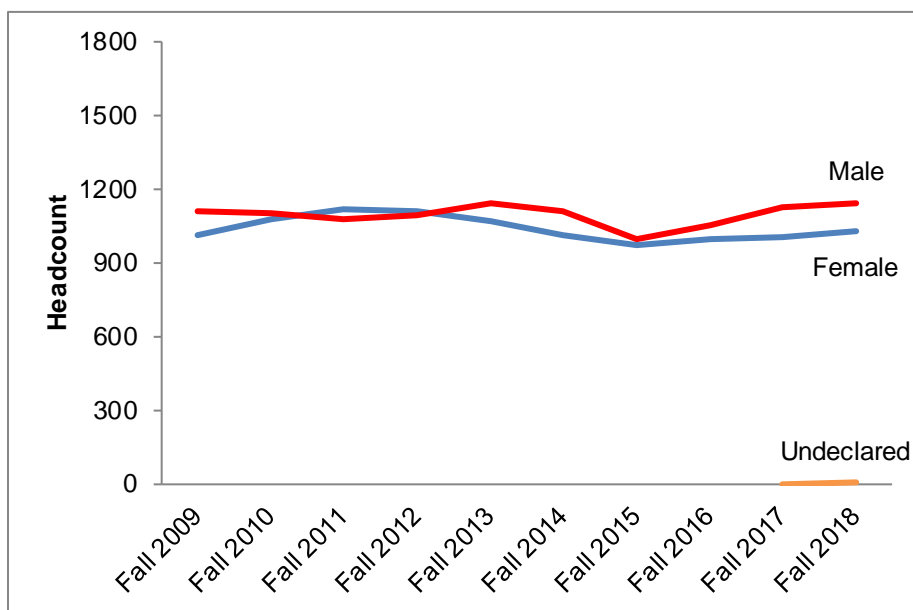
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[3] Acorn Data Warehouse, U15 Data Exchange, 2018.

Figure 10. Course-based Master's enrolment by gender.
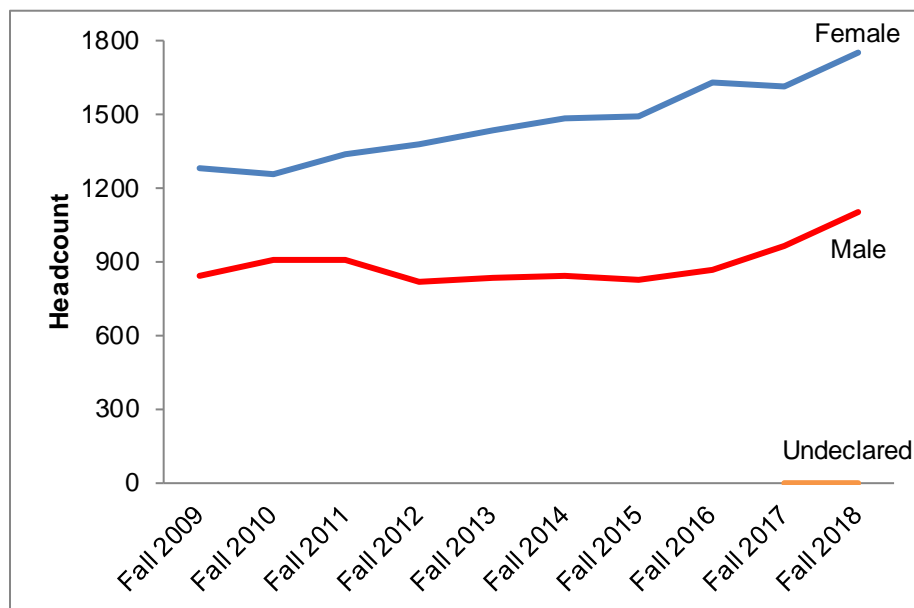
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

1.7. Indigenous Student Enrolment

It is exciting to report an all-time high (202) in the number of students registered in our graduate programs who have self-declared as First Nations, Métis or Inuit[4] (Figure 11). Although the figures here appear volatile year over year because the overall number is small, 202 students represent 2.5% of all graduate students this year. The highest numbers of Indigenous students from within Canada are in course-based professional Master's programs.

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[4] Student enrolment records are maintained in Campus Solutions, and students are able to self-identify as First Nations, Métis or Inuit within it.

Figure 11. First Nations, Métis and Inuit student enrolment.
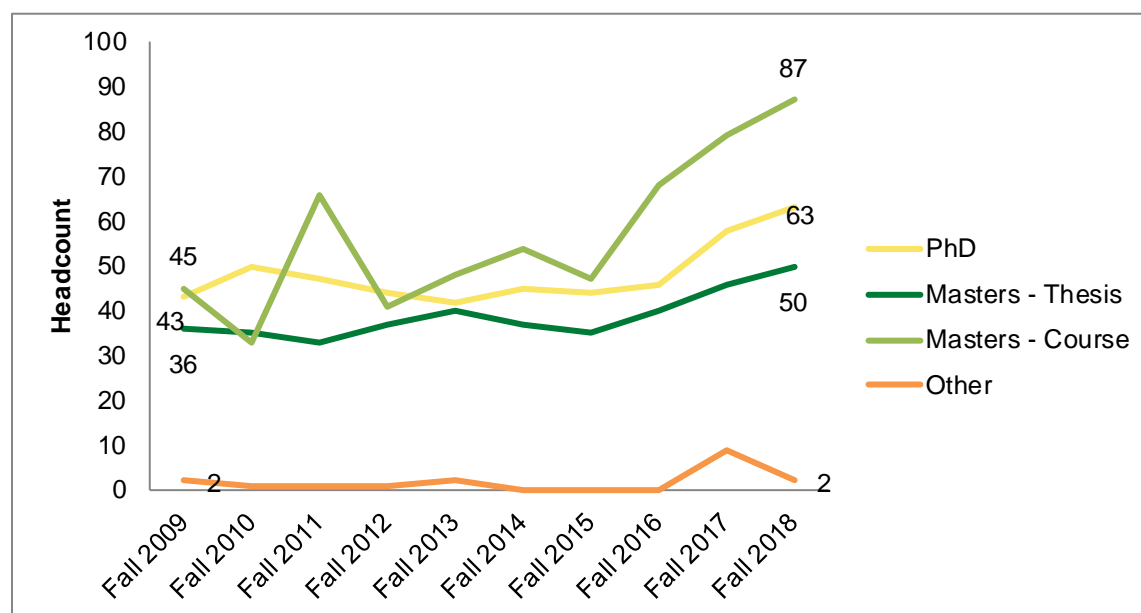
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Note: "Other" includes qualifying, and visiting students, as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

The distribution of Indigenous students from within Canada is not consistent across the academy. Table 9 highlights those faculties with the highest numbers of self-declared First Nations, Métis or Inuit students. As the institution continues on the journey toward greater enrolment and inclusion of Indigenous students, these faculties may offer experiences and learning to support other faculties as more Indigenous students begin to access other programs.

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

Program Faculty	Fall 2018			
	PhD	Master's Thesis	Master's Course	Other Grad Students
Education	24	*	32	
Rehabilitation Medicine		*	28	
Arts	12	11	*	
Faculty of Native Studies	12	5		
Agric, Life & Environ Sciences	*	6	*	
Engineering	*	5	*	
Public Health	*	*	6	
Science	*	8	*	
All Other Faculties	7	7	13	*

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Note: For protection of privacy, all numbers under 5 are reported as * and no totals are provided.

2. Applications and Admissions

Graduate applications for 2018-19 maintain the all-time high reached the previous year.

An important factor behind the marked increase in the total number of applicants in 2017-18 was the new graduate admissions system implemented as part of the Graduate Studies Management Solution (GSMS). Previously, some departments pre-screened applicants and did not send them on to the university admissions system if they were not offered admission. Migration to the new system allows the university to better understand the true demand for our programs, a key measure for our quality assurance processes. All applications processed in the new system have been included in this analysis.

2.1. Graduate Admissions

Figure 12 shows the total number of applications for admission to graduate programs, the number of admissions offered and the number of subsequent registrations. This approach counts applications, not applicants: some applicants may have submitted multiple applications (though this is more likely at the undergraduate level).

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

Figure 12. Total number of admissions to graduate programs.
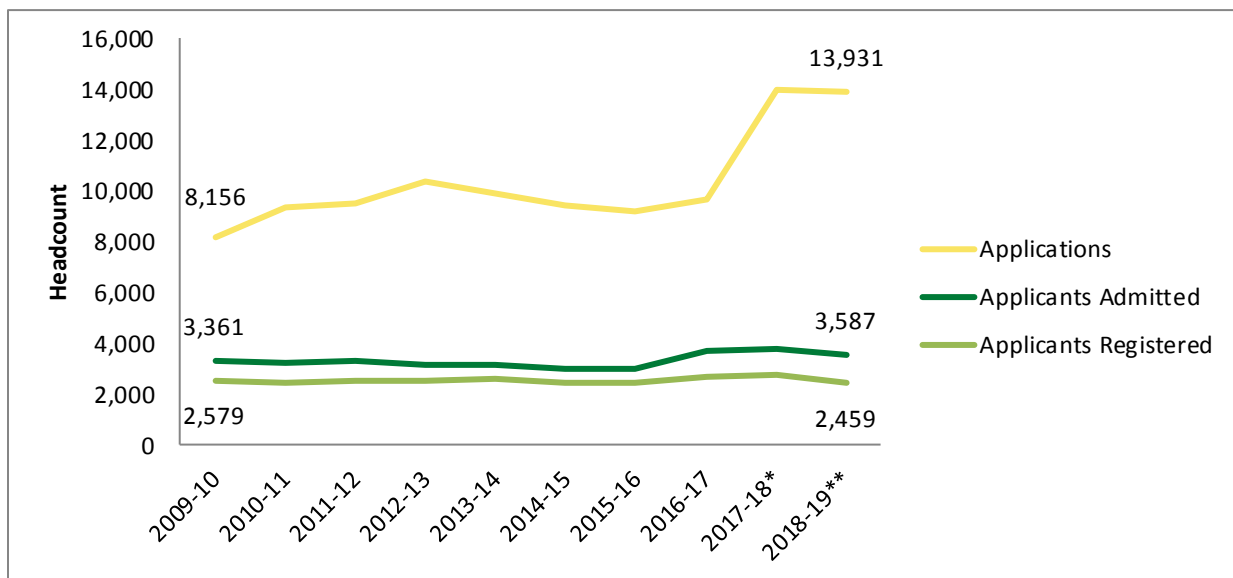
Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

Unlike the vast majority of undergraduate students, approximately 20% of graduate students do not start in the fall term. In Figures 13 to 15, we have presented provisionary 2018-19 numbers based on figures currently available in PeopleSoft Campus Solutions.

Domestic graduate applications decreased in 2018-19 (Canadian citizens and permanent residents) as shown in Figure 13. The yield rate has also decreased from 83% to 79%. This is a trend for further consideration.

Figure 13. Domestic graduate admissions.

Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

International applicants (students attending the university on a study/work visa) form an increasingly large part of the total graduate applicant pool. While domestic applications are showing modest changes, international student applications have more than doubled in 10 years (Figure 14). Since admission rates are staying relatively constant, this graph suggests that our programs are becoming more highly sought after and competitive. As can also be seen in the graph, the increase in demand has not translated into a proportional increase in offers of admission or enrolments. The yield rate has decreased from 65% the previous year to 60% in 2018-19.

Figure 14. International graduate student applications and admissions

Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

For Indigenous students from within Canada, the gap between applications and admissions (Figure 15) is smaller than in non-Indigenous students (80% of Indigenous applicants from within Canada are admitted, as opposed to 25% overall), suggesting that our pool of Indigenous applicants from within Canada is well-qualified. Although the pool is still small and numbers fluctuate significantly year to year, the upward trend in both well-qualified applicants and registrations is well aligned with objectives within *For the Public Good*. FGSR is working to identify and pursue opportunities to recruit and support Indigenous students through all stages of the graduate student lifecycle.

Figure 15. First Nations, Métis and Inuit student applications and admissions.
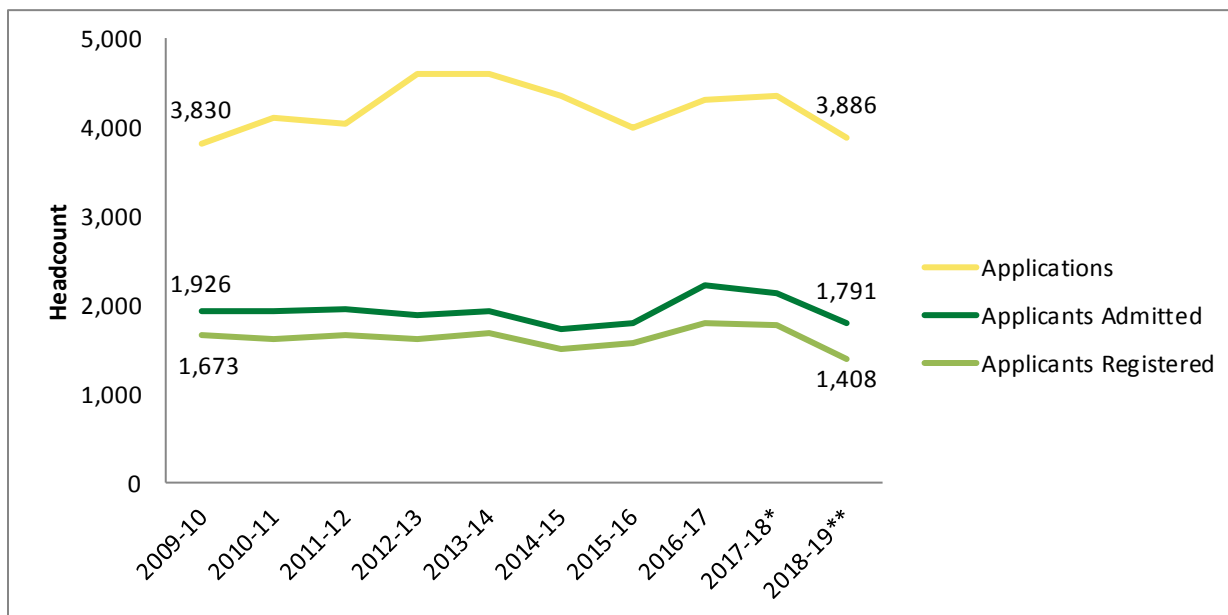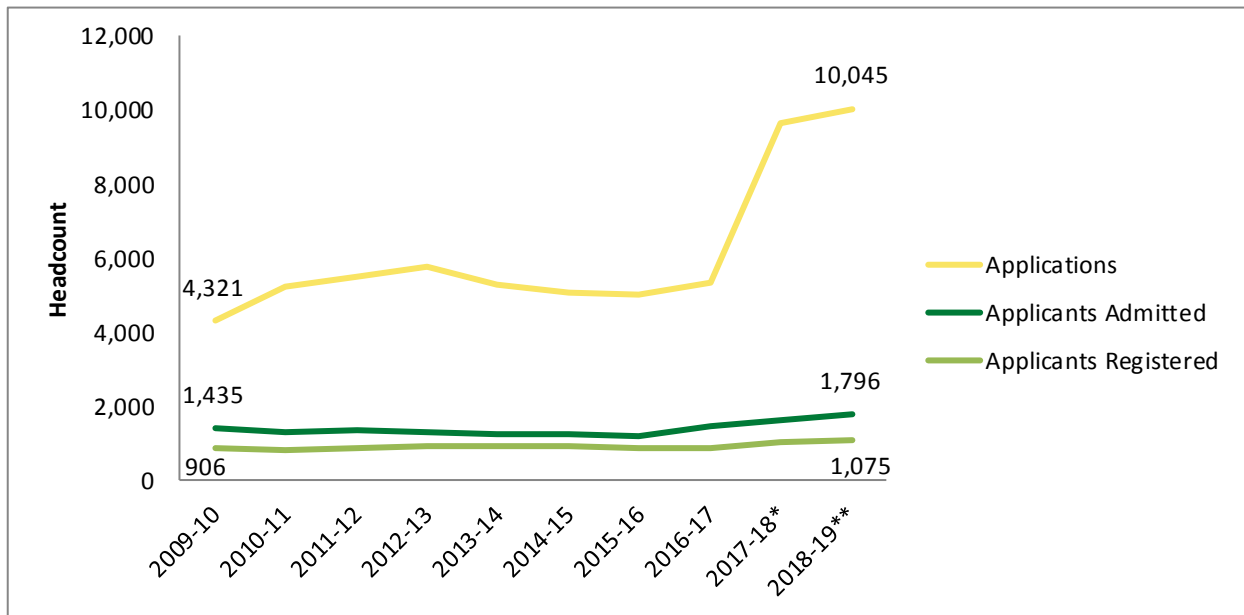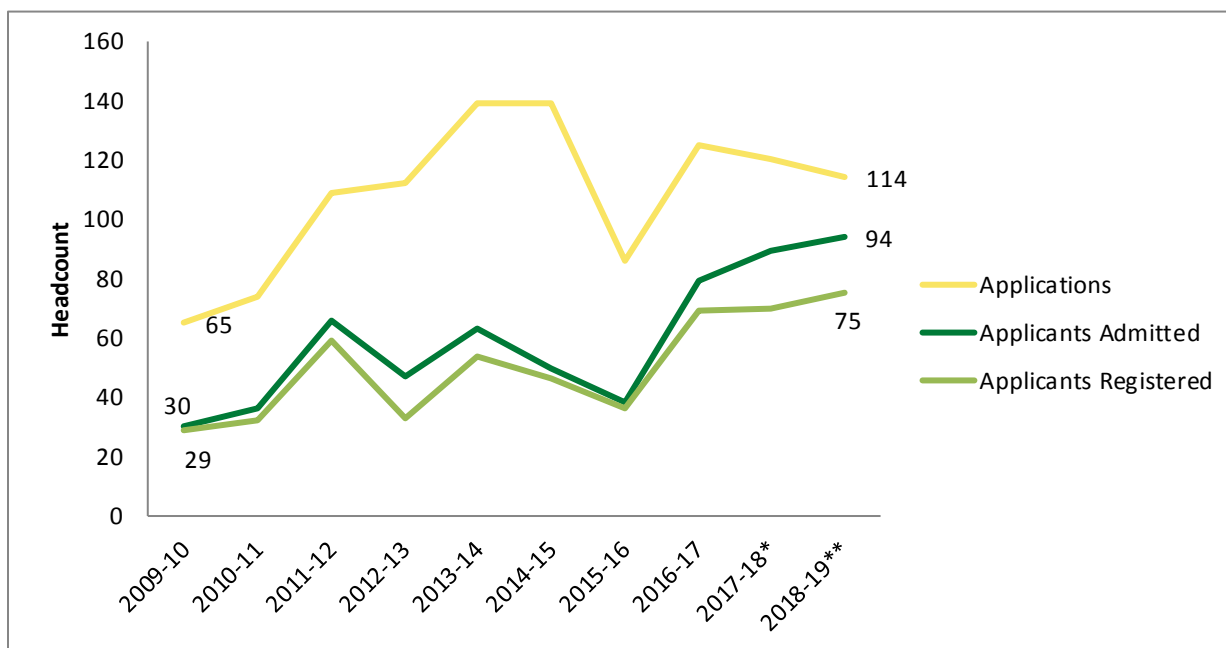

Source: Strategic Analysis and Data Warehousing – accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisional academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019

2.2. Admissions Grade Point Average

The admissions grade point average (AGPA)[5] is one of the basic eligibility criteria for graduate admissions, although it is rarely a final determining factor.

Tables 10 to 12 show the average AGPA for all applicants admitted by program type. They demonstrate consistently high entry AGPAs over the last decade.

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-baccalaureate certificates or postgraduate diplomas are not included.

Table 10. Doctoral average AGPA.

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2009-10	3.68	724	561	77%
2010-11	3.69	691	527	76%
2011-12	3.70	716	518	72%
2012-13	3.65	711	548	77%
2013-14	3.66	610	477	78%
2014-15	3.66	587	466	79%
2015-16	3.72	596	469	79%
2016-17	3.73	646	435	67%
2017-18*	3.67	677	489	72%
Fall 2018**	3.68	529	357	67%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.
Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

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

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.57	1,012	735	73%
2009-10	3.59	1,060	813	77%
2010-11	3.57	923	707	77%
2011-12	3.59	974	749	77%
2012-13	3.58	985	799	81%
2013-14	3.60	912	767	84%
2014-15	3.62	886	759	86%
2015-16	3.66	930	778	84%
2016-17	3.61	1,106	848	77%
2017-18*	3.62	1,071	815	76%
Fall 2018**	3.64	872	632	72%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.
Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

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[5] The Admission Grade Point Average (AGPA) is calculated from the grades on the most recent 60 course credits taken by the applicant. Please note that with the paper-based application system in use until December 2014, FGSR could only see the transcripts and calculate the AGPA for the applicants being offered admission. The AGPAs of the applicants who were not admitted is unknown.

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

	Average AGPA	Applicants Admitted	Applicants Registered	Percentage Yield
2008-09	3.46	1,161	892	77%
2009-10	3.51	1,366	1,040	76%
2010-11	3.53	1,430	1,053	74%
2011-12	3.49	1,425	1,129	79%
2012-13	3.49	1,235	981	79%
2013-14	3.49	1,403	1,136	81%
2014-15	3.53	1,247	991	79%
2015-16	3.56	1,263	1,002	79%
2016-17	3.51	1,637	1,182	72%
2017-18*	3.53	1,688	1,235	73%
Fall 2018**	3.58	1,418	945	67%

Source: Strategic Analysis and Data Warehousing, accessed December 8, 2017.
Notes: *Academic year figures (Sept to Aug) for 2017-18 and **Fall 2018 figures were extracted with FGSR internal script from PeopleSoft Campus Solutions on January 23, 2019.

3. Convocation

This section provides information on graduate degrees by graduating cohort, which includes all individuals who graduate in a given calendar year. The method used here provides the most accurate picture of completion times based on the information available to us.

It is also important to note that since convocation numbers are reported by calendar year, they cannot be precisely correlated with admissions, which operate on an academic year.

3.1. Graduate Degrees Granted

We convocated a record number of students in 2018 over the previous 10 years. The increase is led by convocants from course-based Master's degrees. The short time to completion for this category suggests the number of convocates will continue to rise in years to come.

Figure 16. Convocants by degree.
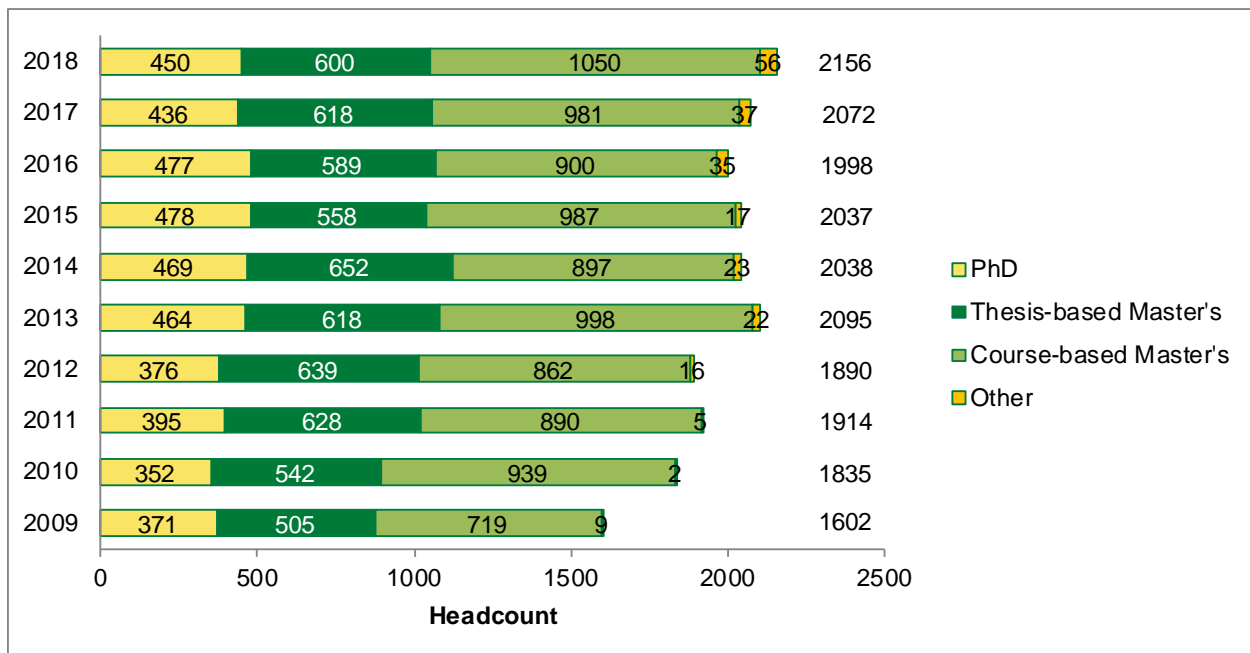
Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) includes June and November convocations of a particular year; 3) "other" includes qualifying, and visiting students as well as people registered in post-baccalaureate certificates or postgraduate diplomas.

3.2. Completion Times

Key metrics of program success include completion rates, completion times, and quality of experience. Sometimes these metrics can pull in different directions. For instance, since fall 2016, graduate students who are pursuing internships or similar opportunities have had the option to take professional leaves. Graduate students may also take medical, childbirth, parental and compassionate leaves.

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

Completion times for course-based Master's programs have become somewhat shorter (Table 13), possibly because they have a higher proportion of international students, who consistently demonstrate shorter completion times (Table 14).

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

Convocation Year	PhD	Thesis-based Master's	Course-based Master's
2009	5.74	2.93	2.56
2010	6.01	2.87	2.41
2011	5.75	2.79	2.33
2012	5.74	2.81	2.39
2013	5.71	2.77	2.41
2014	5.60	2.79	2.35
2015	5.75	2.78	2.34
2016	5.71	2.84	2.40
2017[6]	5.71	2.83	2.41
2018	5.71	2.77	2.25

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) completion time calculated as: first term of attendance to milestone completion date; 3) time spent in an official leave of absence (LOA) has not been deducted from the total completion time; 4) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

As shown in Table 14, international graduate students complete their degrees faster than domestic students year over year, in every type of degree.

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[6] In 2017, a change in the methodology was used to calculate completion times. This new calculation measures individual students' completion time to the nearest month, rather than to the next full year. This updated method reflects a change being led by Strategic Analysis and Data Warehousing to reflect our graduate students' completion times more precisely.

Table 14. Average completion times in years by citizenship.

Convocation Year	PhD		MT		MC	
	Domestic	International	Domestic	International	Domestic	International
2009	5.82	4.94	3.05	2.65	2.60	2.17
2010	6.10	5.37	3.00	2.54	2.46	2.00
2011	5.88	4.96	2.90	2.59	2.44	1.82
2012	5.96	4.83	2.94	2.58	2.53	1.81
2013	5.92	5.01	2.96	2.51	2.54	1.79
2014	5.93	4.87	2.98	2.53	2.45	1.76
2015	6.03	5.10	3.01	2.55	2.49	1.73
2016	6.03	5.16	2.99	2.59	2.59	1.73
2017	6.16	5.10	2.95	2.66	2.58	1.74
2018	6.15	5.17	2.86	2.65	2.44	1.59

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International),

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) completion time calculated as: first term of attendance to milestone completion date; 3) time spent in an official Leave of Absence (LOA) has not been deducted from the total completion time; 4) domestic = Canadian citizens and permanent residents; 5) international = students attending the university on a study/work visa at time of completion; (6) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Tables 15 and 16 demonstrate increasing numbers of students in both PhD and thesis-based Master's programs taking leaves of absence. It is important to note that while the numbers of students taking leaves is increasing over the past 10 years, due to growth in enrolment over the same time period, the proportion of students taking leaves has remained constant for Master's programs and increased from 1% to 2% of enrolled students for doctoral students. We view leaves of absence as important measures of student-centred education, and the analysis below demonstrates that time on leave has increased only slightly.

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

Convocation Year	PhD		M-T		M-C	
	Average LOA	Students on LOA	Average LOA	Students on LOA	Average LOA	Students on LOA
2009	0.62	19	0.90	13	0.87	18
2010	0.71	21	0.62	14	0.86	19
2011	0.68	30	0.61	14	0.89	12
2012	0.55	25	0.55	14	0.86	22
2013	0.79	31	0.77	13	0.82	15
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

M-T = Thesis-Based Master's, M-C = Course-Based Master's (D=Domestic) (Int.=International),

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) LOA time in elapsed years; 3) Students on LOA = number of student who went on leaves of the total that convocated that year; (4) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

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	50	0.81	36	0.50	14
2010	0.74	54	0.76	43	0.50	11
2011	0.71	56	0.71	44	0.50	12
2012	0.66	61	0.70	41	0.38	20
2013	0.79	59	0.82	36	0.64	23
2014	0.83	80	0.91	52	0.56	28
2015	0.74	82	0.79	44	0.56	38
2016	0.84	99	0.88	61	0.60	38
2017	0.85	93	0.93	50	0.58	43
2018	0.84	89	0.89	53	0.73	36

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) convocation year = calendar year (January 1 to December 31); 2) LOA time in elapsed years; 3) Students on LOA = number of student who went on leaves of the total that convocated that year; 4) domestic = Canadian citizens and permanent residents; 5) international = students attending the university on a study/work visa at time of completion; (6) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

Many factors coalesce to determine average times to completion. While the average time to completion is a means to track overall, information about variability and range of completion patterns is lost. Figure 17 illustrates the distribution of completion times for 2018 convocants, in an effort to bring more clarity to the issue.

Not surprisingly, the trend is for the vast majority of Master's students to finish rapidly, with a longish tail that skews the average up (Figure 17). The PhD pattern is much flatter and illustrates well that many international students also go beyond the six-year time limit for their program, but less so in comparison to domestic students (Compare Figure 18 and Figure 19).

In reporting on and further exploring this data, we intend to compare the distributions to look for relationships between completion time and program, field of study, international vs domestic students, time to doctoral candidacy exam completion, and point of incompletion. We hope this information will be a catalyst for a university-wide discussion about completion times and what actions are appropriate to improve them.

Figure 17. Completion Distribution by Degree - 2018
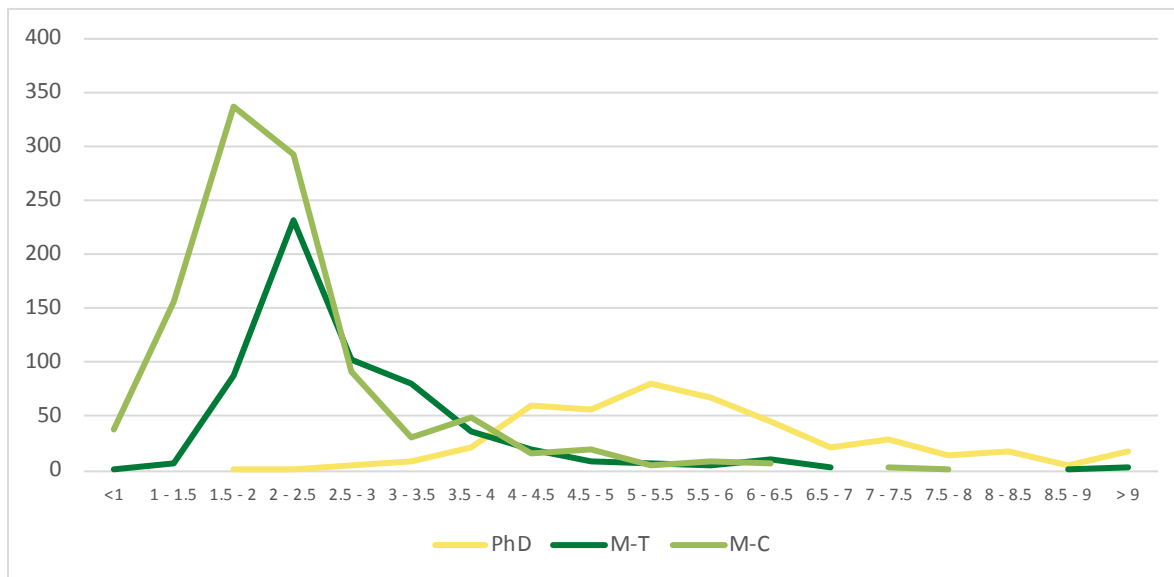
M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences.

Figure 18. Domestic Completion Distribution by Degree - 2018

M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) domestic = Canadian citizens and permanent residents of Canada.

Figure 19. International Completion Distribution by Degree – 2018
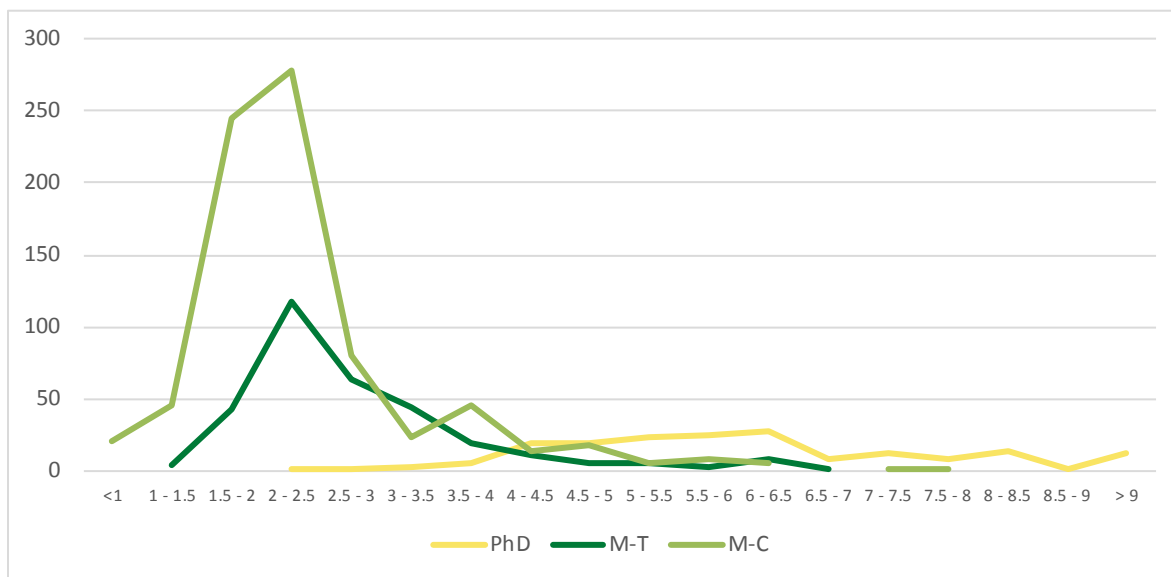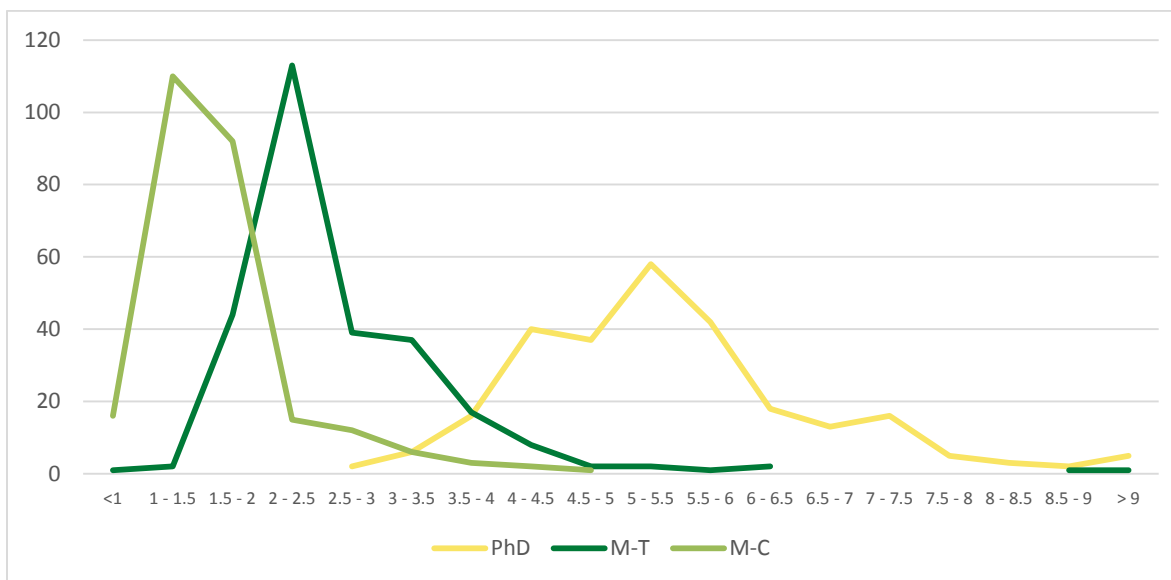

M-T = Thesis-Based Master's, M-C = Course-Based Master's

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) The figure represents the distribution of time to completion in elapsed years, including time taken on leaves of absences; 2) international = students attending the university on a study/work visa at time of admission.

3.3. Attrition and Completion Rates

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

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

Doctoral attrition remains an area of concern, and improvement is a goal. More recent cohorts of 2010 to 2012 seem on track to reach the 80% mark. The recent efforts to improve the mentorship of students and financial supports for PhD students may yield improvement in this statistic in future years.

Table 17. Doctoral attrition and completion rates.

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	424	302	0	122	29%	71%
2000-2001	393	300	0	93	24%	76%
2001-2002	439	343	0	96	22%	78%
2002-2003	469	377	0	92	20%	80%
2003-2004	498	417	0	81	16%	84%
2004-2005	472	362	2	108	23%	77%
2005-2006	462	369	2	91	20%	80%
2006-2007	513	409	1	103	20%	80%
2007-2008	519	419	7	93	18%	81%
2008-2009	532	452	4	76	14%	85%
2009-2010	583	472	24	87	15%	81%
2010-2011	557	429	48	80	14%	77%
2011-2012	539	383	75	81	15%	71%
2012-2013	585	317	167	101	17%	54%
2013-2014	535	176	305	54	N/A	N/A
2014-2015	533	55	424	54	N/A	N/A
2015-2016	533	5	471	57	N/A	N/A
2016-2017	514	1	481	32	N/A	N/A
2017-2018	506	0	489	17	N/A	N/A
Fall 2018*	348	0	345	3	N/A	N/A

*Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.
Note: figures are calculated taking into account the convocant's program at the time 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.

In general, Master's completion rates remain between 84% and 90% (Tables 18 and 19). Over the past 10 years, average completion times for thesis-based and course-based Master's degrees, respectively are approximately 2.8 years and 2.4 years. We have not reported attrition and completion rates for cohorts within the average three-year completion time of a Master's degree.

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

Year	Applicants Registered	Completed	Still Active	Program Not Completed	Attrition Rate	Completion Rate
1999-2000	538	453	0	85	16%	84%
2000-2001	526	463	0	63	12%	88%
2001-2002	564	484	0	80	14%	86%
2002-2003	628	546	0	82	13%	87%
2003-2004	620	538	0	82	13%	87%
2004-2005	592	509	0	83	14%	86%
2005-2006	574	487	0	87	15%	85%
2006-2007	589	505	0	84	14%	86%
2007-2008	632	533	0	99	16%	84%
2008-2009	667	587	1	79	12%	88%
2009-2010	752	680	1	71	9%	90%
2010-2011	629	568	1	60	10%	90%
2011-2012	693	614	5	74	11%	89%
2012-2013	697	612	10	75	11%	88%
2013-2014	656	565	23	68	10%	86%
2014-2015	643	527	53	63	10%	82%
2015-2016	676	480	147	49	7%	71%
2016-2017	763	182	546	35	N/A	N/A
2017-2018	788	2	765	21	N/A	N/A
Fall 2018*	634	0	631	3	N/A	N/A

Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.

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

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	536	453	0	83	15%	85%
2000-2001	512	457	0	55	11%	89%
2001-2002	547	477	0	70	13%	87%
2002-2003	618	540	0	78	13%	87%
2003-2004	728	627	0	101	14%	86%
2004-2005	716	646	0	70	10%	90%
2005-2006	670	601	1	68	10%	90%
2006-2007	744	651	1	92	12%	88%
2007-2008	892	790	1	101	11%	89%
2008-2009	904	802	1	101	11%	89%
2009-2010	1,044	921	1	122	12%	88%
2010-2011	1052	945	2	105	10%	90%
2011-2012	1113	1017	4	92	8%	91%
2012-2013	1003	896	11	96	10%	89%
2013-2014	1147	1014	36	97	8%	88%
2014-2015	1008	889	57	62	6%	88%
2015-2016	1002	711	227	64	6%	71%
2016-2017	1188	496	613	79	N/A	N/A
2017-2018	1224	44	1133	47	N/A	N/A
Fall 2018*	943	0	939	4	N/A	N/A

Fall term data only.

Source: Extracted from PeopleSoft; internal script, accessed January 24, 2019.
Notes: (1) figures are calculated taking into account the convocant's program at the time of admission; (2) excludes students in other program categories (qualifying and visiting students, and those registered in post-baccalaureate certificates or postgraduate diplomas).

4. Closing Remarks

Graduate education at the University of Alberta is healthy and continuing to evolve. From an admissions perspective, demand for our programs from qualified applicants continues to exceed capacity, with roughly one quarter of those who apply granted admission. Average times to complete all degrees remain fairly consistent with previous years, and our overall completion rates remain strong.

Perhaps as a result of the ever-changing geo-political climate and the reputation of the University of Alberta, qualified international student applications are rapidly rising year over year, allowing us to select the best students and to maintain the benefits of a learning environment that embraces global citizenship and both international and inter-cultural collaboration. Consistently year over year, our international students, who account for over one third of our graduate students, demonstrate average completion times about one year shorter than their domestic counterparts. As international graduate applications and enrolments continue to decline at American institutions[7], our trend of increasing international applications and enrolments enables us to select top students to participate in our graduate programs.

We are also pleased to report that enrolment of Indigenous students from within Canada is increasing every year. The proportion of graduate students who self-identify as First Nations, Métis or Inuit is 2.5%. Through supporting all faculties in recruiting and fully engaging Indigenous students via aligning our approach with the calls to action of the Truth and Reconciliation Commission, our hope is to continue to grow toward alignment with the Alberta population's 6.5% proportion[8].

Professional, course-based Master's degrees are our fastest growing segment, and this year is the first year that their enrolment exceeds that of our doctorate programs. As the university responds to the growing demand for programming for life-long learners and new flexibility in the tuition framework to build programs for working professionals, we expect to see growth in enrolment in certificates and perhaps alter registration patterns in the course-based programs open to laddering in of certificates.

As we look to the future, we have identified some focus areas to invest effort into as we continue to support the research intensity and student experience of our graduate programs. We are continuing to refine our analysis of time to completion in the interest of informing future policy decisions that enable student success. As we explore a minimum funding guarantee for doctoral students, make changes to minimum standards in English Language proficiency, and implement guaranteed tuition for international students starting in fall 2020 (in the interest of both continuous improvement and alignment with regulation), we will continue to assess the impacts on both our applicant pool and yield rates.

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[7] *International Graduate Applications and Enrollment: Fall 2018*, Hironao Okahana and Enyu Zhou, Council of Graduate Schools (February 2019)
[8] Statistics Canada: Total population by Aboriginal identity and Registered or Treaty Indian status, Alberta, 2016 Census

5. Appendix

Table 20. Graduate Enrolment by Degree Type

Degree	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
PhD	2,585	2,794	2,907	2,952	3,069	3,020	2,975	2,777	2,732	2,763	2,730
Thesis- based Master's	2,044	2,128	2,183	2,200	2,207	2,217	2,128	1,966	2,051	2,133	2,178
Course -based Master's	1,990	2,124	2,167	2,242	2,197	2,272	2,329	2,325	2,498	2,582	2,853
Other	76	105	89	80	125	155	140	136	177	190	210
Total	**6,695**	**7,151**	**7,346**	**7,474**	**7,598**	**7,664**	**7,572**	**7,204**	**7,458**	**7,668**	**7,971**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
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**
Applications	3,830	4,103	4,051	4,604	4,597	4,352	3,994	4,312	4,348	3,886
Applicants Admitted	1,926	1,938	1,952	1,884	1,938	1,735	1,796	2,230	2,130	1,791
Applicants Registered	1,673	1,617	1,660	1,633	1,686	1,512	1,578	1,799	1,769	1,408

Source: Strategic Analysis and Data Warehousing, December 1, 2017 archive, accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019; 3) Domestic students = Canadian citizens and Permanent residents.

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**
Applications	4,321	5,264	5,497	5,778	5,282	5,094	5,025	5,368	9,623	10,045
Applicants Admitted	1,435	1,326	1,341	1,314	1,246	1,243	1,231	1,448	1,636	1,796
Applicants Registered	906	840	875	939	916	918	874	893	1,056	1,075

Source: Strategic Analysis and Data Warehousing, December 1, 2017 archive, accessed December 8, 2017.
Notes: 1) *Academic year figures (Sept to Aug) for 2017-18, extracted with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019. 2) **Provisionary academic year figures (Sept to Aug) for 2018-19, extracted

with FGSR internal script from PeopleSoft Campus Solutions on January 15, 2019; 3) International students = students attending the university on a study/work visa.

Table 23. Doctoral degree, fall headcount by Faculty

Faculty	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
ALES	237	230	221	220	214
Arts	452	413	412	394	385
Business	51	45	46	49	52
Education	295	257	246	255	251
Engineering	711	678	679	709	728
Extension					
Faculté Saint-Jean					
Faculty of Native Studies				5	14
Kinesiology, Sport, and Rec.	55	56	49	58	49
Law	7	7	8	7	5
Medicine and Dentistry	340	342	329	308	282
Nursing	68	64	68	66	67
Pharmacy	32	32	28	23	26
Public Health	45	50	47	57	46
Rehabilitation Medicine	36	37	35	45	48
Science	646	566	564	567	563
Total	2,975	2,777	2,732	2,763	2,730

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.

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

Faculty	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total	M-T	M-C	Total
ALES	261	21	282	244	22	266	255	35	290	254	39	293	257	40	297
Arts	269	90	359	240	81	321	255	87	342	258	67	325	265	57	322
Business	1	543	544		558	558		556	556	0	572	572	0	668	668
Education	80	546	626	70	567	637	70	576	646	65	529	594	62	584	646
Engineering	545	93	638	527	36	563	544	111	655	557	235	792	566	310	876
Extension	1	54	55		54	54	8	52	60	15	39	54	16	35	51
Faculté Saint-Jean	13	16	29	8	20	28	5	13	18	10	18	28	7	12	19
Faculty of Native Studies	7		7	12		12	20		20	12		12	12	0	12
Kinesiology, Sport, and Rec.	49	18	67	44	18	62	41	15	56	41	17	58	42	27	69
Law	4		4	5		5	5	1	6	4		4	5	0	5
Medicine and Dentistry	281		281	260	2	262	277	4	281	296	4	300	307	4	311
Nursing	29	47	76	20	45	65	18	36	54	18	32	50	22	52	74
Pharmacy	17		17	18		18	22		22	20		20	19	0	19
Public Health	100	144	244	80	131	211	71	120	191	68	119	187	69	128	197
Rehabilitation Medicine	39	667	706	48	680	728	49	779	828	51	787	838	39	783	822
Science	432	90	522	390	111	501	411	113	524	464	124	588	490	153	643
Total	2,128	2,329	4,457	1,966	2,325	4,291	2,051	2,498	4,549	2,133	2,582	4,715	2,178	2,853	5,031

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Note: M-T = thesis-based Master's, M-C = course-based Master's.

Table 25. Professoriate numbers by Faculty

Faculty/Unit	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Agricultural Life & Envir Sc	104	108	111	113	108	110
Arts	347	319	322	323	320	310
Alberta School of Business	73	74	72	71	71	69
Education	109	100	104	107	111	108
Engineering	200	194	201	204	208	218
Extension	17	16	17	15	17	16
Campus Saint-Jean	30	25	29	30	30	32
Native Studies	8	8	10	11	11	14
Physical Ed & Recreation	43	39	38	41	38	37
Law	32	29	27	28	28	32
Medicine & Dentistry	635	627	643	644	636	627
Nursing	51	49	47	47	45	45
Pharmacy & Pharmaceutical Sc	20	20	22	24	22	19
School of Public Health	28	25	26	27	25	24
Rehabilitation Medicine	48	42	44	44	42	41
Science	300	288	286	288	288	294
Total	**2045**	**1963**	**1999**	**2017**	**2000**	**1996**

Source: Strategic Analysis and Data Warehousing – accessed December 7, 2018.
Notes: 1) information reflects faculty with Active, Leave With Pay, or Leave of Absence statuses on October 1 of each respective year; 2) contingent faculty, administrative faculty, and faculty on long-term disability are not captured; 3) Medicine and Dentistry figures also include contingent faculty members, who represent (on average for the past 5 years) 66.3% of the total professoriate figures.