

THE STATE OF THE MAEPA PROGRAM

2010-2017

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This report presents a snapshot of the state of the MAEPA program between 2010 and 2017 using annual data on variables such as the total number of applications received, admissions offered, students enrolled, and years taken to complete the program.

Applications and Admissions Offered

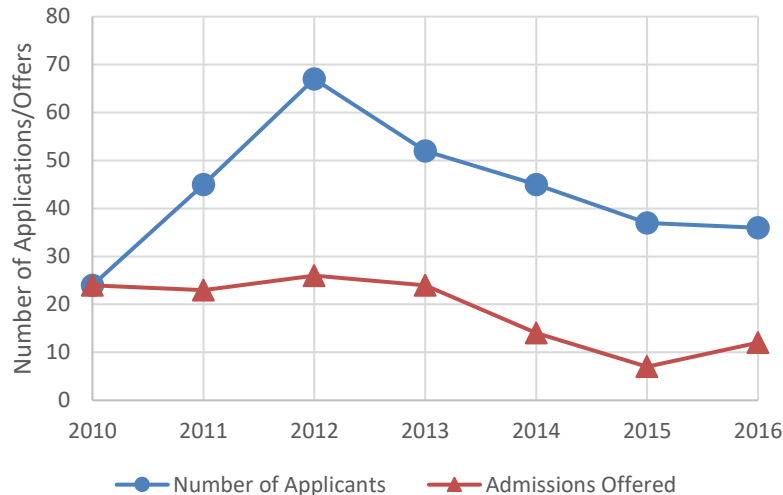


Figure 1: The number of applications received and admissions offered (2010-2016)¹

The MAEPA program has been facing a steady drop in the number of applications since 2012, indicating a decline in demand. In the first year of the program (2010), all 24 applicants were offered admission (Figure 1). However, between 2011 and 2016, of the total applications received each year, the number of offers made varied from 27% to 51% with a declining trend since 2013. The gap between the number of applications received and admissions offered highlights a significant drop in the quality of applications received. Please note that the analysis excludes data for 2017 because the department has suspended new admissions for 2017-18 academic year. Only two students were admitted under special case in 2017 (one in SS 2017 and another one in Fall 2017).

Admissions offered and Incoming Students

Not all those who were offered admissions actually joined the program. Of the 133 admission offers made between 2010 and 2016, only 59 students (44%) actually joined the program with an average of 8 students per year, as shown in the following Figure 2.

¹ The data for the graphs included in this report was compiled by Dr. Viktoriya Galushko, some of which she collected from the RAGS reports.

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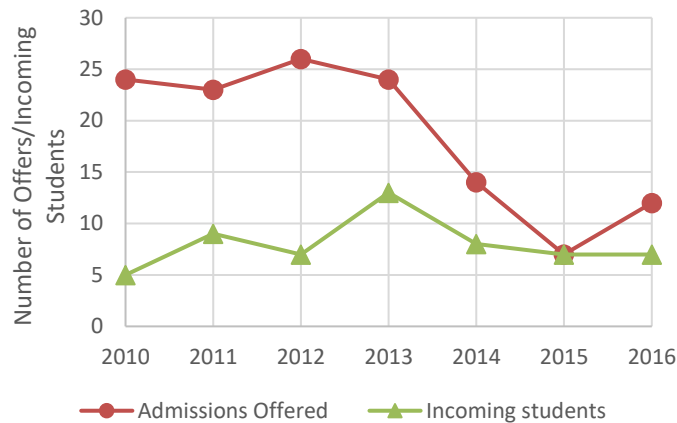


Figure 2: The number of admissions offered and incoming students (2010-2016)

Enrolment and Discontinuing Students

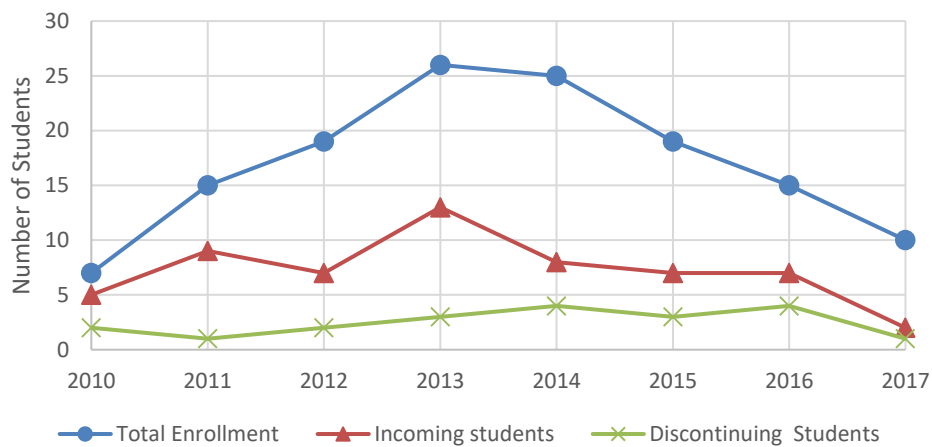


Figure 3: The total number of students enrolled, incoming and discontinuing students (2010-2017)

Additionally, in the recent years, the number of students discontinuing the program have increased, as seen in Figure 3. On average three students per year dropped out of the program between 2013 and 2017. Please note that student who dropped out in a given year may not have been admitted in the same year. This dropout rate can be attributed to students failing the core course requirements or transferring to the JSJS program. Feedback from recent dropouts indicates that students generally found the MAEPA project work and/or the core theory courses challenging to complete, which points to the shortage of academic capabilities.

Time taken to complete the program

The FGSR data on total number of students enrolled in a given year (Figure 3) include both incoming and continuing students. One reason for relatively high number of students enrolled is that continuing students are taking longer time to complete the program. Only 2 out of 34 (6%) students were able to complete the program in three semesters per the original design of program completion time (please see Figure 4 for distribution). Nearly 53% of the students who

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graduated between 2012 and 2017 took six or more semesters to complete the program, which is double the expected time. Reasons contributing to students not graduating on time primarily include their probationary status, but also part-time load or personal issues.

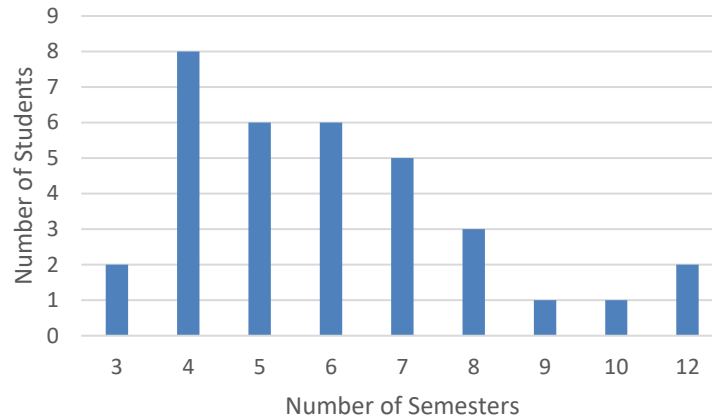


Figure 4: Distribution of time taken to complete the program (2012-2017)

It is worth noting that the program attracted a large number of international applications compared to domestic applications. It is no coincidence that this period aligns with changes to the Saskatchewan Immigrant Nominee Program (SINP), where a degree from the University of Regina would have a comparative advantage. Anecdotal evidence suggests that many of the international students wanted to permanently stay in Canada. Feedback from colleagues indicates that many international students lack adequate background preparations or language skills, which further challenged students' ability to successfully complete the program in a timely fashion. This should not be interpreted as that all domestic students have higher academic capabilities than the international students. It is important to note that some of the top performers have been international students.

Overall GPA as measure of students' academic achievement

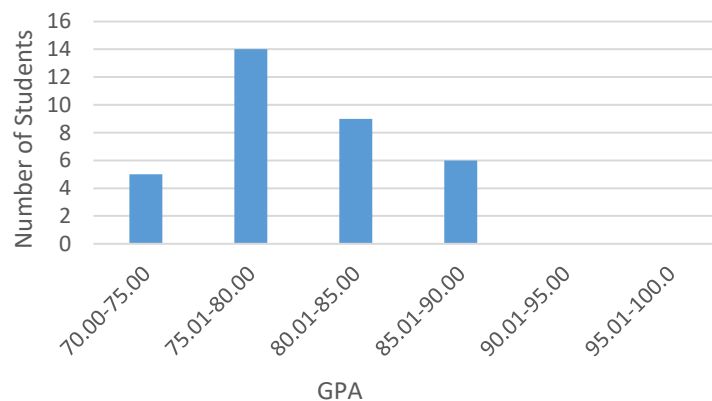


Figure 5: Distribution of GPA (2010-2017)

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About 21% of the total graduated students performed very well with a GPA ranging between 85 and 90% (please see the distribution in Figure 5). Only 44% of the total graduated students performed better with a GPA ranging between 80 and 90% and were eligible for financial support. Nearly 56% of the MAEPA graduates secured a GPA between 70 and 80%. It is important to note that candidates' eligibility to receive financial support has varied in many semesters. In some occasions, the department was unable to allocate the funding (such as GSS) due to lack of eligible candidates. This may further point to the quality of students in the program.

On a closing note, we have produced some excellent students in the past who are well placed in the job market, some of which are even contributing as sessionals in our department. However, that number remains low.