

Memorandum

Deputy Provost (Student Life and Learning)

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TO: Senate

FROM: Professor Ollivier Dyens, Deputy Provost (Student Life and Learning)
Ms. Kathleen Massey, University Registrar & Executive Director (Enrolment Services)

SUBJECT: Annual Report on Enrolment and Strategic Enrolment Management (2015-16)

DATE: March 22, 2017

DOCUMENT #: D16-43

ACTION REQUIRED: ☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE A report on enrolment is provided to Senate each year. This report also provides an update on the achievement of the goals of the Strategic Enrolment Management (SEM) Plan 2011-16.

BACKGROUND & RATIONALE The six strategic imperatives of the McGill SEM Plan 2011-16 were endorsed by Senate in 2011. Each year, a report is provided to Senate regarding the enrolment and student success activities that have occurred in the previous year in support of the plan. Sample enrolment reports are also provided, focusing on the current year and 5 year trends. These reports are also available online for senators information: <http://www.mcgill.ca/es/registration-statistics>

PRIOR CONSULTATION Enrolment data are routinely reviewed by the following: Provost and Vice-Principal (Academic); Deputy Provost (Student Life and Learning); Associate Provost (Graduate Education); Deans.

SUSTAINABILITY CONSIDERATIONS Financial Sustainability

IMPACT OF DECISION AND NEXT STEPS The report will be presented to the Executive Committee of the Board of Governors on March 30, 2017.

MOTION OR RESOLUTION FOR APPROVAL N/A

APPENDICES Appendix A: SEM Report to Senate
Appendix B: Enrolment data (Fall 2016): <http://www.mcgill.ca/es/registration-statistics>

Report to Senate on Strategic Enrolment Management

Office of Student Life and
Learning

March 22, 2017

Embracing virtually every aspect of an institution's function and culture, Strategic Enrolment Management (SEM) concerns itself with the complete lifecycle of the student and with all the factors contributing to student success, from recruitment to retention and through to graduation.

SEM is:

- ☐ Aligned with the institutional academic and strategic plans.
- ☐ The programs, policies and processes that impact institutional enrolment.
- ☐ The organizational framework and structure that supports institutional and student goals.

It is achieved by:

- ☐ Promoting student academic success by improving access, transition, retention, and graduation.
- ☐ Establishing clear goals for the number and types of students.
- ☐ Enabling effective strategic and financial planning.
- ☐ Creating a data-rich environment to inform decisions and evaluate strategies.
- ☐ Improving process and organizational efficiency.

The five year McGill Strategic Enrolment Management (SEM 2011-2016) was aligned with McGill's overall strategic plan for the years 2012 to 2017 (*ASAP 2012: Achieving Strategic Academic Priorities*, developed by former Provost Anthony C. Masi). It articulated six strategic imperatives, endorsed by Senate in March 2011:

1. Research Intensity, Student and Academic Excellence
2. Service to Community and Society
3. Engagement in the University Community
4. International Stature
5. Diversity and Accessibility
6. Financial Sustainability

Broad Enrolment Goals

The following goals were reflected in the original SEM plan or reflect recent planning.

- ☐ Increasing the number and proportion of research graduate students.
- ☐ Improving the time to completion of graduate students.

- Serving the educational needs of Quebec society through the active recruitment and support of local students, including increasing the enrolment of students from French CEGEPs.
- Focus on tuition pricing and the strategic use of financial aid in shaping the enrolment process.
- Continued efforts to enhance the academic quality, diversity (with particular emphasis on our indigenous population), retention and graduation rates of McGill's undergraduates.
- Keep the proportion of international students at McGill at 25-30% of the total student population.

A new SEM plan is being drafted for consultation. It will be aligned with the new Academic Plan (2017-2022) which was presented to Senate for discussion in February 2017, once it is finalized. It will also reflect McGill's ongoing focus on retention and the factors contributing to student success.

2016 Enrolment Initiatives at McGill

- **Student and Academic Excellence**
 - Undergraduate skills development program: The goal is to help students develop their personal, professional, and academic skills throughout their time at McGill. The program, which is under development, will create a framework around already existing offerings in which students are participating and will give the students additional recognition for their co-curricular involvement.
- **Student and Academic Excellence /Service to Community and Society**
 - Voici une Journée à McGill is a program aimed at recruiting French CEGEP students, especially outside the Montreal area and in the regions of Quebec. With the financial assistance of the Meighen Foundation, these students are invited to spend the day with a current McGill student, going to class & lunching at the McGill cafeteria. This program has tripled in size in just 3 years, with over 100 participants this year.
 - Explore McGill is a recruitment program in collaboration with Montreal School Commissions. This initiative targets all Montreal high school students with special emphasis on lower socio-economic areas.
- **International Stature; Student and Academic Excellence /Service to Community and Society / Diversity and Accessibility**
 - McGill Summer Academy: With active planning conducted in 2016, McGill will be hosting 15–17-year-olds this July with the launch of its new McGill Summer Academy. In a two week live-in environment, the Academy will focus on two critical areas of contemporary study: Humanitarian Crisis and International Cooperation – led by Rex Brynen of the Political Science Department; and Understanding the Brain, An Introduction to Neuroscience to be presented by Joseph Rochford, Director of the Integrated Program in Neuroscience.
 - Happy Body, Happy Planet: Healthy and Sustainable Eating is a joint project of Macdonald campus and Continuing Studies that will feature a two week summer

program targeting American High School students and highlighting MAC programs by offering two non-credit courses: **The Melting Pot of Food and Nutrition** - Dietetics/ Food Science –and-**The Environmental Impacts of Food Production** - Dietetics/ Food Science.

- Journey McGill/Parcours McGill (in development) – an initiative targeting indigenous students who do not present the traditional basis of admissions.
- Project Rousseau – Participating with an initiative in the US (non-governmental) that targets inner city youth at risk.
- More targeted merit scholarship and needs-based bursary program (for international students in the deregulated programs).
- Systematic student profile data collection to enhance our knowledge of the profile of McGill’s undergraduate entering class. In 2016, the first ever survey of the undergraduate entering class revealed interesting and useful data.
- McGill led a 14-university mission to 5 countries in the Middle East over a two week period. It included:
 - A session with the World University Service of Canada (WUSC) and representatives from the Canadian Embassy to Jordan for an overview of the WUSC and the opportunity for students to receive scholarships and study at Canadian institutions.
 - Visit to the United Nations High Commissioner for refugees (UNHCR) for a briefing on the Syrian crisis since and the response of UNHCR and Jordan to the crisis. Topics included: An overview of the Zaatari and Azraq camps, and the barriers Syrian refugee students face trying to access higher education (including visa and study permits, university fees and living expenses, and the emotional and academic support needed).

□ **Social Media Initiatives**

- The McGill University Entering Class is a Facebook page managed by Recruitment Officers. It has a following of 5,000 admitted students from around the world, allowing for considerable interaction among students, McGill staff, and current students (student ambassadors). It has received excellent feedback from students about content and interaction.
- McGill Admissions Instagram is run by Recruitment team and posts include important application information and fun posts about McGill.
- On-Line Recruitment Webinars - (Student and Academic Excellence /Service to Community and Society / Diversity and Accessibility / International Stature).
- Target specific applicant pools, fall and spring recruitment webinars for applicants/prospective students include information about McGill, Montreal, student life, and application process.
- Winter and spring Yield webinars are directed at newly admitted and include information about McGill, Montreal, student experience (clubs/athletics/experiential learning), residences, course registration/degree planning, international student documents etc.
- Faculty-specific webinars were held for Management and Engineering with advisors, students and alumni.

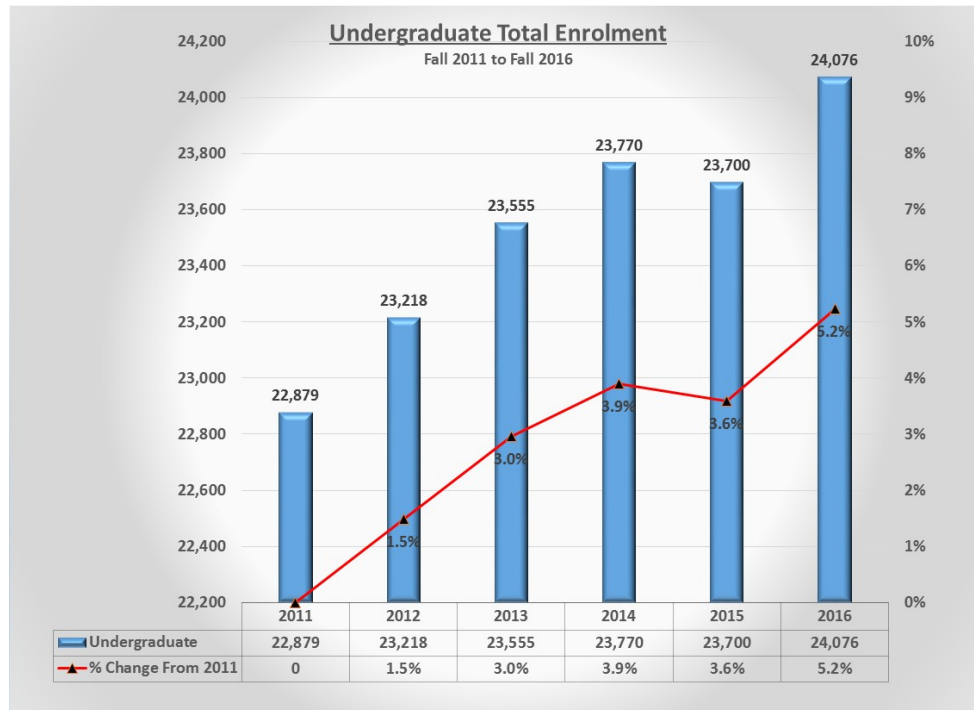
2016 Enrolment Considerations

- Declining yield rates in almost every market: Consistent with US applicant trends (NACAC study, 2012), students are applying to more institutions, leading to concurrent declines in yield rates which have been declining over the past ten years in public institutions (51.4% to 42.6%). This stands in contrast to the increase in applicant numbers at McGill, an important shift.
- Although improving over the last few years, yield of students from Quebec French CEGEPs (48.3%) is lower than English CEGEPs (67.0%). Francophone students may need more evidence of the potential for their success at McGill. They may feel it's an academically risky choice.
- The impact of the single up-front Ontario Student Grant, which will be available to Ontario students for studies throughout Canada, has made recruiting Ontario students more challenging.
- Increasing competition internationally.
- Implications of more diverse enrolment include a need for more support services.
- Demographic changes – predictions show declines in traditional student population.
- Implications of the changing value of the Canadian dollar, Brexit, US elections and other international factors.

Fall 2016 Enrolment Snapshot

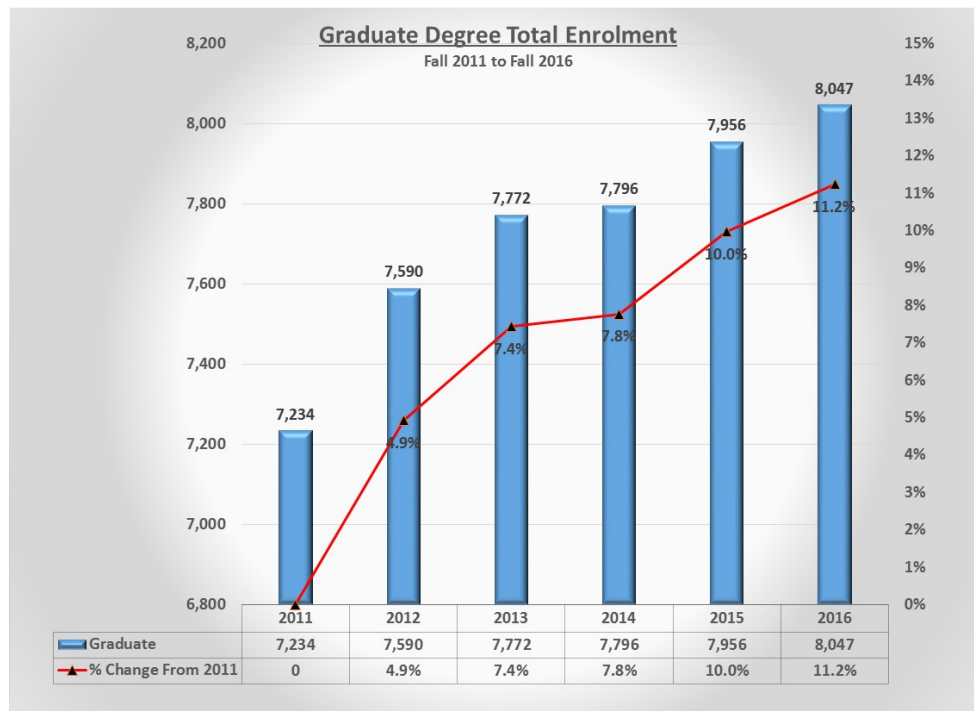
Undergraduate Degree-Enrolment

The 5% increase over 5 years is slightly more than targeted

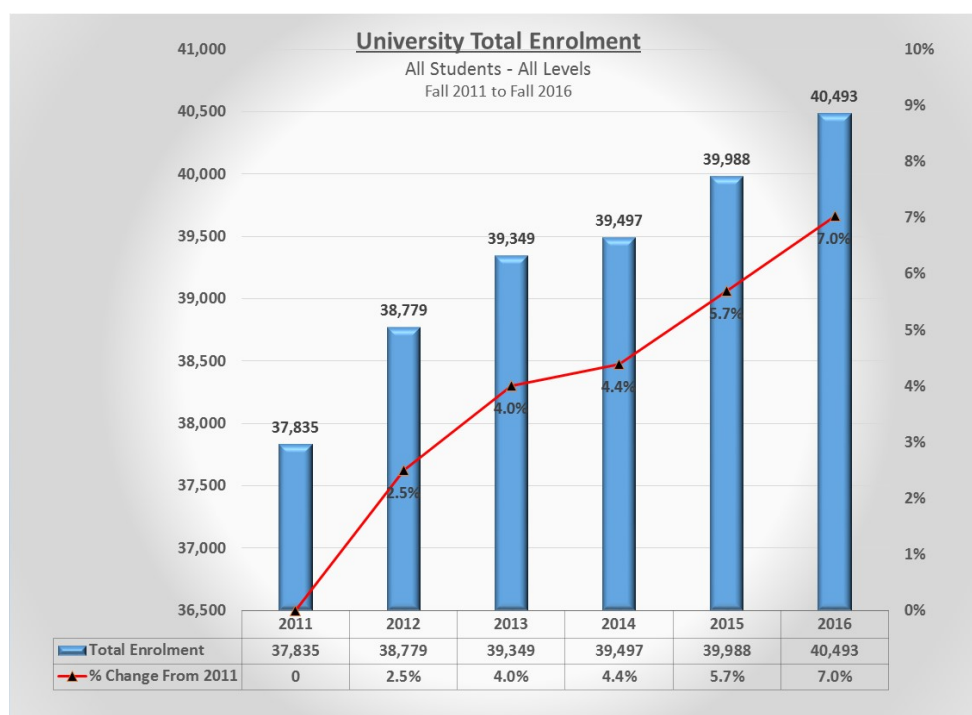


Graduate Degree Enrolment

A robust graduate increase was targeted

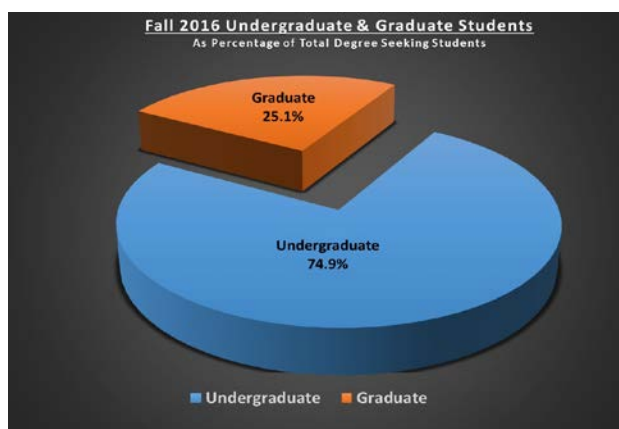
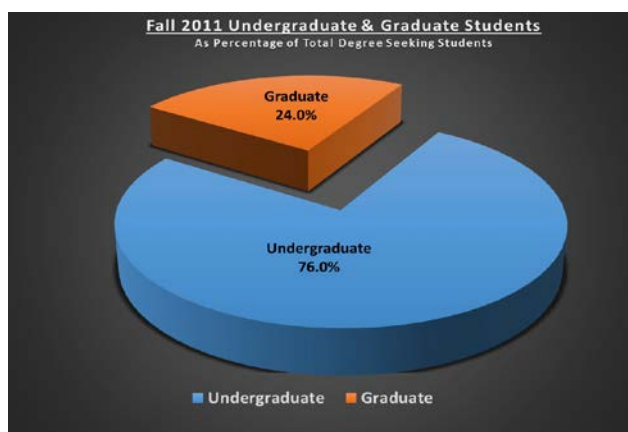


University Enrolment (All Levels and Types of Students)



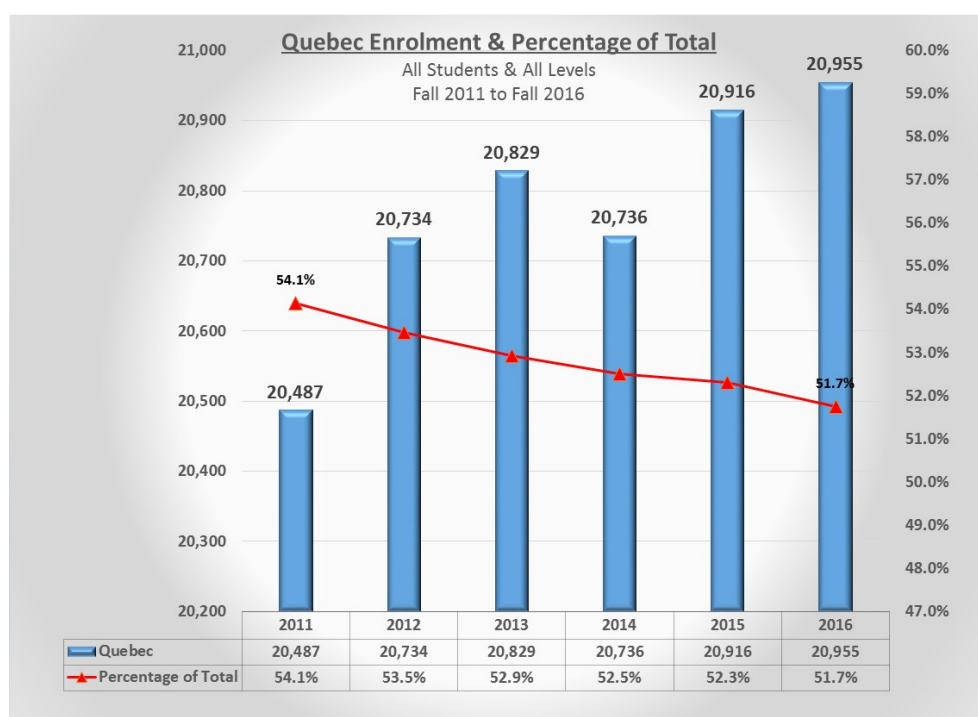
Proportion of Graduate Students to Total Degree-Seeking

The increase in the proportion of graduate to total was targeted



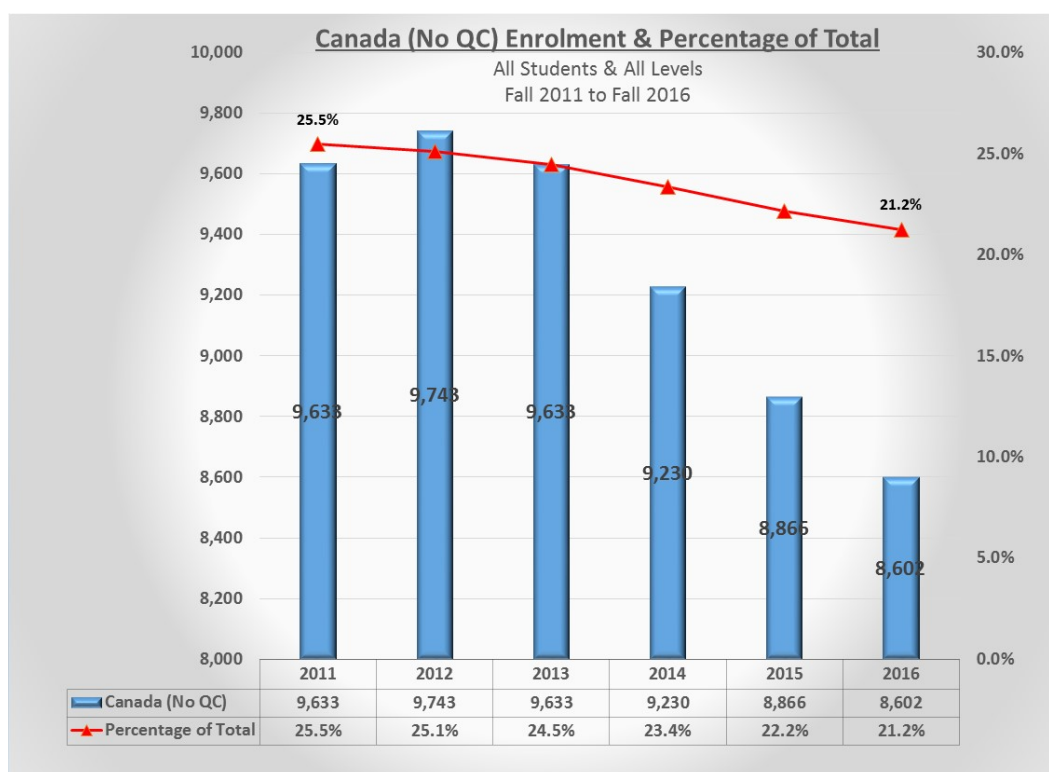
Quebec Enrolment & Percentage of University Enrolment

Although Quebec numbers have increased, the Quebec proportion has not increased as quickly as the total student enrolment



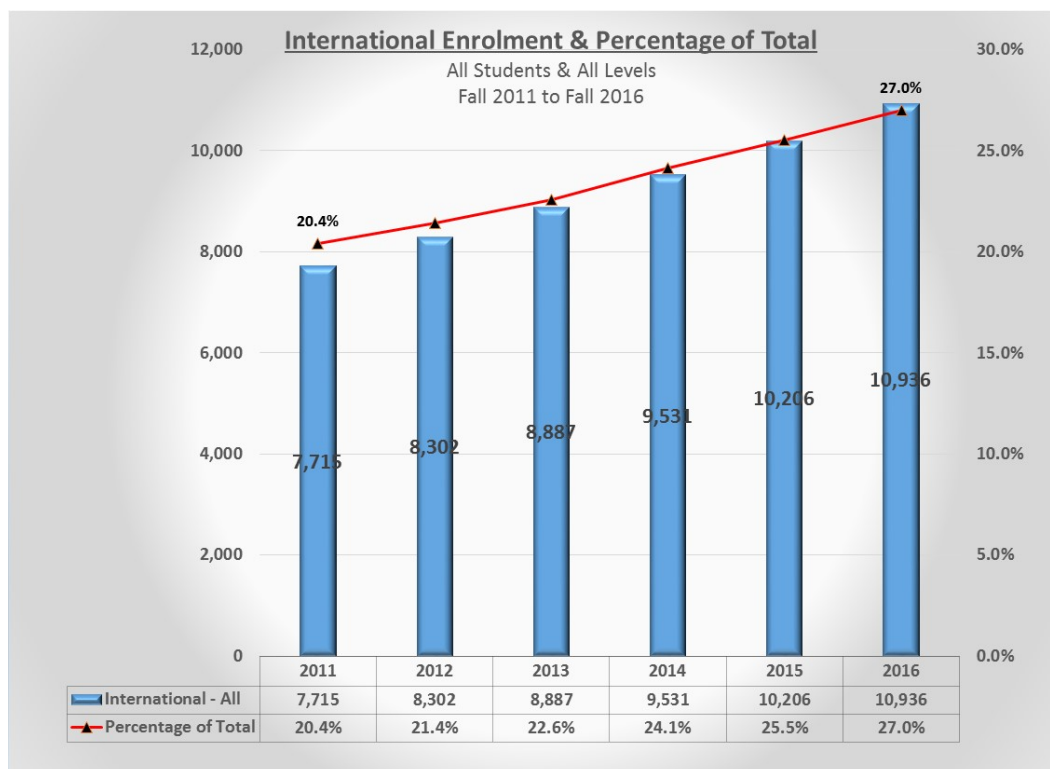
Canadian (no QC) Enrolment & Percentage of University Enrolment

The decrease in Canadian numbers and proportion (excluding Quebec) has been largely a result of the substantial international increase



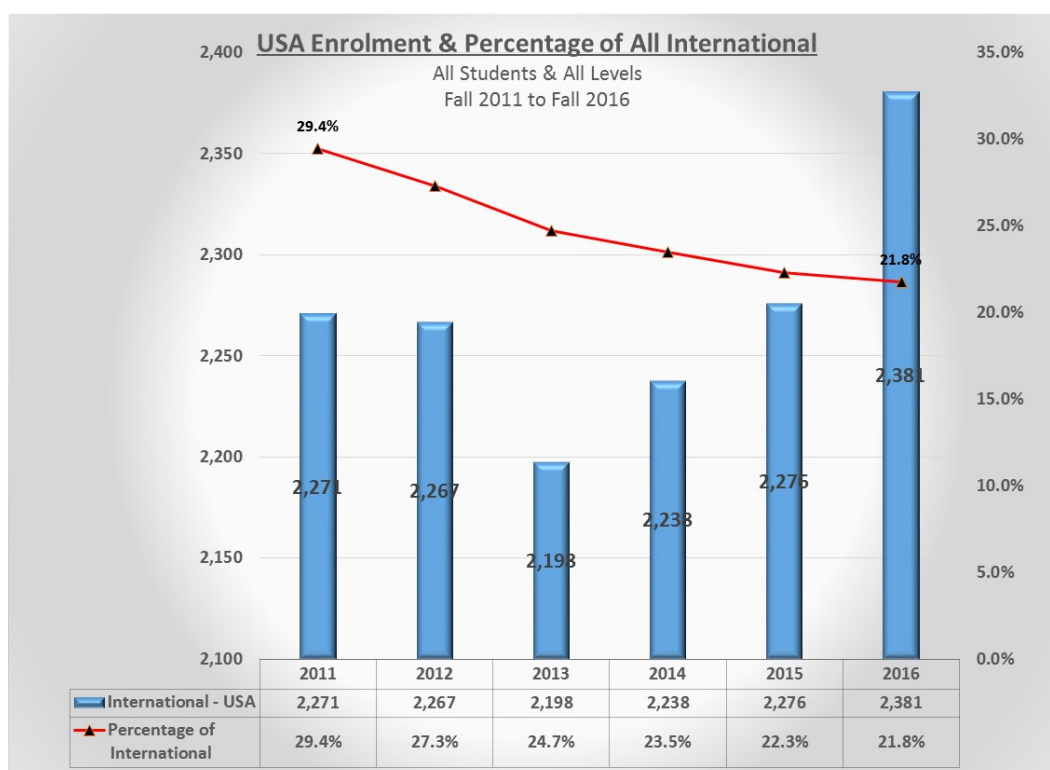
International Enrolment & Percentage of University Enrolment

International numbers and the international proportion of total enrolment continue to rise



USA Enrolment & Percentage of International Enrolment

Although US numbers continue to increase at a modest pace, the US proportion of international enrolment has dropped substantially as a result of the much stronger overseas growth



Appendix A

Enrolment Sample Reports

Note: An extensive list of Fall 2016 headcounts (as well as archived reports) is available online at <http://www.mcgill.ca/es/registration-statistics>. They include:

1. Full-Time and Part-Time Enrolments by Level and Citizenship
2. Full-Time and Part-Time Enrolments by Level and Faculty
3. Full-Time and Part-Time Enrolments by Faculty, by Degree and by Gender
4. Full-Time and Part-Time Enrolments by Faculty, by University Year and by Newly-Admitted/Returning
5. Full-Time and Part-Time Canadian and Permanent Residents Enrolments by Provinces at Admit Time and by Faculty
6. Full-Time and Part-Time Enrolments by Mother Tongue
7. Student Curriculum by Department/Unit (Full-Time and Part-Time Enrolments) Graduation Statistics by Academic Year: by Faculty, by Degree, and by Gender

Overview by Level

| | Fall 2016 | | | Fall 2015 | | | Fall 2011 | | | % Change (1 Year) | % Change (5 Years) |
|-----------------------------------|---------------|--------------|---------------|---------------|--------------|---------------|---------------|--------------|---------------|----------------------|-----------------------|
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | | |
| Undergraduate | | | | | | | | | | | |
| Degrees | 22,633 | 1,443 | 24,076 | 22,311 | 1,389 | 23,700 | 21,621 | 1,258 | 22,879 | +1.6 | +5.2 |
| Certificates, Diplomas | 173 | 1,222 | 1,395 | 167 | 1,106 | 1,273 | 110 | 1,151 | 1,261 | +9.6 | +10.6 |
| Special, Visiting, Other | 695 | 1,309 | 2,004 | 662 | 1,440 | 2,102 | 424 | 1,374 | 1,798 | -4.7 | +11.5 |
| Total Undergraduate | 23,501 | 3,974 | 27,475 | 23,140 | 3,935 | 27,075 | 22,155 | 3,783 | 25,938 | +1.5 | +5.9 |
| Graduate | | | | | | | | | | | |
| Masters | 3,978 | 663 | 4,641 | 3,880 | 660 | 4,540 | 3,208 | 739 | 3,947 | +2.2 | +17.6 |
| Doctoral | 3,327 | 79 | 3,406 | 3,327 | 89 | 3,416 | 3,141 | 146 | 3,287 | -0.3 | +3.6 |
| Total Masters and Doctoral | 7,305 | 742 | 8,047 | 7,207 | 749 | 7,956 | 6,349 | 885 | 7,234 | +1.1 | +11.2 |
| Other Graduate | | | | | | | | | | | |
| Certificates, Diplomas | 168 | 990 | 1,158 | 136 | 1,054 | 1,190 | 203 | 1,141 | 1,344 | -2.7 | -13.8 |
| Special, Visiting, Other | 27 | 241 | 268 | 29 | 256 | 285 | 40 | 263 | 303 | -6.0 | -11.6 |
| Total Other Graduate | 195 | 1,231 | 1,426 | 165 | 1,310 | 1,475 | 243 | 1,404 | 1,647 | -3.3 | -13.4 |
| Total Graduate | 7,500 | 1,973 | 9,473 | 7,372 | 2,059 | 9,431 | 6,592 | 2,289 | 8,881 | +0.4 | +6.7 |
| All Students (Credit) | 31,001 | 5,947 | 36,948 | 30,512 | 5,994 | 36,506 | 28,747 | 6,072 | 34,819 | +1.2 | +6.1 |
| Postdoctoral | 648 | 11 | 659 | 674 | 6 | 680 | 616 | 9 | 625 | -3.1 | +5.4 |
| Residents and Fellows | 1,295 | 0 | 1,295 | 1,304 | 0 | 1,304 | 1,250 | 0 | 1,250 | -0.7 | +3.6 |
| Other (Non-credit) | 112 | 1,479 | 1,591 | 115 | 1,383 | 1,498 | 94 | 1,047 | 1,141 | +6.2 | +39.4 |
| All Students (Total) | 33,056 | 7,437 | 40,493 | 32,605 | 7,383 | 39,988 | 30,707 | 7,128 | 37,835 | +1.3 | +7.0 |

Undergraduate Admissions
New Student Registrations by Basis of Admission

| U n d e r g r a d u a t e | | | | | |
|----------------------------------|------------------|------------------|------------------|-------------------|-------------------|
| Admit Type | Fall 2016 | Fall 2015 | Fall 2011 | 5 Year Δ # | 5 Year Δ % |
| Quebec | 2,266 | 2,170 | 2,172 | 94 | 4.3% |
| Ontario | 851 | 839 | 1,078 | -227 | -21.1% |
| Rest of Canada | 628 | 647 | 760 | -132 | -17.4% |
| International - USA | 668 | 665 | 618 | 50 | 8.1% |
| International - Other | 1,266 | 1,132 | 823 | 443 | 53.8% |
| University Transfers | 727 | 812 | 859 | -132 | -15.4% |
| Other | 61 | 53 | 49 | 12 | 24.5% |
| Total New Registrations | 6,467 | 6,318 | 6,359 | 108 | 1.7% |

Enrolment Overview by University Year, By Faculty and by New-Admitted-Returning

The sample below is for the university, but the report is available for each faculty as well

| | Fall 2016 | | | Fall 2015 | | | % Change (1 Year) | | |
|-------------------------------------|--------------|---------------|---------------|--------------|---------------|---------------|----------------------|--------------|-------------|
| | New | Returning | Total | New | Returning | Total | New | Returning | Total |
| All Students | | | | | | | | | |
| Undergraduate | | | | | | | | | |
| Degrees | | | | | | | | | |
| 0 | 2,214 | 57 | 2,271 | 2,192 | 51 | 2,243 | +1.0 | +11.8 | +1.2 |
| 1 | 4,028 | 2,357 | 6,385 | 3,818 | 2,338 | 6,156 | +5.5 | +0.8 | +3.7 |
| 2 | 191 | 5,695 | 5,886 | 234 | 5,911 | 6,145 | -18.4 | -3.7 | -4.2 |
| 3 | 3 | 8,781 | 8,784 | 7 | 8,380 | 8,387 | -57.1 | +4.8 | +4.7 |
| 4 | 0 | 750 | 750 | 0 | 766 | 766 | 0.0 | -2.1 | -2.1 |
| Other | 0 | 0 | 0 | 0 | 3 | 3 | 0.0 | -100.0 | -100.0 |
| Total Degrees | 6,436 | 17,640 | 24,076 | 6,251 | 17,449 | 23,700 | +3.0 | +1.1 | +1.6 |
| Certificates, Diplomas | | | | | | | | | |
| 1 | 474 | 902 | 1,376 | 347 | 903 | 1,250 | +36.6 | -0.1 | +10.1 |
| 2 | 0 | 14 | 14 | 0 | 14 | 14 | 0.0 | 0.0 | 0.0 |
| 3 | 1 | 4 | 5 | 5 | 3 | 8 | -80.0 | +33.3 | -37.5 |
| Other | 0 | 0 | 0 | 0 | 1 | 1 | 0.0 | -100.0 | -100.0 |
| Total Certificates, Diplomas | 475 | 920 | 1,395 | 352 | 921 | 1,273 | +34.9 | -0.1 | +9.6 |
| Special, Visiting, Other | 1,461 | 543 | 2,004 | 1,394 | 708 | 2,102 | +4.8 | -23.3 | -4.7 |
| Total Undergraduate | 8,372 | 19,103 | 27,475 | 7,997 | 19,078 | 27,075 | +4.7 | +0.1 | +1.5 |
| Graduate | | | | | | | | | |
| Masters | | | | | | | | | |
| 0 | 123 | 2 | 125 | 128 | 4 | 132 | -3.9 | -50.0 | -5.3 |
| 1 | 1,687 | 942 | 2,629 | 1,657 | 890 | 2,547 | +1.8 | +5.8 | +3.2 |
| 2 | 2 | 1,476 | 1,478 | 3 | 1,413 | 1,416 | -33.3 | +4.5 | +4.4 |
| 3+ | 7 | 402 | 409 | 12 | 431 | 443 | -41.7 | -6.7 | -7.7 |
| Other | 0 | 0 | 0 | 0 | 2 | 2 | 0.0 | -100.0 | -100.0 |
| Total Masters | 1,819 | 2,822 | 4,641 | 1,800 | 2,740 | 4,540 | +1.1 | +3.0 | +2.2 |

Enrolment Overview by University Year, By Faculty and by New-Admitted-Returning

The sample below is for the university, but the report is available for each faculty as well

| | Fall 2016 | | | Fall 2015 | | | % Change (1 Year) | | |
|--|-----------|-----------|--------|-----------|-----------|--------|----------------------|-----------|--------|
| | New | Returning | Total | New | Returning | Total | New | Returning | Total |
| Doctoral | | | | | | | | | |
| 1 | 69 | 7 | 76 | 68 | 11 | 79 | +1.5 | -36.4 | -3.8 |
| 2 | 486 | 203 | 689 | 435 | 186 | 621 | +11.7 | +9.1 | +11.0 |
| 3 | 1 | 597 | 598 | 0 | 643 | 643 | - | -7.2 | -7.0 |
| 4 | 0 | 601 | 601 | 2 | 647 | 649 | -100.0 | -7.1 | -7.4 |
| 5+ | 0 | 1,442 | 1,442 | 0 | 1,424 | 1,424 | 0.0 | +1.3 | +1.3 |
| Total Doctoral | 556 | 2,850 | 3,406 | 505 | 2,911 | 3,416 | +10.1 | -2.1 | -0.3 |
| Subtotal Masters and Doctoral | | | | | | | | | |
| 0 | 123 | 2 | 125 | 128 | 4 | 132 | -3.9 | -50.0 | -5.3 |
| 1 | 1,756 | 949 | 2,705 | 1,725 | 901 | 2,626 | +1.8 | +5.3 | +3.0 |
| 2 | 488 | 1,679 | 2,167 | 438 | 1,599 | 2,037 | +11.4 | +5.0 | +6.4 |
| 3 | 6 | 955 | 961 | 5 | 1,021 | 1,026 | +20.0 | -6.5 | -6.3 |
| 4 | 1 | 644 | 645 | 7 | 693 | 700 | -85.7 | -7.1 | -7.9 |
| 5+ | 1 | 1,443 | 1,444 | 2 | 1,431 | 1,433 | -50.0 | +0.8 | +0.8 |
| Other | 0 | 0 | 0 | 0 | 2 | 2 | 0.0 | -100.0 | -100.0 |
| Subtotal Masters and Doctoral | 2,375 | 5,672 | 8,047 | 2,305 | 5,651 | 7,956 | +3.0 | +0.4 | +1.1 |
| Other Graduate | | | | | | | | | |
| Certificates, Diplomas | | | | | | | | | |
| 1 | 371 | 778 | 1,149 | 361 | 826 | 1,187 | +2.8 | -5.8 | -3.2 |
| 2 | 0 | 9 | 9 | 0 | 2 | 2 | 0.0 | +350.0 | +350.0 |
| 3+ | 0 | 0 | 0 | 0 | 1 | 1 | 0.0 | -100.0 | -100.0 |
| Total Certificates, Diplomas | 371 | 787 | 1,158 | 361 | 829 | 1,190 | +2.8 | -5.1 | -2.7 |
| Special, Visiting, Other | 246 | 22 | 268 | 259 | 26 | 285 | -5.0 | -15.4 | -6.0 |
| Total Other Graduate | 617 | 809 | 1,426 | 620 | 855 | 1,475 | -0.5 | -5.4 | -3.3 |
| Total Graduate | 2,992 | 6,481 | 9,473 | 2,925 | 6,506 | 9,431 | +2.3 | -0.4 | +0.4 |
| Postdoctoral | 84 | 575 | 659 | 87 | 593 | 680 | -3.4 | -3.0 | -3.1 |
| Residents and Fellows | | | | | | | | | |
| 1 | 259 | 721 | 980 | 253 | 728 | 981 | +2.4 | -1.0 | -0.1 |
| 2 | 2 | 8 | 10 | 1 | 9 | 10 | +100.0 | -11.1 | 0.0 |
| 3 | 18 | 11 | 29 | 24 | 12 | 36 | -25.0 | -8.3 | -19.4 |
| 4 | 20 | 44 | 64 | 31 | 52 | 83 | -35.5 | -15.4 | -22.9 |
| 5+ | 119 | 60 | 179 | 104 | 53 | 157 | +14.4 | +13.2 | +14.0 |
| Other | 30 | 2 | 32 | 31 | 5 | 36 | -3.2 | -60.0 | -11.1 |
| | 1 | 0 | 1 | 0 | 1 | 1 | - | -100.0 | 0.0 |
| Total Residents and Fellows | 449 | 846 | 1,295 | 444 | 860 | 1,304 | +1.1 | -1.6 | -0.7 |
| Other | | | | | | | | | |
| Farm Management Technology | | | | | | | | | |
| All Years | 33 | 85 | 118 | 44 | 72 | 116 | -25.0 | +18.1 | +1.7 |
| Continuing Education Unit | | | | | | | | | |
| 1 | 795 | 270 | 1,065 | 751 | 178 | 929 | +5.9 | +51.7 | +14.6 |
| Non-Degree | 334 | 74 | 408 | 386 | 67 | 453 | -13.5 | +10.4 | -9.9 |
| Total Continuing Education Unit | 1,129 | 344 | 1,473 | 1,137 | 245 | 1,382 | -0.7 | +40.4 | +6.6 |
| Total Other | 1,162 | 429 | 1,591 | 1,181 | 317 | 1,498 | -1.6 | +35.3 | +6.2 |
| Total | 13,059 | 27,434 | 40,493 | 12,634 | 27,354 | 39,988 | +3.4 | +0.3 | +1.3 |

Enrolment Overview by Mother Tongue

The sample below is for the university, but the report is available for each faculty as well

| | | Fall 2016 | | | Fall 2015 | | | Fall 2011 | | | % Change (1 Year) | % Change (5 Years) |
|--------------|---------|--------------|--------------|-------------------|--------------|--------------|-------------------|--------------|--------------|-------------------|----------------------|-----------------------|
| | | Full Time | Part Time | Total | Full Time | Part Time | Total | Full Time | Part Time | Total | | |
| All Students | | | | | | | | | | | | |
| | English | 16,246 | 2,427 | 18,673 (46.1%) | 16,370 | 2,403 | 18,773 (46.9%) | 16,628 | 2,663 | 19,291 (51.0%) | -0.5 | -3.2 |
| | French | 6,337 | 1,876 | 8,213 (20.3%) | 6,169 | 1,744 | 7,913 (19.8%) | 5,364 | 1,418 | 6,782 (17.9%) | +3.8 | +21.1 |
| | Other | 10,473 | 3,134 | 13,607 (33.6%) | 10,066 | 3,236 | 13,302 (33.3%) | 8,715 | 3,047 | 11,762 (31.1%) | +2.3 | +15.7 |
| | Total | 33,056 | 7,437 | 40,493 | 32,605 | 7,383 | 39,988 | 30,707 | 7,128 | 37,835 | +1.3 | +7.0 |

Enrolment Overview by Gender

The sample below is for the university, but the report is available for each faculty as well

| | | Fall 2016 | | | Fall 2015 | | | Fall 2011 | | | % Change (1 Year) | % Change (5 Years) |
|-----------------------------|----------------------------|-------------------|-------------------|--------|-------------------|-------------------|--------|-------------------|-------------------|--------|----------------------|-----------------------|
| | | Female | Male | Total | Female | Male | Total | Female | Male | Total | | |
| All Students | | | | | | | | | | | | |
| Undergraduate | | | | | | | | | | | | |
| | Degrees | 14,157 (58.8%) | 9,919 (41.2%) | 24,076 | 13,838 (58.4%) | 9,862 (41.6%) | 23,700 | 13,239 (57.9%) | 9,640 (42.1%) | 22,879 | +1.6 | +5.2 |
| | Certificates, Diplomas | 846 (60.6%) | 549 (39.4%) | 1,395 | 772 (60.6%) | 501 (39.4%) | 1,273 | 767 (60.8%) | 494 (39.2%) | 1,261 | +9.6 | +10.6 |
| | Special, Visiting, Other | 1,137 (56.7%) | 867 (43.3%) | 2,004 | 1,127 (53.6%) | 975 (46.4%) | 2,102 | 1,005 (55.9%) | 793 (44.1%) | 1,798 | -4.7 | +11.5 |
| | Total Undergraduate | 16,140 (58.7%) | 11,335 (41.3%) | 27,475 | 15,737 (58.1%) | 11,338 (41.9%) | 27,075 | 15,011 (57.9%) | 10,927 (42.1%) | 25,938 | +1.5 | +5.9 |
| Graduate | | | | | | | | | | | | |
| | Masters | 2,596 (55.9%) | 2,045 (44.1%) | 4,641 | 2,555 (56.3%) | 1,985 (43.7%) | 4,540 | 2,279 (57.7%) | 1,668 (42.3%) | 3,947 | +2.2 | +17.6 |
| | Doctoral | 1,635 (48.0%) | 1,771 (52.0%) | 3,406 | 1,653 (48.4%) | 1,763 (51.6%) | 3,416 | 1,557 (47.4%) | 1,730 (52.6%) | 3,287 | -0.3 | +3.6 |
| | Total Masters and Doctoral | 4,231 (52.6%) | 3,816 (47.4%) | 8,047 | 4,208 (52.9%) | 3,748 (47.1%) | 7,956 | 3,836 (53.0%) | 3,398 (47.0%) | 7,234 | +1.1 | +11.2 |
| Other Graduate | | | | | | | | | | | | |
| | Certificates, Diplomas | 728 (62.9%) | 430 (37.1%) | 1,158 | 746 (62.7%) | 444 (37.3%) | 1,190 | 823 (61.2%) | 521 (38.8%) | 1,344 | -2.7 | -13.8 |
| | Special, Visiting, Other | 141 (52.6%) | 127 (47.4%) | 268 | 158 (55.4%) | 127 (44.6%) | 285 | 160 (52.8%) | 143 (47.2%) | 303 | -6.0 | -11.6 |
| | Total Other Graduate | 869 (60.9%) | 557 (39.1%) | 1,426 | 904 (61.3%) | 571 (38.7%) | 1,475 | 983 (59.7%) | 664 (40.3%) | 1,647 | -3.3 | -13.4 |
| | Total Graduate | 5,100 (53.8%) | 4,373 (46.2%) | 9,473 | 5,112 (54.2%) | 4,319 (45.8%) | 9,431 | 4,819 (54.3%) | 4,062 (45.7%) | 8,881 | +0.4 | +6.7 |
| | All Students (Credit) | 21,240 (57.5%) | 15,708 (42.5%) | 36,948 | 20,849 (57.1%) | 15,657 (42.9%) | 36,506 | 19,830 (57.0%) | 14,989 (43.0%) | 34,819 | +1.2 | +6.1 |
| Postdoctoral | | 274 (41.6%) | 385 (58.4%) | 659 | 276 (40.6%) | 404 (59.4%) | 680 | 240 (38.4%) | 385 (61.6%) | 625 | -3.1 | +5.4 |
| Residents and Fellows | | | | | | | | | | | | |
| | Degree | 628 (49.8%) | 634 (50.2%) | 1,262 | 628 (49.4%) | 642 (50.6%) | 1,270 | 567 (47.5%) | 626 (52.5%) | 1,193 | -0.6 | +5.8 |
| | QC IUT | 19 (57.6%) | 14 (42.4%) | 33 | 18 (52.9%) | 16 (47.1%) | 34 | 27 (47.4%) | 30 (52.6%) | 57 | -2.9 | -42.1 |
| Total Residents and Fellows | | 647 (50.0%) | 648 (50.0%) | 1,295 | 646 (49.5%) | 658 (50.5%) | 1,304 | 594 (47.5%) | 656 (52.5%) | 1,250 | -0.7 | +3.6 |
| Other (Non-credit) | | | | | | | | | | | | |
| | Farm Management Technology | 43 (36.4%) | 75 (63.6%) | 118 | 43 (37.1%) | 73 (62.9%) | 116 | 29 (28.4%) | 73 (71.6%) | 102 | +1.7 | +15.7 |
| | Continuing Education Unit | 1,036 (70.3%) | 437 (29.7%) | 1,473 | 925 (66.9%) | 457 (33.1%) | 1,382 | 555 (53.4%) | 484 (46.6%) | 1,039 | +6.6 | +41.8 |
| Total Other (Non-credit) | | 1,079 (67.8%) | 512 (32.2%) | 1,591 | 968 (64.6%) | 530 (35.4%) | 1,498 | 584 (51.2%) | 557 (48.8%) | 1,141 | +6.2 | +39.4 |
| All Students (Total) | | 23,240 (57.4%) | 17,253 (42.6%) | 40,493 | 22,739 (56.9%) | 17,249 (43.1%) | 39,988 | 21,248 (56.2%) | 16,587 (43.8%) | 37,835 | +1.3 | +7.0 |

Enrolment Overview by Level and by Citizenship

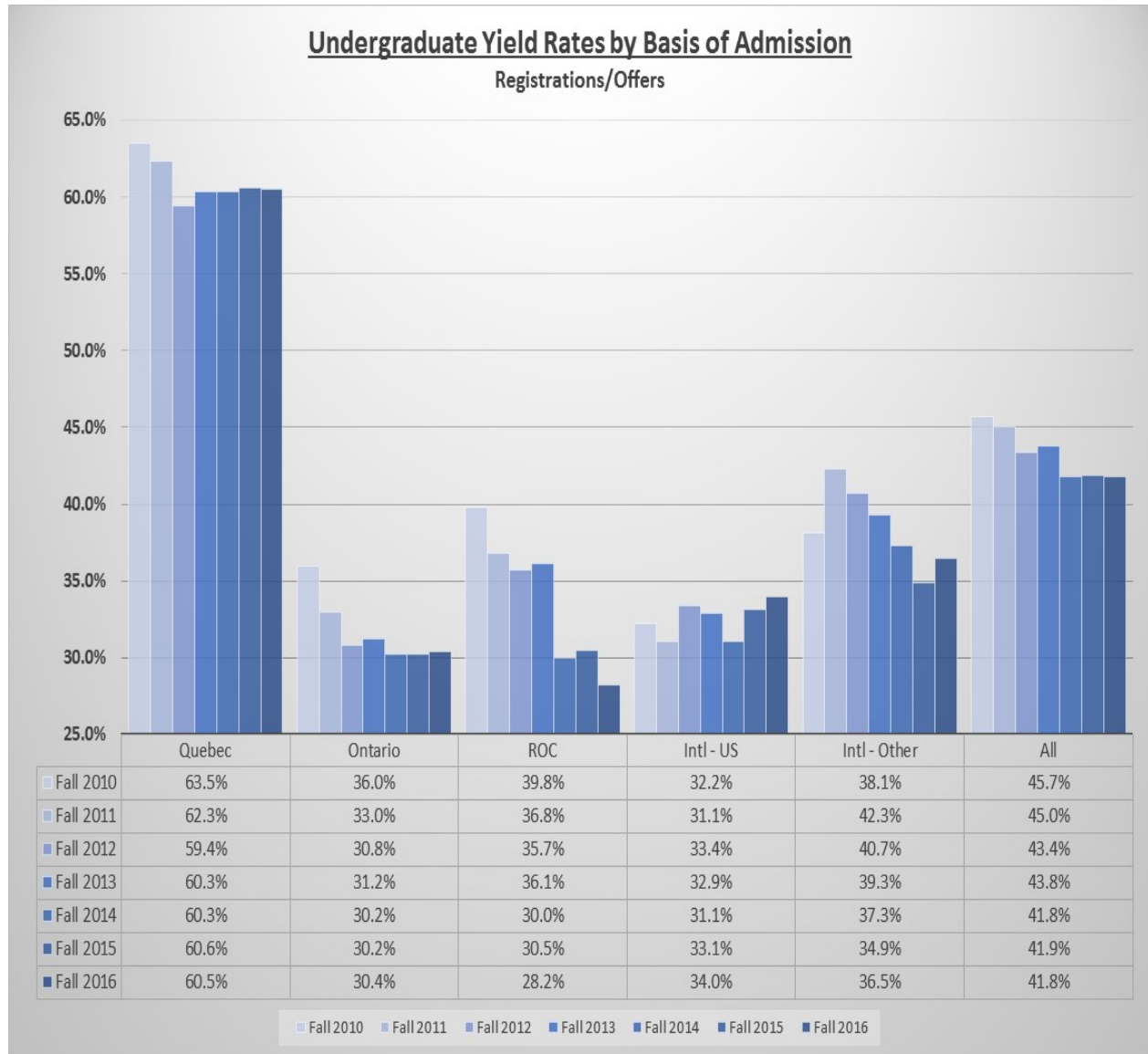
| | | | Fall 2016 | | | Fall 2015 | | | Fall 2011 | | | % Change (1 Year) | % Change (5 Years) |
|---|---|--|-------------------|------------------|-------------------|-------------------|------------------|-------------------|-------------------|------------------|-------------------|----------------------|-----------------------|
| | | | Full Time | Part Time | Total | Full Time | Part Time | Total | Full Time | Part Time | Total | | |
| All Students | | | | | | | | | | | | | |
| Canadian and Permanent Residents | | | | | | | | | | | | | |
| | Quebec | | 14,889 (71.1%) | 6,066 (28.9%) | 20,955 (51.7%) | 14,869 (71.1%) | 6,047 (28.9%) | 20,916 (52.3%) | 14,595 (71.2%) | 5,892 (28.8%) | 20,487 (54.1%) | +0.2 | +2.3 |
| | Other Provinces | | 8,134 (94.6%) | 468 (5.4%) | 8,602 (21.2%) | 8,392 (94.7%) | 474 (5.3%) | 8,866 (22.2%) | 9,117 (94.6%) | 516 (5.4%) | 9,633 (25.5%) | -3.0 | -10.7 |
| | Total Canadian/Permanent Residents | | 23,023 (77.9%) | 6,534 (22.1%) | 29,557 (73.0%) | 23,261 (78.1%) | 6,521 (21.9%) | 29,782 (74.5%) | 23,712 (78.7%) | 6,408 (21.3%) | 30,120 (79.6%) | -0.8 | -1.9 |
| Visa Students | | | | | | | | | | | | | |
| | USA | | 2,273 (95.5%) | 108 (4.5%) | 2,381 (5.9%) | 2,186 (96.0%) | 90 (4.0%) | 2,276 (5.7%) | 2,168 (95.5%) | 103 (4.5%) | 2,271 (6.0%) | +4.6 | +4.8 |
| | Other | | 7,760 (90.7%) | 795 (9.3%) | 8,555 (21.1%) | 7,158 (90.3%) | 772 (9.7%) | 7,930 (19.8%) | 4,827 (88.7%) | 617 (11.3%) | 5,444 (14.4%) | +7.9 | +57.1 |
| | Total Visa Students | | 10,033 (91.7%) | 903 (8.3%) | 10,936 (27.0%) | 9,344 (91.6%) | 862 (8.4%) | 10,206 (25.5%) | 6,995 (90.7%) | 720 (9.3%) | 7,715 (20.4%) | +7.2 | +41.7 |
| | Total | | 33,056 (81.6%) | 7,437 (18.4%) | 40,493 | 32,605 (81.5%) | 7,383 (18.5%) | 39,988 | 30,707 (81.2%) | 7,128 (18.8%) | 37,835 | +1.3 | +7.0 |

Top Twenty (20) International – All Students / All Levels

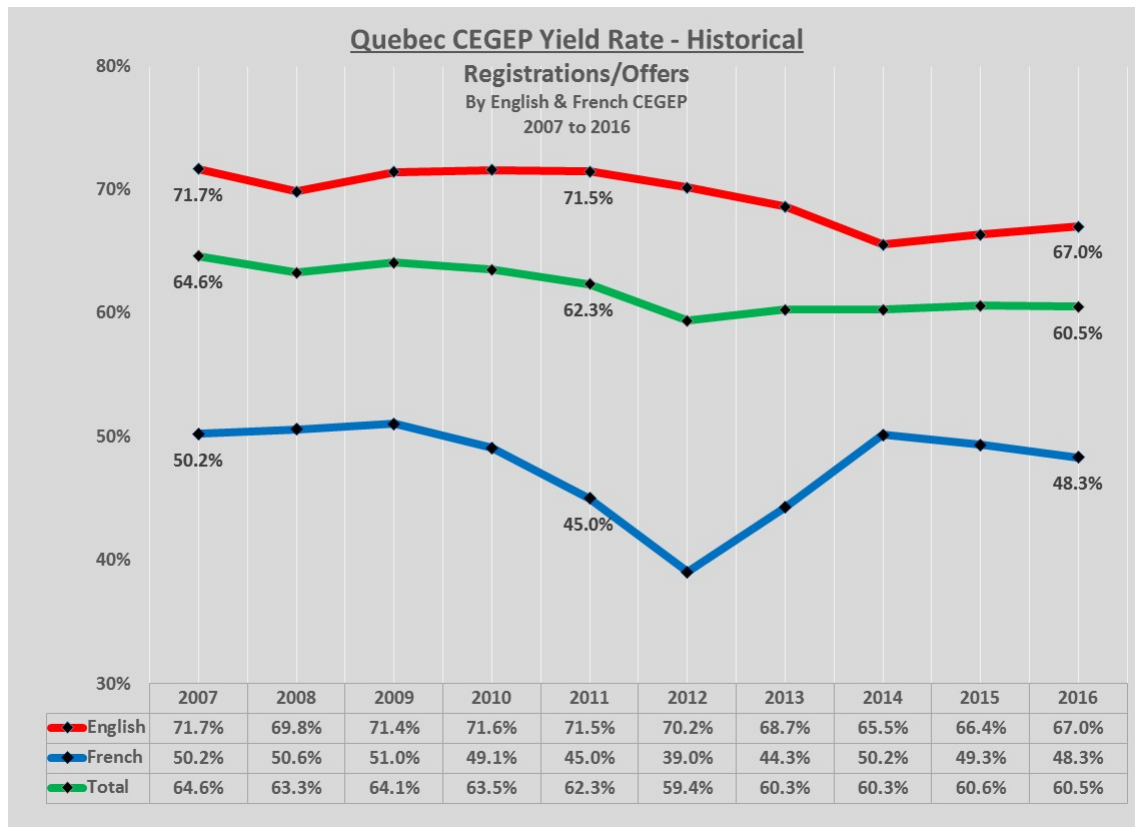
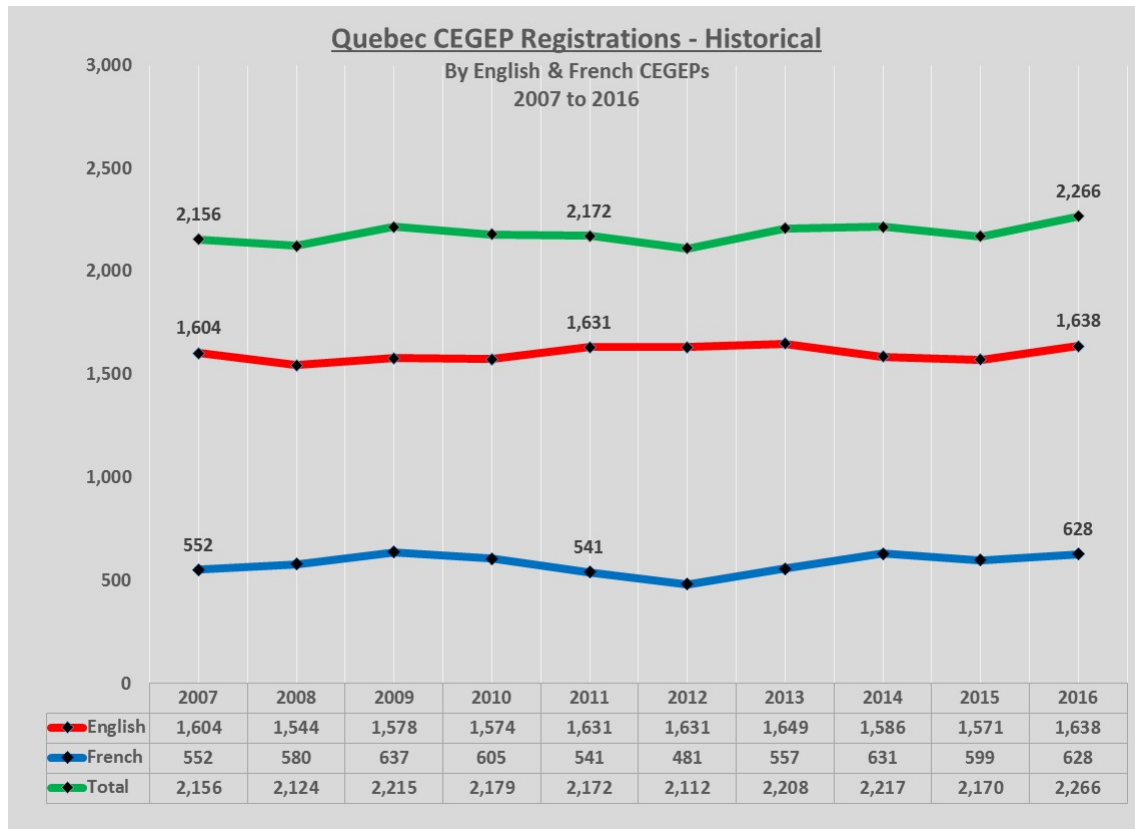
| Nation | Fall 2016 | Fall 2016 Rank | Fall 2015 | Fall 2015 Rank | Fall 2011 | Fall 2011 Rank | % Change 1 year | % Change 5 years |
|----------------|-----------|-------------------|-----------|-------------------|-----------|-------------------|--------------------|---------------------|
| USA | 2,381 | 1 | 2,276 | 1 | 2,271 | 1 | 4.6% | 4.8% |
| China | 1,931 | 2 | 1,620 | 3 | 564 | 3 | 19.2% | 242.4% |
| France | 1,754 | 3 | 1,705 | 2 | 999 | 2 | 2.9% | 75.6% |
| India | 574 | 4 | 481 | 4 | 357 | 4 | 19.3% | 60.8% |
| Saudi Arabia | 334 | 5 | 337 | 5 | 287 | 5 | -0.9% | 16.4% |
| United Kingdom | 255 | 6 | 222 | 7 | 145 | 9 | 14.9% | 75.9% |
| South Korea | 240 | 7 | 229 | 6 | 232 | 8 | 4.8% | 3.4% |
| Iran | 226 | 8 | 209 | 8 | 264 | 6 | 8.1% | -14.4% |
| Turkey | 190 | 9 | 159 | 11 | 91 | 14 | 19.5% | 108.8% |
| Pakistan | 189 | 10 | 189 | 9 | 261 | 7 | 0.0% | -27.6% |
| Japan | 182 | 11 | 175 | 10 | 108 | 12 | 4.0% | 68.5% |
| Mexico | 148 | 12 | 137 | 12 | 131 | 10 | 8.0% | 13.0% |
| Bangladesh | 140 | 13 | 115 | 15 | 105 | 13 | 21.7% | 33.3% |
| Brazil | 130 | 14 | 120 | 14 | 56 | 18 | 8.3% | 132.1% |
| Germany | 107 | 15 | 127 | 13 | 120 | 11 | -15.7% | -10.8% |
| Australia | 104 | 16 | 88 | 17 | 80 | 15 | 18.2% | 30.0% |
| Egypt | 100 | 17 | 92 | 16 | 56 | 18 | 8.7% | 78.6% |
| Italy | 96 | 18 | 87 | 18 | 71 | 16 | 10.3% | 35.2% |
| Lebanon | 81 | 19 | 76 | 19 | 49 | 23 | 6.6% | 65.3% |
| Taiwan | 73 | 20 | 69 | 21 | 56 | 18 | 5.8% | 30.4% |

Yield Rates - Historical

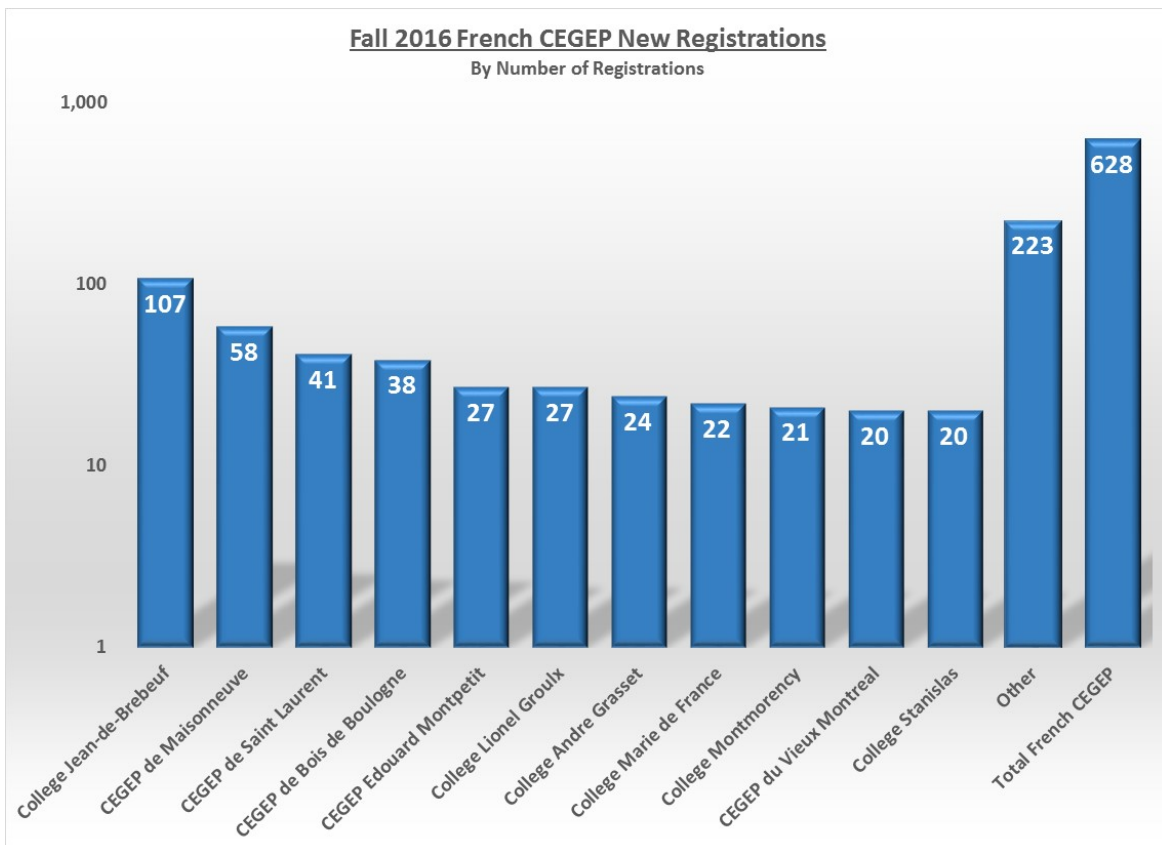
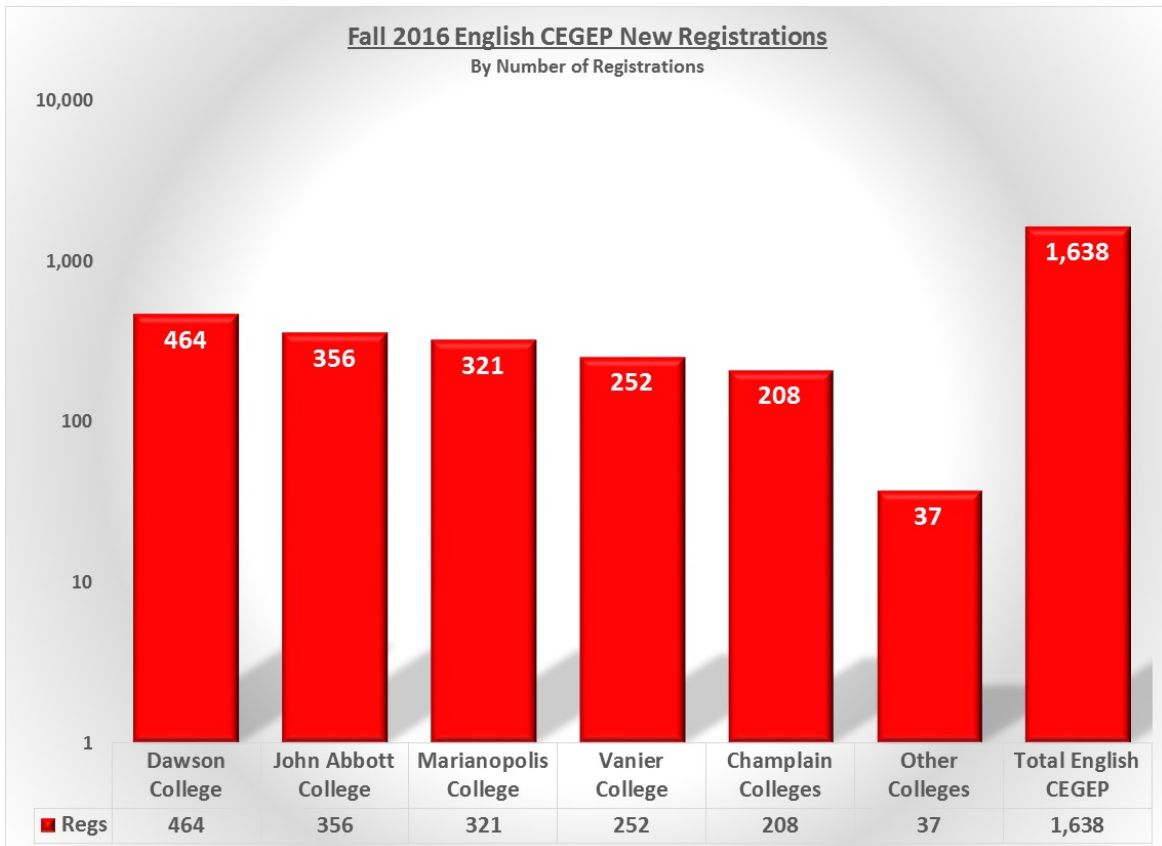
Decreasing yield rates seem to be a result of students applying to a much greater range of universities.



Quebec CEGEP Historical Snapshot



CEGEP New Registrations in Fall 2016



School of Continuing Studies

