



澳門理工學院
Instituto Politécnico de Macau
Macao Polytechnic Institute

Macao Polytechnic Institute

Student Performance Analysis 2017

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I. Executive Summary

By providing the opportunity and support, students can overcome their obstacles and rise to meet the high academic and behaviour expectations set for them from the learning organization. The Macao Polytechnic Institute (MPI) strives to raise individual student achievement and closing achievement gaps. In May / June 2017, MPI conducted various data retrieval and analysis on student performance relating to the following areas: student failure (before and after attending re-sit exams) rate, information on passing exams on first attempt, dropout rate, and cumulative grade point average (CGPA). The purpose of the study is to report detailed information of student performance in this Institute.

The student performance data was collected for three academic years (two prior years 2014-15 and 2015-16, and current academic year 2016-17) and following is a summary of the findings: For the current student cohort (2016-17), the failure rate of the first-year students ranged from 0.00% to 26.19% (before the re-sits) and from 0.00% to 21.90% (after the re-sits); ranging from 24.00% to 95.65% of first-year students could pass their exams on first attempt; the dropout rate was in the range of 0.00-8.00%; the mean CGPA among schools for the first-year students was in a range of 1.78 to 2.85; and the mean CGPA for the students graduating in Summer 2017 was 2.66.

Ultimately, our goal is to ensure the academic growth and achievement of our students, and the performance data can be used to monitor student performance over time.

II. 摘要

透過提供機遇及支援，學生們能克服其困難並提升自身的能力，以符合學習機構對他們設定的高課業及行為期望。澳門理工學院致力提升每個學生的成就，以及收窄各人的差距。在 2017 年 5 月及 6 月，澳門理工學院在有關學生表現方面進行了不同的資料搜集及分析，其中包括以下範疇：學生不及格率，有關第一次通過考試的成功率，退學率，以及累計學業成績平均數（CGPA）。這個研究的目的是要對本學院學生表現進行研究及報告。

在本研究中，搜集到共三學年學生表現的資料（包括前兩學年，即 2014-15 及 2015-16，以及本學年，即 2016-17），其中的發現摘要如下：對於本學年，大一學生的不及格率是由 0.00% 至 26.19% 不等（在補考前）及由 0.00% 至 21.90% 不等（在補考後）；24.00% 至 95.65% 的大一學生在第一次就能通過考試；退學率由 0.00% 至 8.00% 不等；不同學校的大一學生的 CGPA 平均值由 1.78 至 2.85 不等；而 2017 年畢業生的 CGPA 平均值為 2.66。

最後，我們的目的是要確保我們學生在課業上成長及得到成就，以及應用此類資訊用以作為監測他們的持續表現。

III. *The Importance of High Academic Performance of First-Year Students in College*

The academic performance of first-year students in college is very important as it forms the foundation of future education. Performing well in early days and developing a standard for students themselves is important. Getting the right education from the right place is very crucial for the success of any student.

IV. Table 1: Failure Rate (Before Re-sit Examination) of First-Year Students by Programme by School

School	Programme	2014-2015			2015-2016			2016-2017		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	1.10%	0.70%	0.91%	4.59%	1.80%	3.22%	3.34%	1.59%	2.62%
	Music	0.93%	0.00%	0.47%	0.53%	0.00%	0.27%	1.26%	1.27%	1.26%
	Visual Art	0.00%	0.56%	0.28%	0.53%	0.00%	0.23%	0.00%	0.00%	0.00%
ESAP	Computing	13.68%	9.90%	11.90%	5.63%	6.46%	6.02%	6.47%	9.03%	7.68%
	Public Administration	3.21%	3.42%	3.32%	1.99%	7.27%	4.81%	5.24%	2.02%	3.57%
	Sino-Lusophone Trade Relations	--	--	--	4.00%	1.43%	2.50%	0.00%	0.00%	0.00%
	Social Work	0.37%	0.33%	0.35%	0.00%	0.57%	0.31%	0.69%	0.65%	0.67%
ESCE	Accounting	9.49%	5.37%	7.49%	2.00%	2.00%	2.00%	11.98%	6.88%	9.48%
	Public Relations	18.78%	9.09%	14.16%	14.69%	22.62%	18.55%	17.02%	29.32%	22.99%
	Marketing	4.52%	6.36%	5.43%	6.94%	6.94%	6.94%	11.05%	4.79%	7.96%
	E-Commerce	22.78%	25.87%	24.25%	18.57%	15.15%	16.91%	28.89%	23.08%	26.19%
	Management	19.39%	17.79%	18.66%	16.78%	17.44%	17.10%	17.91%	22.98%	20.28%
	Gaming and Recreation Management	7.76%	8.31%	8.02%	7.48%	14.86%	10.87%	12.08%	12.39%	12.24%
ESEFD	Physical Education	11.06%	11.60%	11.22%	7.81%	13.30%	9.45%	9.23%	13.40%	10.48%
ESLT	Chinese-English Translation and Interpretation	1.10%	0.94%	1.01%	4.23%	1.97%	3.06%	4.82%	4.04%	4.42%
	Portuguese-Chinese Translation and Interpretation	0.34%	0.34%	0.34%	0.00%	0.00%	0.00%	0.30%	0.00%	0.15%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	5.56%	0.00%	2.94%	5.00%	0.00%	2.48%
	International Chinese Lang Education (native)	--	--	--	--	--	--	1.12%	0.69%	0.93%
	International Chinese Lang Education (non-native)	--	--	--	--	--	--	3.03%	0.00%	1.52%
ESS	Medical Laboratory Technology	5.09%	2.82%	3.96%	3.17%	8.06%	5.60%	16.20%	11.97%	14.33%
	Pharmacy Technology	4.64%	3.29%	3.96%	5.64%	11.18%	8.22%	7.98%	4.40%	6.33%
	Nursing	5.18%	4.51%	4.87%	5.76%	6.94%	6.29%	7.52%	12.43%	9.77%

Table 1: Failure Rate (Before Re-sit Exam) of First-Year Students by Programme by School

When a student fails a certain course, he / she can apply for the re-sit examination. Table 1 details the failure rates, before taking the re-sit examination, of first-year students for academic years 2014/15 through 2016/17. Most programmes have no or low failure rates, except the E-Commerce, the Public Relations and the Management programmes of ESCE exhibit quite consistent high failure rates.

V. Table 2: Failure Rate (After Re-sit Examination) of First-Year Students by Programme by School

School	Programme	2014-2015			2015-2016			2016-2017		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	0.78%	0.70%	0.74%	3.32%	1.63%	2.45%	3.03%	1.59%	2.34%
	Music	0.47%	0.00%	0.24%	0.53%	0.00%	0.27%	0.63%	1.27%	0.95%
	Visual Art	0.00%	0.56%	0.28%	0.53%	0.00%	0.23%	0.00%	0.00%	0.00%
ESAP	Computing	7.12%	9.90%	8.71%	4.64%	5.70%	5.13%	5.18%	7.09%	6.09%
	Public Administration	2.41%	2.63%	2.52%	1.20%	5.52%	3.51%	2.62%	1.21%	1.89%
	Sino-Lusophone Trade Relations	--	--	--	4.00%	1.43%	2.50%	0.00%	0.00%	0.00%
	Social Work	0.37%	0.00%	0.18%	0.00%	0.28%	0.15%	0.35%	0.32%	0.33%
ESCE	Accounting	6.96%	3.36%	5.21%	0.64%	0.64%	0.64%	6.59%	6.83%	6.71%
	Public Relations	17.68%	7.27%	12.72%	12.99%	22.49%	17.63%	17.02%	27.07%	21.90%
	Marketing	2.26%	4.60%	3.42%	4.86%	6.94%	5.90%	6.40%	4.19%	5.31%
	E-Commerce	20.25%	22.38%	21.26%	12.86%	12.12%	12.50%	22.22%	20.51%	21.43%
	Management	18.28%	14.72%	16.67%	14.73%	15.47%	15.09%	16.04%	22.98%	19.28%
	Gaming and Recreation Management	5.75%	7.06%	6.38%	5.10%	11.65%	8.10%	9.17%	9.05%	9.11%
ESEFD	Physical Education	5.75%	9.78%	6.95%	5.25%	7.28%	5.87%	4.82%	10.77%	6.61%
ESLT	Chinese-English Translation and Interpretation	0.55%	0.47%	0.51%	2.12%	1.47%	1.78%	2.54%	2.38%	2.45%
	Portuguese-Chinese Translation and Interpretation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	1.85%	0.00%	0.98%	5.00%	0.00%	2.48%
	International Chinese Lang Education (native)	--	--	--	--	--	--	0.56%	0.00%	0.31%
	International Chinese Lang Education (non-native)	--	--	--	--	--	--	0.00%	0.00%	0.00%
ESS	Medical Laboratory Technology	2.78%	0.93%	1.86%	1.06%	4.81%	2.93%	12.85%	10.88%	11.96%
	Pharmacy Technology	0.00%	0.65%	0.33%	3.08%	9.66%	6.20%	6.57%	3.70%	5.22%
	Nursing	2.12%	3.36%	2.69%	2.88%	5.17%	3.92%	4.26%	9.12%	6.50%

Table 2: Failure Rate (After Re-sit Exam) of First-Year Students by Programme by School

By attending the re-sit examination, some students might pass a failed course, some might not. Table 2 details the failure rates, after taking the re-sit examination, of first-year students for academic years 2014/15 through 2016/17. Most programmes have no or low failure rates, except the Public Relations, the E-Commerce and the Management programmes of ESCE, and the Medical Laboratory Technology programme of ESS in the current 2016/17 cohort still exhibit double-digit failure rates after the re-sits.

VI. Table 3: Number of First-Year Students Getting Straight Passes

School	Programme	2014-2015				2015-2016				2016-2017			
		N	1 st Sem	2 nd Sem	Overall	N	1 st Sem	2 nd Sem	Overall	N	1 st Sem	2 nd Sem	Overall
ESA	Design	66	54 (81.82%)	59 (89.39%)	52 (78.79%)	66	39 (59.09%)	48 (72.73%)	36 (54.55%)	67	44 (65.67%)	56 (83.58%)	44 (65.67%)
	Music	22	20 (90.91%)	21 (95.45%)	19 (86.36%)	20	17 (85.00%)	17 (85.00%)	15 (75.00%)	16	14 (87.50%)	14 (87.50%)	13 (81.25%)
	Visual Art	21	21 (100.00%)	19 (90.48%)	19 (90.48%)	24	21 (87.50%)	22 (91.67%)	19 (79.17%)	23	23 (100.00%)	21 (91.30%)	21 (91.30%)
ESAP	Computing	62	29 (46.77%)	39 (62.90%)	28 (45.16%)	53	37 (69.81%)	35 (66.04%)	33 (62.26%)	61	39 (63.93%)	32 (52.46%)	29 (47.54%)
	Public Administration	37	33 (89.19%)	28 (75.68%)	28 (75.68%)	39	31 (79.49%)	25 (64.10%)	25 (64.10%)	35	23 (65.71%)	27 (77.14%)	23 (65.71%)
	Sino-Lusophone Trade Relations	--	--	--	--	25	23 (92.00%)	22 (88.00%)	22 (88.00%)	28	26 (92.86%)	26 (92.86%)	26 (92.86%)
	Social Work	46	45 (97.83%)	44 (95.65%)	44 (95.65%)	53	50 (94.34%)	49 (92.45%)	49 (92.45%)	53	46 (86.79%)	44 (83.02%)	44 (83.02%)
ESCE	Accounting	29	19 (65.52%)	19 (65.52%)	17 (58.62%)	26	23 (88.46%)	23 (88.46%)	23 (88.46%)	29	16 (55.17%)	18 (62.07%)	14 (48.28%)
	Public Relations	33	9 (27.27%)	15 (45.45%)	8 (24.24%)	30	15 (50.00%)	5 (16.67%)	5 (16.67%)	25	7 (28.00%)	8 (32.00%)	6 (24.00%)
	Marketing	31	24 (77.42%)	19 (61.29%)	18 (58.06%)	24	17 (70.83%)	16 (66.67%)	14 (58.33%)	30	16 (53.33%)	22 (73.33%)	15 (50.00%)
	E-Commerce	28	13 (46.43%)	8 (28.57%)	8 (28.57%)	27	11 (40.74%)	11 (40.74%)	8 (29.63%)	33	13 (39.39%)	12 (36.36%)	8 (24.24%)
	Management	66	24 (36.36%)	24 (36.36%)	16 (24.24%)	52	28 (53.85%)	27 (51.92%)	23 (44.23%)	54	20 (37.04%)	19 (35.19%)	16 (29.63%)
	Gaming and Recreation Management	64	44 (68.75%)	39 (60.94%)	38 (59.38%)	58	33 (56.90%)	23 (39.66%)	23 (39.66%)	81	49 (60.49%)	37 (45.68%)	26 (32.10%)
ESEFD	Physical Education	63	29 (46.03%)	39 (61.90%)	25 (39.68%)	69	35 (50.72%)	36 (52.17%)	26 (37.68%)	64	30 (46.88%)	33 (51.56%)	26 (40.63%)
ESLT	Chinese-English Translation and Interpretation	62	58 (93.55%)	55 (88.71%)	53 (85.48%)	68	51 (75.00%)	52 (76.47%)	46 (67.65%)	71	55 (77.46%)	52 (73.24%)	49 (69.01%)
	Portuguese-Chinese Translation and Interpretation	51	49 (96.08%)	47 (92.16%)	47 (92.16%)	66	59 (89.39%)	55 (83.33%)	55 (83.33%)	63	57 (90.48%)	57 (90.48%)	56 (88.89%)
	Chinese-Portuguese Translation and Interpretation	5	4 (80.00%)	4 (80.00%)	4 (80.00%)	9	6 (66.67%)	8 (88.89%)	6 (66.67%)	10	8 (80.00%)	10 (100.00%)	8 (80.00%)
	International Chinese Lang Education (native)	--	--	--	--	--	--	--	--	23	22 (95.65%)	22 (95.65%)	22 (95.65%)
	International Chinese Lang Education (non-native)	--	--	--	--	--	--	--	--	23	18 (78.26%)	22 (95.65%)	18 (78.26%)
ESS	Medical Laboratory Technology	24	17 (70.83%)	20 (83.33%)	16 (66.67%)	21	17 (80.95%)	12 (57.14%)	11 (52.38%)	20	11 (55.00%)	9 (45.00%)	9 (45.00%)
	Pharmacy Technology	18	11 (61.11%)	13 (72.22%)	11 (61.11%)	23	15 (65.22%)	10 (43.48%)	9 (39.13%)	26	17 (65.38%)	16 (61.54%)	15 (57.69%)
	Nursing	61	44 (72.13%)	50 (81.97%)	41 (67.21%)	60	45 (75.00%)	41 (68.33%)	38 (63.33%)	61	38 (62.30%)	30 (49.18%)	25 (40.98%)

Table 3: Number of First-Year Students Getting Straight Passes

Table 3 indicates the number of first-year students who have achieved straight passes. A large proportion of first-year students from ESA (the Visual Art programme), ESAP (the Sino-Lusophone Trade Relations), and ESLT (the Portuguese-Chinese Translation and Interpretation, and the newly launched International Chinese Language Education (for native speakers) programmes) are consecutively getting straight passes. On the contrary, only a very / relatively small proportion of first-year students from the Public Relations programme of ESCE in the 2014/15 till 2016/17 cohorts, those from the E-Commerce programme of ESCE in the 2014/15 till 2016/17 cohorts, and also those from the Management programme of ESCE in the 2014/15 and 2016/17 cohorts can get straight passes.

VII. Table 4: Dropout Rate of First-Year Students by Programme by School

School	Programme (D: day programme ; E: evening programme)	2014-2015			2015-2016			2016-2017		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design (D)	3.03%	1.56%	4.55%	1.49%	0.00%	1.49%	0.00%	0.00%	0.00%
	Music (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Visual Art (D)	4.55%	0.00%	4.55%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESAP	Computing (D)	3.08%	1.59%	4.62%	3.64%	1.89%	5.45%	0.00%	1.64%	1.64%
	Public Administration (D)	6.90%	0.00%	6.90%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Public Administration (E)	0.00%	0.00%	0.00%	0.00%	10.00%	10.00%	0.00%	0.00%	0.00%
	Sino-Lusophone Trade Relations (D)	--	--	--	0.00%	0.00%	0.00%	3.57%	0.00%	3.57%
	Social Work (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Social Work (E)	4.17%	0.00%	4.17%	4.00%	0.00%	4.00%	4.17%	0.00%	4.17%
ESCE	Accounting (D)	0.00%	0.00%	0.00%	3.70%	0.00%	3.70%	3.45%	0.00%	3.45%
	Public Relations (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.00%	4.17%	8.00%
	Marketing (D)	3.23%	0.00%	3.23%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	E-Commerce (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.03%	3.03%
	Management (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.23%	3.23%
	Management (E)	3.85%	8.00%	11.54%	4.55%	4.76%	9.09%	0.00%	0.00%	0.00%
	Gaming and Recreation Management (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Gaming and Recreation Management (E)	2.94%	3.03%	5.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Table 4: Dropout Rate of First-Year Students by Programme by School [continued]

School	Programme (D: day programme ; E: evening programme)	2014-2015			2015-2016			2016-2017		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESEFD	Physical Education (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Physical Education (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESLT	Chinese-English Translation and Interpretation (D)	0.00%	0.00%	0.00%	0.00%	4.26%	4.26%	0.00%	0.00%	0.00%
	Chinese-English Translation and Interpretation (E)	4.17%	0.00%	4.17%	0.00%	0.00%	0.00%	4.17%	0.00%	4.17%
	Portuguese-Chinese Translation and Interpretation (D)	0.00%	0.00%	0.00%	0.00%	2.38%	2.38%	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Chinese-Portuguese Translation and Interpretation (E)	0.00%	0.00%	0.00%	10.00%	0.00%	10.00%	0.00%	0.00%	0.00%
	International Chinese Lang Education (native , D)	--	--	--	--	--	--	0.00%	4.35%	4.35%
ESS	International Chinese Lang Education (non-native , D)	--	--	--	--	--	--	0.00%	0.00%	0.00%
	Medical Laboratory Technology (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.00%	5.00%
	Pharmacy Technology (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	7.69%	0.00%	7.69%
	Nursing (D)	0.00%	1.64%	1.64%	1.64%	0.00%	1.64%	3.28%	0.00%	3.28%

Table 4: Dropout Rate of First-Year Students by Programme by School

Table 4 provides a wealth of information about dropout rates of first-year students from 2014/15 to 2016/17. Most programmes have no or very low single-digit dropout rates, except the Management evening programme of ESCE displays a double-digit (11.54%) dropout rate in 2014/15, this high dropping out may be caused by weak student engagement, low test scores, high course failures, high absenteeism, family problems, and some other unknown factors.

VIII. **Table 5: Average Cumulative GPA of First-Year Students 2016-2017**

School	Programme	2014-2015			2015-2016			2016-2017		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design	66	2.80	2.92	66	2.56	2.73	67	2.53	2.72
	Music	22	3.07		20	2.77		16	2.88	
	Visual Art	21	3.15		24	3.15		23	3.17	
ESAP	Computing	62	1.98	2.34	53	2.24	2.47	61	1.96	2.35
	Public Administration	37	2.58		38	2.60		35	2.52	
	Sino-Lusophone Trade Relations	--	--		25	2.36		28	2.53	
	Social Work	46	2.63		51	2.65		53	2.58	
ESCE	Accounting	29	2.03	1.89	27	2.56	1.91	29	2.11	1.78
	Public Relations	33	1.85		30	1.71		25	1.61	
	Marketing	31	2.29		24	2.34		30	2.06	
	E-Commerce	28	1.63		27	1.64		33	1.40	
	Management	66	1.52		51	1.80		54	1.50	
	Gaming and Recreation Management	64	2.13		56	1.74		81	1.96	
ESEFD	Physical Education	63	1.86	1.86	69	1.82	1.82	64	1.99	1.99
ESLT	Chinese-English Translation and Interpretation	62	2.72	2.86	69	2.38	2.64	71	2.42	2.85
	Portuguese-Chinese Translation and Interpretation	51	3.04		61	2.96		63	3.04	
	Chinese-Portuguese Translation and Interpretation	5	2.67		10	2.41		10	3.31	
	International Chinese Lang Education (native)	--	--		--	--		23	2.91	
	International Chinese Lang Education (non-native)	--	--		--	--		23	3.27	
ESS	Medical Laboratory Technology	24	2.27	2.29	21	2.34	2.17	20	1.85	2.06
	Pharmacy Technology	18	2.35		23	1.97		26	2.26	
	Nursing	61	2.28		61	2.20		61	2.06	

Table 5: Average Cumulative GPA of First-Year Students

Table 5 displays cumulative GPA information of first-year students for academic years 2014/15 through 2016/17. The first-year students from the three programmes (Design, Music, and Visual Art) of ESA, and also the five programmes (Chinese-English, Chinese-Portuguese, Portuguese-Chinese, plus two newly launched International Chinese Language Education) of ESLT maintain a 2.5 or better CGPA; while the first-year students from ESCE and ESEFD can only achieve CGPA below the 2.0 mark.

IX. Table 6: Average Graduating Cumulative GPA

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2014-2015			2015-2016			2016-2017		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design (3+1)	22	2.71	2.90	--	--	2.86	2	2.62	2.87
	Design (B)	50	2.84		76	2.76		60	2.78	
	Music (B)	14	3.00		18	2.94		18	3.00	
	Visual Art (B)	26	3.12		21	3.17		18	3.09	
ESAP	Computer Studies (3+1)	2	2.02	2.50	1	2.11	2.59	--	--	2.67
	Computing (B)	30	2.62		42	2.53		37	2.66	
	Public Administration (3+1)	6	2.03		--	--		--	--	
	Public Administration (B)	26	2.78		26	2.82		30	2.88	
	Sino-Lusophone Trade Relations (B)	--	--		--	--		--	--	
	Social Work (3+1)	14	2.24		--	--		--	--	
	Social Work (B)	43	2.41	48	2.53	51	2.56			
ESCE	Accounting and Finance (3+1)	1	1.94	2.43	--	--	2.42	--	--	2.44
	Accounting (B)	25	2.58		23	2.63		24	2.43	
	Management (3+1)	--	--		--	--		--	--	
	Management (B)	45	2.24		41	2.33		44	2.32	
	E-Commerce (3+1)	--	--		--	--		--	--	
	E-Commerce (B)	21	2.19		28	2.13		20	2.16	
	Public Relations (B)	21	2.17		20	2.11		18	2.36	
	Marketing (B)	22	2.76		20	2.51		17	2.46	
	Gaming and Recreation Management (B)	41	2.63	44	2.68	45	2.74			

IX. Table 6: Average Graduating Cumulative GPA [continued]

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2014-2015			2015-2016			2016-2017		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESEFD	Physical Education and Sports (3+1)	--	--	2.32	--	--	2.41	--	--	2.36
	Physical Education (B)	53	2.32		31	2.41		39	2.36	
ESLT	Chinese-English Translation and Interpretation (3+1)	3	2.26	3.07	--	--	2.99	--	--	2.94
	Chinese-English Translation and Interpretation (B)	72	3.12		60	3.06		58	3.03	
	Portuguese-Chinese Translation and Interpretation (B)	25	3.00		38	2.90		36	2.79	
	Chinese-Portuguese Translation and Interpretation (3+1)	--	--		1	3.40		--	--	
	Chinese-Portuguese Translation and Interpretation (B)	2	3.30		4	2.81		2	2.89	
	International Chinese Lang Education (native , B)	--	--		--	--		--	--	
	International Chinese Lang Education (non-native, B)	--	--		--	--		--	--	
ESS	Biomedical Studies (3+1)	--	--	2.62	12	2.74	2.63	--	--	2.63
	Medical Laboratory Technology (B)	14	2.55		18	2.39		20	2.69	
	Pharmacy Technology (B)	11	2.73		17	2.61		23	2.52	
	Nursing (B)	40	2.62		32	2.74		32	2.67	
	ALL	629	2.64		621	2.66		594	2.66	

Table 6: Average Graduating Cumulative GPA

Table 6 displays cumulative GPA information of graduate students for academic years 2014/15 through 2016/17. In academic year 2014/15, the average graduating CGPA went from 2.32 to 3.07; in 2015/16, 2.41 to 2.99; and in 2016/17, 2.36 to 2.94. The average CGPA scores maintain a tight range over time. From 2014/15 to 2016/17, over-half of the programmes listed achieve CGPA at or above the 2.5 mark. It is worth noting, however, that the graduating CGPA at MPI has been markedly lower (GPA deflation) than at peer UK universities. This is because MPI makes use of the GPAs of all the subjects taken during the academic years to arrive at the graduating CGPA; while some UK universities only use the final two years' GPA to evaluate the graduating CGPA. This indicates that our graduates are actually performing better than what their graduating CGPA reflected.

X. Concluding Remarks

In conclusion, when students take examination, some will fail and they are then allowed to re-sit the examination at a later date. Some of these students will pass at the re-sit because they have got better, have acquired more knowledge or skills. During the academic year, some dropouts are to be expected. However, dropping out may actually ensure that students in the upper grades of these programmes are fewer and more elite. The mean overall CGPA at programme completion for academic year 2014/15 was 2.64, with a total of 629 students graduating in Summer 2015. In academic year 2015/16, the mean CGPA was 2.66 for 621 graduates. In academic year 2016/17, the mean CGPA was 2.66 for 594 graduates.

MPI maintains a roughly 10:1 student-to-teacher ratio, and its small classes is so vital for student achievement and success. Through quality teaching staff, rigorous academic programmes, challenging curriculum, policy consistency, coupled with the overwhelming amount of support provided to students, MPI will strive to prepare its students to excel in higher education.

In addition, to affirm the undergraduate programme quality, MPI was successfully accredited by QAA for better preparing its students to succeed both academically and socially, and the post-graduate opportunity of their choice.