



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

Macao Polytechnic Institute

Student Performance Analysis 2019

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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 2019, 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 2016-17 and 2017-18, and current academic year 2018-19) and following is a summary of the findings: For the current student cohort (2018-19), the failure rate of the first-year students ranged from 0.00% to 22.66% (before the re-sits) and from 0.00% to 19.48% (after the re-sits); ranging from 21.74% to 100.00% of first-year students could pass their exams on first attempt; the dropout rate was in the range of 0.00-25.00%; the mean CGPA among schools for the first-year students was in a range of 1.70 to 2.74; and the mean CGPA for the students graduating in Summer 2019 was 2.68.

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 2019 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 2016-17 及 2017-18，以及本學年，即 2018-19），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 22.66% 不等（在補考前）及由 0.00% 至 19.48% 不等（在補考後）；21.74% 至 100.00% 的大一學生在第一次就能通過考試；退學率由 0.00% 至 25.00% 不等；不同學校的大一學生的 CGPA 平均值由 1.70 至 2.74 不等；而 2019 年畢業生的 CGPA 平均值為 2.68。

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	2016-2017			2017-2018			2018-2019		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	3.34%	1.59%	2.62%	0.32%	0.17%	0.24%	0.48%	0.38%	0.44%
	Music	1.26%	1.27%	1.26%	1.01%	0.00%	0.51%	0.51%	2.04%	1.27%
	Visual Art	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.62%	0.00%	0.28%
ESAP	Computing	6.47%	9.03%	7.68%	13.19%	13.88%	13.51%	11.07%	12.54%	11.77%
	Public Administration	5.24%	2.02%	3.57%	4.73%	3.04%	3.86%	2.68%	2.17%	2.42%
	Sino-Lusophone Trade Relations	0.00%	0.00%	0.00%	14.00%	13.51%	13.71%	0.00%	0.00%	0.00%
	Social Work	0.69%	0.65%	0.67%	3.27%	0.81%	1.98%	4.25%	3.77%	3.99%
ESCE	Accounting	11.98%	6.88%	9.48%	14.06%	17.55%	15.79%	8.40%	3.60%	6.09%
	Public Relations	17.02%	29.32%	22.99%	--	--	--	--	--	--
	Marketing	11.05%	4.79%	7.96%	8.79%	20.47%	14.45%	20.51%	14.89%	17.85%
	E-Commerce	28.89%	23.08%	26.19%	28.24%	16.67%	22.57%	22.69%	18.75%	20.78%
	Management	17.91%	22.98%	20.28%	13.69%	28.32%	20.77%	19.55%	18.43%	19.05%
	Gaming and Recreation Management	12.08%	12.39%	12.24%	8.42%	6.79%	7.61%	5.84%	9.58%	7.65%
ESEFD	Physical Education	9.23%	13.40%	10.48%	12.13%	15.46%	13.14%	20.18%	15.30%	18.76%
ESLT	Chinese-English Translation and Interpretation	4.82%	4.04%	4.42%	4.24%	1.57%	2.85%	10.06%	4.41%	7.10%
	Portuguese-Chinese Translation and Interpretation	0.30%	0.00%	0.15%	0.46%	3.69%	2.03%	3.50%	7.93%	5.64%
	Chinese-Portuguese Translation and Interpretation	5.00%	0.00%	2.48%	0.00%	0.00%	0.00%	2.86%	2.78%	2.82%
	International Chinese Lang Education (native)	1.12%	0.69%	0.93%	1.24%	1.89%	1.56%	2.99%	4.32%	3.65%
	International Chinese Lang Education (non-native)	3.03%	0.00%	1.52%	0.00%	0.70%	0.35%	0.00%	0.00%	0.00%
	Portuguese Language	--	--	--	0.00%	1.83%	1.02%	16.00%	4.76%	10.06%
ESS	Medical Laboratory Technology	16.20%	11.97%	14.33%	1.88%	6.57%	4.04%	9.95%	15.71%	12.69%
	Pharmacy Technology	7.98%	4.40%	6.33%	13.98%	24.84%	18.95%	20.88%	24.56%	22.66%
	Nursing	7.52%	12.43%	9.77%	18.38%	16.83%	17.72%	16.82%	11.63%	13.60%
	Speech-Language Therapy	--	--	--	0.72%	0.00%	0.39%	0.60%	0.69%	0.64%

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 2016/17 through 2018/19. Most programmes have no or low failure rates, except the E-Commerce and the Management programmes of ESCE exhibit quite consistent high failure rates. For the recent two years, the Pharmacy Technology programme of ESS also exhibits very high failures rate.

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

School	Programme	2016-2017			2017-2018			2018-2019		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	3.03%	1.59%	2.34%	0.16%	0.30%	0.23%	0.48%	0.19%	0.35%
	Music	0.63%	1.27%	0.95%	0.00%	0.00%	0.00%	0.51%	1.53%	1.02%
	Visual Art	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.62%	0.00%	0.28%
ESAP	Computing	5.18%	7.09%	6.09%	11.46%	11.38%	11.42%	9.77%	10.39%	10.07%
	Public Administration	2.62%	1.21%	1.89%	3.25%	1.64%	2.42%	1.01%	1.82%	1.44%
	Sino-Lusophone Trade Relations	0.00%	0.00%	0.00%	6.00%	8.11%	7.26%	0.00%	0.00%	0.00%
	Social Work	0.35%	0.32%	0.33%	2.08%	0.54%	1.27%	3.59%	2.60%	3.07%
ESCE	Accounting	6.59%	6.83%	6.71%	10.94%	15.96%	13.42%	8.40%	3.60%	6.09%
	Public Relations	17.02%	27.07%	21.90%	--	--	--	--	--	--
	Marketing	6.40%	4.19%	5.31%	8.79%	18.13%	13.31%	16.03%	14.89%	15.49%
	E-Commerce	22.22%	20.51%	21.43%	25.95%	15.87%	21.01%	21.01%	17.86%	19.48%
	Management	16.04%	22.98%	19.28%	12.03%	26.99%	19.27%	16.92%	17.27%	17.08%
	Gaming and Recreation Management	9.17%	9.05%	9.11%	6.32%	4.64%	5.49%	4.28%	7.08%	5.63%
ESEFD	Physical Education	4.82%	10.77%	6.61%	9.92%	9.48%	9.78%	12.64%	12.30%	12.54%
ESLT	Chinese-English Translation and Interpretation	2.54%	2.38%	2.45%	2.54%	1.31%	1.90%	6.17%	3.53%	4.78%
	Portuguese-Chinese Translation and Interpretation	0.00%	0.00%	0.00%	0.23%	1.97%	1.07%	2.47%	6.39%	4.36%
	Chinese-Portuguese Translation and Interpretation	5.00%	0.00%	2.48%	0.00%	0.00%	0.00%	2.86%	2.78%	2.82%
	International Chinese Lang Education (native)	0.56%	0.00%	0.31%	1.24%	0.00%	0.63%	2.40%	3.70%	3.04%
	International Chinese Lang Education (non-native)	0.00%	0.00%	0.00%	0.00%	0.70%	0.35%	0.00%	0.00%	0.00%
	Portuguese Language	--	--	--	0.00%	0.92%	0.51%	10.67%	3.53%	6.88%
ESS	Medical Laboratory Technology	12.85%	10.88%	11.96%	1.88%	4.26%	2.99%	6.64%	12.89%	9.63%
	Pharmacy Technology	6.57%	3.70%	5.22%	10.75%	19.64%	14.97%	12.64%	22.16%	17.32%
	Nursing	4.26%	9.12%	6.50%	12.25%	11.61%	11.98%	10.00%	10.14%	10.09%
	Speech-Language Therapy	--	--	--	0.00%	0.00%	0.00%	0.00%	0.69%	0.32%

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 2016/17 through 2018/19. Most programmes have no or low failure rates, except the E-Commerce and the Management programmes of ESCE, and the Pharmacy Technology programme of ESS in the current 2018/19 cohort still exhibit quite high double-digit failure rates after the re-sits.

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

School	Programme	2016-2017				2017-2018				2018-2019			
		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	67	44 (65.67%)	56 (83.58%)	44 (65.67%)	65	58 (89.23%)	53 (81.54%)	50 (76.92%)	65	59 (90.77%)	49 (75.38%)	49 (75.38%)
	Music	16	14 (87.50%)	14 (87.50%)	13 (81.25%)	20	18 (90.00%)	17 (85.00%)	15 (75.00%)	20	18 (90.00%)	16 (80.00%)	16 (80.00%)
	Visual Art	23	23 (100.00%)	21 (91.30%)	21 (91.30%)	28	28 (100.00%)	27 (96.43%)	27 (96.43%)	22	20 (90.91%)	19 (86.36%)	19 (86.36%)
ESAP	Computing	61	39 (63.93%)	32 (52.46%)	29 (47.54%)	54	30 (55.56%)	30 (55.56%)	23 (42.59%)	56	34 (60.71%)	33 (58.93%)	29 (51.79%)
	Public Administration	35	23 (65.71%)	27 (77.14%)	23 (65.71%)	52	40 (76.92%)	39 (75.00%)	37 (71.15%)	43	36 (83.72%)	36 (83.72%)	34 (79.07%)
	Sino-Lusophone Trade Relations	28	26 (92.86%)	26 (92.86%)	26 (92.86%)	25	18 (72.00%)	15 (60.00%)	13 (52.00%)	19	19 (100.00%)	19 (100.00%)	19 (100.00%)
	Social Work	53	46 (86.79%)	44 (83.02%)	44 (83.02%)	60	50 (83.33%)	50 (83.33%)	47 (78.33%)	55	46 (83.64%)	41 (74.55%)	40 (72.73%)
ESCE	Accounting	29	16 (55.17%)	18 (62.07%)	14 (48.28%)	33	18 (54.55%)	19 (57.58%)	17 (51.52%)	21	13 (61.90%)	15 (71.43%)	12 (57.14%)
	Public Relations	25	7 (28.00%)	8 (32.00%)	6 (24.00%)	--	--	--	--	--	--	--	--
	Marketing	30	16 (53.33%)	22 (73.33%)	15 (50.00%)	31	23 (74.19%)	13 (41.94%)	13 (41.94%)	26	9 (34.62%)	9 (34.62%)	7 (26.92%)
	E-Commerce	33	13 (39.39%)	12 (36.36%)	8 (24.24%)	23	11 (47.83%)	12 (52.17%)	11 (47.83%)	20	11 (55.00%)	11 (55.00%)	10 (50.00%)
	Management	54	20 (37.04%)	19 (35.19%)	16 (29.63%)	44	21 (47.73%)	13 (29.55%)	13 (29.55%)	47	18 (38.30%)	17 (36.17%)	15 (31.91%)
	Gaming and Recreation Management	81	49 (60.49%)	37 (45.68%)	26 (32.10%)	52	36 (69.23%)	30 (57.69%)	26 (50.00%)	50	32 (64.00%)	27 (54.00%)	27 (54.00%)
ESEFD	Physical Education	64	30 (46.88%)	33 (51.56%)	26 (40.63%)	66	26 (39.39%)	36 (54.55%)	24 (36.36%)	67	18 (26.87%)	34 (50.75%)	18 (26.87%)
ESLT	Chinese-English Translation and Interpretation	71	55 (77.46%)	52 (73.24%)	49 (69.01%)	65	49 (75.38%)	49 (75.38%)	44 (67.69%)	60	36 (60.00%)	37 (61.67%)	33 (55.00%)
	Portuguese-Chinese Translation and Interpretation	63	57 (90.48%)	57 (90.48%)	56 (88.89%)	79	69 (87.34%)	58 (73.42%)	57 (72.15%)	86	70 (81.40%)	59 (68.60%)	59 (68.60%)
	Chinese-Portuguese Translation and Interpretation	10	8 (80.00%)	10 (100.00%)	8 (80.00%)	10	4 (40.00%)	2 (20.00%)	2 (20.00%)	8	5 (62.50%)	5 (62.50%)	4 (50.00%)
	International Chinese Lang Education (native)	23	22 (95.65%)	22 (95.65%)	22 (95.65%)	25	22 (88.00%)	20 (80.00%)	20 (80.00%)	24	20 (83.33%)	18 (75.00%)	16 (66.67%)
	International Chinese Lang Education (non-native)	23	18 (78.26%)	22 (95.65%)	18 (78.26%)	24	24 (100.00%)	23 (95.83%)	23 (95.83%)	20	20 (100.00%)	20 (100.00%)	20 (100.00%)
	Portuguese Language	--	--	--	--	23	22 (95.65%)	19 (82.61%)	19 (82.61%)	20	13 (65.00%)	14 (70.00%)	13 (65.00%)
ESS	Medical Laboratory Technology	20	11 (55.00%)	9 (45.00%)	9 (45.00%)	18	16 (88.89%)	11 (61.11%)	11 (61.11%)	25	14 (56.00%)	9 (36.00%)	9 (36.00%)
	Pharmacy Technology	26	17 (65.38%)	16 (61.54%)	15 (57.69%)	22	10 (45.45%)	7 (31.82%)	6 (27.27%)	23	7 (30.43%)	5 (21.74%)	5 (21.74%)
	Nursing	61	38 (62.30%)	30 (49.18%)	25 (40.98%)	66	16 (24.24%)	21 (31.82%)	12 (18.18%)	56	34 (60.71%)	27 (48.21%)	23 (41.07%)
	Speech-Language Therapy	--	--	--	--	20	17 (85.00%)	18 (90.00%)	17 (85.00%)	22	20 (90.91%)	20 (90.91%)	20 (90.91%)

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), ESLT (the International Chinese Language Education (non-native) programme), and ESS (the Speech-Language Therapy) are consecutively getting straight passes. On the contrary, only a very / relatively small proportion of first-year students from the Management programme of ESCE in the 2016/17 till 2018/19 cohorts, those from the Marketing programme of ESCE in the 2018/19 cohort, the Physical Education programme of ESEFD in the 2018/19 cohort, and also those from the Pharmacy Technology of ESS in the 2017/18 and 2018/19 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)	2016-2017			2017-2018			2018-2019		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.54%	0.00%	1.54%
	Music (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Visual Art (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESAP	Computing (D)	0.00%	1.64%	1.64%	1.85%	0.00%	1.85%	0.00%	1.79%	1.79%
	Public Administration (D)	0.00%	0.00%	0.00%	3.13%	3.23%	6.25%	0.00%	9.09%	9.09%
	Public Administration (E)	0.00%	0.00%	0.00%	0.00%	5.00%	5.00%	0.00%	0.00%	0.00%
	Sino-Lusophone Trade Relations (D)	3.57%	0.00%	3.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Social Work (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.13%	0.00%	3.13%
	Social Work (E)	4.17%	0.00%	4.17%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESCE	Accounting (D)	3.45%	0.00%	3.45%	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%
	Public Relations (E)	4.00%	4.17%	8.00%	--	--	--	--	--	--
	Marketing (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	E-Commerce (D)	0.00%	3.03%	3.03%	4.35%	0.00%	4.35%	0.00%	5.00%	5.00%
	Management (D)	0.00%	3.23%	3.23%	0.00%	3.45%	3.45%	0.00%	0.00%	0.00%
	Management (E)	0.00%	0.00%	0.00%	6.67%	0.00%	6.67%	0.00%	0.00%	0.00%
	Gaming and Recreation Management (D)	0.00%	0.00%	0.00%	0.00%	3.13%	3.13%	6.90%	0.00%	6.90%
Gaming and Recreation Management (E)	0.00%	0.00%	0.00%	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)	2016-2017			2017-2018			2018-2019		
		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%	3.03%	0.00%	3.03%
ESLT	Chinese-English Translation and Interpretation (D)	0.00%	0.00%	0.00%	2.38%	0.00%	2.38%	6.98%	0.00%	6.98%
	Chinese-English Translation and Interpretation (E)	4.17%	0.00%	4.17%	0.00%	17.39%	17.39%	5.88%	6.25%	11.76%
	Portuguese-Chinese Translation and Interpretation (D)	0.00%	0.00%	0.00%	0.00%	1.79%	1.79%	1.59%	3.23%	4.76%
	Portuguese-Chinese Translation and Interpretation (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.35%	4.55%	8.70%
	Chinese-Portuguese Translation and Interpretation (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	25.00%
	International Chinese Lang Education (native , D)	0.00%	4.35%	4.35%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	International Chinese Lang Education (non-native , D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Portuguese Language (D)	--	--	--	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESS	Medical Laboratory Technology (D)	0.00%	5.00%	5.00%	0.00%	0.00%	0.00%	4.00%	0.00%	4.00%
	Pharmacy Technology (D)	7.69%	0.00%	7.69%	0.00%	0.00%	0.00%	4.35%	0.00%	4.35%
	Nursing (D)	3.28%	0.00%	3.28%	0.00%	1.52%	1.52%	1.79%	0.00%	1.79%
	Speech-Language Therapy (D)	--	--	--	5.00%	0.00%	5.00%	4.55%	0.00%	4.55%

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 2016/17 to 2018/19. Most programmes have no or very low single-digit dropout rates, except the Chinese-English Translation and Interpretation evening programme of ESLT displays a double-digit (17.39% and 11.76%) dropout rate in 2017/18 and 2018/19, and also the Chinese-Portuguese Translation and Interpretation evening programme of ESLT displays a double-digit (25.00%) dropout rate in 2018/19; 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 2018-2019

School	Programme	2016-2017			2017-2018			2018-2019		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design	67	2.53	2.72	65	2.61	2.73	65	2.67	2.74
	Music	16	2.88		20	2.80		20	2.78	
	Visual Art	23	3.17		28	2.99		21	2.92	
ESAP	Computing	61	1.96	2.35	53	1.77	2.27	56	1.91	2.38
	Public Administration	35	2.52		52	2.51		46	2.66	
	Sino-Lusophone Trade Relations	28	2.53		25	1.86		19	2.47	
	Social Work	53	2.58		59	2.68		52	2.59	
ESCE	Accounting	29	2.11	1.78	33	2.00	1.90	21	2.21	1.84
	Public Relations	25	1.61		--	--		--	--	
	Marketing	30	2.06		31	1.95		26	1.67	
	E-Commerce	33	1.40		22	1.78		20	1.88	
	Management	54	1.50		43	1.69		48	1.53	
	Gaming and Recreation Management	81	1.96		52	2.03		48	2.05	
ESEFD	Physical Education	64	1.99	1.99	66	2.02	2.02	66	1.70	1.70
ESLT	Chinese-English Translation and Interpretation	71	2.42	2.85	63	2.36	2.59	55	2.32	2.61
	Portuguese-Chinese Translation and Interpretation	63	3.04		76	2.53		83	2.60	
	Chinese-Portuguese Translation and Interpretation	10	3.31		5	2.39		10	3.23	
	International Chinese Lang Education (native)	23	2.91		24	2.95		24	2.80	
	International Chinese Lang Education (non-native)	23	3.27		24	3.42		20	3.25	
	Portuguese Language	--	--		23	2.29		19	2.21	
ESS	Medical Laboratory Technology	20	1.85	2.06	18	2.42	2.02	25	2.01	2.09
	Pharmacy Technology	26	2.26		21	1.81		21	1.77	
	Nursing	61	2.06		62	1.72		55	1.86	
	Speech-Language Therapy	--	--		19	2.86		21	3.12	

Table 5: Average Cumulative GPA of First-Year Students

Table 5 displays cumulative GPA information of first-year students for academic years 2016/17 through 2018/19. The first-year students from the three programmes (Design, Music, and Visual Art) of ESA, and also the six programmes (Chinese-English, Portuguese-Chinese, Chinese-Portuguese, International Chinese Language Education for native / non-native speakers, and Portuguese Language) of ESLT maintain a 2.5 or better CGPA; while the first-year students from ESCE 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)	2016-2017			2017-2018			2018-2019		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design (3+1)	2	2.62	2.87	--	--	2.93	1	3.06	2.93
	Design (B)	60	2.78		57	2.77		63	2.81	
	Music (B)	18	3.00		21	3.13		17	3.06	
	Visual Art (B)	18	3.09		24	3.13		23	3.14	
ESAP	Computer Studies (3+1)	--	--	2.67	--	--	2.63	--	--	2.76
	Computing (B)	37	2.66		46	2.64		37	2.78	
	Public Administration (3+1)	--	--		--	--		--	--	
	Public Administration (B)	30	2.88		30	2.91		27	2.91	
	Sino-Lusophone Trade Relations (B)	--	--		--	--		15	2.81	
	Social Work (3+1)	--	--		26	2.28		1	2.32	
Social Work (B)	51	2.56	39	2.65	52	2.66				
ESCE	Accounting and Finance (3+1)	--	--	2.44	--	--	2.52	--	--	2.41
	Accounting (B)	24	2.43		29	2.31		25	2.56	
	Management (3+1)	--	--		--	--		--	--	
	Management (B)	44	2.32		36	2.32		34	2.31	
	E-Commerce (3+1)	--	--		--	--		--	--	
	E-Commerce (B)	20	2.16		23	2.46		20	2.37	
	Public Relations (B)	18	2.36		16	2.45		22	2.05	
	Marketing (B)	17	2.46		28	2.57		23	2.57	
Gaming and Recreation Management (B)	45	2.74	46	2.83	41	2.51				

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

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2016-2017			2017-2018			2018-2019		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESEFD	Physical Education and Sports (3+1)	--	--	2.36	--	--	2.44	--	--	2.33
	Physical Education (B)	39	2.36		38	2.44		46	2.33	
ESLT	Chinese-English Translation and Interpretation (3+1)	--	--	2.94	--	--	3.01	--	--	2.99
	Chinese-English Translation and Interpretation (B)	58	3.03		50	3.09		53	3.01	
	Portuguese-Chinese Translation and Interpretation (B)	36	2.79		38	2.92		37	2.96	
	Chinese-Portuguese Translation and Interpretation (3+1)	--	--		--	--		--	--	
	Chinese-Portuguese Translation and Interpretation (B)	2	2.89		3	2.78		6	3.11	
	International Chinese Lang Education (native , B)	--	--		--	--		--	--	
	International Chinese Lang Education (non-native, B)	--	--		--	--		--	--	
ESS	Portuguese Language (B)	--	--	--	--	--	--	--	--	
	Biomedical Studies (3+1)	--	--	--	--	--	--	--	--	
	Medical Laboratory Technology (B)	20	2.69	20	2.62	17	2.67			
	Pharmacy Technology (B)	23	2.52	2.63	17	2.73	2.63	10	2.58	2.61
	Nursing (B)	32	2.67	46	2.61	36	2.59			
	Speech-Language Therapy (B)	--	--	--	--	--	--	--		
	ALL	594	2.66	633	2.69	606	2.68			

Table 6: Average Graduating Cumulative GPA

Table 6 displays cumulative GPA information of graduate students for academic years 2016/17 through 2018/19. In academic year 2016/17, the average graduating CGPA went from 2.36 to 2.94; in 2017/18, 2.44 to 3.01; and in 2018/19, 2.33 to 2.99. The average CGPA scores maintain a tight range over time. From 2016/17 to 2018/19, 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 2016/17 was 2.66, with a total of 594 students graduating in Summer 2017. In academic year 2017/18, the mean CGPA was 2.69 for 633 graduates. In academic year 2018/19, the mean CGPA was 2.68 for 606 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.