



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

Macao Polytechnic Institute

Student Performance Analysis 2020

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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 2020, 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 2017-18 and 2018-19, and current academic year 2019-20) and following is a summary of the findings: For the current student cohort (2019-20), the failure rate of the first-year students ranged from 0.22% to 23.84% (before the re-sits) and from 0.00% to 21.19% (after the re-sits); ranging from 28.57% to 96.00% of first-year students could pass their exams on first attempt; the dropout rate was in the range of 0.00-26.67%; the mean CGPA among schools for the first-year students was in a range of 2.35 to 2.90; and the mean CGPA for the students graduating in Summer 2020 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 2020 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 2017-18 及 2018-19，以及本學年，即 2019-20），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 0.22% 至 23.84% 不等（在補考前）及由 0.00% 至 21.19% 不等（在補考後）；28.57% 至 96.00% 的大一學生在第一次就能通過考試；退學率由 0.00% 至 26.67% 不等；不同學校的大一學生的 CGPA 平均值由 2.35 至 2.90 不等；而 2020 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	2017-2018			2018-2019			2019-2020		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	0.32%	0.17%	0.24%	0.48%	0.38%	0.44%	0.00%	1.17%	0.57%
	Music	1.01%	0.00%	0.51%	0.51%	2.04%	1.27%	1.47%	10.06%	6.23%
	Visual Art	0.00%	0.00%	0.00%	0.62%	0.00%	0.28%	0.50%	0.00%	0.22%
ESCA	Computing	13.19%	13.88%	13.51%	11.07%	12.54%	11.77%	9.96%	3.76%	7.05%
	Sino-Lusophone Trade Relations	14.00%	13.51%	13.71%	0.00%	0.00%	0.00%	6.67%	0.00%	2.78%
ESCHS	Social Work	3.27%	0.81%	1.98%	4.25%	3.77%	3.99%	1.08%	0.71%	0.89%
	Public Administration	4.73%	3.04%	3.86%	2.68%	2.17%	2.42%	5.65%	1.50%	3.50%
ESCE	Accounting	14.06%	17.55%	15.79%	8.40%	3.60%	6.09%	3.51%	2.63%	3.07%
	Marketing	8.79%	20.47%	14.45%	20.51%	14.89%	17.85%	14.93%	8.77%	12.10%
	E-Commerce	28.24%	16.67%	22.57%	22.69%	18.75%	20.78%	26.32%	21.33%	23.84%
	Management	13.69%	28.32%	20.77%	19.55%	18.43%	19.05%	9.47%	3.93%	6.78%
	Gaming and Recreation Management	8.42%	6.79%	7.61%	5.84%	9.58%	7.65%	4.32%	2.57%	3.46%
ESLT	Chinese-English Translation and Interpretation	4.24%	1.57%	2.85%	10.06%	4.41%	7.10%	8.12%	1.02%	4.43%
	Portuguese-Chinese Translation and Interpretation	0.46%	3.69%	2.03%	3.50%	7.93%	5.64%	5.26%	3.70%	4.51%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	2.86%	2.78%	2.82%	--	--	--
	International Chinese Lang Education (native)	1.24%	1.89%	1.56%	2.99%	4.32%	3.65%	0.95%	0.00%	0.49%
	International Chinese Lang Education (non-native)	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%	2.50%	2.22%	2.35%
ESCSD	Physical Education	12.13%	15.46%	13.14%	20.18%	15.30%	18.76%	13.39%	0.47%	9.39%
	Medical Laboratory Technology	1.88%	6.57%	4.04%	9.95%	15.71%	12.69%	4.55%	3.54%	4.12%
	Pharmacy Technology	13.98%	24.84%	18.95%	20.88%	24.56%	22.66%	14.12%	3.57%	9.46%
	Nursing	18.38%	16.83%	17.72%	16.82%	11.63%	13.60%	19.38%	1.43%	9.47%
	Speech-Language Therapy	0.72%	0.00%	0.39%	0.60%	0.69%	0.64%	0.45%	0.00%	0.28%

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 2017/18 through 2019/20. Most programmes have low failure rates, except the E-Commerce programme of ESCE exhibit consistent high failure rate.

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

School	Programme	2017-2018			2018-2019			2019-2020		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	0.16%	0.30%	0.23%	0.48%	0.19%	0.35%	0.00%	1.17%	0.57%
	Music	0.00%	0.00%	0.00%	0.51%	1.53%	1.02%	1.47%	7.10%	4.59%
	Visual Art	0.00%	0.00%	0.00%	0.62%	0.00%	0.28%	0.50%	0.00%	0.22%
ESCA	Computing	11.46%	11.38%	11.42%	9.77%	10.39%	10.07%	9.54%	2.82%	6.39%
	Sino-Lusophone Trade Relations	6.00%	8.11%	7.26%	0.00%	0.00%	0.00%	6.67%	0.00%	2.78%
ESCHS	Social Work	2.08%	0.54%	1.27%	3.59%	2.60%	3.07%	0.00%	0.00%	0.00%
	Public Administration	3.25%	1.64%	2.42%	1.01%	1.82%	1.44%	1.08%	0.25%	0.65%
ESCE	Accounting	10.94%	15.96%	13.42%	8.40%	3.60%	6.09%	2.63%	2.63%	2.63%
	Marketing	8.79%	18.13%	13.31%	16.03%	14.89%	15.49%	14.93%	8.77%	12.10%
	E-Commerce	25.95%	15.87%	21.01%	21.01%	17.86%	19.48%	26.32%	16.00%	21.19%
	Management	12.03%	26.99%	19.27%	16.92%	17.27%	17.08%	9.47%	3.93%	6.78%
	Gaming and Recreation Management	6.32%	4.64%	5.49%	4.28%	7.08%	5.63%	3.70%	2.57%	3.15%
ESLT	Chinese-English Translation and Interpretation	2.54%	1.31%	1.90%	6.17%	3.53%	4.78%	4.80%	1.02%	2.84%
	Portuguese-Chinese Translation and Interpretation	0.23%	1.97%	1.07%	2.47%	6.39%	4.36%	4.35%	1.73%	3.09%
	Chinese-Portuguese Translation and Interpretation	0.00%	0.00%	0.00%	2.86%	2.78%	2.82%	--	--	--
	International Chinese Lang Education (native)	1.24%	0.00%	0.63%	2.40%	3.70%	3.04%	0.95%	0.00%	0.49%
	International Chinese Lang Education (non-native)	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%	2.50%	1.11%	1.76%
ESCSD	Physical Education	9.92%	9.48%	9.78%	12.64%	12.30%	12.54%	7.95%	0.00%	5.49%
	Medical Laboratory Technology	1.88%	4.26%	2.99%	6.64%	12.89%	9.63%	1.95%	2.65%	2.25%
	Pharmacy Technology	10.75%	19.64%	14.97%	12.64%	22.16%	17.32%	8.47%	0.00%	4.73%
	Nursing	12.25%	11.61%	11.98%	10.00%	10.14%	10.09%	13.66%	1.07%	6.71%
	Speech-Language Therapy	0.00%	0.00%	0.00%	0.00%	0.69%	0.32%	0.00%	0.00%	0.00%

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 2017/18 through 2019/20. Most programmes have no or low failure rates, except the E-Commerce programme of ESCE in the current 2019/20 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	2017-2018				2018-2019				2019-2020			
		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	65	58 (89.23%)	53 (81.54%)	50 (76.92%)	65	59 (90.77%)	49 (75.38%)	49 (75.38%)	61	58 (95.08%)	53 (86.89%)	53 (86.89%)
	Music	20	18 (90.00%)	17 (85.00%)	15 (75.00%)	20	18 (90.00%)	16 (80.00%)	16 (80.00%)	21	18 (85.71%)	13 (61.90%)	13 (61.90%)
	Visual Art	28	28 (100.00%)	27 (96.43%)	27 (96.43%)	22	20 (90.91%)	19 (86.36%)	19 (86.36%)	25	24 (96.00%)	25 (100.00%)	24 (96.00%)
ESCA	Computing	54	30 (55.56%)	30 (55.56%)	23 (42.59%)	56	34 (60.71%)	33 (58.93%)	29 (51.79%)	46	30 (65.22%)	32 (69.57%)	25 (54.35%)
	Sino-Lusophone Trade Relations	25	18 (72.00%)	15 (60.00%)	13 (52.00%)	19	19 (100.00%)	19 (100.00%)	19 (100.00%)	17	14 (82.35%)	14 (82.35%)	14 (82.35%)
ESCHS	Social Work	60	50 (83.33%)	50 (83.33%)	47 (78.33%)	55	46 (83.64%)	41 (74.55%)	40 (72.73%)	51	45 (88.24%)	47 (92.16%)	33 (64.71%)
	Public Administration	52	40 (76.92%)	39 (75.00%)	37 (71.15%)	43	36 (83.72%)	36 (83.72%)	34 (79.07%)	57	27 (47.37%)	46 (80.70%)	36 (63.16%)
ESCE	Accounting	33	18 (54.55%)	19 (57.58%)	17 (51.52%)	21	13 (61.90%)	15 (71.43%)	12 (57.14%)	19	15 (78.95%)	18 (94.74%)	15 (78.95%)
	Marketing	31	23 (74.19%)	13 (41.94%)	13 (41.94%)	26	9 (34.62%)	9 (34.62%)	7 (26.92%)	13	7 (53.85%)	8 (61.54%)	7 (53.85%)
	E-Commerce	23	11 (47.83%)	12 (52.17%)	11 (47.83%)	20	11 (55.00%)	11 (55.00%)	10 (50.00%)	14	5 (35.71%)	5 (35.71%)	4 (28.57%)
	Management	44	21 (47.73%)	13 (29.55%)	13 (29.55%)	47	18 (38.30%)	17 (36.17%)	15 (31.91%)	48	30 (62.50%)	36 (75.00%)	30 (62.50%)
	Gaming and Recreation Management	52	36 (69.23%)	30 (57.69%)	26 (50.00%)	50	32 (64.00%)	27 (54.00%)	27 (54.00%)	61	42 (68.85%)	49 (80.33%)	41 (67.21%)
ESLT	Chinese-English Translation and Interpretation	65	49 (75.38%)	49 (75.38%)	44 (67.69%)	60	36 (60.00%)	37 (61.67%)	33 (55.00%)	52	34 (65.38%)	38 (73.08%)	32 (61.54%)
	Portuguese-Chinese Translation and Interpretation	79	69 (87.34%)	58 (73.42%)	57 (72.15%)	86	70 (81.40%)	59 (68.60%)	59 (68.60%)	86	61 (70.93%)	58 (67.44%)	55 (63.95%)
	Chinese-Portuguese Translation and Interpretation	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)	25	22 (88.00%)	20 (80.00%)	20 (80.00%)	24	20 (83.33%)	18 (75.00%)	16 (66.67%)	16	14 (87.50%)	14 (87.50%)	14 (87.50%)
	International Chinese Lang Education (non-native)	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%)	21	19 (9.48%)	16 (76.19%)	16 (76.19%)
ESCSD	Physical Education	66	26 (39.39%)	36 (54.55%)	24 (36.36%)	67	18 (26.87%)	34 (50.75%)	18 (26.87%)	65	26 (40.00%)	62 (95.38%)	26 (40.00%)
	Medical Laboratory Technology	18	16 (88.89%)	11 (61.11%)	11 (61.11%)	25	14 (56.00%)	9 (36.00%)	9 (36.00%)	22	13 (59.09%)	12 (54.55%)	10 (45.45%)
	Pharmacy Technology	22	10 (45.45%)	7 (31.82%)	6 (27.27%)	23	7 (30.43%)	5 (21.74%)	5 (21.74%)	20	10 (50.00%)	15 (75.00%)	8 (40.00%)
	Nursing	66	16 (24.24%)	21 (31.82%)	12 (18.18%)	56	34 (60.71%)	27 (48.21%)	23 (41.07%)	59	33 (55.93%)	52 (88.14%)	33 (55.93%)
	Speech-Language Therapy	20	17 (85.00%)	18 (90.00%)	17 (85.00%)	22	20 (90.91%)	20 (90.91%)	20 (90.91%)	31	29 (93.55%)	30 (96.77%)	29 (93.55%)

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) and ESCSD (the Speech-Language Therapy) are consecutively getting straight passes. On the contrary, only a very / relatively small proportion of first-year students from the E-Commerce programme of ESCE in the 2019/20 cohort 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)	2017-2018			2018-2019			2019-2020		
		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%	1.54%	0.00%	1.54%	0.00%	0.00%	0.00%
	Music (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.76%	0.00%	4.76%
	Visual Art (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESCA	Computing (D)	1.85%	0.00%	1.85%	0.00%	1.79%	1.79%	0.00%	0.00%	0.00%
	Sino-Lusophone Trade Relations (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
ESCHS	Social Work (D)	0.00%	0.00%	0.00%	3.13%	0.00%	3.13%	0.00%	0.00%	0.00%
	Social Work (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Public Administration (D)	3.13%	3.23%	6.25%	0.00%	9.09%	9.09%	0.00%	7.14%	7.14%
	Public Administration (E)	0.00%	5.00%	5.00%	0.00%	0.00%	0.00%	6.67%	21.43%	26.67%
ESCE	Accounting (D)	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Marketing (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	E-Commerce (D)	4.35%	0.00%	4.35%	0.00%	5.00%	5.00%	0.00%	0.00%	0.00%
	Management (D)	0.00%	3.45%	3.45%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Management (E)	6.67%	0.00%	6.67%	0.00%	0.00%	0.00%	8.33%	4.55%	12.50%
	Gaming and Recreation Management (D)	0.00%	3.13%	3.13%	6.90%	0.00%	6.90%	2.44%	0.00%	2.44%
	Gaming and Recreation Management (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.00%	0.00%

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

School	Programme (D: day programme ; E: evening programme)	2017-2018			2018-2019			2019-2020		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESLT	Chinese-English Translation and Interpretation (D)	2.38%	0.00%	2.38%	6.98%	0.00%	6.98%	2.94%	0.00%	2.94%
	Chinese-English Translation and Interpretation (E)	0.00%	17.39%	17.39%	5.88%	6.25%	11.76%	0.00%	11.11%	11.11%
	Portuguese-Chinese Translation and Interpretation (D)	0.00%	1.79%	1.79%	1.59%	3.23%	4.76%	1.89%	1.92%	3.77%
	Portuguese-Chinese Translation and Interpretation (E)	0.00%	0.00%	0.00%	4.35%	4.55%	8.70%	0.00%	0.00%	0.00%
	Chinese-Portuguese Translation and Interpretation (E)	0.00%	0.00%	0.00%	25.00%	0.00%	25.00%	--	--	--
	International Chinese Lang Education (native , D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	6.25%	0.00%	6.25%
	International Chinese Lang Education (non-native , D)	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%	0.00%	0.00%	0.00%
ESCSD	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%	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%
	Medical Laboratory Technology (D)	0.00%	0.00%	0.00%	4.00%	0.00%	4.00%	4.55%	4.76%	9.09%
	Pharmacy Technology (D)	0.00%	0.00%	0.00%	4.35%	0.00%	4.35%	0.00%	0.00%	0.00%
	Nursing (D)	0.00%	1.52%	1.52%	1.79%	0.00%	1.79%	0.00%	0.00%	0.00%
	Speech-Language Therapy (D)	5.00%	0.00%	5.00%	4.55%	0.00%	4.55%	3.23%	0.00%	3.23%

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 2017/18 to 2019/20. Most programmes have no or very low single-digit dropout rates, except the Public Administration evening programme of ESCHS displays a double-digit (26.67%) dropout rate in 2019/20, the Management evening programme of ESCHS displays a double-digit (12.50%) dropout rate in 2019/20, and also the Chinese-English Translation and Interpretation evening programme of ESLT displays a double-digit (17.39%, 11.76% and 11.11%) dropout rate in 2017/18, 2018/19 and 2019/20; 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 2019-2020

School	Programme	2017-2018			2018-2019			2019-2020		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design	65	2.61	2.73	65	2.67	2.74	60	2.83	2.90
	Music	20	2.80		20	2.78		20	2.87	
	Visual Art	28	2.99		21	2.92		25	3.09	
ESCA	Computing	53	1.77	1.80	56	1.91	2.05	45	2.31	2.50
	Sino-Lusophone Trade Relations	25	1.86		19	2.47		15	3.06	
ESCHS	Social Work	59	2.68	2.60	52	2.59	2.62	49	2.78	2.69
	Public Administration	52	2.51		46	2.66		56	2.60	
ESCE	Accounting	33	2.00	1.90	21	2.21	1.84	19	2.89	2.42
	Marketing	31	1.95		26	1.67		13	1.85	
	E-Commerce	22	1.78		20	1.88		14	1.81	
	Management	43	1.69		48	1.53		47	2.45	
	Gaming and Recreation Management	52	2.03		48	2.05		58	2.53	
ESLT	Chinese-English Translation and Interpretation	63	2.36	2.59	55	2.32	2.61	50	2.32	2.58
	Portuguese-Chinese Translation and Interpretation	76	2.53		83	2.60		79	2.62	
	Chinese-Portuguese Translation and Interpretation	5	2.39		10	3.23		--	--	
	International Chinese Lang Education (native)	24	2.95		24	2.80		15	3.18	
	International Chinese Lang Education (non-native)	24	3.42		20	3.25		--	--	
	Portuguese Language	23	2.29	19	2.21	21	2.57			
ESCSD	Physical Education	66	2.02	2.02	66	1.70	1.95	64	2.36	2.35
	Medical Laboratory Technology	18	2.42		25	2.01		21	2.29	
	Pharmacy Technology	21	1.81		21	1.77		20	2.23	
	Nursing	62	1.72		55	1.86		59	2.05	
	Speech-Language Therapy	19	2.86		21	3.12		30	3.01	

Table 5: Average Cumulative GPA of First-Year Students

Table 5 displays cumulative GPA information of first-year students for academic years 2017/18 through 2019/20. The first-year students from the three programmes (Design, Music, and Visual Art) of ESA, the two programmes (Social Work and Public Administration) of ESCHS, and also the four / 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.

IX. Table 6: Average Graduating Cumulative GPA

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2017-2018			2018-2019			2019-2020		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design (3+1)	--	--		1	3.06		1	2.65	
	Design (B)	57	2.77	2.93	63	2.81	2.93	57	2.82	2.92
	Music (B)	21	3.13		17	3.06		12	2.99	
	Visual Art (B)	24	3.13		23	3.14		19	3.18	
ESCA	Computing (B)	46	2.64		37	2.78		39	2.67	
	Sino-Lusophone Trade Relations (B)	--	--	15	2.81	21	2.49			
ESCHS	Social Work (3+1)	26	2.28		1	2.32		--	--	
	Social Work (B)	39	2.65	2.63	52	2.66	2.74	38	2.70	2.72
	Public Administration (B)	30	2.91		27	2.91		27	2.75	
ESCE	Accounting (B)	29	2.31			25		2.56		
	Management (B)	36	2.32	2.52	34	2.31	2.41	36	2.27	2.41
	E-Commerce (B)	23	2.46		20	2.37		21	2.38	
	Public Relations (B)	16	2.45		22	2.05		23	2.14	
	Marketing (B)	28	2.57		23	2.57		28	2.43	
		Gaming and Recreation Management (B)	46		2.83	41		2.51	61	

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

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2017-2018			2018-2019			2019-2020		
		<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall
ESLT	Chinese-English Translation and Interpretation (B)	50	3.09	3.01	53	3.01	2.99	52	2.97	2.94
	Portuguese-Chinese Translation and Interpretation (B)	38	2.92		37	2.96		66	2.86	
	Chinese-Portuguese Translation and Interpretation (B)	3	2.78		6	3.11		7	3.02	
	International Chinese Lang Education (native , B)	--	--		--	--		21	2.82	
	International Chinese Lang Education (non-native, B)	--	--		--	--		14	3.41	
ESCSD	Physical Education (B)	38	2.44	2.58	46	2.33	2.49	40	2.45	2.53
	Medical Laboratory Technology (B)	20	2.62		17	2.67		12	2.48	
	Pharmacy Technology (B)	17	2.73		10	2.58		20	2.65	
	Nursing (B)	46	2.61		36	2.59		51	2.55	
	ALL	633	2.69		621	2.69		695	2.66	

Table 6: Average Graduating Cumulative GPA

Table 6 displays cumulative GPA information of graduate students for academic years 2017/18 through 2019/20. In academic year 2017/18, the average graduating CGPA went from 2.52 to 3.01; in 2018/19, 2.41 to 2.99; and in 2019/20, 2.41 to 2.94. The average CGPA scores maintain a tight range over time. From 2017/18 to 2019/20, over two-thirds 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 2017/18 was 2.69, with a total of 633 students graduating in Summer 2018. In academic year 2018/19, the mean CGPA was 2.69 for 621 graduates. In academic year 2019/20, the mean CGPA was 2.66 for 695 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.