



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

Macao Polytechnic Institute

Student Performance Analysis 2021

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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 2021, 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 2018-19 and 2019-20, and current academic year 2020-21) and following is a summary of the findings: For the current student cohort (2020-21), the failure rate of the first-year students ranged from 0.00% to 40.40% (before the re-sits) and from 0.00% to 35.93% (after the re-sits); ranging from 17.07% to 100.00% of first-year students could pass their exams on first attempt; the dropout rate was in the range of 0.00-12.50%; the mean CGPA among schools for the first-year students was in a range of 1.84 to 2.63; and the mean CGPA for the students graduating in Summer 2021 was 2.72.

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 2021 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 2018-19 及 2019-20，以及本學年，即 2020-21），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 40.40% 不等（在補考前）及由 0.00% 至 35.93% 不等（在補考後）；17.07% 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 12.50% 不等；不同學校的大一學生的 CGPA 平均值由 1.84 至 2.63 不等；而 2021 年畢業生的 CGPA 平均值為 2.72。

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	2018-2019			2019-2020			2020-2021		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	0.48%	0.38%	0.44%	0.00%	1.17%	0.57%	0.25%	2.56%	1.39%
	Music	0.51%	2.04%	1.27%	1.47%	10.06%	6.23%	3.52%	0.91%	2.38%
	Visual Art	0.62%	0.00%	0.28%	0.50%	0.00%	0.22%	0.65%	0.41%	0.51%
ESCA	Computing	11.07%	12.54%	11.77%	9.96%	3.76%	7.05%	24.07%	13.07%	19.40%
	Sino-Lusophone Trade Relations	0.00%	0.00%	0.00%	6.67%	0.00%	2.78%	5.56%	5.77%	5.68%
ESCHS	Social Work	4.25%	3.77%	3.99%	1.08%	0.71%	0.89%	4.87%	2.84%	3.79%
	Public Administration	2.68%	2.17%	2.42%	5.65%	1.50%	3.50%	5.13%	2.49%	3.79%
ESCE	Accounting	8.40%	3.60%	6.09%	3.51%	2.63%	3.07%	17.44%	13.89%	15.73%
	Marketing	20.51%	14.89%	17.85%	14.93%	8.77%	12.10%	37.91%	43.24%	40.40%
	E-Commerce	22.69%	18.75%	20.78%	26.32%	21.33%	23.84%	30.18%	14.67%	22.88%
	Management	19.55%	18.43%	19.05%	9.47%	3.93%	6.78%	15.75%	11.07%	13.50%
	Gaming and Recreation Management	5.84%	9.58%	7.65%	4.32%	2.57%	3.46%	11.22%	12.66%	11.89%
ESLT	Chinese-English Translation and Interpretation	10.06%	4.41%	7.10%	8.12%	1.02%	4.43%	13.00%	10.05%	11.50%
	Portuguese-Chinese Translation and Interpretation	3.50%	7.93%	5.64%	5.26%	3.70%	4.51%	6.39%	8.68%	7.47%
	Chinese-Portuguese Translation and Interpretation	2.86%	2.78%	2.82%	--	--	--	0.00%	0.00%	0.00%
	International Chinese Lang Education (native)	2.99%	4.32%	3.65%	0.95%	0.00%	0.49%	5.50%	4.55%	5.05%
	International Chinese Lang Education (non-native)	0.00%	0.00%	0.00%	--	--	--	--	--	--
ESCSD	Portuguese Language	16.00%	4.76%	10.06%	2.50%	2.22%	2.35%	0.00%	0.00%	0.00%
	Physical Education	20.18%	15.30%	18.76%	13.39%	0.47%	9.39%	12.71%	9.57%	11.76%
	Medical Laboratory Technology	9.95%	15.71%	12.69%	4.55%	3.54%	4.12%	16.98%	22.98%	19.88%
	Pharmacy Technology	20.88%	24.56%	22.66%	14.12%	3.57%	9.46%	19.16%	21.43%	20.21%
	Nursing	16.82%	11.63%	13.60%	19.38%	1.43%	9.47%	21.57%	12.29%	15.86%
	Speech-Language Therapy	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 module, 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 2018/19 through 2020/21. Almost half of the programmes have no or low failure rates, but the Marketing and the E-Commerce programmes of ESCE, together with the Pharmacy Technology programme of ESCSD exhibit very high failure rates.

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

School	Programme	2018-2019			2019-2020			2020-2021		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design	0.48%	0.19%	0.35%	0.00%	1.17%	0.57%	0.00%	2.56%	1.26%
	Music	0.51%	1.53%	1.02%	1.47%	7.10%	4.59%	2.11%	0.91%	1.59%
	Visual Art	0.62%	0.00%	0.28%	0.50%	0.00%	0.22%	0.65%	0.41%	0.51%
ESCA	Computing	9.77%	10.39%	10.07%	9.54%	2.82%	6.39%	22.96%	12.06%	18.34%
	Sino-Lusophone Trade Relations	0.00%	0.00%	0.00%	6.67%	0.00%	2.78%	5.56%	5.77%	5.68%
ESCHS	Social Work	3.59%	2.60%	3.07%	0.00%	0.00%	0.00%	3.25%	0.85%	1.96%
	Public Administration	1.01%	1.82%	1.44%	1.08%	0.25%	0.65%	1.83%	1.37%	1.59%
ESCE	Accounting	8.40%	3.60%	6.09%	2.63%	2.63%	2.63%	11.79%	10.56%	11.20%
	Marketing	16.03%	14.89%	15.49%	14.93%	8.77%	12.10%	32.70%	39.57%	35.93%
	E-Commerce	21.01%	17.86%	19.48%	26.32%	16.00%	21.19%	28.99%	12.00%	21.00%
	Management	16.92%	17.27%	17.08%	9.47%	3.93%	6.78%	12.09%	11.07%	11.60%
	Gaming and Recreation Management	4.28%	7.08%	5.63%	3.70%	2.57%	3.15%	8.22%	11.02%	9.55%
ESLT	Chinese-English Translation and Interpretation	6.17%	3.53%	4.78%	4.80%	1.02%	2.84%	9.55%	7.47%	8.50%
	Portuguese-Chinese Translation and Interpretation	2.47%	6.39%	4.36%	4.35%	1.73%	3.09%	4.85%	7.69%	6.18%
	Chinese-Portuguese Translation and Interpretation	2.86%	2.78%	2.82%	--	--	--	0.00%	0.00%	0.00%
	International Chinese Lang Education (native)	2.40%	3.70%	3.04%	0.95%	0.00%	0.49%	4.00%	1.12%	2.65%
	International Chinese Lang Education (non-native)	0.00%	0.00%	0.00%	--	--	--	--	--	--
	Portuguese Language	10.67%	3.53%	6.88%	2.50%	1.11%	1.76%	0.00%	0.00%	0.00%
ESCSD	Physical Education	12.64%	12.30%	12.54%	7.95%	0.00%	5.49%	8.88%	7.04%	8.32%
	Medical Laboratory Technology	6.64%	12.89%	9.63%	1.95%	2.65%	2.25%	11.32%	18.55%	14.81%
	Pharmacy Technology	12.64%	22.16%	17.32%	8.47%	0.00%	4.73%	11.88%	18.78%	15.10%
	Nursing	10.00%	10.14%	10.09%	13.66%	1.07%	6.71%	17.25%	7.04%	10.94%
	Speech-Language Therapy	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 module, some might not. Table 2 details the failure rates, after taking the re-sit examination, of first-year students for academic years 2018/19 through 2020/21. Most programmes have no or low failure rates, except the Marketing and the E-Commerce programmes of ESCE in the current 2020/21 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	2018-2019				2019-2020				2020-2021			
		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	59 (90.77%)	49 (75.38%)	49 (75.38%)	61	58 (95.08%)	53 (86.89%)	53 (86.89%)	71	66 (92.96%)	56 (78.87%)	56 (78.87%)
	Music	20	18 (90.00%)	16 (80.00%)	16 (80.00%)	21	18 (85.71%)	13 (61.90%)	13 (61.90%)	18	14 (77.78%)	13 (72.22%)	13 (72.22%)
	Visual Art	22	20 (90.91%)	19 (86.36%)	19 (86.36%)	25	24 (96.00%)	25 (100.00%)	24 (96.00%)	22	21 (95.45%)	21 (95.45%)	21 (95.45%)
ESCA	Computing	56	34 (60.71%)	33 (58.93%)	29 (51.79%)	46	30 (65.22%)	32 (69.57%)	25 (54.35%)	49	26 (53.06%)	25 (51.02%)	24 (48.98%)
	Sino-Lusophone Trade Relations	19	19 (100.00%)	19 (100.00%)	19 (100.00%)	17	14 (82.35%)	14 (82.35%)	14 (82.35%)	18	16 (88.89%)	15 (83.33%)	15 (83.33%)
ESCHS	Social Work	55	46 (83.64%)	41 (74.55%)	40 (72.73%)	51	45 (88.24%)	47 (92.16%)	33 (64.71%)	56	45 (80.36%)	44 (78.57%)	43 (76.795)
	Public Administration	43	36 (83.72%)	36 (83.72%)	34 (79.07%)	57	27 (47.37%)	46 (80.70%)	36 (63.16%)	40	30 (75.00%)	32 (80.00%)	29 (72.5%)
ESCE	Accounting	21	13 (61.90%)	15 (71.43%)	12 (57.14%)	19	15 (78.95%)	18 (94.74%)	15 (78.95%)	35	16 (45.71%)	17 (48.57%)	16 (45.71%)
	Marketing	26	9 (34.62%)	9 (34.62%)	7 (26.92%)	13	7 (53.85%)	8 (61.54%)	7 (53.85%)	41	7 (17.07%)	8 (19.51%)	7 (17.07%)
	E-Commerce	20	11 (55.00%)	11 (55.00%)	10 (50.00%)	14	5 (35.71%)	5 (35.71%)	4 (28.57%)	29	11 (37.93%)	12 (41.38%)	11 (37.93%)
	Management	47	18 (38.30%)	17 (36.17%)	15 (31.91%)	48	30 (62.50%)	36 (75.00%)	30 (62.50%)	47	25 (53.19%)	24 (51.06%)	22 (46.81%)
	Gaming and Recreation Management	50	32 (64.00%)	27 (54.00%)	27 (54.00%)	61	42 (68.85%)	49 (80.33%)	41 (67.21%)	94	59 (62.77%)	35 (37.23%)	32 (34.04%)
ESLT	Chinese-English Translation and Interpretation	60	36 (60.00%)	37 (61.67%)	33 (55.00%)	52	34 (65.38%)	38 (73.08%)	32 (61.54%)	68	36 (52.94%)	34 (50.00%)	30 (44.12%)
	Portuguese-Chinese Translation and Interpretation	86	70 (81.40%)	59 (68.60%)	59 (68.60%)	86	61 (70.93%)	58 (67.44%)	55 (63.95%)	84	59 (70.24%)	55 (65.48%)	55 (65.48%)
	Chinese-Portuguese Translation and Interpretation	8	5 (62.50%)	5 (62.50%)	4 (50.00%)	--	--	--	--	8	6 (75.00%)	6 (75.00%)	6 (75.00%)
	International Chinese Lang Education (native)	24	20 (83.33%)	18 (75.00%)	16 (66.67%)	16	14 (87.50%)	14 (87.50%)	14 (87.50%)	30	19 (63.33%)	16 (53.33%)	14 (46.67%)
	International Chinese Lang Education (non-native)	20	20 (100.00%)	20 (100.00%)	20 (100.00%)	--	--	--	--	--	--	--	--
	Portuguese Language	20	13 (65.00%)	14 (70.00%)	13 (65.00%)	21	19 (9.48%)	16 (76.19%)	16 (76.19%)	13	13 (100.00%)	13 (100.00%)	13 (100.00%)
ESCSD	Physical Education	67	18 (26.87%)	34 (50.75%)	18 (26.87%)	65	26 (40.00%)	62 (95.38%)	26 (40.00%)	70	30 (42.86%)	43 (61.43%)	28 (40.00%)
	Medical Laboratory Technology	25	14 (56.00%)	9 (36.00%)	9 (36.00%)	22	13 (59.09%)	12 (54.55%)	10 (45.45%)	30	13 (43.33%)	10 (33.33%)	10 (33.33%)
	Pharmacy Technology	23	7 (30.43%)	5 (21.74%)	5 (21.74%)	20	10 (50.00%)	15 (75.00%)	8 (40.00%)	30	13 (43.33%)	9 (30.00%)	9 (30.00%)
	Nursing	56	34 (60.71%)	27 (48.21%)	23 (41.07%)	59	33 (55.93%)	52 (88.14%)	33 (55.93%)	65	32 (49.23%)	30 (46.15%)	26 (40.00%)
	Speech-Language Therapy	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 ESCA (the Sino-Lusophone Trade Relations programme) are consecutively getting straight passes. On the contrary, only a very / relatively small proportion of first-year students from the Marketing / E-Commerce / Gaming and Recreation Management programmes of ESCE, and also those from the Medical Laboratory Technology / Pharmacy Technology of ESCSD in the 2020/21 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)	2018-2019			2019-2020			2020-2021		
		1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall	1 st Sem	2 nd Sem	Overall
ESA	Design (D)	1.54%	0.00%	1.54%	0.00%	0.00%	0.00%	5.56%	0.00%	5.56%
	Music (D)	0.00%	0.00%	0.00%	4.76%	0.00%	4.76%	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%
ESCA	Computing (D)	0.00%	1.79%	1.79%	0.00%	0.00%	0.00%	1.82%	3.70%	5.45%
	Sino-Lusophone Trade Relations (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.26%	0.00%	5.26%
ESCHS	Social Work (D)	3.13%	0.00%	3.13%	0.00%	0.00%	0.00%	5.71%	0.00%	5.71%
	Social Work (E)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.35%	4.35%
	Public Administration (D)	0.00%	9.09%	9.09%	0.00%	7.14%	7.14%	5.00%	0.00%	5.00%
	Public Administration (E)	0.00%	0.00%	0.00%	6.67%	21.43%	26.67%	--	--	--
ESCE	Accounting (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	2.86%
	Marketing (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.44%	0.00%	2.44%
	E-Commerce (D)	0.00%	5.00%	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Management (D)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Management (E)	0.00%	0.00%	0.00%	8.33%	4.55%	12.50%	0.00%	0.00%	0.00%
	Gaming and Recreation Management (D)	6.90%	0.00%	6.90%	2.44%	0.00%	2.44%	0.00%	1.06%	1.06%
	Gaming and Recreation Management (E)	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)	2018-2019			2019-2020			2020-2021		
		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)	6.98%	0.00%	6.98%	2.94%	0.00%	2.94%	0.00%	4.26%	4.26%
	Chinese-English Translation and Interpretation (E)	5.88%	6.25%	11.76%	0.00%	11.11%	11.11%	0.00%	0.00%	0.00%
	Portuguese-Chinese Translation and Interpretation (D)	1.59%	3.23%	4.76%	1.89%	1.92%	3.77%	6.25%	1.67%	7.81%
	Portuguese-Chinese Translation and Interpretation (E)	4.35%	4.55%	8.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Chinese-Portuguese Translation and Interpretation (E)	25.00%	0.00%	25.00%	--	--	--	12.50%	0.00%	12.50%
	International Chinese Lang Education (native , D)	0.00%	0.00%	0.00%	6.25%	0.00%	6.25%	3.33%	3.45%	6.67%
	International Chinese Lang Education (non-native , D)	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%	2.94%	0.00%	2.94%
	Physical Education (E)	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%	2.70%	2.78%	5.41%
	Medical Laboratory Technology (D)	4.00%	0.00%	4.00%	4.55%	4.76%	9.09%	3.23%	0.00%	3.23%
	Pharmacy Technology (D)	4.35%	0.00%	4.35%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Nursing (D)	1.79%	0.00%	1.79%	0.00%	0.00%	0.00%	1.47%	1.49%	2.94%
	Speech-Language Therapy (D)	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 2018/19 to 2020/21. Most programmes have no or very low single-digit dropout rates, except the Chinese-Portuguese Translation and Interpretation evening programme of ESLT displays a double-digit (12.50%) dropout rate in 2020/21; this high dropping out is only caused by the small class size (actually just 1 student dropped out from a class of 8 students). The reason for 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 2020-2021

School	Programme	2018-2019			2019-2020			2020-2021		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design	65	2.67	2.74	60	2.83	2.90	68	2.52	2.63
	Music	20	2.78		20	2.87		18	2.70	
	Visual Art	21	2.92		25	3.09		22	2.92	
ESCA	Computing	56	1.91	2.05	45	2.31	2.50	49	1.60	1.92
	Sino-Lusophone Trade Relations	19	2.47		15	3.06		18	2.85	
ESCHS	Social Work	52	2.59	2.62	49	2.78	2.69	54	2.63	2.60
	Public Administration	46	2.66		56	2.60		40	2.55	
ESCE	Accounting	21	2.21	1.84	19	2.89	2.42	34	2.09	1.94
	Marketing	26	1.67		13	1.85		39	1.15	
	E-Commerce	20	1.88		14	1.81		29	1.79	
	Management	48	1.53		47	2.45		47	2.25	
	Gaming and Recreation Management	48	2.05		58	2.53		93	2.11	
ESLT	Chinese-English Translation and Interpretation	55	2.32	2.61	50	2.32	2.58	68	2.01	2.45
	Portuguese-Chinese Translation and Interpretation	83	2.60		79	2.62		81	2.57	
	Chinese-Portuguese Translation and Interpretation	10	3.23		--	--		7	3.00	
	International Chinese Lang Education (native)	24	2.80		15	3.18		29	2.76	
	International Chinese Lang Education (non-native)	20	3.25		--	--		--	--	
	Portuguese Language	19	2.21	21	2.57	13	2.97			
ESCSD	Physical Education	66	1.70	1.95	64	2.36	2.35	69	1.81	1.84
	Medical Laboratory Technology	25	2.01		21	2.29		30	1.88	
	Pharmacy Technology	21	1.77		20	2.23		30	1.70	
	Nursing	55	1.86		59	2.05		65	1.91	
	Speech-Language Therapy	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 2018/19 through 2020/21. The first-year students from the three programmes (Design, Music, and Visual Art) of ESA, and also the two programmes (Social Work and Public Administration) of ESCHS maintain a 2.5 or better CGPA; while the first-year students from ESCA, ESCE and ESCSD 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)	2018-2019			2019-2020			2020-2021		
		N	CGPA	Overall	N	CGPA	Overall	N	CGPA	Overall
ESA	Design (3+1)	1	3.06	2.93	1	2.65	2.92	--	--	2.88
	Design (B)	63	2.81		57	2.82		65	2.78	
	Music (B)	17	3.06		12	2.99		21	2.97	
	Visual Art (B)	23	3.14		19	3.18		26	3.08	
ESCA	Computing (B)	37	2.78	2.79	39	2.67	2.61	35	2.60	2.60
	Sino-Lusophone Trade Relations (B)	15	2.81		21	2.49		22	2.59	
ESCHS	Social Work (3+1)	1	2.32	2.74	--	--	2.72	--	--	2.66
	Social Work (B)	52	2.66		38	2.70		44	2.61	
	Public Administration (B)	27	2.91		27	2.75		45	2.71	
ESCE	Accounting (B)	25	2.56	2.41	29	2.43	2.41	26	2.65	2.50
	Management (B)	34	2.31		36	2.27		32	2.19	
	E-Commerce (B)	20	2.37		21	2.38		18	2.62	
	Public Relations (B)	22	2.05		23	2.14		2	1.69	
	Marketing (B)	23	2.57		28	2.43		23	2.58	
	Gaming and Recreation Management (B)	41	2.51		61	2.58		35	2.61	

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

School	Programme (B: new Bachelor programme ; 3+1: old Bachelor programme)	2018-2019			2019-2020			2020-2021		
		<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall	<i>N</i>	CGPA	Overall
ESLT	Chinese-English Translation and Interpretation (B)	53	3.01	2.99	52	2.97	2.94	48	2.90	2.92
	Portuguese-Chinese Translation and Interpretation (B)	37	2.96		66	2.86		56	2.83	
	Chinese-Portuguese Translation and Interpretation (B)	6	3.11		7	3.02		5	2.88	
	International Chinese Lang Education (native , B)	--	--		21	2.82		18	3.16	
	International Chinese Lang Education (non-native, B)	--	--		14	3.41		14	3.49	
	Portuguese Language (B)	--	--		--	--		21	2.61	
ESCSD	Physical Education (B)	46	2.33	2.49	40	2.45	2.53	42	2.59	2.66
	Medical Laboratory Technology (B)	17	2.67		12	2.48		16	2.72	
	Pharmacy Technology (B)	10	2.58		20	2.65		15	2.60	
	Nursing (B)	36	2.59		51	2.55		44	2.57	
	Speech-Language Therapy (B)	--	--		--	--		12	3.18	
	ALL	621	2.69		695	2.66		685	2.72	

Table 6: Average Graduating Cumulative GPA

Table 6 displays cumulative GPA information of graduate students for academic years 2018/19 through 2020/21. In academic year 2018/19, the average graduating CGPA went from 2.41 to 2.99; in 2019/20, 2.41 to 2.94; and in 2020/21, 2.50 to 2.92. The average CGPA scores maintain a tight range over time. From 2018/19 to 2020/21, the majority 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 2018/19 was 2.69, with a total of 621 students graduating in Summer 2019. In academic year 2019/20, the mean CGPA was 2.66 for 695 graduates. In academic year 2020/21, the mean CGPA was 2.72 for 685 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.