UNIVERSITY OF SASKATCHEWAN
College of Graduate and Postdoctoral Studies
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2020/2021 Academic Year Enrolment Report

January 3, 2022

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2020/2021 Academic Year Enrolment Report

The 2020/2021 academic year was a year unlike any other. The University of Saskatchewan continued to fulfill its teaching and research mission, but predominantly in online and virtual settings. Faculty taught graduate courses online and supported graduate students remotely. In spite of the challenges that the COVID-19 pandemic continued to present, over 1,560 new graduate students began their programs, over 450 successfully defended their thesis remotely, and 1,041 credentials awarded.

The 2020/2021 academic year also saw many changes in the College of Graduate and Postdoctoral Studies (CGPS), including the development of this Academic Year Enrollment Report. The report focuses on information presented at the institutional level and in some cases at the college level. Many factors influence changes in student demographics and overall enrolments in one type of program or another. Throughout the report we offer limited contextualization of these types of influences to explain what otherwise might appear as anomalies. There are internal strategies that may create growth in one type of credential over another or strategic initiatives that grow particular programs or demographics. There are also many external factors to consider such as labor markets, availability of research grants and scholarships, and geopolitical events. While our overall enrolment was not impacted by the pandemic, we anticipate influence on the time to completion perhaps leading to bulges and dips in the coming years.

The report was compiled to share statistics of the many aspects of graduate programming at USask and intended to become part of the annual reporting by CGPS. The intent behind this report is not to enable comparisons amongst and between programs. Rather, we hope this document will assist us in knowing ourselves better, in generating questions, and in fostering conversations about graduate programing and graduate students at USask. As such, feedback on the content of this report and suggestions for future reports are welcome and encouraged. We want the report to be of use to all members of the graduate studies community on campus.

2020-2021 Enrolment Report

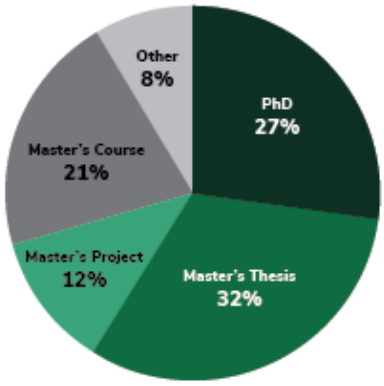
at a glance

10,055 applications
4,405 students enroled
1,041 credentials awarded

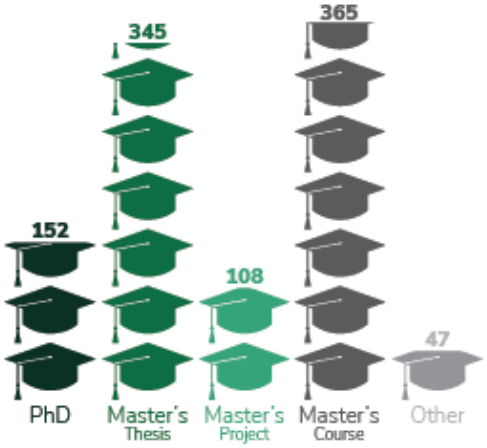
14% **of Usask students are grad students**

Average time to completion

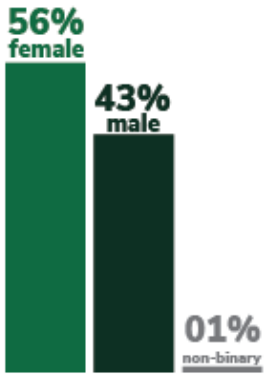
- PhD **6 years**
- Master's Thesis **4 years**
- Master's Project **2 years**
- Master's Course **3 years**



Enrolment by program type



Credentials awarded by program type



Enrollment by gender

7% **of students self-declare as Indigenous**

Indigenous PhD enrolment **increased by 38%*** Master's thesis enrolment **increased by 23%.***

*between 2016/2017 and 2020/2021

37% **of students are international**

The top three countries by student citizenship are **China** (16%), **Iran** (15%), and **India** (10%).

2020-2021 | College of Graduate & Postdoctoral Studies | Usask

Graduate Program Applications

There has been steady growth in the number of applications received over the past 5 years. Over 10,000 complete applications were submitted to graduate programs at USask for the 2020/2021 academic year – a nearly 19% increase over 2019/2020 numbers. As illustrated in Table 1, almost 50% of colleges saw some increase in application numbers. On average in 2020/2021, 17% of students who submitted a complete application were offered admission. 16% of those who submitted completed applications enrolled (or 94% of those offered admission). The application numbers underrepresent the true applicant pressure because many thesis programs require an applicant to secure a supervisor prior to applying, creating a high acceptance rate among those who complete the application.

Table 1: Graduate Program Applications by College

College	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Agriculture and Bioresources	460	517	694	724	777
Arts and Science	1,550	1,911	1,977	2,207	2,347
Dentistry[1]	-	-	3	46	46
Education	787	746	931	798	1,005
Edwards School of Business	460	493	555	551	656
Engineering	1,383	1,173	1,198	1,009	1,067
Graduate and Postdoc Studies[2]	209	236	223	295	481
JSG School of Public Policy	577	634	589	791	1,126
Kinesiology	36	37	47	40	37
Law	63	151	177	173	209
Medicine (including SRS)	440	503	605	572	581
Nursing	98	176	207	224	251
Pharmacy and Nutrition	119	147	146	149	161
School of Environ and Sustain	339	385	442	376	516
School of Public Health	677	776	714	435	685
Western College of Vet Med	56	94	100	105	110
Total	**7,254**	**7,980**	**8,605**	**8,452**	**10,055**

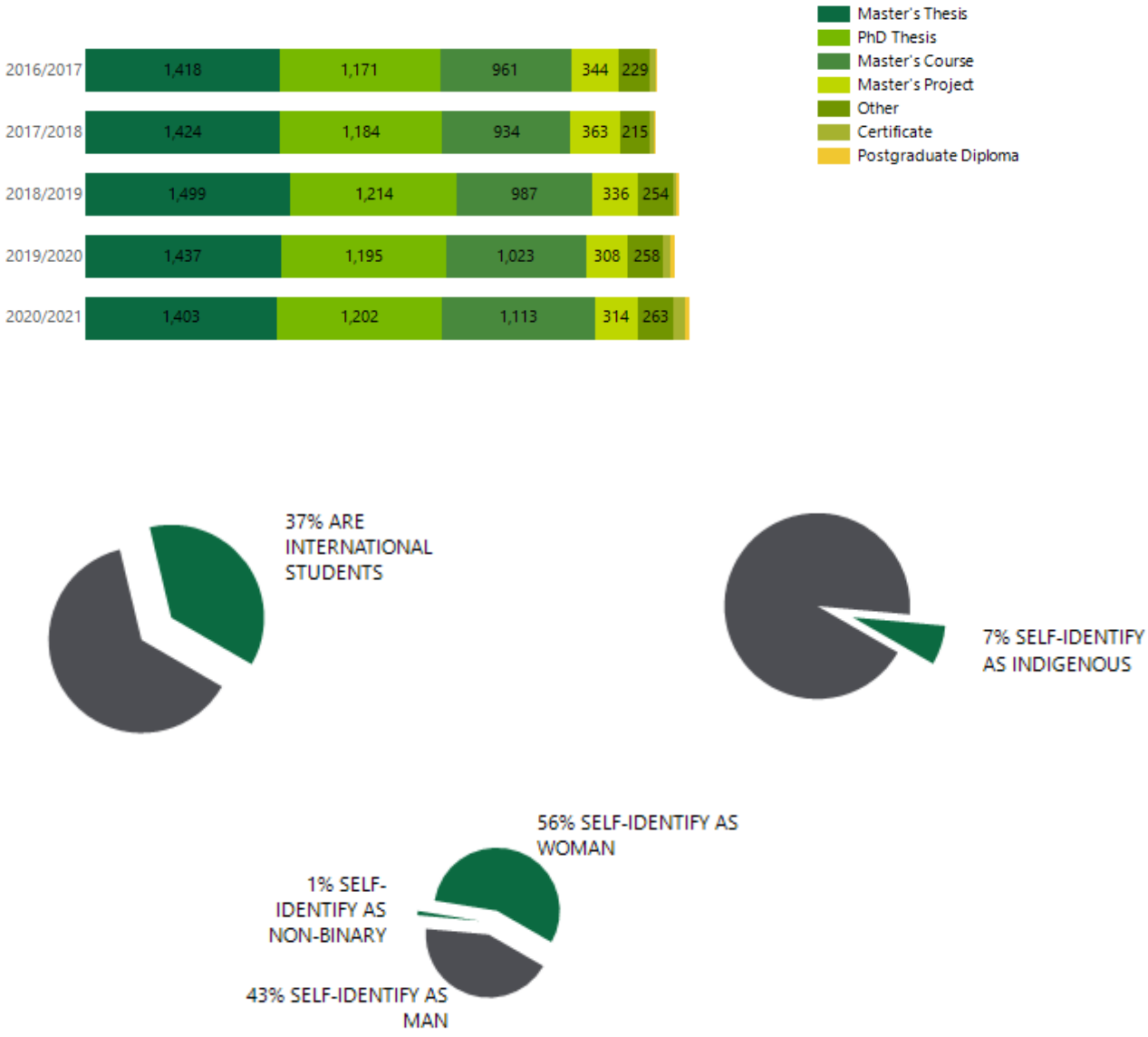
[1] The College of Dentistry began offering graduate-level programming in the 2019/2020 academic year.

[2] CGPS programs include Applied Economics, Interdisciplinary Studies, Non-Degree, Special Case, Toxicology, and Visiting Research Student.

Graduate Enrolment by Degree Type

Graduate enrolment remains strong and stable across the institution. As outlined in Figure 1, between the 2016/17 academic year and 2020/21, the number of students enrolled in graduate programs has increased to 4,405 students. This includes a 3% increase in the number of PhD students and a 16% increase in the number of students pursing course-based master's programs. Enrolment growth in course-based master's programs in the last year has been particularly robust. Students enrolled in master's thesis programs comprise the largest subset of the overall graduate student population.

Figure 1: Graduate Enrolment by Degree Type



Overall Enrolment by Gender

Gender identity is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation. In Spring 2021, the gender identity terminology used by USask changed from male/female to man/woman. As such, the majority of gender identity information included in this report would have been collected under the male/female/non-binary options, however as the institution has changed these definitions going forward, that data is presented under the man/woman/non-binary headings. It's also important to note that students are not required to provide gender identity information.

The number of graduate students who identify as women has increased in recent years, as has their proportion of the overall student population. As depicted in Table 2 and 3, there were 2,455 students who identified as women (comprising 56% of the total graduate student population) in the 2020/2021 year, compared to 2,249 (54%) in 2016/2017. The number of students identifying as non-binary peeked in 2018/2019, both in terms of absolute numbers and percentage of overall enrolment but has been on a slight decline since that time. The absolute numbers of students who identify as on-binary are too low to enable reporting at the college level.

Table 2: Total Enrolment by Gender

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	1,874	1,850	1,903	1,867	1,899
Non-binary	50	62	77	69	51
Woman	2,249	2,250	2,353	2,368	2,457
Total	**4,173**	**4,162**	**4,333**	**4,304**	**4,407**

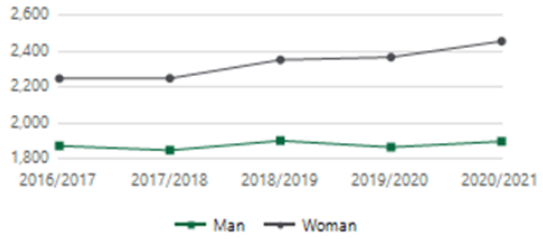
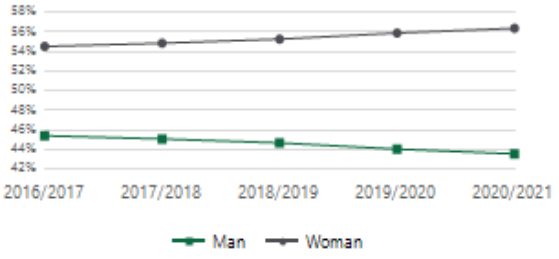


Table 3: Total Enrolment by Gender as Percentage of Total

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	44.9%	44.4%	43.9%	43.4%	43.1%
Non-binary	1.2%	1.5%	1.8%	1.6%	1.2%
Woman	53.9%	54.1%	54.3%	55.0%	55.8%



Doctoral Degree Enrolment

As noted above, doctoral degree enrolments overall have increased steadily in recent years. Figures 2 and 3 provide further details on doctoral degree enrollment. Education, Engineering, and the Western College of Veterinary Medicine have seen particularly robust growth in doctoral programming between 2015-2019 and have in plateaued in recent years.

Figure 2: Doctoral Degrees by College (with >75 graduate students)

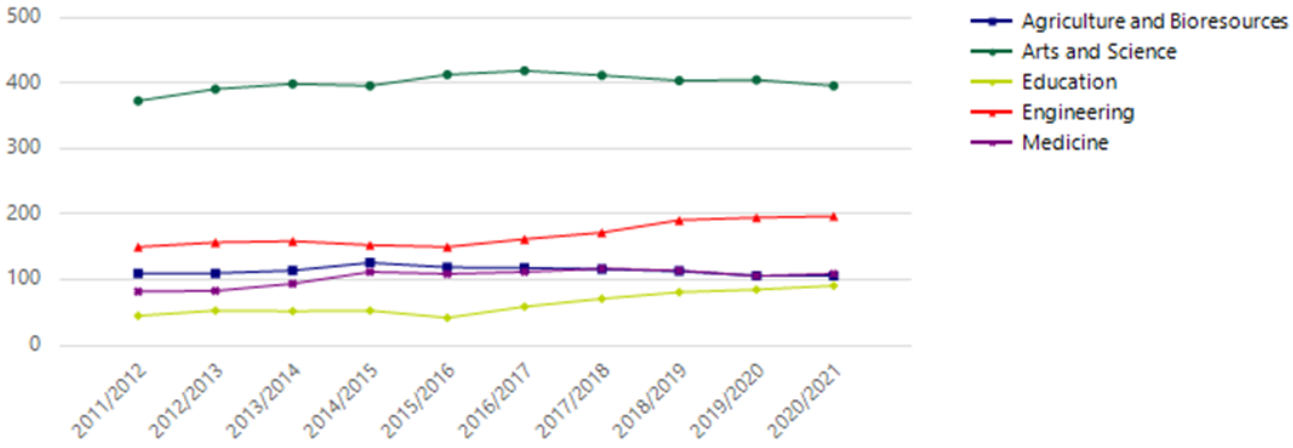
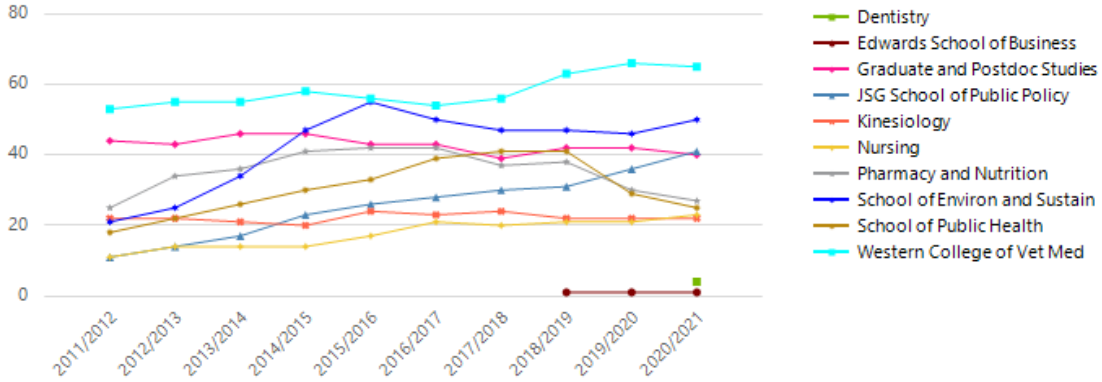


Figure 3: Doctoral Degrees by College (with < 75 graduate students)



Tables 4 and 5 highlight how the gender identity of enrolled doctoral students has shifted within the last 5 years. The number of students who identify as women has steadily increased, while the number of those who identify as men has slightly decreased. Overall, women comprise 49.5% of doctoral enrolment, men 50%. Both the number and percentage of students who identify as non-binary has remained relatively constant.

Table 4: Doctoral Enrolment by Gender

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	623	633	639	619	601
Non-binary	<5	6	6	7	6
Woman	544	545	569	569	595
Total	**1,171**	**1,184**	**1,214**	**1,195**	**1,202**

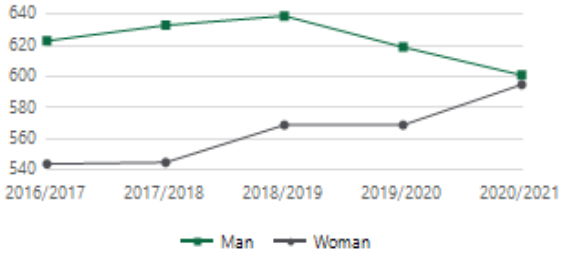
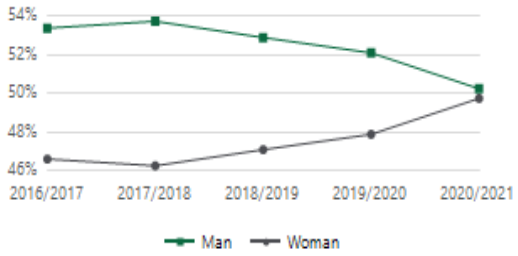


Table 5: Doctoral Enrolment by Gender as Percentage of Total

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	53.2%	53.5%	52.6%	51.8%	50.0%
Non-binary	0.3%	0.5%	0.5%	0.6%	0.5%
Woman	46.5%	46.0%	46.9%	47.6%	49.5%



Thesis-based Master's Enrolment

Enrolment in thesis-based Master's programs overall dropped slightly for the second consecutive year, representing a 6% decrease compared to 2019/2020. Figures 4 and 5 provide further details of thesis-based enrolment by college.

Figure 4: Thesis-based Master's Degrees by College (with >60 graduate students)

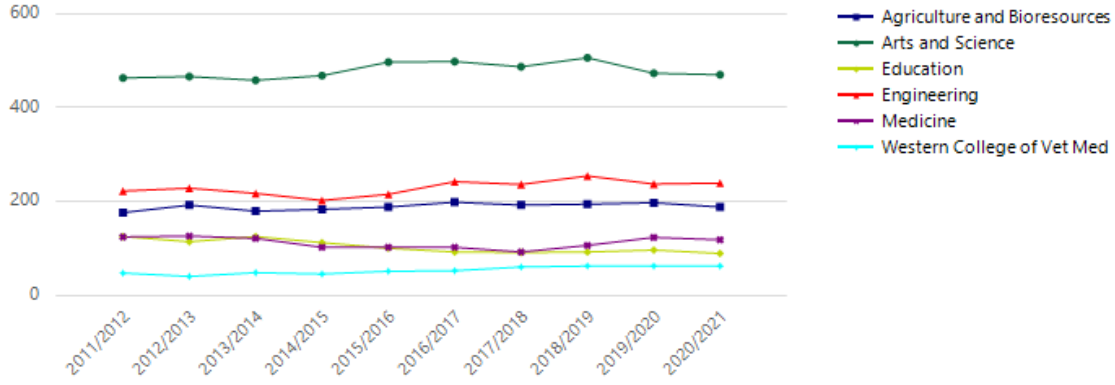
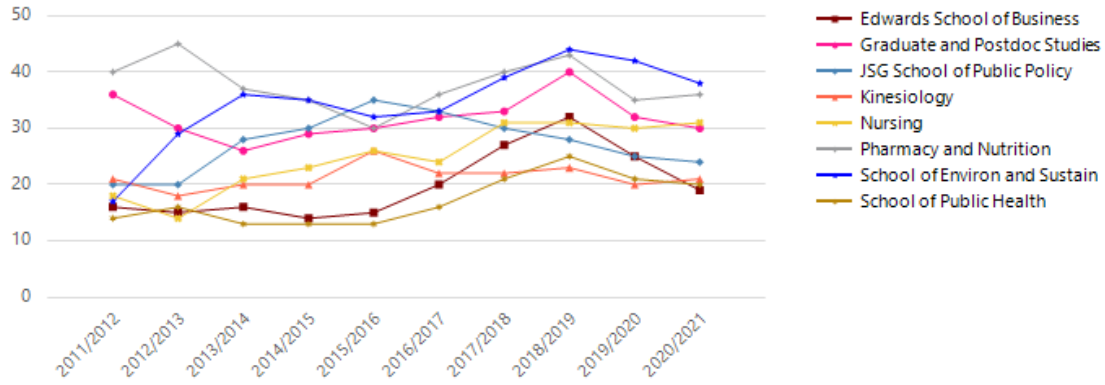


Figure 5: Thesis-based Master's Degrees by College (with <60 graduate students)



Overall, as highlighted in Tables 6 and 7, thesis-based master's programs have seen slight declines in the number of students who identify as men and corresponding increases in the number of students who identify as women. Women now comprise 53.5% of master's thesis-based students, men 45.8%. The percentage of students who identify as non-binary has increased slightly.

Table 6: Thesis-based Master's Enrolment by Gender

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	690	688	698	640	642
Non-binary	6	9	11	8	10
Woman	722	727	790	788	752
Total	**1,418**	**1,424**	**1,499**	**1,436**	**1,404**

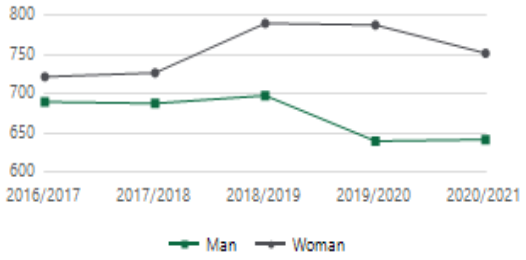
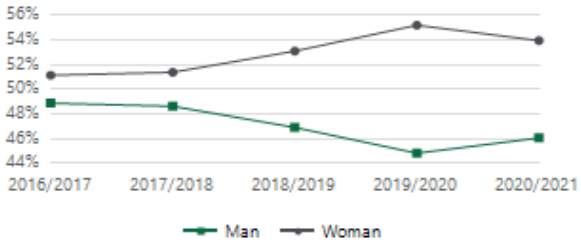


Table 7: Thesis-based Master's Enrolment by Gender as Percentage of Total

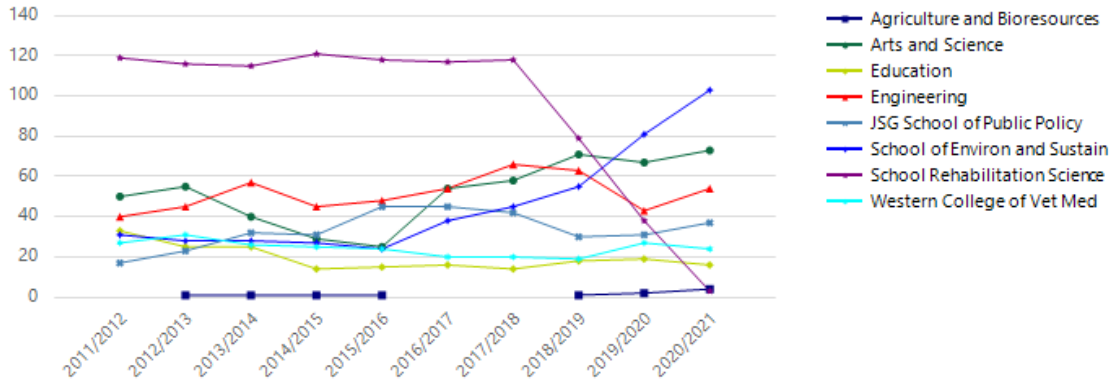
Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	48.7%	48.3%	46.6%	44.6%	45.7%
Non-binary	0.4%	0.6%	0.7%	0.6%	0.7%
Woman	50.9%	51.1%	52.7%	54.9%	53.6%



Project-based Master's Enrolment

Enrolment in master's project-based programs has also been in decline since 2017/2018 (an overall decrease of 9%). Figure 6 highlights growth in project-based enrolments in SENS. The apparent sharp decline in project-based students in the School of Rehabilitation Science (concurrent to an equal increase in course-based students) is the result of a change in the classification of the MPT program from project-based to course-based.

Figure 6: Project-based Master's Degrees by College



While the number of students pursuing project-based Master's programs has declined overall, Tables 8 and 9 demonstrate that the percentage of those who identify as women has remained relatively stable.

Table 8: Project-based Master's Enrolment by Gender

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	163	167	172	143	145
Non-binary	<5	<5	<5	<5	<5
Woman	181	196	163	164	166
Total	**344**	**363**	**336**	**308**	**314**

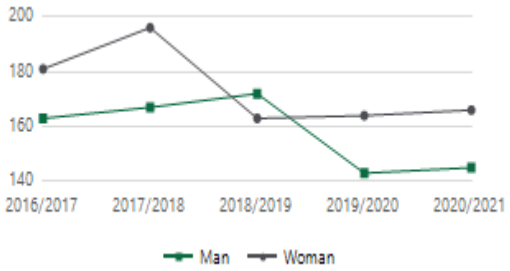
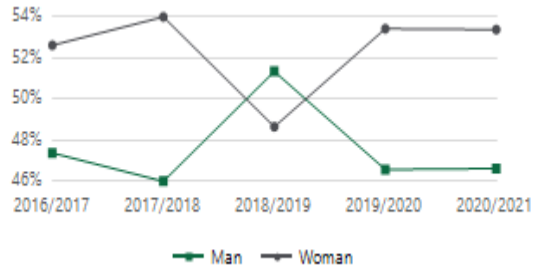


Table 9: Project-based Master's Enrolment by Gender as Percentage of Total

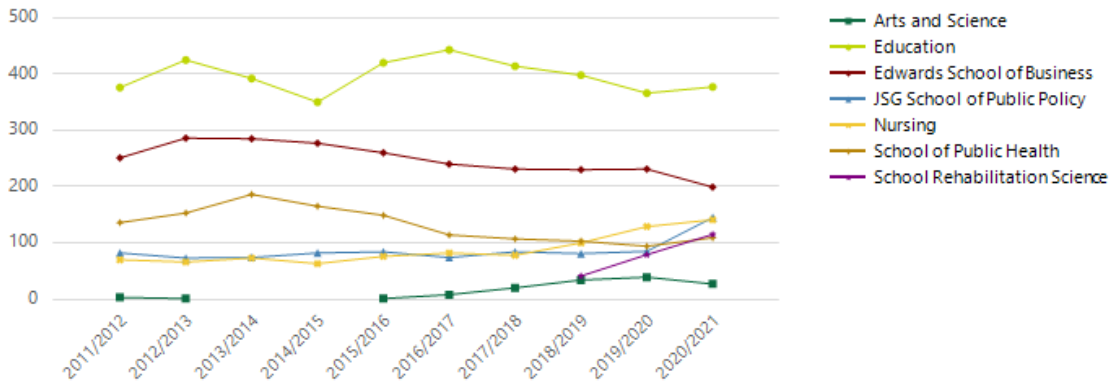
Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	47.4%	46.0%	51.2%	46.4%	46.2%
Non-binary	0.0%	0.0%	0.3%	0.3%	1.0%
Woman	52.6%	54.0%	48.5%	53.2%	52.9%



Course-based Master's Enrolment

Course-based Master's enrolments significantly increased between 2017/2018 and 2020/2021. Enrolments jumped by 19% overall, and as Figure 7 depicts, this was largely led by growth in course-based programs in the College of Nursing and the Johnson Shoyama Graduate School of Public Policy (JSGS).

Figure 7: Course-based Master's Degrees by College



As part of the overall recent increase in students pursuing course-based master's programs, the number of students who identify as men has also increased. As indicated in Tables 10 and 11, men now comprise 32.1% of course-based enrolments. The percentage of students who identify as non-binary remains static.

Table 10: Course-based Master's Enrolment by Gender

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	295	277	308	339	357
Non-binary	<5	<5	<5	<5	<5
Woman	663	656	677	683	756
Total	**961**	**934**	**987**	**1,023**	**1,113**

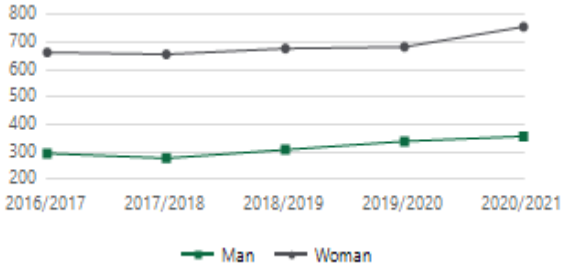
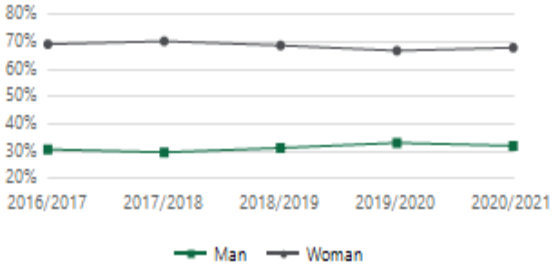


Table 11: Course-based Master's Enrolment by Gender as Percentage of Total

Gender	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Man	30.7%	29.7%	31.2%	33.1%	32.1%
Non-binary	0.3%	0.1%	0.2%	0.1%	0.0%
Woman	69.0%	70.2%	68.6%	66.8%	67.9%



Certificate Enrolment

Graduate-level certificate program enrolment, although small in terms of relative numbers, has increased exponentially in recent years (see Table 12). As more graduate certificates that are currently

in various stages of ideation and development are implemented and established these numbers will continue to increase. While some of the current certificate programs offered are designed for working professionals who are interested in upgrading their skills, others are designed to be completed in parallel with another graduate program (ie: a student pursuing both a thesis-based Master's program and a graduate-level certificate). CGPS and the Registrar's Office are working to streamline the concurrent registration process within the constraints of our current systems. We anticipate enrolment growth in certificate programs in the coming years.

Table 12: Certificate Program Enrollments

College	*2011/2012*	*2012/2013*	*2013/2014*	*2014/2015*	*2015/2016*	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Total	2	5	5	9	11	37	30	21	53	87

Postgraduate Diploma Enrolment

Overall, postgraduate diploma (PDG) enrolment has declined slightly in the last ten years. However, as Table 13 illustrates, followed by a significant dip in 2016/2017, enrolments have recovered somewhat, largely driven by PGD programs in the Colleges of Agriculture and Bioresources, and Education.

Table 13: Postgraduate Diploma Programs by College

College	*2011/2012*	*2012/2013*	*2013/2014*	*2014/2015*	*2015/2016*	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Agriculture and Bioresources	8	4						3	13	14
Arts and Science	1			3						
Education	15	14	17	20	9	9	7	17	15	7
Engineering	6	2	5	9	7	4	5	2	3	3
Total	**30**	**20**	**22**	**32**	**16**	**13**	**12**	**22**	**31**	**24**

Other Graduate Enrolment

Joint Student and Visiting Research Student enrolment declined markedly in 2020/2021 as a result of pandemic travel restrictions. However, as Table 14 explains, the number of students pursuing graduate coursework at USask as non-degree students increased by 78% during the same period of time as a direct result of the shift of graduate courses to remote/online delivery. Facilitated in part by the Western Deans' Agreement (WDA) and the Saskatchewan University Graduate Agreement (SUGA) more students than ever before were able to add a USask graduate course to their program of studies at their home university.

Table 14: Other Programs by College

College	*2011/2012*	*2012/2013*	*2013/2014*	*2014/2015*	*2015/2016*	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*
Agriculture and Bioresources Joint Student Program		1	2	2	8	20	19	22	21	6
Arts and Science Visiting Research - Grad	1	3	3		8	22	23	38	39	12
Dentistry Visiting Research - Grad									3	3
Education Visiting Research - Grad					1	4	5	4	2	1
Edwards School of Business Visiting Research - Grad							1		1	
Engineering Visiting Research - Grad		1	2		11	23	25	19	29	10
Graduate and Postdoc Studies No Program (GS)	117	111	108	138	122	138	108	141	126	224
JSG School of Public Policy Visiting Research - Grad						1	2	1	6	2
Law Visiting Research - Grad						1				
Medicine Joint Student Program			1			10	7	6	10	1
Nursing Visiting Research - Grad								2	2	
Pharmacy and Nutrition Visiting Research - Grad					1		4	3	3	
School of Environ and Sustain Visiting Research - Grad	2	2	1	1	2	4	6	7	5	1
School of Public Health Visiting Research - Grad							1		1	
Western College of Vet Med			3	1	7	6	14	11	10	3

Visiting Research - Grad										
Total	**120**	**118**	**120**	**142**	**160**	**229**	**215**	**254**	**258**	**263**

Graduate student population as compared to total student headcounts

In 2020/2021, the graduate student population comprised 14% of the total USask student population. The percentage of graduate students enrolled at the university has been relatively stable over the past ten years despite the greater than 10% growth in overall enrolment. College-level enrollment trends are provided in Table 15. Both the College of Nursing and Western College of Veterinary Medicine have seen a 6% increase in the percentage of graduate students in their respective colleges.

Not all graduate programs in all areas of study will continue to grow and expand. Guided by our enrollment goals and Saskatchewan's Growth Plan, graduate programming at USask will continue to support the priority areas of the institution and the province by developing graduates who have the skills and abilities to lead and support the next generation of technical innovation in Saskatchewan.

Table 15: Percentage of Graduate Students, to Total Headcount, by College

College	*Trend*		*2011/12*	*2012/13*	*2013/14*	*2014/15*	*2015/16*	*2016/17*	*2017/18*	*2018/19*	*2019/20*	*2020/21*
Agriculture and Bioresources		*Tota*	1,194	1,257	1,341	1,509	1,629	1,793	1,753	1,739	1,768	1,808
		%	24.6%	24.5%	22.1%	20.7%	19.4%	18.7%	18.7%	19.1%	19.2%	17.6%
Arts and Science		*Tota*	9,583	9,911	10,223	10,173	10,176	10,334	10,396	10,497	10,542	10,530
		%	9.3%	9.3%	8.8%	8.8%	9.3%	9.7%	9.6%	10.1%	9.8%	9.3%
Dentistry		*Tota*	116	118	117	120	118	116	124	123	173	222
		%	0%	0%	0%	0%	0%	0%	0%	0%	1.7%	3.2%
Education		*Tota*	2,074	2,181	2,138	2,016	1,944	2,331	2,447	2,689	2,601	2,668
		%	28.6%	28.9%	28.6%	27.2%	30.2%	26.7%	24.6%	22.7%	22.4%	22.1%
Edwards School of Business		*Tota*	2,382	2,347	2,247	2,151	2,202	2,315	2,397	2,589	2,682	2,830
		%	11.2%	12.8%	13.4%	13.5%	12.5%	11.2%	10.8%	10.2%	9.6%	7.7%
Engineering		*Tota*	2,038	2,099	2,213	2,181	2,199	2,210	2,177	2,236	2,175	2,170
		%	20.5%	20.6%	19.9%	18.8%	19.6%	21.9%	23.2%	23.7%	23.3%	23.2%
Kinesiology		*Tota*	581	575	604	585	600	600	617	674	708	738
		%	7.4%	7%	6.8%	6.8%	8.3%	7.5%	7.5%	6.7%	5.9%	5.8%
Law		*Tota*	411	419	426	426	430	441	467	469	480	433
		%	7.5%	7.9%	6.3%	4.7%	4.2%	4.5%	5.4%	5.1%	5%	5.3%
Medicine		*Tota*	998	1,065	1,108	1,144	1,161	1,174	1,166	1,212	1,208	1,214
		%	20.6%	19.6%	19.5%	18.7%	18.2%	19.1%	18.5%	18.6%	19.8%	18.8%
Nursing		*Tota*	1,088	1,245	1,199	1,078	1,103	1,165	1,174	1,197	1,220	1,210
		%	9.3%	7.9%	9.3%	9.8%	11.2%	11%	11.2%	13.2%	15.5%	16.7%
Pharmacy and Nutrition		*Tota*	525	540	516	520	524	533	515	521	504	495
		%	12.4%	14.6%	14.1%	14.6%	13.9%	14.6%	15.7%	16.1%	13.5%	12.7%
School Rehabilitation Science		*Tota*	119	116	115	121	118	117	118	120	117	118
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Western College of Vet Med		*Tota*	440	442	460	461	471	461	486	492	507	510
		%	28.9%	28.5%	28.7%	28%	29.3%	29.3%	31.5%	31.5%	35.3%	34.9%
Total		**Tota**	**22,931**	**23,576**	**23,490**	**23,177**	**23,361**	**23,946**	**24,191**	**24,947**	**24,977**	**25,035**
		%	**13.8%**	**14%**	**13.9%**	**13.7%**	**14.1%**	**14.4%**	**14.3%**	**14.4%**	**14.3%**	**13.9%**

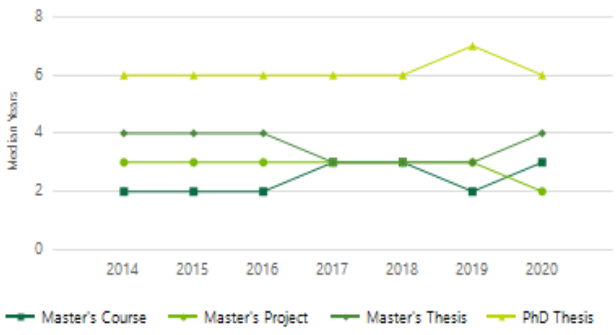
Time to Completion

The median time to completion[3] for students enrolled in graduate programs at USask has been relatively stable over the last 7 years with some fluctuation for thesis-based programs in recent years as shown in Table 16.

Students who finished course-based and project-based master's programs have held fairly steady with median time to completions of 2 or 3 years. The median time in program for thesis-based master's went down to 3 years and returned to 4 years in 2020. The median time to completion for PhD students peaked in 2019 at 7 years and returned to 6 years in 2020.[4]

Table 16: Median Completion Time in Years by Degree Program

Graduation Year	*Master's Course*	*Master's Project*	*Master's Thesis*	*PhD Thesis*
2014	2.0	3.0	4.0	6.0
2015	2.0	3.0	4.0	6.0
2016	2.0	3.0	4.0	6.0
2017	3.0	3.0	3.0	6.0
2018	3.0	3.0	3.0	6.0
2019	2.0	3.0	3.0	7.0
2020	3.0	2.0	4.0	6.0



There is value in examining trends in the median time to completion over time and such analysis may reveal the impact of the pandemic on students in the years to come. However, the medians do not provide enough information to understand what contributes to the length of the degrees. For example, there is considerable variation in the design of master's programs with program lengths ranging from 1 to 3 years of full-time study, but the vast majority of these programs are designed to be finished in 2 years. It is important to note that many course-based programs are pursued by part-time by working

[3] Time in program is calculated by term. Time begins in the student's first term of registration and ends in the term the student submits their final thesis/satisfies degree requirements. Leaves are not subtracted from the calculations here. This differs from U15 reporting on time to completion (first term of registration to term of convocation).

[4] Time in program for a student who begins in a Master's program and transfers to a PhD is calculated from the first term of enrollment in the Master's program to the term the final PhD thesis is submitted.

professionals and so longer times in program as also expected. The median is a better value to compare than an average (mean) which can be skewed by a few students who take a very long time in program. However, the median does not provide insight into the range of times to completion. Figures 8 through 11 provide the distribution of times to completion by degree type for students who satisfied degree requirements in 2020 by terms (each year has 3 terms Fall, Winter and Spring/Summer). One could expect to see a normal distribution about the median or a normal distribution with a long tail where the latter indicates rare students who require more time to complete particularly with the somewhat unpredictable nature of certain types of research. What is evident is a wide range of times to completion for all types of degrees and the marked broadness of the distribution of the times to complete for thesis-based masters and doctoral students.

Figure 9: Completion Time of Master's Course Students in 2020

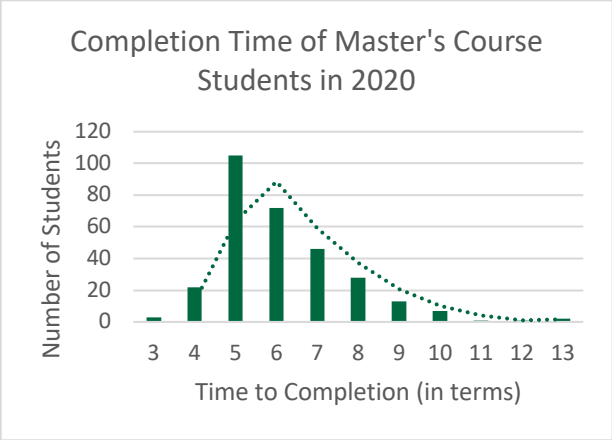


Figure 8: Completion Time of Master's Project Students in 2020

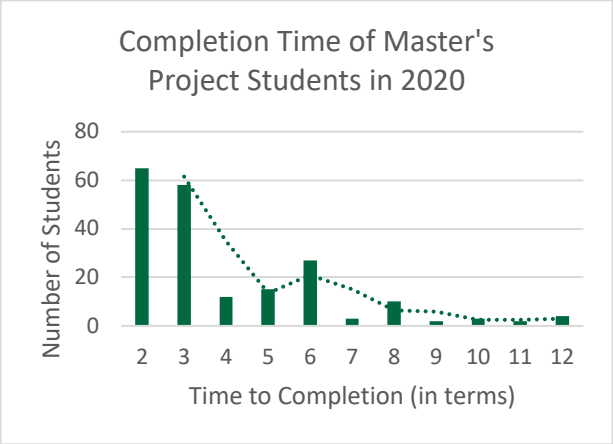


Figure 10: Completion Time of Master's Thesis Students in 2020

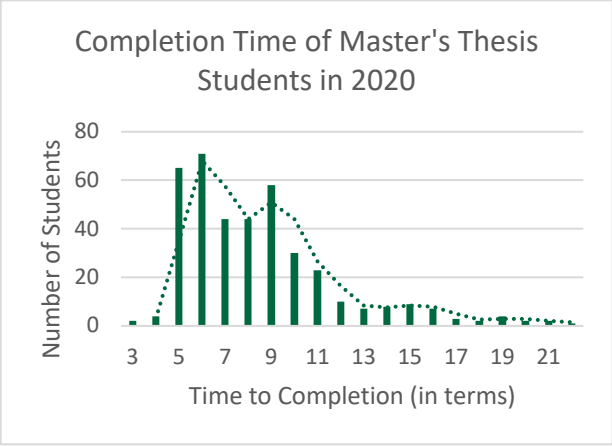
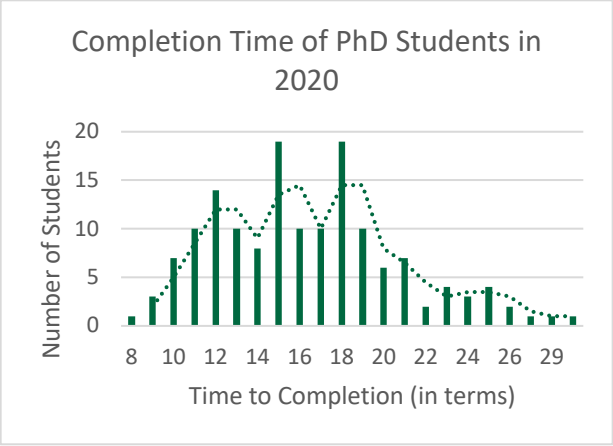


Figure 11: Completion Time of PhD Students in 2020



Credentials Awarded

The total number of graduate-level credentials awarded in 2016 compared to 2020 increased by 11% - overall enrollment increased by 6% during the same time period. The relative number of students completing PhD degrees year over year has remained constant, while the number of students completing thesis-based Master's programs has increased slightly. The relative number of students completing course-based degrees has decreased slightly. As Table 17 highlights, there has been a significant increase in the number students completing degree level and non-degree level graduate certificates.

Table 17: Credentials Awarded by Degree Program and Graduation Year

Program	*2016*	*2017*	*2018*	*2019*	*2020*
Degree Level Certificate	1	6	7	3	21
Master's Course	341	338	321	329	365
Master's Project	105	121	135	135	108
Master's Thesis	328	315	330	344	345
Non-Degree Level Certificate	10	31	32	32	44
PhD Thesis	148	145	169	156	152
Postgraduate Degree Specialization Certificate	2	2		2	3
Postgraduate Diploma	1			1	3
Total	**936**	**958**	**994**	**1,002**	**1,041**

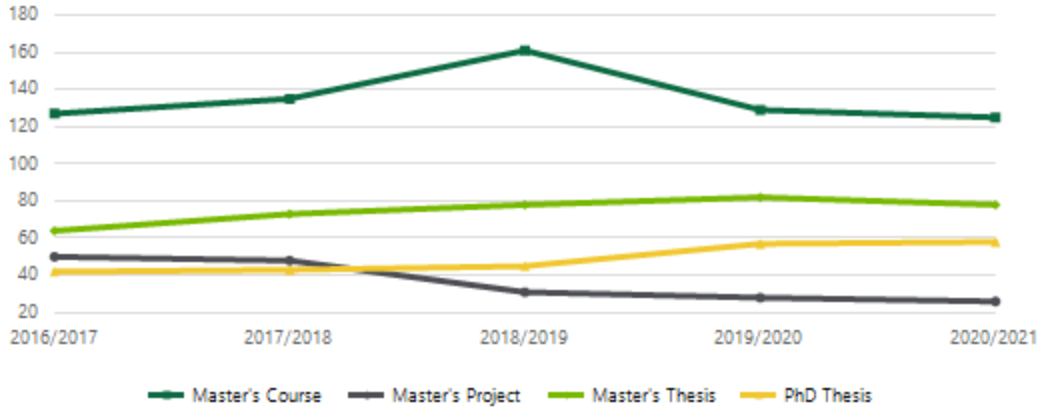
Indigenous Student Enrolment

Indigenous graduate student enrolment overall remained relatively flat between 2016/2017 and 2020/2021. Table 18 and Figure 8 provide Indigenous enrollment detail by degree type. Indigenous student enrolment in course-based Master's programs, despite a significant one-tine increase in the 2018/2019 year, was stable. The one-time increase in 2018/2019 was in part the result of a special cohort of students from Onion Lake Cree Nation beginning in Educational Administration. The number of Indigenous PhD students enrolled at USask increased by 38% between 2016/2017 and 2020/2021. Master's thesis enrolment also increased by 23% in the same period. The increases in PhD and Master's thesis enrolment helped to offset a 42% drop in project-based Master's enrolment during the same five-year reporting period. PhD student enrolment was especially bolstered by growth in both the Colleges of Arts and Science and Education. Between 2016/2017 and 2020/2021, Indigenous PhD student enrolment doubled in Arts and Science. Education saw a 42% increase during that same time period. At under 7%, we remain far off the local demographic with the Indigenous population in the province at 16.3% in 2016 (StatsCan).

Table 18: Indigenous Enrolment by Degree Type

Degree Type	*2016/2017*		*2017/2018*		*2018/2019*		*2019/2020*		*2020/2021*	
Master's Thesis	64	4.5%	73	5.1%	78	5.2%	82	5.7%	78	5.6%
PhD Thesis	42	3.6%	43	3.6%	45	3.7%	57	4.8%	58	4.8%
Master's Course	127	13.2%	135	14.5%	161	16.3%	129	12.6%	125	11.2%
Master's Project	50	14.5%	48	13.2%	31	9.2%	28	9.1%	26	8.3%
No Program Group	8	3.5%	6	2.8%	2	0.8%	2	0.8%	7	2.7%
Degree Level Certificate	2	28.6%	0	0.0%		NaN	0	0.0%	3	4.4%
Postgraduate Diploma	5	38.5%	3	25.0%	16	72.7%	15	48.4%	5	20.8%
Postgraduate Degree Specialization Certificate	0	0.0%	0	0.0%	0	0.0%	1	8.3%	1	7.7%
Non-Degree Level Certificate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	**298**	**7.1%**	**308**	**7.4%**	**333**	**7.7%**	**314**	**7.3%**	**303**	**6.9%**

Figure 10: Indigenous Enrollment by Degree Type



International Student Enrolment

Between 2016/2017 and 2020/2021, international graduate student enrolment increased by three percent to 37% of the total graduate student population. As Table 19 highlights, the percentage of international graduate students overall has been relatively stable for the last three academic years. There was a 10% increase in international students enrolled in programs in the CGPS (Applied Economics, Interdisciplinary Studies, Special Case, and Toxicology).

Table 19: Percentage of International Graduate Students by College

College	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*	*Trend*
Agriculture and Bioresources	54%	55%	57%	58%	55%	
Arts and Science	40%	40%	43%	45%	42%	
Dentistry	0%	0%	0%	100%	100%	
Education	9%	10%	10%	12%	12%	
Edwards School of Business	8%	12%	14%	13%	12%	
Engineering	62%	63%	66%	69%	65%	
Graduate and Postdoc Studies	28%	32%	34%	36%	46%	
JSG School of Public Policy	31%	35%	35%	32%	38%	
Kinesiology	29%	28%	31%	26%	21%	
Law	25%	28%	21%	17%	13%	
Medicine	33%	32%	35%	36%	38%	
Nursing	6%	5%	5%	6%	5%	
Pharmacy and Nutrition	62%	59%	57%	47%	44%	
School of Environ and Sustain	46%	45%	50%	53%	46%	
School of Public Health	33%	28%	25%	23%	27%	
Western College of Vet Med	54%	56%	55%	56%	51%	
Total	**34%**	**35%**	**37%**	**38%**	**37%**	

International student origin is recorded in two ways – by country of citizenship and by initial nation (or country from which the student applied to USask). Our international students' countries of citizenship are predominantly China, Iran, India, Nigeria, and Ghana (see Table 20). However, as Table 21 explains, 13% of international graduate students are recruited to USask from Canadian addresses. The number of international graduate students who attend USask following a period of residency in Iran has more than doubled in the period between 2016/2017 and 2020/2021.

Table 20: Top 15 Countries by Student Citizenship

Country of Citizenship	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*	*Current Yr %*
China	269	241	265	286	259	16%
Iran	129	146	188	215	239	15%
India	146	148	168	180	161	10%
Nigeria	108	100	104	89	109	7%
Ghana	72	66	71	87	103	6%
Bangladesh	81	86	106	99	90	6%
United States	79	78	97	88	73	4%
Brazil	41	52	67	81	69	4%
Other	18	25	24	18	32	2%
Pakistan	35	35	32	26	31	2%
Ecuador	25	28	35	33	28	2%
Nepal	22	26	26	25	27	2%
Vietnam	17	22	28	27	25	2%
Colombia	16	21	23	23	24	1%
Egypt	11	16	14	19	22	1%
Total	**1,407**	**1,456**	**1,594**	**1,625**	**1,628**	

Table 21: Top 15 Countries by Student Initial Nation

Initial Nation	*2016/2017*	*2017/2018*	*2018/2019*	*2019/2020*	*2020/2021*	*Current Yr %*
Iran	99	119	160	189	214	13%
Canada	201	213	216	186	210	13%
China	212	191	202	220	194	12%
India	130	130	146	157	137	8%
United States	119	113	140	135	123	8%
Nigeria	78	68	71	67	84	5%
Ghana	56	48	49	67	83	5%
Bangladesh	71	76	96	84	77	5%
Brazil	36	48	62	79	65	4%
Ecuador	21	25	32	31	26	2%
Pakistan	32	29	24	20	23	1%
Mexico	13	15	16	18	21	1%
Nepal	19	22	22	19	20	1%
Sri Lanka	19	15	21	22	19	1%
Germany	16	19	15	18	17	1%
Total	**1,413**	**1,463**	**1,597**	**1,631**	**1,632**	

Externally-funded International Students

USask continues to partner with funding agencies around the world and has active agreements with the following agencies who provide funding to students to pursue graduate studies abroad:

- SENESCYT Ecuador
- CONACYT Mexico
- EDUCAFIN Mexico
- SENACYT Panama
- ANII Uruguay
- BECAL Paraguay
- CONICYT Chile
- CAPES Brazil
- CNPq Brazil
- PRONABEC Peru
- COLCIENCIAS Colombia

USask currently has students supported by several of the above funding agencies on campus as outline in Table 22 below.

Table 22: External Scholarship Students by Funding Agency

Funding Agency	*2019/2020*	*2020/2021*
China Scholarship Council	27	18
COLCIENCIAS Colombia	0	2
CONACYT Mexico	4	4
CONICYT Chile	4	5
CNPq Brazil	1	0
SENESCYT Ecuador	10	7
Total[5]	**46**	**36**

[5] CGPS began fully tracking externally funded student data in the 2019/2020 academic year.

Appendix I – Graduate Programs

Program	
Accounting M.P.Acc.	**Kinesiology** M.Sc., Ph.D.
Advanced Veterinary Diagnostic Pathology G.Cert.	**Large Animal Clinical Sciences** M.Sc., Ph.D.
Agricultural Economics M.Sc., Ph.D.	**Law** LLM
Anatomy, Physiology, and Pharmacology M.Sc., Ph.D.	**Mathematics** M.Math., M.Sc., Ph.D.
Animal and Poultry Science M.Sc., Ph.D.	**Mechanical Engineering** P.G.D., M.Eng., M.Sc., Ph.D.
Anthropology M.A.	**Music** M.Mus., M.A.
Applied Economics Ph.D.	**Music Education** M.Mus.
Applied Microbiology M.Sc., Ph.D.	**Non-profit Management** G.Cert.
Archaeology M.A.	**Nursing** M.N., M.N. - Educational/Leadership, NP - Nurse Practitioner, Ph.D., P.G.D.S.
Biochemistry, Microbiology and Immunology M.Sc., Ph.D.	**Nutrition** M.Sc., Ph.D.
Biological Engineering M.Sc., Ph.D.	**Pharmacy** M.Sc., Ph.D.
Biology M.Sc., Ph.D.	**Philosophy** M.A.
Biomedical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	**Physical Therapy** M.P.T.
Biostatistics M.Sc., Ph.D.	**Physics and Engineering Physics** M.Sc., Ph.D.
Business Administration M.B.A.	**Plant Sciences** M.Sc., Ph.D.
Chemical Engineering M.Eng., M.Sc., Ph.D.	**Political Studies** M.A.
Chemistry M.Sc., Ph.D.	**Precision Oral and Systemic Health** Ph.D.
Civil Engineering M.Eng., M.Sc., Ph.D.	**Psychology** M.A., Ph.D.
Community and Population Health Sciences M.Sc., Ph.D.	**Public Administration** M.P.A.

Community Energy Planning and Finance G.Cert.	**Public Health** M.P.H.
Computer Science M.Sc., Ph.D.	**Public Management** G.Cert.
Corrections PGDSC	**Public Policy** M.P.P., Ph.D.
Curriculum Studies M.Ed.	**Public Policy Analysis** G.Cert.
Economic Analysis for Public Policy G.Cert.	**Quality Teaching in Health Professions Education** G.Cert.
Economics M.A.	**Religion and Culture** M.A.
Education, cross-departmental Ph.D.	**Scholarship of Teaching and Learning** MSoTL, G.Cert.
Educational Administration M.Ed., Ph.D.	**Small Animal Clinical Sciences** M.Sc., Ph.D.
Educational Foundations M.Ed.	**Small Animal Rotating Veterinary Internship** G.Cert.
Educational Leadership Ed.D.	**Small Animal Specialty Veterinary Internship** G.Cert.
Educational Psychology and Special Education M.Ed.	**Social Economy and Co-operatives** G.Cert.
Educational Technology and Design M.Ed.	**Sociology** M.A., Ph.D.
Electrical Engineering P.G.D., M.Eng., M.Sc., Ph.D.	**Soil Science** M.Sc., Ph.D.
Energy Transitions G.Cert.	**Studio Art** M.F.A.
English M.A., Ph.D.	**Sustainability** M.Ss.
Environment and Sustainability M.E.S., Ph.D.	**Sustainability Solutions** G.Cert.
Epidemiology Ph.D.	**Sustainable Water Management** G.Cert.
Field Epidemiology M.Sc.	**Teaching English to Speakers of Other Languages** M.A.
Finance M.Sc.	**Toxicology** M.Sc., Ph.D.
Food and Bioproduct Sciences P.G.D.	**Vaccinology and Immunotherapeutics** M.Sc., Ph.D.
Food Science M.Sc., Ph.D.	**Veterinary Biomedical Sciences** M.Sc., Ph.D.

French M.A.	**Veterinary Microbiology** M.Sc., Ph.D.
Geography M.A., M.Sc., Ph.D.	**Veterinary Pathology** M.Vet.Sc., M.Sc., Ph.D.
Geological Sciences M.Sc., Ph.D.	**Water Resources** G.Cert.
Governance and Entrepreneurship in Northern and Indigenous Areas M.G.E.N.I.A.	**Water Science** G.Cert.
Governance Foundations for Sustainability G.Cert.	**Water Security** M.W.S.
Health Professions Education M.Ed.	**Women's, Gender, and Sexualities Studies** M.A.
Health Sciences M.Sc., Ph.D.	**Writing** M.F.A.
History M.A., Ph.D.	
Improving Teaching and Learning in Health Professions Education G.Cert.	
Indigenous Studies M.A., Ph.D.	
Interdisciplinary Studies M.A., M.Sc., Ph.D.	

Appendix II – Newly-approved Graduate Programs by Year

2016-2017	
Political Studies M.A. (project-based)	**Teaching English to Speakers of Other Languages** M.A.
Public Management G. Cert.	**Public Policy** G. Cert.
Leadership in Post-Secondary Education M.Ed.	**Public Health (thesis-based)**M.P.H.
Water Security M.W.S.	**Education (cross-departmental)** Ph.D.
Indigenous Studies Ph.D.	
2017-2018	
Combined Degree M.B.A and J.D	**Large Animal Clinical Sciences** M.Sc. project-based
Educational Foundations P.G.D.	**Small Animal Clinical Sciences** M.Sc. project-based
2018-2019	
Applied Economics Ph.D.	**French** Special Case Ph.D.
2019-2020	
Combined Degree M.B.A and Pharm.D.	**Non-Profit Management** G. Cert
Chemistry Direct entry Ph.D.	**Public Management** G. Cert
Economic Analysis for Public Policy G. Cert	**Public Policy Analysis** G. Cert
Education – Health Professions M.Ed.	**Quality of Teaching in Health Professions Education** G. Cert.
Educational Leadership Ed.D.	**Rotating Small Animal Veterinary Internship** G. Cert.
French Project-based M.A.	**Social Economy and Co-operatives** G. Cert

Health Systems Management G. Cert	**Specialty Internship in Veterinary Medicine** G. Cert.
Improving Teaching and Learning in Health Professions Education G. Cert.	

2020-2021

Applied Economics Direct Entry and Transfer Ph.D.	**Precision Oral and Systemic Health** Ph.D.