



Australian Government

Department of Education

Completion Rates of Domestic Bachelor Students: A Cohort Analysis

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1. Executive Summary

The purpose of this study is to report on an analysis of completion rates of domestic bachelor students who commenced in 2005 at a publicly funded university and their progression by 2012.

Key Findings:

As at the end of 2012,

- 72.3% of domestic bachelor students in the 2005 cohort had completed their studies.
- This rate of completion is consistent with the estimate attained in an earlier Departmental study of the 1992 and 1993 cohorts, where the undergraduate completion rates were estimated at 71.6% and 70.8% respectively using an extended approach (Martin *et al*, 2001 pg. 1).¹
- Also consistent with the Department's findings from earlier years,² the cohorts with the highest completion rates are:
 - Women, 74.3%;
 - Full-time students, 77.7%;
 - Younger students (19 and under), 79.1%;
 - Students with high ATAR (95-100), 93.8%;
 - Non-English Speaking Background students, 77.7%;
 - Non-Indigenous students, 72.6%;
 - Metropolitan students, 73.7%;
 - High socio-economic status (SES) students, 76.5%.

¹ Undergraduate Completion Rates: An update, Martin *et al* (2001)

² *Ibid.*

2. Introduction

The Department has conducted a cohort study of completion rates for domestic bachelor students. All domestic bachelor students attending Table A universities in the 2005 cohort were tracked from commencement in 2005 to the end of 2012 using their student ID (within institution) and their Commonwealth Higher Education Student Support Number, CHESSN (across institutions). The results provide an overview of student outcomes between 2005 and 2012. That is, as of the end of 2012, how many of these students had completed their studies,³ how many were still studying, and how many were neither studying nor had completed an award and therefore were no longer at the original institution or the institution that they had transferred to.⁴

The study seeks to build a detailed portrait of the progression of these students through the Higher Education System to assist in understanding student performance. It is also a useful tool in identifying students with specific characteristics who are more likely to drop out to facilitate early assistance mechanisms to support them.

3. Overall outcomes

Domestic

For domestic bachelor students in the 2005 cohort:

- The overall completion rate was 72.3% which consisted of 65.5% completing their studies with the same institution and 6.8% completing their studies at a different institution (Table 1 and Chart 1).
- The proportion of students who had not completed and were still enrolled in 2012 was 5.3%. Those who re-enrolled but dropped out by 2012 was 13.9%. 8.4% of the students dropped out and never came back.

International

A distinct cohort of international bachelor students has been constructed for comparison purposes. However, it is not possible to determine what percentage of international students may have completed their studies at another institution because they do not have a CHESSN.

³ Completion here is for students who have completed an award course. The award course is not necessarily the same course that the student initially enrolled in. For example, a student commenced a Bachelor Pass degree course in 2005 and by 2012, his/her award course completion could be for a Bachelor Honours degree. Similarly for field of education, a student may have commenced a Science degree but completed an Art degree. Likewise, a student may have commenced study at one institution, but completed his/her study at a different institution.

⁴ What follows is an analysis of the relationship between completion rates and a number of student characteristics. No allowance is made for inter-relationships between student characteristics. For example, older students may have lower completion rates on account of they are being more likely to be part-time students who also have lower completion rates.

- The completion rate for international bachelor students was 74.1%, which is considerably higher than the completion rate for domestic bachelor students.
- The percentage of international students still enrolled in study at the end of the 8 year cohort period within the same institution was 0.3% while those who re-enrolled into the same institution but dropped out by 2012 was 15 % and 10.5% of the students dropped out and never came back.

4. Outcomes by course level

The 2005 cohort included students in Bachelor's Pass (95.4%), Bachelor's Graduate Entry (3.1%), and Bachelor's Honours (1.5%) degrees.

- Among these three categories, Honours students achieved the highest completion rate at 85.7% at either the same or the different institution. This compares with 81.8% for Graduate Entry students and 71.8% for Bachelor's Pass students.
- The proportion of Bachelor's Pass students who had not completed and were still enrolled in 2012 was 5.5%. For Bachelor's Graduate Entry and Bachelor's Honours students these figures were 2.6% and 1.6% respectively.
- A total of 14.2% of Bachelor's Pass students had re-enrolled, but dropped out before 2012. This was followed by Bachelor's Graduate Entry (7.5%), then Bachelor's Honours (5.2%).
- While 8.5% of Bachelor's Pass students never came back after 2005. This was closely followed by Bachelor's Graduate Entry (8.2%) then Bachelor's Honours (7.5%).

5. Mode of attendance

Over 85% of the 2005 cohort studied internally (on campus), 8.9% studied externally (off campus) and 5.5% undertook multi modal study (a combination of on and off campuses study).

- Students studying internally achieved the highest completion rate at the same or a different institution of 75.4%. The completion rates for students studying externally was 44.4% and 69.5% for multi-modal study.
- The highest proportion of students in this cohort who had not completed and were still enrolled in 2012 were those attending on an external basis (9.9%), followed by multi-modal (5.5%) and internal (4.9%).
- 24.8% of students enrolled on an external basis had re-enrolled but dropped out before 2012. In comparison, 16.5% of multi-modal and 12.6% of internal students had re-enrolled but dropped out before 2012.
- 20.9% of students that had enrolled in 2005 on an external basis never came back after 2005. In comparison, only 8.6% of students studying on a multi-modal basis and 7.1% of students studying internally never returned.

6. Type of attendance

Around 83% of the 2005 commencing domestic bachelor cohort studied full-time.

- Full time students were more likely to complete their studies with a 77.7% completion rate compared to a 47.1% completion rate for part-time students.
- 9.3% of students studying part-time had not completed and were still enrolled in 2012. This was almost twice as high as for full-time students, where 4.5% had not completed and were still enrolled in 2012.
- 23.6% of part-time students had re-enrolled but dropped out before 2012, compared with 11.8% of full-time students.
- 20.0% of students that had enrolled in 2005 in part-time study never came back after 2005. This was considerably higher than among full-time students at 6.0%.

7. Gender

The majority of the 2005 cohort were female students (59%).

- By the end of 2012, 74.3% of female students had completed their studies, in comparison with 69.5% for male students.
- Among male students, 5.8% had not completed and were still enrolled in 2012 and among female students the proportion was 5.0%.
- 15.7% of male students had re-enrolled but dropped out before 2012, compared with 12.6% of female students.
- 9.1% of male students and 8.0% of female students never came back after 2005.

8. Age

Over half of the 2005 cohort were aged 19 and under (57.5%), with the remainder 21.6%, aged between 20 and 24 and 20.9% aged 25 and over.

- The probability of completing an award declines the older the student. This may be associated with the fact that older students are more inclined to study part-time and therefore more were still studying in 2012.
- 79.1% of students aged 19 years or under in 2005 had completed their studies by 2012. However, only 69.2% of students aged between 20 and 24 and 57.1% of students aged 25 and above had completed their studies by 2012.
- The highest proportion of students by age group who had not completed and were still enrolled in 2012 were those aged 25 and over (6.6%). This was followed by students aged 20-24 (5.5%) and 19 and under (4.8%).

- The age group with the highest proportion of students who had re-enrolled but dropped out before 2012 were those aged 25 and over (19.9%), followed by those aged 20-24 (15.7%) and those aged 19 and under (11.0%).
- 16.4% of students aged 25 and over enrolled in 2005 and never came back after 2005, compared with 9.7% of students aged 20-24 and 5.1% of students aged 19 and under.

9. Basis of admission

The majority of students in the 2005 cohort were admitted on an 'other basis of admission', such as mature age special entry, other higher education qualifications (complete or incomplete) or VET award courses. Of the 2005 cohort, 45% were admitted on the basis of 'secondary education' (with or without ATAR).

- 77.4% of students admitted on the basis of 'secondary education' completed their studies by 2012 and 68.1% of students admitted on an 'other basis of admission' completed their studies.
- 5.1% of students admitted on the basis of 'secondary education' had not completed and were still enrolled in 2012 (compared to 5.5% for students admitted on an 'other basis of admission').
- 15.9% of students admitted on the basis of 'other basis of admission' had re-enrolled but dropped out before 2012. This was followed by 11.5% of students admitted through 'secondary education'.
- 6.0% of students admitted on the basis of 'secondary education' and 10.5% of students admitted on an 'other basis of admission' had enrolled in 2005 but never came back after 2005.

10. ATAR bands

Over 36% of the 2005 cohort had an ATAR score.

- Among the ATAR bands, students in 95-100 ATAR band achieved the highest completion rate at 93.8%. Completion rates for other bands are 88.6% for 90-94, 81.4% for 80-90, 71.9% for 70-79, 63.7% for 60-69, 55.1% for 50-59 and 50.7% for 30-49. This compares with a completion rate of 68.0% for students with no ATAR.
- 7.1% of students with an ATAR of 60-69 had not completed and were still enrolled in 2012. This was followed by the bands 50-59 (6.9%), 70-79 (6.3%), 80-89 (5.0%), 30-49 (4.7%), 90-94 (3.6%) and 95-100 (1.9%). For students with no ATAR, 5.7% were still enrolled.
- The highest proportion of students with an ATAR who re-enrolled but dropped out before 2012 were those with a score of 30-49 (26.5%). This was followed by the bands 50-59 (21.7%), 60-69 (18.4%), 70-79 (14.6%), 80-89 (9.8%), 90-94 (5.9%) and 95-100% (3.4%). For students with no ATAR, this figure was 15.9%.

- Of the students who enrolled in 2005 and never came back, 18.1% were in the ATAR band 30-49. This was followed by the bands 50-59 (16.3%), 60-69 (10.9%), 70-79 (7.2%), 80-89 (3.9%), 90-94 (2.0%), 95-100 (0.9%) and 10.5% for students with no ATAR.

11. Enabling indicator

Around 3% of the 2005 cohort had completed a previous enabling course. The remainder 97% went straight to a bachelor course in 2005.

- 62.6% of students with prior enabling courses completed their studies compared with 72.6% of students with no prior enabling courses.
- 7.1% of students with prior enabling courses and 5.3% with no prior enabling courses had not completed and were still enrolled in 2012.
- 19.6% of students with prior enabling courses and 13.7% with no prior enabling courses had re-enrolled but dropped out before 2012.
- 10.7% of students with prior enabling courses and 8.4% with no prior enabling courses enrolled in 2005 and never came back after 2005.

12. Indigenous indicator

1.2% of the 2005 cohort were Indigenous students, the rest were non-Indigenous students.

- 45.5% of students from an Indigenous background completed their studies by 2012 compared with 72.6% of students from a non-Indigenous background.
- 9.3% of students from an Indigenous background had not completed and were still enrolled in 2012 compared with 5.3% of students from a non-Indigenous background.
- 24.5% of Indigenous students re-enrolled but dropped out before 2012, compared with 13.8% of non-Indigenous students.
- 20.8% of Indigenous students dropped out and never came back while 8.3% of non-Indigenous students never returned.

13. Non-English speaking background

Around 4% of the students from the 2005 cohort were from a non-English speaking background. Students from a non-English background complete at a higher rate than those with an English speaking background.

- 77.7% of students from a non-English speaking background completed their studies compared with 72.1% of students from an English speaking background.

- 5.4% of students from an English speaking background and 4.3% of students from a non-English speaking background had not completed and were still enrolled in 2012.
- 14.0% of students from an English speaking background and 11.8% of students from a non-English speaking background had re-enrolled but dropped out before 2012.
- 8.5% of students from an English speaking background and 6.2% of students from a non-English speaking background dropped out and never came back.

14. Socio-economic status

Just over 16% of students from the 2005 cohort were from a low socio-economic status (SES) background. The remaining students were from a medium SES (47.5%) background, high SES (34.5%) background and the remainder, an unknown background.

- 76.5% of students from a high SES background had completed their studies by 2012. Completion rates for other socio-economic groups were 71.3% for students from a medium SES background and 67.7% for students from a low SES background.
- Almost an equal number of students from low SES and medium SES backgrounds had not completed and were still enrolled in 2012 (5.8% and 5.7% respectively). 4.7% of students from a high SES background had not completed and were still enrolled in 2012.
- The highest proportion of students from this cohort who had re-enrolled but dropped out before 2012 were from a low SES background (16.3%). This was followed by students medium SES (14.2%) and students from high SES (12.2%) backgrounds.
- 10.3% of low SES students, 8.9% of medium SES students and 6.7% of high SES students enrolled in 2005 dropped out and never came back.

15. Regional/remote⁵

Students in this cohort can be classified as having a metropolitan, regional or remote background. Just over 78% of students came from metropolitan areas, with the remaining 20% from regional and 1.1% from remote areas.

- 73.7% of students from metropolitan areas in Australia completed their studies. The completion rate for regional students was 68.5% and 58.3% for remote students.
- Students from remote areas were most likely to have not completed and still be enrolled in 2012 (6.4%). This was followed by students from regional (5.6%) areas and then metropolitan (5.3%) areas.

⁵ The student's postcode of permanent home residence is mapped to regional/remote categories using the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) classification. The MCEETYA codes are derived from the Australian Standard Geographical Classification with some adjustments to cater for the Department's special needs.

- 19.9% of students from remote areas had re-enrolled but dropped out before 2012. 15.5% of students from regional areas and 13.3% of students from metropolitan areas had re-enrolled but dropped out before 2012.
- 15.4% of students from remote areas dropped out and never came back. 10.4% of students from regional areas and 7.7% of students from metropolitan areas never came back after 2005.

16. Liability category

There were 95.2% of students with Commonwealth Supported Places and 4.8% Fee-Paying students in the 2005 cohort.

- 72.4% of students in Commonwealth Supported Places completed their studies by 2012 and 70.4% of Fee-Paying students completed by 2012.
- 5.4% of Commonwealth Supported students had not completed and were still enrolled in 2012 and 3.7% of Fee-Paying students were still enrolled.
- 14.9% of Fee-Paying students had re-enrolled but dropped out before 2012 and 13.8% of Commonwealth Supported students had dropped out.
- 11.0% of Fee-Paying students and 8.3% of Commonwealth Supported students had dropped out and never came back.

17. Field of education

- Students studying Food, Hospitality and Personal Services achieved the highest completion rate by 2012 at 88.0%. Completion rates for other fields were Health (80.8%), Architecture and Building (77.7%), Natural and Physical Sciences (76.2%), Creative Arts (74.5%), Education (73.8%), Engineering and Related Technologies (72.8%), Non-award courses (71.3%), Management and Commerce (71.1%), Society and Culture (70.2%), Agriculture, Environmental and Related Studies (65.3%) and Information Technology (61.8%).
- The highest proportion of students in this cohort who had not completed and were still enrolled in 2012 were enrolled in Engineering and Related Technologies (7.1%). This was followed by Information Technology (6.7%), Society and Culture (6.5%), Agriculture, Environmental and Related Studies (6.1%), Natural and Physical Sciences (5.7%), Non-award courses (5.4%), Management and Commerce (5.3%), Architecture and Building (4.5%), Creative Arts (4.3%), Education (4.1%), Food, Hospitality and Personal Services (4.0%) and Health (3.4%).
- The highest proportion of students in this cohort who had re-enrolled but dropped out before 2012 were enrolled in Information Technology (20.3%). This was followed by Agriculture, Environmental and Related Studies (17.2%), Management and Commerce (14.7%), Society and Culture (14.6%), Non-award courses (14.3%), Engineering and Related

Technologies (14.2%), Creative Arts (13.7%), Education (12.7%), Natural and Physical Sciences (12.2%), Architecture and Building (12.0%), Health (9.4%) and Food, Hospitality and Personal Services (4.0%).

- The highest proportion of students in this cohort that dropped out and never came back were those enrolled in Agriculture, Environmental and Related Studies (11.4%). This was closely followed by Information Technology (11.3%), Education (9.3%), Non-award courses (9.1%), Management and Commerce (8.9%), Society and Culture (8.7%), Creative Arts (7.5%), Health (6.4%), Natural and Physical Sciences and Engineering and Related Technologies (5.8% each), Architecture and Building (5.8%) and Food, Hospitality and Personal Services (4.0%).

18. 2006 and 2007 Cohorts

The Department has now been able to obtain cohorts for subsequent years, 2006 and 2007. However, because of the shorter time period, comparative cohort analysis between 2005, 2006 and 2007 can only be done for a 6 year period rather than the 8 year period as for the 2005 cohort presented in previous sections. The comparison between these cohorts allows the Department the ability to map the performance of students with specific characteristics through time to identify any underlying changes in their behaviours associated with changes to government policy, economic, social or labour markets conditions.

In general, there have not been any major variations in the performance of students with specific characteristics amongst the three cohorts (Table 2 and Chart 2). Key highlights are:

- There has been a decline in the proportion of students never coming back after the first year, from 9.2% in the 2005 cohort to 8.6% in the 2007 cohort.
- The completion rates for students undertaking Honours increased from 84.2% for the 2005 cohort to 86.2% for the 2006 cohort before falling to 82.8% for the 2007 cohort.
- The completion rates for female students declined from 69.4% for the 2005 cohort to 69.1% for the 2006 cohort and 68.7% for the 2007 cohort. For male students, the completion rate remained steady at 63.6% for both the 2005 and 2006 cohorts before falling to 63.2% for the 2007 cohort.
- There was a slight fall in the completion rates for students who were aged 19 and under, from 73.3% for the 2005 to 72.7% and 72.4% for the 2006 and 2007 cohorts respectively.
- The completion rates for students in the 30-49 ATAR band showed considerable fluctuation (as a result of small sample size) between the cohorts: 48.6% for the 2005 cohort, decreasing to 44.5% for the 2006 cohort before increasing to 50.6% for the 2007 cohort.
- For students with prior enabling course experience, completion rates increased from 56.6% for the 2005 to 58.2% for the 2007 cohort. In contrast, completion rates for students with no prior enabling course experience decreased from 67.3% for the 2005 cohort to 67.1% and 66.9% for the 2006 and the 2007 cohorts respectively.
- No major variations in completions were seen across most broad fields of education amongst the three cohorts. However, completion rates for students undertaking an

Education course have declined in successive cohort years, from 70.2% for the 2005 cohort to 68.2% for the 2006 cohort and then to 66.7% for the 2007. For students studying an Architecture and Building course, completion rates increased from 72% for the 2005 cohort to 72.8% for the 2006 cohort before falling to 69.9% for the 2007 cohort.

19. 2005 to 2012 – four-year cohort periods

The announcement of the demand driven system in 2009 saw a rapid growth in student enrolments in the higher education sector at around 4% per annum from 2009 to 2012. The cohort analysis has been extended to track the progress of the 2009 cohort of domestic bachelor students by 2012 (a 4 year period). Comparative cohorts include: 2005-2008, 2006-2009, 2007-2010, 2008-2011 and 2009-2012.

Consistent with the 6 year period cohorts, there have not been any major variations in the performance of students with specific characteristics amongst the five cohorts (Chart 3). Key highlights include:

- There was some fluctuation in the completion rates for students studying Bachelor's Honours, ranging from a low of 77.8% for the 2007 and 2008 cohorts to a high of 81.4% for the 2009 cohort. For Bachelor's Graduate Entry students, completions fell from 73.2% for the 2005 cohort to 67.1% for the 2009 cohort.
- The completion rates for female students declined steadily from 50.8% for the 2005 cohort to 49.2% for the 2009 cohort. For male students, the completion rates remained steady at around 42% for all the cohorts.
- Students of all age groups in the 2005 cohort recorded the highest completion rate amongst all five cohorts (53.0% for 20-24, 48.1% for 19 and under and 39.5%, 25 and over). Completion rates for the later cohorts experienced a downward trend for all age groups, with the lowest completion rate being for students aged 25 and over in the 2009 cohort (37.4%).
- Consistent with the 6 year cohorts, completion rates for students in the 30-49 ATAR band showed considerable fluctuation between cohorts, ranging from 28.5% to 35.9%. For other ATAR bands, completion rates peaked for the 2008 cohort, with the highest rate recorded for the 90-94 ATAR band at 54.0%. In comparison, completion rates for students without an ATAR fell steadily from 48.2% for the 2005 cohort to 46.1% for the 2009 cohort.
- The completion rates for students with prior enabling course experience fell steadily from 39.8% for the 2005 cohort to 36.9% for the 2009 cohort. In contrast, the completion rate for students with no prior enabling course experience remained relatively stable between 46% and 47% for all cohorts.
- For indigenous students, there was considerable fluctuation in the completion rates between cohorts, from a high of 30.5% for the 2006 cohort to a low of 26.9% for the 2007 cohort.
- Students from low SES backgrounds showed a downward trend in their completion rates, falling from 45.5% for the 2005 cohort to 42.8% for the 2009 cohort.

- Overall, there have not been any major variations in completions across most broad fields of education amongst the five cohorts. However, completion rates for students studying Health (from 59.0% for the 2005 cohort to 54.8% for the 2009 cohort) and education (from 55.5% for the 2005 cohort to 45.5% for the 2009 cohort) courses have declined in successive cohort years. For students studying an Architecture and Building course, completion rates increased from 48.2% for the 2005 cohort to 50.0% at its highest point for the 2006 cohort then steadily decreased over each cohort to 43.6% for the 2009 cohort.

Table 1: Completion rate and Cohort Analysis for Commencing Domestic Bachelor students, 2005-2012					
		Completed (in any year)	Still Enrolled in 2012	Re-enrolled but dropped out before 2012	Never came back after 2005
National Total (domestic bachelor students)		72.3	5.3	13.9	8.4
Comparison figure for Overseas students		74.1	0.3	15.0	10.6
Course Level	Bachelor's Graduate Entry	81.8	2.6	7.5	8.2
	Bachelor's Honours	85.7	1.6	5.2	7.5
	Bachelor's Pass	71.8	5.5	14.2	8.5
Mode of Attendance	Internal	75.4	4.9	12.6	7.1
	External	44.4	9.9	24.8	20.9
	Multi-modal	69.5	5.5	16.5	8.6
Type of Attendance	Full-time	77.7	4.5	11.8	6.0
	Part-time	47.1	9.3	23.6	20.0
Gender	Males	69.5	5.8	15.7	9.1
	Females	74.3	5.0	12.6	8.0
Age	19 and under	79.1	4.8	11.0	5.1
	20-24	69.2	5.5	15.7	9.7
	25 and over	57.1	6.6	19.9	16.4
Basis for Admission	Other Basis for admission	68.1	5.5	15.9	10.5
	Secondary education	77.4	5.1	11.5	6.0
ATAR band	30-49	50.7	4.7	26.5	18.1
	50-59	55.1	6.9	21.7	16.3
	60-69	63.7	7.1	18.4	10.9
	70-79	71.9	6.3	14.6	7.2
	80-89	81.4	5.0	9.8	3.9
	90-94	88.6	3.6	5.9	2.0
	95-100	93.8	1.9	3.4	0.9
	ATAR not provided or not required	68.0	5.7	15.9	10.5
Enabling Indicator	Prior enabling course	62.6	7.1	19.6	10.7
	No prior enabling course	72.6	5.3	13.7	8.4
Indigenous Indicator	Indigenous	45.5	9.3	24.5	20.8
	Not Indigenous	72.6	5.3	13.8	8.3
NESB Indicator	Person from Non-English speaking background	77.7	4.3	11.8	6.2
	Not from Non-English speaking background	72.1	5.4	14.0	8.5
Socio-Economic Status	Low SES	67.7	5.8	16.3	10.3
	Medium SES	71.3	5.7	14.2	8.9
	High SES	76.5	4.7	12.2	6.7
Regional Classification (McEETYA)	Metro	73.7	5.3	13.3	7.7
	Regional	68.5	5.6	15.5	10.4
	Remote	58.3	6.4	19.9	15.4
Liability Category	Commonwealth Supported students	72.4	5.4	13.8	8.3
	Fee-Paying students	70.4	3.7	14.9	11.0
Broad Field of Education	Natural and Physical Sciences	76.2	5.7	12.2	5.8
	Information Technology	61.8	6.7	20.3	11.3
	Engineering and Related Technologies	72.8	7.1	14.2	5.9
	Architecture and Building	77.7	4.5	12.0	5.8
	Agriculture, Environmental and Related Studies	65.3	6.1	17.2	11.4
	Health	80.8	3.4	9.4	6.4
	Education	73.8	4.1	12.7	9.3
	Management and Commerce	71.1	5.3	14.7	8.9
	Society and Culture	70.2	6.5	14.6	8.7
	Creative Arts	74.5	4.3	13.7	7.5
	Food, Hospitality and Personal Services	88.0	4.0	4.0	4.0
	Non-award courses	71.3	5.4	14.3	9.1
	TOTAL		72.3	5.3	13.9

Selected Higher Education Student Statistics, Department of Education.

Chart 1: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005, showing attrition and completion information from 2005-2012

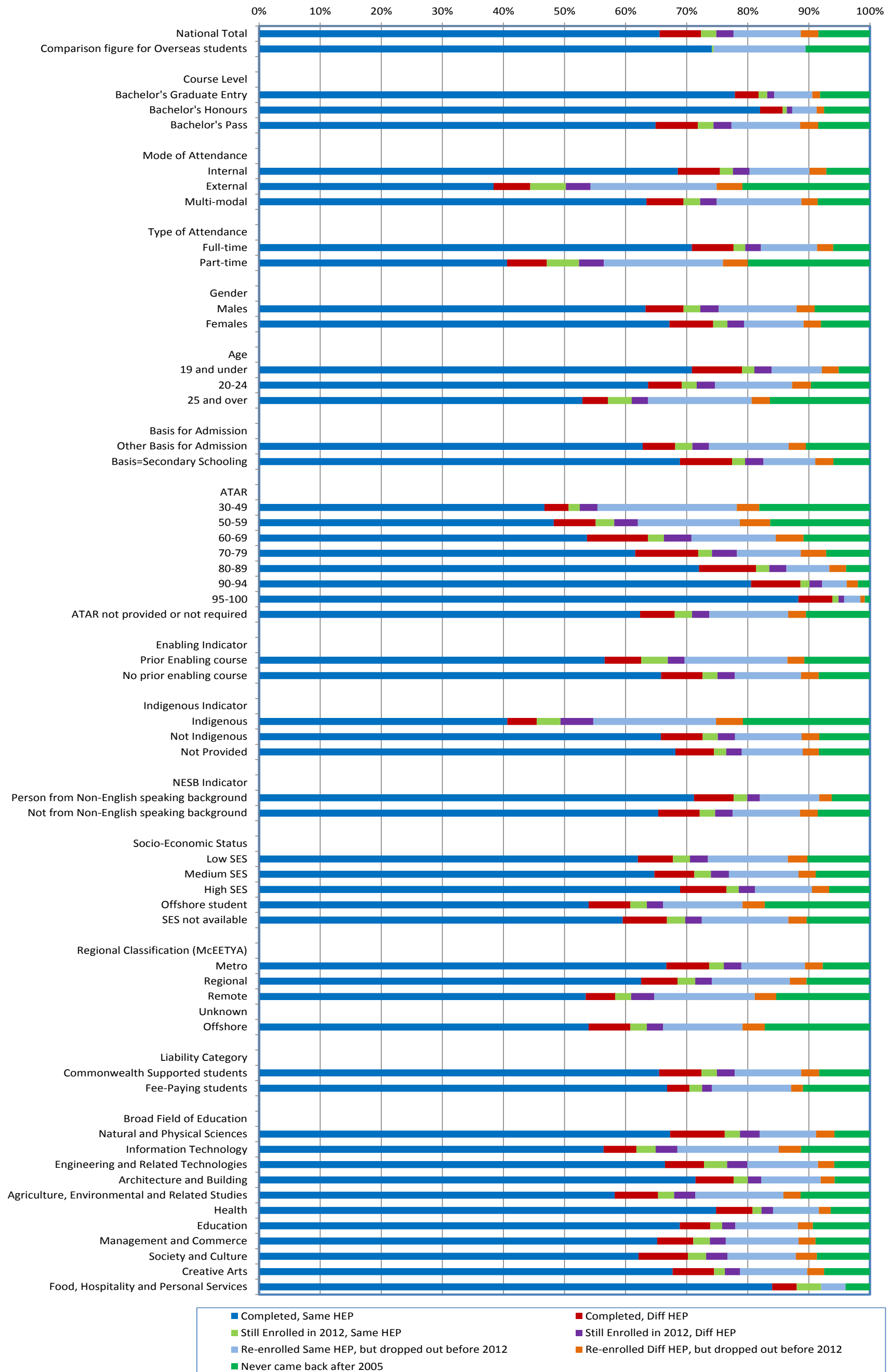


Table 2: Cohort Analysis for Commencing Domestic Bachelor students over a 6 year period, 2005-2010, 2006-2011 and 2007-2012

		Completed (in any year)	Still Enrolled at the end of the 6 year cohort period	Re-enrolled but dropped out	Never came back after the first year
National Total (Domestic students)	2005	67.0	11.0	12.9	9.2
	2006	66.8	11.0	13.4	8.8
	2007	66.6	11.4	13.4	8.6
Comparison figure for Overseas students	2005	73.3	1.3	14.8	10.6
	2006	76.0	1.4	12.6	10.1
	2007	77.5	1.4	12.2	9.0
Course Level					
Bachelor's Graduate Entry	2005	79.3	4.6	7.3	8.8
	2006	79.9	4.8	7.2	8.2
	2007	78.1	5.1	7.6	9.2
Bachelor's Honours	2005	84.2	3.2	4.5	8.1
	2006	86.2	2.8	4.1	6.9
	2007	82.8	4.1	6.0	7.1
Bachelor's Pass	2005	66.3	11.3	13.2	9.2
	2006	66.1	11.3	13.8	8.8
	2007	66.0	11.7	13.7	8.7
Mode of Attendance					
Internal	2005	70.2	10.4	11.7	7.7
	2006	69.8	10.5	12.3	7.5
	2007	69.6	10.8	12.1	7.4
External	2005	37.4	17.2	22.9	22.5
	2006	37.3	16.5	23.8	22.3
	2007	37.4	17.2	24.4	21.0
Multi-modal	2005	65.2	10.2	15.2	9.3
	2006	64.2	10.8	16.1	8.9
	2007	65.1	11.4	15.4	8.1
Type of Attendance					
Full-time	2005	72.8	9.7	11.0	6.6
	2006	72.2	9.8	11.6	6.4
	2007	72.0	10.2	11.5	6.4
Part-time	2005	39.6	17.3	21.7	21.5
	2006	39.6	16.8	22.8	20.8
	2007	39.2	17.8	22.9	20.2
Gender					
Males	2005	63.6	12.0	14.7	9.8
	2006	63.6	12.3	15.0	9.2
	2007	63.5	12.5	14.9	9.1
Females	2005	69.4	10.3	11.6	8.7
	2006	69.1	10.1	12.4	8.5
	2007	68.7	10.7	12.4	8.4

		Completed (in any year)	Still Enrolled at the end of the 6 year cohort period	Re-enrolled but dropped out	Never came back after the first year
Age					
19 and under	2005	73.3	10.9	10.2	5.6
	2006	72.7	11.2	10.6	5.6
	2007	72.4	11.5	10.6	5.6
20-24	2005	65.1	9.8	14.6	10.5
	2006	64.3	9.6	15.7	10.5
	2007	64.5	9.9	15.5	10.1
25 and over	2005	51.7	12.5	18.4	17.4
	2006	51.7	12.0	19.6	16.7
	2007	50.4	12.9	19.9	16.9
Basis for Admission					
Other Basis for Admission	2005	63.5	10.5	14.7	11.3
	2006	62.9	10.4	15.5	11.1
	2007	62.1	11.0	15.9	11.0
Basis=Secondary Schooling	2005	71.2	11.6	10.7	6.6
	2006	71.0	11.7	11.2	6.2
	2007	71.0	11.8	10.9	6.3
ATAR					
30-49	2005	48.6	8.1	24.1	19.2
	2006	44.5	11.3	26.3	18.0
	2007	50.6	12.2	21.3	15.9
50-59	2005	49.3	13.9	19.6	17.2
	2006	46.2	14.1	22.8	16.9
	2007	48.2	14.8	20.2	16.7
60-69	2005	57.5	13.3	17.1	12.0
	2006	57.2	13.6	17.8	11.3
	2007	56.7	14.6	16.7	12.1
70-79	2005	65.1	13.4	13.6	7.9
	2006	67.4	12.4	13.2	6.9
	2007	66.5	13.1	13.5	7.0
80-89	2005	75.2	11.4	9.1	4.3
	2006	75.1	11.7	9.4	3.8
	2007	75.7	11.7	8.8	3.8
90-94	2005	82.4	9.9	5.5	2.2
	2006	83.3	9.8	5.2	1.8
	2007	82.7	9.9	5.6	1.8
95-100	2005	87.3	8.5	3.2	1.0
	2006	87.0	9.4	2.8	0.9
	2007	86.9	8.7	3.3	1.1
ATAR not provided or not required	2005	63.3	10.8	14.7	11.3
	2006	63.1	10.7	17.6	10.9
	2007	62.3	11.2	15.7	10.8
Enabling Indicator					
Prior Enabling course	2005	56.6	14.6	17.3	11.5
	2006	58.0	14.9	16.8	10.3
	2007	58.2	13.5	17.4	10.9
No prior enabling course	2005	67.3	10.9	12.8	9.1
	2006	67.1	10.9	13.3	8.7
	2007	66.9	11.3	13.2	8.6

		Completed (in any year)	Still Enrolled at the end of the 6 year cohort period	Re-enrolled but dropped out	Never came back after the first year
Indigenous Indicator					
Indigenous	2005	40.9	13.8	22.8	22.5
	2006	41.1	13.4	25.9	19.6
	2007	40.0	15.1	24.7	20.1
Not Indigenous	2005	67.2	11.0	12.8	9.0
	2006	67.2	11.0	13.3	8.6
	2007	67.0	11.4	13.2	8.5
Not Provided	2005	69.4	9.9	11.8	8.9
	2006	62.2	11.5	13.9	12.4
	2007	59.2	9.9	16.8	14.1
NESB Indicator					
Person from Non-English speaking background	2005	72.5	10.0	11.0	6.6
	2006	72.2	10.5	11.7	5.7
	2007	71.3	11.1	11.9	5.8
Not from Non-English speaking background	2005	66.8	11.0	13.0	9.2
	2006	66.6	11.0	13.5	8.9
	2007	66.4	11.4	13.4	8.8
Socio-Economic Status					
Low SES	2005	62.9	11.1	15.0	11.0
	2006	61.8	11.1	16.1	11.0
	2007	61.7	12.2	15.5	10.6
Medium SES	2005	65.9	11.2	13.2	9.6
	2006	65.8	11.0	13.9	9.4
	2007	65.3	11.5	13.9	9.2
High SES	2005	70.9	10.6	11.3	7.3
	2006	70.7	11.0	11.5	6.9
	2007	70.8	10.9	11.5	6.8
Offshore student	2005	55.9	11.0	14.8	18.3
	2006	66.1	9.3	14.4	10.2
	2007	66.8	8.5	12.8	11.9
SES not available	2005	60.2	11.6	16.8	11.4
	2006	58.6	10.2	20.4	10.8
	2007	65.3	10.3	16.8	7.6
Regional Classification (McEETYA)					
Metro	2005	68.2	11.0	12.4	8.4
	2006	67.9	11.1	12.9	8.0
	2007	67.8	11.4	12.8	8.0
Regional	2005	63.5	10.7	14.5	11.2
	2006	63.0	10.5	15.1	11.4
	2007	62.4	11.4	15.4	10.8
Remote	2005	53.0	11.8	18.6	16.6
	2006	54.1	11.2	18.7	16.0
	2007	53.4	12.7	19.2	14.7
Unknown	2005	0.0	0.0	0.0	-
	2006	0.0	0.0	0.0	-
	2007	60.0	0.0	40.0	-
Offshore	2005	55.9	11.0	14.8	18.3
	2006	66.1	9.3	14.4	10.2
	2007	66.8	8.5	12.8	11.9

		Completed (in any year)	Still Enrolled at the end of the 6 year cohort period	Re-enrolled but dropped out	Never came back after the first year
Liability Category					
Commonwealth Supported students	2005	67.0	11.2	12.8	9.0
	2006	66.7	11.1	13.4	8.7
	2007	66.6	11.5	13.4	8.6
Fee-Paying students	2005	66.6	7.7	14.2	11.5
	2006	68.1	8.6	13.7	9.6
	2007	66.4	9.7	13.9	10.0
Broad Field of Education					
Natural and Physical Sciences	2005	70.4	12.1	11.2	6.3
	2006	70.5	12.6	11.0	5.9
	2007	69.6	12.7	11.8	5.9
Information Technology	2005	56.1	13.1	18.6	12.2
	2006	55.4	12.3	20.0	12.4
	2007	56.0	13.6	18.7	11.7
Engineering and Related Technologies	2005	63.1	18.2	12.4	6.3
	2006	62.9	18.4	13.1	5.6
	2007	62.9	18.8	13.1	5.3
Architecture and Building	2005	72.0	10.9	10.8	6.3
	2006	72.8	10.5	10.2	6.5
	2007	69.9	10.8	12.0	7.3
Agriculture, Environmental & Related Studies	2005	59.9	11.6	16.1	12.4
	2006	59.8	12.0	17.4	10.8
	2007	60.7	11.1	16.5	11.7
Health	2005	77.0	7.0	9.1	7.0
	2006	76.6	7.2	9.4	6.8
	2007	75.8	7.8	9.7	6.7
Education	2005	70.2	7.8	11.8	10.1
	2006	68.2	8.6	12.9	10.3
	2007	66.7	9.1	13.4	10.8
Management and Commerce	2005	65.7	11.2	13.7	9.5
	2006	65.5	11.2	14.2	9.1
	2007	66.0	11.5	14.0	8.6
Society and Culture	2005	63.5	13.5	13.5	9.5
	2006	62.6	13.3	14.7	9.4
	2007	62.5	14.0	14.4	9.2
Creative Arts	2005	70.2	8.2	13.3	8.3
	2006	70.2	8.8	13.0	8.1
	2007	69.9	9.1	12.7	8.2
Food, Hospitality and Personal Services	2005	84.0	8.0	4.0	4.0
	2006	50.0	18.8	25.0	6.3
	2007	82.4	11.8	5.9	-

Chart 2: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005 to 2007, showing attrition and completion information over a 6 year cohort period (ie. 2005-2010, 2006-2011, 2007-2012), Part a

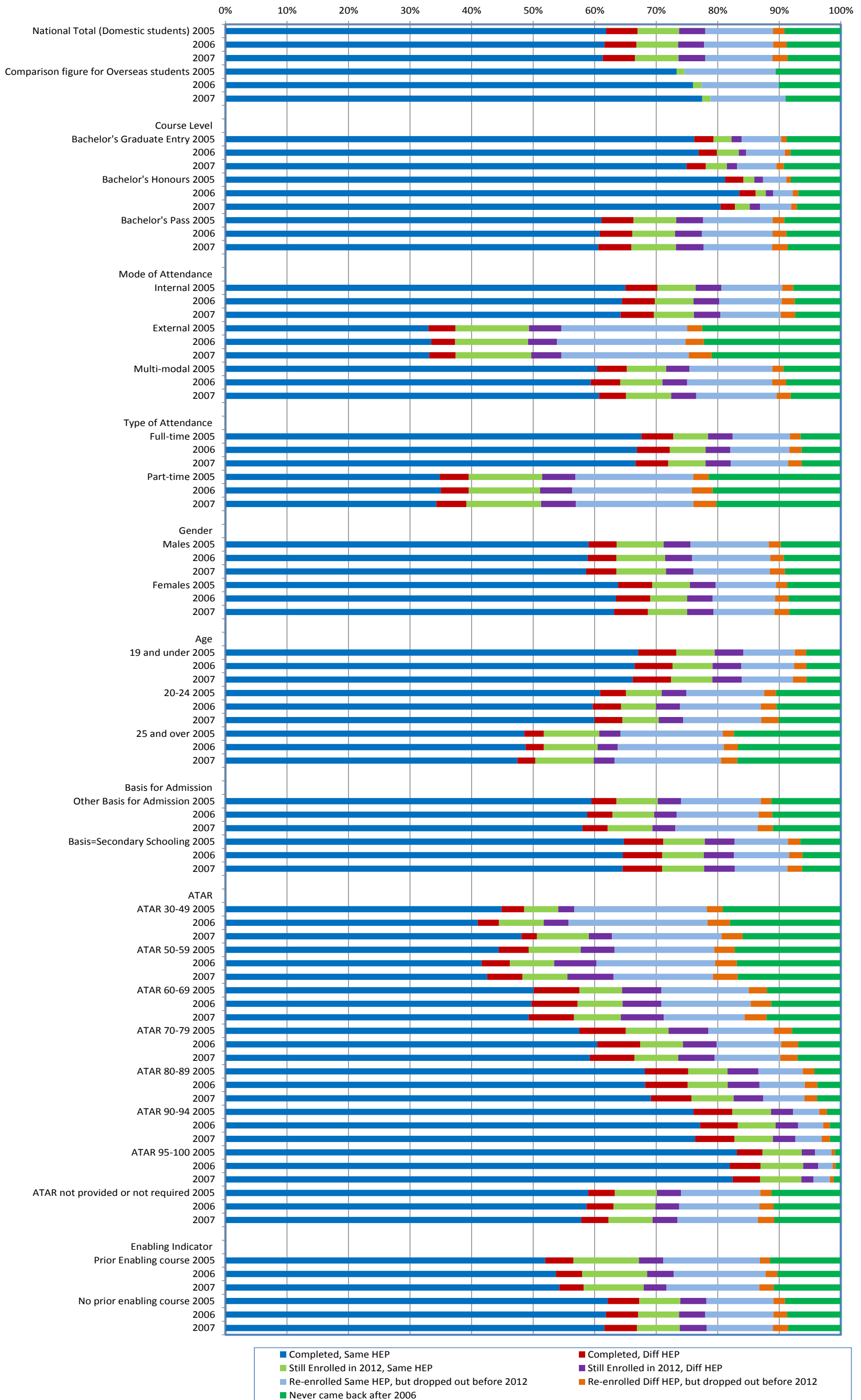


Chart 2: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005 to 2007, showing attrition and completion information over a 6 year cohort period (ie. 2005-2010, 2006-2011, 2007-2012), Part b

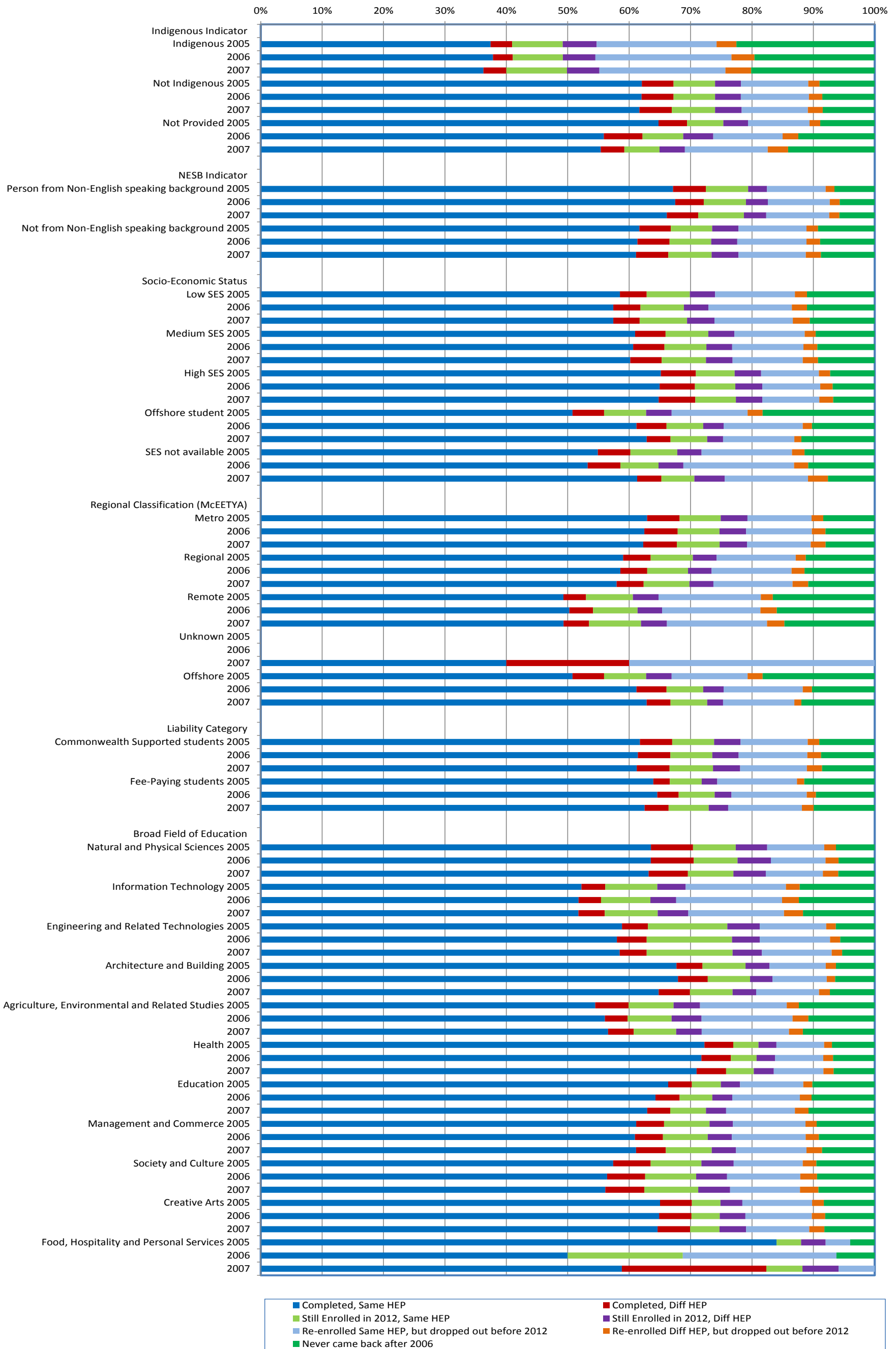


Chart 3: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005 to 2009, showing attrition and completion information over a 4 year cohort period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011 and 2009-2012), Part a

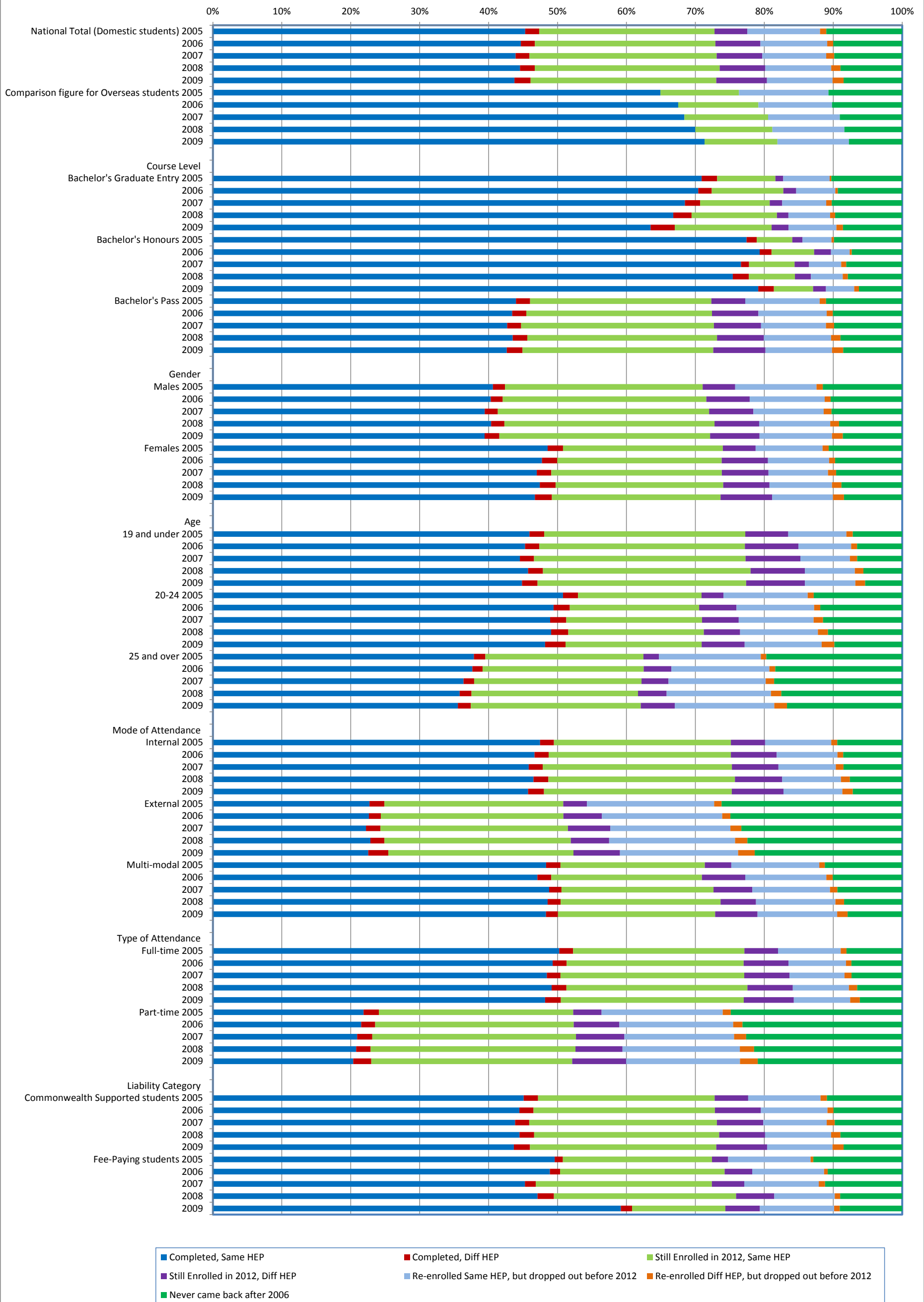


Chart 3: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005 to 2009, showing attrition and completion information over a 4 year cohort period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011 and 2009-2012), Part b

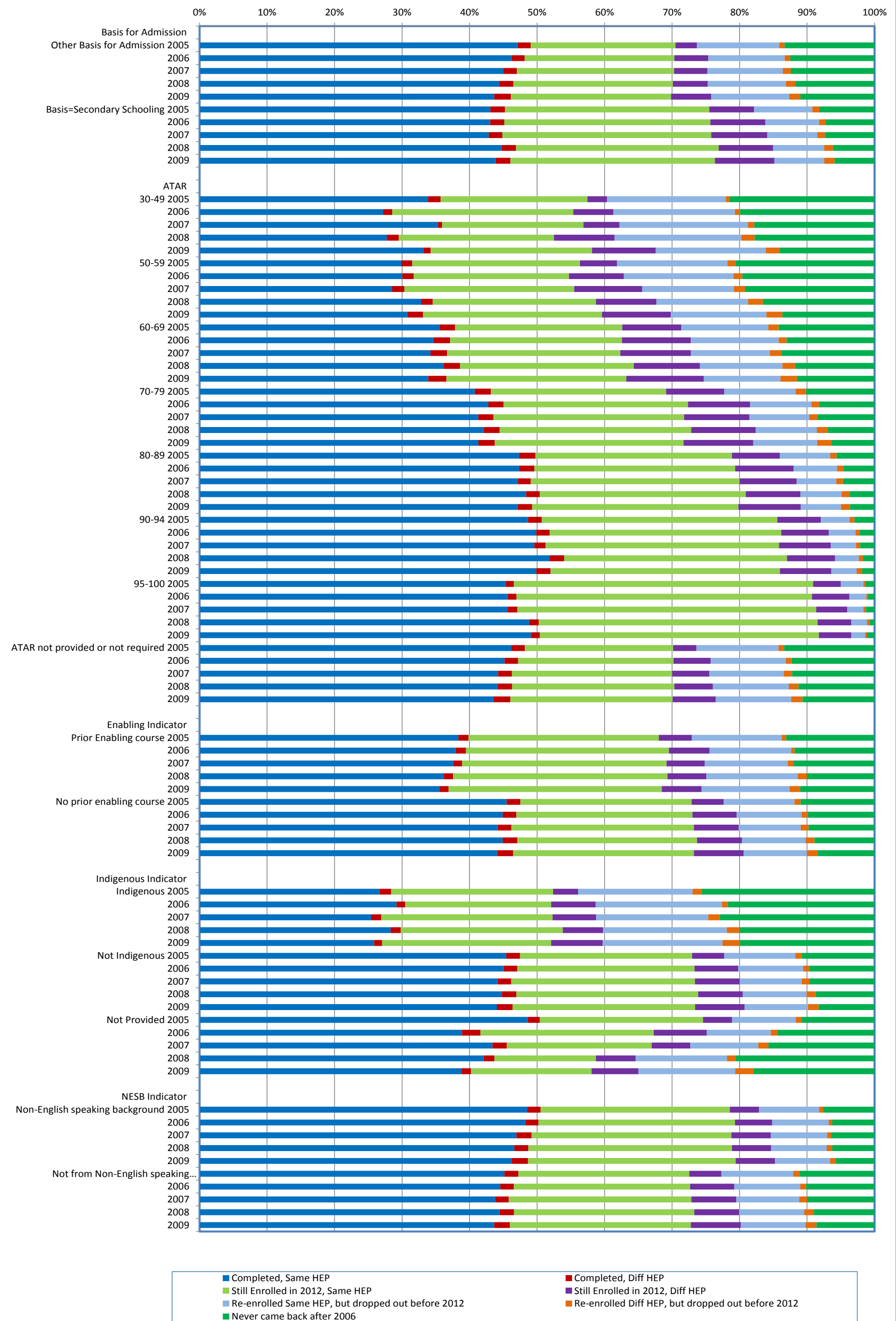


Chart 3: Cohort Analysis for Domestic students commencing a Bachelor degree in 2005 to 2009, showing attrition and completion information over a 4 year cohort period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011 and 2009-2012), Part c

