



**Australian Government**  
**Department of Education**

# Higher Degrees by Research Completions

**Cohort Analysis, 2007-2017**

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## Executive Summary

In response to the 2016 *Review of Australia's Research Training System*, the Australian Government made a commitment to develop a methodology for a cohort study for commencing higher degree research (HDR) students.

For this study, the Department of Education (the department) utilised data from its Higher Education Student Data Collection (HESDC) to analyse trends on HDR completion rates and completion timeframes for domestic students.

This report presents selected cohort data on how many students completed their studies, how many were still studying, and how many were neither studying nor had completed a HDR course over the period 2007 to 2017.

Completion outcomes for cohorts have been analysed four, six and nine years after commencement.

Analysis commentary is presented on a subset of the selected cohort data for characteristics that are in groups of interest to Government and the sector. A full set of table and charts are provided for the selected data to enable broader use of the data.

This report also presents student completion rates for each higher education institution listed as a Table A or Table B institution in the *Higher Education Support Act 2003*, being institutions eligible for significant research and research training funding.

## Key Messages

As at the end of 2017, for analysis of cohorts four years after commencement:

- 20.3 per cent of domestic HDR students in the 2014 cohort completed their studies. This comprises of 15.4 per cent for Doctorate by Research students 34.5 per cent for Masters by Research students, which reflects the different course lengths.
- Completion rates for males is marginally higher (20.7 per cent) than females (20.0 per cent).
- Other cohorts with the highest completions rates are:
  - Younger students (24 and under), 27.4 per cent
  - Receiving scholarship support (both Research Training Scheme (RTS) and Australian Postgraduate Awards (APA), 22.1 per cent
  - Non-Indigenous students, 20.5 per cent
  - High socio-economic status (SES) students, 23.2 per cent
  - Metropolitan students, 21.2 per cent
  - Students undertaking creative arts related research; 28.2 per cent

Six years after commencement:

- Completion rates for domestic HDR students have trended up from 44.5 per cent for the 2007 cohort to 48.3 per cent for the 2012 cohort. This increase in completion rate is consistent across metropolitan, regional and remote cohorts.

- 65.1 per cent of students aged 24 and under at the time of commencement completed versus 34.1 per cent for students aged 55 to 64. However, the completion rate for students aged 65 and over (40.3 per cent) is higher than completion rates for students aged 35 to 64 (ranging from 33.9 per cent to 36.3 per cent).
- There is a clear gap in completion rates for the 2012 cohort who are identified as Indigenous students (30.6 per cent) versus non-Indigenous students (48.7 per cent).

Cohort analysis over a nine year period provides indicative final outcomes for HDR students. For the 2009 cohort, 70.6 per cent of students studying full-time and 44.1 per cent of students studying part-time students completed their studies.

Completion rates for international students are consistently higher than domestic students at four, six and nine years after commencement.

## Preface

The 2016 *Review of Australia's Research Training System*, conducted by the Australian Council of Learned Academies, included a finding that available data is inadequate to determine the performance of the research training system and its value to Australia's economic and social wellbeing.

In response to the Review, stakeholders developed a Research Training Implementation Plan (RTIP), released by the Australian Government in December 2017. The RTIP includes a number of action items related to improving data and evidence to better monitor higher degree by research system performance. Among these is a commitment to develop a methodology to undertake cohort studies, subject to funding availability, drawing on consultation with relevant experts in the sector who have undertaken such studies (Action 5.1).<sup>1</sup>

Given the need to minimise the administrative burden for universities, in the first instance the department is undertaking the first HDR cohort analysis using existing data.

The department has undertaken a cohort analyses of domestic bachelor students since 2014.<sup>2</sup> Department cohort analysis methodology analyses outcomes for cohorts of higher education students using data from the *Higher Education Statistics Collection*. Commencing student cohorts are tracked using student ID (within institution) and Commonwealth Higher Education Student Support Number, CHESSN<sup>3</sup> (across institutions) which provides an overview of student outcomes four, six and nine years after students commenced a course. That is, how many students had completed their studies<sup>4</sup>, 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 to which they had transferred. The department has applied this methodology in undertaking this cohort study of domestic HDR students.

A HDR is a Doctorate by Research or Masters by Research. A Doctorate by Research means a Level 10 Doctoral Degree (Research) qualification as described in the Australian Qualifications Framework<sup>5</sup> and a Masters by Research means a Level 9 Master's Degree (Research) qualification as described in the Australian Qualifications Framework.

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<sup>1</sup> The [Research Training Implementation Plan](#) is available on the Department of Education's website.

<sup>2</sup> [Completion Rates and Cohort Analyses](#) is available on the Department of Education's website

<sup>3</sup> The CHESSN was first implemented in the Higher Education Student Data Collection in 2005 under new policy initiatives introduced through the *Higher Education Support Act 2003* (HESA).

<sup>4</sup> Students who completed an award course. The award course may not necessarily be the same course that the student initially enrolled in. For example, a student who commenced a Bachelor's Pass degree in 2010 and by 2017, their award course completion could be for a Bachelor's Honours degree. Similarly for field of education, a student may have commenced a Science degree but completed an Arts degree. Likewise, a student may have commenced study at one institution, but completed their study at a different institution.

<sup>5</sup> The [Australian Qualifications Framework](#) is available online

Some minor modifications have been made to the methodology to only report on students who commenced and completed at the HDR level, rather than any level as per the methodology used for cohort analyses of domestic bachelor students.

The department's cohort study methodology is limited to existing data sets for enrolled and completed students.

This report is one of a number of responses to the RTIP released by the department. It presents selected data on enrolments, commencements and completions for Masters by Research (MRes) and Doctorates by Research (DoR) over the period 2007 to 2017 (the most recent year for which data is available), organised by the themes. The data refers to all Australian institutions that enrol HDR students, both universities and a small number of other higher education institutions (NUHEIs). In all cases the data is based on custom queries to the department's internal databases; due to the coding used to remove duplicate enrolments the results may differ slightly from other public data.

This report does not address the position of international students except as a point of comparison.

Future HDR cohort data will be made available on department's website together with other higher education statistics<sup>6</sup> following the release of 2018 student data statistics.

## Analysis

### HDR courses

In order to place the observations about domestic HDR students for this cohort analysis in context, it is useful to outline the expected completion timeframes for HDR courses.

A traditional full-time MRes is designed to be completed in two years and a traditional full-time DoR course takes four years to complete.

### Scope

Data is limited to those students who commenced an HDR course and finished an HDR course. This differs from standard methodology used in University Statistics publications, where a completion is counted as a student finishing any course level.

Data for this cohort analysis includes all higher education providers with HDR courses.

Student characteristics analysed include:

- course level,
- type of attendance,
- gender,
- age,
- Research Training Scheme (RTS) scholarship status,
- Indigenous indicator,

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<sup>6</sup> [Higher Education Statistics](#) is available on the Department's website

- regional classification,
- broad field of education,
- STEM (science, technology, engineering and mathematics) / HASS (humanities, arts and social sciences) / Other courses,
- high cost / low cost HDR courses, and;
- a comparison of total domestic versus international HDR students.

## Four year outcomes

Four year student outcomes for domestic commencing HDR students at higher education providers have been assessed for cohorts from 2007 to 2014 (Table 1 and Chart 1). The size of these cohorts ranged from approximately 9,000 students in 2007 to approximately 10,000 students in 2014.

For the most recent cohort available (2014 cohort), four years after commencement, 20.3 per cent of students had completed a course, 59.5 per cent were still enrolled, and the remainder had either re-enrolled, but dropped out before 2017 (13.6 per cent) or never returned after 2014 (6.6 per cent). This equates to 79.8 per cent of the cohort being engaged in higher degrees by research (completed or still enrolled) and 20.2 per cent disengaged (re-enrolled, but dropped out, or never came back after the first year). These outcomes were similar across all cohorts analysed.

A distinct cohort of international HDR students was constructed for comparison purposes. It is not possible, however, to determine what percentage of international students may have completed their studies at another institution because they do not have a CHESSN. The completion rate for international HDR students for the 2014 cohort was 26.0 per cent after four years, higher than the completion rate for domestic HDR students (20.3 per cent).

### Outcomes by course level

Student outcomes showed variation between DoR and MRes levels and between cohort years for MR courses. For the 2014 domestic commencing cohort, DoR courses had a 15.4 per cent completion rate after four years. Less than a fifth (17.3 per cent) of DoR students were disengaged after four years, with 5.5 per cent of students dropping out after the first year. The proportion of DoR students who had completed a course after four years ranged from 16.2 per cent for the 2008 cohort to 13.7 per cent for the 2013 cohort.

The completion rate for MRes grew from 25.7 per cent for the 2007 domestic commencing cohort to 34.5 per cent for the 2014 cohort.

The proportion of MRes students disengaged after four years has steadily declined since the 2009 cohort (32.0 per cent) to the 2017 cohort (28.5 per cent).

### Type of attendance

A little under a quarter of full-time 2014 domestic commencing HDR students (24.8 per cent) had completed a course four years after commencement. Part-time students were significantly less likely to complete a course within four years. For the 2014 cohort, 9.8 per cent of part-time students had



completed a course within four years. The completion rates for full-time and part-time students were fairly consistent across all cohorts analysed.

The lower completion rate for part-time students is partly a function of extending a HDR course over a longer period. However, part-time students also have a higher drop-out rate, evident through lower engagement rates.

## **Gender**

Male domestic HDR students had a slightly higher four year completion rate (an average of 19.2 per cent across all cohorts), compared with female students (an average of 17.5 per cent across all cohorts).

The data indicates that both male and females are remaining similarly engaged after four years, as the proportion of still enrolled students out of all engaged students is 59.3 per cent (on average) for females across the cohorts and 62.2 per cent (on average) for males.

For each cohort analysed, a slightly higher proportion of males did not come back after the first year (an average of 7.4 per cent across the cohorts), compared with females (an average of 6.7 per cent across the cohorts).

## **Age**

Analysis shows a correlation between four year domestic HDR completion rates and student age, with older students having lower completion rates. The youngest age group (24 years and under) had an average four year completion rate of 24.4 per cent across cohorts, compared with just 15.8 per cent for students aged 25 and over. This trend is partly associated with the tendency for older students to study part-time, taking longer to complete a course. The level of engagement for students remains fairly unchanged with age, however, from an average of 62.0 per cent for the 24 and under age group across cohorts to 59.7 per cent for the 25 years and over groups.

## **Research Training Scheme (RTS) and scholarship status**

For the most recent cohort available (2014 cohort), commencing students awarded fees-offset through RTS and stipend through the Australian Postgraduate Awards (APA) have higher completion rates (22.1 per cent) compared to RTS only students (19.7 per cent) and students not receiving a scholarship support (17.8 per cent)

There is a minor declining trend in completion rates for RTS and APA students across all cohorts analysed. These schemes were replaced by the Research Training Program (RTP) on 1 January 2017. The effects of this change will take several years to become apparent due to the pipeline effect of RTS and APA students remaining in the system beyond 2016.

## **Indigenous indicator**

Commencing domestic HDR students identified as Indigenous had a lower four year completion rate for each cohort year, compared to non-Indigenous students with the exception of the 2013 cohort. The size of this difference fluctuated across years, with a maximum difference of 12.2 per cent (for

2011) and a minimum difference of 0.7 per cent (for 2013). This variation is partly due to the relatively low number of students identified as Indigenous.

### **Regional classification**

Students are classified as having a background in a metropolitan, regional or remote area of Australia. Domestic HDR students from a metropolitan background had a higher four year completion rate (18.8 per cent on average), compared with students from a regional area (15.0 per cent on average) and remote area (12.1 per cent on average). The first year drop-out rate was also higher for remote students at 11.6 per cent, on average across cohorts, compared with 7.5 per cent for regional students and 6.9 per cent for metropolitan students.

### **Broad field of education**

Notable four year outcomes, on average across cohorts, by field of education for commencing HDR students were:

- Creative Arts had the highest completion rate (30.6 per cent) which is relatively high in comparison to other fields of education. Engineering and Related Technologies had the next highest completion rate (22.1 per cent).
- Agriculture, Environment and Related Studies had the highest level of student engagement after four years (82.6 per cent).
- The lowest completion rate was for Education (10.6 per cent) followed by Agriculture Environment and Related Studies (14.4 per cent). Education also had the highest rate of disengagement after four years with 32.5 per cent students no longer studying.

## **Six year outcomes**

Outcomes for commencing HDR outlined in Table 2 and Chart 2 for cohorts from 2007 to 2012 show a similar pattern of results to the four year data.

For the 2012 cohort, the most recent available, the overall completion rate shifted from 17.9 per cent after four years to 48.3 per cent after six years. That is, 30.4 per cent of the student cohort completed a course between four and six years after commencement. Across the same time period, an additional 7.7 per cent of the 2012 cohort became disengaged.

## **Nine year outcomes**

Nine year student outcomes for commencing HDR are outlined in Table 3 and Chart 3 for cohorts from 2007 to 2009. For the 2009 cohort the overall completion rate increased from 48.3 per cent after six years to 61.6 per cent after nine years. At the end of 2017, 5.6 per cent of this cohort were still enrolled and 32.8 per cent had become disengaged.

## Appendix - detailed tables and charts

**Table 1: Cohort Analysis for domestic students commencing a higher degree research course in 2007 to 2014 over a four year period. 2007-2010, 2008-2011, 2009-2012, 2010-2013,2011-2014, 2012-2015, 2013-2016 and 2014-2017**

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
National Total (Domestic students)	2007	18.4%	59.4%	13.9%	8.2%
	2008	18.4%	60.8%	13.2%	7.7%
	2009	17.3%	61.1%	14.4%	7.1%
	2010	18.8%	59.1%	14.4%	7.7%
	2011	17.7%	61.7%	13.6%	6.9%
	2012	17.9%	62.2%	13.9%	6.0%
	2013	17.5%	63.0%	13.5%	6.0%
	2014	20.3%	59.5%	13.6%	6.6%
Comparison figure for Overseas students	2007	30.9%	54.5%	9.1%	5.4%
	2008	29.5%	58.6%	8.0%	3.8%
	2009	27.6%	60.6%	8.4%	3.4%
	2010	28.6%	59.6%	7.6%	4.2%
	2011	27.0%	61.9%	7.4%	3.7%
	2012	24.7%	65.2%	6.8%	3.3%
	2013	25.4%	63.7%	7.3%	3.6%
	2014	26.0%	64.1%	6.8%	3.0%
<b>Course Level</b>					
Doctorate by Research	2007	15.9%	65.5%	11.4%	7.2%
	2008	16.2%	65.6%	11.7%	6.5%
	2009	14.1%	68.2%	12.2%	5.5%
	2010	15.4%	65.9%	12.7%	6.0%
	2011	15.1%	67.7%	11.5%	5.7%
	2012	14.5%	69.2%	11.4%	4.9%
	2013	13.7%	69.6%	11.9%	4.8%
	2014	15.4%	67.3%	11.8%	5.5%
Master's by Research	2007	25.7%	42.1%	21.1%	11.1%
	2008	25.3%	46.0%	17.5%	11.2%
	2009	26.1%	41.9%	20.6%	11.4%
	2010	28.3%	40.1%	19.3%	12.3%
	2011	26.1%	42.8%	20.3%	10.8%
	2012	28.3%	40.9%	21.3%	9.5%
	2013	30.1%	41.2%	18.6%	10.1%
	2014	34.5%	36.9%	18.5%	10.0%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Type of Attendance</b>					
Full-time	2007	22.2%	59.5%	11.5%	6.9%
	2008	23.2%	60.3%	10.7%	5.9%
	2009	21.9%	61.2%	11.4%	5.5%
	2010	20.9%	60.6%	12.3%	6.2%
	2011	20.3%	62.7%	11.5%	5.5%
	2012	21.7%	63.1%	10.9%	4.3%
	2013	20.9%	63.6%	10.8%	4.7%
	2014	24.8%	58.8%	11.1%	5.4%
Part-time	2007	12.2%	59.4%	18.0%	10.4%
	2008	10.1%	61.6%	17.5%	10.8%
	2009	8.5%	60.9%	20.4%	10.1%
	2010	14.9%	56.4%	18.3%	10.4%
	2011	13.1%	60.0%	17.4%	9.5%
	2012	11.5%	60.5%	19.0%	9.0%
	2013	11.3%	61.8%	18.4%	8.5%
	2014	9.8%	61.2%	19.4%	9.6%
<b>Gender</b>					
Male	2007	19.3%	58.5%	13.7%	8.5%
	2008	19.9%	58.4%	13.2%	8.5%
	2009	18.5%	59.1%	15.1%	7.2%
	2010	20.2%	57.4%	14.3%	8.1%
	2011	18.1%	60.5%	14.1%	7.4%
	2012	19.2%	60.5%	14.4%	6.0%
	2013	18.0%	61.6%	14.3%	6.2%
	2014	20.7%	58.1%	14.0%	7.2%
Female	2007	17.6%	60.3%	14.1%	8.0%
	2008	17.2%	62.8%	13.1%	6.9%
	2009	16.3%	62.9%	13.8%	6.9%
	2010	17.6%	60.6%	14.5%	7.3%
	2011	17.5%	62.8%	13.2%	6.6%
	2012	17.0%	63.5%	13.4%	6.1%
	2013	17.2%	64.1%	12.8%	5.9%
	2014	20.0%	60.7%	13.2%	6.2%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Age</b>					
24 and under	2007	23.2%	62.5%	8.7%	5.6%
	2008	24.1%	62.4%	8.1%	5.3%
	2009	22.4%	63.3%	8.7%	5.5%
	2010	24.8%	60.7%	9.3%	5.2%
	2011	23.4%	63.0%	8.8%	4.8%
	2012	26.0%	60.9%	8.5%	4.6%
	2013	23.8%	63.3%	8.2%	4.6%
	2014	27.4%	60.2%	7.7%	4.7%
25-34	2007	20.0%	56.3%	15.6%	8.1%
	2008	19.5%	58.8%	13.9%	7.8%
	2009	18.9%	60.3%	14.6%	6.2%
	2010	21.0%	57.1%	14.1%	7.8%
	2011	19.5%	60.7%	13.1%	6.7%
	2012	19.2%	61.4%	13.2%	6.2%
	2013	19.1%	62.3%	13.1%	5.5%
	2014	21.2%	58.9%	13.5%	6.4%
35-44	2007	15.3%	60.2%	15.4%	9.2%
	2008	15.6%	60.3%	15.3%	8.8%
	2009	14.5%	60.4%	17.0%	8.1%
	2010	13.9%	60.0%	17.1%	9.1%
	2011	13.3%	62.0%	16.2%	8.5%
	2012	13.4%	63.2%	17.1%	6.3%
	2013	14.0%	63.6%	15.7%	6.7%
	2014	15.2%	61.7%	15.8%	7.3%
45-54	2007	12.4%	60.5%	16.3%	10.9%
	2008	12.6%	62.0%	16.2%	9.1%
	2009	10.7%	61.8%	18.3%	9.2%
	2010	13.5%	61.2%	16.3%	9.0%
	2011	12.5%	63.6%	16.7%	7.2%
	2012	10.8%	65.4%	17.0%	6.9%
	2013	11.5%	63.4%	17.8%	7.3%
	2014	15.6%	59.3%	16.6%	8.5%
55-64	2007	17.0%	56.3%	16.6%	10.2%
	2008	13.6%	61.6%	15.1%	9.8%
	2009	12.9%	59.4%	18.2%	9.4%
	2010	11.5%	57.4%	22.5%	8.6%
	2011	13.6%	57.7%	17.8%	10.9%
	2012	11.4%	63.2%	17.8%	7.6%
	2013	11.1%	63.6%	17.0%	8.3%
	2014	14.9%	57.2%	19.2%	8.8%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Age continued...</b>					
65 and over	2007	15.5%	66.0%	12.4%	6.2%
	2008	12.2%	64.6%	17.1%	6.1%
	2009	27.1%	50.0%	15.6%	7.3%
	2010	20.9%	53.6%	15.5%	10.0%
	2011	18.8%	59.8%	16.1%	5.4%
	2012	20.2%	47.9%	26.1%	5.9%
	2013	14.3%	57.8%	17.5%	10.4%
	2014	22.2%	46.8%	23.4%	8.2%
<b>Highest Educational attainment</b>					
Completed Bachelor course	2007	20.3%	60.1%	12.3%	7.3%
	2008	21.2%	60.8%	11.6%	6.5%
	2009	19.4%	61.0%	13.3%	6.2%
	2010	21.3%	59.4%	12.5%	6.8%
	2011	21.1%	60.8%	12.1%	5.9%
	2012	21.7%	60.5%	12.3%	5.5%
	2013	20.1%	61.5%	12.4%	6.1%
	2014	23.7%	57.9%	12.3%	6.1%
Completed Postgraduate course	2007	15.2%	60.6%	15.5%	8.7%
	2008	15.3%	60.6%	14.9%	9.2%
	2009	14.4%	61.9%	15.9%	7.7%
	2010	15.3%	60.1%	16.3%	8.4%
	2011	13.8%	63.3%	14.9%	8.0%
	2012	14.1%	64.7%	14.7%	6.5%
	2013	14.3%	65.5%	13.9%	6.3%
	2014	16.1%	62.0%	15.0%	6.9%
<b>RTS and Scholarship status</b>					
Both RTS and APA	2007	24.3%	62.7%	8.8%	4.2%
	2008	23.7%	63.0%	8.7%	4.7%
	2009	21.4%	67.7%	7.1%	3.8%
	2010	22.5%	64.6%	9.0%	3.9%
	2011	21.9%	65.5%	8.4%	4.2%
	2012	22.1%	66.8%	7.6%	3.5%
	2013	21.2%	68.1%	7.3%	3.4%
	2014	22.1%	66.6%	8.0%	3.3%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>RTS and Scholarship status continued...</b>					
No RTS and No Scholarship	2007	14.2%	50.5%	16.4%	18.9%
	2008	15.4%	49.7%	19.4%	15.5%
	2009	13.8%	52.2%	19.9%	14.1%
	2010	16.2%	48.5%	21.3%	14.0%
	2011	16.3%	51.4%	20.4%	12.0%
	2012	15.1%	55.8%	21.0%	8.2%
	2013	15.5%	54.9%	19.2%	10.5%
	2014	17.8%	49.2%	20.1%	12.9%
RTS only	2007	17.7%	59.8%	14.7%	7.8%
	2008	17.6%	61.7%	13.4%	7.3%
	2009	16.5%	60.2%	16.1%	7.3%
	2010	17.6%	58.3%	15.7%	8.4%
	2011	16.1%	61.0%	15.2%	7.7%
	2012	16.2%	60.5%	16.2%	7.0%
	2013	16.0%	61.5%	15.7%	6.8%
	2014	19.7%	57.2%	15.5%	7.6%
<b>Indigenous Indicator</b>					
Indigenous	2007	14.0%	52.3%	22.1%	11.6%
	2008	9.6%	58.7%	21.2%	10.6%
	2009	12.7%	52.0%	24.5%	10.8%
	2010	7.4%	54.7%	29.5%	8.4%
	2011	5.7%	58.6%	24.1%	11.5%
	2012	7.2%	63.1%	25.2%	4.5%
	2013	18.3%	58.5%	11.0%	12.2%
	2014	12.7%	56.7%	23.1%	7.5%
Not Indigenous	2007	18.6%	59.4%	13.9%	8.1%
	2008	18.7%	60.7%	13.0%	7.6%
	2009	17.4%	61.4%	14.2%	6.9%
	2010	19.1%	59.1%	14.1%	7.6%
	2011	18.0%	61.8%	13.4%	6.8%
	2012	18.2%	62.0%	13.7%	6.1%
	2013	17.6%	63.0%	13.4%	6.0%
	2014	20.5%	59.7%	13.3%	6.5%
<b>Socio-Economic Status</b>					
Low SES	2007	15.4%	59.4%	15.7%	9.5%
	2008	15.9%	59.2%	14.7%	10.2%
	2009	15.8%	61.1%	15.8%	7.3%
	2010	17.4%	57.4%	16.5%	8.7%
	2011	16.0%	60.0%	16.7%	7.3%
	2012	16.7%	61.0%	14.8%	7.5%
	2013	15.0%	64.9%	13.1%	7.1%
	2014	14.9%	59.4%	14.9%	10.7%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Socio-Economic Status continued...</b>					
Medium SES	2007	16.9%	59.6%	14.4%	9.1%
	2008	16.6%	61.3%	14.1%	8.0%
	2009	15.6%	61.1%	15.2%	8.1%
	2010	16.4%	59.9%	16.1%	7.6%
	2011	15.8%	61.7%	14.6%	7.9%
	2012	16.3%	61.7%	15.1%	6.9%
	2013	15.8%	63.7%	14.3%	6.2%
	2014	18.4%	60.2%	14.4%	6.9%
High SES	2007	20.1%	59.3%	13.3%	7.3%
	2008	20.1%	60.9%	12.1%	6.9%
	2009	18.5%	62.0%	13.4%	6.0%
	2010	20.6%	58.9%	12.8%	7.7%
	2011	19.4%	61.9%	12.5%	6.2%
	2012	19.3%	62.9%	12.8%	5.0%
	2013	19.2%	62.2%	12.9%	5.7%
	2014	23.2%	58.5%	12.7%	5.6%
<b>Regional Classification<sup>(b)</sup></b>					
Metropolitan	2007	19.0%	59.5%	13.7%	7.8%
	2008	18.7%	61.1%	12.8%	7.4%
	2009	17.3%	61.7%	14.1%	7.0%
	2010	19.3%	58.8%	14.1%	7.7%
	2011	18.2%	61.4%	13.3%	7.1%
	2012	18.6%	61.8%	13.7%	5.9%
	2013	18.3%	62.4%	13.3%	6.0%
	2014	21.2%	59.1%	13.6%	6.1%
Regional	2007	15.2%	59.1%	15.3%	10.2%
	2008	15.9%	60.2%	15.8%	8.0%
	2009	16.5%	61.2%	15.5%	6.7%
	2010	14.5%	61.5%	16.1%	7.9%
	2011	15.1%	63.3%	15.6%	6.0%
	2012	13.6%	65.3%	15.1%	6.0%
	2013	12.2%	66.9%	14.9%	6.1%
	2014	16.7%	60.6%	13.4%	9.3%
Remote	2007	10.2%	59.2%	14.3%	18.4%
	2008	17.0%	51.1%	12.8%	21.3%
	2009	13.3%	53.3%	22.2%	11.1%
	2010	6.4%	59.6%	21.3%	10.6%
	2011	9.1%	59.1%	20.5%	9.1%
	2012	8.9%	58.9%	21.4%	8.9%
	2013	20.0%	66.0%	8.0%	4.0%
	2014	11.9%	57.1%	21.4%	9.5%



	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Institution Groupings</b>					
Innovative Research Universities	2007	9.8%	69.9%	12.0%	8.3%
	2008	9.4%	72.4%	11.9%	6.3%
	2009	8.2%	70.1%	16.4%	5.3%
	2010	10.4%	69.7%	14.1%	5.8%
	2011	9.3%	69.7%	14.7%	6.3%
	2012	9.2%	72.9%	13.3%	4.7%
	2013	9.8%	68.8%	14.7%	6.6%
	2014	10.0%	71.7%	13.2%	5.1%
Group of Eight	2007	22.5%	57.8%	12.9%	6.8%
	2008	23.1%	59.4%	11.4%	6.1%
	2009	21.1%	60.7%	12.1%	6.2%
	2010	23.6%	57.4%	12.5%	6.4%
	2011	22.6%	60.0%	11.4%	6.0%
	2012	21.9%	60.4%	12.3%	5.4%
	2013	21.6%	61.8%	11.2%	5.4%
	2014	23.7%	59.4%	11.8%	5.1%
Other Table A and B institutions	2007	13.8%	64.1%	13.7%	8.4%
	2008	13.4%	64.5%	13.7%	8.3%
	2009	13.1%	62.5%	16.4%	8.0%
	2010	14.5%	61.5%	15.9%	8.1%
	2011	13.4%	64.3%	14.5%	7.8%
	2012	15.0%	62.7%	15.1%	7.2%
	2013	12.0%	66.3%	15.2%	6.5%
	2014	21.8%	53.8%	15.5%	8.9%
Regional Universities Network	2007	17.5%	48.3%	18.2%	16.0%
	2008	19.9%	44.4%	21.6%	14.1%
	2009	17.9%	50.0%	20.4%	11.7%
	2010	11.6%	54.4%	21.1%	12.9%
	2011	13.4%	56.5%	19.6%	10.5%
	2012	12.4%	58.8%	19.8%	9.0%
	2013	15.7%	57.2%	19.2%	7.9%
	2014	13.5%	58.5%	16.3%	11.8%
Australian Technology Network	2007	16.6%	56.6%	17.4%	9.4%
	2008	13.8%	59.5%	16.0%	10.7%
	2009	15.5%	58.9%	17.3%	8.3%
	2010	16.7%	55.1%	17.0%	11.3%
	2011	15.5%	60.1%	16.4%	8.0%
	2012	17.5%	60.6%	15.6%	6.4%
	2013	18.4%	60.5%	15.0%	6.1%
	2014	16.2%	60.3%	15.7%	7.8%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Institution Groupings continued...</b>					
Other higher education institutions	2007	7.1%	50.0%	14.3%	28.6%
	2008	26.7%	36.7%	23.3%	13.3%
	2009	31.6%	31.6%	13.2%	23.7%
	2010	20.8%	39.6%	22.9%	16.7%
	2011	10.0%	35.0%	37.5%	17.5%
	2012	3.7%	37.0%	33.3%	25.9%
	2013	17.9%	41.1%	23.2%	17.9%
	2014	18.9%	45.9%	23.0%	12.2%
<b>Broad Field of Education <sup>(c)</sup></b>					
Natural and Physical Sciences	2007	18.4%	65.9%	9.6%	6.1%
	2008	19.4%	66.6%	8.6%	5.5%
	2009	16.1%	69.9%	8.7%	5.2%
	2010	19.9%	63.4%	10.1%	6.6%
	2011	18.6%	66.7%	9.8%	5.0%
	2012	18.6%	66.4%	11.1%	3.9%
	2013	18.0%	67.1%	10.0%	4.9%
	2014	21.8%	64.8%	8.9%	4.5%
Information Technology	2007	27.1%	46.2%	15.3%	11.5%
	2008	16.7%	58.1%	12.6%	12.6%
	2009	15.3%	54.6%	18.5%	11.6%
	2010	17.4%	54.3%	18.7%	9.6%
	2011	12.4%	60.1%	16.6%	10.9%
	2012	11.0%	61.5%	19.5%	8.0%
	2013	19.4%	59.3%	14.8%	6.5%
	2014	12.2%	59.2%	19.7%	8.9%
Engineering and Related Technologies	2007	24.2%	55.6%	12.9%	7.3%
	2008	22.5%	58.0%	13.1%	6.4%
	2009	21.0%	54.8%	16.5%	7.7%
	2010	23.5%	54.0%	14.1%	8.4%
	2011	21.2%	56.7%	13.6%	8.6%
	2012	22.7%	57.1%	12.7%	7.5%
	2013	19.0%	58.4%	15.5%	7.1%
	2014	22.4%	56.1%	14.1%	7.4%
Architecture and Building	2007	17.7%	59.3%	17.7%	5.3%
	2008	20.8%	59.4%	14.2%	5.7%
	2009	17.6%	58.8%	21.3%	2.2%
	2010	11.7%	62.0%	17.5%	8.8%
	2011	12.1%	70.7%	12.9%	4.3%
	2012	9.7%	65.7%	20.1%	4.5%
	2013	16.9%	64.7%	11.8%	6.6%
	2014	12.3%	68.1%	13.5%	6.1%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Broad Field of Education continued...</b>					
Agriculture, Environmental and Related Studies	2007	13.8%	67.0%	12.6%	6.6%
	2008	20.1%	65.9%	9.6%	4.4%
	2009	12.6%	72.2%	10.9%	4.3%
	2010	13.5%	68.3%	12.4%	5.8%
	2011	13.7%	69.2%	12.0%	5.1%
	2012	13.2%	69.0%	11.2%	6.6%
	2013	13.0%	71.4%	12.7%	2.9%
	2014	15.1%	62.6%	14.0%	8.3%
Health	2007	19.4%	61.9%	12.6%	6.1%
	2008	18.9%	62.1%	12.8%	6.2%
	2009	19.6%	63.5%	11.7%	5.2%
	2010	22.1%	59.9%	12.3%	5.6%
	2011	20.4%	62.6%	11.1%	6.0%
	2012	20.0%	62.6%	11.9%	5.4%
	2013	20.6%	61.4%	12.5%	5.5%
	2014	18.7%	61.8%	12.4%	7.1%
Education	2007	13.6%	53.4%	19.6%	13.4%
	2008	9.6%	58.7%	18.4%	13.3%
	2009	9.7%	54.4%	22.2%	13.7%
	2010	9.8%	56.2%	21.5%	12.5%
	2011	10.9%	54.8%	23.4%	10.9%
	2012	11.1%	54.9%	23.6%	10.4%
	2013	9.3%	62.0%	18.9%	9.8%
	2014	10.6%	60.7%	20.3%	8.4%
Management and Commerce	2007	14.2%	54.3%	16.7%	14.8%
	2008	16.8%	51.8%	17.1%	14.3%
	2009	17.0%	53.6%	19.0%	10.4%
	2010	17.5%	53.8%	19.2%	9.5%
	2011	16.0%	59.9%	14.9%	9.2%
	2012	16.0%	59.9%	16.4%	7.7%
	2013	15.8%	58.1%	18.1%	8.1%
	2014	14.8%	54.3%	18.0%	12.9%
Society and Culture	2007	14.9%	63.6%	13.9%	7.6%
	2008	15.4%	63.4%	13.8%	7.4%
	2009	14.1%	64.2%	15.3%	6.4%
	2010	14.4%	63.5%	14.9%	7.2%
	2011	14.5%	64.6%	14.2%	6.6%
	2012	14.2%	66.4%	13.8%	5.6%
	2013	13.9%	66.4%	13.6%	6.0%
	2014	22.6%	57.3%	13.9%	6.2%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>Broad Field of Education continued...</b>					
Creative Arts	2007	29.2%	46.5%	17.0%	7.3%
	2008	31.3%	47.8%	14.5%	6.4%
	2009	31.0%	47.2%	14.5%	7.3%
	2010	33.4%	45.0%	13.9%	7.7%
	2011	30.0%	50.2%	13.8%	6.0%
	2012	33.2%	50.1%	11.5%	5.2%
	2013	28.9%	54.2%	12.3%	4.6%
	2014	28.2%	53.0%	14.5%	4.3%
<b>STEM/HASS/Other</b>					
STEM	2007	20.2%	61.4%	11.3%	7.0%
	2008	20.1%	63.6%	10.2%	6.1%
	2009	17.2%	64.5%	12.0%	6.3%
	2010	20.1%	60.4%	12.2%	7.3%
	2011	18.3%	63.6%	11.6%	6.5%
	2012	18.7%	63.7%	12.1%	5.5%
	2013	17.9%	64.5%	12.2%	5.4%
	2014	20.8%	61.7%	11.6%	6.0%
HASS	2007	16.9%	57.3%	16.0%	9.8%
	2008	17.1%	58.5%	15.2%	9.2%
	2009	16.7%	58.1%	16.8%	8.4%
	2010	17.0%	57.8%	16.5%	8.6%
	2011	16.5%	59.9%	15.9%	7.7%
	2012	16.8%	60.8%	15.7%	6.7%
	2013	16.0%	62.5%	14.9%	6.7%
	2014	20.9%	56.7%	15.4%	6.9%
Other	2007	19.3%	61.7%	13.0%	6.0%
	2008	19.1%	61.9%	12.9%	6.1%
	2009	19.4%	63.0%	12.6%	5.0%
	2010	21.2%	60.1%	12.8%	5.9%
	2011	19.7%	63.2%	11.2%	5.9%
	2012	19.3%	62.9%	12.5%	5.4%
	2013	20.4%	61.7%	12.4%	5.6%
	2014	18.2%	62.3%	12.5%	7.0%

	Cohort group	Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
<b>High Cost/Low Cost Course</b>					
High Cost	2007	20.0%	64.0%	10.1%	5.9%
	2008	19.8%	64.8%	10.2%	5.2%
	2009	17.5%	66.5%	10.8%	5.2%
	2010	20.3%	61.8%	11.5%	6.4%
	2011	19.8%	63.7%	10.6%	5.9%
	2012	20.2%	64.0%	11.0%	4.8%
	2013	19.7%	64.4%	11.1%	4.8%
	2014	21.2%	62.5%	10.8%	5.5%
Low Cost	2007	17.3%	56.3%	16.6%	9.8%
	2008	17.4%	57.8%	15.3%	9.4%
	2009	17.2%	57.2%	17.1%	8.5%
	2010	17.7%	57.1%	16.6%	8.6%
	2011	16.2%	60.2%	15.9%	7.7%
	2012	16.2%	60.8%	16.1%	7.0%
	2013	15.8%	61.8%	15.3%	7.0%
	2014	19.6%	57.0%	15.8%	7.5%

(a) SES is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 Socio-Economic Indexes for Areas (SEIFA) Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 are classified as low SES.

(b) The student's postcode of permanent home residence is mapped to a regional category 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 Education's special needs.

(c) Field of Education is based on the Australian Standard Classification of Education (ASCED) 2001.

**Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part a**

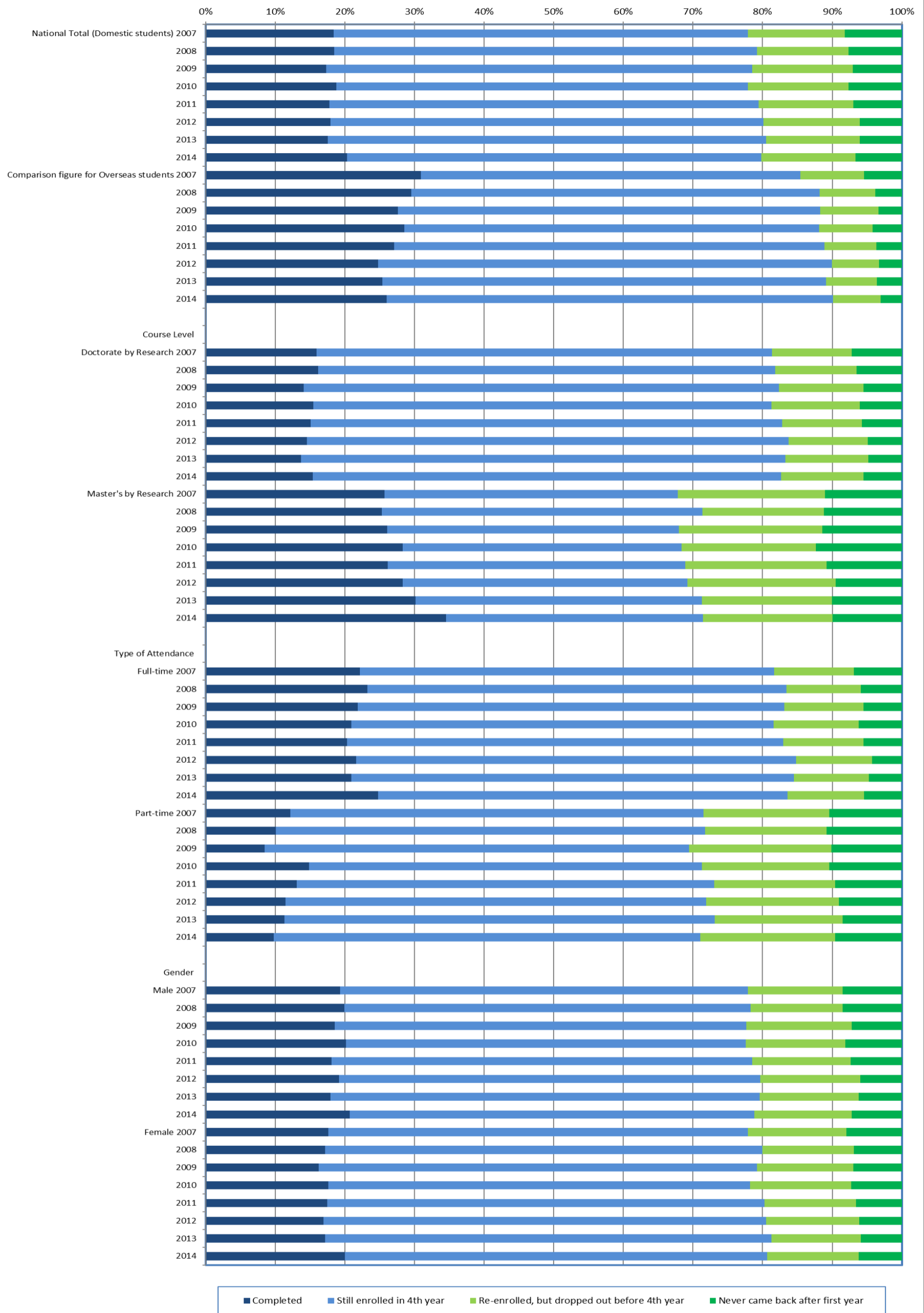


Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part b

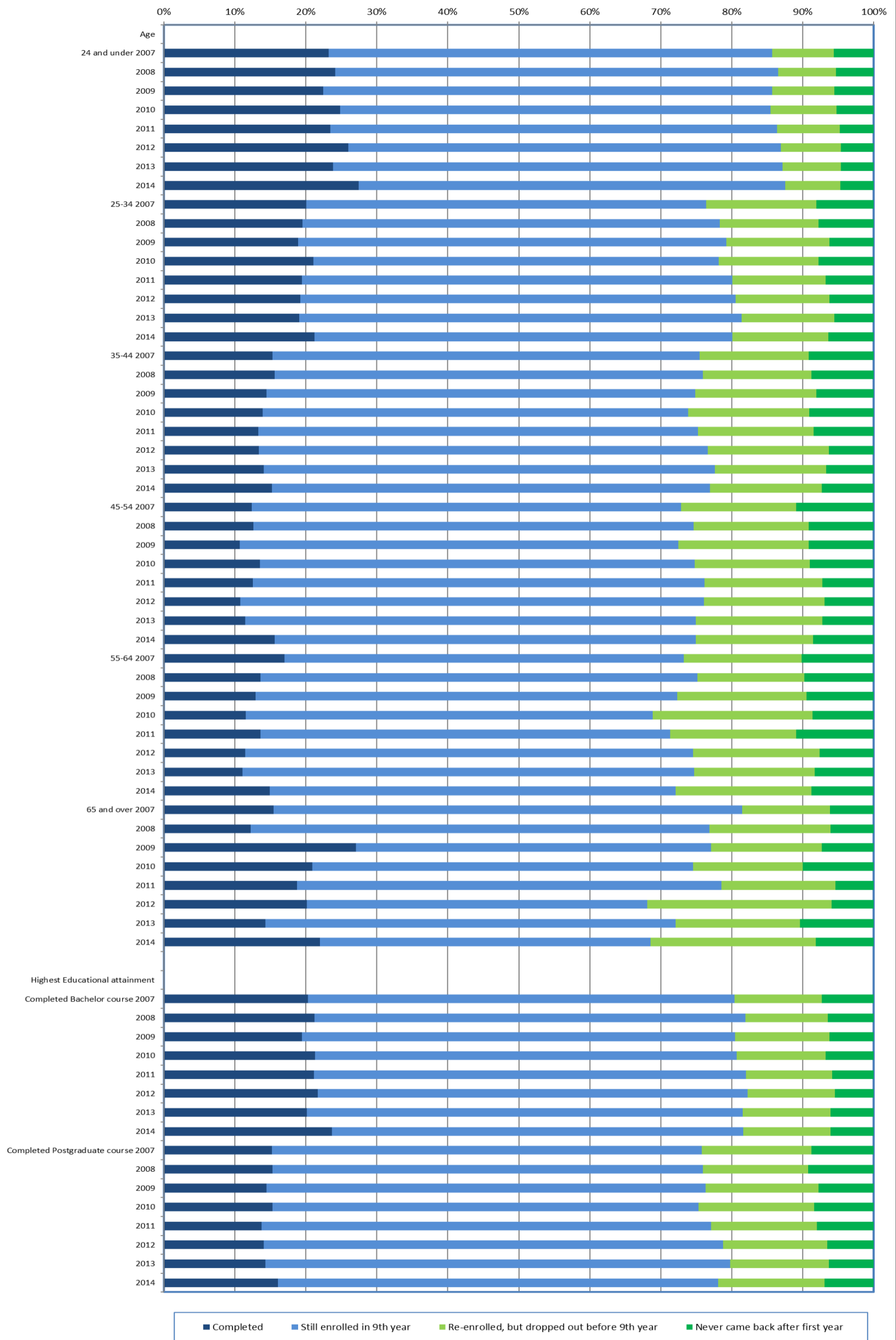


Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part c

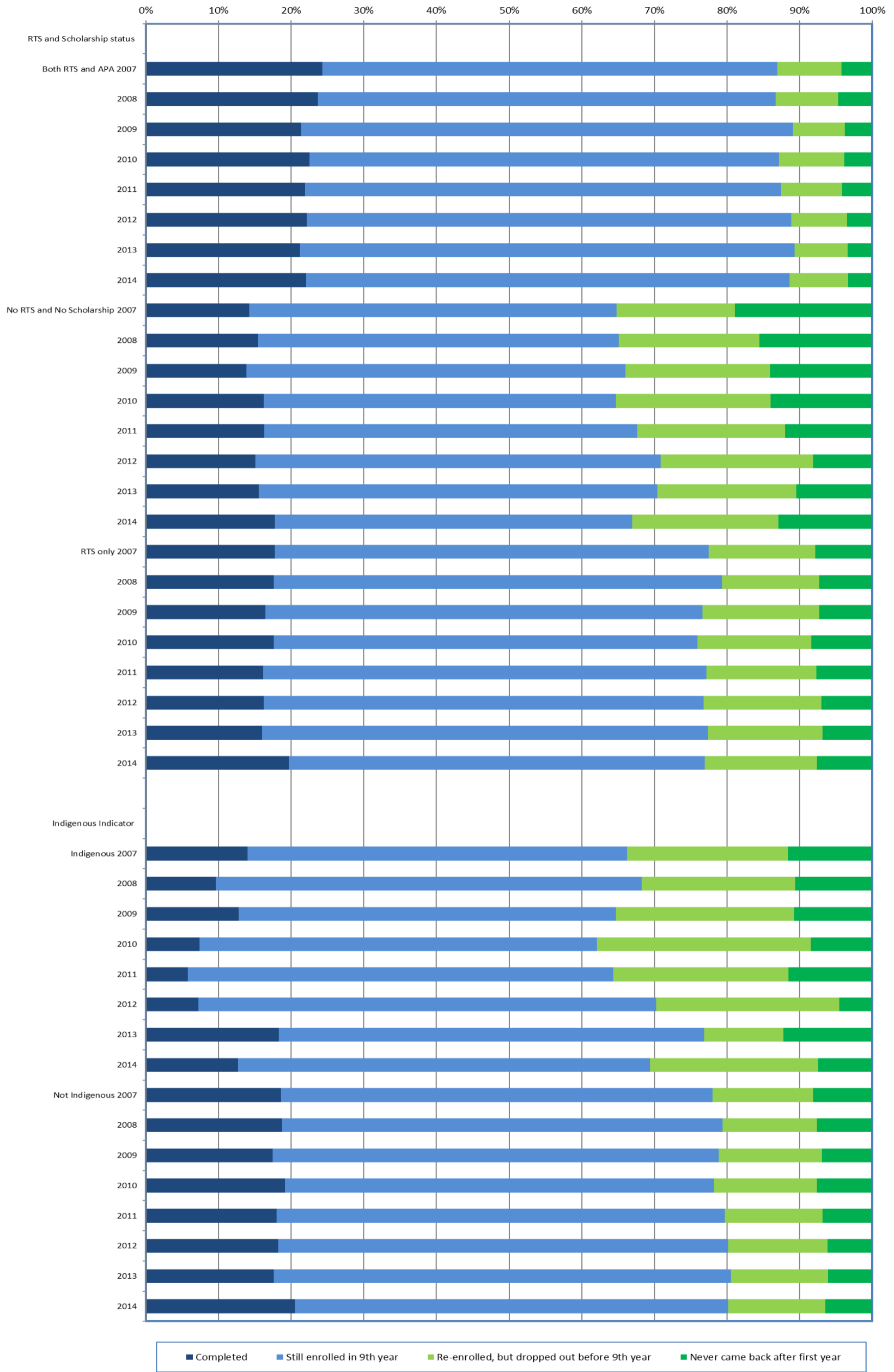




Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part d

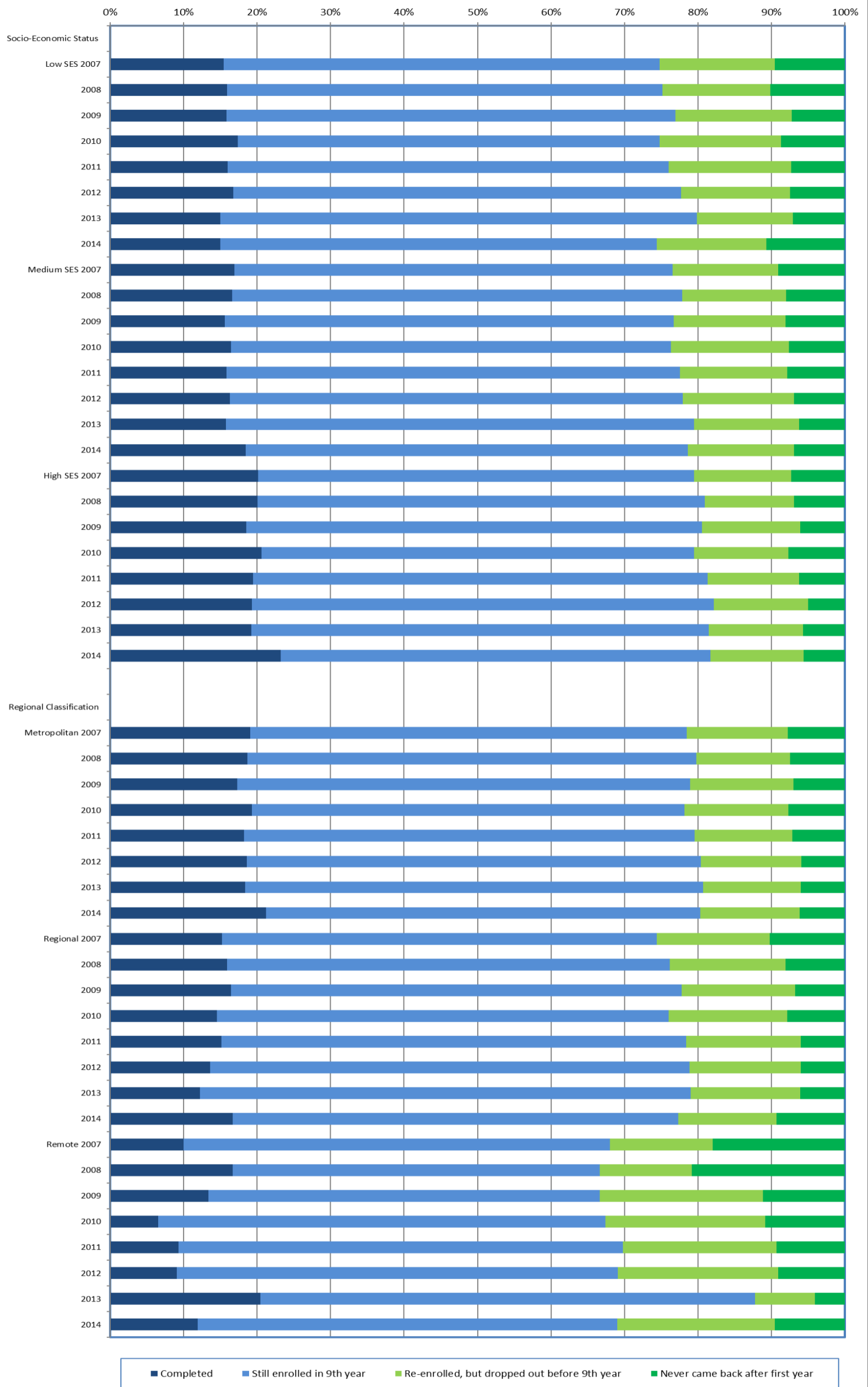
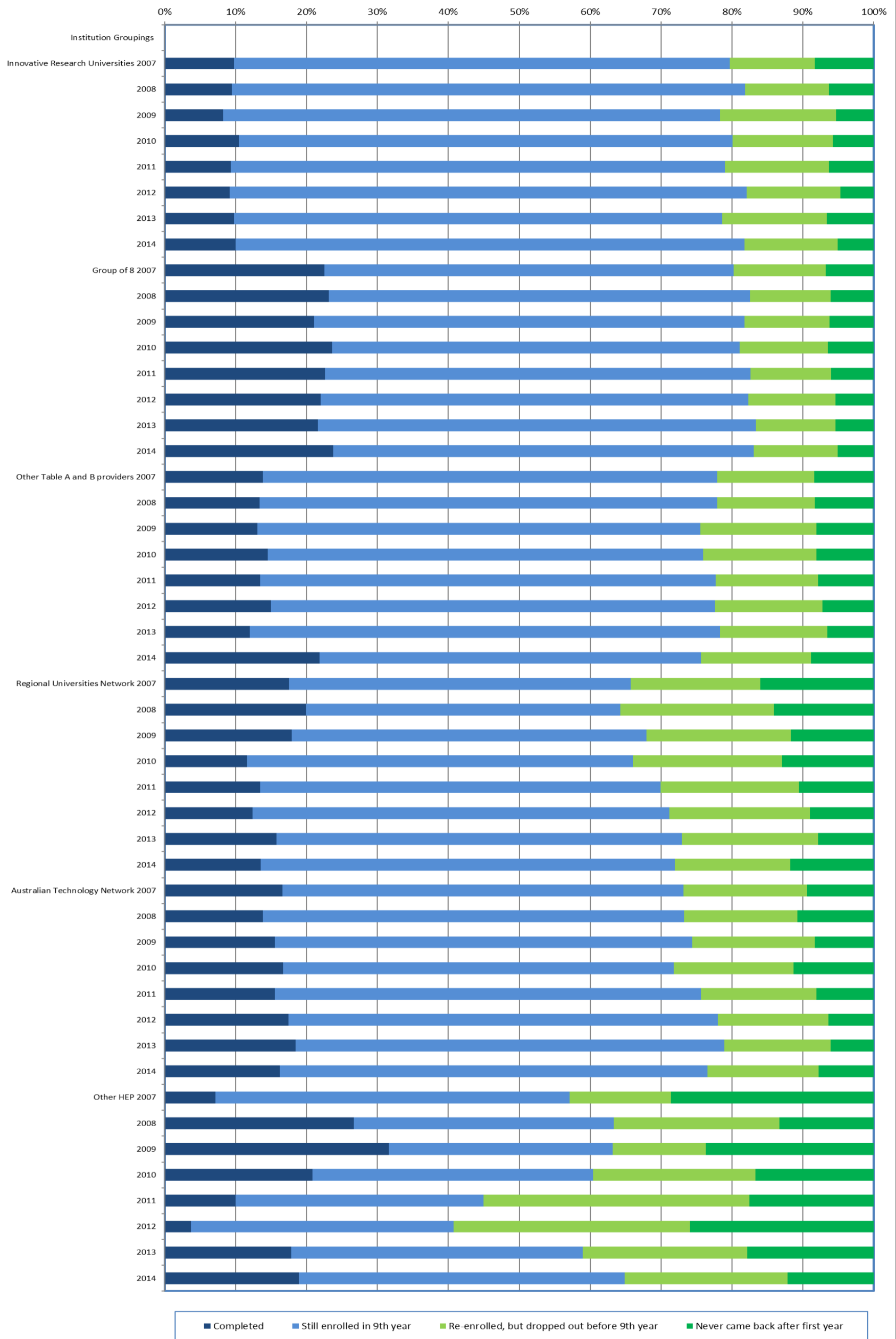


Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part e



**Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part f**

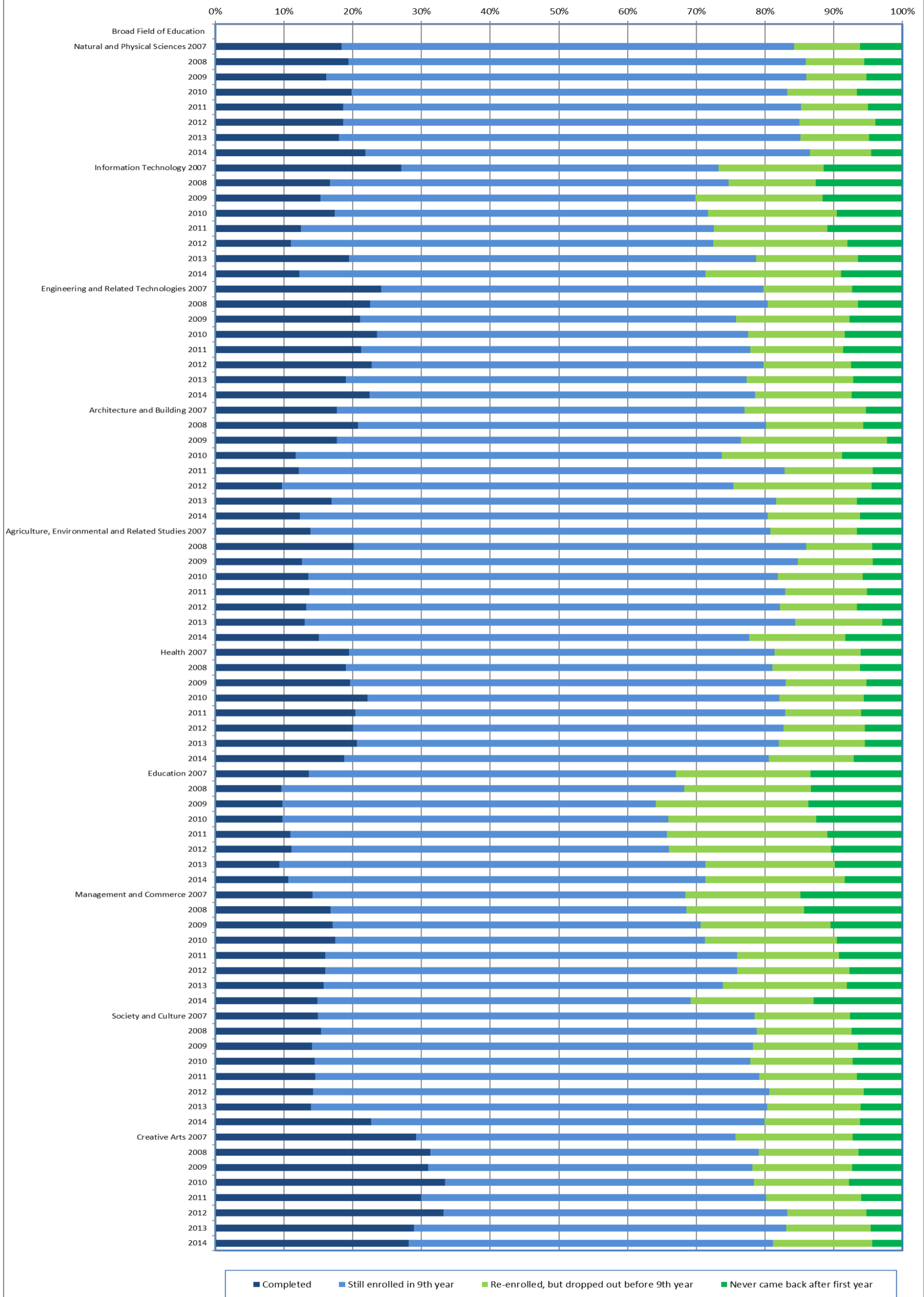
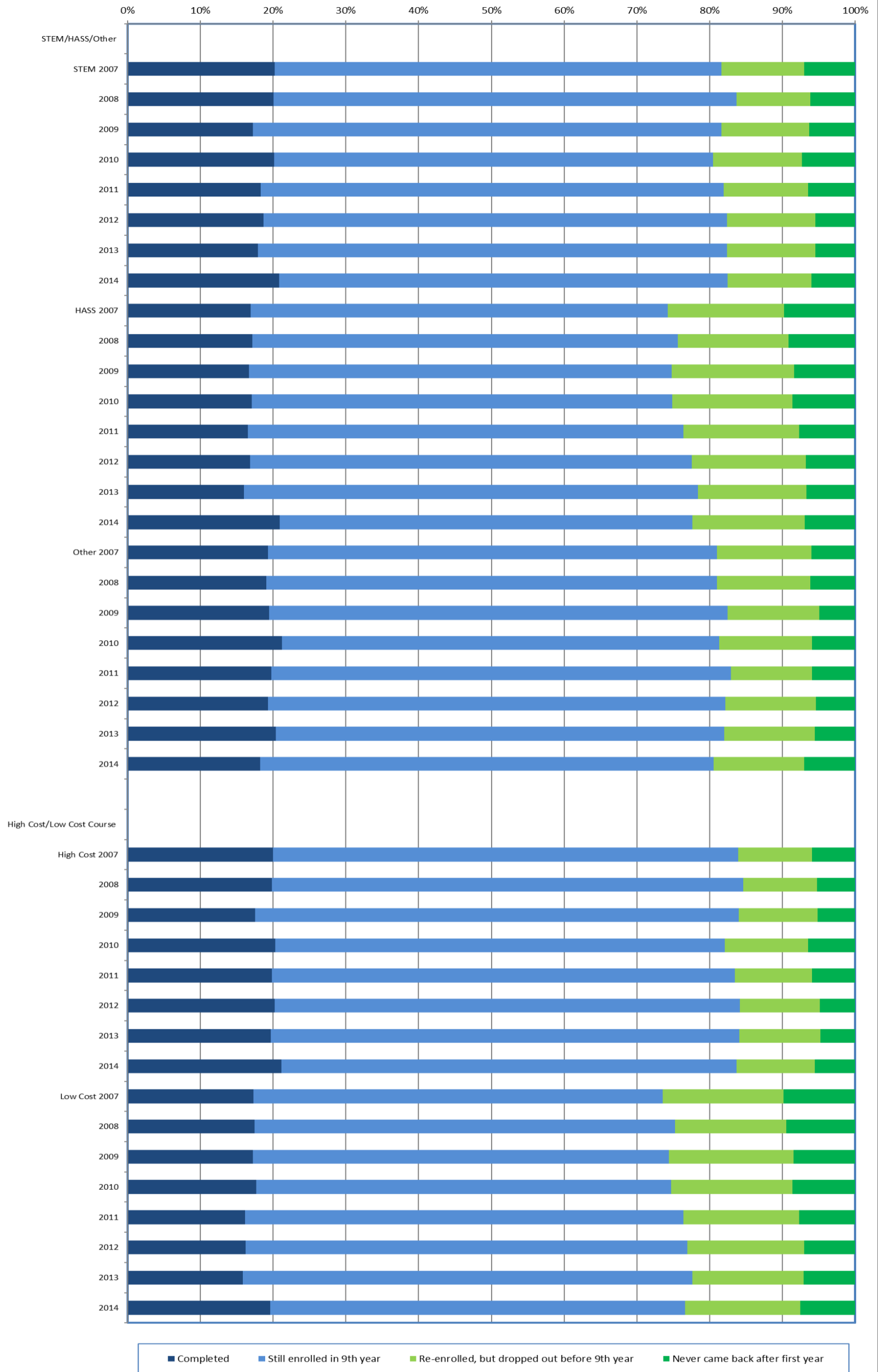


Chart 1: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2014, showing attrition and completion information over a four year period (2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017), Part g



**Table 2: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2012 over a six year period, 2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017**

	Cohort group	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)	2007	44.5%	25.5%	21.9%	8.1%
	2008	46.9%	23.7%	21.9%	7.5%
	2009	46.5%	23.5%	23.1%	6.9%
	2010	46.7%	23.2%	22.6%	7.5%
	2011	47.4%	23.8%	22.0%	6.8%
	2012	48.3%	24.3%	21.6%	5.9%
Comparison figure for Overseas students	2007	70.3%	9.4%	14.9%	5.4%
	2008	73.0%	9.6%	13.6%	3.8%
	2009	72.0%	9.1%	15.5%	3.3%
	2010	73.6%	9.4%	12.8%	4.2%
	2011	74.3%	9.4%	12.6%	3.7%
	2012	76.3%	8.4%	12.0%	3.2%
<b>Course Level</b>					
Doctorate by Research	2007	45.2%	28.6%	19.1%	7.1%
	2008	47.6%	26.0%	20.1%	6.3%
	2009	47.3%	26.4%	20.9%	5.3%
	2010	46.8%	26.2%	21.0%	5.9%
	2011	48.2%	26.3%	19.9%	5.6%
	2012	49.1%	27.0%	19.0%	4.8%
Master's by Research	2007	42.4%	16.5%	30.1%	11.0%
	2008	44.7%	16.9%	27.5%	11.0%
	2009	44.1%	15.5%	29.3%	11.1%
	2010	46.1%	14.8%	26.9%	12.2%
	2011	45.0%	16.0%	28.6%	10.5%
	2012	45.7%	15.8%	29.2%	9.4%
<b>Type of attendance</b>					
Full-time	2007	54.5%	20.0%	18.7%	6.8%
	2008	57.3%	18.3%	18.7%	5.7%
	2009	57.1%	18.0%	19.6%	5.4%
	2010	54.4%	19.2%	20.4%	6.1%
	2011	56.3%	18.9%	19.4%	5.3%
	2012	59.0%	18.7%	18.0%	4.2%
Part-time	2007	27.5%	34.8%	27.3%	10.3%
	2008	28.7%	33.3%	27.5%	10.5%
	2009	25.9%	34.2%	30.1%	9.8%
	2010	32.5%	30.6%	26.7%	10.2%
	2011	31.2%	32.7%	26.7%	9.4%
	2012	29.5%	33.9%	27.7%	8.9%

	Cohort group	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
<b>Gender</b>					
Males	2007	44.4%	24.2%	23.0%	8.4%
	2008	46.5%	22.3%	22.8%	8.3%
	2009	46.2%	22.1%	24.6%	7.1%
	2010	46.9%	21.8%	23.4%	8.0%
	2011	47.2%	22.0%	23.6%	7.2%
	2012	48.8%	22.5%	22.8%	5.8%
Females	2007	44.5%	26.6%	21.0%	7.9%
	2008	47.1%	25.0%	21.1%	6.8%
	2009	46.7%	24.8%	21.8%	6.7%
	2010	46.4%	24.5%	21.9%	7.1%
	2011	47.6%	25.4%	20.6%	6.4%
	2012	47.8%	25.6%	20.5%	6.0%
<b>Age</b>					
24 and under	2007	62.4%	16.2%	15.8%	5.6%
	2008	65.6%	14.1%	15.0%	5.3%
	2009	64.3%	14.2%	16.1%	5.4%
	2010	64.3%	13.7%	16.9%	5.1%
	2011	66.4%	14.2%	14.7%	4.7%
	2012	67.6%	14.0%	14.0%	4.4%
25-34	2007	45.9%	23.5%	22.7%	8.0%
	2008	47.6%	22.6%	22.2%	7.6%
	2009	48.6%	22.3%	23.0%	6.1%
	2010	49.7%	20.8%	22.0%	7.5%
	2011	49.7%	22.5%	21.2%	6.6%
	2012	50.9%	22.2%	20.7%	6.2%
35-44	2007	35.2%	31.1%	24.6%	9.1%
	2008	36.8%	29.1%	25.6%	8.6%
	2009	37.3%	28.5%	26.5%	7.7%
	2010	36.8%	28.4%	25.9%	8.9%
	2011	37.1%	28.9%	25.8%	8.2%
	2012	36.3%	31.1%	26.3%	6.3%
45-54	2007	30.0%	34.3%	25.1%	10.7%
	2008	33.4%	31.3%	26.3%	9.0%
	2009	31.1%	31.6%	28.4%	8.9%
	2010	31.7%	35.1%	24.3%	8.8%
	2011	32.6%	33.0%	27.4%	7.0%
	2012	33.9%	33.3%	26.2%	6.7%

	Cohort group	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
<b>Age continued...</b>					
55-64	2007	31.1%	31.8%	26.9%	10.2%
	2008	32.7%	32.9%	25.3%	9.1%
	2009	33.0%	30.9%	26.8%	9.2%
	2010	30.2%	27.9%	33.3%	8.6%
	2011	33.0%	28.3%	27.9%	10.7%
	2012	34.1%	31.8%	26.5%	7.6%
65 and over	2007	37.1%	38.1%	18.6%	6.2%
	2008	30.5%	35.4%	28.0%	6.1%
	2009	41.7%	21.9%	29.2%	7.3%
	2010	42.7%	25.5%	21.8%	10.0%
	2011	43.8%	27.7%	23.2%	5.4%
	2012	40.3%	21.8%	31.9%	5.9%
<b>Highest Educational attainment</b>					
Completed Bachelor course	2007	51.0%	21.3%	20.5%	7.2%
	2008	53.7%	19.7%	20.3%	6.3%
	2009	52.4%	19.6%	21.9%	6.1%
	2010	53.4%	19.5%	20.5%	6.7%
	2011	54.3%	19.9%	20.1%	5.7%
	2012	55.8%	19.2%	19.6%	5.4%
Completed Postgraduate course	2007	36.7%	31.6%	23.0%	8.6%
	2008	39.5%	27.7%	23.9%	8.9%
	2009	39.4%	28.5%	24.5%	7.6%
	2010	39.5%	27.8%	24.6%	8.2%
	2011	40.1%	28.3%	23.7%	7.8%
	2012	41.2%	29.9%	22.5%	6.4%
<b>RTS and Scholarship</b>					
Both RTS and APA	2007	61.7%	18.9%	15.2%	4.2%
	2008	63.9%	15.7%	15.8%	4.7%
	2009	65.1%	16.6%	14.6%	3.7%
	2010	63.2%	16.5%	16.5%	3.8%
	2011	63.4%	17.8%	14.6%	4.2%
	2012	65.4%	17.1%	14.0%	3.4%
No RTS and No Scholarship	2007	28.7%	27.4%	25.0%	18.9%
	2008	30.3%	27.6%	26.8%	15.3%
	2009	32.5%	26.9%	27.2%	13.4%
	2010	30.2%	27.6%	28.7%	13.5%
	2011	32.5%	25.8%	29.9%	11.8%
	2012	33.2%	30.7%	27.9%	8.2%

	Cohort group	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
<b>RTS and Scholarship continued...</b>					
RTS only	2007	42.7%	26.6%	22.9%	7.7%
	2008	45.1%	25.1%	22.7%	7.1%
	2009	42.2%	25.3%	25.4%	7.1%
	2010	42.0%	25.4%	24.3%	8.2%
	2011	42.1%	26.2%	24.3%	7.4%
	2012	41.5%	27.0%	24.5%	6.9%
<b>Indigenous Indicator</b>					
Indigenous	2007	26.7%	31.4%	30.2%	11.6%
	2008	29.8%	27.9%	31.7%	10.6%
	2009	21.6%	29.4%	39.2%	9.8%
	2010	20.0%	30.5%	41.1%	8.4%
	2011	19.5%	35.6%	34.5%	10.3%
	2012	30.6%	33.3%	32.4%	3.6%
Not Indigenous	2007	44.8%	25.4%	21.8%	8.0%
	2008	47.3%	23.6%	21.7%	7.4%
	2009	47.0%	23.4%	22.8%	6.8%
	2010	47.4%	23.0%	22.2%	7.5%
	2011	47.9%	23.7%	21.7%	6.7%
	2012	48.7%	24.0%	21.3%	6.0%
<b>Socio-Economic Status</b>					
Low SES	2007	41.6%	26.5%	22.4%	9.5%
	2008	41.1%	23.9%	24.8%	10.2%
	2009	44.8%	22.4%	25.7%	7.1%
	2010	42.4%	23.3%	25.7%	8.6%
	2011	43.7%	22.5%	26.5%	7.3%
	2012	46.8%	24.2%	21.6%	7.3%
Medium SES	2007	41.0%	26.7%	23.3%	9.0%
	2008	43.9%	25.2%	23.1%	7.8%
	2009	43.3%	24.6%	24.2%	7.9%
	2010	43.5%	24.3%	24.8%	7.4%
	2011	44.4%	25.2%	22.7%	7.7%
	2012	45.1%	25.7%	22.3%	6.8%
High SES	2007	47.6%	24.5%	20.8%	7.2%
	2008	49.6%	23.0%	20.7%	6.7%
	2009	48.7%	23.6%	21.9%	5.9%
	2010	49.0%	22.8%	20.7%	7.5%
	2011	50.0%	23.2%	20.8%	6.0%
	2012	50.5%	23.6%	21.0%	4.9%



	Cohort group	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
<b>Regional Classification</b>					
Metropolitan	2007	45.7%	25.1%	21.5%	7.7%
	2008	48.0%	23.4%	21.3%	7.3%
	2009	47.2%	23.3%	22.7%	6.8%
	2010	47.6%	22.9%	21.9%	7.5%
	2011	48.2%	23.4%	21.5%	6.9%
	2012	48.7%	24.1%	21.4%	5.9%
Regional	2007	37.1%	28.1%	24.5%	10.2%
	2008	37.8%	28.1%	26.1%	7.8%
	2009	40.2%	27.2%	26.1%	6.5%
	2010	37.8%	26.8%	27.7%	7.8%
	2011	41.9%	27.4%	24.8%	5.9%
	2012	44.2%	27.1%	22.7%	5.9%
Remote	2007	30.6%	28.6%	24.5%	18.4%
	2008	31.9%	23.4%	23.4%	21.3%
	2009	35.6%	26.7%	26.7%	11.1%
	2010	23.4%	36.2%	29.8%	10.6%
	2011	31.8%	20.5%	38.6%	9.1%
	2012	35.7%	30.4%	23.2%	8.9%
<b>Institution Groupings</b>					
Innovative Research Universities	2007	37.6%	35.4%	18.7%	8.3%
	2008	35.7%	34.1%	24.0%	6.2%
	2009	36.6%	32.3%	26.0%	5.1%
	2010	37.8%	30.2%	26.3%	5.7%
	2011	37.6%	30.2%	25.9%	6.3%
	2012	40.8%	32.1%	22.5%	4.6%
Group of Eight	2007	51.5%	20.4%	21.3%	6.7%
	2008	54.8%	19.4%	20.0%	5.9%
	2009	53.3%	19.3%	21.3%	6.1%
	2010	54.4%	19.0%	20.4%	6.3%
	2011	55.3%	20.0%	18.9%	5.9%
	2012	54.7%	20.6%	19.4%	5.3%
Other Table A and B institutions	2007	36.4%	34.8%	20.6%	8.2%
	2008	40.0%	29.8%	21.9%	8.3%
	2009	41.0%	27.5%	23.6%	7.8%
	2010	41.0%	28.0%	23.0%	8.0%
	2011	42.1%	29.7%	20.8%	7.4%
	2012	42.6%	27.9%	22.4%	7.1%

	Cohort group	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
<b>Institution Groupings continued...</b>					
Regional Universities Network	2007	34.4%	20.3%	29.3%	16.0%
	2008	36.6%	20.6%	29.2%	13.6%
	2009	33.1%	27.6%	28.6%	10.7%
	2010	29.2%	27.6%	30.7%	12.5%
	2011	33.3%	23.2%	33.7%	9.8%
	2012	35.4%	27.5%	28.6%	8.6%
Australian Technology Network	2007	38.7%	26.8%	25.1%	9.3%
	2008	40.2%	25.1%	24.2%	10.6%
	2009	40.6%	25.8%	25.4%	8.2%
	2010	40.6%	24.1%	24.4%	10.9%
	2011	41.5%	24.4%	26.1%	8.0%
	2012	45.2%	24.5%	24.1%	6.2%
Other higher education Institutions	2007	21.4%	28.6%	21.4%	28.6%
	2008	30.0%	26.7%	30.0%	13.3%
	2009	42.1%	13.2%	21.1%	23.7%
	2010	27.1%	33.3%	22.9%	16.7%
	2011	15.0%	15.0%	52.5%	17.5%
	2012	7.4%	22.2%	44.4%	25.9%
<b>Broad Field of Education</b>					
Natural and Physical Sciences	2007	57.6%	19.6%	16.7%	6.1%
	2008	58.9%	19.0%	16.6%	5.5%
	2009	56.8%	20.5%	17.6%	5.2%
	2010	59.4%	16.6%	17.6%	6.4%
	2011	57.7%	19.2%	18.1%	4.9%
	2012	58.5%	20.4%	17.2%	3.9%
Information Technology	2007	44.4%	18.8%	25.3%	11.5%
	2008	40.9%	24.2%	22.2%	12.6%
	2009	34.7%	21.8%	31.9%	11.6%
	2010	43.5%	20.4%	26.5%	9.6%
	2011	39.4%	24.4%	25.4%	10.9%
	2012	37.5%	22.5%	32.0%	8.0%
Engineering and Related Technologies	2007	51.8%	18.7%	22.2%	7.3%
	2008	52.4%	18.2%	22.9%	6.4%
	2009	50.9%	16.3%	25.3%	7.5%
	2010	52.2%	18.0%	21.4%	8.4%
	2011	52.3%	16.9%	22.3%	8.6%
	2012	52.3%	19.1%	21.2%	7.5%

	Cohort group	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
<b>Broad Field of Education continued...</b>					
Architecture and Building	2007	35.4%	33.6%	25.7%	5.3%
	2008	42.5%	30.2%	21.7%	5.7%
	2009	41.9%	27.2%	28.7%	2.2%
	2010	35.8%	28.5%	27.7%	8.0%
	2011	46.4%	25.7%	23.6%	4.3%
	2012	31.3%	35.8%	28.4%	4.5%
Agriculture, Environmental and Related Studies	2007	48.7%	24.2%	20.4%	6.6%
	2008	52.8%	22.7%	20.1%	4.4%
	2009	46.0%	27.5%	22.2%	4.3%
	2010	45.2%	24.8%	24.2%	5.8%
	2011	51.9%	21.1%	21.9%	5.1%
	2012	55.4%	16.8%	21.1%	6.6%
Health	2007	50.6%	24.1%	19.4%	5.9%
	2008	51.9%	20.9%	21.2%	6.0%
	2009	52.1%	23.8%	19.1%	5.0%
	2010	52.2%	22.5%	19.9%	5.5%
	2011	53.4%	23.7%	17.1%	5.8%
	2012	50.7%	24.6%	19.4%	5.4%
Education	2007	27.6%	30.9%	28.2%	13.2%
	2008	28.8%	31.5%	26.8%	12.9%
	2009	26.6%	29.2%	30.8%	13.4%
	2010	25.4%	32.2%	30.0%	12.4%
	2011	26.8%	29.0%	33.3%	10.9%
	2012	30.2%	28.1%	31.5%	10.3%
Management and Commerce	2007	29.0%	29.3%	26.9%	14.8%
	2008	38.0%	24.7%	23.4%	13.9%
	2009	39.0%	24.9%	25.9%	10.3%
	2010	39.0%	24.1%	27.8%	9.1%
	2011	38.8%	29.2%	23.1%	8.9%
	2012	42.0%	25.0%	25.4%	7.5%
Society and Culture	2007	37.9%	32.2%	22.5%	7.5%
	2008	40.1%	29.1%	23.7%	7.1%
	2009	41.0%	27.6%	25.3%	6.1%
	2010	40.1%	28.9%	24.0%	7.0%
	2011	41.4%	29.0%	23.2%	6.3%
	2012	43.3%	29.1%	22.2%	5.4%
Creative Arts	2007	49.2%	20.9%	22.8%	7.1%
	2008	53.6%	18.0%	22.3%	6.2%
	2009	54.5%	17.4%	20.7%	7.3%
	2010	55.6%	16.2%	20.7%	7.6%
	2011	56.1%	15.6%	22.4%	5.9%
	2012	59.2%	19.0%	16.7%	5.1%

	Cohort group	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
STEM	2007	53.9%	19.8%	19.4%	7.0%
	2008	55.1%	19.7%	19.1%	6.1%
	2009	52.3%	20.0%	21.4%	6.2%
	2010	54.5%	18.2%	20.2%	7.2%
	2011	54.2%	19.1%	20.3%	6.4%
	2012	55.0%	19.8%	19.7%	5.4%
HASS	2007	36.4%	29.6%	24.3%	9.7%
	2008	40.0%	27.1%	24.0%	8.9%
	2009	40.6%	25.7%	25.5%	8.1%
	2010	39.7%	26.9%	25.0%	8.4%
	2011	40.7%	26.9%	24.9%	7.5%
	2012	43.1%	26.8%	23.5%	6.6%
Other	2007	49.4%	24.8%	19.9%	5.9%
	2008	51.1%	21.7%	21.2%	6.0%
	2009	51.2%	24.1%	20.0%	4.8%
	2010	50.7%	23.0%	20.6%	5.7%
	2011	52.8%	23.9%	17.6%	5.7%
	2012	49.3%	25.4%	20.0%	5.3%
<b>High Cost/Low Cost Course</b>					
High Cost	2007	55.6%	20.6%	18.0%	5.9%
	2008	56.3%	19.6%	19.0%	5.2%
	2009	55.0%	20.5%	19.5%	5.1%
	2010	55.5%	18.8%	19.4%	6.3%
	2011	56.3%	19.4%	18.4%	5.8%
	2012	57.4%	19.7%	18.1%	4.8%
Low Cost	2007	36.6%	29.0%	24.7%	9.7%
	2008	40.0%	26.8%	24.0%	9.2%
	2009	40.2%	25.7%	25.9%	8.2%
	2010	39.9%	26.6%	25.0%	8.4%
	2011	40.7%	27.2%	24.7%	7.5%
	2012	41.2%	27.8%	24.2%	6.8%

(a) SES is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 Socio-Economic Indexes for Areas (SEIFA) Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 are classified as low SES.

(b) The student's postcode of permanent home residence is mapped to a regional category 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 Education's special needs.

(c) Field of Education is based on the Australian Standard Classification of Education (ASCED) 2001.

Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012, showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part a

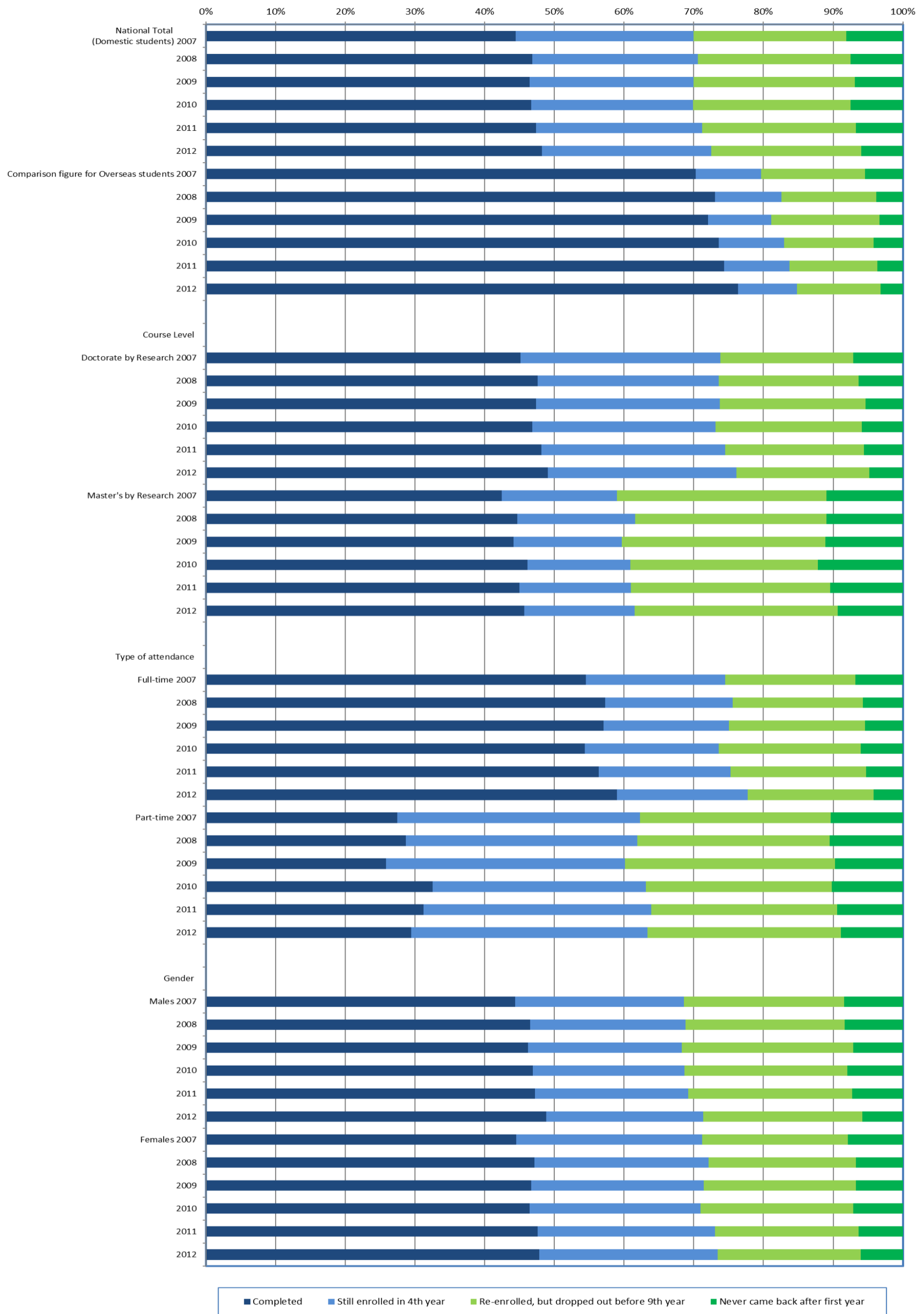


Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012, showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part b

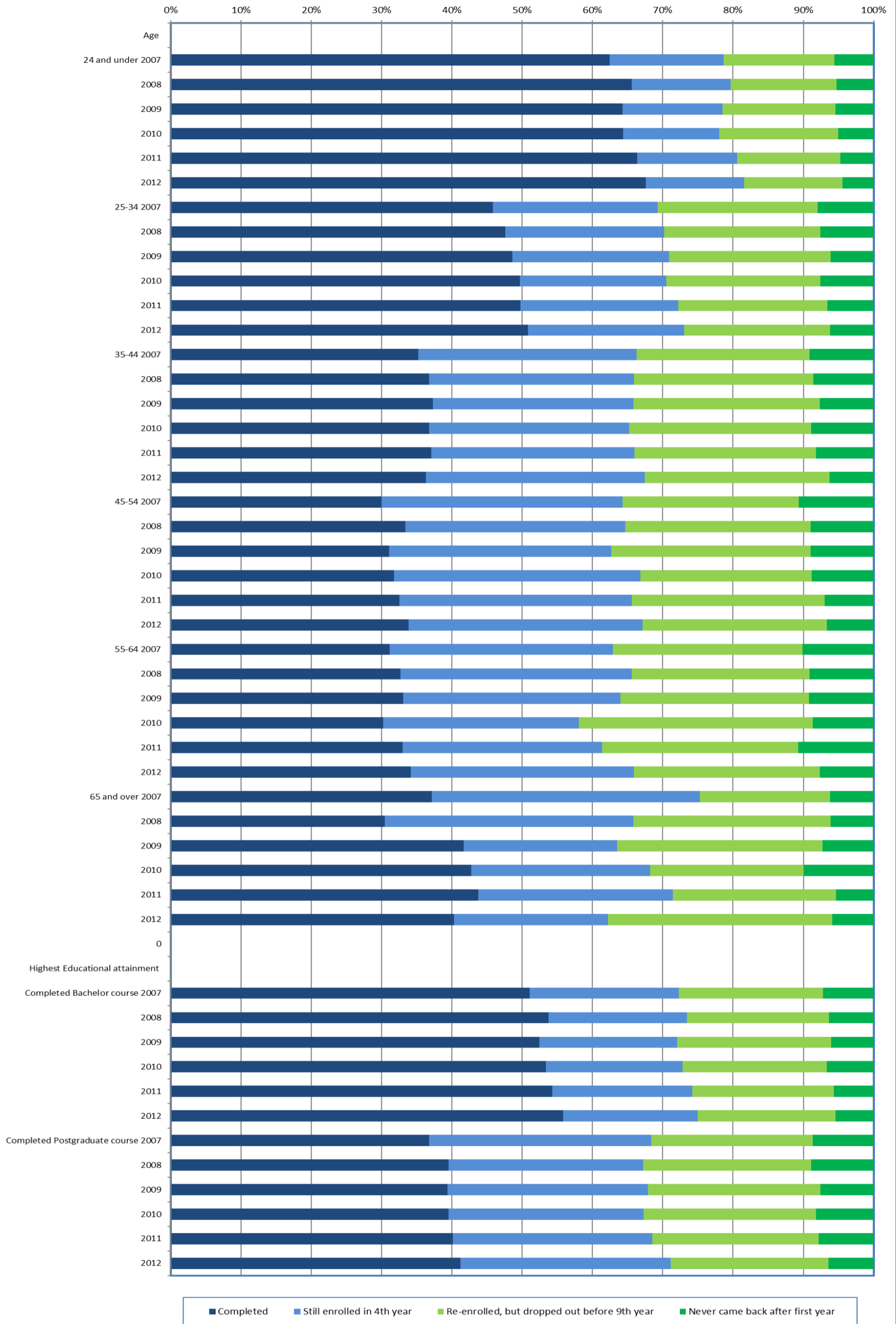


Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012, showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part c

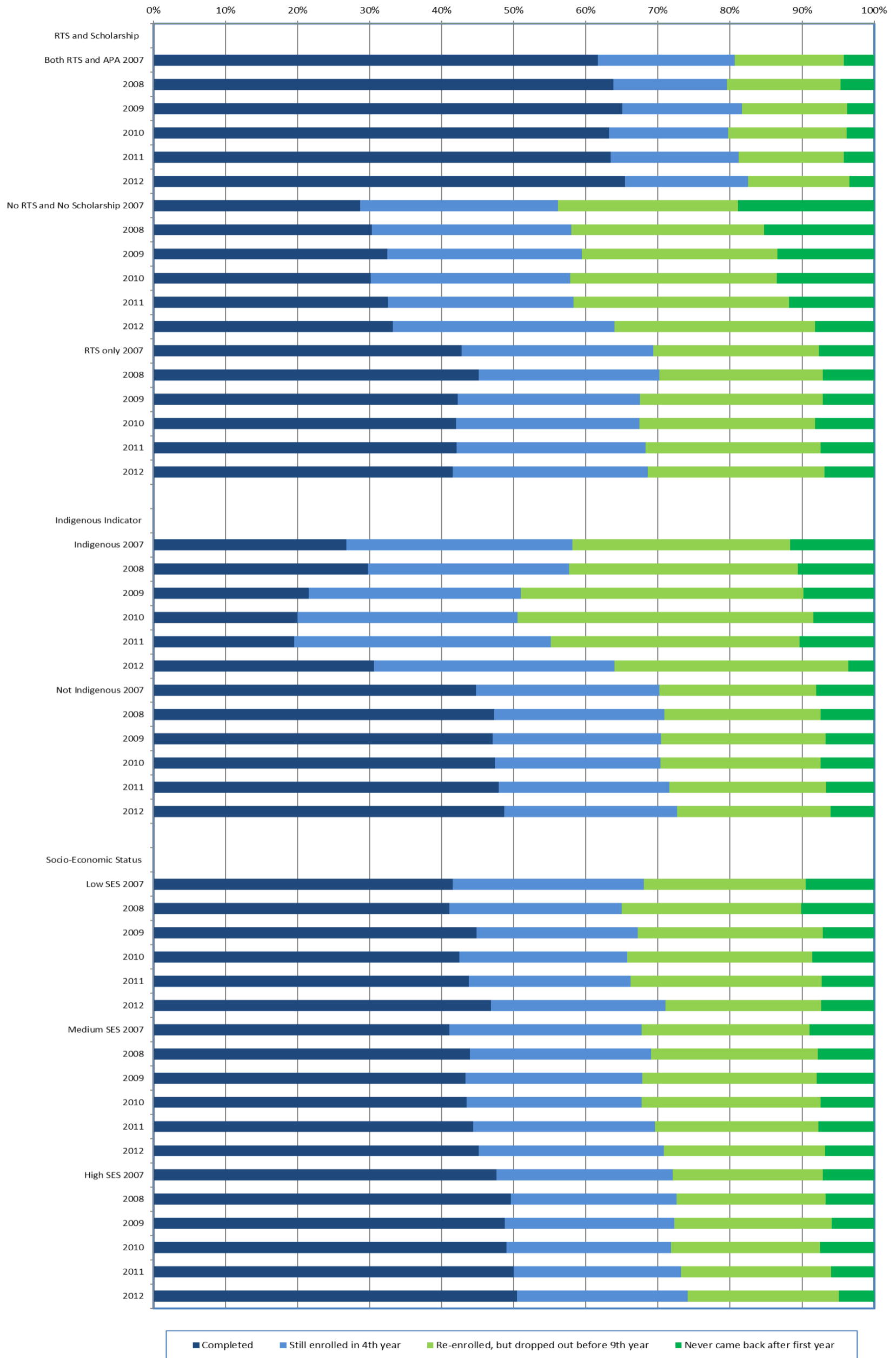


Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012, showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part d

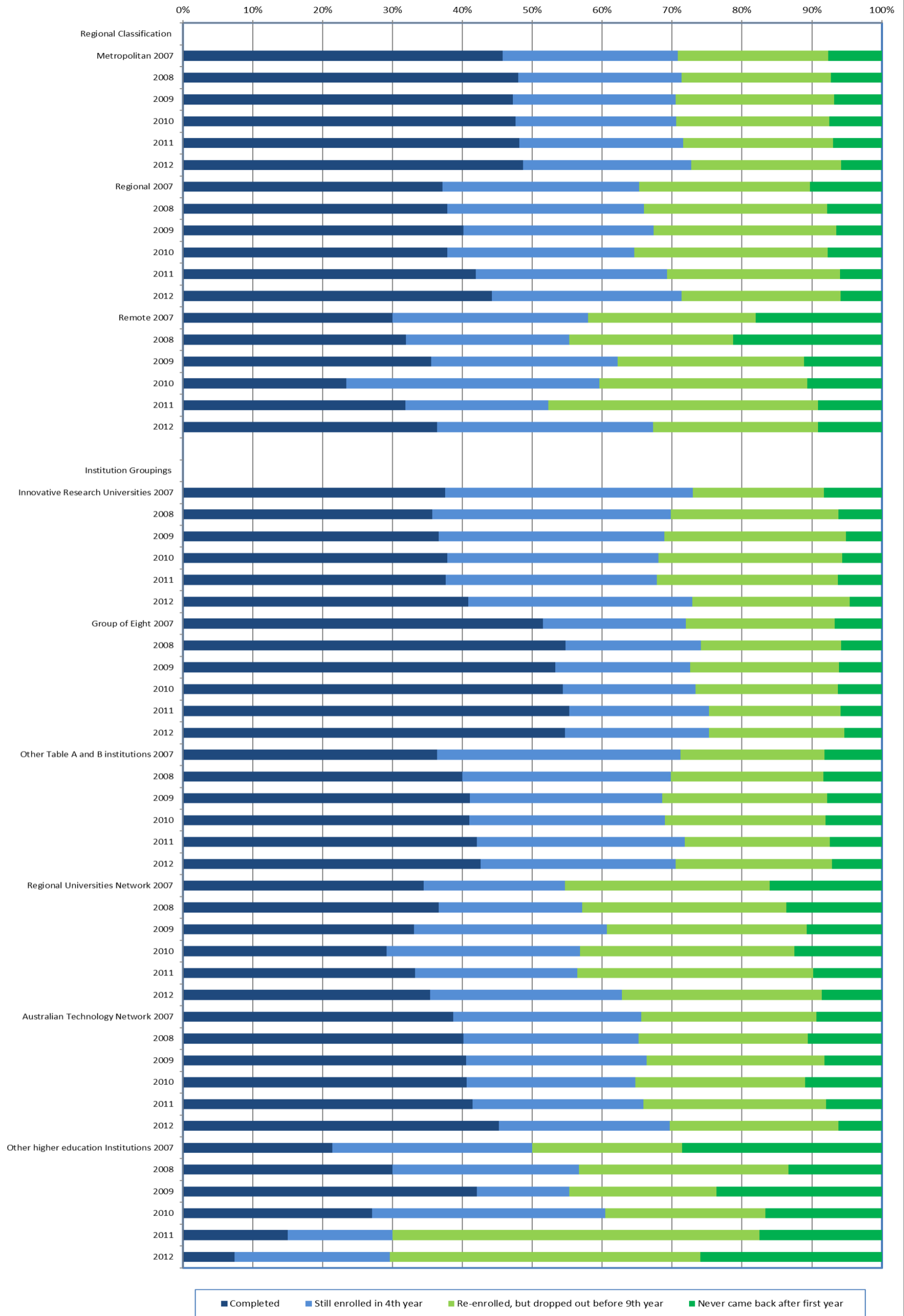




Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012 showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part e

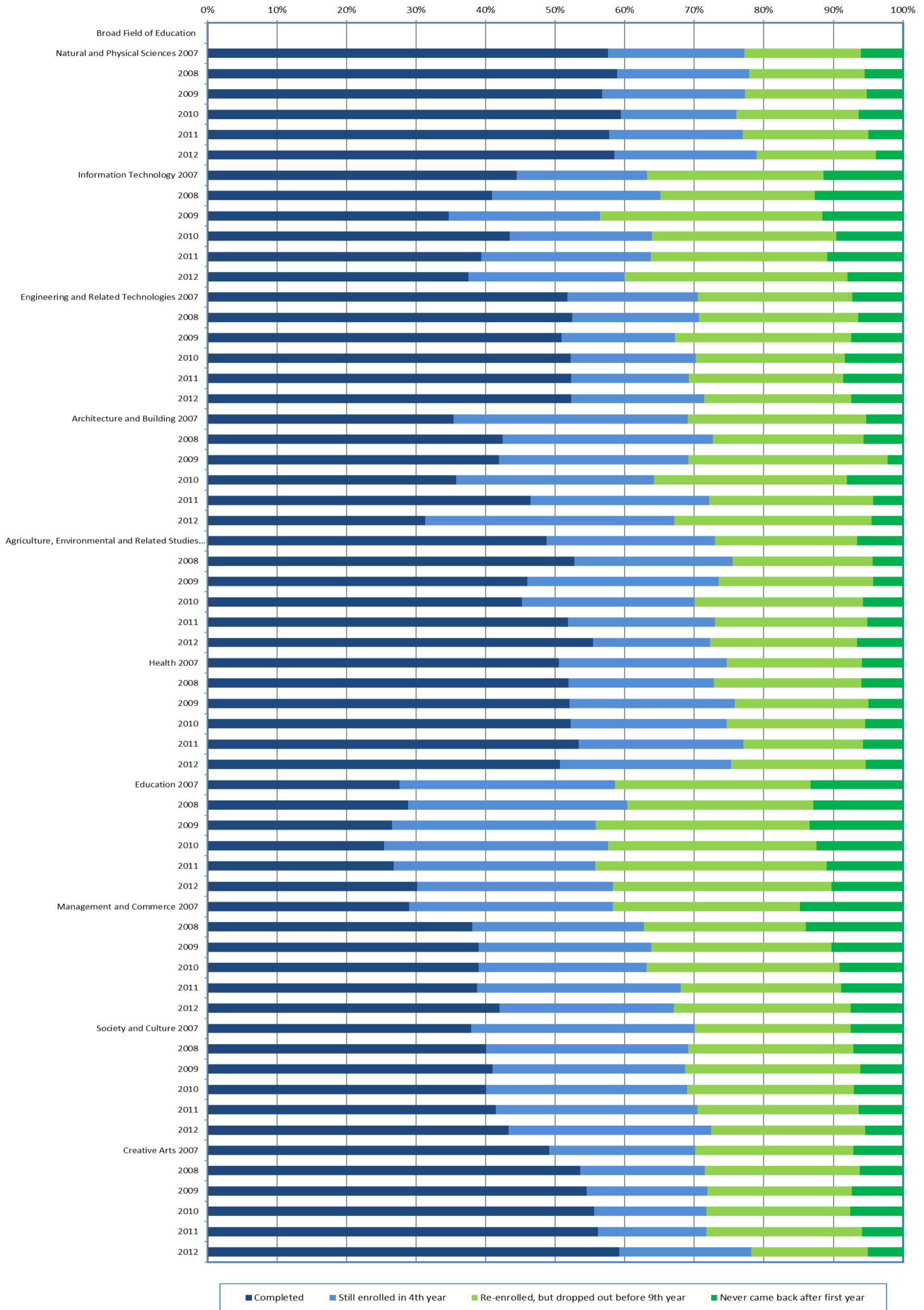
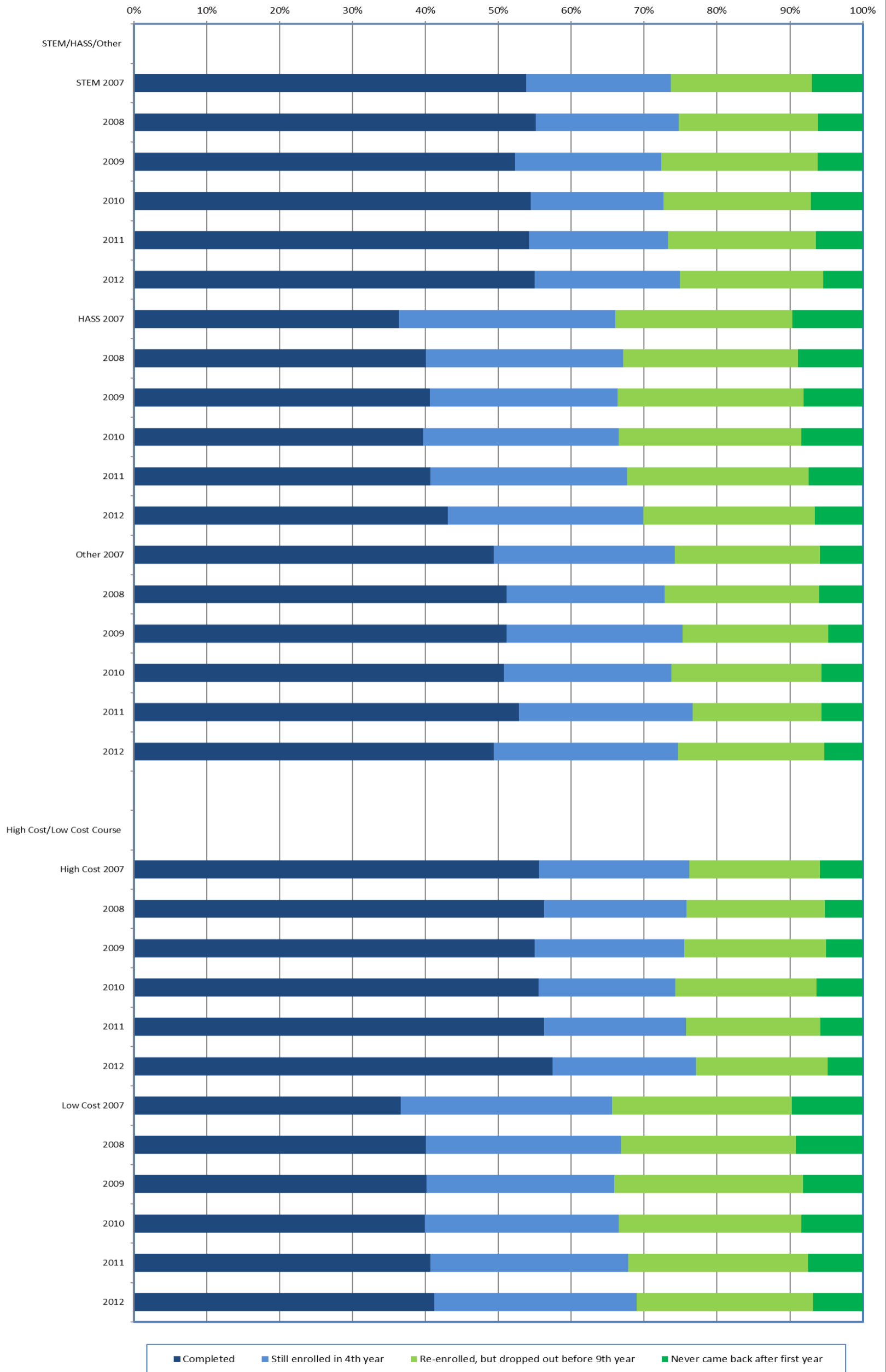


Chart 2: Cohort analysis for domestic students commencing a higher degree research (HDR) course in 2007 to 2012 showing attrition and completion information over a six year period (ie. 2007-2012, 2008-2013, 2009-2014, 2010-2015, 2011-2016 and 2012-2017), Part f



**Table 3: Cohort analysis for domestic students commencing a higher degree by research (HDR) course in 2007 to 2009 over a nine year period, 2007-2015, 2008-2016 and, 2009-2017**

	Cohort group	Completed	Still enrolled in the 9th year	Re-enrolled, but dropped out	Never came back after first year
National Total (Domestic students)	2007	59.7%	6.5%	25.7%	8.0%
	2008	61.6%	6.4%	24.8%	7.3%
	2009	61.6%	5.6%	26.0%	6.8%
Comparison figure for Overseas students	2007	78.1%	1.6%	14.8%	5.4%
	2008	81.2%	1.3%	13.7%	3.8%
	2009	81.0%	0.9%	14.8%	3.3%
<b>Course Level</b>					
Doctorate by Research	2007	62.2%	7.2%	23.5%	7.0%
	2008	63.6%	6.7%	23.5%	6.2%
	2009	64.4%	6.2%	24.2%	5.3%
Master's by Research	2007	52.6%	4.6%	32.0%	10.8%
	2008	55.4%	5.5%	28.5%	10.7%
	2009	54.1%	3.8%	31.2%	11.0%
<b>Type of Attendance</b>					
Full-time	2007	68.3%	3.6%	21.4%	6.7%
	2008	70.5%	3.0%	20.9%	5.6%
	2009	70.6%	2.9%	21.2%	5.4%
Part-time	2007	45.4%	11.5%	33.0%	10.1%
	2008	46.0%	12.3%	31.5%	10.3%
	2009	44.1%	10.8%	35.5%	9.6%
<b>Gender</b>					
Males	2007	58.8%	6.0%	26.9%	8.2%
	2008	59.7%	6.2%	25.9%	8.1%
	2009	60.2%	5.1%	27.8%	7.0%
Females	2007	60.6%	7.0%	24.7%	7.8%
	2008	63.2%	6.5%	23.7%	6.6%
	2009	62.9%	6.0%	24.5%	6.6%
<b>Age</b>					
24 and under	2007	75.1%	2.1%	17.2%	5.5%
	2008	77.3%	2.0%	15.5%	5.1%
	2009	76.8%	1.6%	16.3%	5.4%
25-34	2007	61.1%	5.3%	25.7%	7.9%
	2008	62.4%	5.2%	25.0%	7.4%
	2009	63.0%	5.1%	25.9%	6.0%
35-44	2007	53.0%	9.8%	28.4%	8.8%
	2008	53.0%	9.8%	28.9%	8.3%
	2009	54.7%	7.9%	30.0%	7.5%
45-54	2007	45.6%	10.6%	33.3%	10.5%
	2008	49.1%	10.4%	31.8%	8.7%
	2009	48.7%	8.7%	33.8%	8.8%
55-64	2007	47.2%	9.5%	33.1%	10.2%
	2008	51.8%	9.3%	29.7%	9.1%
	2009	49.8%	8.2%	32.8%	9.2%
65 and over	2007	55.7%	10.3%	27.8%	6.2%
	2008	48.8%	11.0%	34.1%	6.1%
	2009	54.2%	9.4%	29.2%	7.3%

	Cohort group	Completed	Still enrolled in the 9th year	Re-enrolled, but dropped out	Never came back after first year
<b>Highest Educational attainment</b>					
Completed Bachelor course	2007	65.1%	4.6%	23.2%	7.1%
	2008	67.2%	4.8%	22.0%	6.0%
	2009	66.6%	4.1%	23.3%	6.0%
Completed Postgraduate course	2007	53.9%	9.0%	28.7%	8.5%
	2008	67.2%	4.8%	22.0%	6.0%
	2009	66.6%	4.1%	23.3%	6.0%
<b>Highest Educational attainment</b>					
Completed Bachelor course	2007	65.1%	4.6%	23.2%	7.1%
	2008	67.2%	4.8%	22.0%	6.0%
	2009	66.6%	4.1%	23.3%	6.0%
Completed Postgraduate course	2007	53.9%	9.0%	28.7%	8.5%
	2008	67.2%	4.8%	22.0%	6.0%
	2009	66.6%	4.1%	23.3%	6.0%
<b>RTS and Scholarship status</b>					
Both RTS and APA	2007	77.0%	2.6%	16.2%	4.2%
	2008	76.7%	1.6%	17.2%	4.6%
	2009	78.0%	2.2%	16.1%	3.7%
No RTS and No Scholarship	2007	44.0%	8.1%	29.1%	18.8%
	2008	43.1%	11.0%	31.1%	14.9%
	2009	47.2%	6.4%	33.0%	13.4%
RTS only	2007	58.0%	7.2%	27.3%	7.5%
	2008	60.5%	6.9%	25.7%	6.9%
	2009	58.1%	6.5%	28.4%	7.0%
<b>Indigenous Indicator</b>					
Indigenous	2007	37.2%	15.1%	37.2%	10.5%
	2008	39.4%	6.7%	43.3%	10.6%
	2009	39.2%	11.8%	39.2%	9.8%
Not Indigenous	2007	60.1%	6.4%	25.6%	7.9%
	2008	62.1%	6.3%	24.4%	7.2%
	2009	62.2%	5.5%	25.7%	6.7%
<b>Socio-Economic Status</b>					
Low SES	2007	55.1%	8.8%	27.0%	9.0%
	2008	56.5%	5.3%	28.3%	9.8%
	2009	57.9%	4.4%	30.6%	7.1%
Medium SES	2007	56.9%	6.9%	27.4%	8.8%
	2008	59.3%	7.1%	26.1%	7.5%
	2009	58.3%	7.0%	26.9%	7.8%
High SES	2007	62.6%	5.9%	24.4%	7.1%
	2008	64.1%	6.1%	23.2%	6.6%
	2009	64.4%	5.2%	24.8%	5.7%

	Cohort group	Completed	Still enrolled in the 9th year	Re-enrolled, but dropped out	Never came back after first year
<b>Regional Classification</b>					
Metropolitan	2007	60.6%	6.4%	25.4%	7.6%
	2008	62.6%	6.2%	24.1%	7.1%
	2009	62.1%	5.7%	25.5%	6.7%
Regional	2007	54.3%	7.1%	28.6%	10.0%
	2008	54.3%	8.3%	29.7%	7.6%
	2009	57.2%	6.1%	30.2%	6.4%
Remote	2007	49.0%	12.2%	20.4%	18.4%
	2008	48.9%	6.4%	25.5%	19.1%
	2009	48.9%	8.9%	33.3%	11.1%
<b>Institution Groupings</b>					
Innovative Research Universities	2007	55.7%	10.0%	26.1%	8.2%
	2008	54.2%	8.5%	31.7%	5.6%
	2009	57.3%	7.7%	29.9%	5.1%
Group of Eight	2007	65.3%	4.4%	23.7%	6.6%
	2008	68.6%	4.4%	21.3%	5.7%
	2009	67.4%	4.0%	22.6%	5.9%
Other Table A and B institutions	2007	56.4%	10.3%	25.3%	8.0%
	2008	57.3%	9.8%	24.6%	8.2%
	2009	57.4%	7.2%	27.7%	7.7%
Regional Universities Network	2007	47.0%	6.1%	31.3%	15.7%
	2008	47.6%	8.4%	30.7%	13.2%
	2009	48.8%	7.7%	32.8%	10.7%
Australian Technology Network	2007	52.4%	7.1%	31.3%	9.2%
	2008	53.6%	6.3%	29.6%	10.5%
	2009	53.6%	6.8%	31.5%	8.0%
Other higher education Institutions	2007	35.7%	14.3%	21.4%	28.6%
	2008	36.7%	13.3%	36.7%	13.3%
	2009	50.0%	2.6%	23.7%	23.7%
<b>Broad Field of Education</b>					
Natural and Physical Sciences	2007	72.2%	3.8%	18.1%	6.0%
	2008	72.9%	3.7%	18.1%	5.4%
	2009	72.0%	3.2%	19.7%	5.2%
Information Technology	2007	54.2%	3.8%	30.6%	11.5%
	2008	51.0%	6.6%	29.8%	12.6%
	2009	48.6%	3.7%	36.1%	11.6%
Engineering and Related Technologies	2007	64.8%	2.7%	25.2%	7.3%
	2008	63.8%	4.5%	25.4%	6.3%
	2009	62.9%	2.9%	26.8%	7.4%
Architecture and Building	2007	53.1%	7.1%	34.5%	5.3%
	2008	59.4%	9.4%	25.5%	5.7%
	2009	58.8%	5.1%	33.8%	2.2%
Agriculture, Environmental and Related Studies	2007	66.4%	5.7%	21.4%	6.6%
	2008	71.7%	4.1%	20.1%	4.1%
	2009	64.6%	4.6%	26.5%	4.3%
Health	2007	65.9%	6.1%	22.2%	5.8%
	2008	66.3%	5.2%	22.6%	5.8%
	2009	68.6%	6.2%	20.3%	4.9%

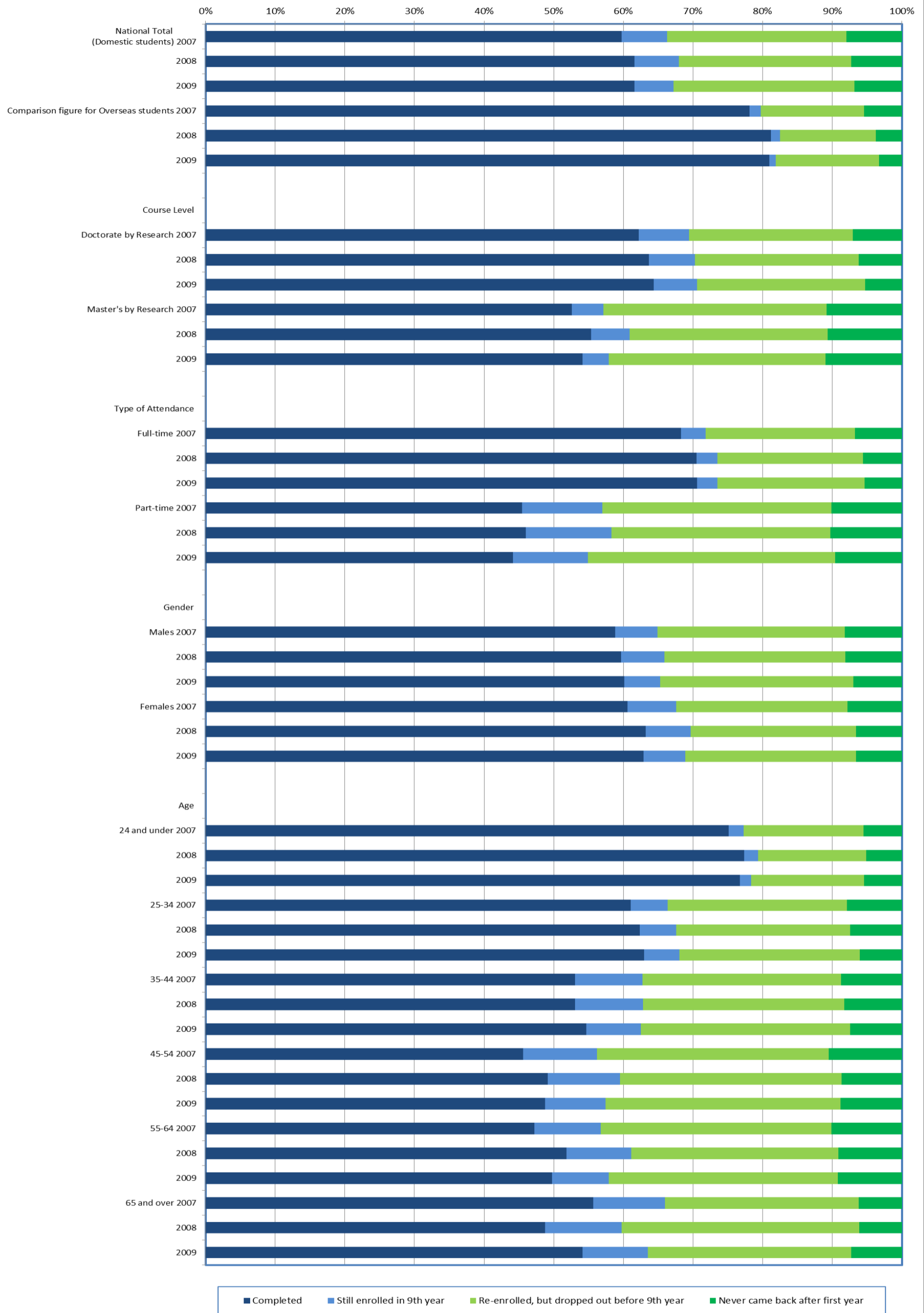
	Cohort group	Completed	Still enrolled in the 9th year	Re-enrolled, but dropped out	Never came back after first year
<b>Broad Field of Education continued...</b>					
Education	2007	41.2%	10.6%	35.3%	12.9%
	2008	44.0%	12.8%	30.8%	12.5%
	2009	41.5%	9.7%	35.7%	13.0%
Management and Commerce	2007	44.9%	8.7%	31.6%	14.8%
	2008	51.0%	7.3%	27.7%	13.9%
	2009	52.2%	5.9%	31.7%	10.3%
Society and Culture	2007	55.4%	8.8%	28.4%	7.3%
	2008	57.2%	8.0%	28.0%	6.8%
	2009	57.7%	7.6%	28.7%	6.0%
Creative Arts	2007	64.0%	5.4%	23.6%	7.0%
	2008	65.7%	4.2%	24.0%	6.1%
	2009	66.4%	3.3%	23.2%	7.1%
<b>STEM/HASS/Other</b>					
STEM	2007	67.9%	3.7%	21.5%	6.9%
	2008	68.8%	4.1%	21.1%	6.0%
	2009	66.8%	3.3%	23.7%	6.2%
HASS	2007	52.4%	8.6%	29.5%	9.5%
	2008	55.5%	8.1%	27.8%	8.6%
	2009	55.7%	7.0%	29.3%	8.0%
Other	2007	64.9%	6.1%	23.2%	5.7%
	2008	65.8%	5.5%	22.8%	5.8%
	2009	67.7%	6.1%	21.5%	4.6%
<b>High Cost/Low Cost Course</b>					
High Cost	2007	70.3%	4.1%	19.8%	5.8%
	2008	70.4%	4.2%	20.3%	5.1%
	2009	70.0%	3.7%	21.3%	5.0%
Low Cost	2007	52.3%	8.2%	29.9%	9.5%
	2008	55.2%	7.9%	28.0%	8.9%
	2009	55.4%	7.0%	29.5%	8.1%

(a) SES is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 Socio-Economic Indexes for Areas (SEIFA) Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 are classified as low SES.

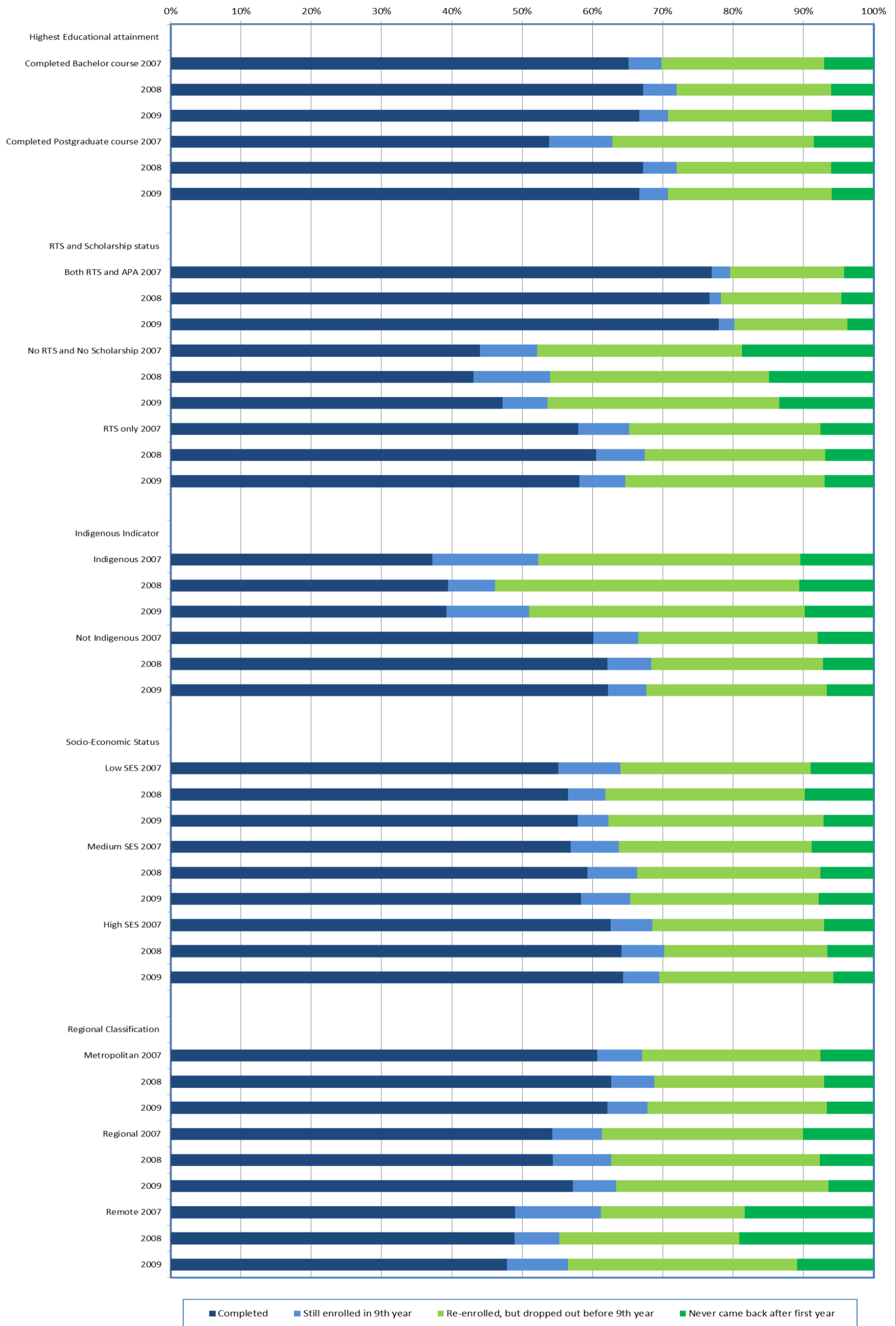
(b) The student's postcode of permanent home residence is mapped to a regional category using the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) classification. The MCEETYA codes are derived from the Australian Standard Geographical Classification with some adjustments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

(c) Field of Education is based on the Australian Standard Classification of Education (ASCED) 2001.

**Chart 3: Cohort analysis for domestic students commencing a higher degree research course in 2007 to 2009 showing attrition and completion information over a nine year period (2007-2015, 2008-2016, 2009-2017), Part a**

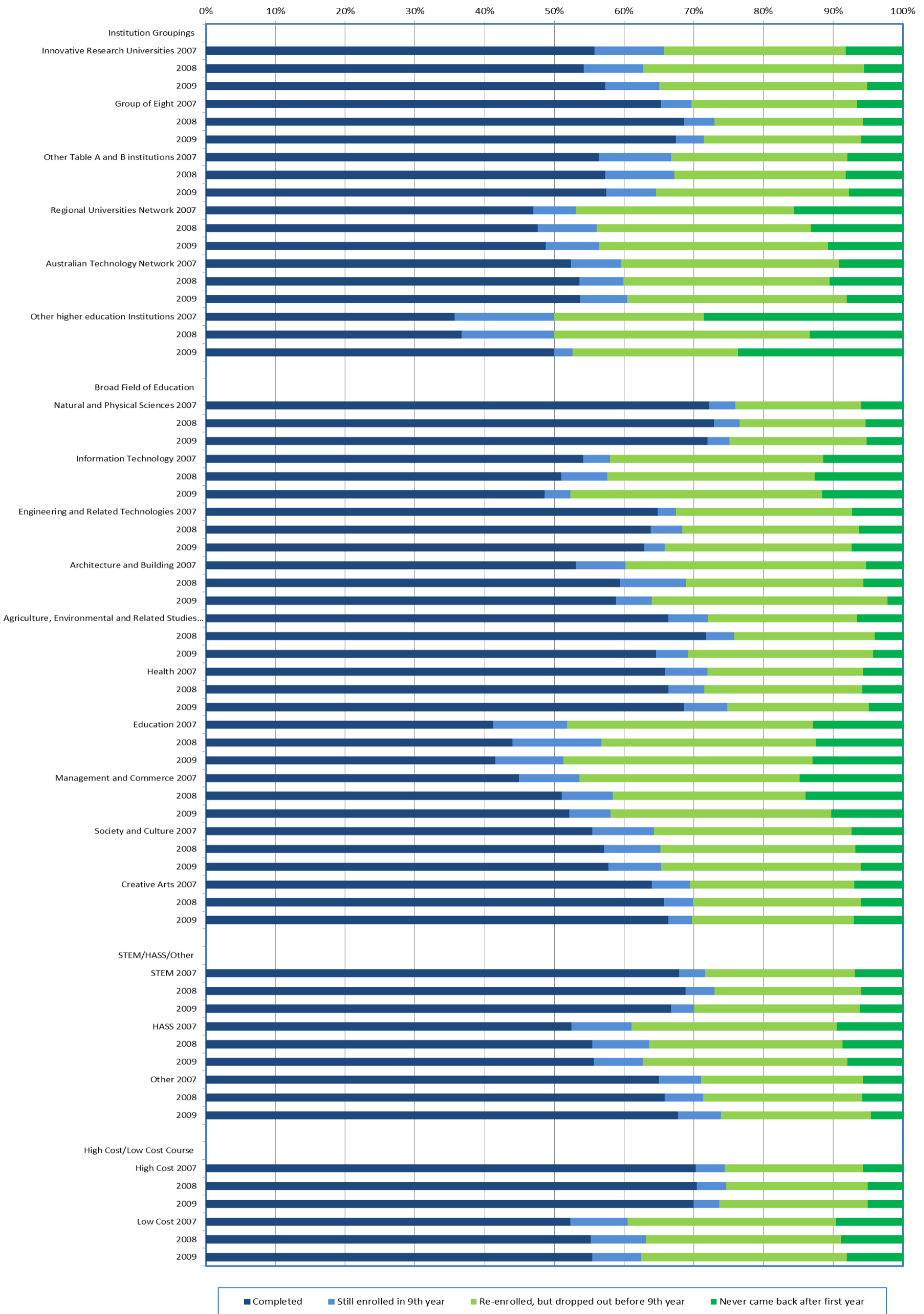


**Chart 3: Cohort analysis for domestic students commencing a higher degree research course in 2007 to 2009, showing attrition and completion information over a nine year period (2007-2015, 2008-2016, 2009-2017), Part b**





**Chart 1: Cohort analysis for domestic students commencing a higher degree research course in 2007 to 2009, showing attrition and completion information over a nine year period (2007-2015, 2008-2016, 2009-2017), Part c**



**Table 4: Four year completion rates for commencing Higher Degree Research (HDR) students by institution, 2007-2010, 2008-2011, 2009-2012, 2010-2013, 2011-2014, 2012-2015, 2013-2016 and 2014-2017,%**

		2007	2008	2009	2010	2011	2012	2013	2014
<b>Table A Institutions</b>									
New South Wales	Charles Sturt University	4.2	2.3	4.0	2.0	7.1	10.9	6.9	7.8
	Macquarie University	15.7	11.3	10.8	9.5	12.3	14.0	11.3	72.4 <sup>#</sup>
	Southern Cross University	8.1	1.5	10.1	6.9	11.7	14.1	20.3	13.6
	The University of New England	12.9	27.0	19.7	7.8	11.1	15.5	17.5	19.4
	The University of Newcastle	12.8	11.3	14.5	10.5	11.1	13.7	16.5	10.7
	The University of Sydney	39.2	37.1	34.5	37.5	34.2	32.6	35.9	35.8
	University of New South Wales	34.4	33.9	33.0	34.9	33.0	29.3	26.7	34.5
	University of Technology Sydney	11.6	7.1	9.0	9.2	11.7	14.0	10.3	11.2
	University of Wollongong	14.4	16.9	19.7	17.3	13.7	16.2	11.9	11.0
	Western Sydney University	20.2	11.2	12.0	15.6	7.4	9.4	10.6	11.4
Victoria	Deakin University	18.6	17.9	12.8	14.3	21.7	22.3	17.2	13.9
	Federation University Australia	5.1	11.1	11.1	7.1	10.0	7.8	11.3	9.5
	La Trobe University	11.3	7.8	6.8	11.3	7.2	8.6	8.4	7.7
	Monash University	18.5	18.7	16.4	18.6	23.0	20.0	17.4	19.4
	RMIT University	10.2	12.0	11.2	12.9	12.8	16.3	14.5	11.7
	Swinburne University of Technology	4.8	16.3	9.1	12.0	4.6	8.8	10.2	15.4
	The University of Melbourne	17.7	21.4	16.2	18.1	15.8	17.0	16.9	13.4
Victoria University	11.0	12.4	5.9	9.9	9.1	9.8	7.8	11.9	
Queensland	Central Queensland University	24.4	21.2	21.6	16.2	11.5	11.7	9.9	9.3
	Griffith University	5.8	8.3	7.3	10.1	7.7	10.8	11.1	11.8
	James Cook University	8.0	13.5	3.0	7.3	5.7	4.5	7.2	8.7
	Queensland University of Technology	30.1	26.6	27	27.7	23.4	24.3	32.3	28.3
	The University of Queensland	10.5	11.3	10.9	10.7	12.2	13.6	13.5	14.0
	University of Southern Queensland	22.9	18.7	21.3	17.7	23.4	11.3	21.1	11.4
Western Australia	Curtin University	9.1	6.2	8.4	8.6	11.4	7.4	9.9	7.2
	Edith Cowan University	20.8	13.4	12.1	21.0	17.1	28.3	14.5	24.6
	Murdoch University	10.0	7.3	7.4	3.3	8.7	3.9	5.8	7.9
	The University of Western Australia	13.6	12.7	14.3	13.0	11.3	15.9	16.8	16.6
South Australia	Flinders University	8.9	11.3	10.6	9.7	18.9	14.7	13.5	12.5
	The University of Adelaide	15.9	20.8	18.4	25.7	22.8	23.3	22.6	29.6
	University of South Australia	13.5	14.5	19.1	16.7	13.5	22.7	18.9	18.5
Tasmania	University of Tasmania	14.4	19.3	19.9	24.1	18.6	10.3	9.9	11.2
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	-	-	-	-	16.7*	-	-	-
	Charles Darwin University	8.7	7.7	10.0	11.8	10.0	4.5	7.7	4.9
Australian Capital Territory	The Australian National University	10.8	9.9	9.2	8.6	9.3	11.6	8.5	9.1
	University of Canberra	6.2	13.3	16.7	15.7	13.3	11.5	6.3	7.8
Multi-State	Australian Catholic University	11.3	5.9	2.8	8.4	3.2	9.3	7.2	16.1
<b>Table B Institutions</b>									
Victoria	University of Divinity	20.0	15.8	36.8	43.8	47.4	18.5	11.1	3.8
Queensland	Bond University	31.7	15.4	5.9	18.9	5.0	18.5	27.3	13.3
Western Australia	The University of Notre Dame Australia	12.5*	-	15.0	13.3	15.6	17.7	12.5	9.0
<b>Non University Higher Education Providers (NUHEIs)</b>									
New South Wales	Australian Film, Television and Radio School	-	-	81.8	44.4*	14.3*	-	-	-
	Avondale College of Higher Education	-	-	-	25.0	18.2	-	10.0*	6.3*
	Moore Theological College	-	50.0	-	25.0*	-	-	50.0*	66.7*
	National Art School	-	-	-	-	-	-	66.7*	60.0
	Sydney College of Divinity	-	-	-	-	-	-	14.3*	25.0*
Victoria	MIECAT	-	-	50.0*	-	16.7*	-	-	-
South Australia	Adelaide College of Divinity	-	-	-	-	-	-	-	25.0*
	Australian Institute of Business	-	-	-	-	-	-	-	50.0*
	University College London	-	-	-	100*	-	-	-	-
Multi-State	Australian College of Theology	12.5*	20.0*	33.3*	-	-	7.7	-	3.8
<b>Total for Table A and B Institutions and NUHEIs</b>		<b>18.4</b>	<b>18.4</b>	<b>17.3</b>	<b>18.8</b>	<b>17.7</b>	<b>17.9</b>	<b>17.5</b>	<b>20.3</b>

<sup>#</sup>The high rate of completions for MRes courses in 2014 is a result of Macquarie University introducing its two year hybrid MRes program in 2013 and reporting its first MRes completions through this program in 2014.

\*Calculation is based on less than 10 students.

**Table 5: Six year completion rates for commencing Higher Degree Research (HDR) students by institution, 2007-2012, 2008-2013, 2009-2014, 2010-2015 and 2011-2016, %**

		2007	2008	2009	2010	2011	2012
<b>Table A Institutions</b>							
New South Wales	Charles Sturt University	26.3	21.6	28.0	21.2	25.0	34.1
	Macquarie University	44.3	44.8	45.0	46.3	53.2	53.0
	Southern Cross University	18.9	15.4	20.2	25.0	31.7	28.2
	The University of New England	31.8	43.5	35.2	25.0	34.2	43.6
	The University of Newcastle	30.3	37.1	44.0	44.4	48.5	43.4
	The University of Sydney	61.7	64.7	61.5	62.1	61.9	59.0
	University of New South Wales	60.8	61.6	62.0	62.2	62.0	56.5
	University of Technology Sydney	36.8	41.3	38.2	41.5	41.1	43.6
	University of Wollongong	35.6	40.4	44.0	41.1	37.1	47.1
	Western Sydney University	50.6	45.6	45.8	42.2	35.8	41.5
Victoria	Deakin University	42.8	55.6	46.2	41.4	48.2	50.9
	Federation University Australia	25.6	35.6	37.0	25.7	30.0	21.6
	La Trobe University	37.1	34.6	37.0	42.6	32.2	37.3
	Monash University	46.6	50.2	47.2	50.6	57.8	54.3
	RMIT University	34.3	43.0	43.4	45.5	40.5	52.8
	Swinburne University of Technology	28.9	40.7	36.4	40.7	36.8	27.5
	The University of Melbourne	49.7	51.6	49.1	49.8	52.9	52.5
	Victoria University	30.8	21.9	25.9	30.6	31.4	38.2
Queensland	Central Queensland University	42.6	38.5	45.1	33.8	28.1	26.0
	Griffith University	29.9	36.7	38.5	34.4	34.3	43.0
	James Cook University	46.6	40.5	32.8	32.9	39.0	44.3
	Queensland University of Technology	49.0	45.3	48.7	48.8	49.8	45.3
	The University of Queensland	43.7	53.5	54.4	51.9	51.6	57.2
	University of Southern Queensland	33.7	33.3	36.3	32.3	37.5	38.8
	University of the Sunshine Coast	46.2	44.0	30.3	40.0	43.8	52.1
Western Australia	Curtin University	29.9	29.7	27.8	27.1	34.2	29.8
	Edith Cowan University	37.6	37.8	39.0	41.3	42.3	47.1
	Murdoch University	32.9	19.8	30.6	26.4	38.3	37.9
	The University of Western Australia	42.0	45.5	50.3	43.7	46.9	51.6
South Australia	Flinders University	46.3	39.1	33.3	44.1	48.8	44.7
	The University of Adelaide	50.5	51.3	51.8	56.0	54.3	53.7
	University of South Australia	38.4	42.2	43.8	37.8	38.9	56.2
Tasmania	University of Tasmania	43.6	52.6	54.5	55.9	54.6	47.3
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	-	-	-	25.0*	16.7*	-
	Charles Darwin University	28.3	23.1	27.5	31.4	42.0	34.1
Australian Capital Territory	The Australian National University	45.9	48.2	43.2	46.5	39.0	45.3
Australian Capital Territory	University of Canberra	23.1	28.9	42.4	31.4	40.8	38.5
Multi-State	Australian Catholic University	33.8	23.5	23.6	26.2	26.6	26.3
<b>Table B Institutions</b>							
Victoria	University of Divinity	30.0	36.8	42.1	43.8	63.2	33.3
Queensland	Bond University	48.8	53.8	11.8	37.8	35.0	40.7
Western Australia	The University of Notre Dame Australia	50.0*	57.1*	25.0	26.7	28.1	35.5
<b>Non University Higher Education Providers (NUHEIs)</b>							
New South Wales	Australian Film, Television and Radio School	-	-	81.8	44.4*	14.3*	-
	Avondale College of Higher Education	-	-	9.1	41.7	27.3	-
	Moore Theological College	-	50.0	-	25.0*	-	-
	Sydney College of Divinity	-	-	-	-	20.0*	-
Victoria	MIECAT	-	-	100*	-	16.7*	-
	Tabor Adelaide	-	-	50.0*	16.7*	-	-
	University College London	-	-	-	100*	-	-
Multi-State	Australian College of Theology	37.5*	40.0*	50.0*	-	-	15.4*
<b>Total for Table A and B Institutions and NUHEIs</b>		<b>44.5</b>	<b>46.9</b>	<b>46.5</b>	<b>46.7</b>	<b>47.4</b>	<b>48.3</b>

\*Calculation is based on less than 10 students.

**Table 6: Nine year completion rates for commencing Higher Degree Research (HDR) students by institution, 2007-2015, 2008-2016 and 2009-2017, %**

		2007	2008	2009
<b>Table A Institutions</b>				
New South Wales	Charles Sturt University	57.9	38.6	53
	Macquarie University	66.7	60.9	63.9
	Southern Cross University	33.8	26.2	32.6
	The University of New England	43.2	55.0	52.5
	The University of Newcastle	56.4	57.0	58.5
	The University of Sydney	70.9	73.8	71.8
	University of New South Wales	68.1	70.3	69.0
	University of Technology Sydney	56.1	54.9	53.8
	University of Wollongong	53.3	61.2	62.2
	Western Sydney University	69.7	64.8	71.1
Victoria	Deakin University	64.1	71.6	63.6
	Federation University Australia	35.9	42.2	51.9
	La Trobe University	58.7	50.3	54.8
	Monash University	61.4	65.9	63.6
	RMIT University	50.4	57.0	57.8
	Swinburne University of Technology	43.4	59.3	51.9
	The University of Melbourne	65.1	67.6	67.3
	Victoria University	50.5	41.9	45.9
Queensland	Central Queensland University	55.1	51.9	60.8
	Griffith University	46.1	56.7	58.9
	James Cook University	64.8	58.1	58.2
	Queensland University of Technology	57.7	56.5	58.2
	The University of Queensland	64.8	69.8	70.0
	University of Southern Queensland	43.4	45.3	53.8
	University of the Sunshine Coast	66.7	52.0	45.5
Western Australia	Curtin University	42.9	47.1	42.6
	Edith Cowan University	53.5	55.1	51.1
	Murdoch University	50.7	35.4	51.2
	The University of Western Australia	54.5	60.4	61.2
South Australia	Flinders University	59.3	60.9	56.9
	The University of Adelaide	65.4	66.8	66.7
	University of South Australia	54.1	52.4	56.2
Tasmania	University of Tasmania	58	68.4	68.6
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	-	33.3*	8.3
	Charles Darwin University	54.3	43.6	32.5
Australian Capital Territory	The Australian National University	64.9	67.5	65.7
	University of Canberra	52.3	40	56.1
Multi-State	Australian Catholic University	43.7	36.8	33.3
<b>Table A and B Institutions</b>				
Victoria	University of Divinity	40.0	52.6	57.9
Queensland	Bond University	58.5	53.8	29.4
Western Australia	The University of Notre Dame Australia	75.0*	71.4*	35.0
<b>Non University Higher Education Providers (NUHEIs)</b>				
New South Wales	Australian Film, Television and Radio School	-	-	81.8
	Avondale College of Higher Education	-	-	18.2
	Moore Theological College	50.0*	57.1	-
	Sydney College of Divinity	-	-	50.0*
Victoria	MIECAT	-	-	100*
	Tabor Adelaide	-	-	50.0*
Multi-State	Australian College of Theology	50.0*	60.0*	66.7*
<b>Total for Table A and B Institutions and NUHEIs</b>		<b>59.7</b>	<b>61.6</b>	<b>61.6</b>

\*Calculation is based on less than 10 students.