higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

2000 TO 2008 FIRST TIME ENTERING UNDERGRADUATE COHORT STUDIES FOR PUBLIC HIGHER EDUCATION INSTITUTIONS

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Contents

List of Tables

List of Figures

1. 2000 to 2008 FIRST TIME ENTERING COHORT STUDIES

1.1. Introduction

During the period 1986 to 1998 the former Department of Education collected data on student enrolments, graduates and full time equivalents from the public higher education institutions in the form of aggregated tables known as the South African Post-Secondary Education (SAPSE) system. The shortcomings and limitations of the SAPSE system were identified in a review undertaken in May 1998. One of the major problems identified in that review was the difficulty experienced when accessing and manipulating the SAPSE data.[1]

In 2000 the new Higher Education Management Information system (HEMIS) was introduced. A benefit of the new system is the Department's ability to undertake more flexible analysis of the data.[2]

The White Paper for Post School Education and Training states "improvement of undergraduate throughput rates is a key strategy for increasing graduate outputs, for providing the skills needed by the economy, and for ensuring that larger numbers of students are available for postgraduate study".[3]

Following the publication of the White Paper, the Department made a decision to undertake cohort studies that will be updated on an annual basis to track the throughput rates of university students. These cohort studies will enable the Department to monitor the performance of the sector as well as that of individual institutions.

This is the first in a series of annual cohort studies that will be published on the Department's website. The focus here is on the 2000 to 2008 first time entering cohorts of South African students into undergraduate degrees and diplomas. The data presented enables a comparison of contact and distance education dropouts and throughputs, as well as comparisons by gender and population group. Due to difficulties in cleaning and verifying the data, this report does not present the cohort studies for students supported though the National Student Financial Aid Scheme (NSFAS), nor for students studying with disabilities. However the department intends to include these studies in future.

1.2. HEMIS Data Collection

HEMIS collects unit record data rather than aggregated or tabular data. Universities are required to submit audited data to the Department in a specified format by the 31st July each year for the prior academic year. This enables universities to identify all their graduates for the prior year having completing their final examinations and where applicable supplementary examinations and to audit their data before submission to the Department. The data submitted to the Department are a subset of the data from the universities' production database.

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[1] A new higher education statistical reporting system for staff and students – a concept paper, Department of Education, March 1999. p. 3

[2] A new higher education statistical reporting system for staff and students – a concept paper, Department of Education, March 1999. P. 8

[3] DHET (2013) White Paper for Post-Education and Training: Building an expanded, effective and integrated post-school system. Pretoria: Department of Higher Education and Training p. 33

The Department has provided the universities with PC software which enables them to validate their data and correct critical errors prior to submitting to the Department. The Universities are required to have their data audited by their external auditors before submitting to the Department at the 31st July each year. Once the department receives the final audited data, further validations and checks are undertaken before aggregated tables data are published.

1.3. Methodology

Cohort studies are the study of first time entering undergraduate students, who are tracked over a 10 year period to determine the percentage of students that have dropped out from their studies or who have completed their studies. The purpose of extending the study over a 10 year period is to take cognisance of the distance education method of educational provisioning.

Records are extracted from the HEMIS database for the base year data and filtered to only render the first-time entering undergraduate students. This includes students enrolled for three and four year undergraduate programmes. Only South African citizens are tracked, all the records containing non-valid South African National Identity numbers are removed from the dataset. The South African Identity number is used to track the progress of students.

The data for the base year consist of data fields for race, gender, field of study, graduation status, qualification type and the South African Identity number. Subsequent years do not need all these fields and only includes graduation status, qualification type and South African Identity number. It is assumed that the other fields remain the same throughout the study.

The second level of data cleaning is eliminating duplicate South African Identity numbers. The records are evaluated according to the following logic;

- The graduation status reflects a finish within the logical period of three years or four years depending upon the qualification type, not earlier. An earlier finish indicates a non-first-time entering student that was wrongfully enrolled as a first-time entering student and the record is removed from the tracking process.
- Where there are multiple fields of study, one is selected by choice should both records seem legitimate.

The third level of data cleaning looks at the multiple graduation status. Records are cleaned by removing the graduations after the first graduation status. This is to eliminate multiple graduation counts and false dropout counts.

The dataset is now ready for the calculations to be done. The calculations are done for all qualification types combined (three and four year qualifications) first and then it is done for the three and four year qualifications separately.

Dropouts are calculated by counting all the blank fields from one year in the table. Blank fields represent no student record and are regarded as a dropout. The total number of graduates in prior years have to be subtracted from this total to get the final dropout number. The difference between the sum of dropouts + graduates will be students who are still studying.

If a student drops out from one university and enters another institution then the student is not treated as a dropout. A student who changes courses is not treated as a dropout and a student who dropouts and returns at a later stage is accounted for in the study, and is not counted as a dropout.

During 2003 to 2005 the public higher education landscape underwent a transformation with the merger of a number of institutions taking place. During this process the number of public higher education institutions decreased to 23. At this time there were instances where course codes and entrance categories were changed and South African Identity numbers were not useable. In this study these records were taken out of the equation.

1.4. Cohort Studies covered in this report

This report covers the 2000 to 2008 national undergraduate cohort studies for public higher education institutions. Section 2 presents the national cohort studies for all undergraduate diplomas and degrees, and then disaggregates these to enable a comparison between dropouts and throughputs for contact and distance tuition. Section 3 of the report considers the national cohort studies for 3 year diplomas, combining contact and distance tuition, and then disaggregating by gender and population group. Section 4 of the report considers the national cohort studies for 3 year degrees, combining contact and distance tuition, and then disaggregating by gender and population group. Section 5 of the report considers the national cohort studies for 4 year (or more) degrees, also combining contact and distance tuition, and then disaggregating by gender and population group. Section 6 considers the national cohort studies for specific qualifications, such as the MBChB for medical doctors, as well as major fields of study. The final section provides an overview analysis of the cohort data presented and concludes the report.

2. NATIONAL COHORT STUDIES FOR ALL UNDERGRADUATE DEGREES AND DIPLOMAS IN CONTACT AND DISTANCE MODE

2.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts entering into undergraduate diplomas and degrees from 2000 to 2008. These include 3 year diplomas and degrees, 4 year degrees as well as any undergraduate degrees such as the MBCHB which normally take up to 6 years to complete. This includes all diplomas and degrees offered in contact and distance mode. Using the methodology described in the first section of the report, all first time entering South African undergraduate diploma and degree students entering in the years from 2000 through to 2008 are tracked. The numbers of first time entering students are first presented, followed by cohort tables showing the combined overall dropouts and graduates for the cohorts covered. These are then disaggregated into contact and distance mode.

2.2. First time entering numbers

Table 1 below reflects the actual number of first time entering (FTEN) undergraduate South African students tracked in the national cohort studies. It can be seen that the number of FTEN students increased from 98 095 in 2000 to 129 978 in 2008.

Table 1: Total first time entering undergraduate numbers

TOTAL FIRST TIME ENTERING UNDERGRADUATE		2000	2001	2002	2003	2004	2005	2006	2007	2008
African	Female	30685	35489	38974	41093	39567	36461	38310	45089	47357
	Male	27679	31061	34213	36507	36258	32214	32932	38451	37441
	Total	58364	66550	73187	77600	75825	68675	71242	83540	84798
Coloured	Female	3355	3826	4832	5306	5204	4705	5564	5551	5609
	Male	2837	3103	3750	4097	3932	3541	3643	3645	3624
	Total	6192	6929	8582	9403	9136	8246	9207	9196	9233
Indian	Female	3913	4187	5146	5212	5485	5462	5116	4372	4691
	Male	3153	3546	4004	4055	3949	4153	3611	3431	3596
	Total	7066	7733	9150	9267	9434	9615	8727	7803	8287
White	Female	13944	15419	17151	16770	16507	15120	16367	15842	14942
	Male	12529	13648	14875	14467	14921	13655	13924	13769	12716
	Total	26473	29067	32026	31237	31428	28775	30291	29611	27658
Total	Female	51897	58921	66103	68381	66763	61748	65357	70854	72599
	Male	46198	51358	56842	59126	59060	53563	54110	59296	57377
	Total	98095	110279	122945	127507	125823	115311	119467	130150	129976

2.3. Cumulative national dropout and throughput rates for undergraduate degrees and diplomas

Table 2 below shows the dropout and throughput rate of the 2000 to 2008 first time entering undergraduate cohorts for all 3 to 6 year undergraduate qualifications for contact and distance tuition.

Table 2: National total % dropout and graduates for 3 to 6 year undergraduate qualifications

NATIONAL TOTAL: 3 & 4 Year Quals									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	31.5	36.9	41.3	44.3	45.5	46.7	47.3	47.0	47.1
2001	29.6	38.4	41.8	44.4	47.0	48.0	47.8	47.9	47.3
2002	30.9	37.7	39.7	44.3	46.2	46.5	46.6	45.8	45.4
2003	26.4	34.8	39.1	42.9	44.3	44.5	43.7	43.2	42.9
2004	26.9	35.3	38.7	41.7	42.7	42.3	42.1	41.9	41.0
2005	25.1	33.4	35.6	37.9	38.5	38.8	38.7	37.8	38.3
2006	27.5	34.0	35.6	37.4	38.0	38.4	37.6	38.2	
2007	26.3	32.1	33.3	35.7	36.6	36.3	37.1		
2008	24.5	30.1	31.4	33.6	34.0	35.1	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.9	27.6	35.1	39.6	42.1	43.7	44.9	45.9
2001	14.8	27.4	34.6	39.2	41.5	43.1	44.3	45.4
2002	16.2	28.8	36.8	41.1	43.4	45.0	46.2	47.2
2003	15.3	29.8	37.9	42.5	45.0	46.7	48.0	49.1
2004	15.3	30.0	38.7	43.5	46.2	48.1	49.4	50.7
2005	15.4	31.2	40.7	46.0	49.0	50.9	52.5	53.9
2006	15.1	31.1	40.4	45.9	49.0	51.1	53.0	
2007	14.3	30.4	40.4	46.1	49.8	52.3		
2008	14.4	31.5	42.0	48.4	52.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

Table 2 includes both contact and distance mode of tuition. It should be noted that students undertaking their tuition by distance mode will take longer to complete their qualifications as they do not normally take a full course load each year. It is for this reason that 10 years of data is required to get an accurate picture of the throughput of a cohort.

In the section of Table 2 that shows dropouts (%), it can be seen that in 2001 (year 2) 31.5% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 47.1% of this cohort had dropped out.

For the 2005 first time entering cohort the dropout rate after the first year of study has improved with only 25.1% of the first time entering cohort having dropped out from their studies after the first year and by 2014 (year 10) 38.3% of this cohort had dropped out.

The throughput rate (% of graduates) after 10 years for the 2000 and 2005 first time entering cohort has improved from 45.9% to 53.9%. The difference between the dropouts and graduates in year 10 could be students still in progress but this cannot be determined until the 2015 audited data from universities are available.

2.4. Cumulative national dropout and throughput rates for undergraduate degrees and diplomas through contact mode

Table 3 below shows the dropout and throughput rate of the 2000 to 2008 first time entering undergraduate cohorts for all 3 to 6 year undergraduate qualifications by contact tuition.

Table 3: National total % dropout and graduates for 3 to 6 year undergraduate qualifications in contact tuition

NATIONAL TOTAL CONTACT: 3 & 4 Year Quals									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	23.6	29.6	34.9	39.0	40.2	41.7	42.1	42.1	42.0
2001	22.6	32.4	36.6	39.5	42.5	43.4	43.7	43.6	43.6
2002	25.6	32.9	34.1	39.8	42.0	42.8	42.8	42.6	42.5
2003	20.3	28.1	32.9	37.6	39.5	39.9	39.9	39.9	39.8
2004	20.1	28.9	32.4	36.6	37.7	38.0	38.2	38.2	37.9
2005	19.1	26.2	28.9	31.5	32.9	33.6	33.8	33.5	33.6
2006	18.1	24.7	25.7	28.5	30.0	30.5	30.5	30.7	
2007	17.5	22.9	23.8	27.2	28.5	29.2	29.4		
2008	16.6	22.0	23.4	26.2	27.5	28.2	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	18.8	35.1	44.2	49.3	51.9	53.4	54.4	55.2
2001	18.3	34.3	42.9	48.2	50.6	52.0	53.0	53.7
2002	18.4	34.5	44.2	49.2	51.6	53.0	54.0	54.7
2003	18.6	36.9	46.5	51.7	54.1	55.6	56.6	57.3
2004	18.7	37.1	47.5	52.9	55.5	57.2	58.2	59.0
2005	19.8	40.0	51.3	57.1	60.0	61.6	62.7	63.6
2006	20.6	41.9	53.5	59.7	62.7	64.5	65.8	
2007	19.5	41.3	53.9	60.4	63.7	65.7		
2008	19.3	41.8	54.6	61.4	64.8	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of table 3 indicated as dropouts (%) it can be seen that in 2001 (year 2) 23.6% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 42.0% of the cohort had dropped out. In comparison the 2005 first time entering cohort saw an improvement in the dropout rate with 19.1% of the first time entering cohort having dropped out after their first year of study and 33.6% having dropped out after year 10.

In section of the table showing graduates (%) it is noted that there has been a slight improvement in the throughput rate after year 3 between the 2000 and 2005 cohorts; from 18.8% to 19.8%. Considering that this table includes qualifications with a minimum duration of 3 and 4 years and that the MBCHB for medical doctors has a duration of 6 years it is

noted there has been substantial improvement in the throughput rate from 49.3 % of the 2000 cohort graduating after year 6 to 57.1% and 61.4% of the 2005 and 2008 cohorts respectively graduating after year 6.

2.5. Cumulative national dropout and throughput rates for undergraduate degrees and diplomas through distance mode

Table 4 below shows the dropout and throughput rate of the 2000 to 2008 first time entering undergraduate cohorts for all 3 to 6 year undergraduate qualifications by distance tuition.

Table 4: National total % dropout and graduates for 3 to 6 year undergraduate qualifications in distance tuition

NATIONAL TOTAL DISTANCE: 3 & 4 Year Quals									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	56.8	66.0	71.3	73.7	76.9	78.2	79.2	79.2	80.1
2001	55.2	65.0	69.5	74.1	76.7	78.3	78.3	79.1	79.1
2002	49.9	59.7	67.2	70.8	72.8	73.5	74.2	74.1	74.2
2003	50.1	64.8	71.2	73.9	75.7	76.2	76.0	75.8	75.9
2004	52.0	64.6	69.7	72.2	74.0	74.2	74.5	74.6	73.8
2005	47.4	63.4	67.8	70.6	71.9	72.9	73.9	72.9	74.4
2006	52.7	64.1	69.3	71.6	72.6	73.6	72.8	74.5	
2007	48.0	59.0	63.7	66.2	68.0	67.3	69.8		
2008	46.5	57.5	61.8	65.0	65.3	68.3	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	3.2	5.4	7.4	8.6	9.4	10.2	11.0	11.6
2001	3.2	5.2	7.0	8.3	9.2	10.1	11.1	12.0
2002	9.0	11.0	12.7	13.9	14.9	15.9	16.8	17.6
2003	4.3	6.1	7.8	9.4	10.7	11.9	13.1	14.1
2004	4.1	6.3	8.3	10.0	11.6	12.9	14.0	15.3
2005	1.8	3.9	6.3	8.5	10.3	11.8	13.4	14.8
2006	1.9	4.2	6.6	8.7	10.5	12.2	14.0	
2007	2.7	5.6	8.4	10.9	13.6	15.9		
2008	1.7	4.7	7.7	11.3	14.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 4 indicated as dropouts (%) it can be seen that in 2001 (year 2) 56.8% of the cohort had dropped out after their first year of study and by 2009 (year 10) 80.1% of the cohort had dropped out. For the 2005 first time entering cohort it can be seen that the dropout rate after the first year of study has improved from 56.8% for the 2000 cohort to 47.4% and from 80.1% to 74.4% after year 10.

In the section of the table showing graduates (%) it is noted that the throughput rate in year 3 is 3.2% for the 2000 cohort and this dropped to 1.8% for the 2005 first time entering cohort. However, as this study is for the distance mode of tuition a longer period of time is required for tracking the students, preferably a minimum of 8 years of data. Over a 10 year period the

graduation rate has shown a slight improvement from 11.6% for the 2000 cohort to 14.8% for the 2005 cohort.

2.6. Conclusion

The cohort studies presented above provide a holistic national picture of all undergraduate dropouts and throughputs for the 2000 to 2008 cohorts of South African Students in the public higher education system. While there has been a general improvement in the throughput rates when comparing the 2000 cohort to the 2005 (where ten years of data is available) and the 2008 cohort where only 7 years of data is available, the overall throughput remains low with 53.9% of the 2005 cohort graduating after 10 years and 52.1% of the 2008 cohort graduating after 7 years. This means that just under half of the young people who enter undergraduate degrees (in either contact or distance mode of tuition) never graduate. This is a major challenge for the system as it not only is costly in monetary terms, with the huge investment in subsidies that do not result in graduates, but also in human terms as these young people leave the system without qualifications.

In comparing the dropouts and throughputs between contact and distance modes of tuition, a stark difference is noted. Students studying through distance tuition have a very low throughput rate over 10 years of study.

19.8% of students entering in the 2005 cohort in contact mode had graduated after 3 years of study, 57.1% after 6 years[4] of study, and 63.6% after 10 years of study. In comparison 8.5% of students entering in the 2005 cohort in distance mode had graduated after 6 years of study, and 14.8% after 10 years of study.

Further research and data analytics is required to better understand the factors influencing these poor throughput rates. Effective interventions must be found to ensure that students who gain access through distance mode are supported to enable a reasonable chance of success, especially if distance education and open learning modes are to be used to increase the growth of enrolments in higher education, as suggested in the 2013 White Paper.

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[4] 6 years is taken as a year of comparison since some qualifications such as the MBChB have a minimum study period of 6 years.

3. NATIONAL COHORT STUDIES FOR 3 YEAR DIPLOMAS

3.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts entering into undergraduate 3 year diplomas from 2000 to 2008 in contact and distance mode. Using the methodology described in the first section of the report, all first time entering South African undergraduate diploma students entering in the years from 2000 through to 2008 are tracked. The numbers of first time entering students are first presented, followed by cohort tables showing the combined overall dropouts and graduates for the cohorts covered. These are then disaggregated according to gender and population group. In all cases the tables show the combined contact and distance mode dropouts and graduates (throughputs).

3.2. First time entering numbers for 3 year diplomas

Table 5 below reflects the actual number of first time entering undergraduate South African students used for the 3 year diplomas cohort studies. It can be seen that the number of FTEN diploma students increased from 42 223 in 2000 to 55 410 in 2008.

Table 5: First time entering numbers for 3 year undergraduate diplomas

3 YEAR DIPLOMA: FIRST TIME ENTERING UNDERGRADUATE		2000	2001	2002	2003	2004	2005	2006	2007	2008
African	Female	16896	18575	21121	22959	23125	20175	19803	23345	24720
	Male	15668	15626	17774	19467	21497	18293	17617	19513	20743
	Total	32564	34201	38895	42426	44622	38468	37420	42858	45463
Coloured	Female	1506	1521	2074	1991	1768	1463	1949	1880	1742
	Male	1630	1541	1971	1964	1916	1594	1627	1579	1576
	Total	3136	3062	4045	3955	3684	3057	3576	3459	3318
Indian	Female	544	887	1101	649	687	800	983	693	709
	Male	765	1109	1261	851	841	1064	1012	882	1005
	Total	1309	1996	2362	1500	1528	1864	1995	1575	1714
White	Female	2162	2369	2319	2179	2538	2316	3101	2252	1993
	Male	3052	2900	3205	2853	3965	3462	3374	3312	2922
	Total	5214	5269	5524	5032	6503	5778	6475	5564	4915
Total	Female	21108	23352	26615	27778	28118	24754	25836	28170	29164
	Male	21115	21176	24211	25135	28219	24413	23630	25286	26246
	Total	42223	44528	50826	52913	56337	49167	49466	53456	55410

3.3. Cumulative national dropout and throughput rates for 3 year undergraduate diplomas

Table 6 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition

Table 6: National total % dropout and graduates for 3 year diplomas

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	42.2	49.3	53.3	56.1	57.4	58.7	58.7	58.0	58.0
2001	43.1	54.1	56.4	58.1	61.5	62.0	61.4	61.4	60.5
2002	44.9	50.4	50.0	56.6	57.9	57.8	57.8	56.6	55.9
2003	33.5	43.9	49.0	53.1	53.9	53.8	52.4	51.5	51.0
2004	35.0	45.9	48.2	51.8	52.5	51.4	51.0	50.3	49.1
2005	33.4	43.4	44.3	46.9	47.0	46.7	46.1	45.0	45.3
2006	35.6	43.9	44.2	46.3	46.6	46.6	45.6	45.9	Data not available
2007	33.6	40.9	40.7	43.7	44.3	43.8	44.1		
2008	31.6	38.5	39.2	42.1	42.4	43.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	12.2	20.2	25.4	28.2	30.3	31.8	33.0	34.1
2001	12.0	19.1	23.1	26.2	28.0	29.5	30.6	31.6
2002	15.4	22.0	27.4	30.3	32.2	33.7	34.9	36.1
2003	15.5	24.8	30.6	33.8	35.9	37.4	39.0	40.2
2004	15.0	24.4	30.8	34.6	37.0	38.9	40.4	41.7
2005	15.3	25.9	33.3	37.7	40.6	42.6	44.4	45.9
2006	15.3	26.0	33.2	37.7	40.6	42.8	44.6	Data not available
2007	14.9	25.6	33.4	38.2	41.6	44.3		
2008	13.7	25.4	33.8	39.3	43.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 6 indicated as dropouts (%) it can be seen that in 2001 (year 2) 42.2% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 58.0% of the cohort had dropped out. For the 2005 first time entering cohort, the dropout rate has improved with 33.4% of the first time entering cohort having dropped out after their first year of study and 45.3% after year 10.

The section of Table 6 showing graduates (%) indicates that there has been an improvement between the 2000 cohort and the 2005 cohort in the throughput rate in minimum time (3 years) from 12.2% to 15.3% respectively. There has been a more significant improvement in the throughput after year 5 from 25.4% to 33.3%, and after 10 years from 34.1% to 45.9%. More encouraging is the improvement in throughput of the 2008 cohort, which shows a throughput of 33.8% after 5 years and 43.1% after 7 years.

3.4. Cumulative national dropout and throughput rates for 3 year undergraduate diplomas by gender

Table 7 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate female cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 7: National total % dropout and graduates for 3 year undergraduate diplomas: female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	39.4	46.2	49.5	52.3	53.8	54.8	54.5	53.5	53.7
2001	39.7	50.8	52.7	54.5	57.6	57.8	56.9	57.1	55.8
2002	42.1	47.5	47.2	53.6	55.1	54.7	54.7	53.0	52.2
2003	31.8	42.0	46.6	50.7	51.3	50.9	49.4	48.4	47.5
2004	33.3	43.3	45.1	49.0	49.7	48.3	47.4	46.5	45.2
2005	31.7	41.1	41.3	44.2	44.1	43.3	42.2	41.1	41.4
2006	35.8	43.6	43.4	45.7	45.7	45.5	44.3	44.6	
2007	33.1	39.7	38.8	41.7	42.0	41.4	41.7		
2008	32.4	39.0	38.7	41.2	41.6	42.2	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.7	23.7	29.5	32.4	34.4	36.0	37.1	38.2
2001	14.8	22.8	27.2	30.4	32.2	33.6	34.8	35.8
2002	18.8	25.7	31.2	33.9	35.7	37.2	38.4	39.5
2003	18.2	28.2	34.0	37.1	39.2	40.7	42.3	43.5
2004	18.1	28.2	34.6	38.1	40.4	42.3	43.8	45.3
2005	18.1	29.5	37.0	41.3	44.0	46.0	47.9	49.4
2006	17.0	28.0	35.3	39.4	42.2	44.3	46.0	
2007	17.5	28.9	36.7	41.3	44.5	47.0		
2008	15.4	27.6	35.7	40.9	44.5	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 7 indicated as dropouts (%) it can be seen that in 2001 (year 2) 39.4% of the 2000 first time entering female cohort had dropped out after their first year of study and by 2009 (year 10) 53.7% of the female cohort had dropped out. For the 2005 first time entering female cohort the dropout rate has improved with 31.7% of the first time entering cohort having dropped out after their first year of study and 41.4% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time (3 years) between the 2000 female cohort and the 2005 female cohort from 14.7% to 18.1% respectively and a more substantial improvement in the throughput after year 5 from 29.5% to 37.0%, and after year 10 from 38.2% to 49.4%.

Table 8 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate male cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 8: National total % dropout and graduates for 3 year undergraduate diplomas: male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	45.0	52.3	57.0	59.9	60.9	62.5	62.7	62.4	62.3
2001	46.8	57.6	60.4	62.0	65.8	66.4	66.1	66.1	65.6
2002	48.0	53.6	53.1	59.8	61.1	61.1	61.2	60.6	60.1
2003	35.4	46.0	51.6	55.7	56.8	56.9	55.8	55.0	54.8
2004	36.7	48.4	51.4	54.5	55.2	54.5	54.4	54.0	52.9
2005	35.0	45.7	47.4	49.6	50.0	50.2	50.0	48.8	49.2
2006	35.4	44.2	45.0	47.1	47.6	47.8	46.9	47.3	
2007	34.3	42.3	42.9	46.0	46.8	46.5	46.9		
2008	30.8	37.9	39.7	43.0	43.4	44.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	9.6	16.6	21.2	24.0	26.2	27.7	28.9	30.0
2001	8.9	15.0	18.8	21.7	23.5	24.9	26.0	27.0
2002	11.6	18.0	23.3	26.4	28.4	29.8	31.1	32.3
2003	12.6	21.2	26.8	30.2	32.2	33.9	35.3	36.5
2004	12.0	20.6	27.2	31.1	33.6	35.6	37.0	38.3
2005	12.4	22.2	29.6	34.1	37.1	39.2	40.8	42.4
2006	13.4	23.8	30.9	35.8	38.8	41.0	43.0	
2007	12.1	22.0	29.7	34.7	38.4	41.2		
2008	11.8	23.0	31.8	37.6	41.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 8 indicated as dropouts (%) it can be seen that in 2001 (year 2) 45.0% of the 2000 first time entering male cohort had dropped out after their first year of study and by 2009 (year 10) 62.3% of the male cohort had dropped out. For the 2005 first time entering male cohort the dropout rate has improved with 35.0% of this cohort having dropped out after their first year of study and 49.2% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 male cohort from 9.6% to 12.4% respectively and that there has also been an improvement in the throughput after year 5 from 21.2% to 29.6%, and after year 10 from 30% to 42.4%.

It is noted that in all cohorts from 2000 through to 2008 female students have outperformed male students.

3.5. Cumulative national dropout and throughput rates for 3 year undergraduate diplomas by population group and gender

In this section the cohort tables are disaggregated by population group. For each population group (South African black African, Coloured, Indian and White), the tables are further disaggregated by gender.

Table 9 below shows the dropout and throughput rate for African students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 9: National total % dropout and graduates for 3 year undergraduate diplomas: African students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	42.3	49.4	54.3	57.1	58.6	59.7	59.8	59.0	58.9
2001	43.3	53.6	57.1	59.3	62.7	63.2	62.4	62.5	61.5
2002	43.9	49.6	51.1	57.5	59.0	58.8	58.7	57.5	56.7
2003	33.2	43.9	50.4	54.4	55.2	54.9	53.5	52.4	51.8
2004	35.1	46.3	50.3	53.5	54.2	53.1	52.5	51.7	50.3
2005	33.9	43.8	46.8	48.7	48.7	48.3	47.6	46.4	46.7
2006	33.3	42.1	44.5	46.3	46.3	46.3	45.1	45.6	
2007	34.3	41.4	43.1	45.5	46.0	45.5	45.8		
2008	32.1	39.0	41.1	43.8	44.1	44.6	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	10.2	18.5	23.7	26.6	28.7	30.4	31.5	32.7
2001	11.0	17.8	21.8	24.9	26.7	28.1	29.2	30.2
2002	14.6	21.1	26.3	29.1	31.0	32.3	33.6	34.7
2003	13.9	23.2	29.0	32.3	34.4	35.9	37.4	38.6
2004	13.1	22.4	28.8	32.5	34.9	36.8	38.3	39.8
2005	13.1	23.7	31.1	35.5	38.3	40.3	42.2	43.7
2006	13.4	24.5	32.0	36.6	39.6	41.9	43.9	
2007	12.6	23.3	31.1	35.8	39.3	41.9		
2008	11.9	23.4	31.7	37.1	40.8	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 42.3% of the 2000 first time entering African student cohort had dropped out after their first year of study and by 2009 (year 10) 58.9% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has improved with 33.9% of the cohort having dropped out after their first year of study and 46.7% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 10.2% to 13.1% respectively but there has been a more substantial

improvement in the throughput after year 5 from 23.7% to 31.1%, and after year 10 from 32.7% to 43.7%.

The African cohort tables are further disaggregated by gender. Table 10 shows the dropout and throughput rate for African female students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition. Table 11 shows this information for African male students.

Table 10: National total % dropout and graduates for 3 year undergraduate diplomas: African Female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	40.1	46.9	51.0	53.8	55.4	56.4	56.2	54.9	55.0
2001	40.5	51.0	54.0	56.1	59.2	59.7	58.6	58.7	57.3
2002	41.5	47.1	48.3	54.7	56.4	56.0	55.8	54.1	53.0
2003	31.8	42.3	48.3	52.2	52.8	52.2	50.7	49.5	48.5
2004	33.7	44.1	47.5	50.8	51.4	50.0	49.1	48.0	46.5
2005	32.9	42.2	44.5	46.5	46.2	45.2	44.1	42.9	43.1
2006	32.6	41.0	42.9	44.6	44.5	44.2	42.8	43.2	
2007	34.1	40.5	41.3	43.5	43.7	42.9	43.4		
2008	33.0	39.7	40.9	42.9	43.2	43.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	12.0	21.3	27.3	30.3	32.3	34.1	35.3	36.4
2001	13.3	20.9	25.3	28.5	30.4	31.8	32.8	33.9
2002	17.6	24.3	29.7	32.4	34.2	35.6	36.8	37.9
2003	16.0	26.1	32.1	35.4	37.5	39.0	40.6	41.8
2004	15.6	25.7	32.2	35.8	38.2	40.1	41.6	43.2
2005	15.1	26.7	34.2	38.5	41.3	43.4	45.3	46.9
2006	14.7	26.8	34.6	38.9	42.0	44.3	46.2	
2007	14.7	26.2	34.1	38.8	42.1	44.6		
2008	13.1	25.3	33.5	38.7	42.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 10 indicated as dropouts (%) it can be seen that in 2001 (year 2) 40.1% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 55.0% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate after the first year of study and year 10 there has improved with 32.9% and 43.1% of the first time entering cohort having dropped out respectively.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 12.0% to 15.1% respectively but there has been a more substantial improvement in the throughput after year 5 from 27.3% to 34.2%, and after year 10 from 36.4% to 46.9%.

Table 11 below shows the dropout and throughput rate for African male students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition

Table 11: National total % dropout and graduates for 3 year undergraduate diplomas: African Male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	44.7	52.0	57.8	60.6	62.1	63.4	63.7	63.4	63.1
2001	46.5	56.6	60.8	62.9	66.7	67.4	66.9	67.0	66.3
2002	46.7	52.7	54.4	60.9	62.0	62.1	62.2	61.5	61.0
2003	34.8	45.6	52.8	56.9	58.1	58.1	56.8	55.9	55.6
2004	36.6	48.6	53.3	56.2	57.1	56.3	56.1	55.7	54.3
2005	35.0	45.6	49.3	51.1	51.6	51.8	51.5	50.2	50.6
2006	34.2	43.4	46.3	48.1	48.4	48.6	47.7	48.3	
2007	34.7	42.5	45.1	47.9	48.7	48.7	48.8		
2008	30.9	38.1	41.4	44.8	45.3	45.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	8.3	15.4	19.9	22.7	24.8	26.3	27.5	28.6
2001	8.4	14.2	17.8	20.6	22.4	23.8	24.9	25.8
2002	11.1	17.3	22.3	25.1	27.1	28.5	29.7	30.8
2003	11.5	19.8	25.4	28.6	30.7	32.2	33.7	34.9
2004	10.6	19.0	25.2	29.1	31.5	33.4	34.8	36.1
2005	10.9	20.5	27.7	32.1	34.9	37.0	38.6	40.2
2006	11.8	22.0	29.2	33.9	36.9	39.2	41.4	
2007	10.2	19.9	27.4	32.2	35.9	38.6		
2008	10.5	21.1	29.6	35.2	39.0	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of Table 11 indicated as dropouts (%) it can be seen that in 2001 (year 2) 44.7% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 63.1% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has improved with 35.0% of the first time entering cohort having dropped out after their first year of study and 50.6% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 8.3% to 10.9% respectively but there has been a more substantial improvement in the throughput after year 5 from 19.9% to 27.7%, while after year 10 it has improved from 28.6% to 40.2 %.

Comparing Tables 10 and 11 it is clear that female students have outperformed male students in every cohort from 2000 through to 2008.

Table 12 below shows the dropout and throughput rate for Coloured students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 12: National total % dropout and graduates for 3 year undergraduate diplomas: Coloured students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	43.0	48.5	49.9	52.1	53.6	55.3	54.2	54.2	54.6
2001	38.5	47.7	48.2	51.3	53.3	51.9	52.4	52.4	51.5
2002	41.2	48.3	49.5	53.7	54.4	54.1	54.3	53.4	53.1
2003	36.4	47.0	48.2	51.4	52.0	52.7	50.7	50.7	49.8
2004	41.0	51.9	52.1	53.9	55.4	54.3	54.0	53.8	53.0
2005	34.0	46.6	44.2	49.3	48.7	47.8	47.4	46.2	46.8
2006	45.6	54.1	50.5	53.4	53.5	53.5	52.1	52.3	
2007	33.7	42.0	38.8	41.9	42.4	41.6	42.3	Data not available	
2008	31.1	39.0	37.1	40.4	41.2	41.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	15.2	23.3	29.0	31.8	33.8	35.4	36.7	37.8
2001	17.2	26.0	31.2	34.4	36.5	38.4	40.0	41.0
2002	19.3	26.6	31.9	34.6	36.6	38.2	39.6	40.8
2003	19.2	28.6	33.4	36.7	38.5	40.0	41.9	43.1
2004	16.0	25.2	30.6	33.7	36.0	37.7	39.0	40.3
2005	18.9	28.4	35.2	38.6	41.5	43.6	45.2	46.8
2006	17.7	26.9	31.7	35.4	38.0	39.6	41.1	
2007	21.3	31.9	39.1	43.2	46.2	48.8	Data not available	
2008	20.5	32.1	38.9	44.0	47.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 43.0% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 54.6% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has improved with 34.0% of the first time entering cohort having dropped out after their first year of study and 46.8% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 15.2% to 18.9% respectively and that there has also been an improvement in the throughput after year 5 from 29.0% to 35.2%, and after year 10 from 37.8% to 46.8%.

The cohort tables for Coloured students are further disaggregated by gender. Table 13 shows the dropout and throughput rate for Coloured female students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition. Table 14 shows this information for Coloured male students.

Table 13: National total % dropout and graduates for 3 year undergraduate diplomas: Coloured Female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	38.0	43.1	44.9	46.7	48.6	50.0	47.8	48.8	49.1
2001	33.3	43.7	42.4	45.2	47.1	45.9	44.6	45.0	43.3
2002	38.9	46.0	46.0	49.1	49.1	48.9	48.8	47.3	47.1
2003	33.2	43.7	43.1	46.9	47.6	48.8	46.6	46.9	44.9
2004	37.2	47.9	46.9	48.9	51.4	49.1	48.5	48.6	47.9
2005	28.6	39.8	36.4	41.2	42.2	40.8	40.3	39.2	39.9
2006	46.6	54.6	49.8	53.2	53.0	53.1	52.3	53.1	
2007	30.8	37.9	35.2	38.9	39.1	38.7	38.5		
2008	30.9	38.6	35.2	37.9	39.8	39.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	20.5	29.1	34.7	37.9	39.5	41.1	42.3	43.3
2001	22.9	32.2	37.9	40.9	43.1	45.3	47.3	48.3
2002	24.8	33.0	38.1	40.4	42.6	44.4	45.8	47.0
2003	24.8	34.3	38.4	41.3	43.1	44.2	46.3	47.7
2004	21.2	30.8	36.1	39.1	41.2	43.0	44.3	45.7
2005	24.5	35.7	42.5	46.3	48.7	50.6	51.9	53.9
2006	20.1	28.9	33.7	36.9	39.1	40.5	41.4	
2007	26.5	37.7	44.2	47.7	50.5	52.9		
2008	24.8	36.2	41.9	46.9	49.8	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 38.0% of the 2000 first time entering coloured female cohort had dropped out after their first year of study and by 2009 (year 10) 49.1% of the cohort had dropped out. For the 2005 first time entering coloured female cohort the dropout rate has improved with 28.6% of the first time entering cohort having dropped out after their first year of study and 39.9% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 coloured female cohort and the 2005 coloured female cohort from 20.5% to 24.5% respectively and that there has been a more substantial improvement in the throughput after year 5 from 34.7% to 42.5%, and after year 10 from 43.3% to 53.9%.

Table 14 below shows the dropout and throughput rate for Coloured male students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 14: National total % dropout and graduates for 3 year undergraduate diplomas: Coloured Male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	47.7	53.4	54.6	57.1	58.3	60.2	60.0	59.3	59.8
2001	43.6	51.7	53.9	57.4	59.3	57.7	60.1	59.5	59.5
2002	43.6	50.8	53.3	58.5	60.1	59.7	60.1	59.8	59.4
2003	39.6	50.4	53.3	55.9	56.3	56.6	54.9	54.6	54.8
2004	44.4	55.5	57.0	58.5	59.0	59.1	59.1	58.6	57.7
2005	39.0	52.8	51.3	56.8	54.8	54.1	53.9	52.6	53.2
2006	44.5	53.6	51.3	53.5	54.2	53.9	51.8	51.3	
2007	37.0	46.9	43.0	45.5	46.4	44.9	46.7		
2008	31.4	39.5	39.3	43.1	42.8	44.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	10.4	18.0	23.7	26.2	28.5	30.2	31.5	32.8
2001	11.7	19.9	24.6	27.9	30.0	31.6	32.8	33.8
2002	13.4	19.9	25.4	28.4	30.3	31.6	33.1	34.3
2003	13.7	22.8	28.4	32.0	33.9	35.7	37.4	38.5
2004	11.3	20.1	25.5	28.7	31.3	32.9	34.2	35.4
2005	13.7	21.6	28.5	31.5	34.9	37.2	39.1	40.4
2006	14.8	24.5	29.3	33.7	36.7	38.7	40.7	
2007	15.1	25.0	33.0	37.9	41.1	44.0		
2008	15.6	27.5	35.5	40.9	44.5	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 47.7% of the 2000 first time entering coloured male cohort had dropped out after their first year of study and by 2009 (year 10) 59.8% of the cohort had dropped out. For the 2005 first time entering coloured male cohort there has been some improvement in the dropout rate with 39.0% of the first time entering cohort having dropped out after their first year of study and 53.2% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 coloured male cohort and the 2005 coloured male cohort from 10.4% to 13.7% respectively and similarly there has been an improvement in the throughput after year 5 from 23.7% to 28.5%, and after year 10 from 32.8% to 40.4%..

Table 15 below shows the dropout and throughput rate for Indian students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 15: National total % dropout and graduates for 3 year undergraduate diplomas: Indian students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	41.1	53.2	64.9	65.8	59.0	63.3	61.6	61.8	62.3
2001	Data not available								
2002									
2003	34.5	43.2	46.3	49.3	48.3	49.5	47.6	46.9	46.1
2004	31.5	42.1	40.7	42.9	43.1	40.2	39.6	39.3	37.5
2005	29.1	40.1	37.4	39.4	38.4	37.1	35.8	34.9	35.1
2006	38.2	45.2	41.7	41.9	42.6	41.7	40.4	40.0	
2007	31.6	39.3	35.7	36.9	35.5	34.4	35.0		
2008	30.1	36.4	32.5	32.7	30.8	33.4	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	11.4	16.8	19.8	22.0	24.2	25.8	27.8	29.2
2001	Data not available							
2002								
2003	16.2	26.0	32.5	36.0	38.6	40.9	43.2	44.4
2004	18.0	29.0	36.6	41.2	44.6	47.6	50.2	51.9
2005	17.3	27.9	37.5	43.4	48.0	50.8	53.7	56.2
2006	17.9	27.4	35.9	41.3	45.1	48.3	50.2	
2007	18.5	29.0	37.4	44.0	47.8	52.1		
2008	15.0	28.0	39.2	46.7	52.8	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 41.1% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 62.3% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown substantial improvement with 29.1% of the first time entering cohort having dropped out after their first year of study and 35.1% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 11.4% to 17.3% respectively but there has been a significant improvement in the throughput after year 5 from 19.8% to 37.5%, and after year 10 from 29.2% to 56.2%.

It should be noted the reason for data not being available for 2001 and 2002 is that during this period Technikon Natal and ML Sultan Technikon were in the process of merging. There are inconsistencies in their datasets for these two years, and therefore the data is not usable. The Department is attempting to determine the causes of the data anomalies for these two institutions. This however does not have a significant impact on the overall dropout and throughput rates for the system.

The cohort tables for Indian students are further disaggregated by gender. Table 16 shows the dropout and throughput rate for Indian female students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the

contact and distance mode of tuition. Table 17 shows this information for Coloured male students.

Table 16: National total % dropout and graduates for 3 year undergraduate diplomas: Indian female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	35.6	47.5	56.5	58.1	52.7	56.7	54.8	53.7	55.9
2001									
2002	Data not available								
2003	33.2	40.5	42.5	43.3	42.2	43.1	39.9	40.0	39.9
2004	28.2	35.5	31.1	35.8	34.4	32.3	31.4	31.6	27.8
2005	23.2	33.1	26.6	28.3	28.3	28.0	25.5	24.7	25.8
2006	39.9	46.6	41.8	40.4	40.9	39.5	38.8	38.7	
2007	29.1	36.0	27.7	29.0	29.5	28.1	26.8		
2008	27.3	32.1	24.2	24.9	23.0	25.5	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	18.6	34.7	42.5	49.1	54.0	55.7	59.5	60.1
2001								
2002	Data not available							
2003	22.6	34.6	39.3	42.8	45.6	47.8	50.6	51.6
2004	28.1	39.6	47.3	52.0	54.6	57.5	59.4	61.1
2005	27.2	39.3	49.8	55.8	59.4	62.4	64.9	67.3
2006	22.4	31.8	40.6	45.5	48.2	51.0	53.2	
2007	25.2	39.6	47.1	54.2	57.6	61.8		
2008	22.3	37.7	46.9	54.4	61.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 35.6% of the 2000 first time entering Indian female cohort had dropped out after their first year of study and by 2009 (year 10) 55.9% of the Indian female cohort had dropped out. For the 2005 first time entering Indian female cohort the dropout rate there has been a substantial improvement with 23.2% of the first time entering Indian female cohort having dropped out after year their first year of study and 25.8% after year 10.

The section of the table showing graduates (%) indicates that there has been a significant improvement in the throughput rate in minimum time between the 2000 Indian female Indian female cohort and the 2005 cohort from 18.6% to 27.2% respectively and there has also been an improvement in the throughput after year 5 from 42.5% to 49.8%, and after year 10 from 60.1% to 67.3% respectively.

It is noted that the performance of Indian female students is markedly better than that of African and Coloured female students, as well as above that of all Indian students.

Table 17 shows the dropout and throughput rate for Indian male students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 17: National total % dropout and graduates for 3 year undergraduate diplomas: Indian male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	45.0	57.2	70.9	71.3	63.5	67.9	66.4	67.5	66.9
2001									
2002				Data not available					
2003	35.4	45.3	49.1	53.8	52.8	54.2	53.4	52.0	50.8
2004	34.2	47.4	48.5	48.6	50.2	46.6	46.4	45.5	45.5
2005	33.6	45.4	45.5	47.7	45.9	43.9	43.5	42.5	42.0
2006	36.5	43.8	41.6	43.3	44.2	43.8	41.8	41.1	
2007	33.6	41.8	42.1	43.1	40.1	39.3	41.5		
2008	32.1	39.4	38.2	38.1	36.3	39.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	6.2	10.9	14.0	16.3	18.6	20.6	22.6	24.5
2001								
2002				Data not available				
2003	11.4	19.5	27.3	30.9	33.2	35.7	37.6	39.1
2004	9.8	20.3	27.8	32.3	36.4	39.6	42.7	44.3
2005	10.0	19.4	28.2	34.1	39.4	42.1	45.4	48.0
2006	13.4	23.0	31.3	37.2	42.1	45.7	47.2	
2007	13.2	20.6	29.9	36.0	40.1	44.4		
2008	9.9	21.2	33.8	41.3	46.9	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 45.0% of the 2000 first time entering Indian male cohort had dropped out after their first year of study and by 2009 (year 10) 66.9% of the Indian male cohort had dropped out. For the 2005 first time entering Indian male cohort the dropout rate has shown substantial improvement with 33.6% of the first time entering Indian male cohort having dropped out their first year of study and 42.0% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 Indian male cohort and the 2005 Indian male cohort from 6.2% to 10.0% respectively but there has been a more substantial improvement in the throughput after year 5 from 14.0% to 28.2%, and after year 10 from 24.5% to 48.0%.

It is noted that the throughput of Indian male students in all cohorts from 2000 to 2008 is significantly lower than that of Indian female students.

Table 18 below shows the dropout and throughput rate for White students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 18: National total % dropout and graduates for 3 year undergraduate diplomas: White students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	41.4	48.2	46.1	50.2	51.5	52.8	53.3	53.0	53.5
2001	42.7	50.5	47.1	51.4	54.4	55.6	55.3	55.4	55.3
2002	40.2	45.6	40.6	48.0	49.4	49.6	49.9	49.3	49.3
2003	33.6	42.3	38.4	44.6	46.1	46.0	46.4	46.0	46.2
2004	31.9	40.9	33.7	41.1	41.5	41.3	41.4	41.5	41.3
2005	30.7	39.8	30.1	36.2	37.7	38.3	38.8	38.4	38.4
2006	42.6	47.8	39.5	44.3	45.7	46.1	46.1	46.3	
2007	28.9	36.9	25.4	33.2	34.7	34.4	34.6		
2008	28.5	34.6	25.2	30.6	31.7	32.3	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	22.5	30.0	34.9	37.4	39.4	40.3	41.2	41.9
2001	18.7	28.3	32.7	35.7	37.1	38.1	39.0	40.0
2002	22.3	31.0	37.4	40.8	42.7	44.3	45.4	46.3
2003	26.0	35.3	40.7	43.7	45.6	47.3	48.5	49.4
2004	26.3	35.9	43.4	47.4	49.5	51.4	52.7	53.5
2005	27.1	37.8	45.8	50.4	52.8	54.4	55.5	56.5
2006	24.0	33.1	39.8	44.1	46.2	47.6	48.8	
2007	27.8	38.2	46.9	52.1	55.2	57.5		
2008	25.0	38.9	48.2	54.4	57.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 41.4% of the 2000 first time entering White student cohort had dropped out after their first year of study and by 2009 (year 10) 53.5% of the cohort had dropped out. For the 2005 first time entering White student cohort the dropout rate has shown substantial improvement with 30.7% of the first time entering White student cohort having dropped out after their first year of study and 38.4% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 22.5% to 27.1% respectively and there has been an further improvement in the throughput after year 5 from 34.9% to 45.8%, and after year 10 from 41.9% to 56.5%.

The cohort tables for White students are further disaggregated by gender. Table 19 shows the dropout and throughput rate for White female students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition. Table 20 shows this information for White male students.

Table 19: National total % dropout and graduates for 3 year undergraduate diplomas: White female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	36.4	42.7	39.3	43.4	45.1	45.8	45.9	46.0	46.1
2001	35.0	43.4	39.8	44.3	46.9	48.0	47.8	48.1	47.6
2002	34.1	39.4	35.2	43.2	44.3	44.7	45.4	44.1	44.4
2003	29.5	37.4	33.0	39.7	41.3	41.7	41.4	41.0	41.3
2004	28.4	35.2	25.6	35.8	37.3	36.7	36.1	36.2	35.9
2005	26.4	35.0	21.1	31.8	32.6	33.2	32.7	33.1	32.9
2006	48.3	51.8	43.2	49.6	50.5	50.7	50.7	50.5	
2007	25.8	33.6	19.0	29.4	30.9	31.3	31.2	Data not available	
2008	27.9	32.9	20.1	29.3	30.8	30.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	30.9	43.6	50.4	53.6	55.6	56.4	57.9	58.9
2001	25.5	37.0	41.2	43.9	45.0	45.8	46.7	47.7
2002	29.7	38.6	44.5	47.1	48.4	50.1	50.9	51.5
2003	34.2	42.5	47.4	50.0	51.5	52.7	53.9	54.8
2004	35.8	45.3	51.5	54.3	55.7	57.2	58.5	59.1
2005	36.7	46.5	53.6	57.6	59.1	60.1	61.2	61.9
2006	27.4	33.7	39.0	42.0	43.7	44.7	45.6	
2007	36.4	46.2	54.6	58.5	60.8	62.3	Data not available	
2008	32.5	44.7	53.3	58.3	60.7	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 36.4% of the 2000 first time entering White female cohort had dropped out after their first year of study and by 2009 (year 10) 46.1% of the White female cohort had dropped out. For the 2005 first time entering White female cohort the dropout rate there has been an improvement with 26.4% of the first time entering White female cohort having dropped out after their first year of study and 32.9% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 White female cohort and the 2005 White female cohort from 30.9% to 36.7% respectively and there has also been an improvement in the throughput after year 5 from 50.4% to 53.6%, and after year 10 from 58.9% to 61.9%.

Table 20 shows the dropout and throughput rate for White male students for the 2000 to 2008 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 20: National total % dropout and graduates for 3 year undergraduate diplomas: White male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	44.9	52.0	51.0	55.0	56.0	57.7	58.5	58.0	58.7
2001	48.9	56.1	52.9	57.1	60.4	61.6	61.3	61.3	61.5
2002	44.6	50.0	44.5	51.4	53.0	53.0	53.2	53.0	52.8
2003	36.7	45.9	42.5	48.2	49.7	49.3	50.1	49.9	49.9
2004	34.1	44.6	39.0	44.5	44.2	44.2	44.8	44.9	44.7
2005	33.5	43.1	36.1	39.1	41.1	41.7	42.8	41.9	42.1
2006	37.3	44.1	36.1	39.5	41.2	42.0	42.0	42.4	
2007	31.0	39.2	29.7	35.8	37.3	36.5	37.0		
2008	28.9	35.8	28.8	31.5	32.2	33.4	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.6	23.8	28.6	31.4	33.9	35.0	35.8	36.8
2001	13.3	28.7	36.7	43.8	47.4	49.7	51.6	52.7
2002	17.0	25.5	32.3	36.3	38.6	40.2	41.5	42.5
2003	19.7	30.0	35.6	39.0	41.1	43.2	44.4	45.3
2004	20.4	30.0	38.2	43.0	45.6	47.8	49.0	49.9
2005	20.7	32.0	40.6	45.7	48.6	50.6	51.7	53.0
2006	21.0	32.6	40.6	46.1	48.6	50.3	51.7	
2007	21.9	32.8	41.8	47.8	51.4	54.2		
2008	19.9	35.0	44.8	51.7	55.5	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 44.9% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 58.7% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown substantial improvement with 33.5% of the first time entering cohort having dropped out after their first year of study and 42.1% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 16.6% to 20.7% respectively but there has been a more significant improvement in the throughput after year 5 from 28.6% to 40.6%, and a further improvement after year 10 from 36.8% to 53.0%.

It is noted that the throughput rate of White male students in all cohorts form 2000 through to 2008 is significantly lower than their female counterparts.

3.6. Conclusion

The cohort tables for the 3 year diploma students show a slight improvement to the throughput in minimum time from 12.2% for the 2000 cohort to 15.3% for the 2005 cohort, dipping slightly to 13.7% in 2008. This is a very poor minimum throughput, although as these figures include distance education enrolments, at least 6 years of data should be considered. It is noted that there is a significant improvement across the cohorts after year 6, from 28.2%

for the 2000 cohort to 37.7% for the 2005 cohort to 39.3% for the 2008 cohort. However the overall throughput rate remains low with less than 50% of students having graduated by year 10 in the cohorts for which 10 years of data is available.

When considering the data by gender it is noted that in general females outperform males in the 3 year diploma qualification. 14.5 % of the 2000 female cohort graduated in minimum time, with 32.4% having graduated by year 6 and 38.2% by year 10, compared to 9.6% of the 2000 male cohort by year 3, 24.0% by year 6 and 30% by year 10. In the 2005 female cohort, this had improved to 18.1% by year 3, 41.3% by year 6 and 49.4% by year 10, compared to 12.4% of the 2005 male cohort by year 3, 34.1% by year 6 and 42.4%% by year 10.

In disaggregating the data by population group, it is noted that the African undergraduate student cohorts in the three year diploma across all years have the lowest throughput rate, followed by the Coloured, Indian and White undergraduate student cohorts.

10.2 % of the 2000 African cohort graduated in minimum time, with 26.6% having graduated by year 6 and 32.7% by year 10, compared to: 15.2% of the 2000 Coloured cohort by year 3, 31.8% by year 6 and 37.8% by year 10; 11.4% of the 2000 Indian cohort by year 3, 22.0% by year 6 and 29.2% by year 10; and, 22.5% of the 2000 White cohort by year 3, 37.4% by year 6 and 41.9% by year 10.

In comparison, 13.1 % of the 2005 African cohort graduated in minimum time, with 35.5% having graduated by year 6 and 43.7% by year 10, compared to: 18.9% of the 2005 Coloured cohort by year 3, 38.6% by year 6 and 46.8% by year 10; 17.3% of the 2005 Indian cohort by year 3, 43.4% by year 6 and 56.2% by year 10; and, 27.1% of the 2005 White cohort by year 3, 50.4% by year 6 and 56.5% by year 10.

It is noted that improvement is required across all population groups. However the issue of equity with respect to the progression of students from previously disadvantaged groups, specifically African and Coloured students is a major concern. The throughput rates of these groups are markedly lower than their Indian and White counterparts. This is a major transformation issue for the system.

It is noted that in general students entering the 3 year diploma studies are likely to have lower level performances in their school leaving qualification than students entering 3 year or 4 year degrees. There is also anecdotal evidence that many students do not complete their diploma studies efficiently due to the work integrated learning component. Nevertheless further research needs to be done to identify blockages and to develop interventions to ensure that 3 year diploma throughputs are improved. Institutions offering these qualifications must undertake their own data analytics to identify interventions to ensure greater efficiency in the system.

4. NATIONAL COHORT STUDIES FOR 3 YEAR DEGREES

4.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts entering into undergraduate 3 year degrees from 2000 to 2008 in contact and distance mode. Using the methodology described in the first section of the report, all first time entering South African undergraduate 3 year degree students entering in the years from 2000 through to 2008 are tracked. The numbers of first time entering students are first presented, followed by cohort tables showing the combined overall dropouts and graduates for the cohorts covered. These are then disaggregated according to gender and population group. In all cases the tables show the combined contact and distance mode dropouts and throughputs.

4.2. First time entering numbers for 3 year degrees

Table 21 below reflects the actual number of first time entering undergraduate South African students used for the 3 year degree cohort studies. It can be seen that the number of FTEN degree students increased from 30 961 in 2000 to 48 076 in 2008. Comparing this to Table 5 showing the FTEN into 3 year diplomas, it is noted that consistently there were more South African students entering into 3 year diploma studies than into 3 year degree studies over the period 2000 to 2008.

Table 21: First time entering numbers for 3 year undergraduate degrees

3 YEAR DEGREE: FIRST TIME ENTERING UNDERGRADUATE										
		2000	2001	2002	2003	2004	2005	2006	2007	2008
African	Female	6462	8246	9584	10446	10750	9477	11699	13276	13631
	Male	5544	6955	8510	9291	9539	8066	9661	11498	10417
	Total	12006	15201	18094	19737	20289	17543	21360	24774	24048
Coloured	Female	1150	1481	1754	2066	2014	1773	2199	2238	2403
	Male	724	1009	1159	1386	1364	1190	1348	1407	1415
	Total	1874	2490	2913	3452	3378	2963	3547	3645	3818
Indian	Female	2235	2328	2952	3262	3391	2691	2869	2527	2788
	Male	1455	1642	1931	2304	2200	1768	1832	1838	1883
	Total	3690	3970	4883	5566	5591	4459	4701	4365	4671
White	Female	7468	7611	9068	8824	8893	7519	8672	8860	8572
	Male	5923	6302	7369	7296	7430	6374	7316	7301	6967
	Total	13391	13913	16437	16120	16323	13893	15988	16161	15539
Total	Female	17315	19666	23358	24598	25048	21460	25439	26901	27394
	Male	13646	15908	18969	20277	20533	17398	20157	22044	20682
	Total	30961	35574	42327	44875	45581	38858	45596	48945	48076

4.3. Cumulative national dropout and throughput rates for 3 year undergraduate degrees

Table 22 below shows the dropout and throughput rate for male and female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 22: National total % dropout and graduates for 3 year degrees

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.5	27.5	32.0	35.2	37.0	38.2	39.4	39.6	39.9
2001	21.0	28.5	33.4	36.8	39.0	40.8	41.3	41.3	41.3
2002	23.5	31.3	35.8	39.1	41.5	42.5	42.9	42.5	42.5
2003	22.5	29.9	34.4	38.3	40.4	41.1	40.8	40.7	40.9
2004	22.3	29.4	33.9	36.9	38.3	38.5	38.6	38.8	38.2
2005	20.7	28.0	31.1	33.1	33.9	34.8	35.2	34.5	35.2
2006	23.0	28.6	31.4	33.0	34.0	34.8	34.3	35.2	
2007	22.6	27.5	29.8	32.0	33.4	33.3	34.7	Data not available	
2008	20.7	25.8	28.0	29.8	30.2	31.9			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.2	33.9	42.7	47.1	49.7	51.2	52.4	53.4
2001	19.4	32.6	40.9	45.2	47.6	49.2	50.5	51.4
2002	19.3	32.5	40.8	44.8	47.2	48.6	49.7	50.6
2003	18.9	32.9	41.0	45.3	47.7	49.3	50.6	51.6
2004	19.7	33.7	42.4	46.7	49.3	51.0	52.3	53.5
2005	21.9	37.1	46.2	50.7	53.5	55.1	56.5	57.6
2006	20.3	35.1	44.4	49.1	51.9	54.0	55.8	
2007	19.2	34.0	43.9	49.0	52.5	54.7	Data not available	
2008	20.5	36.1	46.2	51.9	55.3			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 24.5% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 39.9% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown an improvement with 20.7% of the first time entering cohort having dropped out after their first year of study and 35.2% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time (3 years) between the 2000 cohort and the 2005 cohort from 19.2% to 21.9% respectively and a significant improvement in the throughput after year 5 from 42.7% to 46.2%, with a further improvement after year 10 from 53.4% to 57.6%.

4.4. Cumulative national dropout and throughput rates in 3 year undergraduate degrees by gender

Table 23 shows the dropout and throughput rate for female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 23: National total % dropout and graduates for 3 year undergraduate degrees: female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	**DROPOUTS (%)**								
(Year 1)	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
2000	23.6	26.3	30.6	33.6	35.2	36.3	37.2	37.2	37.6
2001	20.2	27.4	32.0	35.0	36.9	38.4	38.7	38.8	38.8
2002	22.6	30.0	34.0	36.9	38.9	39.6	39.7	39.4	39.3
2003	21.2	28.5	32.3	35.8	37.6	38.0	37.7	37.3	37.2
2004	20.9	27.6	31.6	34.0	35.2	35.3	35.2	35.2	34.3
2005	19.4	26.2	28.4	30.2	30.8	31.3	31.4	30.7	31.2
2006	21.9	27.2	29.5	30.7	31.5	32.1	31.6	32.4	
2007	21.3	26.1	27.8	29.6	30.9	30.2	31.7		
2008	19.5	24.6	26.1	27.5	27.3	28.8	Data not available		

Intake year	**GRADUATES (%)**							
(Year 1)	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
2000	21.3	35.9	44.8	49.2	51.8	53.2	54.6	55.6
2001	21.1	34.7	43.1	47.3	49.8	51.4	52.7	53.8
2002	21.8	35.1	43.7	47.8	50.1	51.6	52.6	53.6
2003	21.3	35.7	43.9	48.3	50.8	52.4	53.6	54.7
2004	22.4	36.7	45.6	49.9	52.5	54.3	55.7	56.9
2005	24.6	40.3	49.7	54.2	57.0	58.7	60.1	61.3
2006	22.6	37.8	47.1	51.7	54.4	56.6	58.2	
2007	21.6	36.6	46.6	51.6	55.1	57.4		
2008	23.1	39.0	49.1	54.8	58.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 23.6% of the 2000 first time entering female student cohort had dropped out after their first year of study and by 2009 (year 10) 37.6% of the cohort had dropped out. For the 2005 first time entering female student cohort there has been an improvement in the dropout rate with 19.4% of the first time entering female student cohort having dropped out after their first year of study and 31.2% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 female student cohort and the 2005 female student cohort from 21.3% to 24.6% respectively and also an improvement in the throughput after year 5 from 44.8% to 49.7%. The throughput after year 10 has improved further from 55.6% to 61.3**.**

Table 24 shows the dropout and throughput rate for male students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 24: National total % dropout and graduates for 3 year undergraduate degrees: male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	25.6	29.1	33.7	37.3	39.2	40.6	42.2	42.6	42.9
2001	21.8	29.8	35.2	39.1	41.6	43.8	44.5	44.5	44.4
2002	24.7	33.0	38.1	41.7	44.7	46.0	46.7	46.4	46.4
2003	24.0	31.5	37.0	41.4	43.9	44.8	44.6	44.7	45.3
2004	23.9	31.7	36.7	40.5	42.0	42.4	42.8	43.2	43.0
2005	22.2	30.2	34.5	36.6	37.8	39.2	39.9	39.1	40.1
2006	24.5	30.5	33.7	35.8	37.1	38.3	37.7	38.7	Data not available
2007	24.1	29.3	32.4	34.9	36.5	37.0	38.4		
2008	22.3	27.5	30.5	33.0	34.1	36.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.5	31.2	40.0	44.5	47.1	48.6	49.7	50.6
2001	17.3	30.1	38.2	42.7	44.9	46.5	47.6	48.5
2002	16.2	29.3	37.3	41.1	43.5	45.0	46.1	47.0
2003	15.8	29.4	37.4	41.6	44.0	45.6	46.9	47.8
2004	16.3	30.1	38.5	42.8	45.5	47.1	48.3	49.4
2005	18.4	33.1	42.0	46.4	49.2	50.8	52.0	53.1
2006	17.3	31.7	41.1	45.9	48.8	50.8	52.6	Data not available
2007	16.2	30.8	40.7	45.8	49.2	51.5		
2008	17.1	32.3	42.2	48.1	51.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 25.6% of the 2000 first time entering male student cohort had dropped out after their first year of study, and by 2009 (year 10) 42.9% of the male student cohort had dropped out. For the 2005 first time entering male student cohort the dropout rate has shown some improvement with 22.2% of the first time entering male student cohort having dropped out after their first year of study and 40.1% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 male student cohort and the 2005 male student cohort from 16.5% to 18.4% respectively and also a very slight improvement in the throughput after year 5 from 40.0% to 42.0%, and after year 10 from 50.6% to 53.1%.

The throughput of female students in all cohorts is significantly better than that of males.

4.5. Cumulative national dropout and throughput for 3 year undergraduate degrees by population group and gender

In this section the cohort tables are disaggregated by population group. For each population group (South African black African, Coloured, Indian and White), the tables are further disaggregated by gender.

Table 25 below shows the dropout and throughput rate for African students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 25: National total % dropout and graduates for 3 year undergraduate degrees: African students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	28.6	34.5	40.2	45.5	48.4	49.5	50.7	50.6	51.1
2001	24.7	34.1	41.7	46.8	49.5	51.7	52.0	52.0	51.7
2002	28.6	38.2	44.8	49.4	52.3	53.3	53.6	52.7	52.4
2003	27.3	36.5	42.9	48.5	51.3	51.8	51.1	50.4	50.1
2004	26.2	35.4	41.6	45.7	47.5	47.6	47.4	47.0	46.1
2005	24.5	33.2	37.5	40.7	42.1	42.8	42.9	41.9	42.7
2006	27.3	33.1	36.9	39.4	40.3	41.0	40.2	41.0	
2007	25.4	30.7	33.8	36.7	38.3	38.2	39.8		
2008	23.7	29.1	31.8	34.2	35.0	36.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	9.3	21.6	30.1	34.7	37.4	38.9	40.1	41.1
2001	9.4	21.0	29.4	34.0	36.5	38.0	39.3	40.2
2002	10.2	21.9	30.1	34.2	36.3	37.6	38.7	39.6
2003	9.3	22.2	30.2	34.4	36.9	38.4	39.5	40.6
2004	10.4	23.3	32.2	36.5	39.2	40.9	42.3	43.5
2005	12.4	26.8	36.1	41.0	43.9	45.6	47.2	48.4
2006	12.2	26.4	36.0	41.1	43.9	46.2	48.0	
2007	12.0	26.2	36.3	42.0	45.7	48.1		
2008	13.4	28.2	39.2	45.4	48.9	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 28.6% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 51.1% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown significant improvement with 24.5% of the first time entering cohort having dropped out after their first year of study and 42.7% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 9.3% to 12.4% respectively and there has also been an improvement in the throughput after year 5 from 30.1% to 36.1%, and after year 10 from 41.1 to 48.4.

The African student cohort tables are further disaggregated by gender. Table 26 shows the dropout and throughput rate for African female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 27 shows this information for African male students.

Table 26: National total % dropout and graduates for 3 year undergraduate degrees: African female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	27.8	32.5	38.3	43.5	46.4	47.3	48.1	47.8	48.3
2001	24.1	33.2	40.6	45.3	47.5	49.3	49.4	49.3	48.9
2002	28.0	36.9	43.3	47.7	50.2	51.1	50.9	49.8	49.3
2003	25.7	35.0	40.7	46.1	48.5	48.7	47.7	46.8	46.1
2004	25.1	33.5	39.4	43.2	44.8	44.4	44.0	43.4	41.9
2005	23.3	31.3	34.6	37.7	38.8	39.1	38.9	37.8	38.4
2006	26.2	31.5	34.8	36.9	37.4	37.9	36.9	37.8	
2007	24.2	29.5	31.7	34.3	35.8	34.9	36.7		
2008	22.2	27.7	29.7	31.6	31.7	33.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	9.6	23.1	32.1	36.8	39.7	41.2	42.6	43.6
2001	9.2	21.9	30.9	35.7	38.5	40.1	41.5	42.6
2002	10.7	23.3	32.1	36.7	38.9	40.2	41.4	42.3
2003	9.8	24.0	32.4	37.1	39.7	41.2	42.3	43.7
2004	11.5	24.9	34.5	39.1	41.7	43.7	45.3	46.6
2005	13.7	29.4	39.3	44.4	47.5	49.3	50.9	52.3
2006	13.0	28.3	38.5	43.7	46.6	49.0	50.8	
2007	13.3	28.1	38.5	44.5	48.1	50.6		
2008	14.8	30.9	42.4	48.8	52.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 27.8% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 48.3% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown significant improvement with 23.3% of the first time entering cohort having dropped out after their first year of study and 38.4% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 9.6% to 13.7% respectively and there has also been an improvement in the throughput after year 5 from 32.1% to 39.3%, and year ten from 43.6 to 52.3.

Table 27 shows the dropout and throughput rate for African male students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 27: National total % dropout and graduates for 3 year undergraduate degrees: African male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	29.6	36.7	42.4	47.9	50.7	52.1	53.8	53.8	54.3
2001	25.4	35.1	43.1	48.5	51.8	54.5	54.9	55.1	55.1
2002	29.3	39.6	46.6	51.4	54.6	55.8	56.7	56.1	55.9
2003	29.1	38.2	45.4	51.2	54.4	55.3	54.9	54.5	54.5
2004	27.4	37.5	44.1	48.5	50.6	51.1	51.2	51.0	50.8
2005	25.9	35.5	41.0	44.2	46.1	47.1	47.7	46.7	47.8
2006	28.6	35.0	39.4	42.5	43.7	44.7	44.1	45.0	
2007	26.9	32.1	36.3	39.6	41.3	42.0	43.3		
2008	25.7	30.9	34.5	37.7	39.3	41.6	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	9.0	19.9	27.8	32.4	34.8	36.3	37.3	38.2
2001	9.8	20.0	27.5	32.0	34.1	35.5	36.7	37.5
2002	9.6	20.3	27.8	31.4	33.4	34.7	35.7	36.5
2003	8.8	20.3	27.7	31.5	33.7	35.3	36.4	37.2
2004	9.2	21.5	29.6	33.6	36.3	37.7	38.9	40.0
2005	10.8	23.7	32.4	37.0	39.7	41.4	42.7	43.8
2006	11.3	24.1	32.9	37.9	40.7	42.7	44.6	
2007	10.6	24.0	33.8	39.2	42.8	45.2		
2008	11.5	24.7	34.9	40.9	44.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 29.6% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 54.3% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown an improvement with 25.9% of the first time entering cohort having dropped out after their first year of study and 47.8% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 9.0% to 10.8% respectively and there has also been an improvement in the throughput after year 5 from 27.8% to 32.4%, and after year 10 from 38.2% to 43.8%.

It is noted that the throughput rate of African female students in 3 year undergraduate degrees is consistently higher than their male counterparts for each cohort.

Table 28 shows the dropout and throughput rate for Coloured students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 28: National total % dropout and graduates for 3 year undergraduate degrees: Coloured students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	27.4	32.5	37.9	42.6	44.6	46.4	47.4	47.6	47.0
2001	25.2	33.7	40.6	44.6	46.5	48.0	48.7	48.5	47.6
2002	26.4	37.2	41.9	45.5	48.2	49.4	49.2	48.8	48.4
2003	26.4	36.0	41.1	44.8	47.7	47.7	46.6	46.8	47.0
2004	26.7	35.1	41.7	44.6	46.7	46.8	46.5	47.6	45.9
2005	25.4	34.5	38.8	42.1	41.7	42.8	42.5	41.6	42.5
2006	27.5	36.6	42.1	43.1	44.5	45.0	44.1	44.9	
2007	26.9	33.3	37.0	39.3	39.6	40.0	41.8		
2008	25.9	32.0	35.7	37.8	37.5	39.1	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.1	27.5	34.6	38.4	40.7	41.9	43.2	44.1
2001	13.8	25.5	33.5	37.7	39.6	41.4	42.0	43.0
2002	13.8	25.8	33.7	37.2	39.4	40.7	41.8	43.4
2003	15.0	27.5	35.5	39.0	40.8	42.3	44.0	45.0
2004	13.8	26.1	34.5	38.1	41.1	43.1	44.3	45.2
2005	17.1	31.1	38.6	42.6	44.9	46.8	48.2	49.2
2006	13.9	27.6	35.2	39.9	42.7	44.7	46.3	
2007	14.0	28.8	37.8	41.9	44.9	47.0		
2008	15.5	29.3	38.8	43.9	47.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 27.4% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 47.0% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate there has been an improvement with 25.4% having dropped out after their first year of study and 42.5% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 14.1% to 17.1% respectively and there has also been an improvement in the throughput after year 5 from 34.6% to 38.6%, and after 10 years from 44.1% to 49.2%.

The Coloured student cohort tables are further disaggregated by gender. Table 29 below shows the dropout and throughput rate for Coloured female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 30 shows this information for Coloured male students.

Table 29: National total % dropout and graduates for 3 year undergraduate degrees: Coloured female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	26.3	31.9	35.5	40.3	41.7	44.6	44.9	44.7	44.1
2001	23.6	31.5	38.9	42.0	44.1	45.4	46.4	45.4	45.3
2002	24.7	34.9	39.2	42.5	44.8	45.9	45.4	45.3	44.5
2003	24.2	33.9	38.0	41.1	43.4	43.3	43.2	42.9	42.5
2004	24.6	33.5	40.0	42.1	43.8	44.0	43.1	44.2	42.4
2005	23.2	32.9	35.8	39.5	39.2	39.7	39.2	38.8	39.2
2006	25.8	35.5	40.4	40.8	42.1	42.2	41.6	42.3	
2007	25.9	32.0	35.3	37.5	37.8	37.3	39.1		
2008	25.1	31.5	34.3	35.8	35.5	37.5	Data not available		

Intake year	GRADUATES (%)								
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.5	29.9	37.2	41.4	43.7	44.7	46.1	47.2
2001	14.9	26.8	35.4	39.5	41.5	43.5	44.1	44.8
2002	16.5	28.8	36.9	40.6	42.8	44.1	45.3	47.0
2003	17.3	31.1	39.1	42.9	44.9	46.5	47.8	49.0
2004	15.8	28.6	37.5	40.7	44.4	46.5	47.3	48.4
2005	19.6	34.1	40.9	45.1	47.5	49.3	50.7	51.8
2006	15.8	30.0	37.8	42.5	45.2	47.3	48.8	
2007	15.8	31.4	40.0	43.8	47.0	49.1		
2008	17.6	31.4	40.9	45.9	49.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 26.3% of the 2000 first time entering Coloured female student cohort had dropped out after their first year of study and by 2009 (year 10) 44.1% of the cohort had dropped out. For the 2005 first time entering Coloured female student cohort the dropout rate has shown an improvement with 23.2% of the first time entering cohort having dropped out after their first year of study and 39.2% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 Coloured female student cohort and the 2005 Coloured female student cohort from 16.5% to 19.6% respectively and there has also been a slight improvement in the throughput after year 5 from 37.2% to 40.9%, and after year 10 from 47.2% to 51.8%.

Table 30 shows the dropout and throughput rate for Coloured male students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 30: National total % dropout and graduates for 3 year undergraduate degrees: Coloured male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	29.3	33.6	41.7	46.3	49.3	49.4	51.4	52.1	51.7
2001	27.6	37.0	43.2	48.4	49.9	51.8	52.1	53.1	51.0
2002	28.9	40.8	45.9	50.1	53.5	54.7	54.9	54.1	54.4
2003	29.6	39.1	45.7	50.3	54.1	54.3	51.7	52.6	53.6
2004	29.9	37.5	44.1	48.3	51.0	51.1	51.4	52.7	50.9
2005	28.7	37.0	43.3	46.0	45.5	47.5	47.5	45.8	47.6
2006	30.3	38.5	45.0	46.9	48.6	49.6	48.2	49.0	
2007	28.5	35.3	39.8	42.3	42.5	44.2	46.1	Data not available	
2008	27.3	32.9	38.2	41.1	40.8	41.9	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	10.4	23.9	30.4	33.6	35.9	37.3	38.7	39.2
2001	12.3	23.7	30.7	35.0	36.7	38.2	39.0	40.3
2002	9.7	21.2	28.9	32.0	34.2	35.4	36.4	38.0
2003	11.6	22.3	30.0	33.1	34.7	36.0	38.2	39.0
2004	11.0	22.3	30.1	34.2	36.3	38.1	39.7	40.4
2005	13.5	26.7	35.1	38.8	41.0	43.0	44.4	45.4
2006	10.8	23.6	30.9	35.6	38.6	40.3	42.3	
2007	11.2	24.8	34.2	38.8	41.5	43.5	Data not available	
2008	11.9	25.9	35.3	40.4	43.9	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 29.3% of the 2000 first time entering Coloured male student cohort had dropped out after their first year of study and by 2009 (year 10) 51.7% of the cohort had dropped out. For the 2005 first time entering Coloured male student cohort the dropout rate has shown a very slight improvement with 28.7% of the first time entering cohort having dropped out after their first year of study and 47.6% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 Coloured male student cohort and the 2005 Coloured male student cohort from 10.4% to 13.5% respectively and there has also been an improvement in the throughput after year 5 from 30.4% to 35.1%, and after year 10 from 39.2% to 45.4%.

Table 31 below shows the dropout and throughput rate for Indian students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 31: National total % dropout and graduates for 3 year undergraduate degrees: Indian students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	20.2	24.2	28.8	30.7	32.6	34.4	35.7	36.4	37.0
2001	20.5	28.1	31.4	35.3	37.8	39.7	40.7	40.8	40.8
2002	21.1	29.0	33.0	35.6	38.8	39.8	40.5	40.8	41.0
2003	19.0	26.1	31.0	34.8	37.2	37.9	38.4	38.9	39.7
2004	22.2	28.7	32.9	36.0	36.9	37.2	38.1	38.5	38.3
2005	20.7	27.8	31.7	33.4	33.9	36.1	37.3	36.3	37.2
2006	23.4	28.8	30.8	32.5	34.8	36.2	36.3	37.9	
2007	24.3	28.4	31.9	34.3	36.8	36.4	39.0		
2008	19.7	25.0	27.7	29.6	29.4	32.9	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.3	32.1	42.1	46.4	49.0	50.8	52.3	53.4
2001	15.7	29.6	38.2	41.7	44.1	46.0	47.5	48.7
2002	17.3	30.8	39.1	42.8	45.0	46.9	48.2	49.3
2003	15.2	30.2	38.9	43.7	46.2	48.2	49.5	50.5
2004	15.7	30.1	39.1	44.0	46.5	48.4	49.6	51.2
2005	16.7	33.2	42.3	46.4	49.0	50.7	52.6	54.0
2006	14.6	29.3	38.5	42.7	45.8	48.5	50.5	
2007	13.6	26.7	37.4	41.9	45.5	48.2		
2008	16.6	32.8	42.8	48.7	52.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 20.2% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 37.0% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate after the first year of study has remained in the same range with 20.7% of the first time entering cohort having dropped out after their first year of study and 37.2% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 16.3% to 16.7% respectively and there has also been a very slight improvement in the throughput after year 5 from 42.1% to 42.3%, and after year 10 from 53.4% to 54%.

The Indian student cohort tables are further disaggregated by gender. Table 32 shows the dropout and throughput rate for Indian female students of the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 33 shows this information for Indian male students.

Table 32: National total % dropout and graduates for 3 year undergraduate degrees: Indian female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	20.8	24.5	28.5	30.6	31.5	33.4	34.0	34.8	35.0
2001	20.3	28.0	30.3	33.3	35.8	37.0	38.0	38.1	38.2
2002	19.9	27.4	31.5	33.3	35.9	37.0	36.8	37.3	37.2
2003	18.2	24.6	29.2	32.5	34.4	35.2	35.5	35.6	36.1
2004	20.5	26.7	30.2	32.1	33.6	34.0	34.8	34.8	34.6
2005	19.8	25.6	27.9	29.6	29.7	31.4	32.6	31.6	32.2
2006	23.1	27.7	28.7	30.7	32.9	34.2	34.5	35.6	
2007	23.2	26.4	29.8	31.3	33.7	32.5	35.1		
2008	18.1	23.1	24.9	26.6	25.5	29.2	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.4	33.8	42.7	46.0	49.2	51.3	53.0	54.0
2001	16.9	32.1	39.8	43.5	45.8	47.8	49.3	50.7
2002	19.1	33.6	41.6	45.1	47.1	49.2	50.6	51.8
2003	17.5	33.7	42.0	46.5	49.1	51.0	52.3	53.2
2004	17.3	32.8	41.7	46.8	49.4	51.2	52.6	54.3
2005	18.6	36.6	45.6	50.2	52.7	54.6	56.6	58.0
2006	15.8	31.1	40.0	44.2	47.0	49.8	51.7	
2007	15.4	29.3	40.1	44.2	48.1	50.9		
2008	18.6	35.7	45.7	51.4	55.2	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 20.8% of the 2000 first time entering Indian female student cohort had dropped out after their first year of study and by 2009 (year 10) 35.0% of the cohort had dropped out. For the 2005 first time entering Indian female student cohort the dropout rate has shown an improvement with 19.8% of the first time entering Indian female student cohort having dropped out after their first year of study and 32.2% after year 10.

The section of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 Indian female student cohort and the 2005 Indian female student cohort from 16.4% to 18.6% respectively and there has also been an improvement in the throughput after year 5 from 42.7% to 45.6%, and after 10 years from 54% to 58%.

Table 33 below shows the dropout and throughput rate for Indian male students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 33: National total % dropout and graduates for 3 year undergraduate degrees: Indian male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.2	23.9	29.2	30.8	34.4	35.8	38.3	38.9	40.0
2001	20.9	28.3	33.0	38.1	40.6	43.4	44.6	44.7	44.5
2002	23.0	31.3	35.3	39.2	43.0	44.1	46.1	46.2	46.9
2003	20.1	28.2	33.5	38.1	41.1	41.7	42.4	43.5	44.8
2004	24.8	31.6	37.1	41.9	42.1	42.2	43.2	44.1	43.9
2005	22.0	31.2	37.4	39.1	40.3	43.2	44.4	43.6	44.8
2006	23.9	30.5	34.0	35.3	37.8	39.4	39.0	41.5	
2007	25.9	31.1	35.0	38.4	41.0	41.8	44.2		
2008	22.0	27.7	31.9	34.1	35.1	38.3	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.2	30.7	40.9	45.3	48.3	49.7	50.9	51.6
2001	14.1	25.7	38.1	40.4	43.2	45.1	46.3	47.4
2002	14.4	26.5	35.1	39.4	41.9	43.3	44.5	45.6
2003	11.8	25.3	34.5	39.7	42.2	44.1	45.5	46.6
2004	13.3	25.9	35.0	39.6	42.0	43.9	44.9	46.4
2005	13.8	28.2	37.2	40.6	43.4	44.8	46.5	47.7
2006	12.6	26.5	36.2	40.4	43.9	46.6	48.7	
2007	11.1	23.1	33.7	38.6	42.0	44.4		
2008	13.6	28.6	38.5	44.8	47.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 19.2% of the 2000 first time entering Indian male student cohort had dropped out after their first year of study and by 2009 (year 10) 40.0% of the cohort had dropped out. For the 2005 first time entering Indian male student cohort the dropout rate has shown an increase in the dropout with 22.0% of the first time entering cohort having dropped out after their first year of study and 44.8% after year 10.

The section of the table showing graduates (%) indicates that there has been a decline in the throughput rate in minimum time between the 2000 Indian male student cohort and the 2005 Indian male student cohort from 16.2% to 13.8% respectively and there has also been a decline in the throughput after year 5 from 40.9% to 37.2%, as well as after year 10 from 51.6% to 47.7%. This is the only cohort that has shown a decline in throughput over the period. Further research needs to be undertaken to determine why this has occurred.

Table 34 below shows the dropout and throughput rate for White students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 34: National total % dropout and graduates for 3 year undergraduate degrees: White students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	21.5	21.5	24.6	26.1	26.9	27.9	29.2	29.5	29.7
2001	16.2	21.6	23.6	25.1	26.7	28.0	28.5	28.6	28.9
2002	18.1	23.4	25.7	27.6	29.3	30.1	30.6	30.7	31.0
2003	16.9	21.7	23.7	25.7	26.7	27.6	27.7	28.0	28.6
2004	16.4	21.1	23.2	24.7	25.5	25.9	26.3	26.9	26.7
2005	14.9	20.0	21.2	21.4	22.0	22.7	23.3	23.0	23.6
2006	16.2	20.9	21.8	22.2	23.1	24.0	23.6	24.5	
2007	16.7	21.2	21.5	22.5	23.7	23.4	24.2	Data not available	
2008	15.1	19.6	20.3	21.1	21.3	22.2			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	29.5	46.2	55.3	59.6	62.2	63.7	64.8	65.7
2001	32.4	47.4	55.6	59.9	62.1	63.9	65.0	66.0
2002	30.9	45.9	54.5	58.4	61.1	62.6	63.6	64.4
2003	32.7	47.9	56.1	60.5	62.9	64.6	65.9	66.8
2004	33.7	49.5	57.9	62.1	64.7	66.2	67.4	68.4
2005	36.5	52.6	61.9	66.2	68.8	70.3	71.3	72.2
2006	34.1	50.2	59.4	63.8	66.4	68.2	69.7	
2007	32.8	49.0	58.8	63.2	66.5	68.4	Data not available	
2008	33.9	50.9	59.8	65.1	68.2			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 21.5% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 29.7% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown improvement with 14.9% of the first time entering cohort having dropped out after their first year of study and 23.6% after year 10.

The section of the table showing graduates (%) indicates that there has been improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 29.5% to 36.5% respectively and also an improvement in the throughput after year 5 from 55.3% to 61.9%, and after year 10 from 65.7% to 72.2%.

The White student cohort tables are further disaggregated by gender. Table 35 shows the dropout and throughput rate for White female students of the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 36 shows this information for White male students.

Table 35: National total % dropout and graduates for 3 year undergraduate degrees: White female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	20.4	20.6	23.7	24.8	25.7	26.4	27.6	27.6	28.1
2001	15.4	20.2	21.8	23.0	24.4	25.6	25.8	26.3	26.7
2002	17.2	22.5	23.9	25.7	26.8	27.1	27.7	27.9	28.4
2003	16.4	21.0	22.1	23.7	24.5	25.2	25.3	25.5	25.8
2004	15.0	19.4	20.9	21.7	22.2	22.9	22.9	23.5	23.1
2005	13.5	18.4	18.9	18.8	19.3	19.5	19.9	19.6	20.1
2006	14.6	19.0	19.8	19.7	20.5	21.2	20.8	21.5	Data not available
2007	15.2	19.4	19.4	20.1	21.1	20.7	21.4	Data not available	
2008	14.1	18.2	18.4	18.9	18.6	19.3	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	33.6	54.2	63.0	66.6	68.6	69.9	71.1	72.2
2001	36.5	50.9	58.7	62.6	64.8	66.4	67.7	68.7
2002	35.3	49.3	58.0	61.9	64.4	65.8	66.5	67.3
2003	37.4	51.5	59.4	63.6	65.8	67.5	68.7	69.6
2004	39.0	54.2	62.5	66.2	68.5	70.0	71.3	72.1
2005	41.7	57.0	66.4	70.2	72.7	74.2	75.2	76.0
2006	39.6	54.8	63.3	67.3	69.7	71.4	72.8	Data not available
2007	37.4	52.6	62.3	66.5	69.7	71.5	Data not available	
2008	39.2	54.9	63.2	68.1	71.2	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 20.4% of the 2000 first time entering White female student cohort had dropped out after their first year of study and by 2009 (year 10) 28.1% of the cohort had dropped out. For the 2005 first time entering White female student cohort the dropout rate has shown significant improvement with 13.5% of the first time entering cohort having dropped out after their first year of study and 20.1% after year 10.

The section of the table showing graduates (%) shows that there has been an improvement in the throughput rate in minimum time between the 2000 White female student cohort and the 2005 White female student cohort from 33.6% to 41.5% respectively and there has also been an improvement in the throughput after year 5 from 63.0% to 66.4%, and after year 10 from 72.2% to 76.0%.

Table 36 below shows the dropout and throughput rate for White male students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

Table 36: National total % dropout and graduates for 3 year undergraduate degrees: White male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	23.0	22.7	25.7	27.8	28.4	29.7	31.2	31.9	31.8
2001	17.2	23.2	25.7	27.6	29.4	30.8	31.8	31.4	31.5
2002	19.1	24.5	27.9	29.9	32.4	33.8	34.1	34.0	34.1
2003	17.5	22.6	25.6	28.2	29.4	30.5	30.8	31.0	32.1
2004	18.1	23.2	25.8	28.3	29.4	29.6	30.3	31.1	31.2
2005	16.5	21.9	24.0	24.4	25.1	26.4	27.3	27.0	27.7
2006	18.0	23.1	24.2	25.0	26.2	27.4	26.8	27.9	
2007	18.5	23.3	24.1	25.4	26.8	26.6	27.6		
2008	16.2	21.3	22.5	23.9	24.6	25.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.4	42.9	52.5	57.1	59.8	61.4	62.6	63.3
2001	27.3	46.2	56.1	61.4	63.8	66.0	66.8	67.7
2002	25.4	41.6	50.2	54.1	57.1	58.7	60.1	60.9
2003	27.0	43.6	52.2	56.8	59.3	61.1	62.6	63.5
2004	27.2	43.8	52.4	57.2	60.1	61.7	62.9	64.0
2005	30.3	47.5	56.6	61.5	64.2	65.8	66.8	67.8
2006	27.5	44.6	54.9	59.7	62.5	64.4	66.1	
2007	27.2	44.7	54.5	59.3	62.6	64.7		
2008	27.3	45.9	55.6	61.3	64.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 23.0% of the 2000 first time entering White male student cohort had dropped out after their first year of study and by 2009 (year 10) 31.8% of the cohort had dropped out. For the 2005 first time entering White male student cohort the dropout rate has shown an improvement with 16.5% of the first time entering White male student cohort having dropped out after their first year of study and 27.7% after year 10.

The section of the table showing graduates (%) indicates that there has been an improvement in the throughput rate in minimum time between the 2000 White male student cohort and the 2005 White male student cohort from 24.4% to 30.3% respectively and also an improvement in the throughput after year 5 from 52.5% to 56.6%.

4.6. Conclusion

The cohort tables for the 3 year degree students show a slight improvement to the throughput in minimum time from 19.2% for the 2000 cohort to 21.9% for the 2005 cohort, dipping slightly to 20.5% in 2008. This is a very poor minimum time (within 3 years) throughput, although as these figures include distance education enrolments, at least 6 years of data should be considered. It is noted that there is a significant improvement across the cohorts after year 6, from 47.1% for the 2000 cohort to 50.7% for the 2005 cohort to 51.9% for the 2008 cohort. However the overall throughput rate remains low with between

53.4% and 57.6% of students having graduated by year 10 in the cohorts for which 10 years of data are available.

When considering the data by gender it is noted that in general females outperform males in the 3 year degree qualification. 21.3 % of the 2000 female cohort graduated in minimum time, with 49.2% having graduated by year 6 and 55.6% by year 10, compared to 16.5% of the 2000 male cohort by year 3, 44.5% by year 6 and 50.6% by year 10. In the 2005 female cohort, this had improved to 24.6% by year 3, 54.2% by year 6 and 61.3% by year 10, compared to 18.4% of the 2005 male cohort by year 3, 46.4% by year 6 and 53.1% by year 10.

In disaggregating the data by population group, it is noted that the African undergraduate student cohorts in the three year degree across all years have the lowest throughput rate, followed by the Coloured, Indian and White undergraduate student cohorts.

9.3 % of the 2000 African cohort graduated in minimum time, with 34.7% having graduated by year 6 and 41.1% by year 10, compared to: 14.1% of the 2000 Coloured cohort by year 3, 38.4% by year 6 and 44.1% by year 10; 16.3% of the 2000 Indian cohort by year 3, 46.4% by year 6 and 53.4% by year 10; and, 29.5% of the 2000 White cohort by year 3, 59.6% by year 6 and 65.7% by year 10.

In comparison, 12.4 % of the 2005 African cohort graduated in minimum time, with 41.0% having graduated by year 6 and 48.4% by year 10, compared to: 17.1% of the 2005 Coloured cohort by year 3, 42.6% by year 6 and 49.2% by year 10; 16.7% of the 2005 Indian cohort by year 3, 46.4% by year 6 and 54.0% by year 10; and, 36.5% of the 2005 White cohort by year 3, 66.2% by year 6 and 72.2% by year 10.

It is noted the issue of equity with respect to the progression of students from all previously disadvantaged groups, African, Coloured and Indian students, is a major concern. The throughput rates of these groups are markedly lower than their White counterparts. This is a major transformation issue for the system.

It is also noted that the throughput rates of female students across all population groups is markedly higher than their male counterparts in 3 year degree studies. Further research is required with respect to these gender differences.

It is noted that in general students entering 3 year degree studies in general have better throughput rates than their counterparts entering 3 year diploma studies. It is the case that they would have to have achieved bachelor level passes in their schooling qualification and therefore would be likely to have better level performances in their school leaving qualification than students entering 3 year diploma studies. Nevertheless further research needs to be done to identify blockages and to develop interventions to ensure that 3 year degree throughputs are improved, specifically for students from previously disadvantaged population groups and male students in general. Institutions offering 3 year degree programmes must undertake their own data analytics to identify interventions to ensure greater efficiency in the system.

5. CUMMULATIVE NATIONAL DROPOUT AND THROUGHPUT RATES FOR DEGREES WITH A MINUMUM DURATION OF 4 YEARS OR MORE

5.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts entering into undergraduate 4 year degrees from 2000 to 2008 in contact and distance mode. Using the methodology described in the first section of the report, all first time entering South African undergraduate year degree students entering in the years from 2000 through to 2008 are tracked. The numbers of first time entering students are first presented, followed by cohort tables showing the combined overall dropouts and graduates for the cohorts covered. These are then disaggregated according to gender and population group. In all cases the tables show the combined contact and distance mode dropouts and throughputs.

5.2. First time entering numbers for undergraduate degrees with a minimum duration of 4 years or more

Table 37 below reflects the actual number of first time entering undergraduate South African students used for the 4 year or more degrees cohort studies.

Table 37: First time entering numbers for undergraduate degrees with a minimum duration of 4 years or more

4 YEAR DEGREES: FIRST TIME ENTERING UNDERGRADUATE		2000	2001	2002	2003	2004	2005	2006	2007	2008
African	Female	7327	8668	8269	7688	5692	6809	6808	8468	9006
	Male	6467	8480	7929	7749	5222	5855	5654	7440	6281
	Total	13794	17148	16198	15437	10914	12664	12462	15908	15287
Coloured	Female	699	824	1004	1249	1422	1469	1416	1433	1464
	Male	483	553	620	747	652	757	668	659	633
	Total	1182	1377	1624	1996	2074	2226	2084	2092	2097
Indian	Female	1134	972	1093	1301	1407	1971	1264	1152	1194
	Male	933	795	812	900	908	1321	767	711	708
	Total	2067	1767	1905	2201	2315	3292	2031	1863	1902
White	Female	4314	5439	5764	5767	5076	5285	4594	4730	4377
	Male	3554	4446	4301	4318	3526	3819	3234	3156	2827
	Total	7868	9885	10065	10085	8602	9104	7828	7886	7204
Total	Female	13474	15903	16130	16005	13597	15534	14082	15783	16041
	Male	11437	14274	13662	13714	10308	11752	10323	11966	10449
	Total	24911	30177	29792	29719	23905	27286	24405	27749	26490

5.3. Cumulative national dropout and throughput rates for undergraduate degrees with a minimum duration of 4 years or more

Table 38 shows the dropout and throughput rate for the 2000 to 2007 Male and Female first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 38: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	22.5	28.4	33.5	36.5	36.8	38.0	38.6	38.2	38.3
2001	21.7	28.9	32.4	35.2	37.1	38.1	37.7	37.7	36.9
2002	18.9	26.5	29.3	32.9	34.7	34.8	34.6	33.9	33.6
2003	20.6	27.3	30.2	33.2	34.6	34.6	33.9	33.8	33.3
2004	18.1	23.8	27.2	29.4	30.5	30.3	30.1	30.1	29.4
2005	17.0	23.8	27.0	29.3	30.1	30.8	31.0	30.2	30.8
2006	19.6	24.2	26.6	27.8	28.5	28.6	28.0	28.5	
2007	19.2	23.3	25.2	27.0	27.6	27.3	27.8		
2008	16.6	20.2	21.7	23.1	23.2	24.3	Data not available		

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		31.3	41.2	48.5	51.6	53.4	54.7	55.8
2001		30.6	41.3	48.6	51.8	53.6	55.0	56.1
2002		32.9	44.9	52.0	55.2	57.2	58.6	59.6
2003		32.0	44.3	51.9	55.3	57.2	58.6	59.7
2004		32.9	46.9	55.5	59.4	61.5	62.8	64.0
2005		31.4	45.2	53.2	57.0	59.0	60.8	62.2
2006		33.0	47.0	55.9	60.0	62.3	64.3	
2007		32.6	47.0	55.8	60.2	63.0		
2008		35.5	50.9	60.4	65.0	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 22.5% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 38.3% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown significant improvement with 17.0% of the first time entering cohort having dropped out after their first year of study and 30.8% after year 10. There is a further improvement thereafter with 16.6% of the 2008 cohort dropping out after their first year of study, and 24.3% after year 7.

The part of the table showing graduates (%) indicates that there has not been any significant improvement in the throughput rate in minimum time between the 2000 and the 2005 cohorts from 31.3% to 31.4% respectively but after year 6 there was a significant improvement in the throughput from 48.5% to 53.2%, and after year 10 from 55.8% to 62.2%.

5.4. Cumulative national dropout and throughput rates for undergraduate degrees with a minimum duration of 4 years or more by gender

Table 39 shows the dropout and throughput rate for the 2000 to 2007 female first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition, including the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 39: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	21.3	26.5	30.7	33.7	34.3	34.8	35.2	34.5	34.2
2001	19.1	26.1	28.7	31.5	32.9	33.8	33.2	33.0	32.0
2002	16.9	23.7	25.8	28.9	30.6	30.4	30.2	29.7	29.1
2003	18.4	24.4	26.5	29.7	30.7	30.8	30.0	29.8	29.2
2004	16.4	21.7	25.2	27.2	27.7	27.7	27.4	27.1	26.5
2005	15.6	22.1	24.9	27.0	27.6	28.3	28.5	27.6	28.1
2006	18.5	23.0	25.3	26.6	27.0	26.8	26.0	26.3	
2007	18.3	22.0	23.7	25.2	25.8	25.1	25.5	Data not available	
2008	16.4	19.8	21.4	22.5	22.4	23.4			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		35.6	45.4	53.0	55.9	57.4	58.6	59.6
2001		35.9	46.9	54.0	57.0	58.6	59.9	61.0
2002		38.5	50.7	57.8	60.6	62.4	63.7	64.6
2003		38.0	50.0	57.4	60.1	61.8	63.1	64.1
2004		38.7	52.2	59.9	63.1	65.0	66.2	67.3
2005		35.2	48.9	56.3	59.8	61.8	63.5	64.8
2006		36.7	50.2	58.5	62.3	64.6	66.4	
2007		36.9	50.3	58.5	62.4	65.0	Data not available	
2008		38.6	53.1	62.1	66.3			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 21.3% of the 2000 first time entering female student cohort had dropped out after their first year of study and by 2009 (year 10) 34.2% of the cohort had dropped out. For the 2005 first time entering female student cohort the dropout rate has shown significant improvement with 15.6% of the first time entering female student cohort having dropped out after their first year of study and 28.1% after year 10.

The section of the table showing graduates (%) indicates that there has been no improvement in the throughput rate in minimum time between the 2000 female student cohort and the 2005 female student cohort from 35.6% to 35.2% respectively but after year 6 there has been an improvement in the throughput from 53.0% to 56.3%, and after year 10 from 59.6% to 64.8%.

Table 40 below shows the dropout and throughput rate for the 2000 to 2007 male first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition.

Table 40: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.0	30.7	36.8	39.8	39.7	41.8	42.6	42.6	43.2
2001	24.5	31.9	36.6	39.4	41.7	42.9	42.7	42.9	42.4
2002	21.2	29.7	33.5	37.7	39.5	39.9	39.8	38.9	38.9
2003	23.2	30.7	34.5	37.4	39.0	39.0	38.5	38.4	38.0
2004	20.5	26.5	29.8	32.3	34.2	33.8	33.7	33.9	33.2
2005	18.8	26.1	29.9	32.3	33.4	34.1	34.3	33.6	34.4
2006	21.1	25.8	28.3	29.6	30.6	31.2	30.8	31.5	
2007	20.4	25.1	27.1	29.3	30.0	30.1	30.7		
2008	17.1	20.8	22.2	24.0	24.5	25.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		26.3	36.3	43.1	46.6	48.7	50.2	51.3
2001		24.8	35.0	42.7	46.1	48.1	49.5	50.7
2002		26.3	38.0	45.2	48.8	51.1	52.5	53.7
2003		25.1	37.8	45.6	49.7	51.9	53.3	54.5
2004		25.1	39.8	49.8	54.4	56.9	58.3	59.7
2005		26.5	40.2	49.2	53.2	55.4	57.2	58.7
2006		28.0	42.6	52.4	56.7	59.2	61.3	
2007		26.9	42.8	52.3	57.4	60.3		
2008		30.6	47.5	57.8	63.0	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 24.0% of the 2000 first time entering male student cohort had dropped out after their first year of study and by 2009 (year 10) 43.2% of the cohort had dropped out. For the 2005 first time entering male student cohort the dropout rate has shown significant improvement with 18.8% of the first time entering cohort having dropped out after their first year of study and 34.4% after year 10.

The section of the table showing graduates (%) indicates that there has not been any significant improvement in the throughput rate in minimum time between the 2000 male student cohort and the 2005 male student cohort from 26.3% to 26.5% respectively but after year 6 there has been an improvement in the throughput from 43.1% to 49.2%, and after year 10 from 51.3% to 58.7%.

5.5. Cumulative national dropout and throughput rates for undergraduate degrees with a minimum duration of 4 years or more by population group and gender

Table 41 below shows the dropout and throughput rate for African students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 41: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – African students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	25.7	34.8	41.9	45.9	46.8	48.1	48.7	48.1	48.2
2001	25.5	34.1	39.1	43.8	45.8	46.9	46.1	46.1	44.8
2002	22.5	31.3	36.0	40.7	42.7	42.6	42.2	41.3	40.6
2003	25.7	34.0	38.3	42.0	43.6	43.6	42.5	42.0	41.1
2004	23.4	30.7	34.7	37.8	39.6	39.4	38.9	38.8	37.8
2005	21.5	29.0	32.5	35.6	36.7	37.3	37.2	36.2	37.0
2006	24.3	29.0	31.4	33.3	34.2	34.3	33.4	34.2	
2007	22.7	27.2	29.1	31.5	32.1	31.9	32.4		
2008	20.3	24.5	25.9	27.5	27.8	29.4	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		22.8	31.2	36.9	39.9	41.9	43.3	44.5
2001		21.9	31.7	37.9	41.3	43.4	45.1	46.4
2002		25.5	35.9	42.2	45.6	47.8	49.4	50.6
2003		23.0	34.0	40.8	44.4	46.6	48.2	49.5
2004		24.1	37.1	44.5	48.7	51.2	52.7	53.9
2005		24.4	37.8	44.9	48.8	51.2	53.2	54.9
2006		26.6	39.9	47.8	52.0	54.8	56.9	
2007		27.9	41.1	48.9	53.7	56.8		
2008		30.2	44.3	53.0	58.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 25.7% of the 2000 first time entering African student cohort had dropped out after their first year of study and by 2009 (year 10) 48.2% of the cohort had dropped out. For the 2005 first time entering African student cohort the dropout rate has shown some improvement with 21.5% of the first time entering African student cohort having dropped out after their first year of study and 37.0% after year 10.

The section of the table showing graduates (%) indicates that there has not been any significant improvement from in the throughput rate in minimum time between the 2000 African student cohort and the 2005 African student cohort from 22.8% to 24.4% respectively but after year 6 there has been a more significant improvement in the throughput from 36.9% to 44.9%, and after year 10 from 44.5% to 54.9%.

The African student cohort tables are further disaggregated by gender. Table 42 below shows the dropout and throughput rate for African female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 4 years or more in the contact and distance mode of tuition. Table 43 shows this information for African male students.

Table 42: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – African female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.2	33.4	40.0	43.6	45.0	45.5	45.9	44.8	44.3
2001	23.2	31.7	35.8	40.2	41.8	42.5	41.5	41.2	39.6
2002	20.6	28.7	32.4	36.2	38.4	37.9	37.4	36.6	35.6
2003	23.6	31.1	34.5	38.3	39.4	39.2	38.2	37.4	36.3
2004	21.1	27.7	31.7	34.5	35.2	35.5	34.7	34.2	33.2
2005	19.7	26.5	29.3	32.1	33.0	33.5	33.3	32.4	33.0
2006	22.6	27.0	29.1	31.0	31.4	31.0	29.6	30.2	
2007	21.5	25.2	27.0	29.0	29.3	28.8	29.0		
2008	20.1	24.2	25.4	26.6	26.3	27.9	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		25.4	34.6	40.7	43.6	45.5	46.7	47.9
2001		24.9	36.0	42.5	46.2	48.2	49.8	51.1
2002		29.7	41.3	47.9	51.0	53.0	54.7	55.9
2003		27.2	38.9	45.9	49.2	51.3	53.0	54.3
2004		28.6	42.8	49.9	53.7	56.0	57.6	58.8
2005		27.2	41.8	48.8	52.7	55.0	57.2	58.8
2006		29.1	43.4	51.5	55.9	58.7	60.8	
2007		31.5	44.3	52.0	56.6	59.7		
2008		32.2	46.0	54.7	59.7	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 24.2% of the 2000 first time entering African female student cohort had dropped out after their first year of study and by 2009 (year 10) 44.3% of the cohort had dropped out. For the 2005 first time entering African female student cohort the dropout rate has shown significant improvement with 19.7% of the first time entering African female student cohort having dropped out after their first year of study and 33.0% after year 10.

The section of the table showing graduates (%) indicates that there has not been any significant improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 African female student cohort from 25.4% to 27.2% respectively but there has been a more significant improvement in the throughput after year 6 from 40.7% to 48.8%, and year 10 from 47.9% to 58.8%.

Table 43 below shows the dropout and throughput rate for African male students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum

duration of 4 or more years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 43: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – African male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	27.4	36.5	43.9	48.6	48.8	51.1	51.8	51.9	52.5
2001	27.9	36.5	42.5	47.6	49.9	51.4	50.7	51.0	50.2
2002	24.6	34.0	39.7	45.3	47.2	47.5	47.3	46.1	45.8
2003	27.8	36.9	42.1	45.5	47.7	47.9	46.8	46.6	45.9
2004	25.9	34.0	37.9	41.4	44.3	43.5	43.4	43.8	42.8
2005	23.7	32.0	36.3	39.8	41.1	41.7	41.6	40.6	41.7
2006	26.4	31.3	34.1	36.1	37.6	38.3	38.1	39.1	
2007	24.1	29.4	31.4	34.2	35.3	35.4	36.3		
2008	20.4	24.9	26.6	28.8	30.0	31.5	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		19.8	27.4	32.5	35.8	38.0	39.5	40.8
2001		19.0	27.2	33.2	36.2	38.5	40.3	41.5
2002		21.2	30.3	36.3	39.9	42.4	43.9	45.1
2003		18.9	29.1	35.8	39.7	42.0	43.5	44.8
2004		19.3	31.0	38.7	43.3	46.0	47.3	48.7
2005		21.0	33.2	40.4	44.3	46.7	48.5	50.3
2006		23.7	35.7	43.4	47.2	50.0	52.3	
2007		23.7	37.4	45.3	50.4	53.5		
2008		27.4	41.8	50.4	55.7	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 27.4% of the 2000 first time entering African male student cohort had dropped out after their first year of study and by 2009 (year 10) 52.5% of the cohort had dropped out. For the 2005 first time entering African male student cohort the dropout rate after the first year of study has shown an improvement with 23.7% of the first time entering African male student cohort having dropped out and 41.7% after year 10.

The section of the table showing graduates (%) indicates that there has not been any significant improvement from in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 19.8% to 21.0% respectively but there has been a more significant improvement in the throughput after year 6 from 32.5% to 40.4%, and after year 10 from 40.8% to 50.3%.

It is noted that the throughput rate of African female students is significantly higher than that of African male students across all cohorts.

Table 44 shows the dropout and throughput rate for Coloured students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or

more years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 44: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Coloured students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	23.4	30.0	32.0	34.6	36.4	37.4	37.7	37.9	37.9
2001	22.3	30.4	36.2	38.8	39.5	40.5	41.2	40.1	39.1
2002	20.2	29.6	34.2	38.6	40.3	41.0	40.2	39.3	38.7
2003	22.7	30.9	35.0	38.5	41.6	41.2	41.4	40.9	40.7
2004	21.1	28.7	34.9	36.4	38.4	38.8	38.1	37.1	36.8
2005	18.7	28.6	34.0	36.7	37.4	37.7	38.5	37.2	37.4
2006	21.8	28.2	31.8	34.5	34.4	35.5	35.2	34.6	
2007	20.2	26.1	29.9	32.8	33.9	32.4	33.0		
2008	16.5	22.8	26.9	29.0	29.9	30.5	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		28.7	38.0	47.3	52.2	54.8	56.4	57.1
2001		24.9	36.1	44.6	48.6	51.3	52.8	53.8
2002		28.8	40.8	47.9	50.7	53.1	54.4	55.0
2003		26.9	36.8	44.8	48.8	51.1	52.4	53.4
2004		26.0	39.9	49.1	52.8	54.6	55.4	56.6
2005		26.2	38.8	47.5	51.4	53.2	54.8	56.0
2006		27.2	41.6	49.6	54.0	56.0	57.6	
2007		28.4	42.8	51.7	55.8	58.4		
2008		32.6	45.5	54.8	59.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 23.4% of the 2000 first time entering Coloured student cohort had dropped out after their first year of study and by 2009 (year 10) 37.9% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown an improvement with 18.7% of the first time entering Coloured student cohort having dropped out after their first year of study and 37.4% after year 10 although this is a very insignificant improvement.

The section of the table showing graduates (%) indicates that there has been a decline in the throughput rate in minimum time between the 2000 Coloured student cohort and the 2005 Coloured student cohort from 28.7% to 26.2% for the respectively. After year 6 there has been a very small improvement in the throughput from 47.3% to 47.5 %, and after year 10 a slight decline from 57.1% to 56%. Although by the 2008 Coloured student cohort, there has been some improvement after year 6 with 54.8% of the cohort having graduated.

The Coloured student cohort tables are further disaggregated by gender. Table 45 shows the dropout and throughput rate for Coloured female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 4 years or more in the contact and distance mode of tuition. Table 46 shows this information for Coloured male students.

Table 45: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Coloured female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	20.1	24.8	28.8	30.2	33.0	32.8	33.7	34.4	34.2
2001	19.6	28.5	31.5	35.0	35.1	37.2	37.2	35.1	34.1
2002	20.2	28.1	32.8	36.6	39.3	39.1	38.8	37.7	36.7
2003	20.8	28.2	32.0	36.0	38.9	38.7	39.0	38.5	38.4
2004	19.6	27.6	33.6	34.8	36.3	36.3	35.6	34.3	34.0
2005	16.4	26.6	32.1	35.1	35.2	35.9	36.0	34.9	35.1
2006	20.3	27.8	30.7	33.7	33.8	34.1	33.9	33.3	
2007	20.3	25.4	28.4	30.7	33.1	31.0	32.0	Data not available	
2008	15.6	20.9	25.7	28.5	28.9	29.6			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		31.7	41.4	52.1	57.3	59.7	61.2	61.7
2001		28.3	41.2	49.6	54.0	56.5	58.0	59.3
2002		30.0	42.3	50.4	53.4	55.8	56.6	57.1
2003		29.7	40.1	49.1	52.5	54.1	55.2	56.2
2004		28.5	43.1	51.7	55.4	57.2	57.9	59.2
2005		29.2	42.2	50.0	53.9	55.7	57.1	58.2
2006		29.8	44.4	51.6	55.4	57.3	58.9	
2007		31.0	45.4	53.9	57.2	59.3	Data not available	
2008		34.6	47.0	56.3	60.8			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 20.1% of the 2000 first time entering Coloured female student cohort had dropped out after their first year of study and by 2009 (year 10) 34.2% of the cohort had dropped out. For the 2005 first time entering Coloured female student cohort the dropout rate has shown an improvement with 16.4% of the first time entering Coloured female student cohort having dropped out after their first year of study and 35.1% after year 10.

The section of the table showing graduates (%) indicates that there has been a decrease in the throughput rate in minimum time between the 2000 Coloured female student cohort and the 2005 Coloured female student cohort from 31.7% to 29.2% respectively and similarly after year 6 there has been a small decrease in the throughput from 52.1% to 50.0% and after year 10 from 61.7% to 58.2%.

Table 46 shows the dropout and throughput rate for Coloured male students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition.

Table 46: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Coloured male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	**DROPOUTS (%)**								
(Year 1)	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
2000	28.2	37.5	36.7	40.8	41.4	44.1	43.5	42.9	43.1
2001	26.4	33.2	43.3	44.6	46.0	45.5	47.1	47.7	46.6
2002	20.3	32.2	36.4	41.9	41.9	44.0	42.5	41.9	42.0
2003	25.7	35.3	40.0	42.7	46.1	45.4	45.3	45.0	44.6
2004	24.2	31.1	37.7	39.8	43.1	44.1	43.6	43.3	43.0
2005	23.2	32.6	37.7	39.9	41.8	41.3	43.4	41.8	41.7
2006	25.2	29.1	34.1	36.2	35.6	38.6	38.2	37.4	
2007	20.0	27.6	32.9	37.5	35.7	35.5	35.2	Data not available	
2008	18.6	27.2	29.5	30.1	32.3	32.6	Data not available		

Intake year	**GRADUATES (%)**							
(Year 1)	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**
2000		24.3	33.2	40.4	44.9	47.6	49.5	50.5
2001		19.7	28.5	37.2	40.4	43.5	44.9	45.7
2002		27.1	38.3	43.8	46.2	48.8	50.7	51.7
2003		22.2	31.3	37.6	42.7	46.0	47.7	48.8
2004		20.5	33.0	43.4	47.2	48.9	49.8	50.9
2005		20.2	32.2	42.6	46.6	48.2	50.5	51.7
2006		21.5	35.6	45.5	51.1	53.2	54.8	
2007		22.6	37.3	47.1	52.9	56.3	Data not available	
2008		27.9	42.0	51.1	56.7	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 28.2% of the 2000 first time entering Coloured male student cohort had dropped out after their first year of study and by 2009 (year 10) 43.1% of the cohort had dropped out. For the 2005 first time entering cohort the dropout rate has shown an improvement with 23.2% of the first time entering cohort having dropped out after their first year of study and 41.7% after year 10.

The section of the table showing graduates (%) indicates that there has been a decrease in the throughput rate in minimum time between the 2000 Coloured male student cohort and the 2005 Coloured male student cohort from 24.3% to 20.2% respectively, however after year 6 there has been a small increase in the throughput from 40.4% to 42.6%, and after year 10 from 50.5% to 51.7%.

It is noted that the throughput rate of Coloured female students is significantly higher than that of Coloured male students across all cohorts.

Table 47 shows the dropout and throughput rate for Indian students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 47: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Indian students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.9	19.8	32.8	33.4	27.9	29.8	29.7	30.5	30.2
2001	17.5	23.2	24.7	23.5	24.5	25.8	25.4	25.5	25.5
2002	15.6	20.8	21.6	23.4	24.9	24.9	25.2	24.4	24.5
2003	15.6	18.7	21.8	23.8	23.7	23.0	22.3	21.7	21.7
2004	13.8	18.3	21.0	22.2	21.8	20.8	20.4	20.7	20.0
2005	13.5	19.2	21.7	23.3	24.1	25.4	25.7	25.4	26.1
2006	16.2	20.1	22.1	22.0	23.8	22.5	22.0	22.8	
2007	15.1	17.5	18.9	19.4	20.4	20.0	20.4	Data not available	
2008	10.7	12.6	12.8	13.9	12.9	12.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		32.1	41.7	53.8	58.0	60.3	61.7	63.3
2001		28.8	44.8	57.3	62.1	64.5	66.4	67.5
2002		29.4	47.3	59.6	64.3	66.6	67.9	68.7
2003		29.6	47.4	60.2	64.8	67.4	69.6	71.3
2004		27.2	45.4	58.5	64.3	67.9	70.0	71.9
2005		27.8	44.6	54.0	58.5	60.7	63.1	64.8
2006		27.8	46.7	59.6	64.9	67.5	70.2	
2007		26.9	47.9	61.2	66.5	69.8	Data not available	
2008		33.1	57.4	71.8	76.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 14.9% of the 2000 first time entering Indian student cohort had dropped out after their first year of study and by 2009 (year 10) 30.2% of the cohort had dropped out. For the 2005 first time entering Indian student cohort the dropout rate has shown an improvement with 13.5% of the first time entering Indian student cohort having dropped out after their first year of study and 26.1% after year 10.

The section of the table showing graduates (%) indicates that there been a decrease in the throughput rate in minimum time between the 2000 Indian student cohort and the 2005 Indian student cohort from 32.1% to 27.8% respectively, however after year 6 there has been a small increase in the throughput from 53.8% to 54.0%, and after year 10 from 63.3% to 64.8%.

The Indian student cohort tables are further disaggregated by gender. Table 48 shows the dropout and throughput rate for Indian female students for the 2000 to 2008 first time entering Indian student undergraduate cohorts for degrees with a minimum duration of 4 years or more in the contact and distance mode of tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years. Table 49 shows this information for Indian male students.

Table 48: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Indian female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	13.9	18.3	27.8	29.2	24.9	24.9	25.5	25.9	25.7
2001	16.4	22.3	23.8	23.3	24.0	25.0	24.6	25.3	24.6
2002	13.9	18.2	18.7	19.3	21.4	21.4	21.7	20.9	20.8
2003	14.3	18.3	20.9	23.6	23.7	23.4	22.1	21.6	21.8
2004	13.2	17.8	21.3	22.7	21.9	21.4	21.4	22.2	20.8
2005	12.8	18.4	20.4	21.8	21.7	23.1	22.9	22.3	23.0
2006	16.9	20.7	23.8	24.0	25.3	24.0	24.0	24.9	
2007	15.1	17.8	19.4	20.5	21.6	20.5	21.5		
2008	10.1	12.6	13.3	14.6	14.7	13.9	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		20.3	40.2	61.4	64.8	66.9	69.3	71.0
2001		30.6	48.3	59.3	63.0	65.6	67.0	68.4
2002		33.7	52.1	64.1	68.5	70.4	71.7	72.2
2003		33.0	49.9	62.5	66.0	68.3	70.2	71.6
2004		31.5	48.0	60.0	64.9	68.1	69.5	70.8
2005		30.8	48.0	56.6	61.3	63.3	65.5	67.1
2006		27.7	45.5	58.1	62.8	65.5	68.3	
2007		29.6	47.8	59.9	64.5	67.5		
2008		35.3	60.1	72.6	76.5	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 13.9% of the 2000 first time entering Indian female student cohort had dropped out after their first year of study and by 2009 (year 10) 25.7% of the cohort had dropped out. For the 2005 first time entering Indian female student cohort the dropout rate has shown an improvement with 12.8% of the first time entering Indian female student cohort having dropped out after their first year of study and 23.0% after year 10.

The section of the table showing graduates (%) indicates that there been a significant increase in the throughput rate in minimum time between the 2000 Indian female student cohort and the 2005 Indian female student cohort from 20.3% to 30.8% respectively, however after year 6 there has been a decrease in the throughput from 61.4% to 56.6%, and after year 10 from 70.0 to 67.1%. Although 10 years of data is not available for the 2008 cohort, a significant improvement in the throughput rate is seen with 72.6% of the Indian female cohort having graduated after year 6, and 76.5% after year 7.

Table 49 shows the dropout and throughput rate for Indian male students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition.

Table 49: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – Indian male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.2	21.5	38.9	38.5	31.5	35.7	34.9	36.1	35.7
2001	18.9	24.2	25.8	23.7	25.2	26.7	26.3	25.7	26.7
2002	18.0	24.2	25.5	28.8	29.7	29.6	29.9	29.2	29.6
2003	17.4	19.2	23.1	24.0	23.8	22.3	22.4	21.9	21.4
2004	14.6	19.2	20.5	21.4	21.5	19.9	18.8	18.4	18.8
2005	14.6	20.4	23.7	25.6	27.7	29.0	29.9	30.0	30.8
2006	15.1	19.1	19.4	18.9	21.4	20.2	18.9	19.4	
2007	14.9	17.2	18.0	17.6	18.6	19.2	18.7	Data not available	
2008	11.6	12.7	11.9	12.9	10.1	11.1			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		27.7	38.3	48.8	52.4	54.9	56.7	58.3
2001		22.1	37.2	53.8	56.5	56.4	59.1	60.4
2002		23.7	40.9	53.5	58.7	61.3	62.7	64.0
2003		24.7	43.8	57.0	63.2	66.1	68.8	70.8
2004		20.4	41.4	56.2	63.4	67.5	70.8	73.5
2005		23.2	39.5	50.2	54.4	56.7	59.4	61.3
2006		27.9	48.6	62.0	68.3	70.8	73.3	
2007		22.7	48.2	63.4	69.7	73.4	Data not available	
2008		29.6	52.9	70.4	76.8			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 16.2% of the 2000 first time entering Indian male student cohort had dropped out after their first year of study and by 2009 (year 10) 35.7% of the cohort had dropped out. For the 2005 first time entering Indian male student cohort the dropout rate has shown an improvement with 14.6% of the first time entering cohort having dropped out after their first year of study and 30.8% after year 10. Although 10 years of data is not available for the 2008 cohort, a significant improvement in the dropout rate is seen with only 10.1% of the Indian male cohort having dropped out after year 6.

The section of the table showing graduates (%) indicates that there been a decrease in the throughput rate in minimum time between the 2000 Indian male student cohort and the 2005 Indian male student cohort from 27.7% to 23.2% respectively, however after year 6 there had been an improvement in the throughput from 48.8% to 50.2%, and after year 10 from 58.3%% to 61.3%. Although 10 years of data is not available for the 2008 cohort, a significant improvement in the throughput rate is seen with 70.4% of the Indian male cohort having graduated after year 6.

It is noted that the throughput rate of Indian female students is significantly higher than that of Indian male students across all cohorts.

Table 50 shows the dropout and throughput rate for White students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more

years for contact and distance tuition. This includes the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 50: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – White students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	18.9	19.3	19.3	21.1	21.5	22.5	23.3	23.0	23.2
2001	15.7	20.6	21.6	21.9	23.8	24.6	24.8	25.0	24.8
2002	13.4	19.2	19.2	21.3	22.7	23.1	23.3	23.0	23.2
2003	13.6	18.2	18.6	20.9	21.8	22.0	21.9	22.4	22.4
2004	12.1	15.4	17.6	19.0	19.7	19.6	19.8	20.0	19.5
2005	11.5	16.9	19.6	20.8	21.4	22.0	22.5	22.0	22.4
2006	12.4	16.5	18.7	18.9	19.1	19.4	19.1	19.2	
2007	12.8	16.2	17.6	18.3	18.6	18.4	18.7		
2008	10.6	12.4	13.9	14.4	14.2	14.9	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		46.5	59.2	67.6	70.4	71.5	72.5	73.3
2001		46.9	58.0	66.3	68.7	69.7	70.4	71.3
2002		46.2	59.5	67.1	69.5	71.2	72.2	73.0
2003		47.3	60.9	68.5	71.1	72.4	73.2	73.9
2004		47.0	61.1	70.0	72.9	74.4	75.4	76.3
2005		43.9	57.1	65.9	69.1	70.7	72.0	72.9
2006		46.2	59.8	69.5	72.9	74.6	76.1	
2007		44.5	60.0	69.5	73.2	75.1		
2008		48.1	65.0	74.8	78.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 18.9% of the 2000 first time entering White student cohort had dropped out after their first year of study and by 2009 (year 10) 23.2% of the cohort had dropped out. For the 2005 first time entering White student cohort the dropout rate has shown an improvement with 11.5% of the first time entering White student cohort having dropped out after their first year of study and 22.4% after year 10.

The section of the table showing graduates (%) indicates that there been a decrease in the throughput rate in minimum time between the 2000 White student cohort and the 2005 White student cohort from 46.5% to 43.9% respectively as well as after year 6 from 67.6% to 65.9%, and after 10 years from 73.3% to 72.9%. Although 10 years of data is not available for the 2008 White student cohort, a significant improvement in the throughput rate is seen with 74.8% of the White student cohort having graduated after year 6, and 78.3% after year 7.

The White student cohort tables are further disaggregated by gender. Table 51 below shows the dropout and throughput rate for White female students for the 2000 to 2008 first time entering undergraduate cohorts for degrees with a minimum duration of 4 years or more in the contact and distance mode of tuition. This includes the MBChB qualification for medical

doctors which has a minimum duration of 6 years. Table 52 shows this information for White male students.

Table 51: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – White female students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	18.5	17.3	16.0	18.6	18.6	19.4	19.8	19.4	19.2
2001	13.0	17.5	17.8	18.7	19.9	21.0	20.9	21.1	20.9
2002	11.7	16.7	16.3	18.8	19.6	19.9	20.1	19.9	20.0
2003	12.1	16.1	15.9	18.2	19.1	19.5	19.1	19.6	19.5
2004	11.1	14.6	16.8	18.2	18.8	18.5	18.7	18.8	18.5
2005	11.1	16.5	18.9	20.1	21.0	21.4	22.4	21.5	21.9
2006	12.3	16.2	18.4	18.5	19.0	19.1	18.8	18.8	
2007	12.6	16.3	17.5	18.0	18.5	18.0	18.4	Data not available	
2008	10.6	12.5	14.0	14.2	14.2	14.6			

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		43.0	66.0	74.3	75.0	75.8	77.1	77.9
2001		55.5	64.9	72.0	73.5	74.2	75.0	75.6
2002		53.6	65.4	72.2	74.0	75.4	76.2	76.9
2003		55.1	66.7	73.1	74.9	75.8	76.5	77.2
2004		54.7	66.2	73.0	75.1	76.3	77.1	78.0
2005		48.7	60.1	67.4	70.0	71.5	72.7	73.4
2006		52.6	63.4	71.0	73.8	75.1	76.5	
2007		49.9	63.0	71.0	73.9	75.7	Data not available	
2008		54.0	68.0	76.3	78.9			

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 18.5% of the 2000 first time entering White female student cohort had dropped out after their first year of study and by 2009 (year 10) 19.2% of the cohort had dropped out. For the 2005 first time entering White female student cohort the dropout rate has shown an improvement with 11.1% of the first time entering White female student cohort having dropped out after their first year of study but there has been a slight increase in the dropout rate after year 10 to 21.9%.

The section of the table showing graduates (%) indicates that there been an improvement in the throughput rate in minimum time between the 2000 cohort and the 2005 cohort from 43.0% to 48.7% respectively, however after year 6 there been a decrease in the throughput from 74.3% to 67.4%, and after year 10 from 77.9% to 73.4%. Although 10 years of data is not available for the 2008 cohort, a significant improvement in the throughput rate is seen with 76.3% of the White female cohort having graduated after year 6, and 78.9% after year 7.

Table 52 below shows the dropout and throughput rate for White male students for the 2000 to 2008 first time entering undergraduate cohorts for qualifications with a minimum duration

of 4 or more years for contact and distance tuition, including the MBChB qualification for medical doctors which has a minimum duration of 6 years.

Table 52: National total % dropout and graduates for undergraduate degrees with a minimum duration of 4 years or more – White male students (Contact and Distance)

NATIONAL TOTAL: CONTACT + DISTANCE									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.3	21.7	23.2	24.1	25.0	26.2	27.6	27.4	28.1
2001	18.9	24.5	26.3	25.8	28.5	29.0	29.6	29.9	29.7
2002	15.6	22.4	23.1	24.6	26.8	27.4	27.6	27.1	27.4
2003	15.7	21.1	22.1	24.6	25.4	25.5	25.6	26.0	26.2
2004	13.4	16.6	18.8	20.2	21.1	21.2	21.4	21.7	21.0
2005	12.0	17.6	20.6	21.7	22.0	22.7	22.7	22.7	23.2
2006	12.5	17.0	19.1	19.3	19.4	19.8	19.4	19.9	
2007	13.1	16.2	17.7	18.7	18.7	19.1	19.3		
2008	10.6	12.2	13.6	14.8	14.1	15.4	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000		38.1	52.5	61.3	65.1	66.7	67.9	68.7
2001		32.6	50.4	62.7	67.5	69.0	70.4	72.2
2002		36.2	51.5	60.4	63.5	65.7	66.8	67.7
2003		36.9	53.3	62.2	66.0	67.7	68.8	69.5
2004		35.9	53.7	65.6	69.8	71.7	72.8	73.9
2005		37.2	52.9	63.8	67.7	69.7	71.0	72.1
2006		36.9	54.8	67.3	71.7	73.8	75.6	
2007		36.5	55.5	67.4	72.1	74.2		
2008		38.7	60.2	72.4	77.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 19.3% of the 2000 first time entering White male student cohort had dropped out after their first year of study and by 2009 (year 10) 28.1% of the cohort had dropped out. For the 2005 first time entering White male student cohort the dropout rate has shown an improvement with 12.0% of the first time entering White male student cohort having dropped out after their first year of study and 21.0% after year 10.

The section of the table showing graduates (%) indicates that there been a decline in the throughput rate in minimum time between the 2000 White male student cohort and the 2005 White male student cohort from 38.1% to 37.2% respectively, however after year 6 there been an improvement in the throughput from 61.3% to 63.8%, and after year 10 from 68.7% to 72.1%. Although 10 years of data is not available for the 2008 cohort, a significant improvement in the throughput rate is seen with 72.4% of the White male cohort having graduated after year 6, and 77.3% after year 7.

5.6. Conclusion

The cohort tables for the degree students with a minimum duration of 4 years or more show a slight improvement to the throughput in minimum time from 31.3% for the 2000 cohort to

31.4% for the 2005 cohort, and 35.5% for the 2008 cohort. This is a very much better minimum time (within 4 years) throughput that that of 3 year degree and diploma qualifications considered earlier. However, as these figures include distance education enrolments, at least 8 years of data should be considered. It is noted that there is a significant improvement across the cohorts after year 8, from 53.4% for the 2000 cohort to 59% for the 2005 cohort. The 8 year data is not available for the 2008 cohort. The overall throughput rate, while more acceptable requires attention, with between 55.8% and 62.2% of students having graduated by year 10 in the cohorts for which 10 years of data are available.

When considering the data by gender it is noted that in general females outperform males in the degree qualification with a minimum study time of 4 years or more. 35.6 % of the 2000 female cohort graduated in minimum time, with 57.4% having graduated by year 8 and 59.6% by year 10, compared to 26.3% of the 2000 male cohort by year 4, 48.7% by year 8 and 51.3% by year 10. In the 2005 female cohort, this had dipped slightly to 35.2% by year 4, but improved again to 61.8% by year 8 and to 64.8% by year 10, compared to 26.5% of the 2005 male cohort by year 4, 55.4% by year 8 and 58.7% by year 10.

In disaggregating the data by population group, it is noted that the African undergraduate student cohorts in degree studies with a minimum duration of 4 years or more have the lowest throughput rate across all years, followed by the Coloured, Indian and White undergraduate student cohorts.

22.8 % of the 2000 African cohort graduated in minimum time, with 41.9% having graduated by year 8 and 44.5% by year 10, compared to: 28.7% of the 2000 Coloured cohort by year 4, 54.8% by year 8 and 57.1% by year 10; 32.1% of the 2000 Indian cohort by year 4, 60.3% by year 8 and 63.3% by year 10; and, 46.5% of the 2000 White cohort by year 4, 71.5% by year 8 and 73.7% by year 10.

In comparison, 24.4 % of the 2005 African cohort graduated in minimum time, with 51.2% having graduated by year 8 and 54.9% by year 10, compared to: 26.2% of the 2005 Coloured cohort by year 4, 53.2% by year 8 and 56.0% by year 10; 27.8% of the 2005 Indian cohort by year 4 (a dip from the 2000 cohort), 60.7% by year 8 and 64.8% by year 10; and, 43.9% of the 2005 White cohort by year 4, 70.7% by year 8 and 72.9% by year 10 (all slightly down from the 2000 cohort). Looking at the data for the 2008 cohort, a more substantial improvement in the throughput rate is noted for the data available (7 years).

It is noted the issue of equity with respect to the progression of students from previously disadvantaged groups, particularly African and Coloured students, is a major concern. The throughput rates of these groups are markedly lower than their Indian and White counterparts. This is a major transformation issue for the system.

It is also noted that the throughput rates for degrees with a minimum duration of 4 years or more of female students across all population groups is markedly higher than their male counterparts. Further research is required with respect to these gender differences.

It is noted that students entering degree studies with a minimum duration of 4 years or more, in general, have better throughput rates than their counterparts entering 3 year diploma and degree studies. This is because many of these programmes are professional degree programmes such as engineering, law, and medicine. Competition for these places is generally high and students with high level results in their school leaving qualifications are

accepted into the programmes. Nevertheless further research needs to be done to identify blockages and to develop interventions to ensure that throughputs in these professional degrees are improved, specifically for students from previously disadvantaged population groups and male students in general. Institutions offering these degree programmes must undertake their own data analytics to identify interventions to ensure greater efficiency in the system.

6. CUMMULATIVE NATIONAL DROPOUT AND THROUGHPUT RATES FOR SPECIFIC QUALIFICATIONS AND FIELDS OF STUDY

6.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts entering into a number of selected undergraduate qualifications and fields of study from 2000 to 2008 in contact and distance mode. The specific qualifications covered are: the MBChB, a 6 year undergraduate qualification for medical doctors; the Bachelor of Education, a 4 year undergraduate degree for teachers; 3 and 4 year Engineering qualifications; and 3 and 4 year qualifications in the fields of Life and Physical Sciences. These are followed by fields of study, namely: business studies; education; humanities (excluding education); and science, engineering and technology. Using the methodology described in the first section of the report, all first time entering South African undergraduate students entering these programmes in the years from 2000 through to 2008 are tracked. For each qualification or field of study, the cohort tables showing the combined overall dropouts and graduates for the 2000 to 2008 first time entering cohorts are covered. In all cases the tables show the combined contact and distance mode dropouts and throughputs.

6.2. Cumulative national dropout and throughput rates for the MBChB qualification

Table 53 shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the MBChB, the qualification for medical doctors. This degree has a minimum duration of 6 years, for contact and distance tuition.

Table 53: National total % dropout and graduates for the 6 year MBChB (Contact and Distance)

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	12.0	6.0	7.6	7.6	6.0	7.1	6.9	6.3	6.8
2001	5.1	6.2	8.0	7.8	7.5	6.0	5.9	5.2	6.0
2002	4.0	5.5	6.8	6.1	6.3	5.9	4.6	3.9	3.8
2003	6.1	4.9	7.1	7.7	7.1	7.1	6.2	6.1	5.6
2004	4.5	6.1	7.5	7.5	7.3	7.4	6.9	6.6	6.7
2005	5.8	6.3	7.2	7.8	6.8	7.3	6.5	5.4	5.4
2006	4.9	5.1	5.9	6.6	5.7	4.9	3.7	3.9	
2007	5.6	6.9	7.9	8.2	7.9	6.7	6.6		
2008	4.4	6.2	7.3	7.6	6.9	7.4	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000				69.7	81.2	85.8	88.2	89.7
2001				66.3	80.3	85.5	89.0	90.6
2002				75.4	84.3	89.0	91.9	92.7
2003				72.3	82.8	87.1	88.8	90.2
2004				71.5	82.6	86.7	88.4	89.7
2005				69.9	80.9	85.7	88.6	90.3
2006				72.6	83.3	88.3	90.5	
2007				69.2	80.2	85.8		
2008				68.1	79.5	Data not available		

Note: Data not available - requires data from 2014 academic year and onwards. 2014 data available October 2015

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 12.0% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 6.8% of the cohort had dropped out. The reason for the decline in the cumulative total could be as a result of students who have stopped out returning to their studies later. For the 2005 first time entering cohort the dropout rate has shown an improvement with 5.8% of the first time entering cohort having dropped out after their first year of study and only 6.7% after year 10.

The section of the table showing graduates (%) indicates the throughput rate in minimum time (6 years) as 69.7% and 69.9% for the 2000 and 2005 cohorts respectively, and after year 8 the throughput rate is 85.8% and 85.7% respectively. By year 10, 89.7% of the 2000 MBChB cohort had graduated, while 90.3% of the 2005 cohort had graduated.

It can be seen that the dropout rates for this qualification are low and the throughput rates are high.

6.3. Cumulative national dropout and throughput rates for the Bachelor of Education qualification

Table 54 shows the dropout and throughput rate of the 2003 to 2008 first time entering undergraduate cohorts for the Bachelor of Education, which has a minimum duration of 4 years, for contact and distance tuition. The reason for the cohorts starting in 2003 and not 2000, is that the four year Bachelor of Education undergraduate degree was first introduced in 2003 when the 2000 Norms and Standards for teacher education qualifications policy was implemented.

Table 54: National total % dropout and graduates for the 4 year Bachelor of Education (Contact and Distance)

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2003	16.0	21.0	24.9	29.9	31.6	31.9	31.6	31.5	31.5
2004	18.3	24.4	28.3	33.0	34.4	34.6	34.5	34.2	33.7
2005	16.2	22.8	26.0	29.6	31.1	31.2	31.4	31.0	31.1
2006	21.2	25.9	28.0	30.8	32.3	32.5	32.1	32.4	
2007	20.3	23.9	25.8	28.4	29.3	28.8	29.4		
2008	18.1	22.2	23.9	25.7	26.3	28.0	Data not available		

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2003		46.7	55.5	59.7	61.6	62.8	63.6	64.7
2004		42.7	52.6	56.1	58.4	59.4	60.3	61.4
2005		41.7	53.1	57.2	60.2	61.5	62.9	63.9
2006		40.9	51.0	55.3	58.0	59.7	61.1	
2007		39.6	51.4	56.8	59.9	62.3		
2008		39.4	52.5	58.5	62.1	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2004 (year 2) 16.0% of the 2003 first time entering cohort had dropped out after their first year of study and by 2012 (year 10) 31.5% of the cohort had dropped out. For the 2005 first time entering cohort there is little change in the dropout rate with 16.2% of the first time entering cohort having dropped out after their first year of study and 31.1% by year 10.

The section of the table showing graduates (%) indicates the throughput rate in minimum time as 46.7% and 41.7% for the 2003 and 2005 cohorts respectively and after year 6 the throughput rate is 59.7% and 57.2% respectively. By year 10 the throughput rates are 64.7% and 63.8% respectively.

6.4. Cumulative national dropout and throughput rates for 3 and 4 year engineering qualifications

Table 55 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the Engineering qualifications with a minimum duration of 3 and 4 years, for contact and distance tuition. This data is then disaggregated and in Table 56 the cohort table for 3 year engineering diplomas are given, followed by Table 57 with 3 year engineering degrees and Table 58 with 4 year professional engineering degrees.

Table 55: National total % dropout and graduates for 3 and 4 year engineering qualifications (contact and distance)

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	28.7	37.0	44.5	46.6	43.3	44.8	43.7	43.2	42.4
2001	29.2	37.6	42.0	39.6	42.1	41.2	40.2	39.6	38.4
2002	31.1	36.1	34.3	38.4	38.2	36.1	35.4	33.7	32.7
2003	18.9	27.0	32.8	34.6	33.7	32.5	30.7	29.6	29.1
2004	19.3	27.9	32.2	32.4	31.3	28.8	27.8	27.5	25.1
2005	27.1	34.5	36.9	35.8	34.4	33.4	31.9	29.5	30.0
2006	23.3	29.3	32.1	31.5	30.6	29.1	26.8	26.9	
2007	22.6	28.3	29.4	30.1	28.2	26.5	25.7		
2008	21.4	25.3	28.7	28.7	26.4	25.9	Data not available		

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	5.5	17.2	27.3	33.1	38.2	41.7	44.4	46.8
2001	4.9	17.7	28.2	36.5	41.4	44.8	47.6	49.8
2002	5.0	19.1	31.5	40.3	46.0	49.9	52.8	55.1
2003	5.5	21.1	34.9	44.4	50.2	53.8	56.8	58.7
2004	5.5	20.6	35.2	45.5	51.7	56.1	59.0	61.8
2005	5.0	19.6	33.2	42.6	48.0	51.8	55.0	57.5
2006	5.8	21.1	34.8	44.7	50.8	55.2	58.9	
2007	6.1	21.3	35.4	45.3	52.6	57.7		
2008	5.6	20.6	35.4	46.3	54.0	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 28.7% of the 2000 first time entering cohort into 3 and 4 year engineering qualifications had dropped out after their first year of study and by 2009 (year 10) 42.4% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 27.1% of the first time entering cohort having dropped out after their first year of study and 30.0% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in 3 and 4 year engineering qualifications after year 4 as 17.2% and 19.6% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 33.1% and 42.6% respectively, climbing to 46.8% and 57.5% respectively by year 10.

Table 56 shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the Engineering qualifications (diplomas) with a minimum duration of 3 years, for contact and distance tuition.

Table 56: National total % dropout and graduates for 3 year engineering qualifications (contact and distance)

Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	34.0	43.5	51.3	53.8	51.0	52.4	51.2	50.4	49.4
2001	39.2	49.6	52.4	47.2	50.4	49.7	48.6	48.0	46.5
2002	43.3	47.0	39.7	45.0	45.1	43.0	42.1	40.6	39.4
2003	22.2	31.3	39.2	41.7	40.9	39.5	37.3	35.5	34.9
2004	21.8	32.4	38.3	38.9	36.8	34.5	33.2	32.9	29.8
2005	31.2	40.6	43.3	41.9	40.3	39.1	37.4	34.6	35.1
2006	26.2	33.7	37.3	36.4	35.1	33.5	30.9	30.9	
2007	25.6	32.7	34.1	34.6	32.4	30.0	29.4	Data not available	
2008	23.7	28.6	33.3	33.6	30.8	29.8	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	5.5	13.2	20.2	25.0	29.9	33.4	36.0	38.5
2001	5.8	14.0	20.6	27.5	31.8	35.5	38.3	40.7
2002	5.7	15.5	25.6	32.9	38.1	42.0	45.3	47.7
2003	6.1	17.2	28.4	36.7	41.9	45.7	49.0	51.2
2004	6.6	18.5	30.9	39.1	44.6	48.7	51.9	54.9
2005	5.3	16.5	27.3	35.0	40.4	44.2	47.7	50.5
2006	6.3	19.4	30.7	39.0	44.6	49.0	52.7	
2007	6.8	19.2	30.4	38.9	46.0	51.5	Data not available	
2008	5.8	17.3	29.7	39.6	47.3	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 34.0% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 49.4% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 31.2% of the first time entering cohort having dropped out after their first year of study and 35.1% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 5.5% and 5.3% for the 2000 and 2005 cohorts respectively and after year 5 the throughput rate is 20.2% and 27.3% respectively, while by year 10 it is 38.5% 50.5% respectively.

Table 57 shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the Engineering qualifications with a minimum duration of 4 years, for contact and distance tuition.

Table 57: National total % dropout and graduates for 4 year engineering qualifications (contact and distance)

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.3	25.3	32.7	33.7	29.5	31.3	30.4	30.2	29.9
2001	19.4	25.7	31.7	32.0	33.8	32.8	31.8	31.3	30.3
2002	16.2	22.7	27.7	30.5	29.9	27.7	27.2	25.3	24.7
2003	13.6	20.2	22.7	23.1	22.2	21.3	20.0	20.1	19.8
2004	13.5	17.3	17.7	16.8	18.1	15.2	15.0	14.6	13.7
2005	14.6	16.0	17.6	17.4	16.8	16.1	15.5	14.4	14.5
2006	15.6	17.5	18.2	18.5	18.5	17.4	16.1	16.4	
2007	15.3	17.6	17.9	19.1	17.9	17.9	16.5		
2008	15.2	16.4	16.3	15.5	14.5	15.5	Data not available		

Intake year (Year 1)	GRADUATES (%)						
	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.4	39.9	47.6	53.0	56.5	59.4	61.6
2001	21.3	35.7	45.4	50.9	54.1	56.8	58.8
2002	23.6	38.8	49.4	55.5	59.5	62.0	64.0
2003	27.3	45.3	56.8	63.4	66.9	69.3	70.9
2004	25.8	45.4	60.6	68.6	73.8	76.1	78.1
2005	28.9	50.9	65.1	71.0	74.6	77.1	78.4
2006	25.5	45.5	59.8	67.4	71.6	75.4	
2007	26.4	47.7	60.8	68.7	72.7		
2008	29.5	50.6	64.4	72.0	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 19.3% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 29.9% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 14.6% of the first time entering cohort having dropped out after their first year of study and 14.5% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 24.4% and 28.9% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 47.6% and 65.1% respectively, rising to 61.6% and 78.4% respectively after year 10.

It is noted that the throughput rates for the four year professional engineering degree are considerably higher than the rates for the 3 year diploma qualification. The data here is not disaggregated for contact and distance modes of study. It is highly likely that the throughput in the 4 year contact cohorts would be significantly higher than in the distance cohorts. In future studies the data will be disaggregated into contact and distance.

6.5. Cumulative national dropout and throughput rates for 3 and 4 year Life and Physical Science qualifications.

Table 58 shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the Life and Physical Science qualifications with a minimum duration of 3 or 4 years, for contact and distance tuition. This data is then disaggregated further into 3 year qualifications (Table 59) and four year qualifications (Table 60).

Table 58: National total % dropout and graduates for 3 and 4 year life and physical science qualifications (contact and distance)

Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	24.8	23.5	28.0	29.5	28.4	29.9	29.5	28.9	28.7
2001	19.8	25.8	28.2	27.4	29.3	30.0	29.8	29.2	28.8
2002	21.3	26.1	25.0	28.5	29.1	29.0	28.8	27.8	27.2
2003	18.7	21.5	23.9	25.9	26.2	27.0	25.6	25.2	24.9
2004	17.3	21.4	22.6	23.7	24.2	23.1	22.8	22.8	22.0
2005	20.7	23.2	23.9	23.4	23.0	23.1	22.3	21.0	21.5
2006	20.8	21.1	20.8	20.8	20.8	20.5	19.5	19.9	Data not available
2007	19.8	20.2	19.3	19.6	20.2	20.0	19.8		
2008	18.9	19.3	19.3	20.0	19.8	20.6	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.6	33.6	45.4	53.2	57.8	60.4	62.2	63.9
2001	15.8	34.5	45.7	54.3	58.3	61.5	63.2	64.6
2002	15.7	35.5	47.8	55.9	60.3	62.7	64.5	65.9
2003	16.1	37.5	49.9	57.8	62.0	64.4	66.5	67.7
2004	16.4	37.8	51.7	60.1	64.6	67.4	69.1	70.6
2005	14.3	36.7	50.4	59.0	64.1	66.9	69.1	70.9
2006	16.8	38.4	52.6	61.1	66.2	69.3	71.7	Data not available
2007	15.8	36.8	51.1	60.2	65.9	69.2		
2008	15.4	35.1	50.0	60.1	65.6	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 24.8% of the 2000 first time entering cohort into 3 and 4 year life and physical science qualifications had dropped out after their first year of study and by 2009 (year 10) 28.7% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 20.7% of the first time entering cohort having dropped out after their first year of study and 21.5% by year 10.

The section of the table indicated as graduates (%) shows the throughput rate in minimum time as 14.6% and 14.3% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 53.2% and 59.0% respectively, while after year 10 this has improved to 63.9% and 70.9% respectively.

Table 59 shows the dropout and throughput rate for the 2000 to 2005 first time entering undergraduate cohorts for the Life and Physical Science qualifications with a minimum duration of 3 years, for contact and distance tuition.

Table 59: National total % dropout and graduates for 3 year life and physical science qualifications (contact and distance)

Intake year (Year 1)	DROPOUTS (%)								
	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	26.4	25.2	28.9	30.3	30.0	31.4	31.2	30.6	30.5
2001	21.2	27.8	29.7	29.2	31.4	32.0	31.8	31.3	31.0
2002	23.8	28.2	27.3	31.5	32.3	32.3	32.0	30.7	30.3
2003	20.1	23.6	26.0	28.4	28.7	29.8	28.2	27.8	27.6
2004	19.0	23.2	24.3	25.1	25.5	24.5	24.1	24.1	23.2
2005	22.9	25.1	25.2	24.5	23.8	24.0	22.9	21.5	22.5
2006	22.8	22.8	22.1	22.1	22.1	21.7	20.7	21.0	
2007	21.0	21.1	19.9	19.6	20.0	19.9	19.9		
2008	19.6	20.2	19.8	20.5	20.4	21.1	Data not available		

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	17.5	32.6	43.6	50.4	55.1	58.0	59.9	61.8
2001	19.4	34.4	44.9	51.8	55.7	59.0	60.7	62.1
2002	18.6	34.9	46.3	52.7	57.1	59.4	61.1	62.6
2003	19.7	36.5	48.1	54.3	58.4	60.9	63.3	64.6
2004	20.3	37.8	50.9	57.8	62.2	65.1	67.1	68.6
2005	18.5	36.5	48.9	56.4	61.7	64.8	67.3	69.3
2006	21.0	38.2	50.9	58.3	63.4	66.9	69.5	
2007	19.2	37.8	51.7	59.6	65.2	68.8		
2008	18.1	35.8	50.3	59.2	64.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 26.4% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 30.5% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 22.9% of the first time entering cohort having dropped out after their first year of study and 22.5% by year 10.

The section of the table indicated as graduates (%) shows the throughput rate in minimum time as 17.5% and 18.5% for the 2000 and 2005 cohorts respectively and after year 5 the throughput rate is 43.6% to 48.9% respectively.

Table 60 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for the Life and Physical Science qualifications with a minimum duration of 4 years, for contact and distance tuition.
Table 60: National total % dropout and graduates for 4 year life and physical science qualifications (contact and distance)

Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.6	18.3	24.7	26.9	23.5	25.3	24.3	23.7	23.2
2001	15.8	20.6	24.0	22.4	23.4	24.6	24.3	23.5	23.0
2002	13.9	20.1	18.3	19.7	19.7	19.2	19.5	19.3	18.2
2003	14.6	15.1	17.8	18.2	18.8	18.2	17.4	17.2	16.7
2004	10.8	14.5	16.3	18.4	19.6	17.7	18.1	18.3	17.8
2005	14.0	17.4	19.7	20.3	20.4	20.4	20.5	19.4	18.6
2006	13.8	15.2	16.0	16.3	15.8	15.9	15.1	15.7	Data not available
2007	14.6	16.2	16.8	19.8	21.1	20.3	19.5		
2008	15.1	15.1	16.6	17.4	17.0	18.2	Data not available		

Intake year	GRADUATES (%)						
(Year 1)	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	36.6	50.8	62.1	66.0	68.0	69.4	70.7
2001	34.8	47.9	60.9	65.4	68.2	70.1	71.2
2002	37.2	52.4	64.9	69.8	72.4	74.3	75.3
2003	40.4	55.3	68.7	73.2	75.0	76.2	77.3
2004	37.5	54.8	68.8	73.3	75.7	76.5	77.9
2005	37.2	55.0	66.8	71.4	73.2	74.6	75.6
2006	39.1	58.7	71.2	76.3	78.2	79.6	Data not available
2007	32.7	48.5	62.4	68.7	71.2		
2008	31.5	48.2	64.7	71.4	Data not available		

Note: Data not available - requires data from 2015 academic year and onwards. 2015 data available October 2016

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 19.6% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 23.2% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 14.0% of the first time entering cohort having dropped out after their first year of study and 18.6% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 36.6% and 37.2% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 62.1% and 66.8% respectively, rising to 70.7% and 75.6% respectively after year 10.

6.6. Cumulative national dropout and throughput rate for qualifications in the field of Business studies

Table 61 shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Business studies.

Table 61: National total % dropout and graduates in the major field of study - business studies (contact and distance)

NATIONAL TOTAL									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	33.0	40.9	44.9	48.3	50.3	51.5	52.7	52.2	52.6
2001	36.6	45.7	49.2	52.9	55.8	57.0	56.8	57.1	56.5
2002	37.1	43.9	47.3	52.7	54.9	55.3	55.7	54.9	54.6
2003	32.7	42.1	48.0	52.2	53.9	54.1	53.5	53.1	52.8
2004	32.4	42.5	46.8	50.2	51.6	51.5	51.5	51.3	50.6
2005	27.6	37.8	41.3	44.4	45.7	46.3	46.7	46.2	46.9
2006	33.5	41.4	44.0	46.3	47.5	48.7	48.0	49.0	
2007	30.5	37.5	40.1	43.4	45.6	45.4	47.0		
2008	28.6	36.1	38.3	41.9	42.8	44.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	13.2	24.6	31.0	34.2	36.0	37.3	38.4	39.2
2001	11.3	21.3	26.7	30.0	31.8	33.1	34.2	35.1
2002	12.0	22.0	28.3	31.3	33.1	34.4	35.5	36.6
2003	11.4	22.7	29.1	32.3	34.3	35.7	37.0	38.1
2004	12.5	23.8	30.5	33.9	36.1	37.8	39.0	40.2
2005	15.1	27.3	34.6	38.5	40.8	42.3	43.6	44.8
2006	13.5	26.0	32.9	36.8	39.0	40.6	42.1	
2007	13.6	25.5	33.4	37.4	40.1	42.1		
2008	13.7	27.0	34.7	39.1	42.0	Data not available		

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 33.0% of the 2000 first time entering cohort studying business studies as their major field of study had dropped out after their first year of study and by 2009 (year 10) 52.6% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 27.6% of the first time entering cohort having dropped out after their first year of study and 46.9% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 13.2% and 15.1% for the 2000 and 2005 cohorts respectively and after year 5 the throughput rate is 31.0% and 34.6% respectively, increasing to 39.2% and 44.8 % respectively by year 10.

6.7. Cumulative national dropout and throughput rate for the field of education

Table 62 below shows the dropout and throughput rate of the 2000 to 2008 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Education. This study includes all education qualifications including the National Professional Diploma in Education, an upgrade qualification specifically designed for practicing teachers who were un- or underqualified. Also included are the various post professional qualifications, including the various Advanced Certificates in Education implemented across the system as part of the drive to improve the qualifications of teachers in line with the 2000 Norms and Standards policy.

Table 62: National total % dropout and graduates in the major field of study - education (contact and distance)

NATIONAL TOTAL									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	23.8	35.7	38.0	43.1	46.8	48.1	48.8	48.6	48.9
2001	25.4	29.2	31.2	35.5	37.3	38.3	38.1	38.0	37.8
2002	32.5	39.4	43.6	46.8	47.7	47.7	47.7	47.6	47.5
2003	21.3	34.7	37.1	39.6	40.3	40.8	40.3	40.1	39.7
2004	29.1	40.0	39.4	43.2	43.6	43.8	43.6	43.3	43.0
2005	27.6	33.7	36.4	39.3	40.5	40.7	40.6	40.5	40.7
2006	25.7	32.5	33.9	35.9	37.1	37.2	37.2	37.4	
2007	24.9	29.7	31.4	33.9	33.2	34.1	34.2	Data not available	
2008	27.9	32.0	33.6	35.0	35.5	36.2	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	46.8	41.7	45.7	47.4	48.4	48.9	49.2	49.4
2001	46.1	52.7	56.6	58.3	58.9	59.2	59.5	59.9
2002	37.9	44.5	47.5	48.7	49.4	49.8	50.2	50.5
2003	44.3	47.3	51.7	53.8	54.9	55.7	56.3	57.0
2004	41.8	43.8	48.5	50.4	51.7	52.4	53.0	53.6
2005	37.2	39.5	47.3	50.5	52.6	53.6	54.7	55.5
2006	34.1	38.3	47.2	51.0	53.3	55.0	56.5	
2007	31.2	40.0	49.3	53.8	56.4	58.3	Data not available	
2008	29.2	36.8	46.9	51.8	54.6	Data not available		

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 23.8% of the 2000 first time entering cohort into all qualifications with education as the major field of study had dropped out after their first year of study and by 2009 (year 10) 48.9% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 27.6% of the first time entering cohort having dropped out after their first year of study and 40.7% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 46.8% and 37.2% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 47.4% and 50.5% respectively rising to 49.4% and 55.5 % respectively after year 10.

6.8. Cumulative national dropout and throughput rate for qualifications in humanities fields other than education

Table 63 below shows the dropout and throughput rate for the 2000 to 2008 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Humanities (excluding education).

Table 63: National total % dropout and graduates in the major field of study – humanities other than education (contact and distance)

NATIONAL TOTAL									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	35.9	38.7	43.5	46.5	48.8	49.8	50.4	50.3	50.8
2001	26.0	35.8	40.1	43.9	46.1	47.7	47.9	48.0	47.5
2002	26.4	34.8	38.0	42.5	45.2	46.0	46.3	45.9	45.5
2003	25.5	33.4	37.3	42.0	44.0	44.5	43.9	43.6	43.5
2004	25.1	32.5	36.5	39.8	41.3	41.1	41.0	40.9	40.2
2005	24.0	32.6	34.9	37.8	38.5	39.2	39.5	38.7	39.2
2006	26.6	33.1	35.0	37.2	37.9	38.4	37.9	38.6	
2007	26.6	32.5	33.3	36.0	37.0	36.8	37.9		
2008	23.2	28.8	29.6	32.0	32.7	34.0	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.8	28.5	35.4	38.7	40.6	41.8	42.7	43.5
2001	20.1	30.3	37.8	41.4	43.2	44.5	45.5	46.3
2002	21.3	31.3	39.6	43.4	45.3	46.5	47.4	48.2
2003	22.0	32.6	40.3	44.2	46.3	47.7	48.7	49.6
2004	23.2	33.7	42.3	46.3	48.6	50.1	51.3	52.4
2005	23.3	33.9	42.9	47.1	49.7	51.2	52.6	53.7
2006	22.9	34.3	43.2	47.5	50.0	51.9	53.4	
2007	20.8	32.2	41.8	46.7	49.9	52.2		
2008	22.1	35.8	46.2	51.8	54.9	Data not available		

In the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 35.9% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 50.8% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 24.0% of the first time entering cohort having dropped out after their first year of study and 39.2% by year 10.

Thesection of the table showing graduates (%) indicates the throughput rate in the major field of humanities (other than education) in minimum time as 16.8% and 23.3% for the 2000 and 2005 cohorts respectively and after year 5 the throughput rate is 35.4% and 42.9% respectively, rising to 43.5% and 53.7% respectively after year 10.

6.9. Cumulative dropout and throughput rate for the major fields of study in science engineering and technology

Table 64 shows the dropout and throughput rate for the 2000 to 2005 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Science, Engineering or Technology

Table 64: National total % dropout and graduates in the major field of study – science engineering and technology (contact and distance)

NATIONAL TOTAL									
Intake yea	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	27.0	32.0	36.7	39.0	38.2	39.7	39.6	39.2	38.8
2001	25.3	33.5	36.4	36.3	38.9	39.2	38.7	38.5	37.7
2002	26.5	31.8	30.2	34.6	35.7	35.5	35.0	33.8	33.1
2003	20.6	26.9	30.2	33.0	33.6	33.2	31.9	31.2	30.7
2004	20.8	27.5	30.1	32.2	32.4	31.3	30.7	30.4	28.8
2005	23.1	29.7	30.4	31.2	30.7	30.4	29.6	28.0	28.4
2006	22.1	26.9	27.2	28.0	27.9	27.2	25.9	26.1	
2007	21.9	26.3	26.0	27.3	27.1	26.2	26.1		
2008	20.4	24.3	25.2	26.2	25.6	25.7	Data not available		

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	14.9	27.8	37.3	44.2	47.9	50.3	52.0	53.5
2001	14.7	26.8	36.7	44.6	48.4	50.9	52.6	54.1
2002	16.4	29.3	40.9	48.4	52.3	55.0	57.0	58.5
2003	17.0	31.2	42.9	50.6	54.5	57.0	59.0	60.5
2004	16.6	30.7	43.0	51.2	55.4	58.2	60.2	61.8
2005	16.2	31.1	43.4	51.6	55.9	58.7	60.9	62.8
2006	17.5	32.2	44.8	53.4	58.1	61.3	63.8	
2007	16.4	31.4	44.3	53.1	58.5	61.9		
2008	15.3	31.1	44.5	54.0	59.6	Data not available		

In the section of the table indicated as dropouts (%) it can be seen that in 2001 (year 2) 27.0% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 38.8% of the cohort had dropped out. For the 2005 first time entering cohort there is an improvement in the dropout rate with 23.1% of the first time entering cohort having dropped out after the first year of study and 28.4% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 14.9% and 16.2% for the 2000 and 2005 cohorts respectively and after year 6 the throughput rate is 44.2% and 51.6% respectively.

6.10. Conclusion

The cohort studies above cover three specific professional and or technical qualifications as well as for various fields of study as a whole.

The MBChB qualification, a 6 year degree programme for medical doctors, has very high throughput rates when compared to all other qualifications. 69.7% of the 2000 cohort completed in minimum time (6 years), after 8 years 85.8% of the students in the cohort had graduated, and after 10 years 89.7% had graduated. The 2005 cohort shows an improvement with 69.9% having graduated in minimum time, 85.7% after year 8 and 90.3% after year 10. It would have been instructive to see if the same pattern with respect to the performance of females and males, and the various population groups also held for this qualification. It is recognised that the entry requirements for the MBChB are demanding and only school leavers with excellent school leaving results gain access.

In comparison the 2000 to 2008 cohort studies for the Bachelor of Education (BEd) degree, the four year professional qualification for teaching, show a much lower throughput rate per cohort than the MBChB. However, in comparison to the overall throughput rate of degrees with a minimum duration of 4 years or more, the BEd has a slightly better throughput rate.

The 2000 to 2008 study for engineering qualifications, is broken into 3 year qualifications (mostly diplomas) and 4 year professional degrees. As with the cohort studies of the 3 year diploma (in Section 2) and 3 year degree (in Section 3), the three year engineering qualification, for every cohort from 2000 to 2008, have lower throughput rates than for the four year professional degree. All cohorts in the four year professional engineering degree, while having lower throughput rates than their counterparts in the MBChB, have higher throughput rates than those in the Bachelor of Education.

Student cohorts in the three year life and physical science qualifications perform better than the general three year qualification students in both diplomas and degree studies, but have significantly lower throughput rates than students in four year life and physical sciences degrees. All cohorts in 4 year life and physical sciences degrees outperform the 4 year engineering degree students, having higher throughput rates in minimum time and after the 8 year and 10 year comparison points.

Considering the various fields of study, business studies students have the lowest throughput rates, followed by the humanities (excluding education) which are significantly higher. Education in general (covering all qualifications) has the next highest throughput rate, although lower that the Bachelor of Education on its own. Finally the science, engineering and technology fields have the highest throughputs of all fields of study.

These cohort studies are limited because they do not provide disaggregated data by mode of study (contact and distance) and by population group and gender. Such work is necessary to really identify the blockages to success and to ascertain effective interventions to work towards improved success and efficiencies in the system. All institutions are encouraged to undertake data analytic studies of their various student cohorts to identify was of improving the throughput in minimum time.

7. ANALYSIS OF COHORT DATA AND CONCLUSION

7.1. Introduction

The White Paper for post-school education and training noted that as participation increases, universities must also focus on improving student performance. A serious challenge for the university sector has been improving access, success and throughput rates and this must become a priority focus for national policy and institutions.[5]

To provide the skills required for South Africa's economic development universities need to ensure quality graduates from the system. This study does not address issues such as quality of the graduates exiting the system and the reasons for student dropouts. It is a quantitative exercise. Students may dropout or stop out for a wide variety of reasons including under-preparedness, financial difficulties, incorrect qualification choices, unresponsive teaching and/or poor living conditions etc. Institutions must, if not already doing so, begin to use data analytics to better understand their student dropout and throughput rates, and the reasons impacting on them, in order to design interventions at the institutional level to improve retention, and to enable graduation in minimum time and at the same time improve the quality of their offerings. At a national level such analytics can point to areas of concern and weakness in the system where national interventions may be necessary. A case in point is the big difference in dropout and throughput rates for contact and distance programes. Whilst this is an institutional issue, it is also a national issue that may need national interventions.

This report covers the 2000 to 2008 first time entering cohort studies for undergraduate diplomas and degrees with a duration of 3 years or more; that is diplomas and degrees with a minimum study period of 3 years, and degrees with a minimum study period of four years and more.

Section 2 of the report presented a combined national cohort study which shows the data for all first time entering South African undergraduate student cohorts from 2000 to 2008 in all qualification types in both contact and distance mode. The data is then disaggregated to show the dropout and throughput rates for contact and distance modes for each cohort separately. Sections 3, 4 and 5 present cohort studies that combine the distance and contact mode for the 3 qualification types (i.e. 3 year diploma, 3 year degree, and 4 year (or more) degree). For each qualification type the overall dropout and graduation rates are presented followed by the data disaggregated by gender and then by population group and gender. Finally, in Section 6, cohort studies for a number of specific qualifications and fields of study, including the 6 year MBChB for medical doctors, are presented.
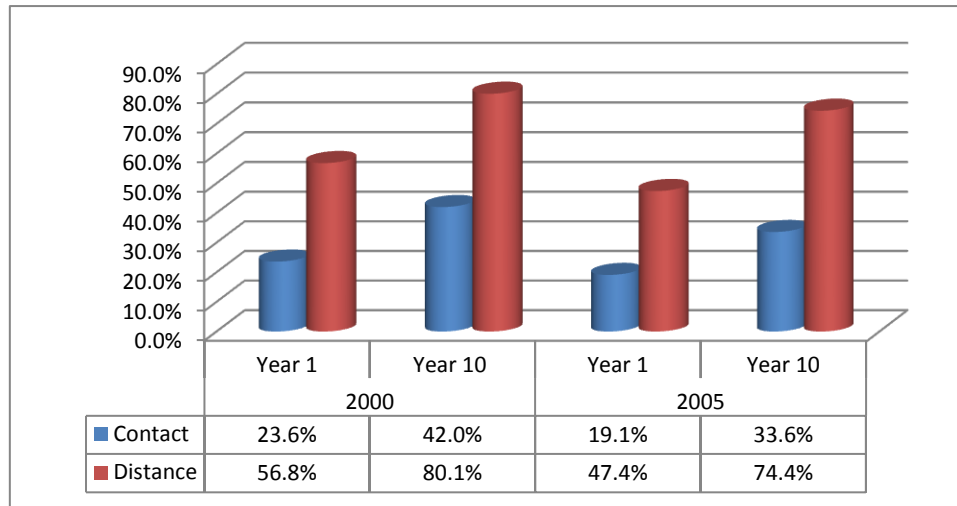
In this final section of the report the data is considered as a whole and some conclusions are drawn regarding areas of national concern where possible systemic interventions are required to improve efficiency and effectiveness of the higher education sector. These also point to areas where institutions should consider their own data analytics and identify institutional level interventions to improve the prospects of students entering their institutions achieving successful graduation in a reasonable length of time.

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[5] DHET (2013) White Paper for Post-Education and Training: Building an expanded, effective and integrated post-school system. Pretoria: Department of Higher Education and Training p. 31

7.2. Contact and distance mode

The cohort studies reveals in very stark terms that students entering into distance higher education, while gaining access to higher education, have a very low chance of success. It is acknowledged that students entering into distance education are most likely to be studying part time, and therefore will take longer than the minimum time to complete the qualification. Taking this into account ten years of data is required. The latest year for which 10 years of data is available is 2005, therefore while the tables all show the cohort data up to the 2008 cohort, the 2005 cohort is taken as a point of comparison. Figure 1 below shows the dropouts graphically for year 1 and year 10 of the 2000 and the 2005 cohorts.

	Year 1 (2000)	Year 10 (2000)	Year 1 (2005)	Year 10 (2005)
■ Contact	23.6%	42.0%	19.1%	33.6%
■ Distance	56.8%	80.1%	47.4%	74.4%

Figure 1: Dropouts by contact and distance mode of learning from 2000 to 2008 (all undergraduate qualification types)

Figure 1 shows that of the 2000 first time entering cohort after the first year of study 23.6% of the students undertaking their programmes by contact mode of tuition drop out and after 10 years 42% have dropped out. In comparison the dropout rates for students undertaking their tuition by distance mode is extremely high with 56.8% having dropped out after the first year and 80.1% after year 10.

For the 2005 first time entering cohort there is an improvement in the dropout rates after the first year of study and year 10 with 19% of the students in contact programmes having dropped out and 42% of the distance students in their first year of study and 33.6% and 74.4% of contact and distance students having dropped out respectively after year 10.

While the dropout rate has improved (decreased) for both contact and distance studies, the dropout rate for distance mode studies is unacceptably high. When comparing the throughput of cohorts undertaking their studies in contact mode to those in distance mode it becomes apparent that students studying through distance education take a very long time to complete, and the vast majority of them never complete their qualification before dropping out.

The graphical depiction of the national 2005 cohort study, which covers 10 years of data is shown below to illustrate the comparison between contact and distance tuition. Figure 2 shows the % of dropouts, graduates and those assumed to be in progress for contact and

distance undergraduate diplomas and degrees. Figure 3 shows this information for contact tuition only and Figure 4 for distance tuition only.
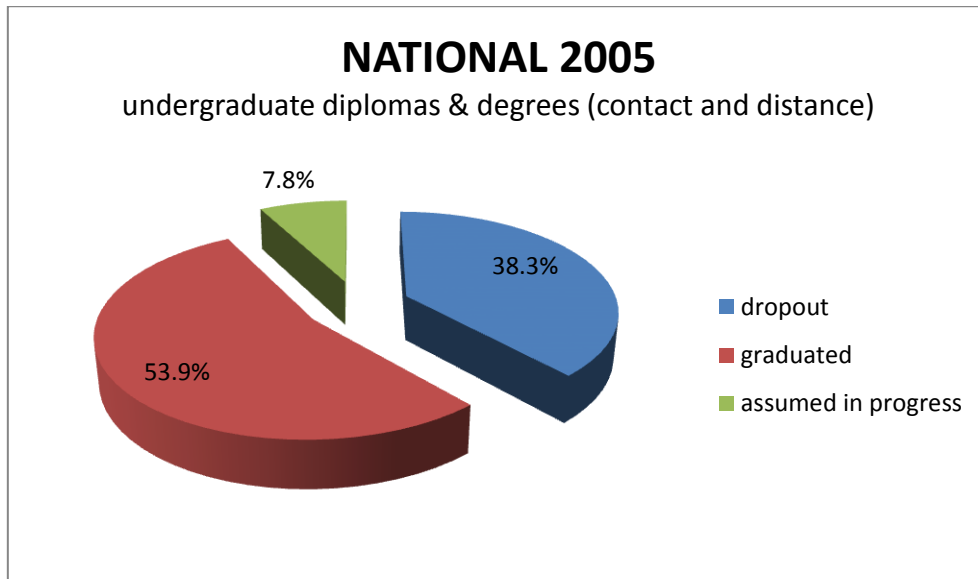
NATIONAL 2005
undergraduate diplomas & degrees (contact and distance)

7.8%

38.3%

53.9%

- dropout
- graduated
- assumed in progress

Figure 2: Dropout and Throughput for the 2005 first time entering cohort

NATIONAL 2005
undergraduate diplomas & degrees (contact)

2.8%

33.6%

63.6%

- dropout
- graduated
- assumed in progress
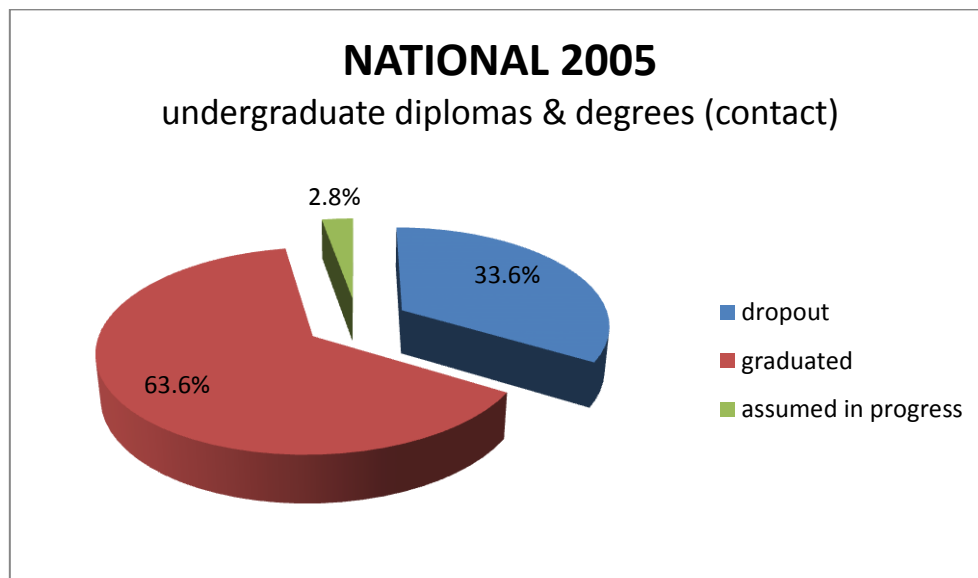
Figure 3: Dropout and Throughput for the 2005 first time entering cohort (contact)

NATIONAL 2005

undergraduate diplomas & degrees (distance)

- dropout
- graduated
- assumed in progress

14.8%

10.8%

74.4%
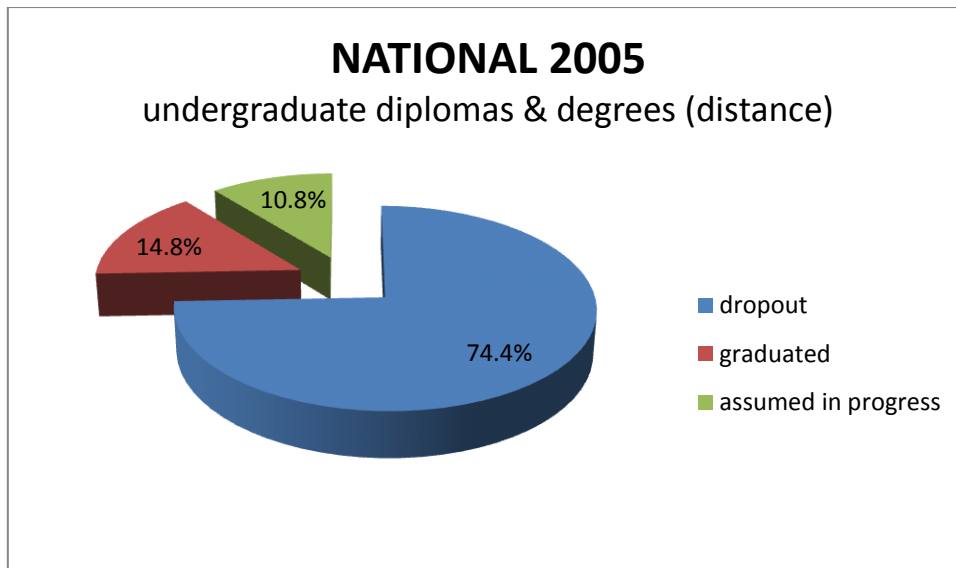
Figure 4: Dropout and Throughput for the 2005 first time entering cohort (distance)

Figure 3 and Figure 4 illustrate the vast difference in throughput between contact and distance provision within South African higher education institutions. As can be seen after 10 years of study only 14.8% of the 2005 cohort studying though distance tuition had graduated.

The extremely low throughput in distance tuition qualifications after 10 years of study is a cause for grave concern, especially given that the proportion of enrolments in distance education are high. In 2005 34.9% of the total undergraduate enrolment were in distance education studies, and in 2015, 39.4% were in distance education studies.

Distance education and new open learning modes have been identified as a possible way to enable growth in the higher education sector and to create greater access to post-secondary studies at universities and technical and vocational education and training (TVET) colleges. However, access without a reasonable chance of success is not productive for the individual nor the country. It will be important to understand the factors influencing the poor throughput rate in distance education studies. Public distance education providers, particularly the University of South Africa (Unisa), the largest distance education provider in the South African public system, must undertake research to understand the underlying causes of the high dropout rate and to identify interventions that must be implemented to improve it.

7.3. Equity

Equity is still a critical issue for the system. The data shows that Indian and White students outperform their counterparts in all types of qualifications; 3 year diplomas, 3 year degrees and 4 year (or more) degrees.

In 3 year diplomas the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 42.3% to 32.1% in 2008 for African students;
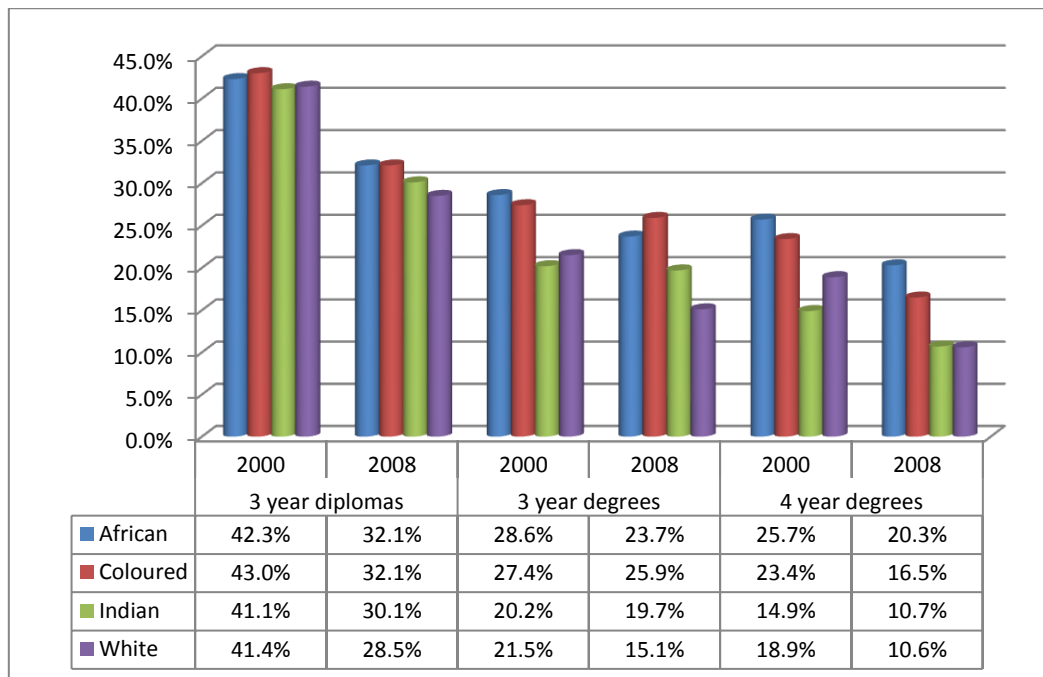
- from 2000 the dropout rate has improved from 43.0% to 32.1% in 2008 for Coloured students;
- from 2000 the dropout rate has improved from 41.1% to 30.1% in 2008 for Indian students;
- from 2000 the dropout rate has improved from 41.4% to 28.5% in 2008 for White students.

In 3 year degrees the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 28.6% to 23.7% in 2008 for African students;
- from 2000 the dropout rate has improved from 27.4% to 25.9% in 2008 for Coloured students;
- from 2000 the dropout rate has improved from 20.2% to 19.7% in 2008 for Indian students;
- from 2000 the dropout rate has improved from 21.5% to 15.1% in 2008 for White students.

In 4 year (or more) degrees the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 25.7% to 20.3% in 2008 for African students;
- from 2000 the dropout rate has improved from 23.4% to 16.5% in 2008 for Coloured students;
- from 2000 the dropout rate has improved from 14.9% to 10.7% in 2008 for Indian students;
- from 2000 the dropout rate has improved from 18.9% to 10.6% in 2008 for White students.

| | 3 year diplomas | | 3 year degrees | | 4 year degrees | |
	2000	2008	2000	2008	2000	2008
African	42.3%	32.1%	28.6%	23.7%	25.7%	20.3%
Coloured	43.0%	32.1%	27.4%	25.9%	23.4%	16.5%
Indian	41.1%	30.1%	20.2%	19.7%	14.9%	10.7%
White	41.4%	28.5%	21.5%	15.1%	18.9%	10.6%

Figure 5: Dropouts by race and qualification type from 2000 to 2008

For each population group and qualification type the first year dropout rate has improved significantly between the 2000 and 2008 cohorts. While this is encouraging, the dropouts are still far too high, especially for African and Coloured students. System wide and institutional interventions are required to identify students at risk much earlier and to support them to succeed. This is a major transformation imperative for the system.

7.4. Gender

In terms of gender the data below shows that on the whole female students outperform their male counterparts in all the 3 types of qualifications, that is, diplomas, 3 year degrees and 4 year (or more) degrees.

In 3 year diplomas the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 40.1% to 33.0% and 44.7% to 30.9% in 2008 for African female and male students respectively;
- from 2000 the dropout rate has improved from 38.0% to 30.9% and 47.7% to 31.4% in 2008 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 35.6% to 27.3% and 45.0% to 32.1% in 2008 for Indian female and male students respectively;
- from 2000 the dropout rate has improved from 36.4% to 27.9% and 44.9% to 28.9%in 2008 for White female and male students respectively;
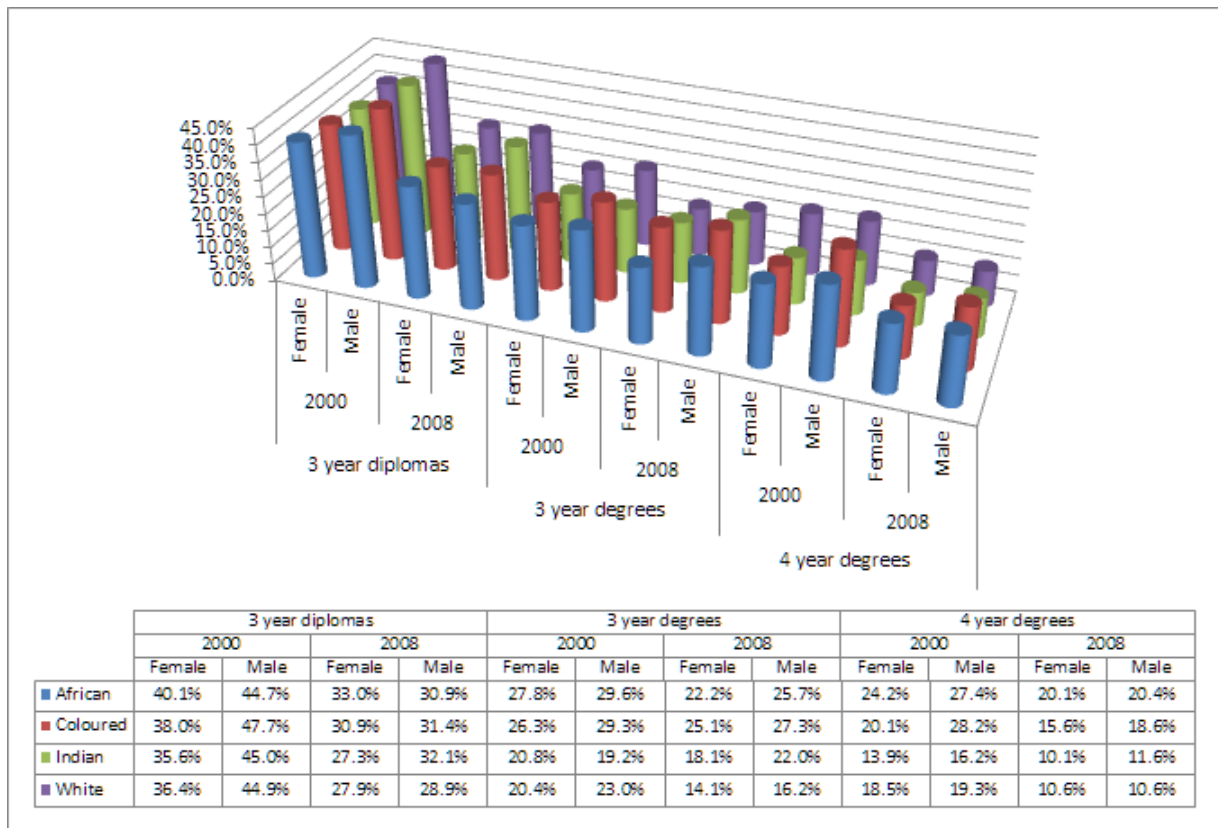
In 3 year degrees the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 27.8% to 22.2% and 29.6% to 25.7% in 2008 for African female and male students respectively;
- from 2000 the dropout rate has improved from 26.3% to 25.1% and 29.3% to 27.3% in 2008 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 20.8% to 18.1% and 19.2% to 22.0% in 2008 for Indian female and male students respectively;
- from 2000 the dropout rate has improved from 20.4% to 14.1% and 23.0% to 16.2% in 2008 for White female and male students respectively.

In 4 year (or more) degrees the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 24.2% to 20.1% and 27.4% to 20.4% in 2008 for African female and male students respectively;
- from 2000 the dropout rate has improved from 20.1% to 15.6% and 28.2% to 18.6% in 2008 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 13.9% to 10.1% and 16.2% to 11.6% in 2008 for Indian female and male students respectively;
- from 2000 the dropout rate has improved from 18.5% to 10.6% and 19.3% to 10.6% in 2008 for White female and male students respectively.

Why are males performing at lower levels in the system, and what needs to be done to improve their performance? This is another important question that research and data analytics must help to answer.

	3 year diplomas				3 year degrees				4 year degrees			
	2000		2008		2000		2008		2000		2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
■ African	40.1%	44.7%	33.0%	30.9%	27.8%	29.6%	22.2%	25.7%	24.2%	27.4%	20.1%	20.4%
■ Coloured	38.0%	47.7%	30.9%	31.4%	26.3%	29.3%	25.1%	27.3%	20.1%	28.2%	15.6%	18.6%
■ Indian	35.6%	45.0%	27.3%	32.1%	20.8%	19.2%	18.1%	22.0%	13.9%	16.2%	10.1%	11.6%
■ White	36.4%	44.9%	27.9%	28.9%	20.4%	23.0%	14.1%	16.2%	18.5%	19.3%	10.6%	10.6%

Figure 6: Dropouts by race, gender and qualification type from 2000 to 2008

7.5. Qualification type and field of study

Comparing the different qualification types, generally students in 3 year diploma studies have the highest dropout rates and lowest throughput rates. Students in programmes requiring a minimum of 4 years (or more) have the lowest dropout rates and highest throughput rates. One of the major factors is the entry requirements for these qualifications. Degrees with a minimum duration of four years (or more) normally require higher admission criteria than three year diplomas or degrees, with most of them being designed as professional qualifications. Students in the MBChB qualification perform the best out of all qualifications. Competition for spaces in the MBChB is high, and student places are limited; universities therefore select the best performing students from the schooling system for entry.

With respect to fields of study, business studies has the lowest performance (the highest dropout rates, and the lowest throughputs). Institutions need to look carefully at their models for undergraduate business education and consider whether or not they could achieve better success in these areas. While business studies lags fairly far behind all the other fields of study, institutions need to look carefully at their data and identify blockages and programmes to improve student success.

It would be instructive to consider the data disaggregated by contact and distance mode, as well as by population group and gender, to get a more fine grained view of the challenges in each of the professional qualification types and across the fields of study.

7.6. Conclusion

This report has provided comprehensive 2000 to 2008 first time entering undergraduate cohort studies of South African students within the public higher education system.

The report has shown that there is a marked difference in the dropout and throughput rates in contact and distance education, and highlighted the need for further research to properly understand the reasons behind the very poor chances of success for students registered on distance education programmes. It is critical that further research and data analytics are undertaken to identify possible interventions, especially if it is contemplated that distance education and open learning could be utilised to grow enrolments in the system in line with the requirements of the National Development Plan. It is imperative that access to higher education is matched with a reasonable chance of success. Currently distance education is failing dismally and while access has increased dramatically though these enrolments, the chances of success are minimal with only 14.8% of students in the 2005 undergraduate cohort in distance education programmes graduating after 10 years of study.

Transformation imperatives in the system are also challenged by the differential success according to population groups, with African and Coloured students fairing very poorly when compared to their Indian and White counterparts. While all students need to improve their throughput rates in minimum time, support for African and Coloured students to improve their performance is a critical equity issue.

In addition another issue highlighted in these cohort studies is the differential performance by gender, with female students outperforming male students in all undergraduate cohort studies. Further research needs to be undertaken to understand why male students are not performing as well as female students.

All institutions need to invest in data analytics to better understand their student dropout and throughput rates by population group and gender. They need to identify productive interventions to improve the efficiency of the higher education system. As a country we cannot afford to waste the human potential, nor to invest so much in our youth with such low chances of graduating successfully.

While it can be seen that there has been improvement in most instances in the dropout and throughput rates, a lot more needs to be done to ensure equal opportunities for success regardless of race, class, gender, language, disability and cultural background.[6]

It should be noted that a number of interventions have been implemented by the Department and other role-players to address the high dropout and low throughput rates in recent years. These interventions range from:

- increased NSFAS funding;
- significant investments in infrastructure, including student housing;

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[6] 2nd National Higher Education Summit 15-17 October 2015 Annexure 3, *Are we making progress with systemic structural transformation of resourcing, access, success, staffing and researching in higher education: What do the data say?, page 21*

- foundation provision to enable extended programmes;
- teaching development grants directed towards activities to enhance student success, for example the first year experience programmes implemented by many universities; academic development programmes and tutorial and mentoring programmes;[7]

Nevertheless, these interventions on their own will not bear fruit if their implementation is not based on evidence, and if the impact of interventions are not carefully monitored. All universities need to develop the capability to undertake data analytics to identify the key risk factors in their student populations, and to design interventions that are targeted at ensuring better course choices and support for students entering into their programmes. At a national level, cohort studies such as this one, must be utilised to identify systemic challenges and to find, together with institutions, solutions that can assist with improving the chances of success of students entering higher education studies. This is the true meaning of transformation – when all students entering the system have a reasonable chance of success and access to powerful forms of knowledge and practices that will enable them to enter the productive economy and improve their life chances and that of their families.

The department will update the national cohort studies annually. In future publications it will also include the dropout and throughput rates for students with disabilities as well as students supported through loans/bursaries from the National Student's Financial Aid Scheme.

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[7] 2nd National Higher Education Summit 15-17 October 2015 Annexure 3, *Are we making progress with systemic structural transformation of resourcing, access, success, staffing and researching in higher education: What do the data say?, page 19*