



# higher education & training

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

## **2000 TO 2015 FIRST TIME ENTERING UNDERGRADUATE COHORT STUDIES FOR PUBLIC HIGHER EDUCATION INSTITUTIONS**

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Prepared by the Directorate: Higher Education Management Information Systems (HEMIS)

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## Foreword

It is my pleasure to present to you the third issue of the cohort studies for the university sector: *2000 to 2015 First Time Entering Undergraduate Cohort Studies for Public higher Education Institutions*. The previous similar reports published by the Department of Higher Education and Training can be found on the department's website at [www.dhet.gov.za](http://www.dhet.gov.za)

The report provides a national study of the dropout and throughput rates of the sector and serves as an important resource for the Department in terms of its monitoring and evaluation functions. This report will enable the Department to understand the dropout and throughput rates across universities as one set of data analytics to assist in determining interventions to improve success of students at universities.

When looking at the various tables across timelines there has been an improvement in the throughput rate. However the department is concerned about the poor throughput rates of the diploma students and students who have studied through the distance mode of tuition. The national cohort study, which includes all qualification types, has been disaggregated down to contact and distance mode of tuition. In addition each of the 3 qualifications types; 3 year diplomas, 3 year degrees and 4 (or more) year degrees have been disaggregated down to contact and distance mode of tuition.

The report also disaggregates the studies according to population group and gender, with female students outperforming their male counterparts in virtually all the cohort studies. The Department is concerned about differentiated success across various population groups, in particular that of the African and Coloured students. All institutions need to invest in data analytics to better understand their student dropout and throughput rates by population group and gender and to identify productive interventions to improve the efficiency of the higher education system.

I am pleased to see how the NSFAS funding for poor students has influenced their throughput rate, with the NSFAS cohort study reflecting that their performance is significantly better than that of the national cohort which includes all students.

The Department will update this report annually and will aim to include more disaggregation in the report such as that of contact and distance mode of tuition.



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# 1. 2000 to 2015 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.<sup>1</sup>

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.<sup>2</sup>

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".<sup>3</sup>

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 third in a series of annual cohort studies that will be published on the Department's website. The focus here is on the 2000 to 2015 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.

## 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 31<sup>st</sup> 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.

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 31<sup>st</sup> July each year. Once the department receives the

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

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

<sup>3</sup> 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

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 has 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.

For the National Student Financial Aid Scheme (NSFAS) cohort study, data from NSFAS are matched with the filtered HEMIS data following the same criteria as with the mainstream cohort. The year in which the student received the loan does not influence the cohort, neither the number of years the student received a loan. All first time entering undergraduate students, who received a loan during their studies, are tracked, irrespective of the loan year or number of years.

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.

In 2013, two new universities, Sol Plaatje University (SPU) in the Northern Cape Province and the University of Mpumalanga (UMP) in Mpumalanga Province, were established as comprehensive universities with their first intake of students in 2014. A third comprehensive university, Sefako Makgatho Health Sciences University (SMU) was established in 2014, and opened its doors in 2015 to its first cohort of students. The MEDUNSA campus of the University of Limpopo was incorporated into SMU. The first cohorts of SPU and UMP are included in the 2014 first time entering cohorts and the first cohorts of SMU are included in the 2015 first time entering cohorts.

#### 1.4. Cohort Studies covered in this report

This report covers the 2000 to 2015 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. Section 7 considers the national cohort studies for students who have received NSFAS funding. 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 2015. 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 2015 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 139 766 in 2015.

**Table 1: Total first time entering undergraduate numbers**

TOTAL FIRST TIME ENTERING UNDERGRADUATE		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
African	Female	30,685	35,489	38,974	41,093	39,567	36,461	38,310	45,089	47,357	53,931	57,592	64,529	63,163	52,713	55,553	54,966
	Male	27,679	31,061	34,213	36,507	36,258	32,214	32,932	38,451	37,441	41,348	43,190	46,369	46,761	43,067	45,403	45,117
	Total	58,364	66,550	73,187	77,600	75,825	68,675	71,242	83,540	84,798	95,279	100,782	110,898	109,924	95,780	100,956	100,083
Coloured	Female	3,355	3,826	4,832	5,306	5,204	4,705	5,564	5,551	5,609	6,422	6,271	6,485	5,654	5,870	6,098	6,158
	Male	2,837	3,103	3,750	4,097	3,932	3,541	3,643	3,645	3,624	4,066	3,956	3,889	3,627	3,599	3,750	3,539
	Total	6,192	6,929	8,582	9,403	9,136	8,246	9,207	9,196	9,233	10,488	10,227	10,374	9,281	9,469	9,848	9,697
Indian	Female	3,913	4,187	5,146	5,212	5,485	5,462	5,116	4,372	4,691	5,090	4,958	4,749	3,587	4,123	5,085	4,125
	Male	3,153	3,546	4,004	4,055	3,949	4,153	3,611	3,431	3,596	3,748	3,521	3,375	2,496	2,843	3,604	2,954
	Total	7,066	7,733	9,150	9,267	9,434	9,615	8,727	7,803	8,287	8,838	8,479	8,124	6,083	6,966	8,689	7,079
White	Female	13,944	15,419	17,151	16,770	16,507	15,120	16,367	15,842	14,942	15,992	15,551	15,177	13,672	13,291	13,267	12,907
	Male	12,529	13,648	14,875	14,467	14,921	13,655	13,924	13,769	12,716	13,438	12,848	12,356	11,052	10,579	10,264	10,000
	Total	26,473	29,067	32,026	31,237	31,428	28,775	30,291	29,611	27,658	29,430	28,399	27,533	24,724	23,870	23,531	22,907
Total	Female	51,897	58,921	66,103	68,381	66,763	61,748	65,357	70,854	72,599	81,435	84,372	90,940	86,076	75,997	80,003	78,156
	Male	46,198	51,358	56,842	59,126	59,060	53,563	54,110	59,296	57,377	62,600	63,515	65,989	63,936	60,088	63,021	61,610
	Total	98,095	110,279	122,945	127,507	125,823	115,311	119,467	130,150	129,976	144,035	147,887	156,929	150,012	136,085	143,024	139,766

### 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 2015 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: 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	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	38.2
2007	26.3	32.1	33.3	35.7	36.6	36.3	37.1	37.0	37.3
2008	24.5	30.1	31.4	33.6	34.0	35.1	35.0	35.2	
2009	21.1	27.0	28.7	29.9	31.7	32.0	32.3		
2010	20.0	26.8	27.1	30.3	31.3	31.7			
2011	21.3	26.4	29.0	31.2	32.6				
2012	19.1	27.2	28.4	30.3					
2013	18.8	24.1	23.6						
2014	17.9	21.4							
2015	15.9								

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	54.4
2007	14.3	30.4	40.4	46.1	49.8	52.3	54.2	55.6
2008	14.4	31.5	42.0	48.4	52.1	54.7	56.6	
2009	14.0	32.6	44.1	51.1	55.3	57.9		
2010	15.2	34.2	45.8	52.6	56.5			
2011	14.2	32.9	44.4	51.4				
2012	14.6	33.9	45.7					
2013	17.7	40.6						
2014	18.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate after the first year of study has improved with 26.3% of the first time entering cohort having dropped out from their studies after the first year and by 2016 (year 10) 37.3% of this cohort had dropped out.

The throughput rate (% of graduates) after 10 years for the 2000 and 2007 first time entering cohort has improved from 45.9% to 55.6%. The difference between the dropouts and graduates in year 10 could be students still in progress but this cannot be determined until the 2017 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 2015 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**

CONTACT									
Intake year									
(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	30.5
2007	17.5	22.9	23.8	27.2	28.5	29.2	29.4	29.2	29.1
2008	16.6	22.0	23.4	26.2	27.5	28.2	28.2	27.9	
2009	17.4	22.6	24.1	26.5	28.0	28.5	28.2		
2010	15.4	21.1	21.4	24.4	25.8	25.6			
2011	14.8	19.2	19.8	22.5	23.1				
2012	14.4	19.8	20.3	21.6					
2013	15.5	20.3	18.7						
2014	16.3	18.8							
2015	13.0								

Intake year (Year 1)	GRADUATES (%)							
	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	66.7
2007	19.5	41.3	53.9	60.4	63.7	65.7	67.1	67.9
2008	19.3	41.8	54.6	61.4	64.8	66.9	68.1	
2009	17.5	40.4	53.5	60.7	64.4	66.4		
2010	19.9	44.0	57.2	64.0	67.3			
2011	20.0	45.5	59.1	65.9				
2012	20.2	46.0	59.1					
2013	20.9	47.0						
2014	21.4							
2015								

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort saw an improvement in the dropout rate with 17.5% of the first time entering cohort having dropped out after their first year of study and 29.1% 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 2007 cohorts; from 18.8% to 19.5%. 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 60.4% and 65.9% of the 2007 and 2011 cohorts respectively graduating after year 6.

## 2.5. Cumulative national dropout and throughput rates for undergraduate 3 year diplomas through contact mode

Table 4 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 3 undergraduate diplomas by contact tuition.

**Table 4: National total % dropout and graduates for undergraduate 3 year diploma qualifications in contact tuition**

NATIONAL TOTAL: CONTACT									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	27.5	36.3	40.7	44.9	45.4	46.8	47.1	46.4	46.1
2001	29.1	43.7	46.5	47.4	51.3	51.6	51.2	51.0	49.7
2002	38.5	45.0	41.4	49.4	51.3	51.2	51.1	49.6	48.8
2003	23.1	33.0	38.1	43.6	44.7	44.6	43.0	42.1	41.5
2004	24.5	35.7	38.2	42.8	43.5	42.3	41.9	41.4	40.0
2005	23.8	33.3	34.3	37.2	37.4	37.1	36.4	35.2	35.2
2006	22.5	31.0	29.7	32.4	33.0	32.8	31.7	31.8	31.0
2007	22.2	28.8	26.9	31.0	31.3	31.0	30.7	30.0	30.1
2008	21.4	27.9	27.5	30.5	31.1	31.0	30.3	29.9	
2009	19.6	26.6	26.3	28.5	29.5	29.4	29.2		
2010	18.1	25.7	22.4	26.2	27.5	27.1			
2011	17.4	23.2	19.7	23.2	23.9				
2012	17.7	23.8	20.9	23.0					
2013	18.6	24.6	19.7						
2014	20.4	24.1							
2015	17.1								

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	16.8	28.2	35.2	38.9	41.5	43.5	44.9	46.1
2001	16.2	26.3	31.7	35.8	38.1	39.8	41.1	42.3
2002	16.4	25.5	32.5	36.3	38.6	40.3	41.8	43.0
2003	18.8	31.3	38.6	42.7	45.1	46.9	48.5	49.7
2004	18.5	30.5	38.5	43.1	45.8	48.0	49.5	51.0
2005	19.6	33.2	42.5	47.7	50.9	53.0	54.9	56.5
2006	21.1	36.0	45.6	51.2	54.5	56.8	58.9	60.6
2007	20.8	35.5	46.0	52.0	55.7	58.5	60.7	62.3
2008	19.1	34.7	45.5	52.0	56.0	58.9	61.0	
2009	19.0	35.6	46.8	53.8	58.0	60.7		
2010	21.9	39.1	50.8	57.2	61.0			
2011	23.2	41.6	53.7	60.2				
2012	23.6	41.7	53.5					
2013	24.2	42.6						
2014	24.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 4 indicated as dropouts (%) it can be seen that in 2001 (year 2) 27.5% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 46.1% of the cohort had dropped out. In comparison the 2007 first time entering cohort saw an improvement in the dropout rate with 22.2% of the first time entering cohort having dropped out after their first year of study and 30.1% 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 2007 cohorts; from 16.8% to 20.8%. There has been substantial improvement in the throughput rate from 38.9 % of the 2000 cohort graduating after year 6 to 52.0% and 60.2% of the 2007 and 2011 cohorts respectively graduating after year 6.

## 2.6. Cumulative national dropout and throughput rates for undergraduate 3 year degrees through contact mode

Table 5 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 3 year undergraduate degrees by contact tuition.

**Table 5: National total % dropout and graduates for undergraduate 3 year degree qualifications in contact tuition**

NATIONAL TOTAL: CONTACT									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	19.7	20.2	23.8	26.7	27.8	28.8	29.3	29.3	29.6
2001	16.4	21.6	25.7	28.5	30.3	31.6	31.9	31.6	31.5
2002	16.2	21.7	24.8	27.8	29.8	30.4	30.6	30.0	29.8
2003	17.5	21.7	25.1	28.5	30.2	30.6	30.2	29.9	30.0
2004	16.2	21.0	24.5	27.1	28.1	28.1	28.0	28.0	27.4
2005	14.8	18.8	21.1	22.7	23.3	23.8	23.9	23.4	23.9
2006	14.7	17.7	19.4	20.4	21.1	21.5	21.2	21.5	21.4
2007	14.0	17.2	18.0	19.8	20.7	20.8	21.4	21.3	21.5
2008	13.1	16.2	17.4	18.3	18.9	19.5	19.6	19.7	
2009	16.5	19.2	20.5	20.8	22.1	22.4	22.4		
2010	14.1	17.5	18.2	19.6	20.0	20.2			
2011	13.8	16.3	18.3	19.3	19.8				
2012	13.1	17.6	18.8	19.3					
2013	15.3	18.5	17.9						
2014	15.3	16.9							
2015	11.8								

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	25.7	44.6	55.2	60.1	62.9	64.3	65.2	66.1
2001	26.2	43.3	53.2	58.0	60.3	61.9	62.9	63.5
2002	26.4	44.2	54.7	59.4	61.9	63.2	64.2	65.0
2003	25.4	43.7	53.6	58.5	60.9	62.4	63.4	64.3
2004	26.6	44.8	55.6	60.3	62.9	64.4	65.6	66.4
2005	29.4	49.0	59.8	64.8	67.5	69.0	70.1	71.0
2006	29.6	49.7	61.4	66.7	69.5	71.4	72.6	73.7
2007	28.1	48.2	60.8	66.6	69.8	71.7	73.0	73.9
2008	29.1	49.9	62.6	68.8	71.8	73.6	74.9	
2009	25.0	45.6	58.4	64.7	68.2	70.3		
2010	27.9	49.4	62.4	68.4	71.6			
2011	28.6	50.2	63.3	68.9				
2012	29.1	50.4	63.1					
2013	30.4	51.7						
2014	31.1							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 5 indicated as dropouts (%) it can be seen that in 2001 (year 2) 19.7% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 29.6% of the cohort had dropped out. In comparison the 2007 first time entering cohort saw 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 21.5% 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 2007 cohorts; from 25.7% to 28.1%. There has been substantial improvement in the throughput rate from 60.1 % of the 2000 cohort graduating after year 6 to 66.6% and 68.9% of the 2007 and 2011 cohorts respectively graduating after year 6.

## 2.7. Cumulative national dropout and throughput rates for undergraduate 4 or more year degrees through contact mode

Table 6 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 4 or more year undergraduate qualifications by contact tuition.

**Table 6: National total % dropout and graduates for 4 or more year undergraduate degree qualifications in contact tuition**

NATIONAL TOTAL: CONTACT									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	21.0	25.3	30.2	32.9	32.7	33.8	34.3	33.9	33.8
2001	19.8	26.7	30.1	32.7	34.6	35.5	34.9	34.9	34.1
2002	17.2	24.1	26.6	30.2	31.9	31.9	31.6	30.8	30.4
2003	16.7	22.7	25.0	28.3	29.5	29.5	28.9	28.8	28.3
2004	13.6	18.6	21.8	23.8	24.8	24.7	24.4	24.5	24.0
2005	12.5	16.9	19.6	21.6	22.1	22.4	22.4	21.8	22.0
2006	13.4	17.2	19.0	20.3	21.2	21.3	20.7	21.0	20.4
2007	12.7	15.7	17.6	19.5	20.0	19.9	20.0	19.8	19.5
2008	11.1	14.0	15.6	17.2	17.4	18.2	17.8	17.8	
2009	12.8	15.6	16.8	18.0	19.2	19.1	18.9		
2010	11.3	13.9	15.4	17.4	18.1	18.2			
2011	10.5	13.0	15.0	16.5	16.9				
2012	9.8	13.7	15.5	16.5					
2013	10.4	13.5	14.3						
2014	10.9	12.2							
2015	9.3								

Intake year	GRADUATES (%)						
(Year 1)	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	33.3	44.3	52.5	55.9	57.8	59.2	60.3
2001	32.0	43.5	51.5	54.8	56.7	58.0	59.1
2002	33.8	47.1	55.0	58.4	60.5	61.9	62.9
2003	35.4	49.2	57.5	61.1	63.0	64.3	65.3
2004	37.6	53.4	63.0	66.8	68.8	69.9	70.8
2005	39.5	56.2	65.5	69.2	71.0	72.4	73.3
2006	39.7	55.9	65.7	69.7	71.8	73.5	74.6
2007	40.3	57.3	66.7	71.0	73.3	74.7	75.8
2008	42.2	59.6	69.3	73.6	75.7	77.2	
2009	40.7	57.8	67.5	72.0	74.3		
2010	43.0	59.9	69.8	73.9			
2011	44.1	61.1	71.1				
2012	45.4	61.6					
2013	45.9						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 6 indicated as dropouts (%) it can be seen that in 2001 (year 2) 21.0% of the 2000 first time entering cohort had dropped out after their first year of study and by 2009 (year 10) 33.8% of the cohort had dropped out. In comparison the 2007 first time entering cohort saw an improvement in the dropout rate with 12.7% of the first time entering cohort having dropped out after their first year of study and 19.5% having dropped out after year 10.

In section of the table showing graduates (%) it is noted that there has been an improvement in the throughput rate after year 4 between the 2000 and 2007 cohorts; from 33.3% to 40.3%. There has been substantial improvement in the throughput rate from 60.1% of the 2000 cohort graduating after year 6 to 66.7% and 71.1% of the 2007 and 2011 cohorts respectively graduating after year. After year 10 the throughput rate improved from 60.3% for the 2000 cohort to 75.8% for the 2007 cohort.

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

Table 7 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 3 to 6 year undergraduate qualifications by distance tuition.

**Table 7: National total % dropout and graduates for 3 to 6 year undergraduate qualifications in distance tuition**

DISTANCE									
Intake year									
(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	75.2
2007	48.0	59.0	63.7	66.2	68.0	67.3	69.8	70.5	71.7
2008	46.5	57.5	61.8	65.0	65.3	68.3	69.1	70.6	
2009	35.9	48.7	54.1	55.5	59.9	61.3	63.1		
2010	34.7	48.2	51.4	56.9	58.7	60.5			
2011	35.9	45.0	53.4	56.5	59.6				
2012	31.7	48.0	53.1	57.2					
2013	37.7	50.4	57.4						
2014	30.7	43.4							
2015	32.5								

Intake year (Year 1)	GRADUATES (%)							
	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	15.4
2007	2.7	5.6	8.4	10.9	13.6	15.9	17.9	19.4
2008	1.7	4.7	7.7	11.3	14.4	16.9	18.9	
2009	2.1	6.3	11.4	16.3	20.2	23.2		
2010	2.3	6.8	12.8	18.5	22.6			
2011	2.2	6.9	13.6	19.7				
2012	1.5	5.4	13.0					
2013	1.8	8.3						
2014	3.2							
2015								

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 7 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 2007 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 48.0% and from 80.1% to 71.7% after year 10. However, the 2006 dropout rate does reflect an increase over that of the 2005 cohort and the reason therefore requires further investigation.

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 2.7% for the 2007 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 19.4% for the 2007 cohort.

## 2.9. Cumulative national dropout and throughput rates for undergraduate 3 year diplomas through distance mode

Table 8 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 3 year undergraduate diplomas by distance tuition.

**Table 8: National total % dropout and graduates for 3 year undergraduate diplomas in distance tuition**

NATIONAL TOTAL: 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	70.5	74.0	77.3	77.5	80.1	81.3	80.8	80.1	80.7
2001	67.8	72.4	73.8	77.0	79.4	80.1	79.1	79.7	79.5
2002	58.8	61.9	68.5	72.0	72.1	71.9	72.2	71.6	71.2
2003	60.7	72.3	77.4	77.8	78.0	77.6	77.1	76.3	75.6
2004	66.8	77.0	78.6	78.8	79.6	79.0	78.5	77.5	76.6
2005	61.8	73.6	74.4	75.9	75.9	75.5	75.1	74.1	75.4
2006	63.9	71.5	75.3	76.2	75.9	76.2	75.4	76.4	76.5
2007	55.0	63.6	66.4	67.6	68.5	67.6	69.1	69.5	70.4
2008	54.6	62.4	65.6	68.1	68.1	70.2	70.4	71.6	
2009	43.7	54.6	59.4	60.4	64.0	65.1	66.4		
2010	40.0	53.8	56.7	61.4	62.9	64.0			
2011	40.4	50.4	58.6	61.2	64.4				
2012	36.0	53.6	58.5	62.2					
2013	43.7	56.8	63.7						
2014	34.1	46.4							
2015	36.7								

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	3.3	4.9	6.7	7.8	8.9	9.7	10.4	11.1
2001	4.6	6.5	8.0	9.4	10.3	11.2	12.0	12.8
2002	13.2	14.5	16.4	17.4	18.5	19.4	20.2	21.1
2003	6.9	8.1	9.5	10.7	11.8	12.7	14.1	15.2
2004	4.5	5.8	7.6	8.8	10.1	11.4	12.6	13.8
2005	2.2	4.0	5.8	7.8	9.8	11.4	13.0	14.3
2006	2.7	4.4	6.5	8.7	10.6	12.5	13.9	15.3
2007	4.0	7.1	9.9	12.5	15.3	17.6	19.6	21.0
2008	1.5	4.4	7.6	10.9	13.9	16.3	18.2	
2009	2.0	6.4	10.7	14.9	18.5	20.9		
2010	4.0	8.2	13.0	17.5	20.8			
2011	3.8	8.8	14.2	18.7				
2012	2.3	6.5	12.9					
2013	2.5	9.5						
2014	6.7							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 8 indicated as dropouts (%) it can be seen that in 2001 (year 2) 70.5% of the cohort had dropped out after their first year of study and by 2009 (year 10) 80.7% of the cohort had dropped out. For the 2007 first time entering cohort it can be seen that the dropout rate after the first year of study has improved from 70.5% for the 2000 cohort to 55.0% and from 80.7% to 70.4% after year 10. However, the 2006 dropout rate

does reflect an increase over that of the 2005 cohort and the reason therefore requires further investigation.

In the section of the table showing graduates (%) it is noted that the throughput rate in year 3 is 3.3% for the 2000 cohort and this increased to 4.0% for the 2007 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 significant improvement from 11.1% for the 2000 cohort to 21.0% for the 2007 cohort.

## 2.10. Cumulative national dropout and throughput rates for undergraduate 3 year degrees through distance mode

Table 9 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 3 year undergraduate degrees by distance tuition.

**Table 9: National total % dropout and graduates for 3 year undergraduate degrees in distance tuition**

NATIONAL TOTAL: 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	36.0	45.2	51.5	55.6	59.2	60.8	63.7	64.4	64.8
2001	32.3	45.6	52.5	57.6	60.8	63.7	64.7	65.6	65.7
2002	39.9	52.9	60.7	64.5	67.9	69.6	70.5	70.6	71.0
2003	35.1	50.7	58.2	63.4	66.5	67.8	67.8	68.1	68.7
2004	37.8	51.0	58.3	62.2	64.6	65.2	66.0	66.6	65.9
2005	36.3	52.6	58.2	61.0	62.5	64.4	65.6	64.5	65.7
2006	39.1	49.8	54.6	57.2	59.1	60.7	59.6	61.8	62.7
2007	38.9	47.3	52.6	55.4	57.9	57.1	60.2	61.1	62.5
2008	36.4	46.0	50.1	53.8	53.8	57.5	58.9	60.3	
2009	29.3	41.8	47.8	48.6	53.5	55.0	57.5		
2010	31.8	44.1	47.1	53.2	55.5	58.6			
2011	34.3	40.8	49.1	53.2	56.8				
2012	28.8	42.6	48.1	52.9					
2013	31.6	44.0	52.0						
2014	26.4	38.3							
2015	28.7								

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	3.4	7.9	12.5	15.7	17.8	19.6	21.5	22.7
2001	2.5	6.0	10.2	13.5	15.9	17.8	19.6	21.4
2002	3.2	6.1	9.6	12.0	14.0	15.8	17.1	18.3
2003	2.1	5.1	8.6	11.5	13.9	15.9	17.7	19.0
2004	1.7	5.1	8.4	11.8	14.4	16.5	18.3	20.2
2005	1.5	5.0	9.6	13.0	15.8	17.8	20.0	21.6
2006	2.2	6.8	11.3	15.0	17.7	20.3	23.0	24.9
2007	2.0	6.6	11.5	15.1	19.1	22.1	24.5	26.6
2008	2.5	7.2	11.8	16.7	20.9	24.0	26.7	
2009	2.8	7.8	13.6	19.0	23.1	26.6		
2010	2.0	7.5	13.6	18.3	22.6			
2011	1.7	7.9	13.9	19.5				
2012	1.9	7.7	14.6					
2013	3.4	12.9						
2014	4.2							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 9 indicated as dropouts (%) it can be seen that in 2001 (year 2) 36.0% of the cohort had dropped out after their first year of study and by 2009 (year 10) 64.8% of the cohort had dropped out. For the 2007 first time entering cohort it can be seen that the dropout rate after the first year of study has increased from 36.0% for the 2000 cohort to 38.9% but improved from 64.8% to 62.5% after year 10.

In the section of the table showing graduates (%) it is noted that the throughput rate in year 3 is 3.4% for the 2000 cohort and this decreased to 2.0% for the 2007 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 an improvement from 22.7% for the 2000 cohort to 26.0% for the 2007 cohort.

### 2.11. Cumulative national dropout and throughput rates for undergraduate 4 or more year degrees through distance mode

Table 10 below shows the dropout and throughput rate of the 2000 to 2015 first time entering undergraduate cohorts for all 4 or more year undergraduate degrees by distance tuition.

**Table 10: National total % dropout and graduates for 4 or more year undergraduate degrees in distance tuition**

NATIONAL TOTAL: 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	35.9	52.1	58.4	63.6	66.8	68.7	70.1	70.1	71.5
2001	43.0	53.6	59.6	64.2	66.4	68.7	69.7	69.9	69.5
2002	33.8	47.2	52.9	56.5	59.5	60.5	61.0	60.9	60.8
2003	43.3	54.5	61.1	62.6	65.2	65.2	64.1	63.7	63.1
2004	40.8	50.8	56.8	60.1	62.0	62.2	62.4	62.5	60.8
2005	29.5	43.2	48.1	51.0	52.9	54.3	55.4	54.0	56.0
2006	45.3	52.9	57.4	58.7	58.4	58.8	57.9	59.3	59.9
2007	41.8	49.8	51.6	53.0	53.9	52.8	54.6	55.3	55.4
2008	40.2	46.9	47.8	48.1	48.2	50.4	49.7	49.9	
2009	31.3	39.7	42.1	42.4	46.3	47.0	46.9		
2010	28.3	38.5	40.2	44.8	45.6	46.1			
2011	30.6	37.3	44.3	46.0	47.6				
2012	27.8	42.1	45.1	47.8					
2013	35.2	43.7	47.1						
2014	29.4	38.6							
2015	30.9								

Intake year	GRADUATES (%)						
(Year 1)	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	11.8	15.4	17.5	19.2	20.6	21.5	22.4
2001	7.9	11.4	14.5	16.7	18.0	19.8	21.2
2002	18.9	22.1	24.7	26.5	28.0	29.3	30.8
2003	10.5	14.1	17.9	20.1	22.0	23.7	25.5
2004	9.3	13.7	17.1	20.2	22.3	24.2	26.3
2005	8.5	13.9	18.6	22.2	25.1	27.9	30.7
2006	5.6	10.8	15.7	20.0	23.4	26.6	29.3
2007	5.8	11.6	17.9	22.9	27.3	31.0	33.6
2008	6.8	13.9	22.0	28.3	33.5	37.5	
2009	7.4	16.7	25.4	32.2	36.9		
2010	6.2	16.1	26.6	33.6			
2011	5.4	16.3	26.5				
2012	4.0	15.2					
2013	6.1						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 10 indicated as dropouts (%) it can be seen that in 2001 (year 2) 35.9% of the cohort had dropped out after their first year of study and by 2009 (year 10) 71.5% of the cohort had dropped out. For the 2007 first time entering cohort it can be seen that the dropout rate after the first year of study has increased to 41.8% but improved from 71.5% to 55.4% after year 10.

In the section of the table showing graduates (%) it is noted that the throughput rate in year 4 is 11.8% for the 2000 cohort and this decreased to 5.8% for the 2007 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 an improvement from 22.4% for the 2000 cohort to 33.6% for the 2007 cohort.

## 2.12. Conclusion

The cohort studies presented above provide a holistic national picture of all undergraduate dropouts and throughputs for the 2000 to 2015 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 2007 (where ten years of data is available) and the 2010 cohort where only 7 years of data is available, the overall throughput remains low with 55.6% of the 2007 cohort graduating after 10 years and 56.5% of the 2010 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.

19.5% of students entering in the 2007 cohort in contact mode had graduated after 3 years of study, 60.4% after 6 years<sup>4</sup> of study, and 67.9% after 10 years of study. In comparison 10.9% of students entering in the 2007 cohort in distance mode had graduated after 6 years of study, and 19.4% after 10 years of study.

In comparing the dropouts and throughputs between contact and distance modes of tuition of students in the 3 year diplomas, a stark difference is noted. Students studying through distance tuition have a very low throughput rate over 10 years of study.

20.8% of students entering in the 2007 cohort in contact mode had graduated after 3 years of study, 52.0% after 6 years<sup>5</sup> of study, and 62.3% after 10 years of study. In comparison 12.5% of students entering in the 2007 cohort in distance mode had graduated after 6 years of study, and 21% after 10 years of study.

In comparing the dropouts and throughputs between contact and distance modes of tuition of students in the 3 year degrees, a stark difference is noted. Students studying through distance tuition have a very low throughput rate over 10 years of study.

28.1% of students entering in the 2007 cohort in contact mode had graduated after 3 years of study, 66.6% after 6 years<sup>6</sup> of study, and 73.9% after 10 years of study. In comparison

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<sup>4</sup> 6 years is taken as a year of comparison since some qualifications such as the MBChB have a minimum study period of 6 years.

<sup>5</sup> 6 years is taken as a year of comparison since some qualifications such as the MBChB have a minimum study period of 6 years.

<sup>6</sup> 6 years is taken as a year of comparison since some qualifications such as the MBChB have a minimum study period of 6 years.

15.1% of students entering in the 2007 cohort in distance mode had graduated after 6 years of study, and 26.6% after 10 years of study.

In comparing the dropouts and throughputs between contact and distance modes of tuition of students in the 4 year degrees, a stark difference is noted. Students studying through distance tuition have a very low throughput rate over 10 years of study.

40.3% of students entering in the 2007 cohort in contact mode had graduated after 4 years of study, 66.7% after 6 years<sup>7</sup> of study, and 75.8% after 10 years of study. In comparison 17.9% of students entering in the 2007 cohort in distance mode had graduated after 6 years of study, and 33.6% 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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<sup>7</sup> 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 2015 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 2015 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 11 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 43 748 in 2015.

**Table 11: 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	2009	2010	2011	2012	2013	2014	2015
African	Female	16,896	18,575	21,121	22,959	23,125	20,175	19,803	23,345	24,720	24,899	25,651	26,489	25,477	20,832	21,385	19,436
	Male	15,668	15,626	17,774	19,467	21,497	18,293	17,617	19,513	20,743	21,387	22,290	22,616	22,971	20,015	20,387	18,879
	Total	32,564	34,201	38,895	42,426	44,622	38,468	37,420	42,858	45,463	46,286	47,941	49,105	48,448	40,847	41,772	38,315
Coloured	Female	1,506	1,521	2,074	1,991	1,768	1,463	1,949	1,880	1,742	1,842	1,687	1,690	1,336	1,279	1,273	1,153
	Male	1,630	1,541	1,971	1,964	1,916	1,594	1,627	1,579	1,576	1,694	1,617	1,562	1,466	1,298	1,329	977
	Total	3,136	3,062	4,045	3,955	3,684	3,057	3,576	3,459	3,318	3,536	3,304	3,252	2,802	2,577	2,602	2,130
Indian	Female	544	887	1,101	649	687	800	983	693	709	706	750	656	417	541	628	553
	Male	765	1,109	1,261	851	841	1,064	1,012	882	1,005	979	985	838	594	677	902	723
	Total	1,309	1,996	2,362	1,500	1,528	1,864	1,995	1,575	1,714	1,685	1,735	1,494	1,011	1,218	1,530	1,276
White	Female	2,162	2,369	2,319	2,179	2,538	2,316	3,101	2,252	1,993	1,715	1,545	1,454	1,291	1,132	929	765
	Male	3,052	2,900	3,205	2,853	3,965	3,462	3,374	3,312	2,922	2,698	2,654	2,518	2,092	1,817	1,499	1,262
	Total	5,214	5,269	5,524	5,032	6,503	5,778	6,475	5,564	4,915	4,413	4,199	3,972	3,383	2,949	2,428	2,027
Total	Female	21,108	23,352	26,615	27,778	28,118	24,754	25,836	28,170	29,164	29,162	29,633	30,289	28,521	23,784	24,215	21,907
	Male	21,115	21,176	24,211	25,135	28,219	24,413	23,630	25,286	26,246	26,758	27,546	27,534	27,123	23,807	24,117	21,841
	Total	42,223	44,528	50,826	52,913	56,337	49,167	49,466	53,456	55,410	55,920	57,179	57,823	55,644	47,591	48,332	43,748

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

Table 12 below shows the dropout and throughput rate for the 2000 to 2015 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**

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	45.5
2007	33.6	40.9	40.7	43.7	44.3	43.8	44.1	43.8	44.2
2008	31.6	38.5	39.2	42.1	42.4	43.0	42.6	42.7	
2009	24.7	32.5	33.2	35.2	36.7	36.9	37.0		
2010	23.9	33.1	31.4	35.5	36.8	36.9			
2011	25.0	32.2	32.6	35.8	37.4				
2012	23.3	33.0	32.5	35.1					
2013	22.4	29.6	26.5						Data not available
2014	22.2	27.0							
2015	19.6								

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	46.2
2007	14.9	25.6	33.4	38.2	41.6	44.3	46.4	47.9
2008	13.7	25.4	33.8	39.3	43.1	45.8	47.8	
2009	15.4	29.4	39.2	45.7	49.7	52.4		
2010	17.2	30.9	40.8	46.7	50.4			
2011	16.8	30.8	40.6	46.4				
2012	17.0	30.9	41.0					Data not available
2013	20.9	37.4						
2014	22.5							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 12 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 2007 first time entering cohort, the dropout rate has improved with 33.6% of the first time entering cohort having dropped out after their first year of study and 41.6% after year 10.

The section of Table 12 showing graduates (%) indicates that there has been an improvement between the 2000 cohort and the 2007 cohort in the throughput rate in minimum time (3 years) from 12.2% to 14.9% respectively. There has been a more significant improvement in the throughput after year 5 from 25.4% to 33.4%, and after 10 years from 34.1% to 47.9%. More encouraging is the improvement in throughput of the 2010 cohort, which shows a throughput of 40.8% after 5 years and 50.4% after 7 years.

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

Table 13 below shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate female cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 13: 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	44.1
2007	33.1	39.7	38.8	41.7	42.0	41.4	41.7	41.3	41.6
2008	32.4	39.0	38.7	41.2	41.6	42.2	41.6	41.5	
2009	23.5	30.9	30.6	32.9	34.1	34.5	34.3		
2010	22.0	31.5	28.3	32.6	34.2	34.1			
2011	23.8	30.7	30.0	33.6	35.1				
2012	22.4	32.0	30.3	32.8					
2013	21.1	27.7	22.8						
2014	20.1	24.3							
2015	17.1								

Intake year (Year 1)	GRADUATES (%)							
	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	47.7
2007	17.5	28.9	36.7	41.3	44.5	47.0	49.1	50.7
2008	15.4	27.6	35.7	40.9	44.5	47.1	49.2	
2009	17.6	32.7	42.7	48.9	53.1	55.7		
2010	20.2	35.0	44.7	50.3	54.1			
2011	19.7	34.0	43.9	49.6				
2012	19.5	34.1	44.0					
2013	24.4	42.1						
2014	26.5							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 13 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 2007 first time entering female cohort the dropout rate has improved with 33.1% of the first time entering cohort having dropped out after their first year of study and 44.6% 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 2007 female cohort from 14.7% to 17.5% respectively and a more substantial improvement in the throughput after year 5 from 29.5% to 36.7%, and after year 10 from 38.2% to 50.7%.

Table 14 below shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate male 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: 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	46.9
2007	34.3	42.3	42.9	46.0	46.8	46.5	46.9	46.5	47.0
2008	30.8	37.9	39.7	43.0	43.4	44.0	43.7	44.1	
2009	25.9	34.2	36.0	37.8	39.5	39.6	39.9		
2010	25.9	34.8	34.7	38.6	39.7	39.8			
2011	26.4	33.9	35.5	38.3	39.9				
2012	24.2	34.0	34.7	37.5					
2013	23.8	31.5	30.2						Data not available
2014	24.2	29.7							
2015	22.0								

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	44.6	
2007	12.1	22.0	29.7	34.7	38.4	41.2	43.3	44.8	
2008	11.8	23.0	31.8	37.6	41.4	44.3	46.4		
2009	13.1	25.8	35.4	42.1	46.0	48.7			
2010	13.9	26.6	36.6	42.9	46.5				
2011	13.6	27.2	37.0	42.9					
2012	14.4	27.6	37.8					Data not available	
2013	17.4	32.8							
2014	18.4								

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 14 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 2007 first time entering male cohort the dropout rate has improved with 34.3% of this cohort having dropped out after their first year of study and 47.0% 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 cohort and the 2007 male cohort from 9.6% to 12.1% respectively and that there has also been a substantial improvement in the throughput after year 5 from 21.2% to 29.7%, and after year 10 from 30% to 44.8%.

It is noted that in all cohorts from 2000 through to 2009 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 15 below shows the dropout and throughput rate for African students for the 2000 to 2015 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: 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	45.0
2007	34.3	41.4	43.1	45.5	46.0	45.5	45.8	45.4	45.8
2008	32.1	39.0	41.1	43.8	44.1	44.6	44.3	44.2	
2009	24.4	32.2	34.0	35.9	37.5	37.7	37.8		
2010	23.7	32.9	32.1	36.0	37.6	37.4			
2011	25.0	32.2	33.6	36.6	38.0				
2012	23.4	33.1	33.6	35.8					
2013	22.3	29.3	26.9						
2014	22.3	26.6							
2015	19.3								

Intake year (Year 1)	GRADUATES (%)							
	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	45.7
2007	12.6	23.3	31.1	35.8	39.3	41.9	44.0	45.7
2008	11.9	23.4	31.7	37.1	40.8	43.6	45.7	
2009	14.0	28.1	38.0	44.4	48.5	51.1		
2010	15.9	29.8	39.8	45.7	49.4			
2011	15.7	29.7	39.7	45.5				
2012	15.8	29.9	40.0					
2013	19.9	36.8						
2014	21.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 15 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 2007 first time entering cohort the dropout rate has improved with 34.3% of the cohort having dropped out after their first year of study and 45.8% 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 2007 cohort from 10.2% to 12.6% 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 45.7%.

The African cohort tables are further disaggregated by gender. Table 16 shows the dropout and throughput rate for African female students for the 2000 to 2015 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 African male students.

**Table 16: 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	42.6
2007	34.1	40.5	41.3	43.5	43.7	42.9	43.4	42.9	43.3
2008	33.0	39.7	40.9	42.9	43.2	43.7	43.1	42.8	
2009	23.5	31.0	31.8	33.7	34.9	35.3	35.0		
2010	22.1	31.7	29.6	33.6	35.2	35.0			
2011	24.0	31.0	31.4	34.3	35.8				
2012	22.7	32.4	31.7	33.6					
2013	21.2	27.7	23.7						
2014	20.3	24.1							
2015	16.9								

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	48.0
2007	14.7	26.2	34.1	38.8	42.1	44.6	46.8	48.5
2008	13.1	25.3	33.5	38.7	42.4	45.1	47.3	
2009	15.5	31.0	41.2	47.6	51.9	54.5		
2010	18.4	33.4	43.3	49.0	52.7			
2011	18.3	32.7	42.9	48.6				
2012	17.9	32.6	42.8					
2013	23.1	41.1						
2014	25.4							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 16 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 2007 first time entering cohort the dropout rate after the first year of study and year 10 there has been and improvement in the dropout rate with 34.1% and 43.3% 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 2007 cohort from 12.0% to 14.7% respectively but there has been a more substantial improvement in the throughput after year 5 from 27.3% to 34.1%, and after year 10 from 36.4% to 48.5%.

Table 17 below shows the dropout and throughput rate for African male students for the 2000 to 2015 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: 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	47.7
2007	34.7	42.5	45.1	47.9	48.7	48.7	48.8	48.3	48.8
2008	30.9	38.1	41.4	44.8	45.3	45.7	45.6	45.9	
2009	25.5	33.7	36.6	38.5	40.4	40.6	40.9		
2010	25.5	34.2	34.9	38.8	40.4	40.3			
2011	26.1	33.5	36.2	39.2	40.7				
2012	24.2	33.9	35.7	38.1					
2013	23.5	30.9	30.3						
2014	24.3	29.2							
2015	21.8								

Intake year (Year 1)	GRADUATES (%)							
	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	43.0
2007	10.2	19.9	27.4	32.2	35.9	38.6	40.7	42.3
2008	10.5	21.1	29.6	35.2	39.0	41.8	43.9	
2009	12.2	24.7	34.2	40.7	44.6	47.2		
2010	13.1	25.7	35.8	42.0	45.5			
2011	12.6	26.2	35.9	41.8				
2012	13.6	26.8	37.0					
2013	16.6	32.3						
2014	17.7							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 17 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 2007 first time entering cohort the dropout rate has improved with 34.7% of the first time entering cohort having dropped out after their first year of study and 48.8% 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 2007 cohort from 8.3% to 10.2% respectively but there has been a more substantial improvement in the throughput after year 5 from 19.9% to 27.4%, while after year 10 it has improved from 28.6% to 42.3 %.

Comparing Tables 16 and 17 it is clear that female students have outperformed male students in every cohort from 2000 through to 2009.

Table 18 below shows the dropout and throughput rate for Coloured students for the 2000 to 2015 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: 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	51.7
2007	33.7	42.0	38.8	41.9	42.4	41.6	42.3	42.1	42.1
2008	31.1	39.0	37.1	40.4	41.2	41.8	41.0	41.2	
2009	27.5	35.6	34.7	37.3	38.1	38.3	37.9		
2010	26.6	37.5	35.2	39.4	39.0	39.3			
2011	26.9	35.4	32.7	37.1	38.5				
2012	25.0	35.6	32.5	35.9					
2013	26.3	34.0	29.0						
2014	25.0	31.9							
2015	21.4								

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	42.3
2007	21.3	31.9	39.1	43.2	46.2	48.8	50.7	52.1
2008	20.5	32.1	38.9	44.0	47.3	49.7	51.3	
2009	19.8	34.2	42.1	47.5	51.0	53.4		
2010	20.0	33.2	41.7	47.2	50.5			
2011	20.7	33.5	42.2	47.8				
2012	22.9	35.4	43.9					
2013	23.4	38.7						
2014	25.7							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 18 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 2007 first time entering cohort the dropout rate has been seen a significant improvement with 33.7% 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 2007 cohort from 15.2% to 21.3% respectively and that there has also been a significant improvement in the throughput after year 5 from 29.0% to 39.1%, and after year 10 from 37.8% to 52.1%.

The cohort tables for Coloured students are further disaggregated by gender. Table 19 shows the dropout and throughput rate for Coloured female students for the 2000 to 2015 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 Coloured male students.

**Table 19: 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	52.4
2007	30.8	37.9	35.2	38.9	39.1	38.7	38.5	38.5	37.9
2008	30.9	38.6	35.2	37.9	39.8	39.8	39.5	39.8	
2009	25.3	33.0	31.3	34.2	35.6	35.6	35.5		
2010	22.6	33.3	28.7	33.0	33.0	34.1			
2011	24.0	31.9	27.2	33.7	36.5				
2012	22.5	33.5	28.4	32.1					
2013	23.8	30.0	25.3						
2014	23.2	30.1							
2015	18.2								

Intake year (Year 1)	GRADUATES (%)							
	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	42.3
2007	26.5	37.7	44.2	47.7	50.5	52.9	54.7	55.9
2008	24.8	36.2	41.9	46.9	49.8	51.6	52.8	
2009	24.6	39.4	46.1	50.7	54.3	56.5		
2010	25.3	40.4	49.3	53.9	56.8			
2011	25.5	39.1	45.8	51.7				
2012	28.5	42.0	49.3					
2013	27.8	44.2						
2014	29.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 19 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 2007 first time entering coloured female cohort the dropout rate has improved with 30.8% of the first time entering cohort having dropped out after their first year of study and 37.9% 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 2007 coloured female cohort from 20.5% to 26.5% respectively and with a significant improvement in the throughput after year 5 from 34.7% to 44.2%, and after year 10 from 43.3% to 55.9%.

Table 20 below shows the dropout and throughput rate for Coloured male students for the 2000 to 2015 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: 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	50.9
2007	37.0	46.9	43.0	45.5	46.4	44.9	46.7	46.4	47.2
2008	31.4	39.5	39.3	43.1	42.8	44.0	42.6	42.8	
2009	29.9	38.4	38.5	40.7	40.7	41.1	40.5		
2010	30.6	41.8	42.0	46.0	45.1	44.6			
2011	30.1	39.2	38.6	40.7	40.7				
2012	27.3	37.5	36.2	39.4					
2013	28.6	37.8	32.7						
2014	26.6	33.6							
2015	25.0								

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	42.3
2007	15.1	25.0	33.0	37.9	41.1	44.0	46.0	47.4
2008	15.6	27.5	35.5	40.9	44.5	47.7	49.6	
2009	14.6	28.5	37.8	44.1	47.5	50.0		
2010	14.6	25.8	33.9	40.2	43.9			
2011	15.6	27.5	38.2	43.5				
2012	17.7	29.5	39.0					
2013	19.2	33.3						
2014	21.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 20 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 2007 first time entering coloured male cohort there has been a significant improvement in the dropout rate with 37.0% of the first time entering cohort having dropped out after their first year of study and 47.2% 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 2007 coloured male cohort from 10.4% to 15.1% respectively and similarly there has been a significant improvement in the throughput after year 5 from 23.7% to 33.0%, and after year 10 from 32.8% to 47.4%.

Table 21 below shows the dropout and throughput rate for Indian students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 21: 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	40.1
2007	31.6	39.3	35.7	36.9	35.5	34.4	35.0	35.3	35.7
2008	30.1	36.4	32.5	32.7	30.8	33.4	31.3	31.0	Data not available
2009	25.8	32.8	32.0	31.1	30.3	26.1	27.8		
2010	23.6	33.5	26.5	27.9	27.8	27.0	Data not available	Data not available	Data not available
2011	23.5	29.4	25.2	25.5	25.0				
2012	19.5	28.5	20.6	23.6	Data not available	Data not available	Data not available	Data not available	Data not available
2013	20.2	29.4	22.4						
2014	16.4	23.3	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available
2015	17.9								

Intake year (Year 1)	GRADUATES (%)							
	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	52.4
2007	18.5	29.0	37.4	44.0	47.8	52.1	55.0	55.9
2008	15.0	28.0	39.2	46.7	52.8	56.2	59.2	Data not available
2009	16.0	29.9	40.9	50.4	56.7	60.6		
2010	20.1	34.0	46.0	53.7	58.9	Data not available		
2011	18.9	34.6	46.5	55.6				
2012	22.4	36.8	48.4	Data not available				
2013	27.3	42.6						
2014	28.6	Data not available						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 21 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 2007 first time entering cohort the dropout rate has shown substantial improvement with 31.6% of the first time entering cohort having dropped out after their first year of study and 35.7% 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 cohort and the 2007 cohort from 11.4% to 18.5% respectively but there has been a significant improvement in the throughput after year 5 from 19.8% to 37.4%, and after year 10 from 29.2% to 55.9%.

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 are not usable. The Department attempted to determine the cause of the data anomalies for these two institutions but at this point in time the Durban University of Technology (DUT) is unable to correct the historical data of Technikon Natal and ML Sultan Technikon. 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 22 shows the dropout and throughput rate for Indian female students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition. Table 23 shows this information for Indian male students.

**Table 22: 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	Data not available								
2002									
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	39.0
2007	29.1	36.0	27.7	29.0	29.5	28.1	26.8	27.1	28.7
2008	27.3	32.1	24.2	24.9	23.0	25.5	24.4	24.2	Data not available
2009	22.6	29.4	25.3	26.0	23.3	21.9	23.9		
2010	20.8	29.3	19.1	20.8	22.8	23.1	Data not available	Data not available	Data not available
2011	18.8	24.8	15.8	19.9	18.4				
2012	18.1	26.5	13.6	12.9	Data not available	Data not available	Data not available	Data not available	Data not available
2013	15.8	23.3	11.4						
2014	12.7	17.5	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available
2015	16.5								

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	Data not available							
2002								
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	55.0
2007	25.2	39.6	47.1	54.2	57.6	61.8	64.7	65.9
2008	22.3	37.7	46.9	54.4	61.1	64.4	66.8	Data not available
2009	24.5	38.5	48.8	57.4	63.0	67.1		
2010	27.4	41.7	52.1	59.2	64.5	Data not available	Data not available	Data not available
2011	26.4	41.9	53.8	61.6				
2012	32.2	49.2	59.2	Data not available	Data not available	Data not available	Data not available	Data not available
2013	36.0	51.9						
2014	40.1	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian female cohort the dropout rate there has been a decrease in the dropouts with 29.1% of the first time entering Indian female cohort having dropped out after their first year of study and a significant improvement on the 2000 cohort after year 10 with 28.7% of the Indian female cohort having dropped out.

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 2007 cohort from 18.6% to 25.2% respectively and after year 5 from 42.5% to 47.1%, and after year 10 from 60.1% to 65.9% 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 23 shows the dropout and throughput rate for Indian male students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas 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 diplomas: Indian male students (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	45.0	57.2	70.9	71.3	63.5	67.9	66.4	67.5	66.9
2001	Data not available								
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	41.1
2007	33.6	41.8	42.1	43.1	40.1	39.3	41.5	41.7	41.3
2008	32.1	39.4	38.2	38.1	36.3	39.0	36.2	35.7	
2009	28.1	35.3	36.8	34.8	35.3	29.1	30.5		
2010	25.7	36.6	32.2	33.2	31.6	30.0			
2011	27.0	32.9	32.5	29.9	30.2				
2012	20.4	29.9	25.5	31.0					
2013	23.7	34.3	31.2						Data not available
2014	19.0	27.5							
2015	19.1								

Intake year (Year 1)	GRADUATES (%)							
	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	Data not available							
2002								
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	49.9
2007	13.2	20.6	29.9	36.0	40.1	44.4	47.4	48.1
2008	9.9	21.2	33.8	41.3	46.9	50.4	53.9	Data not available
2009	9.9	23.7	35.3	45.3	52.2	56.0		
2010	14.6	28.2	41.4	49.4	54.6	Data not available		
2011	13.0	28.9	40.9	51.0				
2012	15.6	28.2	41.0	Data not available				
2013	20.4	35.1						
2014	20.6	Data not available						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 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 41.3% 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 2007 Indian male cohort from 6.2% to 13.2% respectively but there has been a more substantial improvement in the throughput after year 5 from 14.0% to 29.9%, and after year 10 from 24.5% to 48.1%.

It is noted that the throughput of Indian male students in all cohorts from 2000 to 2009 is significantly lower than that of Indian female students.

Table 24 below shows the dropout and throughput rate for White students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas 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 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	46.4
2007	28.9	36.9	25.4	33.2	34.7	34.4	34.6	34.8	35.5
2008	28.5	34.6	25.2	30.6	31.7	32.3	32.5	33.9	
2009	24.1	32.3	23.8	28.3	30.5	31.2	31.7		
2010	24.4	32.0	23.2	29.4	30.1	32.3			
2011	24.4	31.6	23.6	29.4	32.5				
2012	21.4	30.7	19.5	28.3					
2013	22.1	30.6	20.0						
2014	21.1	30.6							
2015	22.8								

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	49.7
2007	27.8	38.2	46.9	52.1	55.2	57.5	59.4	60.4
2008	25.0	38.9	48.2	54.4	57.6	59.5	60.9	
2009	26.9	39.9	49.3	55.2	58.9	61.2		
2010	27.8	40.4	49.6	55.2	58.8			
2011	26.5	40.1	48.5	53.9				
2012	27.8	40.7	50.4					
2013	29.7	43.3						
2014	29.7							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White student cohort the dropout rate has shown a significant improvement with 28.9% of the first time entering White student cohort having dropped out after their first year of study and 35.5% 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 2007 cohort from 22.5% to 27.8% respectively and there has been a more significant improvement in the throughput after year 5 from 34.9% to 46.9%, and after year 10 from 41.9% to 60.4%.

The cohort tables for White students are further disaggregated by gender. Table 25 shows the dropout and throughput rate for White female students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition. Table 26 shows this information for White male students.

**Table 25: 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	50.5
2007	25.8	33.6	19.0	29.4	30.9	31.3	31.2	31.7	32.1
2008	27.9	32.9	20.1	29.3	30.8	30.7	31.1	32.6	
2009	21.2	27.5	14.7	23.9	25.4	26.4	27.2		
2010	19.9	26.6	12.0	20.6	23.1	24.9			
2011	21.3	27.1	15.1	26.1	28.2				
2012	17.9	25.8	9.8	23.9					
2013	19.5	26.2	9.5						Data not available
2014	17.2	24.3							
2015	19.0								

Intake year (Year 1)	GRADUATES (%)							
	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	46.5
2007	36.4	46.2	54.6	58.5	60.8	62.3	63.6	64.3
2008	32.5	44.7	53.3	58.3	60.7	62.0	63.2	
2009	37.0	48.7	58.1	62.5	66.0	67.8		
2010	40.4	51.5	59.6	64.8	67.8			
2011	36.1	49.1	55.4	59.8				
2012	38.9	50.4	58.1					
2013	39.7	52.4						
2014	40.2							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White female cohort the dropout rate has decreased to 25.8% of the first time entering White female cohort having dropped out after their first year of study and 32.1% 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 White female cohort and the 2007 White female cohort from 30.9% to 36.4% respectively and there has also been an improvement in the throughput after year 5 from 50.4% to 54.6%, and after year 10 from 58.9% to 64.3%.

Table 26 shows the dropout and throughput rate for White male students for the 2000 to 2015 first time entering undergraduate cohorts for diplomas with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 26: 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	42.7
2007	31.0	39.2	29.7	35.8	37.3	36.5	37.0	36.9	37.7
2008	28.9	35.8	28.8	31.5	32.2	33.4	33.5	34.7	
2009	25.9	35.3	29.5	31.1	33.7	34.3	34.4		
2010	26.9	35.1	29.8	34.5	34.1	36.6			
2011	26.2	34.2	28.5	31.3	35.0				
2012	23.6	33.8	25.5	31.1					
2013	23.7	33.3	26.6						Data not available
2014	23.5	34.5							
2015	25.2								

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	52.6
2007	21.9	32.8	41.8	47.8	51.4	54.2	56.5	57.8
2008	19.9	35.0	44.8	51.7	55.5	57.7	59.4	
2009	20.5	34.3	43.6	50.6	54.4	57.0		
2010	20.4	34.0	43.8	49.6	53.6			
2011	21.0	34.9	44.5	50.5				
2012	21.0	34.7	45.6					Data not available
2013	23.5	37.7						
2014	23.2							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown significant improvement with 31.0% of the first time entering cohort having dropped out after their first year of study and 37.7% 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 cohort and the 2007 cohort from 16.6% to 21.9% respectively but there has been a more significant improvement in the throughput after year 5 from 28.6% to 41.8%, and a further improvement after year 10 from 36.8% to 57.8%.

It is noted that the throughput rate of White male students in all cohorts from 2000 through to 2009 is significantly lower than their female counterparts, except in the 2006 cohort where there was a dip in the throughput rate.

### 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 14.9% for the 2007 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 38.2% for the 2007 cohort to 47.9% for the 2010 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. 14.7 % 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 2007 female cohort, this had improved to 17.5% by year 3, 41.3% by year 6 and 50.7% by year 10, compared to 12.1% of the 2007 male cohort by year 3, 34.7% by year 6 and 44.8% 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, 12.6% of the 2007 African cohort graduated in minimum time, with 35.8% having graduated by year 6 and 45.7% by year 10, compared to: 21.3% of the 2007 Coloured cohort by year 3, 43.2% by year 6 and 52.1% by year 10; 18.5% of the 2007 Indian cohort by year 3, 44% by year 6 and 55.9% by year 10; and, 27.8% of the 2007 White cohort by year 3, 52.1% by year 6 and 60.4% 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 2015 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 2014 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 undergraduate degrees

Table 27 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 53 118 in 2009. 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 2012. In 2013 this pattern changed with the 2013, 2014 and 2015 years showing a larger enrolment in the 3 year degree qualifications than the 3 year diploma qualifications.

**Table 27: 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	2009	2010	2011	2012	2013	2014	2015
African	Female	6,462	8,246	9,584	10,446	10,750	9,477	11,699	13,276	13,631	16,817	17,281	18,470	18,252	17,230	18,733	16,135
	Male	5,544	6,955	8,510	9,291	9,539	8,066	9,661	11,498	10,417	11,552	12,170	13,071	12,869	12,550	13,872	11,646
	Total	12,006	15,201	18,094	19,737	20,289	17,543	21,360	24,774	24,048	28,369	29,451	31,541	31,121	29,780	32,605	27,781
Coloured	Female	1,150	1,481	1,754	2,066	2,014	1,773	2,199	2,238	2,403	2,600	2,446	2,521	2,181	2,219	2,460	2,093
	Male	724	1,009	1,159	1,386	1,364	1,190	1,348	1,407	1,415	1,519	1,511	1,466	1,343	1,396	1,438	1,312
	Total	1,874	2,490	2,913	3,452	3,378	2,963	3,547	3,645	3,818	4,119	3,957	3,987	3,524	3,615	3,898	3,405
Indian	Female	2,235	2,328	2,952	3,262	3,391	2,691	2,869	2,527	2,788	2,812	2,638	2,303	1,694	1,849	2,471	1,664
	Male	1,455	1,642	1,931	2,304	2,200	1,768	1,832	1,838	1,883	1,892	1,729	1,611	1,168	1,236	1,586	1,207
	Total	3,690	3,970	4,883	5,566	5,591	4,459	4,701	4,365	4,671	4,704	4,367	3,914	2,862	3,085	4,057	2,871
White	Female	7,468	7,611	9,068	8,824	8,893	7,519	8,672	8,860	8,572	8,773	8,316	7,863	6,759	6,602	6,643	5,943
	Male	5,923	6,302	7,369	7,296	7,430	6,374	7,316	7,301	6,967	7,153	6,772	6,466	5,751	5,476	5,528	5,050
	Total	13,391	13,913	16,437	16,120	16,323	13,893	15,988	16,161	15,539	15,926	15,088	14,329	12,510	12,078	12,171	10,993
Total	Female	17,315	19,666	23,358	24,598	25,048	21,460	25,439	26,901	27,394	31,002	30,681	31,157	28,886	27,900	30,307	25,835
	Male	13,646	15,908	18,969	20,277	20,533	17,398	20,157	22,044	20,682	22,116	22,182	22,614	21,131	20,658	22,424	19,215
	Total	30,961	35,574	42,327	44,875	45,581	38,858	45,596	48,945	48,076	53,118	52,863	53,771	50,017	48,558	52,731	45,050

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

Table 28 below shows the dropout and throughput rate for male and female students for the 2000 to 2015 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**

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	35.5
2007	22.6	27.5	29.8	32.0	33.4	33.3	34.7	34.9	35.5
2008	20.7	25.8	28.0	29.8	30.2	31.9	32.3	32.9	
2009	20.1	25.4	28.1	28.6	30.8	31.4	32.2		
2010	18.6	24.2	25.5	28.1	28.9	29.9			
2011	19.7	23.4	27.3	29.1	30.6				
2012	16.7	23.3	25.5	27.0					
2013	17.5	21.9	22.5						
2014	16.5	19.1							
2015	13.9								

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	57.1
2007	19.2	34.0	43.9	49.0	52.5	54.7	56.4	57.6
2008	20.5	36.1	46.2	51.9	55.3	57.6	59.3	
2009	18.8	35.1	46.0	52.0	55.7	58.2		
2010	21.5	39.0	50.3	55.8	59.3			
2011	20.9	38.0	49.0	54.6				
2012	22.9	40.7	52.0					
2013	26.8	46.5						
2014	28.3							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 28 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 2007 first time entering cohort the dropout rate has shown an improvement with 22.6% of the first time entering cohort having dropped out after their first year of study and 35.5% after year 10.

The section of the table showing graduates (%) indicates that there has been no improvement in the throughput rate in minimum time (3 years) between the 2000 cohort and the 2007 cohort with both at 19.2% but there has been an improvement in the throughput after year 5 from 42.7% to 43.9%, 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 29 shows the dropout and throughput rate for female students for the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 29: 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	32.6
2007	21.3	26.1	27.8	29.6	30.9	30.2	31.7	31.8	32.4
2008	19.5	24.6	26.1	27.5	27.3	28.8	29.2	29.5	
2009	19.0	24.0	26.0	26.0	28.0	28.2	28.8		
2010	17.5	22.5	23.4	25.2	25.9	26.6			
2011	18.5	21.7	24.7	26.1	27.2				
2012	15.5	21.7	23.3	24.3					
2013	16.4	20.2	20.3						
2014	14.8	17.0							
2015	12.3								

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	59.7
2007	21.6	36.6	46.6	51.6	55.1	57.4	59.1	60.6
2008	23.1	39.0	49.1	54.8	58.3	60.6	62.4	
2009	20.6	37.6	48.9	55.1	59.0	61.6		
2010	24.0	42.0	53.5	59.0	62.5			
2011	23.2	41.1	52.3	58.0				
2012	25.7	43.7	55.5					
2013	29.6	49.9						
2014	31.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 29 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 2007 first time entering female student cohort there has been an improvement in the dropout rate with 21.3% of the first time entering female student cohort having dropped out after their first year of study and 32.4% after year 10.

The section of the table showing graduates (%) indicates that there has been virtually no improvement in the throughput rate in minimum time between the 2000 female student cohort and the 2007 female student cohort from 21.3% to 21.6% respectively and a slight improvement in the throughput after year 5 from 44.8% to 46.6%. The throughput after year 10 has improved further from 55.6% to 60.6%.

Table 30 shows the dropout and throughput rate for male students for the 2000 to 2015 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: 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	39.1
2007	24.1	29.3	32.4	34.9	36.5	37.0	38.4	38.7	39.3
2008	22.3	27.5	30.5	33.0	34.1	36.0	36.5	37.3	
2009	21.7	27.5	31.0	32.1	34.8	36.0	36.8		
2010	20.0	26.5	28.5	32.1	33.2	34.5			
2011	21.5	25.9	30.8	33.3	35.2				
2012	18.3	25.6	28.5	30.6					
2013	18.9	24.2	25.5						
2014	18.7	21.9							
2015	16.0								

Intake year (Year 1)	GRADUATES (%)							
	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	53.9
2007	16.2	30.8	40.7	45.8	49.2	51.5	53.1	54.0
2008	17.1	32.3	42.2	48.1	51.4	53.6	55.1	
2009	16.4	31.7	41.8	47.7	51.1	53.4		
2010	18.0	35.0	45.9	51.5	54.7			
2011	17.7	33.7	44.5	49.8				
2012	19.1	36.5	47.3					
2013	23.0	41.9						
2014	23.9							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering male student cohort the dropout rate has shown some improvement with 24.1% of the first time entering male student cohort having dropped out after their first year of study and 39.3% 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 male student cohort and the 2007 male student cohort from 16.5% to 16.2% respectively and also a very slight improvement in the throughput after year 5 from 40.0% to 40.7%, and after year 10 from 50.6% to 54.0%.

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 31 below shows the dropout and throughput rate for African students for the 2000 to 2015 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: 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	41.2
2007	25.4	30.7	33.8	36.7	38.3	38.2	39.8	39.7	40.3
2008	23.7	29.1	31.8	34.2	35.0	36.8	37.1	37.5	
2009	22.6	27.4	30.5	31.1	34.0	34.4	34.8		
2010	20.0	25.7	27.8	31.2	32.3	33.0			
2011	22.0	25.5	30.5	32.8	34.2				
2012	18.7	26.2	29.1	30.5					
2013	20.3	24.2	24.2						
2014	18.9	20.4							
2015	14.8								

Intake year (Year 1)	GRADUATES (%)							
	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	49.5
2007	12.0	26.2	36.3	42.0	45.7	48.1	49.9	51.4
2008	13.4	28.2	39.2	45.4	48.9	51.2	53.0	
2009	13.1	29.4	40.9	47.5	51.3	54.0		
2010	17.3	34.6	46.3	52.0	55.4			
2011	15.9	32.7	44.1	49.7				
2012	17.6	35.7	47.1					
2013	21.6	42.1						
2014	23.5							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown minimal improvement on the dropout after first year with 25.4% of the first time entering cohort having dropped out after their first year of study but a significant improvement in the dropout rate after year 10, with 40.3% of the cohort having dropped out.

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 2007 cohort from 9.3% to 12.0% respectively and there has also been an improvement in the throughput after year 5 from 30.1% to 36.3%, and after year 10 from 41.1% to 51.4%.

The African student cohort tables are further disaggregated by gender. Table 32 shows the dropout and throughput rate for African female students for the 2000 to 2015 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 African male students.

**Table 32: 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	37.8
2007	24.2	29.5	31.7	34.3	35.8	34.9	36.7	36.4	36.9
2008	22.2	27.7	29.7	31.6	31.7	33.0	33.6	33.7	
2009	21.4	25.7	28.1	28.3	30.7	30.7	30.9		
2010	18.9	24.0	25.6	28.1	29.0	29.6			
2011	20.5	23.7	27.8	29.7	30.7				
2012	17.4	24.3	26.9	27.8					
2013	19.0	22.5	22.0						
2014	17.0	18.5							
2015	12.9								

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	52.3
2007	13.3	28.1	38.5	44.5	48.1	50.6	52.5	54.3
2008	14.8	30.9	42.4	48.8	52.4	54.9	56.8	
2009	13.7	31.5	44.2	51.2	55.2	57.9		
2010	19.3	37.5	49.7	55.5	59.0			
2011	17.6	35.7	47.6	53.5				
2012	19.8	38.6	50.7					
2013	23.8	45.5						
2014	26.2							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown minimal improvement with 24.2% of the first time entering cohort having dropped out after their first year of study but a significant improvement in the dropout rate after year 10, with 36.9% of the cohort having dropped out.

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 2007 cohort from 9.6% to 13.3% respectively and there has also been an improvement in the throughput after year 5 from 32.1% to 38.5%, and year ten from 43.6% to 54.3%.

Table 33 shows the dropout and throughput rate for African male students for the 2000 to 2015 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: African male students (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	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	45.3
2007	26.9	32.1	36.3	39.6	41.3	42.0	43.3	43.5	44.1
2008	25.7	30.9	34.5	37.7	39.3	41.6	41.6	42.4	
2009	24.3	29.9	34.0	35.3	38.8	39.7	40.5		
2010	21.6	28.1	30.8	35.5	36.8	37.9			
2011	24.2	28.0	34.4	37.3	39.3				
2012	20.5	28.8	32.3	34.4					
2013	22.0	26.5	27.3						
2014	21.3	23.0							
2015	17.3								

Intake year (Year 1)	GRADUATES (%)							
	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	46.0
2007	10.6	24.0	33.8	39.2	42.8	45.2	47.0	48.0
2008	11.5	24.7	34.9	40.9	44.4	46.5	48.1	
2009	12.2	26.4	36.1	42.2	45.7	48.1		
2010	14.5	30.4	41.5	47.1	50.2			
2011	13.6	28.4	39.1	44.4				
2012	14.5	31.5	42.0					
2013	18.7	37.4						
2014	19.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown an improvement with 28.6% of the first time entering cohort having dropped out after their first year of study and 44.1% 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 cohort and the 2007 cohort from 9.0% to 11.3% respectively and there has also been an improvement in the throughput after year 5 from 27.8% to 33.8%, and after year 10 from 38.2% to 48.0%.

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 34 shows the dropout and throughput rate for Coloured students for the 2000 to 2015 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: 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	45.0
2007	26.9	33.3	37.0	39.3	39.6	40.0	41.8	42.3	42.9
2008	25.9	32.0	35.7	37.8	37.5	39.1	39.2	39.5	
2009	23.4	32.8	37.1	38.5	40.7	40.8	42.2		
2010	24.6	32.4	34.5	37.3	38.3	39.5			
2011	21.9	27.7	32.6	35.7	37.0				
2012	19.3	28.3	31.4	34.0					
2013	17.1	24.5	27.5						
2014	16.7	22.6							
2015	15.7								

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	47.5
2007	14.0	28.8	37.8	41.9	44.9	47.0	48.6	49.6
2008	15.5	29.3	38.8	43.9	47.3	49.8	52.0	
2009	12.5	27.1	37.3	41.9	45.7	48.1		
2010	15.4	30.8	41.0	46.1	49.2			
2011	16.0	32.9	42.6	48.1				
2012	17.4	33.5	44.1					
2013	23.9	43.4						
2014	24.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate there has been little change with 26.9% having dropped out after their first year of study and 42.9% after year 10.

The section of the table showing graduates (%) indicates that there has been no change in the throughput rate in minimum time between the 2000 cohort and the 2007 cohort from 14.1% to 14.0% respectively but there has been an improvement in the throughput after year 5 from 34.6% to 37.8%, and after 10 years from 44.1% to 49.6%.

The Coloured student cohort tables are further disaggregated by gender. Table 35 below shows the dropout and throughput rate for Coloured female students for the 2000 to 2015 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 Coloured male students.

**Table 35: 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	42.7
2007	25.9	32.0	35.3	37.5	37.8	37.3	39.1	39.7	40.5
2008	25.1	31.5	34.3	35.8	35.5	37.5	37.7	37.6	
2009	21.9	32.0	36.0	37.0	39.5	38.8	40.3		
2010	23.1	30.5	32.0	34.4	35.3	36.1			
2011	20.5	25.5	30.1	32.8	33.8				
2012	17.4	25.6	28.4	30.9					
2013	15.7	23.3	25.7						
2014	14.8	20.2							
2015	14.8								

Intake year (Year 1)	GRADUATES (%)							
	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	49.9
2007	15.8	31.4	40.0	43.8	47.0	49.1	50.9	52.2
2008	17.6	31.4	40.9	45.9	49.4	51.6	54.0	
2009	13.9	29.2	39.0	43.6	47.8	50.2		
2010	17.8	32.8	43.6	49.1	52.2			
2011	17.7	35.6	45.3	50.9				
2012	20.3	36.6	48.0					
2013	26.0	45.8						
2014	27.9							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Coloured female student cohort the dropout rate has shown little improvement with 25.9% of the first time entering cohort having dropped out after their first year of study but some improvement after year 10 with 40.5% of students having dropped out.

The section of the table showing graduates (%) indicates that there has been a deterioration in the throughput rate in minimum time between the 2000 Coloured female student cohort and the 2007 Coloured female student cohort from 16.5% to 15.8% respectively but there has been a slight improvement in the throughput after year 5 from 37.2% to 40.0%, and after year 10 a more substantial improvement from 47.2% to 52.2%.

Table 36 shows the dropout and throughput rate for Coloured male students for the 2000 to 2015 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: 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	48.8
2007	28.5	35.3	39.8	42.3	42.5	44.2	46.1	46.6	46.7
2008	27.3	32.9	38.2	41.1	40.8	41.9	41.8	42.8	
2009	26.1	34.2	38.9	41.1	42.7	44.1	45.6		
2010	26.9	35.5	38.5	42.0	43.1	45.1			
2011	24.2	31.5	37.0	40.6	42.4				
2012	22.3	32.7	36.5	39.1					
2013	19.4	26.5	30.4						
2014	19.9	26.8							
2015	17.2								

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	43.5
2007	11.2	24.8	34.2	38.8	41.5	43.5	44.8	45.6
2008	11.9	25.9	35.3	40.4	43.9	46.7	48.8	
2009	10.0	23.6	34.4	38.9	42.1	44.4		
2010	11.5	27.7	36.7	41.4	44.5			
2011	13.0	28.4	38.0	43.2				
2012	12.6	28.5	37.9					
2013	20.5	39.6						
2014	19.7							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Coloured male student cohort the dropout rate has shown a slight improvement with 28.5% of the first time entering cohort having dropped out but a more

substantial improvement in the dropout rate after year 10, with 46.7% of the cohort having dropped out.

The section of the table showing graduates (%) indicates that there has been a very slight improvement in the throughput rate in minimum time between the 2000 Coloured male student cohort and the 2007 Coloured male student cohort, from 10.4% to 11.2% respectively similarly for the throughput after year 5 from 30.4% to 34.2%, but after year 10 there has been a more significant improvement, from 39.2% to 45.6%.

Table 37 below shows the dropout and throughput rate for Indian students for the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 37: 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	38.0
2007	24.3	28.4	31.9	34.3	36.8	36.4	39.0	39.3	40.2
2008	19.7	25.0	27.7	29.6	29.4	32.9	33.0	34.4	
2009	18.4	24.5	26.6	27.0	29.3	30.2	32.0		
2010	16.6	23.0	24.3	26.6	28.0	28.9			
2011	16.9	21.0	24.4	25.9	27.7				
2012	15.1	20.3	21.3	23.0					
2013	12.7	18.1	20.7						
2014	12.1	14.9							
2015	10.7								

Intake year (Year 1)	GRADUATES (%)							
	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	52.3
2007	13.6	26.7	37.4	41.9	45.5	48.2	50.2	51.9
2008	16.6	32.8	42.8	48.7	52.1	54.8	56.7	
2009	17.1	32.7	44.5	50.5	54.4	57.0		
2010	17.4	35.7	48.0	54.2	57.6			
2011	18.5	38.3	48.9	54.8				
2012	20.7	40.2	52.2					
2013	27.2	47.1						
2014	27.9							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate after the first year of study has increased with 24.3% of the first time entering cohort having dropped out after their first year of study and 40.2% 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 cohort and the 2007 cohort from 16.3% to 13.6% respectively and there has been a decline in the throughput after year 5 from 42.1% to 37.4%, and after year 10 from 53.4% to 51.9%.

The Indian student cohort tables are further disaggregated by gender. Table 38 shows the dropout and throughput rate for Indian female students of the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 39 shows this information for Indian male students.

**Table 38: 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	35.7
2007	23.2	26.4	29.8	31.3	33.7	32.5	35.1	35.2	36.3
2008	18.1	23.1	24.9	26.6	25.5	29.2	28.8	30.3	
2009	16.9	22.7	24.1	24.1	26.4	27.3	29.2		
2010	15.2	20.9	22.0	23.4	24.7	25.4			
2011	16.0	19.4	21.4	21.8	23.4				
2012	14.1	19.0	19.0	20.9					
2013	12.5	16.4	18.8						
2014	12.1	13.9							
2015	9.8								

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	53.9
2007	15.4	29.3	40.1	44.2	48.1	50.9	53.2	55.1
2008	18.6	35.7	45.7	51.4	55.2	57.8	59.9	
2009	19.1	36.1	48.2	53.8	57.6	59.5		
2010	19.6	38.9	51.5	57.5	61.3			
2011	21.5	41.8	52.4	58.8				
2012	23.1	43.7	56.0					
2013	30.7	51.0						
2014	31.3							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian female student cohort the dropout rate has shown an increase with 23.2% of the first time entering Indian female student cohort having dropped out after their first year of study and 36.3% 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 female student cohort and the 2007 Indian female student cohort from 16.4% to 15.4% respectively and after year 5 from 42.7% to 40.1%, and after 10 years there has been a slight improvement from 54% to 55.1% respectively.

Table 39 below shows the dropout and throughput rate for Indian male students for the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 39: 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	41.6
2007	25.9	31.1	35.0	38.4	41.0	41.8	44.2	45.0	45.4
2008	22.0	27.7	31.9	34.1	35.1	38.3	39.2	40.5	
2009	20.6	27.1	30.4	31.2	33.6	34.4	36.2		
2010	18.7	26.2	27.8	31.6	32.9	34.3			
2011	18.2	23.4	28.8	31.7	33.7				
2012	16.4	22.1	24.5	26.2					
2013	13.0	20.7	23.4						
2014	12.1	16.6							
2015	12.0								

Intake year (Year 1)	GRADUATES (%)							
	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	49.8
2007	11.1	23.1	33.7	38.6	42.0	44.4	46.2	47.5
2008	13.6	28.6	38.5	44.8	47.6	50.3	51.9	
2009	14.3	27.8	38.9	45.6	49.8	53.2		
2010	14.0	30.7	42.7	49.2	51.9			
2011	14.3	33.3	43.9	49.1				
2012	17.3	35.2	46.6					
2013	22.1	41.3						
2014	22.5							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian male student cohort the dropout rate has shown an increase in the dropout with 25.9% of the first time entering cohort having dropped out after their first year of study and 45.4% 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 2007 Indian male student cohort from 16.2% to 11.1% respectively and there has also been a decline in the throughput after year 5 from 40.9% to 33.7%, as well as after year 10 from 51.6% to 47.5% respectively.

Table 40 below shows the dropout and throughput rate for White students for the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 40: 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	25.0
2007	16.7	21.2	21.5	22.5	23.7	23.4	24.2	24.8	25.4
2008	15.1	19.6	20.3	21.1	21.3	22.2	23.0	23.7	
2009	15.4	20.3	21.8	21.9	23.1	24.2	24.9		
2010	14.7	19.4	19.1	20.0	20.3	21.5			
2011	14.9	18.4	19.3	20.0	21.5				
2012	11.3	15.6	15.7	17.0					
2013	11.8	16.4	17.2						
2014	11.4	15.9							
2015	11.7								

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	70.8
2007	32.8	49.0	58.8	63.2	66.5	68.4	69.7	70.6
2008	33.9	50.9	59.8	65.1	68.2	70.1	71.5	
2009	31.2	48.1	57.7	63.1	66.4	68.6		
2010	32.4	50.9	61.1	66.3	70.0			
2011	33.8	51.0	61.7	67.1				
2012	38.0	55.2	66.4					
2013	40.3	58.2						
2014	42.4							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown improvement with 16.7% of the first time entering cohort having dropped out after their first year of study and 25.4% 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 2007 cohort from 29.5% to 32.8% respectively and also an improvement in the throughput after year 5 from 55.3% to 58.8%, and after year 10 from 65.7% to 70.6%.

The White student cohort tables are further disaggregated by gender. Table 41 shows the dropout and throughput rate for White female students of the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition. Table 42 shows this information for White male students.

**Table 41: 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	22.0
2007	15.2	19.4	19.4	20.1	21.1	20.7	21.4	22.0	22.5
2008	14.1	18.2	18.4	18.9	18.6	19.3	19.8	20.5	
2009	14.2	18.6	19.4	19.0	20.1	20.5	21.4		
2010	13.6	17.6	16.5	17.0	17.0	17.9			
2011	13.8	16.3	16.5	16.8	18.2				
2012	10.1	14.0	12.8	13.8					
2013	10.8	14.3	14.4						
2014	9.6	13.0							
2015	10.2								

Intake year (Year 1)	GRADUATES (%)							
	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	74.0
2007	37.4	52.6	62.3	66.5	69.7	71.5	72.8	73.7
2008	39.2	54.9	63.2	68.1	71.2	73.0	74.5	
2009	36.3	52.2	61.3	66.5	70.1	72.5		
2010	37.1	54.9	64.8	69.7	73.4			
2011	38.6	55.3	65.3	70.8				
2012	43.8	59.8	70.6					
2013	45.8	62.4						
2014	48.1							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White female student cohort the dropout rate has shown an improvement with 15.2% of the first time entering cohort having dropped out after their first year of study and 22.5% 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 2007 White female student cohort from 33.6% to 37.4% respectively but there has been a slight decline in the throughput after year 5 from 63.0% to 62.3%, but there has been a slight improvement after year 10 from 72.2% to 73.7%.

Table 42 below shows the dropout and throughput rate for White male students for the 2000 to 2015 first time entering undergraduate cohorts for degrees with a minimum duration of 3 years in the contact and distance mode of tuition.

**Table 42: 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	28.5
2007	18.5	23.3	24.1	25.4	26.8	26.6	27.6	28.1	28.9
2008	16.2	21.3	22.5	23.9	24.6	25.7	26.9	27.7	
2009	16.8	22.4	24.8	25.4	26.9	28.6	29.2		
2010	16.0	21.6	22.3	23.8	24.4	25.9			
2011	16.2	21.0	22.7	24.0	25.4				
2012	12.8	17.4	19.0	20.8					
2013	13.0	19.1	20.5						
2014	13.7	19.4							
2015	13.4								

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	67.1
2007	27.2	44.7	54.5	59.3	62.6	64.7	65.9	66.8
2008	27.3	45.9	55.6	61.3	64.6	66.5	67.8	
2009	25.0	43.0	53.3	58.9	62.0	63.9		
2010	26.6	46.0	56.5	62.2	65.8			
2011	27.9	45.7	57.2	62.5				
2012	31.1	49.9	61.5					
2013	33.7	53.1						
2014	35.5							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White male student cohort the dropout rate has shown an improvement with 18.5% of the first time entering White male student cohort having dropped out after their first year of study and 28.9% 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 male student cohort and the 2007 White male student cohort from 24.4% to 27.2% respectively and also an improvement in the throughput after year 5 from 52.5% to 54.5%, and after year 10 from 63.3% to 66.8%.

#### 4.6. Conclusion

The cohort tables for the 3 year degree students shows no improvement to the throughput in minimum time with both the 2000 and 2007 cohorts at 19.2%, and increasing to 21.5% in 2010. 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 49% for the 2007 cohort to 55.8% for the 2010 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 2007 female cohort, this had improved to 21.6% by year 3, 51.6% by year 6 and 66.6% by year 10, compared to 16.2% of the 2007 male cohort by year 3, 45.8% by year 6 and 54% 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, 12.0% of the 2007 African cohort graduated in minimum time, with 42% having graduated by year 6 and 51.4% by year 10, compared to: 14% of the 2007 Coloured cohort by year 3, 41.9% by year 6 and 49.6% by year 10; 13.6% of the 2007 Indian cohort by year 3, 41.9% by year 6 and 51.9% by year 10; and, 32.8% of the 2007 White cohort by year 3, 63.2% by year 6 and 70.6% 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 MINIMUM 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 2015 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 2015 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 43 below reflects the actual number of first time entering undergraduate South African students used for the 4 year or more degrees cohort studies. It can be seen that the number of FTEN 4 year or more degree students increased from 24 911 in 2000 to 37 989 in 2015.

**Table 43: First time entering numbers for undergraduate degrees with a minimum duration of 4 years or more**

4 YEAR QUALIFICATIONTYPE: FIRST TIME ENTERING UNDERGRADUATE		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
African	Female	7,327	8,668	8,269	7,688	5,692	6,809	6,808	8,468	9,006	12,215	14,660	19,570	19,434	14,651	15,435	14,049
	Male	6,467	8,480	7,929	7,749	5,222	5,855	5,654	7,440	6,281	8,409	8,730	10,682	10,921	10,502	11,144	9,978
	Total	13,794	17,148	16,198	15,437	10,914	12,664	12,462	15,908	15,287	20,624	23,390	30,252	30,355	25,153	26,579	24,027
Coloured	Female	699	824	1,004	1,249	1,422	1,469	1,416	1,433	1,464	1,980	2,138	2,274	2,137	2,372	2,365	2,398
	Male	483	553	620	747	652	757	668	659	633	853	828	861	818	905	983	908
	Total	1,182	1,377	1,624	1,996	2,074	2,226	2,084	2,092	2,097	2,833	2,966	3,135	2,955	3,277	3,348	3,306
Indian	Female	1,134	972	1,093	1,301	1,407	1,971	1,264	1,152	1,194	1,572	1,570	1,790	1,476	1,733	1,986	1,649
	Male	933	795	812	900	908	1,321	767	711	708	877	807	926	734	930	1,116	765
	Total	2,067	1,767	1,905	2,201	2,315	3,292	2,031	1,863	1,902	2,449	2,377	2,716	2,210	2,663	3,102	2,414
White	Female	4,314	5,439	5,764	5,767	5,076	5,285	4,594	4,730	4,377	5,504	5,690	5,860	5,622	5,557	5,695	5,379
	Male	3,554	4,446	4,301	4,318	3,526	3,819	3,234	3,156	2,827	3,587	3,422	3,372	3,209	3,286	3,237	2,863
	Total	7,868	9,885	10,065	10,085	8,602	9,104	7,828	7,886	7,204	9,091	9,112	9,232	8,831	8,843	8,932	8,242
Total	Female	13,474	15,903	16,130	16,005	13,597	15,534	14,082	15,783	16,041	21,271	24,058	29,494	28,669	24,313	25,481	23,475
	Male	11,437	14,274	13,662	13,714	10,308	11,752	10,323	11,966	10,449	13,726	13,787	15,841	15,682	15,623	16,480	14,514
	Total	24,911	30,177	29,792	29,719	23,905	27,286	24,405	27,749	26,490	34,997	37,845	45,335	44,351	39,936	41,961	37,989

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

Table 44 shows the dropout and throughput rate for the 2000 to 2015 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 44: 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	DROPOUTS (%)								
(Year 1)	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	28.2
2007	19.2	23.3	25.2	27.0	27.6	27.3	27.8	27.7	27.6
2008	16.6	20.2	21.7	23.1	23.2	24.3	23.8	23.9	
2009	16.8	20.9	22.4	23.4	25.1	25.2	25.1		
2010	16.5	21.4	23.0	25.8	26.5	26.7			
2011	18.4	22.5	26.5	28.1	28.9				
2012	16.6	24.5	26.8	28.4					
2013	16.2	20.5	21.9						
2014	15.0	18.1							
2015	14.6								

Intake year	GRADUATES (%)						
(Year 1)	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	65.7
2007	32.6	47.0	55.8	60.2	63.0	64.9	66.3
2008	35.5	50.9	60.4	65.0	67.7	69.7	
2009	33.3	48.7	58.2	63.2	66.0		
2010	31.8	46.5	56.6	61.6			
2011	29.0	43.5	53.6				
2012	29.7	44.0					
2013	36.7						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of Table 44 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 2007 first time entering cohort the dropout rate has shown significant improvement with 19.2% of the first time entering cohort having dropped out after their first year of study and 27.6% after year 10. There is a further improvement thereafter with 16.5% of the 2010 cohort dropping out after their first year of study, and 26.5% after year 6.

The part of the table showing graduates (%) indicates that there has been a slight improvement in the throughput rate in minimum time between the 2000 and the 2007 cohorts from 31.3% to 32.6% respectively but after year 6 there was a significant improvement in the throughput from 48.5% to 55.8%, and after year 10 from 55.8% to 66.3%.

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

Table 45 shows the dropout and throughput rate for the 2000 to 2015 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 45: 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	26.0
2007	18.3	22.0	23.7	25.2	25.8	25.1	25.5	25.4	25.2
2008	16.4	19.8	21.4	22.5	22.4	23.4	22.8	22.8	
2009	15.5	19.9	21.2	22.1	23.5	23.6	23.2		
2010	15.4	20.7	22.3	24.9	25.5	25.5			
2011	17.6	21.8	25.9	27.3	28.2				
2012	16.3	24.7	26.8	28.5					
2013	15.5	19.6	21.0						
2014	14.0	17.2							
2015	13.7								

Intake year (Year 1)	GRADUATES (%)						
	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	67.9
2007	36.9	50.3	58.5	62.4	65.0	67.2	68.7
2008	38.6	53.1	62.1	66.3	69.0	71.0	
2009	36.1	51.3	60.4	65.6	68.4		
2010	33.3	47.8	58.0	62.9			
2011	29.9	44.4	54.5				
2012	30.0	44.1					
2013	39.1						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering female student cohort the dropout rate has shown significant improvement with 18.3% of the first time entering female student cohort having dropped out after their first year of study and 25.2% 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 2007 female student cohort from 35.6% to 36.9% respectively but after year 6 there has been a significant improvement in the throughput from 53.0% to 58.5%, and after year 10 from 59.6% to 68.7%.

Table 46 below shows the dropout and throughput rate for the 2000 to 2015 male 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 – 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	31.3
2007	20.4	25.1	27.1	29.3	30.0	30.1	30.7	30.8	30.7
2008	17.1	20.8	22.2	24.0	24.5	25.8	25.4	25.5	
2009	19.0	22.5	24.3	25.4	27.6	27.8	27.9		
2010	18.3	22.7	24.2	27.4	28.2	28.7			
2011	19.8	23.7	27.5	29.4	30.4				
2012	17.2	24.0	26.6	28.1					
2013	17.3	21.9	23.3						
2014	16.6	19.5							
2015	15.9								

Intake year	GRADUATES (%)						
(Year 1)	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	62.6
2007	26.9	42.8	52.3	57.4	60.3	61.9	63.2
2008	30.6	47.5	57.8	63.0	65.8	67.7	
2009	29.0	44.7	54.8	59.6	62.4		
2010	29.1	44.3	54.2	59.2			
2011	27.1	41.9	52.0				
2012	29.2	43.9					
2013	32.8						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering male student cohort the dropout rate has shown an improvement with 20.4% of the first time entering cohort having dropped out after their first year of study and 30.7% after year 10.

The section of the table showing graduates (%) indicates that there has been virtually no improvement in the throughput rate in minimum time between the 2000 male student cohort and the 2007 male student cohort from 26.3% to 26.9% respectively but after year 6 there has been significant improvement in the throughput from 43.1% to 52.3%, and after year 10 from 51.3% to 63.2%.

### 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 47 below shows the dropout and throughput rate for African students for the 2000 to 2015 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 – 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	33.6
2007	22.7	27.2	29.1	31.5	32.1	31.9	32.4	32.3	31.9
2008	20.3	24.5	25.9	27.5	27.8	29.4	28.7	28.6	
2009	19.4	23.2	24.8	25.9	28.1	28.2	27.7		
2010	19.0	24.5	26.4	29.7	30.6	30.5			
2011	21.5	25.9	30.7	32.6	33.4				
2012	19.5	28.9	31.2	32.8					
2013	18.7	22.9	23.7						
2014	17.6	19.9							
2015	16.0								

Intake year (Year 1)	GRADUATES (%)						
	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	58.7
2007	27.9	41.1	48.9	53.7	56.8	59.0	60.7
2008	30.2	44.3	53.0	58.1	61.3	63.5	
2009	30.4	44.6	53.5	58.8	62.0		
2010	27.2	41.1	50.7	56.2			
2011	24.6	38.0	47.5				
2012	25.7	39.0					
2013	35.4						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering African student cohort the dropout rate has shown improvement with 22.7% of the first time entering African student cohort having dropped out after their first year of study and 31.9% 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 African student cohort and the 2007 African student cohort with 22.8% to 27.9% graduating respectively but after year 6 there has been a more significant improvement in the throughput from 36.9% to 48.9%, and after year 10 from 44.5% to 60.7%.

The African student cohort tables are further disaggregated by gender. Table 48 below shows the dropout and throughput rate for African female students for the 2000 to 2015 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 49 shows this information for African male students.

**Table 48: 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	29.5
2007	21.5	25.2	27.0	29.0	29.3	28.8	29.0	28.9	28.4
2008	20.1	24.2	25.4	26.6	26.3	27.9	26.9	26.9	
2009	18.1	22.0	23.4	23.9	25.7	25.7	24.9		
2010	17.8	23.7	25.4	28.7	29.3	29.0			
2011	20.5	25.1	30.0	31.7	32.4				
2012	19.2	29.4	31.4	33.2					
2013	17.9	21.9	22.5						
2014	16.4	19.0							
2015	15.0								

Intake year	GRADUATES (%)						
(Year 1)	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	62.8
2007	31.5	44.3	52.0	56.6	59.7	62.3	64.2
2008	32.2	46.0	54.7	59.7	63.0	65.5	
2009	32.4	47.0	56.1	62.0	65.4		
2010	27.2	41.6	52.0	57.7			
2011	24.4	38.3	48.2				
2012	24.3	38.0					
2013	37.1						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering African female student cohort the dropout rate has shown improvement with 21.5% of the first time entering African female student cohort having dropped out after their first year of study and 28.4% 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 2007 African female student cohort from 25.4% to 31.5% respectively but there has been a more significant improvement in the throughput after year 6 from 40.7% to 52%, and year 10 from 47.9% to 64.2%.

Table 49 below shows the dropout and throughput rate for African male students for the 2000 to 2015 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 49: 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	38.5
2007	24.1	29.4	31.4	34.2	35.3	35.4	36.3	36.2	35.9
2008	20.4	24.9	26.6	28.8	30.0	31.5	31.2	31.1	
2009	21.2	24.9	26.8	28.7	31.6	31.9	31.7		
2010	21.1	26.0	27.9	31.5	32.6	32.9			
2011	23.2	27.4	32.0	34.3	35.3				
2012	20.0	28.0	30.7	32.2					
2013	19.7	24.3	25.2						
2014	19.3	21.3							
2015	17.4								

Intake year (Year 1)	GRADUATES (%)						
	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	53.8
2007	23.7	37.4	45.3	50.4	53.5	55.2	56.7
2008	27.4	41.8	50.4	55.7	58.7	60.7	
2009	27.4	41.1	49.7	54.3	57.2		
2010	27.2	40.3	48.4	53.6			
2011	25.0	37.5	46.1				
2012	28.1	40.7					
2013	33.0						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering African male student cohort the dropout rate after the first year of study has shown improvement with 24.1% of the first time entering African male student cohort having dropped out after their first year of study and a more significant improvement after year 10 with 35.9% of this cohort having dropped out.

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 2007 cohort from 19.8% to 23.7% respectively but there has been a more significant improvement in the throughput after year 6 from 32.5% to 45.3%, and after year 10 from 40.8% to 56.7%.

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

Table 50 shows the dropout and throughput rate for Coloured students for the 2000 to 2015 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 – 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	34.8
2007	20.2	26.1	29.9	32.8	33.9	32.4	33.0	33.3	33.4
2008	16.5	22.8	26.9	29.0	29.9	30.5	29.3	29.1	
2009	17.1	25.9	28.6	29.9	32.1	32.0	32.1		
2010	18.9	25.0	27.1	31.1	31.8	32.0			
2011	17.8	23.4	27.5	28.5	29.4				
2012	15.5	21.9	25.8	27.5					
2013	18.4	24.6	26.7						
2014	15.7	20.8							
2015	16.2								

Intake year	GRADUATES (%)						
(Year 1)	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	58.8
2007	28.4	42.8	51.7	55.8	58.4	60.3	61.1
2008	32.6	45.5	54.8	59.6	62.5	64.6	
2009	29.6	41.7	51.9	57.0	59.7		
2010	30.9	43.1	52.1	57.1			
2011	29.9	44.0	53.9				
2012	28.6	43.5					
2013	31.9						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown an improvement with 20.2% of the first time entering Coloured student cohort having dropped out after their first year of study and 33.4% 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 Coloured student cohort and the 2007 Coloured student cohort from 28.7% to 28.4% for the respectively. After year 6 there has been a very small improvement in the throughput from 47.3% to 51.7%, and after year 10 a further improvement from 57.1% to 61.1%. Although by 2010 for the Coloured student cohort, there has been some improvement after year 6 with 52.1% of the cohort having graduated.

The Coloured student cohort tables are further disaggregated by gender. Table 51 shows the dropout and throughput rate for Coloured female students for the 2000 to 2015 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 51: 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	33.0
2007	20.3	25.4	28.4	30.7	33.1	31.0	32.0	32.4	32.3
2008	15.6	20.9	25.7	28.5	28.9	29.6	29.0	28.4	
2009	15.5	25.1	27.2	28.8	30.2	30.8	30.5		
2010	18.4	24.7	26.6	29.4	30.9	31.2			
2011	17.4	22.5	26.2	27.8	28.7				
2012	15.2	21.5	25.4	26.8					
2013	18.1	24.0	26.5						
2014	15.0	19.7							
2015	16.2								

Intake year (Year 1)	GRADUATES (%)						
	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	60.2
2007	31.0	45.4	53.9	57.2	59.3	61.4	62.2
2008	34.6	47.0	56.3	60.8	63.7	65.8	
2009	31.7	44.9	54.2	59.2	61.7		
2010	33.1	45.0	53.5	58.3			
2011	31.3	45.6	55.4				
2012	31.1	45.3					
2013	33.5						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Coloured female student cohort the dropout rate has not shown any significant improvement with 20.3% of the first time entering Coloured female student cohort having dropped out after their first year of study and 32.3% 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 Coloured female student cohort and the 2007 Coloured female student cohort, from 31.7% to 31.0% respectively and similarly after year 6 there has been a small improvement in the throughput from 52.1% to 53.9% and after year 10 from 61.7% to 62.2%.

Table 52 shows the dropout and throughput rate for Coloured male students for the 2000 to 2015 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition.

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

<b>NATIONAL TOTAL: CONTACT + DISTANCE</b>									
<b>Intake year</b>	<b>DROPOUTS (%)</b>								
<b>(Year 1)</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
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	38.8
2007	20.0	27.6	32.9	37.5	35.7	35.5	35.2	35.4	35.8
2008	18.6	27.2	29.5	30.1	32.3	32.6	30.1	30.7	
2009	20.9	27.6	31.8	32.6	36.7	34.7	35.7		
2010	20.1	25.7	28.6	35.4	34.0	34.2			
2011	18.6	25.8	30.8	30.2	31.2				
2012	16.4	23.2	26.9	29.4					
2013	19.1	26.4	27.3						
2014	17.4	23.7							
2015	16.2								

<b>Intake year</b>	<b>GRADUATES (%)</b>						
<b>(Year 1)</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
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	55.9
2007	22.6	37.3	47.1	52.9	56.3	57.9	58.8
2008	27.9	42.0	51.1	56.7	59.6	61.9	
2009	24.8	34.3	46.5	51.9	54.9		
2010	25.2	38.1	48.7	54.0			
2011	26.0	39.9	49.8				
2012	22.2	38.7					
2013	27.8						

*Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018*

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 2007 first time entering cohort the dropout rate has shown an improvement with 20% of the first time entering cohort having dropped out after their first year of study and 35.8% 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 2007 Coloured male student cohort from 24.3% to 22.6% respectively, however after year 6 there has been a significant improvement in the throughput from 40.4% to 47.1%, and after year 10 from 50.5% to 58.8%.

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

Table 53 shows the dropout and throughput rate for Indian students for the 2000 to 2015 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 53: 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	22.7
2007	15.1	17.5	18.9	19.4	20.4	20.0	20.4	19.7	19.8
2008	10.7	12.6	12.8	13.9	12.9	12.8	12.4	12.0	
2009	14.9	16.4	16.4	17.2	18.4	17.6	17.3		
2010	11.6	15.5	16.2	18.1	17.4	18.1			
2011	12.2	14.5	16.9	16.8	17.3				
2012	9.7	14.6	16.8	17.7					
2013	11.8	16.9	18.5						
2014	9.8	14.5							
2015	11.7								

Intake year (Year 1)	GRADUATES (%)						
	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	71.9
2007	26.9	47.9	61.2	66.5	69.8	72.2	73.8
2008	33.1	57.4	71.8	76.6	79.6	81.7	
2009	28.7	52.1	65.2	71.1	73.7		
2010	27.5	48.3	64.7	70.4			
2011	28.8	47.4	64.0				
2012	28.4	46.9					
2013	28.7						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian student cohort the dropout rate has shown an increase with 15.1% of the first time entering Indian student cohort having dropped out after their first year of study but after year 10 there has been a significant improvement in the dropout rate with 19.8% of this cohort having dropped out.

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 2007 Indian student cohort from 32.1% to 26.9% respectively, however after year 6 there has been a significant increase in the throughput from 53.8% to 61.2%, and after year 10 from 63.3% to 73.8%.

The Indian student cohort tables are further disaggregated by gender. Table 54 shows the dropout and throughput rate for Indian female students for the 2000 to 2015 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 55 shows this information for Indian male students.

**Table 54: 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	24.8
2007	15.1	17.8	19.4	20.5	21.6	20.5	21.5	20.9	21.1
2008	10.1	12.6	13.3	14.6	14.7	13.9	14.5	14.2	
2009	12.6	15.0	15.1	16.5	17.9	16.9	16.9		
2010	11.9	15.4	16.2	18.3	17.8	18.6			
2011	11.6	14.2	17.0	16.8	17.7				
2012	10.0	14.9	17.4	18.6					
2013	11.8	16.6	18.9						
2014	9.8	14.0							
2015	11.4								

Intake year	GRADUATES (%)						
(Year 1)	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	70.2
2007	29.6	47.8	59.9	64.5	67.5	70.6	72.5
2008	35.3	60.1	72.6	76.5	78.6	80.5	
2009	31.1	54.4	66.3	71.8	74.2		
2010	29.4	48.9	64.7	69.7			
2011	30.6	48.4	64.4				
2012	30.3	48.7					
2013	31.6						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian female student cohort the dropout rate has shown an increase with 15.1% of the first time entering Indian female student cohort having dropped out after their first year of study and 21.1% after year 10 which is a slight improvement on the 2000 cohort.

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 2007 Indian female student cohort from 20.3% to 29.6% respectively, however after year 6 there has been a decrease in the throughput from 61.4% to 59.9%, and an improvement after year 10 from 71.0% to 72.5%. 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 80.5% after year 9.

Table 55 shows the dropout and throughput rate for Indian male students for the 2000 to 2015 first time entering undergraduate cohorts for qualifications with a minimum duration of 4 or more years for contact and distance tuition.

**Table 55: 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	19.4
2007	14.9	17.2	18.0	17.6	18.6	19.2	18.7	17.7	17.9
2008	11.6	12.7	11.9	12.9	10.1	11.1	8.8	8.3	
2009	18.9	18.7	18.8	18.4	19.4	18.9	18.0		
2010	11.0	15.7	16.3	17.8	16.7	17.1			
2011	13.2	15.2	16.8	16.8	16.4				
2012	9.1	13.9	15.6	15.8					
2013	11.7	17.5	17.8						
2014	9.8	15.4							
2015	12.2								

Intake year (Year 1)	GRADUATES (%)						
	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	74.6
2007	22.7	48.2	63.4	69.7	73.4	74.9	75.9
2008	29.6	52.9	70.4	76.8	81.4	83.6	
2009	24.4	48.0	63.2	69.9	72.7		
2010	23.6	47.0	64.8	71.8			
2011	25.4	45.5	63.3				
2012	24.5	43.5					
2013	23.3						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering Indian male student cohort the dropout rate has shown an improvement with 14.9% of the first time entering cohort having dropped out after their first year of study and 17.9% 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 has been a decline in the throughput rate in minimum time between the 2000 Indian male student cohort and the 2007 Indian male student cohort from 27.7% to 22.7% respectively, however after year 6 there had been a significant improvement in the throughput from 48.8% to 63.4%, and after year 10 from 58.3% to 75.9%. 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 and 83.6% after year 9.

It is noted that the throughput rate of Indian female students is significantly higher than that of Indian male students across all cohorts except for the 2004, 2006 and 2007 cohort where the throughput of Indian male students was significantly higher than that of the Indian female students, 75.9% and 72.5% respectively in 2007.

Table 56 shows the dropout and throughput rate for White students for the 2000 to 2015 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 56: 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	19.4
2007	12.8	16.2	17.6	18.3	18.6	18.4	18.7	18.9	19.1
2008	10.6	12.4	13.9	14.4	14.2	14.9	15.0	15.5	
2009	11.6	15.4	16.8	17.3	18.1	18.4	19.0		
2010	10.5	13.7	14.7	16.0	16.8	17.6			
2011	10.3	13.3	15.1	16.4	17.5				
2012	8.8	12.6	14.5	16.0					
2013	9.8	13.3	16.3						
2014	8.8	12.8							
2015	10.5								

Intake year	GRADUATES (%)						
(Year 1)	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	76.9
2007	44.5	60.0	69.5	73.2	75.1	76.4	77.2
2008	48.1	65.0	74.8	78.3	79.9	81.0	
2009	42.5	59.4	68.9	73.0	75.1		
2010	44.8	61.0	71.1	74.5			
2011	42.9	60.3	70.6				
2012	44.2	60.8					
2013	44.5						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White student cohort the dropout rate has shown an improvement with 12.8% of the first time entering White student cohort having dropped out after their first year of study and 19.1% 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 student cohort and the 2007 White student cohort from 46.5% to 44.5% respectively but with an improvement after year 6 from 67.6% to 69.5%, and after 10 years from 73.3% to 77.2%. 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 81% after year 9.

The White student cohort tables are further disaggregated by gender. Table 57 below shows the dropout and throughput rate for White female students for the 2000 to 2015 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 58 shows this information for White male students.

**Table 57: 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	19.1
2007	12.6	16.3	17.5	18.0	18.5	18.0	18.4	18.3	18.5
2008	10.6	12.5	14.0	14.2	14.2	14.6	14.7	15.0	
2009	10.4	14.7	16.2	17.1	18.0	18.3	18.6		
2010	9.2	12.9	14.1	15.3	15.8	16.5			
2011	10.0	12.9	14.9	15.9	17.0				
2012	8.4	12.6	14.0	15.5					
2013	9.3	12.8	15.4						
2014	8.5	12.5							
2015	9.9								

Intake year (Year 1)	GRADUATES (%)						
	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	77.2
2007	49.9	63.0	71.0	73.9	75.7	77.0	77.8
2008	54.0	68.0	76.3	78.9	80.4	81.3	
2009	47.5	62.4	70.4	74.1	75.8		
2010	50.2	64.4	73.2	76.2			
2011	47.8	63.0	72.1				
2012	48.9	63.4					
2013	49.3						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White female student cohort the dropout rate has shown an improvement with 12.6% of the first time entering White female student cohort having dropped out after their first year of study a slight improvement in the dropout rate after year 10, with 18.5% of this cohort having dropped out.

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 2007 cohort from 43.0% to 49.9% respectively, however after year 6 there been a decrease in the throughput from 74.3% to 71.0%, and after year 10 it remained static, from 77.9% to 77.8%. 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 81.3% after year 9.

Table 58 below shows the dropout and throughput rate for White male students for the 2000 to 2015 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 58: 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	19.9
2007	13.1	16.2	17.7	18.7	18.7	19.1	19.3	19.9	20.1
2008	10.6	12.2	13.6	14.8	14.1	15.4	15.5	16.1	
2009	13.3	16.5	17.7	17.8	18.2	18.7	19.6		
2010	12.6	15.1	15.7	17.3	18.3	19.6			
2011	10.9	14.1	15.6	17.3	18.4				
2012	9.6	12.7	15.4	16.8					
2013	10.6	14.3	17.8						
2014	9.3	13.5							
2015	11.4								

Intake year	GRADUATES (%)						
(Year 1)	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	76.6
2007	36.5	55.5	67.4	72.1	74.2	75.5	76.4
2008	38.7	60.2	72.4	77.3	79.2	80.6	
2009	34.8	54.9	66.6	71.3	73.9		
2010	35.9	55.3	67.7	71.7			
2011	34.4	55.6	67.9				
2012	36.0	56.3					
2013	36.3						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering White male student cohort the dropout rate has shown an improvement with 13.1% of the first time entering White male student cohort having dropped out after their first year of study and 20.1% 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 2007 White male student cohort from 38.1% to 36.5% respectively, however after year 6 there been an improvement in the throughput from 61.3% to 67.4%, and after year 10 from 68.7% to 76.4%. 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 80.6% after year 9.

## 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 32.6% for the 2007 cohort, and 35.5% for the 2008 cohort. This is a very much better minimum time (within 4 years) throughput than 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 66% for the 2007 cohort and 67.7% for the 2008 cohort. The overall throughput rate, while more acceptable requires attention, with between 55.8% and 65.7% 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 2007 female cohort, this increased slightly to 36.9% by year 4, to 65% by year 8 and to 68.7% by year 10, compared to 26.9% of the 2007 male cohort by year 4, 60.3% by year 8 and 63.2% 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, 27.9% of the 2007 African cohort graduated in minimum time, with 56.8% having graduated by year 8 and 60.7% by year 10, compared to: 28.4% of the 2007 Coloured cohort by year 4, 58.4% by year 8 and 61.1% by year 10; 26.9% of the 2007 Indian cohort by year 4 (a dip from the 2000 cohort), 69.8% by year 8 and 70.8% by year 10; and, 44.5% of the 2007 White cohort by year 4, 75.1% by year 8 and 77.2% by year 10. Looking at the data for the 2008 cohort, a more substantial improvement in the throughput rate is noted for the data available (8 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 2015 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 2015 are tracked. For each qualification or field of study, the cohort tables showing the combined overall dropouts and graduates for the 2000 to 2014 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 59 shows the dropout and throughput rate for the 2000 to 2015 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 59: National total % dropout and graduates for the 6 year MBChB (Contact and Distance)**

NATIONAL TOTAL: MBCHB									
Intake year	DROPOUTS (%)								
(Year 1)	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	5.0
2007	5.6	6.9	7.9	8.2	7.9	6.7	6.6	6.6	6.4
2008	4.4	6.2	7.3	7.6	6.9	7.4	5.4	6.1	
2009	7.0	6.4	6.4	6.2	6.0	4.7	5.5		
2010	5.2	4.9	6.0	6.7	5.9	5.6			
2011	4.9	4.9	5.5	5.1	4.2				
2012	3.4	4.8	5.5	5.6					
2013	3.2	3.8	4.5						
2014	2.3	3.3							
2015	1.7								

Intake year	GRADUATES (%)				
(Year 1)	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	91.9
2007	69.2	80.2	85.8	88.9	90.3
2008	68.1	79.5	86.3	89.6	
2009	67.8	82.2	87.6		
2010	63.9	80.6			
2011	68.1				

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort the dropout rate has shown a significant improvement with 5.6% of the first time entering cohort having dropped out after their first year of study and only 6.4% after year 10.

The section of the table showing graduates (%) indicates the throughput rate in minimum time (6 years) as 69.7% and 69.2% for the 2000 and 2007 cohorts respectively, and after

year 8 the throughput rate is 85.8% for both cohorts. By year 10, 89.7% of the 2000 MBChB cohort had graduated, while 90.3% of the 2007 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 60 shows the dropout and throughput rate of the 2003 to 2015 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 60: National total % dropout and graduates for the 4 year Bachelor of Education (Contact and Distance)**

NATIONAL TOTAL: B Ed									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000									
2001									
2002									
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	32.2
2007	20.3	23.9	25.8	28.4	29.3	28.8	29.4	29.5	29.6
2008	18.1	22.2	23.9	25.7	26.3	28.0	27.9	28.1	
2009	15.4	20.2	22.0	23.4	25.7	25.8	26.2		
2010	16.8	23.0	24.7	28.1	28.7	29.4			
2011	19.6	24.0	28.9	30.3	31.9				
2012	17.7	27.1	29.8	31.6					
2013	15.6	19.4	20.9						
2014	14.8	17.5							
2015	15.7								

Intake year (Year 1)	GRADUATES (%)						
	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000							
2001							
2002							
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	62.2
2007	39.6	51.4	56.8	59.9	62.3	63.8	65.3
2008	39.4	52.5	58.5	62.1	63.9	65.7	
2009	40.1	54.2	60.6	64.0	66.3		
2010	34.1	47.7	54.7	59.2			
2011	30.8	44.2	52.3				
2012	31.9	45.0					
2013	44.2						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is little change in the dropout rate with 20.3% of the first time entering cohort having dropped out after their first year of study and 29.6% by year 10.

The section of the table showing graduates (%) indicates the throughput rate in minimum time as 46.7% and 39.6% for the 2003 and 2007 cohorts respectively and after year 6 the throughput rate is 59.7% and 56.8% respectively. By year 10 the throughput rates are 64.7% and 65.3% respectively. It is noted that there is decline in the throughput rates in year 4 and this requires further investigation.

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

Table 61 below shows the dropout and throughput rate for the 2000 to 2015 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 62 the cohort table for 3 year engineering diplomas are given, followed by Table 63 with 3 year engineering degrees and Table 64 with 4 year professional engineering degrees.

**Table 61: National total % dropout and graduates for 3 and 4 year engineering qualifications (contact and distance)**

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	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	26.0
2007	22.6	28.3	29.4	30.1	28.2	26.5	25.7	24.2	24.3
2008	21.4	25.3	28.7	28.7	26.4	25.9	23.7	23.5	
2009	20.4	24.1	26.8	26.5	24.4	22.2	21.4		
2010	18.8	24.1	26.6	26.1	23.5	22.1			
2011	18.5	22.3	24.6	23.6	22.0				
2012	16.6	21.9	23.8	22.1					
2013	17.0	21.9	23.3						
2014	17.7	21.1							
2015	16.4								

Intake year	GRADUATES (%)							
(Year 1)	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	61.8
2007	6.1	21.3	35.4	45.3	52.6	57.7	61.5	63.9
2008	5.6	20.6	35.4	46.3	54.0	58.7	62.4	
2009	4.5	20.5	36.5	48.8	56.9	61.7		
2010	5.1	22.0	38.8	50.4	57.8			
2011	5.3	23.2	40.8	52.6				
2012	5.6	24.9	42.2					
2013	6.5	26.1						
2014	6.4							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 22.6% of the first time entering cohort having dropped out after their first year of study and 24.3% 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 21.3% for the 2000 and 2007 cohorts

respectively and after year 6 the throughput rate is 33.1% and 45.3% respectively, climbing to 46.8% and 63.9% respectively by year 10.

Table 62 shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate cohorts for the Engineering qualifications (diplomas) with a minimum duration of 3 years, for contact and distance tuition.

**Table 62: National total % dropout and graduates for 3 year engineering qualifications (contact and distance)**

NATIONAL TOTAL: 3 Year Qual									
Intake year (Year 1)	DROPOUTS (%)								
	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	29.9
2007	25.6	32.7	34.1	34.6	32.4	30.0	29.4	27.6	27.9
2008	23.7	28.6	33.3	33.6	30.8	29.8	27.4	27.0	
2009	20.1	27.3	32.0	31.9	28.9	26.1	25.1		
2010	20.6	28.2	32.0	31.0	27.6	25.6			
2011	20.3	26.3	29.4	27.5	25.3				
2012	17.6	24.8	27.1	24.6					
2013	19.0	25.1	27.4						
2014	20.1	24.7							
2015	17.6								

Intake year (Year 1)	GRADUATES (%)								
	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	56.0	
2007	6.8	19.2	30.4	38.9	46.0	51.5	55.7	58.5	
2008	5.8	17.3	29.7	39.6	47.3	52.4	56.5		
2009	4.9	17.7	30.9	42.3	50.2	55.3			
2010	5.6	19.2	33.9	44.5	51.9				
2011	6.2	21.7	36.8	47.5					
2012	6.9	24.0	39.5						
2013	8.4	25.5							
2014	7.7								

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 25.6% of the first time entering cohort having dropped out after their first year of study and 27.9% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 5.5% and 6.8% for the 2000 and 2007 cohorts respectively and after year 5 the throughput rate is 20.2% and 30.4% respectively, while by year 10 it is 38.5% 58.5% respectively.

Table 63 shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate cohorts for the Engineering qualifications with a minimum duration of 4 years, for contact and distance tuition.

**Table 63: National total % dropout and graduates for 4 year engineering qualifications (contact and distance)**

NATIONAL TOTAL: 4 Year Qual									
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	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	15.6
2007	15.3	17.6	17.9	19.1	17.9	17.9	16.5	15.9	15.6
2008	15.2	16.4	16.3	15.5	14.5	15.5	13.5	14.0	
2009	20.9	18.0	16.9	16.3	15.8	14.9	14.3		
2010	14.7	14.5	13.9	14.9	14.2	13.8			
2011	14.8	14.2	14.9	15.6	15.1				
2012	14.7	16.3	17.4	17.2					
2013	13.4	16.2	15.7						
2014	13.4	14.3							
2015	14.0								

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	77.4
2007	26.4	47.7	60.8	68.7	72.7	75.5	77.1
2008	29.5	50.6	64.4	72.0	75.7	78.2	
2009	25.9	47.3	61.2	69.5	73.9		
2010	28.5	50.1	64.3	71.7			
2011	26.2	49.0	63.0	Data not available			
2012	26.6	47.4					
2013	27.2						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 15.3% of the first time entering cohort having dropped out after their first year of study and 15.6% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 24.4% and 26.4% for the 2000 and 2007 cohorts respectively and after year 6 the throughput rate is 47.6% and 60.8% respectively, rising to 61.6% and 77.1% 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 64 shows the dropout and throughput rate for the 2000 to 2015 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 65) and four year qualifications (Table 66).

**Table 64: National total % dropout and graduates for 3 and 4 year life and physical science qualifications (contact and distance)**

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	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	19.6
2007	19.8	20.2	19.3	19.6	20.2	20.0	19.8	19.4	19.5
2008	18.9	19.3	19.3	20.0	19.8	20.6	20.0	19.9	
2009	17.8	19.5	19.9	19.7	20.4	19.8	19.3		
2010	17.3	19.4	19.1	20.5	21.0	20.6			
2011	16.4	17.3	18.0	18.9	18.7				
2012	14.8	19.7	20.4	20.3					
2013	16.9	19.6	18.2						
2014	15.9	16.6							
2015	12.2								

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	73.6
2007	15.8	36.8	51.1	60.2	65.9	69.2	71.8	73.4
2008	15.4	35.1	50.0	60.1	65.6	69.1	71.5	
2009	15.4	35.8	50.8	60.7	66.8	70.2		
2010	15.3	37.5	53.4	62.4	67.7			
2011	16.6	39.9	55.9	64.8				
2012	17.3	39.5	54.3					
2013	18.0	41.3						
2014	20.0							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 19.8% of the first time entering cohort having dropped out after their first year of study and 19.5% by year 10.

The section of the table indicated as graduates (%) shows the throughput rate in minimum time as 14.6% and 15.8% for the 2000 and 2007 cohorts respectively and after year 6 the throughput rate is 53.2% and 60.2% respectively, while after year 10 this has improved to 63.9% and 73.4% respectively.

Table 65 shows the dropout and throughput rate for the 2000 to 2015 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 65: National total % dropout and graduates for 3 year life and physical science qualifications (contact and distance)**

NATIONAL TOTAL: 3 Year Qual									
Intake year	DROPOUTS (%)								
(Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2000	26.4	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	21.0
2007	21.0	21.1	19.9	19.6	20.0	19.9	19.9	19.4	19.6
2008	19.6	20.2	19.8	20.5	20.4	21.1	20.6	20.5	
2009	18.9	20.3	20.6	19.9	20.5	19.9	19.4		
2010	18.6	20.6	20.3	21.7	22.0	21.7			
2011	17.4	18.3	18.9	19.5	19.3				
2012	16.1	21.2	21.5	21.4					
2013	18.5	21.2	19.2						
2014	17.6	18.0							
2015	13.0								

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	71.5
2007	19.2	37.8	51.7	59.6	65.2	68.8	71.4	73.0
2008	18.1	35.8	50.3	59.2	64.4	68.0	70.4	
2009	17.5	36.3	51.0	60.0	66.0	69.6		
2010	19.1	38.4	52.7	60.7	66.0			
2011	20.0	40.4	55.7	63.4				
2012	20.5	39.8	53.7					
2013	21.6	41.8						
2014	24.4							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 21% of the first time entering cohort having dropped out after their first year of study and 19.6% by year 10.

The section of the table indicated as graduates (%) shows the throughput rate in minimum time as 17.5% and 19.2% for the 2000 and 2007 cohorts respectively and after year 5 the throughput rate is 43.6% to 51.7% respectively and after year 10, 61.8% and 73% respectively.

Table 66 below shows the dropout and throughput rate for the 2000 to 2015 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 66: National total % dropout and graduates for 4 year life and physical science qualifications (contact and distance)**

NATIONAL TOTAL: 4 Year Qual									
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	14.4
2007	14.6	16.2	16.8	19.8	21.1	20.3	19.5	19.2	18.8
2008	15.1	15.1	16.6	17.4	17.0	18.2	16.7	16.7	
2009	11.9	14.9	16.2	18.1	19.6	19.0	18.4		
2010	12.6	15.2	15.1	16.7	17.5	16.9			
2011	12.0	13.1	14.0	16.0	16.2				
2012	8.5	12.8	14.8	15.1					
2013	10.0	13.0	14.3						
2014	9.2	10.6							
2015	8.9								

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	80.9
2007	32.7	48.5	62.4	68.7	71.2	73.8	75.0
2008	31.5	48.2	64.7	71.4	74.6	77.0	
2009	32.5	50.1	65.1	71.3	74.0		
2010	34.4	55.8	67.8	73.6			
2011	37.7	56.6	71.0				
2012	38.1	57.3					
2013	39.1						

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 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 18.8% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 36.6% and 32.7% for the 2000 and 2007 cohorts respectively and after year 6 the

throughput rate is 62.1% and 62.4% respectively, rising to 70.7% and 75.0% respectively after year 10.

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

Table 67 shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Business studies.

**Table 67: 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	49.0
2007	30.5	37.5	40.1	43.4	45.6	45.4	47.0	47.2	47.9
2008	28.6	36.1	38.3	41.9	42.8	44.7	45.3	46.3	
2009	23.6	31.7	34.2	36.2	39.2	40.4	41.4		
2010	22.4	30.3	30.0	34.9	37.1	38.3			
2011	23.6	29.8	33.0	36.9	39.4				
2012	20.8	30.1	31.6	34.8					
2013	18.7	25.5	24.6						
2014	17.8	22.2							
2015	16.1								

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	43.4
2007	13.6	25.5	33.4	37.4	40.1	42.1	43.7	44.9
2008	13.7	27.0	34.7	39.1	42.0	44.1	45.7	
2009	15.2	30.0	38.9	44.0	47.0	49.2		
2010	18.6	33.9	43.3	48.0	50.8			
2011	18.3	33.5	42.3	46.5				
2012	19.1	35.1	44.4					
2013	25.0	43.8						
2014	27.1							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there has been a slight improvement in the dropout rate with 30.5% of the first time entering cohort having dropped out after their first year of study, and after year 10 with 47.9% of this cohort having dropped out of their studies.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 13.2% and 13.6% for the 2000 and 2007 cohorts respectively and after year 5 the throughput rate is 31.0% and 33.4% respectively, increasing to 39.2% and 44.9% respectively by year 10.

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

Table 68 below shows the dropout and throughput rate of the 2000 to 2015 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 68: 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	37.3
2007	24.9	29.7	31.4	33.9	33.2	34.1	34.2	34.5	34.6
2008	27.9	32.0	33.6	35.0	35.5	36.2	35.8	35.2	
2009	15.5	20.4	22.1	23.6	25.4	25.7	26.2		
2010	17.2	26.4	28.3	31.3	31.7	32.4			
2011	21.4	26.9	31.5	32.6	34.3				
2012	20.5	30.3	32.9	35.0					
2013	17.3	21.2	23.0						
2014	15.5	18.5							
2015	16.7								

Intake year (Year 1)	GRADUATES (%)							
	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	57.5
2007	31.2	40.0	49.3	53.8	56.4	58.3	59.6	60.9
2008	29.2	36.8	46.9	51.8	54.6	56.3	57.9	
2009	30.5	41.2	54.6	60.8	64.2	66.5		
2010	30.4	34.4	46.0	52.5	56.7			
2011	23.5	29.7	42.0	50.0				
2012	13.0	28.2	40.9					
2013	21.8	42.5						
2014	23.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there has been an increase in the dropout rate with 24.9% of the first time entering cohort having dropped out after their first year of study but with an improvement to 34.6% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 46.8% and 31.2% for the 2000 and 2007 cohorts respectively and after year 6 the throughput rate is 47.4% and 53.8% respectively rising to 49.4% and 60.9% respectively after year 10.

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

Table 69 below shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Humanities (excluding education).

**Table 69: 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	38.8
2007	26.6	32.5	33.3	36.0	37.0	36.8	37.9	38.0	38.3
2008	23.2	28.8	29.6	32.0	32.7	34.0	34.1	34.4	
2009	21.8	28.3	29.9	31.4	34.0	34.5	34.7		
2010	20.8	28.0	27.9	31.8	33.3	33.7			
2011	22.5	27.9	30.6	33.7	35.1				
2012	20.0	28.9	29.7	32.4					
2013	22.3	28.1	27.3						
2014	20.5	24.9							
2015	17.5								

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	54.6
2007	20.8	32.2	41.8	46.7	49.9	52.2	53.8	55.1
2008	22.1	35.8	46.2	51.8	54.9	57.0	58.6	
2009	21.7	34.9	45.3	50.9	54.3	56.5		
2010	24.4	36.6	47.0	52.7	55.8			
2011	23.2	33.5	43.8	49.9				
2012	25.2	35.1	45.7					
2013	30.0	41.9						
2014	31.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 26.6% of the first time entering cohort having dropped out after their first year of study and 38.3% by year 10.

The section 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 20.8% for the 2000 and 2007 cohorts respectively and after year 5 the throughput rate is 35.4% and 41.8% respectively, rising to 43.5% and 55.1% respectively after year 10.

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

Table 70 shows the dropout and throughput rate for the 2000 to 2015 first time entering undergraduate cohorts for contact and distance tuition where the major field of study is in Science, Engineering or Technology

**Table 70: National total % dropout and graduates in the major field of study – science engineering and technology (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	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	25.8
2007	21.9	26.3	26.0	27.3	27.1	26.2	26.1	25.4	25.4
2008	20.4	24.3	25.2	26.2	25.6	25.7	24.8	24.6	
2009	19.4	23.2	24.0	24.2	24.3	23.6	23.1		
2010	18.0	22.4	22.8	23.9	23.4	22.9			
2011	17.9	21.3	22.3	22.8	22.8				
2012	16.1	21.7	22.3	22.3					
2013	16.7	21.0	20.3						
2014	16.9	19.2							
2015	13.2								

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	65.8
2007	16.4	31.4	44.3	53.1	58.5	61.9	64.6	66.4
2008	15.3	31.1	44.5	54.0	59.6	63.1	65.6	
2009	15.0	30.9	45.3	55.6	61.6	65.1		
2010	15.5	32.4	47.2	57.4	63.0			
2011	15.6	33.2	48.2	58.1				
2012	16.8	34.5	49.0					
2013	18.2	36.6						
2014	19.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

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 2007 first time entering cohort there is an improvement in the dropout rate with 21.9% of the first time entering cohort having dropped out after the first year of study and 25.4% by year 10.

The section of the table indicating graduates (%) shows the throughput rate in minimum time as 14.9% and 16.4% for the 2000 and 2007 cohorts respectively and after year 6 the throughput rate is 44.2% and 53.1% respectively, rising to 53.5% and 66.4% after year 10.

## 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 2007 cohort shows no improvement with 69.2% having graduated in minimum time, 85.8% 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 2015 cohort studies for the Bachelor of Education (B Ed) 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 B Ed has a slightly better throughput rate.

The 2000 to 2015 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 2015, 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 than 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 ways of improving the throughput in minimum time.

## 7. CUMULATIVE NATIONAL DROPOUT AND THROUGHPUT RATES FOR STUDENTS WHO HAVE RECEIVED FUNDING THROUGH THE NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

### 7.1. Introduction

This section provides an overview of the cumulative national dropout and throughput for the cohorts of students who have received funding from NSFAS from 2005 to 2015 in contact and distance mode. Using the methodology described in the first section of the report, all first time entering South African undergraduate year students entering in the years from 2005 through to 2015 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. In all cases the tables show the combined contact and distance mode dropouts and throughputs.

### 7.2. Cumulative national dropout and throughput for students who received DHET NSFAS funding.

Table 71 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate cohorts in contact and distance mode of tuition who received DHET funding from NSFAS.

**Table 71: National total % dropout and graduates for students who received DHET NSFAS funding (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
2005	16.0	22.4	25.9	28.6	29.5	29.5	29.1	27.8	28.2
2006	17.1	22.0	23.8	26.5	27.2	27.5	26.3	26.8	26.1
2007	17.4	20.6	22.0	25.1	26.4	26.2	26.6	26.0	25.9
2008	14.6	18.5	20.0	23.0	23.8	24.9	24.6	24.3	
2009	14.1	17.9	19.4	21.2	23.3	23.7	23.2		
2010	12.4	16.8	16.6	20.8	22.5	22.0			
2011	13.3	17.2	19.2	22.4	22.8				
2012	12.0	18.6	19.3	20.3					
2013	13.2	17.1	14.4						
2014	13.0	12.9							
2015	8.8								

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2005	13.4	33.4	46.3	52.9	56.7	59.1	61.2	63.0
2006	13.9	34.6	47.3	54.2	58.3	61.0	63.3	65.2
2007	13.1	33.4	46.9	54.3	59.0	62.1	64.5	66.2
2008	13.2	34.4	48.7	56.6	61.2	64.4	66.6	
2009	14.6	36.6	50.8	58.9	63.5	66.4		
2010	17.1	39.5	54.1	61.9	66.2			
2011	15.6	38.3	52.8	60.4				
2012	16.4	39.8	54.3					
2013	18.1	45.0						
2014	20.4							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 16.0% of the 2005 first time entering student cohort had dropped out after their first year of study and by 2014 (year 10) 28.2% of the cohort had dropped out. For the 2007 first time entering student cohort the dropout rate has shown a slight decline with 17.4% of the first time entering student cohort having dropped out after their first year of study but there has been a slight improvement after year 10 with 25.9% of the first time entering student cohort having dropped out.

The throughput rate (% of graduates) after 10 years for the 2005 and 2007 first time entering cohort has improved from 63% to 66.2%. The difference between the dropouts and graduates in year 10 could be students still in progress but this cannot be determined until the 2017 audited data from universities are available.

### 7.3. Cumulative national dropout and throughput for students who received DHET NSFAS funding by gender

Table 72 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate female cohorts in contact and distance mode of tuition who received DHET funding from NSFAS.

**Table 72: National total % dropout and graduates for students who received DHET NSFAS funding (contact and distance) – female students**

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
2005	14.7	20.5	23.5	26.0	26.5	26.0	25.3	24.0	24.2
2006	16.1	20.3	21.8	24.2	24.7	24.8	23.6	23.7	23.2
2007	16.7	19.7	20.3	23.1	24.2	23.6	24.1	23.2	23.1
2008	13.9	17.6	18.2	20.6	21.2	22.2	21.8	21.4	
2009	13.3	16.9	17.7	19.3	21.1	21.3	20.6		
2010	11.2	15.5	14.6	18.3	20.1	19.6			
2011	12.3	15.9	17.2	20.4	20.7				
2012	11.1	17.5	17.4	18.1					
2013	12.2	15.6	12.0						
2014	11.4	11.3							
2015	7.5								

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2005	14.6	36.9	50.2	56.8	60.7	63.0	65.3	67.0
2006	14.9	37.7	51.1	57.9	61.8	64.6	66.7	68.6
2007	14.7	36.7	50.4	57.9	62.3	65.3	67.7	69.4
2008	14.4	37.9	52.3	60.4	64.9	68.1	70.4	
2009	15.3	39.2	54.1	62.4	67.2	70.1		
2010	18.5	42.5	57.5	65.4	69.7			
2011	16.8	40.8	55.8	63.7				
2012	18.0	42.9	57.9					
2013	20.0	49.2						
2014	22.6							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 14.7% of the 2005 first time entering female student cohort had dropped out after their first year of study and by 2014 (year 10) 24.2% of the cohort had dropped out. For the 2007 first time entering female student cohort the dropout rate has shown a slight increase with 16.7% of the first time entering female student cohort having dropped out after their first year of study but after year 10 there is a slight improvement with 23.1% of this cohort dropping out.

In section of the table showing graduates (%) it is noted that there has been no improvement in the throughput rate after year 3 between the 2005 and 2007 cohorts; with the throughput rate for both cohorts being 14%. 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 a slight improvement in the throughput rate from 56.8% of the 2005 cohort graduating after year 6 to 57.9% for the 2007 cohort and from 67% to 69.4% after year 10 respectively.

Table 73 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate female cohorts in contact and distance mode of tuition who received DHET funding from NSFAS.

**Table 73: National total % dropout and graduates for students who received DHET NSFAS funding (contact and distance) – male students**

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
2005	17.5	24.6	28.8	31.7	32.8	33.5	33.5	32.1	32.8
2006	18.3	24.0	26.1	29.1	30.0	30.6	29.5	30.3	29.5
2007	18.3	21.7	23.9	27.3	28.9	29.1	29.4	29.2	29.0
2008	15.6	19.6	22.1	25.9	26.8	28.1	27.9	27.9	
2009	15.2	19.3	21.7	23.7	26.3	26.8	26.7		
2010	13.9	18.6	19.3	24.0	25.8	25.2			
2011	14.7	18.8	21.8	25.1	25.7				
2012	13.1	19.9	21.7	23.1					
2013	14.5	18.9	17.3						
2014	14.9	15.0							
2015	10.4								

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2005	12.0	29.5	41.7	48.3	52.2	54.6	56.5	58.3
2006	12.8	31.1	42.8	50.0	54.2	56.9	59.4	61.2
2007	11.4	29.6	42.9	50.3	55.3	58.6	60.8	62.5
2008	11.6	30.1	44.2	52.0	56.7	59.9	62.1	
2009	13.7	33.1	46.4	54.3	58.7	61.5		
2010	15.3	35.6	49.7	57.3	61.4			
2011	14.0	35.0	48.8	56.0				
2012	14.3	35.9	49.8					
2013	15.8	40.0						
2014	17.8							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 17.5% of the 2005 first time entering male student cohort had dropped out after their first year of study and by 2014 (year 10) 32.8% of the cohort had dropped out. For the 2007 first time entering male student cohort the dropout rate has shown a slight improvement after the 1<sup>st</sup> year of study with 18.3% of the first time entering male student cohort having dropped out after their first year of study and 29% of this cohort having dropped out after year 10.

In section of the table showing graduates (%) it is noted that there has been a slight decline in the throughput rate after year 3 between the 2005 and 2007 cohorts; from 12% to 11.4%. 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 also been an improvement in the throughput rate from 48.3% of the 2005 cohort graduating after year 6 to 50.3% for the 2007 cohort and from 58.3% to 62.5% respectively after year 10

It is noted that in all the cohorts the performance of female and male students reflects the systemic performance with female students outperforming the male students.

#### 7.4. Cumulative national dropout and throughput for students who received Thuthuka funding through NSFAS.

Table 74 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate cohorts in contact and distance mode of tuition who received Thuthuka funding from NSFAS.

**Table 74: National total % dropout and graduates for students who received Thuthuka funding through NSFAS (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
2005	1.9	5.6	13.9	12.0	16.7	15.7	20.4	16.7	17.6
2006	6.6	9.4	8.3	9.4	12.2	12.2	11.0	11.6	10.5
2007	3.1	5.4	6.7	11.7	12.6	13.5	11.2	12.1	13.0
2008	2.9	5.1	6.5	10.9	10.9	11.6	11.6	11.6	
2009	4.3	6.9	7.8	7.5	9.5	10.7	11.8		
2010	2.6	3.2	6.1	6.1	7.0	6.7			
2011	3.0	5.5	5.5	7.7	9.9				
2012	3.4	5.2	8.3	9.5					
2013	6.3	7.6	10.1						
2014	4.9	6.0							
2015	3.7								

Intake year	GRADUATES (%)							
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2005	29.6	57.4	68.5	72.2	73.1	74.1	75.0	75.0
2006	26.5	51.4	68.0	79.0	81.8	81.8	84.0	86.2
2007	30.9	57.8	71.7	75.8	78.9	79.4	80.7	81.2
2008	37.0	59.8	72.8	77.5	80.4	82.2	83.0	
2009	35.8	64.7	74.0	79.5	81.8	83.5		
2010	42.6	67.6	79.0	84.3	87.5			
2011	39.9	64.7	77.7	82.1				
2012	43.7	65.5	75.4					
2013	44.6	65.2						
2014	49.3							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 1.9% of the 2005 first time entering student cohort had dropped out after their first year of study and by year 6, 16.7% had dropped out of their studies and after year 10 17.6% of this cohort had dropped out of their studies. For the 2007 first time entering student cohort the dropout rate has shown an increase after the 1<sup>st</sup> year of study with 3.1% of the first time

entering cohort having dropped out after their first year of study but after year 10 there has been an improvement with 13.0% of the 2007 cohort having dropped out.

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 2005 and 2007 cohorts; from 29.6% to 30.9%. Considering that this table includes qualifications with a minimum duration of 3 and 4 years it is noted that the throughput rate after year 6 was 72.2% and 75.8% respectively with a significant improvement after year 10 from 75% to 81.2% respectively.

### 7.5. Cumulative national dropout and throughput for students who received Thuthuka funding through NSFAS by gender.

Table 75 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate female cohorts in contact and distance mode of tuition who received Thuthuka funding from NSFAS.

**Table 75: National total % dropout and graduates for students who received Thuthuka funding through NSFAS (contact and distance) – female students**

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
2005	2.1	4.3	12.8	10.6	14.9	12.8	17.0	17.0	14.9
2006	2.8	4.2	1.4	4.2	5.6	4.2	2.8	2.8	2.8
2007	2.1	1.1	4.3	9.6	10.6	7.4	5.3	5.3	4.3
2008	1.5	3.7	5.1	8.1	9.6	9.6	10.3	8.8	
2009	4.3	4.8	7.0	5.9	5.9	7.0	7.0		
2010	3.7	2.7	5.3	5.9	5.9	4.8			
2011	2.6	5.6	5.1	6.1	7.7				
2012	2.4	3.5	5.9	5.3					
2013	4.2	3.3	7.5						
2014	3.3	4.6							
2015	3.9								

Intake year	GRADUATES (%)								
(Year 1)	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
2005	27.7	55.3	76.6	80.9	80.9	80.9	80.9	80.9	
2006	25.4	57.7	80.3	88.7	90.1	90.1	93.0	95.8	
2007	34.0	61.7	79.8	84.0	86.2	87.2	90.4	90.4	
2008	41.9	64.7	77.9	82.4	84.6	85.3	86.0		
2009	38.0	64.2	74.9	83.4	86.1	88.8			
2010	44.7	71.3	83.5	88.3	91.5				
2011	39.8	68.4	79.6	85.2					
2012	48.2	69.4	81.2						
2013	47.7	69.2							
2014	57.5								

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 2.1% of the 2005 first time entering female student cohort had dropped out after their first year of study and by years 6 and 10, 14.9% had dropped out of their studies. For the 2007 first time entering female cohort the dropout rate has shown no improvement after the 1<sup>st</sup> year of study with 2.1% of the first time entering female student cohort having dropped out after their first year of study and significant improvement after year 10 with the dropout rate at 4.3%.

In section of the table showing graduates (%) it is noted that there has been an improvement in the throughput rate after year 3 between the 2005 and 2007 cohorts; from 27.7% to 34%. Considering that this table includes qualifications with a minimum duration of 3 and 4 years it is noted that the throughput rate improved to 80.9% and 84% for the 2005 and 2007 cohort respectively after year 6 and from 80.9% to 90.4% respectively after year 10.

Table 76 below shows the dropout and throughput rate for 2005 to 2015 first time entering undergraduate male cohorts in contact and distance mode of tuition who received Thuthuka funding from NSFAS

**Table 76: National total % dropout and graduates for students who received Thuthuka funding through NSFAS (contact and distance) – male students**

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
2005	1.6	6.6	14.8	13.1	18.0	18.0	23.0	16.4	19.7
2006	9.1	12.7	12.7	12.7	16.4	17.3	16.4	17.3	15.5
2007	3.9	8.5	8.5	13.2	14.0	17.8	15.5	17.1	19.4
2008	4.3	6.4	7.9	13.6	12.1	13.6	12.9	14.3	
2009	4.4	9.4	8.8	9.4	13.8	15.1	17.6		
2010	1.3	3.9	7.1	6.5	8.4	9.0			
2011	3.6	5.4	6.0	9.6	12.6				
2012	4.5	7.1	11.0	14.2					
2013	8.7	12.6	13.1						
2014	6.7	7.6							
2015	3.4								

Intake year (Year 1)	GRADUATES (%)							
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2005	31.1	59.0	62.3	65.6	67.2	68.9	70.5	70.5
2006	27.3	47.3	60.0	72.7	76.4	76.4	78.2	80.0
2007	28.7	55.0	65.9	69.8	73.6	73.6	73.6	74.4
2008	32.1	55.0	67.9	72.9	76.4	79.3	80.0	
2009	33.3	65.4	73.0	74.8	76.7	77.4		
2010	40.0	63.2	73.5	79.4	82.6			
2011	40.1	60.5	75.4	78.4				
2012	38.7	61.3	69.0					
2013	41.0	60.7						
2014	40.0							

Note: Data not available - requires data from 2017 academic year and onwards. 2017 data available October 2018

In the section of the table indicated as dropouts (%) it can be seen that in 2006 (year 2) 1.6% of the 2005 first time entering male student cohort had dropped out after their first year of study and by years 6 and 10, 18.0% and 19.7% had dropped out of their studies respectively. For the 2007 first time entering male cohort the dropout rate has increased after the 1<sup>st</sup> year of study with 3.9% of the first time entering male student cohort having dropped out after their first year of study and by year 10 19.4% of the 2007 cohort had dropped out of their studies.

In section of the table showing graduates (%) it is noted that there has been a decline in the throughput rate after year 3 between the 2005 and 2007 cohorts; from 31.1% to 28.7%. Considering that this table includes qualifications with a minimum duration of 3 and 4 years it is noted that the throughput rate improved significantly to 65.6% and 69.8% for the 2005 and 2007 cohort respectively after year 6 and from 70.5% to 74.4% respectively after year 10.

## 7.6. Conclusion

The cohort studies presented above provide a picture of the undergraduate dropouts and throughputs for the 2000 to 2015 cohorts of South African Students in the public higher education system who, at some point in time received either DHET NSFAS funding or Thuthuka funding through NSFAS. When comparing the 2005 cohort to the 2007 (where ten years of data is available) for students who received DHET NSFAS funding and the 2009 cohort where only 7 years of data is available, the overall throughput is better than that of the systemic throughput rate with 66.2% of the 2007 cohort graduating after 10 years (55.6% for the national cohort) and 66.4% (57.9% for the national cohort) of the 2009 cohort graduating after 8 years. This means that just over a third of the young people who enter undergraduate degrees and at some point in time have received financial assistance (in either contact or distance mode of tuition) never graduate. This is significantly better than the national cohort where just under a half of all students never graduate which 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 of the students who received DHET NSFAS funding with the students who received Thuthuka funding, a stark difference is noted.

30.9% of the students in the 2007 cohort who received Thuthuka funding had graduated after 3 years of study, 75.8% after 6 years of study, and 81.2% after 10 years of study. In comparison 54.3% of students in the 2007 cohort who received DHET NSFAS funding had graduated after 6 years of study, and 66.2% after 10 years of study.

Further research and data analytics is required to better understand the factors influencing these throughput rates.

## 8. ANALYSIS OF COHORT DATA AND CONCLUSION

### 8.1. 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.<sup>8</sup>

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 programmes. Whilst this is an institutional issue, it is also a national issue that may need national interventions.

This report covers the 2000 to 2015 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 2015 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 throughput rates are presented followed by the data disaggregated by gender and then by population group and gender. 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. Finally, in Section 7, cohort studies for students who have received DHET NSFAS funding and Thuthuka funding through NSFAS, are presented. For each funding type the overall dropout and throughput rates are presented followed by the data disaggregated by gender.

In this final section of the report the data are 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

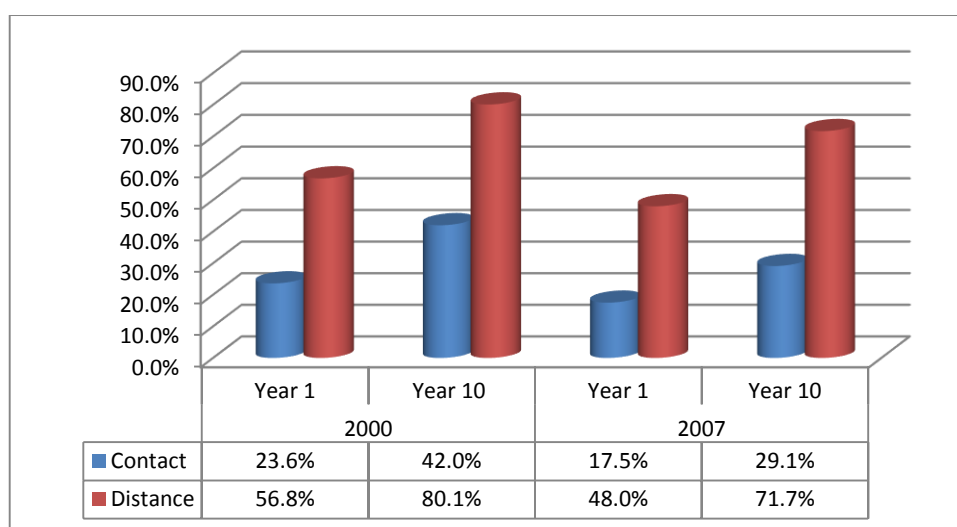
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<sup>8</sup> DHET (2013) White Paper for Post-Education and Training: Building an expanded, effective and integrated post-school system. Pretoria: Department of Higher Education and Training p. 31

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.

## 8.2. 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 2006, therefore while the tables all show the cohort data up to the 2015 cohort, the 2006 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 2007 cohorts.



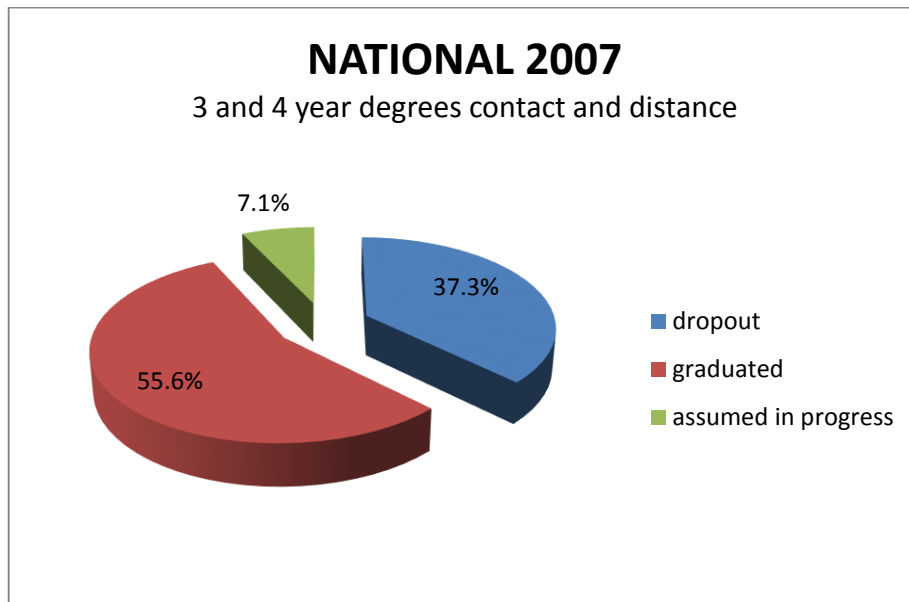
**Figure 1: Dropouts by contact and distance mode of learning from 2000 to 2007 (all undergraduate qualification types)**

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.

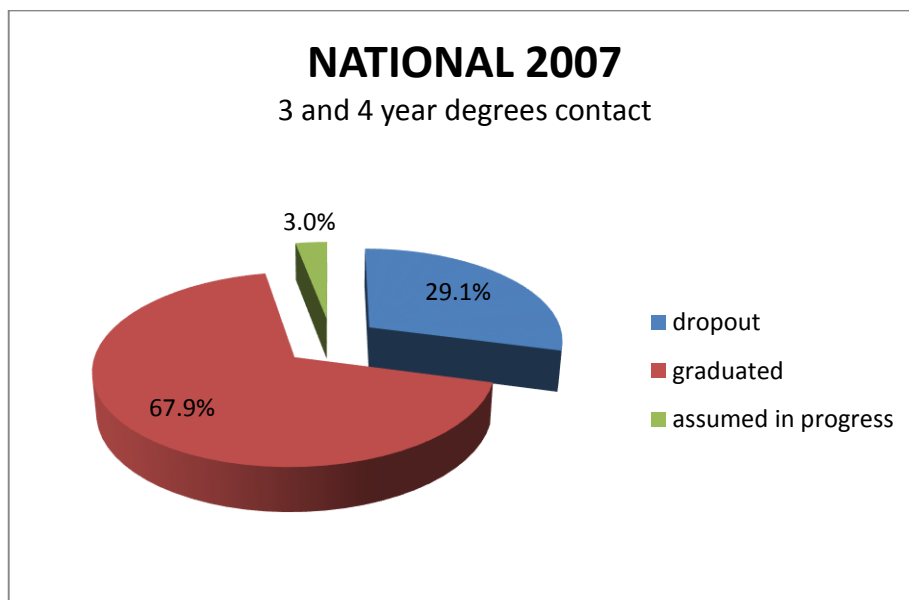
For the 2007 first time entering cohort there is an improvement in the dropout rates after the first year of study and year 10 with 17.5% of the students in contact programmes having dropped out and 48% of the distance students in their first year of study and 29.1% and 71.7% of contact and distance 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.

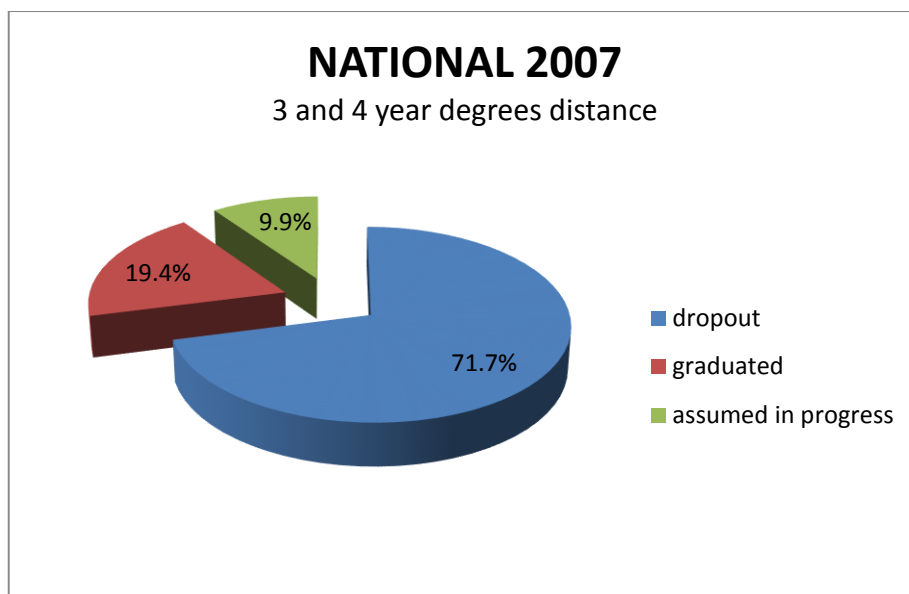
The graphical depiction of the national 2007 cohort study, which covers 10 years of data, is shown below to illustrate the comparison between contact and distance tuition. Figure 2 shows the % of dropouts, graduates and those assumed to be in progress for contact and distance undergraduate diplomas and degrees. Figure 3 shows this information for contact tuition only and Figure 4 for distance tuition only.



**Figure 2: Dropout and Throughput for the 2007 first time entering cohort**



**Figure 3: Dropout and Throughput for the 2007 first time entering cohort (contact)**



**Figure 4: Dropout and Throughput for the 2007 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 19.4% of the 2007 cohort studying through 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 2007 37.1% of the total undergraduate enrolments were in distance education studies, and in 2016, 34% 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 or 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.

### 8.3. 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 23.7% in 2010 for African students;

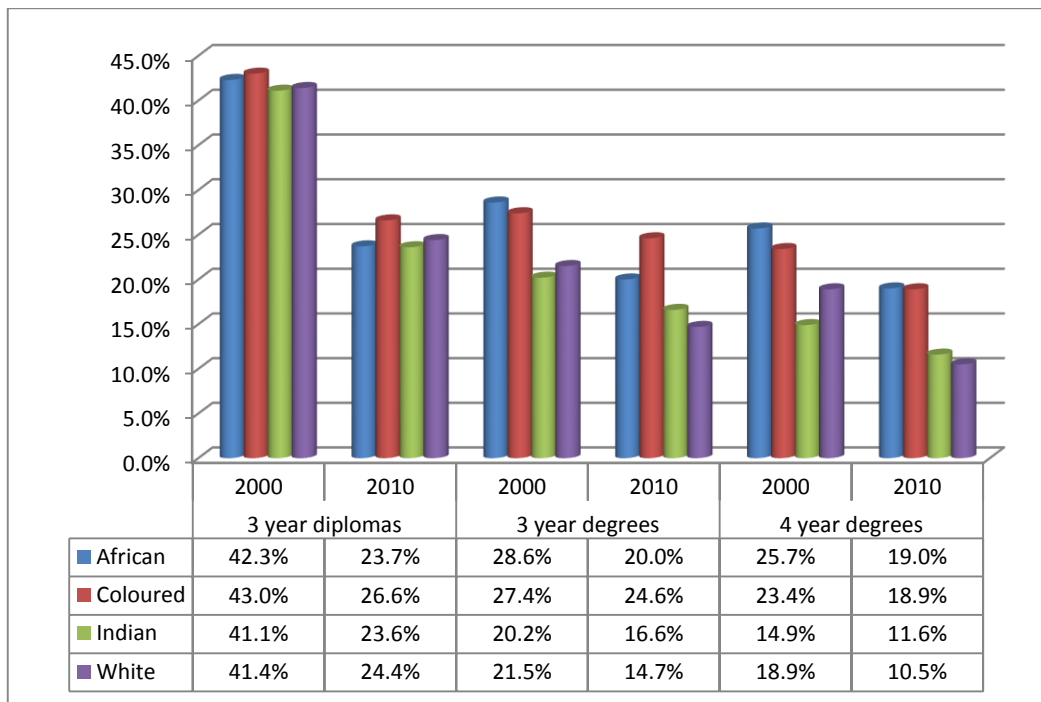
- from 2000 the dropout rate has improved from 43.0% to 26.6% in 2010 for Coloured students;
- from 2000 the dropout rate has improved from 41.1% to 23.6% in 2010 for Indian students;
- From 2000 the dropout rate has improved from 41.4% to 24.4% in 2010 for White students.

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 20.0% in 2010 for African students;
- from 2000 the dropout rate has improved from 27.4% to 24.6% in 2010 for Coloured students;
- from 2000 the dropout rate has improved from 20.2% to 16.6% in 2010 for Indian students;
- from 2000 the dropout rate has improved from 21.5% to 14.7% in 2010 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 19.0% in 2010 for African students;
- from 2000 the dropout rate has improved from 23.4% to 18.9% in 2010 for Coloured students;
- from 2000 the dropout rate has improved from 14.9% to 11.6% in 2010 for Indian students;
- from 2000 the dropout rate has improved from 18.9% to 10.5% in 2010 for White students.



**Figure 5: Dropouts by race and qualification type from 2000 to 2010**

For each population group and qualification type the first year dropout rate has improved significantly between the 2000 and 2010 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.

## 8.4. 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 22.1% and 44.7% to 25.5% in 2010 for African female and male students respectively;
- from 2000 the dropout rate has improved from 38.0% to 22.6% and 47.7% to 30.6% in 2010 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 35.6% to 20.8% and 45.0% to 25.7% in 2010 for Indian female and male students respectively;
- from 2000 the dropout rate has improved from 36.4% to 19.9% and 44.9% to 26.9% in 2010 for White female and male students respectively;

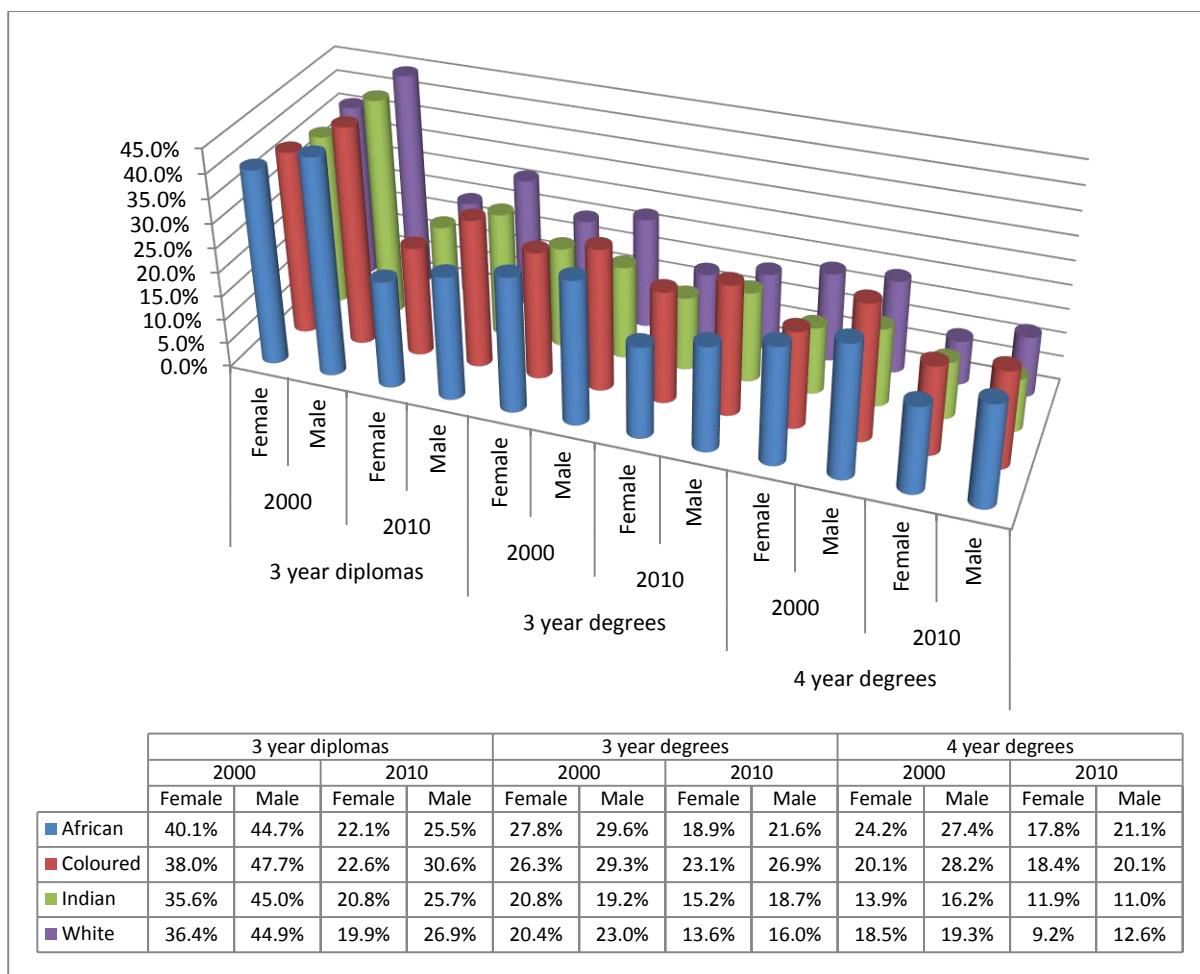
In 3 year degrees the dropouts after the first year of study are as follows:-

- from 2000 the dropout rate has improved from 27.8% to 18.9% and 29.6% to 21.6% in 2010 for African female and male students respectively;
- from 2000 the dropout rate has improved from 26.3% to 23.1% and 29.3% to 26.9% in 2010 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 20.8% to 15.2% and 19.2% to 18.7% in 2010 for Indian female and male students respectively;
- From 2000 the dropout rate has improved from 20.4% to 13.6% and 23.0% to 16.0% in 2010 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 17.8% and 27.4% to 21.1% in 2010 for African female and male students respectively;
- from 2000 the dropout rate has improved from 20.1% to 18.4% and 28.2% to 20.1% in 2010 for Coloured female and male students respectively;
- from 2000 the dropout rate has improved from 13.9% to 11.9% and 16.2% to 11.0% in 2010 for Indian female and male students respectively;
- From 2000 the dropout rate has improved from 18.5% to 9.2% and 19.3% to 12.6% in 2010 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.



**Figure 6: Dropouts by race, gender and qualification type from 2000 to 2010**

### 8.5. 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.

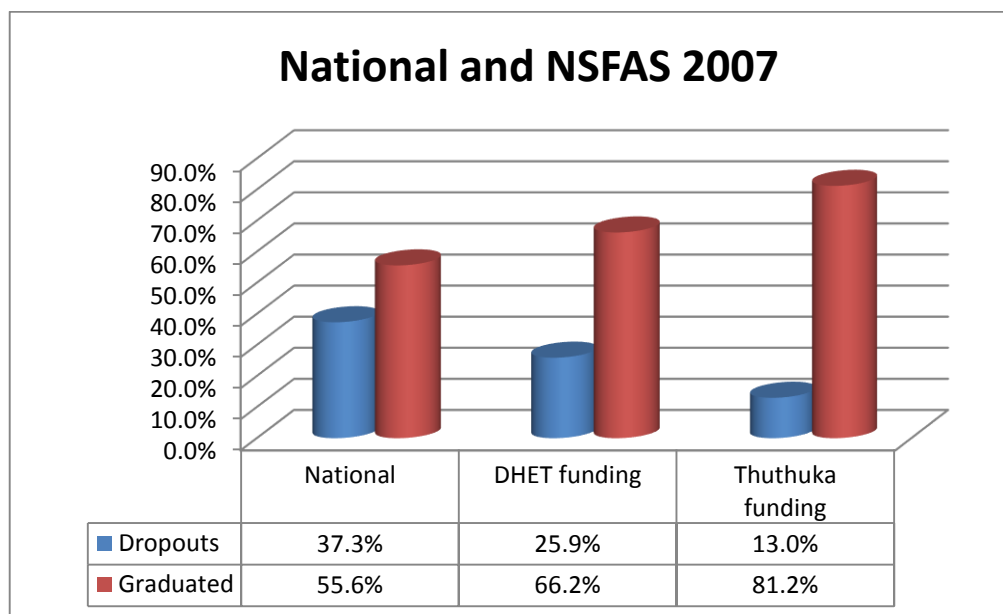
It would be instructive to consider the data disaggregated by contact and distance mode, as well as by population group and gender, to get a more fine grained view of the challenges in each of the professional qualification types and across the fields of study.

## 8.6. NSFAS

In terms of the two funding streams the data below shows that the students who have received financial assistance as some point in time outperform the national cohort where not all student receive financial assistance.

The dropout and throughput rates for the 2007 cohort are as follows:-

- for the national cohort, 37.9% and 55.6% respectively;
- for the DHET NSFAS cohort, 25.9% and 66.2% respectively; and
- for the Thuthuka cohort, 13.0% and 81.2% respectively.



**Figure 7: Dropouts and Throughput for NSFAS - DHET funding and Thuthuka funding for 2007**

## 8.7. Conclusion

This report has provided comprehensive 2000 to 2014 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 through these enrolments, the chances of success are minimal with only 19.4% of students in the 2007 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 fairsing 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.<sup>9</sup>

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;
- foundation provision to enable extended programmes;
- teaching development grants (phased out December 2017) 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;<sup>10</sup>
- going forward in 2018 the University Capacity Development Grant (UCDG).

The implementation of the University Capacity Development Programme (UCDP) in 2018 will ensure the effective management and utilization of the UCDG which intends to develop the capacity of students, academics, managers and leaders to be more successful in the system<sup>11</sup>. Section 4 of the Ministerial Statement on the Implementation of the University Capacity Development Programme through Effective Management and Utilisation of the

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<sup>9</sup> 2<sup>nd</sup> 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

<sup>10</sup> 2<sup>nd</sup> 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

<sup>11</sup> Ministerial Statement on the Implementation of the University Capacity Development Programme through Effective Management and Utilisation of the University Capacity Development Grant 2018-2020, page 8

University Capacity Development grant 2018 – 2020 deals with the view of student development. In 4.8 of this section it notes a number of student support initiatives that universities have in place to contribute to improved student success and lists examples such as First Year Experience Programmes, Tutoring and Mentoring Programmes, Extended Programmes (Foundation Provision), Supplementary Instruction Programmes, Psycho-Social Support Programmes, Life Skills Programmes and Academic Development programmes. It is expected that with the implementation of UCDP more initiatives will be developed and tested<sup>12</sup>.

Nevertheless, these interventions on their own will not bear fruit if their implementation is not based on evidence, and if the impact of these interventions are not carefully monitored. The Ministerial Statement on the UCDP states that all universities need to have the capability to undertake data analytics which will enable them to analyse, plan and predict from quantitative and qualitative data<sup>13</sup>. This will enable universities 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.

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<sup>12</sup> Ministerial Statement on the Implementation of the University Capacity Development Programme through Effective Management and Utilisation of the University Capacity Development Grant 2018-2020, 4.8 page 11

<sup>13</sup> Ministerial Statement on the Implementation of the University Capacity Development Programme through Effective Management and Utilisation of the University Capacity Development Grant 2018-2020, 4.4 page 11