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Department of Education and Training

Completion Rates of Higher Education Students- Cohort Analysis, 2005-2014



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Key messages

- Nine year completion outcomes for the 2006 cohort of domestic bachelor students commencing at Table A institutions were very similar to nine year outcomes for the 2005 cohort (previously published). Nine years after the 2006 cohort commenced, 73.5% of students had completed a course, compared with 73.6% for the 2005 cohort.
- A regression analysis was performed for the first time to assess the relative influence of different student characteristics on the likelihood of completing a degree. The analysis found that type of attendance (full-time/part-time) and the age of a student had a greater influence on completing than a student's Australian Tertiary Admission Rank (ATAR) score.
- The previous cohort analysis report showed that, nationally, and across many student characteristics, the 2010 Table A institution commencing domestic bachelor student cohort (the first student group influenced by the demand driven system) had marginally lower four year completion rates than for previous cohorts. The four year completion rate for the 2010 cohort was 45.1%, compared with an average of 46.6% for the 2005 to 2009 cohorts. New data shows that the four year completion rate for the 2011 commencing cohort is very consistent with the 2010 cohort, at 45.0%.
 - The proportion of 2011 cohort students who were 'engaged' with Higher Education (had either completed a course after four years or were still enrolled) was similar to previous years.
 - Additional four year cohort outcomes will continue to be assessed as data becomes available to monitor any future changes related to bachelor degree study at Table A institutions.
- Student outcomes for domestic undergraduates at Non-University Higher Education Institutions (NUHEIs) are published for the first time in this report.
 - For the most recent cohort available (2011 cohort), four years after commencement, 39.2% of students had completed a course, 19.1% were still enrolled, and the remainder had either re-enrolled, but dropped out before 2014 (18.4%) or never returned after 2011 (23.2%).
 - The overall completion rate shifted from 38.9% after four years to 45.7% after six years for the 2009 cohort (the most recent available).
- Outcomes for domestic commencing bachelor students at Table A institutions and NUHEIs were directly compared for the 2007 student cohort. The proportion of students who had completed a course was very similar after three years for Table A institution students and NUHEI students. Subsequently, however, the completion rate for NUHEI students slowed compared with Table A institution students. The lower completion rate for bachelor students at NUHEIs compared with Table A institutions was related to the high rate. After the first year, 27.7% of NUHEI students did not return to study, nearly double the rate for Table A institutions (14.7%).

Background

This report is the latest offering in a series of Department of Education and Training publications tracking outcomes for higher education student cohorts. Previous reports¹ tracked all domestic bachelor students commencing at Table A institutions², using student ID (within institution) and Commonwealth Higher Education Student Support Number, CHESSN³ (across institutions). The results provided an overview of student outcomes four, six, eight and nine years after students commenced a course. That is, how many students had completed their studies⁴, how many were still studying, and how many were neither studying nor had completed an award and therefore were no longer at the original institution or the institution to which they had transferred.

In previous reports, cohorts of domestic bachelor students commencing at Table A institutions from 2005 to 2010 were analysed. The analyses also summarised student outcomes by different student characteristics, for example by age group, basis of admission to university or field of education.

The tracking of cohorts over time enables a better understanding of the progression of students through the higher education system. Tracking outcomes also assists in understanding student performance and is a useful tool for identifying students with specific characteristics who are more likely to drop out and may benefit most from early assistance.

Current analysis

The current report builds on the assessment of Table A institution commencing domestic bachelor student outcomes in the previous reports, by incorporating additional student data from the 2014 *Higher Education Statistics Collection*.

The most recent cohort analysis report (*Completion Rates of Domestic Bachelor Students- A Cohort Analysis, 2005-2013*) established that the vast majority of students who complete a course have done so after nine years. Tracking students beyond nine years adds little value to the assessment of student outcomes. In the previous report, nine year outcomes for the 2005 student cohort were presented (outcomes by 2013). The current report compares these results with nine year outcomes for the 2006 cohort (outcomes by 2014). Over time, as nine year outcome data becomes available for additional cohorts, any trends in changing student outcomes will become clear.

¹ *Completion Rates of Domestic Bachelor Students- A Cohort Analysis, 2005-2012* and *Completion Rates of Domestic Bachelor Students- A Cohort Analysis, 2005-2013*

² Public universities, plus the Batchelor Institute of Indigenous Tertiary Education. For a list of institutions included under 'Public universities', see '2014 List of higher education institutions' at <https://education.gov.au/selected-higher-education-statistics-2014-student-data>.

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

⁴ Students who completed an award course. The award course may not necessarily be the same course that the student initially enrolled in. For example, a student who commenced a Bachelor's Pass degree in 2005 and by 2013, their award course completion could be for a Bachelor's Honours degree. Similarly for field of education, a student may have commenced a Science degree but completed an Arts degree. Likewise, a student may have commenced study at one institution, but completed their study at a different institution.

In addition to reviewing cohorts nine years after commencement, this report provides information on student cohorts four years after starting their course. Although the proportion of students who have completed a course after four years is less than 50%, this data allows for an early outcome assessment of two cohorts under the demand driven system (2010 and 2011 cohorts), compared with cohorts prior to the transition to the demand driven system.

Student outcomes for Non-University Higher Education Institutions (NUHEIs) are published for the first time in this report. Outcomes after four and six years have been assessed. A direct comparison of outcomes for bachelor students at NUHEIs and Table A institutions is also outlined.

Detailed tables and charts of outcomes for cohorts can be found in the Appendix, including the publication of completion rates by institution for the first time. This includes Table B institutions (Bond University, University of Divinity and The University of Notre Dame Australia), although they are not included in the main analysis⁵.

Cohort analysis for commencing domestic bachelor students at Table A institutions

Nine year outcomes for the 2005 and 2006 cohorts

Nine year outcomes for the 2006 cohort were very similar to nine year outcomes for the 2005 cohort (see Table 2 and Chart 3 in the Appendix for a comparison). This result is in line with the similar completion profiles for these two cohorts six and eight years after commencement, as published in the previous report.

Nine years after the 2006 cohort of Table A institution commencing domestic bachelor students enrolled, 73.5% of students had completed a course, compared with a nine year completion rate of 73.6% for the 2005 cohort. The proportion of students who were still enrolled; re-enrolled, but dropped out before nine years; or never returned, was also similar across the 2005 and 2006 student groups. In addition, the pattern of completion information by various student characteristics was comparable between the two cohorts. As previous reports published by the Department have shown, lower completion rates are seen for those students who study externally; are part-time; are older; are admitted to higher education on a basis other than secondary education; have lower Australian Tertiary Admission Rank (ATAR) scores⁶; are indigenous; have a lower socio-economic status or come from a regional area of Australia. Completion rates also vary across different fields of education.

⁵ Table C institutions (University College London and Carnegie Mellon University) have not been included in the institution tables as all enrolments are at the postgraduate level and are therefore outside the scope of the cohort analysis.

⁶ In this report, analysis of ATARs only includes scores for those students admitted to higher education on the basis of secondary education.

Linear regression analysis

Previous studies have identified that there are a range of factors associated with attrition and completion. For example, the *Student Experience Survey*, when asking students their reasons for considering early departure, finds there are a mix of personal and educationally relevant reasons for attrition⁷. As noted above, while previous studies have shown that students from lower socio-economic backgrounds and lower ATAR scores are less likely to complete, a pertinent issue is how important is each factor in explaining completion. For example, there may be a large difference in completion rates between low and high socio-economic status students, but socio-economic status maybe less important than other factors in explaining completion and therefore less reason to act on as a means of improving completion. A regression analysis is one way of approaching the issue of gauging the relative importance of factors impacting on completion.

The current report summarises the results of applying linear regression analysis to completion rate data for the first time⁸. The analysis was performed on the nine year completion rates for the 2005 and 2006 cohorts of domestic commencing bachelor students from Table A institutions to show the influence of a range of student characteristics on the likelihood of completing a degree. The full model, including all the student characteristics listed in Table 1 (overpage), explained 12.16% of the variation in completion rates (adjusted R²). There are two points to note about this result. First, the relatively low proportion of variance explained by the full model is not uncommon in cross-sectional models such as the completion rate estimates presented here. Second, given the relatively low proportion of variance explained, this suggests there are likely to be many other factors not captured by the model that might account for completion. For example, student traits such as motivation and resilience, not measured by the model, might be thought to contribute to the likelihood of completing studies.

The approach taken here was a series of bivariate linear regressions to examine the relationship between each of the explanatory variables and completion rates. This shows that type of attendance, among measured variables, appears to have most influence on student completion. Part-time students were less likely to complete their studies and full-time students more likely to complete their studies. Overall, type of attendance explained around 6.31% of the variation in completion rates, as shown in Table 1. While type of attendance appears to account for a relatively small amount of the overall variation in completion rates, what is of particular interest here are the relative orders of magnitude of variation in completion rates explained by each factor.

Age also appears to have a relatively large influence on completion in comparison with other variables. Older students were less likely and younger students more likely to complete their studies, explaining 3.87% of the variation in completion rates. It is important to note that Table 1 only shows bivariate relationships and therefore may be overstating the strength of the relationship between particular factors and completion. For example, it is known that older age groups are more likely to study part-time and therefore some of the variation in completion rates explained by age might

⁷ 2015 *Student Experience Survey National Report* p.24

⁸ The approach follows that taken in *Characteristics and Performance Indicators of Australian Higher Education Institutions, 2000*. Where the dependent variable lies within the range of 0.1 to 0.9, as is the case with the completion rate, then Ordinary Least Squares estimates will give broadly similar results to those generated by logit or probit estimation techniques.

actually be accounted for by the influence of type of attendance, and vice-versa. Thus the results shown in Table 1 are likely to represent the 'upper bound' of the influence of each factor on completion. This is also the reason that the sum of the adjusted R² from the bivariate linear regressions shown in Table 1 is greater than the adjusted R² of the full model (12.16%).

A student's ATAR score, as measured by ATAR decile band or other basis of admission, explains 3.86% of the variation in completion rates. First, ATAR or basis of admission represents or explains only a small part of the completion story, suggesting there are many other factors that contribute to a student completing their degree. Second, ATAR is less important than type of attendance or age in explaining completion. Third, ATAR appears more important than other factors such as mode of attendance, field of education or socio-economic status in accounting for completion. While mode of attendance and field of education explain 3.65% and 2.08% respectively of the variation in completion rates, this appears to be much larger, in relative terms, than the influence of socio-economic status, Indigenous status, regional classification, gender and non-English-speaking background on completion.

Table 1: Linear regression analysis (full model and bivariate linear regressions by student characteristics) for nine year completion rates for the 2005 and 2006 cohorts of commencing domestic bachelor students at Table A institutions

Student Characteristic	Adjusted R ² (variation explained), %
Type of attendance (full-time, part-time)	6.31
Age group	3.87
ATAR decile band versus other basis of admission	3.86
Mode of attendance (internal/external/multi-modal)	3.65
Field of education	2.08
Socio-economic status (SES) ⁹	0.57
Indigenous	0.45
Regional classification (metropolitan/regional/remote) ¹⁰	0.36
Gender	0.25
Person from a Non-English speaking background ¹¹	0.05
Full model including above variables	12.16

⁹ SES in this report is based on the students' postcode of permanent home residence, with the SES value derived from the 2006 Socio-Economic Indexes for Areas (SEIFA) Education and Occupation Index for postal areas, where postal areas in the bottom 25% of the population aged 15-64 are classified as low SES.

¹⁰ In this report, the student's postcode of permanent home residence is mapped to a regional category using the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) classification. The MCEETYA codes are derived from the Australian Standard Geographical Classification with some adjustments to cater for the Department's special needs.

¹¹ For the purpose of this report, a person who has a Non-English speaking background (NESB) is one who meets all these criteria: they are a domestic student; they arrived in Australia less than 10 years prior to the year they commenced their course; and a language other than English is spoken at home.

In summary, there appear to be a range of factors that impact on completion, some of which are measurable and others which are likely to be less amenable to measurement or unmeasurable. Of the measurable factors, type of attendance appears to have the largest influence on completion followed by age. It is well known that part-time older students have the greatest difficulty in successfully completing their degree. While a student's ATAR score or basis of admission also influences the likelihood of completion, this appears less important than the impact of type of attendance or age on completion. Factors such as socio-economic status, Indigenous status, regional classification, gender and non-English-speaking background appear to have much less impact on completion.

Four year outcomes - influence of the demand driven system

From 1 January 2012, the Australian Government lifted limits on the number of Commonwealth Supported Places for domestic bachelor degree students at public universities (excluding medical places) under the 'demand driven system'. Although the demand driven funding system was fully implemented in 2012, it was preceded by a transition period whereby the previous 5% over-enrolment cap increased to 10% for 2010 and 2011.

The 2010 and 2011 cohorts provide an early indication of how Table A institution commencing domestic bachelor¹² student outcomes under the demand driven system compare with outcomes for commencing students prior to the demand driven system. The previous cohort analysis report showed that, nationally and across many student characteristics, four year outcome data for the 2010 cohort (outcomes by 2013) showed marginally lower completion rates than for other years (2005 to 2009 cohorts). Additional cohort outcomes were required to confirm if this was related to the introduction of the demand driven system (as opposed to other factors which lead to small fluctuations in results from year to year). Four year outcomes for the 2011 Table A institution commencing domestic bachelor student cohort have now been assessed and are shown in Table 3 and Chart 4. Comparative cohorts prior to the demand driven system include four year outcomes for the 2005, 2006, 2007, 2008 and 2009 cohorts.

Four year outcomes for the 2011 commencing cohort were very consistent with outcomes for the 2010 cohort. For the 2011 cohort, 45.0% of students had completed a course after four years, compared with a completion rate of 45.1% for the 2010 cohort. The proportion of the 2011 student cohort who had completed a course or who were still enrolled (defined as 'engaged' with higher education) was 79.5%. This rate was slightly lower than for the 2010 cohort (79.8%), but higher than for the 2005 cohort (77.5%) and similar to the 2006 cohort (79.4%).

¹² Cohort data presented here includes all bachelor level courses (Bachelor's Pass, Bachelor's Honours and Bachelor's Graduate Entry), rather than just Bachelor's Pass courses, which are the focus of the demand driven system. The number of Graduate Entry and Honours students are small, however, making up 4.6% of the 2010 cohort and 4.2% of the 2011 cohort.

Although the pattern of four year completion outcomes was stable between the 2010 and 2011 cohorts, there were some minor differences:

- The completion rate for students undertaking a Bachelor's Honours course increased from 74.5% for the 2010 cohort to 77.0% for the 2011 cohort¹³, although this percentage was similar to the rate for the 2007 and 2008 cohorts.
- The completion rate for Bachelor's Graduate Entry courses decreased from 68.3% for the 2010 cohort to 64.7% for the 2011 cohort¹³. This decrease, however, was in line with the trend for completion rate decline for Bachelor's Graduate Entry courses over time. Since 2005, the number of domestic commencing students in Bachelor Graduate courses has also declined (from approximately 5,150 students to 3,000 students nationally).
- For students studying by multi-modal means (a mixture of external and internal study), the completion rate dropped from 49.5% for the 2010 cohort to 48.2% for the 2011 cohort.
- Between the 2010 and 2011 cohorts there were a few changes to completion rates at various ATAR levels:
 - for students with ATARs between 30 and 49, the proportion of students who had completed a course after four years was 27.2% for the 2011 cohort compared with 28.6% for the 2010 cohort¹³. Despite completion rate fluctuation across the 2005 to 2011 cohorts, the 2011 cohort completion rate is the lowest on record;
 - for students with an ATAR between 50 and 59 and between 70 and 79 the completion rate increased across the 2010 and 2011 cohorts. The 2011 cohort rates, however, were less than the maximum rates recorded for these ATAR bands;
 - there was an increase in the completion rate for students with an ATAR between 95 and 100 from 49.4% to 51.2%, for the 2010 and 2011 cohorts respectively. The completion rate for the 2011 cohort was the highest recorded since the time series began in 2005.
- The decline in completion rates for students from a low socio-economic background continued between the 2010 and 2011 cohorts (from 41.8% to 41.0%).
- The completion rate increased across the 2010 and 2011 cohorts for remote students (from 35.2% to 36.7%)¹³, but decreased for regional students (from 43.8% to 42.8%).
- Completion rates across cohorts fluctuate to some extent within fields of education, however notable outcomes include:
 - the completion rate for the 2011 cohort of Health students (52.1%) was lower than for the 2010 cohort (54.5%), continuing the decline over time of four year outcomes for Health students;
 - the four year completion rate for education was steady at 42.9% for the 2010 and 2011 cohorts. This result suspends the trend for declining four year completion rates for education students since the time series began in 2005.

¹³ Variation was in part influenced by the small number of students.

Additional four year cohort outcomes will continue to be assessed as data becomes available to monitor any future changes related to bachelor degree study at Table A institutions. The next report will contain data for the 2012 cohort, the first cohort under the fully implemented demand driven system.

Outcomes for student cohorts after six years by student characteristic were published in the previous cohort analysis report. This detail has not been presented in the current report, as the six year completion profile for the 2009 cohort (the most recent cohort available) was very consistent with previous data.

Completion rates by institution

Completion rates for commencing domestic bachelor students after four, six and nine years by Table A and B institutions are shown in Tables 4 to 6. It should be noted that some of the variation across higher education institutions relates to the student profile at each provider.

Cohort analysis for Non-University Higher Education Institution commencing domestic undergraduate students

Student outcomes for NUHEIs are published for the first time in this report. The analysis of outcomes for NUHEI students has been extended to commencing domestic undergraduates, rather than just bachelor students as presented above for Table A institutions. This modification is due to the large number of students at NUHEIs studying courses below the bachelor level (including a Diploma, Advanced Diploma or Associate Degree). Data reported for NUHEIs is therefore not comparable with the data for Table A institutions. A direct comparison, however, is presented below for bachelor student outcomes at NUHEIs and Table A institutions.

Student cohorts from 2007 onwards have been analysed for NUHEIs, due to a break in time series between the 2006 and 2007 data. From 2007 onwards private providers were required to report all of their students, not just those receiving FEE-HELP. Completion outcomes for cohorts have been analysed four and six years after commencement, including analysis by different student characteristics¹⁴.

Four year outcomes

Four year student outcomes for commencing domestic undergraduates at NUHEIs have been assessed for cohorts from 2007 to 2011 (Table 7 and Chart 5). The size of these cohorts ranged from approximately 9,000 students in 2007 to approximately 16,000 students in 2011. For the most recent cohort available (2011 cohort), four years after commencement, 39.2% of students had completed a course, 19.1% were still enrolled, and the remainder had either re-enrolled, but

¹⁴ Data cannot be published by Indigenous status, as numbers are too small for analysis.

dropped out before 2014 (18.4%) or never returned after 2011 (23.2%). This equates to 58.4% of the cohort being engaged with higher education (completed or still enrolled) and 41.6% disengaged (re-enrolled, but dropped out, or never came back after the first year). These outcomes were similar across all cohorts analysed.

A distinct cohort of international undergraduate students was constructed for comparison purposes. It is not possible, however, to determine what percentage of international students may have completed their studies at another institution because they do not have a CHESSN. The completion rate for international undergraduate students for the 2011 cohort was 62.8% after four years, considerably higher than the completion rate for domestic undergraduate students.

Outcomes by course level

Student outcomes showed high variation across course levels and between cohort years¹⁵. For the 2011 domestic commencing cohort, Bachelor's Pass courses had the lowest completion rate after four years (32.1%). This is partly a function of the longer length of these courses compared with other undergraduate courses. In addition, however, a little under half (45.9%) of Bachelor's Pass students were disengaged after four years, with a quarter (24.9%) of students dropping out after the first year. The proportion of Bachelor's Pass students who had completed a course after four years ranged from 31.0% for the 2008 cohort to 33.9% for the 2010 cohort.

The completion rate for Bachelor's Graduate Entry courses averaged 47.7% across the 2007 to 2011 cohorts, although rates varied considerably between cohorts. This variation is in part influenced by the small number of students studying at this level. Completion rates also varied across cohorts for Associate Degrees from a high of 61.5% for the 2007 cohort, to 40.3% for the 2010 cohort. The average four year completion rate for Associate Degree students was 50.7%.

Students studying at the Advanced Diploma level had the highest four year completion rate (69.4% on average across the cohorts analysed), ranging from 52.4% for the 2007 cohort to 79.2% for the 2009 cohort¹⁶. Diploma students had a completion rate of 52.4% for the 2011 cohort, a rate fairly consistent with previous years.

Mode of attendance

NUHEI domestic undergraduate students who studied internally had a significantly higher completion rate for each cohort analysed, compared with multi-modal and external students. Internal students had an average completion rate across the cohorts of 46.0% after four years, double the completion rate of multi-modal students (an average of 23.3%) and almost five times the completion rate of external students (an average of 9.7%). In addition, the proportion of internal

¹⁵ Data cannot be published for Bachelor's Honours or Other Undergraduate award courses, as numbers are too small for analysis.

¹⁶ Variation was in part influenced by the small number of students.

students engaged in higher education after four years was much higher than for external students (across all cohorts an average of 63.4% compared with 33.4%, respectively).

Type of attendance

A little over half of full-time 2011 domestic commencing undergraduate students (51.3%) had completed a course four years after commencement. Part-time students were less likely to complete a course within four years. For the 2011 cohort, 16.5% of part-time students had completed a course within four years. The completions rates for full-time and part-time students were fairly consistent across all cohorts analysed.

The lower completion rate for part-time students is partly a function of extending a course over a longer period. However, part-time students also have a higher drop-out rate, evident through lower engagement rates. The proportion of full-time students engaged in higher education after four years was much higher than for part-time students (an average of 68.3% across all cohorts compared with 41.5%, respectively).

Gender

Male domestic undergraduate NUHEI students had a higher four year completion rate (43.3% on average), compared with female students (36.2% on average). There has been a slight trend in recent years, however, for a decrease in male completion rates and an increase in female completions rates.

The data indicates that females take longer to complete a course, as the proportion of still enrolled students out of all *engaged* students is 37.0% on average for females across the cohorts and 27.6% on average for males.

For each cohort analysed, a slightly higher proportion of females did not come back after the first year (an average of 23.9% across the cohorts), compared with males (an average of 21.8% across the cohorts).

Differences in outcomes between males and females may be influenced by the type of study females and males are undertaking at NUHEIs. Many NUHEIs by their nature offer field of education specific courses and, as such, a large number of institutions have a disproportionate number of females or males¹⁷.

¹⁷ A breakdown of male and female student numbers by NUHEI for 2014 can be found in table 'Appendix 6.4' on the department's website: <http://docs.education.gov.au/node/38153>.

Age

Analysis shows a correlation between four year domestic undergraduate NUHEI completion rates and student age, with older students having lower completion rates. The youngest age group (19 years and under) had an average four year completion rate of 50.0% across cohorts, compared with just 20.5% for students aged 30 and over. This trend is partly associated with the tendency for older students to study part-time, taking longer to complete a course. The level of engagement for students also declines with age, however, from an average of 68.0% for the 19 and under age group across cohorts to 44.2% for the 30 years and over group.

Basis of admission to NUHEI courses

The four year completion rate for domestic undergraduate NUHEI students varied across different admission streams¹⁸. There were also fluctuations for each admission basis across the years analysed. Students admitted on the basis of secondary education, however, had the highest average four year completion rate across the cohorts (48.4%), followed by a previous higher education course¹⁹ (44.4%). Other basis of admission categories had a four year completion rate of 40.5% on average for entry based on a TAFE award course¹⁹; 33.1% on average for admission on an 'Other basis'²⁰ and just 23.5% on average for entry based on mature age special entry provisions. Mature age special entry provision commencing students also had the highest first year drop-out rate of 32.1% on average across cohorts.

Non-English speaking background

Commencing domestic undergraduate students from a Non-English speaking background had a higher four year completion rate for each cohort year, compared with students from an English speaking background. The size of this difference fluctuated across years (see Chart 5), with a maximum difference of 14.4% (for 2007) and a minimum difference of 1.1% (for 2008). The variation is partly due to the relatively low number of students from a Non-English speaking background studying at a NUHEI.

Socio-economic status

Analysis shows a correlation between four year domestic undergraduate NUHEI completion rates and a student's socio-economic status, with students from lower SES backgrounds having lower completion rates. Students from a low SES background had an average four year completion rate of 33.6% across cohorts, compared with 37.4% for medium SES students and 43.6% for high SES

¹⁸ Data cannot be published for basis of admission by professional qualification, as numbers are too small for analysis.

¹⁹ A course that is either complete or incomplete.

²⁰ 'Other basis' is determined by the institution.

students. The first year drop-out rate was also highest for low SES students, 25.9% on average across cohorts, compared with 23.7% for medium SES students and 20.7% for high SES students.

Regional/remote

Students are classified as having a background in a metropolitan, regional or remote area of Australia. For the purpose of the NUHEI cohort analysis, students from a regional or remote background have been combined into one group, due to the small number of remote students studying at a NUHEI. Domestic undergraduate NUHEI students from metropolitan background had a higher four year completion rate (39.6% on average), compared with students from a regional or remote area (35.9% on average). The first year drop-out rate was also higher for regional and remote students, 26.9% on average across cohorts, compared with 22.3% for metropolitan students.

Liability category

Commencing domestic undergraduate students who were Commonwealth Assisted²¹ had a slightly lower four year completion rate (38.8% on average across the cohorts), compared with Non-Commonwealth Assisted students (41.8% on average). Non-Commonwealth Assisted students, however, had a higher first year drop-out rate (30.2% on average across the cohorts), compared with Commonwealth Assisted students (21.1%).

Field of education

Completion information by field of education was averaged over the five cohorts (see Table 7 and Chart 5), due to a high level of outcome fluctuation across the different cohorts. This allows for a clearer picture of outcomes between different fields of education. The variation is in part due to the small number of students within some fields of education, including Natural and Physical Sciences; Information Technology; Engineering and Related Technologies; Architecture and Building; Agriculture, Environment and Related Studies; and Food, Hospitality and Personal Services.

Notable four year outcomes by field of education for commencing domestic undergraduate NUHEI students were:

- Agriculture, Environment and Related Studies had a completion rate far higher than any other field of education (82.3%), although small student numbers had some influence on this result. Management and Commerce and Creative Arts had the next highest completion rates, at 51.6% and 50.6% respectively.
- Aside from Agriculture, Environment and Related Studies, Education had the highest level of students engagement after four years (75.4%).

²¹ Commonwealth Assisted students include Commonwealth Supported students and students receiving FEE-HELP. Non-Commonwealth Assisted Students are all other student types.

- The lowest completion rate was for Health (22.1%), followed closely by Society and Culture (24.4%). These two fields also had the highest rate of disengagement after four years, with around half of students no longer studying (49.3% of students for Health and 51.4% of students for Society and Culture).

Six year outcomes

Six year student outcomes for commencing domestic undergraduates at NUHEIs are outlined in Table 8 and Chart 6 for cohorts from 2007 to 2009. For the 2009 cohort, the most recent available, the overall completion rate shifted from 38.9% after four years to 45.7% after six years. That is, 6.8% of the student cohort completed a course between four and six years after commencement. Across the same time period, an additional 2.8% of the 2009 cohort became disengaged.

Six year student outcomes by different student characteristics are shown in Table 8 and Chart 6 and show a similar pattern of results to the four year data. As field of education data is an average across five cohorts for the four year outcome data and an average across three cohorts for the six year outcome data, field of education information cannot be directly compared between the four and six year analyses.

General consistency across Table A institution and NUHEI cohort analyses

Although Table A institution domestic bachelor data cannot be compared directly with NUHEI domestic undergraduate data, many of the outcomes are similar across both student groups. Both groups have lower completion rates for those students who study externally; are part-time; are older; are admitted to higher education on a basis other than secondary education; have a lower socio-economic status or come from a regional or remote area of Australia. The only major difference noted between Table A institution students and NUHEI students, was that the completion rate for females was lower than for males at NUHEIs, with the reverse true at Table A institutions. This difference may be influenced by the type of study females and males are undertaking at NUHEIs compared with Table A institutions, as previously outlined.

Completion rates by institution

Completion rates for commencing domestic undergraduate students after four and six years by NUHEI are shown in Tables 9 and 10.

Direct comparison of Table A institution and Non-University Higher Education Institution bachelor students

Outcomes for domestic commencing bachelor students²² at Table A institutions and NUHEIs have been directly compared for the 2007 student cohort. The 2007 cohort gives the longest time series of available data for the purpose of comparing the two sectors. Chart 1 (overpage), shows that the proportion of students who had completed a course was very similar after three years (by the end of 2009) for both Table A institutions and NUHEIs. After this time, however, the completion rate for NUHEI students slowed compared with Table A institution students. Between five and eight years after commencement (outcomes between 2011 and 2014), an additional 13.2% of Table A institution students completed a course, double the rate for NUHEI students (7.3%). By the end of the time series, after eight years, 71.8% of Table A institution bachelor students had completed a course, compared with 47.1% for NUHEI students.

The lower completion rate for the cohort of 2007 bachelor students at NUHEIs compared with Table A institutions, was related to the high drop-out rate (Chart 2, overpage). After the first year, 27.7% of NUHEI students did not return to study, nearly double the rate for Table A institution students (14.7%). The rate of around double the drop-out at NUHEIs compared with Table A institutions remained consistent for all years that the 2007 cohort was tracked. From 2011 onwards (five years after commencement), for both cohorts, the percentage of bachelor students who had attrited remained fairly static, at just under half of all students for NUHEIs and just under a quarter for Table A institution students.

Evaluation of the pattern of completion rates and drop-out rates shows that the results for the 2007 cohort of students is consistent with other cohorts.

²² Includes Bachelor's Pass students only and excludes Bachelor's Honours and Bachelor's Graduate Entry.

Chart 1. The cumulative percentage of bachelor students at Table A institutions and NUHEIs who had completed each year, for the 2007 domestic commencing cohort

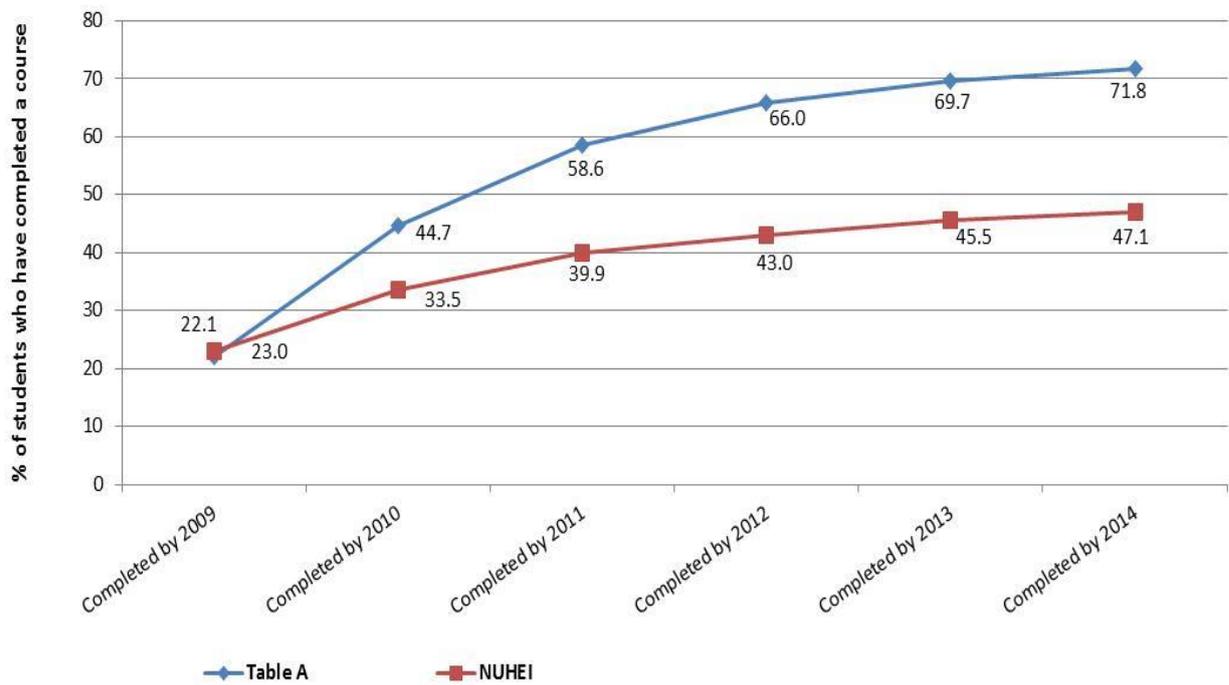
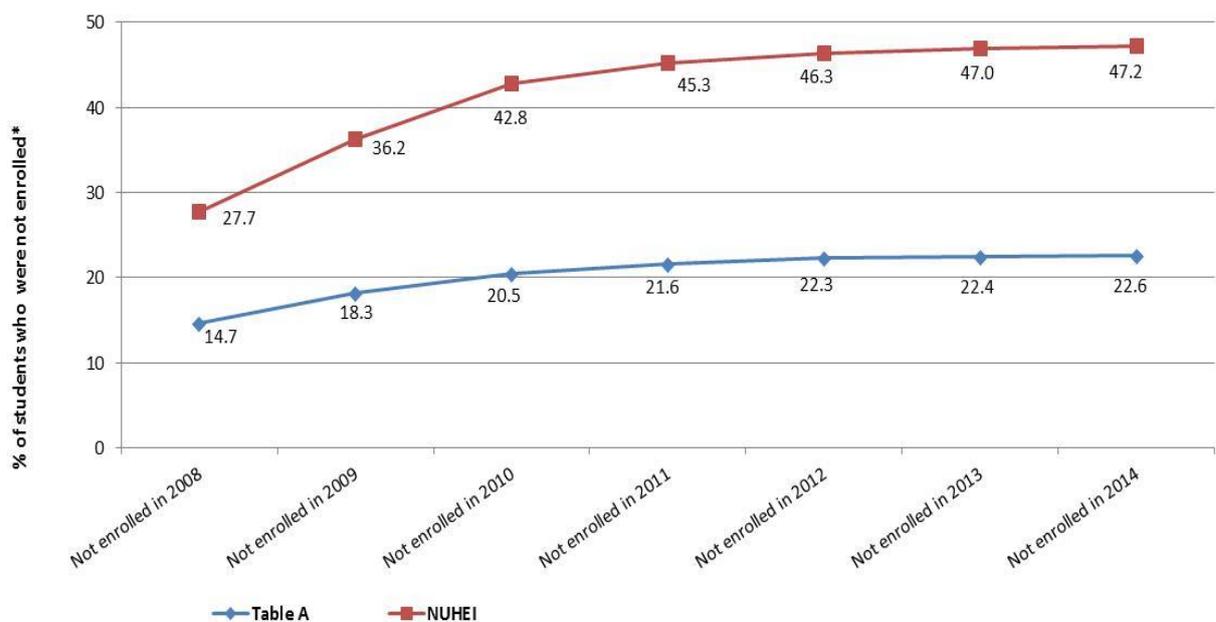


Chart 2. The cumulative percentage of bachelor students at Table A institutions and NUHEIs who had dropped out each year, for the 2007 domestic commencing cohort



*'Not enrolled' excludes those students who have completed a course and are therefore no longer enrolled.

International comparisons of completion rates

The Organisation for Economic Cooperation and Development (OECD) measure international completion rates on a semi-regular basis, with the last publication in 2013^{23, 24}. International comparisons need to be used with caution due to differences in the nature and duration of degrees across countries as well as the different methodologies used in measuring completion rates²⁵.

The latest OECD data showed that Australia's completion rates for Bachelor degree programmes was 82 per cent in 2011, well ahead of the OECD average of 70 per cent and third highest in the OECD (behind Japan 91 per cent and Turkey 88 per cent). Australia's result also compared favourably to other countries with similar tertiary systems. For example, Australia's completion rate was higher than the United Kingdom on 79 per cent, New Zealand on 66 per cent and the United States on 64 per cent²⁶.

Women had higher completion rates than men in every country except Sweden, where men and women's completion rates were the same. In Australia, the completion rate for women in 2011 was 88 percent, compared with an OECD average of 74 per cent. For men, the Australian completion rate was 74 per cent, compared with an OECD average of 65 per cent.

Data notes

- This publication is based on data compiled from the *Higher Education Student Collection* maintained by the Department of Education and Training.
- Students have been tracked using their CHESSN. The analysis defines students as Table A institution or NUHEI students based on the institution where they commenced their course. Students are still included in the analysis if they changed institution types (for example a student who moved from a Table A institution to a NUHEI).
- Distinct cohorts of international students have been constructed for comparison purposes (see Appendix for data). It is not possible however to determine what percentage of international students may have completed their studies at another institution because international students do not have a CHESSN.
- Data presented in this report detail the relationship between completion rates and a number of student characteristics. No allowance is made for inter-relationships between student characteristics. For example, older students may have lower completion rates as they are more likely to be part-time students, who also have lower completion rates.

²³ OECD (2013), *Education at a Glance 2013: OECD Indicators*, OECD Publishing, indicator A4, pp 64-72.

²⁴ The OECD will publish updated completion rates for the reference year of 2014 in September 2016.

²⁵ OECD member countries used a variety of methods to measure completion rates in 2011: Cross-Section, True Cohort and Longitudinal Surveys.

²⁶ Education at a Glance 2013, Table A4.1. Australian data was based on a cross-section methodology in 2011 – the average completion rate of countries using the cross-section method was 72 per cent. The completion rate calculation for Australia used a different methodology to the Department's standard calculation presented in this report.

- Where referenced, Commonwealth Assisted students include Commonwealth Supported students and students receiving FEE-HELP. Non-Commonwealth Assisted Students are all other students. There was a break in time series for Non-Commonwealth Assisted students in 2009 for Table A institutions. From 1 January 2009, under HESA, domestic fee-paying places for commencing undergraduate students were no longer offered except in limited circumstances. This change resulted in a significant reduction in the number of fee-paying domestic undergraduate students and influenced completion information for Non-Commonwealth Assisted students at Table A institutions.
- Completion rates for those students studying a course in Food, Hospitality and Personal Services at Table A institutions are highly variable across years, due to very small numbers in each cohort.
- Since the publication of last cohort analysis report, minor methodology changes have been introduced, which have resulted in a small number of revisions to proportions at the decimal place level.

Appendix - detailed tables and charts

Table 2: Cohort Analysis for Table A institution commencing domestic Bachelor students over a nine year period, 2005-2013 and 2006-2014

		Completed (in any year)	Still enrolled at the end of the 9 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
National Total (Domestic students)	2005	73.6%	4.2%	14.0%	8.2%
	2006	73.5%	4.2%	14.5%	7.8%
Comparison figure for Overseas students	2005	74.2%	0.1%	15.1%	10.5%
	2006	77.1%	0.2%	12.7%	10.0%
Course Level					
Bachelor's Graduate Entry	2005	82.4%	1.9%	7.6%	8.0%
	2006	82.5%	2.1%	8.0%	7.3%
Bachelor's Honours	2005	86.1%	1.5%	5.1%	7.3%
	2006	88.0%	1.2%	4.4%	6.3%
Bachelor's Pass	2005	73.1%	4.3%	14.3%	8.2%
	2006	73.0%	4.3%	14.8%	7.9%
Mode of Attendance					
Internal	2005	76.6%	3.8%	12.7%	6.9%
	2006	76.3%	3.9%	13.2%	6.7%
External	2005	46.6%	8.1%	25.0%	20.4%
	2006	46.3%	7.3%	26.4%	20.0%
Multi-modal	2005	70.6%	4.3%	16.7%	8.4%
	2006	70.1%	4.8%	17.4%	7.7%
Type of Attendance					
Full-time	2005	78.8%	3.5%	11.9%	5.8%
	2006	78.3%	3.7%	12.4%	5.6%
Part-time	2005	49.2%	7.4%	24.0%	19.5%
	2006	49.0%	7.2%	25.1%	18.8%
Gender					
Males	2005	70.9%	4.4%	15.9%	8.8%
	2006	70.9%	4.5%	16.2%	8.3%
Females	2005	75.5%	4.0%	12.7%	7.8%
	2006	75.2%	4.0%	13.3%	7.5%
Age					
19 and under	2005	80.3%	3.7%	11.0%	4.9%
	2006	80.0%	3.8%	11.4%	4.8%
20-24	2005	70.3%	4.3%	16.0%	9.4%
	2006	69.3%	4.4%	16.9%	9.3%
25 and over	2005	58.5%	5.4%	20.1%	16.0%
	2006	58.1%	5.4%	21.2%	15.2%

		Completed (in any year)	Still enrolled at the end of the 9 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Basis for Admission					
Other basis for admission	2005	69.4%	4.4%	16.0%	10.2%
	2006	68.6%	4.4%	16.9%	10.0%
Secondary education	2005	78.7%	3.9%	11.6%	5.8%
	2006	78.7%	4.0%	11.9%	5.4%
ATAR (for school leavers)					
30-49	2005	51.4%	5.0%	26.0%	17.6%
	2006	50.6%	5.6%	27.8%	16.1%
50-59	2005	56.1%	6.3%	21.8%	15.8%
	2006	53.4%	6.6%	25.3%	14.7%
60-69	2005	65.4%	5.5%	18.6%	10.5%
	2006	65.0%	5.4%	19.7%	9.9%
70-79	2005	73.5%	4.9%	14.7%	6.9%
	2006	75.1%	4.7%	14.2%	5.9%
80-89	2005	82.8%	3.7%	9.8%	3.7%
	2006	83.2%	3.9%	9.8%	3.1%
90-94	2005	89.8%	2.4%	5.9%	1.9%
	2006	90.8%	2.4%	5.2%	1.6%
95-100	2005	94.5%	1.6%	3.1%	0.8%
	2006	94.9%	1.4%	2.9%	0.7%
ATAR not provided or not required	2005	69.3%	4.5%	16.0%	10.2%
	2006	69.0%	4.5%	16.6%	9.8%
Indigenous Indicator					
Indigenous	2005	46.6%	8.1%	25.0%	20.4%
	2006	47.3%	6.8%	28.4%	17.5%
Not Indigenous	2005	73.9%	4.2%	13.9%	8.1%
	2006	73.9%	4.2%	14.3%	7.6%
NESB Indicator					
Person from non-English speaking background	2005	78.7%	3.6%	11.7%	6.1%
	2006	78.2%	3.2%	13.4%	5.3%
Person from English speaking background	2005	73.4%	4.2%	14.1%	8.3%
	2006	73.3%	4.3%	14.5%	7.9%
Socio-Economic Status^(a)					
Low SES	2005	68.9%	4.8%	16.3%	9.9%
	2006	67.9%	4.9%	17.4%	9.8%
Medium SES	2005	72.6%	4.3%	14.4%	8.6%
	2006	72.3%	4.3%	15.0%	8.3%
High SES	2005	77.7%	3.7%	12.1%	6.5%
	2006	77.8%	3.8%	12.3%	6.1%

		Completed (in any year)	Still enrolled at the end of the 9 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Regional Classification (MCEETYA^(b))					
Metropolitan	2005	75.0%	4.1%	13.5%	7.5%
	2006	74.7%	4.1%	14.0%	7.1%
Regional	2005	69.8%	4.6%	15.6%	10.1%
	2006	69.0%	4.7%	16.1%	10.1%
Remote	2005	59.5%	5.7%	19.9%	14.8%
	2006	60.1%	4.7%	20.3%	14.9%
Liability Category					
Commonwealth Assisted students	2005	73.6%	4.2%	14.0%	8.1%
	2006	73.4%	4.3%	14.6%	7.8%
Non- Commonwealth Assisted students	2005	72.4%	1.4%	12.9%	13.3%
	2006	78.8%	2.2%	11.0%	8.0%
Broad Field of Education^(c)					
Natural and Physical Sciences	2005	77.5%	4.6%	12.3%	5.6%
	2006	78.1%	4.2%	12.5%	5.2%
Information Technology	2005	63.3%	4.9%	20.7%	11.1%
	2006	62.5%	4.9%	21.5%	11.0%
Engineering and Related Technologies	2005	74.7%	5.4%	14.2%	5.7%
	2006	75.6%	5.3%	14.1%	5.0%
Architecture and Building	2005	79.1%	3.0%	12.3%	5.6%
	2006	79.2%	3.5%	11.4%	6.0%
Agriculture, Environmental & Related Studies	2005	66.9%	4.8%	17.3%	11.0%
	2006	67.0%	5.4%	17.9%	9.8%
Health	2005	81.6%	2.6%	9.5%	6.3%
	2006	81.3%	3.0%	9.8%	5.9%
Education	2005	74.7%	3.3%	12.8%	9.1%
	2006	73.1%	3.6%	14.0%	9.2%
Management and Commerce	2005	72.3%	4.1%	14.8%	8.7%
	2006	72.1%	4.1%	15.6%	8.2%
Society and Culture	2005	71.8%	5.1%	14.7%	8.4%
	2006	70.7%	5.2%	15.8%	8.3%
Creative Arts	2005	75.6%	3.5%	13.7%	7.3%
	2006	75.7%	3.5%	13.7%	7.0%
Food, Hospitality and Personal Services	2005	88.0%	4.0%	4.0%	4.0%
	2006	62.5%	6.3%	31.3%	0.0%

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

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

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

Chart 3: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 or 2006, showing attrition and completion information over a 9 year period (ie. 2005-2013, 2006-2014), Part a

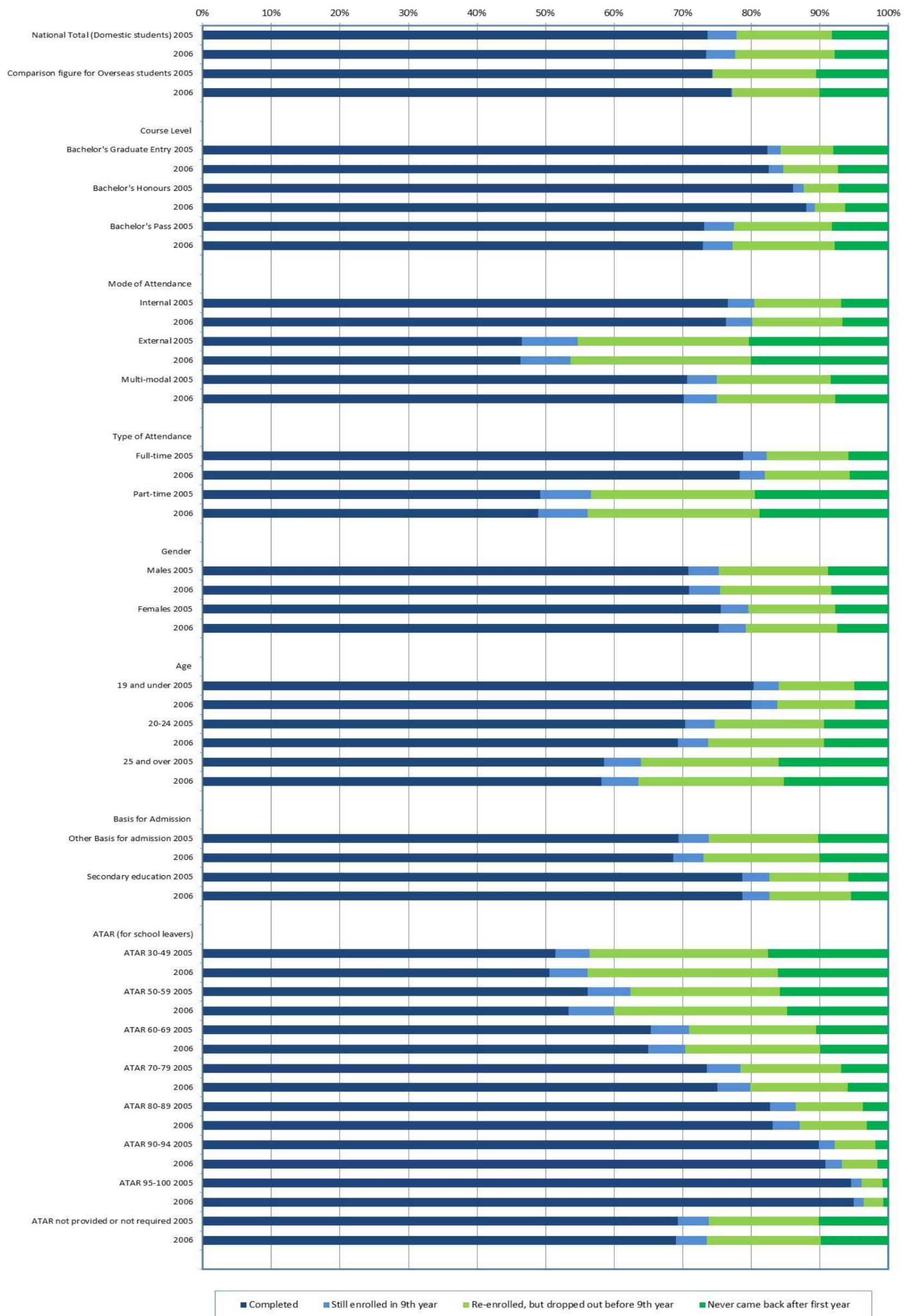


Chart 3: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 or 2006, showing attrition and completion information over a 9 year period (ie. 2005-2013, 2006-2014), Part b

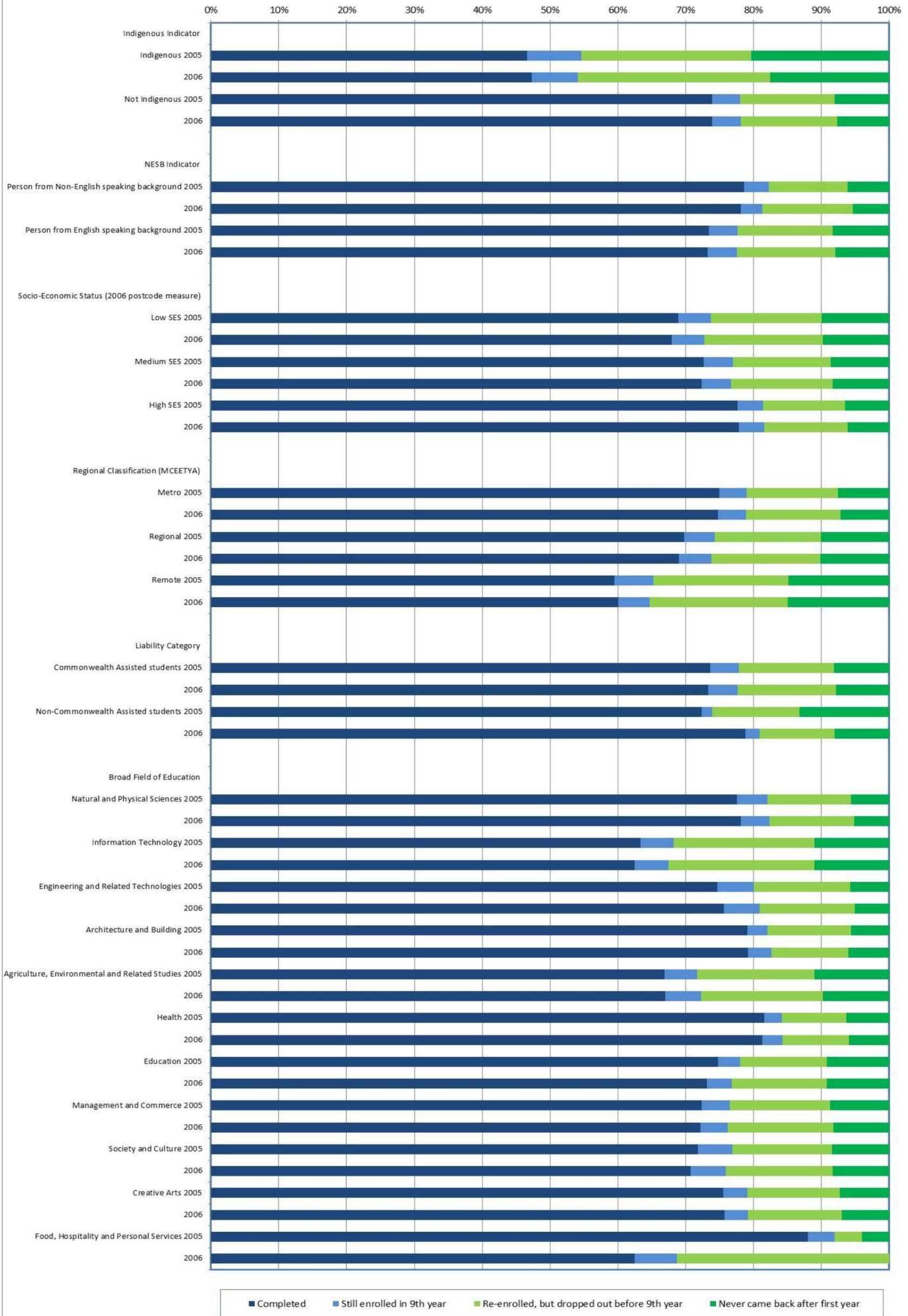


Table 3: Cohort Analysis for Table A institution commencing domestic Bachelor students over a four year period, 2005-2008, 2006-2009, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
National Total (Domestic students)	2005	47.3%	30.2%	11.5%	11.0%
	2006	46.7%	32.7%	10.6%	10.0%
	2007	45.9%	33.8%	10.4%	9.9%
	2008	46.7%	33.5%	10.9%	8.9%
	2009	46.1%	34.3%	11.1%	8.5%
	2010	45.1%	34.7%	11.2%	9.0%
	2011	45.0%	34.5%	11.7%	8.8%
Comparison figure for Overseas students	2005	64.9%	11.4%	13.0%	10.7%
	2006	67.5%	11.7%	10.6%	10.2%
	2007	68.4%	12.2%	10.4%	9.0%
	2008	70.0%	11.2%	10.4%	8.4%
	2009	71.3%	10.6%	10.3%	7.7%
	2010	71.2%	10.5%	10.5%	7.7%
	2011	70.8%	10.7%	10.1%	8.4%
Course Level					
Bachelor's Graduate Entry	2005	73.1%	9.6%	7.0%	10.3%
	2006	72.4%	12.2%	6.0%	9.3%
	2007	70.7%	11.9%	7.2%	10.2%
	2008	69.5%	14.0%	6.8%	9.7%
	2009	67.0%	16.5%	7.9%	8.6%
	2010	68.3%	15.3%	7.4%	9.0%
	2011	64.7%	17.8%	7.8%	9.8%
Bachelor's Honours	2005	78.9%	6.7%	4.6%	9.9%
	2006	81.0%	8.6%	3.0%	7.3%
	2007	77.8%	8.7%	5.4%	8.1%
	2008	77.8%	9.0%	5.4%	7.9%
	2009	81.4%	7.6%	4.8%	6.3%
	2010	74.5%	14.4%	4.6%	6.4%
	2011	77.0%	12.9%	4.3%	5.8%
Bachelor's Pass	2005	46.0%	31.2%	11.7%	11.0%
	2006	45.5%	33.7%	10.8%	10.1%
	2007	44.7%	34.8%	10.6%	9.9%
	2008	45.6%	34.3%	11.1%	8.9%
	2009	44.9%	35.2%	11.3%	8.5%
	2010	43.9%	35.6%	11.4%	9.1%
	2011	43.9%	35.3%	12.0%	8.8%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Mode of Attendance					
Internal	2005	49.5%	30.6%	10.5%	9.4%
	2006	48.7%	33.1%	9.7%	8.6%
	2007	47.8%	34.2%	9.4%	8.5%
	2008	48.7%	33.9%	9.8%	7.6%
	2009	48.0%	34.7%	10.1%	7.2%
	2010	47.0%	35.2%	10.2%	7.7%
	2011	46.9%	35.0%	10.7%	7.4%
External	2005	24.8%	29.4%	19.6%	26.2%
	2006	24.4%	32.1%	18.6%	24.9%
	2007	24.3%	33.3%	19.0%	23.3%
	2008	24.9%	32.6%	20.1%	22.4%
	2009	25.5%	33.6%	19.5%	21.4%
	2010	25.9%	33.2%	18.9%	22.0%
	2011	25.6%	33.2%	19.3%	21.9%
Multi-modal	2005	50.4%	24.8%	13.6%	11.2%
	2006	49.1%	28.1%	12.7%	10.1%
	2007	50.6%	27.7%	12.4%	9.4%
	2008	50.5%	28.3%	12.8%	8.4%
	2009	50.1%	28.9%	13.1%	7.9%
	2010	49.5%	30.5%	12.7%	7.4%
	2011	48.2%	30.3%	14.0%	7.5%
Type of Attendance					
Full-time	2005	52.2%	29.7%	9.9%	8.1%
	2006	51.3%	32.2%	9.1%	7.4%
	2007	50.4%	33.2%	9.0%	7.3%
	2008	51.3%	32.9%	9.3%	6.5%
	2009	50.5%	33.8%	9.6%	6.1%
	2010	49.3%	34.3%	9.7%	6.6%
	2011	49.1%	34.1%	10.3%	6.4%
Part-time	2005	24.0%	32.3%	18.8%	24.9%
	2006	23.5%	35.4%	17.9%	23.2%
	2007	23.1%	36.6%	17.7%	22.6%
	2008	22.9%	36.6%	19.1%	21.5%
	2009	23.0%	37.0%	19.1%	21.0%
	2010	22.7%	36.7%	18.8%	21.8%
	2011	22.5%	36.6%	19.3%	21.6%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Gender					
Males	2005	42.4%	33.4%	12.7%	11.5%
	2006	42.1%	35.8%	11.7%	10.4%
	2007	41.3%	37.1%	11.3%	10.3%
	2008	42.3%	37.0%	11.6%	9.1%
	2009	41.6%	37.7%	12.1%	8.6%
	2010	40.6%	38.1%	12.1%	9.2%
	2011	40.8%	37.8%	12.6%	8.8%
Females	2005	50.8%	28.0%	10.6%	10.6%
	2006	50.0%	30.6%	9.7%	9.7%
	2007	49.1%	31.5%	9.8%	9.6%
	2008	49.7%	31.0%	10.4%	8.8%
	2009	49.2%	32.0%	10.4%	8.4%
	2010	48.3%	32.3%	10.5%	8.9%
	2011	48.0%	32.1%	11.1%	8.7%
Age					
19 and under	2005	48.1%	35.4%	9.4%	7.2%
	2006	47.4%	37.6%	8.5%	6.5%
	2007	46.6%	38.6%	8.2%	6.5%
	2008	47.9%	38.0%	8.5%	5.6%
	2009	47.1%	38.8%	8.7%	5.4%
	2010	45.9%	39.4%	8.9%	5.8%
	2011	45.7%	39.2%	9.4%	5.7%
20-24	2005	52.9%	21.1%	13.1%	12.8%
	2006	51.8%	24.2%	12.2%	11.9%
	2007	51.3%	25.0%	12.2%	11.5%
	2008	51.6%	24.9%	12.7%	10.8%
	2009	51.2%	26.0%	13.0%	9.8%
	2010	50.6%	26.4%	12.8%	10.3%
	2011	50.6%	26.1%	13.3%	10.0%
25 and over	2005	39.5%	25.2%	15.6%	19.7%
	2006	39.1%	27.4%	15.1%	18.4%
	2007	37.9%	28.2%	15.3%	18.6%
	2008	37.5%	28.3%	16.6%	17.5%
	2009	37.4%	29.6%	16.3%	16.7%
	2010	37.1%	29.3%	16.3%	17.3%
	2011	36.5%	29.1%	17.2%	17.1%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Basis for Admission					
Other basis for admission	2005	49.0%	24.6%	13.0%	13.3%
	2006	48.2%	27.2%	12.1%	12.5%
	2007	47.0%	28.2%	12.4%	12.4%
	2008	46.5%	28.8%	13.0%	11.7%
	2009	46.1%	29.7%	13.2%	11.0%
	2010	45.4%	29.7%	13.2%	11.7%
	2011	45.1%	29.7%	13.8%	11.3%
Secondary education	2005	45.3%	36.9%	9.7%	8.2%
	2006	45.2%	38.7%	8.9%	7.3%
	2007	44.9%	39.3%	8.5%	7.4%
	2008	46.9%	38.1%	8.9%	6.2%
	2009	46.1%	39.1%	8.9%	5.9%
	2010	44.9%	39.8%	9.0%	6.3%
	2011	44.9%	39.4%	9.6%	6.1%
ATAR (for school leavers)					
30-49	2005	35.7%	24.7%	18.1%	21.5%
	2006	28.5%	32.8%	18.8%	19.9%
	2007	35.9%	26.3%	20.0%	17.8%
	2008	29.5%	32.0%	20.8%	17.8%
	2009	34.2%	33.3%	18.3%	14.1%
	2010	28.6%	31.0%	19.5%	20.8%
	2011	27.2%	32.0%	24.7%	16.1%
50-59	2005	31.5%	30.3%	17.5%	20.6%
	2006	31.7%	31.1%	17.6%	19.6%
	2007	30.4%	35.2%	15.2%	19.2%
	2008	34.5%	33.2%	15.7%	16.5%
	2009	33.1%	36.7%	16.5%	13.7%
	2010	29.3%	39.1%	17.2%	14.4%
	2011	31.2%	36.8%	18.3%	13.6%
60-69	2005	37.9%	33.5%	14.4%	14.2%
	2006	37.1%	35.7%	14.2%	13.0%
	2007	36.7%	36.2%	13.4%	13.8%
	2008	38.6%	35.6%	14.1%	11.8%
	2009	36.6%	38.2%	13.8%	11.5%
	2010	35.8%	37.9%	14.8%	11.5%
	2011	36.0%	37.0%	15.8%	11.1%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
ATAR continued.....					
70-79	2005	43.2%	34.6%	12.1%	10.1%
	2006	45.0%	36.5%	10.2%	8.2%
	2007	43.5%	37.9%	10.1%	8.4%
	2008	44.5%	37.9%	10.6%	7.0%
	2009	43.7%	38.3%	11.6%	6.3%
	2010	41.3%	39.8%	11.3%	7.6%
	2011	42.9%	38.5%	11.4%	7.2%
80-89	2005	49.8%	36.2%	8.4%	5.6%
	2006	49.6%	38.4%	7.4%	4.6%
	2007	49.1%	39.4%	6.9%	4.7%
	2008	50.4%	38.6%	7.3%	3.7%
	2009	49.3%	39.8%	7.3%	3.6%
	2010	48.0%	40.8%	7.5%	3.7%
	2011	48.0%	41.1%	7.4%	3.5%
90-94	2005	50.7%	41.3%	5.0%	3.0%
	2006	51.9%	41.3%	4.6%	2.2%
	2007	51.3%	42.2%	4.4%	2.1%
	2008	54.0%	40.2%	4.1%	1.7%
	2009	52.0%	41.6%	4.6%	1.8%
	2010	52.0%	41.5%	4.5%	1.9%
	2011	52.6%	41.0%	4.5%	1.8%
95-100	2005	46.5%	48.4%	3.7%	1.3%
	2006	47.0%	49.3%	2.7%	1.0%
	2007	47.1%	48.9%	2.7%	1.3%
	2008	50.2%	46.3%	2.7%	0.8%
	2009	50.4%	46.1%	2.3%	1.1%
	2010	49.4%	46.5%	2.9%	1.2%
	2011	51.2%	45.3%	2.6%	0.9%
ATAR not provided or not required	2005	48.2%	25.4%	13.0%	13.4%
	2006	47.2%	28.5%	12.0%	12.3%
	2007	46.3%	29.3%	12.2%	12.2%
	2008	46.3%	29.7%	12.7%	11.3%
	2009	46.1%	30.4%	12.8%	10.7%
	2010	45.2%	30.6%	12.9%	11.3%
	2011	44.7%	31.1%	13.4%	10.8%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Indigenous Indicator					
Indigenous	2005	28.3%	27.6%	18.4%	25.7%
	2006	30.5%	28.2%	19.6%	21.7%
	2007	26.9%	31.8%	18.4%	22.9%
	2008	29.8%	30.0%	20.2%	20.0%
	2009	27.1%	32.7%	20.3%	19.9%
	2010	25.5%	33.5%	20.2%	20.8%
	2011	26.3%	33.1%	19.8%	20.8%
Not Indigenous	2005	47.5%	30.3%	11.4%	10.8%
	2006	47.1%	32.8%	10.5%	9.7%
	2007	46.2%	33.8%	10.3%	9.7%
	2008	46.9%	33.6%	10.8%	8.7%
	2009	46.4%	34.4%	10.9%	8.3%
	2010	45.5%	34.7%	11.0%	8.8%
	2011	45.4%	34.6%	11.5%	8.5%
NESB Indicator					
Person from non-English speaking background	2005	50.5%	32.4%	9.5%	7.6%
	2006	50.2%	34.6%	8.9%	6.3%
	2007	49.2%	35.4%	8.9%	6.4%
	2008	48.7%	36.0%	9.1%	6.3%
	2009	48.7%	36.6%	9.0%	5.7%
	2010	47.6%	35.7%	9.9%	6.8%
	2011	47.0%	35.9%	11.0%	6.2%
Person from English speaking background	2005	47.2%	30.1%	11.5%	11.1%
	2006	46.6%	32.7%	10.6%	10.1%
	2007	45.8%	33.7%	10.5%	10.0%
	2008	46.6%	33.4%	11.0%	9.1%
	2009	46.0%	34.2%	11.2%	8.6%
	2010	45.0%	34.6%	11.2%	9.1%
	2011	45.0%	34.5%	11.7%	8.9%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Socio-Economic Status^(a)					
Low SES	2005	45.5%	28.9%	12.6%	12.9%
	2006	44.0%	31.3%	12.3%	12.4%
	2007	43.8%	32.5%	11.8%	11.9%
	2008	43.5%	32.7%	12.7%	11.2%
	2009	42.8%	33.7%	13.1%	10.4%
	2010	41.8%	34.3%	12.9%	11.0%
	2011	41.0%	34.2%	14.0%	10.9%
Medium SES	2005	47.1%	29.5%	11.8%	11.5%
	2006	46.5%	32.1%	10.9%	10.6%
	2007	45.5%	33.1%	10.9%	10.6%
	2008	46.4%	32.9%	11.3%	9.4%
	2009	45.8%	33.7%	11.4%	9.1%
	2010	44.6%	34.3%	11.6%	9.5%
	2011	44.5%	34.1%	12.2%	9.3%
High SES	2005	48.8%	31.8%	10.4%	9.0%
	2006	48.4%	34.5%	9.2%	7.9%
	2007	47.6%	35.6%	9.1%	7.8%
	2008	48.8%	34.7%	9.4%	7.1%
	2009	48.2%	35.7%	9.5%	6.6%
	2010	47.8%	35.5%	9.5%	7.1%
	2011	48.0%	35.5%	9.7%	6.7%
Regional Classification (MCEETYA^(b))					
Metropolitan	2005	47.9%	30.9%	11.1%	10.1%
	2006	47.2%	33.5%	10.2%	9.2%
	2007	46.4%	34.5%	10.0%	9.2%
	2008	47.2%	34.1%	10.5%	8.2%
	2009	46.5%	35.0%	10.7%	7.8%
	2010	45.5%	35.2%	10.8%	8.5%
	2011	45.6%	35.2%	11.2%	8.0%
Regional	2005	46.1%	27.7%	12.7%	13.4%
	2006	45.1%	30.1%	11.9%	12.8%
	2007	44.5%	31.2%	12.0%	12.2%
	2008	45.3%	31.2%	12.3%	11.2%
	2009	44.9%	31.7%	12.6%	10.8%
	2010	43.8%	33.0%	12.4%	10.8%
	2011	42.8%	32.3%	13.6%	11.2%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Regional Classification continued.....					
Remote	2005	37.5%	27.8%	15.9%	19.0%
	2006	36.4%	30.9%	14.5%	18.2%
	2007	36.9%	33.8%	13.1%	16.2%
	2008	34.3%	32.1%	15.8%	17.8%
	2009	35.9%	33.5%	15.4%	15.1%
	2010	35.2%	34.7%	14.0%	16.1%
	2011	36.7%	32.6%	14.0%	16.7%
Liability Category					
Commonwealth Assisted students	2005	47.2%	30.3%	11.5%	11.0%
	2006	46.6%	32.8%	10.6%	10.0%
	2007	45.8%	33.9%	10.4%	9.9%
	2008	46.6%	33.5%	10.9%	8.9%
	2009	46.0%	34.4%	11.1%	8.5%
	2010	45.1%	34.7%	11.2%	9.0%
	2011	45.0%	34.5%	11.7%	8.8%
Non-Commonwealth Assisted students	2005	52.3%	22.3%	11.4%	14.0%
	2006	55.4%	26.5%	9.4%	8.7%
	2007	52.3%	27.7%	10.4%	9.5%
	2008	52.6%	28.8%	8.8%	9.8%
	2009	63.3%	16.3%	11.6%	8.9%
	2010	66.7%	13.6%	9.7%	9.9%
	2011	57.2%	18.0%	16.3%	8.5%
Broad Field of Education^(c)					
Natural and Physical Sciences	2005	47.3%	34.6%	10.0%	8.1%
	2006	47.5%	36.7%	8.9%	6.8%
	2007	45.5%	38.7%	8.8%	7.0%
	2008	47.4%	37.1%	9.4%	6.1%
	2009	48.8%	36.2%	9.2%	5.7%
	2010	47.5%	37.4%	9.1%	5.9%
	2011	48.9%	35.8%	9.6%	5.7%
Information Technology	2005	36.1%	34.1%	15.7%	14.1%
	2006	35.8%	35.0%	15.3%	13.9%
	2007	35.1%	37.6%	14.2%	13.1%
	2008	37.6%	35.0%	14.9%	12.5%
	2009	37.0%	36.6%	15.1%	11.3%
	2010	37.8%	36.8%	14.4%	11.0%
	2011	35.7%	38.2%	15.8%	10.3%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Broad Field of Education^(c) continued.....					
Engineering and Related Technologies	2005	26.2%	55.3%	10.8%	7.7%
	2006	25.5%	58.8%	9.4%	6.3%
	2007	24.9%	59.8%	9.3%	6.0%
	2008	25.7%	58.6%	10.2%	5.5%
	2009	25.8%	59.2%	9.5%	5.4%
	2010	25.0%	59.6%	9.8%	5.6%
	2011	26.5%	58.5%	10.0%	5.0%
Architecture and Building	2005	48.2%	35.1%	8.9%	7.8%
	2006	50.1%	34.5%	8.2%	7.2%
	2007	47.3%	35.5%	8.8%	8.4%
	2008	43.7%	38.4%	10.3%	7.6%
	2009	43.6%	39.1%	10.0%	7.3%
	2010	44.0%	37.9%	10.0%	8.1%
	2011	44.4%	37.4%	10.1%	8.1%
Agriculture, Environmental & Related Studies	2005	42.8%	29.3%	13.4%	14.5%
	2006	43.5%	31.4%	13.0%	12.2%
	2007	44.1%	30.1%	12.9%	12.9%
	2008	45.3%	31.8%	12.7%	10.2%
	2009	43.6%	31.6%	13.6%	11.2%
	2010	42.0%	33.3%	12.8%	11.9%
	2011	42.2%	33.1%	13.7%	11.0%
Health	2005	59.0%	24.2%	8.3%	8.4%
	2006	58.1%	26.2%	7.9%	7.7%
	2007	55.9%	28.5%	7.8%	7.8%
	2008	55.9%	28.8%	8.2%	7.1%
	2009	54.8%	29.6%	8.5%	7.1%
	2010	54.5%	29.4%	8.6%	7.4%
	2011	52.1%	30.5%	9.8%	7.6%
Education	2005	55.5%	21.8%	10.8%	11.9%
	2006	53.1%	24.8%	10.5%	11.6%
	2007	51.4%	25.9%	10.7%	12.1%
	2008	49.0%	27.8%	11.5%	11.6%
	2009	45.5%	30.2%	12.8%	11.5%
	2010	42.9%	32.6%	12.4%	12.2%
	2011	42.9%	32.4%	13.0%	11.7%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Broad Field of Education^(c) continued.....					
Management and Commerce	2005	44.1%	33.0%	11.8%	11.1%
	2006	43.6%	35.3%	11.0%	10.1%
	2007	43.2%	36.6%	10.6%	9.6%
	2008	45.1%	35.8%	10.9%	8.2%
	2009	45.0%	36.1%	10.8%	8.0%
	2010	43.5%	36.7%	11.2%	8.5%
	2011	44.6%	35.6%	11.5%	8.3%
Society and Culture	2005	40.1%	35.9%	12.2%	11.8%
	2006	38.6%	39.3%	11.1%	10.9%
	2007	38.2%	39.9%	11.3%	10.6%
	2008	39.7%	38.9%	11.6%	9.7%
	2009	39.7%	39.7%	11.8%	8.8%
	2010	39.2%	39.2%	11.9%	9.7%
	2011	39.6%	38.8%	12.3%	9.2%
Creative Arts	2005	53.6%	24.2%	12.0%	10.3%
	2006	53.5%	26.6%	10.6%	9.3%
	2007	53.3%	27.0%	10.3%	9.4%
	2008	54.5%	25.3%	10.9%	9.3%
	2009	53.2%	27.0%	11.3%	8.6%
	2010	52.0%	27.4%	11.8%	8.8%
	2011	51.8%	27.3%	12.0%	9.0%
Food, Hospitality and Personal Services^(d)	2005	80.0%	4.0%	8.0%	8.0%
	2006	43.8%	31.3%	18.8%	6.3%
	2007	58.8%	41.2%	0.0%	0.0%
	2008	61.9%	14.3%	9.5%	14.3%
	2009	55.6%	16.7%	22.2%	5.6%

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

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

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

(d) There were no students studying Food, Hospitality and Personal Services at Table A institutions in 2010 or 2011.

Chart 4: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 to 2011, showing attrition and completion information over a 4 year period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part a

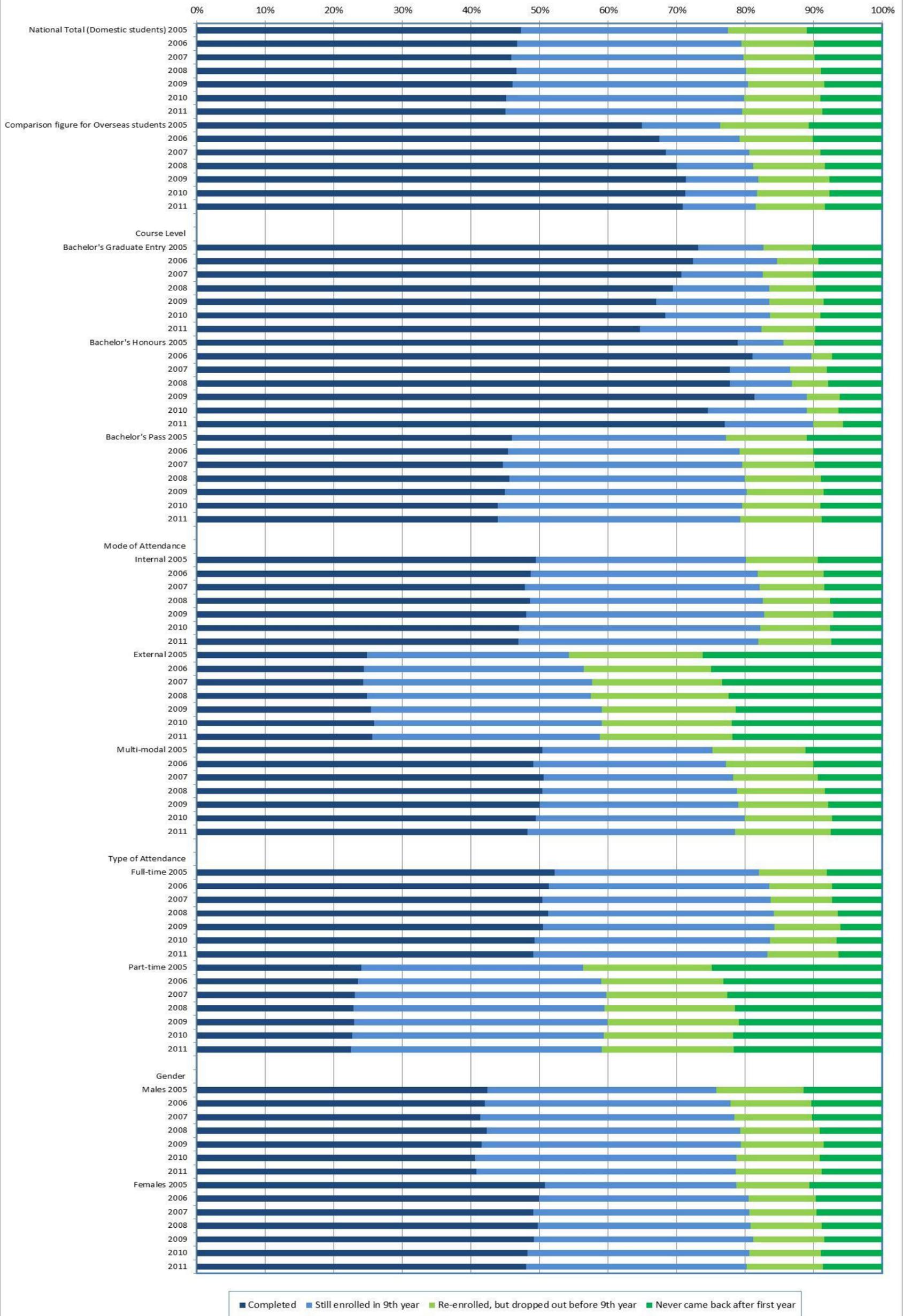


Chart 4: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 to 2011, showing attrition and completion information over a 4 year period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part b

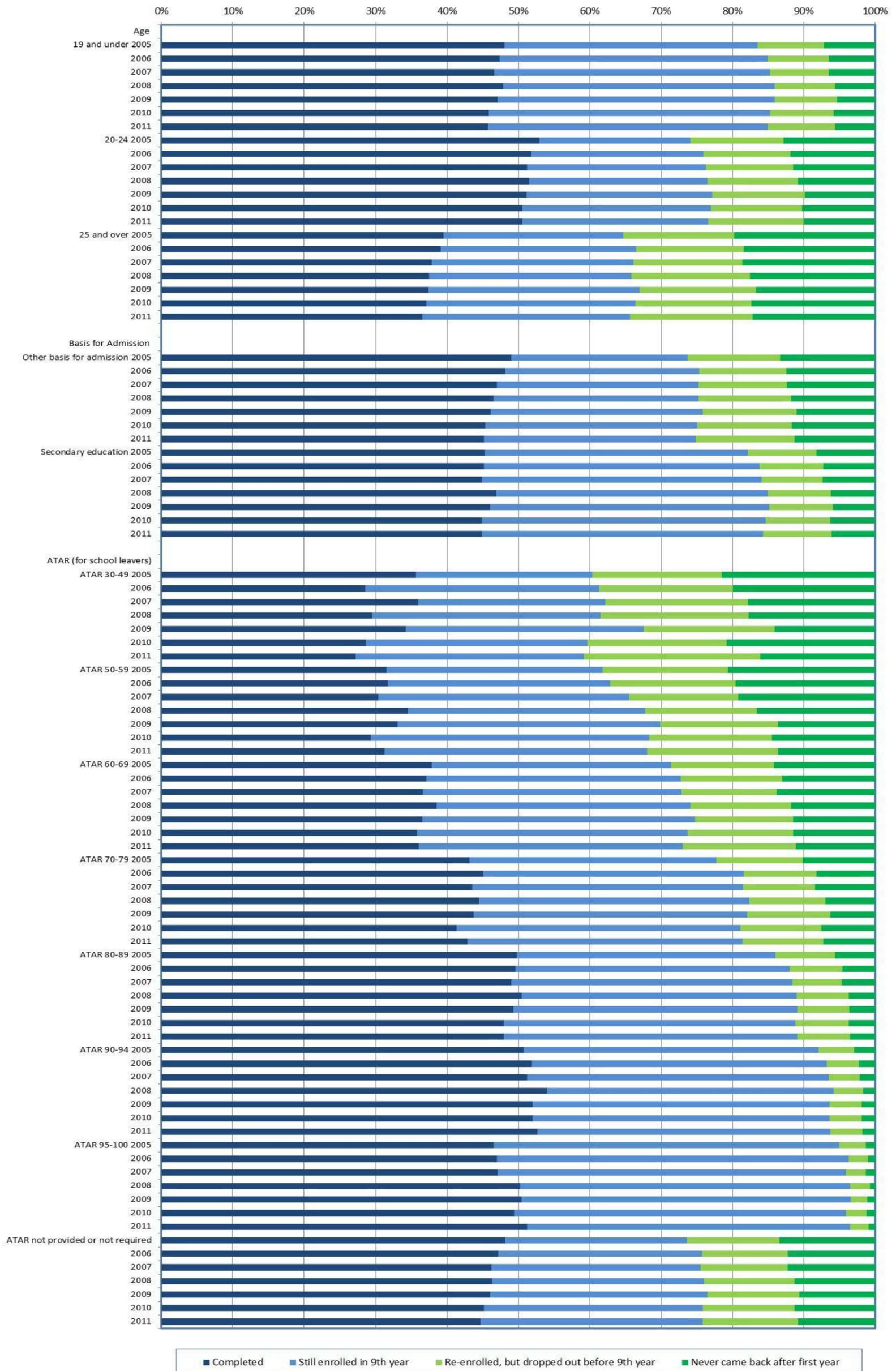


Chart 4: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 to 2011, showing attrition and completion information over a 4 year period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part c



Chart 4: Cohort Analysis for Table A domestic students commencing a Bachelor degree in 2005 to 2011, showing attrition and completion information over a 4 year period (ie. 2005-2008, 2006-2009, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part d

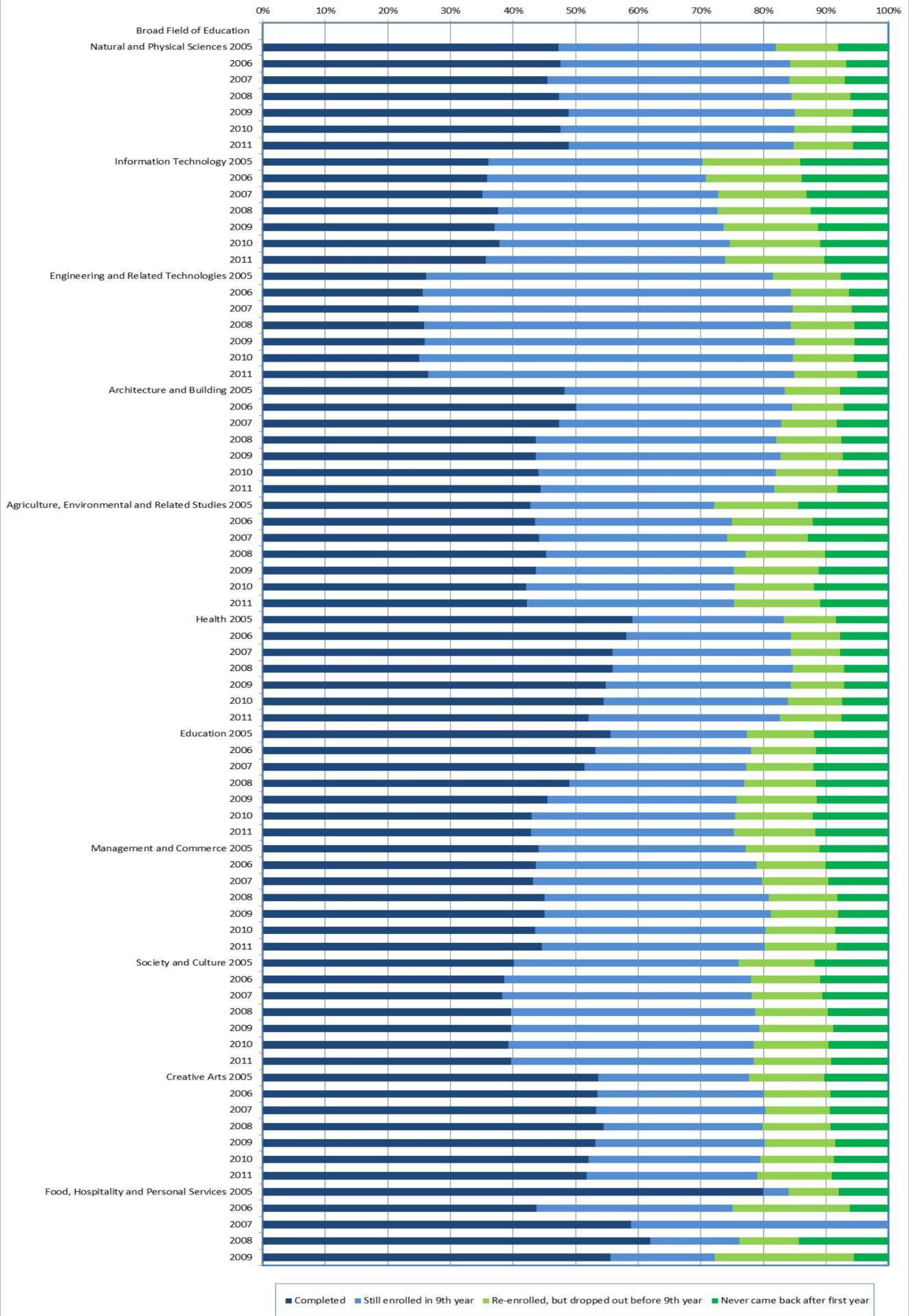


Table 4: Four year completion rates for commencing domestic Bachelor students by Table A Institution and Table B Institution, %

		2005-08	2006-09	2007-10	2008-11	2009-12	2010-13	2011-14
Table A Institutions								
New South Wales	Charles Sturt University	43.7	41.3	41.1	41.2	37.7	39.1	38.9
	Macquarie University	47.1	48.2	48.7	49.9	46.9	43.1	43.0
	Southern Cross University	37.9	39.9	40.2	38.9	38.5	40.6	38.7
	The University of New England	37.0	36.2	35.3	35.9	31.7	28.6	29.9
	The University of New South Wales	44.4	45.1	43.6	42.2	45.7	47.9	48.9
	The University of Newcastle	52.3	51.9	48.6	43.6	43.6	40.9	42.0
	The University of Wollongong	54.8	53.5	56.1	55.7	55.5	54.5	51.9
	University of Sydney	64.4	63.5	62.7	63.6	64.3	63.9	60.2
	University of Technology Sydney	52.3	50.4	51.3	50.6	51.2	51.2	51.2
	Western Sydney University	51.8	51.6	45.4	45.3	41.9	40.2	40.5
Victoria	Deakin University	46.8	46.4	47.6	50.6	52.6	52.3	51.2
	Federation University Australia	48.6	48.6	48.5	44.5	40.7	25.5	20.5
	La Trobe University	50.8	50.9	48.1	50.4	48.3	49.0	48.8
	Monash University	50.4	53.5	52.0	54.4	54.9	54.3	55.5
	RMIT University	51.5	50.0	51.9	52.2	55.8	57.4	57.0
	Swinburne University of Technology	47.5	48.5	47.3	46.0	44.4	45.9	43.5
	The University of Melbourne	53.4	55.8	54.4	66.7	71.4	74.9	78.0
	Victoria University	46.7	46.0	43.4	48.9	44.6	40.3	42.4
Queensland	Central Queensland University	31.7	28.3	28.4	28.3	28.0	30.8	29.4
	Griffith University	44.1	45.0	45.8	48.0	47.4	44.2	46.4
	James Cook University	27.8	25.8	25.2	28.4	25.5	27.6	29.8
	Queensland University of Technology	49.3	46.1	45.0	46.3	47.5	46.6	46.8
	The University of Queensland	46.5	41.9	42.8	44.1	40.8	39.7	40.1
	University of Southern Queensland	30.2	26.0	28.3	26.6	29.2	27.8	26.4
	University of the Sunshine Coast	31.2	29.9	34.1	38.2	36.2	37.6	36.2
Western Australia	Curtin University of Technology	45.4	45.7	43.3	45.6	43.6	40.0	40.6
	Edith Cowan University	42.9	42.6	43.3	42.3	39.8	38.7	37.5
	Murdoch University	31.1	24.0	25.2	27.7	28.0	29.1	27.3
	The University of Western Australia	44.8	44.8	42.0	40.4	41.2	41.6	46.9
South Australia	Flinders University	52.3	51.7	51.2	49.1	45.0	44.9	43.0
	The University of Adelaide	50.1	51.3	48.2	47.4	42.6	40.4	39.9
	University of South Australia	46.3	47.1	47.8	48.1	48.7	47.2	45.2
Tasmania	University of Tasmania	50.1	46.8	43.9	42.3	45.5	45.9	42.4
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	37.8	33.3	23.6	21.9	33.0	17.2	31.8
	Charles Darwin University	33.2	29.4	26.8	27.0	28.5	25.9	26.1
Australian Capital Territory	The Australian National University	52.5	52.0	48.0	49.6	55.1	54.5	55.5
	University of Canberra	52.2	50.1	48.9	46.5	49.8	43.9	41.6
Multi-state	Australian Catholic University	61.9	61.9	60.6	59.3	52.9	53.7	49.1
Total for Table A institutions		47.3	46.7	45.9	46.7	46.1	45.1	45.0
Table B Institutions								
Victoria	University of Divinity	25.9	12.5	16.4	17.7	21.4	23.8	31.0
Queensland	Bond University	51.8	52.8	52.8	53.7	54.4	57.8	54.9
Western Australia	The University of Notre Dame Australia	50.1	50.2	53.4	56.0	52.9	51.6	51.0
Total for Table A and B institutions		47.4	46.8	46.0	46.8	46.2	45.3	45.1

Table 5: Six year completion rates for commencing domestic Bachelor students by Table A Institution and Table B Institution, %

		2005-10	2006-11	2007-12	2008-13	2009-14
Table A Institutions						
New South Wales	Charles Sturt University	56.0	54.2	53.7	55.9	53.5
	Macquarie University	71.9	71.9	73.2	73.0	71.3
	Southern Cross University	52.6	54.7	52.7	52.1	52.5
	The University of New England	52.9	51.6	49.4	50.8	49.0
	The University of New South Wales	75.8	74.7	75.5	75.9	78.1
	The University of Newcastle	71.0	70.7	67.1	64.7	64.1
	The University of Wollongong	76.0	75.0	77.4	76.5	76.7
	University of Sydney	84.4	84.2	82.8	81.6	81.9
	University of Technology Sydney	77.1	76.3	77.0	77.1	77.1
	Western Sydney University	68.4	67.7	64.4	63.9	63.1
Victoria	Deakin University	64.6	64.9	65.9	68.6	70.5
	Federation University Australia	65.4	57.7	56.7	53.2	51.3
	La Trobe University	70.4	70.7	69.7	70.1	69.5
	Monash University	74.2	77.1	78.2	79.7	79.3
	RMIT University	68.5	68.7	70.3	72.4	74.8
	Swinburne University of Technology	65.6	66.8	66.1	64.1	65.5
	The University of Melbourne	83.9	84.7	86.4	87.7	88.0
	Victoria University	60.9	62.4	60.2	62.3	57.4
Queensland	Central Queensland University	43.9	41.8	42.2	43.6	42.5
	Griffith University	62.7	62.9	63.3	64.8	64.1
	James Cook University	51.9	51.4	53.1	56.1	55.6
	Queensland University of Technology	67.7	65.5	65.6	66.9	69.3
	The University of Queensland	73.1	70.2	69.8	72.7	71.3
	University of Southern Queensland	43.4	39.7	41.9	42.4	44.4
	University of the Sunshine Coast	48.5	46.8	49.7	54.5	53.2
Western Australia	Curtin University of Technology	66.6	65.8	65.3	65.5	64.2
	Edith Cowan University	56.8	56.7	57.7	57.5	55.4
	Murdoch University	54.1	53.0	50.0	51.6	49.6
	The University of Western Australia	76.9	75.8	76.3	75.6	74.5
South Australia	Flinders University	68.1	67.3	65.8	65.1	62.5
	The University of Adelaide	73.1	74.5	72.4	71.8	70.5
	University of South Australia	62.2	62.6	63.7	63.6	65.8
Tasmania	University of Tasmania	64.5	62.3	61.7	59.5	62.7
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	43.9	35.8	32.6	30.8	36.9
	Charles Darwin University	46.0	44.0	42.4	43.3	41.8
Australian Capital Territory	The Australian National University	79.8	80.6	77.8	79.8	81.0
	University of Canberra	68.7	67.4	64.7	62.8	65.5
Multi-state	Australian Catholic University	75.1	75.0	73.3	73.3	69.5
Total for Table A institutions		67.0	66.8	66.6	67.1	66.7
Table B Institutions						
Victoria	University of Divinity	44.4	33.0	32.1	37.5	45.9
Queensland	Bond University	71.0	73.3	71.3	73.1	72.8
Western Australia	The University of Notre Dame Australia	68.3	71.4	74.4	77.3	75.2
Total for Table A and B institutions		67.0	66.8	66.6	67.2	66.8

Table 6: Nine year completion rates for commencing domestic Bachelor students by Table A Institution and Table B Institution, %

		2005-13	2006-14
Table A Institutions			
New South Wales	Charles Sturt University	62.3	61.3
	Macquarie University	78.7	77.7
	Southern Cross University	59.3	60.7
	The University of New England	61.3	59.5
	The University of New South Wales	82.5	81.9
	The University of Newcastle	77.4	77.0
	The University of Wollongong	82.1	80.9
	University of Sydney	89.1	88.6
	University of Technology Sydney	84.5	83.7
	Western Sydney University	74.4	73.7
Victoria	Deakin University	70.9	71.2
	Federation University Australia	67.8	61.4
	La Trobe University	76.2	76.5
	Monash University	81.2	84.3
	RMIT University	75.0	76.2
	Swinburne University of Technology	70.8	71.4
	The University of Melbourne	90.1	90.3
	Victoria University	66.3	66.9
Queensland	Central Queensland University	51.0	48.2
	Griffith University	69.9	69.9
	James Cook University	60.7	60.6
	Queensland University of Technology	74.7	73.0
	The University of Queensland	80.6	79.3
	University of Southern Queensland	52.3	49.2
	University of the Sunshine Coast	56.6	55.2
Western Australia	Curtin University of Technology	73.7	71.9
	Edith Cowan University	63.5	63.2
	Murdoch University	63.4	62.2
	The University of Western Australia	86.6	86.2
South Australia	Flinders University	74.3	72.7
	The University of Adelaide	79.9	81.1
	University of South Australia	68.6	68.7
Tasmania	University of Tasmania	69.1	67.3
Northern Territory	Batchelor Institute of Indigenous Tertiary Education	52.4	46.9
	Charles Darwin University	53.5	52.0
Australian Capital Territory	The Australian National University	86.9	86.6
	University of Canberra	73.9	73.3
Multi-state	Australian Catholic University	79.3	79.5
Total for Table A institutions		73.6	73.5
Table B Institutions			
Victoria	University of Divinity	61.7	44.3
Queensland	Bond University	75.4	77.4
Western Australia	The University of Notre Dame Australia	74.7	76.6
Total for Table A and B institutions		73.6	73.5

Table 7: Cohort Analysis for NUHEI commencing domestic undergraduate students over a four year period, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
National Total (Domestic students)	2007	39.5%	20.7%	17.9%	21.9%
	2008	39.2%	18.1%	19.3%	23.4%
	2009	38.9%	18.9%	18.4%	23.8%
	2010	40.1%	18.8%	18.8%	22.4%
	2011	39.2%	19.1%	18.4%	23.2%
Comparison figure for Overseas students	2007	65.8%	1.2%	17.1%	15.9%
	2008	70.7%	1.3%	13.1%	14.9%
	2009	68.1%	1.4%	13.1%	17.4%
	2010	65.1%	2.0%	14.1%	18.8%
	2011	62.8%	2.4%	15.5%	19.2%
Course Level^(a)					
Bachelor's Graduate Entry	2007	29.3%	24.5%	25.2%	20.9%
	2008	39.0%	10.3%	29.8%	20.9%
	2009	70.1%	10.3%	15.0%	4.7%
	2010	48.5%	21.2%	14.3%	16.0%
	2011	51.4%	19.3%	11.2%	18.1%
Bachelor's Pass	2007	33.5%	23.7%	20.4%	22.5%
	2008	31.0%	21.9%	22.0%	25.2%
	2009	31.2%	22.3%	20.4%	26.1%
	2010	33.9%	21.4%	21.0%	23.7%
	2011	32.1%	22.0%	21.0%	24.9%
Associate Degree	2007	61.5%	9.5%	15.7%	13.3%
	2008	55.3%	10.8%	15.8%	18.0%
	2009	48.7%	14.0%	17.5%	19.9%
	2010	40.3%	15.2%	19.7%	24.8%
	2011	47.7%	15.7%	16.0%	20.5%
Advanced Diploma	2007	52.4%	10.7%	5.7%	31.2%
	2008	74.2%	6.3%	6.8%	12.6%
	2009	79.2%	3.0%	8.1%	9.7%
	2010	70.2%	8.6%	8.2%	13.1%
	2011	70.8%	10.7%	6.6%	11.9%
Diploma	2007	50.5%	16.0%	12.7%	20.8%
	2008	55.2%	11.7%	12.2%	20.9%
	2009	54.1%	12.0%	13.8%	20.1%
	2010	54.2%	13.3%	13.3%	19.3%
	2011	52.4%	13.2%	13.9%	20.5%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Mode of Attendance					
Internal	2007	44.2%	19.0%	16.8%	20.1%
	2008	47.1%	16.1%	17.3%	19.6%
	2009	45.9%	17.2%	16.7%	20.2%
	2010	47.1%	16.9%	17.2%	18.9%
	2011	46.0%	17.4%	17.2%	19.4%
External	2007	12.8%	25.9%	22.5%	38.8%
	2008	5.9%	23.1%	27.1%	44.0%
	2009	8.7%	23.4%	25.7%	42.2%
	2010	10.4%	23.2%	25.2%	41.2%
	2011	10.7%	22.8%	23.4%	43.1%
Multi-modal	2007	18.3%	34.2%	25.7%	21.9%
	2008	18.6%	32.8%	26.5%	22.0%
	2009	26.2%	31.2%	22.0%	20.6%
	2010	25.1%	32.1%	23.0%	19.8%
	2011	28.4%	29.9%	21.4%	20.4%
Type of Attendance					
Full-time	2007	50.9%	17.8%	15.5%	15.8%
	2008	54.9%	14.4%	15.3%	15.4%
	2009	51.5%	15.7%	15.9%	16.8%
	2010	52.2%	16.1%	16.2%	15.6%
	2011	51.3%	16.5%	16.0%	16.1%
Part-time	2007	18.0%	26.1%	22.5%	33.4%
	2008	17.8%	23.1%	24.6%	34.4%
	2009	15.5%	24.9%	22.9%	36.6%
	2010	17.2%	24.1%	23.6%	35.1%
	2011	16.5%	24.1%	23.0%	36.4%
Gender					
Males	2007	44.3%	16.9%	17.4%	21.3%
	2008	44.4%	15.3%	18.5%	21.8%
	2009	43.8%	15.9%	18.2%	22.1%
	2010	42.6%	17.4%	18.6%	21.4%
	2011	41.3%	17.1%	19.4%	22.2%
Females	2007	35.7%	23.7%	18.3%	22.3%
	2008	35.2%	20.2%	19.8%	24.7%
	2009	34.9%	21.4%	18.5%	25.1%
	2010	37.8%	20.1%	18.9%	23.2%
	2011	37.5%	20.9%	17.6%	24.0%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Age					
19 and under	2007	49.4%	20.0%	14.5%	16.2%
	2008	52.2%	15.2%	15.5%	17.1%
	2009	50.1%	18.1%	14.8%	17.0%
	2010	49.7%	18.2%	15.7%	16.4%
	2011	48.3%	18.6%	16.5%	16.6%
20-24	2007	44.2%	16.5%	18.2%	21.1%
	2008	44.7%	16.3%	18.8%	20.3%
	2009	43.4%	16.5%	18.9%	21.2%
	2010	43.4%	16.9%	19.8%	20.0%
	2011	41.5%	17.1%	18.6%	22.9%
25-29	2007	30.8%	22.4%	21.6%	25.2%
	2008	29.9%	19.2%	22.3%	28.7%
	2009	29.2%	20.2%	21.5%	29.2%
	2010	31.7%	19.0%	21.8%	27.4%
	2011	30.5%	18.9%	21.4%	29.1%
30 and over	2007	21.3%	25.6%	21.9%	31.2%
	2008	18.5%	23.8%	24.1%	33.6%
	2009	18.8%	22.8%	22.5%	35.9%
	2010	21.6%	22.8%	21.4%	34.2%
	2011	22.5%	23.3%	20.5%	33.6%
Basis for Admission^(b)					
Other basis for admission	2007	34.4%	24.2%	19.3%	22.1%
	2008	33.1%	19.1%	22.1%	25.7%
	2009	28.0%	26.7%	21.2%	24.1%
	2010	34.6%	22.9%	18.6%	23.8%
	2011	35.6%	22.6%	19.0%	22.7%
Higher education course	2007	42.3%	17.4%	12.9%	27.4%
	2008	41.1%	16.3%	19.6%	23.0%
	2009	31.9%	17.4%	19.0%	31.8%
	2010	54.2%	15.1%	15.2%	15.5%
	2011	52.7%	16.1%	13.8%	17.5%
Secondary education	2007	51.7%	17.0%	14.9%	16.4%
	2008	53.3%	14.7%	14.7%	17.2%
	2009	51.1%	15.3%	15.4%	18.1%
	2010	43.4%	18.2%	17.4%	21.0%
	2011	42.4%	17.5%	18.2%	22.0%
TAFE award course	2007	39.7%	19.4%	20.0%	20.9%
	2008	43.4%	19.0%	21.3%	16.3%
	2009	40.4%	20.4%	21.3%	17.9%
	2010	39.7%	15.3%	21.6%	23.4%
	2011	39.3%	18.2%	20.5%	22.0%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Basis for Admission^(b) continued.....					
Mature age special entry provisions	2007	19.3%	23.9%	25.6%	31.2%
	2008	21.2%	23.5%	22.4%	33.0%
	2009	31.2%	19.2%	19.3%	30.3%
	2010	24.3%	20.4%	24.5%	30.9%
	2011	21.7%	21.1%	21.9%	35.3%
NESB Indicator					
Person from non-English speaking background	2007	53.5%	13.9%	15.2%	17.5%
	2008	40.4%	15.1%	22.5%	22.1%
	2009	40.4%	19.6%	18.4%	21.6%
	2010	47.9%	12.2%	19.4%	20.5%
	2011	42.2%	18.3%	18.3%	21.3%
Person from English speaking background	2007	39.1%	20.9%	18.0%	22.0%
	2008	39.2%	18.2%	19.2%	23.4%
	2009	38.9%	18.9%	18.4%	23.8%
	2010	39.8%	19.0%	18.7%	22.4%
	2011	39.1%	19.2%	18.4%	23.2%
Socio-Economic Status^(c)					
Low SES	2007	37.2%	23.4%	17.9%	21.6%
	2008	31.9%	19.2%	22.1%	26.8%
	2009	31.2%	20.1%	19.8%	28.8%
	2010	34.0%	20.0%	19.3%	26.7%
	2011	33.5%	21.1%	19.5%	25.9%
Medium SES	2007	38.0%	20.7%	18.5%	22.7%
	2008	36.1%	20.1%	19.5%	24.3%
	2009	37.2%	20.1%	18.7%	24.1%
	2010	38.5%	19.2%	19.2%	23.1%
	2011	37.3%	19.4%	19.2%	24.0%
High SES	2007	42.2%	19.8%	17.3%	20.7%
	2008	43.8%	15.8%	18.8%	21.5%
	2009	43.8%	17.1%	17.8%	21.3%
	2010	44.1%	17.9%	18.1%	19.8%
	2011	44.1%	19.1%	16.9%	19.9%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Regional Classification (MCEETYA^(d))					
Metropolitan	2007	39.4%	21.0%	18.0%	21.7%
	2008	39.3%	18.2%	19.6%	23.0%
	2009	39.7%	18.9%	18.7%	22.8%
	2010	40.5%	18.7%	18.9%	21.9%
	2011	39.5%	19.8%	18.5%	22.2%
Regional and remote	2007	41.5%	18.7%	17.4%	22.2%
	2008	33.5%	18.8%	19.9%	27.7%
	2009	32.0%	19.2%	17.7%	31.1%
	2010	35.8%	19.3%	18.5%	26.3%
	2011	36.5%	18.0%	18.0%	27.4%
Liability Category					
Commonwealth Assisted students	2007	39.2%	24.0%	18.3%	18.5%
	2008	37.8%	20.1%	20.1%	22.1%
	2009	38.8%	20.5%	19.3%	21.4%
	2010	39.8%	20.1%	19.0%	21.1%
	2011	38.5%	20.3%	19.1%	22.2%
Non-Commonwealth Assisted students	2007	40.4%	12.4%	17.0%	30.2%
	2008	43.8%	11.9%	16.7%	27.6%
	2009	39.3%	12.1%	14.3%	34.2%
	2010	41.4%	11.9%	17.2%	29.5%
	2011	44.2%	12.1%	14.3%	29.5%
Broad Field of Education^(e)					
Natural and Physical Sciences	Average	49.3%	21.7%	11.7%	17.3%
Information Technology	Average	47.7%	15.8%	18.5%	18.0%
Engineering and Related Technologies	Average	35.6%	19.9%	21.1%	23.4%
Architecture and Building	Average	44.6%	15.7%	16.7%	22.9%
Agriculture, Environmental and Related Studies	Average	82.3%	5.8%	3.8%	8.2%
Health	Average	22.1%	28.6%	22.6%	26.6%

		Completed (in any year)	Still enrolled at the end of the 4 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Broad Field of Education^(e) continued.....					
Education	Average	47.5%	28.0%	11.9%	12.7%
Management and Commerce	Average	51.6%	12.9%	15.9%	19.5%
Society and Culture	Average	24.4%	24.3%	20.6%	30.8%
Creative Arts	Average	50.6%	13.0%	17.9%	18.5%
Food, Hospitality and Personal Services	Average	40.9%	15.9%	19.8%	23.3%

(a) Data cannot be published for Bachelor's Honours or Other Undergraduate award courses, as numbers are too small for analysis.

(b) Data cannot be published for basis of admission based on a professional qualification, as numbers are too small for analysis.

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

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

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

Chart 5: Cohort Analysis for NUHEI domestic students commencing an undergraduate course in 2007 to 2011, showing attrition and completion information over a 4 year period (ie. 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part a

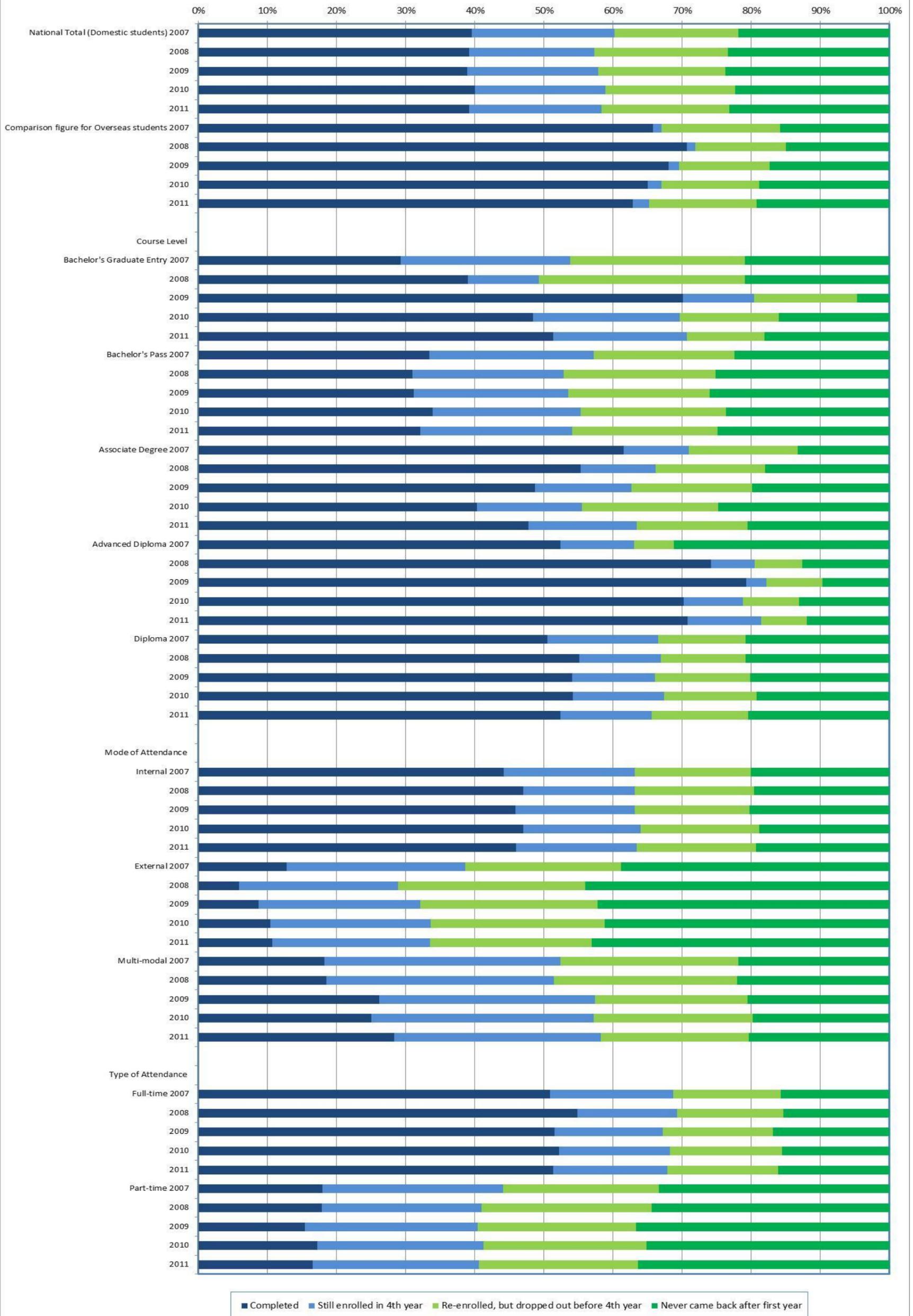


Chart 5: Cohort Analysis for NUHEI domestic students commencing an undergraduate course in 2007 to 2011, showing attrition and completion information over a 4 year period (ie. 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part b

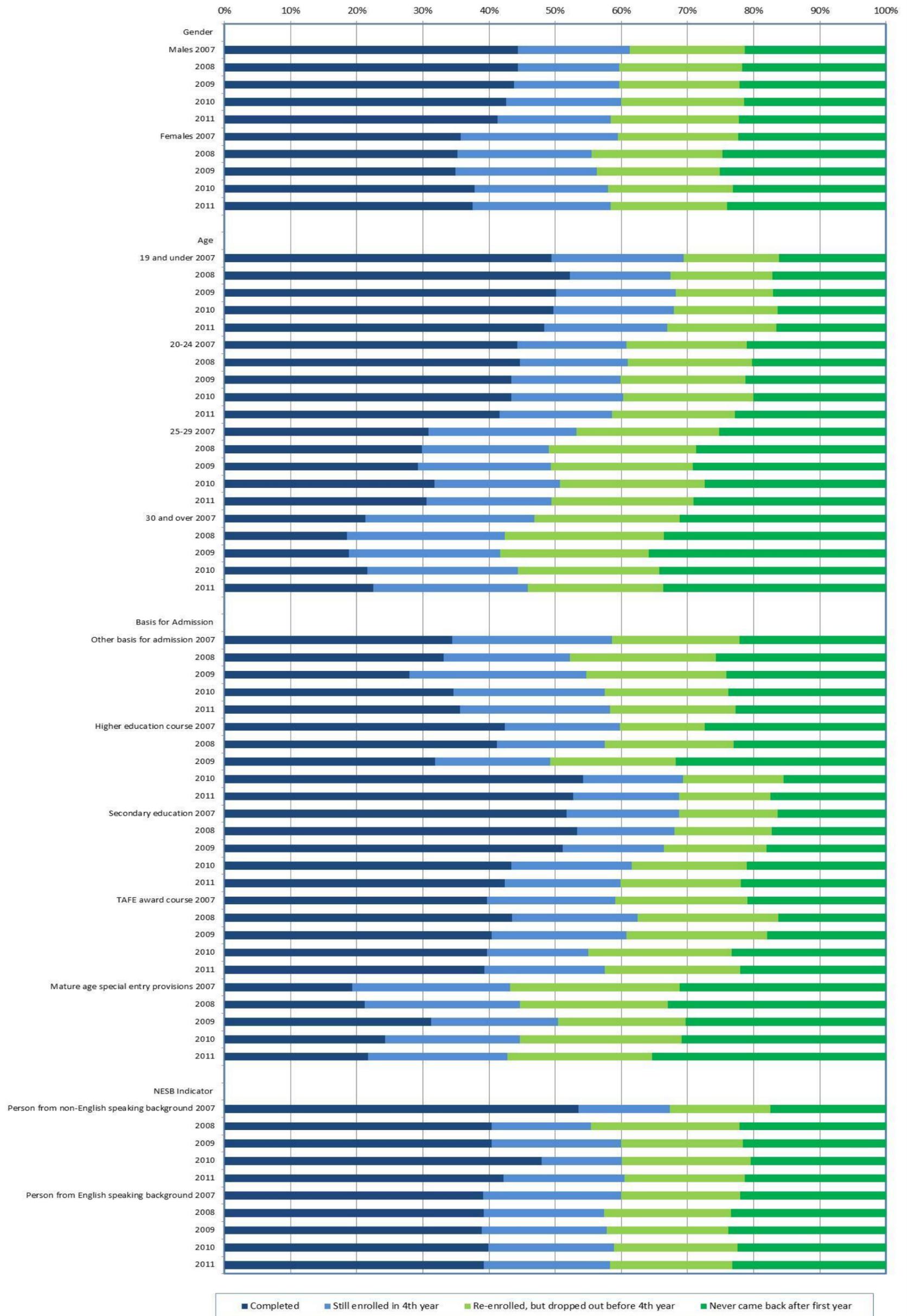


Chart 5: Cohort Analysis for NUHEI domestic students commencing an undergraduate course in 2007 to 2011, showing attrition and completion information over a 4 year period (ie. 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014), Part c

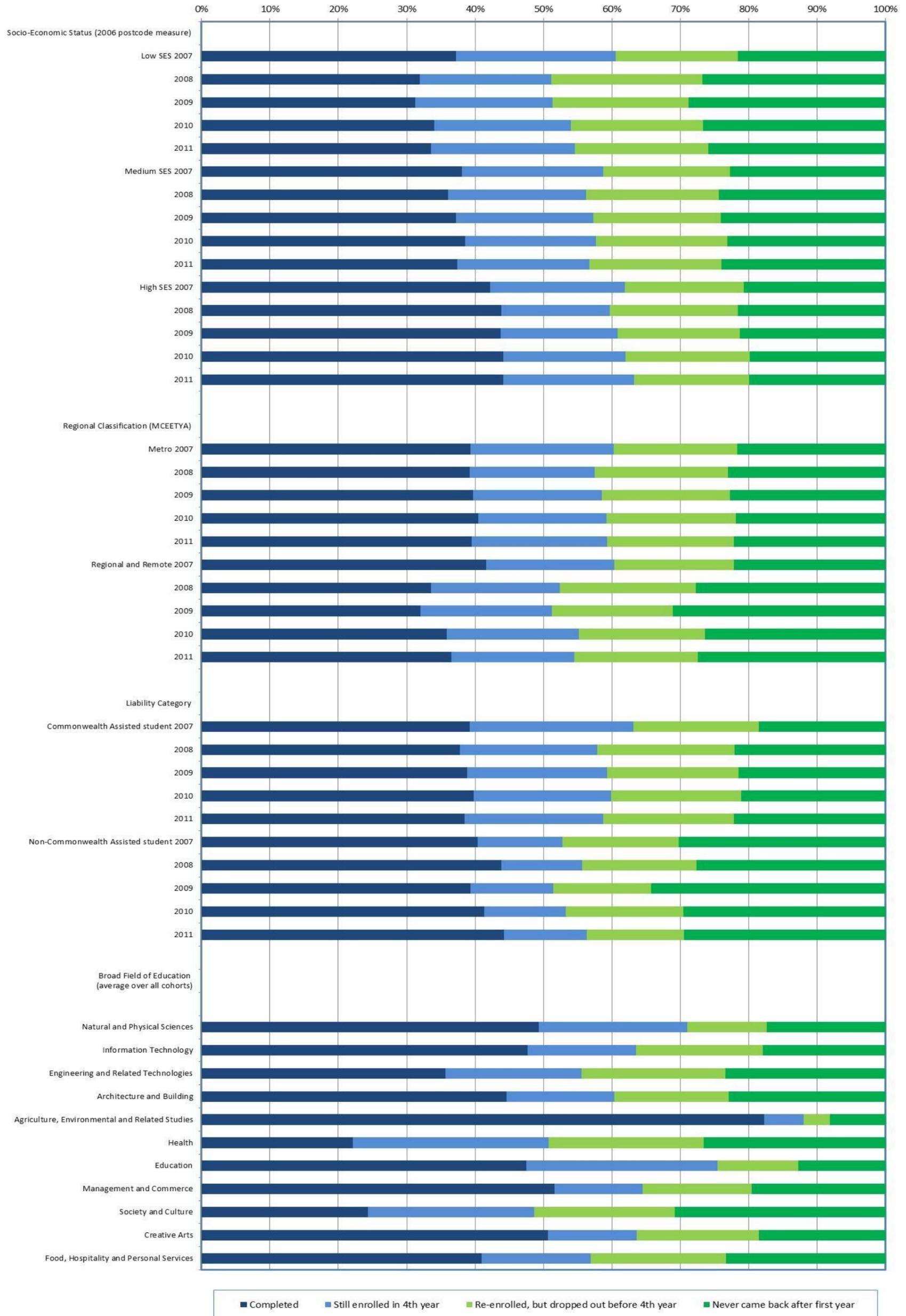


Table 8: Cohort Analysis for NUHEI commencing domestic undergraduate students over a six year period, 2007-2012, 2008-2013 and 2009-2014

		Completed (in any year)	Still enrolled at the end of the 6 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
National Total (Domestic students)	2007	47.6%	9.2%	22.6%	20.5%
	2008	45.8%	8.7%	23.5%	21.9%
	2009	45.7%	9.4%	22.9%	22.1%
Comparison figure for Overseas students	2007	66.3%	0.2%	17.6%	15.8%
	2008	71.2%	0.2%	13.8%	14.8%
	2009	68.6%	0.2%	13.9%	17.3%
Course Level^(a)					
Bachelor's Graduate Entry	2007	37.6%	4.5%	38.5%	19.4%
	2008	42.5%	2.4%	34.9%	20.2%
	2009	72.9%	5.6%	16.8%	4.7%
Bachelor's Pass	2007	43.0%	10.7%	25.3%	21.0%
	2008	39.2%	10.1%	27.1%	23.6%
	2009	39.4%	10.5%	25.8%	24.4%
Associate Degree	2007	65.4%	4.7%	17.5%	12.4%
	2008	58.6%	5.3%	18.6%	17.5%
	2009	54.6%	7.2%	20.0%	18.2%
Advanced Diploma	2007	57.7%	5.0%	7.9%	29.3%
	2008	76.3%	3.7%	8.4%	11.6%
	2009	79.7%	3.0%	8.5%	8.9%
Diploma	2007	56.2%	8.0%	16.0%	19.8%
	2008	59.1%	6.7%	14.9%	19.3%
	2009	58.0%	7.3%	16.6%	18.1%
Mode of Attendance					
Internal	2007	52.0%	8.4%	20.7%	18.9%
	2008	53.4%	7.5%	20.8%	18.4%
	2009	52.6%	8.1%	20.7%	18.6%
External	2007	20.7%	13.8%	29.2%	36.3%
	2008	12.3%	12.5%	33.8%	41.4%
	2009	15.0%	13.1%	31.9%	40.0%
Multi-modal	2007	30.2%	12.9%	36.9%	20.0%
	2008	29.8%	15.6%	34.3%	20.2%
	2009	36.2%	17.1%	27.4%	19.4%

		Completed (in any year)	Still enrolled at the end of the 6 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Type of Attendance					
Full-time	2007	59.0%	7.5%	18.9%	14.6%
	2008	60.9%	6.4%	18.4%	14.3%
	2009	57.5%	7.3%	19.8%	15.5%
Part-time	2007	26.2%	12.5%	29.6%	31.7%
	2008	25.2%	11.9%	30.5%	32.4%
	2009	23.8%	13.3%	28.6%	34.3%
Gender					
Males	2007	50.9%	8.4%	20.7%	19.9%
	2008	49.8%	7.8%	22.0%	20.4%
	2009	49.6%	8.1%	21.7%	20.5%
Females	2007	45.0%	9.9%	24.1%	21.0%
	2008	42.8%	9.4%	24.7%	23.1%
	2009	42.5%	10.4%	23.8%	23.3%
Age					
19 and under	2007	57.8%	8.6%	18.7%	14.9%
	2008	58.4%	7.8%	18.2%	15.6%
	2009	57.5%	8.8%	18.4%	15.2%
20-24	2007	50.6%	7.8%	21.9%	19.7%
	2008	50.9%	7.6%	22.5%	19.1%
	2009	49.3%	7.8%	23.0%	19.9%
25-29	2007	38.7%	10.4%	27.2%	23.7%
	2008	35.7%	9.7%	27.6%	27.0%
	2009	34.7%	10.7%	27.7%	26.9%
30 and over	2007	30.8%	11.2%	28.1%	29.9%
	2008	26.6%	10.7%	30.8%	32.0%
	2009	26.4%	11.5%	27.9%	34.1%
Basis for Admission^(b)					
Other basis for admission	2007	43.3%	10.1%	25.6%	21.0%
	2008	39.4%	9.5%	26.9%	24.3%
	2009	37.9%	12.1%	27.5%	22.5%
Higher education course	2007	50.4%	7.2%	16.3%	26.1%
	2008	47.0%	8.7%	22.4%	21.9%
	2009	37.2%	9.3%	23.7%	29.9%
Secondary education	2007	58.6%	7.8%	18.5%	15.2%
	2008	59.1%	7.3%	17.9%	15.6%
	2009	57.5%	7.5%	18.7%	16.4%
TAFE award course	2007	48.4%	8.4%	23.8%	19.4%
	2008	50.7%	6.1%	27.4%	15.8%
	2009	47.1%	8.3%	27.9%	16.7%

		Completed (in any year)	Still enrolled at the end of the 6 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Basis for Admission^(b) continued.....					
Mature age special entry provisions	2007	28.5%	12.4%	30.1%	29.0%
	2008	29.9%	10.6%	28.6%	30.9%
	2009	36.7%	11.7%	23.3%	28.3%
NESB Indicator					
Person from non-English speaking background	2007	58.1%	4.6%	20.8%	16.5%
	2008	44.9%	8.1%	26.3%	20.7%
	2009	48.5%	6.1%	24.0%	21.3%
Person from English speaking background	2007	47.3%	9.4%	22.7%	20.7%
	2008	45.9%	8.7%	23.5%	22.0%
	2009	45.6%	9.4%	22.8%	22.1%
Socio-Economic Status^(c)					
Low SES	2007	46.4%	9.7%	23.8%	20.0%
	2008	38.4%	8.9%	27.1%	25.6%
	2009	37.5%	10.4%	25.0%	27.1%
Medium SES	2007	46.6%	9.5%	22.6%	21.3%
	2008	43.8%	9.7%	23.9%	22.6%
	2009	44.8%	9.9%	22.9%	22.3%
High SES	2007	49.1%	8.3%	22.7%	19.8%
	2008	49.6%	7.7%	22.6%	20.1%
	2009	50.1%	8.3%	22.0%	19.5%
Regional Classification (MCEETYA^(d))					
Metropolitan	2007	47.3%	9.2%	23.0%	20.5%
	2008	46.2%	8.8%	23.5%	21.5%
	2009	46.6%	9.3%	23.0%	21.1%
Regional and remote	2007	50.0%	7.9%	21.6%	20.5%
	2008	39.5%	8.8%	25.9%	25.9%
	2009	38.7%	10.0%	22.5%	28.8%
Liability Category					
Commonwealth Assisted students	2007	48.6%	10.8%	23.9%	16.8%
	2008	45.1%	9.9%	24.7%	20.2%
	2009	46.2%	10.3%	24.1%	19.5%
Non-Commonwealth Assisted students	2007	45.3%	5.3%	19.5%	29.9%
	2008	48.1%	4.9%	19.8%	27.2%
	2009	43.7%	5.4%	17.5%	33.5%

		Completed (in any year)	Still enrolled at the end of the 6 year cohort period	Re-enrolled, but dropped out	Never came back after the first year
Broad Field of Education^(e)					
Natural and Physical Sciences	Average	55.4%	13.7%	15.1%	15.8%
Information Technology	Average	49.1%	8.2%	27.5%	15.2%
Engineering and Related Technologies	Average	50.0%	18.9%	16.0%	15.2%
Architecture and Building	Average	44.2%	10.6%	22.4%	22.8%
Agriculture, Environmental and Related Studies	Average	88.7%	1.0%	3.9%	6.3%
Health	Average	27.9%	13.0%	32.5%	26.5%
Education	Average	66.6%	8.6%	13.8%	11.0%
Management and Commerce	Average	61.0%	6.1%	17.5%	15.3%
Society and Culture	Average	32.9%	11.5%	26.3%	29.3%
Creative Arts	Average	56.4%	6.3%	20.0%	17.4%
Food, Hospitality and Personal Services	Average	51.8%	5.5%	19.1%	23.6%

(a) Data cannot be published for Bachelor's Honours or Other Undergraduate award courses, as numbers are too small for analysis.

(b) Data cannot be published for basis of admission based on a professional qualification, as numbers are too small for analysis.

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

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

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

Chart 6: Cohort Analysis for NUHEI domestic students commencing an undergraduate course in 2007 to 2009, showing attrition and completion information over a 6 year period (ie. 2007-2012, 2008-2013, 2009-2014), Part a

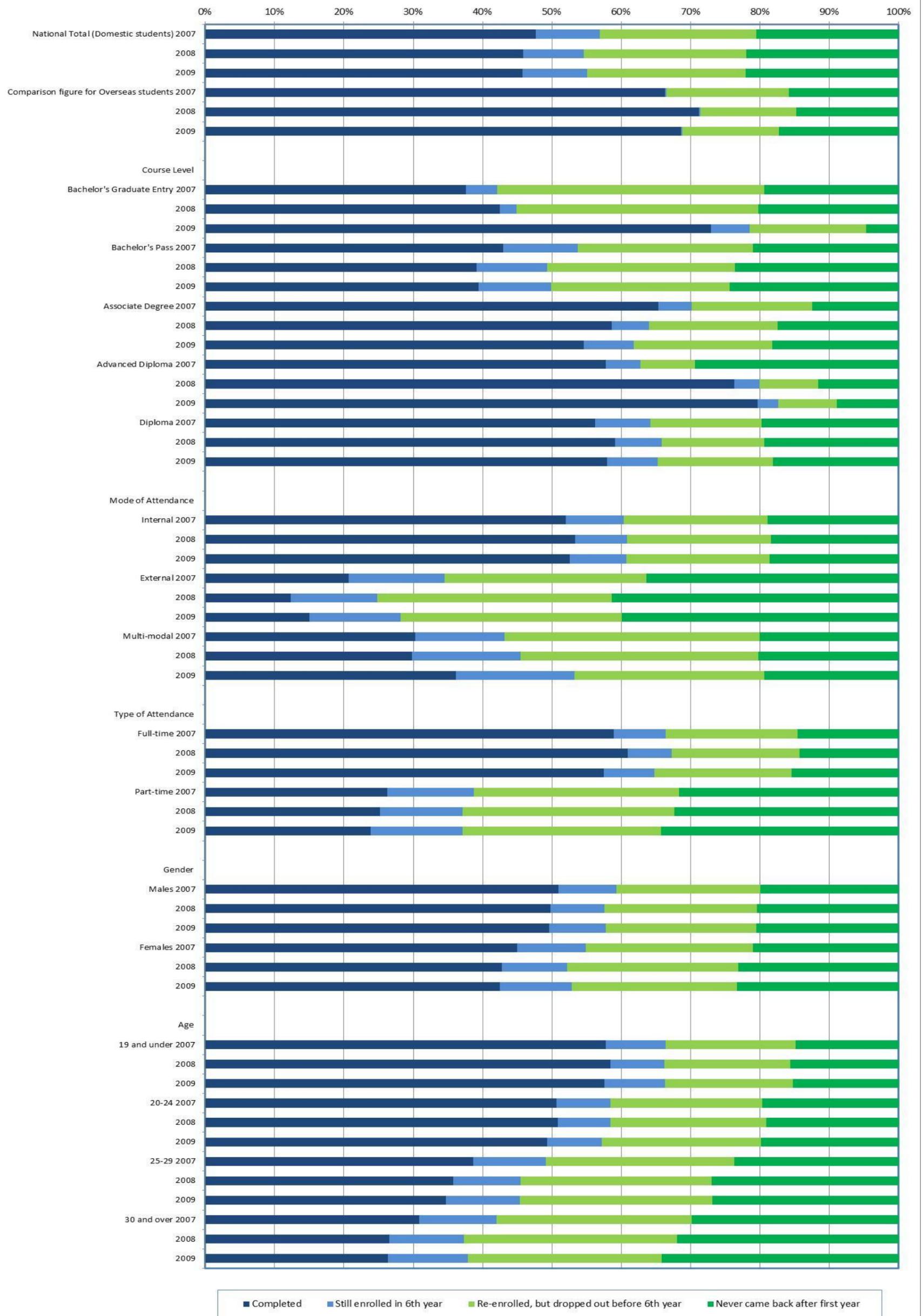


Chart 6: Cohort Analysis for NUHEI domestic students commencing an undergraduate course in 2007 to 2009, showing attrition and completion information over a 6 year period (ie. 2007-2012, 2008-2013, 2009-2014), Part b

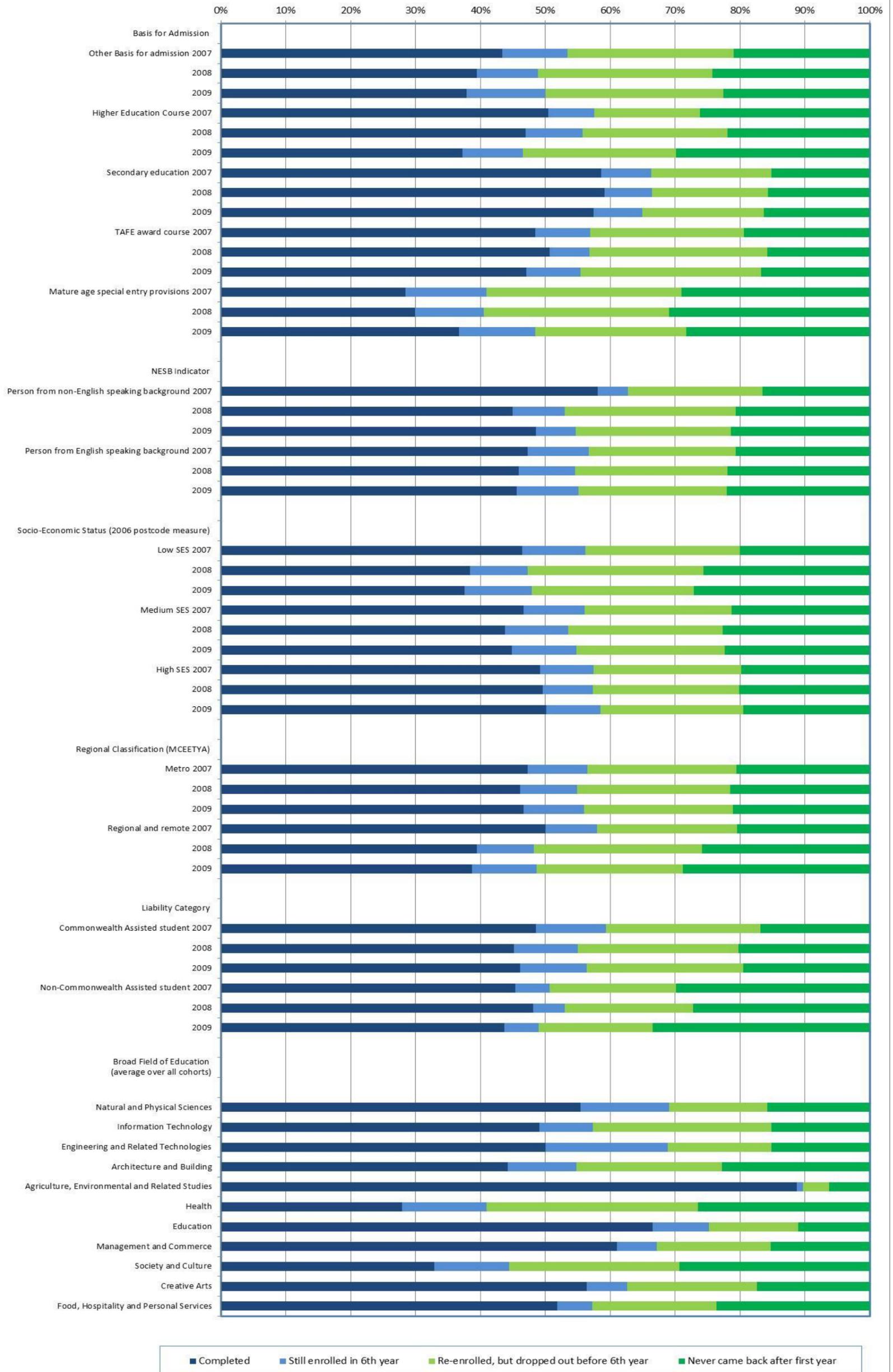


Table 9: Four year completion rates for commencing domestic undergraduate students by NUHEI, 2007-2010, 2008-2011, 2009-2012, 2010-2013 and 2011-2014, %

		2007-10	2008-11	2009-12	2010-13	2011-14
New South Wales	Academy of Information Technology Pty Ltd	-	-	-	-	50.0*
	Alphacrucis College Limited	-	-	-	48.0	32.0
	Australian College of Applied Psychology	6.3	6.9	7.9	8.9	12.9
	Australian Film, Television and Radio School	-	-	98.0	98.2	97.4
	Australian Institute of Music	45.8	39.7	35.8	37.4	32.2
	Avondale College of Higher Education	51.7	51.7	42.4	57.4	48.8
	Blue Mountains Intl Hotel Management School	89.0	86.5	88.3	83.9	72.9
	Campion Institute Limited	43.8	76.2	76.5	65.2	82.6
	Excelsia College	69.9	66.7	60.0	62.8	66.1
	Group Colleges Australia Pty Ltd	-	-	-	0.0*	20.0
	Insearch Ltd	30.2	58.6	65.4	69.2	73.3
	International College of Management, Sydney (ICMS)	56.6	54.2	50.9	48.4	57.6
	International Conservatorium of Music (Aust)	88.9	97.1	24.4	22.9	42.4
	Jansen Newman Institute Pty. Limited	47.5	46.5	45.2	0.0*	50.0*
	Kaplan Business School Pty Ltd	22.7	60.0	70.4	45.5	28.6
	Macleay College	77.0	77.4	65.3	71.0	66.1
	Moore Theological College Council	60.5	84.2	83.1	55.3	68.3
	Morling College Ltd	-	-	-	55.6*	41.7
	Nature Care College	9.3	12.2	16.7	0.0*	-
	Open Colleges Pty Limited	-	0.0	8.1	5.9	6.7
	Raffles College of Design and Commerce	55.6	53.3	44.3	57.0	50.9
	SAE Institute	36.1	53.8	46.2	38.1	36.1
	Study Group Australia Pty Ltd	-	-	-	-	0.0*
	Sydney College of Divinity	24.5	28.6	26.4	18.4	25.3
	Sydney Institute of Business and Technology	76.4	74.2	80.2	74.6	68.3
	TOP Education Group Pty Ltd	-	-	-	-	50.0*
	Tabor College NSW	46.4	12.9	17.4	12.5	-
	Technical and Further Education Commission NSW	-	-	-	-	72.7
	The Australian College of Physical Education	57.1	50.1	41.3	39.2	32.2
	The JMC Academy	46.2	45.3	53.7	56.6	53.3
The National Institute of Dramatic Art	100.0	94.4	87.8	96.2	94.2	
Think Education	68.6	67.7	47.7	32.9	26.5	
UOW College	70.5	57.4	77.8	43.5	48.3	
Whitehouse Institute Pty Ltd	-	84.5	66.3	66.7	64.2	
Victoria	Academy of Design Australia Limited	-	73.7	55.8	50.8	59.0
	Australian Guild of Music Education Inc	35.5	44.4*	7.7	15.4	36.4
	Box Hill Institute	28.0	26.2	22.2	12.0	11.4
	Carrick Higher Education Pty Ltd	-	-	0.0*	68.4	98.6
	Chisholm Institute	-	-	-	-	44.0
	Deakin College	59.4	62.6	63.8	64.6	58.7
	Gordon Institute of TAFE	37.5	28.6	23.5	44.4	100.0*
	Harvest Bible College Inc	13.3	24.8	37.2	25.9	29.1
	Holmes Institute	39.1	42.9	42.3	23.8	17.4
	Holmesglen Institute of TAFE	52.4	48.5	27.3	56.2	38.9
	Marcus Oldham College	94.6	100.0	100.0	100.0	96.3
	Melbourne Institute of Technology	50.0	0.0*	61.1	47.8	41.9
	Melbourne Polytechnic	58.6	47.4	39.4	43.7	35.3
	Monash College	57.8	48.0	45.8	52.1	59.4
	Navitas College of Public Safety Pty Ltd	57.4	39.0	34.0	50.4	46.3
	Oceania Polytechnic	19.1	15.4	45.7	100.0	5.3
	Tabor College Victoria Inc	15.5	27.9	25.8	17.1	17.0
	The Southern School of Natural Therapies Ltd	16.4	8.7	3.4	-	-
William Angliss Institute of TAFE	21.4	33.9	30.0	15.4	13.8	

Continued.....						
Queensland	Australian Institute of Professional Counsellors	-	-	25.0	19.6	17.1
	Brisbane College of Theology	25.0	22.9	-	-	-
	Christian Heritage College	27.0	32.0	31.6	27.3	40.3
	Endeavour College of Natural Health	15.0	12.8	12.3	12.0	10.9
	Jazz Music Institute	-	-	-	71.0	61.9
	Qantm	-	50.5	36.0	-	-
	Queensland Institute of Business and Technology	54.6	51.2	47.2	45.2	50.5
	Shafston Institute of Technology Pty Ltd	4.7	-	-	-	-
	TAFE Queensland - Brisbane	-	-	-	22.0	35.7
Western Australia	Curtin College	74.1	71.4	50.9	64.4	67.1
	Harvest West Bible College Inc	-	-	17.2	23.8	9.1
	Perth Bible College Inc	38.1	36.0	28.6	33.3	27.3
	Perth Institute of Business and Technology	42.9	32.0	58.3	48.4	69.6
	Polytechnic West	-	100.0*	46.2	40.0	45.2
South Australia	Adelaide Central School of Art Incorporated	-	23.8	18.8	32.0	21.4
	Adelaide College of Divinity Inc	22.4	22.7	12.9	21.9	25.0
	Australian Lutheran College	34.3	36.1	34.1	40.0	49.1
	Eynesbury	-	45.5	58.3	58.3	83.3
	International College of Hotel Management	-	-	100.0	86.7	100.0*
	South Aust Institute of Business & Technology	54.8	53.9	47.8	41.3	39.4
	Tabor Adelaide	42.5	33.5	28.3	33.0	30.3
Tasmania	Tabor College Tasmania Inc	17.4	14.6	8.3	15.8	26.3
Australian Capital Territory	Canberra Institute of Technology	-	-	-	57.4	55.3
Multi-state	Australian College of Theology	31.7	30.1	29.9	33.3	26.6
Total for NUHEIs		39.5	39.2	38.9	40.1	39.2

*Calculation is based on less than 10 students.

Table 10: Six year completion rates for commencing domestic undergraduate students by NUHEI, 2007-2012, 2008-2013, 2009-2014 and 2010-2015, %

		2007-12	2008-13	2009-14
New South Wales	Australian College of Applied Psychology	16.7	15.2	14.5
	Australian Film, Television and Radio School	-	-	98.0
	Australian Institute of Music	50.0	46.7	42.9
	Avondale College of Higher Education	66.1	66.3	57.8
	Blue Mountains Intl Hotel Management School	91.2	87.5	89.0
	Campion Institute Limited	50.0	85.7	76.5
	Excelsia College	75.7	73.6	70.5
	Insearch Ltd	44.2	63.5	70.2
	International College of Management, Sydney (ICMS)	59.0	61.9	58.9
	International Conservatorium of Music (Aust)	88.9	97.1	34.2
	Jansen Newman Institute Pty. Limited	47.5	48.8	46.4
	Kaplan Business School Pty Ltd	27.3	70.0	70.4
	Macleay College	77.0	78.2	66.8
	Moore Theological College Council	65.8	88.0	88.0
	Nature Care College	19.6	14.4	16.7*
	Open Colleges Pty Limited	-	4.8	9.9
	Raffles College of Design and Commerce	61.5	59.8	54.3
	SAE Institute	37.3	55.5	48.7
	Sydney College of Divinity	33.7	35.0	31.0
	Sydney Institute of Business and Technology	77.9	74.7	81.2
	Tabor College NSW	53.6	25.8	21.7
	The Australian College of Physical Education	70.4	65.7	59.5
	The JMC Academy	48.9	48.2	56.0
The National Institute of Dramatic Art	100.0	94.4	87.8	
Think Education	70.7	71.4	52.4	
UOW College	75.0	59.6	77.8	
Whitehouse Institute Pty Ltd	-	86.7	71.2	
Victoria	Academy of Design Australia Limited	-	75.0	65.5
	Australian Guild of Music Education Inc	41.9	44.4*	15.4
	Box Hill Institute	34.3	30.5	26.5
	Carrick Higher Education Pty Ltd	-	-	0.0*
	Deakin College	62.9	65.3	65.7
	Gordon Institute of TAFE	50.0	28.6	41.2
	Harvest Bible College Inc	24.0	38.5	42.3
	Holmes Institute	43.5	46.4	46.2
	Holmesglen Institute of TAFE	54.8	49.5	34.0
	Marcus Oldham College	94.6	100.0	100.0
	Melbourne Institute of Technology	54.2	0.0*	61.1
	Melbourne Polytechnic	68.6	57.9	47.0
	Monash College	63.0	58.2	56.3
	Navitas College of Public Safety Pty Ltd	60.4	43.4	40.9
	Oceania Polytechnic	28.6	18.0	52.2
	Tabor College Victoria Inc	27.2	39.9	40.7
	The Southern School of Natural Therapies Ltd	27.6	16.7	19.2
William Angliss Institute of TAFE	40.5	42.4	42.5	
Queensland	Australian Institute of Professional Counsellors	-	-	30.0
	Brisbane College of Theology	34.4	28.6	-
	Christian Heritage College	41.7	48.2	48.5
	Endeavour College of Natural Health	27.6	22.1	23.6
	Qantm	-	53.6	38.5
	Queensland Institute of Business and Technology	57.7	55.7	51.4
	Shafston Institute of Technology Pty Ltd	17.9	-	-
Western Australia	Curtin College	74.1	71.4	54.5
	Harvest West Bible College Inc	-	-	24.1
	Perth Bible College Inc	38.1	40.0	32.1
	Perth Institute of Business and Technology	57.1	40.0	58.3
	Polytechnic West	-	100.0*	46.2
South Australia	Adelaide Central School of Art Incorporated	-	28.6	25.0
	Adelaide College of Divinity Inc	30.6	34.1	29.0
	Australian Lutheran College	44.1	44.4	43.5
	Eynesbury	-	45.5	58.3
	International College of Hotel Management	-	-	100.0
	South Australian Institute of Business & Technology	56.2	60.0	51.6
	Tabor Adelaide	51.1	41.7	42.9
Tasmania	Tabor College Tasmania Inc	30.4	22.9	8.3
Multi-state	Australian College of Theology	43.3	42.8	42.1
Total for NUHEIs		47.6	45.8	45.7

*Calculation is based on less than 10 students.