SUBMISSION IDENTIFIERS:

Title	**Report on Student Exclusions and Dropout in Undergraduate Degrees (2006-2008)**
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APPROVAL HISTORY

Structure consulted	Target date for discussion	Date approved
UTLC	13 October 2009	
Senate	4 November 2009	

SUBMISSION CONTENT

Proposal

To investigate undergraduate exclusion and dropout at UKZN, by providing clearer and more accurate data; identifying trends and patterns, providing reasons for exclusions and dropouts; and establishing what necessary and appropriate interventions have been instituted.

Motivation

This report responds to the Senate Minutes (*11 March 2008*):
"The Chair stated that the matter of exclusions has a long history. He requested the UTLC to investigate this thoroughly, and produce a report within six months for consideration by Senate. The investigation should include the factors contributing to exclusions, why there are so many and how we compare to other institutions. Clearer and more complete statistics need to be produced, and practices within Faculties compared. Action: UTLC"

To give effect to the above Senate directive for a more comprehensive data set on exclusions, the issues of dropouts was also examined. To ensure data accuracy a first set of data generated by DMI with respect to students in Faculty UG degrees was provided to Deans for their input and verification. This was followed by a second set of revised DMI data, to which Faculties were requested to analyse and respond.

This report provides a synthesis of Faculty responses to the exclusions and dropout data and an institutional analysis which reveals that there is a need to pay attention to the issue of student dropouts as a potentially larger and more serious problem than exclusions. Three recommendations are made in this regard.

Financial implications
None

Attachments:
Report on Student Exclusions and Dropout in Undergraduate Degrees (2006-2008)

Report on Student Exclusions and Dropouts in Undergraduate Degrees (2006-2008)

1. EXECUTIVE SUMMARY

Increasing rates of student exclusions and dropouts, accompanied by decreasing graduation rates have been a matter of concern for the University of KwaZulu-Natal, as it has been for South Africa in general.[1] The focus on student exclusions at UKZN arose in Senate (March 2009) following the release of data on student exclusions and the outcomes of the Academic Exclusions Appeals Committee (AEACOM) processes tabled in the report on Academic Monitoring and Support. The report revealed significant variations across faculties, raised questions about the accuracy of official system generated data and signaled the need for a closer examination emerging trends. This report is a response to the Senate request for an investigation into the issue of exclusions.

In order to contextualize the issue of exclusions, attention was paid to the allied aspect of student dropout and both these were viewed against registration and graduation in undergraduate degrees in the university. For the period 2006-2008 the university data reveals a small but increasing rate of student exclusions and dropouts, accompanied by decreasing graduation rates. Although the exclusion and drop-out rates vary from Faculty to Faculty, overall, the number of students who were "excluded and not readmitted" together with dropouts increased in 2008 to 2479 (11%), while the number that graduated from 3- and 4-year undergraduate degrees had decreased to 4306 (19%) during this period. Should these trends persist, it will become a matter of greater concern for the university since students registered in undergraduate degrees account for more than half of all students registered in the university (22406 in 2008). This has significant resource implications for the university and warrants further investigation and tracking over a longer period to determine institutional patterns and derive likely explanations with a view to informing possible action.

This report draws on several other investigative processes and reports into the problem of exclusions and dropouts for the period 2006 to 2009, including the Report on Academic Monitoring and Support Systems, the outcomes of the University Academic Exclusions Appeals Committee, and the investigation into high exclusion rates in the Faculty of Engineering undertaken as part of the agreement following student protest action in March 2009. The process of developing the report included opportunities for Faculties to verify and improve the accuracy of the student data. This report draws on university data on exclusions and dropouts and pulls together Faculty responses to the data.

An analysis of Faculty responses to the verified data provided by DMI reveals that percentages of dropout and exclusions over the past three years within Faculties were relatively constant. Overall, the category of "excluded and not readmitted" students reflect between 2 and 3 % per year of the student population. The Faculty of Engineering had the highest rates of exclusion (6%) followed by Science and Agriculture (3%), Management Studies, Humanities, Development and Social Sciences (HDSS), Law, Health Sciences, and the lowest was in Education and Medical School. The rate of exclusion by racial categories was fairly consistent across Faculties with overall highest amongst Black students (3%) and lowest amongst White students (1%). With respect to gender, more males than females were excluded across all faculties.

Dropout rates proved to be a significantly greater problem at 8% per year than exclusions, with variations across Faculties with regard to dropouts by year of study and racial categories and to a lesser extent, gender. HDSS has the highest dropout rate at 10% followed by Managements Studies and Law (9%), Engineering, Science and Agriculture (7%) while the School of Medicine has the lowest dropout rate of 1%. Dropouts are highest among students in their first year of study and, like exclusions, generally higher for males than females. In terms of race,

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[1] The research report by Scott,I., Yeld, N. & Hendry, J., (2007) entitled *A Case for Improving Teaching and Learning in South African Higher Education. Research paper prepared for the Council on Higher Education by Centre for Higher Education Development, South Africa*, notes that "the improvement of access to higher education might be less significant than initially thought, but that in terms of throughputs the higher education system as a whole is not doing very well. Of even greater concern is that student performance continues to be racially differentiated. Black students do worse than White students in most disciplinary fields and African students performed worst of all. As the authors indicate, these outcomes undermine the gains made in terms of access and raise a number of issues about the quality of the educational process and the possible reasons for the unsatisfactory results" (p.2).

dropouts were highest for African students in the College of Law and Management Studies and highest for White students in the College of Humanities. The dropout phenomena is an area that warrants further investigation, especially since the data could be confounded by factors such as students who might be taking a "gap year", or who have changed faculty. A more fine-grained analysis of "drop outs' could inform more strategic decisions around the challenges of retention within the institution for students in later years rather than focusing predominantly on entry, access or "at risk" students.

Several Faculties have begun a further examination of exclusions and dropouts and have offered a range of explanations for their data including university related factors such as a lack of conducive and adequate teaching and learning environments and resources; student related factors such as their contexts and backgrounds as well as how study choices are being made.

Most Faculties have instituted a variety of intervention processes to monitor and support "at risk" students. The effectiveness of these programmes varies across Faculties with some identifying limited resources as impediments to meaningful interventions. Further reporting on academic monitoring and support in Faculties is expected early in 2010.

The following recommendations have emerged from this report:

1. Since DMI provides the official statistics, DMI will be the source of data for all reporting and both Faculties and DMI must ensure the accuracy and reliability of student data in the system.

2 While the issue of exclusions will continue to be monitored to ensure it does not increase, the evidence shows that dropouts constitute more of a problem for the university. Faculties should undertake an investigation into the issue of undergraduate student dropouts and provide a report to UTLC in order for UTLC to table a follow-up report on dropouts for Senate in 2010.

3 Faculties were unable to provide comparative data on student exclusions and dropouts from their cognate Faculties in other institutions. UTLC and UTLO undertake to assist faculties in this regard.

2. CONTEXT AND BACKGROUND

In the Senate of 11 March 2009, university data on students who were given exclusion codes in the different Faculties and the outcome of the January AEACOM processes, which were incorporated as part of the Report on Academic Monitoring and Support, led to a lengthy discussion in which concerns regarding the accuracy of the data and its coding was raised by Faculties; and concerns about the high exclusions in some Faculties such as Engineering were expressed by the SRC. To take this matter forward:

> *"The Chair stated that the matter of exclusions has a long history. He requested the UTLC to investigate this thoroughly, and produce a report within six months for consideration by Senate. The investigation should include the factors contributing to exclusions, why there are so many and how we compare to other institutions. Clearer and more complete statistics need to be produced, and practices within Faculties compared. Action: UTLC"*

The problem of exclusions was raised especially as it related to the Faculty of Engineering because of the relatively large numbers of students being referred to AEACOM and being excluded, as well as representations made to the University Teaching and Learning Office by Engineering students and some of their parents. This later culminated in student protest action and on 19 March 2009 the students submitted a Memorandum of demands including the review of exclusion cases in Engineering. In order to address this problem, it was agreed that the DVC (T & L) would receive submissions from students while initiating a parallel process of engaging with the leadership of the Engineering Faculty in an attempt to obtain a fuller understanding of the problem of exclusions from both staff and student perspectives and to identify possible solutions. The outcome of that process is captured in a UTLO report

together with a set of recommendations that have been agreed to by both staff and student leadership which are in the process of being implemented.

Although Senate requested a report on exclusions, the related issue of dropouts was also investigated since both these impact on student retention and throughput. In order to contextualize the exclusions and dropouts, both these were viewed against registration and graduation in undergraduate degrees in the university. For the period 2006-2008, the university data reveals a small but increasing rate of student exclusions and dropouts, accompanied by decreasing graduation rates (Appendix A). Although the exclusion and drop-out rates vary from Faculty to Faculty, overall, the number of students who were "excluded and not readmitted" together with dropouts increased in 2008 to 2479 (11%), while the number that graduated from the 3- and 4-year undergraduate degrees had decreased to 4306 (19%) during this period. Should these trends persist, it will become a matter of greater concern for the university since students registered in undergraduate degrees account for more than half of all students registered in the university (22406 in 2008). This has significant resource implications for the university and warrants further investigation and tracking over a longer time frame to determine likely explanations and institutional patterns.

The initial data on dropouts and exclusions in undergraduate degrees was investigated further to explore when exclusions and dropouts were taking place in terms of year of study; and obtain a clearer understanding of who was being excluded or dropping out through an analysis of race and gender trends across faculties.

3. METHOD AND APPROACH

In preparing this report, Faculties were provided statistics by DMI on their dropout and academic exclusion rates in the undergraduate 3- and 4-year degrees. The first data set circulated to Deans comprised exclusions and the related aspect of student dropout, to complement and contextualise the exclusion data. The exclusion data was disaggregated to include "initial exclusions" referring to all students who are given an exclusion related code before any process such as appeals has taken place; excluded students who were readmitted; and excluded students who were not readmitted, as well as the range of exclusion codes used and the numbers of students who were assigned the different codes. Faculties raised several concerns about the accuracy of the data generated by DMI: that it was found to include an aggregate of all exclusion codes which resulted in double counting of students; that excluded students were repeatedly readmitted, inflating numbers; that exclusion codes were applied inconsistently by different faculties; and that the last round of cases (January 2009) submitted to AEACOM were not reviewed by FAEACOM but went directly to AEACOM.

Faculties were asked to engage DMI to ensure that the student data was correct. DMI set up a data quality group to assist in the verification and cleaning process. Problems identified were remedied. A process of working with Faculty managers and officers is underway through the office of the Registrar and Director for Student Academic Administration to ensure consistency in the use of codes across faculties. This explains the lower figures for the numbers of students with exclusion related codes in this report as compared to the earlier report that served in the March senate.

A second set of revised data was provided by DMI and these were expanded to include data on exclusions and dropouts in terms of race, gender and year of study to provide a more detailed and nuanced understanding of students being "lost" from specific qualifications. These were sent again to Deans with the request that Faculties examine and comment on their data to enable deeper insights into a range of impacting factors. Each Faculty was asked to:
      a) interpret the data,
      b) provide an explanation for it,
      c) draw comparisons with other similar faculties (internally and externally) and
      c) indicate what interventions were in place with respect to exclusions and dropouts

In the section below, an analysis of the data is provided together with the responses from the Faculties. It must be acknowledged that, as always, the analysis is mediated by complexities relating to the data categories chosen and interpretation thereof which impact on consistency of analysis. Nevertheless, the trends that emerge from the data for undergraduate student exclusions and drop-out rates for the years 2006 to 2008 enable us to raise a number of questions, and to begin devising a more systematic way of interrogating such data on a regular basis.

4. ANALYSIS

4.1 EXCLUSION DATA

Exclusion data analysed here is confined to academic exclusions. The numbers of students who are given an exclusion code (i.e. before any appeal process) has remained fairly consistent at 6% per year of registered undergraduates in the period 2006 to 2008. It is worth noting here that in several instances, the data fluctuates. This may have to do with the fact that in the period prior to 2008, the exclusions process had been applied inconsistently and suspended while the inconsistencies in the use of exclusion codes were being addressed. A further limitation in the data is that the use of amalgamated data and the extrapolation of data from the broad enrolment within a year, rather than against the cohort data, might mean that some characteristics and their explanations will remain hidden. The denominator in most calculations varies, depending on the year's intake. Some consideration for exploring the data in a variety of different ways, therefore, may provide useful insights into the problems in different ways.

Fig. 1: Percentage of Registered Students Excluded and Not Readmitted by Year and Faculty
Source: DMI UKZN UG Degrees: Registrations, Graduates, Exclusions & Dropouts (Headcount) 2006 - 2008
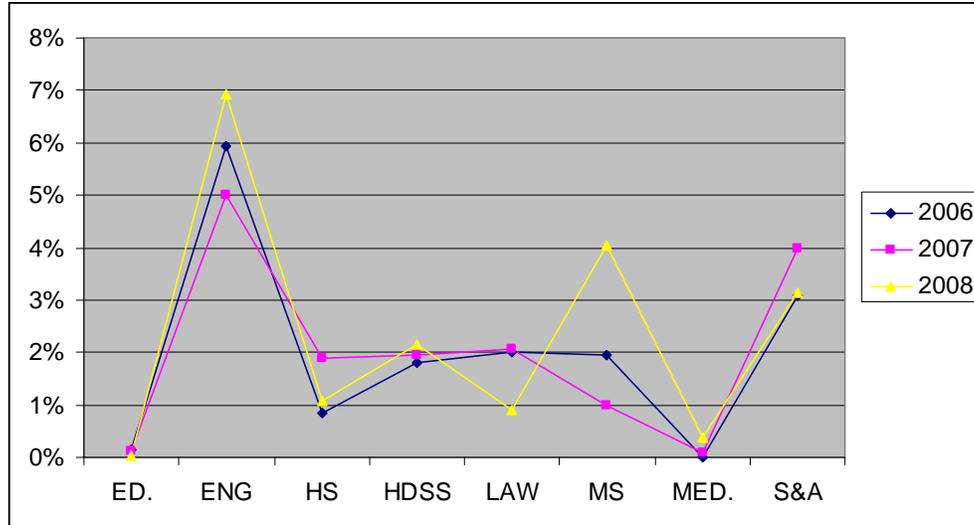
The efforts of DMI and interactions with Faculties have however rectified problems. The most accurate data for exclusions are probably those for 2008 which show that of the 1260 students who received initial exclusions, 621 or 49% were not readmitted. This analysis focuses on the category of excluded and not readmitted students. Overall the category of excluded and not readmitted students reflects between 2 and 3 % of undergraduate students. Over the three year period, the Faculty of Engineering had the highest rates of "excluded and not readmitted students" (6%) followed by Science and Agriculture (3%), Management Studies, Humanities,

Development and Social Sciences (HDSS), Law, Health Sciences, and the lowest was in Education and Medical School.

The Faculty of Engineering has the highest number of students who are given exclusion codes at 17% but also the highest number of "excluded and readmitted" students at 13%. This may in part explain the figures remaining relatively high in that many of the same excluded students may have been repeatedly readmitted. Some evidence for this was found in examining the July 2008 and January 2009 Engineering student appeals processed through AEACOM. An encouraging trend to be noted is that the awarding of exclusion codes in the Faculty has decreased over the 2006-8 period (from 22% to 14%).

To provide further insights into the category of "excluded students who are not readmitted", with respect to when during their studies students are being excluded, and who is being excluded, an analysis of **exclusions by year of study, exclusions by race and exclusions by gender** was undertaken

4.1.1 Exclusions by year of study (2006-2008):

The Faculty of Engineering had the highest rates of exclusion compared to other Faculties, with the highest rates experienced in year two and three respectively and the lowest in year four. In second year in 2006 and in 2008 in particular, the percentage exclusions (10%) was high, and this pattern persisted somewhat into the third year (7%). This figure may be affected by the number of credits required for the degree which is higher than in other qualifications, by the pre- and co-requisite requirements and progression rules in the Faculty which require students to pass a greater number of credits than in other programmes.

The Faculties of Law and Health Sciences experience their highest exclusions in the second year of study, although not as high as Engineering. One likely explanation for this is that these 4- year professional degrees involve disciplinary content knowledge which is typically introduced from the second year of study.

While the Faculty of Management Studies has a consistent exclusion rate for the first and second year, it is the only faculty with a fairly dramatic increase in the third year. This increase seems attributable to the high exclusion rate in 2008 specifically, which increased the percentage for this year of study. The Faculty of Science and Agriculture on the other hand shows higher exclusions in both their first and second years and declines in the latter years of study. HDSS has the highest exclusion in first year, but across the calendar years, there seems to be a general consistency in exclusions with a decrease as the years of study increase.

The Faculties with consistently low exclusions are Education and the NRM School of Medicine, the latter with only 5 students having been excluded over all years of study and over all calendar years. Four of these exclusions occurred in 2008. The very low rates of exclusion warrant further investigation into this noteworthy trend, and it remains to be seen whether the increasing numbers of exclusions in 2008 indicate a move towards increasing exclusions in general.

4.1.2 Exclusions by Race:

There was a largely consistent pattern across different Faculties in terms of exclusions by race with overall exclusions being highest for African students at about 3% and lowest for White students at 1%.

Fig 2: Average Percentage of Registered Student Excluded 2006-2008 by Race and Faculty
Source: DMI Exclusions by Race
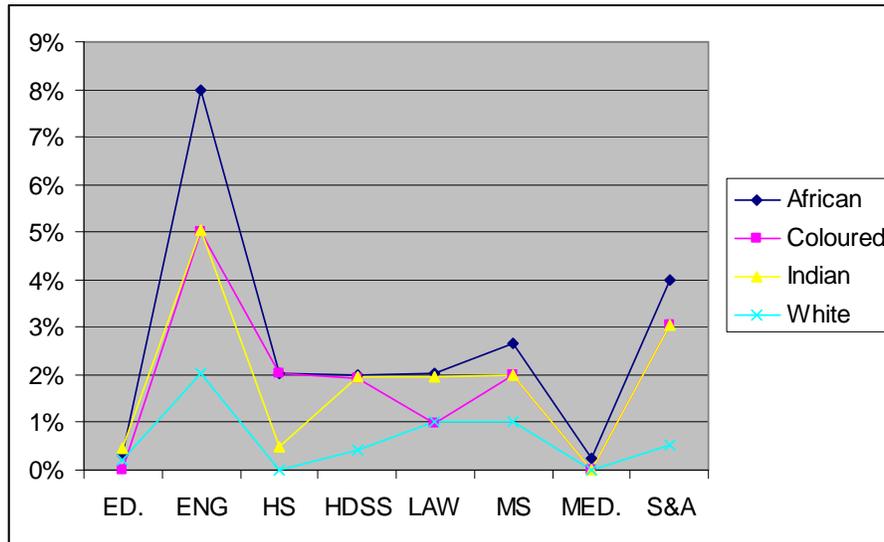
In Engineering, exclusions for African students was highest (8%), Coloured and Indian students had the same exclusion rates (5%), and the lowest was for White students (2%). In all categories the exclusions rate in Engineering was higher than in other Faculties. A similar trend is also observed in the Faculty of Science and Agriculture with exclusions being lowest for White students (1%), and highest for African students (4%), with exclusions of Coloured and Indians (3%) being similar to one another.

Management Studies seems to have experienced an increase in exclusions over the calendar years with the highest percentages for African students and lowest for White students. In the Law faculty, the percentage exclusions were slightly higher for African and Indian students. HDSS had the lowest exclusion rates for White students and is consistent at 2% across other categories.

In the Health Sciences, the highest rates were amongst African and Coloured students and lowest amongst White students. The figures show a pattern break in 2007 with higher exclusions across all groups. Medical School has virtually no exclusions across all categories but the Faculty has begun excluding students with 4 (1%) African students having been excluded in 2008. Like the Medical School, Education has consistently low exclusions across racial categories.

4.1.3 Exclusions by Gender:

In terms of gender representation in UKZN Faculties, female students outnumber males, and in many instances markedly so with the exception of Science & Agriculture and Engineering. Across faculties, more males were excluded than females. There were high exclusion rates for both categories in Engineering averaging 5% per year for females and 6% for males, and in Science & Agriculture at 3% for females and 4% for males. Exclusions were similar for both categories in the Faculties of Law, Management Studies, Education and the School of Medicine.

4.2. DROPOUT DATA

While exclusions refer to students who are excluded by the university on academic grounds, dropouts refers to students who are not excluded but do not register in subsequent years and do graduate in the qualification for which they registered. The problem of dropout is allied to exclusion since both represent a "loss" in some sense to the university. The data on student dropout rates shows this to be a significantly greater problem at about 8% per year than exclusions. When combining dropout figures with those of students who were excluded and not readmitted, this figure rises to 10% of students. In 2008 this combined figure represented a total of 2479 or 11% of registered undergraduate students in the 3 and 4-year undergraduate degrees.

It is also apparent from the data that some Faculties with lower exclusions have higher dropouts. The Faculty of HDSS has the highest dropout rate at 10%, followed by Managements Studies and Law (9%), and all three have exclusions of 2%. The Faculties of Engineering and Science and Agriculture follow with 7%, and then Education (6%) while the School of Medicine has the lowest dropout rate of 1%. The dropout phenomenon which has perhaps hitherto been masked by a focus on exclusions indicates that this is an area that warrants further investigation, especially since the data could be confounded by factors such as students who might be taking a "gap year". The data could also include academically competent students with financial or personal difficulties or those who have changed Faculty or university. A more fine-grained analysis of the dropout phenomenon could inform more strategic decisions around the challenges of retention and throughput within the institution, especially for students in later years of study rather than focusing predominantly on entry, access or "at risk" students. Most Faculties acknowledged that while their dropout rates are within the overall institutional range, these rates are unacceptably high. However, faculties were not in a position to provide comparative data across other institutions as such data is not easily accessible or available.

4.2.1 Drop outs by year of study:
Generally, dropouts are highest among students in their first year of study. The Faculty of HDSS had the highest dropouts in the first year of study (13%), followed by Science and Agriculture (11%). Similarly the Faculties of Engineering and Law, with the same rates ranked third (11%). Management Studies was unusual in that it was the only faculty that recorded the highest rates of student dropout in the third year of study (10%), though the first year was also high (9%). The Faculties of Education and Health Sciences had similar first year dropout figures (7%) and Medical School showed the lowest dropout (1%).

Fig 3: Average Percentage of Registered Students Dropout 2006-2008 by Year of Study and Faculty
Source: DMI Dropout by Year of Study
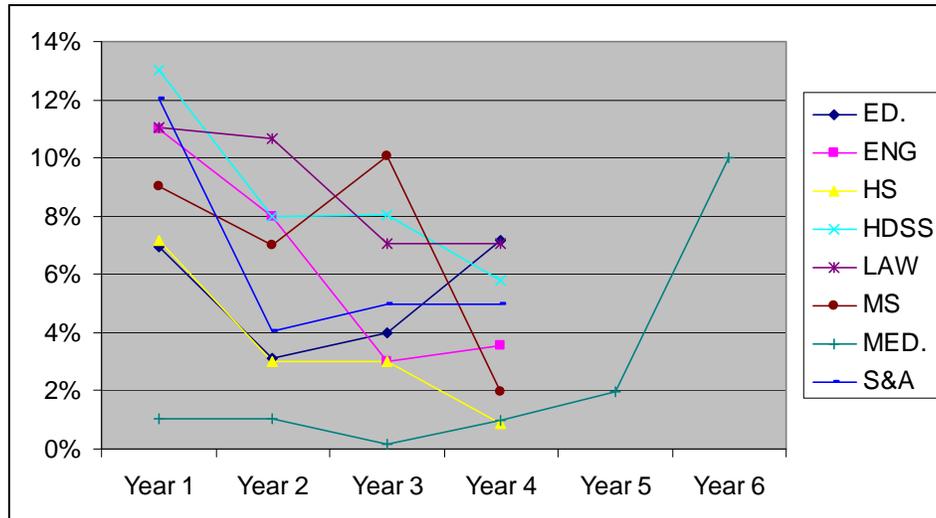
For the second year of study, Law had the highest dropout rate (11%) which was as high as its first year dropouts. Engineering and Humanities have the next highest rates (8%) for second year studies followed by Management Studies (7%) and Science and Agriculture (4%). Again, Education and Health Sciences had lower rates (3%) than the other faculties, with Medical School having the lowest.

The only Faculty with the highest drop-out rates in the third year of study was Management Studies, though this trend shows signs of having been reversed in 2008 where its first year dropout was a high of 11% and 9% in the third year of study. The next highest dropout in the third year of study was HDSS (8%) followed by Science and Agriculture (5%). Of the 4 year degrees, the dropout from the third year, showed Law to be highest (7%) followed by Education at 4%, and Engineering and Health Sciences at 3%. Medical School once again had the lowest.

In the 4-year degrees, Education had as high a dropout as its first year as its fourth year of study and together with Law showed the highest dropout rates at 7%. Humanities stood at 6%, followed by Science and Agriculture and then Engineering. Management Studies is at 2% with Health Sciences and Medical School having the lowest rate at 1%.

It may be useful to track and analyse the student dropouts for the 3-year and 4-year degrees separately to determine emerging trends. In the 3 year degrees, the dropout rates for HDSS demonstrate a decrease across years of study, and are consistent across the calendar years. Science and Agriculture have a high number of first year drop outs, after which the numbers diminish, although with a slightly lower number in second year drop outs. Across the calendar years there is a fluctuating rate within each of the years of study. For Management Studies, however, rates are highest in year one and year three.

Among the 4-year degrees, the rate of dropout diminishes in Engineering over years of study, fluctuating across the calendar years. This trend is reflected also in Law and the Health Sciences. Education dropout rates are high in the first year and in the fourth year, whilst remaining steady in years two and three. The School of Medicine was reasonably consistent and low over all years, peaking in the 6th year.

4.2.2 Drop out by Race:

In terms of race, dropouts were highest for African students in the College of Law and Management Studies (11%) and highest for White students in the College of Humanities (HDSS-11%; Education-9%). Overall dropouts appear to be highest for Coloured students and lowest for Indian students.

The variation in rates across categories was not particularly wide for Engineering which showed consistency across all race categories while in Science and Agriculture, Coloured students had the highest dropout rates, followed by African students, and then Indians and Whites with the same dropout rates.

The Education faculty showed the highest dropout rates for Whites, then Coloureds, Indians and Africans in that order. Humanities reflected a similar pattern with the highest rates for Coloured and Whites, followed by Indians and Africans.

Fig 4: Average Percentage of Registered Student Dropout 2006-2008 by Race and Faculty
Source: DMI Dropout by Race
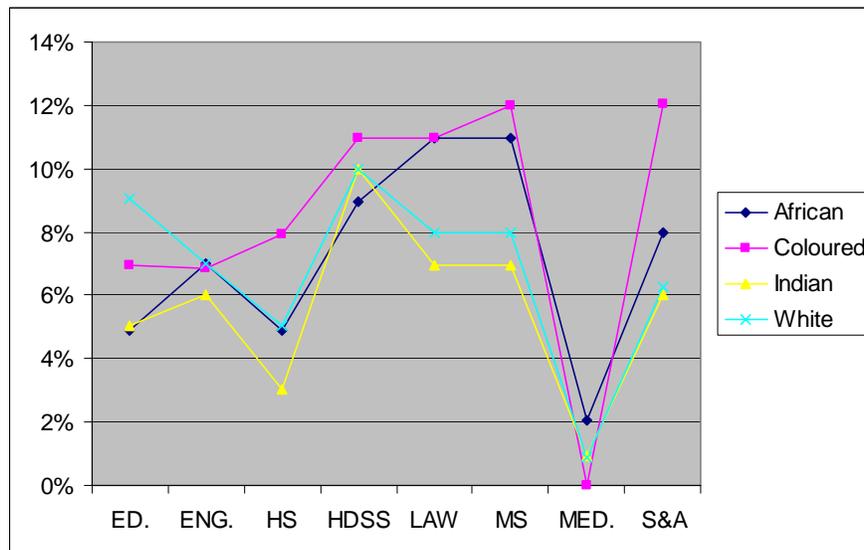
African students in Law had the highest dropout rate, followed by coloured, whites and Indians. Management Studies had the highest dropout rates amongst the coloured students, then Africans, whites and Indians. Health Sciences showed the highest dropout rates amongst coloureds, the same rates for whites and Africans, then Indians. Medical school had a 2% drop out rate for African students.

4.2.3 Drop out by gender:

Both Engineering and the Health Sciences had the same dropout rates for men and women students. In all other faculties the dropout rates were higher for men than for women.

5. ANALYSIS OF FACULTY RESPONSES

In order to obtain an understanding of the exclusions and dropout phenomena through the perspectives of Faculties, each Faculty was asked to interpret and provide explanations for the data. Indications are that this type of data interrogation proved very useful and this exercise needs to be done on a regular basis.

It was hoped that Faculties would compare their data with other institutions. However, it appears that such data is not readily available or readily shared and Faculties will need support to acquire this data.

Most Faculties used the opportunity to make comparisons with other Faculties within the university. Some comments indicate that such comparisons need to be made cautiously, as specific factors such as degree length and admission criteria must be taken into account for comparisons to be valid and useful. Additionally, explanations should have an evidential basis. With the exception of Management Studies and Education, other Faculties had not carried out research in order to establish reasons for drop-outs, but did indicate their intention to engage in such research.

A range of reasons for exclusions and drop-out rates were provided. These are discussed in more detail below per Faculty together with an indication of interventions that are in place to provide academic support to students.

5.1 Engineering

The Engineering Faculty indicates that their exclusion rate is high, relative to other faculties, but their combined exclusions and drop-outs is not significantly higher than other Faculties, especially those which have programmes with comparable level of mathematical sciences. In addition, an Engineering bachelors degree has 50% more credits than a normal bachelors degree and these are delivered with a (per semester) credit loading, typically 12.5% above a normal bachelors degree. The lack of finances is cited as a significant factor in exclusion and dropout and the Faculty observes from the FAECOM processes that many students are excluded or drop out as a result of not being able to afford university study[2].

Interventions in this Faculty include well established Academic Support Programmes with Academic Development Officers. It notes that the performance of students participating in Supplemental Instruction (SI) is on average better than non-participating students. Future plans include early redirection of under-performing students to other faculties, tightening up monitoring of (red) students and devoting more effort to ensuring that students avoid the FPMA code. The Faculty notes that the Matric certificate is a poor predictor of performance, but the academic risk for students with fewer than 40 points is higher and it therefore has no intention of changing its selection criteria. Other challenges include the problem of attracting staff and the consequent serious understaffing, with some programmes having only 50% of their staff complement.

Other interventions include the Faculty's plan to undertake a deeper analysis of:
- excluded students to determine which students, which levels, which modules are problematic,
- the relevance of all pre and co-requisites
- mathematics student performance
- design of a common curriculum for all first year students and the possibilities for an expanded 5 year undergraduate degree
- the possibilities for articulation with DUT

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[2] See also: Du Toit, R. & Roodt, J. (2009) Engineering professionals. In: Erasmus, J. & Breier, M. (eds). Skills shortages in South Africa: case studies of key professions. Cape Town: HSRC Press. 75-112
Letseka, M. & Maile, S. (2008) High university drop-out rates: a threat to South Africa's future, HSRC Policy Brief, South Africa

5.2 Management Studies

After interrogating its Faculty data, Management Studies notes that it has the highest rate of graduation, has similar rates of exclusions and drop-outs as other faculties in the university but a higher percentage BCom 4 drop-out. Students with 30-39 points constitute the largest percentage excluded while the majority drop-outs occur in BCom (Accounting) and those registered for the BCom experiencing the second highest exclusions. This trend also applies to students with 40 to 49 Matric points.

The Faculty suggests that further interrogation with respect to degree, date of registration and matric points reveals that the data is inflated by around 25% that are "pipeline" students as indicated by registration numbers "204" or below. The drop out and exclusions may be explained by the tendency for students to choose a degree in which they are unable to cope with the subject content but are under pressure to pursue career path with high earning potential.

The Faculty conducted a survey of all student dropouts via SMS to establish reasons for non-registration in 2009. Of the 83 who responded, 42% were in process/intending to register and 32.5% gave financial/personal problems as reasons for dropping out.

The Faculty's interventions include referring students for counseling (financial, personal, academic). Students requiring assistance in the specific disciplines have access to Academic Development Officers (ADOs) who offer workshops and individual assistance. In addition, first year students go through a life skills programme and a writing centre is available for those requiring academic literacy assistance, although large student numbers limits the capacity if this facility.

Its future plans are to bridge the gap between high school and university by providing more ADO driven workshops to first year students, provide more assistance to students in residence and to provide higher levels of language support for students.

5.3 Health Sciences

In providing an analysis of its Faculty data, Health Science notes that it "is unequivocally committed to creating an enabling, nurturing and supportive academic environment and considers student care and progress in a holistic manner". Every Discipline has an Academic Development 'service', which makes various tailor-made academic support services available to students in their respective Disciplines. Student mentors are also available to students especially during their first year.

Exclusions and drop-outs have remained relatively stable and are consistently lower than other Faculties. It ascribes this stability to its clear and careful selection and admission policies to ensure that students gain entry into the programme appropriate for their skills and attributes. The largest number of dropouts occur in Year 1 and are mainly white/coloured students. The reasons identified include illness, financial problems, poor degree choice, the tendency to use the faculty as entry point to MBChB.

In its current and future interventions, every student with a Risk code is required to meet with their Programme Co-ordinator (or Head of School) to plan a 'mutually beneficial' academic assistance and monitoring programme. This academic assistance will include referral to the AD office in each Discipline and possibly to SCC for individualized interventions that they can offer. Most Disciplines also manage a class co-ordinator system (a specific staff member being allocated responsibility for a cohort) and these staff members would also be requested to carefully monitor the student

5.4 Science and Agriculture

The Faculty does not consider its exclusion rate alarming, but acknowledges that the overall exclusion rate of 3% should be decreased. The reasons advanced for this rate include the legacy of the merger processes and exclusions of weaker students in the system from the 2004 intake. These numbers also do not reflect the impact of the Faculty's "close monitoring of students which has been implemented, and for which there will be a lag before the effect is apparent". The Faculty expects the exclusion rate to drop over time.

What is of greater concern to the Faculty is the drop-out rate of about 7 - 9%. This suggests that, "compounded over time, it will mean that up to 1/3 of our students are dropping out while in good standing". The Faculty notes that it needs to understand exactly what dropout means and whether "dropouts" in good standing that have registered in another Faculty within the University or transferred to another University (e.g. Wits and UCT Medical School, UCT Actuarial Science and Veterinary Schools).

The challenges identified include a number of university-wide issues such as lack of residence space, inadequate transport, lack of study venues, inadequate financing of studies and unsatisfactory financial clearance processes. Interventions include a wide range of support programmes and ongoing monitoring and support, including research findings from a survey (as part of a response to GAFC/Transformation Report) which may have identified aspects that need addressing.

5.5 Humanities

Exclusions are equal to the average percentage for university and 4th in Faculty ranking while graduation rate is 2nd highest in the university. This Faculty has the highest drop-out rate which it considers unacceptable.

The Faculty cites several contributory factors for their dropout rates, the most important of which is the large proportion of students who register in HDSS as a 'back-door' strategy for subsequent entry into other faculties such as Law and to Management Studies, but sometimes also to Health Sciences. These students do not have the required entry requirements for the faculty of their choice so register in HDSS and for cognate disciplines, such as Legal Studies, which will, if they perform well, permit them to change faculties in the future.

For some students HDSS is their last hope as they have either been excluded from other faculties or have not done well and wish to change direction. As these students are frequently weak they may very well not perform well in HDSS as well, especially as there is a resistance to break with their previous faculty. Too often they attempt to register for modules related to disciplines in a sister faculty. This is particularly the case with former Management Studies students.

HDSS takes in large number of students from designated groups, and in particularly African students who come from a background of poverty, frequently from a rural community. There is also the tendency of the "mass-group syndrome. That is, students following the crowd and flocking into a narrow range of modules and disciplines". Since there is no capping of numbers and because of budget restraints, tutorial classes in some of these modules are too big to ameliorate the plight these weak students face.

Future solutions include the following:
- expanding the student mentor/mentee project which is funded partly by the Dean of Students and partly by HDSS
- amalgamating the mentor programme with the faculty-funded Writing Place scheme
- reducing the total undergraduate intake to the Faculty of Humanities, Development and Social Sciences and to increasingly specialise on individual campuses so that duplication is less prevalent
- supporting the introduction of a new four-year primary degree with an integrated retention curriculum as successfully piloted by HDSS in Pietermaritzburg, but with an added fast-tracking path.

5.6 Law

In its response, the Faculty of Law challenges the usefulness of assembling data as a means of comparing the performance of different faculties, and the use of the total number of undergraduate students registered with each faculty "as an apparent comparator with the number of graduating students". The Faculty suggests that it would be more useful to have the percentage of students who complete degree in minimum time and suggests that exclusions below the norm needed to be interrogated. It is the view of the Faculty that exclusion percentages below the norm require as much interrogation as those which exceed it. "Whilst skilful and innovative means of tuition may be responsible for good results, poor standards are also a danger".

However, the Faculty excludes relatively fewer students than most other Faculties but notes that the 2-4% drop-outs are more of a problem. The reasons offered include lack of finance and unavailability of bursaries, poor degree choice and poor student work ethic. Its challenges include lack of resources needed for proper research into reasons for high dropout rates.

5.7 Medicine

The Faculty's low exclusion rate is ascribed to stringent selection criteria and more rigorous assessment strategies. While the rate of exclusion is not significant, the trend does show an increasing rate with dropouts higher in clinical years. The Faculty's selection criteria make provision for equitable racial representation. However, despite academic support and mentoring programmes, performance is racially skewed with White and Indian students performing better. Possible causes are financial and incompatibility between students and the programme. It plans to strengthen its Academic Development offerings as it anticipates an increase in exclusions and drop-outs in the future.

5.8 Education

The Faculty questions the reliability of DMI statistics which does not tally with its own records which show lower levels of exclusions. There is an imbalance with respect to exclusion of African students while more females than males dropping out indicating perhaps a change in attitude, that is, teaching is no longer considered profession for women. The Faculty indicates that the fact of more women dropping out can be attributed to "asymmetrical structures of inequality and, often, domination prevalent in our society".

The higher drop-out in year 1 and year 4 is ascribed to the particular demands of these years. Research carried by the Faculty includes telephonic interviews which reveal that the reasons for high drop-out rate include change of degree/institution, change in family/financial circumstances, geographical changes, and broader societal factors.

The reasons offered for exclusions include poor academic performance and failure to adhere to monitoring protocols. Interventions include rigorous exclusion rules and monitoring processes with plans for career counseling to address special needs students, financial aid, in-depth analysis of drop-outs, more support for students at risk of dropping-out.

6. CONCLUDING REMARKS

The exclusion and dropout data were presented at the Executive- Deans Forum (6 August 2009) for discussion. In summarising the trends discernible from the data the following was noted:
- There were more dropouts at 7-8% than exclusions at 2-3%
- The percentages across years and faculties were relatively constant.
- Most students were lost in the first year

It was noted further that a great deal of time was spent on exclusions and there was a need to consider the possibility that inadequate attention was being accorded to dropouts as the more serious problem. Some of the

reasons speculated on for why students in good standing leave the university include financial reasons; preference for other universities; pursuing degrees not offered by our university as well as other social factors.

Faculty responses point to a range of factors, which are identified as contributory to exclusions and dropouts. These relate to a broad range of factors from the university environment to student factors:

- the availability of conducive learning environments in which students can work and socialize
- the impact of residences as learning spaces,
- overcrowded lecture and seminar venues
- the availability of transport and security
- difficulties in recruiting and retaining qualified staff in certain disciplines
- social and psychological challenges (e.g. health, preganacy etc)
- socio-economic factors (e.g. having to work, support families, etc)
- unsatisfactory schooling background and weak predictability of Grade 12 results for university study
- strategic study choices students make (e.g. gaining access to one degree in order to migrate to another)
- inappropriate choices by students due to lack of knowledge or ability
- students not accessing and fully utilising support provided by faculties

Most Faculties indicated that they had certain support mechanisms in place broadly intended to assist students identified as "at risk". These include:

- the appointment of Academic Development Officers who had specific briefs to work with students at risk,
- the existence of Supplemental Instruction, Writing Centres and other similar initiatives
- student mentoring programmes in some Faculties
- the recently established academic monitoring and support portfolio funded through the DOE Teaching Development Grant from UTLO is being implemented in Faculties

Faculties identify funding and resources necessary for such initiatives as a challenge. A further report on academic monitoring and support is expected to be tabled by all faculties at their respective Academic Affairs Board early in 2010. Senate Minutes 11 March 2009:

> *"4.2   Academic monitoring and support systems to be reviewed and evaluated annually by each Faculty and a report submitted to their respective Academic Affairs Board to be forwarded to the first UTLC of the following year in order for UTLC to provide a report for Senate to assess exclusions and throughput on an ongoing basis."*

Whilst the focus is often on access and on exclusions and "at risk" students, evidence points to the inadequate focus on retention and support for students who have stronger chances of success and for the most efficient use of resources. The phenomenon of dropout has not received adequate attention and this report signals the need for more specific attention and investigation in the future.

7. RECOMMENDATIONS

Three key recommendations emerge from this report:

7.1 Since DMI is the university data repository, and provides the official statistics, the data from DMI will be the source of data for all reports. Both Faculties and DMI must ensure the accuracy and reliability of system data.

7.2 The one important trend that has emerged from this investigation is that while the issue of exclusions will be an ongoing concern and requires monitoring to ensure it does not increase, the evidence shows that dropouts constitute more of a problem for the university. Faculties should undertake an investigation into the issue of dropouts including a cohort analysis and possible measures for reducing these in a report to UTLC in order for UTLC to table a follow-up report on dropouts for senate in 2010.

7.3 Faculties were unable to provide comparative data on exclusions and dropouts from their cognate faculties in other institutions and several commented on the inability to source such information. UTLC and UTLO undertakes to assist faculties in this regard.

Appendix 1: UKZN UG Degrees: Registrations, Graduates, Exclusions & Dropouts (Headcount)

Faculty	Yr	Registered	Graduated		Initial Exclusion		Excl & ReAdmit		Excl & not		Dropout		Excluded +	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
SCIENCE & AGRICULTURE	2006	3164	658	21%	197	6%	99	3%	98	3%	223	7%	321	10%
	2007	3178	652	21%	305	10%	186	6%	119	4%	195	6%	314	10%
	2008	3138	586	19%	204	7%	105	3%	99	3%	290	9%	389	12%
SCIENCE & AGRICULTURE TOTAL		**9480**	**1896**	**20%**	**706**	**7%**	**390**	**4%**	**316**	**3%**	**708**	**7%**	**1024**	**11%**
ENGINEERING	2006	2502	293	12%	557	22%	414	17%	143	6%	187	7%	330	13%
	2007	2327	305	13%	432	19%	321	14%	111	5%	118	5%	229	10%
	2008	2353	328	14%	336	14%	182	8%	154	7%	166	7%	320	14%
ENGINEERING TOTAL		**7182**	**926**	**13%**	**1325**	**18%**	**917**	**13%**	**408**	**6%**	**471**	**7%**	**879**	**12%**
EDUCATION	2006	1786	341	19%	11	1%	1	0%	10	1%	104	6%	114	6%
	2007	1743	378	22%	6	0%	4	0%	2	0%	106	6%	108	6%
	2008	1801	375	21%	5	0%		0%	5	0%	85	5%	90	5%
EDUCATION TOTAL		**5330**	**1094**	**21%**	**22**	**0%**	**5**	**0%**	**17**	**0%**	**295**	**6%**	**312**	**6%**
HUMANITIES, DEV & SOC SCIENCES	2006	5722	1303	23%	188	3%	99	2%	89	2%	557	10%	646	11%
	2007	5537	1064	19%	219	4%	132	2%	87	2%	528	10%	615	11%
	2008	5560	1039	19%	214	4%	89	2%	125	2%	568	10%	693	12%
HUMANITIES, DEV & SOC SCIENCES TOTAL		**16819**	**3406**	**20%**	**621**	**4%**	**320**	**2%**	**301**	**2%**	**1653**	**10%**	**1954**	**12%**
LAW	2006	1775	332	19%	72	4%	42	2%	30	2%	132	7%	162	9%
	2007	1587	253	16%	104	7%	67	4%	37	2%	150	9%	187	12%
	2008	1478	289	20%	51	3%	32	2%	19	1%	141	10%	160	11%
LAW TOTAL		**4840**	**874**	**18%**	**227**	**5%**	**141**	**3%**	**86**	**2%**	**423**	**9%**	**509**	**11%**
MANAGEMENT STUDIES	2006	6580	1406	21%	304	5%	187	3%	117	2%	567	9%	684	10%
	2007	5828	1362	23%	190	3%	125	2%	65	1%	482	8%	547	9%
	2008	5505	1171	21%	386	7%	187	3%	199	4%	516	9%	715	13%
MANAGEMENT STUDIES TOTAL		**17913**	**3939**	**22%**	**880**	**5%**	**499**	**3%**	**381**	**2%**	**1565**	**9%**	**1946**	**11%**
HEALTH SCIENCES	2006	1431	309	22%	38	3%	26	2%	12	1%	59	4%	71	5%
	2007	1426	302	21%	66	5%	42	3%	24	2%	42	3%	66	5%
	2008	1488	295	20%	58	4%	42	3%	16	1%	73	5%	89	6%
HEALTH SCIENCES TOTAL		**4345**	**906**	**21%**	**162**	**4%**	**110**	**3%**	**52**	**1%**	**174**	**4%**	**226**	**5%**
NRM SCHOOL OF MEDICINE	2006	1100	202	18%	1	0%	1	0%	0	0%	13	1%	13	1%
	2007	1068	189	18%	3	0%	2	0%	1	0%	7	1%	8	1%
	2008	1083	223	21%	6	1%	2	0%	4	0%	19	2%	23	2%
NRM SCHOOL OF MEDICINE TOTAL		**3251**	**614**	**19%**	**10**	**0%**	**5**	**0%**	**5**	**0%**	**39**	**1%**	**44**	**1%**
2006 TOTAL		24060	4844	20%	1368	6%	869	4%	499	2%	1842	8%	2341	10%
2007 TOTAL		22694	4505	20%	1325	6%	879	4%	446	2%	1628	7%	2074	9%
2008 TOTAL		22406	4306	19%	1260	6%	639	3%	621	3%	1858	8%	2479	11%

Notes
1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).
2. Registration figures are as at census date.
3. Graduates have graduated for the same approved qualification for reporting year (year of enrolment)
4. Exclusions are academic exclusions only. Where a student has been excluded/readmitted more than once per year, the student is reported only once (unduplicated heads) against the latest
5. Dropout reports students who did not graduate for the same approved qualification, were not excluded, and did not register in the subsequent years.
6. The 'Excluded + Dropouts' column refers to students 'lost' to the university.

Appendix 2: Exclusion by Year of Study

Faculty	Yr	1 Total Students	1 Excluded	1 %	2 Total Students	2 Excluded	2 %	3 Total Students	3 Excl	3 %	4 Total Students	4 Excl	4 %	5 Total Students	5 Excl	5 %	6 Total Students	6 Excl	6 %	Total Students	Total Excl	%
SCIENCE	2006	1047	42	4%	1063	47	4%	1021	9	1%	33	0	0%							3164	98	3%
	2007	1333	68	5%	883	39	4%	925	11	1%	37	1	3%							3178	119	4%
	2008	1420	39	3%	932	41	4%	751	19	3%	35	0	0%							3138	99	3%
SCIENCE & AGRICU		3800	149	4%	2878	127	4%	2697	39	1%	105	1	1%							9480	316	3%
ENGINEE	2006	650	20	3%	767	75	10%	574	40	7%	511	8	2%							2502	143	6%
	2007	573	37	6%	579	36	6%	645	34	5%	530	4	1%							2327	111	5%
	2008	701	40	6%	584	58	10%	540	37	7%	528	19	4%							2353	154	7%
ENGINEERING TOTA		1924	97	5%	1930	169	9%	1759	111	6%	1569	31	2%							7182	408	6%
EDUCATIO	2006	456	6	1%	408	1	0%	512	2	0%	410	1	0%							1786	10	1%
	2007	431	1	0%	389	0	0%	394	1	0%	529	0	0%							1743	2	0%
	2008	548	0	0%	396	3	1%	380	1	0%	477	1	0%							1801	5	0%
EDUCATION TOTAL		1435	7	0%	1193	4	0%	1286	4	0%	1416	2	0%							5330	17	0%
HUMANITI	2006	2001	49	2%	1520	36	2%	2128	4	0%	73	0	0%							5722	89	2%
	2007	2196	46	2%	1552	22	1%	1728	19	1%	61	0	0%							5537	87	2%
	2008	2102	63	3%	1697	31	2%	1688	31	2%	73	0	0%							5560	125	2%
HUMANITIES, DEV &		6299	158	3%	4769	89	2%	5544	54	1%	207	0	0%							16819	301	2%
LAW	2006	350	5	1%	445	11	2%	425	9	2%	555	5	1%							1775	30	2%
	2007	272	5	2%	417	19	5%	465	12	3%	433	1	0%							1587	37	2%
	2008	329	2	1%	330	7	2%	358	9	3%	461	1	0%							1478	19	1%
LAW TOTAL		951	12	1%	1192	37	3%	1248	30	2%	1449	7	0%							4840	86	2%
MANAGEM	2006	1488	36	2%	2037	34	2%	2997	47	2%	58	0	0%							6580	117	2%
	2007	1411	8	1%	1756	26	1%	2579	31	1%	82	0	0%							5828	65	1%
	2008	1842	23	1%	1725	22	1%	1858	154	8%	80	0	0%							5505	199	4%
MANAGEMENT STU		4741	67	1%	5518	82	1%	7434	232	3%	220	0	0%							17913	381	2%
HEALTH S	2006	453	1	0%	368	5	1%	376	4	1%	234	2	1%							1431	12	1%
	2007	505	11	2%	353	7	2%	323	2	1%	245	4	2%							1426	24	2%
	2008	534	6	1%	417	9	2%	333	1	0%	204	0	0%							1488	16	1%
HEALTH SCIENCES		1492	18	1%	1138	21	2%	1032	7	1%	683	6	1%							4345	52	1%
NRM SCH	2006	217	0	0%	219	0	0%	199	0	0%	212	0	0%	223	0	0%	30	0	0%	1100	0	0%
	2007	202	0	0%	199	1	1%	205	0	0%	211	0	0%	242	0	0%	9	0	0%	1068	1	0%
	2008	213	2	1%	202	1	0%	191	1	1%	214	0	0%	263	0	0%				1083	4	0%
NRM SCHOOL OF M		632	2	0%	620	2	0%	595	1	0%	637	0	0%	728	0	0%	39	0	0%	3251	5	0%
2006 TOTAL		6662	159	2%	6827	209	3%	8232	115	1%	2086	16	1%	223	0	0%	30	0	0%	24060	499	2%
2007 TOTAL		6923	176	3%	6128	150	2%	7264	110	2%	2128	10	0%	242	0	0%	9	0	0%	22694	446	2%
2008 TOTAL		7689	175	2%	6283	172	3%	6099	253	4%	2072	21	1%	263	0	0%	0	0		22406	621	3%

Notes
1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).
2. Exclusions are academic exclusions only. Where a student has been excluded/readmitted more than once per year, the student is reported only once(unduplicated heads) against the latest codes.

Appendix 3: Drop Out by Year of Study

Faculty	Yr	1 Total Students	1 Drop Out	1 %	2 Total Students	2 Drop Out	2 %	3 Total Students	3 Drop Out	3 %	4 Total Students	4 Drop Out	4 %	5 Total Student	5 Drop Out	5 %	6 Total Student	6 Drop Out	6 %	Total Student	Total Drop Out	%
SCIENCE & A	2006	1047	130	12%	1063	45	4%	1021	48	5%	33		0%							3164	223	7%
	2007	1333	147	11%	883	16	2%	925	32	3%	37		0%							3178	195	6%
	2008	1420	182	13%	932	55	6%	751	48	6%	35	5	14%							3138	290	9%
SCIENCE & AGRICUL		3800	459	12%	2878	116	4%	2697	128	5%	105	5	5%	0	0		0	0		9480	708	7%
ENGINEERIN	2006	650	87	13%	767	71	9%	574	21	4%	511	8	2%							2502	187	7%
	2007	573	49	9%	579	40	7%	645	16	2%	530	13	2%							2327	118	5%
	2008	701	75	11%	584	34	6%	540	22	4%	528	35	7%							2353	166	7%
ENGINEERING TOTA		1924	211	11%	1930	145	8%	1759	59	3%	1569	56	4%							7182	471	7%
EDUCATION	2006	456	39	9%	408	18	4%	512	23	4%	410	24	6%							1786	104	6%
	2007	431	29	7%	389	14	4%	394	15	4%	529	48	9%							1743	106	6%
	2008	548	32	6%	396	9	2%	380	11	3%	477	33	7%							1801	85	5%
EDUCATION TOTAL		1435	100	7%	1193	41	3%	1286	49	4%	1416	105	7%							5330	295	6%
HUMANITIES	2006	2001	258	13%	1520	110	7%	2128	187	9%	73	2	3%							5722	557	10%
	2007	2196	272	12%	1552	118	8%	1728	135	8%	61	3	5%							5537	528	10%
	2008	2102	290	14%	1697	130	8%	1688	141	8%	73	7	10%							5560	568	10%
HUMANITIES, DEV &		6299	820	13%	4769	358	8%	5544	463	8%	207	12	6%							16819	1653	10%
LAW	2006	350	37	11%	445	36	8%	425	25	6%	555	34	6%							1775	132	7%
	2007	272	30	11%	417	54	13%	465	37	8%	433	29	7%							1587	150	9%
	2008	329	38	12%	330	37	11%	358	26	7%	461	40	9%							1478	141	10%
LAW TOTAL		951	105	11%	1192	127	11%	1248	88	7%	1449	103	7%							4840	423	9%
MANAGEME	2006	1488	117	8%	2037	156	8%	2997	292	10%	58	2	3%							6580	567	9%
	2007	1411	125	9%	1756	100	6%	2579	257	10%	82		0%							5828	482	8%
	2008	1842	201	11%	1725	139	8%	1858	173	9%	80	3	4%							5505	516	9%
MANAGEMENT STUD		4741	443	9%	5518	395	7%	7434	722	10%	220	5	2%							17913	1565	9%
HEALTH SCIE	2006	453	31	7%	368	11	3%	376	15	4%	234	2	1%							1431	59	4%
	2007	505	32	6%	353	4	1%	323	5	2%	245	1	0%							1426	42	3%
	2008	534	44	8%	417	17	4%	333	9	3%	204	3	1%							1488	73	5%
HEALTH SCIENCES		1492	107	7%	1138	32	3%	1032	29	3%	683	6	1%							4345	174	4%
NRM SCHOO	2006	217	4	2%	219	4	2%	199		0%	212	1	0%	223		0%	30	4	13%	1100	13	1%
	2007	202	1	0%	199		0%	205		0%	211		0%	242	6	2%	9		0%	1068	7	1%
	2008	213		0%	202	1	0%	191	1	1%	214	3	1%	263	12	5%				1083	19	2%
NRM SCHOOL OF M		632	7	1%	620	5	1%	595	1	0%	637	4	1%	728	18	2%	39	4	10%	3251	39	1%
2006 TOTAL		6662	703	11%	6827	451	7%	8232	611	7%	2086	73	3%	223	0	0%	30	4	13%	24060	1842	8%
2007 TOTAL		6923	685	10%	6128	346	6%	7264	497	7%	2128	94	4%	242	6	2%	9	0	0%	22694	1628	7%
2008 TOTAL		7689	864	11%	6283	422	7%	6099	431	7%	2072	129	6%	263	12	5%	0	0		22406	1858	8%

Notes
1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).
2. Dropouts are students who did not graduate for the same approved qualification, were not excluded, and did not register in the subsequent years.

Appendix 4: Exclusions by Race

Faculty	Yr	African			Coloured			Indian			Other			White			Total Students	Total Excl	%
		Total Students	Excl	%	Total Students	Excl	%	Total Students	Excl	%	Total Students	Excl	%	Total Students	Excl	%			
SCIENCE	2006	1495	67	4%	42	0	0%	1149	29	3%	2	0	0%	476	2	0%	3164	98	3%
	2007	1816	77	4%	37	2	5%	924	35	4%	4	0	0%	397	5	1%	3178	119	4%
	2008	1950	71	4%	41	2	5%	807	24	3%	3	0	0%	337	2	1%	3138	99	3%
SCIENCE & AGRICU		5261	215	4%	120	4	3%	2880	88	3%	9	0	0%	1210	9	1%	9480	316	3%
ENGINEEF	2006	870	70	8%	38	3	8%	1263	66	5%	2	0	0%	329	4	1%	2502	143	6%
	2007	818	50	6%	32	1	3%	1131	48	4%	2	0	0%	344	12	3%	2327	111	5%
	2008	826	87	11%	32	1	3%	1153	60	5%	6	0	0%	336	6	2%	2353	154	7%
ENGINEERING TOTA		2514	207	8%	102	5	5%	3547	174	5%	10	0	0%	1009	22	2%	7182	408	6%
EDUCATIC	2006	743	7	1%	93	0	0%	495	2	0%				455	1	0%	1786	10	1%
	2007	842	0	0%	81	0	0%	502	1	0%				318	1	0%	1743	2	0%
	2008	979	1	0%	66	0	0%	546	4	1%	1	0	0%	209	0	0%	1801	5	0%
EDUCATION TOTAL		2564	8	0%	240	0	0%	1543	7	0%	1	0	0%	982	2	0%	5330	17	0%
HUMANITI	2006	2796	50	2%	188	2	1%	1598	34	2%	6	0	0%	1134	3	0%	5722	89	2%
	2007	2908	48	2%	188	3	2%	1414	29	2%	9	0	0%	1018	7	1%	5537	87	2%
	2008	3169	86	3%	199	4	2%	1343	31	2%	12	1	8%	837	3	0%	5560	125	2%
HUMANITIES, DEV &		8873	184	2%	575	9	2%	4355	94	2%	27	1	4%	2989	13	0%	16819	301	2%
LAW	2006	546	12	2%	79	3	4%	836	14	2%	1	0	0%	313	1	0%	1775	30	2%
	2007	503	14	3%	75	0	0%	717	20	3%	1	0	0%	291	3	1%	1587	37	2%
	2008	498	8	2%	71	0	0%	656	9	1%	2	0	0%	251	2	1%	1478	19	1%
LAW TOTAL		1547	34	2%	225	3	1%	2209	43	2%	4	0	0%	855	6	1%	4840	86	2%
MANAGEN	2006	2346	54	2%	129	3	2%	3532	58	2%	3	0	0%	570	2	0%	6580	117	2%
	2007	2146	32	2%	112	1	1%	3130	29	1%	6	0	0%	434	3	1%	5828	65	1%
	2008	2169	91	4%	112	3	3%	2889	98	3%	12	0	0%	323	7	2%	5505	199	4%
MANAGEMENT STUI		6661	177	3%	353	7	2%	9551	185	2%	21	0	0%	1327	12	1%	17913	381	2%
HEALTH S	2006	632	10	2%	28	0	0%	604	2	0%				167	0	0%	1431	12	1%
	2007	633	16	3%	37	2	5%	602	5	1%				154	1	1%	1426	24	2%
	2008	712	14	2%	33	0	0%	587	2	0%				156	0	0%	1488	16	1%
HEALTH SCIENCES		1977	40	2%	98	2	2%	1793	9	1%				477	1	0%	4345	52	1%
NRM SCH	2006	751	0	0%	57	0	0%	253	0	0%	1	0	0%	38	0	0%	1100	0	0%
	2007	721	1	0%	60	0	0%	249	0	0%	2	0	0%	36	0	0%	1068	1	0%
	2008	699	4	1%	56	0	0%	285	0	0%	2	0	0%	41	0	0%	1083	4	0%
NRM SCHOOL OF M		2171	5	0%	173	0	0%	787	0	0%	5	0	0%	115	0	0%	3251	5	0%
2006 TOTAL		10179	270	3%	654	11	2%	9730	205	2%	15	0	0%	3482	13	0%	24060	499	2%
2007 TOTAL		10387	238	2%	622	9	1%	8669	167	2%	24	0	0%	2992	32	1%	22694	446	2%
2008 TOTAL		11002	362	3%	610	10	2%	8266	228	3%	38	1	3%	2490	20	1%	22406	621	3%

Notes
1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).
2. Exclusions are academic exclusions only. Where a student has been excluded/readmitted more than once per year, the student is reported only once(unduplicated heads) against the latest codes.

Appendix 5: Drop Out by Race

Faculty	Yr	African			Coloured			Indian			Other			White			Total Students	Total Drop Out	%
		Total Students	Drop Out	%	Total Students	Drop Out	%	Total Students	Drop Out	%	Total Students	Drop Out	%	Total Students	Drop Out	%			
SCIENCE	2006	1495	112	7%	42	6	14%	1149	76	7%	2		0%	476	29	6%	3164	223	7%
	2007	1816	143	8%	37	3	8%	924	32	3%	4		0%	397	17	4%	3178	195	6%
	2008	1950	187	10%	41	5	12%	807	65	8%	3	3	100%	337	30	9%	3138	290	9%
SCIENCE & AGRICU		5261	442	8%	120	14	12%	2880	173	6%	9	3	33%	1210	76	6%	9480	708	7%
ENGINEEF	2006	870	70	8%	38	2	5%	1263	93	7%	2	1	50%	329	21	6%	2502	187	7%
	2007	818	46	6%	32	2	6%	1131	50	4%	2	1	50%	344	19	6%	2327	118	5%
	2008	826	70	8%	32	3	9%	1153	65	6%	6	1	17%	336	27	8%	2353	166	7%
ENGINEERING TOTA		2514	186	7%	102	7	7%	3547	208	6%	10	3	30%	1009	67	7%	7182	471	7%
EDUCATIC	2006	743	32	4%	93	4	4%	495	30	6%				455	38	8%	1786	104	6%
	2007	842	43	5%	81	6	7%	502	25	5%				318	32	10%	1743	106	6%
	2008	979	41	4%	66	7	11%	546	21	4%	1		0%	209	16	8%	1801	85	5%
EDUCATION TOTAL		2564	116	5%	240	17	7%	1543	76	5%	1	0	0%	982	86	9%	5330	295	6%
HUMANITI	2006	2796	267	10%	188	19	10%	1598	158	10%	6	2	33%	1134	111	10%	5722	557	10%
	2007	2908	245	8%	188	19	10%	1414	139	10%	9		0%	1018	125	12%	5537	528	10%
	2008	3169	320	10%	199	28	14%	1343	127	9%	12	1	8%	837	92	11%	5560	568	10%
HUMANITIES, DEV &		8873	832	9%	575	66	11%	4355	424	10%	27	3	11%	2989	328	11%	16819	1653	10%
LAW	2006	546	58	11%	79	4	5%	836	48	6%	1		0%	313	22	7%	1775	132	7%
	2007	503	51	10%	75	9	12%	717	63	9%	1		0%	291	27	9%	1587	150	9%
	2008	498	61	12%	71	11	15%	656	51	8%	2	1	50%	251	17	7%	1478	141	10%
LAW TOTAL		1547	170	11%	225	24	11%	2209	162	7%	4	1	25%	855	66	8%	4840	423	9%
MANAGEN	2006	2346	255	11%	129	14	11%	3532	256	7%	3		0%	570	42	7%	6580	567	9%
	2007	2146	206	10%	112	9	8%	3130	227	7%	6		0%	434	40	9%	5828	482	8%
	2008	2169	242	11%	112	18	16%	2889	229	8%	12	2	17%	323	25	8%	5505	516	9%
MANAGEMENT STUI		6661	703	11%	353	41	12%	9551	712	7%	21	2	10%	1327	107	8%	17913	1565	9%
HEALTH S	2006	632	34	5%	28	3	11%	604	13	2%				167	9	5%	1431	59	4%
	2007	633	25	4%	37	2	5%	602	11	2%				154	4	3%	1426	42	3%
	2008	712	34	5%	33	3	9%	587	25	4%				156	11	7%	1488	73	5%
HEALTH SCIENCES		1977	93	5%	98	8	8%	1793	49	3%	0	0		477	24	5%	4345	174	4%
NRM SCH	2006	751	9	1%	57		0%	253	4	2%	1		0%	38		0%	1100	13	1%
	2007	721	6	1%	60		0%	249		0%	2		0%	36	1	3%	1068	7	1%
	2008	699	19	3%	56		0%	285		0%	2		0%	41		0%	1083	19	2%
NRM SCHOOL OF M		2171	34	2%	173	0	0%	787	4	1%	5	0	0%	115	1	1%	3251	39	1%
2006 TOTAL		10179	837	8%	654	52	8%	9730	678	7%	15	3	20%	3482	272	8%	24060	1842	8%
2007 TOTAL		10387	765	7%	622	50	8%	8669	547	6%	24	1	4%	2992	265	9%	22694	1628	7%
2008 TOTAL		11002	974	9%	610	75	12%	8266	583	7%	38	8	21%	2490	218	9%	22406	1858	8%

Notes
1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).
2. Dropouts are students who did not graduate for the same approved qualification, were not excluded, and did not register in the subsequent years.

Appendix 6: Exclusions by Gender

Faculty	Yr	Female Total Students	Excl	%	Male Total Students	Excl	%	Total Students	Total Excl	%
SCIENCE &	2006	1610	39	2%	1554	59	4%	3164	98	3%
	2007	1489	47	3%	1689	72	4%	3178	119	4%
	2008	1482	35	2%	1656	64	4%	3138	99	3%
SCIENCE & AGRICULT		4581	121	3%	4899	195	4%	9480	316	3%
ENGINEERIN	2006	578	32	6%	1924	111	6%	2502	143	6%
	2007	559	23	4%	1768	88	5%	2327	111	5%
	2008	584	27	5%	1769	127	7%	2353	154	7%
ENGINEERING TOTAL		1721	82	5%	5461	326	6%	7182	408	6%
EDUCATION	2006	1170	3	0%	616	7	1%	1786	10	1%
	2007	1094	1	0%	649	1	0%	1743	2	0%
	2008	1133	5	0%	668	0	0%	1801	5	0%
EDUCATION TOTAL		3397	9	0%	1933	8	0%	5330	17	0%
HUMANITIES	2006	3683	46	1%	2039	43	2%	5722	89	2%
	2007	3601	42	1%	1936	45	2%	5537	87	2%
	2008	3705	61	2%	1855	64	3%	5560	125	2%
HUMANITIES, DEV & S		10989	149	1%	5830	152	3%	16819	301	2%
LAW	2006	1148	16	1%	627	14	2%	1775	30	2%
	2007	1035	23	2%	552	14	3%	1587	37	2%
	2008	960	11	1%	518	8	2%	1478	19	1%
LAW TOTAL		3143	50	2%	1697	36	2%	4840	86	2%
MANAGEME	2006	3540	55	2%	3040	62	2%	6580	117	2%
	2007	3083	31	1%	2745	34	1%	5828	65	1%
	2008	2876	94	3%	2629	105	4%	5505	199	4%
MANAGEMENT STUDI		9499	180	2%	8414	201	2%	17913	381	2%
HEALTH SCI	2006	1065	7	1%	366	5	1%	1431	12	1%
	2007	1049	14	1%	377	10	3%	1426	24	2%
	2008	1069	5	0%	419	11	3%	1488	16	1%
HEALTH SCIENCES TO		3183	26	1%	1162	26	2%	4345	52	1%
NRM SCHOO	2006	656	0	0%	444	0	0%	1100	0	0%
	2007	619	1	0%	449	0	0%	1068	1	0%
	2008	636	1	0%	447	3	1%	1083	4	0%
NRM SCHOOL OF MED		1911	2	0%	1340	3	0%	3251	5	0%
2006 TOTAL		13450	198	1%	10610	301	3%	24060	499	2%
2007 TOTAL		12529	182	1%	10165	264	3%	22694	446	2%
2008 TOTAL		12445	239	2%	9961	382	4%	22406	621	3%

Notes

1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4

2. Exclusions are academic exclusions only. Where a student has been excluded/readmitted more than once per year, the student is reported only once(unduplicated heads) against the latest codes.

Appendix 7: Drop Out by Gender

Faculty	Yr	Female Total Students	Drop Out	%	Male Total Students	Drop Out	%	Total Students	Total Drop Out	%
SCIENCE & AGRICULTURE	2006	1610	118	7%	1554	105	7%	3164	223	7%
	2007	1489	81	5%	1689	114	7%	3178	195	6%
	2008	1482	124	8%	1656	166	10%	3138	290	9%
SCIENCE & AGRICULTURE TOTAL		4581	323	7%	4899	385	8%	9480	708	7%
ENGINEERING	2006	578	50	9%	1924	137	7%	2502	187	7%
	2007	559	32	6%	1768	86	5%	2327	118	5%
	2008	584	31	5%	1769	135	8%	2353	166	7%
ENGINEERING TOTAL		1721	113	7%	5461	358	7%	7182	471	7%
EDUCATION	2006	1170	65	6%	616	39	6%	1786	104	6%
	2007	1094	52	5%	649	54	8%	1743	106	6%
	2008	1133	50	4%	668	35	5%	1801	85	5%
EDUCATION TOTAL		3397	167	5%	1933	128	7%	5330	295	6%
HUMANITIES, DEV & SOC SCIE	2006	3683	320	9%	2039	237	12%	5722	557	10%
	2007	3601	312	9%	1936	216	11%	5537	528	10%
	2008	3705	348	9%	1855	220	12%	5560	568	10%
HUMANITIES, DEV & SOC SCIENCES		10989	980	9%	5830	673	12%	16819	1653	10%
LAW	2006	1148	80	7%	627	52	8%	1775	132	7%
	2007	1035	89	9%	552	61	11%	1587	150	9%
	2008	960	89	9%	518	52	10%	1478	141	10%
LAW TOTAL		3143	258	8%	1697	165	10%	4840	423	9%
MANAGEMENT STUDIES	2006	3540	295	8%	3040	272	9%	6580	567	9%
	2007	3083	245	8%	2745	237	9%	5828	482	8%
	2008	2876	265	9%	2629	251	10%	5505	516	9%
MANAGEMENT STUDIES TOTAL		9499	805	8%	8414	760	9%	17913	1565	9%
HEALTH SCIENCES	2006	1065	41	4%	366	18	5%	1431	59	4%
	2007	1049	28	3%	377	14	4%	1426	42	3%
	2008	1069	59	6%	419	14	3%	1488	73	5%
HEALTH SCIENCES TOTAL		3183	128	4%	1162	46	4%	4345	174	4%
NRM SCHOOL OF MEDICINE	2006	656	7	1%	444	6	1%	1100	13	1%
	2007	619	1	0%	449	6	1%	1068	7	1%
	2008	636	7	1%	447	12	3%	1083	19	2%
NRM SCHOOL OF MEDICINE TOTAL		1911	15	1%	1340	24	2%	3251	39	1%
2006 TOTAL		13450	976	7%	10610	866	8%	24060	1842	8%
2007 TOTAL		12529	840	7%	10165	788	8%	22694	1628	7%
2008 TOTAL		12445	973	8%	9961	885	9%	22406	1858	8%

Notes

1. Figures reflect Undergraduate Bachelors Degrees(3 Year) and Undergraduate Professional degrees(3 & 4 Year).

2. Dropouts are students who did not graduate for the same approved qualification, were not excluded, and did not register in the subsequent years.