APPENDIX A

METHOD

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Section A6 discusses the two approaches to arranging data longitudinally.
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The University of Sydney, Sydney.
A2: Project approval
A2.1: The University of Sydney Human Ethics Committee Letter of Project Approval

HUMAN ETHICS COMMITTEE
The University of Sydney
Room K4.81 Main Quad R14
Sydney 2006

Dr L. Bomholt
Faculty of Education
10 May 1999

Dear Dr. Bomholt

Title: An investigation of social and education variables associated with student performance indicators

Ref No: 98/12/42

Thank you for your correspondence addressing comments made to you by the Committee. After considering the additional information, the Committee approved your protocol on the above study.

The additional information will be filed with your application.

In order to comply with the National Health and Medical Research Council guidelines, and in line with the Human Ethics Committee requirements the Chief Investigator's responsibility is to ensure that:

(1) The individual researcher's protocol complies with the final and Committee approved protocol.
(2) Modifications to the protocol cannot proceed until such approval is obtained in writing.
(3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
(4) The standard University policy concerning storage of data should be followed. While temporary storage of audio-tapes at the researcher's home or an off-campus site is acceptable during the active transcription phase of the project, permanent storage should be at a secure, University controlled site for a minimum of five years.
(5) A progress report is required by the end of each year. Failure to do so will lead to withdrawal of the approval of the research protocol and re-application to the Committee must occur before recommencing.
(6) A report and a copy of the published material is provided at the end of the project.

Yours sincerely,

[Signature]

Professor Barry Baker
Chairman
Human Ethics Committee

Macintosh HD:JEC CORRESPONDENCE:Protocols:Add Info/94/12/42app
A2.2: Approval for Access to Data Files at The University of Sydney

The University of Sydney
NSW 2006
Australia
Planning and Resources Portfolio
A14

Our reference:

DATE: Monday, October 18, 1999

MEMORANDUM TO: Ms Rosalie Reddinson
PhD Candidate
School of Educational Psychology, Literacies and Learning
Faculty of Education.

FROM: Charles Davidson
Dean
Planning Support Office

I refer to your letter of 10 September 1999 addressed to Geoff Woods. I am pleased to be able to advise you that Professor Ken Ellicott, Deputy Vice-Chancellor (Planning and Resources) has approved your access to files relating to the DETYA student collection. Naturally I would expect you to maintain adequate security for the file. In addition you may find use for the DETYA online manual which provides definitions of the data elements, file layout etc. The access will be through and under the general supervision of Dr Allen Bucic of the statistics Unit. However Allen is currently very occupied with writing an analysis of Research Degree Completion rates. Consequently he will not be able to devote any significant amount of time to assist with answering enquiries about the data.

[Signature]
## A3: Glossary

### Table A3.1

**Glossary of Technical Words, Terms and Acronyms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Organisational Unit (AOU)</td>
<td>A classification of disciplines on the basis of teaching and/or research responsibility. (Department of Education, Training and Youth Affairs, 2000, see E333)</td>
</tr>
<tr>
<td>Community language home background</td>
<td>Community language home background refers to students for whom the main language spoken at home is a language other than English</td>
</tr>
<tr>
<td>Course/degree</td>
<td>In this project, a program of units of study that leads to a degree/course (E307) at bachelor’s level (E310=8, 9, 10) (Department of Education, Training and Youth Affairs, 2000, see E307, E310)</td>
</tr>
<tr>
<td>DETYA, DEETYA, DEET, DEST</td>
<td>The series of Australian Commonwealth Government departments with responsibility for education over the period of this project 1994-2005: Department of Employment, Education, and Training (DEET); Department of Education, Training and Youth Affairs (DETYA); Department of Employment, Education, Training and Youth Affairs (DEETYA); Department of Education, Science and Training (DEST).</td>
</tr>
<tr>
<td>Discipline Group</td>
<td>A classification of units of study in terms of the subject matter being taught rather than in terms of the administrative and organisational basis of a faculty structure (Department of Education, Training and Youth Affairs, 1999).</td>
</tr>
<tr>
<td>Student Load (EFTSU)</td>
<td>Equivalent Full-time Student Unit - the student load for part of a unit or UOS, expressed as a proportion of workload for a standard annual program for a student undertaking a full year in a particular year of a particular course (Department of Education, Training and Youth Affairs, 2000, see E339).</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enrolment</td>
<td>An enrolled student refers to a student admitted to a course by March 31st 1994, who has not indicated withdrawal or deferment and who has at least one unit of study being undertaken in the course.</td>
</tr>
<tr>
<td>Faculty</td>
<td>The administrative and academic unit within the university with responsibility for the course of study.</td>
</tr>
<tr>
<td>Field of Study (FOS)</td>
<td>A classification of courses based on similarity in vocational specialisation. (Department of Education, Training and Youth Affairs, 2000, see E311)</td>
</tr>
<tr>
<td>Higher education</td>
<td>This refers to all institutions offering education and/or professional training to at least first degree level. Equivalent to the system of universities and polytechnics in the UK, and to the system of universities and four year colleges in North America (Department of Employment, Education and Training, 1993, p.xxii). Australian technical and further education (TAFE) courses are not included.</td>
</tr>
<tr>
<td>HSC</td>
<td>The NSW Higher School Certificate (HSC) is awarded after an external examination following the final two years of secondary schooling in NSW, Australia. Courses at different difficulty levels within subjects are provided to accommodate the range of abilities.</td>
</tr>
</tbody>
</table>
Table A3.1 (continued)

Glossary of Technical Words, Terms and Acronyms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection to Australian</td>
<td>Each applicant allocates up to six courses in the order in which they would like any offers of courses to be considered. Applicants for each course are then ranked in order of merit based on the TER or UAI and any other entry requirements, the highest being considered first. Each applicant is considered in turn to see if a place is available in the course listed as first preference. If no place is available, the applicant is considered for the second preference and so on. Offers of admission are made in a number of rounds. A course offer relates to the course with the highest preference for which the applicant met the admission requirements and gained a quota place in competition with other applicants.</td>
</tr>
<tr>
<td>courses</td>
<td></td>
</tr>
<tr>
<td>TER</td>
<td>The Tertiary Entrance Rank (TER) was a tertiary selection index describing a student’s location in the overall distribution of HSC candidates in NSW, Australia. It was calculated using scaled results from a student’s best ten units of courses approved for selection by universities. The TER was a scale between 0 and 100 which indicated the student’s placing, relative to other HSC candidates in bands of one-twentieth of a percentile. Top scorers received a rank of 100.00 and all other candidates were ranked below that number. For example, a rank of 63.50 indicated an achieved overall result equal to or better than 63.50% of the HSC candidature. The TER was replaced by the Universities Admission Index (UAI) in 2001.</td>
</tr>
<tr>
<td>UAC</td>
<td>The Universities Admission Centre (UAC) processes applications for admission to participating universities.</td>
</tr>
<tr>
<td>Unit of Study (UOS)</td>
<td>The basic unit of a course (Department of Education, Training and Youth Affairs, 2000, see E354).</td>
</tr>
</tbody>
</table>
A4: Data sources

Information is presented below on the following sources of data:

- The University of Sydney submissions to the 1994-2001 annual Higher Education Student Collections administered by Australian Government departments (DEET, DEETYA and DETYA)
- files held by The Student Centre, The University of Sydney relating to the selection and admission of students in 1994

Higher Education Student Collections 1994-2001

Each year in Australia, the Commonwealth Government collects student information which includes enrolments, student load, courses, Academic Organisational Units and completions for students in all Australian universities that receive funding from the Commonwealth. The following data files submitted by The University of Sydney to the Higher Education Student Collections (Department of Education, Training and Youth Affairs, 2000) from 1994 to 2001 were sources of data for the present research project:

- Academic Organisational Unit File containing information about academic organisational units and courses undertaken by the students
- Course File containing information about courses undertaken at the university by the students for whom data was collected
- Student Enrolment File containing information on the background characteristics of the students
- Student Load File (third submission) containing information about the student load for units of study undertaken. As the third submission file was not available at the time of analysis for 2001, the first submission file was used in this case. The third submission of the Student Load File reports actual student load for all semesters and reflects corrections to records which were included
in the first and second submissions. The possibility of some inaccuracies in the first submission Student Load File 2001 is noted.

- HECS Liability Status File reports details about the Higher Education Contribution Scheme (HECS) liabilities as well as information for the student load relating to the HECS liabilities.
- Past Course Completions File contains information about the characteristics of students and the courses completed in the previous year to a collection

Records of course completions included those students:

- undertaking supplementary examinations or assessments after the second semester
- who were conceded an award (e.g. BA) after ceasing studies which would have led to a single award for a combined course (e.g. BA/LLb)

However students who:

- were granted an award (e.g. BA) after partial completion of the requirements of a combined course and then resumed studies of the combined course in the next year, then the award granted (BA) was not reported in the Past Course Completions File
- were enrolled in a combined course, course completion was recorded only when the requirements of all combined courses were met.

The recording of course completion in these files presented some difficulties when student records indicated an additional honours year or conversion to a double degree. When a student had proceeded straight from a pass course to an honours year, their pass had normally not been recorded until the honours year was completed. If a student withdrew from an honours year then
completion of the pass degree had not been recorded until the following year. This could have been seen as completing a course in longer than the nominal time of the course. An additional difficulty occurred when students changed to a double degree course after commencing a single award course. Although some students had been recorded as a completion when the initial degree was completed, under some circumstances the Past Course Completion File had not indicated this.

These difficulties were overcome as follows. In addition to inspecting each Past Course Completion File, data was also scanned on courses, enrolments, and load for students who had changed in a subsequent year to a double degree or combined course which included the original commencing course. For cases where the student had completed the original course, completion was recorded whether or not the student continued with the double degree. To address difficulties in obtaining reliable completions data involving an honours year and double degree courses, completion data was derived initially from the DETYA Past Course Completions Files followed by careful examination and rigorous cross-checking of data from the remaining files in each yearly DETYA Load File following course commencement.

The following variables from the 1994-2001 annual Higher Education Student Collections were used or adapted:

- E307 Course code
- E308 Course name—full
- E309 Course name—abbreviated
- E310 Course type code
- E311 Field of study code
- E313 Student identification code used as link between files
- E314 Date of birth
- E315 Sex code
- E319 Location code of semester/term residence
- E320 Location code of permanent home residence
- E328 Course commencement date
- E329 Mode of attendance code
- E330 Type of attendance code
- E331 Concurrent/major course indicator
- E334 Academic organisational unit name
Validation of data in DEET/DETYA files had been undertaken by the university.

For data validation specifications, see DETYAPAC (Department of Education, Training and Youth Affairs, 2000).

Files held by The Student Centre, The University of Sydney relating to selection and admission of students

Files contained all new enrolments to the University in 1994 of students who were candidates for the NSW Higher School Certificate (HSC) in the previous year and who were offered courses for The University of Sydney by UAC and who enrolled in the course offered.

Student information from these files related to variables representing background characteristics and demographics, in particular, school achievement (TER), course preference and HSC English candidature. A new UAC system for student records commenced in 1996.
A5: Definitions, sources and descriptions of terms and variables

Table A5.1 provides information on definitions and sources of general data terms and variables. Table A5.2 provides information on the definitions and sources of variables representing student characteristics and demographics. Table A5.3 provides information on the definitions and sources of terms referring to student outcomes. Table A5.4 lists the variables and the coding values that were used in this project.
Table A5.1

Definitions and Sources of General Data Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance mode⁴</td>
<td>Internal. All units of study were undertaken by attendance on a regular basis.</td>
<td>E329=1 ⁴</td>
</tr>
<tr>
<td>Commencing student⁴</td>
<td>Student enrolled in the course for the first time between 1 January 1994 and 31 March 1994. Students admitted with credit for units of study at a lower level were included. Exclusions: ‘Overseas’ non-fee paying students, ‘state funded places for school leavers’, some ‘exchange’ and ELICOS students; students resuming same course after an absence and those continuing from the first component of a combined course to a subsequent component.</td>
<td>Load file (3rd Submission)⁴ and Enrolment file⁵</td>
</tr>
<tr>
<td>Course of enrolment</td>
<td>DETYA Course file course names and codes E307⁶ course code; UAC course codes⁷ linked to UAC codes⁸. UAC codes changed post 1995 and post 1999. UAC course codes⁷ linked to E307.</td>
<td>E308/E309⁷ course name.</td>
</tr>
<tr>
<td>Course type⁴</td>
<td>Bachelor courses: pass, honours and graduate entry</td>
<td>E310=8, 9, 10 ⁴</td>
</tr>
</tbody>
</table>

Note. ⁴ from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in (Department of Education, Training and Youth Affairs, 2000). ⁵ from files held by The Student Centre, The University of Sydney relating to the selection and admission of students in 1994.
Table A5.1 (continued)

Definitions and Sources of General Data Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major course indicator</td>
<td>If a student was enrolled in more than one course at the university, the major course was the one which incured the greatest student load that year.</td>
<td>E331&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Residence-home</td>
<td>Australia Post postcode of student's permanent home residence at the time of course commencement</td>
<td>E320&lt;sup&gt;a&lt;/sup&gt; and other files&lt;sup&gt;b&lt;/sup&gt;.</td>
</tr>
<tr>
<td>Student identification code (SID)</td>
<td>This code is constant for a specific student across all their courses and across time. The same SID is re-applied when a student returns following a break in enrolment</td>
<td>E313/ Enrolment file&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Year of course commencement</td>
<td>1994, commencing between 1 January 1994 and 31 March 1994</td>
<td>E328&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Note.  <sup>a</sup> from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in (Department of Education, Training and Youth Affairs, 2000).  <sup>b</sup> from files held by The Student Centre, The University of Sydney relating to the selection and admission of students in 1994.
Table A5.2

*Definitions and Sources of Student Characteristics and Demographics*

<table>
<thead>
<tr>
<th>Student characteristics</th>
<th>Description/definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2 groupings: ≤20, &gt;20 years; 3 groupings: ≤20, 21-24, ≥25 years</td>
<td>E314ᵃ and backup filesᵇ</td>
</tr>
</tbody>
</table>
| Attendance typeᵃ        | Full-time: EFTSU load for the year for all units for all courses ≥0.75  
Part-time: EFTSU load for the year for all units for all courses < 0.75 | E330ᵃ |
| Course preference        | UAC course preferences for courses commencing in 1994. Preferences were divided into *first* preference and *other than first* preferences from the final round of offers. | Course Preferenceᵇ. Nursing course: first preferences for courses at two locations (Mallett St (N=76) and Cumberland College (N=18)) were combined. |
| Gender                  | | E315ᵃ and backup filesᵇ |
| Home language background | Home language background indicated either the use of English or of a community language other than English at the student's permanent home residence | E348ᵃ |

*Note.* ⁡ᵃ From The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in (Department of Education, Training and Youth Affairs, 2000). ⁡ᵇ from files held by The Student Centre, University of Sydney relating to the selection and admission of students in 1994.
Table A5.2 (continued)

**Definitions and Sources of Student Characteristics and Demographics**

<table>
<thead>
<tr>
<th>Student characteristics</th>
<th>Description/definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent School Leaver</td>
<td>Students who completed their final year of secondary education in the year prior (1993) to course commencement were classified as RSL.</td>
<td>RSL&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>(RSL)/Non-Recent School Leaver</td>
<td>(1993) to course commencement were classified as RSL.</td>
<td></td>
</tr>
<tr>
<td>School English level</td>
<td>Lower level=HSC English 2Unit Contemporary; higher levels= English 2Unit General and HSC English 3Unit.</td>
<td>UAC file&lt;sup&gt;b&lt;/sup&gt;. School English data limited to students who undertook HSC in year prior to course entry.</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>SEIFA Index of Education and Occupation (1EdOcc). Linked to postcode of a student’s residential address at course commencement. The 1EdOcc, linked to the Australia Post postcode, is based on parents’ education and occupation from the 1996 Australian Population Census. Low score indicates area with concentrations of people with either low educational attainment or unskilled or unemployed people. Australian population: $M=1000$, $SD=1$.</td>
<td>SEIFA Index of Education and Occupation (Australian Bureau of Statistics, 1998)</td>
</tr>
</tbody>
</table>

**Note.**

<sup>a</sup> from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in (Department of Education, Training and Youth Affairs, 2000).

<sup>b</sup> from files held by The Student Centre, University of Sydney relating to the selection and admission of students in 1994.
Table A5.2 (continued)

**Definitions and Sources of Student Characteristics and Demographics**

<table>
<thead>
<tr>
<th>Student characteristics</th>
<th>Description/definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Education Rank (TER)</td>
<td>Data was only available for students who undertook the HSC in the year prior to course commencement. See Table A3.1 for further information.</td>
<td>TER&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Urban or rural area of residence</td>
<td>Department of Primary Industries and Energy (DPIE) codes were applied to the postcode of the student’s permanent home residence. ‘Rural’ classification in the present project represented ‘rural’ and ‘remote’ combined.</td>
<td>Coding scheme derived from 1992 classification of Australia Post postcodes by the Commonwealth. Department of Primary Industries and Energy (Department of Primary Industries and Energy and Department of Human Services and Health, 1994).</td>
</tr>
</tbody>
</table>

*Note.*<sup>a</sup> from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in (Department of Education, Training and Youth Affairs, 2000).<sup>b</sup> from files held by The Student Centre, University of Sydney relating to the selection and admission of students in 1994.
### Table A5.3

*Definitions and Sources of Terms Related to Student Outcomes and Outcome Indicators*

<table>
<thead>
<tr>
<th>Outcome indicators</th>
<th>Definition/information</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attrition</td>
<td>The DETYA definition refers to those students in a particular year who had neither completed nor continued studying the following year (Department of Education, Science and Training, 2001). This definition has been adapted to a longitudinal perspective referring specifically to a course and extended to include students who do not return to their course over time after transfer out or withdrawal.</td>
<td>Adaptation of DETYA definition (Department of Education, Science and Training, 2001)</td>
</tr>
<tr>
<td>Course completion</td>
<td>Successful completion for all academic requirements of a course. The year of completion referred to the period between April of the previous year and March of the current year.</td>
<td>Past Course Completions files in addition to information from remaining files in each yearly Load file following course entry. See Section A4.</td>
</tr>
<tr>
<td>Minimum time to completion</td>
<td>Minimum time=nominal course length. Refers to years of actual course enrolment, <em>not</em> calendar years from entry.</td>
<td>Load (3rd Submission) files</td>
</tr>
</tbody>
</table>

Note. * from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in DETYA (2000) Higher Education Student Collection documentation, 2000 (STATPAC2000) Canberra, Australia: DETYA
<table>
<thead>
<tr>
<th>Outcome indicator</th>
<th>Definition/information</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway Indicator of Sequential Choice (PISC)</td>
<td>Pathway Indicator of Sequential Choice: an eight-character variable indicating the individual pathway patterns of enrolment showing yearly enrolment, stop-outs, withdrawal, transfers and completion.</td>
<td>(Robinson, 2004)</td>
</tr>
<tr>
<td>Retention</td>
<td>The DETYA definition refers to students, other than those who have completed their course, who are retained from one calendar year to the next (Department of Education, Science and Training, 2001). This definition is adapted to a longitudinal perspective referring specifically to a course and extended to include students who returned to their course after transfer out or stop-out.</td>
<td>Adaptation of DETYA definition (Department of Education, Science and Training, 2001)</td>
</tr>
<tr>
<td>Stop-out</td>
<td>Refers to an absence from a course which was followed by resumption of same course in a later year. No load was attempted for course in at least one year following commencement but load was attempted in subsequent year excluding those who transferred to another course within the university.</td>
<td>Load (3rd Submission)</td>
</tr>
</tbody>
</table>

Note. a from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in DETYA (2000) Higher Education Student Collection documentation, 2000 (STATPAC2000) Canberra, Australia: DETYA.
Table A5.3 (continued)

**Definitions and Sources of Terms Related to Student Outcomes and Outcome Indicators**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Definition/information</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student progress</td>
<td>$\sum$ successful EFTSU/$\sum$ assessed EFTSU for each year. Load referred to load associated with the reference course only and undertaken in the first and second semester of the reference year.</td>
<td>SPU=$(E339^a \times 1/1000)$ if $E355^a$ (completion status) = 1 for all units then SPU = blank; if $E355=1$ or 4 for a unit then SPU is calculated for remaining units.</td>
</tr>
<tr>
<td>Transfer</td>
<td>Transfer referred to a change before completion from one course to another within the university. In a specific year, no load was attempted within the original course which was commenced at the start of this project. However load was attempted in that year in a different course. Change of course enrolment to another institution was recorded as ‘no enrolment’.</td>
<td>Load (3rd Submission) file $^a$ from the last year of enrolment to year 2001</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>Withdrawal indicated no load was attempted in a year following enrolment and no re-enrolment for the remaining duration of the project. Students who withdrew in order to enrol in other courses were recorded as a ‘transfer’.</td>
<td>Load (3rd Submission) files $^a$ from the last year of enrolment to year 2001</td>
</tr>
</tbody>
</table>

**Note.** $^a$ from The University of Sydney submission to the 1994 Higher Education Student Collections administered by DETYA. Prefix ‘E’ identifies data elements within this source. Further information is provided in DETYA (2000) Higher Education Student Collection documentation, 2000 (STATPAC2000) Canberra, Australia: DETYA.
Table A5.4

*Variables, Descriptions and Coding Values*

<table>
<thead>
<tr>
<th>Description</th>
<th>Variable</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>age group</td>
<td>age</td>
<td>1 ≤20 years, 2 &gt;20 years</td>
</tr>
<tr>
<td></td>
<td>age_grp</td>
<td>1 ≤20, 2=21-24, 3 ≥24 years</td>
</tr>
<tr>
<td>age group-younger</td>
<td>age_y</td>
<td>0 &gt;20 years, 1 ≤20 years</td>
</tr>
<tr>
<td>age group-middle</td>
<td>age_m</td>
<td>0 &lt; 21 and &gt;24 years, 1= 21-24 years</td>
</tr>
<tr>
<td>age group-older</td>
<td>age_o</td>
<td>0 ≤24 years, 1 &gt;24 years</td>
</tr>
<tr>
<td>gender</td>
<td>gender</td>
<td>1=women, 2=men</td>
</tr>
<tr>
<td>school English level (HSC)</td>
<td>schEng</td>
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A6: Arrangement of progression data

Student data was structured hierarchically with students recorded within courses and courses within a wider context. Longitudinally, the data was arranged in two forms, firstly in terms of sequential calendar years following course commencement and secondly in terms of each year of each student’s enrolment. The first approach documented for sequential calendar years, the enrolment status of all students. With this data arrangement, the detailed pathways of progression were documented, pathways taken by students over time as they moved in and out of courses over a period of eight years from course entry. Data organised by sequential calendar years (DATA A), documented enrolments, non-enrolments and transfers. The second approach presented the data for each student sequentially for each year in which they were actually enrolled in their course, omitting from the sequence any years of non-enrolment. Using this approach, the outcomes and the course for each student were documented in terms of the sequential stages of actual enrolment (DATA B). Table A6.1 illustrates these two different approaches for three hypothetical students.

Table A6.1

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*Note. * = year of course enrolment

Student A enrolled in four consecutive years 1994-1997. Student B did not enrol in 1995 but similar to Student A, had four years of enrolment. Student C did not enrol in 1995; the second year of enrolment was in 1996 and the third and fourth
years in 1999 and 2000. All students began in the same year but all enrolled in their fourth year of studies in a different calendar year.

Both approaches to the organisation of data were identical for the first year of enrolment, 1994. In the second calendar year (1995), some degree of attrition was expected. Of those students not enrolling in this year, it was expected that some would return to their studies at a later time. As enrolment data for the second year of enrolment would be later than 1995, a cross-sectional approach to data organisation (DATA A) in the second calendar year, would not capture the second year enrolments of these students. However organisation of data by the DATA B arrangement locates the actual second year of enrolment irrespective of the calendar year.

In summary, performance at a particular course level may involve performance in different calendar years for students commencing a course in the same year. If calendar years (DATA A) are used to specify performance at a particular course level, performance would not necessarily refer to students within the same academic year of a course. However, data relating to retention and attrition outcomes was organised across calendar years (DATA A) to provide information on both enrolment and non-enrolment choices of students across time. Data relating to performance outcomes was organised in terms of actual course enrolment (DATA B) over time. Using both approaches to the organisation of longitudinal data provided a more comprehensive and accurate picture of student progression pathways and outcomes.
A: References


APPENDIX B

LEARNING CONTEXT

Information relating to the background characteristics and demographics of students within the context of each course is organised as follows:

B1: Characteristics and demographics by calendar years by courses

Tables B1.1-B1.10 present frequencies and percentages of each background characteristic and demographic within each course. These are presented over stages defined in terms of *sequential calendar years* from the year of course entry. Each Table includes two sections, one based on both non-missing and missing data on the relevant characteristic or demographic, and the other based only on non-missing data. Figures B1.1-B1.10 are based on non-missing data selected from Tables B1.1-B1.10.

Tables B1.7-B1.8 present frequencies and percentages of the quartile distributions of school achievement (TER) and socio-economic background (IEdOcc). The corresponding Figures B1.7-1.8 present the percentage of students above (high) and below (low) the medians based on non-missing data from Tables B1.7-B1.8. Tables B1.11-B1.12 present descriptive statistics for variables TER and IEdOcc at the course entry stage.

B2: Correlations between characteristics and demographics within courses and for combined courses

For each course as well as for combined courses, Tables B2.1-B2.8 present inter-correlations (Spearman) between each of the student characteristics and demographics at course entry.

B3: Attendance type and school leaver status

Table B3.1 presents the cross-tabulation of attendance type by school
leaver status for the combined courses. Table B3.2 presents the frequency and percentage of students grouped by attendance type and school leaver status for each course.

**B4: Characteristics and demographics by year of enrolment by courses**

In similar format to the Tables within Appendix B1, Tables B4.1-B4.10 present the frequencies and percentages of each background characteristic and demographic within each course over time in terms of the years of actual enrolment from the point of course entry. Total enrolments for the end of the first academic year were slightly different to the first calendar year (Tables B1.1-B1.10) as a small percentage of those commencing did not undertake end of year assessments. The corresponding Figures B4.1-B4.10 are based on non-missing data selected from Tables B4.1–B4.10. Figures B4.7-4.8 present the percentage of students above (high) and below (low) the medians based on non-missing data from Tables B4.7-B4.8.
## B1: Characteristics and demographics by calendar years by courses

### Table B1.1

**Frequency and Percentage of Age Group by Course by Calendar Year**

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*Note: Section: (a) based on missing and non-missing values, (b) based on non-missing values*
### Table B1.1 (continued)

**Frequency and Percentage of Age Group by Course by Calendar Year**

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Table B1.2

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Table B1.2 (continued)

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
Table B1.5

*Frequency and Percentage of Home Language Background by Course by Calendar Year*

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
Table B1.5 (continued)

Frequency and Percentage of Home Language Background by Course by Calendar Year

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Table B1.6

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## Table B1.7

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
Table B1.7 (continued)

*Frequency and Percentage of School Achievement by Course by Calendar Year*

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values
### Table B1.8

**Frequency and Percentage of Socio-Economic Background by Course by Calendar Year**

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**Note.** Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
Table B1.8 (continued)

Frequency and Percentage of Socio-Economic Background by Course by

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
Table B1.9

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values.
### Table B1.10

**Frequency and Percentage of School Leaver Status by Course by Calendar Year**

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Table B1.10 (continued)

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
**Table B1.11**

*Descriptive Statistics for School Achievement (TER) by Course*

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*Note.* Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science.

---

**Table B1.12**

*Descriptive Statistics for Socio-Economic Background (IEdOcc) at Course Entry by Course*

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*Note.* Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science.
Figure B1.1. Percentage of students by age group by course by calendar year
Figure B1.2. Percentage of students by gender by course by calendar year
Figure B1.3. Percentage of students by course preference by course by calendar year
Figure B1.4. Percentage of students by school English level by course by calendar year
Figure B1.5. Percentage of students by home language background by course by calendar year
Figure B1.6. Percentage of students by rurality by course by calendar year
Figure B1.7. Percentage of students by school achievement by course by calendar year
Figure B1.8. Percentage of students by socio-economic background by course by calendar year
Figure B1.9. Percentage of students by attendance type by course by calendar year
Figure B1.10. Percentage of students by school leaver status by course by calendar year
### B2: Correlations between characteristics and demographics within courses

Table B2.1

**Correlations between Characteristics and Demographics within Combined Courses**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (TER), socio-economic background (IEdOcc) rural/urban (rural_U), attendance type (attend), school leaver status (rsl2). Significance level: * $p \leq .05$, ** $p \leq .01$
Table B2.2

Correlations between Characteristics and Demographics within Arts

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (TER), socio-economic background (IEdOcc) rural/urban (rural_U), attendance type (attend), school leaver status (rsl2).
Significance level: * p≤.05, ** p≤.01
### Table B2.3

**Correlations between Characteristics and Demographics within Commerce**

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## Correlations between Characteristics and Demographics within Education

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs pref), school achievement (TER), socio-economic background (IEdOcc) rural/urban (rural_U), attendance type (attend), school leaver status (rsl2). Significance level: * p ≤ .05, ** p ≤ .01
### Correlations between Characteristics and Demographics within Engineering

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Significance level: * \( p \leq .05 \), ** \( p \leq .01 \)
### Table B2.6

**Correlations between Characteristics and Demographics within Nursing**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (TER), socio-economic background (IEdOcc) rural/urban (rural_U), attendance type (attend), school leaver status (rsl2).

Significance level: * p≤.05, ** p≤.01
### Table B2.7

**Correlations between Characteristics and Demographics within Pharmacy**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (TER), socio-economic background (IEDOcc) rural/urban (Rural_U), attendance type (attend), school leaver status (rsl2). Significance level: * p ≤ .05, ** p ≤ .01.
Table B2.8

Correlations between Characteristics and Demographics within Veterinary Science

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (TER), socio-economic background (IEdOcc) rural/urban (rural_U), attendance type (attend), school leaver status (rsl2).
Significance level: * p≤.05, ** p≤.01
### B3: Attendance type by school leaver status

**Table B3.1**  
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Table B3.2

Frequency and Percentage of FT-RSL, FT-NRSL and PT (RSL and NRSL) students within Courses and in Total

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### B4: Characteristics and demographics by year of enrolment by courses

Table B4.1

*Frequency and Percentage of Age Group by Course by Year of Enrolment*

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
Table B4.1 (continued)

**Frequency and Percentage of Age Group by Course by Year of Enrolment**

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
Table B4.2

Frequency and Percentage of Gender by Course by Year of Enrolment

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*Note. Section: (a) based on missing and non-missing values, (b) based on non-missing values*
Table B4.3 (continued)

*Frequency and Percentage of Course Preference by Course by Year of Enrolment*

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Table B4.4 (continued)

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Table B4.5 (continued)

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Table B4.6

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*Note:* Section: (a) based on missing and non-missing values, (b) based on non-missing values.
Table B4.6 (continued)

*Frequency and Percentage of Rurality by Course by Year of Enrolment*

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values
### Table B4.7

**Frequency and Percentage of School Achievement by Course by Year of Enrolment**

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
Table B4.7 (continued)

**Frequency and Percentage of School Achievement by Course by Year of Enrolment**

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*Note. Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values*
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**Frequency and Percentage of Socio-Economic Background by Course by Year of Enrolment**

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
Table B4.8 (continued)

*Frequency and Percentage of Socio-Economic Background by Course by Year of Enrolment*

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*Note.* Section: (a) and (b) are based on missing and non-missing values, (c) is based on non-missing values.
### Table B4.9

*Frequency and Percentage of Attendance Type by Course by Year of Enrolment*

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*Note.* Section: (a) based on missing and non-missing values, (b) based on non-missing values.
Table B4.9 (continued)

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Table B4.10 (continued)

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Figure B4.1. Percentage of students by age group by course by year of enrolment
Figure B4.2. Percentage of students by gender by course by year of enrolment
Figure B4.3. Percentage of students by course preference by course by year of enrolment
Figure B4.4. Percentage of students by school English level by course by year of enrolment
Figure B4.5. Percentage of students by home language background by course by year of enrolment
Figure B4.6. Percentage of students by rurality by course by year of enrolment
Figure B4.7. Percentage of students by school achievement by course by year of enrolment
Figure B4.8. Percentage of students by socio-economic background by course by year of enrolment
Figure B4.9. Percentage of students by attendance type by course by year of enrolment
Figure B4.10. Percentage of students by school leaver status by course by year of enrolment
APPENDIX C

PROGRESSION CHOICES

C1: Recording pathways of progression

Section C1 documents a method for recording pathways of progression through university. The research on which this method is based is presented in Appendix A1 (Robinson, 2004).

C2: Pathways of progression. Distribution of pathways and enrolment choices

Section C2 presents frequency and percentage distributions of pathways of progression and the range of enrolment choices at different stages:

Table C2.1 presents pathway patterns of progression for combined courses.
Table C2.2 presents frequency and percentage of pathway choices by course.
Table C2.3 presents frequency and percentage of course enrolment by calendar years.
Table C2.4.1 and Table C2.4.2 present frequency and percentage distributions of pathway patterns within courses.

C3: Comparison between arrangements of progression data

Section C3 presents a comparison between the two arrangements of longitudinal data in recording ‘stages’ of progression. The degree of mismatch between recording the year of performance outcomes in terms of sequential calendar years and sequential years of student enrolment by course is presented in Table C3.1.
C1: Recording pathways of progression

The following describes the formation and structure of a variable to represent individual patterns of progression over time. This coding system was used to create a variable for analyses where distinctions needed to be made between types of enrolment and non-enrolment. Yearly student course enrolment and UOS assessment results were categorised and incorporated into a single pattern representing longitudinal pathways of student progression at the individual level. Each student was tracked within their course from initial enrolment over eight subsequent years. Indicators of student enrolment and completion status were examined at the beginning of each year and at the end of each year. Students were categorised as ‘commencing’ at the beginning of the first year of the course. At the end of each year, a student’s yearly completion status for the total enrolled UOS for the course for that year was coded into the following categories:

- all enrolled UOS completed
- all enrolled UOS not completed.

UOS completion data at the end of an academic year determined a student’s status at the beginning of the following year. If records indicated the student had re-enrolled at the university in the following year but in a different course, the student was recorded as a ‘transfer’ for that year. If records indicated the student had not re-enrolled at the university then the student was recorded as ‘no enrolment’ for that year. Status at the beginning of each year was coded as one of the following:

- commencing course (enrolments in the first year of this research only)
- continuing enrolment
- no enrolment recorded
enrolment in a different course

Information on enrolment at the beginning of a year and completion status at the end of the previous year was then amalgamated into the following categories:

- commencing course or continuing enrolment
- no enrolment in any course
- enrolment in a different course at the same university, and
- course completion.

These categories were used subsequently to categorise the yearly enrolment and completion status for each student for each year into a pathway pattern. The process of identifying pathway patterns is outlined in Figure 8.1. Any enrolment, commencing or continuing, was combined and represented by ‘0’. All students in the initial cohort were ‘commencing’ in the first year. In subsequent years, a student who transferred to another course within the university was coded as ‘1’ for that year. Stop-out and withdrawal were coded by ‘_’ and completions by ‘6’. Each student was assigned one of these codes for each successive year following their commencement. Each student’s enrolment status over eight calendar years was then represented by a series of eight codes, each code indicating a stage in their course and the corresponding enrolment status for that year. The pattern of eight digits represents the pathway of progression for each student. As an example, the pathway of a student classified as a ‘commencing’ student in their first year, enrolling in each of the subsequent four years followed by three years of non-enrolment was indicated initially by the code series 0,0,0,0,0,-,-,-. These codes were then concatenated into a single eight digit code ‘00000___’. The year following course completion was represented by code ‘6’ to distinguish those
students whose non-enrolment was due to completion and those whose non-enrolment was for other reasons. A pathway pattern of ‘00010666’ indicates a student commenced in first year, continued in the second and third year, transferred to another course within the university in the fourth year, returned to complete in the fifth year in the original course, followed by three years of non-enrolment after completion. If the student returned in the fifth year but had not completed at this stage, the pattern would be represented by ‘00010___’. The pattern ‘00_01066’ indicates a pathway of enrolment for two years, stop-out for one year, re-enrolment, followed by transfer for one year, followed by re-enrolment and completion.

It is important to note that the point of reference for a pathway is commencement in a specific course. If a student transferred to a different course within the university, the pathway pattern indicated a ‘transfer’ but did not follow the student through the course to which they transferred. The coding of ‘transfer’ pathways refers only to those students leaving the course and enrolling in other courses within the university. Those students who changed their course of study to another university were recorded as 'no enrolment'. An investigation of progress in a ‘transfer’ course, other than a return or transfer back to the original course, was not within the focus of this research.

In summary, the eight digits of the path variable represent individual enrolment choices over the eight years from course entry. The path variable presents the pathway of progression for each individual student, indicating yearly enrolment, stop-out, withdrawal, transfer or course completion.
C2: Pathways of progression. Distribution of pathways and enrolment choices
### Table C2.1

**Pathway Patterns of Progression for Combined Courses**

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**Note.** Pattern coding: 0 = enrolled, 1 = transferred, _ = not enrolled, 6 = completed course

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Table C2.2

*Frequency and Percentage of Pathway Choices by Course*

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*Note. Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science. Percentages are column percentages calculated within courses.*
Table C2.3

*Frequency and Percentage of Course Enrolment in Calendar Years*

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*Note.* Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science. Percentages are calculated as a percentage of commencing enrolment within course
Table C2.4.1

Frequency and Percentage Distribution of Pathways Patterns within Arts, Commerce and Education Courses

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Note. Pattern coding: 0=enrolled, 1=transferred, _=not enrolled, 6=completed course
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Note. Pattern coding: 0=enrolled, 1=transferred, _=not enrolled, 6=completed course
C3: Comparison between arrangements of progression data
Table C3.1 illustrates for each course, the discrepancy between recording student performance outcomes in terms of sequential calendar years and years of actual course enrolment. The percentage mismatch varied from 3.3% to 52.8% across courses, with mismatches larger in those courses with more withdrawals, stop-outs and transfers.

Table C3.1

Frequency of Mismatch and Percentage of Total Mismatch between Recording Performance Outcomes in Sequential Calendar Years and in Sequential Years of Enrolment for each Course

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Note. Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science
C: References

APPENDIX D

ACADEMIC PERFORMANCE

D1: Distribution of performance outcomes by course by year

Section D1 presents the distribution of student performance outcomes (SPU <1 and SPU=1) by course for each year of enrolment. The distributions are presented for each student group as follows:

- all students (Table D1.1)
- FT-RSL students (Table D1.2)
- FT-NRSL students (Table D1.3)
- PT (RSL and NRSL) students (Table D1.4)

D2: Correlations between performance outcomes and student characteristics and demographics by course by year

For each year of enrolment within each course, inter-correlations between the performance outcomes (SPU <1 and SPU=1) and each of the student characteristics and demographics, within each of the student groups, FT-RSL, FT-NRSL and PT, are reported. Spearman correlations were used as each pair of variables could not be assumed to be bi-variate normal. The variable names and values representing student characteristics and demographics and performance outcomes are documented in Table A5.4.

For each year of enrolment, tables are grouped for each set of seven courses. With student numbers low in later years, correlations are restricted to the first five years of enrolment for FT-RSL, to the first three years for FT-NRSL and to the first five years for PT students. Due to low student numbers, correlations were not included for FT-NRSL students in Engineering, Pharmacy and Veterinary Science courses, or for PT students in the Commerce course, or for FT-
RSL students in their fifth year in Commerce, Education, Nursing and Pharmacy courses. Correlations are presented for each student group as follows:

- **FT-RSL students**
  - Tables D2.1.1.1- D2.1.1.7 (Year 1)
  - Tables D2.1.2.1- D2.1.2.7 (Year 2)
  - Tables D2.1.3.1- D2.1.3.7 (Year 3)
  - Tables D2.1.4.1- D2.1.4.7 (Year 4)
  - Tables D2.1.5.1-D2.1.5.3 (Year 5-Arts, Engineering and Veterinary Science courses only)

- **FT-NRSL students in Arts, Commerce, Education and Nursing:**
  - Tables D2.2.1.1- D2.2.1.4 (Year 1)
  - Tables D2.2.2.1- D2.2.2.4 (Year 2)
  - Tables D2.2.3.1- D2.2.3.4 (Year 3)

- **PT (RSL and NRSL) students (Arts course only)**
  - Tables D2.3.1 (Year 1)
  - Tables D2.3.2 (Year 2)
  - Tables D2.3.3 (Year 3)
  - Tables D2.3.4 (Year 4)
  - Tables D2.3.5 (Year 5)

**D3: Performance within a general context**

Section D3 presents results of analyses of performance outcomes within a general context for each of the following student groups:

- **FT-RSL students:** Tables D3.1-D3.2
- **FT-NRSL students:** Tables D3.3-D3.4
### D1: Distribution of performance outcomes by course by year

Table D1.1

**Frequencies and Percentages of Performance Outcome for All Students by Course by Year of Enrolment**

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*Note.* Section: (a) refers to all students enrolled each year including those with missing SPU score (b) refers only to students enrolled in each year with an SPU score.
### Table D1.1 (continued)

**Frequencies and Percentages of Performance Outcome for All Students by Course by Year of Enrolment**

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**Note.** Section: (a) refers to all students enrolled each year including those with missing SPU score. (b) refers only to students enrolled in each year with an SPU score.
Table D1.2

Frequency and Percentage of Performance Outcome by Year of Enrolment by Course for FT-RSL

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Note. Section: (a) refers to all students enrolled each year including those with missing SPU score
(b) refers only to students enrolled in each year with an SPU score.
Table D1.2 (continued)

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*Note.* Section: (a) refers to all students enrolled each year including those with missing SPU score; (b) refers only to students enrolled in each year with an SPU score.
### Table D1.3

**Frequency and Percentage of Performance Outcome by Year of Enrolment by Course for FT-NRSL**

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*Note.* Section: (a) refers to all students enrolled each year including those with missing SPU score (b) refers only to students enrolled in each year with an SPU score.
Table D1.3 (continued)

Frequency and Percentage of Performance Outcome by Year of Enrolment by Course for FT-NRSL

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*Note. Section: (a) refers to all students enrolled each year including those with missing SPU score (b) refers only to students enrolled in each year with an SPU score.*
Table D1.4

Frequency and Percentage of Performance Outcome by Year of Enrolment by Course for PT (RSL and NRSL)

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| Note. Section: (a) refers to all students enrolled each year including those with missing SPU score (b) refers only to students enrolled in each year with an SPU score.
Table D1.4 (continued)

Frequency and Percentage of Performance Outcome by Year of Enrolment by Course for PT (RSL and NRSL)

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Note. Section: (a) refers to all students enrolled each year including those with missing SPU score (b) refers only to students enrolled in each year with an SPU score.
D2: Correlations between performance outcomes and student characteristics and demographics by course by year for FT-RSL, FT-NRSL and PT (RSL and NRSL) students
### D2.1.1: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics by Course for FT-RSL

Table D2.1.1.1

**FT-RSL: Correlations between Performance Outcome (Year 1) and Characteristics for Arts**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).

Variable representing performance: SPU Year 1 (prg1x)

Significance level: * \( p \leq .05 \), ** \( p \leq .01 \)
Table D2.1.1.2

**FT-RSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Commerce**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (Age_grp), gender (gender), home language background (englang), school English level (SchEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U).

Variable representing performance: SPU Year 1 (prg1x)
Significance level: * $p \leq .05$, ** $p \leq .01$
Table D2.1.1.3

**FT-RSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Education**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)

Significance level: * p<.05, ** p<.01
Table D2.1.1.4

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*Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)*

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)
Significance level: * \( p \leq 0.05 \), ** \( p \leq 0.01 \)
Table D2.1.1.6

**FT-RSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Pharmacy**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.1.7

*FT-RSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Veterinary Science*

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)
Significance level: * p ≤ .05, ** p ≤ .01
D2.1.2: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics by Course for FT-RSL

Table D2.1.2.1

FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Arts

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).
Variable representing performance: SPU Year 2 (prg2x)
Significance level: * p≤.05, ** p≤.01

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Table D2.1.2.2

**FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Commerce**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)
Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.2.3

**FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Education**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * \( p \leq 0.05 \), ** \( p \leq 0.01 \)
### Table D2.1.2.4

**FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Engineering**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.2.5

**FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Nursing**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p≤.05, ** p≤.01
Table D2.1.2.6

FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Pharmacy

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| Age_grp  | -0.119 | 1.000   | -0.037 | -0.172  | -0.440 | -0.100   | -0.057 | -0.130 | 0.070   |
| Sig. (2-tailed) | .176 | .675    | .054   | .000    | .325   | .527     | .153   | .444   |
| N        | 130   | 130     | 130    | 126     | 124    | 98       | 124    | 122    | 121     |

| gender   | -0.176 | -0.037  | 1.000  | -0.078  | -0.297 | -0.202   | -0.258 | 0.129  |
| Sig. (2-tailed) | .045 | .675    | .384   | .312    | .003   | .826     | .004   | .160   |
| N        | 126   | 126     | 126    | 126     | 124    | 98       | 124    | 122    | 121     |

| englang  | 0.135  | -0.172  | -0.078 | 1.000   | 0.232  | 0.220    | 0.004  | 0.163  | 0.331   |
| Sig. (2-tailed) | .133 | .054    | .384   | .011    | .030   | 0.965    | 0.076  | 0.000  |
| N        | 126   | 126     | 126    | 126     | 124    | 97       | 121    | 119    | 118     |

| SchEng   | 0.226  | -0.440  | -0.092 | -0.232  | 1.000  | 0.102    | 0.194  | 0.117  | -0.108  |
| Sig. (2-tailed) | .011 | .000    | .312   | .011    | .318   | .031     | .208   | .248   |
| N        | 124   | 124     | 124    | 124     | 124    | 98       | 124    | 117    | 117     |

| crs_pref | -0.071 | 0.100   | -0.297 | -0.220  | 1.000  | 0.102    | 0.153  | 0.063  | -0.168  |
| Sig. (2-tailed) | .485 | .325    | .003   | .030    | .318   | .133     | .548   | .108   |
| N        | 98    | 98      | 98     | 97      | 98     | 98       | 98     | 93     | 93      |

| ter      | 0.180  | -0.057  | -0.202 | 0.194   | -0.153 | 1.000    | 0.095  | 0.010  |
| Sig. (2-tailed) | .046 | .527    | .826   | .965    | .031   | .133     | .311   | .914   |
| N        | 124   | 124     | 124    | 124     | 124    | 98       | 124    | 117    | 117     |

| iedocc   | 0.108  | -0.130  | -0.258 | 0.163   | 0.117  | 0.063    | 0.095  | 1.000  |
| Sig. (2-tailed) | 2.37 | .153    | .004   | .076    | .208   | .548     | .311   | .131   |
| N        | 122   | 122     | 122    | 119     | 117    | 93       | 117    | 122    | 121     |

| Rural_U  | -0.114 | -0.070  | -0.331 | -0.108  | -0.168 | -0.010   | 0.138  | 0.100  |
| Sig. (2-tailed) | .215 | .444    | .160   | .000    | .248   | .108     | .914   | .131   |
| N        | 121   | 121     | 121    | 118     | 117    | 93       | 117    | 121    | 121     |

Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)
Significance level: * p<.05, ** p<.01
Table D2.1.2.7

*FT-RSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Veterinary Science*

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p≤.05, ** p≤.01
D2.1.3: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics by Course for FT-RSL

Table D2.1.3.1

FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Arts

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**Correlation Coefficient**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * p≤.05, ** p≤.01
Table D2.1.3.2

FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Commerce

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| Age_grp  | Correlation Coefficient | -1.000         | .112 | 161 |
|          |                         | -.162*         | .159 | 161 |
|          |                         | -.167          | .159 | 161 |
|          |                         | -.150          | .159 | 161 |
|          |                         | -.157*         | .159 | 161 |
|          |                         | -.430*         | .159 | 161 |
|          |                         | .041           | .000 | 161 |
|          |                         | .092           | .000 | 161 |

| gender   | Correlation Coefficient | -.077          | .021 | 161 |
|          |                         | .049           | .041 | 161 |
|          |                         | .041           | .000 | 161 |

| englang  | Correlation Coefficient | -.028          | -.046 | 112 |
|          |                         | -.307*         | .111 | 112 |
|          |                         | .360*          | .112 | 112 |

| SchEng   | Correlation Coefficient | .138           | .144 | 112 |
|          |                         | .347*          | .347 | 112 |
|          |                         | .360*          | .360 | 112 |

| crs_pref | Correlation Coefficient | -.028          | -.046 | 112 |
|          |                         | -.307*         | .111 | 112 |
|          |                         | .360*          | .360 | 112 |

| ter      | Correlation Coefficient | -.028          | -.046 | 112 |
|          |                         | -.307*         | .111 | 112 |

| iedocc   | Correlation Coefficient | .105           | .105 | 140 |
|          |                         | .225*          | .225 | 140 |
|          |                         | .336*          | .336 | 140 |

| Rural_U  | Correlation Coefficient | .149           | .167 | 137 |
|          |                         | -.156          | -.156 | 137 |
|          |                         | -.054          | -.054 | 137 |

Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.3.3

FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Education

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crsPref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.3.4

**FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Engineering**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.3.5

**FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Nursing**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * \( p \leq .05 \), ** \( p \leq .01 \)
Table D2.1.3.6

**FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Pharmacy**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)

Significance level: * p ≤ .05, ** p ≤ .01
### Table D2.1.3.7

**FT-RSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Veterinary Science**

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| Significance level: * p ≤ .05, ** p ≤ .01

*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedoc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
**D2.1.4: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics by Course for FT-RSL**

Table D2.1.4.1

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x)

Significance level: * p≤.05, ** p≤.01
Table D2.1.4.2

FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Commerce

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x). Significance level: * p≤.05, ** p≤.01
Table D2.1.4.3

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Education**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x)
Significance level: * p≤.05, ** p≤.01
Table D2.1.4.4

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Engineering**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x) Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.4.5

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Nursing**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.4.6

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Pharmacy**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).

Variable representing performance: SPU Year 4 (prg4x)

Significance level: * p ≤ .05, ** p ≤ .01

422
Table D2.1.4.7

**FT-RSL: Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Veterinary Science**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 4 (prg4x)

Significance level: * p≤.05, ** p≤.01
D2.1.5: Correlations between Performance Outcome (Year 5) and Characteristics and Demographics by Course for FT-RSL

Table D2.1.5.1

**FT-RSL: Correlations between Performance Outcome (Year 5) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance; SPU Year 5 (prg5x)

Significance level: * p≤.05, ** p≤.01
### Table D2.1.5.2

**FT-RSL: Correlations between Performance Outcome (Year 5) and Characteristics and Demographics for Engineering**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 5 (prg5x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.1.5.3

FT-RSL: Correlations between Performance Outcome (Year 5) and Characteristics and Demographics for Veterinary Science

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 5 (prg5x)
Significance level: * p<.05, ** p<.01
## D2.2.1: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics by Course for FT-NRSL

Table D2.2.1.1

**FT-NRSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.2.1.2

**FT-NRSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Commerce**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x)
Significance level: * $p \leq .05$, ** $p \leq .01$
Table D2.1.3

FT-NRSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Education

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 1 (prg1x) Significance level: * p ≤ .05, ** p ≤ .01
**Table D2.2.1.4**

**FT-NRSL: Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Nursing**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).

Variable representing performance: SPU Year 1 (prg1x)

Significance level: * \( p \leq .05 \), ** \( p \leq .01 \)
D2.2.2: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics by Course for FT-NRSL

Table D2.2.2.1

*FT-NRSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Arts*

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).

Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p≤.05, ** p<.01
Table D2.2.2.2  

**FT-NRSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Commerce**

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*Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)*

Significance level: * p≤.05, ** p≤.01
Table D2.2.2.3

**FT-NRSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Education**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p ≤ .05, ** p ≤ .01
Table D2.2.2.4

**FT-NRSL: Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Nursing**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x). Significance level: * $p \leq .05$, ** $p \leq .01$
D2.2.3: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics by Course for FT-NRSL

Table D2.2.3.1

*FT-NRSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Arts*

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Note: Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * p≤.05, ** p≤.01
Table D2.2.3.2

**FT-NRSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Commerce**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)

Significance level: * p≤.05, ** p≤.01
Table D2.2.3.3

**FT-NRSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Education**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)
Significance level: * p≤.05, ** p≤.01
Table D2.2.3.4

**FT-NRSL: Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Nursing**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 3 (prg3x)

Significance level: * p≤.05, ** p≤.01
D2.3: Correlations between Performance Outcome (Years 1-3) and Characteristics and Demographics by Course for PT (RSL and NRSL)

Table D2.3.1

### PT (RSL and NRSL): Correlations between Performance Outcome (Year 1) and Characteristics and Demographics for Arts

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Note: Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rual_U).
Variable representing performance: SPU Year 1 (prg1x)
Significance level: * p≤.05, ** p≤.01
### Table D2.3.2

**PT (RSL and NRSL): Correlations between Performance Outcome (Year 2) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 2 (prg2x)

Significance level: * p ≤ .05, ** p ≤ .01

440
### Table D2.3.3

**PT (RSL and NRSL): Correlations between Performance Outcome (Year 3) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (Age_grp), gender (gender), home language background (englang), school English level (SchEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variable representing performance: SPU Year 3 (prg3x)

Significance level: * $p \leq 0.05$, ** $p \leq 0.01$
Table D2.3.4

**PT (RSL and NRSL): Correlations between Performance Outcome (Year 4) and Characteristics and Demographics for Arts**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U).

Variable representing performance: SPU Year 4 (prg4x)
Significance level: * $p \leq .05$, ** $p \leq .01$
Table D2.3.5

PT (RSL and NRSL): Correlations between Performance Outcome (Year 5) and Characteristics and Demographics for Arts

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| Sig. (2-tailed) | N     | 35 35 35 33 33 33 33 33 33 33 |

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<td>.</td>
<td>33 33 33 33 33 33 33 33 33 33</td>
<td></td>
</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 35 35 35 33 33 33 33 33 33 33 |

<table>
<thead>
<tr>
<th></th>
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<th>Sig. (2-tailed)</th>
<th>N</th>
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<tbody>
<tr>
<td>SchEng</td>
<td>.500</td>
<td>.1000*</td>
<td>3</td>
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<td>.1000</td>
<td>3</td>
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</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 33 33 33 33 33 33 33 33 33 33 |

<table>
<thead>
<tr>
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<th>Sig. (2-tailed)</th>
<th>N</th>
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<td>crs_pref</td>
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<td>.</td>
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<td></td>
</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 33 33 33 33 33 33 33 33 33 33 |

<table>
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<tr>
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<th>Sig. (2-tailed)</th>
<th>N</th>
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</thead>
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<td>.</td>
<td>33 33 33 2 2 2 2 2 2</td>
<td></td>
</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 33 33 33 33 33 33 33 33 33 33 |

<table>
<thead>
<tr>
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<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>.1000</td>
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<td>.</td>
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<tr>
<td></td>
<td>.</td>
<td>33 33 33 2 2 2 2 2 2</td>
<td></td>
</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 33 33 33 33 33 33 33 33 33 33 |

<table>
<thead>
<tr>
<th></th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>Rural_U</td>
<td>.333</td>
<td>.1000</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>33 33 33 2 2 2 2 2 2</td>
<td></td>
</tr>
</tbody>
</table>

| Sig. (2-tailed) | N     | 33 33 33 33 33 33 33 33 33 33 |

Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language background (englang), school English level (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variable representing performance: SPU Year 5 (prg5x)

Significance level: * p≤.05, ** p≤.01
D3: Performance within a general context

Direct logistic regression analyses were used to model the prediction of performance in the first year for FT-RSL and FT-NRSL student groups. Predictor variables included seven dummy variables representing the seven courses, as well as selected characteristics and demographics noted in Appendix A5.4. Characteristics used as predictor variables included: school achievement, school English, home language background, gender, course preference, age, rurality and socio-economic background. As there were no specific hypotheses regarding the order of importance of the predictor variables, all were entered simultaneously for each analysis using the direct procedure. The results of these brief exploratory analyses within the broader general context of the combination of seven undergraduate courses are presented. As indicated in Table D1.4, only the Arts course had a substantial number of PT students. As a consequence, logistic regression analysis on the combined two PT courses was not undertaken.

The extent to which each model reliably distinguished between students who passed and those who did not pass all UOS, compared to each constant-only model, was noted. The regression coefficients and standard error were reported for each of the predictors in each model and the overall prediction success for each model was also noted. The following sections present for FT-RSL and FT-NRSL groups, summaries of results using performance data for the first year of enrolment.

FT-RSL students

Table D3.1 presents the logit coefficients, SE and significance for each of the predictors within the model for FT-RSL students.
Table D3.1

*FT-RSL: Logistic Regression Coefficients, SE and Significance for each of the Predictors in the General Model*

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.41</td>
<td>0.53</td>
<td>0.45</td>
</tr>
<tr>
<td>Gender</td>
<td>0.13</td>
<td>0.18</td>
<td>0.45</td>
</tr>
<tr>
<td>Home language</td>
<td>0.12</td>
<td>0.19</td>
<td>0.55</td>
</tr>
<tr>
<td>School English</td>
<td>0.91</td>
<td>0.32</td>
<td>0.00</td>
</tr>
<tr>
<td>School achievement</td>
<td>0.13</td>
<td>0.02</td>
<td>0.00</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>0.00</td>
<td>0.00</td>
<td>0.20</td>
</tr>
<tr>
<td>Course preference</td>
<td>0.33</td>
<td>0.19</td>
<td>0.07</td>
</tr>
<tr>
<td>Rural/urban</td>
<td>0.13</td>
<td>0.35</td>
<td>0.71</td>
</tr>
<tr>
<td>Arts</td>
<td>-1.19</td>
<td>0.77</td>
<td>0.12</td>
</tr>
<tr>
<td>Commerce</td>
<td>-2.26</td>
<td>0.77</td>
<td>0.00</td>
</tr>
<tr>
<td>Education</td>
<td>0.20</td>
<td>0.85</td>
<td>0.82</td>
</tr>
<tr>
<td>Engineering</td>
<td>-0.23</td>
<td>0.80</td>
<td>0.77</td>
</tr>
<tr>
<td>Nursing</td>
<td>2.45</td>
<td>0.98</td>
<td>0.01</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>-0.66</td>
<td>0.81</td>
<td>0.41</td>
</tr>
<tr>
<td>constant</td>
<td>-9.50</td>
<td>1.86</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Note.* Reference variable=Veterinary Science. Characteristics (variables): school achievement (TER), school English level (schEng), home language background (englang), gender (gender), course preference (crs_pref), age (age), rural/urban (rural_u), socio-economic background (IedOcc). Model compared to constant-only model: ($\chi^2$ (14, $N=986$) = 171.79, $p<.001$). Overall model prediction success rate=72.5%.

Using this model, mean predicted probabilities of performance success for FT-RSL students in Year 1 within each course are listed in Table D3.2.
Table D3.2

*FT-RSL: Mean Predicted Probabilities of Performance Success for each Course*

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>0.63</td>
<td>0.17</td>
<td>456</td>
</tr>
<tr>
<td>Commerce</td>
<td>0.55</td>
<td>0.12</td>
<td>116</td>
</tr>
<tr>
<td>Education</td>
<td>0.72</td>
<td>0.16</td>
<td>79</td>
</tr>
<tr>
<td>Engineering</td>
<td>0.87</td>
<td>0.09</td>
<td>104</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.69</td>
<td>0.18</td>
<td>110</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.88</td>
<td>0.06</td>
<td>100</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>0.95</td>
<td>0.04</td>
<td>39</td>
</tr>
</tbody>
</table>

FT-NRSL students

Analysis for FT-NRSL in Year 1 was restricted to courses with adequate numbers of students (Arts, Commerce, Education and Nursing). School-related characteristics (school achievement, school English level and course preference) were not available for FT-NRSL. Table D3.3 presents the logit coefficients, SE and significance for each of the predictors for the FT-NRSL students.
Table D3.3

**FT-NRSL: Logistic Regression Coefficients, SE and Significance for Each of the Predictors in the General Model**

<table>
<thead>
<tr>
<th>Variable</th>
<th>B</th>
<th>SE</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.37</td>
<td>0.34</td>
<td>0.27</td>
</tr>
<tr>
<td>Gender</td>
<td>0.06</td>
<td>0.29</td>
<td>0.84</td>
</tr>
<tr>
<td>Home language</td>
<td>0.24</td>
<td>0.37</td>
<td>0.51</td>
</tr>
<tr>
<td>Rural/urban</td>
<td>0.00</td>
<td>0.00</td>
<td>0.77</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>-0.14</td>
<td>0.87</td>
<td>0.87</td>
</tr>
<tr>
<td>Arts</td>
<td>0.05</td>
<td>0.32</td>
<td>0.88</td>
</tr>
<tr>
<td>Commerce</td>
<td>-0.76</td>
<td>0.54</td>
<td>0.16</td>
</tr>
<tr>
<td>Education</td>
<td>0.02</td>
<td>0.64</td>
<td>0.98</td>
</tr>
<tr>
<td>constant</td>
<td>1.81</td>
<td>1.89</td>
<td>0.34</td>
</tr>
</tbody>
</table>

*Note:* Reference variable=Nursing. Characteristics (variables): home language background (englang), gender (gender), age (age), rural/urban (rural_u), socio-economic background (IedOcc). Model compared to constant-only model: ($\chi^2(8, N=304)=4.34, p<.83$). Overall model prediction success rate=74.0%.

Using this model, the mean predicted probabilities of success for students within each course are listed in Table D3.4.

Table D3.4

**FT-NRSL: Mean Predicted Probabilities of Performance Success for each Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>0.75</td>
<td>0.03</td>
<td>173</td>
</tr>
<tr>
<td>Commerce</td>
<td>0.60</td>
<td>0.06</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td>0.77</td>
<td>0.05</td>
<td>18</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.74</td>
<td>0.03</td>
<td>94</td>
</tr>
</tbody>
</table>

The mean predicted probabilities of performance success (Table D3.2 and Table D3.4) indicated that within each of the two groups of students, FT-RSL and
FT-NRSL, there was a wide range of probabilities of first year success across different courses for each set of predictor variables. A general model of outcomes was not considered appropriate and further alternative models specific to course context were investigated.
APPENDIX E

COMPLETION

E1: Distribution of completion outcomes

Section E1.1 presents the frequencies and percentages of completion outcomes for each of the three groups of students (FT-RSL, FT-NRSL and PT) enrolled in each course (Tables E1.1.1-E1.1.3). The completion outcomes include:

- completion in the minimum number of years
- completion in more than the minimum number of years, and
- non-completion.

Section E1.2 presents cross-tabulations of frequency of completion outcomes by each student characteristic and demographic, for each course, for each of the three student groups, as follows:

- FT-RSL: Tables E1.2.1.1-E1.2.1.7
- FT-NRSL: Tables E1.2.2.1-E1.2.2.7
- PT (RSL and NRSL): Tables E1.2.3.1-E1.2.3.2

E2: Correlations between completion outcomes and students characteristics and demographics by course

Associations between the characteristics and demographics of students at the time of course entry and later course completion and course completion in the minimum number of years, are presented for each course. Although TER and IEdOcc are continuous variables, Spearman correlations were used when correlating these variables with the categorical variables representing other student characteristics. Courses with low student numbers among FT-NRSL and PT groups were omitted.
Correlations are tabulated for each course within the three student groups as follows:

- FT-RSL: Tables E2.1.1-E2.1.7
- FT-NRSL: Tables E2.2.1-E2.2.4 (Arts, Commerce, Education and Nursing courses only)
- PT (RSL and NRSL): Table E2.3.1 (Arts course only)

**E3: Course completion within a general context**

Section E3 presents, for the following student groups, the results of analyses of completion outcomes within a general context:

- FT-RSL: Tables E3.1-E3.2
- FT-NRSL: Tables E3.3-E3.4
E1: Distribution of completion outcomes
E1.1: Distribution of completion outcomes by course for FT-RSL, FT-NRSL and PT(RSL and NRSL)
Table E1.1.1

**FT-RSL: Frequency and Percentage of Completion Outcomes by Course**

<table>
<thead>
<tr>
<th>Completion</th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>min time</td>
<td>&gt; min time</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Arts</td>
<td>259</td>
<td>145</td>
</tr>
<tr>
<td>Commerce</td>
<td>91</td>
<td>55</td>
</tr>
<tr>
<td>Education</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>Engineering</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>Nursing</td>
<td>103</td>
<td>20</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>98</td>
<td>24</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>46</td>
<td>8</td>
</tr>
</tbody>
</table>

*Note.* (a) based on all students who commenced the course  (b) percentages based only on students who completed

Table E1.1.2

**FT-NRSL: Frequency and Percentage of Completion Outcomes by Course**

<table>
<thead>
<tr>
<th>Completion</th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>min time</td>
<td>&gt; min time</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Arts</td>
<td>67</td>
<td>34</td>
</tr>
<tr>
<td>Commerce</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nursing</td>
<td>63</td>
<td>10</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note.* (a) based on all students who commenced the course  (b) percentages based only on students who completed

Table E1.1.3

**PT (RSL and NRSL): Frequency and Percentage of Completion Outcomes by Course**

<table>
<thead>
<tr>
<th>Completion</th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>min time</td>
<td>&gt; min time</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Arts</td>
<td>53</td>
<td>4</td>
</tr>
<tr>
<td>Commerce</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note.* (a) based on all students who commenced the course  (b) percentages based only on students who completed
E1.2: Completion Outcomes by Characteristics and Demographics by Course
### E1.2.1: Frequency of Completion Outcomes by Characteristics and Demographics by Course for FT-RSL

**Table E1.2.1.1**

*FT-RSL: Frequency of Completion Outcomes by Characteristics and Demographics for Arts*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>min time</th>
<th>&gt; min time</th>
<th>not complete</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>School English</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>214</td>
<td>118</td>
<td>237</td>
<td>569</td>
</tr>
<tr>
<td>low</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
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<td>243</td>
<td>589</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>202</td>
<td>112</td>
<td>245</td>
<td>559</td>
</tr>
<tr>
<td>other</td>
<td>50</td>
<td>28</td>
<td>46</td>
<td>124</td>
</tr>
<tr>
<td>Total</td>
<td>252</td>
<td>140</td>
<td>291</td>
<td>683</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>women</td>
<td>192</td>
<td>103</td>
<td>205</td>
<td>500</td>
</tr>
<tr>
<td>men</td>
<td>67</td>
<td>42</td>
<td>92</td>
<td>201</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>145</td>
<td>297</td>
<td>701</td>
</tr>
<tr>
<td>Course preference</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first</td>
<td>145</td>
<td>88</td>
<td>146</td>
<td>379</td>
</tr>
<tr>
<td>other</td>
<td>43</td>
<td>22</td>
<td>45</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>188</td>
<td>110</td>
<td>191</td>
<td>489</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤20</td>
<td>251</td>
<td>138</td>
<td>284</td>
<td>673</td>
</tr>
<tr>
<td>21-24</td>
<td>7</td>
<td>6</td>
<td>11</td>
<td>24</td>
</tr>
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<td>25+</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>259</td>
<td>145</td>
<td>297</td>
<td>701</td>
</tr>
<tr>
<td>Urban/rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>urban</td>
<td>235</td>
<td>125</td>
<td>267</td>
<td>627</td>
</tr>
<tr>
<td>rural</td>
<td>14</td>
<td>11</td>
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<td>49</td>
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<tr>
<td>Total</td>
<td>249</td>
<td>136</td>
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<td>676</td>
</tr>
<tr>
<td>TER (quartiles)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td>31</td>
<td>27</td>
<td>54</td>
<td>112</td>
</tr>
<tr>
<td>Q2</td>
<td>77</td>
<td>51</td>
<td>116</td>
<td>244</td>
</tr>
<tr>
<td>Q3</td>
<td>61</td>
<td>28</td>
<td>53</td>
<td>142</td>
</tr>
<tr>
<td>Q4</td>
<td>49</td>
<td>16</td>
<td>17</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>122</td>
<td>240</td>
<td>580</td>
</tr>
<tr>
<td>IEdOcc (quartiles)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td>47</td>
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**FT-RSL: Frequency of Completion Outcomes by Characteristics and Demographics for Veterinary Science**

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Table E1.2.2.1

*FT-NRSL: Frequency of Completion Outcomes by Characteristics and Demographics for Arts*

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*FT-NRSL: Frequency of Completion Outcomes by Characteristics and Demographics for Education*

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### E1.2.3: Frequency of Completion Outcomes by Characteristics and Demographics by Course for PT (RSL and NRSL)

Table E1.2.3.1

**PT (RSL and NRSL): Frequency of Completion Outcomes by Characteristics and Demographics for Arts**

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E2: Correlations between completion outcomes and student characteristics and demographics by course
**E2.1: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics by Course for FT-RSL**

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*FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Arts*

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (idoscc) rural/urban (rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin) Significance level: * p≤.05, ** p≤.01
Table E2.1.2

**FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Commerce**

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin).

Significance level: * \( p \leq 0.05 \), ** \( p \leq 0.01 \)
### Table E2.1.3

**FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Education**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (SchEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin)

Significance level: * p≤.05, ** p≤.01
### Table E2.1.4

**FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Engineering**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin). Significance level: * p \leq 0.05, ** p \leq 0.01
Table E2.1.5

FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Nursing

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Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin). Significance level: * p≤.05, ** p≤.01
Table E2.1.6

**FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Pharmacy**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin). Significance level: * p≤.05, ** p≤.01
Table E2.1.7

**FT-RSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Veterinary Science**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age group), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variables representing completion outcomes: completion (completed), completion in minimum time (cmin)

Significance level: * p ≤ .05, ** p ≤ .01
E2.2: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics by Course for FT-NRSL

Table E2.2.1

**FT-NRSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Arts**

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*Note.* Spearman correlations are used. Characteristics (variables): age group (agegrp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin) Significance level: * p ≤ .05, ** p ≤ .01
**Table E2.2.2**

**FT-NRSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Commerce**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin)

Significance level: * p ≤ 0.05, ** p ≤ 0.01
# Table E2.2.3

**FT-NRSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Education**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs pref), school achievement (ter), socio-economic background (iedocc) rural/urban (rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin) Significance level: * $p \leq .05$, ** $p \leq .01$
Table E2.2.4

**FT-NRSL: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Nursing**

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**Note.** Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (compLt), completion in minimum time (cmin). Significance level: * p ≤ .05, ** p ≤ .01
E2.3: Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics by Course for PT (RSL and NRSL)

Table E2.3.1

*PT (RSL and NRSL): Correlations between Completion, Completion in Minimum Time and Characteristics and Demographics for Arts*

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<tr>
<td>iedocc</td>
<td>-.041</td>
<td>-.009</td>
<td>-.052</td>
<td>-.022</td>
<td>.217*</td>
<td>.</td>
<td>.583*</td>
<td>.</td>
<td>-.437</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.607</td>
<td>.950</td>
<td>.514</td>
<td>.780</td>
<td>.007</td>
<td>.047</td>
<td>.179</td>
<td>.</td>
<td>.048</td>
<td>.048</td>
</tr>
<tr>
<td>N</td>
<td>158</td>
<td>56</td>
<td>158</td>
<td>158</td>
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<td>13</td>
<td>12</td>
<td>11</td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td>Rural_U</td>
<td>-.034</td>
<td>-.037</td>
<td>.122</td>
<td>-.066</td>
<td>-.037</td>
<td>.</td>
<td>.158*</td>
<td>.</td>
<td>1.000</td>
<td>.</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.667</td>
<td>.784</td>
<td>.125</td>
<td>.407</td>
<td>.645</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.048</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>158</td>
<td>56</td>
<td>158</td>
<td>158</td>
<td>156</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>158</td>
<td>158</td>
</tr>
</tbody>
</table>

Note. Spearman correlations are used. Characteristics (variables): age group (age_grp), gender (gender), home language (englang), school English (schEng), course preference (crs_pref), school achievement (ter), socio-economic background (iedocc) rural/urban (Rural_U). Variables representing completion outcomes: completion (complt), completion in minimum time (cmin)
Significance level: * p≤.05, ** p≤.01
E3: Course completion within a general context

Section E3 presents the results of a brief exploratory analysis within the broader general context of the seven courses combined. The purpose was to examine the appropriateness of a general model of the prediction of completion outcomes. Models of completion were examined for two student groups, FT-RSL and FT-NRSL. Analysis of the combined PT courses was not included as the Arts course was the only course with a substantial number of PT students.

Using direct logistic regression, the prediction of course completion from student characteristics and demographics was investigated. Characteristics used as predictors included: school achievement, school English level, home language background, gender, course preference, age, rurality and socio-economic background. Table A5.4 presents details of the variables representing these characteristics. With no specific hypotheses regarding the order of importance of the predictor variables, all variables were entered simultaneously into the models using the direct procedure. For variables where the frequency was too low, the variables were omitted from the analysis.

The regression coefficients, SE and significance of the Wald statistic for each of the predictors in each model are presented in Table E3.1 (FT-RSL) and Table E3.3 (FT-NRSL). The extent to which each model reliably distinguishes between students who complete and those who do not complete compared to the constant-only model is noted, as well as the overall prediction success for each model.

FT-RSL students

Table E3.1 indicates the final model is significantly different from the constant-only model for FT-RSL students. Differences between the mean predicted probabilities within each course suggest that, with this given set of
variables, the courses cover a wide range in the probability of completion for this group of students.

Table E3.1

*FT-RSL: Logit coefficients, SE and Significance for Each of the Predictors in a General Context*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>B</th>
<th>SE</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-1.10</td>
<td>0.49</td>
<td>0.02</td>
</tr>
<tr>
<td>Gender</td>
<td>0.36</td>
<td>0.17</td>
<td>0.03</td>
</tr>
<tr>
<td>Home language</td>
<td>0.03</td>
<td>0.18</td>
<td>0.88</td>
</tr>
<tr>
<td>School English</td>
<td>0.11</td>
<td>0.30</td>
<td>0.72</td>
</tr>
<tr>
<td>School achievement</td>
<td>0.06</td>
<td>0.01</td>
<td>0.00</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>0.00</td>
<td>0.00</td>
<td>0.50</td>
</tr>
<tr>
<td>Course preference</td>
<td>0.28</td>
<td>0.18</td>
<td>0.12</td>
</tr>
<tr>
<td>Rural/urban</td>
<td>0.55</td>
<td>0.31</td>
<td>0.07</td>
</tr>
<tr>
<td>Arts</td>
<td>-1.69</td>
<td>0.64</td>
<td>0.01</td>
</tr>
<tr>
<td>Commerce</td>
<td>-1.14</td>
<td>0.66</td>
<td>0.08</td>
</tr>
<tr>
<td>Education</td>
<td>-0.96</td>
<td>0.71</td>
<td>0.18</td>
</tr>
<tr>
<td>Engineering</td>
<td>-1.89</td>
<td>0.65</td>
<td>0.00</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.43</td>
<td>0.82</td>
<td>0.61</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>-0.38</td>
<td>0.69</td>
<td>0.58</td>
</tr>
<tr>
<td>constant</td>
<td>-4.88</td>
<td>1.62</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Note.* Reference variable=Veterinary Science. Characteristics (variables): school achievement (TER), school English level (schEng), home language background (englang), gender (gender), course preference (crs_pref), age (age), rural/urban (rural_u), socio-economic background (IedOcc).

Model compared to constant-only model: $\chi^2 (14, N=1004)=101.96, p<.00$. Overall model prediction success rate= 67.8%.

For FT-RSL, the mean predicted probabilities of completion within each course are presented in Table E3.2.
Table E3.2

*FT-RSL: Mean Predicted Probabilities of Completion for Courses in a General Context*

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>0.60</td>
<td>0.18</td>
<td>456</td>
</tr>
<tr>
<td>Commerce</td>
<td>0.76</td>
<td>0.08</td>
<td>116</td>
</tr>
<tr>
<td>Education</td>
<td>0.67</td>
<td>0.10</td>
<td>79</td>
</tr>
<tr>
<td>Engineering</td>
<td>0.57</td>
<td>0.12</td>
<td>104</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.72</td>
<td>0.10</td>
<td>110</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.87</td>
<td>0.06</td>
<td>100</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>0.92</td>
<td>0.05</td>
<td>39</td>
</tr>
</tbody>
</table>

FT-NRSL students

With few FT-NRSL students in the Engineering, Pharmacy and Veterinary Science courses, the corresponding dummy variables representing these courses were omitted from the analysis of this group. School-related characteristics (school achievement, school English level and course preference) were not available for FT-NRSL students. Due to low student numbers, the variable representing rurality was also omitted.
Table E3.3

**FT-NRSL: Logit coefficients, SE and Significance for Each of the Predictors in a General Context**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>B</th>
<th>SE</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.23</td>
<td>0.30</td>
<td>0.45</td>
</tr>
<tr>
<td>Gender</td>
<td>0.25</td>
<td>0.26</td>
<td>0.35</td>
</tr>
<tr>
<td>Home language</td>
<td>-0.31</td>
<td>0.38</td>
<td>0.41</td>
</tr>
<tr>
<td>Socio-economic background</td>
<td>0.00</td>
<td>0.00</td>
<td>0.30</td>
</tr>
<tr>
<td>Arts</td>
<td>-0.83</td>
<td>0.30</td>
<td>0.01</td>
</tr>
<tr>
<td>Commerce</td>
<td>0.12</td>
<td>0.61</td>
<td>0.84</td>
</tr>
<tr>
<td>Education</td>
<td>-1.23</td>
<td>0.54</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>constant</strong></td>
<td>3.21</td>
<td>1.72</td>
<td>0.06</td>
</tr>
</tbody>
</table>

*Note.* Reference variable=Nursing. Characteristics (variables): home language background (englang), gender (gender), age (age), rural/urban (rural_u), socio-economic background (IedOcc). Model compared to the constant-only model: $\chi^2(7, N=311)=20.44, p<.01$. Overall model prediction success rate=64.0%.

For FT-NRSL, the mean predicted probabilities of completion within each course are listed in Table E3.4

Table E3.4

**FT-NRSL: Mean Predicted Probabilities of Completion for Courses in a General Context**

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>0.56</td>
<td>0.06</td>
<td>174</td>
</tr>
<tr>
<td>Commerce</td>
<td>0.80</td>
<td>0.05</td>
<td>25</td>
</tr>
<tr>
<td>Education</td>
<td>0.50</td>
<td>0.07</td>
<td>18</td>
</tr>
<tr>
<td>Nursing</td>
<td>0.77</td>
<td>0.04</td>
<td>94</td>
</tr>
</tbody>
</table>

Table E3.3 indicates the final model is significantly different from the constant-only model for FT-NRSL students. Differences between the mean
predicted probabilities within each course suggest that for this given set of variables, the courses cover a wide range in the probability of completion among FT-NRSL students. A general model of outcomes was not considered appropriate and further alternative models specific to course contexts were investigated.
APPENDIX F

RETENTION AND ATTRITION

F1: Retention and attrition rates within courses and for combined courses

Section F1 documents aggregate rates of retention and attrition at specific stages for individual courses and, for the general context of all the courses combined. Table F1.1 presents these retention and attrition rates for each year following course entry for each course and for the combined courses. Figures F1.1-F1.2 indicate differences exist between courses, at different stages, in the aggregate rates of both retention and attrition.

F2: Frequency of retention and attrition by course by year

Section F2 presents frequencies of retention and attrition for each course within each year for each of the three student groups as follows:

- FT-RSL: Frequency of Retention and Attrition by Course by Year
  (Figure F2.1)
- FT-NRSL: Frequency of Retention and Attrition by Course by Year
  (Figure F2.2)
- PT (RSL and NRSL): Frequency of Retention and Attrition by Course by Year (Figure F2.3)
F1: Retention and attrition rates within courses and for combined courses

Aggregate rates of retention and attrition at the course level cannot provide information at the individual data level on individual pathway choices over time, choices such as transfer, withdrawal, return and non-return to courses. Aggregate rates of retention and attrition at the course level refer to a single enrolment choice, that is, enrolment or non-enrolment, for groups at a single point in time.

Aggregate retention and attrition rates for each course were used to provide an overview of group differences between specific courses at a single point in time. For each calendar year following commencement, Table F1.1 presents annual aggregate retention and attrition rates for the each specific course as well as for the general context of combined courses. Figures F1.1-F1.2 illustrate across the years, these differences in aggregate rates between courses and for all courses combined. Figure F1.1 presents the annual retention rates relative to the initial enrolment at course entry for each course as well as for the combined courses. Figure F1.2 presents the annual attrition rates relative to enrolment in each previous year for each course as well as for the combined courses. DEST definitions of retention and attrition have been used (Department of Education, Science and Training, 2001, attrition p129, retention p144).

Results of both these approaches indicated overall differences between the courses, and at different times between courses, in aggregate rates of both retention and attrition. The retention and attrition rates for a general context of combined courses mask underlying course differences. These results provided support for further examining models of pathway choices at the individual student level within specific course contexts rather than within a general context of combined courses.
Table F1.1

Retention and Attrition Rates for Each Year Following Course Entry for Each Course and Combined Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Attrition Rate</th>
<th>Retention Rate</th>
<th>Year</th>
<th>Course</th>
<th>Attrition Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>28.03</td>
<td>71.74</td>
<td>5</td>
<td>A</td>
<td>19.33</td>
<td>10.49</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>10.00</td>
<td>90.00</td>
<td></td>
<td>B</td>
<td>50.00</td>
<td>2.56</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>20.00</td>
<td>79.82</td>
<td></td>
<td>C</td>
<td>0.00</td>
<td>10.00</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>10.81</td>
<td>89.19</td>
<td></td>
<td>D</td>
<td>8.51</td>
<td>17.65</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>17.14</td>
<td>82.86</td>
<td></td>
<td>E</td>
<td>16.67</td>
<td>7.69</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>5.95</td>
<td>94.05</td>
<td></td>
<td>F</td>
<td>0.00</td>
<td>26.32</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>4.17</td>
<td>95.83</td>
<td></td>
<td>G</td>
<td>1.67</td>
<td>76.67</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19.94</td>
<td>79.97</td>
<td></td>
<td>Total</td>
<td>13.04</td>
<td>12.67</td>
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<td>6</td>
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<td>28.57</td>
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<td>91.67</td>
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<td>Total</td>
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<td>Total</td>
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<td>7.69</td>
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<td>B</td>
<td>100.00</td>
<td>2.63</td>
</tr>
<tr>
<td></td>
<td>C</td>
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<td>65.74</td>
<td></td>
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<td>0.00</td>
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<td>D</td>
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<td>0.00</td>
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<td>G</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
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<td></td>
<td>Total</td>
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</tr>
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<td>4</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>B</td>
<td>11.69</td>
<td>12.05</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1.41</td>
<td>28.00</td>
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<tr>
<td></td>
<td>D</td>
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<td>47.00</td>
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<tr>
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<td>E</td>
<td>16.67</td>
<td>17.65</td>
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<td>F</td>
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<td></td>
<td>G</td>
<td>5.66</td>
<td>84.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7.85</td>
<td>27.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Year=year following the year of course entry. Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science. Retention and attrition rates: DEST definition (Department of Education, Science and Training, 2001, attrition p129, retention p144). Attrition rates refer to attrition from the previous year; retention rates refer to retention from the initial course enrolment.
Figure F1.1. Percentage annual retention relative to initial enrolment, for each year within each course and all courses combined. Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science.

Figure F1.2. Percentage annual attrition relative to enrolment in the previous year, for each year within each course and all courses combined. Courses: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science.
F2: Frequency of retention and attrition by course by year
Figure F2.1. FT-RSL: Frequency of retention and attrition by course by year. Course: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science. Year 1-7=1st to 7th year following year of course entry. * denotes year, for example NE1=non-enrolment in 1st year after course entry, T2=transfer in 2nd year after course entry. Return/No return: refers to non-enrolled students in the specified year who returned or did not return at a stage following the year of non-enrolment.
Figure F2.2. FT-NRSL: Frequency of retention and attrition by course by year. Course: A=Arts, B=Commerce, C=Education, D=Engineering, E=Nursing, F=Pharmacy, G=Veterinary Science. Year 1-7=1st to 7th year following year of course entry. * denotes year, for example NE1=non-enrolment in 1st year after course entry, T2=transfer in 2nd year after course entry. Return/No return: refers to non-enrolled students in the specified year who returned or did not return at a stage following the year of non-enrolment.
Figure F2.3. PT (RSL and NRSL): Frequency of retention and attrition by course by year. Course: A=Arts, B=Commerce. Year 1-7=1st to 7th year following year of course entry. * denotes year, for example NE1=non-enrolment in 1st year after course entry, T2=transfer in 2nd year after course entry. Return/No return: refers to non-enrolled students in the specified year who returned or did not return at a stage following the year of non-enrolment.
F: References