



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Pathways in Tertiary Education

1998–2002



MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Pathways in Tertiary Education

1998-2002

Report

Pathways in Tertiary Education 1998-2002

Author

David Scott, Senior Analyst

Tertiary Sector Performance Analysis & Reporting, Ministry of Education

Email david.scott@minedu.govt.nz

Telephone 64-4-463-8000

Fax 64-4-463-8001

Acknowledgements

The author gratefully acknowledges the comments of Roger Smyth and Virginia Falealili in reviewing this report.

Published by:

MINISTRY OF EDUCATION

Crown Copyright

All rights reserved

All enquiries should be made to the publisher

June 2004

This report is available from the Ministry of Education website

www.minedu.govt.nz/goto/tertiaryanalysis

ISBN (Print): 0-478-13115-1

ISBN (Web): 0-478-13112-7

Contents

1	INTRODUCTION	4
2	SUMMARY.....	5
3	TABLES AND GRAPHS	13
	ALL STUDENTS STARTING IN 1998.....	14
	<i>Figure 1.1: Duration, completion and break rates</i>	14
	<i>Figure 1.2: Completion rates by years enrolled</i>	14
	<i>Figure 1.3: Qualifications completed after five years.....</i>	14
	<i>Figure 1.4: Sub-sectors enrolled over five years</i>	15
	<i>Figure 1.5: Completion and articulation rates by level started and sub-sector.....</i>	15
	<i>Figure 1.6: First year attrition by sub-sector and level.....</i>	16
	<i>Figure 1.7: Top 10 five-year pathways.....</i>	16
	<i>Figure 1.8: Students by years enrolled, sub-sector and level</i>	16
	<i>Figure 1.9: Completion rates by years enrolled, sub-sector and level</i>	17
	<i>Figure 1.10: Break rates by years enrolled, sub-sector and level</i>	17
	STUDENTS STARTING AT CERTIFICATE LEVEL	18
	<i>Figure 2.1: Duration, completion and break rates – 1998 certificate starters</i>	18
	<i>Figure 2.2: Completion rates by years enrolled – 1998 certificate starters</i>	18
	<i>Figure 2.3: Qualifications completed after five years – 1998 certificate starters</i>	18
	<i>Figure 2.4: Top 10 five-year pathways – 1998 certificate starters</i>	19
	STUDENTS STARTING AT DIPLOMA LEVEL.....	19
	<i>Figure 3.1: Duration, completion and break rates – 1998 diploma starters</i>	19
	<i>Figure 3.2: Completion rates by years enrolled – 1998 diploma starters</i>	19
	<i>Figure 3.3: Qualifications completed after five years – 1998 diploma starters</i>	20
	<i>Figure 3.4: Top 10 five-year pathways – 1998 diploma starters</i>	20
	STUDENTS STARTING AT DEGREE LEVEL.....	20
	<i>Figure 4.1: Duration, completion and break rates – 1998 degree starters</i>	20
	<i>Figure 4.2: Completion rates by years enrolled – 1998 degree starters.....</i>	21
	<i>Figure 4.3: Qualifications completed after five years – 1998 degree starters.....</i>	21
	<i>Figure 4.4: Top 10 five-year pathways – 1998 degree starters</i>	22
	STUDENTS STARTING AT A UNIVERSITY	22
	<i>Figure 5.1: Duration, completion and break rates – 1998 university starters.....</i>	22
	<i>Figure 5.2: Completion rates by years enrolled – 1998 university starters.....</i>	22
	<i>Figure 5.3: Sub-sectors enrolled over five years – 1998 university starters.....</i>	23
	<i>Figure 5.4: Top 10 five-year pathways – 1998 university starters</i>	23
	<i>Figure 5.5: Top 10 five-year pathways – 1998 degree university starters.....</i>	23
	STUDENTS STARTING AT A POLYTECHNIC	24
	<i>Figure 6.1: Duration, completion and break rates – 1998 polytechnic starters</i>	24
	<i>Figure 6.2: Completion rates by years enrolled – 1998 polytechnic starters</i>	24
	<i>Figure 6.3: Sub-sectors enrolled over five years – 1998 polytechnic starters</i>	24
	<i>Figure 6.4: Top 10 five-year pathways – 1998 polytechnic starters.....</i>	25
	STUDENTS STARTING AT A COLLEGE OF EDUCATION	25
	<i>Figure 7.1: Duration, completion and break rates – 1998 college of education starters</i>	25
	<i>Figure 7.2: Completion rates by years enrolled – 1998 college of education starters</i>	25
	<i>Figure 7.3: Sub-sectors enrolled over five years – 1998 college of education starters</i>	26
	<i>Figure 7.4: Top 10 five-year pathways – 1998 college of education starters</i>	26
	STUDENTS STARTING AT A WĀNANGA	26
	<i>Figure 8.1: Duration, completion and break rates – 1998 wānanga starters.....</i>	26
	<i>Figure 8.2: Completion rates by years enrolled – 1998 wānanga starters.....</i>	27
	<i>Figure 8.3: Sub-sectors enrolled over five years – 1998 wānanga starters.....</i>	27
	<i>Figure 8.4: Top 10 five-year pathways – 1998 wānanga starters.....</i>	27

1 Introduction

This report presents some of the more common pathways through tertiary study followed by New Zealanders who start tertiary education.

Students enrolling for the first time in tertiary education have an increasing range of study decisions to make. These include what to study, what level to study, where to study, and for how long. As students move through their study, their initial choices and goals can and do change. They may transfer to another provider, or switch to another qualification. They may drop out without completing their qualification, or move on to higher level study. Some will prolong their studies due to work or family commitments, or take a break before returning to complete their qualification or start another one.

It is these patterns of movement between levels of qualification, completion, type of provider and duration that are described in this report as *pathways in tertiary education*.

Information about pathways can be useful to providers, students and government alike. This information can be used, for example:

- by people contemplating tertiary study to help inform their decisions on what to study and where;
- by providers for planning and development;
- by government as information upon which to develop policy aimed at, for example, improving study outcomes for students, or getting better value for money from its investment in tertiary education.

This report describes the pathways taken by a cohort of some 55,640 domestic students who first studied in 1998 in formally assessed qualifications at public tertiary education providers. The report follows five years of their study until the end of 2002.

This report is descriptive in nature and as such, does not provide a comprehensive analysis of educational pathways. In particular, it does not look at where the student came from before study or went to after study. It does not cover the whole tertiary education sector, covering study in formally assessed qualifications at public providers for domestic students starting tertiary study in 1998. It does not disaggregate by demographic variables.

Despite this limitation, and despite the recognition that pathways used by students starting in 1998 may be different from those taken by students starting in 2004¹, this report does provide some new information on one aspect of tertiary education in New Zealand that has not been available previously.

The data is taken from the dataset developed for an earlier study analysing retention, completion and progression rates for different cohorts in tertiary education², and uses the same definitions and has the same scope and limitations of the earlier study. For a full discussion of the scope and limitations of the data, and the definitions used, refer to *Retention, Completion and Progression in Tertiary Education 2003 Technical Documentation*, available at www.minedu.govt.nz/goto/tertiaryanalysis.

¹ This is particularly so for wānanga, which have undergone reasonably significant change since 2000.

² *Retention, Completion and Progression in Tertiary Education 2003*. www.minedu.govt.nz/goto/tertiaryanalysis

2 Summary

This report summarises the pathways followed over five years between 1998 and 2002 by some 55,640 domestic students starting tertiary education for the first time in 1998 at public providers. This cohort is referred to as ‘1998 starters’.

The term ‘pathways’ as used in this report, describes the patterns of movement between levels of qualification, completion, type of provider and duration of study.

In the discussion below, ‘completion’ refers to the *successful* completion of any qualification. ‘Attrition’ refers to those who leave study without completing any qualification. ‘Articulation’ refers to students who progress to and complete higher level qualifications, either instead of, or in addition to, the ones they started.³ Taking a break is measured by considering people who were enrolled, subsequently not enrolled for at least one year, and then enrolled again over the five years from 1998 to 2002: that is, anyone with an interrupted period of enrolment between 1998 and 2002.

For the purposes of analysing trends, providers who changed sub-sector between 1998 and 2002 are classified according to the sub-sector they belonged to in 2002.

In discussing these results, it should be recognised that the pathways taken over five years by students starting in 1998 may be different from the pathways and outcomes that students starting today might take.⁴

Level and duration of study

- 35.2% of all 1998 starters studied for one year only, while 21.5% studied for two years, 14.2% studied for three years, 14.4% for four years, and 14.7% for all five years between 1998 and 2002.
- The most common level of qualification studied in the first year of study was certificate level (56.0% of 1998 starters), with degrees second (31.3%) and diplomas third (11.0%). Around 1.7% of 1998 starters started at postgraduate level, with about half of these starting postgraduate certificates or diplomas, and the other half starting at honours level⁵.
- 28.0% of 1998 university starters were enrolled for all five years between 1998 and 2002, compared with 6.4% of polytechnic starters, 8.5% of college of education starters, and 7.1% of wānanga starters⁶.
- Conversely, 22.8% of 1998 university starters were enrolled for one year only, compared with 43.6% of polytechnic starters, 26.3% of college of education starters, and 45.9% of wānanga starters.

³ For the purposes of this analysis, anyone who gains a higher level qualification in addition to, or instead of, the one they started, is counted in the measure of articulation. This includes those who have abandoned or failed the qualification they started, but gained a higher level qualification; technically such students have not followed an articulation pathway. To that extent, the measure used in this report is a proxy for articulation.

⁴ Note that wānanga, more so than other types of provider, have changed significantly since 1998. It is likely that pathways and outcomes for students starting now at wānanga, are quite different to those starting in 1998.

⁵ At some providers, the honours qualification is integrated into the undergraduate qualification.

⁶ See footnote 4.

- On average, a student starting at certificate level was enrolled for 1.9 years between 1998 and 2002, a diploma starter was enrolled for 2.4 years, and a degree starter was enrolled for 3.6 years. Over all levels, 1998 starters were enrolled on average for 2.1 years between 1998 and 2002.
- On average, a student starting at university was enrolled for 3.2 years between 1998 and 2002, a polytechnic starter was enrolled for 2.1 years, a college of education starter 2.7 years, and a wānanga starter 2.1 years.
- 68.7% of university starters started at degree level, compared with 6.2% of polytechnic starters, 33.8% of college of education starters, and 8.9% of wānanga starters.
- 5.9% of university starters started at diploma level, compared with 12.5% of polytechnic starters, 52.5% of college of education starters⁷, and 37.0% of wānanga starters.
- 21.2% of university starters started at certificate level, compared with 81.3% of polytechnic starters, 13.7% of college of education starters, and 54.1% of wānanga starters.

Attrition

- Attrition over the five years between 1998 and 2002 for all 1998 starters was 56.9%.
- Attrition in the first year was 26.9% of all 1998 starters.
- Attrition in the first year was 34.5% for 1998 certificate starters, 30.0% for diploma starters, and 12.6% for degree starters.
- Attrition in the first year was 19.1% for universities, 32.0% for polytechnics, 24.8% for colleges of education and 39.8% for wānanga.
- 64.2% of 1998 certificate starters had gained no qualification after five years. 62.2% had dropped out and 2.0% were still studying.
- 64.6% of 1998 diploma starters had gained no qualification after five years. 60.8% had dropped out and 3.9% were still studying.
- 42.2% of 1998 degree starters had gained no qualification after five years. 32.8% had dropped out and 9.5% were still studying.

Completion

- After five years 43.1% of 1998 starters had gained a qualification.
- The most common level of qualification completed was certificate level (20.1% of all 1998 starters), with degrees second (18.1%) and diplomas third (3.9%).
- After five years, 34.0% of 1998 certificate starters had completed a certificate, a further 1.8% had completed other qualifications, and 64.2% had not completed any qualification.

⁷ Degrees in education or teaching became more common at colleges of education in 1999. In 1998, students enrolled in diplomas could also enrol in degree courses at a university. It is likely, that the university component for these students is not well captured in the data. This factor will tend to under-represent the percentage of college of education students also enrolled at a university (6.8%). In 1999, we see a large percentage of college of education students that were enrolled in diplomas in 1998, switching to degrees.

- After five years, 24.1% of 1998 diploma starters had completed a diploma, a further 11.3% had completed other qualifications, and 64.6% had not completed any qualification.
- After five years, 50.6% of 1998 degree starters had completed their degree, a further 7.2% had completed other qualifications, and 42.2% had not completed any qualification.

Completion rates by level and duration of study

- 70.8% of those students who studied for four or more years gained a qualification, compared with 25.6% for those enrolled for two years or less, and 56.3% of those who studied for three years.
- Nearly half (48.0%) of students starting a certificate studied for one year only. 29.3% of complete after a year. A third (33.5%) of students starting a diploma studied for one year only. 10.4% of these complete after a year.
- Over a quarter (27.3%) of 1998 certificate starters studied for two years, and 32.2% of these completed. Nearly a quarter (23.2%) of 1998 diploma starters studied for two years, and 28.4% of these completed.
- Nearly a quarter (23.5%) of 1998 degree starters studied for one or two years, and the vast majority of these did not gain a qualification. Around 1.4% of degree starters gained a qualification in less than three years, mostly at sub-degree level.
- 11.8% of 1998 certificate starters studied for three years, with 47.9% of these completing. Of the remaining 12.9% of certificate starters who studied for four or more years, around 60% completed a qualification.
- 19.6% of 1998 diploma starters studied for three years, with 54.6% of these completing. Of the remaining 23.8% of diploma starters who studied for four or more years, over 60% completed their diploma.
- Just 16.6% of students starting a degree studied for three years only. 59.9% of degree starters studied for four or more years. Of those 1998 degree starters studying for three years only, 68.1% completed their degree. 80.1% of students studying for four years completed, while 71.0% of students who have studied for five years completed in their fifth year.

Completion rates by sub-sector⁸

- After five years, 52.9% of 1998 university starters had completed a qualification, compared with 35.9% of polytechnic starters, 59.0% of college of education starters, and 37.0% of wānanga starters.
- Of those starting certificates, 39.5% of university students had completed a qualification, compared with 35.2% of polytechnic starters, 37.8% of college of education starters, and 31.4% of wānanga starters.
- Of those starting diplomas, 34.9% of university students had completed a qualification, compared with 52.7% of polytechnic starters, 74.7% of college of education starters, and 36.0% of wānanga starters.

⁸ See footnotes 4 and 7.

- Of those starting degrees, 58.1% of university students had completed a qualification, compared with 31.9% of polytechnic starters, 54.5% of college of education starters, and 45.4% of wānanga starters.

Articulation⁹

- Around 5.3% of 1998 starters gained two or more levels of qualification after five years.¹⁰ The most popular combinations being certificate and diploma (1.1%), certificate and degree (1.0%), diploma and degree (0.8%), or degree and postgraduate certificate or diploma (0.7%), or degree and honours (0.7%).
- As an estimate of articulation in tertiary education, 6.2% of 1998 starters gained higher level qualifications instead of, or in addition to, the level they started.
- The most common pathway leading to articulation was study at diploma level at a college of education, where it was common to progress to study at degree level. 37.9% of college of education diploma starters left with a degree.
- 4.6% of 1998 certificate starters gained higher level qualifications between 1998 and 2002, compared with 8.3% for diploma starters, and 8.4% for degree starters.
- Between 1998 and 2002, 8.9% of 1998 university starters gained qualifications at a higher level than the level at which they started. This compares with 3.8% of 1998 polytechnic starters, 21.9% of college of education starters¹¹, and 4.5% of wānanga starters¹².

Articulation by level

- 34.0% of 1998 certificate starters completed a certificate after five years, while 2.5% completed a diploma, 2.1% a degree, and 0.3% a postgraduate level qualification, either instead of, or in addition to their certificate.
- 24.1% of 1998 diploma starters gained a diploma after five years, while 7.6% gained a certificate, 8.0% a degree, and 0.4% a postgraduate level qualification, either instead of, or in addition to their diploma.
- 50.4% of 1998 degree starters had gained a degree after five years, while 8.6% gained a postgraduate level qualification, 3.4% a diploma, and 4.9% a certificate, either instead of, or in addition to their degree.
- 1.8% of students starting a certificate gained another qualification instead. Of these, 51.6% gained a diploma instead, while 45.1% gained a degree instead.
- Of those completing their certificate, 8.1% progressed to and completed higher level qualifications. Over half (55.9%) of these completed a diploma, and 45.6% completed a degree.
- 11.3% of students starting a diploma gained another qualification instead. Of these, 53.2% gained a degree instead, while 46.0% gained a certificate instead.

⁹ For the purposes of this analysis, anyone who gains a higher level qualification in addition to, or instead of, the one they started, is counted in the measure of articulation. This includes those who have abandoned or failed the qualification they started, but gained a higher level qualification; technically such students have not followed an articulation pathway. To that extent, the measure used in this report is a proxy for articulation.

¹⁰ Students who gain more than one qualification at the same level are counted as having gained one level in this report.

¹¹ See footnote 7.

¹² See footnote 4.

- Of those completing their diploma, 8.7% progressed to and completed higher level qualifications, almost all of these being degrees. A further 9.2% gained a certificate in addition to their diploma.
- 7.2% of students starting a degree gained another qualification instead. Of these, 33.9% completed an honours degree, 11.6% a postgraduate certificate or diploma, 19.9% a diploma, and a further 32.8% gained a certificate.
- Of those completing a degree, 9.7% progressed to and completed higher level qualifications. Of these, 47.3% gained honours, 46.4% gained a postgraduate certificate or diploma and 8.8% gained a masters degree.

Articulation by sub-sector¹³

- 9.0% of university certificate starters progressed to and completed higher level qualifications, compared with 3.8% for polytechnic certificate starters, 12.8% for college of education certificate starters, and 4.6% for wānanga certificate starters.
- 4.6% of university diploma starters progressed to and completed higher level qualifications, compared with 4.8% for polytechnic diploma starters, 38.1% for college of education diploma starters, and 5.3% for wānanga diploma starters.
- 9.5% of university degree starters progressed to and completed higher level qualifications, compared with 1.6% for polytechnic degree starters, and 0.5% for college of education degree starters. Almost none of the small number of 1998 wānanga degree starters progressed to and completed higher level qualifications.

Breaks in study

- 12.9% of 1998 starters took a break of at least one year in their study sometime between 1998 and 2002.
- 15.0% of 1998 certificate starters took a break sometime in their studies between 1998-2002, compared with 14.8% for diploma starters and 8.7% of degree starters.
- 9.5% of 1998 university starters took a break sometime in their studies between 1998-2002, compared with 15.0% for polytechnic starters and 12.0% of college of education starters, and 22.5% of wānanga starters.

Study with different types of provider^{14,15}

- Of the 55,640 domestic students starting in public providers in 1998, 39.1% started at universities, 57.6% started at polytechnics, 2.3% started at colleges of education and 1.0% started at wānanga.
- 7.8% of all starting students studied at more than one type of provider between 1998 and 2002. The most common combination was university and polytechnic covering 5.3% of all starters. 1.1% of all starters combined study at a polytechnic with study at a wānanga, while 0.8% combined study at a college of education with study at a university, and 0.4% combining college of education and polytechnic.

¹³ See footnotes 4 and 7.

¹⁴ For the purposes of analysing trends, providers who changed sub-sector between 1998 and 2002 are classified according to the sub-sector they belonged to in 2002.

¹⁵ See also footnotes 4 and 7.

- 91.7% of university starters studied with the same type of provider between 1998 and 2002, compared with 92.6% of polytechnic starters and 86.7% of college of education starters, and 84.6% of wānanga starters.

Pathways (all 1998 starters)

- Nearly half (47.2%) of 1998 starters followed just 10 pathways (ie combinations of level, sub-sector, duration and completion) between 1998 and 2002. Some 3,600 pathways were followed by the total cohort of 1998 starters.
- The two most common pathways followed by 1998 starters were enrolment at certificate level at a polytechnic for one year without completing, or enrolment at certificate level at a polytechnic for two years without completing. These two pathways covered 23.2% of 1998 starters.
- 6.3% of 1998 starters started and completed a certificate in one year at a polytechnic. This was the third most common pathway for 1998 starters.
- Starting and completing a degree in three years was not one of the top 10 pathways, but starting and completing a degree in four years was sixth (3.0% of 1998 starters), while starting and completing a degree in five years was 10th most common (2.0% of 1998 starters).

Pathways (1998 certificate starters)

- Studying for either one or two years at a polytechnic without completing or re-enrolling were the two most common pathways for 1998 certificate starters covering 41.4% of all students who started a certificate in 1998.
- 11.3% of 1998 certificate starters started at a polytechnic and completed their certificate in one year. This was the third most common pathway for 1998 certificate starters.
- Around 1.0% of 1998 certificate starters studied for two years at a polytechnic, completing a certificate in the first year, and another certificate in their second year. This was the 10th most common pathway for 1998 certificate starters.
- The 10 most common pathways covered more than two thirds of 1998 certificate starters. There was a large set of pathways (2,940) followed by the remainder of this cohort. However, each of these pathways contained less than 1% of 1998 certificate starters.

Pathways (1998 diploma starters)

- Studying for one or two years at a polytechnic without completing or re-enrolling were the two most common pathways for 1998 diploma starters covering 28.0% of this cohort.
- Study for one year at a university without completing, or study for one year at a college of education without completing were the next two most common pathways, and covered 9.9% of 1998 diploma starters.
- Starting and completing a diploma at a polytechnic in two years was the tenth most common pathway, taken by just 1.3% of 1998 diploma starters.

- Starting and completing a diploma at a polytechnic after three years was more common, and was the path taken by around 2.0% of starters.
- Students starting a diploma at a college of education, and graduating instead with a degree was the sixth most common pathway for 1998 diploma starters, comprising around 2.4% of all 1998 diploma starters.¹⁶
- Half (49.9%) of 1998 diploma starters followed just 10 pathways. Over 6,100 pathways were followed by the total cohort of 1998 diploma starters.

Pathways (1998 degree starters)

- Studying for one year at a university without completing or re-enrolling was the most common pathway for 1998 degree starters, covering 10.5% of this cohort.
- Students starting and completing a degree in four years was the second most common pathway for 1998 degree starters. Nearly one in ten (9.5% of) degree starters followed this path.
- Completing a degree at a university after five years was the fifth most common pathway followed by 6.3% of degree starters, just slightly ahead of the number completing at a university after three years (5.8%).
- 2.0% of 1998 degree starters studied it at a polytechnic and completed their degree in three years. This was the ninth most common pathway followed by 1998 degree starters.
- The 10 most common pathways followed covered 46.0% of 1998 degree starters. The remaining students followed over 2,000 other different paths.

Pathways (1998 university starters)

- The two most common pathways for 1998 university starters were to enrol in a degree or a certificate and drop out after one year. Together these were the paths taken by 16.5% of university starters.
- Starting and completing a degree in four years was the third most common pathway for 1998 university starters, and covered 7.6% of this cohort.
- 6.9% of 1998 university starters studied at degree level for three years. 63.6% of these completed in their third year, while 36.3% did not complete and left study after three years. These were the seventh and ninth most common pathways for 1998 university starters.
- 10.5% of 1998 university starters studied continuously for their degree for the five years between 1998 and 2002. Half of these completed in their fifth year. Completing a degree in five years was the fourth most common pathway.

Pathways (1998 polytechnic starters)

- Enrolling in a certificate for one or two years and not completing were the two most common pathways for 1998 polytechnic starters. Together these paths were taken by 40.3% of 1998 polytechnic starters.

¹⁶ See footnote 7.

- Starting and completing a certificate after one year was the third most common pathway for 1998 polytechnic starters, and covered 10.9% of this cohort.
- Leaving without completing diploma level study after one or two years were respectively the fourth and seventh most common pathways for 1998 polytechnic starters, and covered 5.3% of all 1998 polytechnic starters.
- 1.1% of 1998 polytechnic starters studied and completed a degree in three years, the ninth most common pathway for 1998 polytechnic starters.

Pathways (1998 college of education starters)¹⁷

- Enrolling in a diploma for one year and not completing was the most common pathway for 1998 college of education students. This covered 16.9% of students starting at colleges of education in 1998.
- Starting and completing a degree in three years was the next most common pathway for 1998 college of education starters, covering 14.1% of this cohort, the highest proportion for any sub-sector.
- Students starting a diploma and completing a degree in three years was the third most popular pathway for 1998 college of education starters, and was followed by 11.8% of this cohort.

Pathways (1998 wānanga starters)¹⁸

- For students starting at wānanga in 1998, the most common pathways were to enrol in a certificate or diploma and drop out after a year, covering 35.9% of 1998 wānanga starters.
- Enrolling and completing a certificate in one year was the third most common pathway, and covered 4.3% of students.

¹⁷ See footnote 7.

¹⁸ See footnote 4.

3 Tables and graphs

The tables and graphs included in this section give data on the 10 most common pathways in tertiary education. A file containing full information on all pathways is available online for analysis at www.minedu.govt.nz/goto/tertiaryanalysis.

The cohort used in this report relates to some 55,640 domestic students who first studied in 1998 at a public tertiary education provider (called 1998 starters) and follows five years of their study until the end of 2002. Students in private tertiary providers are not included, nor are international students. Only those students involved in formally assessed qualifications are included.

The data is taken from the dataset developed for an earlier study analysing retention, completion and progression rates for different cohorts in tertiary education¹⁹, and uses the same definitions and has the same scope and limitations of the earlier study. For a full discussion of the scope and limitations of the data, and the definitions used, refer to *Retention, Completion and Progression in Tertiary Education 2003 Technical Documentation*, available at www.minedu.govt.nz/goto/tertiaryanalysis.

Unless otherwise stated, ‘completion’ refers to the *successful* completion of any qualification. ‘Attrition’ refers to those who leave study without completing any qualification. ‘Articulation’ refers to students who progress to and complete higher level qualifications, either instead of, or in addition to, the ones they started.²⁰ Taking a break is measured by considering people who were enrolled, subsequently not enrolled for at least one year, and then enrolled again over the five years from 1998 to 2002: that is, anyone with an interrupted period of enrolment between 1998 and 2002.

For the purposes of analysing trends, providers who changed sub-sector between 1998 and 2002 are classified according to the sub-sector they belonged to in 2002.

The tables and graphs below use the following abbreviations:

Cer	Certificate level
Dip	Diploma level
Deg	Degree level
Uni	University
Pol	Polytechnic
CoE	College of Education
Wān	Wānanga
blank (in the first column)	Not enrolled this year
blank (in the last column)	Not completed this year
y	Successfully completed a qualification this year

¹⁹ *Retention, Completion and Progression in Tertiary Education 2003*. www.minedu.govt.nz/goto/tertiaryanalysis

²⁰ See footnote 3.

All students starting in 1998

Figure 1.1: Duration, completion and break rates

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	19,575	35.2%	8.3%	26.9%	
2	11,966	21.5%	6.2%	15.4%	4.3%
3	7,898	14.2%	8.0%	6.2%	4.5%
4	8,013	14.4%	10.4%	4.0%	4.1%
5	8,188	14.7%	10.2%	4.6%	
Total	55,640	100.0%	43.1%	56.9%	12.9%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.2: Completion rates by years enrolled

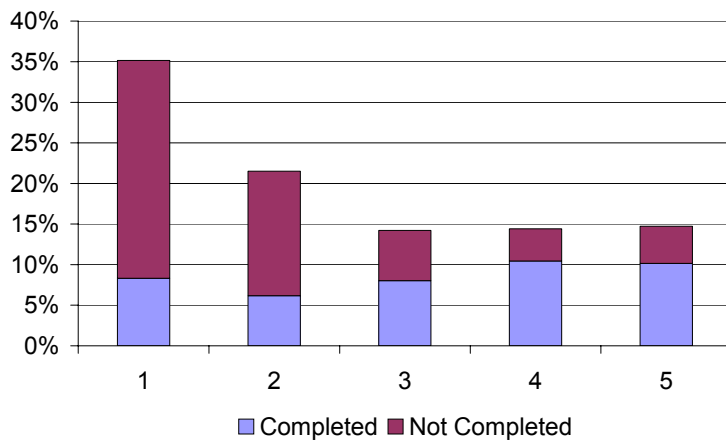


Figure 1.3: Qualifications completed after five years

Level(s) of qualification completed between 1998 and 2002	Starting students	% of all starters
1 No qualification	31,686	56.9%
2 Certificate only	10,467	18.8%
3 Degree only	8,165	14.7%
4 Diploma only	1,727	3.1%
5 Certificate and diploma	605	1.1%
6 Certificate and degree	566	1.0%
7 Diploma and degree	442	0.8%
8 Honours	434	0.8%
9 Degree, postgraduate certificate or diploma	386	0.7%
10 Degree and honours	385	0.7%
All other combinations	777	1.4%
Total	55,640	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.4: Sub-sectors enrolled over five years

Sub-sectors enrolled in 1998-2002	Starting students	% of all starters
1 Polytechnic only	29,689	53.4%
2 University only	19,954	35.9%
3 University and polytechnic	2,941	5.3%
4 College of education only ²¹	1,085	2.0%
5 Polytechnic and wānanga	600	1.1%
6 Wānanga only	474	0.9%
7 University and college of education ²²	447	0.8%
8 Polytechnic and college of education	223	0.4%
9 University and wānanga	124	0.2%
10 University, polytechnic and college of education	46	0.1%
11 University, polytechnic and wānanga	36	0.1%
12 College of education and wānanga	9	0.0%
13 Polytechnic, college of education and wānanga	7	0.0%
14 University, college of education and wānanga	5	0.0%
Total	56,640	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.5: Completion and articulation rates by level started and sub-sector

Level started in 1998	Sub-sector	Starting students	Levels completed after five years				Completion rate	Articulation rate
			Cer	Dip	Deg	Post-grad		
Certificate	University	4,616	34.7%	3.9%	4.3%	1.5%	39.5%	9.0%
	Polytechnic	26,077	33.9%	2.2%	1.7%	0.0%	35.2%	3.8%
	CoE	172	34.9%	4.1%	9.3%	0.0%	37.8%	12.8%
	Wānanga	303	29.7%	3.0%	1.7%	0.0%	31.4%	4.6%
	Total	31,168	34.0%	2.5%	2.1%	0.3%	35.8%	4.6%
Diploma	University	1,276	5.8%	28.4%	3.8%	0.9%	34.9%	4.6%
	Polytechnic	3,995	8.4%	23.0%	4.6%	0.2%	31.9%	4.8%
	CoE	657	2.6%	18.4%	37.9%	0.6%	54.5%	38.1%
	Wānanga	207	17.9%	37.2%	5.3%	0.0%	45.4%	5.3%
	Total	6,135	7.6%	24.1%	8.0%	0.4%	35.4%	8.3%
Degree	University	14,947	3.5%	3.3%	50.5%	9.8%	58.1%	9.5%
	Polytechnic	1,974	6.3%	3.7%	45.5%	1.6%	52.7%	1.6%
	CoE	423	2.8%	1.7%	72.6%	0.5%	74.7%	0.5%
	Wānanga	50	12.0%	28.0%	18.0%	0.0%	36.0%	0.0%
	Total	17,394	3.9%	3.4%	50.4%	8.6%	57.8%	8.4%
All levels*	University	21,755	10.2%	4.8%	36.7%	8.8%	52.9%	8.9%
	Polytechnic	32,073	29.0%	4.9%	4.7%	0.2%	35.9%	3.8%
	CoE	1,252	7.1%	10.8%	45.7%	0.5%	59.0%	21.9%
	Wānanga	560	23.8%	17.9%	4.5%	0.0%	37.0%	4.5%
	Total	55,640	21.1%	5.1%	18.2%	3.6%	43.1%	6.2%

* Also includes those starting at postgraduate level.

Refer above for scope and definitions. Totals may not add due to rounding.

Refer also to footnotes 4 and 7.

²¹ See footnote 7.

²² See footnote 7.

Figure 1.6: First year attrition by sub-sector and level

Years enrolled	Starting students	% of students starting at this level in this sub-sector who were neither enrolled nor completed after first year			Total first year attrition*
		Certificate	Diploma	Degree	
Universities	21,755	39.3%	31.7%	12.2%	19.1%
Polytechnics	32,073	33.8%	29.2%	16.4%	32.0%
CoEs	1,252	44.2%	32.3%	6.2%	24.8%
Wānanga	560	44.6%	32.4%	44.0%	39.8%
Total	55,640	34.5%	30.0%	12.6%	26.9%

Refer above for scope and definitions. Totals may not add due to rounding.

*Total attrition includes those starting at postgraduate level.

Figure 1.7: Top 10 five-year pathways

Rank	Level and sub-sector and whether completed (y) 1998-2002										Starting students	% of all starters	
	1998	1999	2000	2001	2002								
1	Cer	Pol									8,760	15.7%	
2	Cer	Pol	Cer	Pol							4,157	7.5%	
3	Cer	Pol	y								3,496	6.3%	
4	Deg	Uni									1,824	3.3%	
5	Cer	Uni									1,771	3.2%	
6	Deg	Uni	Deg	Uni	Deg	Uni	Deg	Uni	y		1,653	3.0%	
7	Deg	Uni	Deg	Uni	Deg	Uni	Deg	Uni	Deg	Uni	1,187	2.1%	
8	Dip	Pol									1,160	2.1%	
9	Deg	Uni	Deg	Uni							1,102	2.0%	
10	Deg	Uni	Deg	Uni	Deg	Uni	Deg	Uni	Deg	Uni	y	1,095	2.0%
All other pathways											29,435	52.8%	
Total											55,640	100.0%	

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.8: Students by years enrolled, sub-sector and level

Level	Sub-sector	Starting students	% enrolled in					Average years enrolled
			1998	1999	2000	2001	2002	
Certificate	University	4,616	51.8%	20.9%	11.6%	8.0%	7.8%	2.0
	Polytechnic	26,077	47.3%	28.6%	11.8%	7.3%	5.0%	1.9
	CoE	172	48.3%	14.5%	15.1%	15.1%	7.0%	2.2
	Wānanga	303	52.5%	20.5%	11.9%	7.9%	7.3%	2.0
	Total	31,168	48.0%	27.3%	11.8%	7.4%	5.5%	1.9
Diploma	University	1,276	37.3%	21.2%	17.5%	12.8%	11.2%	2.4
	Polytechnic	3,995	32.1%	25.4%	18.4%	13.5%	10.5%	2.4
	CoE	657	33.5%	13.9%	30.9%	13.9%	7.9%	2.5
	Wānanga	207	36.7%	21.3%	19.3%	15.9%	6.8%	2.3
	Total	6,135	33.5%	23.2%	19.6%	13.5%	10.3%	2.4
Degree	University	14,947	12.6%	10.0%	14.3%	27.4%	35.7%	3.6
	Polytechnic	1,974	17.4%	15.5%	26.6%	24.2%	16.4%	3.1
	CoE	423	6.1%	4.3%	51.1%	28.6%	9.9%	3.3
	Wānanga	50	44.0%	12.0%	16.0%	20.0%	8.0%	2.4
	Total	17,394	13.0%	10.5%	16.6%	27.1%	32.8%	3.6
All levels*	University	21,755	22.8%	13.1%	13.9%	22.2%	28.0%	3.2
	Polytechnic	32,073	43.6%	27.4%	13.5%	9.1%	6.4%	2.1
	CoE	1,252	26.3%	10.7%	35.5%	19.0%	8.5%	2.7
	Wānanga	560	45.9%	20.0%	15.0%	12.0%	7.1%	2.1
	Total	55,640	35.3%	21.5%	14.2%	14.3%	14.7%	2.5

* Also includes those starting at postgraduate level.

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.9: Completion rates by years enrolled, sub-sector and level

Level	Sub-sector	Starting students	% who completed in					Total % who completed
			Year 1	Year 2	Year 3	Year 4	Year 5	
Certificate	University	4,616	13.4%	8.6%	6.5%	5.5%	5.5%	39.5%
	Polytechnic	26,077	13.7%	8.9%	5.5%	4.1%	3.1%	35.2%
	CoE	172	5.2%	4.1%	9.9%	12.8%	5.8%	37.8%
	Wānanga	303	8.3%	6.3%	5.0%	5.6%	6.3%	31.4%
	Total	31,168	13.6%	8.8%	5.6%	4.3%	3.5%	35.8%
Diploma	University	1,276	5.9%	6.7%	8.2%	7.3%	6.8%	34.9%
	Polytechnic	3,995	3.1%	6.4%	8.6%	7.7%	6.1%	31.9%
	CoE	657	1.4%	6.8%	27.7%	11.6%	7.0%	54.5%
	Wānanga	207	4.3%	8.7%	12.6%	13.5%	6.3%	45.4%
	Total	6,135	3.5%	6.6%	10.7%	8.2%	6.4%	35.4%
Degree	University	14,947	0.4%	0.9%	9.1%	22.2%	25.6%	58.1%
	Polytechnic	1,974	1.1%	2.2%	20.4%	19.7%	9.4%	52.7%
	CoE	423	0.0%	0.2%	44.4%	24.1%	5.9%	74.7%
	Wānanga	50	0.0%	0.0%	10.0%	20.0%	6.0%	36.0%
	Total	17,394	0.4%	1.0%	11.3%	21.9%	23.2%	57.8%
All levels*	University	21,755	3.6%	2.9%	8.5%	17.5%	20.0%	52.9%
	Polytechnic	32,073	11.6%	8.2%	6.8%	5.5%	3.8%	35.9%
	CoE	1,252	1.4%	4.2%	30.9%	16.0%	6.5%	59.0%
	Wānanga	560	6.1%	6.6%	8.2%	9.8%	6.3%	37.0%
	Total	55,640	8.3%	6.1%	8.0%	10.4%	10.1%	43.1%

* Also includes those starting at postgraduate level.

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 1.10: Break rates by years enrolled, sub-sector and level

Level	Sub-sector	Starting students	% who took a break in					Total % who took a break
			1998	1999	2000	2001	2002 ⁺	
Certificate	University	4,616	0.0%	5.6%	5.0%	3.1%		13.7%
	Polytechnic	26,077	0.0%	6.0%	5.4%	3.6%		15.0%
	CoE	172	0.0%	7.0%	8.1%	4.7%		19.8%
	Wānanga	303	0.0%	10.9%	8.6%	4.3%		23.8%
	Total	31,168	0.0%	6.0%	5.4%	3.6%		15.0%
Diploma	University	1,276	0.0%	3.4%	5.6%	4.3%		13.3%
	Polytechnic	3,995	0.0%	4.0%	5.6%	5.8%		15.5%
	CoE	657	0.0%	3.2%	3.2%	5.0%		11.4%
	Wānanga	207	0.0%	7.2%	7.7%	6.8%		21.7%
	Total	6,135	0.0%	3.9%	5.4%	5.5%		14.8%
Degree	University	14,947	1.5%	2.4%	4.2%	1.5%		8.1%
	Polytechnic	1,974	2.9%	3.5%	6.4%	2.9%		12.8%
	CoE	423	0.7%	2.1%	6.9%	0.7%		9.7%
	Wānanga	50	0.0%	6.0%	12.0%	0.0%		18.0%
	Total	17,394	0.0%	1.6%	2.5%	4.6%		8.7%
All levels*	University	21,755	0.0%	2.5%	3.1%	3.9%		9.5%
	Polytechnic	32,073	0.0%	5.6%	5.3%	4.1%		15.0%
	CoE	1,252	0.0%	2.9%	3.5%	5.6%		12.0%
	Wānanga	560	0.0%	8.6%	8.0%	5.9%		22.5%
	Total	55,640	0.0%	4.3%	4.5%	4.1%		12.9%

* Also includes those starting at postgraduate level.

+ Those taking a break in 2002 can not be determined until final 2003 enrolment data is available.

Refer above for scope and definitions. Totals may not add due to rounding.

Students starting at certificate level

Figure 2.1: Duration, completion and break rates – 1998 certificate starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	14,974	48.0%	13.6%	34.5%	
2	8,515	27.3%	8.8%	18.5%	6.0%
3	3,667	11.8%	5.6%	6.1%	5.4%
4	2,312	7.4%	4.3%	3.1%	3.6%
5	1,700	5.5%	3.5%	2.0%	
Total	31,168	100.0%	35.8%	64.2%	15.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 2.2: Completion rates by years enrolled – 1998 certificate starters

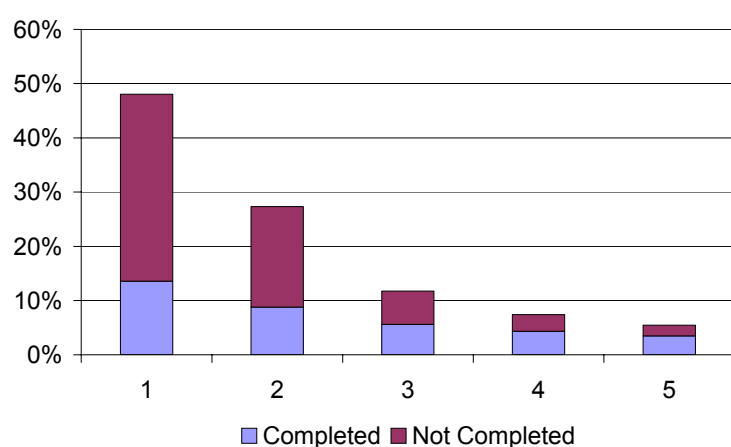


Figure 2.3: Qualifications completed after five years – 1998 certificate starters

Level(s) of qualification completed	Starting students	% of all starters
1 No qualification	20,003	64.2%
2 Certificate only	9,729	31.2%
3 Certificate and diploma	442	1.4%
4 Certificate and degree	351	1.1%
5 Diploma only	279	0.9%
6 Degree only	234	0.8%
7 Certificate, diploma and degree	37	0.1%
8 Postgraduate certificate or diploma only	21	0.1%
9 Diploma and degree	18	0.1%
10 Certificate, and postgraduate certificate or diploma	13	0.0%
All other combinations	41	0.1%
Total	31,168	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 2.4: Top 10 five-year pathways – 1998 certificate starters

Level and sub-sector and whether completed (y) 1998-2002						Starting students	
1998	1999	2000	2001	2002		#	%
1 Cer	Pol					8,760	28.1%
2 Cer	Pol	Cer	Pol			4,157	13.3%
3 Cer	Pol	y				3,496	11.2%
4 Cer	Uni					1,771	5.7%
5 Cer	Pol	Cer	Pol	Cer	Pol	761	2.4%
6 Cer	Pol	Cer	Pol	y		565	1.8%
7 Cer	Uni	y				562	1.8%
8 Cer	Pol	y	Cer	Pol		342	1.1%
9 Cer	Uni		Cer	Uni		327	1.1%
10 Cer	Pol	y	Cer	Pol	y	324	1.0%
All other pathways						10,103	32.5%
Total						31,168	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Students starting at diploma level

Figure 3.1: Duration, completion and break rates – 1998 diploma starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	2,055	33.5%	3.5%	30.0%	
2	1,421	23.2%	6.6%	16.6%	3.9%
3	1,202	19.6%	10.7%	8.9%	5.4%
4	828	13.5%	8.2%	5.3%	5.5%
5	629	10.3%	6.4%	3.9%	
Total	6,135	100.0%	35.4%	64.6%	14.8%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 3.2: Completion rates by years enrolled – 1998 diploma starters

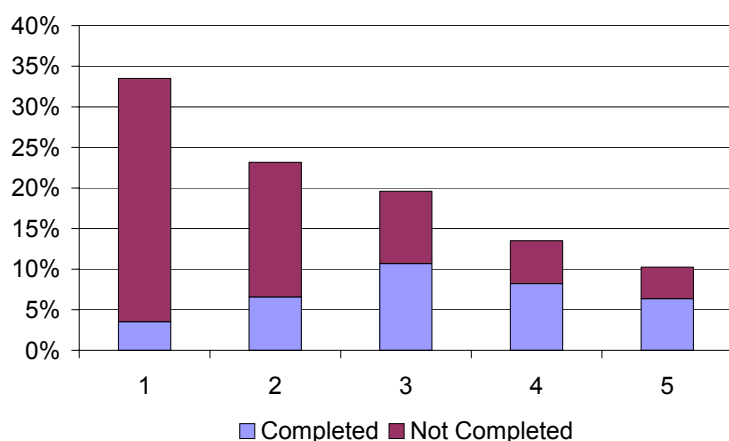


Figure 3.3: Qualifications completed after five years – 1998 diploma starters

Level(s) of qualification completed	Starting students	% of all starters
1 No qualification	3,965	64.6%
2 Diploma only	1,213	19.8%
3 Degree only	357	5.8%
4 Certificate only	310	5.1%
5 Certificate and degree	136	2.2%
6 Diploma and degree	112	1.8%
7 Certificate, diploma and degree	10	0.2%
8 Certificate and degree	9	0.2%
9 Masters	5	0.1%
10 Postgraduate certificate or diploma	5	0.1%
All other combinations	13	0.1%
Total	6,135	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 3.4: Top 10 five-year pathways – 1998 diploma starters²³

	Level and sub-sector and whether completed (y) 1998-2002						Starting students	
	1998	1999	2000	2001	2002	#	%	
1 Dip Pol						1,160	18.9%	
2 Dip Pol Dip Pol						558	9.1%	
3 Dip Uni						401	6.5%	
4 Dip CoE						211	3.4%	
5 Dip Pol Dip Pol Dip Pol						171	2.8%	
6 Dip CoE Deg CoE Deg CoE y						148	2.4%	
7 Dip Pol Dip Pol Dip Pol y						124	2.0%	
8 Dip Uni Dip Uni						123	2.0%	
9 Dip Pol y						102	1.7%	
10 Dip Pol Dip Pol y						80	1.3%	
All other pathways						3,057	49.9%	
Total						6,135	100.0%	

Refer above for scope and definitions. Totals may not add due to rounding.

Students starting at degree level

Figure 4.1: Duration, completion and break rates – 1998 degree starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	2,268	13.0%	0.4%	12.6%	
2	1,827	10.5%	1.0%	9.5%	1.6%
3	2,893	16.6%	11.3%	5.4%	2.5%
4	4,708	27.1%	21.9%	5.2%	4.6%
5	5,698	32.8%	23.3%	9.5%	
Total	17,394	100.0%	57.8%	42.2%	8.7%

Refer above for scope and definitions. Totals may not add due to rounding.

²³ See footnote 7.

Figure 4.2: Completion rates by years enrolled – 1998 degree starters

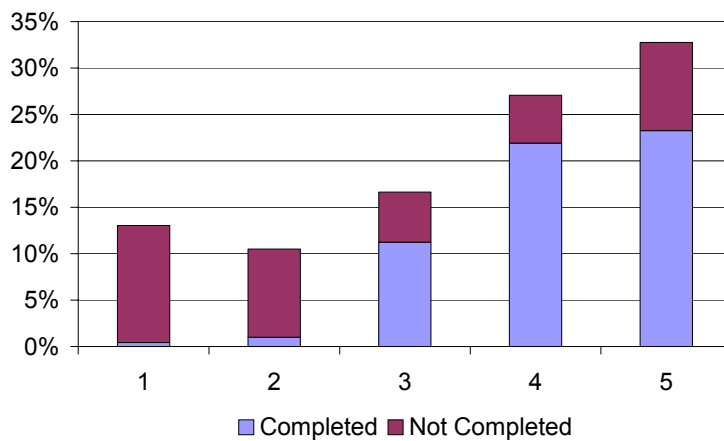


Figure 4.3: Qualifications completed after five years – 1998 degree starters

Level(s) of qualification completed	Starting students	% of all starters
1 Degree only	7,401	42.6%
2 No qualification	7,338	42.2%
3 Certificate only	422	2.4%
4 Honours only	405	2.3%
5 Degree and postgraduate certificate or diploma	379	2.2%
6 Degree and honours	374	2.2%
7 Diploma and degree	308	1.8%
8 Diploma only	228	1.3%
9 Certificate and degree	203	1.2%
10 Postgraduate certificate or diploma	128	0.7%
11 Degree and masters	57	0.3%
12 Masters only	31	0.2%
13 Certificate and diploma	27	0.2%
14 Degree, honours and masters	13	0.1%
15 Postgraduate certificate or diploma and honours	13	0.1%
16 Diploma, degree and honours	8	0.1%
17 Diploma and honours	7	0.0%
18 Certificate, diploma and degree	6	0.0%
19 Certificate and honours	6	0.0%
20 Diploma, degree and postgraduate certificate or diploma	6	0.0%
All other combinations	34	0.1%
Total	17,394	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 4.4: Top 10 five-year pathways – 1998 degree starters

Level and sub-sector and whether completed (y) 1998-2002											Starting students	
1998	1999		2000		2001		2002		#	%		
1 Deg Uni									1,824	10.5%		
2 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	y			1,653	9.5%		
3 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni		Deg Uni		1,187	6.8%		
4 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni		Deg Uni		1,102	6.3%		
5 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni		Deg Uni	y	1,095	6.3%		
6 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	y				1,015	5.8%		
7 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni					472	2.7%		
8 Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni	Deg Uni				383	2.2%		
9 Deg Pol	Deg Pol	Deg Pol	Deg Pol	Deg Pol	y				341	2.0%		
10 Deg Pol									322	1.9%		
All other pathways									8,000	46.0%		
Total									17,394	100.0%		

Refer above for scope and definitions. Totals may not add due to rounding.

Students starting at a university

Figure 5.1: Duration, completion and break rates – 1998 university starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	5,004	23.0%	3.9%	19.1%	
2	2,930	13.5%	3.3%	10.2%	2.5%
3	3,036	14.0%	8.5%	5.4%	3.1%
4	4,794	22.0%	17.5%	4.6%	3.9%
5	5,991	27.5%	19.8%	7.8%	
Total	21,755	100.0%	52.9%	47.1%	9.5%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 5.2: Completion rates by years enrolled – 1998 university starters

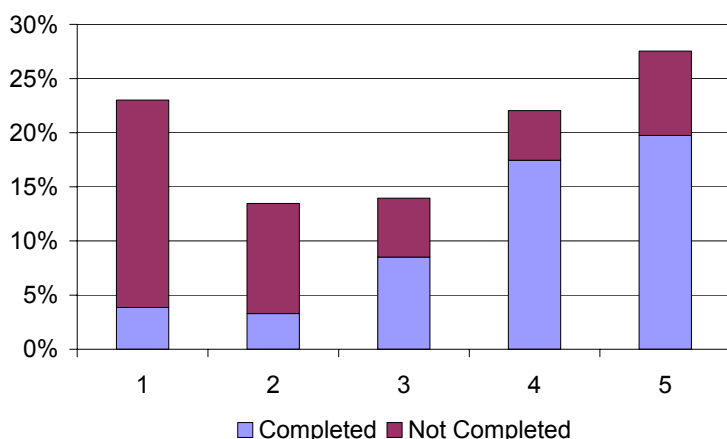


Figure 5.3: Sub-sectors enrolled over five years – 1998 university starters

Sub-sectors enrolled in 1998-2002	Starting students	% of all starters
1 University only	19,954	91.7%
2 University and polytechnic	1,308	6.0%
3 University and college of education ²⁴	362	1.7%
4 University and wānanga	102	0.5%
5 University, polytechnic and college of education	15	0.1%
6 University, polytechnic and wānanga	12	0.1%
7 University, college of education and wānanga	2	0.0%
Total	21,755	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 5.4: Top 10 five-year pathways – 1998 university starters

Sub-sector and level and whether completed (y) 1998-2002											Starting students	
1998	1999		2000		2001		2002		#	%		
1 Uni Deg									1,824	8.4%		
2 Uni Cer									1,771	8.1%		
3 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y		1,653	7.6%		
4 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg		1,187	5.5%		
5 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg		1,102	5.1%		
6 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y	1,095	5.0%		
7 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y		1,015	4.7%		
8 Uni Cer	y								562	2.6%		
9 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg			472	2.2%		
10 Uni Dip									401	1.8%		
All other pathways										10,693	49.0%	
Total										21,775	100.0%	

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 5.5: Top 10 five-year pathways – 1998 degree university starters

Sub-sector and level and whether completed (y) 1998-2002											Starting students	
1998	1999		2000		2001		2002		#	%		
1 Uni Deg									1,824	12.2%		
2 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y		1,653	11.1%		
3 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg		1,187	7.9%		
4 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg		1,102	7.4%		
5 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y	1,095	7.3%		
6 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y		1,015	6.8%		
7 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg			472	3.2%		
8 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg			383	2.6%		
9 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y	Uni Deg	194	1.3%		
10 Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	Uni Deg	y	Uni Deg	157	1.1%		
All other pathways										5,865	39.1%	
Total										14,947	100.0%	

Refer above for scope and definitions. Totals may not add due to rounding.

²⁴ See footnote 7.

Students starting at a polytechnic

Figure 6.1: Duration, completion and break rates – 1998 polytechnic starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	13,985	43.6%	11.6%	32.0%	
2	8,790	27.4%	8.2%	19.2%	5.6%
3	4,333	13.5%	6.8%	6.7%	5.3%
4	2,914	9.1%	5.5%	3.6%	4.1%
5	2,051	6.4%	3.8%	2.5%	
Total	32,073	100.0%	35.9%	64.1%	14.9%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 6.2: Completion rates by years enrolled – 1998 polytechnic starters

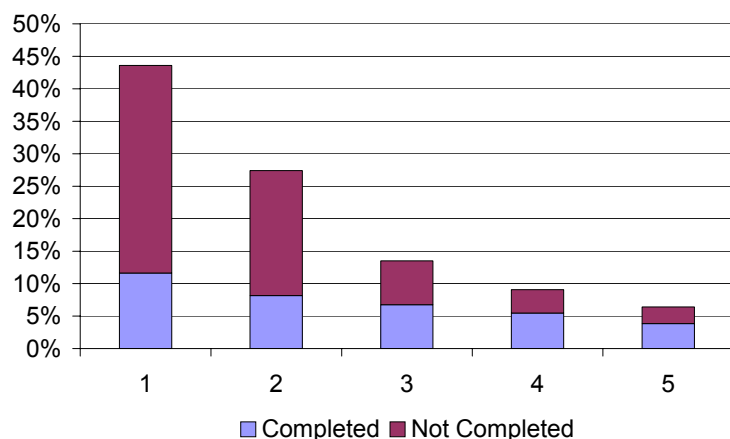


Figure 6.3: Sub-sectors enrolled over five years – 1998 polytechnic starters

Sub-sectors enrolled in 1998-2002	Starting students	% of all starters
1 Polytechnic only	29,689	92.6%
2 Polytechnic and university	1,633	5.1%
3 Polytechnic and wānanga	542	1.7%
4 Polytechnic and college of education	159	0.5%
5 Polytechnic, university and college of education	25	0.1%
6 Polytechnic, university and wānanga	19	0.1%
7 Polytechnic, college of education and wānanga	6	0.0%
Total	32,073	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 6.4: Top 10 five-year pathways – 1998 polytechnic starters

Sub-sector and level and whether completed (y) 1998-2002							Starting students	
1998	1999		2000		2001	2002	#	%
1	Pol	Cer					8,760	27.3%
2	Pol	Cer	Pol	Cer			4,157	13.0%
3	Pol	Cer	y				3,496	10.9%
4	Pol	Dip					1,160	3.6%
5	Pol	Cer	Pol	Cer	Pol	Cer	761	2.4%
6	Pol	Cer	Pol	Cer	y		565	1.8%
7	Pol	Dip	Pol	Dip			558	1.7%
8	Pol	Cer	y	Pol	Cer		342	1.1%
9	Pol	Deg	Pol	Deg	Pol	Deg	341	1.1%
10	Pol	Cer	y	Pol	Cer	y	324	1.0%
All other pathways							11,609	36.1%
Total							32,073	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Students starting at a college of education

Figure 7.1: Duration, completion and break rates – 1998 college of education starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	329	26.3%	1.4%	24.8%	
2	134	10.7%	4.2%	6.5%	2.9%
3	445	35.5%	30.9%	4.6%	3.5%
4	238	19.0%	16.0%	3.0%	5.6%
5	106	8.5%	6.5%	2.0%	
Total	1,252	100.0%	59.0%	41.0%	12.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 7.2: Completion rates by years enrolled – 1998 college of education starters

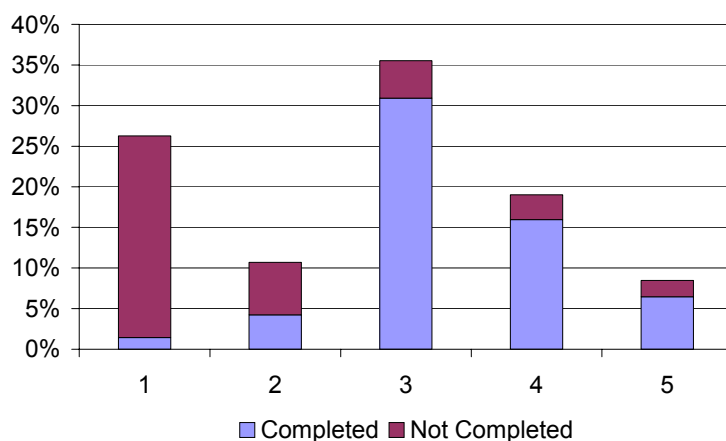


Figure 7.3: Sub-sectors enrolled over five years – 1998 college of education starters

Sub-sectors enrolled in 1998-2002	Starting students	% of all starters
1 College of education only*	1,085	86.7%
2 College of education and university*	85	6.8%
3 College of education and polytechnic	64	5.1%
4 College of education and wānanga	8	0.6%
5 College of education, university and polytechnic	6	0.5%
6 College of education, university and wānanga	3	0.2%
7 College of education, polytechnic and wānanga	1	0.1%
Total	1,252	100.0%

Refer above for scope and definitions. Totals may not add due to rounding. The figure for 'college of education only' is likely to be overrepresented while 'college of education and university' is likely to be underrepresented. See footnote 7.

Figure 7.4: Top 10 five-year pathways – 1998 college of education starters

Sub-sector and level and whether completed (y) 1998-2002							Starting students	
1998	1999	2000	2001	2002			#	%
1 CoE Dip							211	16.9%
2 CoE Deg	CoE Deg	CoE Deg y					177	14.1%
3 CoE Dip	CoE Deg	CoE Deg y					148	11.8%
4 CoE Cer							74	5.9%
5 CoE Deg	CoE Deg	CoE Deg	CoE Deg y				65	5.2%
6 CoE Dip	CoE Dip y						31	2.5%
7 CoE Deg							26	2.1%
8 CoE Deg	CoE Deg	CoE Deg					19	1.5%
9 CoE Dip	CoE Deg	CoE Deg	CoE Deg y				17	1.4%
10 CoE Dip	CoE Dip						14	1.1%
All other pathways							470	37.5%
Total							1,252	100.0%

Refer above for scope and definitions. Totals may not add due to rounding. See also footnote 7.

Students starting at a wānanga

Wānanga, more so than other types of provider, have changed significantly since 1998. Care is needed in making comparisons as it is likely that pathways and outcomes for students starting now at wānanga, are quite different to those starting in 1998.

Figure 8.1: Duration, completion and break rates – 1998 wānanga starters

Years enrolled	Starting students	% of all starters	% completed	% not completed	% who took a break
1	257	45.9%	6.1%	39.8%	
2	112	20.0%	6.6%	13.4%	8.6%
3	84	15.0%	8.2%	6.8%	8.0%
4	67	12.0%	9.8%	2.1%	5.9%
5	40	7.1%	6.3%	0.9%	
Total	560	100.0%	37.0%	63.0%	22.5%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 8.2: Completion rates by years enrolled – 1998 wānanga starters

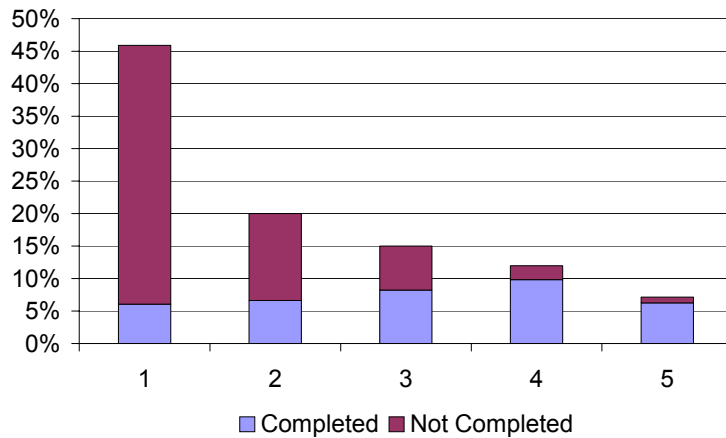


Figure 8.3: Sub-sectors enrolled over five years – 1998 wānanga starters

Sub-sectors enrolled in 1998-2002	Starting students	% of all starters
1 Wānanga only	474	84.6%
2 Wānanga and polytechnic	58	10.4%
3 Wānanga and university	22	3.9%
4 Wānanga, polytechnic and university	5	0.9%
5 Wānanga and college of education	1	0.2%
Total	560	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.

Figure 8.4: Top 10 five-year pathways – 1998 wānanga starters

	Sub-sector and level and whether completed (y) 1998-2002					Starting students	
	1998	1999	2000	2001	2002	#	%
1	Wān Cer					134	23.9%
2	Wān Dip					67	12.0%
3	Wān Cer y					24	4.3%
4	Wān Deg					22	3.9%
5	Wān Cer	Wān Cer				15	2.7%
6	Wān Dip	Wān Dip	Wān Dip			9	1.6%
7	Wān Dip	Wān Dip				9	1.6%
8	Wān Cer			Wān Cer	Wān Cer	8	1.4%
9	Wān Dip	Wān Dip	Wān Dip y			6	1.1%
10	Wān Dip y					5	0.9%
	All other pathways					261	46.6%
	Total					560	100.0%

Refer above for scope and definitions. Totals may not add due to rounding.