UCT's admissions policies: Is the playing field level?

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Abstract

The article outlines how UCT's commitment to redress and diversity has officially guided the university's approach to admissions planning. In 2009 the Senate requested the Vice Chancellor to conduct a review of the admissions policy particularly to determine whether race continued to be an adequate proxy for disadvantage. This article analyses data prepared by the Institutional Planning Department of the University to support the review process, reflecting changes in the demographic profiles of all students and first-time entering (FU) intakes between 1994 and 2009. The data provide a more nuanced picture of offers, rejections and enrolments by race and poverty quintile of the 2009 new undergraduate intake. The article then goes on to assess the effects of various policy instruments used to facilitate access to UCT, demonstrating that the Academic Development Programmes have been the most significant instruments of facilitating access. Drawing on the analysis of the data, the article concludes that there is no empirical basis for arguing that race should no longer be a factor in admissions, given that the proportion of black students at UCT is still far from approximating that of the South African population, and that the percentage of black students in 23 of 44 programmes is less than 24 (the Western Cape proportion of blacks).

UCT's approach to admissions is framed within the values of the Constitution and the requirements of the Higher Education Act. This Act requires that admissions policies 'must provide appropriate measures for the redress of past inequalities and may not unfairly discriminate in any way' (Ministry of Education 1997, Section 37, 20).

This provision of the Higher Education Act is designed to give effect to the Bill of Rights in the Constitution, which recognises that in order to 'promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken'

(Republic of South Africa 1996, 7) In terms of the Education White Paper 3: A Programme for the Transformation of Higher Education, for the Transformation of Higher Education 'applying the principle of equity implies a critical identification of existing inequalities, which are the product of policies, structures and practices based on race, gender and disability' (Department of Education 1997, 1, 18) – hence the notion of fair discrimination is linked to the notion of redress for past disadvantages on the grounds of race, gender or disability. Linking redress to past disadvantage is also reflected in the 'Promotion of Equality and Prevention of Unfair Discrimination Act of 4 of 2000', which recognises that 'the achievement of equality implies the advancement, by special legal and other measures, of historically disadvantaged individuals, communities and social groups who were dispossessed of their land and resources, deprived of their human dignity, and who continue to endure the consequences' (Republic of South Africa 2000, 136).

'UCT [has interpreted] these values and requirements as placing an obligation on us as a University to provide redress for historical, racially based discrimination in society, schools and higher education ... . As a matter of policy, [in addition the university's aims} for a student body, which ... increasingly reflects the demographics of the South African population' (UCT 2009a, 26). In other words a commitment to redress and diversity has officially guided the university's approach to admissions planning.

Since the approval of the policy UCT's Senate has requested two reviews of the policy. The first one was convened by Professor Martin Hall in 2006. A report was presented to Senate in October 2006. This report contained a recommendation that UCT should continue to use race as a proxy for disadvantage when considering applications for admission, but noted 'that as South African society continues to normalize, the use of race as a proxy for disadvantage will become increasingly inappropriate [and that therefore] the admissions policies must be continually improved and reviewed' (Hall 2006, 6–7).

In November 2008 when the admissions policy and criteria for 2010 were presented to Senate for approval concerns were raised about provisions of the policy, which made it possible for 'South African applicants from equity groups (African, Chinese, Coloured, and Indian) to be admitted on the basis of lower points than South African white applicants, either for mainstream programmes or Academic Development Programmes – subject to meeting the minimum subject requirements, or on the basis of results in alternative admissions tests' (UCT 2008). The Senate requested the Vice Chancellor to conduct another review of the admissions policy. However, this time Senate also requested the Vice Chancellor to organise a university wide debate on the admissions policy and to consider whether race was still a valid proxy for redress, or whether there were alternative proxies for disadvantage and past inequality on which redress measures may be based (UCT 2008).

The Vice Chancellor established a task team to oversee the review early in 2009.

Given that one of the key objectives of the UCT admissions policy was to further the goal of redress, the task team decided to examine changes in the demographic

profiles of students between 1994 and 2009 and to evaluate the impact of the various policy instruments that were introduced by the University to give effect to its equity goals.

The main policy instruments used by UCT to open up access were:

- The provision of Academic Development Programmes
- The provision of financial aid
- Widening the pool of feeder schools through targeted recruitment drives in selected black townships
- The use of alternative admissions tests to identify the potential of students from disadvantaged schools to succeed in higher education
- The acceptance of lower National Senior Certificate scores for admission of equity applicants
- The establishment of a partnership with particular schools to increase the number of students from those schools eligible to enter UCT by helping to improve science and maths results
- The use of strategic and equity based entrance scholarships as recruitment tools.

ANALYSIS OF CHANGES IN THE EQUITY PROFILES OF STUDENTS BETWEEN 1994 AND 2009

Table 1 compares the profiles of the 1994 and 2009 South African first entering (FU) undergraduate intakes. This table shows that the SA first entering undergraduate intake grew from 2 680 in 1994 to 3739 in 2009, that is, by 39.5 per cent. African students made up 30 per cent of the 1994 intake and 33 per cent of the 2009 intake. The 2009 intake of 1 236 black students is 54 per cent higher than that of the 1994 intake of 804 students. The 2009 coloured intake of 607 students is 38 per cent higher than that of the 1994 intake of 441 students. However, the proportion of coloured students of the total first year intake is 0.2 per cent – lower in 2009 than it was in 1994. The 2009 white intake of 1 515 students is 17 per cent higher than that of the 1994 intake of 1 284 students. The proportion of white students of the total first intake is 7 per cent lower than it was in 1994, but comprised 41 per cent of the total intake.

Table 1: First time entering students (FU) in 1994 and 2009 by race and Old Matric Authority

1994 (excluding international students)					
Old-authority	**Black**	**Coloured**	**Indian**	**White**	**Grand Total**
DET	656	5	1	2	664
Coloured (HoR)	10	339	46	2	397
IE	48	2	3	103	156
All other SA Schools	71	89	98	1135	1393
Foreign	16	6	3	41	66
Unknown	3			1	4
Grand Total	**804**	**441**	**151**	**1284**	**2680**

2009 (excluding international students)						
Old-authority	**Black**	**Coloured**	**Indian**	**White**	**Other/?**	**Grand Total**
DET	505	2		2	1	510
Coloured (HoR)	27	147	18	6	2	200
All other SA Schools	453	388	287	1136	18	2282
Foreign	21	16	11	70	1	119
Unknown	230	54	36	301	7	628
Grand Total	**1236**	**607**	**352**	**1515**	**29**	**3739**

Note:
The large number of unknown matric authorities is the result of new schools being opened which were never classified under the Apartheid ("old matric authority") system. This would include both public and independent schools.

Whilst the increase in the number of black students is welcomed, it is of a very small base. The proportion of black students is still far from approximating the demographics of the South African population. In addition, a focus on the overall numbers masks persistent inequities, which are manifested in the imbalances in the enrolment profiles of black students in the 44 undergraduate programmes across the university.

Table 2 provides an indication of the 2009 undergraduate programmes where the percentage of black students is below 24 (i.e., below the Western Cape proportion). Out of 44 programmes, 23 have less than 24 per cent black students. This means that the proportion of black students in more than half of UCT's programmes does not even approximate that of the demographic profile of the black population in the Western Cape. These programmes include – architecture, engineering, property studies, allied health, Fine Arts, Bachelor of Arts, Bachelor of Social Sciences, and Bachelor of Laws. Of the 23 programmes that have less than 24 per cent black students, nine programmes have less than 10 per cent black students.

Table 2: The 2009 undergraduate programmes where the percentage of black students is below 24 (the Western Cape proportion)

Faculty	Degree	Data	Black	Coloured	Indian	White	Int	Other/?	Grand Total
Commerce	Bachelor of Business Science	no.	428	260	395	1174	205	48	2510
		%	17.05%	10.36%	15.74%	46.77%	8.17%	1.91%	100.00%
Commerce UG Total		**no.**	**1039**	**508**	**513**	**1611**	**384**	**64**	**4119**
		%	**25.22%**	**12.33%**	**12.45%**	**39.11%**	**9.32%**	**1.55%**	**100.00%**
EBE	Bach of Architectural Studies	no.	17	28	14	106	26	2	193
		%	8.81%	14.51%	7.25%	54.92%	13.47%	1.04%	100.00%
	BSc Eng in Civil Engineering	no.	97	54	30	128	101	5	415
		%	23.37%	13.01%	7.23%	30.84%	24.34%	1.20%	100.00%
	BSc Eng in Elec & Comp Eng	no.	24	9	3	51	61	3	151
		%	15.89%	5.96%	1.99%	33.77%	40.40%	1.99%	100.00%
	BSc Eng in Electro-Mech Eng	no.	13	2	2	30	21		68
		%	19.12%	2.94%	2.94%	44.12%	30.88%	0.00%	100.00%
	BSc Eng in Mechatronics	no.	36	20	31	113	36	2	238
		%	15.13%	8.40%	13.03%	47.48%	15.13%	0.84%	100.00%
	BSc in Property Studies	no.	21	24	12	140	22		219
		%	9.59%	10.96%	5.48%	63.93%	10.05%	0.00%	100.00%
EBE UG Total		**no.**	**818**	**300**	**218**	**1055**	**547**	**34**	**2972**
		%	**27.52%**	**10.09%**	**7.34%**	**35.50%**	**18.41%**	**1.14%**	**100.00%**
Health Sciences	BSc in Occupational Therapy	no.	17	30	12	140	1		200
		%	8.50%	15.00%	6.00%	70.00%	0.50%	0.00%	100.00%
	BSc in Physiotherapy	no.	50	72	7	84	5	2	220
		%	22.73%	32.73%	3.18%	38.18%	2.27%	0.91%	100.00%
	BSc in Speech-Language Path	no.	7	17	8	45	9		86
		%	8.14%	19.77%	9.30%	52.33%	10.47%	0.00%	100.00%
Health Sciences UG Total		**no.**	**512**	**341**	**175**	**627**	**83**	**13**	**1751**
		%	**29.24%**	**19.47%**	**9.99%**	**35.81%**	**4.74%**	**0.74%**	**100.00%**
Humanities	ACE in Adult Education	no.		3		2		1	6
		%	0.00%	50.00%	0.00%	33.33%	0.00%	16.67%	100.00%
	ACE in Ed Man & Leadshp Dev	no.	45	156	6	17	1	3	228
		%	19.74%	68.42%	2.63%	7.46%	0.44%	1.32%	100.00%
	ACE in Lang, Mth & Curr Lead	no.	4	26		1		7	38
		%	10.53%	68.42%	0.00%	2.63%	0.00%	18.42%	100.00%
	BA (Theatre & Performance)	no.	10	19	4	42	2	1	78
		%	12.82%	24.36%	5.13%	53.85%	2.56%	1.28%	100.00%
	BA in Fine Art	no.	11	28	5	137	21	3	205
		%	5.37%	13.66%	2.44%	66.83%	10.24%	1.46%	100.00%
	Bachelor of Arts	no.	175	265	30	730	103	13	1316
		%	13.30%	20.14%	2.28%	55.47%	7.83%	0.99%	100.00%
	Bachelor of Music	no.	10	40	1	82	7	2	142
		%	7.04%	28.17%	0.70%	57.75%	4.93%	1.41%	100.00%
	Bachelor of Music (Dance)	no.	2	7		19	3	1	32
		%	6.25%	21.88%	0.00%	59.38%	9.38%	3.13%	100.00%
	Bachelor of Social Science	no.	367	376	87	700	299	16	1845
		%	19.89%	20.38%	4.72%	37.94%	16.21%	0.87%	100.00%
	Dance Teacher's Diploma	no.	6	10		7	1	2	26
		%	23.08%	38.46%	0.00%	26.92%	3.85%	7.69%	100.00%
	Diploma in Education	no.	6	14		9	1	2	32
		%	18.75%	43.75%	0.00%	28.13%	3.13%	6.25%	100.00%
	Performer's Cert in Dance	no.		1		1			2
		%	0.00%	50.00%	0.00%	50.00%	0.00%	0.00%	100.00%
Humanities UG Total		**no.**	**850**	**1145**	**139**	**1806**	**472**	**81**	**4493**
		%	**18.92%**	**25.48%**	**3.09%**	**40.20%**	**10.51%**	**1.80%**	**100.00%**
Law	Bachelor of Laws	no.	86	63	28	203	56	1	437
		%	19.68%	14.42%	6.41%	46.45%	12.81%	0.23%	100.00%
Law UG Total		**no.**	**86**	**63**	**28**	**203**	**56**	**1**	**437**
		%	**19.68%**	**14.42%**	**6.41%**	**46.45%**	**12.81%**	**0.23%**	**100.00%**
Science UG Total		**no.**	**687**	**211**	**110**	**558**	**242**	**26**	**1834**
		%	**37.46%**	**11.50%**	**6.00%**	**30.43%**	**13.20%**	**1.42%**	**100.00%**
All Undergraduates		**no.**	**3992**	**2568**	**1183**	**5860**	**1784**	**219**	**15606**
		%	**25.58%**	**16.46%**	**7.58%**	**37.55%**	**11.43%**	**1.40%**	**100.00%**

The analysis therefore, reveals that whilst the total number of black students has increased, the spread of black students across the university's programmes remains extremely skewed. The percentage of black students enrolled for degrees in the areas of critical skills shortage such as engineering, architecture and allied health remains extremely low, except for chemical engineering.

Hall's 2006 report questioned whether the changes in the enrolment profiles of many schools that were previously reserved for whites means that the 'playing field' has been sufficiently leveled (Hall 2006). Hall argued that these changes did not mean that the playing field had been leveled, because as had been shown by Van der Berg et al in a study on intergenerational mobility over the last thirty years, race, rather than access to educational resources, is still the primary determinant of social mobility (Hall 2006). Their results mirrored those of Yeld and Visser who found that continuing racial discrimination (in which black learners are made to feel unequal through daily experiences of differing treatment in their general lives) affected student performance at school and universities (Hall 2006).

Analysis of black enrolments by ex-matriculation authority

In order to assess progress made at UCT with regard to leveling the playing field, the Institutional Planning Department disaggregated the data on black applicants and enrolments by firstly examining the nature of the by ex-matriculation authority of the black enrolments, and secondly by examining the poverty quintile of the schools that black applicants and eventual enrolments came from.

In 1994, 656 black students who enrolled at UCT were from ex-Department of Education and Training (DET) schools, with 71 coming from all other schools, including ex House of Assembly (white) and independent schools. In 2009, 505 African students were from ex-DET schools and 453 were from all other schools. This represents a significant increase in the number of African students coming from ex-Model C schools and independent schools. However, the status of the schools of 230 African first-time entering students (FUs) is unknown. The number of coloured students from ex-House of Representative (HOR) schools has dropped considerably, suggesting that the coloured intake at UCT is increasingly coming from ex-white or private schools.

Given that most of the public schools that have been built since 1994 were built in townships in our view it is safe to assume that at least another 115 black students from the category of unknown schools came from township schools. This would mean that about half of the African students who were enrolled at UCT in 2009 (i.e., 620) came from ex-DET township schools and the other half came from ex-Model C and independent schools. The available evidence therefore, suggests that *at least* half of the African students who come to UCT have not attended advantaged schools. However, it is important to note that only *assumptions* can be made about the class origin of the students from ex-Model C and independent schools as many students who have attended ex-Model C schools may be from working class communities, given that large numbers of black learners at ex-Model C schools commute daily

from working class communities. Many independent schools (for example, Catholic schools) are located in working class communities. Our data cannot disaggregate these independent schools from independent schools in affluent areas. Many learners at ex-Model C schools may also be the children of domestic workers living in middle class communities. All these learners would not have the same access to books, computers, study facilities and educational support that the majority of white learners are likely to have due to past privileges stemming from apartheid (Hall 2006). It is therefore, not possible to determine with accuracy at this stage how many African learners who attended ex-Model C or independent schools have actually come from middle class backgrounds.

Analysis of applicants and enrolments by schools poverty quintiles and race

In an attempt to ascertain whether more accurate data on the class origins of black students at UCT could be ascertained from the schools poverty quintiles database, the task team analysed the 2009 new undergraduate data on applicants, offers, rejections and enrolments by race and poverty quintile. The results are captured in Tables 3a to 3d.

South African blacks made up 39 per cent of all new undergraduate applicants, 30 per cent of all offers, 48 per cent of those denied admission and 29 per cent of all eventual enrolments in 2009. Coloured students made up 11 per cent of applicants, 13 per cent of the applicants were made offers and 15 per cent of the applicants actually enrolled. The tables show that whilst South African students made up the largest proportion of the applicant pool, they were under-represented in the 2009 intake. Of 2 282 offers made to black students only 1 307 actually enrolled. As such, African students made up a smaller proportion of the eventual enrolments than white students (who made up 23 per cent of the applicant pool and 37 per cent of the 2009 new undergraduate intake). Previous analyses of the admissions cycle have revealed that the low take-up rate amongst SA Africans is largely due to the fact that most of these applicants were from outside Cape Town.

Table 3a: School poverty quintiles of all new UG applicants, by race: 2009

Demographic Group	Data	Quintile							
		1	2	3	4	5	Independent	Unknown	Total
Black	no.	589	373	756	888	1372	338	1962	6278
	row%	9.38%	5.94%	12.04%	14.14%	21.85%		31.25%	100.00%
Coloured	no.	64	7	34	119	1118	52	432	1826
	row%	3.50%	0.38%	1.86%	6.52%	61.23%		23.66%	100.00%
Indian	no.	44		6	107	653	93	344	1247
	row%	3.53%	0.00%	0.48%	8.58%	52.37%		27.59%	100.00%
White	no.	140		1	42	1366	568	1625	3742
	row%	3.74%	0.00%	0.03%	1.12%	36.50%		43.43%	100.00%
Int	no.	12	5	16	30	95	114	2364	2636
	row%	0.46%	0.19%	0.61%	1.14%	3.60%		89.68%	100.00%
Other/?	no.	18	5	20	16	77	16	106	258
	row%	6.98%	1.94%	7.75%	6.20%	29.84%		41.09%	100.00%
Total no.		867	390	833	1202	4681	1181	6833	15987
Total row%		5.42%	2.44%	5.21%	7.52%	29.28%		42.74%	100.00%

Table 3b: School poverty quintiles of all new UG applicants who received academic offers (admissions), by race: 2009

Demographic Group	Data	Quintile							
		1	2	3	4	5	Independent	Unknown	Total
Black	no.	219	93	236	296	614	130	694	2282
	row%	9.60%	4.08%	10.34%	12.97%	26.91%	5.70%	30.41%	100.00%
Coloured	no.	30		13	31	639	29	231	973
	row%	3.08%	0.00%	1.34%	3.19%	65.67%	2.98%	23.74%	100.00%
Indian	no.	32		3	62	439	70	218	824
	row%	3.88%	0.00%	0.36%	7.52%	53.28%	8.50%	26.46%	100.00%
White	no.	93		1	21	887	401	1128	2531
	row%	3.67%	0.00%	0.04%	0.83%	35.05%	15.84%	44.57%	100.00%
Int	no.	4			3	31	49	839	926
	row%	0.43%	0.00%	0.00%	0.32%	3.35%	5.29%	90.60%	100.00%
Other/?	no.	4		1	3	24	6	22	60
	row%	6.67%	0.00%	1.67%	5.00%	40.00%	10.00%	36.67%	100.00%
Total no.		382	93	254	416	2634	685	3132	7596
Total row%		5.03%	1.22%	3.34%	5.48%	34.68%	9.02%	41.23%	100.00%

Table 3c: School poverty quintiles of all new UG applicants who did not receive an academic offer, by race: 2009

Demographic Group	Data	Quintile							
		1	2	3	4	5	Independent	Unknown	Total
Black	no.	370	280	520	592	758	208	1268	3996
	row%	9.26%	7.01%	13.01%	14.81%	18.97%		31.73%	100.00%
Coloured	no.	34	7	21	88	479	23	201	853
	row%	3.99%	0.82%	2.46%	10.32%	56.15%		23.56%	100.00%
Indian	no.	12		3	45	214	23	126	423
	row%	2.84%	0.00%	0.71%	10.64%	50.59%		29.79%	100.00%
White	no.	47			21	479	167	497	1211
	row%	3.88%	0.00%	0.00%	1.73%	39.55%		41.04%	100.00%
Int	no.	8	5	16	27	64	65	1525	1710
	row%	0.47%	0.29%	0.94%	1.58%	3.74%		89.18%	100.00%
Other/?	no.	14	5	19	13	53	10	84	198
	row%	7.07%	2.53%	9.60%	6.57%	26.77%		42.42%	100.00%
Total no.		485	297	579	786	2047	496	3701	8391
Total row%		5.78%	3.54%	6.90%	9.37%	24.40%		44.11%	100.00%

Table 3d: School poverty quintiles of all new UG enrolments, by race: 2009

Demographic Group	Data	Quintile							
		1	2	3	4	5	Independent	Unknown	Total
Black	no.	134	42	161	161	343	77	389	1307
	row%	10.25%	3.21%	12.32%	12.32%	26.24%		29.76%	100.00%
Coloured	no.	17		7	14	448	20	148	654
	row%	2.60%	0.00%	1.07%	2.14%	68.50%		22.63%	100.00%
Indian	no.	15		3	20	201	30	103	372
	row%	4.03%	0.00%	0.81%	5.38%	54.03%		27.69%	100.00%
White	no.	47			10	598	272	705	1632
	row%	2.88%	0.00%	0.00%	0.61%	36.64%		43.20%	100.00%
Int	no.	3			1	12	32	428	476
	row%	0.63%	0.00%	0.00%	0.21%	2.52%		89.92%	100.00%
Other/?	no.	3			2	11	4	7	27
	row%	11.11%	0.00%	0.00%	7.41%	40.74%		25.93%	100.00%
Total no.		219	42	171	208	1613	435	1780	4468
Total row%		4.90%	0.94%	3.83%	4.66%	36.10%		39.84%	100.00%

Analysis of Table 3a reveals that the schools quintile database is not able to provide accurate information on all applicants. The schools quintile was unknown for 43 per cent of the total applicant pool, that is, a substantial number of 6 833 applicants. Of the 6 278 applications from African learners (for *1962 of whom the school poverty*

quintile could not be established) 21.85 per cent were from the least poor schools (Quintile 5) and 9.38 per cent from the poorest schools (Quintile 1). Amongst the African applicants who were made academic offers, 26.91 per cent were from the least poor schools, 30.41 per cent were from schools where the poverty quintile is unknown and 9.60 per cent to learners from the poorest quintile. Analysis of the actual enrolments in 2009 reveals a similar a pattern with 10.25 per cent of students from the poorest quintile, 26.24 per cent of the least poor quintile and 29.76 per cent from unknown quintiles. Of the coloured students who enrolled 68.50 per cent came from the least poor quintile and 22.63 per cent from unknown quintiles.

Given the large numbers of unknown schools and the anomalies in the data, it is not possible to draw reliable conclusions based on this analysis. Major inaccuracies and anomalies in the classification of schools were detected in the course of analyzing the data. The unreliability of the database was confirmed in a meeting with school principals who alerted us to the fact that schools in the identical geographical area in close proximity with each other have been classified very differently. (Interview with principals, August 2009b).

ANALYSIS OF THE EFFECTS OF UCT'S POLICY INSTRUMENTS DESIGNED TO FACILITATE ACCESS

The most significant instrument that has been used in UCT to facilitate access has been the Academic Development Programmes (ADP). The objective of these programmes is to 'provide opportunities for access and success to students whose academic potential has been underdeveloped or obscured because of structural (political or socio-economic) conditions of inequality' (Scott 2008). According to Scott, the main mechanism that the ADP has used to enable responsible widening of access is the extended curriculum programme 'which incorporates substantial foundational provision designed to address under-preparedness' (Scott 2008).

Significant numbers of black students have gained access to UCT through Academic Development (AD) Programmes since 1994. In 1994, 50 per cent of African FUs (405) and in 2008 33 per cent (368) were admitted via Academic Development Programmes. This number in 2009 excludes Health Sciences students as the model of academic development in this faculty is different. In 1994 24 coloured students were admitted via AD programmes and 169 in 2009. In 2009 57 per cent of African students doing a Bachelor of Commerce, 51 per cent of African students doing a Bachelor of Social Science, 56 per cent of African students doing an LLB, and more than a third of the African students doing a Bachelor of Business Science and a Bachelor of Science were registered for extended programmes.

As it is not possible to determine from the student records exactly what determined decisions to make offers to students, we have used National Senior Certificate (NSC) points of enrolled students as a proxy for the number of African students who may have been admitted on the basis of the so-called 'race based' lower entry points allowed in terms of the Admissions Policy. The data, which shows the percentage

of African students admitted to particular programmes with lower than stipulated NSC points for probable admission, indicates that significant percentages of these students appear to be gaining access as a result of the lower entrance requirements, especially in the Health Sciences Faculty:

- Engineering: 4.3 per cent (Admission probable with 46 NSC points and 37–40 NSC points for the Extended Curriculum);
- Audiology: 75 per cent (Admissions probable in Open (race free) category with 35 NSC points and 28 minimum NSC points considered for black, coloured and Indian students);
- Occupational Therapy: 50 per cent (Admissions probable in Open category with 35 NSC points and 28 minimum NSC points considered for black, coloured and Indian students);
- Physiotherapy: 63.16 per cent (Admissions probable in Open category with 35 NSC points and 28 NSC points considered for black, coloured and Indian students);
- MBChB: 62.79 per cent (Admissions probable in Open category with 47 NSC points and 36 NSC points considered for black, coloured and Indian students);
- BA: 47.06 per cent (Admission probable with 43 NSC points. Open category considered individually with 37 NSC points. Black, coloured and Indian students considered individually below 37 NSC points, with applicants between 30 and 36 NSC points eligible for consideration for admission to extended degree programmes);
- BSocSc: 47.17 per cent (Admission probable with 43 NSC points. Open category considered individually with 37 NSC points. Black, coloured and Indian students considered individually below 37 NSC points, with applicants between 30 and 36 NSC points eligible for consideration for admission to extended degree programmes);
- Bachelor of Science: 14.85 per cent (Admissions probable with 45 NSC points and admissions possible for the Extended Programme with 34–42 NSC points).

Where the lower points are used early in the admissions process, as in the case in Health Sciences, there is a bigger impact. The true effect of the differential entrance points cannot be assessed accurately as it seems that the admissions policy has been implemented inconsistently across the university according to staff in faculty undergraduate admissions offices (UCT August 2009c).

Given that 131 African students were admitted to mainstream programmes with less than 33 UCT weighted matric points (see Table 1 of the Appendix) and 368 African students were admitted into the Academic Development Programme, it appears that more than 60 per cent of the African students who were admitted in 2009 were admitted into mainstream programmes with the higher NSC scores linked to the Open category[1] in which all applicants regardless of race compete for

places. This indicates that more than half of the new undergraduate African students admitted into UCT are not gaining access via the lower 'race based' entrance points.

Given the estimate of half the African students at UCT coming from township schools this may point to the fact that students from the most disadvantaged communities are benefitting most from the current race based admissions policies. However further work would need to be done to confirm this hypothesis.

The effects of the other policy instruments that have been used seem to be far less significant.

The top 50 feeder schools have remained largely the same in the period under review. The equity targets set in the annual enrolment planning process largely reflect incremental changes to the status quo. Twelve students have come to UCT from the schools that formed part of the partnership with the Western Cape Education Department. As this partnership has only been in existence for three years there is still potential for the numbers to increase especially if the project covers more schools. The availability of 20 strategic scholarships from disadvantaged schools is too small to have a major impact on recruitment of black students. It appears that the availability of financial aid is a significant factor as 671 of the 2009 SA black intake (55%) are receiving financial aid. In addition, a survey carried out amongst this year's new undergraduate intake showed that the availability of financial aid was amongst the top 5 reasons for black learners deciding to apply to and to enroll at UCT.

The task team did not examine the number of students who have been admitted on the basis of alternative admissions tests as this is not recorded on the applicant record.

EQUITY OF OUTCOMES

Scott and others have pointed out that offering access to students with little chance of succeeding is not responsible. Therefore 'providing conditions conducive to the success of the full range of the student intake is an important complement to admissions policy'. In relation to redress, 'equity of outcomes' is generally understood to mean that 'the profile of the graduating class closely resembles that of the intake' (Scott 2009, 2).

Table 2 of the Appendix shows that completion rates across the 1999–2003 FU entry cohorts varied markedly in relation to initial registration faculty and race. The gap between completion rates amongst white and African students however closed quite markedly during this period – 78 per cent of the 2003 white cohort (in comparison with 75 per cent of the 1999 cohort) and 59 per cent of the African cohort (in comparison with 52% of the 2002 cohort) had completed an undergraduate qualification by the end of 2007 with the result that the difference between the two dropped from 23 per cent to 19 per cent amongst the 2003 cohort. The rate of academic exclusion within the 2003 African cohort dropped by 2 percentage points in comparison with that amongst the 2002 cohort. Significantly, the rate of drop-out

in good academic standing amongst the 2003 African cohort (9%) was 6 per cent lower than that amongst the 1999 cohort (15%) 59 per cent of the 2003 African FU cohort (in comparison with 52% of the 1999 cohort) had completed an undergraduate qualification at the end of five years.

The analysis of the student output data shows that whilst more African students are graduating as a proportion of the total number of African students enrolled, the gap between African and white students remains large, indicating that the goal of equity of outcomes has not yet been achieved.

The completion rates amongst the mainstream and extended programme FU intakes are compared in Table 3 of the Appendix. There has been a steady improvement in the completion rates amongst mainstream students over the 2000–2003 entry cohorts, but there is no clear trend amongst the extended programme intakes. The outcomes of the 2003 mainstream and extended programme intakes five years after their initial entry are compared in Figure 1.

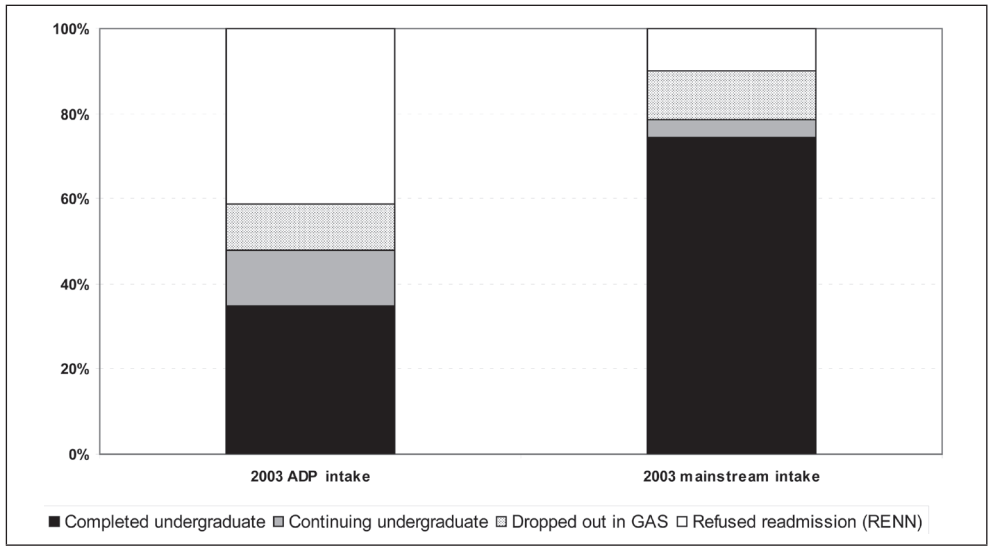

Figure 1: Comparison of the outcomes of the 2003 mainstream and extended programme intakes five years after their initial entry

The rate of academic exclusion amongst the extended programme students was about four times higher than within the mainstream. Mainstream students more frequently left the university in good academic standing than extended programme students. Not surprisingly, a larger proportion of the extended programme students were still busy with their undergraduate studies in the sixth year after their initial registration.

The success rates in undergraduate courses are shown by UCT level 100 to level 400[2] and by race in Table 4 of the Appendix. Overall success rates in undergraduate courses at the important 100-level (Figure 2) dropped slightly between 2006 and 2007 because of a decline within the coloured group. In 2007, the difference between

white (at the upper extreme) and African (at the lower extreme) success rates at the 100-level was 14 per cent (down from 15% in 2003). At the 200-level, this difference was 17 per cent (the same as in 2003). The trend in the performance in 100-level courses, by race, is shown in Figure 2.

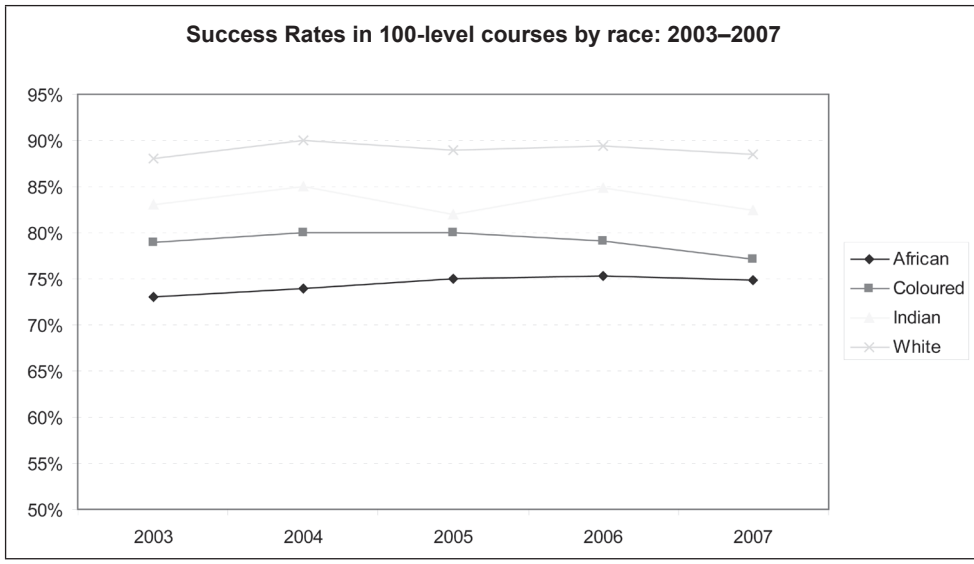

Figure 2: Trend in the performance in 100-level courses, by race

Thus, although performance in 100-level courses amongst African students has improved over the last five years, the performance gap between white students (on the upper end) and SA African students (on the lower end) has changed only slightly, and there is still a significant disparity in success rates by race.

CONCLUSION

Analysis of UCT's data suggests that there is not an empirical basis for arguing that race should no longer be a factor in admissions. Major challenges remain with regard to redressing past racial inequalities in the proportion of black students enrolled at UCT, in the spread of black students across the university and in success rates. The study has revealed major limitations with the Schools Poverty Quintiles database. In our view, it would not be possible to use the Schools Poverty Quintiles database to supplement race based criteria as it is too unreliable at this stage.

Whilst academic development programmes have been effective in terms of opening up access to black students, if UCT wants to enhance equity of outcomes of African students it would be desirable to build close relationships with working class schools to improve the transition from schools to higher education, and thereby improve outputs. Analysis of the data also suggests that if UCT wishes to improve equity of access *and* equity of outcomes it is not enough to focus on the academic

development programmes, it is also necessary to strengthen support for students in mainstream programmes.

NOTES

1 All applicants regardless of race classification are considered in this category.
2 These levels related to the level of the course in relation to the year of study in which the course is taken.

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APPENDIX

1. African students were admitted to mainstream programmes with less than 33 UCT weighted matric points (see Table 1).
2. Table 2 shows that completion rates across the 1999–2003 FU entry cohorts varied markedly in relation to entry faculty and race.
3. The completion rates amongst the mainstream and extended programme FU intakes are compared in Table 3.
4. The success rates in undergraduate courses are shown by UCT level (100 to 400) and race Table 4.

Table 1: Faculty points profile by programme and race amongst new undergraduates in 2009

				Faculty score band						
Faculty	Degree	Demogr	Data	Unknown	<33	33–40	41–48	49–56	57–64	Total
COM	Bachelor of Commerce	Black	no.	2		2	42	22	2	70
			row%	2.86%	0.00%	2.86%	60.00%	31.43%	2.86%	100.00%
		Coloured	no.			1	15	7	1	24
			row%	0.00%	0.00%	4.17%	62.50%	29.17%	4.17%	100.00%
		Indian	no.	1			14	4	1	20
			row%	5.00%	0.00%	0.00%	70.00%	20.00%	5.00%	100.00%
		White	no.	12		6	61	33	9	121
			row%	9.92%	0.00%	4.96%	50.41%	27.27%	7.44%	100.00%
		Int	no.	47						47
			row%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
		Other/?	no.	1				1		2
			row%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	100.00%
	Bachelor of Commerce no.			63		9	132	67	13	284
	Bachelor of Commerce row%			22.18%	0.00%	3.17%	46.48%	23.59%	4.58%	100.00%
	Bachelor of Business Science	Black	no.	3			37	33	4	77
			row%	3.90%	0.00%	0.00%	48.05%	42.86%	5.19%	100.00%
		Coloured	no.			1	28	8	0.00%	37
			row%	0.00%	0.00%	2.70%	75.68%	21.62%		100.00%
		Indian	no.	2		3	47	51	7	110
			row%	1.82%	0.00%	2.73%	42.73%	46.36%	6.36%	100.00%
		White	no.	8		6	108	102	33	257
			row%	3.11%	0.00%	2.33%	42.02%	39.69%	12.84%	100.00%
		Int	no.	39			5	7		51
			row%	76.47%	0.00%	0.00%	9.80%	13.73%	0.00%	100.00%
		Other/?	no.	3			3	1		7
			row%	42.86%	0.00%	0.00%	42.86%	14.29%	0.00%	100.00%
	Bachelor of Business Science no.			55		10	228	202	44	539
	Bachelor of Business Science row%			10.20%	0.00%	1.86%	42.30%	37.48%	8.16%	100.00%
COM no.				118		19	360	269	57	823
COM row%				14.34%	0.00%	2.31%	43.74%	32.69%	6.93%	100.00%
EBE	Bach of Architectural Studies	Black	no.			4				4
			row%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
		Coloured	no.	2		5				7
			row%	28.57%	0.00%	71.43%	0.00%	0.00%	0.00%	100.00%
		Indian	no.			5	2			7
			row%	0.00%	0.00%	71.43%	28.57%	0.00%	0.00%	100.00%
		White	no.	1	1	20	11	2	1	36
			row%	2.78%	2.78%	55.56%	30.56%	5.56%		100.00%

		Int	no. row%	5 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5 100.00%
		Other/?	no. row%	0.00%	0.00%	1 100.00%	0.00%	0.00%	0.00%	1 100.00%
	Bach of Architectural Studies no.			8	1	35	13	2	1	60
	Bach of Architectural Studies row%			13.33%	1.67%	58.33%	21.67%	3.33%	1.67%	100.00%
	BSc(Eng)	Black	no. row%	3 1.44%	2 0.96%	9 4.33%	76 36.54%	99 47.60%	19 9.13%	208 100.00%
		Coloured	no. row%	1 1.75%	0.00%	5 8.77%	18 31.58%	27 47.37%	6 10.53%	57 100.00%
		Indian	no. row%	2 2.47%	1 1.23%	9 11.11%	24 29.63%	31 38.27%	14 17.28%	81 100.00%
		White	no. row%	11 4.49%	3 1.22%	9 3.67%	47 19.18%	119 48.57%	56 22.86%	245 100.00%
		Int	no. row%	98 79.67%	0.00%	0.00%	8 6.50%	16 13.01%	1 0.81%	123 100.00%
		Other/?	no. row%	7 53.85%	0.00%	1 7.69%	3 23.08%	1 7.69%	1 7.69%	13 100.00%
	BSc(Eng) no.			122	6	33	176	293	97	727
	BSc(Eng) row%			16.78%	0.83%	4.54%	24.21%	40.30%	13.34%	100.00%
	BSc(Constr+Prop)	Black	no. row%	1 4.00%	7 28.00%	13 52.00%	3 12.00%	1 4.00%	0.00%	25 100.00%
		Coloured	no. row%	0.00%	4 19.05%	11 52.38%	6 28.57%	0.00%	0.00%	21 100.00%
		Indian	no. row%	0.00%	3 50.00%	2 33.33%	1 16.67%	0.00%	0.00%	6 100.00%
		White	no. row%	3 6.38%	1 2.13%	32 68.09%	10 21.28%	0.00%	1 2.13%	47 100.00%
		Int	no. row%	15 88.24%	0.00%	0.00%	1 5.88%	1 5.88%	0.00%	17 100.00%
		Other/?	no. row%	1 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1 100.00%
	BSc(Constr+Prop) no.			20	15	58	21	2	1	117
	BSc(Constr+Prop) row%			17.09%	12.82%	49.57%	17.95%	1.71%	0.85%	100.00%
EBE no.				150	22	126	210	297	99	904
EBE row%				16.59%	2.43%	13.94%	23.23%	32.85%	10.95%	100.00%
MED	BSc in Audiology	Black	no. row%	1 8.33%	2 16.67%	9 75.00%	0.00%	0.00%	0.00%	12 100.00%
		Coloured	no. row%	0.00%	1 33.33%	2 66.67%	0.00%	0.00%	0.00%	3 100.00%
		Indian	no. row%	0.00%	0.00%	2 100.00%	0.00%	0.00%	0.00%	2 100.00%

		Int	no. row%	2 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2 100.00%
	BSc in Audiology no.			3	3	13				19
	BSc in Audiology row%			15.79%	15.79%	68.42%	0.00%	0.00%	0.00%	100.00%
	BSc in Occupational Therapy	Black	no. row%	0.00%	5 50.00%	5 50.00%	0.00%	0.00%	0.00%	10 100.00%
		Coloured	no. row%	0.00%	3 27.27%	8 72.73%	0.00%	0.00%	0.00%	11 100.00%
		Indian	no. row%	0.00%	0.00%	4 66.67%	2 33.33%	0.00%	0.00%	6 100.00%
		White	no. row%	0.00%	0.00%	10 38.46%	15 57.69%	0.00%	1 3.85%	26 100.00%
	BSc in Occupational Therapy no.				8	27	17		1	53
	BSc in Occupational Therapy row%			0.00%	15.09%	50.94%	32.08%	0.00%	1.89%	100.00%
	BSc in Physiotherapy	Black	no. row%	1 5.26%	6 31.58%	12 63.16%	0.00%	0.00%	0.00%	19 100.00%
		Coloured	no. row%	0.00%	6 35.29%	9 52.94%	2 11.76%	0.00%	0.00%	17 100.00%
		Indian	no. row%	1 50.00%	0.00%	1 50.00%	0.00%	0.00%	0.00%	2 100.00%
		White	no. row%	0.00%	0.00%	11 45.83%	12 50.00%	1 4.17%	0.00%	24 100.00%
		Int	no. row%	0.00%	1 100.00%	0.00%	0.00%	0.00%	0.00%	1 100.00%
	BSc in Physiotherapy no.			2	13	33	14	1		63
	BSc in Physiotherapy row%			3.17%	20.63%	52.38%	22.22%	1.59%	0.00%	100.00%
	BSc in Speech-Language Path	Black	no. row%	0.00%	2 66.67%	1 33.33%	0.00%	0.00%	0.00%	3 100.00%
		Coloured	no. row%	0.00%	1 16.67%	4 66.67%	1 16.67%	0.00%	0.00%	6 100.00%
		Indian	no. row%	0.00%	0.00%	1 100.00%	0.00%	0.00%	0.00%	1 100.00%
		White	no. row%	0.00%	1 5.88%	13 76.47%	3 17.65%	0.00%	0.00%	17 100.00%
		Int	no. row%	0.00%	0.00%	1 100.00%	0.00%	0.00%	0.00%	1 100.00%
	BSc in Speech-Language Path no.				4	20	4			28
	BSc in Speech-Language Path row%			0.00%	14.29%	71.43%	14.29%	0.00%	0.00%	100.00%
	MBChB	Black	no. row%	2 2.33%	0.00%	54 62.79%	30 34.88%	0.00%	0.00%	86 100.00%

		Coloured	no. row%	2 5.41%	0.00%	14 37.84%	21 56.76%	0.00%	0.00%	37 100.00%
		Indian	no. row%	4 22.22%	0.00%	0.00%	14 77.78%	0.00%	0.00%	18 100.00%
		White	no. row%	2 5.26%	0.00%	0.00%	36 94.74%	0.00%	0.00%	38 100.00%
		Int	no. row%	4 80.00%	0.00%	0.00%	1 20.00%	0.00%	0.00%	5 100.00%
	MBChB no.			14		68	102			184
	MBChB row%			7.61%	0.00%	36.96%	55.43%	0.00%	0.00%	100.00%
MED no.				19	28	161	137	1	1	347
MED row%				5.48%	8.07%	46.40%	39.48%	0.29%	0.29%	100.00%
HUM	BA (Theatre & Performance)	Black	no. row%	0.00%	0.00%	1 50.00%	1 50.00%	0.00%	0.00%	2 100.00%
		Coloured	no. row%	0.00%	0.00%	2 50.00%	2 50.00%	0.00%	0.00%	4 100.00%
		White	no. row%	0.00%	0.00%	2 25.00%	3 37.50%	3 37.50%	0.00%	8 100.00%
		Int	no. row%	0.00%	0.00%	0.00%	0.00%	1 100.00%	0.00%	1 100.00%
		Other/?	no. row%	0.00%	0.00%	0.00%	1 100.00%	0.00%	0.00%	1 100.00%
	BA (Theatre & Performance) no.					5	7	4		16
	BA (Theatre & Performance) row%			0.00%	0.00%	31.25%	43.75%	25.00%	0.00%	100.00%
	BA in Fine Art	Black	no. row%	0.00%	3 50.00%	3 50.00%	0.00%	0.00%	0.00%	6 100.00%
		Coloured	no. row%	0.00%	3 60.00%	2 40.00%	0.00%	0.00%	0.00%	5 100.00%
		Indian	no. row%	0.00%	0.00%	1 100.00%	0.00%	0.00%	0.00%	1 100.00%
		White	no. row%	4 8.89%	1 2.22%	8 17.78%	22 48.89%	10 22.22%	0.00%	45 100.00%
		Int	no. row%	5 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5 100.00%
	BA in Fine Art no.			9	7	14	22	10		62
	BA in Fine Art row%			14.52%	11.29%	22.58%	35.48%	16.13%	0.00%	100.00%
	Bachelor of Arts	Black	no. row%	6 11.76%	8 15.69%	24 47.06%	13 25.49%	0.00%	0.00%	51 100.00%
		Coloured	no. row%	4 6.78%	4 6.78%	28 47.46%	20 33.90%	3 5.08%	0.00%	59 100.00%

		Indian	no.		2	3	1	1		7
			row%	0.00%	28.57%	42.86%	14.29%	14.29%	0.00%	100.00%
		White	no.	16	2	50	119	42	2	231
			row%	6.93%	0.87%	21.65%	51.52%	18.18%	0.87%	100.00%
		Int	no.	18		3	4	2		27
			row%	66.67%	0.00%	11.11%	14.81%	7.41%	0.00%	100.00%
		Other/?	no.	3		4				7
			row%	42.86%	0.00%	57.14%	0.00%	0.00%	0.00%	100.00%
	Bachelor of Arts no.			47	16	112	157	48	2	382
	Bachelor of Arts row%			12.30%	4.19%	29.32%	41.10%	12.57%	0.52%	100.00%
	Bachelor of Music	Black	no.				2			2
			row%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%
		Coloured	no.		4	4	1			9
			row%	0.00%	44.44%	44.44%	11.11%	0.00%	0.00%	100.00%
		Indian	no.			1				1
			row%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
		White	no.	3	1	3	13	4		24
			row%	12.50%	4.17%	12.50%	54.17%	16.67%	0.00%	100.00%
		Int	no.			1				1
			row%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
	Bachelor of Music no.			3	5	9	16	4		37
	Bachelor of Music row%			8.11%	13.51%	24.32%	43.24%	10.81%	0.00%	100.00%
	Bachelor of Music (Dance)	Black	no.				1			1
			row%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%
		Coloured	no.			3	1			4
			row%	0.00%	0.00%	75.00%	25.00%	0.00%	0.00%	100.00%
		White	no.	1		1	1			3
			row%	33.33%	0.00%	33.33%	33.33%	0.00%	0.00%	100.00%
		Other/?	no.				1			1
			row%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100.00%
	Bachelor of Music (Dance) no.			1		4	4			9
	Bachelor of Music (Dance) row%			11.11%	0.00%	44.44%	44.44%	0.00%	0.00%	100.00%
	Bachelor of Social Science	Black	no.	4	5	25	18	1		53
			row%	7.55%	9.43%	47.17%	33.96%	1.89%	0.00%	100.00%
		Coloured	no.	3	9	31	18	5		66
			row%	4.55%	13.64%	46.97%	27.27%	7.58%	0.00%	100.00%
		Indian	no.	1	2	12	9	2		26
			row%	3.85%	7.69%	46.15%	34.62%	7.69%	0.00%	100.00%
		White	no.	20		65	110	40	4	239
			row%	8.37%	0.00%	27.20%	46.03%	16.74%	1.67%	100.00%

		Int	no. row%	76 82.61%	3 3.26%	7 7.61%	5 5.43%	1 1.09%	0.00%	92 100.00%
		Other/?	no. row%	6 85.71%	0.00%	0.00%	1 14.29%	0.00%	0.00%	7 100.00%
	Bachelor of Social Science no.			110	19	140	161	49	4	483
	Bachelor of Social Science row%			22.77%	3.93%	28.99%	33.33%	10.14%	0.83%	100.00%
	Bachelor of Social Work	Black	no. row%	1 3.33%	17 56.67%	10 33.33%	2 6.67%	0.00%	0.00%	30 100.00%
		Coloured	no. row%	0.00%	0.00%	8 66.67%	4 33.33%	0.00%	0.00%	12 100.00%
		Indian	no. row%	2 50.00%	0.00%	2 50.00%	0.00%	0.00%	0.00%	4 100.00%
		White	no. row%	2 9.52%	3 14.29%	11 52.38%	4 19.05%	1 4.76%	0.00%	21 100.00%
		Int	no. row%	11 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	11 100.00%
		Other/?	no. row%	2 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2 100.00%
	Bachelor of Social Work no.			18	20	31	10	1		80
	Bachelor of Social Work row%			22.50%	25.00%	38.75%	12.50%	1.25%	0.00%	100.00%
HUM no.				188	67	315	377	116	6	1069
HUM row%				17.59%	6.27%	29.47%	35.27%	10.85%	0.56%	100.00%
LAW	Bachelor of Laws	Black	no. row%	0.00%	1 14.29%	4 57.14%	2 28.57%	0.00%	0.00%	7 100.00%
		Coloured	no. row%	0.00%	0.00%	2 50.00%	2 50.00%	0.00%	0.00%	4 100.00%
		Indian	no. row%	1 50.00%	0.00%	1 50.00%	0.00%	0.00%	0.00%	2 100.00%
		White	no. row%	2 16.67%	0.00%	1 8.33%	7 58.33%	1 8.33%	1 8.33%	12 100.00%
		Int	no. row%	7 100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	7 100.00%
	Bachelor of Laws no.			10	1	8	11	1	1	32
	Bachelor of Laws row%			31.25%	3.13%	25.00%	34.38%	3.13%	3.13%	100.00%
LAW no.				10	1	8	11	1	1	32
LAW row%				31.25%	3.13%	25.00%	34.38%	3.13%	3.13%	100.00%
SCI	Bachelor of Science	Black	no. row%	3 1.49%	5 2.48%	30 14.85%	94 46.53%	60 29.70%	10 4.95%	202 100.00%
		Coloured	no. row%	4 6.78%	2 3.39%	12 20.34%	27 45.76%	13 22.03%	1 1.69%	59 100.00%

	Indian	no.	1	6	5	12	13	7	44
		row%	2.27%	13.64%	11.36%	27.27%	29.55%	15.91%	100.00%
	White	no.	15		23	54	60	31	183
		row%	8.20%	0.00%	12.57%	29.51%	32.79%	16.94%	100.00%
	Int	no.	63		2	10	3		78
		row%	80.77%	0.00%	2.56%	12.82%	3.85%	0.00%	100.00%
	Other/?	no.	4			1	2		7
		row%	57.14%	0.00%	0.00%	14.29%	28.57%	0.00%	100.00%
	Bachelor of Science no.		90	13	72	198	151	49	573
	Bachelor of Science row%		15.71%	2.27%	12.57%	34.55%	26.35%	8.55%	100.00%
SCI no.			90	13	72	198	151	49	573
SCI row%			15.71%	2.27%	12.57%	34.55%	26.35%	8.55%	100.00%
Total no.			575	131	701	1293	835	213	3748
Total row%			15.34%	3.50%	18.70%	34.50%	22.28%	5.68%	100.00%

Table 2a: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering undergraduates five years after initial enrolment: All students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed under-graduate bachelors' degee (graduated)	238 66%	263 62%	322 68%	327 73%	276 76%	688 71%	677 71%	754 70%	782 77%	883 76%	222 57%	181 57%	210 63%	231 63%	227 53%	8 38%	24 62%	25 71%	30 65%	33 60%
Continuing under-graduate studies	8 2%	7 2%	5 1%	5 1%	7 2%	44 5%	49 5%	39 4%	23 2%	46 4%	22 6%	19 6%	15 4%	21 6%	71 17%	2 10%	1 3%	1 3%	0 0%	3 5%
Dropped out in good academic standing	96 27%	85 20%	101 21%	80 18%	57 16%	130 13%	151 16%	145 13%	125 12%	114 10%	32 9%	38 12%	34 10%	26 7%	27 6%	6 29%	9 23%	8 23%	12 26%	12 22%
Refused readmission on academic grounds	19 5%	55 13%	44 9%	33 7%	22 6%	111 11%	81 8%	139 13%	88 9%	119 10%	65 19%	78 24%	75 22%	90 24%	102 24%	5 24%	5 13%	1 3%	4 9%	7 13%
Total	**361** 100%	**422** 100%	**473** 100%	**445** 100%	**362** 100%	**973** 100%	**958** 100%	**1081** 100%	**1018** 100%	**1165** 100%	**341** 100%	**316** 100%	**334** 100%	**368** 100%	**430** 100%	**21** 100%	**39** 100%	**35** 100%	**46** 100%	**55** 100%

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1998 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed under-graduate bachelors' degree (graduated)	234 59%	274 59%	287 62%	326 56%	306 64%	257 61%	274 62%	243 64%	409 66%	391 76%	1870 65%	1896 62%	1824 66%	2100 68%	2116 70%
Continuing under-graduate studies	21 5%	29 6%	26 6%	29 5%	19 4%	31 7%	9 2%	8 2%	8 1%	8 2%	147 5%	184 6%	95 3%	87 3%	154 5%
Dropped out in good academic standing	41 10%	65 14%	45 10%	83 14%	52 11%	89 21%	103 23%	69 18%	117 19%	76 15%	414 14%	469 15%	400 15%	439 14%	338 11%
Refused readmission on academic grounds	77 20%	98 21%	104 23%	143 25%	103 21%	33 8%	56 13%	59 16%	85 14%	38 7%	395 14%	470 15%	426 15%	440 14%	391 13%
Total	**394** 100%	**466** 100%	**462** 100%	**581** 100%	**481** 100%	**421** 100%	**442** 100%	**380** 100%	**619** 100%	**515** 100%	**2858** 100%	**3034** 100%	**2751** 100%	**3066** 100%	**3008** 100%

Notes: 1. This table is an analysis of the academic progress of the 1999, 2000, 2001, 2002 and 2003 FU cohorts carried out five years after their initial enrolment at UCT 2. In the case of EBE, the 1999 - 2002 analyses were carried out over 6 years. The 2003 cohort will be updated next year with an additional year of data. 3. Students who graduated did not necessarily obtain their degrees in the faculty in which they first enrolled as FU students. 4. Students continuing their studies were not necessarily registered in the faculty in which they enrolled as first-time entering students. 5. Students dropping out in good academic standing are students who had left the University without completing a degree, and whose final undergraduate academic progress codes entitled them to re-register for undergraduate studies at UCT. 6. The Commerce intakes include students enrolling for the 3-year BCom and for the 4-year BBusSc The Engineering total is for 4-year degrees only.

Table 2b: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering undergraduates five years after initial enrolment: African students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	35 65%	40 54%	49 62%	53 70%	26 74%	85 48%	103 55%	148 55%	163 68%	200 66%	74 50%	64 44%	83 53%	77 50%	66 39%	3 33%	13 65%	8 53%	13 59%	11 46%
Continuing undergraduate studies	1 2%	5 7%	0 0%	0 0%	1 3%	16 9%	16 9%	14 5%	6 2%	18 6%	19 13%	13 9%	12 8%	12 8%	42 25%	0 0%	1 5%	1 7%	0 0%	1 4%
Dropped out in good academic standing	12 22%	13 18%	17 22%	16 21%	2 6%	31 18%	37 20%	40 15%	35 15%	33 11%	14 10%	14 10%	16 10%	10 7%	6 4%	2 22%	4 20%	5 33%	7 32%	6 25%
Refused re-admission on academic grounds	6 11%	20 27%	12 15%	7 9%	6 17%	44 25%	32 17%	63 24%	37 15%	51 17%	40 27%	53 37%	46 29%	54 35%	54 32%	4 44%	2 10%	1 7%	2 9%	6 25%
Total	**54** 100%	**74** 100%	**79** 100%	**76** 100%	**35** 100%	**176** 100%	**188** 100%	**267** 100%	**241** 100%	**302** 100%	**147** 100%	**144** 100%	**157** 100%	**153** 100%	**170** 100%	**9** 100%	**20** 100%	**15** 100%	**22** 100%	**24** 100%

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	53 47%	57 41%	58 42%	83 42%	68 50%	66 55%	79 68%	49 55%	126 66%	77 80%	346 52%	376 50%	371 50%	510 58%	448 59%
Continuing undergraduate studies	10 9%	17 12%	13 9%	12 6%	7 5%	23 19%	2 2%	5 6%	2 1%	2 2%	53 8%	70 9%	70 9%	33 4%	71 9%
Dropped out in good academic standing	10 9%	11 8%	8 6%	23 12%	13 9%	25 21%	23 20%	12 13%	30 16%	12 13%	100 15%	97 13%	98 13%	119 14%	72 9%
Refused re-admission on academic grounds	39 35%	53 38%	60 43%	80 40%	49 36%	5 4%	23 20%	22 25%	34 18%	5 5%	185 22%	204 27%	203 27%	213 24%	171 22%
Total	**112** 100%	**138** 100%	**139** 100%	**198** 100%	**137** 100%	**119** 100%	**116** 100%	**89** 100%	**192** 100%	**96** 100%	**669** 100%	**751** 100%	**746** 100%	**875** 100%	**764** 100%

Table 2c: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering undergraduates five years after initial enrolment: Coloured students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	31 57%	41 52%	47 56%	32 55%	35 73%	88 62%	64 58%	86 55%	91 70%	103 66%	15 58%	12 46%	17 50%	22 56%	24 41%	1 25%	0 0%	2 100%	3 60%	5 83%
Continuing undergraduate Studies	1 2%	1 1%	1 1%	1 2%	1 2%	9 6%	10 9%	10 6%	3 2%	11 7%	1 4%	2 8%	1 3%	5 13%	12 21%	0 0%	0 0%	0 0%	0 0%	1 17%
Dropped out in good academic standing	18 33%	17 22%	22 26%	15 26%	11 23%	21 15%	19 17%	29 18%	18 14%	16 10%	1 4%	5 19%	4 12%	2 5%	4 7%	3 75%	1 50%	0 0%	1 20%	0 0%
Refused re-admission on academic grounds	4 7%	21 27%	14 17%	10 17%	1 2%	23 16%	18 16%	30 19%	18 14%	27 17%	9 35%	7 30%	12 35%	10 26%	18 31%	0 0%	1 50%	0 0%	1 20%	0 0%
Total	**54** 100%	**79** 100%	**84** 100%	**58** 100%	**48** 100%	**141** 100%	**111** 100%	**157** 100%	**130** 100%	**157** 100%	**26** 100%	**26** 100%	**34** 100%	**39** 100%	**58** 100%	**4** 100%	**2** 100%	**2** 100%	**5** 100%	**6** 100%

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	20 45%	33 51%	28 51%	37 47%	41 55%	40 44%	53 55%	47 70%	70 58%	75 77%	204 53%	225 56%	227 57%	254 59%	283 64%
Continuing undergraduate Studies	3 7%	5 8%	3 5%	1 1%	3 4%	2 2%	3 3%	0 0%	1 1%	0 0%	21 5%	14 4%	14 4%	11 3%	28 6%
Dropped out in good academic standing	10 23%	12 18%	7 13%	15 19%	12 16%	30 33%	21 22%	6 9%	24 20%	8 8%	77 20%	59 15%	58 15%	74 17%	51 12%
Refused re-admission on academic grounds	11 25%	15 23%	17 31%	25 32%	18 24%	19 21%	20 21%	14 21%	26 21%	13 13%	81 21%	87 22%	86 22%	89 21%	77 18%
Total	**44** 100%	**65** 100%	**55** 100%	**78** 100%	**74** 100%	**91** 100%	**97** 100%	**67** 100%	**121** 100%	**97** 100%	**382** 100%	**399** 100%	**399** 100%	**428** 100%	**440** 100%

Table 2d: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering undergraduates five years after initial enrolment: Indian students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	8 62%	15 60%	11 79%	14 82%	10 77%	68 66%	71 70%	52 63%	72 76%	106 77%	23 64%	13 46%	17 41%	26 60%	25 61%	0 0%	4 67%	1 50%	2 100%	6 100%
Continuing undergraduate studies	0 0%	1 4%	1 7%	0 0%	0 0%	5 5%	9 9%	4 5%	3 3%	4 3%	1 3%	2 7%	1 16%	1 2%	4 10%	1 100%	0 0%	0 0%	0 0%	0 0%
Dropped out in good academic standing	3 23%	7 28%	2 14%	2 12%	0 0%	13 13%	10 10%	15 18%	10 11%	10 7%	3 8%	5 18%	7 22%	4 9%	3 7%	0 0%	2 33%	1 50%	0 0%	0 0%
Refused re-admission on academic grounds	2 15%	2 8%	0 0%	1 6%	3 23%	17 17%	11 11%	11 13%	10 11%	17 12%	7 19%	8 28%	7 22%	12 28%	9 22%	0 0%	0 0%	0 0%	0 0%	0 0%
Total	**13** 100%	**25** 100%	**14** 100%	**17** 100%	**13** 100%	**103** 100%	**101** 100%	**82** 100%	**95** 100%	**137** 100%	**36** 100%	**28** 100%	**32** 100%	**43** 100%	**41** 100%	**1** 100%	**6** 100%	**2** 100%	**2** 100%	**6** 100%

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	22 55%	24 48%	20 51%	31 60%	30 57%	20 61%	18 75%	9 41%	14 58%	13 76%	141 62%	109 56%	106 55%	158 68%	190 71%
Continuing undergraduate studies	2 5%	0 0%	2 5%	0 0%	2 4%	1 3%	1 4%	0 0%	3 13%	1 6%	14 6%	12 6%	12 6%	7 3%	11 4%
Dropped out in good academic standing	7 18%	14 28%	3 8%	10 19%	7 13%	7 21%	3 13%	8 36%	3 13%	0 0%	39 17%	37 19%	36 19%	30 13%	20 7%
Refused re-admission on academic grounds	9 23%	12 24%	14 36%	11 21%	14 26%	5 15%	2 8%	5 23%	4 17%	3 18%	35 15%	37 19%	37 19%	38 16%	46 17%
Total	**40** 100%	**50** 100%	**39** 100%	**52** 100%	**53** 100%	**33** 100%	**24** 100%	**22** 100%	**24** 100%	**17** 100%	**229** 100%	**195** 100%	**191** 100%	**233** 100%	**267** 100%

Table 2e: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering undergraduates five years after initial enrolment: White students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	164 68%	180 74%	215 73%	228 78%	204 77%	447 81%	439 79%	468 81%	454 83%	473 84%	109 82%	91 77%	93 84%	106 80%	111 69%	4 57%	7 64%	14 88%	12 71%	11 58%
Continuing undergraduate studies	6 3%	4 2%	3 1%	3 1%	5 2%	14 3%	14 3%	11 2%	11 2%	13 2%	2 2%	2 2%	1 1%	3 2%	13 8%	1 14%	0 0%	0 0%	0 0%	1 5%
Dropped out in good academic standing	63 26%	48 20%	60 20%	47 16%	44 17%	65 12%	85 15%	61 11%	60 11%	54 10%	14 11%	14 12%	7 6%	10 8%	14 9%	1 14%	2 18%	2 13%	4 24%	6 32%
Refused re-admission on academic grounds	7 3%	12 5%	18 6%	15 5%	12 5%	27 5%	20 4%	35 6%	23 4%	24 4%	7 5%	10 9%	10 9%	14 11%	21 13%	1 14%	2 18%	0 0%	1 6%	1 5%
Total	**240** **100%**	**244** **100%**	**296** **100%**	**293** **100%**	**266** **100%**	**553** **100%**	**558** **100%**	**575** **100%**	**548** **100%**	**564** **100%**	**132** **100%**	**117** **100%**	**111** **100%**	**133** **100%**	**160** **100%**	**7** **100%**	**11** **100%**	**16** **100%**	**17** **100%**	**19** **100%**

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	139 70%	160 75%	181 79%	173 69%	167 77%	131 74%	134 65%	138 68%	199 71%	223 74%	1008 75%	1095 77%	1102 77%	1174 77%	1189 78%
Continuing undergraduate studies	6 3%	7 3%	8 4%	16 6%	7 3%	5 3%	3 1%	3 1%	2 1%	5 2%	31 2%	34 2%	34 2%	35 2%	44 3%
Dropped out in good academic standing	35 18%	28 13%	27 12%	35 14%	20 9%	38 21%	57 28%	43 21%	60 21%	55 18%	233 17%	199 14%	199 14%	214 14%	193 13%
Refused re-admission on academic grounds	18 9%	18 8%	12 5%	27 11%	21 10%	4 2%	11 5%	18 9%	20 7%	17 6%	72 5%	95 7%	93 7%	99 7%	96 6%
Total	**198** **100%**	**213** **100%**	**228** **100%**	**251** **100%**	**216** **100%**	**178** **100%**	**205** **100%**	**202** **100%**	**281** **100%**	**301** **100%**	**1344** **100%**	**1423** **100%**	**1428** **100%**	**1522** **100%**	**1526** **100%**

Table 3a: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering mainstream undergraduates five years after initial enrolment in 5 large faculties: All students

	Arts - BA					Commerce					Engineering - BSc(Eng)					Law				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree(graduated)	238 66%	263 62%	322 68%	327 73%	276 76%	672 71%	657 71%	710 70%	737 78%	834 79%	185 65%	154 57%	171 73%	198 66%	216 60%	8 38%	24 62%	25 71%	30 65%	33 60%
Continuing undergraduate studies	8 2%	7 2%	5 1%	5 1%	7 2%	31 5%	38 5%	24 4%	17 2%	37 4%	12 6%	6 6%	6 3%	13 4%	46 13%	2 10%	1 3%	1 3%	0 0%	3 5%
Dropped out in good academic standing	96 27%	85 20%	101 21%	80 18%	57 16%	116 13%	143 16%	130 13%	109 12%	98 9%	26 9%	28 12%	25 11%	23 8%	24 7%	6 29%	9 23%	8 23%	12 26%	12 22%
Refused re-admission on academic grounds	19 5%	55 13%	44 9%	33 7%	22 6%	93 11%	74 8%	106 13%	76 8%	85 8%	43 19%	42 24%	33 14%	67 22%	72 20%	5 24%	5 13%	1 3%	4 9%	7 13%
Total	**361** 100%	**422** 100%	**473** 100%	**445** 100%	**362** 100%	**912** 100%	**912** 100%	**974** 100%	**939** 100%	**1057** 100%	**266** 100%	**230** 100%	**235** 100%	**301** 100%	**360** 100%	**21** 100%	**39** 100%	**35** 100%	**46** 100%	**55** 100%

	Science					Social Science - BSocsc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1998 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	200 59%	226 59%	254 62%	277 63%	264 73%	229 61%	274 62%	243 64%	409 66%	391 76%	1722 69%	1790 67%	1708 70%	1973 71%	2014 74%
Continuing undergraduate studies	13 5%	12 6%	13 6%	21 5%	14 4%	29 7%	9 2%	8 2%	8 1%	8 2%	106 4%	118 4%	58 2%	65 2%	115 4%
Dropped out in good academic standing	31 10%	50 14%	38 10%	58 13%	39 11%	65 21%	103 23%	69 18%	117 19%	76 15%	357 14%	433 16%	369 15%	395 14%	306 11%
Refused re-admission on academic grounds	37 20%	36 21%	40 23%	81 19%	46 13%	10 8%	56 13%	59 16%	85 14%	38 7%	269 11%	335 12%	287 12%	343 12%	270 10%
Total	**302** 100%	**324** 100%	**345** 100%	**437** 100%	**364** 100%	**344** 100%	**442** 100%	**380** 100%	**619** 100%	**515** 100%	**2486** 100%	**2690** 100%	**2428** 100%	**2776** 100%	**2713** 100%

Table 3b: Five year cohort survival analysis of 1999, 2000, 2001, 2002 and 2003 intakes of first-time entering extended programme undergraduates five years after initial enrolment in 5 large faculties: All students

	Commerce -BCom					Commerce (BBusSc)					Engineering - BSc(Eng)				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	16 26%	20 43%	20 28%	26 54%	22 39%			24 69%	19 61%	27 52%	37 49%	27 31%	39 39%	33 49%	11 16%
Continuing undergraduate studies	13 21%	11 24%	13 18%	3 6%	4 7%			2 6%	3 10%	5 10%	10 13%	13 15%	9 9%	8 12%	25 36%
Dropped out in good academic standing	14 23%	8 17%	14 19%	11 23%	11 20%			1 3%	5 16%	5 10%	6 8%	10 12%	9 9%	3 4%	3 4%
Refused readmission on academic grounds	18 30%	7 15%	25 35%	8 17%	19 34%			8 23%	4 13%	15 29%	22 29%	36 42%	42 42%	23 34%	30 43%
Total	**61** **100%**	**46** **100%**	**72** **100%**	**48** **100%**	**56** **100%**			**35** **100%**	**31** **100%**	**52** **100%**	**75** **100%**	**86** **100%**	**99** **100%**	**67** **100%**	**70** **100%**

	Science					Social Science - BSocSc					Total				
Status after 5 years	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake	1999 intake	2000 intake	2001 intake	2002 intake	2003 intake
Completed undergraduate bachelors' degree (graduated)	34 37%	48 34%	33 28%	49 34%	42 36%	28 36%					115 38%	95 35%	92 32%	108 42%	102 35%
Continuing undergraduate studies	8 9%	17 12%	13 11%	8 6%	5 4%	2 3%					33 11%	41 15%	35 12%	19 7%	39 13%
Dropped out in good academic standing	10 11%	15 11%	7 6%	25 17%	13 11%	24 31%					54 18%	33 12%	30 10%	39 15%	32 11%
Refused readmission on academic grounds	40 43%	62 44%	64 55%	62 43%	57 49%	23 30%					103 34%	105 38%	131 45%	93 36%	121 41%
Total	**92** **100%**	**142** **100%**	**117** **100%**	**144** **100%**	**117** **100%**	**77** **100%**					**305** **100%**	**274** **100%**	**288** **100%**	**259** **100%**	**295** **100%**

Table 4: Summary of undergraduate success rates by population group and by course level

Level	100-Level					200-Level					300-Level					400-Level				
Reg Yr	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
African	73%	74%	75%	75%	75%	72%	73%	77%	76%	73%	77%	79%	81%	77%	81%	84%	86%	88%	85%	89%
Coloured	79%	80%	80%	79%	77%	77%	80%	79%	81%	80%	86%	88%	89%	85%	89%	80%	94%	92%	92%	88%
Indian	83%	85%	82%	85%	82%	83%	84%	84%	86%	84%	87%	87%	89%	88%	90%	93%	97%	97%	94%	96%
White	88%	90%	89%	89%	89%	89%	90%	89%	90%	90%	93%	94%	94%	93%	94%	96%	97%	97%	97%	97%
International	79%	81%	82%	82%	83%	83%	82%	84%	84%	82%	87%	88%	89%	86%	88%	94%	94%	93%	91%	95%
All Students	82%	84%	83%	83%	82%	82%	84%	85%	85%	83%	88%	89%	90%	88%	90%	90%	94%	94%	92%	94%