



Performance of Tertiary Education Organisations

Educational Performance Indicators (new methodologies)

UCOL: 2016 Reporting Year

Content of this report

1. 2016 Rates for the four educational performance indicators showing the new methodologies

This report provides the 2016 rates for the educational performance indicators (EPIs) for UCOL:

- first year retention rate (new methodology)
- cohort-based qualification completion rate (new methodology)
- course completion rate (existing methodology)
- progression rate (existing methodology).

The new methodologies provide a more meaningful reflection of a tertiary education organisation's performance. Unlike the EFTS-weighted qualification completion rate, the cohort-based measure tracks individual enrolments in qualifications and is not susceptible to rate changes due to external factors such as fluctuations in enrolment patterns or counting multiple completions for the same learning (e.g., through embedded qualifications). The methodology and rules for calculating the cohort-based qualification completion and the first year retention rates can be found [here](#).

The rules and methodologies for the course completion rate and the progression rate have not changed. However, this report uses different grouped register levels than in previous reports to align with the groupings for the new cohort-based qualification completion and first year retention rates.

Note that the overall cohort-based qualification completion rate can be impacted by the proportion of part-time students at a provider. The rate may also not include completions where learners are enrolled in longer qualifications and does not reflect when learners transfer to another TEO before completing a qualification.

Note the new cohort-based qualification completion rate and first year retention rate counts enrolments for all funding sources while the course completion and progression rates only include student achievement component funded enrolments.

2. Supplemental information for cohort-based qualification completion and first year retention rates

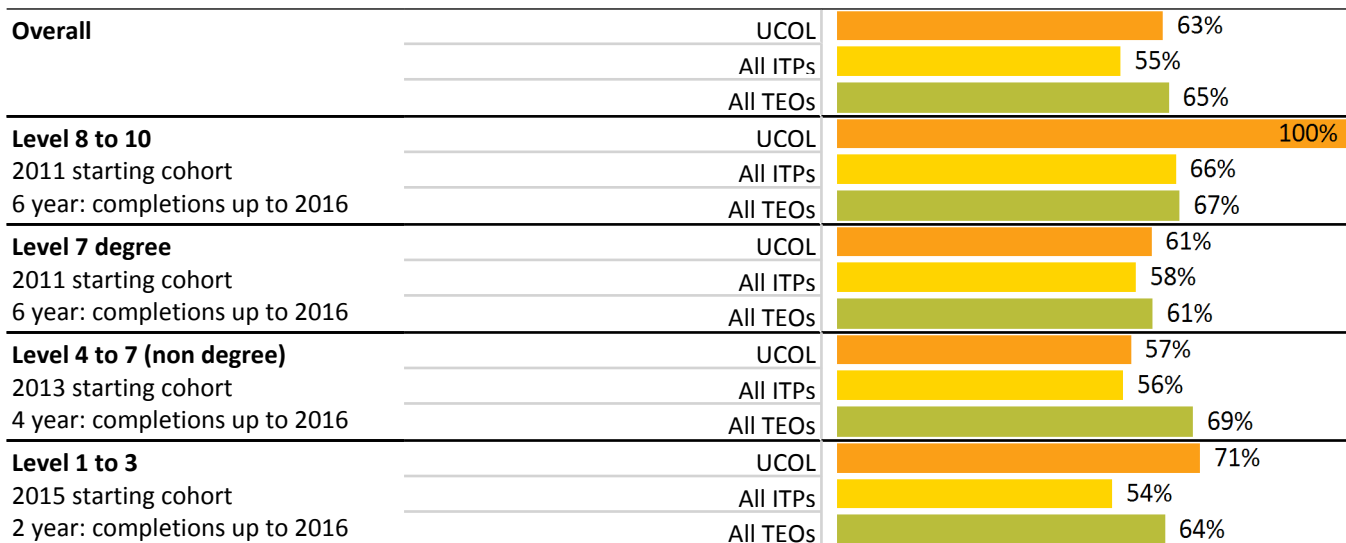
The report also includes supplemental information to support the cohort-based qualification completion rate and first year retention rates:

- Information comparing the relative ranking of a TEO within its sub sector when using the existing and new methodologies for the qualification completion and retention rates
- Because of significant differences in how part-time students engage in and complete qualifications we show the volume and proportion of part-time versus full-time learners
- Because students may change their course of study part-way through we show:
 - o For qualification completions – when students complete or progress to a lower or higher level qualification without completing a qualification at the same level that they initially enrolled in
 - o For 1st year retention - When students complete a qualification or progress to a lower or higher level qualification without being retained at the same level after the year they enter the cohort

Cohort-Based Qualification Completion Rate

This measures the number of learners out of a starting cohort who complete a qualification at the same level after a given time-frame. The rate includes, based on level of study, learners who started in 2011, 2013 and 2015. The percent of learners who either progressed to or completed at a different level than the cohort they were enrolled in is shown in the section on Supplemental and Comparative Information at the end of this report.

All learners



Overall TEO cohort-based qualification completion rate

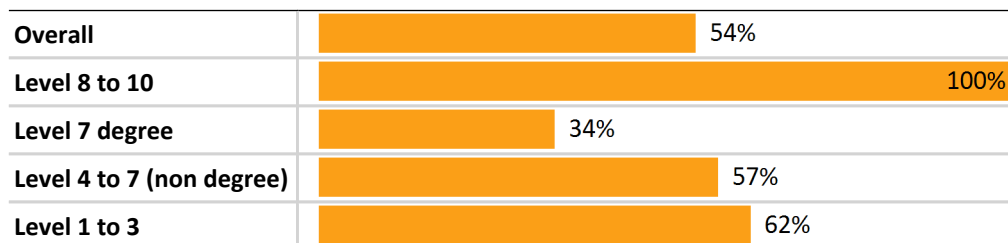
63%

	Number of learners	Completion Rate
Full-time	2,966	65%
Part-time	494	54%

Full-time learners



Part-time learners



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First Year Retention Rate

This rate measures, for longer qualifications, how many learners re-enrolled at the same level in the year after they enter the cohort. The percent of learners who either completed or re-enrolled at a different level is shown in the section on Supplemental and Comparative Information at the end of this report.

First year retention rates of 2015 starting cohort by levels

Overall	UCOL	77%
	All ITPs	63%
	All TEOs	56%
Level 8 to 10	UCOL	n/a
	All ITPs	75%
	All TEOs	75%
Level 7 degree	UCOL	81%
	All ITPs	71%
	All TEOs	72%
Level 4 to 7 (non degree)	UCOL	68%
	All ITPs	52%
	All TEOs	46%

Overall TEO first year retention rate

77%

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EFTS-Weighted Course Completion Rate

This measure shows the proportion of Student Achievement Component funded courses that are successfully completed.

Note: The methodology for the EFTS-weighted course completion rate has not changed, however the rates are presented using different register groups from those used in the current report.

By level of study

Overall	UCOL	78%
	All ITPs	78%
	All TEOs	81%
Level 8 to 10	UCOL	92%
	All ITPs	84%
	All TEOs	84%
Level 7 degree	UCOL	86%
	All ITPs	86%
	All TEOs	87%
Level 4 to 7 (non degree)	UCOL	76%
	All ITPs	75%
	All TEOs	81%
Level 1 to 3	UCOL	70%
	All ITPs	72%
	All TEOs	76%

Overall TEO EFTS-weighted course completion rate

78%

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Student Progression to Higher Level Study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a Level 1 to 4 Student Achievement Component funded qualification.

Note: The methodology for the student progression to higher level of study rate has not changed.

By level of study progressing from

Overall	UCOL	36%
	All ITPs	36%
	All TEOs	29%
Level 4	UCOL	39%
	All ITPs	31%
	All TEOs	20%
Level 3	UCOL	29%
	All ITPs	31%
	All TEOs	30%
Level 2	UCOL	62%
	All ITPs	45%
	All TEOs	44%
Level 1	UCOL	71%
	All ITPs	49%
	All TEOs	44%

Overall TEO progression rate

36%

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Relative Results Across Educational Performance Indicators

Cohort-based qualification completion

This measures the number of learners out of a starting cohort who successfully complete at the same level after a given time-frame.

	Name	Rate
	ITP subsector median	55%
	All of sector median	65%
1	Weltec	64%
2	UCOL	63%
3	NorthTec	63%
4	Whitireia Community Polytechnic	62%
5	Otago Polytechnic	62%
6	Tai Poutini Polytechnic	59%
7	EIT	56%
8	WITT	55%
9	NMIT	55%
10	UNITEC	54%
11	Toi Ohomai	53%
12	MIT	52%
13	SIT	48%
14	Ara Institute of Canterbury	41%
15	WINTEC	34%
16	Open Polytechnic	33%

First year retention rate

This rate measures, for longer qualifications, how many learners re-enrolled in the same level in the year after they enter the cohort.

	Name	Rate
	ITP subsector median	63%
	All of sector median	56%
1	UCOL	77%
2	Toi Ohomai	73%
3	Whitireia Community Polytechnic	73%
4	Ara Institute of Canterbury	72%
5	WINTEC	69%
6	WITT	68%
7	UNITEC	67%
8	NMIT	67%
9	NorthTec	66%
10	EIT	63%
11	MIT	63%
12	Weltec	56%
13	Otago Polytechnic	51%
14	Open Polytechnic	51%
15	Tai Poutini Polytechnic	49%
16	SIT	43%

EFTS-weighted course completion

This measure shows the proportion of Student Achievement Component funded courses that are successfully completed.

	Name	Rate
	ITP subsector median	78%
	All of sector median	81%
1	Ara Institute of Canterbury	84%
2	Whitireia Community Polytechnic	83%
3	Otago Polytechnic	83%
4	MIT	82%
5	NMIT	81%
6	Weltec	80%
7	Toi Ohomai	80%
8	UNITEC	80%
9	WINTEC	78%
10	EIT	78%
11	UCOL	78%
12	SIT	75%
13	NorthTec	74%
14	Tai Poutini Polytechnic	73%
15	Open Polytechnic	71%
16	WITT	68%

Student progression to higher levels of study

This measure shows the proportion of students in a given year who progress to study at a higher level after completing a Level 1 to 4 Student Achievement Component funded qualification.

	Name	Rate
	ITP subsector median	36%
	All of sector median	29%
1	Otago Polytechnic	49%
2	WINTEC	44%
3	MIT	43%
4	Ara Institute of Canterbury	43%
5	WITT	40%
6	Whitireia Community Polytechnic	38%
7	EIT	38%
8	Weltec	37%
9	UCOL	36%
10	NorthTec	36%
11	SIT	34%
12	UNITEC	33%
13	Open Polytechnic	25%
14	NMIT	24%
15	Tai Poutini Polytechnic	16%

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Supplemental and Comparative Information

Cohort-based Qualification Completion and First Year Retention Rates

The following tables and graphs provide supplemental information on the cohort-based qualification completion rate and the first year retention rate, and should support a fuller understanding of these two rates.

Cohort-Based Qualification Completion Rate

Part-time vs full-time study and completions/progressions to lower or higher levels

The following table shows the volume of part-time versus full-time learners studying at different register levels. It also shows when learners have completed a lower-level or higher-level qualification from which they originally started.

Cohort	Starting cohort year	Number of learners in starting cohort			Qualification completion	Other qualification completion		Non-completion progression	
		Full-time	Part-time	All	Rate	Higher level	Lower level	Higher level	Lower level
					Rate	Rate	Rate	Rate	Rate
Level 1 to 3	2015	1,241	133	1,374	71%	0%	1%	1%	0%
Level 4 to 7 (non degree)	2013	1,165	256	1,421	57%	0%	1%	3%	2%
Level 7 degree	2011	556	101	657	61%	0%	0%	0%	4%
Level 8 to 10	2011	*	*	*	100%	0%	0%	0%	0%

Qualification completion: This measures how many learners in a cohort successfully complete at the same level.

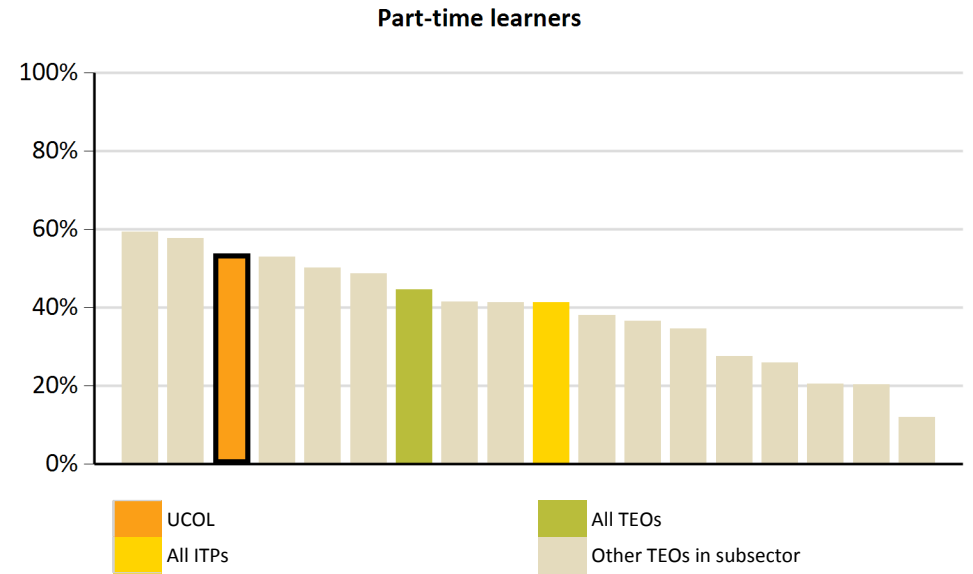
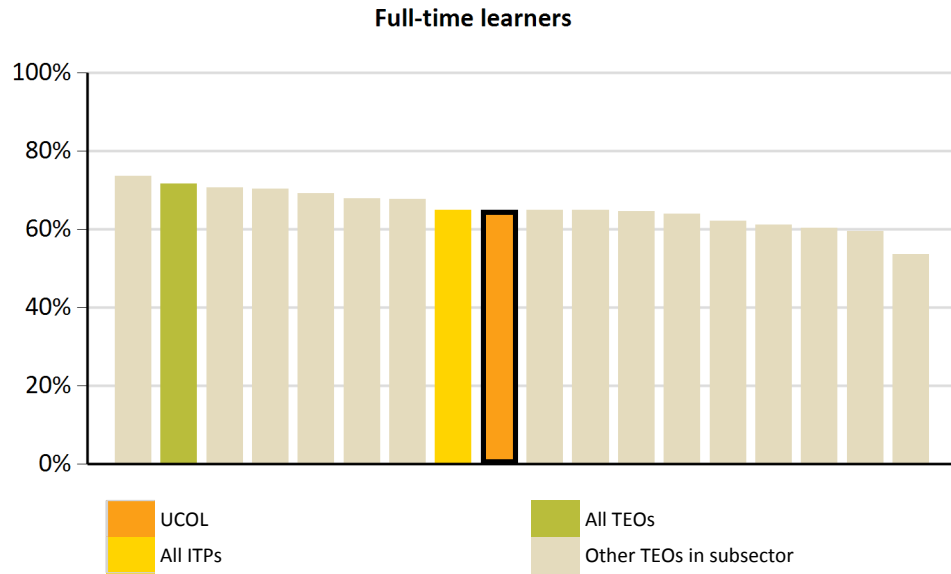
Qualification completion at other levels: This measures how many learners in a cohort, who have not completed a qualification as part of the cohort but have completed a qualification at a higher or lower level.

Non-completion progression: This measures how many learners in the cohort progress to a higher or lower level without having completed a qualification at the level they started.

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TEO Comparison vs. Sub-sector: Cohort-Based Qualification Completion Rates for Full-time and Part-time Learners



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Comparing Relative Rankings: EFTS-Weighted Qualification Completion Rate vs. Cohort-Based Qualification Completion Rate

EFTS-weighted qualification completion rate (original)

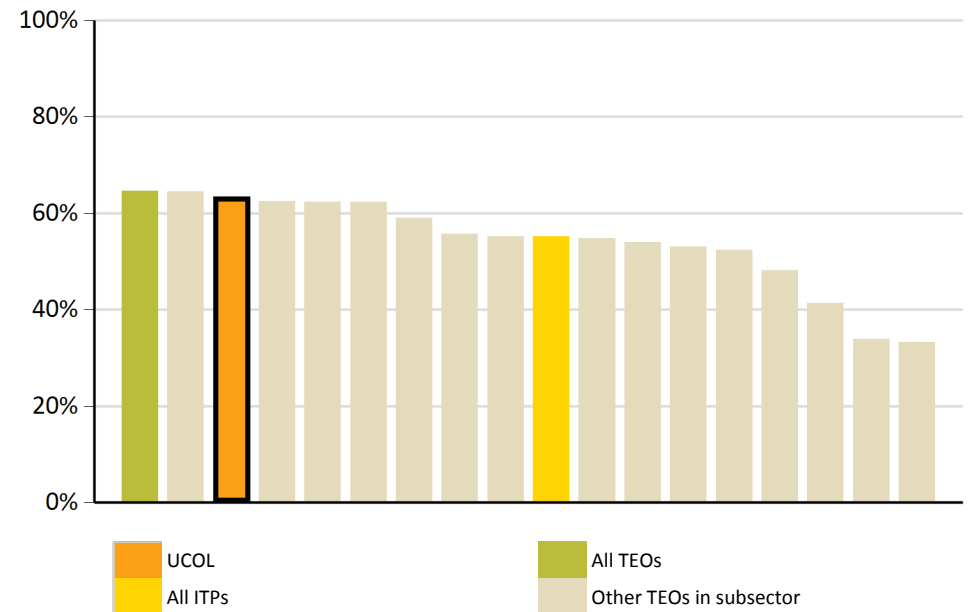
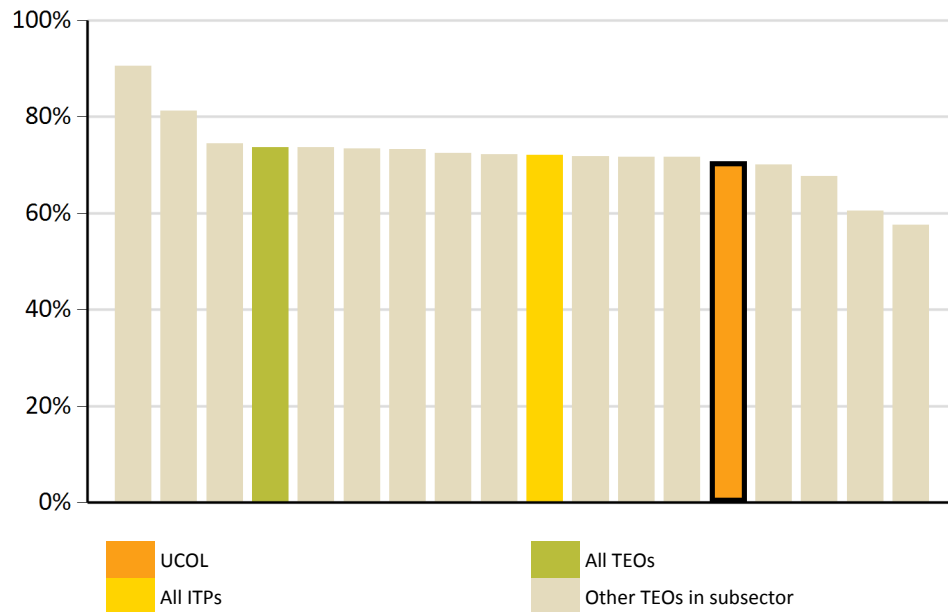
Student achievement component provision only

The measures the number of qualifications completed at each TEO, weighted by the 'size' of the qualification, divided by the total number of EFTS delivered for the total course enrolments in a given year.

Cohort-based qualification completion rate (new)

This measures the number of learners out of a starting cohort who successfully complete at the same level after a given time-frame.

In contrast to the EFTS-weighted qualification completion rate, the cohort-based measure counts unique individuals and is not susceptible to rate changes due to external factors such as fluctuations in enrolment patterns or artificially increased rates through counting multiple completions (e.g., through embedded qualifications).



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First Year Retention Rate

The following table provides supplemental information on the first year retention rate, and should support a fuller understanding of these rates.

Cohort	Starting cohort year	Cohort	First year retention	Completion	Progression	
		Total number	Rate	Rate	Higher level	Lower level
Level 4 to 7 (non degree)	2015	190	68%	2%	1%	3%
Level 7 degree	2015	444	81%	0%	0%	1%
Level 8 to 10	2015					

First year retention rate: This rate measures, for longer qualifications, how many learners from the starting cohort are retained in study in the year following the year they enter the cohort.

Completion: This measures how many learners have not been retained because they completed the qualification.

Progression: This measures how many learners who have not been retained but have progressed to either a higher or lower level.

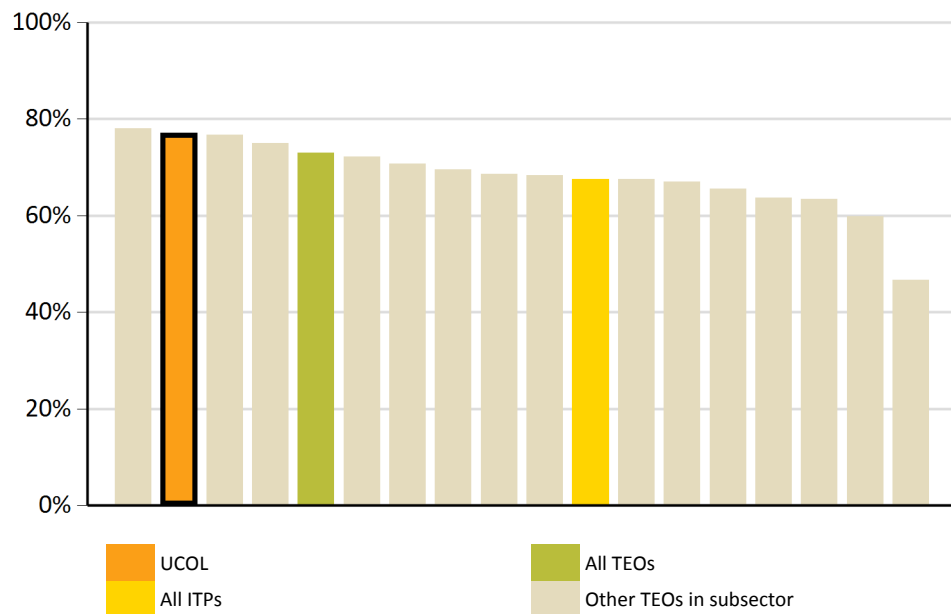
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Comparing Relative Rankings: Student Retention Rate vs. First Year Retention Rate

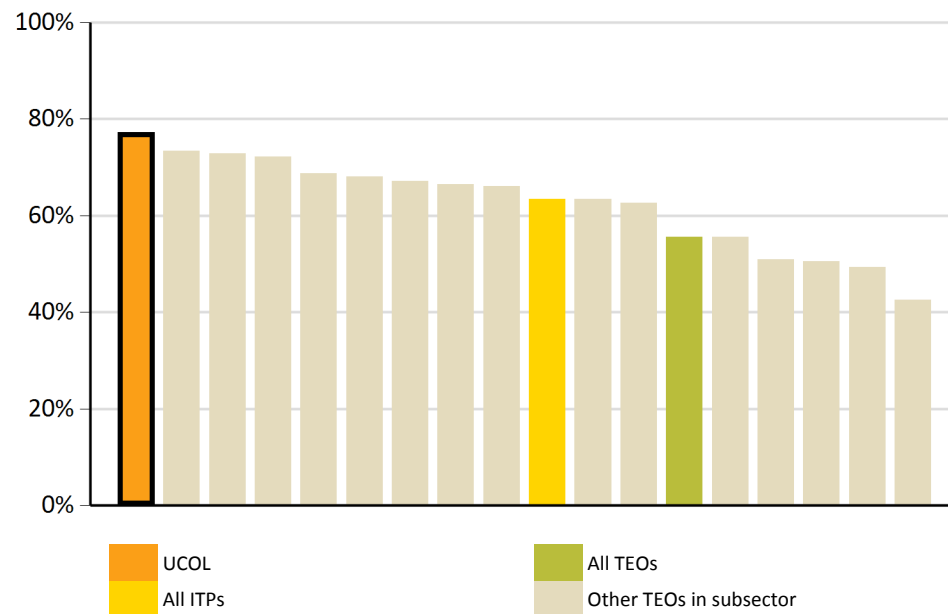
Student retention rate (original)

This measure shows the proportion of students in a given year that complete a qualification or re-enrol at the same tertiary education organisation in the following year.



First year retention rate (new)

This rate measures, for longer qualifications, how many learners re-enrolled in the same level in the year after they enter the cohort.



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