

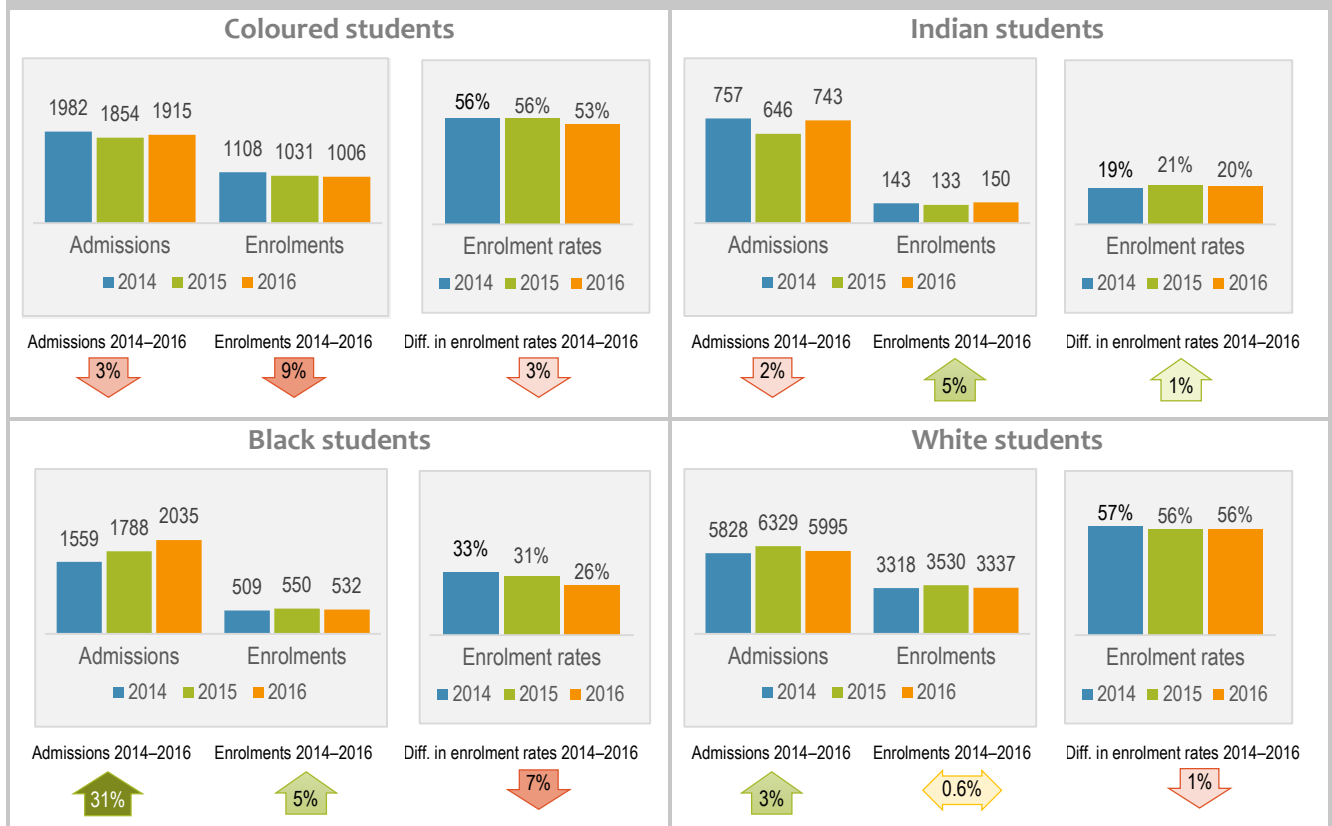
Enrolment trends among newcomer first-years 2014 to 2016

Institutional Research and Planning & Admissions Office (Division for Prospective Students)

4 March 2016

Overview

Enrolment trends with regards to population group



Enrolment trends with regards to language, province of origin and application mark (2014 – 2016)

Home language:

The number of admissions of students with a home language other than Afrikaans increased sharply. However, this group's enrolment rate is lower than that of students with Afrikaans as home language, and has declined since 2014.

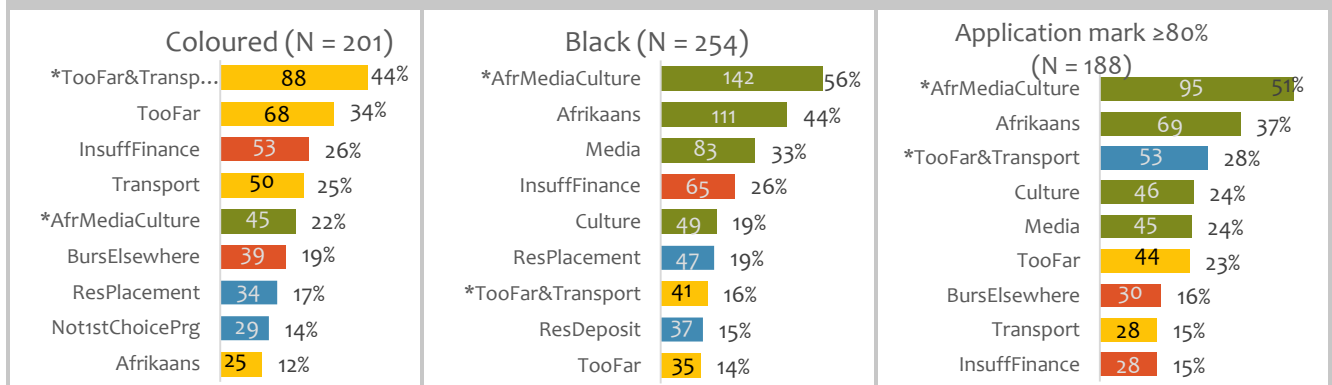
Province of origin:

Admissions and enrolments of students coming from outside the Western Cape increased while the number of students from the Western Cape dropped. Nonetheless, the enrolment rates of students from outside the Western Cape were below that of students from the Western Cape.

Application mark:

Admissions of coloured and black students in the top achievers group ($\geq 80\%$) increased sharply, but enrolments from this group decreased significantly.

Survey: The most important factors that influenced the decision NOT to enrol



***AfrMediaCulture** is a grouped factor of Afrikaans as medium of instruction, media reports and the culture at SU, and indicates whether a student selected at least one of these three factors. For more information on this grouping, see Section 4.2.

Similarly, ***TooFar&Transport** is a grouped factor of the distance from SU and problems with transportation to campus.

1 Introduction and background

The institutional target, set at 37.2% representation of coloured, black and Indian (CBI) newcomer first-years, was not achieved. Despite 36% more CBI students having applied and 9% more CBI students having gained provisional admission to Stellenbosch University (SU) for 2016 than for 2015, the number of enrolments of CBI newcomer first-years at the end of the final enrolment period¹ was 7% lower than for the corresponding period in 2015. It was also 7% lower than the target set for June². The enrolment rates of CBI students declined by 4%.

In light of the decline in the enrolment rates of CBI students a survey was conducted among CBI students who had gained provisional admission to SU in 2015 and who could have enrolled for 2016 but decided not to do so. The aim of the survey was to determine which reasons had influenced their decision not to enrol. In addition, the aim of the study was to afford the University an indication at institutional level of which adjustments could be made to raise the enrolment rates of CBI applicants.

In order to contextualise the results of the survey, an analysis was done on the enrolment trends of newcomer first-years at SU in the previous three years. Trends in the number of provisional admissions and enrolments as well as enrolment rates are reported with reference to population group, language, province of origin, programme choice and application mark category.

Application trends will not be analysed for the purposes of this report. Analysing application trends is only meaningful if it is done in the context of applications that comply with the admission requirements of the programme concerned. However, such analyses falls outside the scope of this analysis.

2 Data

This report regards trends in the number of students who gained provisional admission, the number of enrolments and the enrolment rates of the 2014 to 2016 intakes. This report uses the following terms referring to student status and data as defined below:

- An undergraduate **newcomer first-year** (NF) is a student who has enrolled for an undergraduate programme at an institution of higher education for the first time for the year in question.
- The number of **students who have gained admission** is based on students who were admitted provisionally to SU by the end of December in the year preceding the year of application – that is, before the cancellations in January after the Grade 12 results have been announced.
- The number of **enrolments** is based on students who have enrolled for a fulltime undergraduate programme at SU.
 - For 2015 and earlier the official enrolment statistics for June were taken into account, because the enrolment targets for newcomer first-years are based on these figures. This analysis, however, was undertaken before June 2016; for 2016, therefore, enrolment statistics as at the conclusion of the final enrolment period (mid-February) were taken into account. During 2014 and 2015 June enrolments were approximately 2% below the number of enrolments at the conclusion of the final enrolment period. Thus the comparable June enrolment rates for 2016 could be lower than reported in this document.
 - Students do not necessarily enrol for the specific programmes to which they gained admission in December.

¹ The final enrolment period ends around mid-February; after enrolments have closed no more changes to programmes or modules are allowed.

² Read more about enrolments in '2016 Enrolments by newcomer first-years and undergraduates: Final enrolment period', Institutional Research and Planning, 15 February 2016.

- Students who did not gain admission in December may be admitted and may enrol in January on the strength of their Grade 12 results. They are included in the total number of enrolments. During 2016 this group made up 5% of the number of enrolments; in 2013 and in 2014 it was 3%.
- The **enrolment rate** is defined as the total number of enrolments divided by the number of provisional admissions in December.
- Admissions and enrolments at the **Faculty of Military Science** are not included in this analysis.

3 Enrolment trends

3.1 Enrolment trends by population group

The number of students who gained admission, the number of enrolments and enrolment rates by population group for 2012 to 2016 are set out in Table 2 in the annexure.

Figure 1 is a graphic representation of the trends in 2014 to 2016. Growth rates in 2014 to 2016 are indicated by arrows³. The annexure shows the 2015 to 2016 growth rate as well.

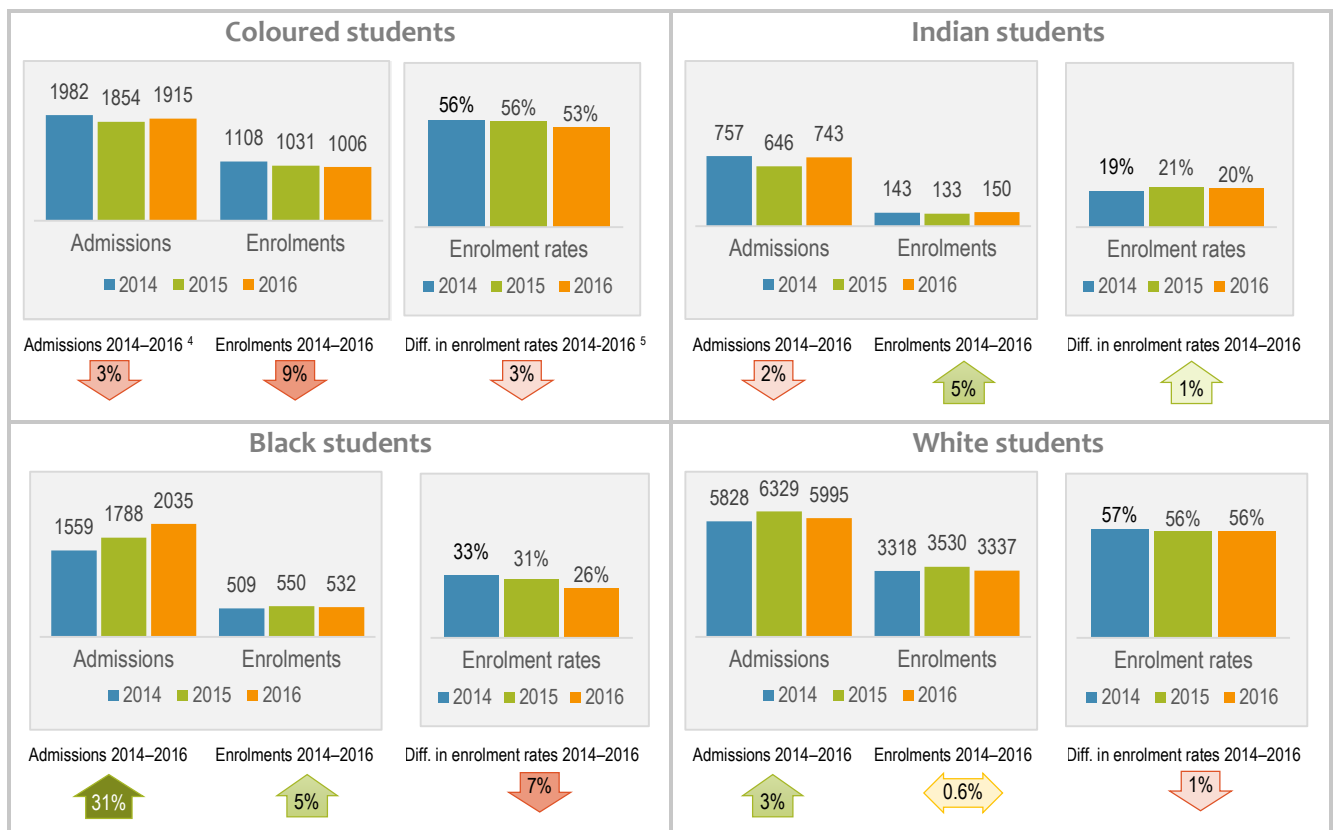


Figure 1: Admissions, enrolments and enrolment rates by population group, 2014 to 2016

- The strongest growth with regards to **provisional admissions** since 2014 was among **black** students – the number increased by approximately 31%. However, this population group showed **the steepest decline in enrolment rate** – from 32.6% in 2014 to 26.1% in 2016. The most severe decline was between 2015 and 2016 (five percentage points). Due to the lower enrolment rate of black students their enrolments increased by only 5% from 2014 to 2016.

³ Please note that both the enrolment rate and the difference in enrolment rate are rounded off in the graphic representation. The difference in enrolment rate is calculated using the actual enrolment rates, and not the rounded rates.

⁴ The percentage growth in admissions from 2014 to 2016 was calculated as follows: $(2016 \text{ admissions} - 2014 \text{ admissions}) \div 2014 \text{ admissions}$.

⁵ The difference was calculated as follows: enrolment rate in 2016 - enrolment rate in 2014.

- Admissions and enrolments of **coloured and Indian students** decreased from 2014 to 2015, but increased once more for 2016. The enrolment rate of **coloured** students remained unchanged from 2014 to 2015, but from 2015 to 2016 the rate declined by three percentage points – from 55.9% to 52.5%. The enrolment rate of **Indian** students varied between 18% and 20.6%.
- Admissions of **white** students increased by 9% from 2014 to 2015, but decreased by 5% from 2015 to 2016. The enrolment rate of **white** students decreased by one percentage point from 2014 to 2016.
- However, the 2016 enrolment rates of coloured and white students (53% and 56% respectively) were significantly higher than those of Indian and black students.

The decrease in the joint enrolment rates of CBI students, from 40.9% in 2014 to 36.0% in 2016, could be ascribed in part to the **change in the composition of the population** for the admissions pool. While black students had formed 15.4% of admissions for 2014, the percentage rose to 19.0% in 2016 (Figure 2). The percentage of coloured and white students, on the other hand, shrank despite their having higher enrolment rates.

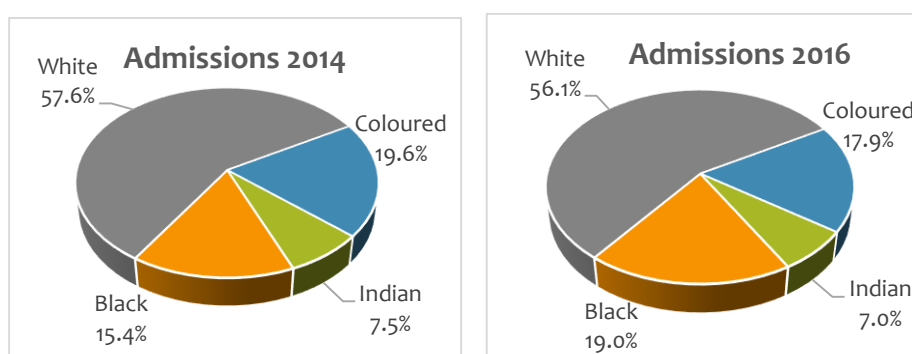


Figure 2: Distribution of allocations by population group, 2014 and 2016

3.2 Enrolment trends by home language group

The number of students who gained admission, the number of enrolments and enrolment rates by home language group (Afrikaans or not Afrikaans) for 2012 to 2016 are set out in Table 3 in the annexure. Figure 3 is a graphic representation of the trends for 2014 to 2016.

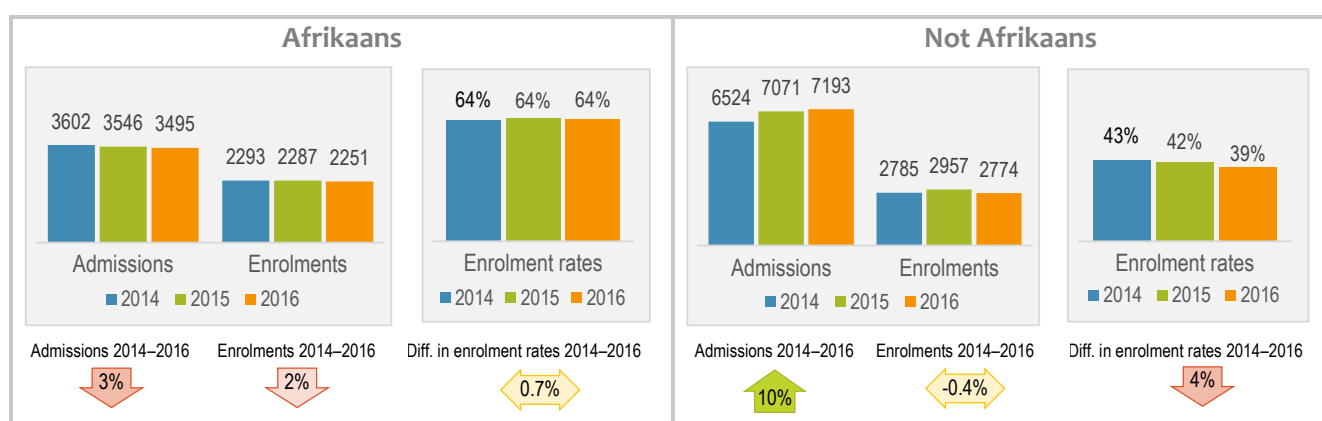


Figure 3: Admissions, enrolments and enrolment rates by home language group, 2014 to 2016

- The strongest growth with regard to **provisional admissions** since 2014 was of students with a home language other than Afrikaans: those admissions increased by 10%, while admissions of students with Afrikaans as home language decreased by 3%.

- The **enrolment rate** of those with a home language other than Afrikaans decreased by four percentage points from 2014 to 2016, from 43% to 39%, with the sharpest decrease between 2015 and 2016. The enrolment rate of students with Afrikaans as home language remained constant at 64%.

Figure 4 shows the distribution of **admissions** by home language group. In 2016 more students, percentage-wise, with a home language other than Afrikaans were admitted than in 2014. Therefore, a higher percentage of the total number of students who gained admission came from a group with a lower enrolment rate, which contributed towards the general decrease in the overall enrolment rate.

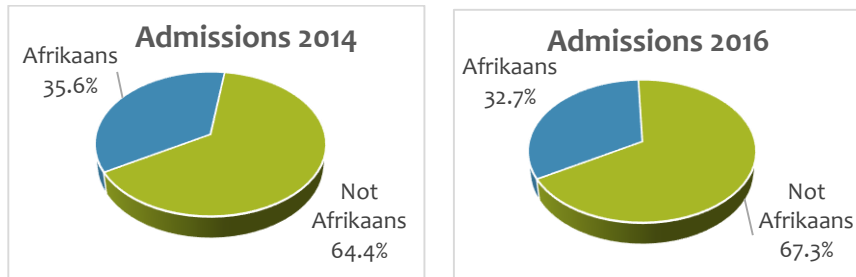


Figure 4: Distribution of admissions by home language group, 2014 to 2016

3.3 Enrolment trends by home language and population group

In this section enrolment trends will be considered with reference to the combination of population group and home language. Seeing that few Indian and black students have Afrikaans as home language, this analysis considers only the combination of population group and home language as regards coloured and white students.

Table 4 in the annexure indicates the number of admissions and enrolments and the enrolment rates for 2012 to 2016. Figure 5 is a graphic representation of the trends for 2014 to 2016.

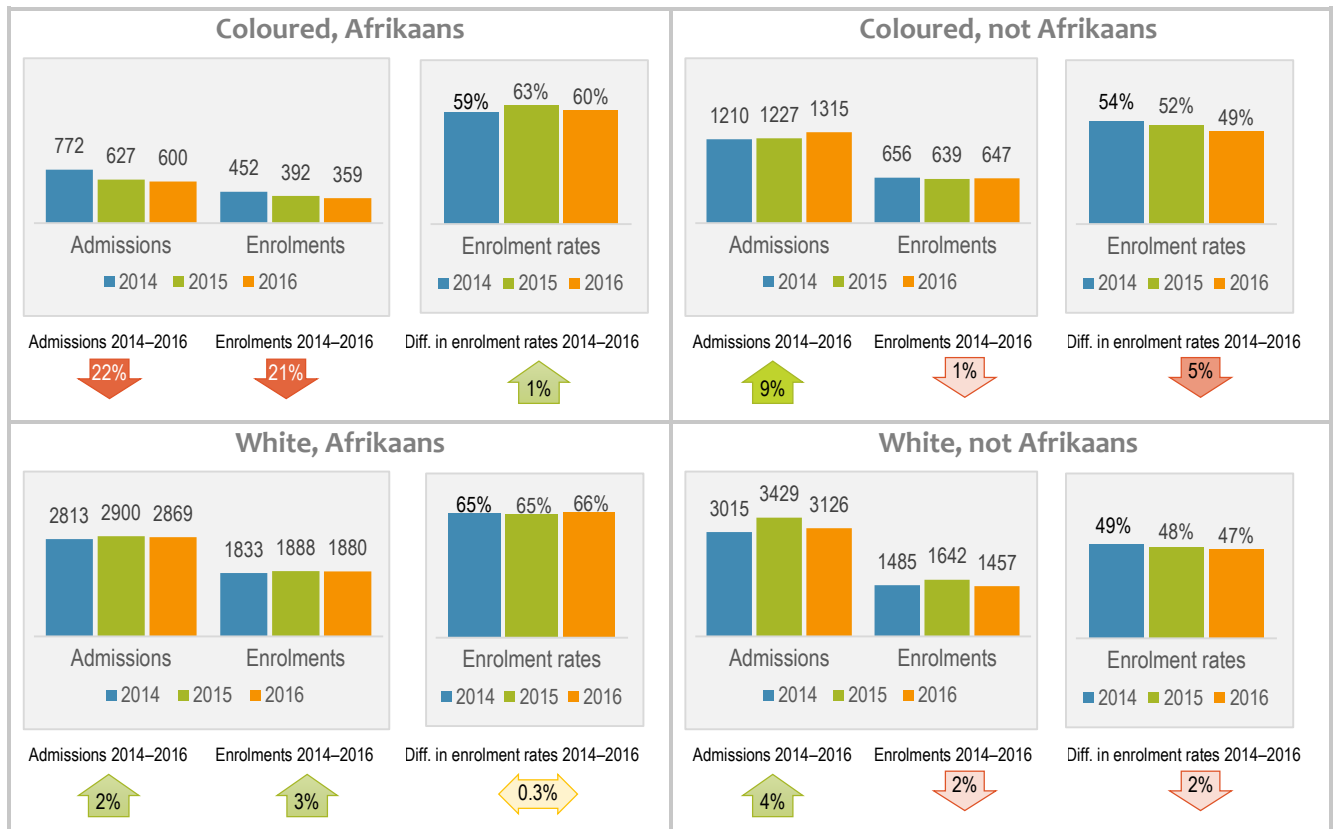


Figure 5: Admissions, enrolments and enrolment rates for coloured and white students by home language group, 2014 to 2016

- **Coloured** students with **Afrikaans** as their home language showed **the steepest decrease** as regards number of admissions and enrolments (22% and 21% respectively) since 2014. Their enrolment numbers, however, fluctuated: rising from 2014 to 2015 (from 58.5% to 62.5%), but dropping back to 59.8% in 2016.
- The number of admissions of **coloured** students with a home language **other than Afrikaans** rose by 9%. The enrolment rate of this group decreased, however, from 54% to 49%. Consequently the number of enrolments fell by 1%.
- Among **white** students the enrolment rate of students with Afrikaans as home language remained more or less constant, varying between 65.2% and 65.5%.
- The enrolment rate of **white** students with a home language **other than Afrikaans** declined from 49.3% in 2014 to 46.6% in 2016.

Figure 6 shows the distribution by home language group of coloured and white students who gained admittance. Among coloured students the percentage with Afrikaans as home language decreased from 39% in 2014 to 31% in 2016. Among white students, on the other hand, the distribution in 2014 was similar to that in 2016.

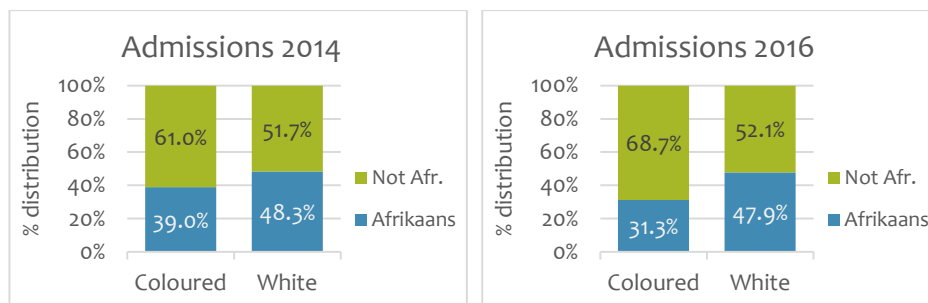


Figure 6: Distribution of admissions of coloured and white students by home language group, 2014 and 2016

3.4 Enrolment trends by province of origin

The number of students who gained admission, the number of enrolments, population groups and enrolment rates by province of origin (Western Cape or elsewhere) for 2012 to 2016 are set out in Table 6 of the annexure. Figure 7 is a graphic representation of the trends by province of origin for 2014 to 2016.

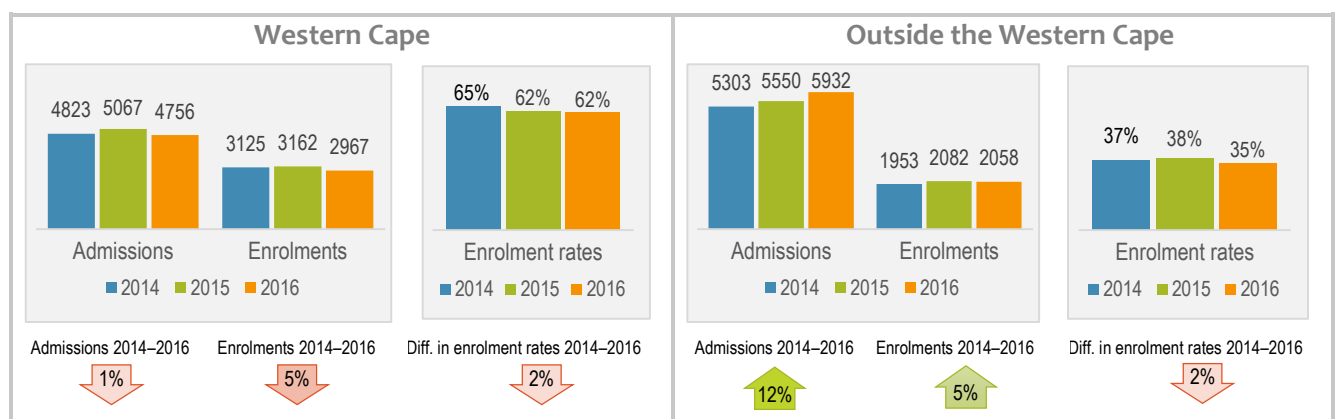


Figure 7: Admissions, enrolments and enrolment rates by province of origin, 2014 to 2016

- The number of admissions of students from outside the Western Cape rose from 2014 to 2016 – by 12% and 5% respectively. Admissions and enrolments for the Western Cape increased slightly from 2014 to 2015, but decreased from 2015 to 2016 to reach levels below those of 2014.

Figure 8 shows enrolment rates by population group and province of origin. Numbers for admissions and enrolments are supplied in Table 6 in the annexure.

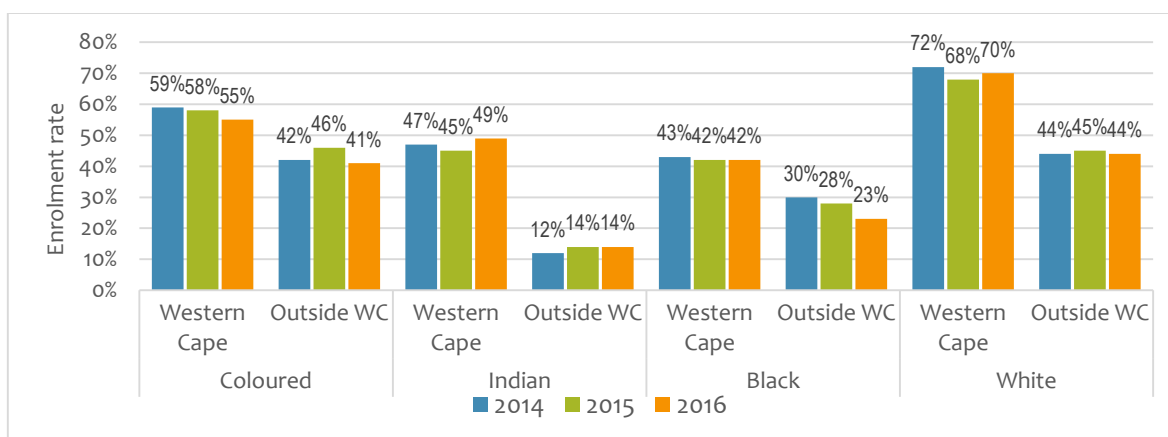


Figure 8: Enrolment rates by population group and province of origin, 2014 to 2016

- Enrolment rates for all population groups from the Western Cape were higher than for students from outside the province.
- **Black students** from **outside the Western Cape** was the group whose enrolment rate dropped the most between 2014 and 2016 (from 30% to 23%). However, this group showed the strongest growth as regards admissions (37%) for that period. In 2016 85% of black admissions came from outside the Western Cape.
- By contrast, the enrolment rate for black students from the Western Cape dropped only a little, from 43% to 42%. However, in the past three years admissions from this group showed no increase.
- Admissions of Coloured, Indian and white students from outside the Western Cape all showed stronger growth than admissions of students from outside the province.

3.5 Enrolment trends by application choice

The number of students who gained admission, the number of enrolments and enrolment rates by application choice for 2012 to 2016 are set out in Table 7 in the annexure. Figure 9 is a graphic representation of the enrolment rates.

- Enrolment rates for students who gained admission to their first choice were significantly higher than for students who succeeded in gaining admission only to their second or third application choice.
- In 2015 the percentage of first-choice admissions was 66.0%, while in 2016 it was 63.7%. The drop in the percentage of first-choice admissions contributed to the overall decrease in enrolment rate.
- From 2015 to 2016 the number of completed applications for a programme in Health Sciences (Table 1) increased by 46%, which may have contributed to the increase in second- and third-choice admissions in 2016.

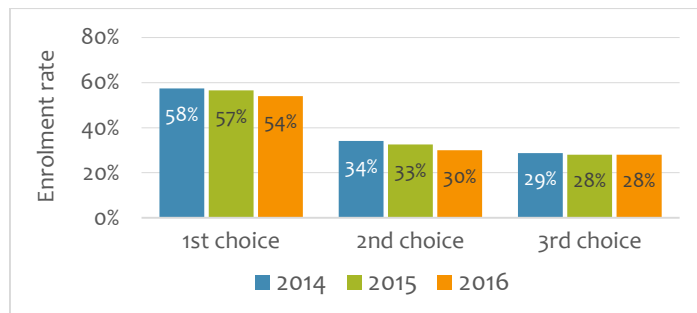


Figure 9: Enrolment rates by application choice, 2014 to 2016

3.6 Enrolment rate by application mark category

Students were classified into three categories according to their application mark category⁶, namely those with an application mark below 70%, those with 70%–79% and those with 80% or more. The number of students who gained admission, the number of enrolments and enrolment rates by application mark category (for all population groups) are set out in Table 7 in the annexure. Figure 10 represents this data graphically.

- Students with an **application mark of 80% or more** showed **the strongest growth in admissions**, namely 22%. Their enrolment rate however, fell from 52% to 48%. Consequently their enrolments increased by only 13%.
- The enrolment rate of students with an application mark between 70% and 79% fell by five percentage points, while the rate of those with an application mark below 70% remained more or less the same.

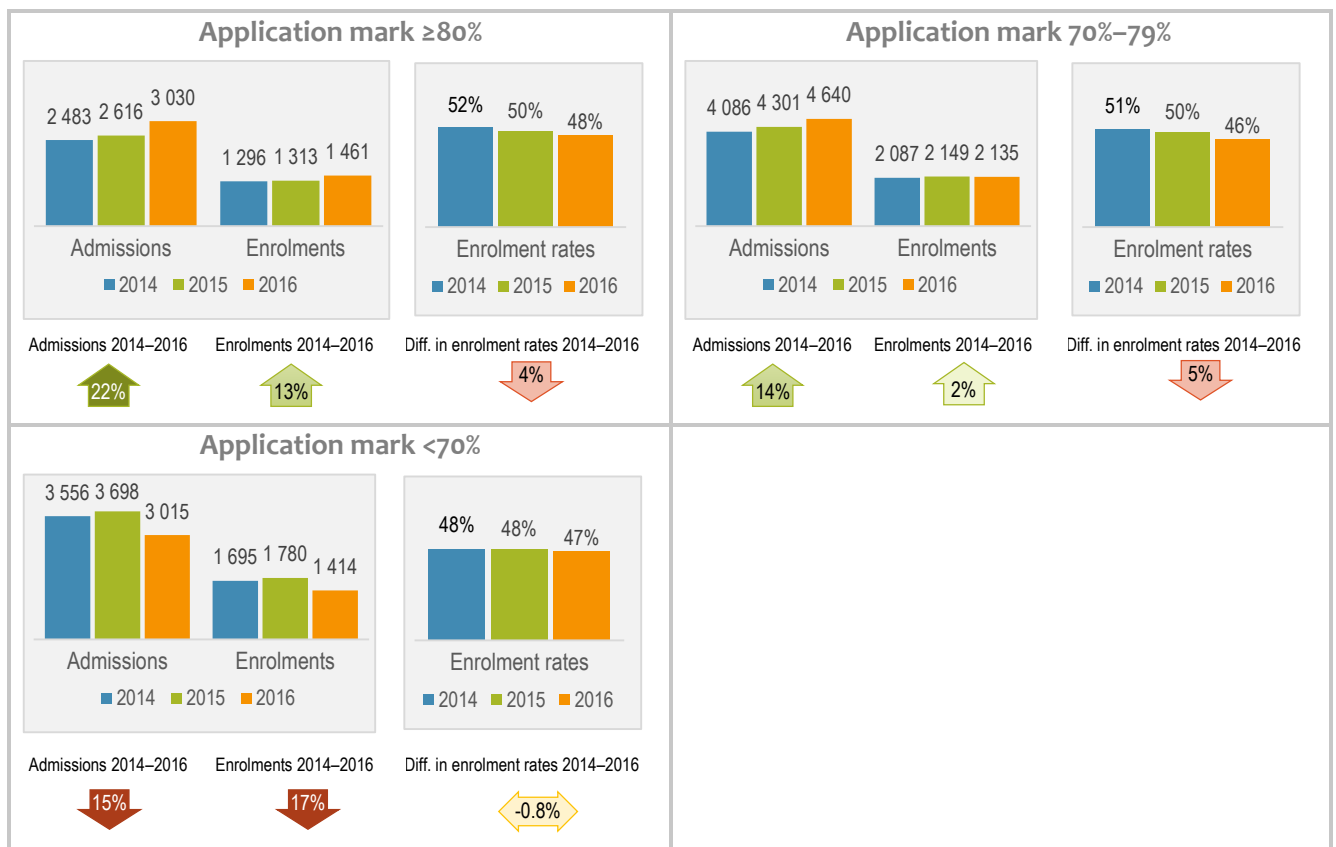


Figure 10: Admissions, enrolments and enrolment rates by application mark category, 2014 to 2016

⁶ For students who applied during their matric year, the Grade 11 average was taken as application mark; otherwise the average for Grade 12 was used.

The number of admissions and enrolments, as well as enrolment rates, by application category and population group are set out in Table 7 in the annexure. Figure 11 represents the trends **by population group** among the **top achievers (application mark of 80% or more)**.

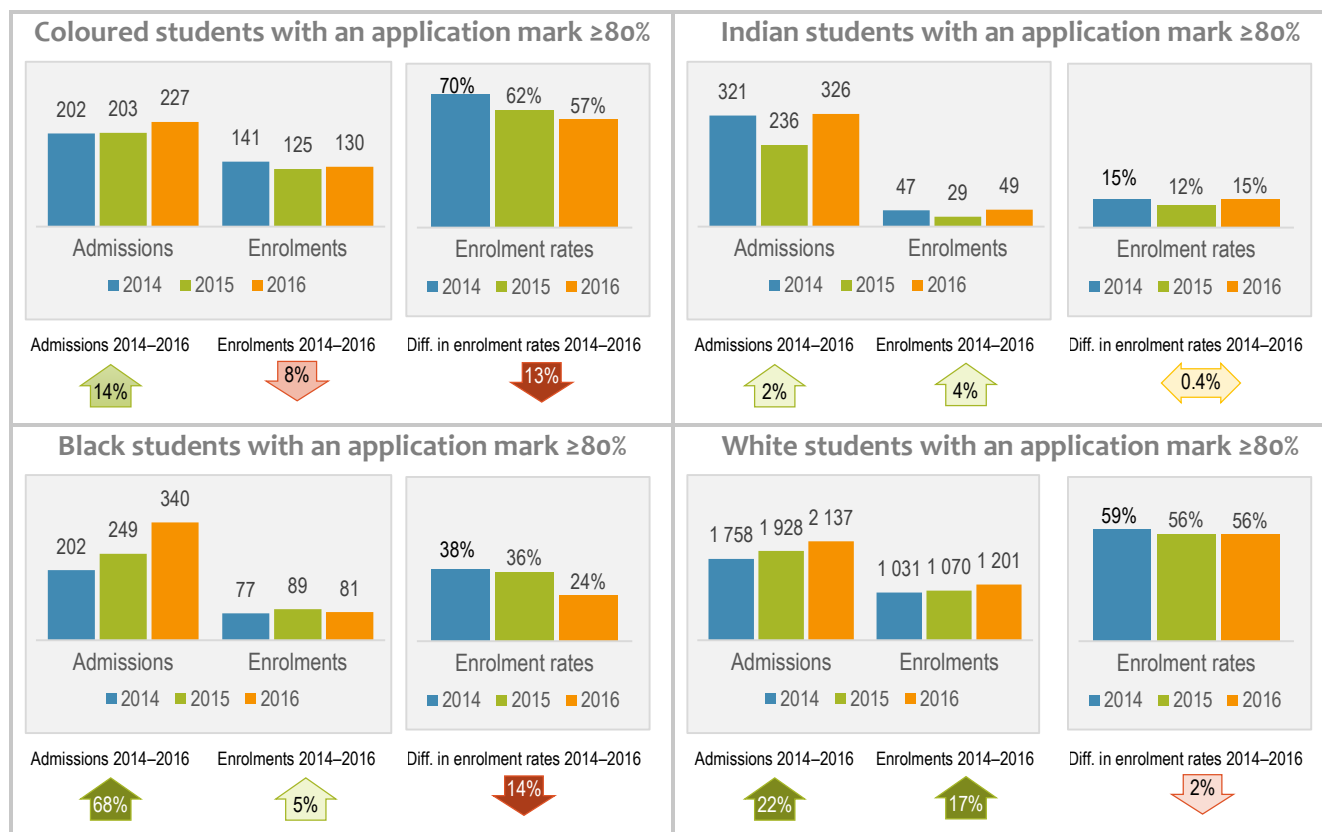


Figure 11: Admissions, enrolments and enrolment rates by population group of students with application marks of $\geq 80\%$, 2014 to 2016

The most important trends among **top achievers** were the following:

- Admissions of **black students** increased from 202 in 2014 to 340 in 2016 (68%). Their enrolment rate, however, fell from 36% to 24%, the steepest drop occurring between 2015 and 2016. Consequently enrolments of black students increased only from 77 to 81.
- Admissions of **coloured students** increased from 202 to 227 (14%), while their enrolments fell by 8%. The enrolment rate of coloured students dropped from 70% to 57%.
- Among **white students** admissions rose by 22%, while enrolments rose by 17%. Their enrolment rate dropped from 59% to 56%. Nonetheless, white students still form the overwhelming majority as regards admissions and enrolments (71% and 82% respectively in 2016) – see Figure 12.

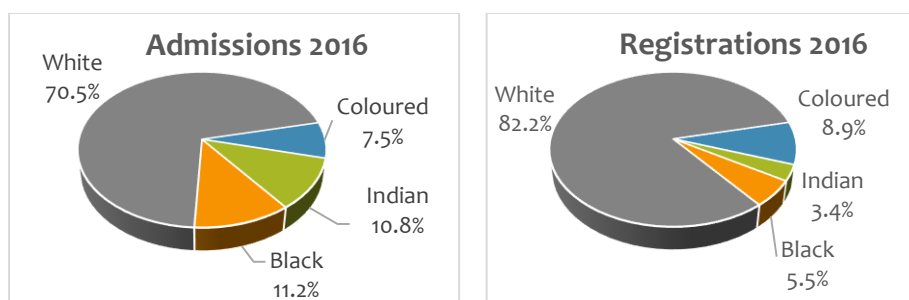


Figure 12: Distribution of 2016 admissions and enrolments by population group for students with application marks of $\geq 80\%$

4 Survey

4.1 Background to the questionnaire

At the beginning of February 2016 an electronic questionnaire was distributed to all CBI newcomer first-year students who had gained provisional admission by the end of December 2015 and thus could have enrolled on the strength of their matric results in January, but who did not enrol. The survey excluded students who had applied for a programme in health sciences but were not selected⁷.

In an effort to raise the response rate a questionnaire was distributed to both students and parents (in cases where they had separate e-mail addresses). Approximately 2% of students did not have an e-mail address, and therefore were not included in the survey. The survey was distributed among 1 646 students or their parents, or both.

Responses were received from 565 (34%) students or parents (or both) in total, 539 of which indicated their reasons for not registering. In cases where both the student and a parent had completed the questionnaire their responses were consolidated to one record for purposes of further analysis. Figure 13 shows the distribution of responses between students and parents.

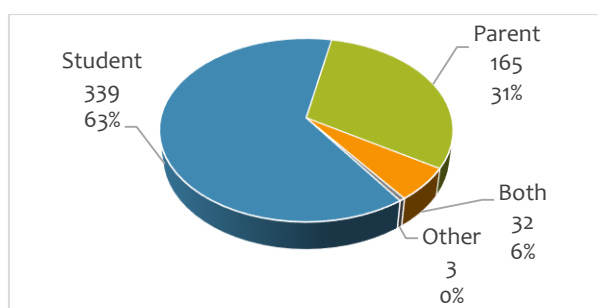


Figure 13: Distribution of responses between students and parents

A comparable survey had been done in 2013. That survey was conducted among white as well CBI students, electronically as well as by regular mail. The 2013 response rate for CBI students was 39%.

4.2 Main factors influencing the decision not to enrol

Respondents could select three reasons for non-enrolment from a pre-defined list of 14 factors. Space was also provided to specify any other reason. Section 6.1 in the annexure contains the list of factors.

‘Factor analysis’ is the term for a statistical technique that can be employed to determine whether there are underlying relations between different items on a questionnaire, which would result in some question groups measuring essentially the same underlying property. This technique was employed by means of Statistica to determine whether some of the 14 factors mentioned above could be grouped together.

The main grouping factor that came to light was a combination of the following three factors: Afrikaans as medium of instruction, media reports and campus culture at SU. Therefore, a grouped factor ***AfrMediaCulture** was created to reflect the combined effect of those three factors. In this report the grouped factor concerned indicates whether a respondent picked at least one of the three relevant factors.

⁷ In a comparable survey, done in 2013, it was found that students who had not been selected for health sciences cited non-selection as the main reason for them not registering.

A second grouping factor that came to light was the distance that students have to travel to reach SU, and transport problems to campus. These two factors were grouped together as ***TooFar&Transport**. Figure 19 in the annexure contains a graphic representation of the grouping of the above-mentioned factors.

In this report both grouped factors and the responses to the individual factors concerned are indicated.

4.2.1 Overall

Figure 14 indicates the factors that resulted in non-enrolment, in order of importance.

- The grouped factor ***AfrMediaCulture** was the most important reason for non-enrolment: 42% of respondents selected at least one of the three individual factors concerned, namely **Afrikaans as medium of instruction, media reports** and **campus culture at SU**. Afrikaans (30%) was the most influential among these three factors. In the 2013 survey 37% of respondents had indicated Afrikaans as their main reason.
- The grouped factor ***TooFar&Transport** (30%) and the individual factor **insufficient financial means** (23%) were among the other most important reasons.

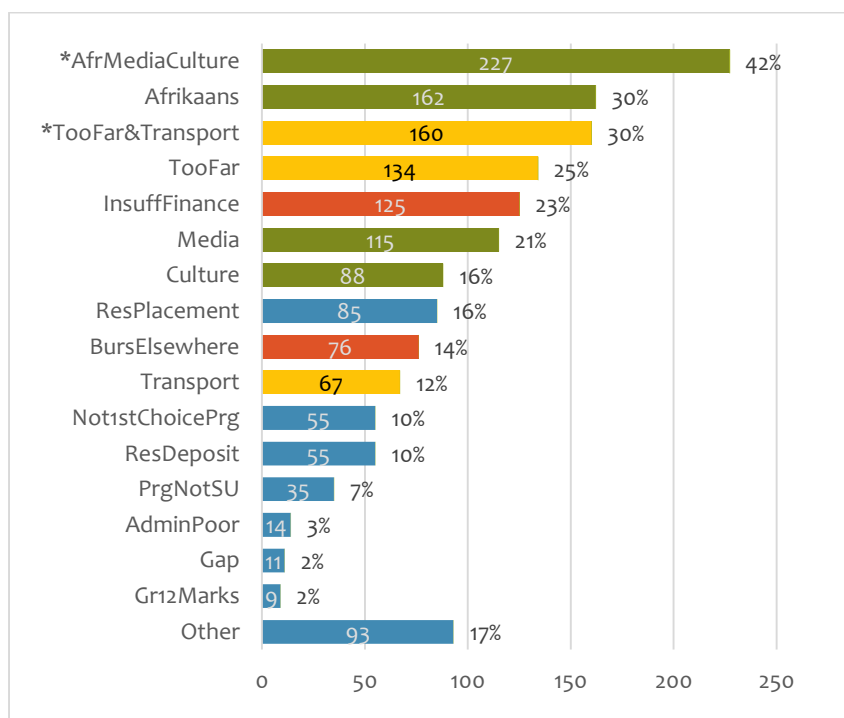


Figure 14: Factors that resulted in non-enrolment, all respondents

In the **written commentary**, just over half the respondents indicated that they had been accepted at another university, too, and had decided to study there. The reasons for that varied. Some indicated that SU had not been their first choice to start with (“I wanted to go to a different university, stelliess was just a back up”). Others said that the other university was closer to them, or that they had gained admission to their programme of choice at another university but not at SU.

Especially black students cited language and culture as a reason; e.g. “My daughter decided not to come to SU because she is no[t] fluent in Afrikaans”, “Stellenbosch University isn't well integrated” and “stories of a racist atmosphere at the university reported by students themselves”. One respondent cited the *Luister* (“Listen”) video as the deciding factor.

Financial considerations also were a factor; two respondents mentioned that, although they had been offered recruitment bursaries, it was not sufficient to cover their accommodation as well.

4.2.2 By population group

Different trends were identified among the population groups:

- For black and Indian respondents the grouped factor ***AfrMediaCulture** (i.e. Afrikaans as medium of instruction, media reports and campus culture at SU) was the main reason for non-enrolment: 56% of black and 48% of Indian students picked at least one of the three factors concerned. Among coloured respondents this played a smaller role: 22% selected at least one of the three relevant factors.
- **Finances** were more influential among coloured and black respondents (26%) than among Indian respondents (8%).
- The grouped factor ***TooFar&Transport** was the most important reason among coloured respondents (44%) and the second most important one among Indian respondents (38%). The overwhelming majority of coloured respondents (85%) came from the Western Cape.

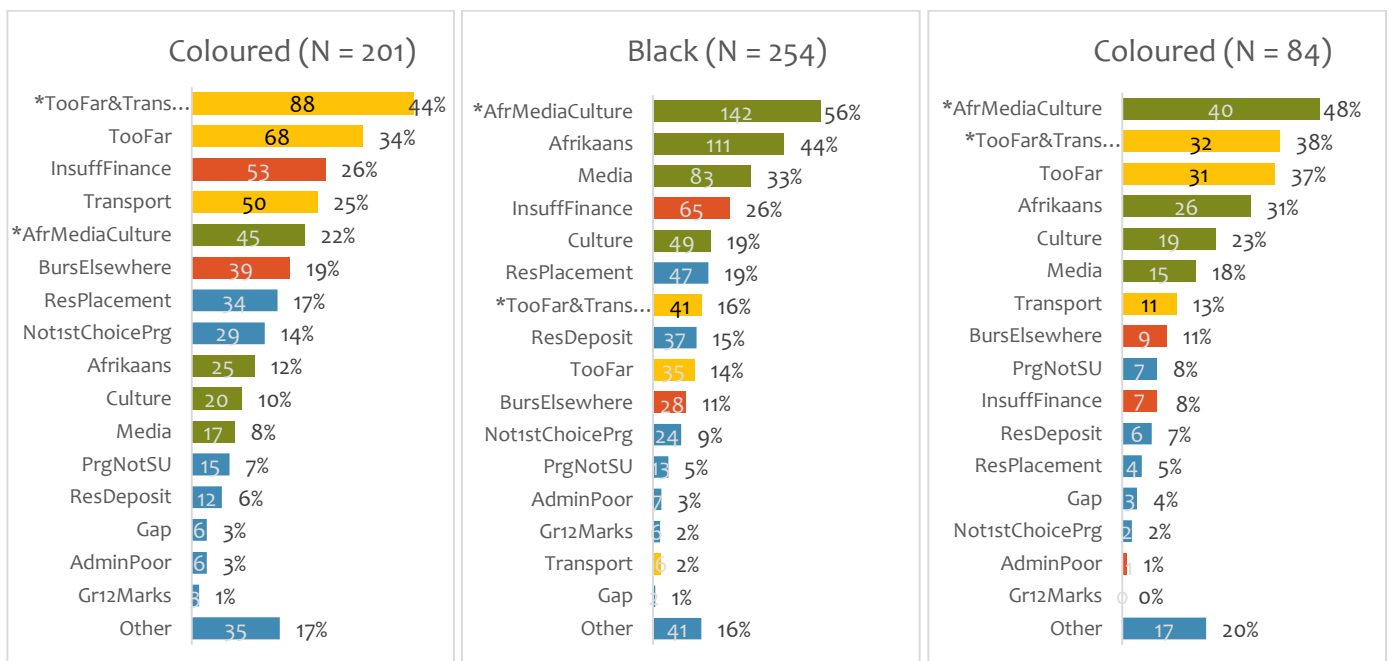


Figure 15: Factors that resulted in non-enrolment, by population group

4.2.3 Home language

Of the 539 respondents only 35 (6%) indicated Afrikaans as their home language. Those who did were predominantly coloured, and formed approximately 16% of all coloured respondents. The responses by home language was not analysed, as only a small percentage of respondents had Afrikaans as home language.

4.2.4 Afrikaans as Grade 12 subject

Practically all coloured respondents (99%) and, to a slightly lesser degree, Indian respondents (93%) took Afrikaans as Grade 12 subject, but only 42% of black respondents did so. Black students indicated Afrikaans as the most important single reason for non-enrolment, whether Afrikaans was one of their Grade 12 subjects or not: 43% of those with Afrikaans as subject checked this factor, while 44% of those who did not take Afrikaans cited this reason.

4.2.5 By performance category

Respondents were classified into three categories according to their application mark⁸, namely those with an application mark below 70%, those with 70%–79% and those with 80% or more. Figure 16 indicates the factors in order of importance for these three categories of achievers.

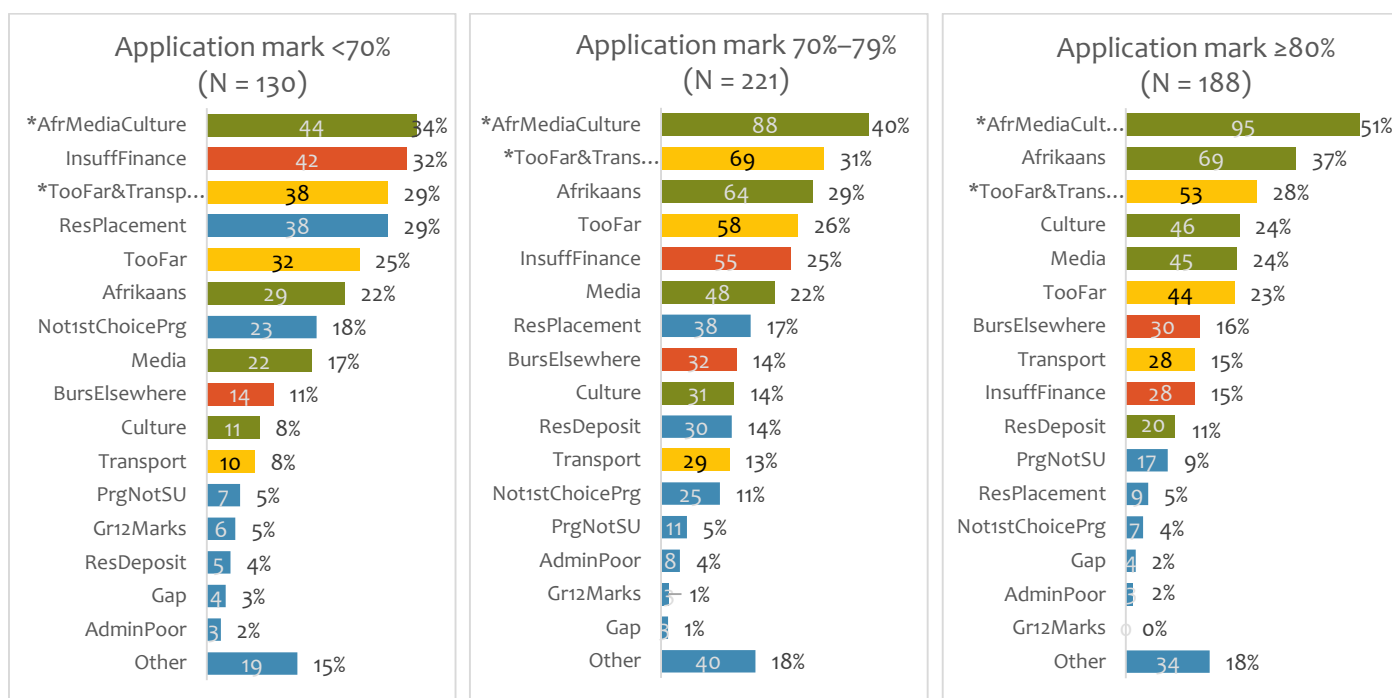


Figure 16: Factors that resulted in non-enrolment, by application mark category

- The grouped factor ***AfrMediaCulture** was the most important one in all three categories. Percentage-wise, though, more respondents (51%) in the ≥80% category cited this reason than respondents from the other two groups (40% from the 79%-79% category and 34% for the <70% category respectively).
- The grouped factor ***TooFar&Transport** was one of the most important factors, irrespective of performance category, having been picked by almost 30% of respondents across the board.
- **Residence placement, not selected for programme of first choice and insufficient finances or another bursary** had a stronger influence, proportionally speaking, among respondents with an application mark below 70%. Allocation of bursaries and placement in a residence, as well as admission to programmes, is based on academic merits. Therefore, it follows that these factors exert a stronger influence on the group of applicants with the lowest marks.

4.3 What students are doing currently

The overwhelming majority (92.4%) of respondents are continuing their studies. Full-time students form 99% of those who are studying. Also, 97% of them are studying at a university; the rest are enrolled at universities of technology, colleges and other institutions.

⁸ Application mark: for respondents who matriculated in 2015, their average marks for Grade 11 served as application mark; for all the rest their Grade 12 averages were used.

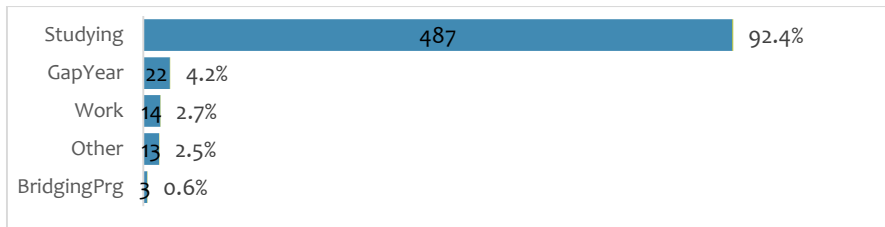


Figure 17: What respondents are doing currently

Among those who are studying at a university approximately half are enrolled at the University of Cape Town (UCT); (see Figure 18).

- 65% of coloured students attend UCT and 21% attend the University of the Western Cape (UWC).
- 42% of black students attend UCT, 21% attend the University of Pretoria (UP) and 14% the University of the Witwatersrand (Wits).

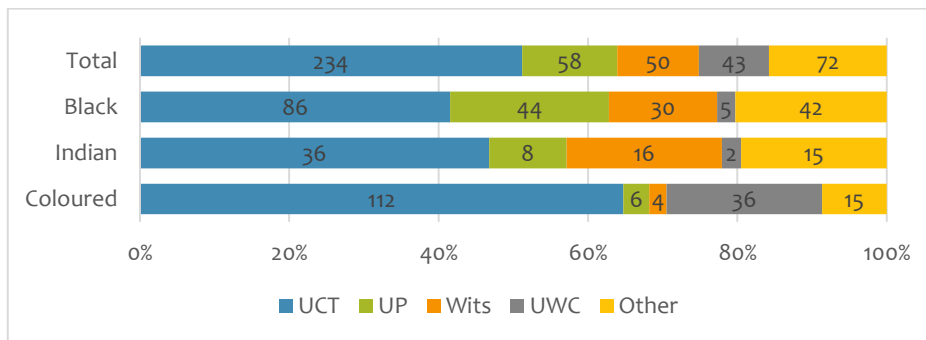


Figure 18: Universities where students are enrolled, distributed according to population group

5 Conclusion

5.1 Trends regarding enrolment rates of CBI students

Some of the most important enrolment trends of CBI students can be summarised as follows:

- 5.1.1 Despite a significant increase in applications and admissions of CBI students during the previous three years of intake **enrolment rates dropped**. In other words, interest in studying at SU had increased, but ultimately a significant number of CBI students did not enrol at SU.
- 5.1.2 The strongest **growth** in population diversity for the 2014 and 2015 years of intake was among **black students** from outside the Western Cape. However, this group also showed the steepest decline in enrolment rate, which contributed significantly to the lower enrolment rate of CBI students for the 2016 year of intake.
- 5.1.3 Admissions of coloured and black students in the **top achievers group** ($\geq 80\%$) increased significantly, but the enrolment rate from this group decreased steeply.
- 5.1.4 From the **survey** it was clear that the perception or image of the University – which was reinforced by negative publicity in the media – as an Afrikaans institution with a culture that does not make all students feel at home was the main reason why black students did not enrol at SU.
- 5.1.5 For coloured students distance, transportation and financial reasons were the strongest considerations resulting in non-enrolment.

5.2 Recommendations

The following recommendations could be considered:

- 5.2.1 **Analyses by population group:** Enrolment trends differ significantly between coloured, Indian and black students. To make due allowance for the implications of enrolment trends, analyses should be conducted and interpreted for each of the three population groups concerned, not only for the CBI group as a whole.
- 5.2.2 **Enrolment management:** Enrolment trends also differ from faculty to faculty, thus requiring faculty-specific interpretation. Faculty-specific analyses also influences the calculation of overbooking rates with reference to enrolment targets. In this regard faculty-specific enrolment trends, too, will be made available.
- 5.2.3 **The image and perception of SU:** Stronger management is required regarding the image and perception of SU as an Afrikaans university that does not offer a welcoming home to black students in particular. In this regard our own students' lived experiences are especially important.
- 5.2.4 **Transportation, distance and financial means:** SU is a residential university. However, distance, transportation and accommodation imply additional costs. In this regard SU needs to extend its financial offering to include accommodation, too.
- 5.2.5 **Recruitment focus – enrolment:** From a recruitment perspective SU has to also focus on the eventual enrolment of students who have already gained provisional admission. In this regard it is important to keep in mind that factors such as finances, distance, limited residence placement, the impact of SU's Language Policy and the perception of an unwelcoming culture are variables that are beyond the control of a recruitment team.
- 5.2.6 **Expansion of SU's market segment:** If SU is to expand its market segment, the University's recruitment focus needs to intensify regarding black students from outside the Western Cape – seeing that this group has the lowest enrolment rate of all. At the same time coloured students from the Western Cape also need to be serviced in order to retain this market segment and to keep increasing the enrolment rate of this group. In this regard it must also be kept in mind that coloured students with Afrikaans as home language are a shrinking group, while more coloured students with English as home language are gaining admission to the University.

Loumarie Kistner
Institutional Research and Planning
Lkistner@sun.ac.za

Celeste Nel
Admissions Office (Division for Prospective Students)
cswan@sun.ac.za

6 Annexure

6.1 Questionnaire

* The person completing this questionnaire is:

- Student self
- Parent of guardian (on behalf of student)
- Other (Specify):

* Which factors had an influence on your decision not to study at SU in 2016?

Select a minimum of one and a maximum of three factors.

- The reporting in the media about SU lead to decision not to register.
- Did not have sufficient financial support to study at SU.
- Received a bursary offer from another university or educational institution.
- Lectures at SU are mainly taught in Afrikaans.
- Applied for a residence place at SU but did not receive residence accommodation.
- Received residence accommodation but could not afford the required residence deposit.
- Stellenbosch is too far from family home.
- Have transport difficulties to and from the SU campus.
- Did not receive admission or was not selected to first programme choice at SU.
- Matric final examination results were not sufficient for admission to SU or the preferred programn
- Preferred field of study is not offered at SU.
- The administration and/or service at SU were poor.
- Would not fit in with the culture at SU.
- Decided to take a gap year and postpone studies.
- Other (specify):

* What are you (student) doing in 2016?

- Studying elsewhere
- Following a bridging programme to improve my matric results
- Work
- On a gap year
- Other (specify):

If respondents indicated that they were studying elsewhere, the following questions were posed, too:

In the previous question you indicated that you (student) study this year. Please indicate the type of educational institution.

- Another University
- University of Technology
- College
- Private Institution

Do you study full-time or part-time?

- Full-time
- Part-time

If respondents indicated that they were studying at another university, the university's name was asked:

Indicate the university where you (student) are studying:

- University of Cape Town (UCT)
- University of the Western Cape (UWC)
- University of the Free State (UFS)
- Northwest University (NWU)
- University of Pretoria (UP)
- University of Johannesburg (UJ)
- University of Witwatersrand (Wits)
- University of KwaZulu Natal (UKZN)
- Nelson Mandela Metropolitan University (NMMU)
- Rhodes University (RU)
- Other (Specify):

6.2 Tables

Table 1: First-choice applications completed by December in the year of application

Faculty	2015 intake			2016 intake		
	CBI	White	Total	CBI	White	Total
Arts and Social Sciences	1 186	1 675	2 861	1 486	1 765	3 251
Science	647	757	1 404	713	743	1 456
Education	396	393	789	586	475	1 061
AgriSciences	294	432	726	271	516	787
Law	478	279	757	747	276	1 023
Theology	60	22	82	43	25	68
Economic and Management Sciences	1 424	2 111	3 535	1 675	2 259	3 934
Engineering	852	1 103	1 955	1 200	1 172	2 372
Medicine and Health Sciences	1 824	1 227	3 051	2 997	1 425	4 422
Total	7 161	7 999	15 160	9 718	8 656	18 374

Table 2: Number of admissions and enrolments, and rates of enrolment and growth, by population group

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
CBI	2 230	3 256	4 298	4 288	4 693	9.2%	9.4%
Coloured	1 149	1 622	1 982	1 854	1 915	-3.4%	3.3%
Indian	297	446	757	646	743	-1.8%	15.0%
Black	784	1 188	1 559	1 788	2 035	30.5%	13.8%
White	5 265	5 623	5 828	6 329	5 995	2.9%	-5.3%
Total	7 495	8 879	10 126	10 617	10 688	5.6%	0.7%
Registrations	2012	2013	2014	2015	2016	2014–2016	2015–2016
CBI	928	1 344	1 760	1 714	1 688	-4.1%	-1.5%
Coloured	578	816	1 108	1 031	1 006	-9.2%	-2.4%
Indian	66	95	143	133	150	4.9%	12.8%
Black	284	433	509	550	532	4.5%	-3.3%
White	3 049	3 110	3 318	3 530	3 337	0.6%	-5.5%
Total	3 977	4 454	5 078	5 244	5 025	-1.0%	-4.2%
Enrolment rate	2012	2013	2014	2015	2016		
CBI	41.6%	41.3%	40.9%	40.0%	36.0%		
Coloured	50.3%	50.3%	55.9%	55.6%	52.5%		
Indian	22.2%	21.3%	18.9%	20.6%	20.2%		
Black	36.2%	36.4%	32.6%	30.8%	26.1%		
White	57.9%	55.3%	56.9%	55.8%	55.7%		
Total	53.1%	50.2%	50.1%	49.4%	47.0%		

Table 3: Number of admissions and enrolments, and rates of enrolment and growth, by home language

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
Afrikaans	3 709	3 726	3 602	3 546	3 495	-3.0%	-1.4%
Not Afrikaans	3 786	5 153	6 524	7 071	7 193	10.3%	1.7%
Total	7 495	8 879	10 126	10 617	10 688	5.6%	0.7%
Registrations	2012	2013	2014	2015	2016	2014–2016	2015–2016
Afrikaans	2 328	2 318	2 293	2 287	2 251	-1.8%	-1.6%
Not Afrikaans	1 649	2 136	2 785	2 957	2 774	-0.4%	-6.2%
Total	3 977	4 454	5 078	5 244	5 025	-1.0%	-4.2%
Enrolment rates	2012	2013	2014	2015	2016		
Afrikaans	62.8%	62.2%	63.7%	64.5%	64.4%		
Not Afrikaans	43.6%	41.5%	42.7%	41.8%	38.6%		
Total	53.1%	50.2%	50.1%	49.4%	47.0%		

Table 4: Number of admissions and enrolments, and rates of enrolment and growth, by home language for coloured and white students

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
Afrikaans	3 709	3 726	3 602	3 546	3 495	-3.0%	-1.4%
Coloured	566	703	772	627	600	-22.3%	-4.3%
White	3 106	2 994	2 813	2 900	2 869	2.0%	-1.1%
Not Afrikaans	3 786	5 153	6 524	7 071	7 193	10.3%	1.7%
Coloured	583	919	1 210	1 227	1 315	8.7%	7.2%
White	2 159	2 629	3 015	3 429	3 126	3.7%	-8.8%
Total	7 495	8 879	10 126	10 617	10 688	4.7%	-0.1%
Registrations							
Afrikaans	2 328	2 318	2 293	2 287	2 251	-1.8%	-1.6%
Coloured	285	388	452	392	359	-20.6%	-8.4%
White	2 030	1 917	1 833	1 888	1 880	2.6%	-0.4%
Not Afrikaans	1 649	2 136	2 785	2 957	2 774	-0.4%	-6.2%
Coloured	293	428	656	639	647	-1.4%	1.3%
White	1 019	1 193	1 485	1 642	1 457	-1.9%	-11.3%
Total	3 977	4 454	5 078	5 244	5 025	-1.0%	-4.2%
Enrolment rates							
Afrikaans	62.8%	62.2%	63.7%	64.5%	64.4%		
Coloured	50.4%	55.2%	58.5%	62.5%	59.8%		
White	65.4%	64.0%	65.2%	65.1%	65.5%		
Not Afrikaans	43.6%	41.5%	42.7%	41.8%	38.6%		
Coloured	50.3%	46.6%	54.2%	52.1%	49.2%		
White	47.2%	45.4%	49.3%	47.9%	46.6%		
Total	53.1%	50.2%	50.1%	49.4%	47.0%		

Table 5: Number and percentage of admissions and enrolments, as well as enrolment rates, by programme choice

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
1st choice	5 384	6 117	6 516	7 011	6 809	4.5%	-2.9%
2nd choice	1 534	2 216	2 687	2 639	2 919	8.6%	10.6%
3rd choice	572	543	923	967	960	4.0%	-0.7%
Total	7 495	8 879	10 126	10 617	10 688	5.6%	0.7%
Registrations⁹							
1st choice	3 291	3 525	3 749	3 965	3 613	-3.6%	-8.9%
2nd choice	510	718	920	859	839	-8.8%	-2.3%
3rd choice	162	171	266	271	260	-2.3%	-4.1%
Total	3 977	4 454	5 078	5 244	5 025	-1.0%	-4.2%
Enrolment rates							
1st choice	61.1%	57.6%	57.5%	56.6%	53.8%		
2nd choice	33.2%	32.4%	34.2%	32.6%	29.8%		
3rd choice	28.3%	31.5%	28.8%	28.0%	27.6%		
Total	53.1%	50.2%	50.1%	49.4%	47.0%		

⁹ Registrations by application choice can be indicated only for students who had gained admission by December. In 2016 approximately 3% of enrolments were students who had not been admitted by December (1.4% in 2015).

Table 6: Number of admissions and enrolments, and rates of enrolment and growth, by province of origin and population group

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
Outside the Western Cape	3 572	4 390	5 303	5 550	5 932	11.9%	6.9%
Coloured	207	259	327	323	338	3.4%	4.6%
Indian	208	316	605	502	607	0.3%	20.9%
Black	620	937	1 263	1 470	1 735	37.4%	18.0%
White	2 537	2 878	3 108	3 255	3 252	4.6%	-0.1%
Western Cape	3 923	4 489	4 823	5 067	4 756	-1.4%	-6.1%
Coloured	942	1 363	1 655	1 531	1 577	-4.7%	3.0%
Indian	89	130	152	144	136	-10.5%	-5.6%
Black	164	251	296	318	300	1.4%	-5.7%
White	2 728	2 745	2 720	3 074	2 743	0.8%	-10.8%
Total	7 495	8 879	10 126	10 617	10 688	5.6%	0.7%
Registrations							
Outside the Western Cape	1 417	1 640	1 953	2 082	2 058	5.4%	-1.2%
Coloured	84	100	137	149	140	2.2%	-6.0%
Indian	20	33	72	68	84	16.7%	23.5%
Black	201	308	381	416	406	6.6%	-2.4%
White	1 112	1 199	1 363	1 449	1 428	4.8%	-1.4%
Western Cape	2 560	2 814	3 125	3 162	2 967	-5.1%	-6.2%
Coloured	494	716	971	882	866	-10.8%	-1.8%
Indian	46	62	71	65	66	-7.0%	1.5%
Black	83	125	128	134	126	-1.6%	-6.0%
White	1 937	1 911	1 955	2 081	1 909	-2.4%	-8.3%
Total	3 977	4 454	5 078	5 244	5 025	-1.0%	-4.2%
Enrolment rates							
Outside the Western Cape	39.7%	37.4%	36.8%	37.5%	34.7%		
Coloured	40.6%	38.6%	41.9%	46.1%	41.4%		
Indian	9.6%	10.4%	11.9%	13.5%	13.8%		
Black	32.4%	32.9%	30.2%	28.3%	23.4%		
White	43.8%	41.7%	43.9%	44.5%	43.9%		
Western Cape	65.3%	62.7%	64.8%	62.4%	62.4%		
Coloured	52.4%	52.5%	58.7%	57.6%	54.9%		
Indian	51.7%	47.7%	46.7%	45.1%	48.5%		
Black	50.6%	49.8%	43.2%	42.1%	42.0%		
White	71.0%	69.6%	71.9%	67.7%	69.6%		
Total	53.1%	50.2%	50.1%	49.4%	47.0%		

Table 7: Number and percentage of admissions and enrolments, as well as enrolment rates, by application mark and population group

Admission granted	Number of students					Growth rate	
	2012	2013	2014	2015	2016	2014–2016	2015–2016
<70%	2 795	3 286	3 556	3 698	3 015	-15.2%	-18.5%
Coloured	653	856	1 055	931	902	-14.5%	-3.1%
Indian	81	101	137	128	135	-1.5%	5.5%
Black	438	619	726	851	793	9.2%	-6.8%
White	1 623	1 710	1 638	1 788	1 185	-27.7%	-33.7%
70%–79%	2 989	3 517	4 086	4 301	4 640	13.6%	7.9%
Coloured	381	601	725	720	786	8.4%	9.2%
Indian	124	168	299	282	282	-5.7%	0.0%
Black	266	425	630	687	900	42.9%	31.0%
White	2 218	2 323	2 432	2 612	2 672	9.9%	2.3%
≥80%	1 568	1 933	2 483	2 616	3 030	22.0%	15.8%
Coloured	89	133	202	203	227	12.4%	11.8%
Indian	90	167	321	236	326	1.6%	38.1%
Black	59	119	202	249	340	68.3%	36.5%
White	1 330	1 514	1 758	1 928	2 137	21.6%	10.8%
Total	7 352	8 736	10 125	10 615	10 685	5.5%	0.7%
Registrations							
<70%	1 324	1 523	1 695	1 780	1 414	-16.6%	-20.6%
Coloured	251	366	524	467	446	-14.9%	-4.5%
Indian	20	18	33	36	43	30.3%	19.4%
Black	129	196	233	227	191	-18.0%	-15.9%
White	924	943	905	1 050	734	-18.9%	-30.1%
70%–79%	1 651	1 781	2 087	2 149	2 135	2.3%	-0.7%
Coloured	249	350	443	438	421	-5.0%	-3.9%
Indian	34	38	63	68	58	-7.9%	-14.7%
Black	121	171	199	233	256	28.6%	9.9%
White	1 247	1 222	1 382	1 410	1 400	1.3%	-0.7%
≥80%	872	1 007	1 296	1 313	1 461	12.7%	11.3%
Coloured	54	71	141	125	130	-7.8%	4.0%
Indian	11	29	47	29	49	4.3%	69.0%
Black	23	40	77	89	81	5.2%	-9.0%
White	784	867	1 031	1 070	1 201	16.5%	12.2%
Total	3 847	4 311	5 078	5 242	5 010	-1.3%	-4.4%
Enrolment rates							
<70%	47.4%	46.3%	47.7%	48.1%	46.9%		
Coloured	38.4%	42.8%	49.7%	50.2%	49.4%		
Indian	24.7%	17.8%	24.1%	28.1%	31.9%		
Black	29.5%	31.7%	32.1%	26.7%	24.1%		
White	56.9%	55.1%	55.3%	58.7%	61.9%		
70%–79%	55.2%	50.6%	51.1%	50.0%	46.0%		
Coloured	65.4%	58.2%	61.1%	60.8%	53.6%		
Indian	27.4%	22.6%	21.1%	24.1%	20.6%		
Black	45.5%	40.2%	31.6%	33.9%	28.4%		
White	56.2%	52.6%	56.8%	54.0%	52.4%		
≥80%	55.6%	52.1%	52.2%	50.2%	48.2%		
Coloured	60.7%	53.4%	69.8%	61.6%	57.3%		
Indian	12.2%	17.4%	14.6%	12.3%	15.0%		
Black	39.0%	33.6%	38.1%	35.7%	23.8%		
White	58.9%	57.3%	58.6%	55.5%	56.2%		
Total	52.3%	49.3%	50.2%	49.4%	46.9%		

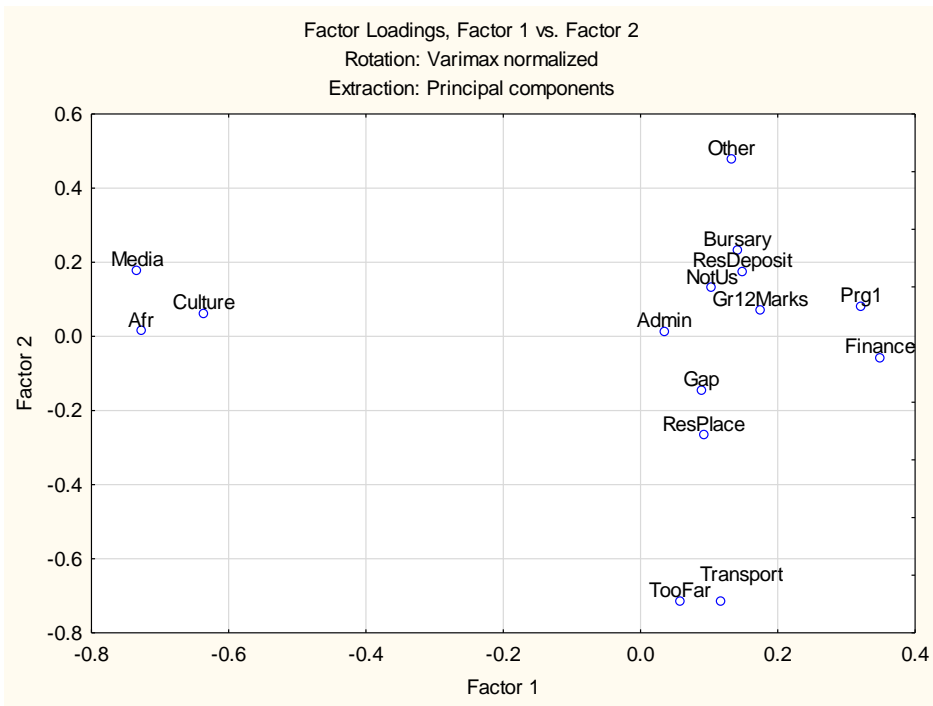


Figure 19: Factor loadings of Factor 1 (AfrMediaCulture) and Factor 2 (TooFar&Transport)