

# Interrupted Learners Survey Report

September 2005  
Institutional Planning Department

## Executive Summary

- Information in the survey was gathered to better understand the reasons why students leave UCT without completing their programmes of study, and without being excluded on academic grounds. Interrupted learners, who from the perspective of the impact on throughput and the students' experience of UCT
- The survey instrument was piloted by CHED in 2004
  
- 565 students from 2003 who did not return in 2004 or students who had cancelled their registrations during 2004, were surveyed
- 134 responses were received, representing 24% of the total survey group.
- Coloured and Indian respondents were slightly over-represented while African and White respondents were slightly under-represented in the survey.
- Female respondents were over-represented in the survey.
  
- The main reasons respondents gave for deciding to come to UCT was the university's reputation (57%), the course of study or programme (17%), UCT's location (10%) and family and friends (7%)
- The majority of African, Coloured and Indian respondents cited UCT's reputation as being the main reason for studying at UCT. Amongst White respondents the reasons given were more evenly spread amongst the university's reputation (38%), course of study or programme (21%), UCT's location (15%) and family and friends (17%)
  
- Across the population groups, personal interest (63%) was cited as the primary influence on programme choice with a school visit by UCT and the UCT Open day (13%) the second most cited influence.
- A relatively larger proportion of respondents from Humanities noted the school visit/ UCT Open Day as influential in their programme choice.
  
- Respondents' main activity since leaving the university was sharply divided along population group lines with the largest proportion (42%) of African students indicating that they were in full time employment, compared with the largest proportion of Indian (65%) and White (50%) indicating that they were studying full-time elsewhere. Coloured respondents mentioned full time study elsewhere (37%) and full time employment (34%) in nearly equal proportions.
- Of the 77 respondents studying elsewhere, UNISA (19%) and UKZN (19%) were the most common institutions cited as place of further study. CPUT with 10% and UWC with 8% also featured as institutions chosen by former UCT students for study.
  
- Respondents were probed with reference to four high level factors (Academic, Financial, Aspects of Student Life and Health Issues) in their decisions to leave UCT. Mean responses calculated from a 5-point Likert scale by demographics, registered faculty and type of accommodation were computed.
- Academic factors (with a mean of 3.06) were computed to be the most influential of the four factor options in the decision to leave UCT.
- Financial factors were somewhat less important (mean = 2.74) while the calculated mean responses in relation to "aspects of life at UCT" and "health issues" were both markedly less than the notional 2.5 mid-point, and appear

therefore to have been of less significance in respondents decisions to leave UCT.

- Disaggregating by population group shows that the high level academic factors were somewhat more influential (overall mean score of 3.00 or above) amongst Indian, White and Coloured respondents than African respondents (overall mean score of 2.63).
- Amongst all respondents, dissatisfaction with their academic performance at UCT, being unsuited to their chosen programmes and a sense that their schooling had not prepared them adequately for university studies appeared to be the most important academic factors in relation to the decision to leave UCT (overall means of 3.00, 2.60 and 2.49 respectively were computed for the responses to these factors).
- Amongst the range of financial factors presented in the survey instrument, the highest response means for all respondents were computed for “not awarded a bursary or UCT Fin Aid” (overall mean = 3.35) with Coloured and Indian response means above the overall mean.
- A particularly high group mean (3.65) for the factor “cost of attending UCT was higher than expected” was computed for Indian respondents, indicating that this was the most important factor in their decision to leave UCT.
- Although all respondents indicated that “not [being] awarded a bursary or financial aid at UCT” was an important factor in their decision to leave, it was of more significance to those living in Digs/shared accommodation (mean score 4.56) than for those respondents living at home (mean score 3.37) or in a UCT residence (2.84). A further financial factor, which contributed to respondents leaving, was the realisation that the “cost of attending UCT was higher than expected”. This seemed to particularly affect students who lived in a UCT residence (3.05).
- The factor “very few students from my old school” appeared significant to the African (overall mean 3.04), Coloured and Indian (overall mean 2.94 each) respondents in influencing their decision to leave university but relatively unimportant to White respondents (2.38).
- The highest mean differential between female and male respondents (2.83 and 2.14 respectively) was evident for the factor: “Didn’t join clubs and societies that interested me”.
- The overall means for each of the Health factors were less than 2, suggesting that they were of minor importance in the decision of many respondents. However, it could be argued that in individual cases Health Sciences may be a crucial factor in the decision to leave UCT.
- Respondents were asked to rate the importance of a range of student facilities at UCT: The Library and Knowledge Commons, Laboratories and Field Equipment, Sports Facilities and the Writing Centre were rated highest with a mean average of 4.00 or above.

# **1. Background**

## **1.1 Introduction**

The Institutional Planning Department (IPD) included the Interrupted Learners Survey in its cycle of evaluations (including the Graduate Exit Survey and Career Destinations Project) to link into other strategic projects such as the Student Climate Survey and the Equity and Efficiency Project. The information in this survey was gathered in an effort to better understand the reasons why students leave the university before completing their course of study both from the perspective of the impact on throughput and the students' experience of UCT.

## **1.2 Methodology**

In the second half of 2004 the IPD along with colleagues from the Centre for Higher Education Development (CHED) designed a survey questionnaire to elicit responses from the 565 students who had either been enrolled in 2003 and did not return in 2004, or who had cancelled their registration during 2004. All of these former students were in good academic standing at the time of leaving UCT. None had been excluded from UCT (REN code) or from a particular Faculty (RET code) on academic grounds), but some had fee debts that would have prevented them from re-registering. It was decided to include the fee debtors in the survey group on the grounds that a fee debt may be the outcome of a decision to withdraw from the university.

The structure of the survey was guided by the earlier "GAS pilot study" undertaken by CHED at the end of 2004. The questionnaire design included a mixture of 5-point, Likert scales, closed questions and open comment areas, all probing key issues identified during the CHED pilot study. Former students were asked to rank the importance of various concerns including Financial, Academic, Student Life, Health and General issues influencing their decision not to return to UCT. Within each of these sections various statements were used to unpack the nature of the factors in each of the issues identified. The survey instrument and accompanying letter are shown in Appendix A of this report.

After receiving a response rate of less than 10% to the postal survey, a telephonic survey was initiated using the same questionnaire instrument. Respondent groups (by Faculty, Gender and Race) that were relatively under-represented were targeted where possible.

## **1.3 Responses and representivity**

The home faculty, race and gender profile of the whole survey group is compared with that of the 134 survey respondents in Tables 1.1 and 1.2 below:

Faculty		RACE					Total	GENDER	
		African	Coloured	Indian	White	Other/?		Female	Male
COM	no.	40	34	15	59		148	67	81
	row%	27%	23%	10%	40%	0%	100%	45%	55%
GSB	no.	17	3	1	11	4	36	14	22
	row%	47%	8%	3%	31%	11%	100%	39%	61%
EBE	no.	19	6	3	22		50	13	37
	row%	38%	12%	6%	44%	0%	100%	26%	74%
HEA	no.	3	13	5	17		38	34	4
	row%	8%	34%	13%	45%	0%	100%	89%	11%
HUM	no.	48	48	10	124	2	232	133	99
	row%	21%	21%	4%	53%	1%	100%	57%	43%
LAW	no.	2	1		4		7	4	3
	row%	29%	14%	0%	57%	0%	100%	57%	43%
SCI	no.	10	13	9	25		57	32	25
	row%	18%	23%	16%	44%	0%	100%	56%	44%
Total no.		139	118	43	262	6	568	297	271
	row%	24%	21%	8%	46%	1%	100%	52%	48%

Table 1.1: Demographic Profile of all Interrupted Learners 2003-2004 by Faculty.

Faculty	Data	RACE					Total	GENDER	
		African	Coloured	Indian	White	Other/?		Female	Male
COM	no.	10	14	7	11	1	43	22	21
	row%	23%	33%	16%	26%	2%	100%	51%	49%
GSB	no.	3			1		4	2	2
	row%	75%	0%	0%	25%	0%	100%	50%	50%
EBE	no.	3	2	1	2		8	2	6
	row%	38%	25%	13%	25%	0%	100%	25%	75%
HEA	no.		5	1	6		12	12	
	row%	0%	42%	8%	50%	0%	100%	100%	0%
HUM	no.	8	9	3	24	1	45	27	18
	row%	18%	20%	7%	53%	2%	100%	60%	40%
LAW	no.				2		2	1	1
	row%	0%	0%	0%	100%	0%	100%	50%	50%
SCI	no.	1	5	5	6	2	19	10	9
	row%	5%	26%	26%	32%	11%	100%	53%	47%
Unknown	Count	1					1		1
	row%	100%	0%	0%	0%	0%	100%	0%	100%
Total no.		26	35	17	52	4	134	76	58
	row%	19%	26%	13%	39%	3%	100%	57%	43%

Table 1.2: Demographic Profile of survey respondents by Faculty.

Tables 1.1 and 1.2 show that the 134 survey responses (24% of the total survey group) were broadly representative of the whole group in terms of race and gender, although both the coloured and Indian former students were somewhat over-represented amongst the respondents; whilst African and white students were slightly under-represented. Similarly female students made up a somewhat larger proportion of the respondents than of the survey group and were thus somewhat over-represented amongst the respondents. Very few responses were received from former GSB and EBE students, and therefore they cannot be regarded as truly representative of all GSB and EBE interrupted learners. The survey group itself included 7 former Law students, but as only two responded, they cannot be regarded as representative of all former interrupted undergraduate Law students.

The seniority (in terms of academic year of study) and last academic progress code profile of the whole survey group is compared with that of the 134 survey respondents in Tables 1.3 and 1.4 below:

Seniority at time of leaving UCT		Last Academic progress code at UCT			Total
		CON group	CAN	REP	
AYOS = 1	row%	86%	7%	7%	100%
	no.	177	15	15	207
	col%	58%	10%	14%	36%
AYOS = 2	row%	35%	39%	26%	100%
	no.	86	95	63	244
	col%	28.20%	61.69%	57.80%	42.96%
More senior students	row%	36%	38%	26%	100%
	no.	42	44	31	117
	col%	13.77%	28.57%	28.44%	20.60%
Total row%		54%	27%	19%	100%
Total no.		305	154	109	568
Total col%		100.00%	100.00%	100.00%	100.00%

Table 1.3 Profile of all interrupted learners by academic year of study and last progress code at UCT.

Seniority at time of leaving UCT		Last Academic progress code at UCT			Total
		CON group	CAN	REP	
AYOS = 1	row%	89%	10%	1%	100%
	no.	46	5	2	53
	col%	64%	13%	9%	40%
AYOS = 2	row%	27%	45%	27%	100%
	no.	16	21	11	48
	col%	22%	53%	50%	36%
More senior students	row%	27%	47%	26%	100%
	no.	10	14	9	33
	col%	14%	35%	41%	25%
Total row%		51%	32%	17%	100%
Total no.		72	40	22	134
Total col%		100%	100%	100%	100%

Table 1.4 Profile of all respondents by academic year of study and last progress code at UCT.

Table 1.3 above shows that first year students made up 36% of all interrupted learners, 2<sup>nd</sup> years made up 43%, and 21% of the group were third year and more senior students. The last academic progress code analysis shown in Table 1.3 shows that the majority (54%) of all interrupted learners had met standard readmission requirements (CON code), 27% had cancelled their registrations during 2004 (CAN code) and 19% not met standard readmission requirements but had been allowed to continue with their studies for their current degrees/diplomas (REP code).

Table 1.4 shows that amongst the 134 respondents 40% were first years, 36% were 2<sup>nd</sup> years and 25% was third and more senior students. 51% of the group had achieved CON codes, 32% had cancelled their registrations during 2004 and 17% had been REP'd at the end of 2003. This comparison of the seniority and last academic progress profiles amongst all interrupted learners and the 134 survey respondents again shows that the responses were broadly representative of the whole survey group.

## 2. Analysis

### 2.1 Introduction

The report is therefore a reflection of the statements gathered from the 24% of all 2004 “interrupted learners” who responded to the survey.

### 2.2 Supplementary Information

Respondents were asked to comment briefly on their reasons for deciding to come to UCT. Table 2.1a below indicated that just under 60% of the respondents had chosen to come to UCT because of the university’s reputation (e.g. “considered to be the best tertiary institute in SA”, “interested in studying at a world class institution”, and “because of the institution’s high standard and quality of education”). These perceptions were particularly important to African and coloured respondents. Although more than half of the Indian respondents reported that they had decided to come to UCT because of the institution’s reputation, a significant proportion of this group (24%) had done so in order to pursue a particular course of study. Similarly, significant proportions of white respondents (21%) chose UCT in order to follow particular courses of study, whereas 17% and 15% respectively, were influenced by friends or family, or by the university’s location. It is of interest to note that male respondents more often mentioned UCT’s reputation as a reason for registering at the university than did female respondents. A larger proportion of the female respondents (21%, compared to 12% of male respondents) reported choosing UCT in order to pursue a particular course of study.

Primary Reason	Data	RACE					Total	GENDER	
		African	Coloured	Indian	White	Other/?		Female	Male
UCT’s Reputation	no. col%	18 69%	26 74%	10 59%	20 38%	2 50%	76 57%	38 50%	38 66%
To pursue particular course	no. col%	1 4%	5 14%	4 24%	11 21%	2 50%	23 17%	16 21%	7 12%
Because of UCT’s location	no. col%	2 8%	2 6%	1 6%	8 15%	0 0%	13 10%	6 8%	7 12%
Influenced by family	no. col%	1 4%	0 0%	0 0%	9 17%	0 0%	10 7%	7 9%	3 5%
Other reason	no. col%	4 15%	2 6%	2 12%	4 8%	0 0%	12 9%	9 12%	3 5%
Total no.		26	35	17	52	4	134	76	58
Total col%		100%	100%	100%	100%	100%	100%	100%	100%

Table 2.1a Reasons for registering at UCT, by race and gender

Respondents’ reasons for coming to UCT are organised by registration faculty in Table 2.1b below:

Primary Reason	Data	REGISTRATION FACULTY								Total
		COM	GSB	EBE	HEA	HUM	LAW	SCI	Unknown	
Reputation	Count col%	28 65.12%	1 25.00%	5 62.50%	2 16.67%	28 62.22%	1 50.00%	10 52.63%	1 100.00%	76 56.72%
Course	Count col%	6 13.95%	1 25.00%	2 25.00%	5 41.67%	5 11.11%	0 0.00%	4 21.05%	0 0.00%	23 17.16%
Location	Count col%	2 4.65%	0 0.00%	1 12.50%	1 8.33%	5 11.11%	0 0.00%	4 21.05%	0 0.00%	13 9.70%
Family/friends	Count col%	4 9.30%	1 25.00%	0 0.00%	0 0.00%	4 8.89%	0 0.00%	1 5.26%	0 0.00%	10 7.46%
Other reasons	Count col%	3 6.98%	1 25.00%	0 0.00%	4 33.33%	3 6.67%	1 50.00%	0 0.00%	0 0.00%	12 8.96%
Total Count of Case		43	4	8	12	45	2	19	1	134
Total col%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2.1b: 1a Reasons for registering at UCT, by registration faculty

Although the institutional reputation was the primary reason for most Commerce and Humanities respondents coming to UCT, the type of programme offered influenced the choice of just under half of the Health Sciences respondents.

Respondents were also asked to select, from a tick-box list, the main influence on their choice of programme and majors/stream at UCT. The majority of African, Indian and White respondents indicated that personal interest had directed their initial choice of programme and majors/stream, (see Table 2.2a below), whereas information received during a UCT school visit or Open Day had significantly influenced almost a quarter of the coloured respondents. Parental influence, teachers' advice and career options had guided a markedly smaller proportion of respondents in their choice of programme and majors/stream. The programme choices of male respondents were more often influenced by information received at a UCT school visit or open day, by parents and by teachers than were their female colleagues: almost three quarters of the female respondents (in comparison with only 48% of the male respondents) reported that personal choice had been the main influence on their choice of programme; higher proportions of the male respondents (16% vs 11% of the female respondents) sited school visits of Open Days, (parental influence (12% in comparison with 1% of female respondents) and teachers' advice (9% of male respondents, no female respondents).

Primary influence on programme choice	Data	RACE					Total	GENDER	
		African	Coloured	Indian	White	Other		Female	Male
Personal interest	no. col%	17 65.38%	15 42.86%	12 70.59%	37 71.15%	3 75.00%	84 62.69%	56 73.68%	28 48.28%
School visit/open day	no. col%	2 7.69%	8 22.86%	2 11.76%	4 7.69%	1 25.00%	17 12.69%	8 10.53%	9 15.52%
Parental influence	no. col%	2 7.69%	2 5.71%	0.00%	4 7.69%	0.00%	8 5.97%	1 1.32%	7 12.07%
Teachers advice	no. col%	1 3.85%	2 5.71%	2 11.76%	1 1.92%	0.00%	6 4.48%	0.00%	5 8.62%
Career options	no. col%	3 11.54%	0.00%	1 5.88%	1 1.92%	0.00%	5 3.73%	1 1.32%	5 8.62%
Other influence	no. col%	1 3.85%	8 22.86%	0.00%	5 9.62%	0.00%	14 10.45%	10 13.16%	4 6.90%
Total Count of Case		26	35	17	52	4	134	76	58
Total col%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2.2a Main influences on initial choice of programme and major/stream, by race and gender.

Although personal interest appeared to be the major influence over choice of programme/major/stream for all respondents, it is interesting to note in Table 2.2b, information/advice obtained from a UCT school visit or Open Day had motivated a significant percentage of respondents to register in the faculty of Humanities.



		REGISTRATION FACULTY								
Primary influence on programme choice	Data	COM	GSB	EBE	HEA	HUM	LAW	SCI	Unknown	Total
	Personal interest	Count col%	27 62.79%	2 50.00%	5 62.50%	9 75.00%	27 60.00%	1 50.00%	12 63.16%	1 100.00%
School visit/open day	Count col%	4 9.30%	0.00%	2 25.00%	0.00%	10 22.22%	0.00%	1 5.26%	0.00%	17 12.69%
Parental influence	Count col%	2 4.65%	0.00%	1 12.50%	0.00%	2 4.44%	1 50.00%	2 10.53%	0.00%	8 5.97%
Career options	Count col%	2 4.65%	1 25.00%	0.00%	0.00%	1 2.22%	0.00%	1 5.26%	0.00%	5 3.73%
Teachers advice	Count col%	2 4.65%	0.00%	0.00%	0.00%	2 4.44%	0.00%	2 10.53%	0.00%	6 4.48%
Other influence	Count col%	6 13.95%	1 25.00%	0.00%	3 25.00%	3 6.67%	0.00%	1 5.26%	0.00%	14 10.45%
Total Count of Case		43	4	8	12	45	2	19	1	134
Total col%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2.2b Main influences on initial choice of programme and major/stream, by registration faculty.

Respondents were asked to indicate what they had been doing since leaving UCT. Table 2.3 below shows that whilst 41% of respondents were studying elsewhere, the racial breakdown indicates this applies mainly to Indian and White respondents, (65% and 50% respectively), followed by Coloured and a small proportion of African respondents (37% and 15% respectively):

		RACE						GENDER	
Main activity since leaving UCT	Data	African	Coloured	Indian	White	Other	Total	Female	Male
	Studying full-time elsewhere	Count col%	4 15.38%	13 37.14%	11 64.71%	26 50.00%	1 25.00%	55 41.04%	34 44.74%
Working full-time	Count col%	11 42.31%	12 34.29%	3 17.65%	15 28.85%	2 50.00%	43 32.09%	25 32.89%	18 31.03%
Studying part-time while working	Count col%	4 15.38%	6 17.14%	3 17.65%	6 11.54%	1 25.00%	20 14.93%	8 10.53%	12 20.69%
Part-time /casual work	Count col%	1 3.85%	2 5.71%	0.00%	2 3.85%	0.00%	5 3.73%	4 5.26%	1 1.72%
Looking for work	Count col%	3 11.54%	1 2.86%	0.00%	1 1.92%	0.00%	5 3.73%	1 1.32%	4 6.90%
Other	Count col%	3 11.54%	1 2.86%	0.00%	2 3.85%	0.00%	6 4.48%	4 5.26%	2 3.45%
Total Count of Case		26	35	17	52	4	134	76	58
Total col%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2.3 Activity since leaving UCT, summarised by race and gender

The majority of the African respondents (42%) and over a third of the coloured respondents (34%) reported that they were in full-time employment. A small number of African, Coloured and Indian respondents indicated that they were combining work and part-time study. A larger proportion of female respondents (45% compared to 36% of males) reported studying elsewhere on a full-time basis, while male respondents more frequently appeared to combine part-time study and work.

Amongst the 77 respondents engaged in full-time study since leaving UCT, the two largest groups (15 in each case,) reported being enrolled at either UNISA or the University of KwaZulu-Natal. 8 respondents had transferred to the Cape Peninsula University of Technology and 6 to UWC. Smaller numbers were registered at Rhodes University or the University of Pretoria (3 in each case) and 2 had moved to UPE.

75 of the 77 respondents studying elsewhere reported that they were confident of completing their current programmes/courses.

## 2.3 Factors contributing towards respondents' decisions to leave UCT

### 2.3.1 High level factors

Respondents were asked to rate the importance, according to a 5-point Likert scale, of each of the following four high level factors in their decisions to leave UCT:

- Financial issues
- Academic factors
- Aspects of student life at UCT, and
- Health issues (of either a personal or a family nature)

The computed mean responses to these questions are summarised, by race and gender, in Table 2.4a below:

	RACE					Overall Mean	GENDER	
	African	Coloured	Indian	White	Other		Female	Male
Academic Factors	2.63	3.00	3.56	3.17	3.00	3.06	3.06	3.07
Financial Factors	3.44	2.71	3.00	2.26	3.50	2.74	2.59	2.93
Aspects of student life at UCT	2.12	1.94	1.29	2.23	2.50	2.02	2.07	1.95
Health Issues	2.12	1.62	1.59	1.71	2.00	1.76	1.79	1.71

Table 2.4a: Group and overall means for high-level factors influencing decision to leave UCT, by race and gender

This summary table indicates that amongst the whole respondent group, academic factors (with a mean of 3.06) were the most influential of the four factor options in the decision to leave UCT. "Financial factors" were somewhat less important (mean = 2.74). The calculated mean responses in relation to "aspects of life at UCT" and "health issues" were both markedly less than the notational 2.5 mid-point, and appear therefore to have been of less significance in respondents decisions to leave UCT.

It is of interest to note that amongst African respondents, the mean response in relation to "financial factors" (3.44) was markedly higher than that in relation to "academic factors" (2.63), indicating that for this group, financial factors were particularly relevant in the decision to leave UCT. The reverse is true for white respondents, where the group mean for "academic factors" (3.17) was considerably higher than that for "financial factors". "Academic factors" were also of particular importance amongst Indian (group mean = 3.56) and coloured respondents (group mean = 3.00). Although the computed mean for "aspects of student life at UCT" was relatively low, issues in this area were more often of importance to white respondents (mean = 2.23) and of least importance to Indian respondents (group mean = 1.29). Similarly, despite the low mean (1.76) for all respondents, "health issues" were of most importance to African respondents (group mean = 2.12) and of least importance to Indian and coloured respondents (group means of 1.62 and 1.59 respectively).

Although there were no marked gender differences in the responses to these high level questions, it is of interest that “financial factors” seemed to have been of more importance to male respondents (group mean = 2.93, in comparison with 2.59 for female respondents).

The response means in relation to the high level issues questions are summarised below, by faculty:

	REGISTRATION FACULTY								Overall Mean
	COM	GSB	EBE	HEA	HUM	LAW	SCI	Unknown	
Academic Factors	3.15	2.63	2.95	4.50	2.50	3.56	3.00	2.00	3.06
Financial Factors	2.62	3.25	2.74	2.00	2.75	2.74	4.00	1.00	2.74
Aspects of student life at UCT	2.00	1.50	2.26	3.00	1.82	1.76	2.00	1.00	2.02
Health Issues	1.86	1.50	1.62	1.50	2.33	1.72	1.33	1.00	1.76

Table 2.4b: Group and overall means for high-level factors influencing decision to leave UCT, by registration faculty.

It has to be pointed out that the very few responses from former GSB, EBE and Law students make it impossible to draw any conclusions from this tabular summary. However, the very high mean score for “academic factors” amongst former Health Sciences students (4.5 in comparison with the overall mean of 3.06) is noteworthy, as is the relatively high mean amongst these respondents in relation to “aspects of student life at UCT” (3.00 comparison with the overall mean of 2.02). “Health issues” appear to have been of relatively greater importance to former Humanities students (group mean = 2.33, overall mean = 1.76) with regard to their decisions to leave UCT. In the case of former Science students, “financial factors” appear to have been of considerable importance (group mean = 4.00, overall mean = 2.74).

	Last academic progress code at UCT			Overall Mean	Seniority at time of leaving		
	CON & equiv	CAN	REP		1	2	More Senior Students
Financial factors	2.71	2.92	2.50	2.74	2.92	2.68	2.53
Academic factors	3.10	3.13	2.80	3.06	2.98	2.89	3.45
Aspects of student life at UCT	2.12	1.82	2.05	2.02	2.16	2.02	1.77
Health issues	1.80	1.85	1.45	1.76	1.94	1.62	1.66

Table 2.4c: Group and overall means for high-level factors influencing decision to leave UCT, by academic year of study and last progress code.

Table 2.4c above shows that academic factors were relatively more important to “more senior students” (group mean = 3.45) than to first and second year students (group means of 2.98 and 2.89 respectively) in the decision to leave UCT. Conversely, financial factors appear to have been relatively more important to first year students (group mean = 2.92) than to second year and more senior students (group means of 2.68 and 2.53 respectively). Although the overall means for “aspects of student life” and “health issues” were markedly lower than those calculated in relation to financial factors and academic factors, the relatively higher group means shown above for first year students suggest that these factors were of greater importance to first year than to more senior students. Academic factors were of particular importance in the withdrawal decisions of “CON” and “CAN” students (group means of 3.10 and 3.13 respectively), but financial factors were apparently of relatively greater importance amongst those students who cancelled their registrations during the course of 2004 (group mean of 2.92 for “CAN” students, as opposed to 2.71 for “CON” students and 2.50 for “REP” students).

### 2.3.2 Detailed analysis of academic factors

Respondents were asked to rate the importance (again, on a 5-point Likert scale) of a range of academic factors in their decisions to leave UCT. These issues are listed in Table 2.5a below, along with the mean scores for each issue by race and by gender. The mean scores mentioned above in relation to the “high level academic factors” questions are also shown in the first row of Table 6a. The three highest mean scores computed for each race and gender group, and for all respondents, are highlighted in grey:

AcademicFactor	RACE					Overall Mean	GENDER	
	African	Coloured	Indian	White	Other		Female	Male
High level "academic factors" Not accepted into first choice programme	2.63	3.00	3.56	3.17	3.00	3.06	3.06	3.07
Dissatisfied with academic performance at UCT	1.48	2.24	1.47	1.84	3.00	1.86	1.93	1.77
Not happy with quality/course content of programme	2.54	3.59	3.00	2.80	3.25	3.00	2.88	3.16
Workload excessive, time management difficult	1.28	1.62	1.47	2.33	2.75	1.84	1.99	1.65
Course/assessment/marking procedures seemed unfair	2.72	2.82	2.71	2.00	2.50	2.47	2.51	2.40
Inadequately prepared for university studies	1.92	1.80	1.94	1.82	2.50	1.87	2.07	1.61
Difficulty with aspects of learning env.	2.48	2.88	2.88	2.08	2.50	2.49	2.42	2.58
Not enough support for academic problems	1.80	2.09	1.71	2.24	2.75	2.06	2.04	2.09
Inadequate feedback from teaching staff on academic progress	1.83	1.82	2.29	2.22	1.00	2.02	1.93	2.12
Personal conflict with one or more teaching staff	1.84	2.29	2.94	2.59	2.50	2.41	2.54	2.25
Not enough info to plan curriculum from outset	1.68	1.24	1.12	1.39	1.25	1.36	1.33	1.40
Not suited to programme	1.88	2.24	2.00	2.43	2.00	2.20	2.24	2.16
Curriculum error - need for extra year	1.52	2.74	2.71	2.98	3.00	2.60	2.68	2.49
Would have changed programme but could not access advice	2.00	2.33	2.00	1.57	2.00	1.92	1.82	2.05
	1.68	1.88	1.82	1.53	1.50	1.69	1.69	1.68

Table 2.5a: Importance of various academic factors in the decision to leave UCT: response means by race and by gender, and for all respondents

Amongst all respondents, dissatisfaction with their academic performance at UCT, being unsuited to their chosen programmes and a sense that their schooling had not prepared them adequately for university studies appeared to be the most important academic factors in relation to the decision to leave UCT (overall means of 3.00, 2.6 and 2.49 respectively were computed for the responses to these factors). The overall means computed with regard to the excessive workload/time management problem factor (2.47), to the inadequate feedback from teaching staff factor (2.41) and for the inadequate curriculum planning factor (2.20) were all of moderate importance in respondents' decisions to leave UCT.

The highest group means in relation to the list of academic factors presented were, in the case of coloured and Indian and white respondents (3.59 and 3.00 respectively), those computed in relation to the factor “I was dissatisfied with my academic performance at UCT”. Amongst African students, the highest group mean computed (2.72) was that in relation to the factor “I found the academic workload excessive and it was difficult to manage my time”, suggesting that this was the most important amongst the academic factors leading to these respondents' decisions to withdraw from UCT. Highest group mean white respondents was in relation to the factor “not suited to programme” (2.98). Perceived inadequate schooling preparation for

university study were important factors amongst African, Coloured, and Indian respondents (group means of 2.48, 2.88 and 2.88 respectively) whilst the relatively high group means for coloured and white respondents in relation to the factor “I found that I was not suited to the programme for which I was registered” (2.74 and 2.98 respectively) suggest that this factor was of particular importance in these students’ decisions to leave UCT.

Further examination of the respondent database reveals that the highest group mean for the factor “dissatisfied with academic performance”(3.44) was computed by respondents living in Digs/shared accommodation followed by those who lived at home (3.14) or in “other accommodation” (3.00). Respondents living in “other accommodation” also showed a higher mean response to the factor “work load excessive” (3.20), while those in a UCT residence had a lower mean (2.27) for this factor than the overall figure (2.47). Amongst students living in UCT residences, the highest group mean (2.59) was returned for the “dissatisfied with academic performance at UCT” factor. Not having enough information to plan their curricula from the outset (with a mean score of 2.27) was also of moderate importance in these students’ decisions to leave UCT.

Academic Factor	Last academic progress code at UCT				Seniority at time of leaving UCT		
	CON & equiv	CAN	REP	Overall Mean	AYOS=1	AYOS=2	More Senior Students
High level Academic Factors	3.10	3.13	2.80	3.06	2.98	2.89	3.45
Not accepted into first choice degree	1.83	1.95	1.81	1.86	2.02	1.85	1.63
Dissatisfied with academic performance at UCT	3.19	2.85	2.67	3.00	3.41	2.79	2.69
Not happy with quality/course content of programme	1.88	1.74	1.85	1.84	1.70	1.89	1.97
Work load excessive	2.62	2.54	1.81	2.47	2.80	2.23	2.28
Course assessment procedures seemed	1.91	1.87	1.71	1.87	2.08	1.77	1.69
Inadequately prepared for University studies	2.58	2.38	2.38	2.49	2.46	2.43	2.63
Difficulty with aspects of learning enviro.	2.20	2.05	1.62	2.06	2.28	1.79	2.13
Not enough support for academic problems	2.20	2.05	1.33	2.02	2.20	1.96	1.81
Inadequate feedback from teaching staff on learning progress	2.59	2.08	2.43	2.41	2.58	2.30	2.31
Personal conflict with one or more of the teaching staff	1.51	1.18	1.24	1.36	1.58	1.28	1.16
Not enough info to plan curriculum from outset	2.42	2.13	1.62	2.20	2.24	2.26	2.06
Not suited for the programme registered for	2.61	2.64	2.48	2.60	2.63	2.66	2.47
Curriculum error need for extra year.	2.21	1.69	1.43	1.92	2.00	1.87	1.88
Would have changed programme but did not access advice	1.84	1.62	1.33	1.69	1.88	1.55	1.59

Table 2.5b: Importance of various academic factors in the decision to leave UCT: response means by last academic progress code and academic year of study/seniority.

The academic factors “dissatisfied with academic performance at UCT” and respondents’ perception that they were “not suited to the programme registered for” returned the highest mean scores for all programme code groups (CONs, CANs and REPs), and for respondents at all levels of study. It is of interest to note that the group mean for “dissatisfied with academic performance” was markedly higher amongst “CON” group than amongst the “CAN” and “REP” respondents (3.19, in comparison with 2.85 and 2.67 respectively). Similarly, the group mean for “dissatisfied with academic performance” amongst first year students (3.41) was markedly higher than that amongst second year students (2.79) and amongst students who were more senior at the time of leaving UCT (2.69). The mean score for the “workload excessive” factor was also considerably higher amongst former first year students (2.80) than amongst former second years (2.23) and more senior students (2.28). “Inadequate feedback from teaching staff” was the third most important academic factor influencing the withdrawal decision amongst respondents within the “CON” and

“REP” groups (group means of 2.59 and 2.43 respectively). “Inadequate preparation for university studies” appears to have been of particular importance to respondents within the “CON” academic progress group and (mean = 2.58), interestingly to second year and more senior students (group means of 2.43 and .63 respectively).

In the open comment section relating to the importance of academic aspects in the decision to leave, comments received varied from problems with facilities such as computer labs and overcrowded classes to personal issues such as leave of absence being denied, and being forced to take a course respondents did not like. Table 2.5b below shows the variety of comments received. Table 2.5b(i) in the Appendix gives detailed list of other comments made. The majority of students (57%) did not comment in this section of the questionnaire.

Other general academic comments	Frequency	Percentage
Not suited to the course	11	8%
Lecturers unavailable/unapproachable	5	4%
Did not enjoy course	4	3%
No academic problems	4	3%
Access to comp labs difficult	3	2%
Other	39	29%
No comments	68	51%
	134	100%

Table 2.5c: Additional comments on experience of academic aspects for all respondents

### 2.3.3 Detailed analysis of financial factors

Respondents were asked to rate the importance (on a 5-point Likert scale) of a range of financial issues in their decisions to leave UCT. These issues are listed in Table 2.6a below, along with the mean scores for each issue by race and by gender. The mean scores mentioned above in relation to the “high level financial factors” questions are also shown in the first row of this table. The three highest mean scores computed for each race and gender group, and for all respondents, are highlighted in grey:

Financial Factor	RACE					Overall Mean	GENDER	
	African	Coloured	Indian	White	Other		Female	Male
High level "financial factors"	3.44	2.71	3.00	2.26	3.50	2.74	2.59	2.93
Struggled to pay tuition fees	2.77	2.70	2.29	2.02	3.50	2.43	2.40	2.46
Not awarded bursary or UCT Fin Aid	3.12	3.55	3.47	3.28	3.50	3.35	3.31	3.39
Struggled to pay res/accommodation costs	2.24	1.21	1.65	1.31	1.25	1.52	1.29	1.79
Awarded Fin Aid but couldn't pay UFC	1.75	1.38	1.06	1.05	1.00	1.27	1.20	1.36
Not enough money for basic living expenses	2.32	1.91	1.24	1.43	2.00	1.72	1.71	1.74
Cost of attending UCT higher than expected	3.04	3.12	3.65	2.27	2.75	2.84	2.93	2.74
Had to work to support self whilst at UCT	2.85	2.55	1.88	1.85	2.25	2.25	2.46	2.00
Struggled financially because of poor budgeting	1.52	1.47	1.12	1.19	1.75	1.34	1.37	1.30
Had other financial commitments	2.20	1.58	1.71	1.54	1.75	1.71	1.77	1.64

Table 2.6a: Importance of various financial factors in the decision to leave UCT: response means by race and by gender, and for all respondents

Amongst the range of financial factors presented in the survey instrument, the highest response means for all respondents were computed for “not awarded a bursary or

UCT Fin Aid” (overall mean = 3.35), “cost of attending UCT higher than expected” (overall mean = 2.84) and “struggled to pay tuition fees” (overall mean = 2.43). With the exception of the factor “had to work to support myself whilst at UCT” (overall mean = 2.25), the overall means computed for the responses to the remainder of the issues listed indicated were less than 2.00, indicating that these factors were of less than moderate importance in the decision to leave UCT.

A particularly high group mean (3.65) for the factor “cost of attending UCT was higher than expected” was computed for Indian respondents, indicating that this was the most important factor in their decision to leave UCT. Amongst African, coloured and white respondents, the highest group means were calculated for the factor “not awarded a bursary or UCT Financial Aid” (3.12, 3.55 and 3.28 respectively). Also amongst African, coloured and white respondents, the relatively high group means for the factor “cost of attending UCT was higher than expected” (3.04, 3.12 and 2.27 respectively) indicate that this was a particularly important factor in the decision not to return to UCT. The factor “I struggled to pay for my tuition fees,” returned the third highest group means for coloured and Indian students. In the case of African and white students, the third highest group means were computed in relation to the factor “I had to work in order to support my self whilst studying at UCT”, although it should be noted that that the mean for African respondents (2.85) was markedly higher than that for white respondents (1.85).

Amongst African respondents, the relatively high group means computed in relation to the factors “I struggled to pay my tuition fees” (group mean = 2.77), “I did not have enough money for basic living expenses (e.g. food, clothes or transport)” (2.32), “I struggled to pay for my residence/accommodation costs” (2.24) and “I had other financial commitments (e.g. dependants to support, debts to pay) whilst I was studying at UCT (2.20) indicate that these factors were of moderate significance in the decision not to return to UCT. Similarly, the relatively high group mean amongst coloured respondents in relation to the factor “I had to work to support myself whilst studying at UCT” (group mean = 2.55) indicates that this factor was of moderate to strong importance to this group of respondents.

The factor “not awarded a bursary or UCT Financial Aid” yielded the highest group means for both male and female respondents (3.39 and 3.31 respectively), whilst the “cost of attending UCT was higher than expected” yielded the second highest means for both groups (2.74 and 2.93 respectively). Amongst male respondents, the third highest group mean (2.45) was that in relation to the factor “I struggled to pay my tuition fees”; amongst female respondents however, the third highest group mean (2.49) was that in relation to the factor “I had to work to support myself whilst studying at UCT”.

Table 2.6b below summarises, by registration faculty, the group means computed in relation to each of the financial factors listed.

Financial Factor	REGISTRATION FACULTY									Overall Mean
	COM	GSB	EBE	HEA	HUM	LAW	SCI	Unknown		
High level "financial factors"	2.62	4.00	3.25	2.75	2.74	2.00	2.74	1.00	1.00	2.74
Struggled to pay tuition fees	2.24	3.00	3.00	2.45	2.59	1.00	2.32	1.00	1.00	2.43
Not awarded bursary or UCT Fin Aid	3.51	2.67	3.88	2.22	3.64	1.00	3.11	1.00	1.00	3.35
Struggled to pay res/accommodation costs	1.62	1.00	2.50	1.20	1.47	1.00	1.32	1.00	1.00	1.52
Awarded Fin Aid but couldn't pay UFC	1.27	3.33	1.50	1.33	1.19	1.00	1.05	1.00	1.00	1.27
Not enough money for basic living expenses	1.74	4.00	1.75	1.50	1.63	1.00	1.74	1.00	1.00	1.72
Cost of attending UCT higher than expected	2.93	3.33	3.63	3.30	2.73	1.00	2.47	3.00	1.00	2.84
Had to work to support self whilst at UCT	2.24	5.00	2.13	2.00	2.43	1.00	1.63	3.00	1.00	2.25
Struggled financially because of poor budgeting	1.45	2.33	1.00	1.30	1.26	1.00	1.32	1.00	1.00	1.34
Had other financial commitments	1.40	5.00	1.00	2.40	1.72	1.00	1.63	5.00	1.00	1.71

Table 2.6b: Importance of various financial factors in the decision to leave UCT: response means by race and by gender, and for all respondents

Table 2.6b suggests that “not [being] awarded a bursary or UCT Financial Aid” was the most important financial factor contributing to Commerce, Humanities and Science respondents’ decisions to leave UCT (group means of 3.51, 3.64 and 3.11 respectively). The unexpectedly high cost of attending UCT appeared to be the second most important amongst the financial factors to Commerce, Humanities and Science students. Amongst Health Sciences students, the unexpectedly high cost of studying at UCT appeared to be the most important of the financial factors (group mean = 3.30), followed by the factor “I struggled to pay my tuition fees” (group mean = 2.45).

Table 2.6c below summarises the group means, by accommodation type whilst UCT in relation to the list of financial factors. There were 9 respondents in DIGS/shared accommodation, 80 at home, 38 in UCT residence, and 6 in other accommodation.

Financial factors	DIGS/Shared Home	Other	UCT residence	Total
High level Financial factors	1.89	2.75	2.33	2.97
Struggled to pay tuition	1.56	2.60	2.00	2.32
Not awarded a bursary at UCT/ Fin Aid	4.56	3.37	4.60	2.84
Struggled to pay res/accommodation	1.11	1.11	1.20	2.46
Awarded Fin Aid but could not pay EFC	1.00	1.27	1.40	1.33
Not enough money for basic living expenses	1.33	1.56	2.40	2.05
Cost of attending UCT higher than expected	2.67	2.71	3.60	3.05
Had to work to support self	1.44	2.50	1.80	2.00
Struggled financially Because I did not budget properly	1.11	1.23	1.00	1.66
Had other financial commitments	1.44	1.85	2.40	1.39

Table 2.6c: Financial factors by accommodation type for all respondents.

Although all respondents indicated that “not [being] awarded a bursary or financial aid at UCT” was an important factor in their decision to leave, it was of more significance to those living in Digs/shared accommodation (mean score 4.56) and other types of accommodation (mean score 4.60) than for those respondents living at home (mean score 3.37) or in a UCT residence (2.84). A further financial factor, which contributed to respondents leaving, was the realisation that the “cost of attending UCT was higher than expected”. This seemed to particularly affect students who lived in “other accommodation” (3.60) or in a UCT residence (3.05) whilst studying at UCT.



Table 2.6d below summarises, by last academic progress code and academic year of study/seniority, the group means computed in relation to each of the financial factors listed.

Financial factor	Last academic progress code at UCT				Seniority at time of leaving UCT		
	CON & equiv	CAN	REP	Overall Mean	AYOS=1	AYOS=2	More Senior Students
High level Financial factors	2.71	2.50	2.92	2.74	2.92	2.68	2.53
Struggled to pay tuition	2.51	2.35	2.31	2.43	2.66	2.38	2.13
Not awarded a bursary at UCT/ Fin Aid	3.35	3.15	3.45	3.35	3.22	3.67	3.06
Struggled to pay res/accommodation	1.46	1.65	1.54	1.52	1.54	1.41	1.63
Awarded Fin Aid but could not pay EFC	1.36	1.25	1.11	1.27	1.45	1.07	1.31
Not enough money for basic living expenses	1.76	1.45	1.79	1.72	1.78	1.60	1.84
Cost of attending UCT higher than expected	3.01	2.40	2.77	2.84	3.12	2.64	2.72
Had to work to support self	2.46	1.95	2.05	2.25	2.35	2.11	2.31
Struggled financially Because I did not budget properly	1.40	1.20	1.31	1.34	1.41	1.23	1.39
Had other financial commitments	1.76	1.40	1.79	1.71	1.70	1.60	1.90

Table 2.6d: Financial factors by last academic progress code and year of study/seniority

Table 6d shows that not being awarded a bursary or UCT Financial Aid was the most important factor leading to the withdrawal of “CON”, “CAN” and REP” students (group means of 3.35, 3.15 and 3.45 respectively), and that the unexpectedly high cost of studying at UCT was the second most important financial factor to all three groups (group means of 3.01, 2.4 and 2.77 respectively). The third highest scoring factor for all three groups (“struggled to pay tuition”) was of particular importance to students within the “CAN” group (group mean of 2.51). A particularly high group mean was also computed for the factor “had to work to support myself” was also computed in relation to respondents in the “CAN” group. Not being awarded a bursary of Financial Aid was the most important amongst the listed financial factors amongst all students, regardless of seniority, although a particularly high group mean for the factor was computed for second year students (3.67). The unexpectedly high cost of studying at UCT emerged as the second most important financial factor amongst first year, second year and more senior students (group means of 3.12, 2.64 and 2.72 respectively), but it should be noted that the group means in relation to this factor were markedly lower amongst second year and more senior students. Struggling to pay tuition fees was the third most important factor in the withdrawal of first and second year students; in the case of more senior students, the third highest group mean was computed in relation to the factor “had to work to support myself”.

Respondents were asked to comment further on any other financial factors that contributed in them leaving the University. Various comments were received as outlined in Table 2.6d below: 15% mentioned financial difficulties, 4% were awarded bursaries by another institution, 3% were not awarded financial aid at UCT 62% did not comment and 17% made a range of other comments (see appendix Table 6d(i) for complete list).

Other financial comments	Frequency	Percentage
Financial difficulties	20	15%
Awarded bursary elsewhere	6	4%
Not given fin aid, had to take a loan	4	3%
Other	21	16%
No comments	83	62%
	134	100%

Table 2.6d: Further comments on Financial Factors by number of respondents and percentage.

### 2.3.4 Detailed analysis of Aspects of Student life at UCT

Respondents were asked to rate the importance (on a 5-point Likert scale) of a range of aspects of student life that may have influenced their decisions to leave UCT. Their responses are summarised in Table 7 below, along with the mean scores for each issue by race and by gender. The mean scores to the high level “aspect of student life factors” questions are also shown in the first row of Table 2.7a. The three highest mean scores computed for each race and gender group, and for all respondents, are highlighted in grey:

Aspects of Student life	Race					Overall	Gender	
	African	Coloured	Indian	White	Other	Mean	Female	Male
High level aspects of student life	2.12	1.94	1.29	2.23	2.50	2.02	2.07	1.95
Living away from home & homesick	1.60	1.41	2.12	1.53	2.00	1.61	1.76	1.42
Very few students from my old school	3.04	2.94	2.94	2.38	1.00	2.69	2.70	2.67
Unhappy living in residence/digs	1.17	1.21	1.18	1.60	1.00	1.34	1.37	1.30
Didn't know many people & difficult to make friends	1.20	1.64	1.41	1.71	1.00	1.53	1.64	1.39
Discriminated because of religious affiliation	1.16	1.21	1.12	1.13	2.25	1.19	1.19	1.19
Difficult to adjust to aspects of daily life	1.48	1.52	2.12	1.44	1.00	1.54	1.53	1.56
Didn't join clubs/societies that interested me.	2.12	3.24	2.47	2.28	2.00	2.52	2.83	2.14
Experienced language/cultural barrier at UCT	1.60	1.27	1.06	1.52	1.75	1.42	1.39	1.46
Student body was not diverse enough	2.04	1.24	1.24	1.42	2.00	1.49	1.41	1.58
Student body was too diverse	1.60	1.09	1.00	1.13	1.00	1.19	1.13	1.26
Felt discriminated against because of my race	1.40	1.18	1.41	1.10	1.50	1.24	1.26	1.21
experienced conflict/clashes with other students	1.36	1.18	1.06	1.04	1.00	1.14	1.19	1.09

Table 2.7a: Importance of various aspects of student life in the decision to leave UCT: response means by race and by gender, and for all respondents.

The factor “very few students from my old school” appeared most significant to the African respondents in influencing their decision to leave university (3.04) but of less importance to white respondents (2.38). Among the coloured respondents, relatively high group means computed were in relation to the factors “very few students from my old school” (2.94) and “didn’t join clubs/societies that interested me,” (3.24) indicate that these factors were of moderate significance in their decisions to leave UCT. The same two factors reflect slightly higher group means for females (2.70 and 2.83 respectively) than for males (2.67 and 2.14 respectively). Insufficient diversity within the student body was of low to moderate importance to African students (amongst whom the group mean was 2.04, which was markedly higher than that for other races).

Table 2.7b below summarises the response means calculated by student accommodation type, in relation to the range if aspects of student life

Aspects of Student life	DIGS/Shared Home	Other	UCT residence	Overall Mean
High level aspects of student life	2.56	1.83	1.50	2.32
Living away from home & homesick	2.00	1.12	1.80	2.45
Very few students from my old school	3.00	2.51	3.40	2.69
Unhappy living in residence/digs	1.22	1.09	2.00	1.76
Didn't know many people & difficult to make friend	1.67	1.51	1.60	1.51
Discriminated because of religious affiliation	1.44	1.25	1.00	1.03
Difficult to adjust to aspects of daily life	1.78	1.42	1.40	1.76
Didn't join clubs/societies that interested me.	1.89	2.93	1.80	1.92
Experienced language/cultural barrier at UCT	1.56	1.38	1.40	1.46
Student body was not diverse enough	2.00	1.39	2.00	1.49
Student body was too diverse	1.00	1.13	1.00	1.38
Felt discriminated against because of my race	1.11	1.34	1.00	1.08
Experienced conflict/clashes with other students	1.22	1.13	1.00	1.17

Table 2.7b: Aspects of student life by accommodation type for all respondents.

Respondents living in Digs/shared accommodation and in residence had the highest group means for the factor “very few students from my old school” (3.00 and 3.40 respectively) whereas the factor “didn’t join clubs/societies that interested me” appeared to be of more significance to respondents living at home (2.93) than to the other groups. Not living on campus, and associated problems of transports/commuting may have made it difficult for respondents not living on campus to join and participate in clubs and societies.

As can be seen in Table 2.7c below, the group mean in relation to the “very students from my old school” factor was particularly high (3.28, in comparison with 2.69 amongst all respondents). It is also of interest to note that the group means for second year and more senior students in relation to this factor (2.87 and 3.03 respectively) were higher than that computed for first year students (2.30). Respondents within the “CAN” group appear to have been more influenced by the fact that they didn’t know many people at UCT and struggled to make friends (group mean = 1.82) that those within the “CON” and “REP” groups (group means of 1.44 and 1.25 respectively). Interestingly, the same applies to more senior students (group mean = 1.77) in comparison with first year and second year students (group means of 1.46 in each case).

Aspect of Student Life	Last academic progress code at UCT				Seniority at time of leaving UCT		
	CON & equiv	CAN	REP	Overall Mean	AYOS=1	AYOS=2	More Senior Students
High level aspects of student life	2.12	1.82	2.05	2.02	2.16	2.02	1.77
Living away from home & homesick	1.56	1.67	1.65	1.61	1.56	1.57	1.73
Very few students from my old school	2.34	3.28	2.70	2.69	2.30	2.87	3.03
Unhappy living in residence/digs	1.27	1.41	1.40	1.34	1.25	1.34	1.47
Didn't know many people & difficult to make friends	1.44	1.82	1.25	1.53	1.46	1.45	1.77
Discriminated because of religious affiliation	1.18	1.23	1.15	1.19	1.22	1.28	1.00
Difficult to adjust to aspects of daily life	1.66	1.38	1.45	1.54	1.62	1.49	1.50
Didn't join clubs/societies that interested me.	2.65	2.50	2.10	2.52	2.46	2.46	2.70
Experienced language/cultural barrier at UCT	1.40	1.56	1.20	1.42	1.46	1.47	1.27
Student body was not diverse enough	1.51	1.51	1.35	1.49	1.60	1.28	1.63
Student body was too diverse	1.22	1.21	1.05	1.19	1.26	1.13	1.17
Felt discriminated against because of my race	1.22	1.31	1.15	1.24	1.32	1.23	1.10
Experienced conflict/clashes with other students	1.15	1.18	1.05	1.14	1.18	1.13	1.10

Table 2.7c: Aspects of student life by last academic progress code and academic year for all respondents

### 2.3.5 Detailed analysis of Health issues

Respondents were asked to rate the importance (on a 5-point Likert scale) of a range of health issues that might have influenced their decisions to leave UCT. These issues are listed in Table 2.8a below, along with the mean scores for each issue by race and by gender. The highest mean scores computed for each race group, and for all respondents, are highlighted in grey:

Health Issues	Race					Overall	Gender	
	African	Coloured	Indian	White	Other	Mean	Female	Male
High level health issues	2.12	1.62	1.59	1.71	2.00	1.76	1.79	1.71
Personally suffered physical health problems	1.88	1.55	1.24	1.45	1.50	1.53	1.56	1.49
Family member/close friend/ traumatic event	2.04	1.59	1.24	1.47	1.25	1.57	1.66	1.47
Personal problems with substance abuse	1.04	1.03	1.00	1.33	1.00	1.14	1.06	1.25
Personal mental health problems	1.88	1.68	1.24	1.67	1.50	1.65	1.67	1.63

Table 2.8a: Importance of various health issues in the decision to leave UCT: response means by race and by gender, and for all respondents

The overall means for each of these factors were less than 2, indicating that they were of minor importance in the decision to leave UCT. However, the factors “personally suffered physical health problems” and “a family member or close friend suffered physical or mental health problems, or a traumatic event” returned higher group means for the African respondents (1.88 and 2.04 respectively). A slightly higher group mean for the factor “personal problems with substance abuse” was observed amongst the White respondents (1.33) and the group means for the factor “personal mental health problems” were higher than the overall mean for African respondents (1.88).

The means in relation to the various health issues are shown in Table 2.8b below, as a function of respondents’ home faculties

Health Issues	Com	Eng	Hum	Law	Med	Sc	GSB	(blank)	Overall Mean
High level health issues	1.86	1.50	1.62	1.50	2.33	1.72	1.33	1.00	1.76
Personally suffered physical health problems	1.48	1.75	1.43	1.00	2.17	1.50	1.33	1.00	1.53
Family member/close friend/ traumatic event	1.63	1.50	1.55	3.00	1.67	1.44	1.00	1.00	1.57
Personal problems with substance abuse	1.23	1.00	1.12	1.00	1.33	1.00	1.00	1.00	1.14
Personal mental health problems	1.63	1.63	1.57	2.50	2.27	1.56	1.00	1.00	1.65

Table 2.8b: Health issues by faculty

Respondents from the Faculty of Health Sciences reflected relatively high means for the factors “personally suffered physical health problems” and “personally suffered mental health problems” (2.17 and 2.27 respectively), suggesting that these factors may have been of moderate importance in these respondents’ decisions to leave UCT.

Table 8c below shows that the mean scores for each of the health factors listed diminished with the student seniority at the time of leaving UCT:

Health Factor	Last academic progress code at UCT				Overall Mean	Seniority at time of leaving UCT		
	CON & equiv	CAN	REP	More Senior Students		AYOS=1	AYOS=2	Students
High level health issues	1.80	1.85	1.45	1.76	1.94	1.62	1.66	
Personally suffered physical health problems	1.61	1.54	1.25	1.53	1.73	1.33	1.50	
Family member/close friend/ traumatic event	1.76	1.36	1.35	1.57	1.86	1.46	1.27	
Personal problems with substance abuse	1.09	1.10	1.40	1.14	1.20	1.09	1.13	
Personal mental health problems	1.75	1.69	1.25	1.65	1.88	1.58	1.37	

Table 2.8bc: Health issues by last academic progress code and academic year

Relatively high mean scores were computed amongst “CON” students in relation to the “family/close friend traumatic event” and “personal mental health problems” factors (group means of 1.76 and 1.75 respectively in comparison with overall means

of 1.57 and 1.65) indicate that these factors may have been moderately important in these respondents' decisions to withdraw from UCT.

### 2.3.6 Detailed analysis of satisfaction with student facilities at UCT

Respondents were asked to rate their impressions of a range of student facilities at UCT on a 5-point Likert scale.

Satisfaction with student facilities	Race					Overall Mean	Gender	
	African	Coloured	Indian	White	Other		Female	Male
Undergraduate Funding Office	3.27	3.43	3.33	3.33	2.67	3.32	3.19	3.46
Faculty Offices	3.84	3.68	3.71	3.37	3.00	3.58	3.36	3.84
Fees Office	3.40	3.70	3.87	3.72	2.50	3.62	3.66	3.57
Curriculum advice/Counselling	3.75	3.96	3.58	3.39	4.33	3.66	3.79	3.51
Student Counselling Services	3.91	3.89	3.60	3.40	4.00	3.73	3.53	3.94
Residence accommodation	4.00	3.40	3.57	3.68	4.00	3.76	3.79	3.72
Careers office	4.00	3.94	4.00	3.70	2.50	3.84	3.82	3.87
Career Development Programme	4.08	4.10	4.00	3.22	4.00	3.87	4.29	3.63
Student social space	3.96	3.79	3.82	3.96	4.25	3.91	3.86	3.96
Student health services	4.24	4.00	3.80	3.65	4.00	3.93	3.83	4.04
Computer laboratories	4.21	3.91	4.06	3.93	2.75	3.96	3.84	4.11
Student clubs & societies	4.05	4.15	3.67	3.93	4.00	3.96	3.83	4.08
Writing Centre	4.00	4.24	4.00	3.73	3.00	4.00	4.11	3.92
Sports facilities	4.18	4.11	4.09	4.15	3.00	4.11	4.03	4.16
Laboratories and field equipment	4.67	4.09	4.14	4.18	5.00	4.27	4.21	4.33
Library & knowledge commons	4.75	4.32	4.53	4.67	3.75	4.55	4.53	4.57
Other	3.00	1.00	3.00			2.50	4.00	1.00

Table 2.9a: Satisfaction with student facilities at UCT: response means by race and by gender, and for all respondents.

These facilities are listed in Table 2.9a above, along with the mean scores computed in relation to each facility, organised by race and by gender. Satisfaction with the Undergraduate Funding Office, Faculty Offices and the Fees Office returned the lowest means (3.32, 3.58 and 3.62) respectively, but these means nevertheless indicated that most respondents thought that these facilities rated between “average” and “good”. Respondents were most impressed with the Library and Knowledge Commons, laboratories and field equipment, and sport facilities (overall means of 4.55, 4.27, and 4.11 respectively). These three facilities were the top scoring ones amongst African, Indian and white respondents. Coloured respondents however were marginally more impressed with UCT's clubs and societies (mean = 4.15) and sports facilities (mean = 4.11) and the Career Development Programme (mean = 4.10) than with laboratories and field equipment (mean = 4.09). Male respondents ratings of student facilities followed those amongst the whole group, whilst female respondents were somewhat more satisfied with the Career Development Programme (mean = 4.29) and the Writing Centre (mean = 4.11) than with UCT's sports facilities (mean = 4.03).

(Tables 2.9b and 2.9c are inserted as appendix with Faculty and type of accommodation detailed responses).

### 2.3.7 Detailed analysis of General issues

In this section respondents were asked to either say yes or no to the following three questions:

### 2.3.7.1 “Were there any other ways in which your expectations were not met by UCT?”

Respondents choosing the “yes” option in answer to this question were invited to explain why this was so, in an open comment area.

As outlined in Table 2.10a below, less than a quarter of the respondents (24%) selected the “yes” option in answer to this question:

Expectations were not met?	African	Coloured	Indian	White	Other	Total	Female	Male
Yes	19%	20%	29%	25%	50%	24%	24%	24%
No	81%	77%	65%	71%	50%	73%	72%	74%
Maybe	0%	0%	6%	0%	0%	1%	1%	0%
Not answered	0%	3%	0%	4%	0%	2%	3%	2%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 2.10a: Were there any other ways in which your expectations were not met by UCT?: response by race and gender for all respondents.

It is of interest to note that in comparison with the whole group, slightly larger proportions of the white and Indian respondents (25% and 29% respectively) chose the “yes” option. The comments returned by those respondents who felt that there were other ways in which UCT had not met their expectations ranged from “unstimulating” courses to the poor quality of residence food. Out of 39 comments made here, 15 were of an academic nature, 14 were related to services and the balance referred to social issues. A complete list of these responses is included as Table 2.10a(i) in the appendix.

### 2.3.7.2: Were there any other factors (not already mentioned above) that contributed to your decision to leave UCT?”

Again, respondents choosing the “yes” option in answer to this question were invited to explain what these were, in an open comment area

As can be seen in Table 2.10b below, 22% of respondents answered in the negative and 78% in the affirmative, indicating that survey instrument had covered most of the main aspects that affect the decision to leave UCT.

Any other factors	African	Coloured	Indian	White	Other	Total	Female	Male
Yes	15%	29%	12%	27%	0%	22%	28%	16%
No	85%	69%	88%	69%	100%	75%	70%	83%
Not answered	0%	3%	0%	4%	0%	2%	3%	2%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 2.10b: Were there any other factors that contributed to your decision to leave UCT, response by race and gender for all respondents.

Larger proportions of the white and coloured respondents (29% and 27% respectively, in comparison with 22% of all respondents) and of the female respondents (28%, in comparison with only 16% of the male respondents) selected the “yes” option in answer to this question. The factors mentioned by those who answered in the affirmative ranged from problematic crime on campus to disorganised academic departments. Table 2.10b(i) in the appendix provides a detailed list of comments returned in this section of the questionnaire.

### 2.3.7.3: “Do you think that you are likely to return to UCT in the future?”

Respondents who thought that they would return to UCT were asked when they expected to do so, and what they would like to study when they returned.

Table 2.10c below indicates that more than half of the respondents (55%) thought that they would return to UCT at some stage, whilst 40% answered in the negative.

Return to UCT	African	Coloured	Indian	White	Other	Total	Female	Male
Yes	73%	54%	35%	52%	75%	55%	53%	59%
No	27%	40%	59%	40%	25%	40%	43%	34%
Possibly	0%	0%	0%	4%	0%	1%	1%	2%
If get a bursary,would return	0%	0%	0%	2%	0%	1%	0%	2%
Not answered	0%	6%	6%	2%	0%	3%	3%	3%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 2.10c: Are you likely to come back to UCT, respondents by race and gender for all respondents.

A particularly large proportion of the African respondents (73%, in comparison with 55% of all respondents) chose the yes option in answer to this question. Conversely, a considerably smaller proportion of the Indian respondents (35%, in comparison with 55% of all respondents) thought that they would return to UCT at some stage. Respondents who answered selected the “yes” option most frequently said they would return in 2006 (21 respondents), or in 2005 (13 respondents) or were not sure when they would re-register at UCT (20 respondents).

## Appendix

# UNIVERSITY OF CAPE TOWN



## INSTITUTIONAL PLANNING DEPARTMENT

Bremner Building  
Lovers' Walk, Rondebosch  
Postal Address University of Cape Town, Private Bag Rondebosch 7700  
Telephone: (021) 650-2179 Fax No: (021) 650-2114  
aconrad@bremner.uct.ac.za

**12 November 2004**

**Dear Former UCT Student**

### **Re: Invitation to Participate in a Former Student Follow-Up Survey**

Our records show that you left UCT at the end of 2003 or during 2004 without completing your undergraduate studies and we would hereby like to invite you to participate in a survey of former UCT students.

#### **Reasons for the Survey**

The information in this survey is being gathered in an effort to better understand the reasons why students leave the university before completing their course of study. Your honest and thoughtful responses are very important to our efforts to improve the quality of the educational experience of our students. The University of Cape Town is interested in your input.

#### **Anonymity/ Confidentiality**

To preserve your anonymity your name is not requested. However, each questionnaire is marked with a number to allow us to track replies and to send reminders to respondents who have not returned the questionnaire. The names linked to these numbers will only be known by the working group mailing the questionnaires.

#### **Information about the Survey**

If you need any information about this survey please contact Ashraf Conrad on (021) 650-3375 or [aconrad@bremner.uct.ac.za](mailto:aconrad@bremner.uct.ac.za) or Fax: (021) 650-2114, Subject: Former Student Follow-Up Survey.

#### **Admissions Office**

If you need any information about returning to UCT, please contact:

By post: The Admissions Office, University of Cape Town, Private Bag, Rondebosch, 7701  
In person: The Admissions Office, Third floor, Kramer Building, Middle Campus  
By email: [admissions@bremner.uct.ac.za](mailto:admissions@bremner.uct.ac.za)  
By telephone: 021 650-2128  
By fax: 021 650-5189

#### **Return of Questionnaires**

We would appreciate it if you could return the questionnaire by the **26 November 2004**.

Thank you.

Yours sincerely,

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Ashraf Conrad  
Institutional Planning Department  
University of Cape Town

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"OUR MISSION is to be an outstanding teaching and research university, educating for life and addressing the challenges facing society."



**UNIVERSITY OF CAPE TOWN**  
**FORMER STUDENT FOLLOW-UP SURVEY**

**A. BACKGROUND**

A1. Why did you decide to register at UCT? Please comment briefly in the space below:

\_\_\_\_\_

\_\_\_\_\_

A2. Who or what was the main influence on your initial choice of programme and majors/stream at UCT? Please TICK ONE box:

Personal interest	<input type="checkbox"/>
Parental influence	<input type="checkbox"/>
Advice of teachers at school	<input type="checkbox"/>
Bursary/scholarship/study loan opportunities	<input type="checkbox"/>
Pre-admissions career counselling at UCT	<input type="checkbox"/>
Information/advice obtained during a UCT school visit or UCT Open Day	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

A3. What have you been doing since you left UCT? Please tick appropriate box:

Studying full-time elsewhere	<input type="checkbox"/>
Working on a full-time basis	<input type="checkbox"/>
Studying part-time whilst working	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>

A4. If you are currently studying elsewhere (on either a full-time or a part-time basis), please tell us:

A4.1 The name of the institution with which you are registered \_\_\_\_\_

A4.2 The programme or course for which you are registered \_\_\_\_\_

A5. If you are currently studying elsewhere (on either a full-time or a part-time basis), do you think you will complete your present programme/course?

YES	NO
-----	----

**Please complete the questions below which will help us understand why you chose to leave UCT without completing your degree/diploma**

**B. FINANCIAL FACTORS**

B1. How important were financial issues in your decision not to return to UCT? Please TICK appropriate box:

Extremely	Very	Moderately	Slightly	Not at all
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B2. Please indicate to what extent the following statements applied to you during your studies at UCT (please TICK one appropriate box per numbered item):

	Very strongly	Strongly	Moderately	Not much	Not at all
B2.1 I struggled to pay for my tuition fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.2 I was not awarded a bursary or UCT financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.3 I struggled to pay for my residence/accommodation costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.4 I was awarded a financial aid package but could not pay the Expected Family Contribution (EFC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.5 I did not have enough money to pay for basic living expenses (e.g. food, clothes or transport)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.6 The cost of attending UCT was higher than I had expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.7 I had to work in order to support myself whilst studying at UCT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.8 I struggled financially because I had not budgeted properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2.9 I had other financial commitments (eg dependants to support, debts to pay) whilst I was studying at UCT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3. Please use the space below to comment further any financial factors that may have contributed to your decision to leave

\_\_\_\_\_

\_\_\_\_\_

## C ACADEMIC FACTORS

C1. How important were academic factors on your decision to leave UCT? Please TICK appropriate box.

Extremely	Very	Moderately	Slightly	Not at all
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C2. Please indicate to what extent the following statements apply to your experience of studying at UCT (please TICK one appropriate box per numbered item):

	Very strongly	Strongly	Moderately	Not much	Not at all
C2.1 I was not accepted into my first choice of programme					
C2.2 I was dissatisfied with my academic performance at UCT					
C2.3 I was not happy with the quality or course content of the programme for which I was registered					
C2.4 I found the academic workload excessive and it was difficult to manage my time					
C2.5 I felt that the course assessment/marketing procedures used were unfair					
C2.6 It seemed to me that my schooling had not prepared me adequately for university studies					
C2.7 I had difficulty with some aspects of the learning environment (eg large classes, computer access, library access)					
C2.8 I experienced academic problems and did not get enough support					
C2.9 I felt that I did not get adequate feedback from teaching staff on my academic progress					
C2.10 I experienced personal conflict with one or more of the teaching staff (lecturers or tutors)					
C2.11 I did not have enough information to properly plan my curriculum from the outset					
C2.12 I found that I was not suited to the programme for which I was registered					
C2.13 An error in my curriculum meant that I would have had to spend an extra year at UCT					
C2.14 I would have considered changing to a different programme but appropriate advice was not accessible					

C3. Please use the space below to comment further on any academic aspects of your experience at UCT that may have contributed to your decision to leave:

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## D ASPECTS OF STUDENT LIFE AT UCT

D1. How important were social or personal issues in your decision to leave UCT? Please TICK appropriate box:

Extremely	Very	Moderately	Slightly	Not at all
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D2. Please indicate to what extent the following statements apply to your experience of studying at UCT (please TICK one appropriate box per numbered item):

	Very strongly	Strongly	Moderately	Not much	Not at all
D2.1 Whilst studying at UCT, I was living away from home and I was homesick and lonely					
D2.2 When I started studying at UCT, I found there were very few students from my old school					
D2.3 I was unhappy living in residence/digs					
D2.4 I didn't know many people when I arrived at UCT and I found it difficult to make friends					
D2.5 I felt that I was discriminated against because of my religious affiliation					
D2.6 I found it difficult to adjust to aspects of daily life at UCT (eg food, language, social aspects)					
D2.7 I did not join, or take part in, the clubs/societies that interested me					
D2.8 I experienced language or cultural barriers at UCT					
D2.9 I felt that the student body at UCT was not diverse enough					
D2.10 I felt that the student body at UCT was too diverse					
D2.11 I felt discriminated against because of my race					
D2.12 I experienced conflict or clashes with other students at UCT					

D3. Please use the space below to comment further on any social/personal aspects of your experience at UCT that may have contributed to your decision to leave:

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**E. HEALTH ISSUES**

E1. How important were personal or family health issues in your decision to leave UCT? Please TICK appropriate box:

Extremely	Very	Moderately	Slightly	Not at all
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E2. Please indicate to what extent the following statements applied to your experiences whilst studying at UCT (please TICK one appropriate box per numbered item):

	Very strongly	Strongly	Moderately	Not much	Not at all
E2.1 I personally suffered physical health problems whilst studying at UCT					
E2.2 A family member or close friend suffered physical or mental health problems, or a traumatic event, whilst I was at UCT					
E2.3 I had personal problems with substance abuse during this period					
E2.4 I personally suffered mental health problems, or experienced a traumatic incident, whilst studying at UCT					

E3. Please use the space below to comment further on any physical or mental health issues that may have contributed to your decision to leave:

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**F. GENERAL ISSUES**

F1. Were there any other ways in which your expectations were not met by UCT?

YES	NO
-----	----

If YES, please use the space below to explain why this was the case:

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F2. Were there any other factors (not already mentioned above) that contributed to your decision to leave UCT?

YES	NO
-----	----

If YES, please use the space below to explain what these factors were:

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F3. Please describe briefly, in the space below, the sequence of events that led to your decision to leave UCT:

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F4. Do you think that you are likely to return to UCT in the future?

YES	NO
-----	----

If YES, when do you expect to return? \_\_\_\_\_

**AND**

What would you like to study when you return? \_\_\_\_\_

**G. YOUR SATISFACTION WITH STUDENT FACILITIES AT UCT**

G1. Please rank your impression of the following facilities for students at UCT according to the scale below (please TICK one appropriate box per numbered item):

	Excellent	Good	Average	Poor	Very Poor	Did not use this at all
G1.1 Library and Knowledge Commons						
G1.2 Computer laboratories						
G1.3 Laboratories and field equipment						
G1.4 Student social space such as cafeterias, plazas and meeting rooms						
G1.5 Student residence accommodation						
G1.6 Sports facilities						
G1.7 Student Health Services						
G1.8 Writing Centre						
G1.9 Undergraduate Funding Office						
G1.10 Student Counselling Services						
G1.11 Careers Office						
G1.12 Faculty Offices						
G1.13 Student clubs and societies						
G1.14 Fees Office						
G1.15 Curriculum advice/counselling						
G1.16 Career Development Programme						
G1.17 Other, please specify:						

G2. Did your unhappiness with any of the facilities for students at UCT contribute to your decision to leave the university? Please comment in the space below:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**H. PERSONAL DETAILS**

Please complete the following personal profile:

H1. Your racial group  AFRICAN  COLOURED  INDIAN  WHITE  OTHER

H2. Your gender  FEMALE  MALE

H3. Your home language \_\_\_\_\_

H4. Your home town and province \_\_\_\_\_

H5. The last programme for which you were registered at UCT (please state programme AND majors or area of specialisation) \_\_\_\_\_

H6. Your last academic year of study (eg first year, second year, third year etc) \_\_\_\_\_

H7. Your most recent term-time accommodation whilst at UCT - please TICK appropriate box:

HOME	<input type="checkbox"/>
UCT RESIDENCE	<input type="checkbox"/>
DIGS/SHARED ACCOMMODATION	<input type="checkbox"/>
OTHER, PLEASE SPECIFY	<input type="checkbox"/>

**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.  
IF YOU WOULD LIKE TO COMMENT FURTHER ON ASPECTS OF  
YOUR EXPERIENCE OF UCT AND/OR YOUR DECISION TO LEAVE,  
PLEASE USE A SEPARATE SHEET AND ENCLOSE.**

Not suited to the course	8%	11
Lecturers unavailable/unapproachable	4%	5
Did not enjoy course	3%	4
No academic problems	3%	4
Access to comp labs difficult	2%	3
Well suited to the course	1%	2
ADP was too slow paced	1%	1
At dance school, problematic that academic work did not ca	1%	1
Classes overcrowded	1%	1
Course material difficult and not user friendly	1%	1
Degree not first choice	1%	1
DEnied leave by IS HOD to attend father's funeral	1%	1
Did not leave because of academic reasons	1%	1
Error with course meant 2 extra yrs of study	1%	1
Excessive workload	1%	1
Failed 2 courses	1%	1
Failed maths in 1st yr	1%	1
Felt "out of depth" in course	1%	1
Good academic quality	1%	1
Had problems with bureacracy when changing program	1%	1
Left because UCT did not offer Vet Sci	1%	1
Library overcrowded	1%	1
Lost motivation due to personal issues	1%	1
Majority of lecturers unstimulating	1%	1
Marking procedures very slow	1%	1
More curriculum info needed	1%	1
Needed advice on what courses to do	1%	1
Negative effect of changes in MBCHB Curriculum	1%	1
Negative marking a big problem	1%	1
Not accepted into 1st choice	1%	1
Not told extra credits needed for degree	1%	1
Overburdened with work, family and study	1%	1
Refused an extension which in 0% for an assignment	1%	1
Timetable problems	1%	1
Tired of studying	1%	1
Tutorials not helpful	1%	1
Tutorials were confusing	1%	1
University of Pret only place that offers Vetinary Science	1%	1
Very bored with course	1%	1
Very happy with support at UCT	1%	1
Wanted to improve performance	1%	1
Was forced to do a subject that I hated	1%	1
Would have preferred to stay	1%	1
No comments	51%	68
Total	100%	134

Table 2.5b (i): Additional comments on experience of academic aspects for all respondents

General Comments	Total	Percentage
Financial difficulties	20	15%
Awarded bursary	6	4%
Not given fin aid, had to take a loan	4	3%
Everything at UCT too expensive	2	1%
Expensive to fly home	2	1%
Father was retrenched	2	1%
Not about finances	2	1%
Course & equipment expensive	1	1%
Difficulty in meeting study group due to transport problems.	1	1%
Fees office unhelpful	1	1%
Had financial Aid	1	1%
Lost my sponsorship	1	1%
Many siblings requiring resources for ed	1	1%
Needed to start working	1	1%
Not because of financial difficulties	1	1%
Not given fin aid, would otherwise have returned	1	1%
Offered a rugby bursary by U of Natal	1	1%
Residence too expensive	1	1%
Textbooks expensive	1	1%
Too much bureacracy in applying for Aid	1	1%
No comments	83	62%
Grand Total	134	100%

Table 2.6d(i): Further comments on Financial Factors by number of respondents and percentage.

Satisfaction with student facilities	Com	Eng	GSB	Hum	Law	Med	Sc	(blank)	Overall Mean
Undergraduate Funding Office	3.13	3.57		3.39	3.00	3.50	3.43		3.32
Faculty Offices	3.20	4.25	3.00	3.68	3.50	3.89	3.89	3.00	3.58
Fees Office	3.61	3.57	2.50	3.72	3.00	3.36	3.93	2.00	3.62
Curriculum advice/Counselling	3.31	4.17		3.87	1.00	4.00	3.73	1.00	3.66
Student Counselling Services	3.62	3.67	2.00	3.93		4.00	3.80		3.73
Residence accommodation	3.85	4.00		3.42	3.00	3.83	4.00		3.76
Careers office	3.93	3.83	2.00	4.00		3.33	3.63		3.84
Career Development Programme	3.82	3.80	5.00	4.11		4.00	3.25		3.87
Student social space	3.86	3.63	5.00	3.96	3.00	3.73	4.17	3.00	3.91
Student health services	3.83	4.50		3.94	2.00	4.00	4.40		3.93
Computer laboratories	4.20	3.75	3.50	3.78	3.50	4.27	3.78	5.00	3.96
Student clubs & societies	3.92	4.00	1.00	3.96	3.00	4.20	4.25		3.96
Writing Centre	4.06	3.67		4.13		3.50	4.00		4.00
Sports facilities	3.93	4.43	2.00	4.17	4.00	4.40	4.30		4.11
Laboratories and field equipment	4.40	4.33		4.17	3.00	3.86	4.47		4.27
Library & knowledge commons	4.45	4.50	5.00	4.66	4.00	4.50	4.56	5.00	4.55
Other	1.67			5.00					2.50

Table 2.9b: Satisfaction with student facilities at UCT: response means by faculty for all respondents.

Satisfaction with student facilities	DIGS/Shared Home	Not answer	Other	UCT residence	Overall Mean	
Undergraduate Funding Office	3.33	3.29		2.50	3.45	3.32
Faculty Offices	3.22	3.58		3.60	3.67	3.58
Fees Office	3.13	3.61		2.60	3.94	3.62
Curriculum advice/Counselling	4.33	3.84		2.00	3.35	3.66
Student Counselling Services	4.00	3.77			3.64	3.73
Residence accommodation	4.33	3.43		3.00	3.81	3.76
Careers office	4.50	3.72		4.00	4.00	3.84
Career Development Programme	4.00	4.11		4.00	3.59	3.87
Student social space	3.89	3.82		4.17	4.05	3.91
Student health services	4.00	4.00		3.00	3.89	3.93
Computer laboratories	4.11	3.81		4.00	4.22	3.96
Student clubs & societies	3.86	3.81		4.33	4.14	3.96
Writing Centre	3.67	4.08		4.00	3.93	4.00
Sports facilities	4.50	4.03		4.00	4.15	4.11
Laboratories and field equipment	4.50	4.13		4.50	4.39	4.27
Library & knowledge commons	4.56	4.42		4.83	4.76	4.55
Other		2.50				2.50

Table 2.9c: Satisfaction with student facilities at UCT: response means by accommodation type for all respondents.

Other ways in which expectations were not met	Total	Percentage
Course slow & unstimulating	2	1.49%
Disappointed with admin of university	2	1.49%
Bad course	1	0.75%
Course marketed above expectations	1	0.75%
Students did not take genuine interest in their course	1	0.75%
Did not offer desired course	1	0.75%
Dance school only focused on performers not "teach	1	0.75%
Did not get good advice at registration	1	0.75%
Registration was very unorganised	1	0.75%
Individuals in administration were hostile & confronta	1	0.75%
Poor services by admin	1	0.75%
Poor services from faculty	1	0.75%
Financial Aid application refused without reason give	1	0.75%
Fees office unhelpful	1	0.75%
Difficulty with changing programme	1	0.75%
Excellent facilities	1	0.75%
Expected a more Afro-centric curriculum	1	0.75%
Expected youngsters all races to be united	1	0.75%
Failed 2nd yr of IS, was kicked out of dept	1	0.75%
Finances are NB	1	0.75%
Groups stayed together	1	0.75%
Insufficient academic support	1	0.75%
Lack of computer access	1	0.75%
Lack of relationships betw staff & students	1	0.75%
Lecturers helpful	1	0.75%
Lecturers helpful/unapproachable	1	0.75%
Libraries not conducive to studying	1	0.75%
Negative marking is problematic	1	0.75%
No support in how to change programme	1	0.75%
Overcrowded lecture theatres	1	0.75%
Person in charge of supps lacked sympathy	1	0.75%
Poor quality exam venues	1	0.75%
Res food poor	1	0.75%
Selection of subjects	1	0.75%
Was told that graduation was not possible even if as	1	0.75%
N/A	2	1.49%
No comments	95	70.90%
	134	100%

Table 2.10a(i): Other ways in which expectations were not met.

Factors that contributed to your decision to leave UCT	Total	%
Financial reasons	4	2.99%
Not suited to degree	4	2.99%
Overburdened with work, family and study	2	1.49%
Fees too high	1	0.75%
Crime problematic	1	0.75%
Dept unorganised	1	0.75%
Tutors unqualified	1	0.75%
Desired course not offered	1	0.75%
Did not fit in	1	0.75%
Did not quit by choice	1	0.75%
Did not want to leave res but had to move out	1	0.75%
Family issues	1	0.75%
Got married	1	0.75%
Husband transferred to North West	1	0.75%
Wife found a job in Rustenberg	1	0.75%
Felt unprepared by school	1	0.75%
Had to relocate because of work promotion	1	0.75%
Live far from UCT	1	0.75%
Lost interest in the course	1	0.75%
N/A	1	0.75%
Needed to leave Cape Town	1	0.75%
Personal problems	1	0.75%
Problems with administration	1	0.75%
Re-admission procedure very difficult	1	0.75%
Residence life difficult	1	0.75%
Still rejected for 1st choice	1	0.75%
Unable to get into 1st choice	1	0.75%
Substance abuse	1	0.75%
No comments	99	73.88%
	134	100.00%

Table 2.10b(i): Factors that contributed to your decision to leave UCT