A Study of Progression in Irish Higher Education

2015/16 to 2016/17

and

2016/17 to 2017/18

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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A report by the Higher Education Authority

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Acknowledgements

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Executive Summary

This report examines progression in Irish Higher Education Institutions (HEIs). The aim of the report is to identify students most at risk of not progressing from their first year to the following year of study. This analysis includes rates of non-progression by institute, sector, field of study and NFQ level and highlights the different patterns of non-progression between sectors, levels and types of courses. In addition, significant attention is paid to identifying student characteristics that may be strongly associated with non-progression, such as gender, socio-economic group and prior educational attainment (in terms of Leaving Certificate points) in order to identify the cohorts most at risk of not progressing. The following key points have been identified:

- The overall non-progression rates were 14% and 13% for new entrants in 2015/16 and 2016/17 respectively.
- There is significant variation in the rates across NFQ level and sectors, ranging from 23% in the Institute of Technology (IoT) sector at level 6 to 6% at level 8 in the Colleges (2016/17 entrants).
- There is a very strong association between Leaving Certificate points at entry and non-progression rates.
- The highest overall non-progression rates are in the Services field of study, with the lowest rates in Education.
- When profession-oriented courses are considered separately, medicine has the lowest rate of non-progression. Only architecture has a non-progression rate consistently higher than the average.
- Males have a higher non-progression rate than females, particularly at level 6 and level 7 in the Institute of Technology sector.
- Mature students have a higher non-progression rate than non-mature students, particularly at level 8 in the Universities and Colleges. However, at level 7 in the IoT sector, mature students have a lower rate of non-progression while there was no difference in non-progression rates between the two age groupings at level 6 (2016/17 entrants).
- As per previous years, the lowest rates of non-progression observed for both years are for the Farmers and Higher Professional socio-economic groups.
- Non-progression rates are trending downwards overall, from 16% (2010/11 entrants) to 13% (2016/17 entrants).
- When like-for-like student populations are compared across institutions using logistic regression analysis, the difference in non-progression rates is reduced, compared to the headline rates identified.
- The model predicted rates (and headline rates) show that Leaving Certificate points are a very strong predictor of non-progression.

The study is quantitative in nature, drawing on data returned from HEA-funded institutions to the HEA's Student Record System database (SRS) to identify actual non-progression rates. This analysis is complemented by a logistic regression analysis which presents a like-for-like analysis of students across institutions.

1 Introduction

1.1 Introduction

This report is the seventh in a series of reports by the Higher Education Authority on the progression of undergraduate new entrant students in our Higher Education Institutions (HEIs). A student is described as having progressed if they are present in the following academic year in their institution. Previous reports focused on a single year, the most recent report (2018) focusing on the progression of new entrants in the academic year 2014/15[1]. This report is an analysis of the progression of new entrants in the academic years 2015/16 and 2016/17. As with the previous progression reports, this study is intended to provide quantitative data to underpin constructive and collective engagement on the challenges faced by the system in ensuring progression and successful completion for undergraduate students.

1.2 Data Sources and Methodology

The student data used in this analysis was extracted from the HEA's in-house database, the Student Record System (SRS), which contains an individual record for each student in 25 HEA-funded Institutions. The SRS has gathered student data from the University and College sector since the 2004/05 academic year and from the Institute of Technology (IoT) sector since the 2007/08 academic year. The datasets on which these analyses are based were extracted from the SRS by tracking the student IDs within institutions and across academic years. Appendix A provides a list of the 25 HEIs from which the data used in these analyses are taken.

This report focuses on the progression of two cohorts into the following academic year: 2015/16 new entrants and 2016/17 new entrants progressing (or not) into the academic years 2016/17 and 2017/18 respectively. The census dates used for the analyses are 01 March 2016 (2015/16 academic year), 01 March 2017 (2016/17 academic year) and 01 March 2018 (2017/18 academic year). The analyses are restricted to full-time undergraduate (NFQ levels 6 – 8) new entrants in Institutes of Technologies and full-time undergraduate (NFQ levels 8 only) new entrants in the University and College sectors. The socio-economic data in the SRS was collected from the equal access survey, carried out during the registration processes in the 2015/16 and 2016/17 academic years.

Chapters 1-5 (and the appendix tables) focus on the measured rates of non-progression for 2015-16 and 2016-17, while chapter 6 presents a detailed logistic regression analysis of the probability of non-progression.

1.3 Categorisation of Students

New Entrant (NE)

A new entrant is defined as a first-year full-time student entering an undergraduate programme in a HEI for the first time.

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[1] Higher Education Authority *A Study of Progression in Irish Higher Education 2014/15 to 2015/16* Dublin: HEA, 2018

<u>Repeat Students</u>

A repeat student is defined as a student present in the following academic year in the same institution, in the same course but in the same course year as the previous academic year.

<u>Internal Transfer Students</u>

Internal transfer students are defined as students transferring from their original programme to another programme and/or mode of study in the following academic year.

<u>External Transfer Students</u>

Students transferring to a different institution in the following academic year are defined as external transfer students. Due to the difficulty in tracking these students, they are deemed as having not progressed in this study.

<u>Re-enrolling Students</u>

Re-enrolling students are those students who progress to the following year of their course without any interruptions. This category does not include repeat or transfer students.

<u>Progression and Non-Progression</u>

A student is deemed to have progressed when their student ID is present in the institutions data return for the following academic year. This covers all programme types, course years and modes of study. Students erroneously recorded as NE in the following academic year are also deemed to have progressed. Students not present in any capacity in the following academic year in the same institution are deemed to have not progressed.

1.4   Limitations

Please note the limitations of these analyses. Firstly, students who transfer to another institution, or who take a year out between their first year and second year (or who take a year out before returning to repeat or commence a different course) are not recorded as progressed for the purposes of this study. Moreover, this study provides a purely statistical analysis. It does not provide any insight on the motivation for enrolling in higher education, the financial well-being of students, study patterns, student views on teaching methodologies and staff, the effect (good or bad) of participation in extra-curricular activities as well as the work practices of non-progressing students. Students who leave their institution early in the academic year, prior to the census dates in the base year (01 March 2015 and 01 March 2016) may not be included in the base year cohort. The report does not consider differing progression practices across institutions, for example, where some institutions may allow a student to progress carrying failed modules while others do not.

2 Non-Progression of Full-Time Undergraduate New Entrants

2.1 Introduction

This section examines the non-progression rates of 2015/16 and 2016/17 new entrants to HEA-funded institutions by sector, NFQ level and prior educational attainment (Leaving Certificate points). Details of a breakdown of students who have not progressed is also provided. New entrants are classified as "non-progressed" if they do not appear in the SRS records provided by their institution in the following academic year.

2.2 Non-Progression of New Entrants by Sector and NFQ Level

Table 2.1 shows the non-progression rates of first year new entrants by sector and NFQ level. The column titled "Level (% of New Entrants in IoTs in 2016/17)" shows the percentage of new entrants at each NFQ level that make up the overall cohort of new entrants in the IoT sector for 2016/17 (so, for example, 10% of new entrants in IoTs in 2016/17 were studying courses at level 6). The non-progressed column shows the percentage of those new entrants who did not progress to the following academic year. The non-progression rates for 2014/15 (as per the 2018 publication[2]) are also shown for comparative purposes.

Table 2.1 Non-Progression by Sector and NFQ Level 2014/15 To 2016/17

Sector	Level (% of New Entrants in IoTs in 2016/17)	% Non-Progressed (2014/15)	% Non-Progressed (2015/16)	% Non-Progressed (2016/17)
Institutes of Technology	Level 6 (10%)	27%	28%	23%
	Level 7 (35%)	25%	25%	23%
	Level 8 (55%)	15%	15%	15%
	All Levels	21%	20%	19%
Universities	Level 8	10%	9%	8%
Colleges	Level 8	8%	7%	6%
All Institutions	Level 8	11%	10%	10%
	All Levels	**14%**	**14%**	**13%**

Table 2.2 shows the most common Leaving Certificate points attained by students entering higher education in the years 2014/15 to 2016/17 by sector and NFQ Level.

Table 2.2 Most Common Points Attained by Sector and NFQ Level 2014/15 to 2016/17

Sector	Level	Most Common Points Attained (2014/15)	Most Common Points Attained (2015/16)	Most Common Points Attained (2016/17)
Institutes of Technology	Level 6	305 to 350	255 to 300	255 to 300
	Level 7	255 to 300	255 to 300	255 to 300
	Level 8	355 to 400	355 to 400	355 to 400
	All Levels	305 to 350	305 to 350	305 to 350
Universities	Level 8	455 to 500	455 to 500	455 to 500
Colleges	Level 8	455 to 500	455 to 500	455 to 500
All Institutions	Level 8	405 to 450	405 to 450	405 to 450
	All Levels	**355 to 400**	**405 to 450**	**405 to 450**

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[2] Ibid, page 18.

The most common points attained differs across sectors and levels. In 2014/15, there was a 150-point gap between entrants to level 6 courses in the IoT sector and level 8 courses in the University sector. This gap has widened to 200 points in 2015/16 and 2016/17 as the most common points attained at level 6 has fallen.

Non-progression rates by prior educational attainment are outlined in Tables 2.3 and 2.4 (and Figures 2.1 and 2.2) for 2015/16 and 2016/17 entrants respectively. The findings show that those with higher levels of prior educational attainment are more likely to progress than those with lower educational attainment.

Table 2.3 Non-Progression Rates by Prior Educational Attainment 2015/16 to 2016/17

| Points range | All New Entrants % Non-progressed | Institutes of Technology | | | | Universities | Colleges | All L8 |
		IoT L6 % Non-progressed	IoT L7 % Non-progressed	IoT L8 % Non-progressed	All IoT % Non-progressed	L8 % Non-progressed	L8 % Non-progressed	% Non-progressed
155 to 200	34%	45%	39%	5%	35%	0%^	10%^	5%
205 to 250	39%	38%	41%	25%	40%	0%^	12%^	21%
255 to 300	27%	25%	29%	27%	28%	20%	16%	26%
305 to 350	20%	20%	20%	19%	19%	24%	18%	20%
355 to 400	15%	15%	14%	15%	15%	15%	11%	15%
405 to 450	9%	9%	8%	9%	9%	9%	9%	9%
455 to 500	6%	5%	13%	6%	7%	6%	4%	6%
505 to 550	4%	0%^	20%^	4%	6%	4%	3%	4%
555 to 600	4%	100%^	50%^	7%	11%	4%	3%	4%
Other	15%	32%	24%	15%	20%	10%	8%	12%
Total	**14%**	**28%**	**25%**	**15%**	**20%**	**9%**	**7%**	**10%**

^ Leaving Certificate Points Range with 25 or Fewer NE Enrolled in Year 1, 2015/16

Table 2.4 Non-Progression Rates by Prior Educational Attainment 2016/17 to 2017/18

| Points range | All New Entrants % Non-progressed | Institutes of Technology | | | | Universities | Colleges | All L8 |
		IoT L6 % Non-progressed	IoT L7 % Non-progressed	IoT L8 % Non-progressed	All IoT % Non-progressed	L8 % Non-progressed	L8 % Non-progressed	% Non-progressed
155 to 200	34%	37%	40%	3%	34%	0%^	33%^	7%
205 to 250	35%	33%	36%	22%	35%	43%^	11%^	23%
255 to 300	26%	22%	27%	29%	26%	24%	10%	27%
305 to 350	20%	14%	19%	21%	20%	21%	12%	20%
355 to 400	14%	13%	12%	15%	14%	14%	9%	14%
405 to 450	9%	7%	12%	9%	10%	8%	9%	9%
455 to 500	6%	14%^	14%	8%	9%	5%	2%	5%
505 to 550	4%	33%^	7%^	8%	9%	4%	1%	4%
555 to 600	4%	0%^	11%^	8%	8%	4%	2%	4%
Other	14%	26%	22%	16%	19%	10%	7%	12%
Total	**13%**	**23%**	**23%**	**15%**	**19%**	**8%**	**6%**	**10%**

^ Leaving Certificate Points Range with 25 or Fewer NE Enrolled in 2016/17

Figure 2.1 Non-Progression Rates by Prior Educational Attainment and NFQ Level, 2015/16 to 2016/17
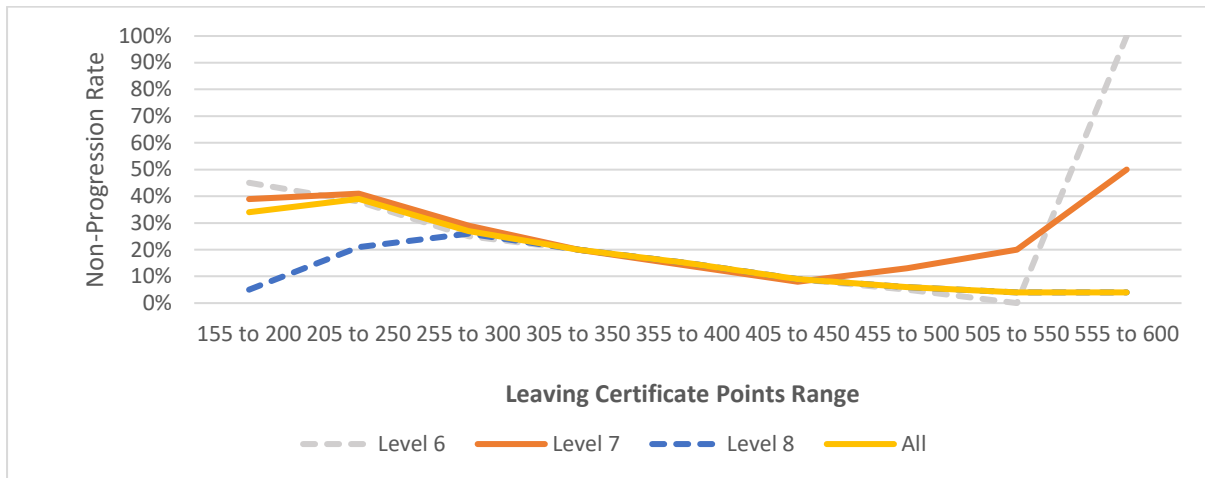
Figure 2.2 Non-Progression Rates by Prior Educational Attainment and NFQ Level, 2016/17 to 2017/18
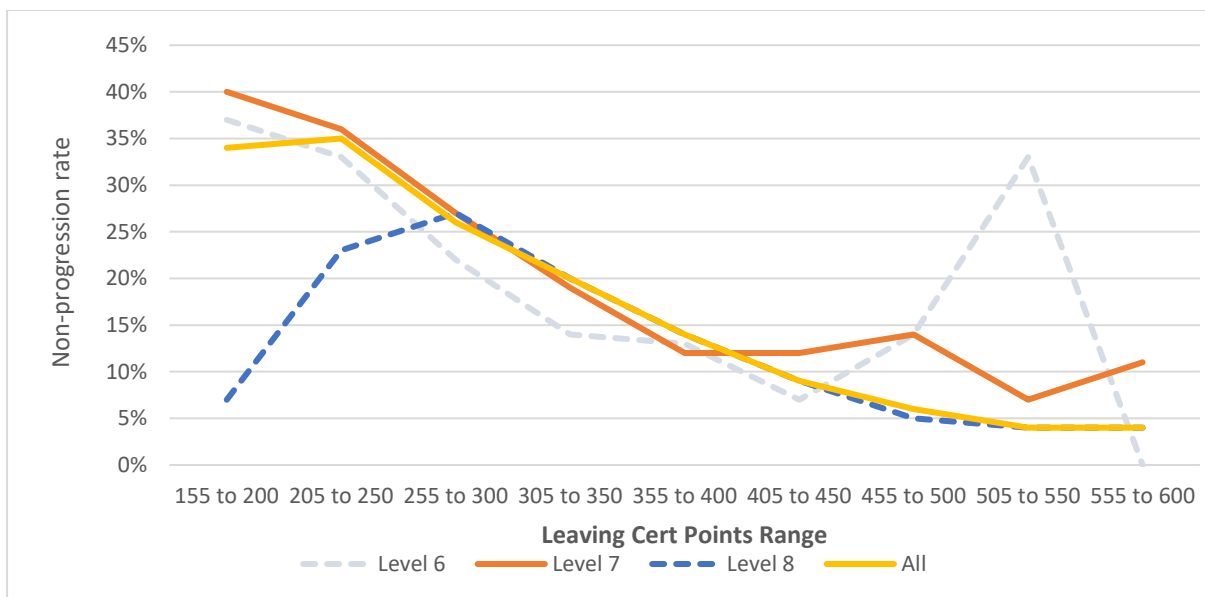
2.3   Categorisation of Students in Academic Years 2015/16 and 2016/17

In academic years 2015/16 and 2016/17, students who progressed are categorised as re-enrolling, repeat or internal transfer. The breakdown of students in year two can be seen in Table 2.5. Please note that Re-enrolled (RE) may include year two students erroneously categorised as new entrants even though they were present in year one and categorised as New Entrants then.

Table 2.5 Breakdown of Students in Year Two by Student Code

Breakdown by Student Code	Number of Students March 1st 2017	Number of Students March 1st 2018
Re-enrolled (RE)	34,611	35,361
Repeat (RP)	1,450	1,302
Transfer Internally (TI)	627	505
Non-progressed	5,809	5,504
Total	**42,497**	**42,672**

Tables 2.6 and 2.7 examine the students categorised as repeat students in the following academic year. 3% of new entrants in each year were classified as repeat. In line with the 2014 findings, the largest repeat rate is at level 7 in the IoT sector. The lowest repeat rate is in the College sector.

Table 2.6 Breakdown of Repeat Students by NFQ Level and Sector (2015/16 Entrants)

NFQ Level	Sector	Number of New Entrants	Number of 'Repeat' Students	% of NE by sector who are 'Repeat' student in 2016/17
Level 6	Institutes of Technology	2,115	63	3%
Level 7	Institutes of Technology	6,993	448	6%
Level 8	Institutes of Technology	9,864	324	3%
	Universities	22,055	588	3%
	Colleges	1,470	27	2%
Total	**All Sectors**	**42,497**	**1,450**	**3%**

Table 2.7 Breakdown of Repeat Students by NFQ Level and Sector (2016/17 Entrants)

NFQ Level	Sector	Number of New Entrants	Number of Repeat Students	% of NE by sector who are 'Repeat' student in 2017/18
Level 6	Institutes of Technology	1,867	69	4%
Level 7	Institutes of Technology	6,494	339	5%
Level 8	Institutes of Technology	10,099	289	3%
	Universities	22,638	599	3%
	Colleges	1,574	6	0%
Total	**All Sectors**	**42,672**	**1,302**	**3%**

Key points

- The overall non-progression rates were 14% and 13% for new entrants in 2015/16 and 2016/17 respectively.
- There is significant variation in the rates across NFQ level and sectors, ranging from 23% at Level 6 in the IoT sector to 6% at level 8 in the Colleges (2016/17 entrants)
- There is a strong relationship between the LC points of entrants and non-progression rates. This relationship is investigated further in chapter six.

3   Non-Progression Rates by Field of Study

3.1   Introduction

This chapter examines the non-progression rates of new entrants in Irish higher education by field of study. The classification used is the International Standard Classification of Education (ISCED)[3].

3.2   Non-Progression among 2015/16 and 2016/17 Undergraduate New Entrants by Field of Study across all Sectors and NFQ Levels

As per the previous non-progression study[4], there continues to be significant variations in rates of non-progression across fields of study, as can be seen in Figure 3.1. Non-progression rates range from 5% in education to 23% in services (2015/16 entrants). Despite a slight improvement since 2014/15, the same pattern persists, with students in Services, Engineering/Construction and ICT showing non-progression rates higher that the national average (all fields of study) for both 2015/16 and 2016/17 entrants.

Figure 3.1 Non-Progression Rates by Field of Study, New Entrants 2015/16 and 2016/17

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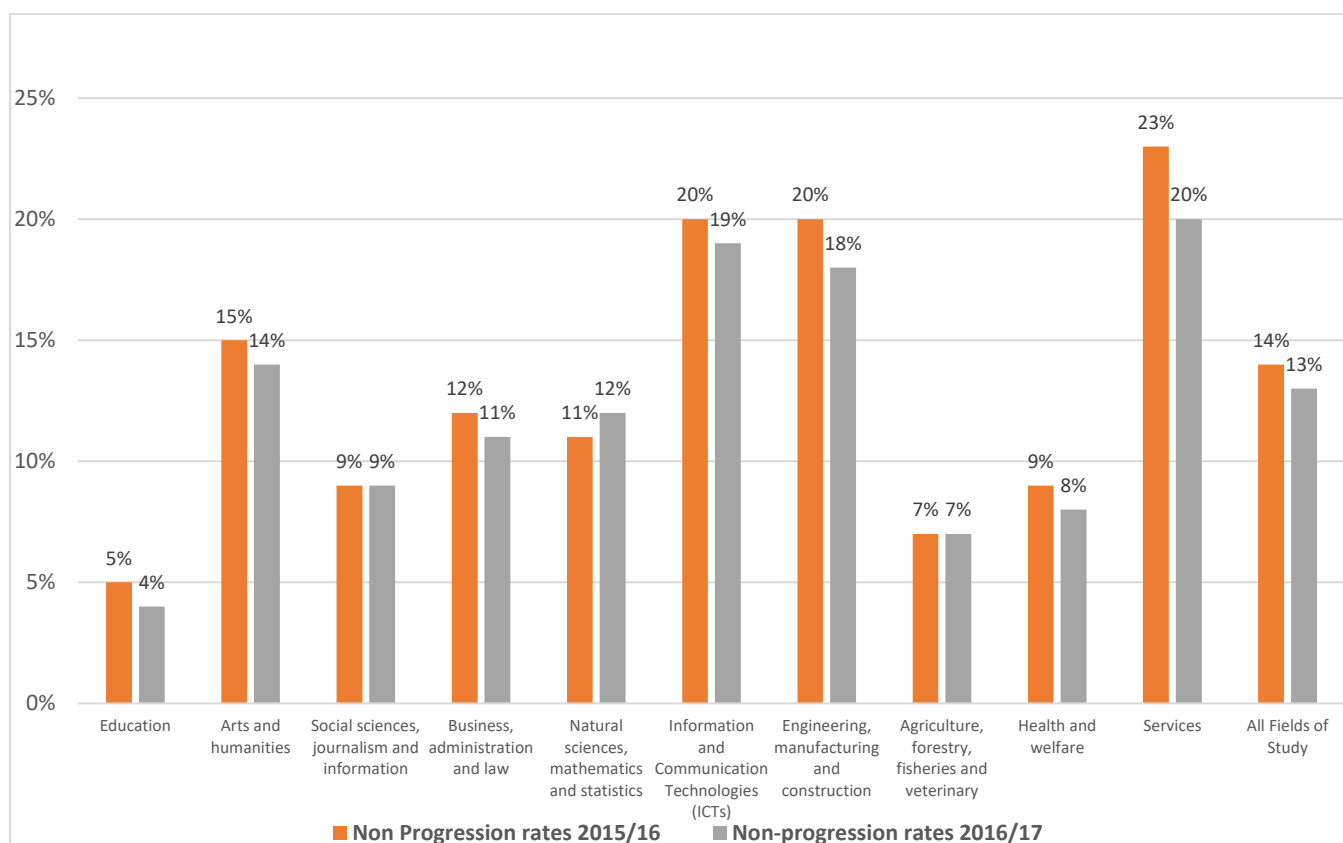
[3] Please note that the 2018 publication used a modified version of the ISCED to identify non-progression patterns in certain skills areas such as computing and construction. Arts/Humanities, Business/Law and Social Science were grouped together as were Science (excluding computing) and Agriculture/Veterinary. See HEA (2018) pp23-27. This modified classification will be used in chapter 5 (trends) for comparison with earlier analyses.

[4] HEA (2018)

3.3 Non-Progression among 2014/15 Undergraduate New Entrants by Field of Study, NFQ Level and Institute Type

Non-progression rates also vary across institute type. Tables 3.1 and 3.2 provide further detail of the non-progression rates of new entrants in 2015/16 and 2016/17 by field of study and NFQ level for the IoT sector.

Table 3.1 Non-Progression Rates by Field of Study and NFQ in Institutes of Technology, 2015/16 to 2016/17

NFQ Level	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
L 6		35%	57%	24%	20%	34%	33%	0%	18%	32%	28%
L 7	15%	24%	28%	24%	23%	31%	30%	10%	18%	24%	25%
L 8	14%	15%	10%	15%	16%	18%	18%	4%	10%	16%	15%
All Levels (IoTs)	14%	18%	16%	19%	19%	24%	26%	8%	12%	23%	20%

Table 3.2 Non-Progression Rates by Field of Study and NFQ in Institutes of Technology, 2016/17 to 2017/18

NFQ Level	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
L 6		17%		19%	29%	35%	26%		11%	28%	23%
L 7	57%	22%	41%	22%	21%	28%	28%	12%	18%	21%	23%
L 8	11%	16%	15%	16%	18%	18%	19%	8%	10%	16%	15%
All Levels (IoTs)	16%	17%	19%	18%	20%	23%	24%	11%	12%	21%	19%

At level 6, there are five fields of study in 2015/16 and four in 2016/17 where the non-progression rates are higher than the sectoral average of 28% and 23% respectively. At level 7 there are three and four fields of study in 2015/16 and 2016/17 respectively where the non-progression rates are higher than the sectoral averages of 25% and 23% for those years. At level 8, there are two (2015/16) and three (2016/17) fields of study where the non-progression rates are more than 1% higher than the sectoral average. It should be noted that in both years, the non-progression rates at level 8 are lower that the rates at level 6 and level 7 for the same fields of study.

Tables 3.3 and 3.4 outline the non-progression rates in the Universities and Colleges (level 8 only). The non-progression rates for both sectors are lower than those for level 8 in the IoT sector. Note that in both years, the highest rates of non-progression are in the field of Arts & Humanities, followed by Services, followed by ICT. The rates for Education and Health and Welfare in both sectors are significantly lower than the national averages for both years.

Table 3.3 Non-Progression Rates by Field of Study and NFQ in Universities and Colleges, 2015/16 to 2016/17 (Level 8 only)

Sector	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
Universities	4%	14%	8%	6%	8%	11%	9%	6%	6%	12%	9%
Colleges	5%	12%							4%		7%

Table 3.4 Non-Progression Rates by Field of Study in Universities and Colleges, 2016/17 to 2017/18 (Level 8 only)

Sector	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
Universities	4%	13%	8%	5%	8%	10%	8%	3%	5%	13%	8%
Colleges	5%	12%							4%		6%

Tables 3.5 and 3.6 show the non-progression rates for all level 8 entrants, all sectors for the 2015/16 and 2016/17. In both years, Arts & Humanities, Engineering and ICT all have non-progression rates higher than the national average for level 8 students; Education, Health & Welfare and Agriculture & Veterinary all have lower than average non-progression rates.

Table 3.5 Non-Progression Rates by Field of Study in All Sectors (Level 8), 2015/16 to 2016/17

Sector	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
All Sectors	5%	14%	8%	9%	9%	15%	13%	5%	7%	15%	10%

Table 3.6 Non-Progression Rates by Field of Study in All Sectors (Level 8), 2016/17 to 2017/18

Sector	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	All
All Sectors	4%	14%	9%	9%	10%	14%	13%	5%	7%	16%	10%

3.4   Profession-Oriented Courses

This section examines selected courses that lead to a qualification in a particular career area, such as Medicine or Law. Table 3.7 shows the ISCED disciplines that are recoded for this part of the study. Note that more than one ISCED code is used for the category of Education as a Profession Oriented Course:

Table 3.7 ISCEDs used for the Categories in Profession Oriented Courses

Profession	ISCED Discipline
Architecture	(0731) Architecture and town planning
Dentistry	(0911) Dental studies
Education	(0111) Education science
	(0113) Teacher training without subject specialization
	(0114) Teacher training with subject specialization
Law	(0421) Law
Medicine	(0912) Medicine
Nursing	(0913) Nursing and midwifery
Veterinary	(0841) Veterinary

Figure 3.2 shows the non-progression rates for the new entrants to profession-oriented courses for the years 2014/15 to 2016/17. Again, Medicine and Education have the lowest rates of non-progression. Note that the rates of non-progression have improved since 2014-15 for all categories except Architecture, which has a relatively high non-progression rate for profession-oriented courses.

Figure 3.2 Non-Progression Rates in Profession-Oriented Courses, 2014-15 to 2016-17
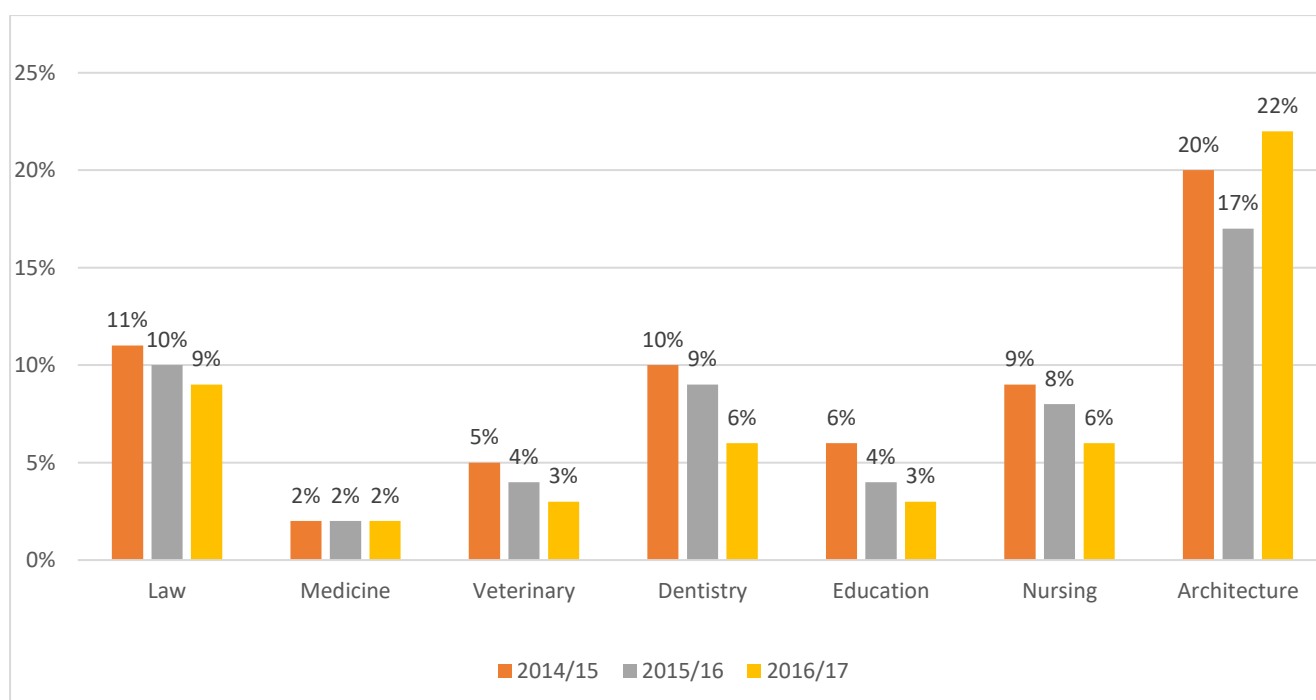
To understand this further, Table 3.8 breaks down the architecture non-progression rates by sector and NFQ level for the 2016/17 new entrants to architecture courses. The non-progression rates are higher in the IoT sector, higher than the average for all NFQ levels in this sector. However, while lower, the non-progression rates for new entrants in architecture courses in the University sector are higher at 12% than the sectoral rate of 8% for that sector in 2016/17.

Table 3.8 Breakdown of Architecture Non-Progression Rates, 2016/17 Entrants

Sector/NFQ Level	NP % Rate
Institutes of Technology - Level 7	37%
Institutes of Technology - Level 8	23%
Institutes of Technology All Levels	25%
Universities Level 8	12%
Architecture – All	**22%**

Key Points

- The highest overall non-progression rates are in the Services field of study with the lowest in Education.
- When profession-oriented courses are considered separately, medicine has the lowest rate of non-progression. Of profession-oriented courses, only architecture has a non-progression rate consistently higher than the average.

4 Non-Progression Rates by Student Characteristics

4.1 Introduction

This chapter examines non-progression by a range of student characteristics such as gender, age, domiciliary of origin and socio-economic background.

4.2 Non-Progression and Gender

While the overall gender balance across HEIs reflects the gender balance in the state as a whole[5], the gender balance of new entrants varies according to NFQ level and sector, as shown in Figures 4.1 and 4.2. Only 24 - 25% of level 8 new entrants in Colleges were male; by contrast, 63% of level 7 entrants in the IoT sector in both years were male.

Figure 4.1 Gender Balance of New Entrants 2015/16 by Sector and NFQ Level

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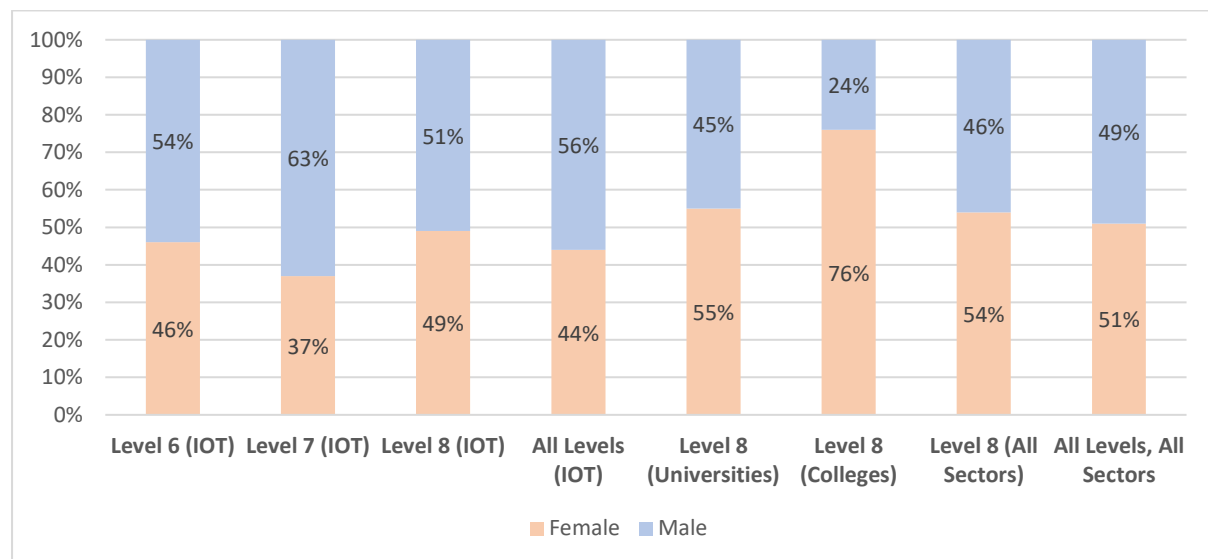
[5] In 2016, the population of Ireland was made up of: Males: 2,354,428 (49%); Females: 2,407,437 (51%).
Source: CSO database EY001: Population at Each Census from 1841 to 2016 by County, Sex and Census Year
(https://www.cso.ie/en/databases/ Accesed:06/09/2019)

Figure 4.2 Gender Balance of New Entrants 2016/17 by Sector and NFQ Level
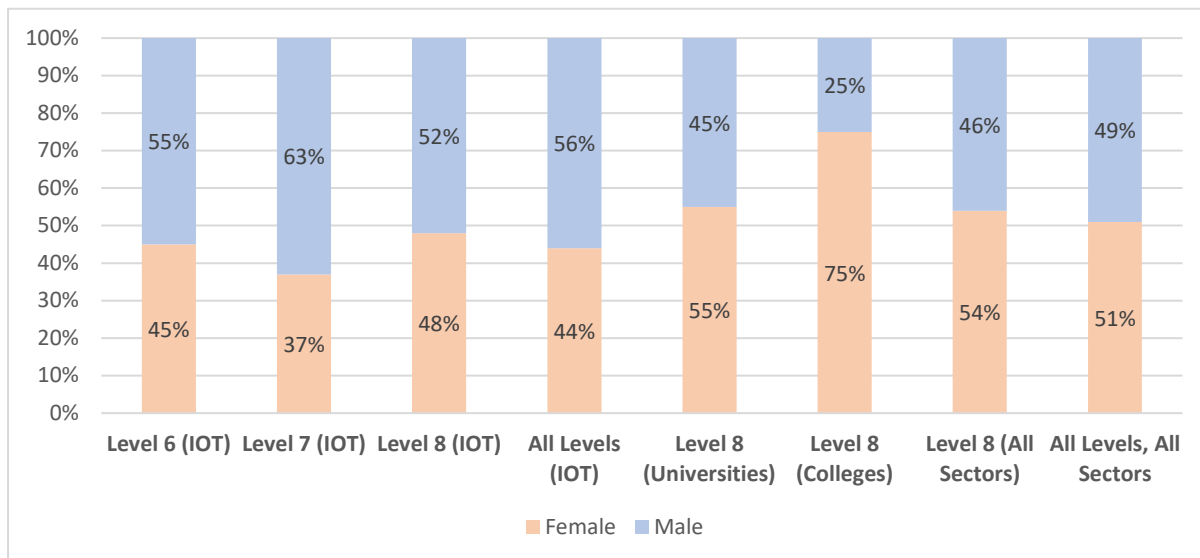
Non-progression rates for new entrants by gender, sector and NFQ level for 2015/16 and 2016/17 new entrants are detailed in Figures 4.3 and 4.4. The non-progression rates for males are higher than the average for all sectors and all NFQ levels, with the non-progression rate for females equal to or below average for all levels and sectors. This follows the pattern identified for 2014/15 entrants[6].

Figure 4.3 Non-Progression by Gender, Sector and NFQ Level (2015/16 New Entrants)

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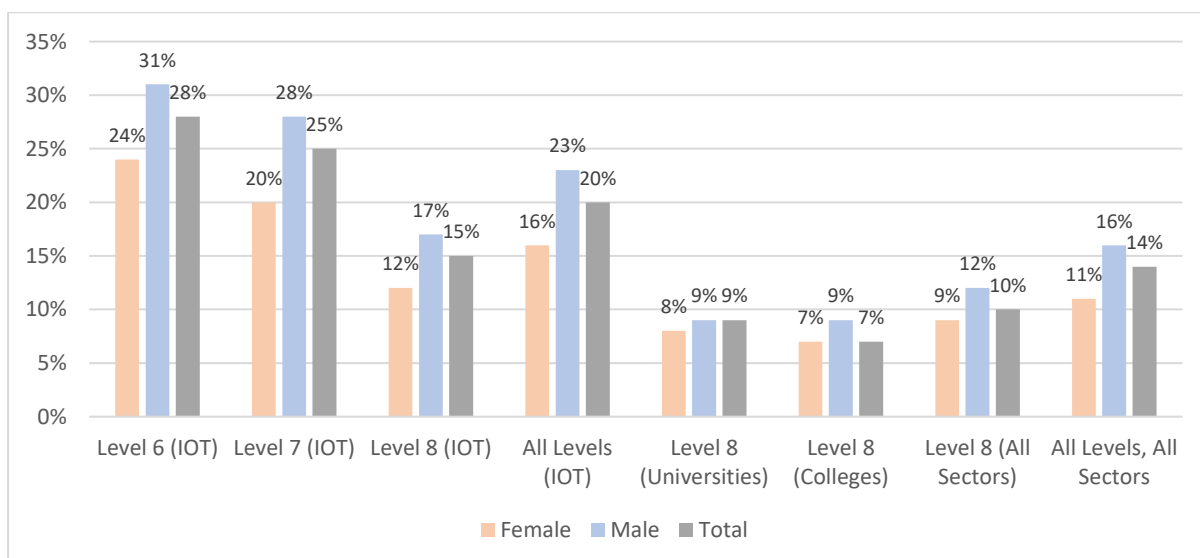
[6] HEA (2018) p.30.

Figure 4.4 Non-Progression by Gender, Sector and NFQ Level (2016/17 New Entrants)
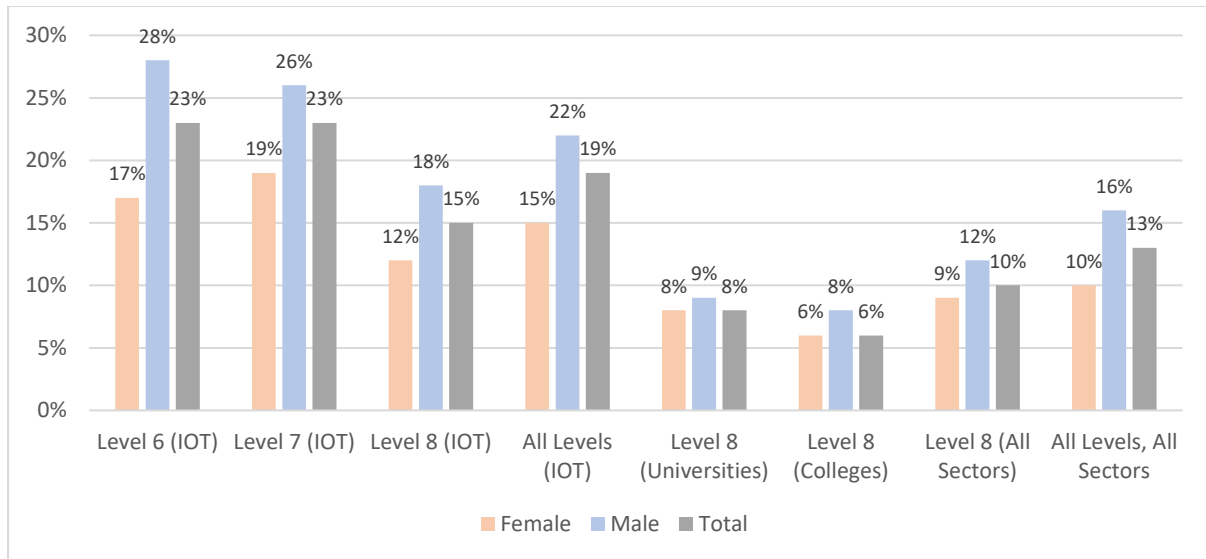
Figure 4.5 Non-Progression by Gender and Leaving Certificate Points Range at Level 8, 2015-16 New Entrants to Institutes of Technology
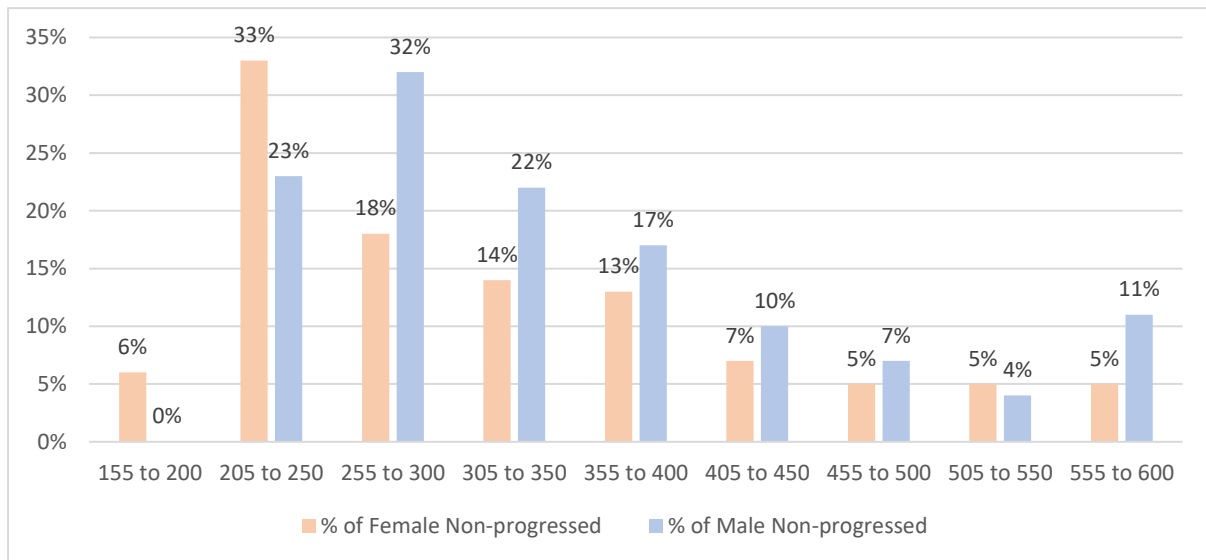
Figure 4.6 Non-Progression by Gender and Leaving Certificate Points Range at Level 8, 2016-17 New Entrants to Institutes of Technology
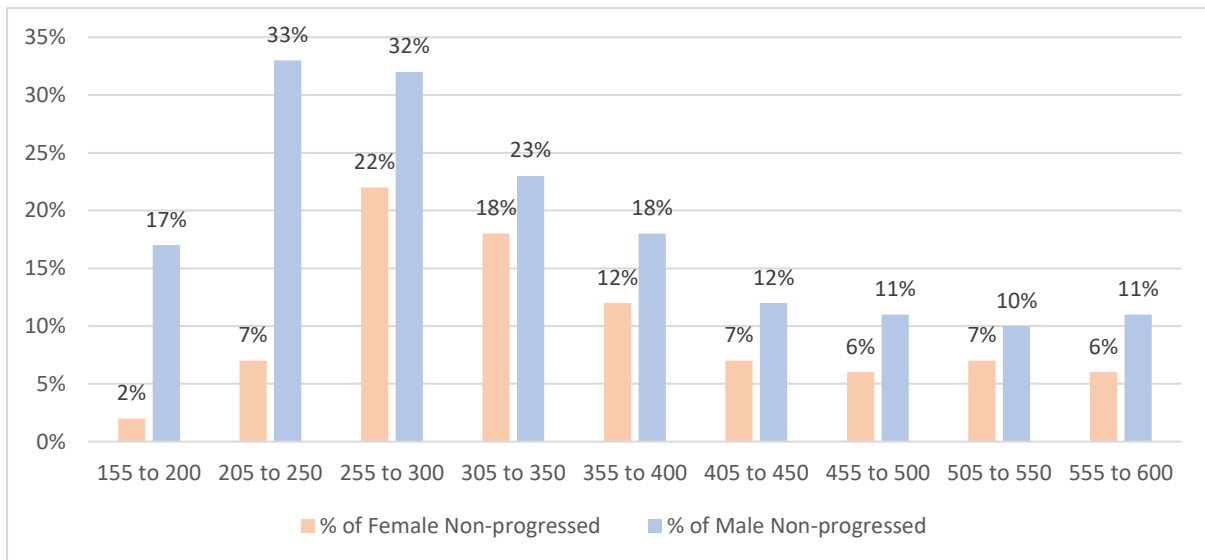
Figure 4.7 Non-Progression by Gender and Leaving Cert Points Range, 2015/16 New Entrants to Universities
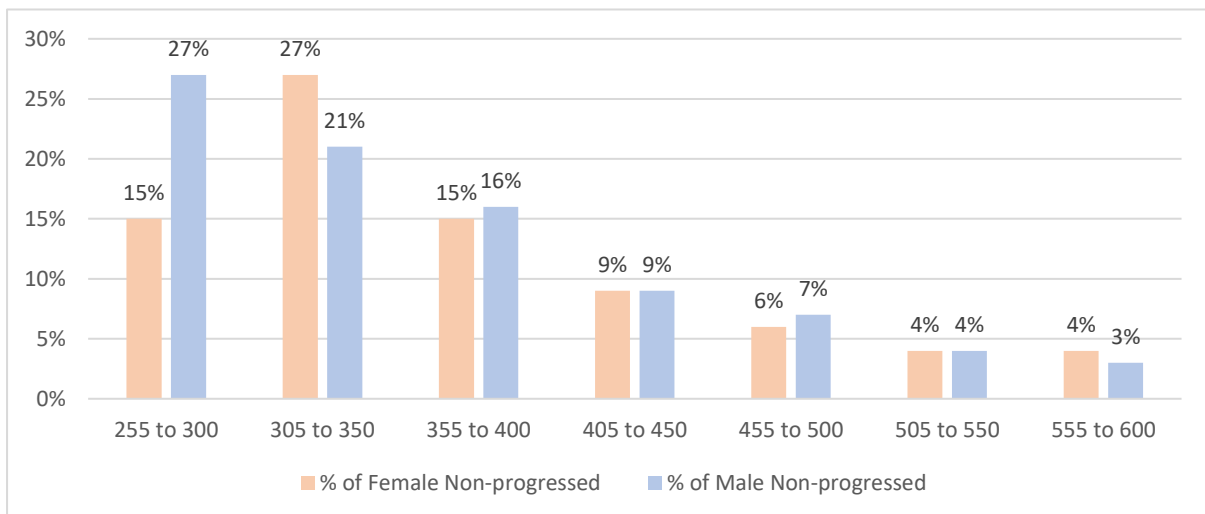
Figure 4.8 Non-Progression by Gender and Leaving Cert Points Range, 2016/17 New Entrants to Universities
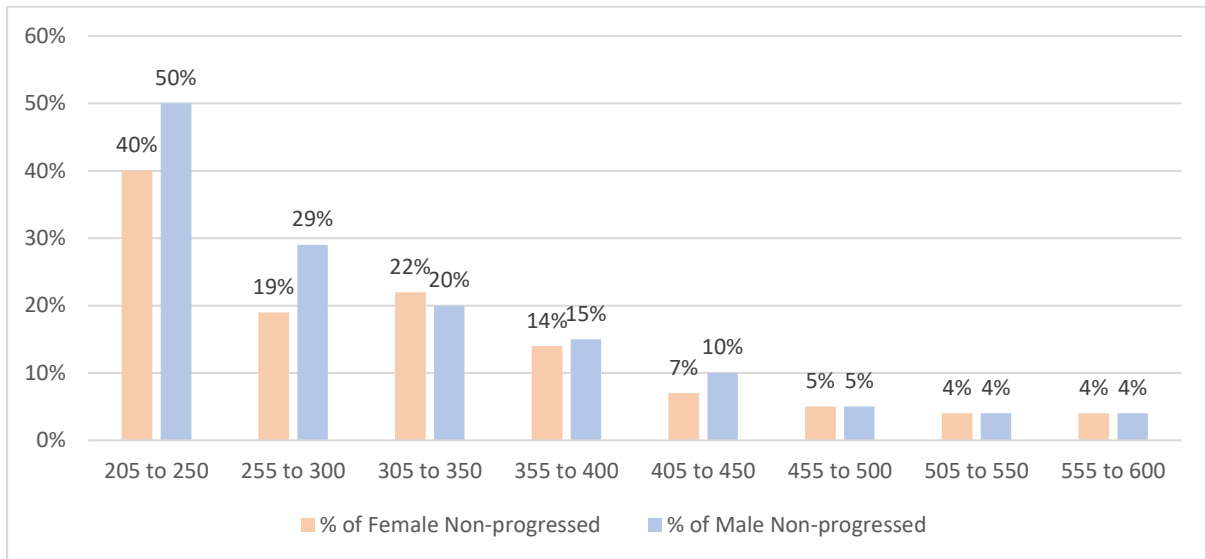
Figure 4.9 Non-Progression by Gender and Leaving Certificate Points Range, 2015/16 New Entrants to Colleges
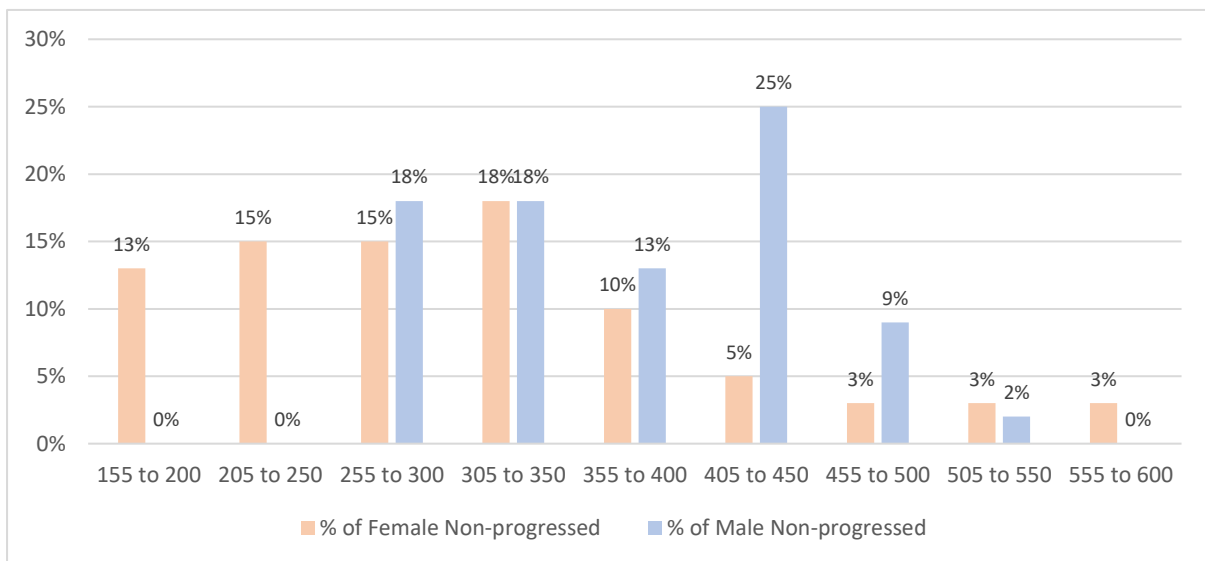
Figure 4.10 Non-Progression by Gender and Leaving Certificate Points Range, 2016/17 New Entrants to Colleges
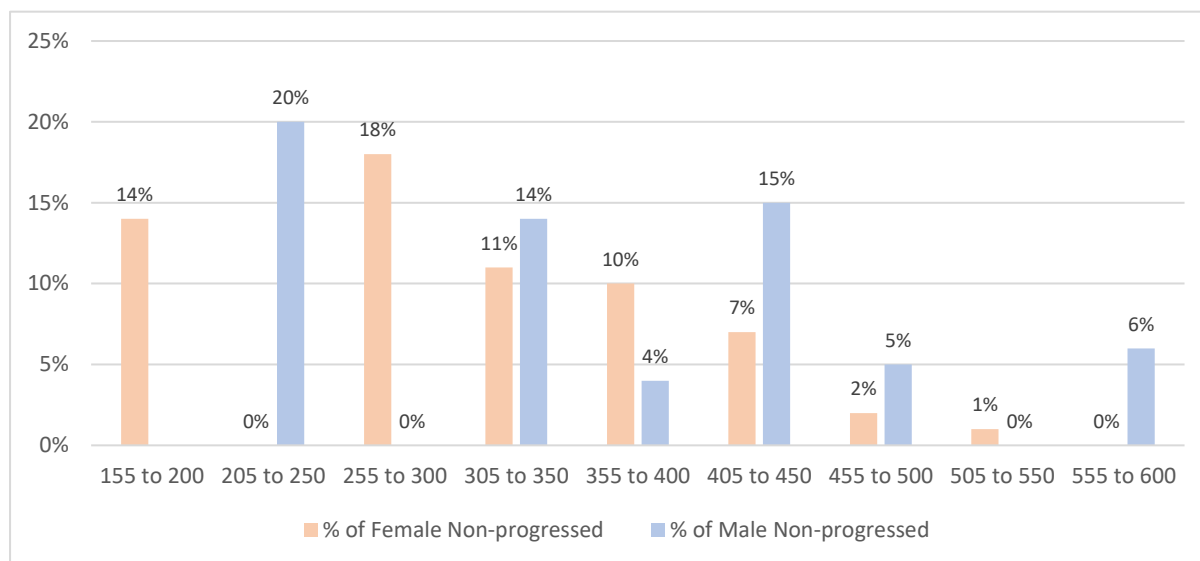
Please note that in both 2015/16 and 2016/17, the two lowest points range categories for the College sector each have less than 25 new entrants in total.

4.3 Non-Progression and Age

Table 4.1 shows the percentage of students for each year and each sector who are mature (i.e. aged 23 or over at point of entry to higher education).

Table 4.1 Mature Entrants as Percentage of all New Entrants by Sector, 2015/16 and 2016/17

Sector	2015/16	2016/17
Universities	7%	6%
Colleges	9%	7%
Institutes of Technology	14%	12%
Total	**10%**	**9%**

Please note that the proportions of mature entrants are based only on NFQ levels 6 – 8 and therefore may differ from proportions published elsewhere by the HEA.

Figures 4.11 and 4.12 outline the non-progression rates of mature and non-mature entrants. As per the last progression study[7] , the non-progression rate of mature entrants is higher than that of "traditional" non-mature entrants. Note however the variations by sector and NFQ level. The largest disparity is at level 8 in the University sector, where the non-progression rate of mature entrants is nearly double that of non-mature students. However, at level 6 in the IoT

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[7] HEA (2018), p.32

sector, the difference is only 1% in 2015/16, while at level 7 in the IoT sector, the non-progression rate for Non-mature entrants is higher than that for mature students.

Figure 4.11 Non-Progression by Age Category and Sector, 2015/16 Entrants
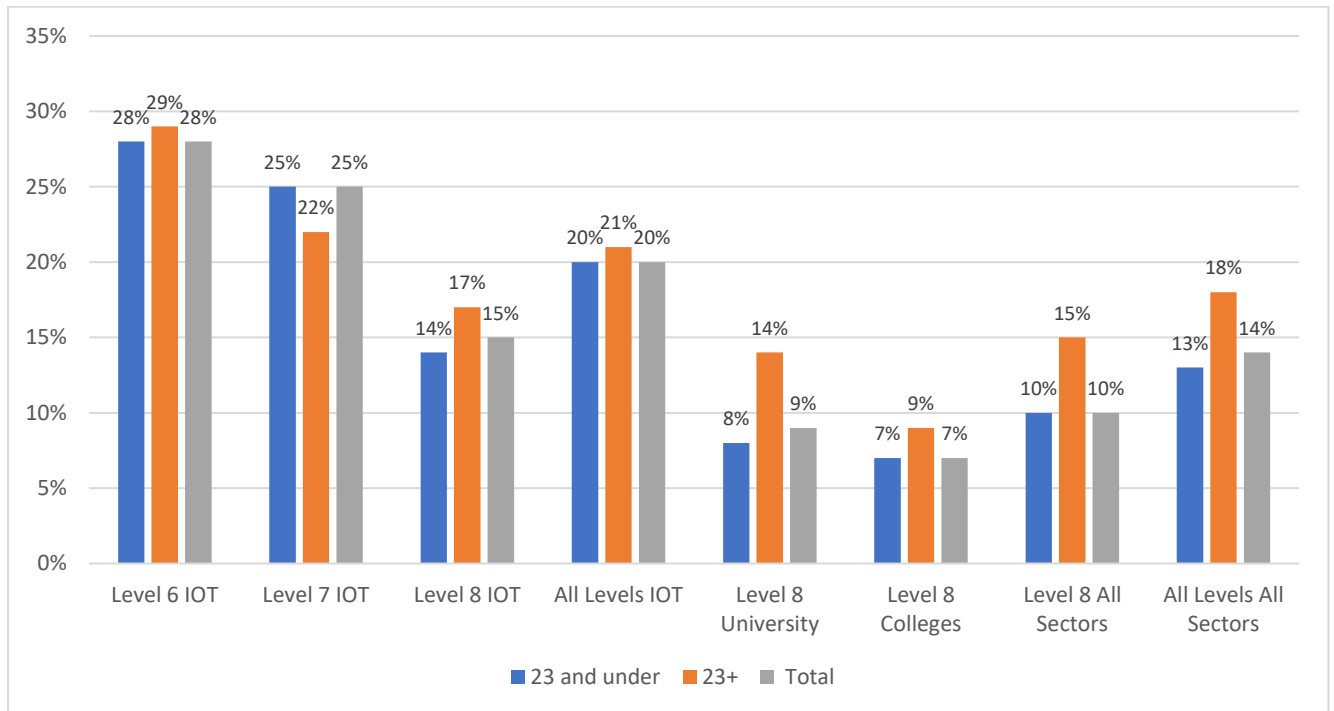
Figure 4.12 Non-Progression by Age Category and Sector, 2016/17 Entrants
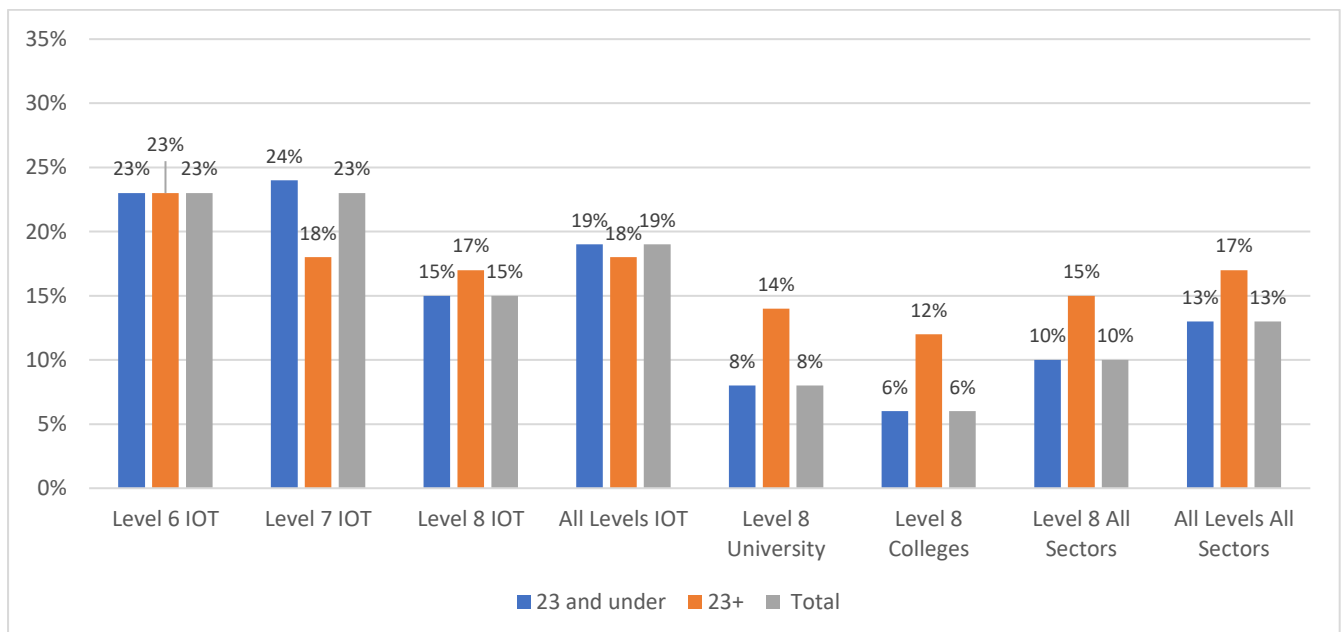
4.4   Non-Progression and Domiciliary of Origin

Figure 4.13. and figure 4.14 outline non-progression rates by domiciliary of origin, i.e. the country of permanent address prior to entry to the programme of study[8]. Overall, and in line with the study of 2014/15 entrants, the rates of non-progression of non-Irish entrants are slightly lower than that of Irish entrants. However, there are variations across sectors and NFQ levels. The non-progression rate of non-Irish students in the two years in the College sector is slightly lower than that of Irish entrants; the opposite is the case in the University sector. Of note, in both years the non-progression rates of non-Irish is markedly higher than that for Irish entrants in level 6 IoT courses. This is a reversal of the picture in 2014 for IoT level 6 entrants[9]. Please note that the numbers on non-Irish students in these cohorts are relatively small, so results in this section should be treated with caution.

Figure 4.13 Non-Progression by Domiciliary of Origin, 2015-16 Entrants

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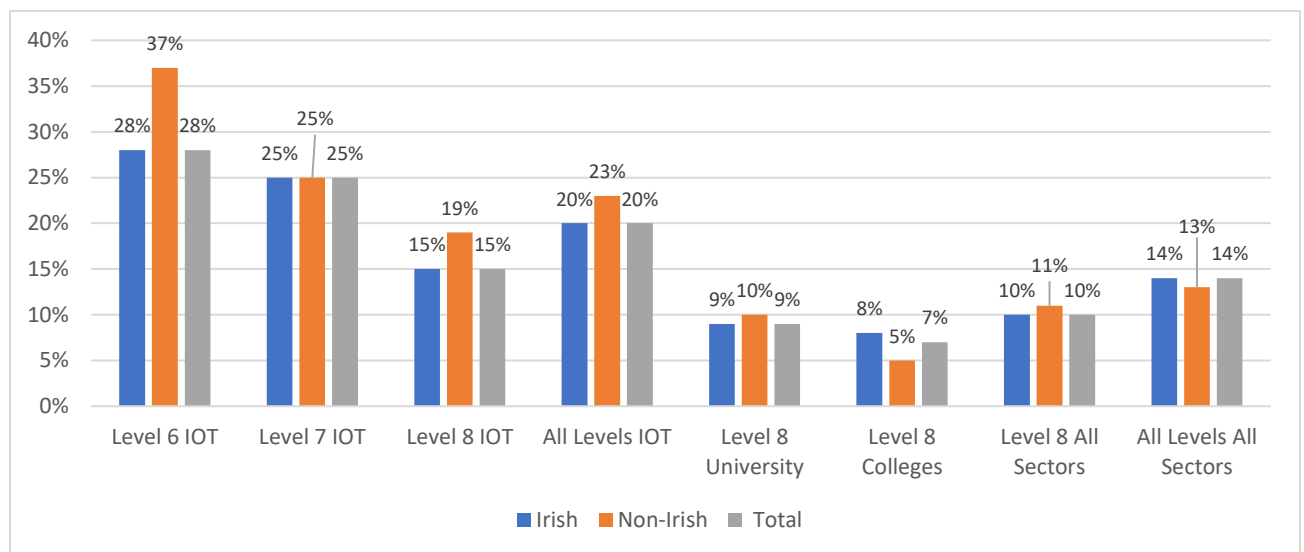
[8] In the previous progression study, the equivalent section is called "Non-progression and Nationality". HEA (2018).

[9] Ibid

Figure 4.14 Non-Progression by Domiciliary of Origin, 2016-17 Entrants
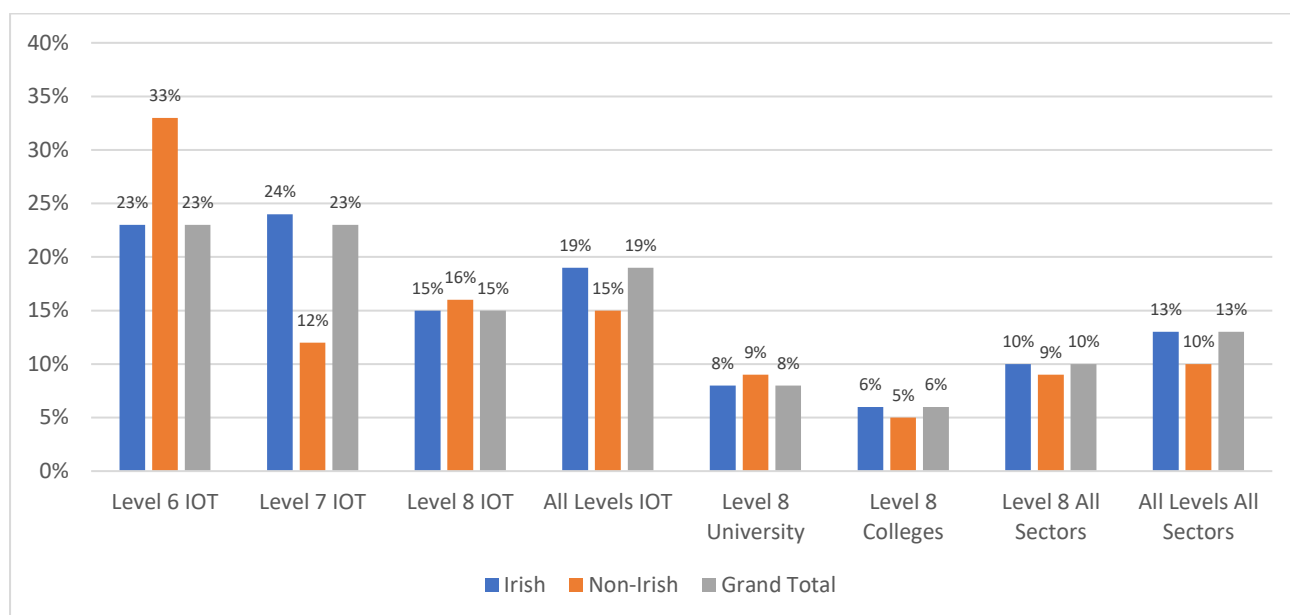
4.5 Non-Progression and Socio-Economic Group

The section examines the non-progression rates of students according to their socio-economic group. In 2015/16, 64% of the new entrant cohort responded to the equal access survey. In 2016/17, the figure was 70%[10]. Figures 4.15 and 4.16 show the non-progression rates by socio-economic group for the years 2015/16 and 2016/17, while Figure 4.17 compares the non-progression rates over the three years from 2014/15 to 2016/17. In 2014/15, the lowest non-progression rate was for farmers, at 8%, closely followed by higher professionals at 9%. The rate for farmers is consistent across the three years; the rate for the higher professional group has fallen and in 2016/17, this group has the lowest non-progression rate at 7%. As of 2016/17, the rates for all other groups has either fallen or remained the same since 2014/15.

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[10] Note that RCSI are not included in the Equal Access Survey.

Figure 4.15 Non-Progression Rate by Socio-economic Group, 2015-16 Entrants
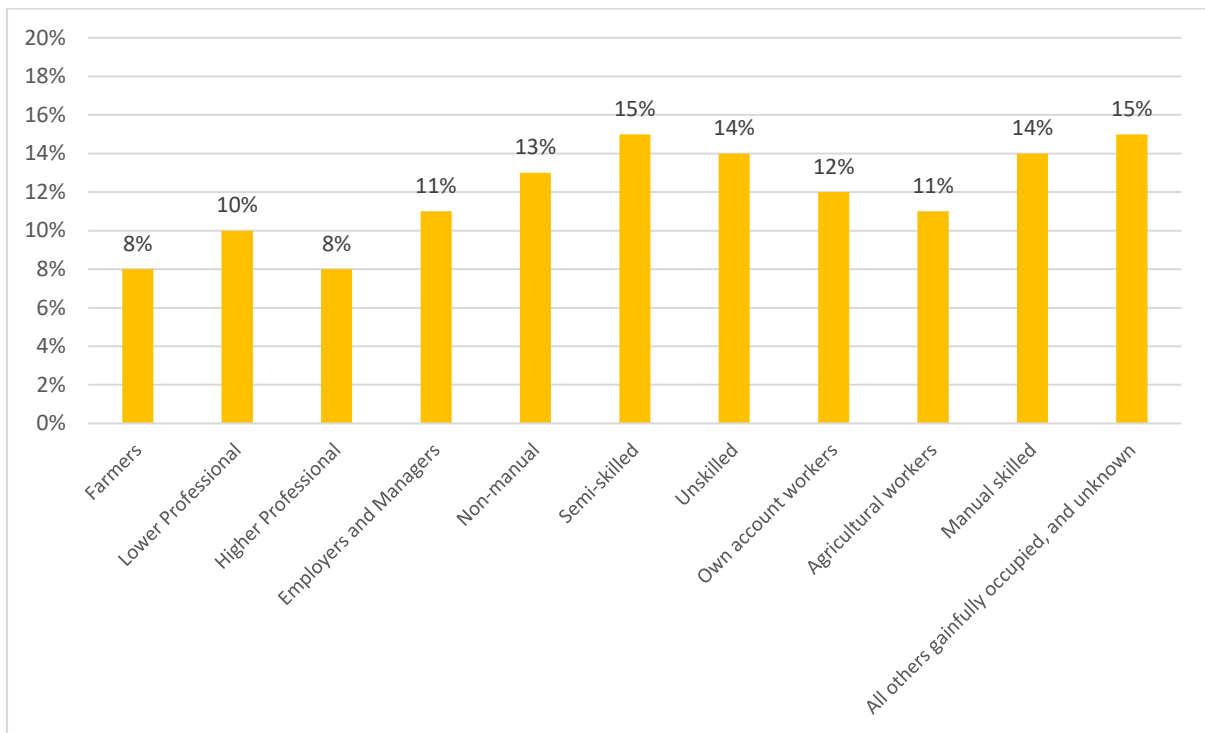
Figure 4.16 Non-Progression Rate by Socio-economic Group, 2016-17 Entrants
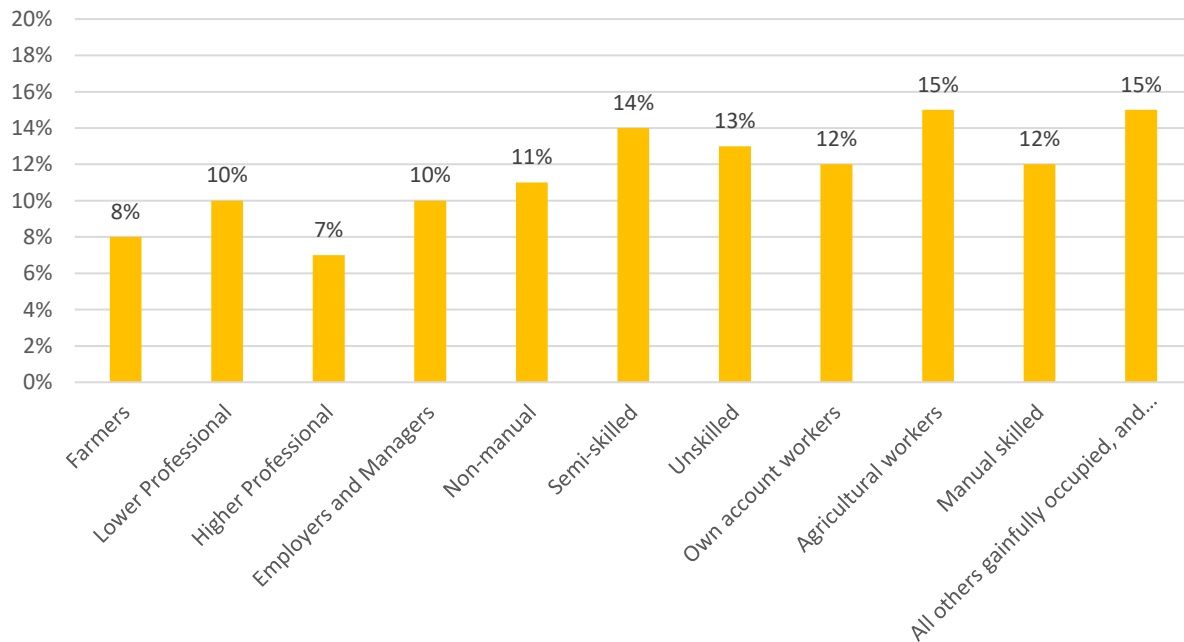
Figure 4.17 A Comparison of Non-Progression Rates by Socio-Economic Group, 2014-15 to 2016-17

■ 2014/15 ■ 2015/16 ■ 2016/17
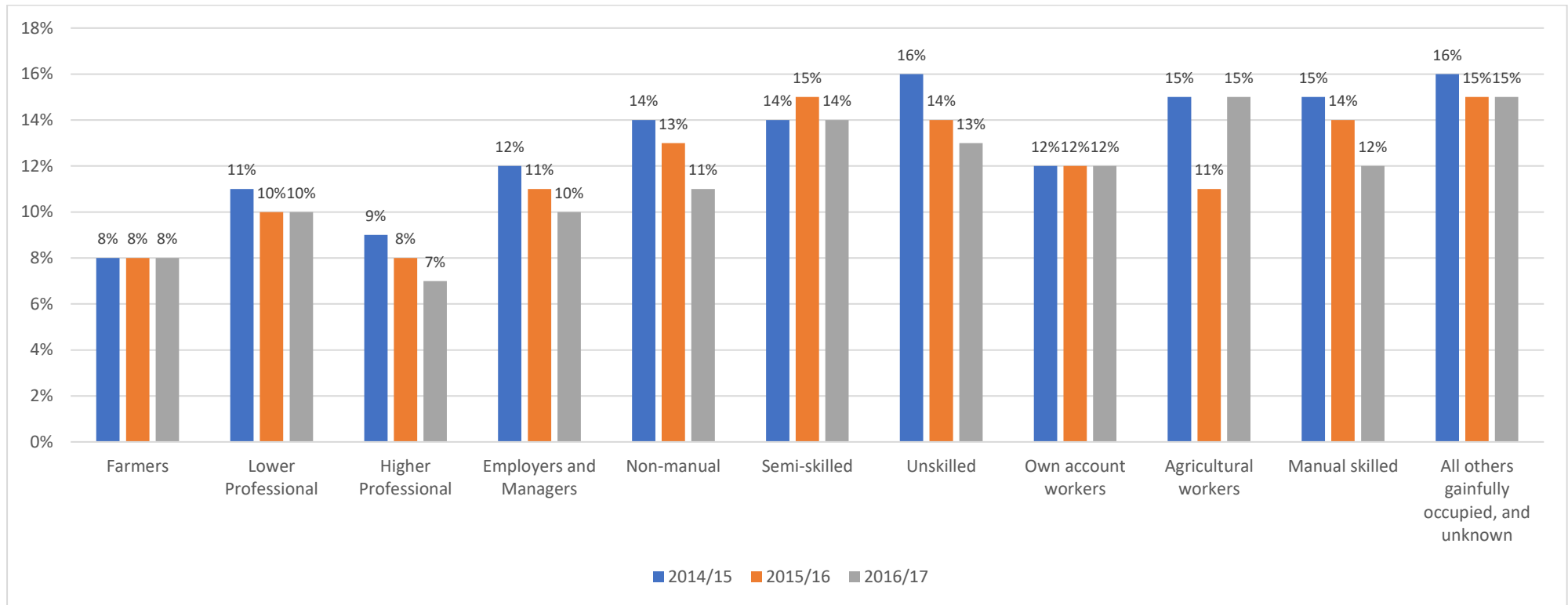
Key points

- Males have a higher non-progression rate than females, particularly at level 6 and level 7 in the Institute of Technology sector.
- Mature students have a higher non-progression rate than non-mature students, particularly at level 8 in the Universities and Colleges. However, at level 7 in the IoT sector, Mature entrants have a lower rate of non-progression while there was no difference in non-progression rates between the two age groupings at level 6 (2016/17 entrants).
- As per previous years reports, the lowest rates of non-progression observed for both years were in the Farmer and Higher Professional social-economic groupings.

5 Trend in Non-Progression Rates

5.1 Introduction

This chapter provides an overview of non-progression rates by sector, NFQ level and fields of study from 2010/11 to 2016/17.

5.2 Trend in Non-Progression Rates by Sector and Level from 2010/11 to 2016/17

Table 5.1 shows trends in non-progression rates by sector and NFQ level. The overall non-progression rate remained constant from 2010/11 to 2012/13 at 16% before gradually falling to a rate of 13% for 2016/17 entrants. Of particular note, is the fall in the overall non-progression rate in the Institute of Technology sector from 24% to 19%. The sharpest falls have been at level 6 and 7, but a steadier decline is also evident at level 8. Note that in this period, the overall number of level 8 entrants in the IoT sector has risen while those at levels 6 and 7 have declined. Non-progression rates in the University sector have risen slightly, from 9% (2010/11 entrants) to a high of 11% in 2013/14, before gradually falling back to the lowest rate at 8% for the 2016/17 entrants. The Colleges have seen a rise, from 4% in 2010/11 to a high of 8% in 2014/15, before falling back to 6% for the 2016/17 entrants.

5.3 Trend in Non-Progression Rates by Sector and Field of Study from 2010/11 to 2016/17 (Level 8 only)

The trend in non-progression by field of study and sector is outlined in Tables 5.2 to 5.4. For the purpose of comparability with earlier progression reports, and in light of the revision of the ISCED classification system which took effect in 2014/15, these tables use the modified field of study subject groupings used in the previous reports[11].

Table 5.2 shows the rates at level 8 for all sectors. In computer science, the non-progression rate was 19% in 2010/11, peaking at 20% in 2012/13 before falling to a low of 14% in 2016/17. Education has fluctuated between 3% and 6% over this period, declining to 4% in 2016/17 from a peak of 6% in 2014/15. Healthcare was 7% in 2013/14, rising to 8% for the entrants in 2011/12 to 2014/15, falling back to 7% in 2015/16 and 2016/17. Please note that the numbers of entrants to the different fields of study will have fluctuated over this period and this should be considered when drawing conclusions.

Due to the relatively low numbers of new entrants in the College sector, the subsequent analysis focuses on the non-progression of new entrants at level 8 in the University and IoT sectors. Tables 5.3 and 5.4 present the non-progression rates for the Institutes of Technology and University sectors respectively. The most significant fluctuation in non-progression rates is in the field of education in the IoT sector, from a low of 4% for the 2011/12 entrants to a high of 14% for the 2015/16 cohort and falling to 11% for the 2016/17 entrants. Note however that there are relatively small numbers of participants in education courses in this sector. The rates for Engineering (excluding Civil), Construction (and related), Computer science, and Services have been higher than the sectoral average every year since 2010/11. By contrast, Healthcare

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[11] See HEA (2018), pp 38 – 39.

has fluctuated between 9% and 11%, over this period, comfortably below the sectoral totals every year.

Education and Healthcare entrants in the University sector have had fluctuations in the period, but in each year, their non-progression rates are well below the sectoral average for the same year. While the rates of non-progression for Computer Science are lower in the University sector than for the Institute of Technology sector, in each year, the rate has been consistently higher than the sectoral average.

Table 5.1 Trends in Non-Progression by Sector and NFQ Level 2010/11 to 2016/17.

Sector	Level	2010/11 - 2011/12	2011/12 - 2012/13	2012/13 - 2013/14	2013/14 - 2014/15	2014/15 - 2015/16	2015/16 - 2016/17	2016/17 - 2017/18
Institutes of Technology	Level 6	30%	30%	26%	26%	27%	28%	23%
	Level 7	28%	29%	28%	27%	25%	25%	23%
	Level 8	17%	17%	17%	16%	15%	15%	15%
	All Levels	24%	24%	23%	21%	21%	20%	19%
Universities	Level 8	9%	10%	11%	11%	10%	9%	8%
Colleges	Level 8	4%	4%	6%	6%	8%	7%	6%
All Institutions	**Level 8**	**11%**	**11%**	**12%**	**12%**	**11%**	**10%**	**10%**
All Institutions	**All Levels**	**16%**	**16%**	**16%**	**15%**	**14%**	**14%**	**13%**

Table 5.2 Trend in Non-Progression by Discipline for Level 8 across all Sectors from 2010/11 to 2016/17

Field of Study	2010/11 - 2011/12	2011/12 - 2012/13	2012/13 - 2013/14	2013/14 - 2014/15	2014/15 - 2015/16	2015/16 - 2016/17	2016/17 - 2017/18
Education	3%	3%	5%	4%	6%	5%	4%
Healthcare	7%	8%	8%	8%	8%	7%	7%
Combined & Other Disciplines	12%	11%	-	-	-	-	-
Social Science, Business and Law & Arts and Humanities	11%	12%	13%	13%	12%	11%	11%
Science, Agriculture & Veterinary	10%	11%	11%	11%	10%	9%	9%
Engineering (excl. Civil)	12%	12%	13%	13%	11%	11%	
Construction and Related	17%	19%	19%	20%	15%	17%	19%
Services	22%	19%	20%	16%	17%	15%	16%
Computer Science	19%	18%	20%	16%	16%	15%	14%
All Fields of Study	**11%**	**11%**	**12%**	**12%**	**11%**	**10%**	**10%**

Table 5.3 Trend in Non-Progression by Discipline for Level 8 in Institutes of Technology from 2010/11 to 2016/17

Field of Study	2010/11 - 2011/12	2011/12 - 2012/13	2012/13 - 2013/14	2013/14 - 2014/15	2014/15 - 2015/16	2015/16 - 2016/17	2016/17 - 2017/18
Education	8%	4%	11%	5%	8%	14%	11%
Healthcare	11%	11%	10%	10%	9%	10%	10%
Combined & Other Disciplines	17%	-	-	-	-	-	-
Social Science, Business and Law & Arts and Humanities	18%	17%	17%	16%	15%	15%	16%
Science, Agriculture & Veterinary	16%	19%	18%	16%	18%	15%	16%
Engineering (excl. Civil)	22%	21%	20%	21%	19%	17%	15%
Construction and Related	21%	24%	21%	24%	18%	19%	22%
Services	21%	19%	20%	17%	17%	16%	16%
Computer Science	23%	23%	26%	20%	22%	18%	18%
All Fields of Study	**17%**	**17%**	**17%**	**16%**	**15%**	**15%**	**15%**

Table 5.4 Trend in Non-Progression by Discipline for Level 8 in Universities from 2010/11 to 2016/17

Field of Study	2010/11 - 2011/12	2011/12 - 2012/13	2012/13 - 2013/14	2013/14 - 2014/15	2014/15 - 2015/16	2015/16 - 2016/17	2016/17 - 2017/18
Education	5%	5%	8%	5%	8%	4%	4%
Healthcare	5%	6%	6%	7%	7%	6%	5%
Combined & Other Disciplines	11%	11%	-	-	-	-	-
Social Science, Business and Law & Arts and Humanities	8%	11%	12%	12%	11%	10%	10%
Science, Agri & Vet	9%	9%	10%	10%	8%	7%	7%
Engineering (excl Civil)	9%	10%	11%	11%	9%	8%	8%
Construction and Related	9%	9%	16%	13%	10%	10%	10%
Services	23%	20%	23%	0%	6%	12%	13%
Computer Science	16%	12%	15%	12%	11%	11%	10%
All Fields of Study	**9%**	**10%**	**11%**	**11%**	**10%**	**9%**	**8%**

Key Points

- There has been a decrease in the overall non-progression rate, from 16% (2010/11 entrants) to 13% (2016/17 entrants).

6 Non-Progression Logistic Regression Models

6.1 Introduction

Non-progression is influenced by factors such as the subject studied, the NFQ level and the institute attended. In addition, student characteristics such as Leaving Certificate points, gender, age and socio-economic background are also likely to influence non-progression. Therefore, comparisons of headline rates of non-progression across institutes may be confounded by differences in Leaving Certificate points and socio-economic background across institutes. This chapter attempts to disentangle these effects and model non-progression rates across institutes by comparing like-for-like individuals across institutes.

Non-progression can be modelled in two ways. The first is the "raw non-progression" rate which is the same as the headline rate reported elsewhere in this report. The "model prediction" for institutes is the predicted rate of non-progression when comparing like-for-like students who attend different institutions but who study the same subject, at the same NFQ level, are the same age and gender, received the same Leaving Certificate points and are from the same socio-economic background.

6.2 Models and Findings

Figures 6.1 and 6.2 compare the raw non-progression rate with the modelled prediction by institute for 2015-16 and 2016-17 entrants, respectively. Universities tend to have lower rates of headline non-progression while Institutes of Technology tend to have higher headline rates. However, when institutes are compared with like-for-like student populations, the variance in non-progression is substantially reduced.

For example, IT Blanchardstown has the highest rate of non-progression in 2015-16 with 29% of students overall in year 1 not progressing into year 2. This is followed by Letterkenny IT and Galway-Mayo IT (24%). However, when like-for-like students (who study the same subject, at the same NFQ level, are the same age and gender, received the same Leaving Certificate points and are from the same socio-economic background) are compared across institutes, the probability of not progressing in IT Blanchardstown, Letterkenny IT and Galway-Mayo IT falls to 20%, 15% and 16% respectively. The Universities with the lowest raw non-progression rates in 2015-16 are UCC (7%), TCD (8%) and DCU (8%). When comparing like-for-like student populations across institutes, the probability of not progressing increases to 10% in UCC, 15% in TCD and 12% in DCU.

Figures 6.3 and 6.4 similarly compare the raw non-progression rate with the modelled prediction by Leaving Certificate points range for 2015-16 and 2016-17 entrants, respectively. Both the raw non-progression rates and the model predictions show that Leaving Certificate points are a strong predictor of non-progression.

For example, in raw terms, 39% of students with 205 to 250 points do not progress from first to second year compared with 4% of students with 555 to 600 points in 2015-16. When like-for-like students (who study the same subject, at the same institute, at the same NFQ level, who are the same age and gender and are from the same socio-economic background) are compared the probability of not progressing with 205 to 250 points is 30% compared with 5% of students with 555 to 600 points.

Figure 6.1 Non-Progression by Institute, 2015/16 Entrants.
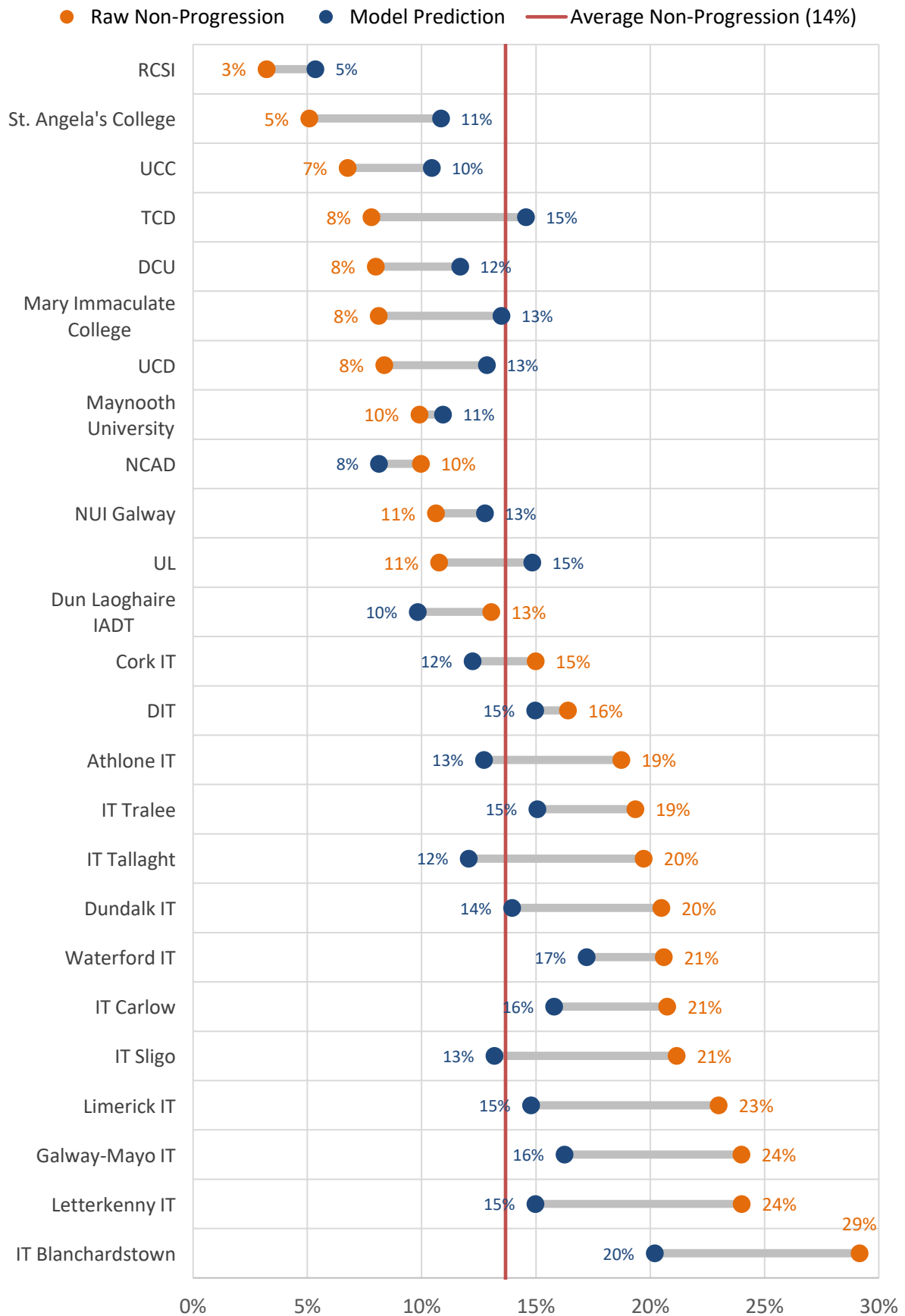
Figure 6.2 Non-Progression by Institute, 2016/17 Entrants
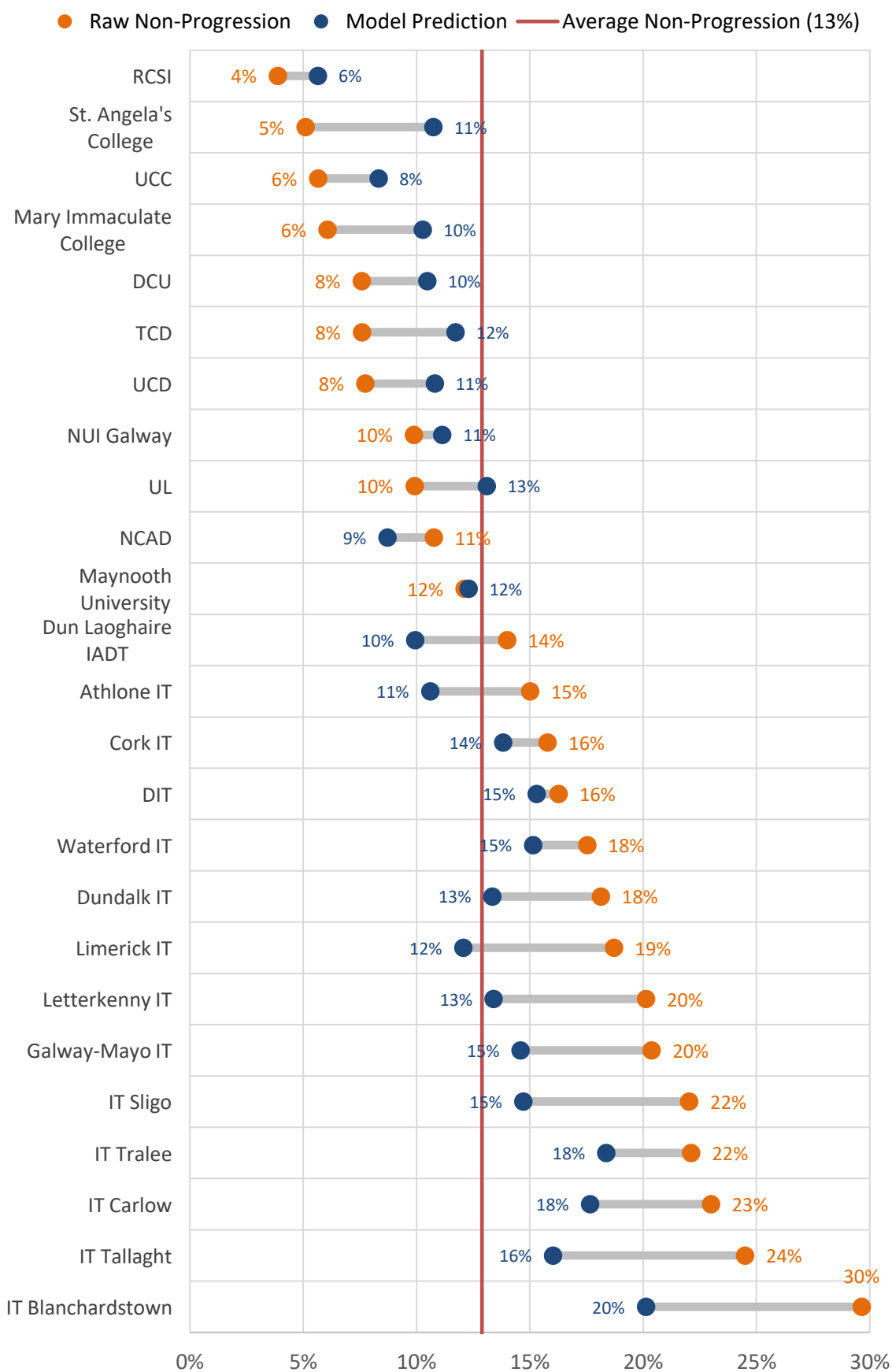
Figure 6.3 Non-Progression Rates by Leaving Certificate Points Range, 2015-16 Entrants
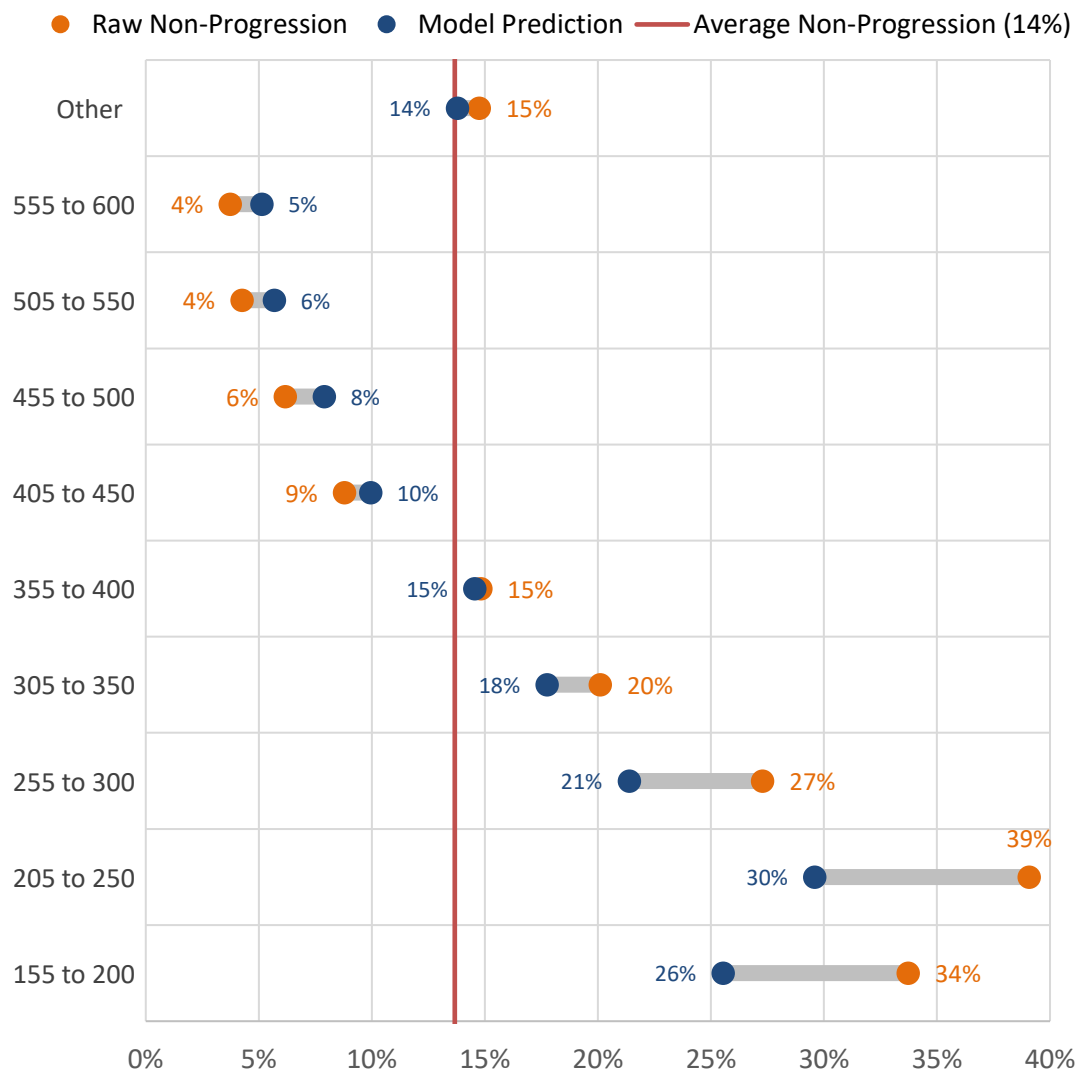
Figure 6.4 Non-Progression Rates by Leaving Certificate Points Range, 2016-17 Entrants

● Raw Non-Progression　● Model Prediction　── Average Non-Progression (13%)

Points Range	Raw Non-Progression	Model Prediction
Other	14%	13%
555 to 600	4%	6%
505 to 550	4%	5%
455 to 500	6%	7%
405 to 450	9%	10%
355 to 400	14%	13%
305 to 350	20%	17%
255 to 300	26%	21%
205 to 250	35%	27%
155 to 200	34%	27%
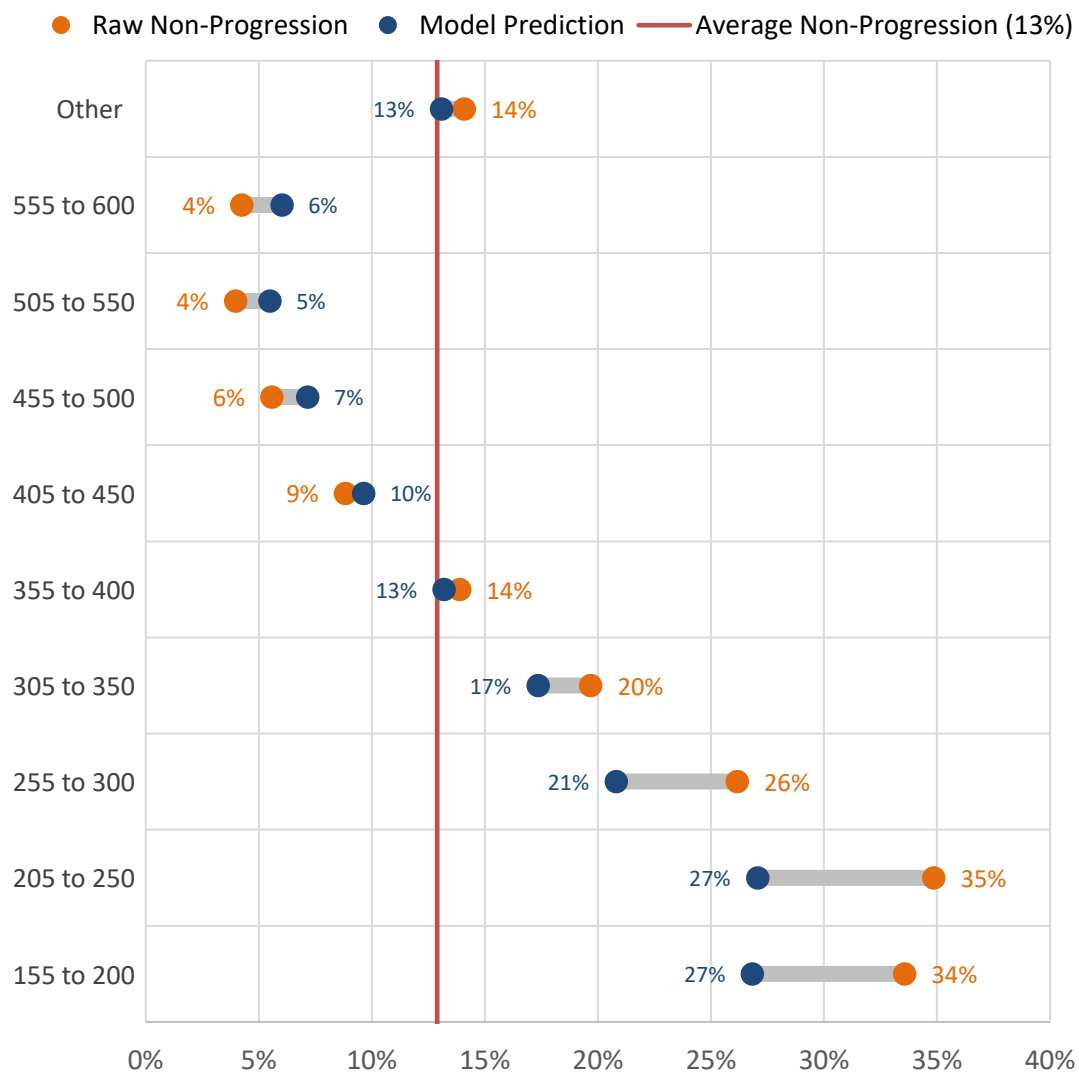
Key Points

- When like-for-like student populations are compared across institutions, the variance in non-progression rates is reduced, compared to the headline rates identified.
- Both headline rates and the regression analysis suggest that Leaving Certificate points are a strong predictor of non-progression.

7 Conclusion

This report provides a quantitative overview of non-progression of new entrants in the 2015-16 and 2016-17 academic years into the following academic year. The overall rate of non-progression has fallen from 16% for 2010/11 entrants to 13% for 2016/17 entrants.

In line with previous progression studies, this analysis shows that prior educational attainment (Leaving Certificate points) is a strong predictor of non-progression. Students with higher attainment in their Leaving Certificate have a lower rate of non-progression than those with lower levels of attainment. Overall, only 4% of students with Leaving Certificate points in the range 555 to 600 did not progress, compared with 34% of those with points in the lowest points range. This relationship is also demonstrated by the multivariate analysis presented in chapter 6. These results highlight the importance of academic preparedness prior to admission, as well as the importance of post-entry support on entry to higher education.

Also in line with previous studies, differences in non-progression patterns by gender are evident. Across all sectors and NFQ levels, females are more likely than males to progress to the following year. This gender difference becomes more pronounced at NFQ level 6 and 7 in the IoT sector. For example, the non-progression rate for females at level 6 was 17% compared to 28% for males (2016/17 entrants). By contrast, the rates at level 8 in the University sector for females and males was 8% and 9% respectively.

In conclusion, this report highlights that while most students successfully transition from their first to the following year of their study, 13% of 2016-17 entrants did not. As per previous progression studies, strong variation across sectors and NFQ levels is evident. This report demonstrates the importance of quantitative data to further understand the processes which lead students to leave their courses. Gaining a better understanding of which students are more likely to withdraw from their courses is therefore important in order to maximise the use of resources to target those students most "at-risk" of non-progression.

Appendices

Appendix A: Higher Education Institutions

Table 1 List of Higher Education Institutions

Universities

Dublin City University (DCU)

Maynooth University (MU)

National University of Ireland, Galway (NUIG)

Trinity College Dublin (TCD)

University College Cork (UCC)

University College Dublin (UCD)

University of Limerick (UL)

Colleges

Mary Immaculate College, Limerick (MIC)

National College of Art and Design (NCAD)

Royal College of Surgeons (RCSI)

St. Angela's College of Home Economics, Sligo (SAC)

Institutes of Technology

Athlone Institute of Technology (AIT)

Cork Institute of Technology (CIT)

Dublin Institute of Technology (DIT)

Dun Laoghaire Institute of Art, Design and Technology (IADT)

Dundalk Institute of Technology (DkIT)

Galway-Mayo Institute of Technology (GMIT)

Institute of Technology, Blanchardstown (ITB)

Institute of Technology, Carlow (ITC)

Institute of Technology, Sligo (ITS)

Institute of Technology, Tallaght (ITTA)

Institute of Technology, Tralee (ITTR)

Letterkenny Institute of Technology (LyIT)

Limerick Institute of Technology (LIT)

Waterford Institute of Technology (WIT)

Appendix B Details of Non-Progression Rates by Field of Study, Sector and NFQ Level

Table 2 Number New Entrants (academic year 2015/16) who did not progress by Field of Study, Sector and NFQ Level (total number of New Entrants in brackets)

Sector	Level	Generic programmes and qualifications	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	Total
Institutes of Technology	Level 6	5 (7)		29 (83)	4 (7)	149 (625)	16 (81)	39 (116)	103 (309)	0 (11)	47 (255)	197 (621)	589 (2,115)
	Level 7		2 (13)	103 (427)	30 (106)	266 (1,131)	143 (630)	256 (830)	503 (1,686)	33 (342)	108 (611)	287 (1,217)	1,731 (6,993)
	Level 8		8 (59)	247 (1,599)	24 (252)	323 (2,134)	129 (808)	195 (1,098)	210 (1,147)	3 (71)	176 (1,819)	136 (877)	1,451 (9,864)
All IoT		5 (7)	10 (72)	379 (2,109)	58 (365)	738 (3,890)	288 (1,519)	490 (2,044)	816 (3,142)	36 (424)	331 (2,685)	620 (2,715)	3,771 (18,972)
Universities	Level 8		39 (968)	777 (5,708)	160 (1,932)	256 (4,280)	239 (3,163)	115 (1,036)	146 (1,694)	19 (345)	168 (2,856)	9 (73)	1,928 (22,055)
Colleges	Level 8		34 (658)	66 (542)							10 (270)		110 (1,470)
All Level 8			81 (1,685)	1,090 (7,849)	184 (2,184)	579 (6,414)	368 (3,971)	310 (2,134)	356 (2,841)	22 (416)	354 (4,945)	145 (950)	3,489 (33,389)
Numbers non-Progressed (Total Number of New Entrants)		5 (7)	83 (1,698)	1,222 (8,359)	218 (2,297)	994 (8,170)	527 (4,682)	605 (3,080)	962 (4,836)	55 (769)	509 (5,811)	629 (2,788)	5,809 (42,497)

Table 3 Number New Entrants (academic year 2016/17) who did not progress by Field of Study, Sector and NFQ Level (total number of New Entrants in brackets)

Sector	Level	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services	Total
Institutes of Technology	Level 6	n/a	14 (82)	n/a	120 (644)	29 (99)	46 (130)	69 (261)	n/a	19 (169)	134 (482)	431 (1,867)
	Level 7	4 (7)	76 (345)	18 (44)	235 (1,068)	133 (621)	221 (795)	421 (1,488)	33 (277)	143 (781)	226 (1,068)	1,510 (6,494)
	Level 8	6 (54)	255 (1,618)	33 (222)	331 (2,099)	147 (836)	203 (1,117)	264 (1,414)	13 (161)	169 (1,763)	129 (815)	1,550 (10,099)
All IoT		10 (61)	345 (2,045)	51 (266)	686 (3,811)	309 (1,556)	n/a	754 (3,163)	46 (438)	331 (2,713)	489 (2,365)	3,491 (18,460)
Universities	Level 8	39 (931)	862 (6,407)	136 (1,746)	215 (4,230)	247 (3,180)	103 (1,015)	143 (1,779)	11 (360)	148 (2,913)	10 (77)	1,914 (22,638)
Colleges	Level 8	16 (700)	65 (495)	n/a	n/a	n/a	n/a	n/a	n/a	18 (373)	n/a	99 (1,574)
All Level 8		61 (1,685)	1,182 (8,520)	169 (1,968)	546 (6,329)	394 (4,016)	306 (2,132)	407 (3,199)	24 (521)	335 (5,049)	139 (892)	3,563 (34,311)
Numbers non-Progressed (Total Number of New Entrants)		65 (1,692)	1,272 (8,947)	187 (2,012)	901 (8,041)	556 (4,736)	573 (3,057)	897 (4,948)	57 (798)	497 (5,999)	499 (2,442)	5,504 (42,672)

Appendix C Non-Progression by Gender and Prior Educational Attainment

Table 4 Non-Progression by Gender and Prior Education Attainment at Level 6 and Level 7 in Institutes of Technology (2015/16 Entrants)

Sectoral Level	Institute of Technology Level 6			Institute of Technology Level 7		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	66%	46%	43%	73%	42%	29%
205 to 250	55%	43%	31%	66%	45%	34%
255 to 300	54%	26%	24%	64%	30%	26%
305 to 350	51%	26%	14%	63%	23%	15%
355 to 400	55%	16%	14%	59%	16%	11%
405 to 450	59%	13%	3%	55%	8%	7%
455 to 500	21%	0%	7%	50%	6%	19%
505 to 550	50%	0%	0%	55%	18%	22%
555 to 600	0%	n/a	100%	50%	0%	100%
Other	54%	36%	28%	64%	27%	19%
Total	**54%**	**31%**	**24%**	**63%**	**28%**	**20%**

Table 5 Non-Progression by Gender and Prior Education Attainment at Level 8 and All Levels in Institutes of Technology (2015/16 Entrants)

Sectoral Level	Institute of Technology Level 8			Institute of Technology All Levels		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	21%	0%	6%	63%	41%	25%
205 to 250	78%	23%	33%	64%	43%	33%
255 to 300	65%	32%	18%	63%	30%	24%
305 to 350	55%	22%	14%	58%	23%	14%
355 to 400	51%	17%	13%	54%	17%	12%
405 to 450	49%	10%	7%	50%	10%	7%
455 to 500	56%	7%	5%	54%	7%	7%
505 to 550	38%	4%	5%	40%	6%	6%
555 to 600	30%	11%	5%	30%	10%	11%
Other	48%	17%	13%	54%	23%	17%
Total	**51%**	**17%**	**12%**	**56%**	**23%**	**16%**

Table 6 Non-Progression by Gender and Prior Education Attainment at Level 8 in Universities and Colleges (2015/16 Entrants)

Sectoral Level	Universities Level 8			Colleges Level 8		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	29%	0%	0%	20%	0%	13%
205 to 250	50%	0%	0%	24%	0%	15%
255 to 300	45%	27%	15%	40%	18%	15%
305 to 350	47%	21%	27%	30%	18%	18%
355 to 400	47%	16%	15%	24%	13%	10%
405 to 450	45%	9%	9%	18%	25%	5%
455 to 500	44%	7%	6%	20%	9%	3%
505 to 550	46%	4%	4%	21%	2%	3%
555 to 600	46%	3%	4%	23%	0%	3%
Other	43%	11%	9%	30%	4%	10%
Total	**45%**	**9%**	**8%**	**24%**	**9%**	**7%**

Table 7 Non-Progression by Gender and Prior Education Attainment at Level 6 and Level 7 in Institutes of Technology (2016/17 Entrants)

Sectoral Level	Institute of Technology Level 6			Institute of Technology Level 7		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	56%	42%	31%	67%	44%	33%
205 to 250	55%	41%	23%	70%	39%	29%
255 to 300	55%	26%	17%	68%	29%	21%
305 to 350	52%	16%	12%	64%	21%	16%
355 to 400	53%	18%	7%	53%	12%	12%
405 to 450	49%	3%	12%	60%	15%	9%
455 to 500	43%	22%	8%	52%	15%	13%
505 to 550	33%	0%	50%	71%	10%	0%
555 to 600	0%	n/a	0%	58%	18%	0%
Other	59%	30%	19%	60%	25%	19%
Total	**55%**	**28%**	**17%**	**63%**	**26%**	**19%**

Table 8 Non-Progression by Gender and Prior Education Attainment at Level 8 and All Levels in Institutes of Technology (2016/17 Entrants)

Sectoral Level	Institute of Technology Level 8			Institute of Technology All Levels		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	10%	17%	2%	55%	43%	23%
205 to 250	56%	33%	7%	66%	39%	27%
255 to 300	63%	32%	22%	65%	30%	20%
305 to 350	56%	23%	18%	58%	22%	17%
355 to 400	53%	18%	12%	53%	16%	11%
405 to 450	52%	12%	7%	53%	12%	7%
455 to 500	51%	11%	6%	51%	11%	7%
505 to 550	43%	10%	7%	45%	10%	8%
555 to 600	36%	11%	6%	40%	13%	5%
Other	50%	18%	13%	54%	22%	15%
Total	**52%**	**18%**	**12%**	**56%**	**22%**	**15%**

Table 9 Non-Progression by Gender and Prior Education Attainment at Level 8 in Universities and Colleges (2016/17 Entrants)

Sectoral Level	Universities Level 8			Colleges Level 8		
POINTS RANGE	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression	% of Males in Each Category	% Male Non-Progression	% Female Non-Progression
155 to 200	0%	n/a	0%	22%	100%	14%
205 to 250	29%	50%	40%	56%	20%	0%
255 to 300	52%	29%	19%	43%	0%	18%
305 to 350	47%	20%	22%	31%	14%	11%
355 to 400	47%	15%	14%	15%	4%	10%
405 to 450	45%	10%	7%	21%	15%	7%
455 to 500	44%	5%	5%	21%	5%	2%
505 to 550	46%	4%	4%	20%	0%	1%
555 to 600	47%	4%	4%	27%	6%	0%
Other	43%	11%	10%	33%	7%	7%
Total	**45%**	**9%**	**8%**	**25%**	**8%**	**6%**

Appendix D Details of Non-Progression Rates by Socio-Economic Group

Note: Tables 10 and 11 are based on respondents to the Equal Access Survey only.

Table 10 Details of Non-Progression Rates by Socio-economic Group (2015/16 Entrants)

Socio-economic Group	% Non-Progression	Number of Students who did not progress	New Entrants
Farmers	8%	148	1,758
Lower Professional	10%	236	2,352
Higher Professional	8%	239	2,972
Employers and Managers	11%	508	4,706
Non-manual	13%	341	2,671
Semi-skilled	15%	227	1,465
Unskilled	14%	169	1,227
Own account workers	12%	219	1,828
Agricultural workers	11%	11	104
Manual skilled	14%	387	2,733
All others gainfully occupied, and unknown	15%	768	5,250
Total	**12%**	**3,253**	**27,066**

Table 11 Details of Non-Progression Rates by Socio-economic Group (2016/17 Entrants)

Socio-economic Group	% Non-progression	Number of Students who did not progress	New Entrants
Farmers	8%	158	1,921
Lower Professional	10%	257	2,621
Higher Professional	7%	247	3,342
Employers and Managers	10%	524	5,415
Non-manual	11%	346	3,042
Semi-skilled	14%	230	1,633
Unskilled	13%	177	1,369
Own account workers	12%	230	1,948
Agricultural workers	15%	16	110
Manual skilled	12%	347	2,915
All others gainfully occupied, and unknown	15%	779	5,339
Total	**11%**	**3,311**	**29,655**

Appendix E Overall Non-Progression Rates by Institution and NFQ Level

Table 12 Non-Progression Rates by Institute of Technology and NFQ Level (2015/16 Entrants)

Institute of Technology	Level 6	Level 7	Level 8	All Levels Non-Progression
Athlone IT	22%	21%	13%	19%
Cork IT	28%	16%	12%	15%
Dublin Institute of Technology	23%	22%	14%	16%
Dun Laoghaire Institute of Art, Design and Technology	n/a	24%	11%	13%
Dundalk IT	36%	23%	16%	20%
Galway-Mayo IT	34%	28%	19%	24%
IT Blanchardstown	30%	36%	22%	29%
IT Carlow	31%	27%	15%	21%
IT Sligo	34%	24%	14%	21%
IT Tallaght	25%	27%	14%	20%
IT Tralee	44%	22%	13%	19%
Letterkenny IT	27%	27%	16%	24%
Limerick IT	32%	30%	16%	23%
Waterford IT	26%	29%	15%	21%
All Institutes of Technology	**28%**	**25%**	**15%**	**20%**
National Average	**28%**	**25%**	**10%**	**14%**

Table 13 Non-Progression Rates by University and NFQ Level (2015/16 Entrants)

University	Level 8 Non-progression
Dublin City University	8%
Maynooth University	10%
National University of Ireland, Galway	11%
Trinity College Dublin	8%
University College Cork	7%
University College Dublin	8%
University of Limerick	11%
All universities	**9%**
National Average	**10%**

Table 14 Non-progression Rates by College and NFQ Level (2015/16 Entrants)

College	Level 8 Non-progression
Mary Immaculate College, Limerick	8%
National College of Art and Design	10%
Royal College of Surgeons	3%
St. Angela's College of Home Economics, Sligo	5%
All Colleges	**7%**
National Average	**10%**

Table 15 Non-Progression Rates by Institute of Technology and NFQ Level (2016/17 Entrants)

Institute of Technology	Level 6	Level 7	Level 8	All Levels Non-Progression
Athlone IT	13%	21%	11%	15%
Cork IT	16%	18%	14%	16%
Dublin Institute of Technology	15%	20%	15%	16%
Dun Laoghaire Institute of Art, Design and Technology	n/a	20%	13%	14%
Dundalk IT	41%	21%	14%	18%
Galway-Mayo IT	33%	26%	16%	20%
IT Blanchardstown	33%	36%	21%	30%
IT Carlow	30%	26%	20%	23%
IT Sligo	31%	26%	15%	22%
IT Tallaght	35%	31%	18%	24%
IT Tralee	38%	30%	13%	22%
Letterkenny IT	22%	24%	13%	20%
Limerick IT	24%	23%	15%	19%
Waterford IT	27%	18%	16%	18%
All Institutes of Technology	**23%**	**23%**	**15%**	**19%**
National Average	**23%**	**23%**	**10%**	**13%**

Table 16 Non-Progression Rates by University and NFQ Level (2016/17 Entrants)

University	Level 8 Non-progression
Dublin City University	8%
Maynooth University	12%
National University of Ireland, Galway	10%
Trinity College Dublin	8%
University College Cork	6%
University College Dublin	8%
University of Limerick	10%
All universities	**8%**
National Average	**10%**

Table 17 Non-Progression Rates by College and NFQ Level (2016/17 Entrants)

College	Level 8 Non-progression
Mary Immaculate College, Limerick	6%
National College of Art and Design	11%
Royal College of Surgeons	4%
St. Angela's College of Home Economics, Sligo	5%
All Colleges	**6%**
National Average	**10%**

Appendix F Overall Non-Progression Rates by Institution and NFQ Level and Field of Study

Table 18 Non-Progression by Field of Study - Level 6, Institute of Technology Sector (2015/16 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(0) Generic programmes and qualifications	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	n/a	n/a	n/a	n/a	n/a	n/a	71%
(2) Arts and humanities	36%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0%	n/a	n/a	30%	37%	n/a	35%
(3) Social sciences, journalism and information	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57%	n/a	57%
(4) Business, administration and law	17%	31%	19%	n/a	n/a	n/a	40%	33%	37%	30%	n/a	0%	30%	28%	24%
(5) Natural sciences, mathematics and statistics	19%	n/a	n/a	n/a	n/a	n/a	n/a	21%	25%	0%	0%	n/a	29%	n/a	20%
(6) Information and Communication Technologies (ICTs)	20%	n/a	n/a	n/a	n/a	38%	18%	37%	n/a	29%	33%	50%	33%	n/a	34%
(7) Engineering, manufacturing and construction	50%	50%	38%	n/a	45%	36%	33%	33%	39%	26%	n/a	n/a	29%	27%	33%
(8) Agriculture, forestry, fisheries and veterinary	n/a	n/a	n/a	n/a	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0%
(9) Health and welfare	10%	n/a	23%	n/a	n/a	n/a	n/a	19%	n/a	n/a	n/a	25%	n/a	n/a	18%
(10) Services	34%	25%	34%	n/a	41%	33%	n/a	n/a	n/a	23%	49%	28%	34%	24%	32%
All Fields of Study	**22%**	**28%**	**23%**	n/a	**36%**	**34%**	**30%**	**31%**	**34%**	**25%**	**44%**	**27%**	**32%**	**26%**	**28%**

Table 19 Non-Progression by Field of Study - Level 7, Institute of Technology Sector (2015/16 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(1) Education	n/a	15%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15%
(2) Arts and humanities	24%	13%	26%	22%	26%	31%	20%	6%	38%	n/a	0%	29%	20%	n/a	24%
(3) Social sciences, journalism and information	n/a	n/a	n/a	n/a	n/a	28%	33%	13%	n/a	n/a	n/a	n/a	n/a	n/a	28%
(4) Business, administration and law	n/a	12%	23%	26%	16%	22%	46%	28%	25%	31%	30%	29%	21%	26%	24%
(5) Natural sciences, mathematics and statistics	26%	21%	9%	n/a	26%	33%	n/a	22%	22%	27%	22%	24%	30%	19%	23%
(6) Information and Communication Technologies (ICTs)	25%	19%	n/a	n/a	26%	26%	43%	18%	25%	26%	21%	40%	22%	50%	31%
(7) Engineering, manufacturing and construction	29%	27%	25%	n/a	27%	32%	41%	37%	31%	30%	22%	23%	37%	44%	30%
(8) Agriculture, forestry, fisheries and veterinary	3%	6%	n/a	n/a	13%	9%	30%	n/a	n/a	n/a	11%	3%	n/a	14%	10%
(9) Health and welfare	6%	5%	n/a	n/a	20%	n/a	19%	36%	7%	0%	24%	n/a	25%	18%	18%
(10) Services	26%	21%	19%	n/a	28%	32%	21%	19%	19%	19%	23%	6%	32%	36%	24%
All Fields of Study	**21%**	**16%**	**22%**	**24%**	**23%**	**28%**	**36%**	**27%**	**24%**	**27%**	**22%**	**27%**	**30%**	**29%**	**25%**

Table 20 Non-Progression by Field of Study - Level 8, Institute of Technology Sector (2015/16 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(1) Education	n/a	n/a	18%	n/a	n/a	8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14%
(2) Arts and humanities	n/a	10%	14%	14%	23%	14%	18%	11%	0%	22%	18%	50%	15%	25%	15%
(3) Social sciences, journalism and information	11%	n/a	7%	3%	13%	29%	22%	0%	n/a	n/a	n/a	n/a	0%	13%	10%
(4) Business, administration and law	11%	14%	11%	13%	17%	15%	34%	16%	14%	13%	12%	18%	22%	16%	15%
(5) Natural sciences, mathematics and statistics	21%	9%	17%	n/a	n/a	22%	n/a	26%	7%	12%	10%	43%	9%	12%	16%
(6) Information and Communication Technologies (ICTs)	32%	15%	17%	4%	21%	19%	17%	13%	38%	20%	25%	14%	15%	27%	18%
(7) Engineering, manufacturing and construction	11%	17%	14%	n/a	10%	27%	28%	24%	30%	16%	50%	25%	17%	19%	18%
(8) Agriculture, forestry, fisheries and veterinary	n/a	n/a	n/a	n/a	5%	n/a	17%	n/a	n/a	n/a	0%	n/a	n/a	3%	4%
(9) Health and welfare	9%	3%	8%	n/a	12%	8%	15%	12%	13%	5%	8%	7%	9%	10%	10%
(10) Services	8%	0%	18%	n/a	n/a	19%	28%	13%	14%	10%	14%	23%	17%	12%	16%
All Fields of Study	**13%**	**12%**	**14%**	**11%**	**16%**	**19%**	**22%**	**15%**	**14%**	**14%**	**13%**	**16%**	**16%**	**15%**	**15%**

Table 21 Non-Progression by Field of Study – All Levels of Study, Institute of Technology Sector (2015/16 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(0) Generic programmes and qualifications	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71%	n/a	n/a	n/a	n/a	n/a	n/a	71%
(1) Education	n/a	15%	18%	n/a	n/a	8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14%
(2) Arts and humanities	29%	11%	15%	15%	24%	21%	18%	9%	21%	22%	17%	30%	20%	25%	18%
(3) Social sciences, journalism and information	11%	n/a	7%	3%	13%	28%	29%	6%	n/a	n/a	n/a	n/a	40%	13%	16%
(4) Business, administration and law	15%	13%	14%	18%	17%	18%	41%	22%	23%	22%	23%	23%	24%	19%	19%
(5) Natural sciences, mathematics and statistics	23%	12%	14%	n/a	26%	24%	n/a	23%	16%	17%	14%	27%	24%	16%	19%
(6) Information and Communication Technologies (ICTs)	27%	17%	17%	4%	23%	24%	28%	19%	26%	23%	25%	37%	18%	42%	24%
(7) Engineering, manufacturing and construction	30%	22%	21%	n/a	26%	30%	37%	31%	32%	22%	24%	24%	31%	28%	26%
(8) Agriculture, forestry, fisheries and veterinary	3%	6%	n/a	n/a	8%	9%	25%	n/a	n/a	n/a	10%	3%	n/a	10%	8%
(9) Health and welfare	9%	4%	10%	n/a	13%	8%	16%	20%	12%	5%	15%	16%	10%	13%	12%
(10) Services	26%	21%	19%	n/a	31%	31%	26%	15%	18%	19%	25%	23%	25%	21%	23%
All Fields of Study	**19%**	**15%**	**16%**	**13%**	**20%**	**24%**	**29%**	**21%**	**21%**	**20%**	**19%**	**24%**	**23%**	**21%**	**20%**

Table 22 Non-Progression by Field of Study - Level 8, Universities (2015/16 Entrants)

Field of Study	DCU	NUIG	MU	TCD	UCC	UCD	UL	All Universities
(1) Education	4%	3%	8%	14%	2%	n/a	7%	4%
(2) Arts and humanities	11%	11%	18%	8%	12%	16%	13%	14%
(3) Social sciences, journalism and information	5%	12%	11%	9%	8%	4%	9%	8%
(4) Business, administration and law	7%	6%	7%	6%	4%	3%	10%	6%
(5) Natural sciences, mathematics and statistics	11%	9%	8%	8%	3%	7%	9%	8%
(6) Information and Communication Technologies (ICTs)	14%	15%	9%	11%	4%	6%	17%	11%
(7) Engineering, manufacturing and construction	14%	19%	4%	6%	6%	7%	12%	9%
(8) Agriculture, forestry, fisheries and veterinary	n/a	n/a	n/a	n/a	n/a	6%	n/a	6%
(9) Health and welfare	10%	13%	3%	7%	5%	3%	11%	6%
(10) Services	n/a	n/a	33%	n/a	n/a	n/a	4%	12%
All Fields of Study	**8%**	**10%**	**11%**	**8%**	**7%**	**8%**	**11%**	**9%**

Table 23 Non-Progression by Field of Study - Level 8, Colleges (2015/16 Entrants)

Field of Study	MIC	NCAD	RCSI	SAC	All Colleges
(1) Education	5%	8%	n/a	5%	5%
(2) Arts and humanities	14%	10%	n/a	n/a	12%
(9) Health and welfare	n/a	n/a	3%	5%	4%
All Fields of Study	**8%**	**10%**	**3%**	**5%**	**7%**

Table 24 Non-Progression by Field of Study - Level 6, Institute of Technology (2016/17 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(2) Arts and humanities	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50%	n/a	n/a	33%	19%	n/a	17%
(4) Business, administration and law	7%	10%	15%	n/a	n/a	n/a	32%	35%	16%	36%	n/a	25%	17%	26%	19%
(5) Natural sciences, mathematics and statistics	33%	n/a	n/a	n/a	n/a	n/a	n/a	19%	41%	40%	33%	n/a	0%	n/a	29%
(6) Information and Communication Technologies (ICTs)	0%	n/a	n/a	n/a	n/a	18%	33%	39%	n/a	70%	21%	44%	38%	n/a	35%
(7) Engineering, manufacturing and construction	29%	0%	8%	n/a	50%	60%	50%	29%	41%	10%	n/a	n/a	23%	28%	26%
(9) Health and welfare	3%	n/a	0%	n/a	n/a	n/a	n/a	18%	n/a	n/a	n/a	16%	n/a	n/a	11%
(10) Services	20%	19%	28%	n/a	38%	30%	n/a	n/a	n/a	36%	57%	25%	31%	27%	28%
All IoT Level 6	**13%**	**16%**	**15%**	n/a	**41%**	**33%**	**33%**	**30%**	**31%**	**35%**	**38%**	**22%**	**24%**	**27%**	**23%**

Table 25 Non-Progression by Field of Study - Level 7, Institute of Technology (2016/17 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(1) Education	n/a	57%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57%
(2) Arts and humanities	20%	27%	13%	19%	31%	26%	29%	13%	35%	n/a	67%	16%	13%	n/a	22%
(3) Social sciences, journalism and information	n/a	n/a	n/a	n/a	n/a	14%	44%	67%	n/a	n/a	n/a	n/a	n/a	n/a	41%
(4) Business, administration and law	15%	10%	16%	20%	17%	28%	40%	17%	25%	36%	38%	26%	25%	18%	22%
(5) Natural sciences, mathematics and statistics	17%	15%	17%	n/a	22%	27%	n/a	23%	24%	26%	33%	26%	18%	18%	21%
(6) Information and Communication Technologies (ICTs)	31%	20%	n/a	n/a	29%	16%	35%	26%	31%	27%	50%	22%	26%	28%	28%
(7) Engineering, manufacturing and construction	31%	27%	23%	n/a	22%	32%	42%	42%	28%	35%	26%	33%	32%	15%	28%
(8) Agriculture, forestry, fisheries and veterinary	4%	11%	n/a	n/a	3%	19%	25%	0%	n/a	n/a	20%	10%	n/a	13%	12%
(9) Health and welfare	16%	14%	n/a	n/a	7%	14%	30%	26%	21%	n/a	36%	n/a	13%	10%	18%
(10) Services	11%	20%	19%	n/a	22%	26%	23%	16%	19%	28%	18%	21%	29%	29%	21%
All IoT Level 7	**21%**	**18%**	**20%**	**20%**	**21%**	**26%**	**36%**	**26%**	**26%**	**31%**	**30%**	**24%**	**23%**	**18%**	**23%**

Table 26 Non-Progression by Field of Study, Level 8 Institute of Technology (2016/17 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(1) Education	n/a	n/a	15%	n/a	n/a	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11%
(2) Arts and humanities	26%	15%	17%	10%	15%	18%	26%	16%	17%	14%	20%	0%	11%	25%	16%
(3) Social sciences, journalism and information	6%	n/a	21%	11%	0%	13%	11%	50%	n/a	n/a	n/a	n/a	n/a	21%	15%
(4) Business, administration and law	17%	10%	13%	18%	15%	20%	32%	24%	16%	16%	11%	17%	17%	15%	16%
(5) Natural sciences, mathematics and statistics	9%	14%	21%	n/a	n/a	19%	n/a	13%	24%	23%	13%	17%	18%	16%	18%
(6) Information and Communication Technologies (ICTs)	19%	8%	16%	22%	26%	5%	21%	24%	24%	21%	14%	20%	18%	34%	18%
(7) Engineering, manufacturing and construction	12%	19%	15%	n/a	18%	20%	22%	26%	27%	24%	0%	17%	22%	20%	19%
(8) Agriculture, forestry, fisheries and veterinary	n/a	n/a	n/a	n/a	4%	6%	0%	31%	n/a	n/a	33%	n/a	n/a	2%	8%
(9) Health and welfare	6%	5%	7%	n/a	11%	9%	15%	16%	10%	7%	7%	9%	9%	10%	10%
(10) Services	9%	22%	20%	n/a	n/a	15%	19%	11%	8%	33%	14%	21%	13%	16%	16%
All IoT - Level 8	**11%**	**14%**	**15%**	**13%**	**14%**	**16%**	**21%**	**20%**	**15%**	**18%**	**13%**	**13%**	**15%**	**16%**	**15%**

Table 27 Non-Progression by Field of Study, All Levels Institute of Technology (2016/17 Entrants)

Field of Study	AIT	CIT	DIT	IADT	DkIT	GMIT	ITB	ITC	ITS	ITTA	ITTR	LyIT	LIT	WIT	All Institutes
(1) Education	n/a	57%	15%	n/a	n/a	0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16%
(2) Arts and humanities	15%	16%	17%	11%	21%	21%	27%	14%	27%	14%	23%	17%	13%	25%	17%
(3) Social sciences, journalism and information	6%	n/a	21%	11%	0%	13%	37%	57%	n/a	n/a	n/a	n/a	n/a	21%	19%
(4) Business, administration and law	12%	10%	13%	19%	16%	24%	36%	26%	20%	26%	22%	21%	17%	16%	18%
(5) Natural sciences, mathematics and statistics	14%	14%	19%	n/a	22%	22%	n/a	18%	29%	25%	20%	24%	17%	17%	20%
(6) Information and Communication Technologies (ICTs)	26%	12%	16%	22%	27%	10%	31%	27%	30%	28%	30%	24%	21%	31%	23%
(7) Engineering, manufacturing and construction	26%	23%	18%	n/a	23%	26%	39%	34%	29%	24%	24%	30%	26%	20%	24%
(8) Agriculture, forestry, fisheries and veterinary	4%	11%	n/a	n/a	4%	13%	15%	17%	n/a	n/a	24%	10%	n/a	7%	11%
(9) Health and welfare	9%	11%	7%	n/a	11%	10%	22%	19%	11%	7%	21%	12%	10%	10%	12%
(10) Services	15%	20%	20%	n/a	25%	24%	20%	13%	16%	31%	20%	24%	24%	22%	21%
All Levels IoT	**15%**	**16%**	**16%**	**14%**	**18%**	**20%**	**30%**	**23%**	**22%**	**24%**	**22%**	**20%**	**19%**	**18%**	**19%**

Table 28 Non-Progression by Field of Study, Level 8, Universities (2016/17)

Field of Study	DCU	NUIG	MU	TCD	UCC	UCD	UL	All Universities
(1) Education	5%	5%	0%	0%	2%	n/a	4%	4%
(2) Arts and humanities	8%	15%	18%	11%	10%	15%	15%	13%
(3) Social sciences, journalism and information	11%	12%	5%	7%	8%	4%	5%	8%
(4) Business, administration and law	7%	6%	5%	2%	3%	4%	7%	5%
(5) Natural sciences, mathematics and statistics	11%	11%	9%	9%	2%	7%	7%	8%
(6) Information and Communication Technologies (ICTs)	10%	13%	8%	7%	7%	6%	19%	10%
(7) Engineering, manufacturing and construction	10%	16%	7%	2%	3%	6%	13%	8%
(8) Agriculture, forestry, fisheries and veterinary	n/a	n/a	n/a	n/a	n/a	3%	n/a	3%
(9) Health and welfare	5%	10%	3%	7%	5%	3%	5%	5%
(10) Services	n/a	n/a	24%	n/a	n/a	n/a	6%	13%
L8 Universities	**8%**	**12%**	**10%**	**8%**	**6%**	**8%**	**10%**	**8%**

Table 29 Non-Progression by Field of Study, Level 8, Colleges (2016/17)

Field of Study	MIC	NCAD	RCSI	SAC	All Colleges
(1) Education	2%	3%	n/a	2%	2%
(2) Arts and humanities	14%	12%	n/a	n/a	13%
(7) Engineering, manufacturing and construction	n/a	n/a	n/a	0%	0%
(9) Health and welfare	n/a	n/a	4%	9%	5%
L8 Colleges	**6%**	**11%**	**4%**	**5%**	**6%**

Appendix G Logistic Regression Results
Table 30 Logistic Regression Results, 2015/16 Entrants

Variable	Institute	LC Points	Full Model
NCAD	-0.050**		-0.041**
	(0.02)		(0.02)
Mary Immaculate College	-0.069***		0.013
	(0.01)		(0.02)
St. Angela's College	-0.099***		-0.014
	(0.02)		(0.03)
RCSI	-0.118***		-0.069***
	(0.02)		(0.02)
Athlone IT	0.038**		0.005
	(0.01)		(0.01)
Cork IT (Reference)	-		-
DIT	0.014		0.027***
	(0.01)		(0.01)
Dun Laoghaire IADT	-0.019		-0.024*
	(0.02)		(0.01)
Dundalk IT	0.055***		0.017*
	(0.01)		(0.01)
Galway-Mayo IT	0.090***		0.040***
	(0.01)		(0.01)
IT Blanchardstown	0.142***		0.080***
	(0.02)		(0.01)
IT Carlow	0.058***		0.036***
	(0.01)		(0.01)
IT Sligo	0.062***		0.010
	(0.01)		(0.01)
IT Tallaght	0.047***		-0.002
	(0.02)		(0.01)
IT Tralee	0.044**		0.028**
	(0.02)		(0.01)
Letterkenny IT	0.090***		0.028**
	(0.02)		(0.01)
Limerick IT	0.080***		0.026**
	(0.01)		(0.01)
Waterford IT	0.056***		0.050***
	(0.01)		(0.01)
DCU	-0.070***		-0.005
	(0.01)		(0.01)
NUI Galway	-0.044***		0.005
	(0.01)		(0.01)
Maynooth University	-0.051***		-0.013
	(0.01)		(0.01)
TCD	-0.072***		0.023**
	(0.01)		(0.01)
UCC	-0.082***		-0.018*
	(0.01)		(0.01)
UCD	-0.066***		0.006
	(0.01)		(0.01)
UL	-0.042***		0.026**
	(0.01)		(0.01)
LC Points			
155 to 200		0.136***	0.078***
		(0.02)	(0.02)
205 to 250		0.190***	0.118***
		(0.02)	(0.01)
255 to 300		0.072***	0.036***
		(0.01)	(0.01)

Variable	Institute	LC Points	Full Model
305 to 350 (Reference)		-	-
355 to 400		-0.053*** (0.01)	-0.032*** (0.01)
405 to 450		-0.113*** (0.01)	-0.078*** (0.01)
455 to 500		-0.139*** (0.01)	-0.099*** (0.01)
505 to 550		-0.158*** (0.01)	-0.121*** (0.01)
555 to 600		-0.164*** (0.01)	-0.126*** (0.01)
Other		-0.054*** (0.01)	-0.040*** (0.01)
NFQ Level			
Level 6			0.061*** (0.01)
Level 7			0.035*** (0.01)
Level 8 (Reference)			-
Age Group			
16-18 Years			-0.029*** (0.01)
19-20 Years			-0.017* (0.01)
21-24 Years			-0.007 (0.01)
25-29 Years (Reference)			-
30 Years +			-0.026** (0.01)
Gender			
Unknown			0.239 (0.30)
Female (Reference)			-
Male			0.020*** (0.00)
Nationality			
Non-Irish (Reference)			-
Irish			0.000 (0.01)
Socio-economic Group			
(A) Employers & Managers			-0.014 (0.01)
(B) Higher Professional			-0.025** (0.01)
(C) Lower Professional			-0.018 (0.01)
(D) Non-manual			-0.009 (0.01)
(E) Manual Skilled			-0.007 (0.01)
(F) Semi-skilled (Reference)			-
(G) Unskilled			-0.016 (0.01)
(H) Own Account Workers			-0.016 (0.01)

Variable	Institute	LC Points	Full Model
(I) Farmers			-0.033***
			(0.01)
(J) Agricultural Workers			-0.046
			(0.03)
(Z) Other occupied & unknown			-0.011
			(0.01)
Missing			0.006
			(0.01)
School Type			
DEIS			0.005
			(0.00)
Fee-Paying			-0.016**
			(0.01)
Standard (Reference)			-
Unknown			0.018***
			(0.01)
Broad ISCED Field of Study			
Education			-0.031***
			(0.01)
Arts & Humanities			0.051***
			(0.01)
Social Sciences			0.007
			(0.01)
Business Admin & Law (Reference)			-
Sciences Maths & Stats			0.023***
			(0.01)
ICT			0.035***
			(0.01)
Engineering			0.038***
			(0.01)
Agriculture			-0.048***
			(0.01)
Health & Welfare			-0.025***
			(0.01)
Services			0.019***
			(0.01)
Observations	42,497	42,497	42,497
Pseudo R Squared	0.040	0.060	0.084
Chi Square	1340.27	2048.60	2858.48
Log Likelihood	-16282.46	-15928.30	-15523.36

Note: *, **, and *** denotes significance at the 10%, 5% and 1% level respectively. Coefficients and standard errors (in parentheses) show percentage point difference in non-progression compared to the reference category. Calculated using logistic regression models of non-progression and transformed into percentage points using marginal effects in Stata.

Table 31 Logistic Regression Results, 2016/17 Entrants

Variable	Institute	LC Points	Full Model
NCAD	-0.050**		-0.051***
	(0.02)		(0.02)
Mary Immaculate College	-0.097***		-0.035**
	(0.01)		(0.02)
St. Angela's College	-0.107***		-0.031
	(0.02)		(0.03)
RCSI	-0.119***		-0.082***
	(0.01)		(0.02)
Athlone IT	-0.008		-0.032***
	(0.01)		(0.01)
Cork IT (Reference)	-		-
DIT	0.005		0.015
	(0.01)		(0.01)
Dun Laoghaire IADT	-0.018		-0.039***
	(0.02)		(0.01)
Dundalk IT	0.023*		-0.005
	(0.01)		(0.01)
Galway-Mayo IT	0.046***		0.008
	(0.01)		(0.01)
IT Blanchardstown	0.139***		0.063***
	(0.02)		(0.01)
IT Carlow	0.072***		0.038***
	(0.01)		(0.01)
IT Sligo	0.062***		0.009
	(0.02)		(0.01)
IT Tallaght	0.087***		0.022*
	(0.02)		(0.01)
IT Tralee	0.063***		0.046***
	(0.02)		(0.02)
Letterkenny IT	0.043***		-0.004
	(0.02)		(0.01)
Limerick IT	0.029**		-0.018*
	(0.01)		(0.01)
Waterford IT	0.017		0.013
	(0.01)		(0.01)
DCU	-0.082***		-0.033***
	(0.01)		(0.01)
NUI Galway	-0.059***		-0.027***
	(0.01)		(0.01)
Maynooth University	-0.037***		-0.015
	(0.01)		(0.01)
TCD	-0.082***		-0.021*
	(0.01)		(0.01)
UCC	-0.101***		-0.055***
	(0.01)		(0.01)
UCD	-0.080***		-0.030***
	(0.01)		(0.01)
UL	-0.059***		-0.007
	(0.01)		(0.01)
LC Points			
155 to 200		0.139***	0.095***
		(0.02)	(0.02)
205 to 250		0.152***	0.097***
		(0.02)	(0.01)
255 to 300		0.065***	0.035***
		(0.01)	(0.01)

Variable	Institute	LC Points	Full Model
305 to 350 (Reference)		-	-
355 to 400		-0.058*** (0.01)	-0.042*** (0.01)
405 to 450		-0.109*** (0.01)	-0.077*** (0.01)
455 to 500		-0.141*** (0.01)	-0.102*** (0.01)
505 to 550		-0.157*** (0.01)	-0.119*** (0.01)
555 to 600		-0.154*** (0.01)	-0.113*** (0.01)
Other		-0.056*** (0.01)	-0.043*** (0.01)
NFQ Level			
Level 6			0.023*** (0.01)
Level 7			0.017*** (0.01)
Level 8 (Reference)			-
Age Group			
16-18 Years			-0.020** (0.01)
19-20 Years			-0.004 (0.01)
21-24 Years			0.006 (0.01)
25-29 Years (Reference)			-
30 Years +			-0.012 (0.01)
Gender			
Female (Reference)			0.000 (.)
Male			0.023*** (0.00)
Nationality			
Non-Irish (Reference)			-
Irish			0.011** (0.01)
Socio-economic Group			
(A) Employers & Managers			-0.016* (0.01)
(B) Higher Professional			-0.025** (0.01)
(C) Lower Professional			-0.012 (0.01)
(D) Non-manual			-0.012 (0.01)
(E) Manual Skilled			-0.016* (0.01)
(F) Semi-skilled (Reference)			-
(G) Unskilled			-0.012 (0.01)
(H) Own Account Workers			-0.006 (0.01)
(I) Farmers			-0.022** (0.01)

Variable	Institute	LC Points	Full Model
(J) Agricultural Workers			0.012
			(0.03)
(Z) Other occupied & unknown			0.010
			(0.01)
Missing			0.013
			(0.01)
School Type			
DEIS			0.017***
			(0.00)
Fee-Paying			0.001
			(0.01)
Standard (Reference)			-
Unknown			0.028***
			(0.01)
Broad ISCED Field of Study			
Education			-0.033***
			(0.01)
Arts & Humanities			0.056***
			(0.01)
Social Sciences			0.019**
			(0.01)
Business Admin & Law (Reference)			-
Sciences Maths & Stats			0.036***
			(0.01)
ICT			0.032***
			(0.01)
Engineering			0.041***
			(0.01)
Agriculture			-0.035***
			(0.01)
Health & Welfare			-0.020***
			(0.01)
Services			0.019***
			(0.01)
Observations	42,672	42,672	42,672
Pseudo R Squared	0.040	0.056	0.082
Chi Square	1309.60	1828.26	2690.67
Log Likelihood	-15750.47	-15491.14	-15059.93

Note: *, **, and *** denotes significance at the 10%, 5% and 1% level respectively. Coefficients and standard errors (in parentheses) show percentage point difference in non-progression compared to the reference category. Calculated using logistic regression models of non-progression and transformed into percentage points using marginal effects in Stata.