



Good Education Group

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Introduction

This briefing paper has been prepared to provide universities with an understanding of *The Good Universities Guide* ratings and facilitate discussion about the ratings with the Australian Network of University Planners, (ANUP).

Since acquiring *The Good Universities Guide* in 2015, Good Education Group has been committed to ensuring that the quality and relevance of the ratings meet university expectations. In 2016, *The Good Universities Guide* transitioned from ratings that were based on the Course Experience Questionnaire to ratings that are based on the Student Experience Survey. During the process of communicating the detail of this transition to universities, Good Education Group also set out to review *The Good Universities Guide's* communications with universities in general, particularly with regard to ratings. As part of this review, we welcome the opportunity to provide detailed descriptions of each rating published in *The Good Universities Guide 2019* for ANUP's feedback.

Each rating published in the forthcoming 2019 edition of *The Good Universities Guide* is described in this document with the following headers:

Description

Provides an overview of the rating.

Time reference

What year does the data refer to? Note that in all cases the latest data available at the time of production has been used.

Purpose, insight objective

*What does this rating communicate to *The Good Universities Guide's* readership?*

Data and methodology

Provides data specifications and an overview of rating methodology.

Comment and context

*What are the limitations of this rating? How does *The Good Universities Guide* account for these?*

Rating: Social equity

Description
This rating looks at the number of commencing domestic students from a low socio-economic background as a proportion of all commencing domestic students. A university with a comparatively high proportion of commencing students from a low socio-economic background will rate well. A university with comparatively low proportion of commencing students from a low socio-economic background will rate poorly.

Purpose, Insight, Objective
The purpose of this rating is to provide some insight into which universities are serving students who are typically under-represented at university.

Data and methodology
GEG compiles this rating from the Department of Education's, 'Selected Higher Education Statistics, Student Data', Appendix 2, Equity Groups. Table 2.3: Commencing Domestic Students by SES, Institution and Equity Group. The Social Equity rating is taken as the number of "Low SES (SA1 measure)" as a proportion of "All commencing Domestic Students". Institutions are arranged in descending order according to their proportion of Low SES (SA1 measure) students and the set is broken into quintiles to form five star ratings.

Table 2.3: Commencing Domestic Students by SES, Institution and Equity Group

Institution	2015		2016		2017		2018		2019	
	Low SES (SA1 measure)	All commencing Domestic Students	Low SES (SA1 measure)	All commencing Domestic Students	Low SES (SA1 measure)	All commencing Domestic Students	Low SES (SA1 measure)	All commencing Domestic Students	Low SES (SA1 measure)	All commencing Domestic Students
Monash University	111	111	1,098	388	1,078	2,711	1,041	3,271	1,018	3,181
Macquarie University	101	101	1,810	111	1,708	1,781	901	2,111	1,011	2,111
RMIT University	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
The University of Queensland	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
The University of Western Australia	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
The University of New South Wales	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
The University of Melbourne	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
University of Sydney	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
University of Technology, Sydney	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
University of Western Australia	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
University of Wollongong	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011
University of Queensland	101	101	1,011	211	1,011	1,011	1,011	1,011	1,011	1,011

Comment and context.
The location and size of a university is a factor in this data and regional universities will typically rate well. The rating does not for example account for scholarships, pathways or partnerships that universities may be offering to students from Low SES backgrounds.

Rating: Student demand

Description

This rating looks at the number of school leavers commencing university with high entrance scores. A university with a cohort of commencing school leavers that is characterised by a high proportion of students with high entrance scores will typically rate well. A university with a cohort of commencing school leavers that is characterised by a low proportion of students with high entrance scores will not rate well.

Time reference

2016 commencers.

Purpose, insight objective

The purpose of this rating is to provide some insight into which universities are sought after by prospective students.

The rating works on the premise that:

- Students with very high entrance scores have the widest possible selection of universities to enrol in. Their choice of university is highly indicative of where they would most prefer to study because they're free to choose from most universities.
- Students with very low entrance scores are ineligible for entry to universities with high entry scores. Their choice to enrol at a particular university is not necessarily indicative of general demand for places at that university because a student with a low score may have few other options.

Data and methodology

Good Education Group requests a custom dataset from the Department of Education annually.

Sample template supplied by Department of Education

Data represents a decile frequency count / distribution for all higher education providers for commencing students defined by Element 360 Tertiary Entrance Score

Total students	Top 10%	2nd 10%	3rd 10%	4th 10%	5th 10%	6th 10%	7th 10%	8th 10%	9th 10%	Bottom 10%	Total students	
University 1	948	1246	571	24	3	3	3	60	40	16	20	3968
University 2	534	728	457	18	1	23	1	91	24	5	5	2847
University 3	381	687	445	1	1	490	1	1	1	5	5	2867
University 4	122	244	135	1	1	148	1	94	1	5	5	945
University 5	908	898	838	1	1	678	30	1369	83	25	10	4533

948 students who enrolled at this institution achieved amongst the top 10% of all scores recorded by school leavers in this year.

10 students who enrolled at this institution achieved amongst the bottom 10% of all scores recorded by school leavers in this year.

Methodology applied to data

Points	10	9	8	7	6	5	4	3	2	1	Sum results by decile band	Sum of results divided by total students
Multiply number of students within each decile band by the number of points per decile band	9480	11214	4568	3668	1980	5	2	11	32	20	32387	8.162046371

Total students	Top 10%	2nd 10%	3rd 10%	4th 10%	5th 10%	6th 10%	7th 10%	8th 10%	9th 10%	Bottom 10%	Total students	
University 1	948	1246	571	24	3	3	3	60	40	16	20	3968

This figure is the metric that universities are rated on. Arrange set in descending order, identify quintiles and assign star rating.

Rating: Student demand. *Continued*

Comment and context

This rating is indicative of demand from domestic school leavers only. Whilst school leavers represent roughly half of all domestic students who commence at university, their preferences and characteristics do not define patterns of demand for all prospective undergraduate students.

The Good Universities Guide communicates the context of this rating to its readership in the following ways:

- The rating is clearly defined as being specific to domestic school leavers enrolled on the basis of an entrance score only. This data is derived from HEIM's element 369 and is reported by universities to the Department of Education.
- *The Good Universities Guide* emphasises that this rating does not reflect demand from other/all types of prospective undergraduate students
- School leavers are identified as constituting roughly half of all commencing domestic undergraduate students in *The Good Universities Guide*.
- *The Good Universities Guide* identifies the proportion of school leavers at each individual university.

Data notes and definitions

The decile frequency count of students by entrance score correlates to the following bands.

Top 10%:	97+
2 nd 10%:	93-96
3 rd 10%:	90-92
4 th 10%:	86-89
5 th 10%:	82-85
6 th 10%:	78-81
7 th 10%:	73-77
8 th 10%:	68-72
9 th 10%:	61-67
Bottom 10%:	30-60

Data for your institution is available upon request.

Rating: Social equity

Description

This rating looks at the number of commencing domestic students from a low socio-economic background as a proportion of all commencing domestic students. A university with a comparatively high proportion of commencing students from a low socio-economic background will rate well. A university with comparatively low proportion of commencing students from a low socio-economic background will rate poorly.

Time reference

2016 commencers.

Purpose, insight objective

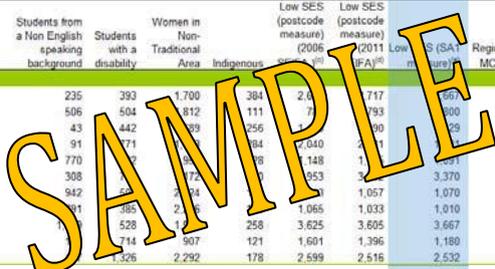
The purpose of this rating is to provide some insight into which universities are serving students who are typically under-represented at university.

Data and methodology

Good Education Group compiles this rating from the Department of Education’s, *‘Selected Higher Education Statistics, Student Data’, Appendix 2, Equity Groups. Table 2.3: Commencing Domestic Students(a) by State, Institution and Equity Group.* The Social Equity rating is taken as the number of “Low SES (SA1 measure)(e)” as a proportion of “All Commencing Domestic Students” Institutions are arranged in descending order according to their proportion of “Low SES (SA1 measure)(e)” students and the set is broken into quintiles to form five-star categories.

Table 2.3: Commencing Domestic Students^(a) by State, Institution and Equity Group, 2014

State/Institution ^(b)	Students from a Non English speaking background	Students with a disability	Women in Non-Traditional Area	Indigenous	Low SES (postcode measure) (2006)	Low SES (postcode measure) (2011)	Low SES (SA1 measure) (2011)	Regional (2006 MCEETYA) ^(f)	Regional (2011 ASGS) ^(g)	Remote (2006 MCEETYA) ^(f)	Remote (2011 ASGS) ^(g)	All Commencing Domestic Students	Total 2013
New South Wales													
Charles Sturt University	235	393	1,700	384	2,040	717	250	5,211	5,332	207	194	12,195	12,273
Macquarie University	506	504	812	111	711	793	800	573	559	23	22	9,906	10,165
Southern Cross University	43	442	289	256	200	90	29	3,122	3,094	45	39	5,572	5,477
The University of New England	91	771	1,044	84	2,040	211	29	3,572	3,807	196	171	8,383	8,044
The University of New South Wales	770	77	1,224	28	1,148	1,148	1,148	971	1,063	45	42	13,654	13,259
The University of Newcastle	308	25	1,724	7	953	3,370	3,370	1,823	2,663	95	89	13,236	12,697
University of Sydney	942	25	1,824	1,066	1,057	1,070	853	914	914	45	39	15,116	15,016
University of Technology, Sydney	91	185	2,116	258	1,066	1,033	1,010	331	330	8	7	9,730	9,341
University of Western Sydney	528	1,126	1,126	258	3,625	3,605	3,667	777	779	7	6	14,768	14,183
University of Wollongong	714	907	907	121	1,601	1,396	1,188	1,396	1,797	19	16	6,573	6,540
Non-University Higher Education Institutions	1,326	2,292	178	2,599	2,516	2,532	1,970	2,004	50	44	17,742	15,847	



Comment and context

The location and size of a university is a factor in this data and regional universities will typically rate well. The rating does not, for example, account for scholarships, pathways or partnerships that universities may be offering to students from low SES backgrounds.

Rating: First Generation

Description

The number of domestic students commencing bachelor degrees who identify as the first in their family to attend university, as a proportion of all domestic students commencing bachelor degrees. A university with a comparatively high proportion of students who identify as the first person in their family to attend university will rate well.

Time reference

Students commencing in years 2010 through 2016.

Purpose, insight objective

Students that identify as First Generation are often drawn from equity backgrounds. The proportion of students that identify as the first in their family to attend university is one indicator of how successful a university is at delivering higher education to students that are under-represented in higher education and how tertiary education is being promoted and disseminated by universities in general. The purpose of this rating is to celebrate universities that are delivering tertiary education to a comparatively high proportion of students who identify as the first in their family to attend university.

Data and methodology

Good Education Group has compiled this rating from a custom dataset requested from the Department of Education. This dataset takes the number of domestic students commencing bachelor degrees by HEIMS elements 573 and 574, as a proportion of all domestic students commencing bachelor degrees. Elements 573 and 574 are reliant on commencing students accurately recording the level of qualification held by both parents – Good Education Group has been advised that this element has been difficult to capture and may not always be reliable. To account for this, Good Education Group proposes to pool results over 10 years of enrolments, (2007 through 2010). The figure published in *The Good Universities Guide* would be indicative of the total proportion of First Generation students who have been served by universities over this 10-year period.

For this rating, students who are first in family are defined where E573 and E574 are equal to 23, or 24, or 25, or 26, or 43, or 44, or 45, or 46. This definition ensures that both parents’ qualifications are known and neither parent has a qualification higher than Year 12/final year of school. Note that where fewer than five records are reported in this dataset, the Department of Education will report this record as “<5” and the actual number of students in this instance is unknown. In this scenario, Good Education Group assumes a minimum and has converted records “<5” to “1”. A sample of the dataset is shown below.

Enrolment_year	E327 Basis for admission to current course (Reference only - not used in this calculation)	E573 Highest educational attainment of parent or guardian #1	E574 Highest educational attainment of parent or guardian #2	CONCATENATE E573 / E574 (Calculated field)	Definition (Calculated field)	Notation	Sum of commencements
2010	33	99	99	9999	Parent #1: Information provided by student Parent #2: Information provided by student	Not first in family. (Parents' educational attainment is unknown)	635
2014	33	23	23	2323	Parent #1: Completed Year 12 schooling or equivalent Parent #2: Completed Year 12 schooling or equivalent	First in family (Neither parent holds a qualification higher than Year 12)	145
2010	33	26	26	2641	Parent #1: Did not complete Year 10 schooling or equivalent Parent #2: Bachelor Degree	Not first in family (One parents hold a qualification higher than year 12)	1

Comment and context

Pooling data allows the ratings to draw on a larger dataset that is generally indicative of the proportion of students who are the first in their family to attend university, however it will not necessarily provide an accurate indication of the proportion of First Generation students in the most recent enrolment year.

Data for your institution is available upon request.

Rating: Staff Qualifications

Description

This rating looks at the number of PhD. qualified academic staff as a proportion of all academic staff. A university with a comparatively high proportion of PhD. qualified academic staff will rate well. A university with a comparatively low proportion of PhD. qualified staff will not rate well.

Time reference

Staff employed in 2017

Purpose, insight objective

The purpose of this rating is to provide some insight into the level of qualification held by academic staff at universities.

Data and methodology

Good Education Group compiles this rating from the Department of Education’s, *Selected Higher Education Statistics, Staff data*: “Highest qualification Table 4.1. FTE for Full-time and Fractional Full-time Academic Staff, by state, Higher Education Institution, Highest Qualification and Gender, 2017.”

The FTE number of PhD. qualified staff is taken as a proportion of the total FTE staff. Universities are arranged in descending order according to the proportion of PhD. qualified staff and the top 20 per cent are awarded five stars. Universities that fall outside of the top 20 per cent are not awarded stars.

Table 4.1 FTE for Full-time and Fractional Full-time Academic Staff by State, Higher Education Institution, Highest Qualification and Gender, 2017

	Doctorate by research or coursework			Master or other Postgraduate or			Bachelor			Others including No information			Total FTE		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
New South Wales															
Avondale College of Higher Education	26	11	37	10	18	28	0	0	0	36	29	65			
Charles Sturt University	270	201	471	127	127	254	42	22	65	440	398	838			
Macquarie University	428	305	732	6	6	12	191	169	360	669	533	1,202			
Southern Cross University	124	107	231	0	0	0	7	2	2	162	150	311			
The University of New England	203	143	346	0	0	0	7	13	20	254	230	484			
The University of Newcastle	508	371	879	0	0	0	2	3	5	600	496	1,096			
The University of Sydney	1,239	887	2,126	4	4	8	137	130	267	1,630	1,313	2,942			
University of New South Wales	1,377	851	2,228	4	4	8	314	97	411	1,639	1,035	2,674			
University of Technology Sydney	595	361	956	112	134	247	2	1	3	710	516	1,225			
University of Wollongong	506	302	808	75	117	192	2	1	3	583	420	1,003			
Western Sydney University	431	267	698	85	122	207	20	30	50	536	516	1,053			

Comment and context

The 2019 edition of *The Good Universities Guide* is the first to reference PhD. qualified staff only. Previous versions of the Staff Qualifications rating have looked at the total number of PhD. and masters qualified staff.

Rating: Student:Teacher ratio

Description

This rating compares universities on their student to teacher ratios.

Time reference

Staff employed in 2016, students enrolled in 2016.

Purpose, insight objective

The purpose of this rating is to provide some insight into which universities offer the highest ratio of teachers to students. Universities with a high ratio compared to other universities will rate well. Universities with a low ratio compared to other universities will rate poorly.

Data and methodology

Good Education Group compiles this rating from two reports available in the Department of Education’s ‘*Selected Higher Education Statistics*’. Total FTE staff are divided by EFTSL, institutions are sorted by ratio in ascending order and the set is divided into quintiles to achieve five rating categories.

1. Selected Higher Education Statistics – Staff: Appendix 1.11

FTE for Full-time, Fractional Full-time and Actual Casual Staff by state, Higher Education Institution and Function in an Academic Organisational Unit

2. Selected Higher Education Statistics – Students: Appendix 3.6

Actual Student Load (EFTSL) (excluding Work Experience in industry) for all Onshore Student by State, Higher Education Institution and Academic Organisational Unit Group

Each year these reports are reviewed for appropriateness and Good Education Group notes that this year the Department of Education has released a new report, Appendix 7 – Student-Staff ratios. Good Education Group proposes to review this report as a possible replacement for the current references.

Appendix 3.6: Actual Student Load (EFTSL) (excluding Work Experience in Industry) for All Onshore Students by State, Higher Education Institution and Academic Organisational Unit Group, 2014

State/Institution ^(M)	Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Related Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts	Food, Hospitality and Personal Services	Mixed Field Programs	TOTAL EFTSL	Total EFTSL 2013
New South Wales														
Charles Sturt University	1,661	1,662	0	0	1,059	3,270	3,098	3,321	5,358	988	0	0	20,456	20,313
Macquarie University	2,920	922	294	0	554	773	2,443	9,069	10,037	1,549	0	0	28,559	27,759
Southern Cross University	583	0	0	0	532	1,930	1,399	2,101	951	1,185	0	0	8,683	8,352
The University of New England	1,339	152	0	244	574	1,094	2,551	354	503	0	0	0	11,659	11,486
The University of New South Wales	5,474	1,642	7,164	1,937	49	2,806	25	5,809	4,038	0	0	0	39,468	38,716
The University of Newcastle	5,403	0	1,582	1,070	0	0	3,000	5,519	1,873	0	0	0	24,197	24,097
University of Sydney	6,093	1,134	3,205	1,090	1	9,840	2,700	5,120	637	2,556	0	1	43,173	42,149
University of Technology, Sydney	3,395	780	3,975	1,160	0	3,353	2,700	6,500	3,337	3,105	0	0	27,223	26,140
University of Western Sydney	4,532	0	457	1,160	0	232	2,900	5,117	12,580	0	0	0	32,875	31,270
University of Wollongong	2,103	818	80	0	0	23	1,960	4,034	3,483	1,398	0	260	18,417	18,407
Non-University Higher Education Institutions	266	5	0	0	0	0	57	90	830	10,155	0	0	26,733	26,758

Appendix 1.11: FTE for Full-time, Fractional Full-time and Actual Casual Staff by State, Higher Education Institution and Academic Organisational Unit, 2015

State/Institution	Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Related Building	Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts	Mixed Field Programmes	No info. On AOU Group	Staff with "Research Only" or "Other" function in AOU	Total FTE
New South Wales														
Avondale College of Higher Education	8	0	0	0	17	27	6	9	0	0	0	21	17	104
Charles Sturt University	80	43	0	0	62	192	95	96	345	44	0	15	443	1,416
Macquarie University	173	41	34	0	42	52	70	231	416	52	0	5	920	2,935
Southern Cross University	22	0	0	0	38	108	48	81	29	44	0	1	250	521
The University of New England	65	9	0	11	48	34	81	27	150	22	0	9	256	713
The University of New South Wales	430	93	447	102	1	346	42	170	400	181	0	290	2,972	5,473
The University of Newcastle	202	0	80	27	0	203	93	128	195	85	0	23	905	1,921
University of Sydney	299	57	125	62	22	635	111	195	582	167	3	100	2,339	5,297
University of Technology, Sydney	146	34	168	42	0	153	34	223	194	191	0	22	787	1,962
University of Western Sydney	175	0	117	0	24	208	152	147	452	0	0	0	823	2,098
University of Wollongong	132	51	122	0	0	142	125	140	158	58	0	18	857	1,803

Rating: Student:Teacher ratio. *Continued*

Comment and context

To date, *The Good Universities Guide* approach to calculating student:teacher ratios has been based on what Good Education Group believes to be the most appropriate data available for all universities, which is based on many years of publication and sector feedback. Good Education Group is aware that there are limitations to the current approach. For example, universities that partner with private organisations to deliver their teaching are not well catered to in these datasets because teaching staff employed by partner organisations are not represented in Appendix 1.11. Similarly, institutions that work to trimester study modes that straddle a calendar year may be skewed by data that reflects a single calendar year. To account for this, Good Education Group has routinely interacted with individual universities on a case-by-case basis and applied edits to the original data based on their feedback. Good Education Group's standard approach to editing original data is that edits applied on advice from one university must be available for any other university to view upon request.

Rating: Student Retention

Description

The Retention rating looks at the number of students who commenced a bachelor degree in Year X and are still enrolled at the same university in Year X + 1. The number retained as a proportion of commencers is calculated for each university. A comparatively high proportion of students retained will rate well and a comparatively low proportion will not achieve five stars.

Time reference

2015 commencers retained through to 2016.

Purpose, insight objective

The Good Universities Guide sets out to standardise the range of factors that may influence student retention by focusing on a single student cohort and drawing like-for-like comparisons. Specifically, the retention rating looks at:

- Domestic students who were enrolled on the strength of secondary education.
- Proportions are calculated by field of study and comparable entrance score.

In this approach the rating sets out to identify universities that are comparatively successful at retaining domestic school leavers, irrespective of the fields of study they enrol in or the entrance scores they achieved. The rating is working to ensure that universities that enrol a high proportion of students who are predisposed to high rates of retention, either by their chosen field or their entrance score, are not favoured.

Data and methodology

Good Education Group requests a custom dataset from the Department of Education annually. The data looks at domestic students commencing bachelor degrees on the strength of secondary education. Data is arranged into 21 fields of study and six entrance score categories.

In the 2019 edition of the Guide, the dataset comprises 11 years of enrolment data, (2005 through 2015). Data is pooled across all 11 years and national averages are calculated by field and entrance score category. For each university, the difference between the proportion of students retained by field and entrance score category in 2015 against the corresponding national average is calculated. Universities are arranged in descending order according to the proportion of students retained above the national average. For the purpose of this rating a student is considered retained where they commence in Year X and are still enrolled at the same university in Year X +1.

Where a student:

- Abandons their original degree in Year X but continues studying at the same university in Year X + 1 that student is considered retained.
- Leaves the university they commenced at in Year X but continues studying at another university in Year X +1, that student is not considered retained.

Comment and context

Currently, this rating uses Element 327=33 to identify students commencing bachelor degrees on the strength of secondary education. In previous editions these students were described as school leavers, however, Good Education Group now understands that this is not necessarily the case. Whilst students recorded against Element 327 as “33”, have completed a secondary education – they may not have done so recently and they may also hold a post-secondary qualification. Future editions of *The Good Universities Guide* will take a revised approach to identifying school leavers.

Rating: Student Retention

Data notes and definitions

“Commencing students”

Where derived element 922 = 1, (Commencing students only)

and where element 327 = 33, (A commencing student admitted on the basis of secondary education)

and Where element 310 = 10, (Bachelors only)

and Where element 490 ≠ 310 or 311, (Domestic students only)

“Field of study” and “Entrance score category”

Commencing student numbers are expressed by Field of study and Entrance score category. The Good Universities Guide is arranged into 21 broad fields of education. A mapping document which describes how Good Universities Guide fields are related to elements 461 and 462 is available upon request. Entrance score categories are expressed in seven bands:

- 30-49
- 50-59
- 60-69
- 70-79
- 80-89
- 90-100
- *Other*

ENTRANCE SCORE CATEGORY	FIELD OF STUDY	# Commencers in 2015	# 2015 commencers retained through to 2016	% RETAINED (# Retained / #Committers)	NATIONAL AVERAGE (Avg retention rate across all providers, 2005 through 2015)
50-59	Business & Management	122	93	0.76	0.65
60-69	Education and training	91	73	0.78	0.75
50-59	Computing & Information Systems	55	33	0.71	0.65
70-79	Communications	38	24	0.63	0.60
Other	Education and training	8	7	0.88	0.80
30-49	Business & Management	6	6	1.00	0.60
80-89	Nursing	5	1	0.20	0.75
50-59	Engineering	5	5	1.00	0.55

Data for your institution is available upon request.

