

Factors Affecting Attrition at a Canadian College

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Fanshawe College
Colleges Ontario Retention Conference
May 19, 2010





☐ Funding Sponsor:

Canadian Council on Learning (CCL)

☐ Central Research Question:

What are the key factors associated with attrition specifically at a Canadian community college?



- ☐ Methodology:
- Longitudinal tracking of Fanshawe College's Fall 2007 incoming cohort (n = 6,447) over 3 consecutive semesters
- Analysis: correlation of changes in *enrolment* status with 5 attrition factors



Dependent Variables: Enrolment Status

- Date of admission
- Program choice
- Gender
- Academic preparedness
- Student engagement

ACTIVE

(enrolled/graduated, Fall 2008)

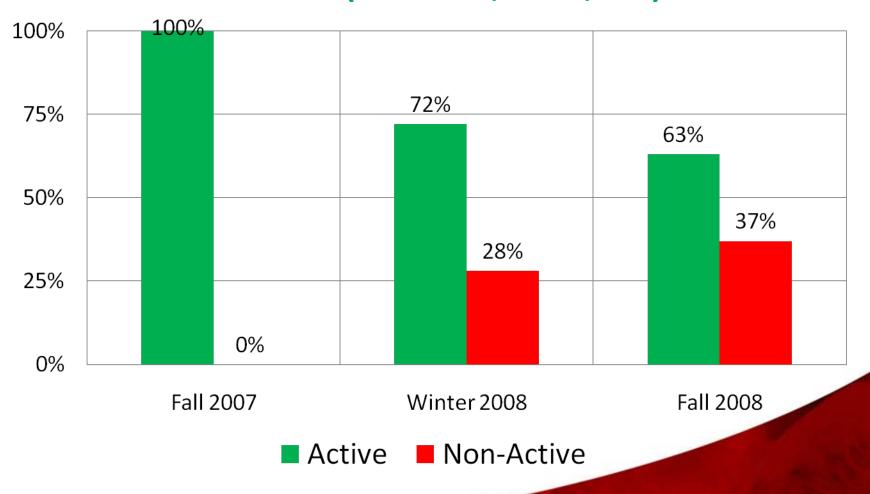
or

NON-ACTIVE

(not enrolled/graduated, Fall 2008)

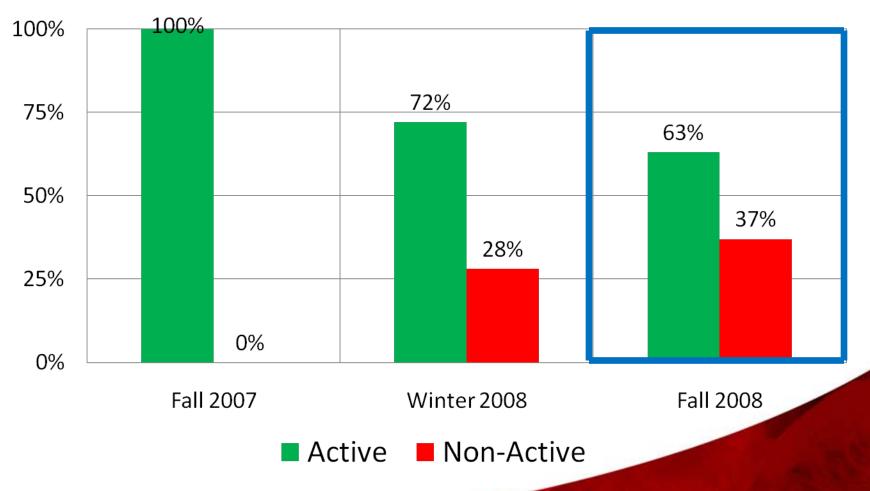


Retention/Attrition (Fall 2007, n = 6,447)



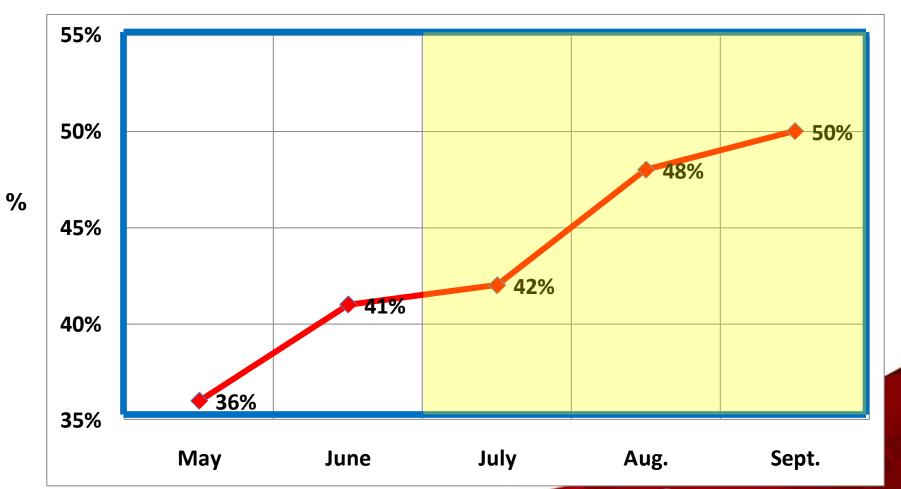


Retention/Attrition (Fall 2007, n = 6,447)





Attritionby Date of Admission

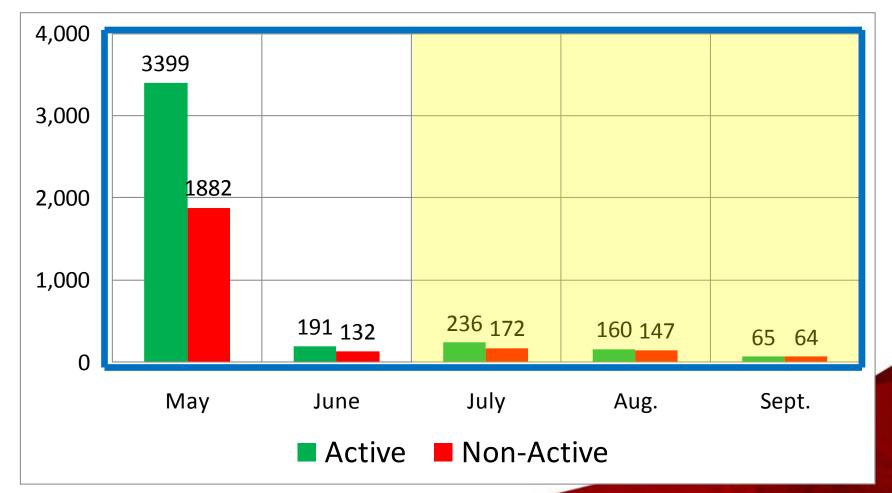




of Students

Retention/Attrition

by Date of Admission





Dependent Variables: Enrolment Status

- Date of admission
- Program choice
- Gender
- Academic preparedness
- Student engagement

ACTIVE

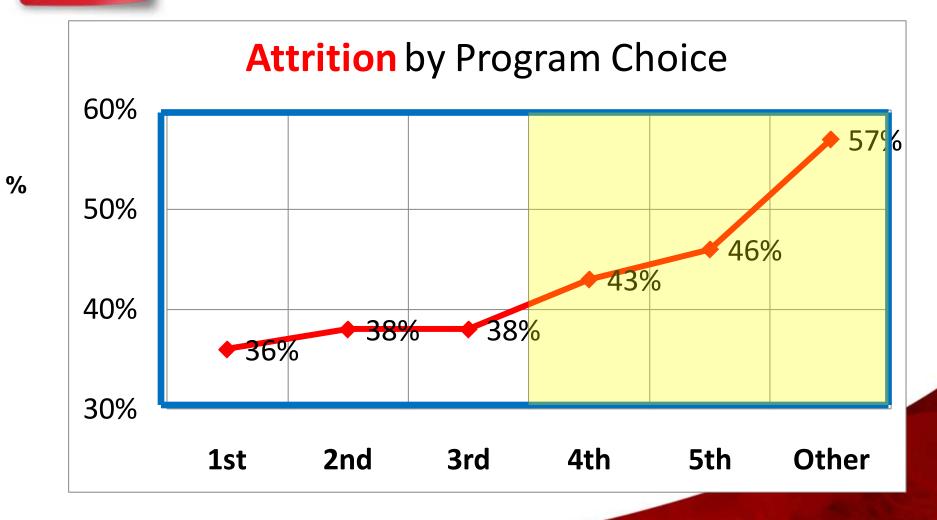
(enrolled/graduated, Fall 2008)

or

NON-ACTIVE

(not enrolled/graduated, Fall 2008)



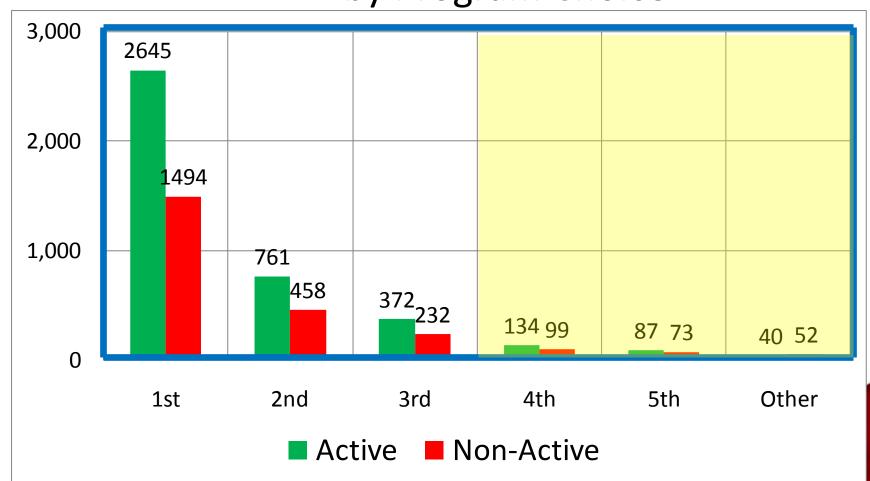






of Students

Retention/Attrition by Program Choice





Dependent Variables: Enrolment Status

- Date of admission—
- Program choice
- Gender
- Academic preparedness
- Student engagement

ACTIVE

(enrolled/graduated, Fall 2008)

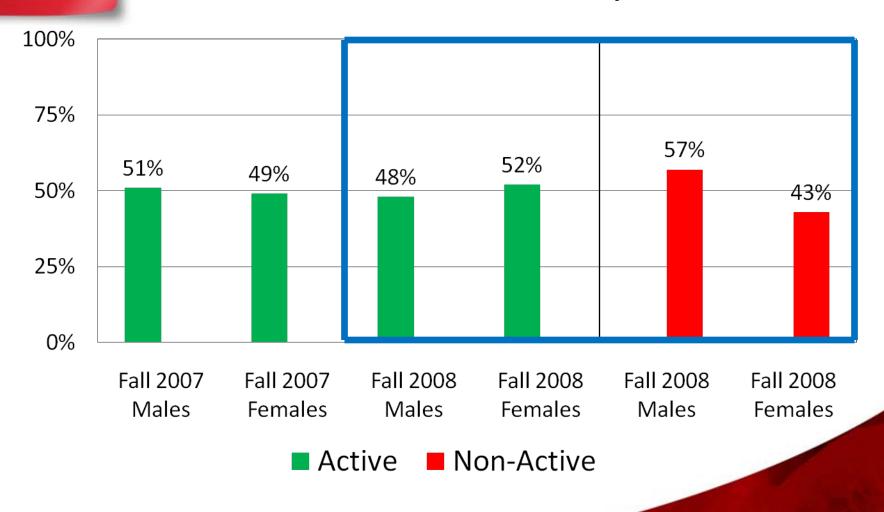
or

NON-ACTIVE

(not enrolled/graduated, Fall 2008)



Retention/Attrition by Gender

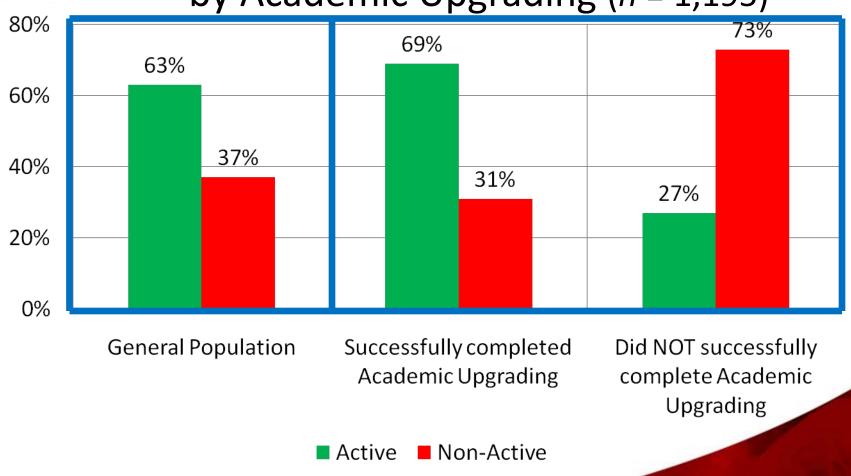






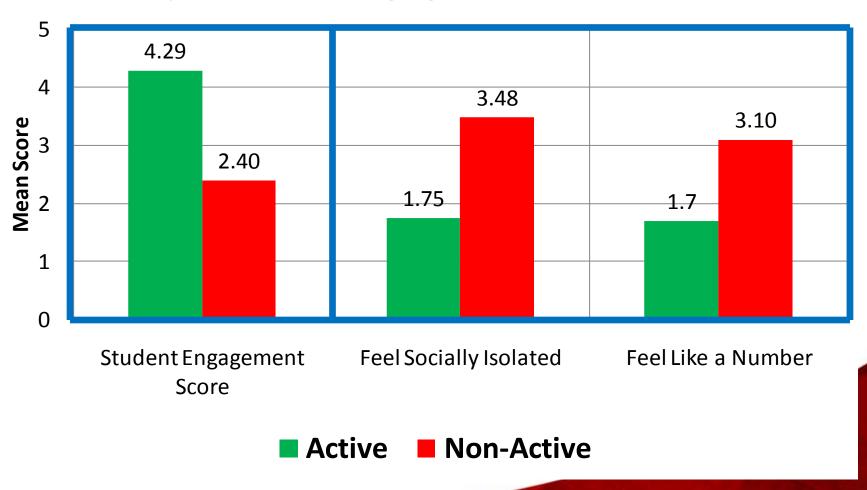
Retention/Attrition

by Academic Upgrading (n = 1,195)





Retention/Attrition (n = 142) by Student Engagement Scores (out of 5)







Student Focus Group Comments:

- "sense of community"
- "feeling of belonging"
- "people care about my success"
- "personal, one-on-one connections"
- "almost like a family"
- "like a home away from home"
- "they treat you like an individual, not just another student paying tuition"



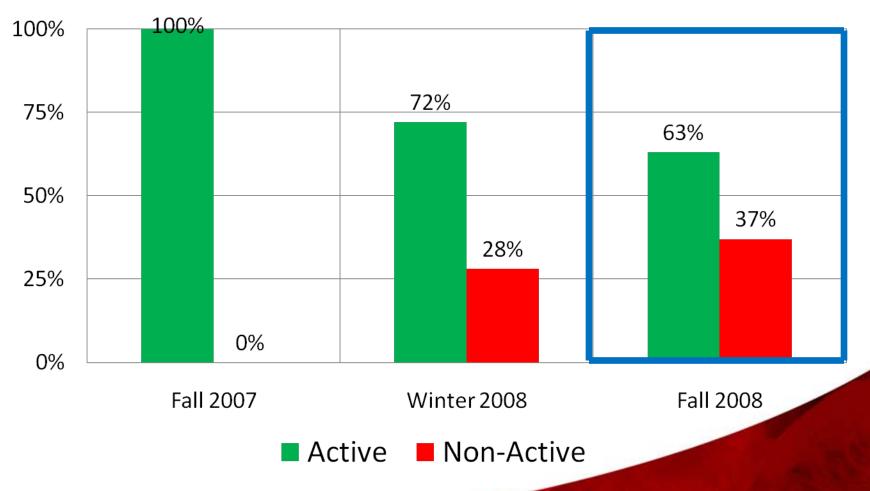
What Students Want/Need

President, Fanshawe College Student Union (2007)

- "Students need human interaction."
- "Students want teachers who relate to students."
- "An understanding teacher, even just one time, can make all the difference in a student's entire experience."



Retention/Attrition (Fall 2007, n = 6,447)





Dependent Variables: Enrolment Status

- Date of admission
- Program choice
- Gender

 (males leave at slightly higher rate)
- Academic under-preparedness (students who did not successfully complete academic upgrading)
- Weak student engagement (students who felt socially isolated, weak sense of belonging to a community)

NON-ACTIVE

(not enrolled after 1 year)

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Thank You

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