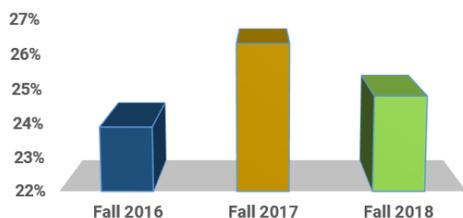


First Year Student Attrition



Higher levels of attrition are statistically associated with a number of social, demographic, attitudinal and behavioral factors.

One in four incoming students leave the college within the first year of their program. To prevent attrition, it is critical that Humber understand the factors that place students at risk and implement timely interventions to support retention. To this end, each year, the college administers the Humber Student Success Survey (HSSS) to all students in full-time programs.

The voluntary survey asks students to report on their socio-demographic characteristics (e.g., ethnicity, sexual and gender identity, religion, disabilities), time demands (e.g., work and family), career knowledge for their field of study, career plans, academic competencies and behaviours, financial concerns and resources, and their engagement and adjustment to college life – both academic and social.

Through analyses of these data, Humber has learned that higher levels of attrition are statistically associated with a number of social, demographic, attitudinal and behavioral factors (see Table 1).

For example, students at greater risk of attrition include those who are unsure if they are in the right program or if they will be able to complete their program, and those who spend little time on assignments or normally do not attend classes. Risk of attrition is also related to sources of financial support (e.g., a reliance on bursaries), and whether students identify as a specific ethnicity, as a person with a disability or as first generation. A student with several of these characteristics or factors is at a higher risk.

Table 1: Student attrition risk factors identified through administering the HSSS (Fall 2019)

HSSS responses associated with higher rates of attrition	% of HSSS respondents	# of HSSS respondents
Spending time on assignments (<= 10 hours/ week)	56%	7390
Students with Disabilities	29%	3849
First Generation	27%	3,613
Ethnicity - Black, Indian-Caribbean, Aboriginal, Mixed	21%	2779
Developed friendships in program (Disagree, Neutral)	21%	2713
In the right program (Disagree, Neutral)	15%	2011
Reliance on bursaries (Major Source)	11%	1512
Uncertain of program completion (Uncertain, Undecided)	11%	1513
Normally attend classes (Disagree, Neutral)	9%	1200

Since the launch of the HSSS in 2016, the student response rate has more than doubled. As of 2019, approximately 45% of Humber students who received the survey, completed it (compared to a typical response rate of less than 20%). This is an important achievement since we can expect our findings to be more reliable as the response rate increases.

One of the strategies for increasing our response rate is to provide students with information that explains *why* it is important for the college to collect this information and *how* we use the data (e.g., to effectively plan and allocate resources to meet students' needs). In addition, students are also encouraged to review summaries of the data collected through the survey by visiting the HSSS dashboard at <http://humber.ca/strategicplanning/studentsurveyresults>.

For more information, visit the HSSS dashboard: <http://humber.ca/strategicplanning/studentsurveyresults>
This document is available in an accessible online format. Visit: <http://humber.ca/strategicplanning/insights>