

A STUDY OF THE CHARACTERISTICS OF STUDENTS  
WHO WITHDREW FROM VANCOUVER CITY COLLEGE  
DURING THE 1969 - 1970 ACADEMIC YEAR

*by*

*John D. Dennison*

*Faculty of Education*

*University of British Columbia*

*and*

*Gordon Jones*

*Faculty*

*Vancouver City College*

Vancouver City College,  
Langara Campus,  
VANCOUVER, CANADA.  
April, 1971



Regional Offices - Library

[illegible]

LANGARA-47

A STUDY OF THE CHARACTERISTICS OF STUDENTS  
WHO WITHDREW FROM VANCOUVER CITY COLLEGE  
DURING THE 1969 - 1970 ACADEMIC YEAR

by  
John D. Dennison  
Faculty of Education  
University of British Columbia

and

John D. Dennison  
Faculty of Education  
University of British Columbia

Gordon Jones  
Faculty  
Vancouver City College

Vancouver City College,  
Langara Campus,  
VANCOUVER, CANADA.

April, 1971.



# CONTENTS

Chapter		Page
I	JUSTIFICATION FOR THE STUDY	1
II	PLAN OF THE STUDY	3
III	THE SAMPLE	7
IV	REASONS FOR ATTRITION	29
V	ENROLMENT STATUS AT TIME OF WITHDRAWAL	42
VI	GRADE POINT AVERAGE	50
VII	IMMEDIATE PLANS AFTER WITHDRAWAL	62
VIII	RETURN TO STUDY AFTER WITHDRAWAL	69
IX	WITHDRAWAL OF THE CAREER STUDENT	74
X	SUMMARY	77
XI	CONCLUSIONS	87
XII	RECOMMENDATIONS	92
	REFERENCES	95
	APPENDIX	96



## CHAPTER I

### A STUDY OF CHARACTERISTICS OF STUDENTS WHO WITHDREW FROM VANCOUVER CITY COLLEGE DURING THE 1969-1970 ACADEMIC YEAR

#### JUSTIFICATION FOR THE STUDY

At a time in our society when the need for the fully realized potential, not only of our able young people, but also of our adults, is becoming more important, tertiary education is increasingly considered as an important factor in the development of personality, together with those skills and attributes required for the performance of an adult role. It is, therefore, most important not only to understand the characteristics of our community college students, their accomplishments after transfer to a university or to employment, but also to understand more about those students who enter college and then withdraw prior to completing the semester of enrollment.

From the practical point of view attrition can be a financial waste, not only for the taxpayer who must assume the burden of tertiary education, but also to the withdrawing student who may lose money on fee refunds or may have lost earning power during his somewhat shortened stay at college. The able student who was not permitted admission to certain courses or classes because all available seats were filled may well question the "open door" policy of the college, especially if he feels he would have persisted through the program, but was barred from admission by a student who later in the semester withdrew. This problem will become more acute if the non-persistor is allowed to enroll in a subsequent semester only to either

- 2 -

withdraw again or completely fail the term.

Even the term "attrition" or "withdrawal" or "non-persistor" needs clarification. The research conducted by Suczek and Alfert in 1966 showed that for at least a number of students, withdrawal from college study is a temporary interruption. There is evidence that a significant number of dropouts do return to study. There is evidence that there are differences between withdrawals with passing grades and those with a failing record. There does also remain the fact that withdrawals, whatever their academic status, do differ in a number of ways from students who do not withdraw (Sexton 1965, Iffert 1957).

If the problem of attrition stemmed from a lack of ability, then one solution might well lie in determining those college applicants who are clearly incapable of college work. This in turn would necessitate a re-thinking of the "open door" philosophy. From data present in this current study and elsewhere (Summerskill, 1962, Sexton, 1965, and Ford, 1965) there is every indication that academic aptitude does not in itself account for a major portion of the withdrawals.

#### Hypothesis

On the basis of data from previous studies, the following hypothesis was made concerning attrition of college students: Students withdraw from college for various reasons, many of which are not related to poor academic performance. Among the causes for their withdrawal before the completion of a semester are: a) financial b) preference for work c) lack of interest.



## CHAPTER II

### PLAN OF THE STUDY

Early in 1969, in consultation with the Student Services Division<sup>1</sup> of Vancouver City College, King Edward Centre, a decision was made to carry out a study of those students who withdrew completely during a given semester from college study. The research design consisted of three essential aspects. First, an attempt would be made to contact each student upon withdrawal to determine certain opinions of the student; second, to search the student's college record for various variables which might have a common characteristic as far as attrition is concerned; and thirdly, to carry out an intensive follow-up of the student one year after withdrawal, preferably by interview.

In the first instance, a withdrawal interview was considered as the best means of determining the reason for the withdrawal, the student's immediate plans, and his opinions regarding the college community. However, with a trimester college system, an increasing student enrollment and various other pressures, this plan was basically rejected as impractical, at least with existing manpower. A McBee key sort card, therefore, was printed with certain questions to be answered by the student at time of withdrawal.

A sample of this card is reproduced in Appendix A.

College counsellors agreed to assist in this matter and all students

<sup>1</sup> In October of 1970 King Edward Campus of Vancouver City College was moved to a new building complex now known as Vancouver City College, Langara Campus.

reporting in person to Student Services at the time of withdrawal would be given this withdrawal card by the receptionist. If the student was also interviewed by a counsellor at this time, pertinent comments were to be made on the withdrawal card. It was also the intention that those students who withdrew by 'phone would be asked over the 'phone to respond to the items on the withdrawal card. At the time of the study the Student Services receptionist was reasonably certain that virtually all students withdrawing completely from the college did fill in a card. It was found, however, that over the twelve month period of the study, when the final computer print out of marks was obtained, there was a discrepancy in the number of total withdrawals listed on the print out and the number who had filled in the withdrawal cards. At this time, reasons for the discrepancy are speculative.

King Edward campus of Vancouver City College operated both as an "on-campus" and "off-campus" institution. "Off-campus" students attended college at locations other than King Edward Campus, basically in the evening and on Saturday mornings. These other locations were at various high schools throughout the city. The number of "off-campus" students who withdrew from college study are reported in this study, but no attempt has been made at this time to study this group of students and for the purposes of this report only "on-campus" students were investigated. "On-campus" students are those who attended classes at the King Edward Campus. Computer records indicated a total "on-campus" withdrawal number of 1,213 students. The withdrawal group under study is comprised of only those students who filled in the withdrawal card, that is 744 students which represented 60.5 per cent of all the "on-campus" withdrawal students.



Responses from the withdrawal cards have been tabulated and analysed for various categories such as: listed reasons for withdrawal; immediate plans after withdrawal; date of withdrawal; and whether the student was satisfied with counselling, course offerings and instructors while at college.

The second aspect of the study involved a search of the individual student records. Such factors as: sex; age at time of withdrawal; course status for the semester of withdrawal, i.e. full or part-time study; cumulative grade point average up to the semester of withdrawal; grade point average for the semester immediately prior to withdrawal; classification of student if he had attended college for more than one semester, that is, had he attended as a full-time or part-time student; and, how many semesters had the student attended Vancouver City College prior to his withdrawal, were all considered for the specific withdrawal sample.

The first and second aspects of this report, that is, the analysis of both the withdrawal card and the individual records were carried out for withdrawing students for the full semester of 1969 (September to December, inclusive - the 69/3 semester), the spring semester of 1970 (January to April, inclusive - the 70/1 semester), and for the summer semester of 1970 (May to August, inclusive - the 70/2 semester). These aspects are reported in this, the initial publication.

The third major area of consideration is of a follow-up nature. Essentially, what are the students who completely withdrew from study during a semester at Vancouver City College between September, 1969 and August, 1970

doing one year later? For this part of the project a control group of non-withdrawing students has been randomly selected. Both the withdrawal group and the control group will be sent a questionnaire for completion. It had been hoped to carry out this part of the research project through a personal interview. The cost factor involved ruled out this procedure. This third phase, that is, the follow-up section, will be reported in a second publication.



### CHAPTER III

#### THE SAMPLE

Over the twelve month period of this study, that is, from September 1, 1969 to August 31, 1970, there were 13,058 student enrollments at the King Edward complex of Vancouver City College. This enrollment was spread over the three semesters of operation with 5,584 enrolled for the fall semester of 1969, 5,222 and 2,252 enrolled respectively for the spring and summer sessions of 1970.

These enrollment figures include both off-campus and on-campus students. For the purposes of this present study only the on-campus students are to be considered in detail. It is, however, of some interest to look at the numbers of off-campus students and their rate of withdrawal. For example, the attrition rate of off-campus students approximated one-quarter of those who enrolled for the two basic semesters, that is, a withdrawal rate of 26.6 per cent for the fall semester and 23.0 per cent for the spring term. In the summer term, off-campus attrition dropped to 8.7 per cent of those enrolled.

In the case of those students studying on-campus, the percentage of non-persistors was considerably less than for off-campus students for the two basic semesters. Here it was found that only 12.0 per cent of the fall term on-campus students withdrew from college and 9.2 per cent for the spring session. A reversal of this trend was, however, evident for the summer semester where a high of 19.4 per cent of on-campus students withdrew as compared to the 8.7 per cent for off-campus students.

When the attrition rate for the full campus is considered, the percentage of non-persistors ranged from 12.4 for the spring term, 15.8 for the fall semester, to 17.2 per cent for the summer, or an average over the three semesters of 15.1 per cent. In this present study emphasis is concentrated on the on-campus students, where the average rate of withdrawal was 13.5 per cent. In this particular case, the rather high rate of non-persistors in the summer session, nearly one-fifth of those enrolled, accounted for an average of some three per cent higher than that for the two semesters of fall and spring.

Over the full academic year 1,213 on-campus students withdrew. Of these 744 (60.5 per cent) were contacted at the time of withdrawal and are to be considered as the sample of non-persistors under study. As already mentioned, it had been thought that a much higher percentage of withdrawals had been contacted. Basically, all those students who reported to the Student Services department of the college are included in the study.

In the case of the persistors, a random computer selection was made for a comparison group to be used in the second phase of this study, that is the follow-up aspect. In this particular case 757 students were identified.

The enrollment figures for off-campus and on-campus persistors and non-persistors are presented in Tables 1, 2 and 3.

The percentages of persistors and non-persistors for each semester are pictured in Figure 1.



Age - Off-Campus

In the case of off-campus students, the largest percentage, one-third, of enrolled students were in the 20 to 24 age range.

TABLE 1

Numbers and percentages of On-Campus and Off-Campus persistors and non-persistors for the Fall Semester, 1969 (69/3) at Vancouver City College, King Edward Campus.

	Persistors	Non-Persistors	Total
<u>Off-Campus</u>			
N =	1050	379	1429
% =	73.4	26.6	100.0
<u>On-Campus</u>			
N =	402 <sup>a</sup> 3251 <sup>b</sup> 3653 <sup>c</sup>	387 <sup>d</sup> 115 <sup>e</sup> 502 <sup>f</sup>	4155
% =	88.0	12.0	100.0
<u>Full Campus</u>			
N =	4703	881	5584
% =	84.2	15.8	100.0

<sup>a</sup> Random sample of persistors for comparison group

<sup>b</sup> Remainder of persistors not found in comparison group

<sup>c</sup> Total of all on-campus persistors

<sup>d</sup> Non-persistors included in study (those that completed withdrawal card at time of withdrawal)

<sup>e</sup> Non-persistors not included in study since a withdrawal card was not completed.

<sup>f</sup> Total of non-persistors

Off-campus students are recorded on V.C.C. King Edward Campus records, but attend the college at a location other than King Edward Campus, usually in the evening or Saturday morning.

On-campus students take classes at the King Edward Campus.

TABLE 2

Numbers and percentages of On-Campus and Off-Campus persistors and non-persistors for the Spring Semester, 1970 (70/1) at Vancouver City College, King Edward Campus.

	Persistors	Non-Persistors	Total
<u>Off-Campus</u>			
N =	956	284	1240
% =	77.0	23.0	100.0
<u>On-Campus</u>			
N =	225 <sup>a</sup> 3393 <sup>b</sup> 3618 <sup>c</sup>	223 <sup>d</sup> 141 <sup>e</sup> 364 <sup>f</sup>	3982
% =	90.8	9.2	100.0
<u>Full Campus</u>			
N =	4574	648	5222
% =	87.6	12.4	100.0

<sup>a</sup> Random sample of persistors for comparison group

<sup>b</sup> Remainder of persistors not found in comparison group

<sup>c</sup> Total of all on-campus persistors

<sup>d</sup> Non-persistors included in study (those that completed withdrawal card at time of withdrawal)

<sup>e</sup> Non-persistors not included in study since a withdrawal card was not completed.

<sup>f</sup> Total of non-persistors

Off-campus students are recorded on V.C.C. King Edward Campus records, but attend the college at a location other than King Edward Campus, usually in the evening or Saturday morning.

On-Campus students take classes at the King Edward Campus.



TABLE 3

Numbers and percentages of On-Campus and Off-Campus persistors and non-persistors for the Summer Semester, 1970 (70/2) at Vancouver City College, King Edward Campus.

	Persistors	Non-Persistors	Total
<u>Off-Campus</u>			
N =	423	41	464
% =	91.3	8.7	100.0
<u>On-Campus</u>			
N =	130 <sup>a</sup> 1311 <sup>b</sup> 1441 <sup>c</sup>	134 <sup>d</sup> 213 <sup>e</sup> 347 <sup>f</sup>	1788
% =	80.6	19.4	100.0
<u>Full Campus</u>			
N =	1864	388	2252
% =	82.8	17.2	100.0

<sup>a</sup> Random sample of persistors for comparison group

<sup>b</sup> Remainder of persistors not found in comparison group

<sup>c</sup> Total of all on-campus persistors

<sup>d</sup> Non-persistors included in study (those that completed withdrawal card at time of withdrawal)

<sup>e</sup> Non-persistors not included in study since a withdrawal card was not completed.

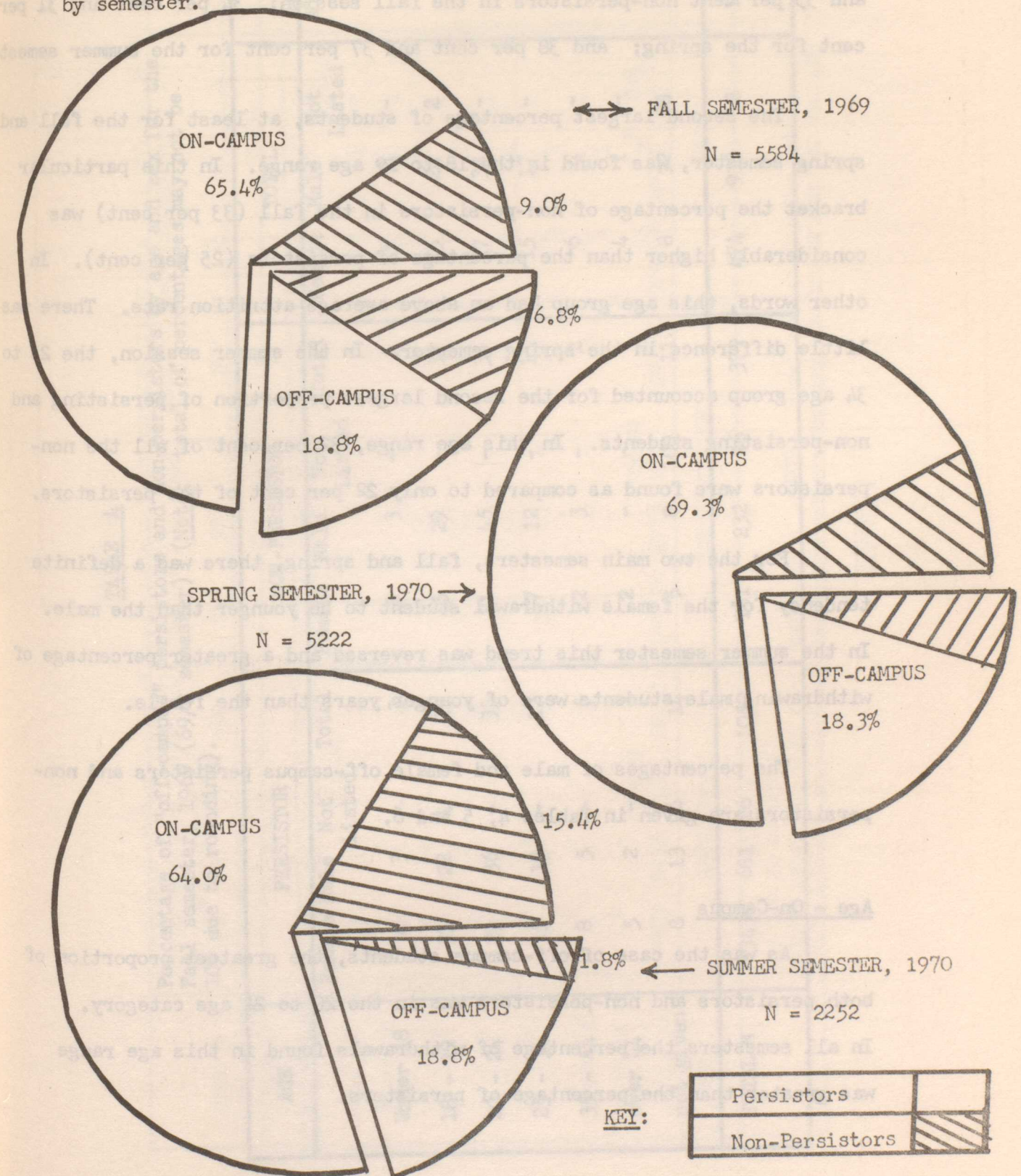
<sup>f</sup> Total of non-persistors.

Off-Campus students are recorded on V.C.C. King Edward Campus records, but attend the college at a location other than King Edward Campus, usually in the evening or Saturday morning.

On-Campus students take classes at the King Edward Campus.

FIGURE 1

Percentages of Off-Campus and On-Campus persistors and non-persistors by semester.





There was little difference in the percentage of persistors and non-persistors who were in this particular age category; 33 per cent persistors and 35 per cent non-persistors in the fall session; 34 per cent and 31 per cent for the spring; and 38 per cent and 37 per cent for the summer semester.

The second largest percentage of students, at least for the fall and spring semester, was found in the 18 to 19 age range. In this particular bracket the percentage of non-persistors in the fall (33 per cent) was considerably higher than the percentage of persistors (25 per cent). In other words, this age group had an above average attrition rate. There was little difference in the spring semester. In the summer session, the 25 to 34 age group accounted for the second largest proportion of persisting and non-persisting students. In this age range, 32 per cent of all the non-persistors were found as compared to only 22 per cent of the persistors.

For the two main semesters, fall and spring, there was a definite tendency for the female withdrawal student to be younger than the male. In the summer semester this trend was reversed and a greater percentage of withdrawing male students were of younger years than the female.

The percentages of male and female off-campus persistors and non-persistors are given in Tables 4, 5 and 6.

#### Age - On-Campus

As was the case of off-campus students, the greatest proportion of both persistors and non-persistors was in the 20 to 24 age category. In all semesters the percentage of withdrawals found in this age range was greater than the percentage of persistors.

TABLE 4

Percentage of "off-campus" persistors and non-persistors by age and sex for the Fall semester, 1969 (69/3 semester) (Note: total of percentages may not be 100 due to rounding).

AGE	PERSISTOR			NON-PERSISTOR			TOTAL			All
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Under 18	4	3	3	8	3	5	5	3	4	
18 - 19	31	22	25	45	29	33	35	24	27	
20 - 24	29	36	33	21	45	35	27	38	33	
25 - 34	15	19	17	17	12	13	15	17	16	
35 - 44	8	5	5	2	3	2	6	4	5	
over 44	5	2	3	2	-	1	4	1	2	
not given	8	13	14	5	8	11	8	12	13	
TOTAL N	343	681	1050	131	232	379	474	913	1429	



TABLE 5

Percentage of "off-campus" persistors and non-persistors by age and sex for the Spring semester, 1970 (70/1 semester) (Note: total of percentages may not be 100 due to rounding)

AGE	PERSISTOR			NON-PERSISTOR			TOTAL					
	Female	Male	Not Listed	Female	Male	Not Listed	Female	Male	Not Listed			
Under 18	7	3	-	5	8	9	-	8	4	-	6	
18 - 19	24	22	-	23	26	21	-	22	25	22	23	
20 - 24	28	37	-	34	32	32	-	31	29	36	33	
25 - 34	16	20	-	18	17	15	-	16	16	19	18	
35 - 44	10	4	-	6	7	2	-	4	9	4	5	
over 44	5	2	-	3	2	2	-	2	4	2	3	
not given	10	12	100	11	8	19	100	17	9	13	100	
TOTAL N	303	651	2	956	96	183	5	284	399	834	7	1240

TABLE 6

Percentage of "off-campus" persistors and non-persistors by age and sex for the Summer semester, 1970 (70/2 semester) (Note: total of percentages may not be 100 due to rounding)

AGE	PERSISTOR			NON-PERSISTOR			TOTAL		
	Female	Male	Not Listed	Female	Male	Not Listed	Female	Male	Not Listed
Under 18	7	7	-	7	5	-	2	7	-
18 - 19	18	15	-	16	15	24	20	18	16
20 - 24	32	43	-	38	35	38	37	32	42
25 - 34	20	24	-	22	35	29	32	22	24
35 - 44	9	4	-	5	-	-	-	8	3
over 44	4	1	-	2	5	-	2	4	1
not given	10	6	100	9	5	9	7	10	7
TOTAL N	148	269	6	423	20	21	41	168	290



In the case of the fall semester 28 per cent of the persistors were in the 20 to 24 age range while 39 per cent of the non-persistors were in this age division. In this particular semester it should be noted that the female once again is a younger non-persistor than the male. For example, 31 per cent of female persistors and 30 per cent of male persistors were under 20 years of age, while 34 per cent of the female non-persistors were under 20 years as compared with only 24 per cent of the male non-persistors.

The percentages of persistors and non-persistors given by sex are in Table 7. It must, however, be noted that interpretations of these figures should be used with caution. This semester (Fall of 1969) was one of the first where King Edward Campus records were placed on computer tape. For one reason or another there was a high percentage of students where either age or sex, or both, were omitted from the computer records.

Similar trends as noted for the Fall semester, are indicated for both the Spring and Summer sessions. The percentages listed in these semesters should be considered more reliable since the numbers of records with either sex or age omitted were considerably less than for the Fall semester.

The percentages of on-campus persistors and non-persistors for the Spring semester, 1970, are given in Table 8, and for the Summer semester in Table 9.

In the case of male and female students, the attrition of male students is higher than for females. This difference, however, might be considered minimal, but it is still present. In the Fall, 13.7 per cent of enrolled on-campus males withdrew as compared to 11.7 per cent of the enrolled females.

TABLE 7

Percentage of "on-campus" persistors and non-persistors by age and sex for the Fall semester, 1969 (69/3 semester) (Note: total of percentages may not be 100 due to rounding).

AGE	PERSISTOR			NON-PERSISTOR			TOTAL		
	Female	Male	Not Listed	Female	Male	Not Listed	Female	Male	Not Listed
Under 18	2	2	-	2	-	-	2	1	-
18 - 19	29	28	-	32	24	-	30	28	-
20 - 24	25	37	2	32	47	-	26	38	2
25 - 34	14	15	-	16	17	-	14	15	-
35 - 44	5	2	-	4	2	-	5	2	-
over 44	2	-	-	2	1	-	2	-	-
not given	24	16	98	13	9	100	22	15	98
TOTAL N	1286	1917	450	171	304	27	1457	2221	477
			3653			502			4155







In the Spring 10.2 per cent of the males withdrew, with 8.1 per cent of the females doing likewise, and in the Summer 20.5 per cent of the males and 17.1 per cent of the females withdrew.

The percentage of students of a given age group who withdrew from study are to be found for the fall semester in Table 10. For example, of the 27 female students enrolled under 18 years of age, 11.1 per cent withdrew, while of the 31 males in this age category only 3.2 per cent withdrew. The tendency for a greater percentage of younger females to withdraw was noted. In other words the older the female the less likelihood of withdrawing. This trend was somewhat reversed for the males where non-persistence seemed to increase as did age. Unfortunately, for this semester, nearly one quarter of the student records did not indicate an age. In addition some 566 names did not have the sex listed and where initials of names were given, determination of sex was not possible.

In the Spring semester there were some 370 students without age identified. For this semester there was a slight tendency for a greater percentage of males to withdraw in the various age categories than female except for the upper age bracket, that is, over 44 years of age, where 10 per cent of the females withdrew. Even here, conclusions cannot really be reliable since the number withdrawing would be only four female students as compared to none of the eight males enrolled in this age category.

Basically the same interpretations apply for the Summer session. Figures for the percentages of each age group who withdrew are to be found in Table 11 for the Spring semester and Table 12 for the Summer session.

TABLE 10

On-campus non-persistors by sex, and according to percentage of total enrollment for each age grouping, Fall semester, 1969.

AGE	FEMALE		MALE		TOTAL	
	Total Enrolment (N) (Persistor & Non-Per:)	% of non-persistor for age group	Total Enrolment (N) (Persistor & Non-Per:)	% of non-persistor for age group	Total Enrolment (N) (Persistor & Non-Per:)	% of non-persistor for age group
Under 18	27	11.1	31	3.2	58	6.9
18 - 19	423	13.0	615	11.7	1039	12.2
20 - 24	377	14.3	847	16.8	1232	15.9
25 - 34	204	13.2	330	15.5	536	14.5
35 - 44	68	8.8	45	15.5	113	11.5
over 44	33	9.1	11	36.3	44	15.9
not given	325	7.1	342	7.9	1133 <sup>a</sup>	6.8
TOTAL N	1457	171	2221	304	4155 <sup>a</sup>	502
% of total N		11.7		13.7		12.0

<sup>a</sup> This total does not equal the totals of male and female enrollment since those students whose sex was not indicated on the records have been included.



TABLE 11

On-campus non-persistors by sex, and according to percentage of total enrollment for each age grouping, Spring semester, 1970.

AGE	FEMALE		MALE		TOTAL	
	Total Enrollment (N) (Persistor & Non-Per:)	% of non-persistor for age group	Total Enrollment (N) (Persistor & Non-Per:)	% of non-persistor for age group	Total Enrollment (N) (Persistor & Non-Per:)	% of non-persistor for age group
Under 18	30	10.0	29	13.8	59	8.4
18 - 19	370	5.1	577	6.2	947	17.2
20 - 24	395	12.6	905	13.9	1300	7.4
25 - 34	206	9.7	343	11.4	549	9.3
35 - 44	73	6.8	44	13.6	117	10.6
over 44	38	10.5	8	-	47 <sup>a</sup>	9.4
not given	275	4.0	317	5.5	963 <sup>a</sup>	5.3
TOTAL N	1387	112	2223	227	3982 <sup>a</sup>	364
% of total N		8.1		10.2		9.1

<sup>a</sup> This total does not equal the totals of male and female enrollment since those students whose sex was not indicated on the records have been included.

TABLE 12

On-campus non-persistors by sex, and according to percentage of total enrollment for each age grouping, Summer semester, 1970.

AGE	FEMALE		MALE		TOTAL	
	Total Enrollment (N) (Persistor & Non-Per:)	% of Non-Persistor for age group	Total Enrollment (N) (Persistor & Non-Per:)	% of Non-Persistor for age group	Total Enrollment (N) (Persistor & Non-Per:)	% of Non-Persistor for age group
Under 18	19	10.5	12	8.3	31	9.7
18 - 19	190	12.6	215	14.9	405	13.8
20 - 24	232	20.7	525	22.7	757	22.1
25 - 34	133	26.9	214	23.8	347	23.6
35 - 44	41	4.9	32	15.6	73	9.6
over 44	19	15.8	4	-	23	13.1
not given	40	12.5	72	16.7	152 <sup>a</sup>	11.2
TOTAL N	674	115	1074	220	1788 <sup>a</sup>	335
% of total N		17.1		20.5		18.8

<sup>a</sup> This total does not equal the totals of male and female enrollment since those students whose sex was not indicated on the records have been included.



### Age Group (College Age and Mature Students)

Studies of community college students often identify two basic groups of students, at least agewise. These age groupings are college age students, students under 25 years of age, and mature students, 25 years of age and over.

The persistence rate of off-campus mature students was higher than for college age students. In other words a higher percentage of under 25 year old students studying off-campus withdrew than did the over 25 year old group. However, in the case of those students studying on-campus, there was no difference in the percentage of mature and college age students who left college study. Previous studies have indicated that the mature student because of motivation not only has a better chance of academic success but a greater tendency to persevere in study. In this particular report there was no indication that the mature on-campus student did in fact persevere to any greater extent than did the college age students. It must be remembered, however, that the large percentage of the "unlisted" age group makes these conclusions somewhat tentative.

The percentages of total enrollment according to age grouping for off-campus and on-campus students per semester are to be found in Figures 2, 3 and 4.

FIGURE 2

Percentages of Off-Campus and On-Campus persistors and non-persistors for the Fall, 1969 semester according to age group.

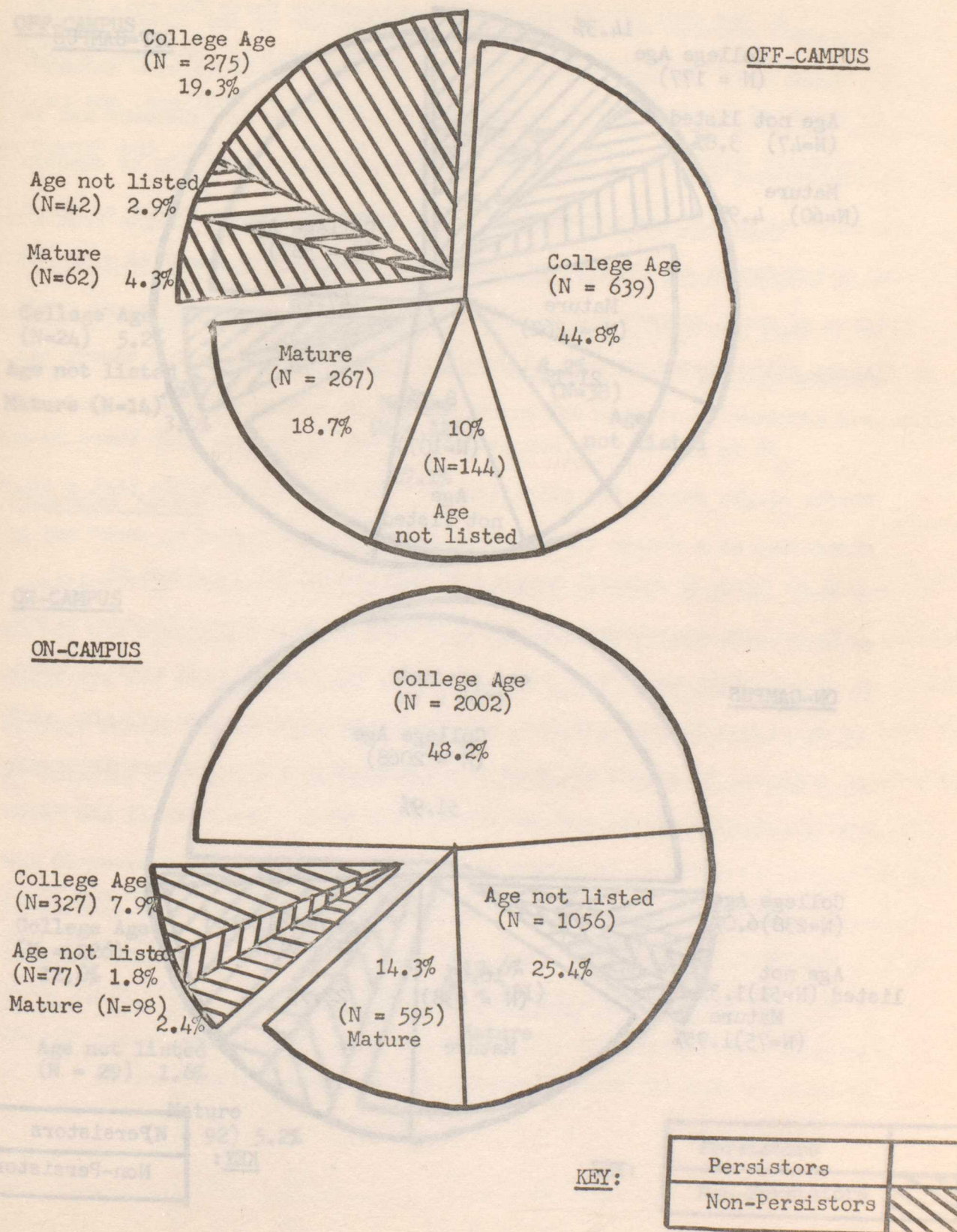




FIGURE 3

Percentages of Off-Campus and On-Campus persistors and non-persistors for the Spring, 1970 semester according to age group.

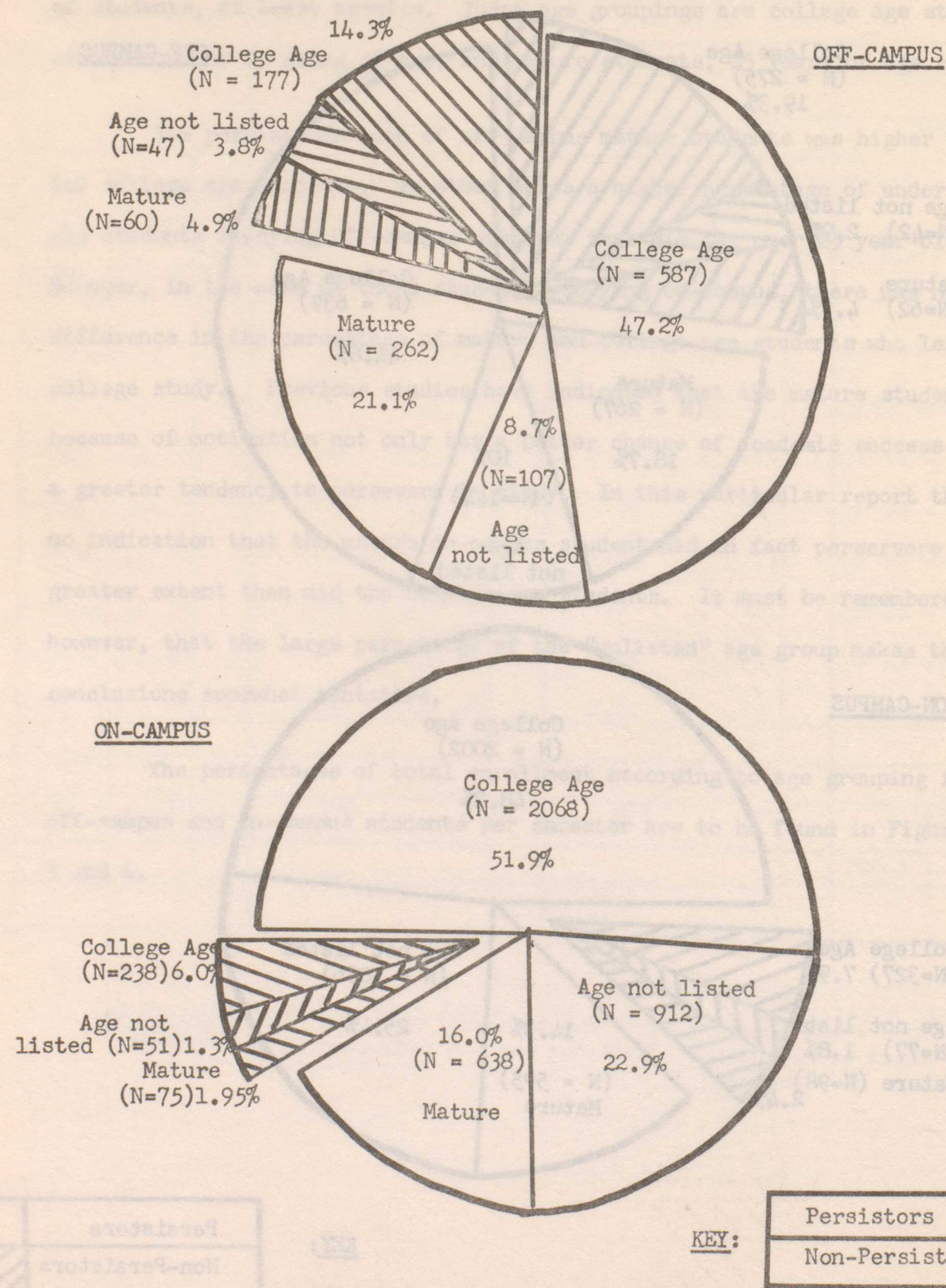
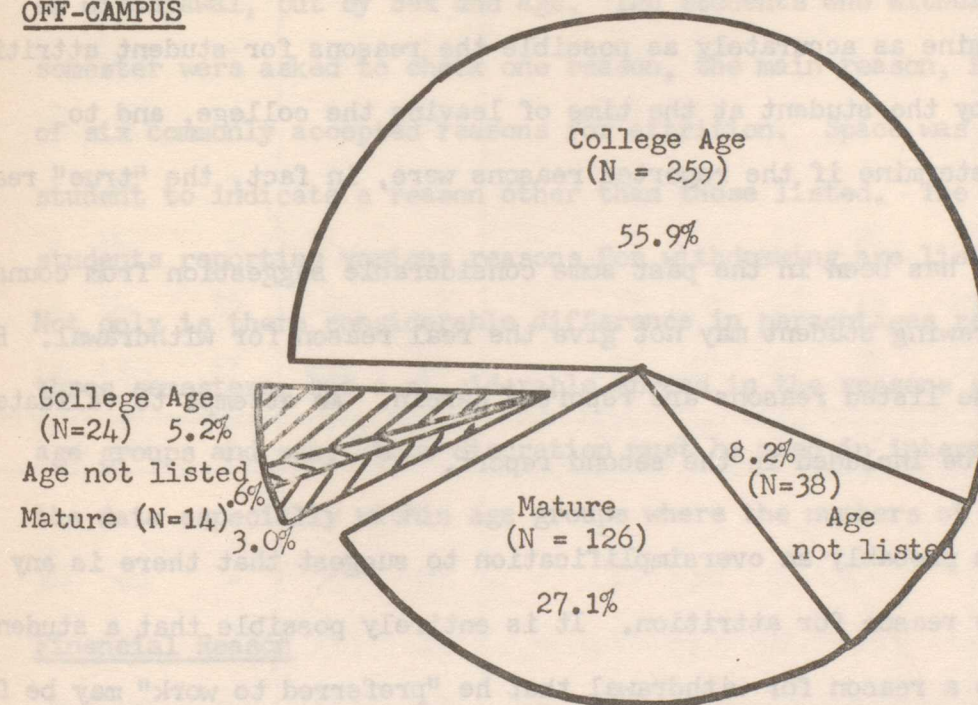


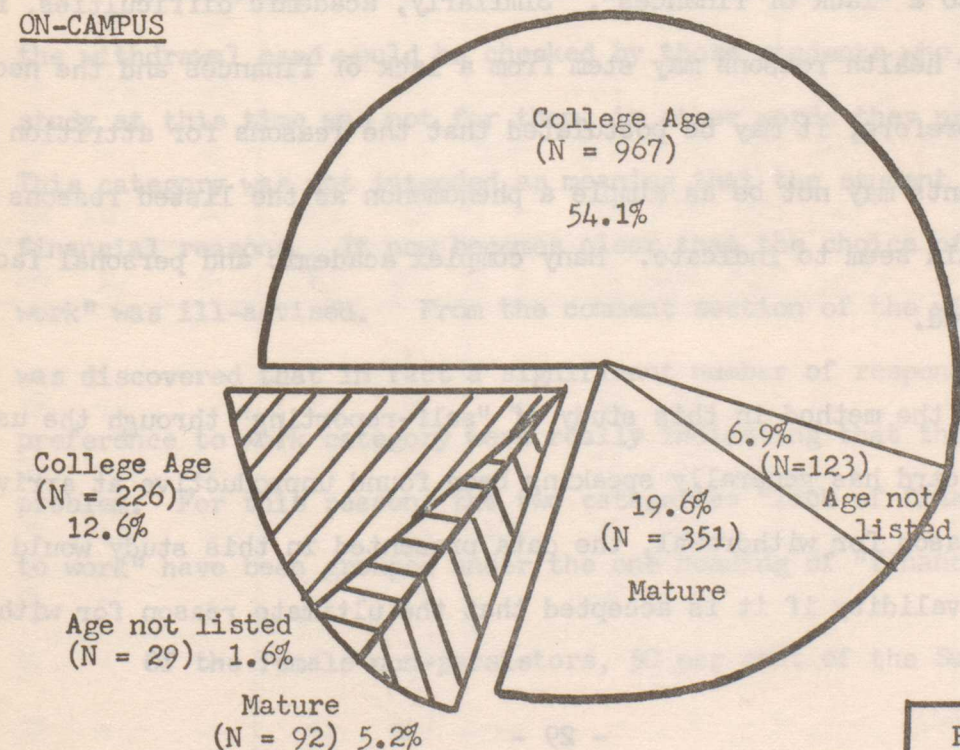
FIGURE 4

Percentages of Off-Campus and On-Campus persistors and non-persistors for the Summer, 1970 semester according to age group.

**OFF-CAMPUS**



**ON-CAMPUS**



**KEY:**

Persistors	
Non-Persistors	



## CHAPTER IV

### REASONS FOR ATTRITION

As has been mentioned, a major motivating force for this study was to determine as accurately as possible the reasons for student attrition, as reported by the student at the time of leaving the college, and to eventually determine if the reported reasons were, in fact, the "true" reasons.

There has been in the past some considerable suggestion from counsellors that a withdrawing student may not give the real reason for withdrawal. Be that as it may, the listed reasons are reported herein. An attempt to validate these reasons will be included in the second report.

It is probably an oversimplification to suggest that there is any simple single reason for attrition. It is entirely possible that a student indicating as a reason for withdrawal that he "preferred to work" may be forced to this due to a "lack of finances". Similarly, academic difficulties, family opposition or health reasons may stem from a lack of finances and the necessity to work. Therefore, it may be postulated that the reasons for attrition among college students may not be as simple a phenomenon as the listed reasons for attrition would seem to indicate. Many complex academic and personal factors may be involved.

While the method in this study of "self-reporting" through the use of a withdrawal card has generally speaking been found unproductive at arriving at a specific reason for withdrawal, the data presented in this study would appear to have some validity if it is accepted that the ultimate reason for withdrawal

may be a result of multiple causes.

The listed reasons for attrition are studied not only by semester of withdrawal, but by sex and age. The students who withdrew during the semester were asked to check one reason, the main reason, from among a list of six commonly accepted reasons for attrition. Space was provided for the student to indicate a reason other than those listed. The percentages of students reporting various reasons for withdrawing are listed in Table 13. Not only is there considerable difference in percentages reported for the three semesters, but a considerable spread in the reasons given by various age groups and sex. Some discretion must be used in interpreting certain of the data especially within age groups where the numbers of students are small.

#### Financial Reason

It had been the intent that the reason "prefer to work" as listed on the withdrawal card would be checked by those students who decided that college study at this time was not for them, in other words they preferred to go to work. This category was not intended as meaning that the student had to go to work for financial reasons. It now becomes clear that the choice of the term "prefer to work" was ill-advised. From the comment section of the withdrawal card, it was discovered that in fact a significant number of respondents indicating the preference to work category were really indicating that they had a financial problem. For this reason, the two categories "lack of finances" and "prefer to work" have been grouped under the one heading of "financial reason".

Of the female non-persistors, 50 per cent of the Summer semester



TABLE 13

Reason listed for withdrawal for age group and sex in per cent.

		FEMALE								MALE		
<u>FALL</u> <u>SEMESTER</u>	AGE	Under 18	18- 19	20- 24	25- 34	35- 44	over 44	Not given	Total	Under 18	18- 19	20- 24
Lack of finances		50	13	22	-	-	-	9	14	100	25	40
Prefer to work		50	11	13	14	-	-	9	12	-	23	17
Lack of interest		-	28	11	4	-	-	18	16	-	21	15
Family opposition		-	2	4	9	-	50	-	5	-	3	-
Academic difficulties		-	6	13	14	33	50	-	11	-	9	3
Health reasons		-	13	11	32	-	-	18	15	-	3	4
Other		-	28	24	27	67	-	46	27	-	16	21
N =		2	47	45	22	3	2	11	132	1	64	119
<u>SPRING</u> <u>SEMESTER</u>												
Lack of finances		-	20	25	17	-	-	33	21	-	14	41
Prefer to work		-	10	10	17	-	-	50	14	-	21	18
Lack of interest		100	30	18	-	33	-	17	18	50	21	15
Family opposition		-	-	-	-	-	-	-	-	-	-	2
Academic difficulties		-	10	10	17	-	-	-	10	50	29	9
Health reasons		-	20	18	41	67	100	-	23	-	-	3
Other		-	10	20	8	-	-	-	13	-	14	12
N =		1	10	40	12	3	1	6	73	2	14	91
<u>SUMMER</u> <u>SEMESTER</u>												
Lack of finances		-	33	9	15	-	-	50	15	-	11	33
Prefer to work		-	17	43	38	-	-	-	35	-	33	31
Lack of interest		-	17	9	8	-	-	-	9	100	33	11
Family opposition		-	17	-	-	100	-	-	4	-	-	2
Academic difficulties		-	-	-	23	-	-	-	7	-	-	4
Health reasons		-	-	13	-	-	100	50	11	-	-	4
Other		-	17	26	15	-	-	-	20	-	22	16
N =		-	6	23	13	1	1	2	46	1	9	55

(Totals may not add to 100 due to rounding).

MALE					TOTAL							TOTAL
25- 34	35- 44	Over 44	Not given	Total	Under 18	18- 19	20- 24	25- 34	35- 44	over 44	Not given	
34	14	-	23	33	67	20	35	23	10	-	18	26.6
18	14	-	12	18	33	18	16	17	10	-	11	16.1
2	-	-	6	13	-	23	14	3	-	-	11	13.9
2	-	-	6	2	-	3	1	4	-	20	4	2.6
9	14	-	18	7	-	8	6	11	20	20	11	8.3
12	14	33	12	7	-	7	6	18	10	20	14	9.3
23	43	67	23	20	-	21	21	23	50	40	32	22.7
44	7	3	17	255	3	111	164	66	10	5	28	387
31	-	-	9	33	-	17	36	27	-	-	18	29.2
41	67	-	36	25	-	17	15	34	33	-	41	21.1
3	-	-	9	13	67	25	16	3	17	-	12	14.8
-	-	-	-	1	-	-	2	-	-	-	-	.9
-	-	-	18	10	33	21	9	5	-	-	12	9.8
7	-	-	9	4	-	8	8	17	33	100	6	10.3
17	33	-	18	14	-	12	14	15	17	-	12	13.9
29	3	-	11	150	3	24	131	41	6	1	17	223
9	-	-	-	24	-	32	26	11	-	-	33	20.9
18	-	-	-	27	-	27	35	26	-	-	-	29.8
9	-	-	-	14	100	27	10	9	-	-	-	11.9
14	-	-	-	5	-	7	1	5	100	-	-	4.5
14	-	-	-	6	-	-	3	17	-	-	-	6.0
5	-	-	-	3	-	-	6	3	-	100	33	6.0
32	-	-	100	22	-	7	8	3	-	-	33	6.0
22	-	-	1	88	1	15	78	35	1	1	3	134



reported the reason for withdrawal as "lack of finances" or "prefer to work", with 35 per cent of those in the Spring semester and 26 per cent of the Fall semester female students reporting the same reason. While the range of females reporting financial reasons for withdrawal varied from the low of 26 per cent to a high of 50 per cent, over one half of the male withdrawals in all semesters reported financial reasons. The percentage of males so reporting was 51 per cent for the Fall, 58 per cent for the Spring and 51 per cent for the Summer semester. It is obvious that financial problems were the greatest single causative factor listed, yet one might well enquire why such problems could not have been anticipated before enrollment.

#### Lack of Interest

Although the responses of students reporting that they "prefer to work" has initially been interpreted to be financial in nature, there is a definite possibility that this could also indicate a lack of interest. Further interpretation of this will be made after evaluation of the questionnaire responses from students one year after withdrawal. For both the male and female student "lack of interest" was reported by a percentage of students second only to financial problems. Thirteen per cent of the males for the Fall and Spring semesters and fourteen per cent for the Summer semester reported a lack of interest in study, while 16, 18 and 9 per cent of the females reported this reason for the three semesters respectively.

#### Academic Difficulties

Academic difficulties were reported by up to one-tenth of the students

as the prime reason for withdrawal. With the exception of the Fall semester, the percentage of male and female students reporting academic problems was similar, 10 per cent for the Spring semester for both male and female, 6 and 7 per cent for the Summer semester, with 7 per cent for male and 11 per cent for female for the Fall semester. Although achievement standards were not available for the withdrawing students for the semester of withdrawal, achievement records for the semester prior to withdrawal indicate that about 38 per cent of the students had an unsatisfactory average, that is a grade point average (G.P.A) less than 2.0, while only about 8 per cent of the students gave an indication of academic difficulties as their main reason for withdrawal.

#### Family Opposition

Opposition of family to enrollment at college was expressed by a small percentage of students, less than 5 per cent for any particular semester.

#### Health Reasons

In the past "health" has been commonly viewed as an excuse rather than a reason for student withdrawal. Be that as it may, to many students it is a real reason. However, the female apparently was more susceptible to health problems than was the male. The percentage of female withdrawals indicating a health reason ranged from a high of 23 per cent in the Spring semester, to 15 per cent for the Fall term and a low of 11 per cent in the Summer. Just under one half of the females withdrawing under this category indicated in comments that the withdrawal was "on doctor's orders". The male



student appeared more able to withstand the pressures of study, both physically and mentally, at least the percentage of males reporting health problems ranged from a high of 7 per cent during the Fall semester to a low of 4 and 3 per cent for the Spring and Summer terms. The lower percentages of males withdrawing for health reasons may, however, not be a correct indication since there is a possibility of reluctance on the part of the male to indicate this reason. None of the males indicated that withdrawal was because of "doctor's orders".

#### Reasons for Withdrawal by Age Grouping

Due to the rather small numbers in certain age categories it was not possible to make a valid analysis of withdrawal reasons for the various age groups listed and by sex. However, when the college age students, that is, those students under twenty-five years of age are considered, it was apparent that "lack of finances" was the chief cause of withdrawal with a preference for work given as the reason for the second largest percentage. On the other hand, there was every indication that the mature student (25 years of age and over) had the largest percentage of withdrawals in the "prefer to work" category. "Lack of finances" was expressed as the most important causative factor for attrition by a lesser percentage of mature students than found for the college age student. One quarter of the withdrawing mature students gave "lack of finances" as the reason with withdrawal.

When compared to the college age student, the mature group had a rate of withdrawal due to a "lack of interest" of one-fifth to one-eighth of

that expressed by the college age non-persistors. On the other hand "health reasons" accounted for two to three times the percentage of mature students withdrawing as compared to the college age student.

#### Other Reasons

"Other reasons" accounted for one-fifth of the listed reasons for withdrawal. Three per cent of the students in all three semesters gave the reason for cessation of attendance due to "moving out of town" while five per cent left study in order to "travel". There was little difference in percentages withdrawing for this latter reason when individual semesters were considered. Three per cent indicated "inappropriate courses" as well as "personal matters" as a reason for withdrawal. A "work transfer out of town" was reported by two per cent, with one or less per cent of the students giving as reasons for withdrawal, entering another educational institution, marriage, military service, shift change at work, and unclassified reasons. The percentages of male and female non-persistors giving "other" reasons for withdrawal by semester are listed in Table 14.

#### Reasons for Withdrawal for the Academic Year

##### Lack of Finances

When the full twelve month period of college operation is considered, it was found that slightly over one quarter of the sample of non-persistors indicated a "lack of finances" as the primary reason for withdrawal. It is



TABLE 14

Summary of "other" listed reasons for withdrawal and percentage<sup>a</sup> of students indicating the reason, by sex and semester of withdrawal.

OTHER REASONS LISTED FOR WITHDRAWAL	SEMESTER OF WITHDRAWAL						TOTAL Per cent for all Semesters
	FALL, 1969		SPRING, 1970		SUMMER, 1970		
	Female	Male	Female	Male	Female	Male	
Moving out of town	3	1	1	3	4	8	3
Travel	4	5	1	5	4	7	5
Enter other ed.institu- tion	2	2	-	1	-	1	1
Inappropriate courses	5	4	3	1	2	1	3
Personal matters	7	2	4	1	4	-	3
Marriage	3	-	1	-	2	-	1
Military service	-	1	-	1	-	-	1
Work transfer out of town	2	4	1	1	-	1	2
Work shift change	2	2	-	-	2	3	1
Unclassified	-	-	-	-	-	3	1
TOTAL N of all W.D. Students	132	255	73	150	46	88	744

<sup>a</sup> The percentage reported is calculated on the total number of withdrawal students, male and female, in each semester and not on the total reporting "other" reasons.

entirely possible that some of these students had planned on financial aid from various agencies and that this aid did not materialize. On the other hand, it is possible that students in this category had an entirely unrealistic outlook on finances at the time of enrollment. If this is so, one might consider why such problems could not have been anticipated before commencement of the semester. Pre-semester counselling would be of value in this instance. Yet in a number of cases, students in this category had attended college previously and would most certainly be aware of the semester costs involved. Assuming that the student may well be aware of the economic factors concerned in attending college, it does lead to speculation that the "lack of finance" reason for withdrawal may in a number of cases be an excuse for withdrawal, rather than a valid reason.

One fifth of the students over the one year period of this study left college because they "preferred to work". This reason in itself would not necessarily indicate a negative attitude toward the college, rather it may well indicate that the student had been confronted with a promising business or employment opportunity after enrollment which they valued more highly than the completion of a semester of study.

#### Lack of Interest

Lack of interest in the college program, lack of interest in courses or major field of study, inadequate motivation towards study, changes in objectives, and disappointment in the community college ranked third after "lack of finances" and "prefer to work", with 13.9 per cent of the students



checking this as a major factor in their attrition.

Just over 10 per cent of the college age withdrawals and slightly over eight per cent of the mature students expressed their disappointment in the instructional staff. Although less than one-fifth of these indicated reasons for dissatisfaction, those that did, mentioned as contributing to lack of interest on their part, the poor quality (at least in the judgment of the student) of teaching, the unavailability of faculty for remedial instruction, the use of "markers" to evaluate student writing, and in one case an instructor who "didn't know his subject material".

Primarily, dissatisfaction was expressed by students in the course offering. Lack of enough class sections in specific courses, inappropriate times of courses, and change in evenings in which sequential courses were offered resulted in nearly 20 per cent of the college age students and just under 7 per cent of the mature students expressing dissatisfaction which could contribute to lack of interest.

Other students in commenting on their lack of interest stated that their program selection demanded a different type of study than what they had anticipated; for example, one student became involved in a "seminar" styled course rather than a "lecture" course and found that he soon lost interest due to the necessity of considerable self-discipline. Others, of course, lost interest through an inability to "keep up" with their classmates.

### Health

Health was cited as a reason for withdrawal by 9 per cent of the students who withdrew over the twelve month period. Further to this, a substantial number of the students giving this reason cited specific circumstances which they felt would lead them to fail the semester. Problems such as illness or injury for a several week period which then placed the student far behind in the term work were among the most prevalent explanations of health problems leading to withdrawal. On the surface it would appear that the withdrawing students did not use to any excess the socially accepted excuse of health problems to explain their inability to persist to the semester's conclusion.

A summary of the main listed reasons for withdrawal over the twelve month period is found in Figure 5.

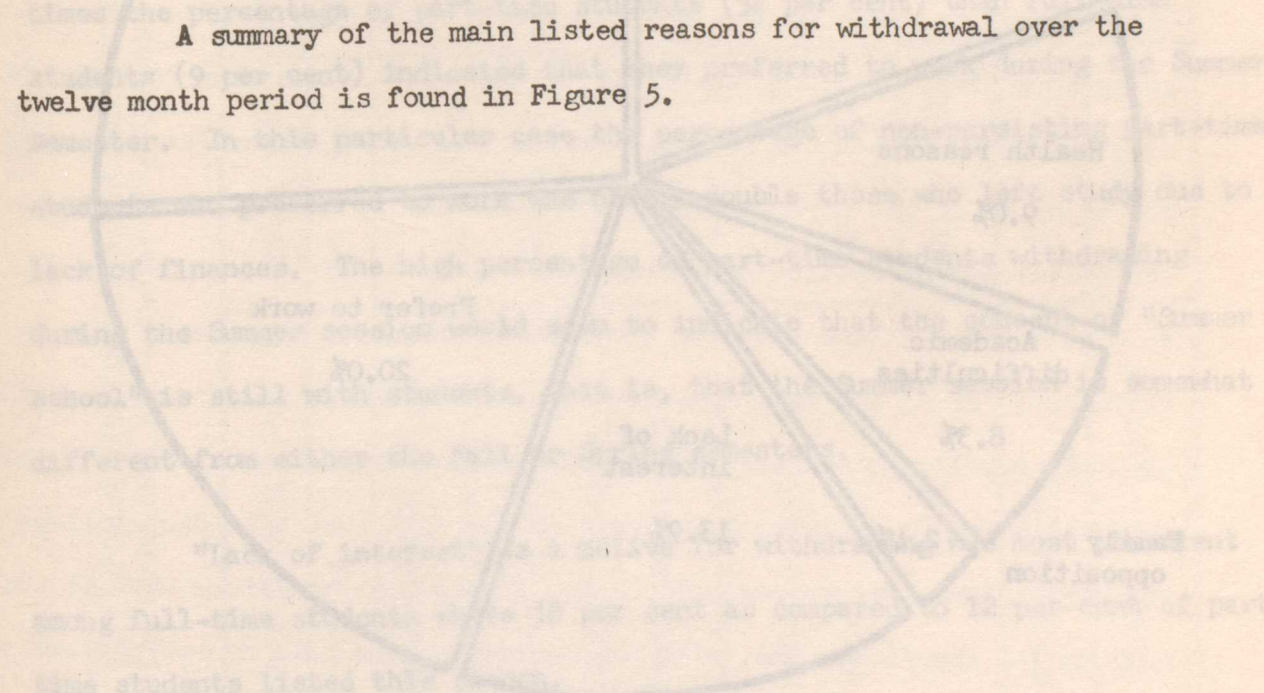
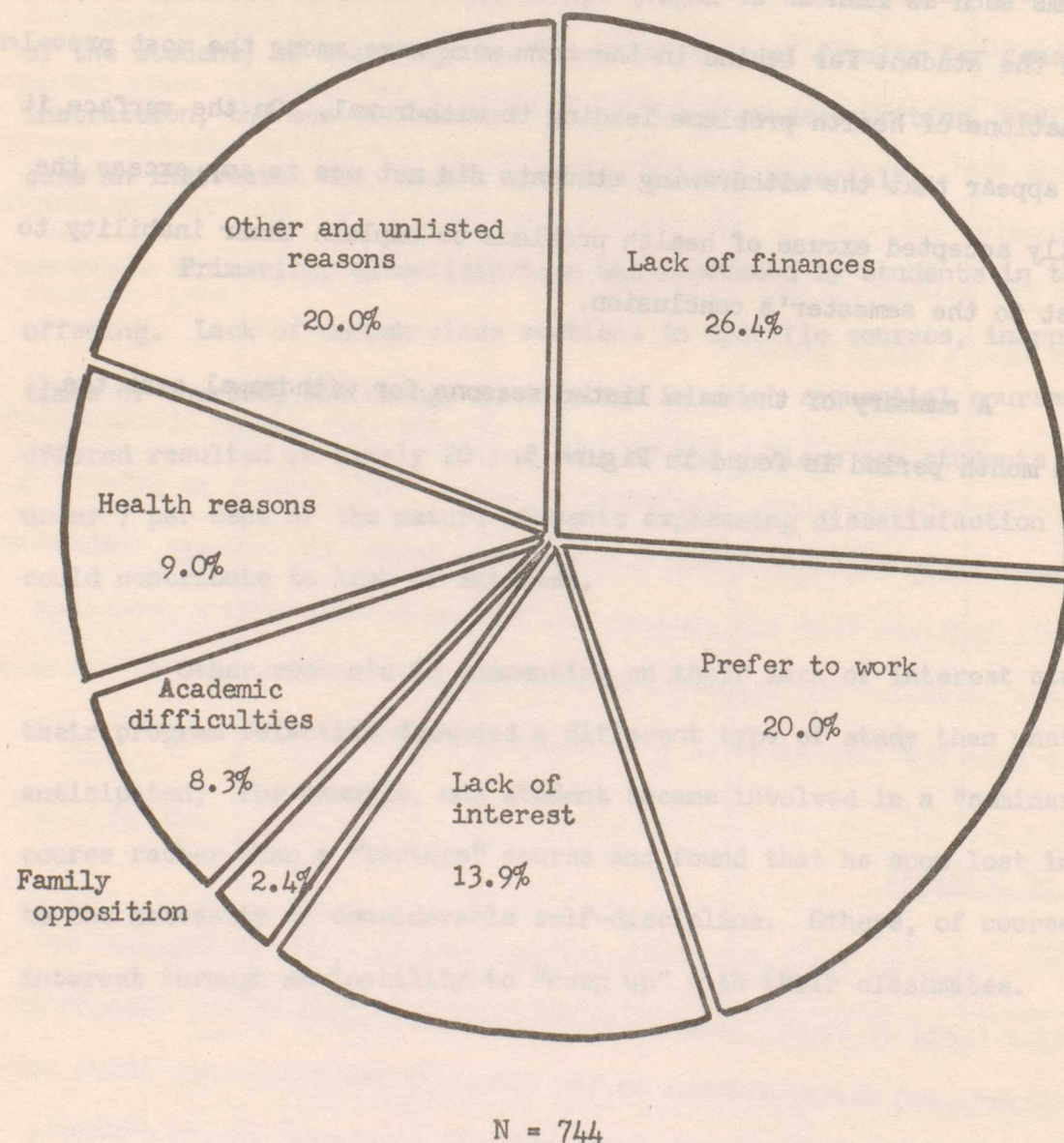




FIGURE 5

Percentages of withdrawing students for the twelve month period ending August 31, 1970, according to listing of reason for withdrawal.



ENROLLMENT STATUS AT TIME OF WITHDRAWAL

Four hundred and sixty-eight students (63 per cent) of the withdrawal sample under study were enrolled during their semester of attrition as part-time students. (A part-time student is defined as enrolling in less than five college courses). The remaining 276 students (37 per cent) were engaged in full-time study. A predominance of part-time students was found in all three semesters, with the highest percentage of withdrawing students studying part-time in the Summer semester (84 per cent).

As would be expected "lack of finances" was the most popular reason for withdrawal for both part and full-time students. Nearly four times the percentage of part-time students (34 per cent) than full-time students (9 per cent) indicated that they preferred to work during the Summer semester. In this particular case the percentage of non-persisting part-time students who preferred to work was nearly double those who left study due to lack of finances. The high percentage of part-time students withdrawing during the Summer session would seem to indicate that the concept of "Summer school" is still with students, that is, that the Summer session is somewhat different from either the Fall or Spring semesters.

"Lack of interest" as a motive for withdrawing was most prevalent among full-time students where 18 per cent as compared to 12 per cent of part-time students listed this reason.

There was little difference in the percentages of part and full-time



students reporting family opposition, academic difficulty or health reasons, as a reason for attrition when the full three semesters was considered.

Percentages of part and full-time students listing the various reasons for withdrawal are given in Table 15.

In commenting about the reasons for withdrawal, speculation was raised as to why students could not anticipate financial problems prior to enrollment and therefore, avoid the withdrawal situation. It has been reported that just over one quarter of the students withdrew claiming financial problems. Of the 744 withdrawing students, 235 had enrolled at the college for the first time, that is, just under one-third of those students who were non-persistors were new to the college environment. Although Vancouver City College is operated on a tri-semester system, which implies an equality among semesters, tradition still exists that gives indication that the Fall semester, which commences in September, is the start of the "academic year". The majority of the career courses originate during the Fall semester, and the University of British Columbia which receives the largest number of Vancouver City College transfer students, commences its academic term in September. It is the Fall semester then that receives the greatest portion of newly enrolled students. Of the 387 student sample who withdrew during the Fall semester of 1969, just under 45 per cent were attending college for the first time. Nearly one-half of the female non-persistors were at the college for the first time, with 42 per cent of the male non-persistors in attendance for the first time. The Spring and Summer semesters found a significantly smaller percentage of first-time students withdrawing, approxi-

TABLE 15

Full or part-time enrollment status for semester of withdrawal by listed reason for withdrawal and semester of withdrawal (in per cent).

SEMESTER OF W.D.	FALL, 1969		SPRING, 1970		SUMMER, 1970		TOTAL	
	Part	Full	Part	Full	Part	Full	Part	Full
Reason listed for W.D.								
Lack of finances	22	32	29	29	18	36	23	32
Prefer to work	20	11	22	20	34	9	23	14
Lack of interest	11	17	12	18	11	18	12	18
Family opposition	2	3	-	2	4	5	2	3
Academic difficulty	8	8	10	10	7	-	8	8
Health reason	11	8	10	11	5	9	9	9
Other	26	20	17	9	20	23	22	17
N =	220	167	136	87	112	22	468	276
% for semester	57	43	61	39	84	16	63	37
TOTAL N for semester	387		223		134		744	



mately 18 per cent for each semester.

However, the high percentage of non-persistors experienced in the Fall semester for students enrolled for the first time carried into the Spring semester for students who were now in their second semester. In other words, of those students who persisted through their first semester at college and enrolled for their second semester in the Spring of 1970, nearly one-third (31.8 per cent) of the 223 withdrawals in the Spring semester were in their second semester at college. This trend was observed in the Summer semester when just over one quarter of the 134 non-persistors withdrew while attending their third semester. There were indications that for the most part the male student persevered at college somewhat longer than the female before withdrawing from study. For example, in the Fall semester 77 per cent of the withdrawing female population had been enrolled in three or less semesters, while only 70 per cent of the males were in the same category. Table 16 outlines this information.

#### Time of Withdrawal

Students may withdraw from Vancouver City College up to the fourth week of instruction and have refunded a portion of fees paid. The refund amounts to 80 per cent of the tuition fee if withdrawal occurs during the first or second week of instruction, and 50 per cent of the tuition fee if withdrawal occurs in the third or fourth week. After the fourth week of instruction there is no refund of fees. Nearly three quarters of the non-persistors withdrew after the first four weeks of instruction, that is, after

TABLE 16

Percentage of withdrawing students according to the number of semesters enrolled in prior to withdrawal, by sex and semester of withdrawal.

Number of Semesters enrolled in prior to W.D.	FALL SEMESTER 1969			SPRING SEMESTER 1970			SUMMER SEMESTER 1970			TOTAL FOR ACADEMIC YEAR 1969-1970	
	Female	Male	Total	Female	Male	Total	Female	Male	Total	No.	%
None	48.5	41.9	44.2	23.3	14.6	17.5	17.4	19.3	18.7	235	31.6
One	10.6	14.1	12.9	39.7	28.0	31.8	13.1	14.8	14.2	140	18.8
Two	19.7	15.3	16.8	6.9	14.7	12.2	28.3	26.2	26.8	128	17.2
Three	5.3	11.0	9.1	9.6	14.0	12.5	17.4	7.9	11.2	78	10.4
Four	6.1	7.8	7.2	6.8	10.7	9.4	4.3	14.8	11.2	64	8.7
Five	4.5	2.7	3.4	5.5	8.7	7.6	8.7	7.9	8.2	41	5.5
Six	4.5	3.9	4.1	5.5	5.3	5.4	4.3	6.8	6.0	36	4.8
Seven	.8	2.0	1.5	-	2.0	1.3	4.3	-	1.5	11	1.5
9 or more	-	1.3	.8	2.7	2.0	2.2	2.2	2.3	2.2	11	1.5
TOTAL N	132	255	387	73	150	223	46	88	134	744	



the time limit for refund of fees. The Fall semester found the highest percentage of withdrawals during the three semesters, leaving the college during the refund period. Slightly more than one quarter of the withdrawals in the Fall occurred within the first four weeks. This percentage dropped to just under 15 for the Spring semester and 18 for the Summer semester. It should be noted that by far the largest percentage of students did not withdraw until after the eighth week of the semester. This does not necessarily mean that these students persisted until that time. At Vancouver City College a student may withdraw up to approximately three weeks prior to term end. It is probably correct to surmise that the bulk of those students officially withdrawing after the eight week period had actually ceased to attend classes well before the actual withdrawal period.

It is of interest to note that of the 196 persons who withdrew and gave a listed reason for withdrawal as "lack of finances", 168 (86 per cent) withdrew after the fee refund period. Of these, 118 (60 per cent) withdrew after eight weeks in attendance at college. These facts would further lead to speculation as to the reliability of the "lack of finances" reason for withdrawal. If money was a problem then the student might well be desirous of obtaining a refund on his fees, and would supposedly withdraw before the end of the first month of study and obtain at least the 50 per cent refund. On the other hand, those students who lasted at least two thirds of the semester surely could arrange finances to see them through the remainder of the semester. The official college catalogue does give the student a basic minimum list of expenses, tuition, supplies, sundries, needed to carry the student through one semester. Regardless of the above thoughts, those students withdrawing

due to lack of finances comprised by far the greatest portion of those students withdrawing after eight weeks. The percentages of students according to the date of withdrawal will be found in Table 17.



TABLE 17  
Students who withdrew from study at Vancouver City College during the semester according to the date of withdrawal.

DATE OF WITHDRAWAL	SEMESTER DURING WHICH WITHDRAWAL OCCURRED				TOTAL N	TOTAL %
	1969 - FALL N	1970 - SPRING N	1970 - SUMMER N			
Week 1 & 2 of semester	42	7	3	2.2	53	7.1
Week 3 & 4 of semester	60	26	21	15.7	107	14.4
Week 5 & 6 of semester	28	26	25	18.6	79	10.6
Week 7 & 8 of semester	40	28	26	19.4	94	12.6
After 8th week	199	126	55	41.1	380	51.1
Not listed	17	10	4	3.0	31	4.2
TOTAL	387	223	134	100.0	744	100.0

## CHAPTER VI

### GRADE POINT AVERAGE

Two aspects of performance were examined in the analysis of transcripts of non-persistors. Firstly, the cumulative G.P.A. was calculated in order to find out whether attrition took place primarily amongst those students with a low cumulative G.P.A. or whether it involved all classifications of students whether good or poor academically. Secondly, the grade point averages were calculated for the semester prior to withdrawal in order to determine just how far from satisfactory the grades of the student might be at the time period close to actual withdrawal. Since it was not possible to determine the student's achievement for the actual semester of withdrawal, this was felt to be the next best procedure.

#### Cumulative Grade Point Average

Percentage distributions of cumulative grade point averages earned by the attrition group are given for each semester under study in Tables 18, 19 and 20. This cumulative G.P.A. is calculated on all the college level courses taken by the non-persistors up to the time of withdrawal. The calculations do not include college preparatory courses.

If a G.P.A. of 2.0 is considered as a minimal grade, at least for transfer to a university, then just over half of the students withdrawing in the fall semester had cumulative averages at least to a minimal level of 2.0 (C grade). A similar situation was found for the Spring semester where about



TABLE 18

Percentage distribution of non-persistor student grades for all semesters taken prior to withdrawal in the Fall of 1969.

CUMULATIVE G.P.A.	Female	Male	N	TOTAL % <sup>a</sup>	cum % <sup>b</sup>
4.0	7.3	.8	5	2.8	97.2
3.9	-				
3.8		1.6	2	1.1	96.1
3.7	3.6	.8	3	1.7	94.4
3.6					
3.5	3.6		2	1.1	93.3
3.4					
3.3					
3.2	1.8	.8	2	1.1	92.2
3.1					
3.0	12.7	6.6	15	8.5	83.7
2.9	1.8		1	.6	83.1
2.8	5.5	1.6	5	2.8	80.3
2.7					
2.6	1.8	4.9	7	4.0	76.3
2.5	1.8	6.6	9	5.1	71.2
2.4	7.3	3.3	8	4.5	66.7
2.3	3.6	6.6	10	5.7	61.0
2.2	5.5	1.6	5	2.8	58.2
2.1		2.6	3	1.7	56.5
2.0	5.5	13.1	19	10.7	45.8
1.9	5.5	4.1	8	4.5	41.3
1.8	3.6		2	1.1	40.2
1.7	-	5.7	7	4.0	36.2
1.6	10.9	5.7	13	7.4	28.8
1.5	5.5	4.9	9	5.1	23.7
1.4					
1.3	3.6	6.6	10	5.6	18.1
1.2		1.6	2	1.1	17.0
1.1	1.8	3.3	5	2.8	14.2
1.0	5.5	3.3	7	4.0	10.2
.9 & below	1.8	14.3	18	10.2	
N =	55	122	177		

Mean = 2.1                      Median = 2.0  
Upper quartile = 2.5          Lower quartile = 1.5

- a Percentage of students earning the grade-point average  
b Percentage of students earning the grade-point average below the indicated GPA.

TABLE 19

Percentage distribution of non-persistor student grades for all semesters taken prior to withdrawal in the Spring of 1970.

CUMULATIVE G.P.A.	Female	Male	N	TOTAL % <sup>a</sup>	cum % <sup>b</sup>
4.0	4.1		2	1.3	98.7
3.9					
3.8					
3.7		.9	1	.6	98.1
3.6					
3.5					
3.4					
3.3	4.2	.9	3	1.9	96.2
3.2	4.2	2.7	5	3.2	93.0
3.1					
3.0	4.2	2.7	5	3.2	89.8
2.9		.9	1	.6	89.2
2.8	8.3	3.6	8	5.1	84.1
2.7	2.1	.9	2	1.3	82.8
2.6		2.7	3	1.9	80.9
2.5	2.1	4.5	6	3.8	77.1
2.4		2.7	3	1.9	75.2
2.3	10.2	4.5	10	6.3	68.9
2.2	6.3	5.4	9	5.7	63.2
2.1	2.1		1	.6	62.6
2.0	18.7	8.2	18	11.4	51.2
1.9		3.6	4	2.5	48.7
1.8	8.3	6.4	11	7.0	41.7
1.7	2.1	1.8	3	1.9	39.8
1.6	2.1	4.5	6	3.8	36.0
1.5	6.3	4.5	8	5.1	30.9
1.4					
1.3	6.3	6.4	10	6.3	24.6
1.2		2.7	3	1.9	22.7
1.1	2.1	3.6	5	3.2	19.5
1.0	2.1	3.6	5	3.2	16.3
.9 & below	4.1	21.8	26	16.3	
N =	48	110	158		

Mean = 2.0                      Median = 1.9  
Upper quartile = 2.4          Lower quartile = 1.3

- a Percentage of students earning the grade-point average  
b Percentage of students earning the grade-point average below the indicated GPA.



TABLE 20

Percentage distribution of non-persistor student grades for all semesters taken prior to withdrawal in the Summer of 1970.

CUMULATIVE G.P.A.	Female	Male	N	TOTAL % <sup>a</sup>	cum % <sup>b</sup>
4.0	3.4	6.0	4	5.1	94.9
3.9					
3.8					
3.7	3.4		1	1.3	93.6
3.6					
3.5		2.0	1	1.	92.3
3.4					
3.3	3.4	2.0	2	2.5	89.8
3.2	3.4	6.0	4	5.1	84.7
3.1					
3.0	17.2	6.0	8	10.1	74.6
2.9	3.4		1	1.3	73.3
2.8	6.9	2.0	3	3.8	69.5
2.7	6.9	8.0	6	7.6	61.9
2.6		4.0	2	2.5	59.4
2.5					
2.4					
2.3	3.4	10.0	6	7.6	51.8
2.2	10.5	4.0	5	6.3	45.5
2.1	6.9	2.0	3	3.8	41.7
2.0	10.3	10.0	8	10.1	31.6
1.9		4.0	2	2.5	29.1
1.8	6.9	8.0	6	7.6	21.5
1.7					
1.6	3.4	2.0	2	2.5	19.0
1.5		4.0	2	2.5	16.5
1.4					
1.3		4.0	2	2.5	14.0
1.2		2.0	1	1.3	12.7
1.1	6.9	2.0	3	3.8	8.9
1.0		6.0	3	3.8	5.1
.9 & below	3.4	6.0	4	5.1	
N =	29	50	79		

Mean = 2.3  
Upper quartile = 3.0

Median = 2.2  
Lower quartile = 1.8

<sup>a</sup> Percentage of students earning the grade-point average.

<sup>b</sup> Percentage of students earning the grade-point average below the indicated GPA.

half of the students had achieved at least to the 2.0 level and in the case of the Summer semester, just over two thirds had earned a cumulative average of 2.0 or better.

There was a noticeable tendency for a greater percentage of withdrawing females to have a higher cumulative G.P.A. than males. For example, in the Fall semester, 29 per cent of the female non-persistors had a cumulative G.P.A. of 3.0 or higher, while only 10.6 per cent of the non-persisting males had a G.P.A. over 3.0 at time of withdrawal.

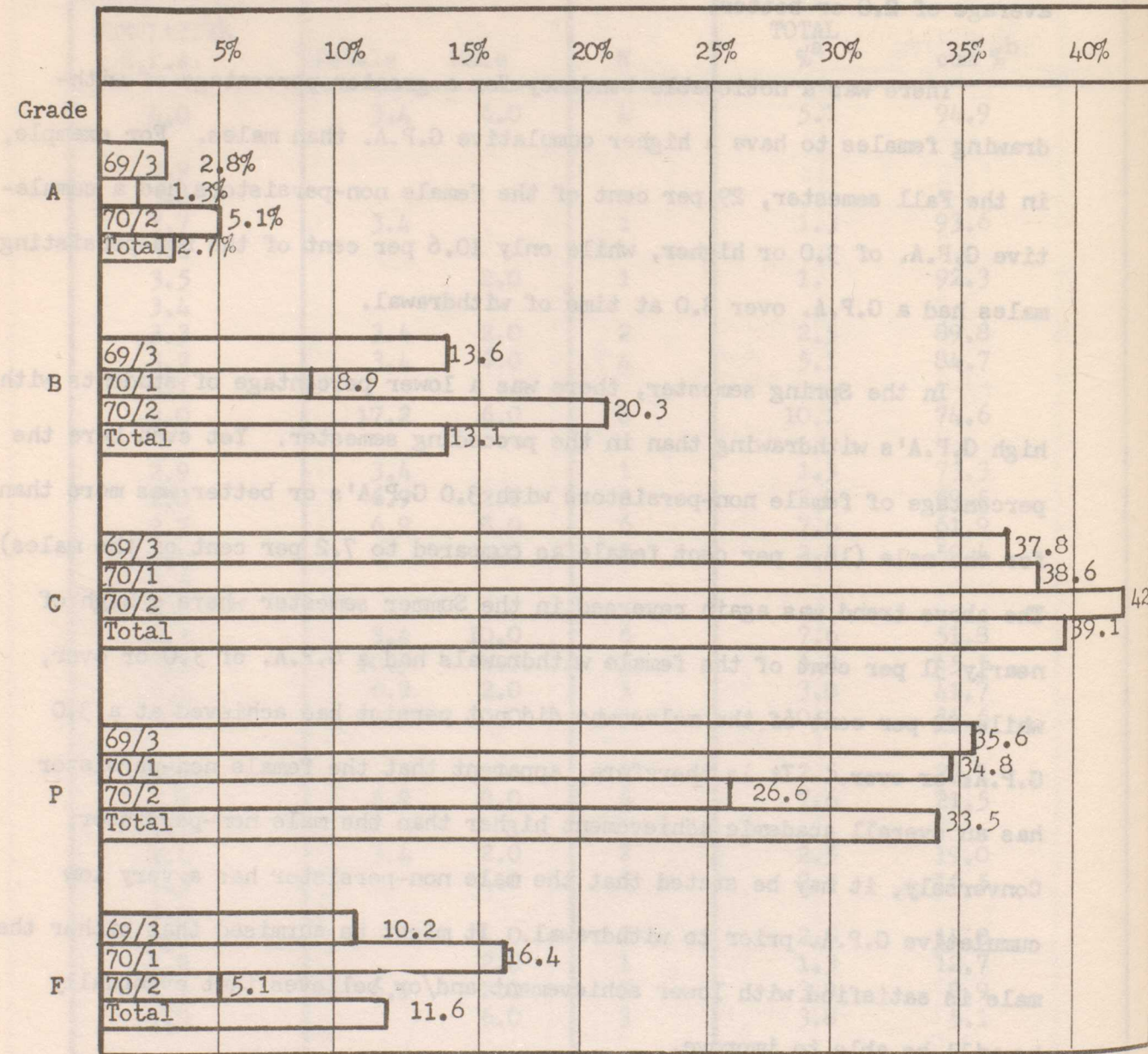
In the Spring semester, there was a lower percentage of students with high G.P.A.'s withdrawing than in the preceding semester. Yet even here the percentage of female non-persistors with 3.0 G.P.A.'s or better was more than for the male (16.4 per cent female as compared to 7.2 per cent of the males). The above trend was again reversed in the Summer semester where a high of nearly 31 per cent of the female withdrawals had a G.P.A. of 3.0 or over, while 22 per cent of the males who did not persist had achieved at a 3.0 G.P.A. or over. It is therefore, apparent that the female non-persistor has an overall academic achievement higher than the male non-persistor. Conversely, it may be stated that the male non-persistor has a very low cumulative G.P.A. prior to withdrawal. It might be surmised that either the male is satisfied with lower achievement and/or believes that eventually he will be able to improve.

The preceding observations and the summary of grades as shown in Figure 6 would seem to lend credence to the original hypotheses that many students drop out of college attendance for reasons other than poor grades. As can be seen from Figure 6, 2.7 per cent of the non-persistors had a



FIGURE 6

Percentages of non-persistors according to cumulative grade earned at V.C.C. up to the semester of attrition by semester of withdrawal.



69/3 = Fall semester, 1969  
 70/1 = Spring semester, 1970  
 70/2 = Summer semester, 1970  
 Total = Academic year, September, 1969 to August, 1970, inclusive.

cumulative G.P.A. of 4.0 (A grade), 13.1 per cent a cumulative G.P.A. of 3.0 to 3.9 (B grade) and 39.1 per cent a cumulative G.P.A. of 2.0 to 2.9 (C Grade). Approximately one third of the non-persistors had a cumulative G.P.A. of 1.0 to 1.9 which is considered a pass at the college level, but for the most part is not acceptable for university transfer.

#### G.P.A. for Semester Prior to Withdrawal

The percentage of students who withdrew during each of the three semesters under study is given in Tables 21, 22 and 23, by sex and grade-point average for the semester of study immediately prior to the withdrawal semester. The female non-persistors had a larger percentage of their withdrawal group with high achievement in the semester prior to withdrawal, that is, a grade of B or better (a 3.0 G.P.A. or better), than did the male category. This was particularly noticeable in the Fall semester when 30 per cent of the female non-persistors earned a 3.0 G.P.A. or over in the previous semester to only 12 per cent of the male group. A similar situation was noted for the Spring semester with 24 per cent female and only 11 per cent male withdrawing with the previous semester's grades of B or higher, and for the summer session, 45 per cent female as contrasted to 32 per cent of the male group.

From this it may be seen that at least one third of the female withdrawals over the term of this study had above average achievement in the semester preceding withdrawal. The percentage of both female and male non-persistors during the Summer semester with high achievement prior to withdrawal was notably more than for either the Fall or Spring semester. This tendency



TABLE 21

Percentage distribution of non-persistor student grades for the semester prior to withdrawal in the Fall semester of 1969.

GPA FOR SEMESTER PRIOR TO WITHDRAWAL	TOTAL		TOTAL		cum % <sup>b</sup>
	Female	Male	N	% <sup>a</sup>	
4.0	6.0	2.9	6	3.9	96.1
3.9					
3.8					
3.7	2.0	-	1	.6	95.5
3.6					
3.5	4.0	-	2	1.3	94.2
3.4					
3.3					
3.2					
3.1					
3.0	18.0	9.5	19	12.3	81.9
2.9					
2.8					
2.7	2.0	1.9	3	1.9	80.0
2.6	2.0	3.8	5	3.2	76.8
2.5	10.0	7.6	13	8.4	68.4
2.4	2.0	-	1	.6	67.8
2.3	8.0	4.8	9	5.8	62.0
2.2	4.0	1.9	4	2.6	59.4
2.1					
2.0	12.0	21.0	28	18.1	41.3
1.9					
1.8	4.0	2.9	5	3.2	38.1
1.7	-	3.8	4	2.6	35.5
1.6	2.0	-	1	.6	34.9
1.5	4.0	2.9	5	3.2	31.7
1.4					
1.3	2.0	1.9	3	1.9	29.8
1.2	-	1.9	2	1.3	28.5
1.1					
1.0	10.0	11.4	17	11.0	17.5
.9 & below	8.0	21.8	27	17.5	
N =	50	105	155		

Mean = 1.8 Median = 2.0  
Upper quartile = 2.5 Lower quartile = 1.0

<sup>a</sup> Percentage of students earning the grade-point average

<sup>b</sup> Percentage of student earning the grade-point average below the indicated GPA.

TABLE 22

Percentage distribution of non-persistor student grades for the semester prior to withdrawal in the Spring semester of 1970.

GPA FOR SEMESTER PRIOR TO WITHDRAWAL	TOTAL		TOTAL		cum % <sup>b</sup>
	Female	Male	N	% <sup>a</sup>	
4.0	10.2		5	3.5	96.5
3.9					
3.8					
3.7		1.1	1	.7	95.8
3.6					
3.5					
3.4					
3.3	6.1	1.1	4	2.8	93.0
3.2	2.0	1.1	2	1.4	91.6
3.1					
3.0	6.1	8.4	11	7.6	84.0
2.9					
2.8	2.0	2.1	3	2.1	81.9
2.7	2.0	2.1	3	2.1	79.8
2.6	2.0	2.1	3	2.1	77.7
2.5	4.1	6.3	8	5.5	72.2
2.4	2.0	2.1	3	2.1	70.1
2.3	6.1	4.2	7	4.8	65.3
2.2	4.1		2	1.4	63.9
2.1					
2.0	18.3	19.0	27	18.8	45.1
1.9					
1.8	4.1	3.1	5	3.5	41.6
1.7	2.0	2.1	3	2.1	39.5
1.6	2.0	3.1	4	2.8	36.7
1.5	8.2	3.1	7	4.8	31.9
1.4					
1.3	4.1	7.4	9	6.2	25.7
1.2	4.1	4.2	6	4.2	21.5
1.0	4.1	7.4	9	6.2	15.3
.9 & below	6.1	20.1	22	15.3	
N =	49	95	144		

Mean = 1.8 Median = 2.0  
Upper quartile = 2.5 Lower quartile = 1.2

<sup>a</sup> Percentage of students earning the grade-point average.

<sup>b</sup> Percentage of students earning the grade-point average below the indicated GPA.



TABLE 23

Percentage distribution of non-persistor student grades for the semester prior to withdrawal in the Summer semester of 1970.

GPA FOR SEMESTER PRIOR TO WITHDRAWAL			TOTAL		
	Female	Male	N	% <sup>a</sup>	cum % <sup>b</sup>
4.0	7.1	10.4	7	9.2	90.8
3.9					
3.8					
3.7					
3.6					
3.5		6.2	3	3.9	86.9
3.4		2.1	1	1.3	85.6
3.3		8.3	5	6.6	79.0
3.2	3.6				
3.1					
3.0	35.7	6.2	13	17.1	61.9
2.9					
2.8		2.1	1	1.3	60.6
2.7					
2.6	3.6	2.1	2	2.6	58.0
2.5	3.6	8.3	5	6.7	51.3
2.4		4.2	2	2.6	48.7
2.3		4.2	2	2.6	46.1
2.2		4.2	2	2.6	43.5
2.1					
2.0	35.7	14.6	17	22.4	21.1
1.9					
1.8	7.1	6.2	5	6.7	14.4
1.7					
1.6		4.2	2	2.6	11.8
1.5		2.1	1	1.3	10.5
1.4					
1.3	3.6		1	1.3	9.2
1.2					
1.1					
1.0		12.5	6	7.9	1.3
.9 & below					
N =	28	48	76		

Mean = 2.4                      Median = 2.4  
Upper quartile = 3.0              Lower quartile = 2.0

- <sup>a</sup> Percentage of students earning the grade-point average.  
<sup>b</sup> Percentage of students earning the grade-point average below the indicated GPA.

toward good achievement for at least one third of non-persistors would certainly indicate reasons for withdrawals that are based on other than academic difficulty.

On the other hand, when consideration is given to the two major semesters, that is the Fall and Spring session it was quite evident that approximately one quarter of the withdrawing students in each of these semesters had had academic problems the previous semester, at least their G.P.A. was below 1.0, which is the "pass" grade. Yet only 8 per cent of the withdrawing students indicated at the time of withdrawal a reason of "academic difficulties".

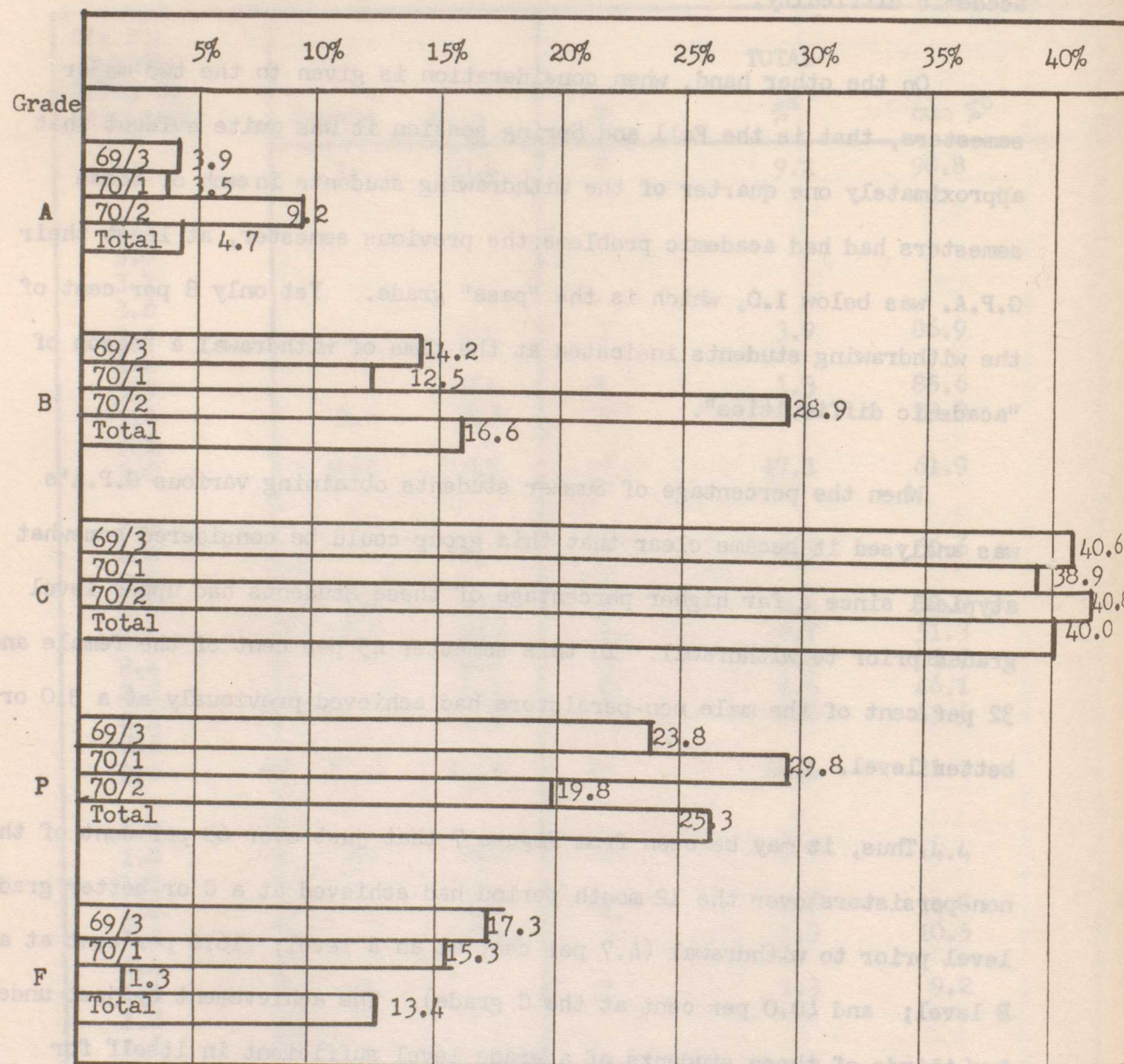
When the percentage of Summer students obtaining various G.P.A.'s was analysed it became clear that this group could be considered somewhat atypical since a far higher percentage of these students had upper level grades prior to withdrawal. In this semester 45 per cent of the female and 32 per cent of the male non-persistors had achieved previously at a 3.0 or better level.

Thus, it may be seen from Figure 7 that just over 60 per cent of the non-persistors over the 12 month period had achieved at a C or better grade level prior to withdrawal (4.7 per cent at an A level; 16.6 per cent at a B level; and 40.0 per cent at the C grade). The achievement by just under two thirds of these students of a grade level sufficient in itself for transfer to a university would lend some credibility to reasons for withdrawal for other than academic deficiencies.



FIGURE 7

Percentages of non-persistors according to grade earned in the semester immediately prior to the semester of attrition by semester of withdrawal.



69/3 = Fall semester, 1969  
 70/1 = Spring semester, 1970  
 70/2 = Summer semester, 1970  
 Total = Academic year, September, 1969 to August, 1970, inclusive.

## CHAPTER VII

### IMMEDIATE PLANS AFTER WITHDRAWAL

A third major area of focus for this study was to identify, if possible, those areas of activity that the non-persistor planned to undertake upon leaving college. Five major fields that have been most commonly given to college counsellors as an immediate plan of activity contemplated upon withdrawal were identified. These plans included: to work; to re-enter V.C.C. next semester; to continue a formal education at an institution other than V.C.C; to travel; and the very broad "undecided" category.

The immediate plans of students upon withdrawal were analysed by sex, age, and semester of withdrawal, with the results outlined in Table 24.

#### To Work

As would be expected from the reasons listed for withdrawal, the most commonly identified immediate plan was to go "to work". Approximately one half of both the male and female non-persistors indicated this as the immediate plan, at least for those students who withdrew from the Fall and Spring semester. This figure was somewhat higher than the percentage of students who indicated as a reason for withdrawal either "lack of finances" or "prefer to work". There was, however, a smaller percentage from the Summer session who said they planned to work upon withdrawal. In this case, just over one third of the female and slightly less than one quarter of the male non-persistors planned to work.



TABLE 24

Immediate plans as listed by withdrawing students for age and sex given in per cent.

		Female								Male		
<u>FALL</u> <u>SEMESTER</u>	AGE	Under 18	18- 19	20- 24	25- 34	35- 44	Over 44	Not given	Total	Under 18	18- 19	20- 24
To work		50	55	49	18	33	-	45	45	-	52	56
Re-enter VCC next semester		-	21	27	46	33	100	18	28	100	27	21
Enter Ed.other than VCC		50	6	7	9	-	-	27	9	-	8	7
Travel		-	6	4	9	-	-	-	5	-	6	8
Undecided		-	11	13	18	33	-	9	13	-	8	8
N =		2	47	45	22	3	2	11	132	1	64	119
<u>SPRING</u> <u>SEMESTER</u>												
To work		100	60	50	25	33	-	83	49	-	57	53
Re-enter VCC next semester		-	30	15	50	-	100	17	23	50	14	24
Enter Ed.other than VCC		-	-	5	-	-	-	-	3	-	7	7
Travel		-	10	12	-	-	-	-	8	-	7	8
Undecided		-	-	18	25	67	-	-	16	50	14	11
N =		1	10	40	12	3	1	6	73	2	14	91
<u>SUMMER</u> <u>SEMESTER</u>												
To work		-	50	39	38	-	-	-	37	-	22	29
Re-enter VCC next semester		-	33	39	54	-	100	50	43	-	22	44
Enter Ed.other than VCC		-	-	-	-	-	-	-	-	-	22	5
Travel		-	-	-	-	100	-	-	2	-	-	9
Undecided		-	17	21	8	-	-	50	18	100	33	13
N =		-	6	23	13	1	1	2	46	1	9	55

(Totals may not add to 100 due to rounding).

Male					Total				TOTAL
25-34	35-44	Over 44	Not given	Total	Under 18	18-19	20-24	25-34	
36	29	-	35	49	33	53	54	30	47.3
52	57	-	29	29	33	24	22	50	28.9
2	-	33	6	6	33	7	7	5	7.3
5	-	33	12	7	-	6	7	6	6.7
5	14	33	18	8	-	9	10	9	9.8
44	7	3	17	255	3	111	164	66	387
55	33	-	55	53	33	58	52	46	51.6
21	67	-	9	23	33	21	21	29	22.9
7	-	-	27	7	-	4	5	5	5.4
7	-	-	-	7	-	8	9	5	7.2
10	-	-	9	11	33	8	12	15	1.3
29	3	-	11	150	3	24	131	41	223
14	-	-	-	24	-	33	32	23	28.4
50	-	-	-	42	-	27	42	51	42.5
14	-	-	-	9	-	13	4	9	6.0
14	-	-	-	9	-	-	6	9	6.7
9	-	-	100	16	100	27	15	9	16.4
22	-	-	1	88	1	15	78	35	134



#### Re-enter V.C.C. next Semester

While the plans of both Fall and Spring semester male and female non-persistors to re-enter V.C.C. next semester were limited to no more than 29 per cent of the withdrawing males and 28 per cent of the females, the single largest percentage of both male and female withdrawals from the Summer semester indicate a return to study as the immediate plan. In this case 43 per cent of the women and 42 per cent of the men stated an intention to return to V.C.C.

#### Enter Another Education Institution

Less than one tenth of either male or female non-persistors indicated a desire to enter another educational institution. In total, depending upon the semester, the largest proportion of the students in each semester stated they would be returning to study either at V.C.C. or another institution. This percentage was highest for the Summer semester with nearly half (48.5 per cent) so indicating; just over one third (36.2 per cent) for the Fall semester; and slightly over one quarter (28.3 per cent) for the Spring session.

There was essentially little difference in the percentage of male and female students who planned, at least at that time to return to study.

#### Travel

When the total withdrawal group under study is considered there is little difference between the three semesters in the number of students

withdrawing for travel purposes. In all the semesters approximately 7 per cent stated they planned to travel. For the female about three to four times the percentage of students planning to travel were found in the Fall and Spring semester as were found withdrawing in the Summer session. It is, however, likely that those students planning summer travel had done so far in advance and therefore not registered. On the other hand, little difference was found between semesters in the percentage of males withdrawing with plans to travel. In this case seven per cent for the Fall semester, a similar percentage for the Spring semester, and 9 per cent for the Summer, indicated travel as an immediate plan.

#### Undecided

In the case of those students who were "undecided", a higher percentage of female non-persistors indicated this lack of decision as compared to the male. For the Fall semester 13 per cent of withdrawing females were undecided as to future plans as compared to 8 per cent of the male sample; for the Spring term withdrawals, 16 per cent of the females and 11 per cent of the males indicated an "undecided" position, while for the Summer session 18 per cent of the females with 16 per cent of the males responded as "undecided".

#### Plans After Withdrawal by Age Grouping

There was once again a considerable difference in immediate plans between college age and mature students. At least in the Fall and Spring semesters it was reasonably clear that the majority of under 25 year olds



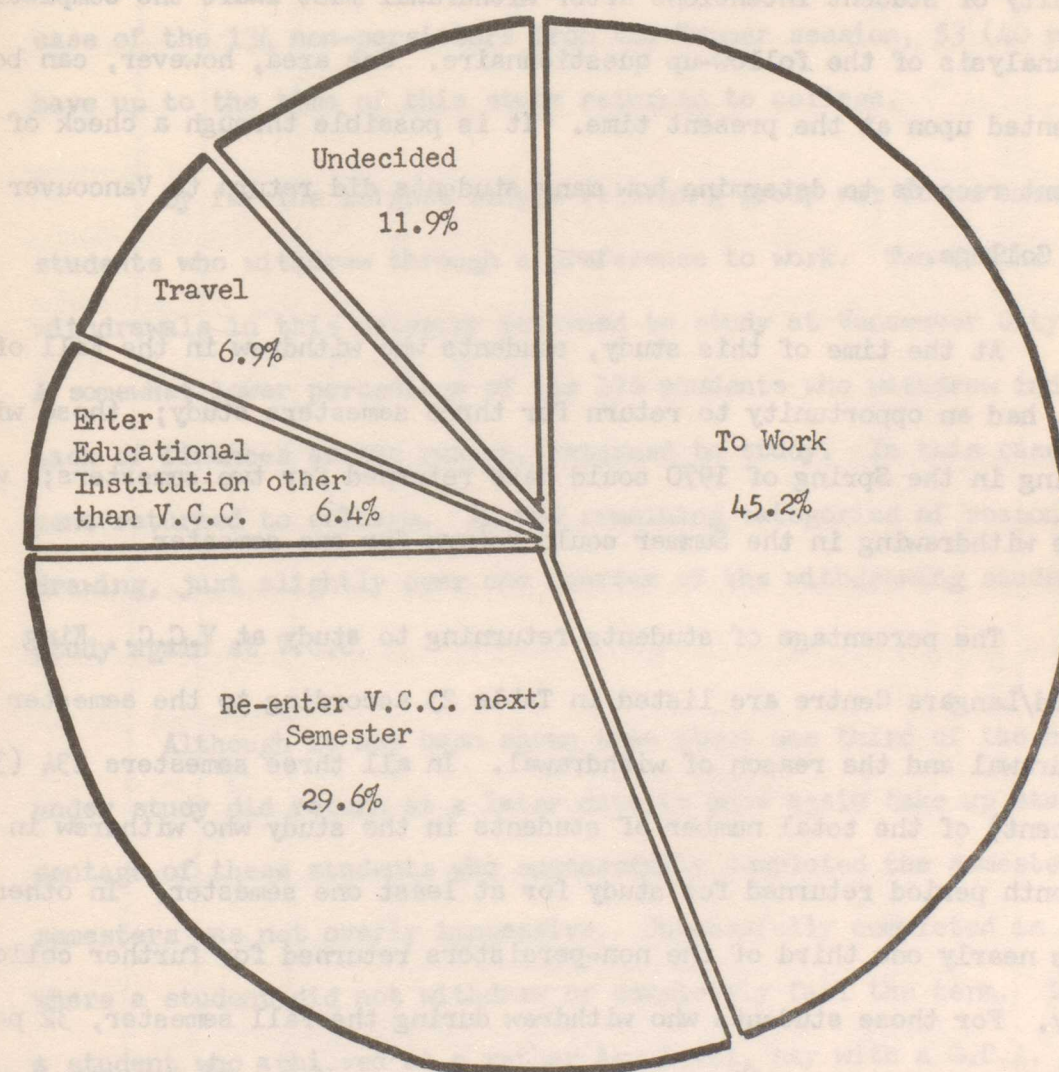
planned to work upon withdrawal while for the mature student, the largest single immediate plan was to re-enter V.C.C. next semester. This difference between under and over 25 year olds was not so clear cut for students enrolled in the Summer session, where a greater percentage of both college age and mature students indicated a prime desire to return to V.C.C. for study. The few numbers of mature students involved as non-persistors would make any further analysis here unwise.

#### Summary

If travel can be considered as an educational experience, then 42.9 per cent of the students who withdrew from formal study planned to take part in some educational experience as an immediate plan, that is to either re-enter V.C.C., enter another educational institution, or travel. The overall immediate plans by students who withdrew over the twelve month period of this study are indicated in Figure 8.

FIGURE 8

Percentages of withdrawing students for the twelve month period ending August 31, 1970, according to listing of immediate plans contemplated upon withdrawal.



N = 744



## CHAPTER VIII

### RETURN TO STUDY AFTER WITHDRAWAL

In any attempt to evaluate the effect of college attrition, one must consider the degree to which withdrawals from one semester actually do return to study. Any detailed attempt to comment on the validity of student intentions after withdrawal must await the completion and analysis of the follow-up questionnaire. One area, however, can be commented upon at the present time. It is possible through a check of student records to determine how many students did return to Vancouver City College.

At the time of this study, students who withdrew in the Fall of 1969, had an opportunity to return for three semesters study; those withdrawing in the Spring of 1970 could have returned for two semesters; while those withdrawing in the Summer could return for one semester.

The percentage of students returning to study at V.C.C., King Edward/Langara Centre are listed in Table 25 according to the semester of withdrawal and the reason of withdrawal. In all three semesters 234 (32 per cent) of the total number of students in the study who withdrew in the 12 month period returned for study for at least one semester. In other words nearly one third of the non-persistors returned for further college study. For those students who withdrew during the Fall semester, 32 per cent re-entered the college within a one year period. Of the 125 students returning, 65 (17 per cent) returned for only one semester, 47 (12 per cent)

for two semesters, and 13 (3 per cent) for the full possible three semesters.

For the 223 students who left college in the Spring term of 1970, and have had an opportunity to return in either the Summer or Fall semester of 1970, one quarter had returned to date, 49 (22 per cent) for one semester and seven students (3 per cent) for the two sessions. In the case of the 134 non-persistors from the Summer session, 53 (40 per cent) have up to the time of this study returned to college.

By far the largest single returning group was found among those students who withdrew through a preference to work. Two-fifths of the 149 withdrawals in this category returned to study at Vancouver City College. A somewhat lower percentage of the 196 students who withdrew indicating a lack of finances as the reason, returned to study. In this case 35 per cent returned to college. In the remaining categories of reasons for withdrawing, just slightly over one quarter of the withdrawing students took up study again at V.C.C.

Although it has been shown that about one third of the non-persistors under study did return at a later date to once again take up study, the percentage of these students who successfully completed the semester or semesters was not overly impressive. Successfully completed is defined where a student did not withdraw or completely fail the term. In other words, a student who achieved at a rather low level, say with a G.P.A. of only 1.0 would be classed as successfully completing the semester.



TABLE 25

Percentages according to reasons for attrition, of withdrawing students who have returned to study at Vancouver City College, Langara Campus, for at least one semester prior to January 1971, listed by reason for withdrawal and semester of withdrawal.

REASON LISTED FOR WITHDRAWAL	FALL SEMESTER, 1969			SPRING SEMESTER, 1970			SUMMER SEM: 1970			TOTAL % ALL SEM.
	TOTAL W.D. (N)	Percentage of N returning for One Sem.	Percentage of N returning for Two Sem.	Percentage of N returning for Three Sem.	TOTAL W.D. (N)	Percentage of N returning for One Sem.	Percentage of N returning for Two Sem.	TOTAL W.D. (N)	Percentage of N returning for One Sem.	
Lack Finances	103	17	15	5	65	22	5	28	46	35
Prefer Work	62	29	10	2	47	28	2	40	50	40
Lack Interest	54	15	15	4	33	21	-	16	19	27
Family Opposition	10	20	10	-	2	-	-	6	33	28
Academic Difficulty	32	19	3	-	22	27	14	8	25	29
Health reason	36	27	8	3	23	13	-	8	50	28
Other	90	6	14	5	31	19	-	28	47	25
TOTAL	387	65	47	13	223	49	7	134	53	234
		17	12	3		22	3		40	32

Of the students who withdrew in the Fall term of 1969 and then returned to study at a later semester, only 37 per cent of those enrolling for one semester successfully completed the semester. Of those students enrolling in two semesters after their first withdrawal, just under one half, 49 per cent, completed the two semesters, with 30 per cent completing only one semester. The chances of success upon re-enrollment seemed greater for those students enrolling for three semesters. In this case 46 per cent completed all three subsequent semesters, with 38 per cent finishing two semesters. In other words, nearly two thirds of the Fall 1969 students who returned to the college after the initial withdrawal for only one semester either withdrew again or completely failed the year. In the case of those returning for two and three semesters, 21 per cent and 16 per cent, respectively, either withdrew or failed.

For those students who withdrew during the Spring semester of 1970 and returned to college for one semester, 59 per cent completed the semester. Of those students from the Spring semester who returned for two semesters after withdrawing, 43 per cent completed one semester with no one completing the two semesters.

The highest success upon returning to a subsequent semester was found for the Summer semester withdrawals. In this case nearly three quarters of the students who returned were successful.

The foregoing information will be found in Table 26.



TABLE 26

Percentage of withdrawal students who returned to study at V.C.C. subsequent to withdrawing and have successfully completed at least one semester prior to January 1971, listed by reason for withdrawal and semester of withdrawal.

	Sem: com- pleted	WITHDREW 69/3			WITHDREW 70/1		WITHDREW 70/2
		Returned for Study for			1 Sem.	2 Sem.	1 Sem.
Lack of Finances	1	44	40	-	72	33	85
	2	N/A	53	20	N/A	-	N/A
	3	N/A	N/A	80	N/A	N/A	N/A
Prefer to Work	1	28	-	-	62	-	85
	2	N/A	50	100	N/A	-	N/A
	3	N/A	N/A	-	N/A	N/A	N/A
Lack of Interest	1	38	50	-	57	-	100
	2	N/A	13	50	N/A	-	N/A
	3	N/A	N/A	50	N/A	N/A	N/A
Family Opposition	1	50	-	-	-	-	100
	2	N/A	-	-	N/A	-	N/A
	3	N/A	N/A	-	N/A	N/A	N/A
Academic Difficulties	1	50	-	-	17	66	50
	2	N/A	-	-	N/A	-	N/A
	3	N/A	N/A	-	N/A	N/A	N/A
Health Reasons	1	25	-	-	66	-	50
	2	N/A	66	100	N/A	-	N/A
	3	N/A	N/A	-	N/A	N/A	N/A
Other	1	40	31	-	66	-	33
	2	N/A	46	25	N/A	-	N/A
	3	N/A	N/A	25	N/A	N/A	N/A
TOTAL:	1	37	30	-	59	43	74
	2	N/A	49	38	N/A	-	N/A
	3	N/A	N/A	46	N/A	N/A	N/A

CHAPTER IX

WITHDRAWAL OF THE CAREER STUDENT

Some mention should, at this point, be made regarding the withdrawal rate of career students. These students are enrolled in programs in technical fields leading to careers in business, industry and community resources. These programs in Business Administration, Community Services, and Cultural and Performing Arts have been developed with the co-operation of advisory committees, and have limited and selected enrolment. For the most part these career programs operate only during the Fall and Spring semesters, although a few students may supplement their specific program through academic courses taken during the Summer session.

The percentage of those students enrolled in career programs who withdrew during the semester is lower than the percentage of academic students who withdrew. During the Fall semester of 1969, 8.4 per cent of the career students withdrew during the semester, while 12.5 per cent of the academic students withdrew. In the Spring semester of 1971, 2.5 per cent of the career and 10.0 per cent of the academic students withdrew. The numbers and per cent of career and academic non-persistors are listed in Table 27.

Twenty seven of the 36 career withdrawals in the Fall semester and 8 of the eleven in the Spring semester were contacted at the time of withdrawal. The reasons for withdrawal as listed by the career student are given in Table 28.



TABLE 27

On-Campus non-persistors on the Career program and Academic program.

SEMESTER	CAREER PROGRAM			ACADEMIC PROGRAM			TOTAL CAREER AND ACADEMIC PROGRAM		
	Non-Persistor		Total enrol- ed <sup>a</sup>	Non-Persistor		Total enrol- ed <sup>a</sup>	Non-Persistor		Total enrol- ed <sup>a</sup>
	N	%	N	N	%	N	N	%	N
FALL 1969	36	8.4	426	466	12.5	3729	502	12.0	4155
SPRING 1971	11	2.5	432	356	10.0	3550	364	9.2	3982

<sup>a</sup> Includes persistors as well as non-persistors.

TABLE 28

Reasons listed for withdrawal by Career program students.

	FALL SEMESTER, 1969			SPRING SEMESTER, 1971		
	Career Students		Career & Acad: Student	Career Students		Career & Acad: Student
	N	%	%	N	%	%
Lack of Finances	3	11.1	26.6	2	25.0	29.2
Prefer to Work	4	14.8	16.1	4	50.0	21.1
Lack Interest	8	29.6	13.9			14.8
Family Opposition	2	7.4	2.6			.9
Academic diff:	1	3.7	8.3			9.8
Health Reason	4	14.8	9.3	1	12.5	10.3
Other	5	18.6	22.7	1	12.5	13.9
TOTAL:	27	100.0	100.0 (N=387)	8	100.0	100.0 (N=223)

Unlike the academic student, the prime reason given for withdrawal was lack of interest, with 29.6 per cent of career students in the Fall semester so indicating. The number of withdrawing career students in the Spring semester was too small for any meaningful analysis.

Upon withdrawal, the largest percentage of career students reported that they planned to work upon leaving college. The immediate plans of the career students are given in Table 29.

It would, therefore, appear that the selective factor involved in the career courses may have had some bearing on the lower attrition rate for career over academic students.

TABLE 29

Immediate plans as listed by withdrawing Career program students.

	FALL SEMESTER, 1969			SPRING SEMESTER, 1971		
	Career Students		Career & Acad: Student	Career Students		Career & Acad: Student
	N	%	%	N	%	%
To Work	13	48.1	47.3	6	75.0	51.6
Re-enter VCC	4	14.8	28.9			22.9
Enter other Ed. Institution	3	11.1	7.3	1	12.5	5.4
Travel	5	18.6	6.7			7.2
Undecided	2	7.4	9.8	1	12.5	1.3
TOTAL:	27	100.0	100.0 (N=387)	8	100.0	100.0 (N=223)



## CHAPTER X

### S U M M A R Y

The major conclusions gathered in the foregoing study may be stated as follows:

#### A. Reasons given for withdrawal at the time of attrition by semester

1. Financial reasons accounted for one half of the females who withdrew during the Summer session, the largest single reason listed, to a low of one quarter leaving in the Fall for this reason. In all semesters over one half of the male sample indicated this as the principle reason for attrition.
2. Lack of interest was found to be the second most prominent reason for withdrawal accounting for about one seventh of the male sample in all semesters and one sixth of the female sample for the Fall and winter semesters, and dropping to one eleventh in the Summer session.
3. Academic difficulties were cited as a main reason for leaving the college by one tenth of the male and female sample for the Fall and Spring semesters, and about one half of this amount (1/20) for the Summer. In combining all semesters, approximately 8 per cent indicated this reason, yet in the semester prior to withdrawal nearly five times this number had grades which would be considered as representing academic problems, i.e. less than a 2.0 G.P.A .

- A. 4. Family opposition was apparently not a major reason for attrition, at least in the minds of the students, as less than five per cent of either the male or female sample responded with this reason.

5. Health reasons accounted for one seventh of the females who withdrew during the Fall semester, rising to a high of nearly one quarter of those withdrawing in the Spring. The rather large increase could be explained as a cumulative factor as a large portion so reporting had been enrolled during the previous Fall semester. Just under one half of the female sample indicating the health reason for attrition also made it very clear in comments that this was on "doctor's orders". The percentage of males listing this reason for withdrawing from study ranged from 3 per cent for the Summer session to 7 per cent for the Fall semester. Either the male was physically or mentally more able to stand the strain of higher education, or did not wish to indicate an inability to stand the physical or mental pressure.

#### 6. Age factor

- (a) Financial reasons for withdrawal were prominent for both college age and mature students. Specifically both college age students for the most part indicated "lack of finances" while mature students (one quarter of them) "preferred to work".
- (b) Depending on the semester considered, from five to eight times the percentage of college age students reported "lack of



A. (cont'd).

6. (b) interest" for a reason of withdrawal as did the mature student.
- (c) Two to three times the percentage of mature students reported "health reasons" as did the college age student.
7. Other reasons were indicated by one fifth of the respondents to the withdrawal card. Five per cent left college to travel; 3 per cent moved out-of-town to work; with three per cent also indicating inappropriate courses as well as personal matters; with an assortment of economic, personal, and academic reasons accounting for the remainder.

B. Reasons listed for withdrawal at the time of attrition - for the full academic year

1. Lack of finances accounted for one quarter of the non-persistors leaving college over the twelve month period.
2. Prefer to work was the major reason for withdrawal indicated by one fifth of the attrition group. It may well be that the preference to work is not necessarily due to financial necessity, but rather a result of a promising business or employment opportunity which is valued more highly than completion of study.
3. Lack of interest in the college program; in the courses of major field of study; inadequate motivation, disappointment in the

B. 3. (contd).

college, all combined to account for one seventh of the withdrawals over the twelve month period of this study. The proportion of college age students indicating dissatisfaction with instructional staff was slightly higher than for mature students (10 per cent for college age and 8 per cent for mature students). The college age student was apparently more likely to leave college due to dissatisfaction with specific courses, change of offerings of sequential courses, etc. than the mature student (20 per cent for college age and 7 per cent for the mature student).

4. Health was given as an explanation for just under one tenth of the students who left college study over the period of one year. A study of brief comments on the withdrawal card would lead to a conclusion that these students did not use to any excess the common excuse of health problems.

C. Enrollment status

1. Just under two-thirds of withdrawing students were part-time students, with the major portion of non-persistors in all semesters enrolled in part-time study. As might be well expected, by far the heaviest rate of withdrawal of part-time students was found in the Summer semester (84 per cent). With the exception of the Summer session, there was no basic difference in the ratio



C. 1. (cont'd).

of part and full-time students reporting "lack of finances" as a reason for attrition.

2. The percentage of full-time students reporting "lack of interest" as a reason for withdrawal was somewhat higher than the percentage of part-time students (18 per cent to 12 per cent).

3. Over the period of twelve months, little difference in percentages of full and part-time students reporting medical, family or academic reasons for withdrawal was noted.

4. Slightly under one-third of the non-persistors over the full academic year were enrolled at V.C.C. for their first semester. The Fall semester found nearly 45 per cent of the dropouts in their first semester. During the Fall semester, of the female non-persistors, nearly one half were at college for the first time, with 42 per cent of the males at college for their first semester.

5. There are indications that the female non-persistor will withdraw from college study sooner than her male counterpart.

D. Time of withdrawal

1. Nearly three quarters of the withdrawing students left the college after the first four weeks of instruction, that is after the deadline for refund of any portion of the fees.

D. (cont'd).

2. Of those students withdrawing after a month of study, the major portion officially withdrew after the eighth week of the semester. The lateness of withdrawal notification may be a result of a rather liberal withdrawal policy which allows a student to leave study as late as two weeks before the commencement of final examinations.

3. Over four fifths of the students who claimed lack of finances as a reason for withdrawal waited until after the deadline for fee refunds before withdrawing.

4. Just under two thirds of the withdrawals waited until after the eighth week of the 14 week semester before withdrawing. If "lack of finances" is to be considered as a reliable reason for attrition, speculation could be raised as to why their particular group: (a) did not withdraw sooner so as to get at least a partial refund, or (b) would be unable to find some way to complete the six remaining semester weeks.

E. Grade-point average (Cumulative)

1. At least 50 per cent of the non-persistors had a cumulative G.P.A. of 2.0 or better up to the semester of withdrawal.

2. The academic achievement, as represented by a cumulative G.P.A. of female non-persistors was somewhat higher than for males.



E. 2. (cont'd). In the Fall semester for example, 29 per cent of withdrawing females had a cumulative B average (3.0 or higher), nearly three times the percentage of male students with a B or better cumulative G.P.A. This ratio dropped to 16 per cent female and 7 per cent male for the Spring semester but then climbed to a high of 31 per cent of females with a B or better average and 22 per cent of males for the Summer session.

3. Approximately one third of the non-persistors had a "pass" grade, that is a cumulative G.P.A. under 2.0 but over 1.0. Generally speaking, this P average would preclude transfer to a local university.

F. Grade-point average for the semester prior to attrition

1. When the G.P.A. of the semester immediately prior to withdrawal is considered, the same trend as for the cumulative G.P.A.'s was noticed. That is, the percentage of non-persistor female students in the Fall semester with a G.P.A. of 3.0 or over (30 per cent) is nearly three times that of the male student (12 per cent). Over the twelve month period of this study, at least one third of withdrawing females did so when their G.P.A. the previous semester of study had been 3.0 or higher.

2. The predominance of students earning acceptable grades prior to withdrawal would certainly give indication of reasons for withdrawal other than academic difficulty.

F. 3. When consideration is given to the two primary semesters of study, that is, the Fall and Spring, about one quarter of the students had a G.P.A. in the prior semester less than 1.0, yet only 8 per cent reported as a reason for attrition "academic difficulties".

G. Immediate plans after withdrawal

1. At least half of the male and female non-persistors planned "to work" upon leaving college.

2. Just under 30 per cent of both men and women who withdrew during the Fall or Spring semester, and just over 40 per cent of both sexes withdrawing during the Summer session indicated an intention of re-entering study at V.C.C. during the next semester.

3. When combined with those students indicating an intention to enter an educational institution other than V.C.C., the percentages of students indicating a return to study at V.C.C. or elsewhere accounted for the single largest group, nearly 50 per cent from the Summer session; just over one-third for the Fall semester; and slightly more than one quarter for the Spring semester. There was little significant difference in the portion of male and female students so indicating.

4. Seven per cent of the withdrawing students over the twelve month



G. 4. (cont'd). period indicated plans to travel.

5. Approximately one sixth of withdrawing students were uncertain as to their immediate plans, with the ratio of females being somewhat higher.

6. It was apparent that the majority of college age non-persistors planned to work upon withdrawal while for the mature student, the largest single group was prepared to re-enter V.C.C. the next semester.

7. Nearly 43 per cent of withdrawing students indicated that their immediate plans were of an educational nature, that is, to study either at V.C.C. next semester, enter another educational institution, or travel.

H. Return to study after withdrawal.

1. One third of the withdrawing students under study returned to V.C.C. for at least one further semester after their semester of attrition.

2. Approximately one half of those who returned to V.C.C. for study were successful in the semester(s), with the remainder either failing completely the semester or withdrawing from study.

I. Career program and Academic program withdrawals

1. The percentage of career withdrawal students for the Fall and

I. 1. (cont'd). Spring semester was 8.4 and 2.5 respectively, while 12.5 and 10.0 per cent of the academic students withdrew during these two semesters.

2. The main listed reason for career withdrawals was "lack of interest" with 29.6 per cent so reporting, as compared with 13.9 per cent of all students reporting this reason.



## CHAPTER XI

### CONCLUSIONS

The difficulty of arriving at any absolute conclusions regarding the attrition of students as studied in this report must be realized. However, the hypothesis concerning the attrition of community college students who have been enrolled at an "open door" college has been supported by the findings. The students were found to have withdrawn for many reasons, other than academic.

The average percentage of withdrawal students of only 13.5 from the on-campus enrollment compares favorably with withdrawal percentages found in American colleges of a similar nature. It should be remembered that the withdrawal student is defined in this study as a student who withdrew from college during the semester. The "non-registrant", that is, the student who does not re-enroll for further semesters prior to completing his college program is not considered as a withdrawal student in this report as is the case for many U.S. colleges. This, then, makes comparisons with the American colleges somewhat difficult.

At the early stage of development of community colleges in British Columbia it would be unwise to compare the attrition of V.C.C. students to other B.C. institutions. The present Langara Campus of V.C.C. is, in the full sense of the word, an "open door" comprehensive two-year community college. As a result of this policy, the college accepts virtually all comers. Previous preliminary studies of the academic achievement of these

students have demonstrated a great range of achievement. Present studies of the socio-economic characteristics of British Columbia students in tertiary education is also likely to confirm the variations in students attending the various provincial colleges. It seems highly probable that even the geographic location of the colleges will have a definite bearing on student characteristics.

The rather low rate of attrition speaks highly, not only of the student who has attended this large urban community college, but also of those responsible for the college program. This does not, however, imply that the present withdrawal rate should be condoned. Attrition is financially expensive to the taxpayer who bears the brunt of college operation and to the student in possible loss of fees. Attrition can also be emotionally disturbing to those concerned.

There was undoubtedly a diversity of individuals included amongst the withdrawals - they ranged from those who need a special challenge to those who needed special assistance to prepare them for the requirements of college life. Also, it seems that in a few cases the college has failed to meet the different needs of the student. For many of the students, approximately one third in this study, the withdrawal from college was more of an interruption in study, a moratorium if you prefer, where the student would seek other forms of "self development" rather than just "sticking it out". For these students, after working, entering other institutions, or travelling, did return to college for another try. Certainly more needs to be known about these students, for although many have returned, about half



of these most certainly did not meet with success on their second attempt.

For some the college has been characterised as a salvage institution, where students are given a "second chance". But surely, more than a second chance is needed in the case of withdrawals, if this second chance is to result in some success. Certainly more needs to be learned about the causes of attrition and the individual characteristics of non-persisting students.

In addition to those specific problems raised by the varying degrees of motives and characteristics of the non-persistor, more must be learned about the whole area of elements which may well influence decisions about college attendance.

According to the data at hand, financial problems and inadequate motivation were cited as reasons for attrition by the largest numbers of students. There is some reason to believe that these two reasons for attrition may be more of an excuse rather than a reason. This was especially so when it is noted that academic achievement was unsatisfactory prior to withdrawal for nearly five times the number of students who reported academic difficulties as a reason for non-persistence. Yet, conclusive evidence is still lacking that would prove one way or the other if a student, at the time of withdrawal, does not give a correct reason for attrition. It is possible that the students are not disposed to endure the individual and group regimentation evidenced in an educational institution catering to such a wide variety of student characteristics. It is then possible that the non-persistors forego, through attrition, experiences which are at first unpleasant.

It is evident that many withdrawals return to college with a disposition to persist, but it may be worth questioning the reason why means that are already available could not have been used to improve the college environment to avoid frustrating as many students as possible. Possibly, in addition to financial aid available at the start of the term, more emphasis could be placed on financial assistance for students who find themselves partway through the semester with their own resources depleted.

Although the age factor had some bearing on the reason for attrition, the college age student claimed "lack of finances" while the mature student claimed that he would rather work than attend college, there was basically no greater percentage of college age withdrawals than for mature students. There was a definite tendency for the younger student to report lack of interest as a cause for withdrawal while the older student claimed health problems to a greater degree.

The female student tended to withdraw earlier in her college career than did the male. She was both slightly younger and had not been enrolled at college as long as the male prior to attrition. Yet even here, any definite trend was difficult to detect since, as in the other criteria concerning attrition, there were observed differences between the various semesters.

There was a definite tendency for career students to persist in their studies to a greater degree than those students on the academic program. This may well be a result of a selective policy used to determine who may



enroll in the particular career program, a policy that does not apply in the case of the academic area of study.

There is, therefore, ample evidence to indicate that the reasons for withdrawal are complex; that academic problems are not, in themselves, a serious cause. Conversely, it has been shown that at least half of the non-persistors had achieved previously at college with a grade of C or better, thereby certainly giving rise to the probability of other reasons for attrition being valid.

The indications are strong that the academic orientation necessary for successful completion of college is derived extensively from environment other than the college. Although this phenomenon was not under direct examination in the present study, it will be considered to a greater degree in the one-year follow-up study.

In conclusion, it may well be stated that the withdrawal "problem" is not a problem as such; that the number of students who are non-persistors at least during the period of this study, is not unreasonable in light of the wide "open door" policy of Langara Campus of Vancouver City College.

## CHAPTER XII

### RECOMMENDATIONS

1. That the counselling service pay attention to setting up an "emergency fund" for students with financial difficulties which may enable many to simply complete the remaining two to three weeks of the semester. A "special counsellor" might be given prime duties in establishing and administering the fund.
2. That future studies include those people who do not re-register after one, two or three semesters. In other words, the definition of a withdrawal student should also include those students who leave college study prior to obtaining their certificates or diploma. Are they dissatisfied with the college program or are there other reasons?
3. That, in view of the evidence collated in the study, the "open door" policy be continued as it does not seem to produce an inordinate rate of withdrawals and no doubt provides educational opportunity for many who qualify for no other institution.
4. The comparatively high rate of withdrawal of "on campus" students during the Summer semester should be examined more closely. Perhaps the role of the Summer semester might be re-evaluated as a result of such examination. It might be that a different approach to the Summer offerings should be considered as the behaviour of students during this semester appears to be atypical as compared with the other two semesters. For some reason, the withdrawal rate of "off-campus" students seems to drop



dramatically in the Summer.

5. The study indicated the need for accurate and complete recording of data from students which might be needed for future research. It seems that if the college program is to be improved as a result of constant evaluation of such a program, the evaluation should be based on complete and accurate data.

6. In view of the apparent influence of financial difficulties in the decision to withdraw in such a high percentage of students as shown in this study, a strong recommendation for the provision of an expanded "work-study" program seems indicated. This type of program, federally financed, has been successful in the United States. With the present climate of concern for the national state of unemployment, perhaps the time is appropriate to approach the federal government for more direct support for "part work - part study" programs administered by each college. Such a program would provide the opportunity for both part-time employment and part-time study by college students in lieu of throwing them upon an already overburdened labour market.

7. There seems to be a great discrepancy between the low percentage of non-persistors who admit to academic difficulties and the high percentage who actually do have such a problem. This discrepancy leads to several speculations. Perhaps more students than anticipated are reluctant to admit to academic difficulties. In view of this, the college might provide more opportunity for "study skill" and "coaching" centers where students may go without undue "red tape" to get academic help when needed. Such centers

may provide the double advantage of helping many students with problems and reducing the withdrawal rate in a way that is somewhat less threatening to a student's "self concept".

A further recommendation might be that "punitive" grades, i.e. the fail classification, be eliminated and substituted with the less fearful "incomplete". The result of this might be that students will complete the semester freed from the possibility of gathering "failing" grades into their permanent college record.

8. The very phrase "the problem of college dropouts" seems to imply that any individual who fails to accept his opportunity to complete college is somehow misguided or inadequate. Yet, as has been shown in this report, students drop out for many reasons; some return to study, some find satisfaction elsewhere, while others apparently will reject tertiary education in its entirety. For these reasons, further detailed study of the withdrawal student is recommended. Not only should those students who withdrew from college during the semester be studied, but those students who withdrew from individual courses, as well as those who do not re-register in a further semester and complete their diploma, certificate or transfer requirements, should be studied both for short term as well as long term effects.



## REFERENCES

Ford, D.H., and Urban, H.B., "College Dropouts; Successes or Failures". Educ. Rec., 1965, 46, pp. 77-92.

Iffert, R.E. Retention and Withdrawal of College Students. Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1957.

Sexton, Virginia S. "Factors Contributing to Attrition in College Populations: Twenty-five Years of Research". J. Genet. Psychol., 1965, 72, pp. 301-326.

Summerskill, J. "Dropouts from College" The American College (Edited by Nevitt Sanford) New York: John Wiley and Sons, Inc., 1962, pp. 627-657.

Suczek, R.F., and Alfert, Elizabeth. Personality Characteristics of College Dropouts. Berkeley: University of California, Student Health Service, 1966.

## APPENDIX

### WITHDRAWAL SURVEY -- CONFIDENTIAL

1. Main reasons for withdrawal: in preferential order i.e. 1, 2, 3.

- |                              |                                  |
|------------------------------|----------------------------------|
| a. lack of finances ... ( )  | e. academic difficulties ... ( ) |
| b. prefer to work ..... ( )  | f. health reasons ..... ( )      |
| c. lack of interest .... ( ) | g. other (indicate) _____        |
| d. family opposition ... ( ) |                                  |

2. In general, were you satisfied with: (circle)

- |                          |     |    |
|--------------------------|-----|----|
| a. instructors .....     | YES | NO |
| b. course offerings .... | YES | NO |
| c. counselling .....     | YES | NO |

3. What are your immediate plans? (check only one)

- |   |     |
|---|-----|
| a. work .....   | ( ) |
| b. re-enter VCC next semester .....                   | ( ) |
| c. enter educational institution other than VCC ..... | ( ) |
| d. travel .....                                       | ( ) |
| e. undecided .....                                    | ( ) |

Student Name \_\_\_\_\_ Reg # \_\_\_\_\_  
(Surname) (Given)

Sin # \_\_\_\_\_

Student Address \_\_\_\_\_ Phone \_\_\_\_\_

Alternate Address \_\_\_\_\_

Withdrawal Date \_\_\_\_\_

- |                    |                  |
|--------------------|------------------|
| a. In person ( )   | c. Telephone ( ) |
| b. Third party ( ) | d. Mail ( )      |

Comments:



APPENDIX

QUESTIONS

to be used in connection with the questionnaire, see the instructions on page 77-78.

1. Main reasons for withdrawal: in preferential order 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.
2. In general, what are your immediate plans? (check only one)
3. What are your immediate plans? (check only one)

Student Name (Surname) \_\_\_\_\_ (Given) \_\_\_\_\_

Student Address \_\_\_\_\_

Alternate Address \_\_\_\_\_

Withdrawal Date \_\_\_\_\_

a. In person \_\_\_\_\_

b. Third party \_\_\_\_\_

c. Telephone \_\_\_\_\_

d. Mail \_\_\_\_\_

Comments: \_\_\_\_\_