

UNVEILING STUDENT TRAJECTORIES AT A LARGE ONLINE INSTITUTION

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CAIR - 11/16-18/2016



BUILDING ON GRANT FUNDED RESEARCH

- ❑ Builds on research by Learning Works Grant
- ❑ Analyzed attendance and course behavior of students at California Community Colleges
- ❑ Use these data to strengthen support services and interventions, especially for students who are not successfully reaching completion



APPLYING THIS APPROACH AT ASHFORD UNIVERSITY

Purpose

- Profiles based on behavior in first two years at Ashford
- Guide structural and policy changes, as well as student support

Population

- 31,529 Matriculated Bachelor's students who started online in the 2012-13 academic year

Analysis

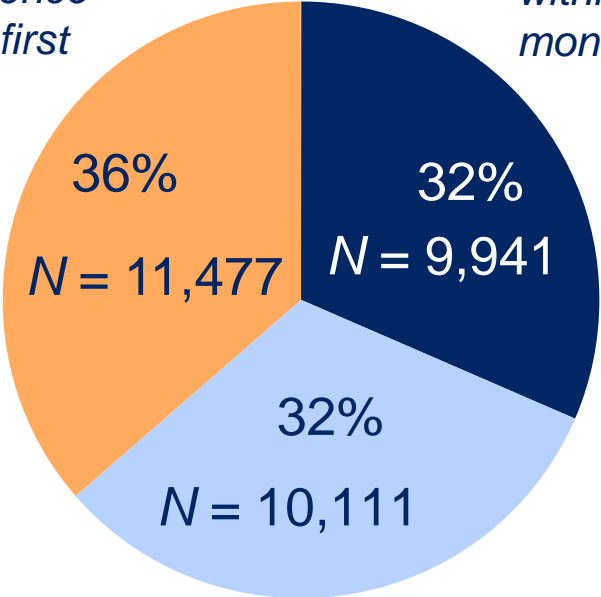
- Cluster analysis (data mining technique) to identify the optimal number of profiles accounting for the data based on:

- | | |
|---|--|
| <input type="checkbox"/> Transfer credits | <input type="checkbox"/> GPA at first withdrawal |
| <input type="checkbox"/> First course grade | <input type="checkbox"/> Monthly attendance in first two years |
| <input type="checkbox"/> Successful course completion | <input type="checkbox"/> Current status |
| <input type="checkbox"/> Credits attempted & earned | <input type="checkbox"/> Academic watch (Transfers without transcripts, or coming in with GPA < 2.0) |
| <input type="checkbox"/> First year breaks & withdrawal information | |

INITIAL BEHAVIORAL SEGMENTATION

Achievers

High persistence through the first year



Early Dropouts

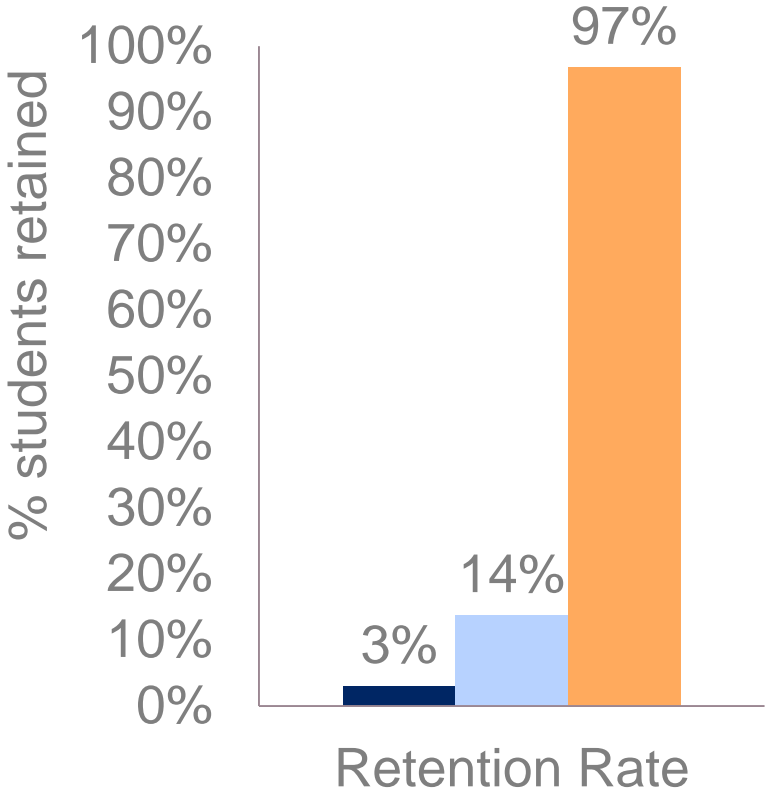
Withdrawal within six months

Strivers

Withdrawal in the second half of the first year

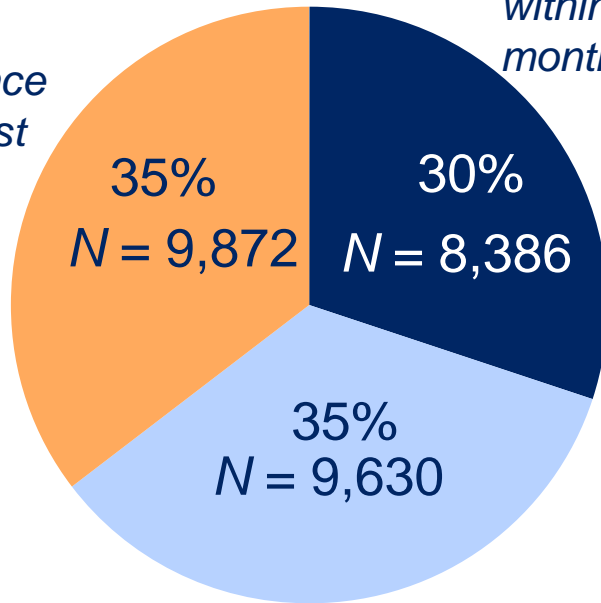
One-Year Retention

- Early Dropouts
- Strivers
- Achievers



2014 STUDENT BEHAVIORAL SEGMENTATION

Achievers
High persistence
through the first
year

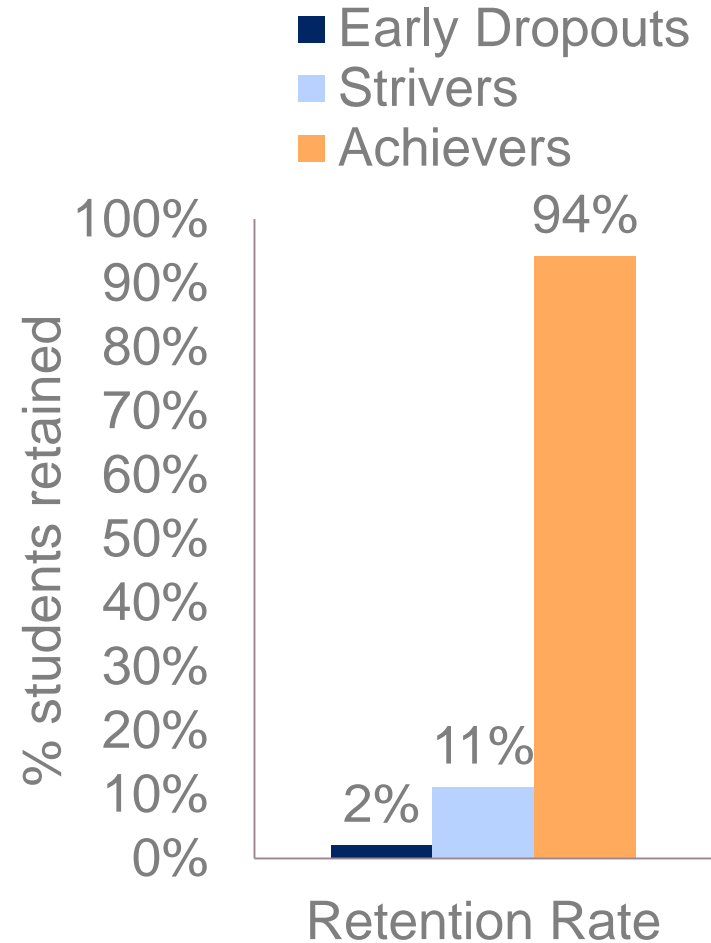


Strivers
Withdrawal in
the second half
of the first year

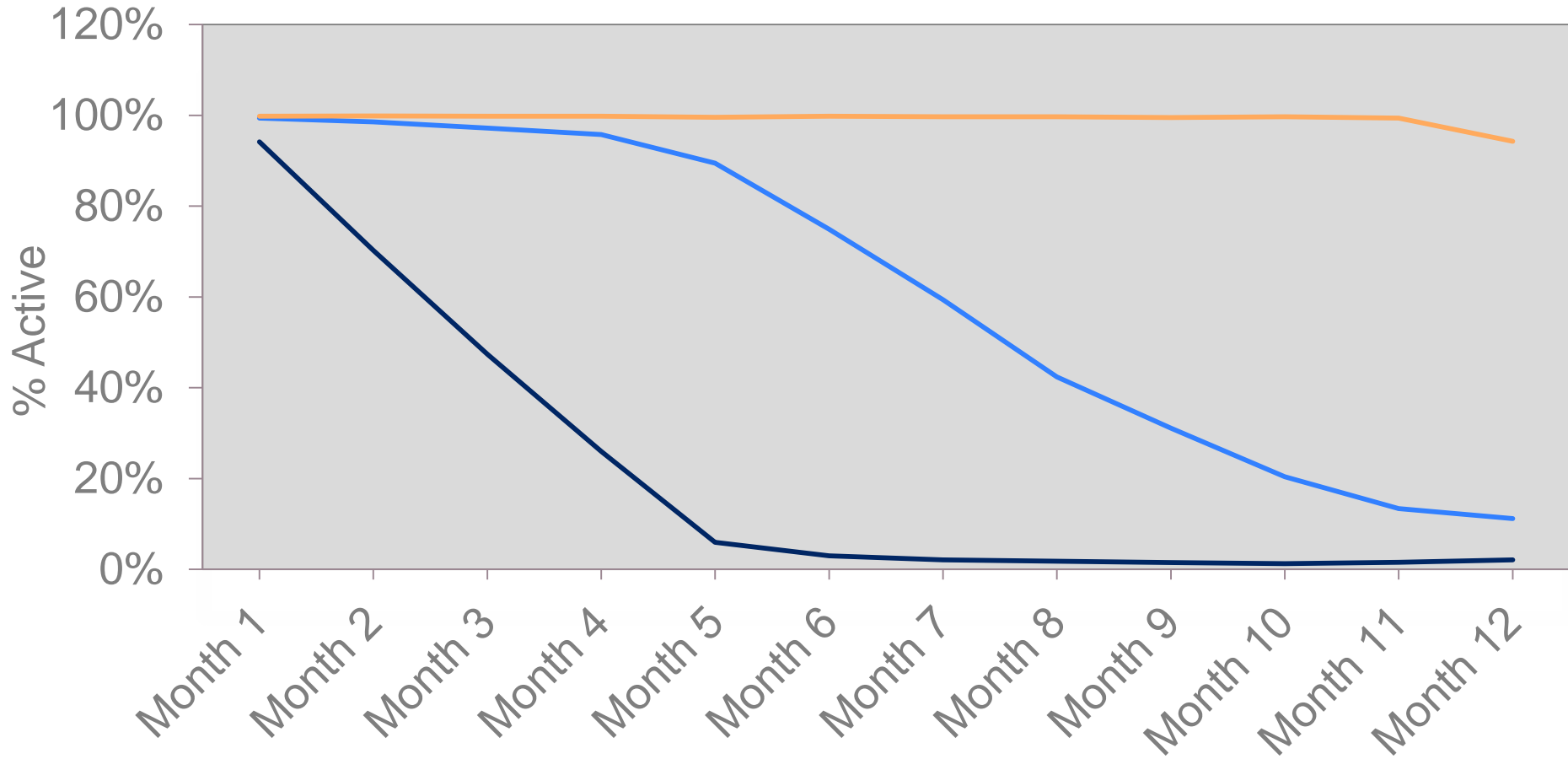
Early Dropouts

Withdrawal
within six
months

One-Year Retention



2014 STUDENT MONTHLY PROGRESSION



**Early
Dropouts**

75% attempted only 1-2 courses in 26 weeks
Earned av. 5 credits in first six months & 5 in first year
11% failed matriculation course
67% with GPA \leq 3.0
<1% graduated within two years

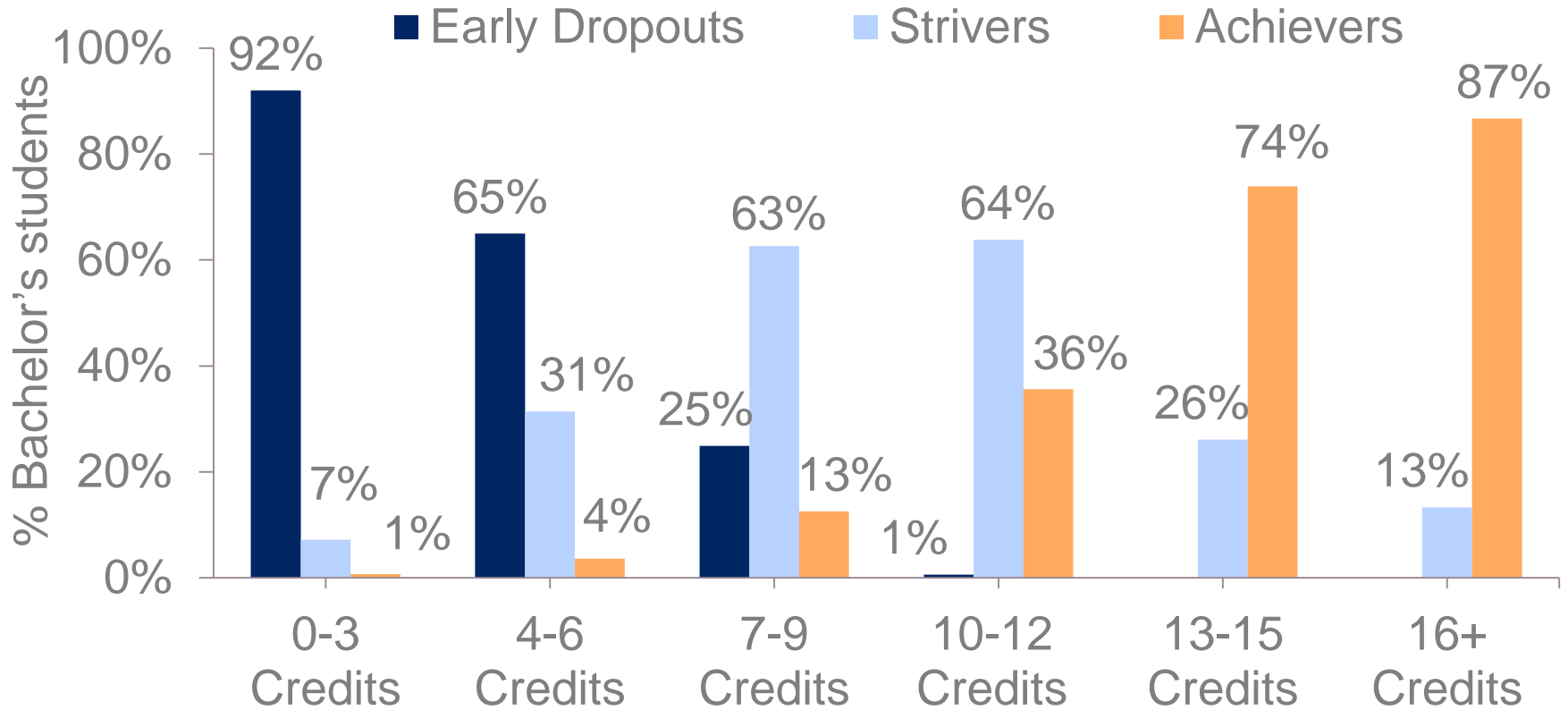
Strivers

Earned av. 11 credits in first six months & 13 in first year
50% passed 4 courses in 26 weeks
78% with GPA \leq 3.0
4% failed matriculation course
<1% graduated within two years

Achievers

Earned av. 15 credits in first 6 months & 27 in first year
90% achieved 4-in-26
97-99% active each month in first year
70% were active at 24 months
49% with GPA \leq 3.0
<1% failed matriculation course
29% graduated within 2 years

CREDITS EARNED BY WEEK 26



INCREASING RETENTION

□ Goal: Increase Retention by 1%

Convert **36.4%** (3,060) Early Dropouts into Strivers.

OR

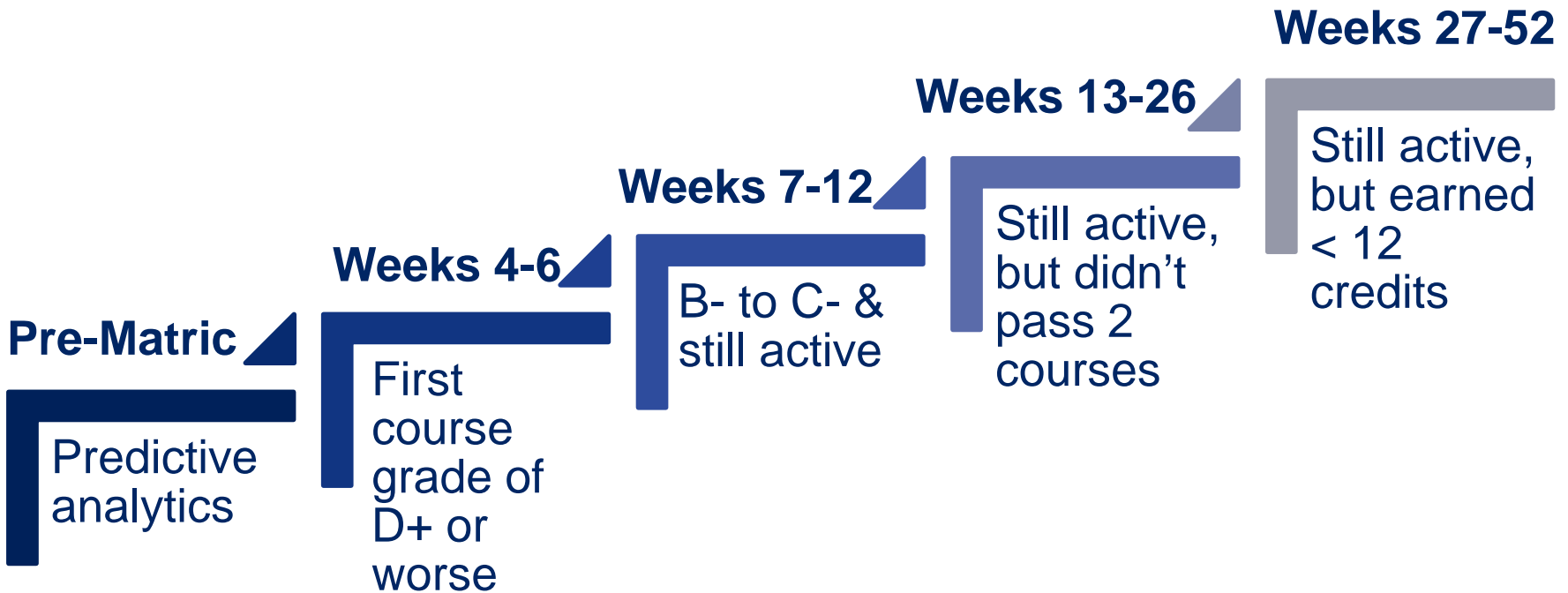
Convert **3.5%** (336) Strivers into Achievers.

OR

Convert **3.6%** (303) Early Dropouts into Achievers.

Converting Strivers into Achievers offers the best return on effort.

USING THE MODEL TO GUIDE INTERVENTION



Early dropouts
& strivers

Early dropouts

Early dropouts
& strivers

Early dropouts
& strivers

Strivers

6% retained

21% retained

22% retained

15% retained

THANK YOU!!!

Office of Institutional Effectiveness

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