

██████████, MS/PhD

Distance Education Program Effectiveness

1. DATA SOURCES: During AY20-21, what data were used to explicitly examine the effectiveness of the distance education program given its unique mode of delivery.

For the MS program (32 credits), we had only one student in the program who did all coursework on campus; thus no way to measure effectiveness of distance learning.

For the PhD program, there were 54 students in the program of which 9 were distance learning and 45 on campus. We will be able to compare overall persistence, retention, and graduate rates for all students and also be able to compare these three components between the on campus students and the distance learning students.

2. FINDINGS: What are the specific findings (quantitative or qualitative) derived from the data sources described above?

MS: We had only one student in the program who did all coursework on campus; thus no way to measure effectiveness between on campus and distance learning.

PhD:

Overall Persistence: 50 of 54 remained in the program.

Overall Retention: 52 of 54 were retained in the College of Engineering; 2 students changed to another engineering department (1 to ██████████ and 1 to ██████████), 1 student did not return, 1 was dismissed from the department; all 4 students were on campus.

Overall Graduation rates: 3 graduated, all on campus students.

The 9 distance learning students were more persistent and better retained with both being at 100%; however at a 0% graduation rate since none graduated in this time frame. The 45 on campus students persistence with our program was 91.11% (41/45) and retention with the college at 95.6% (43/45). Graduation rate of the on campus students was 100%. This data eludes that distance learning format has better retention and persistence; however this population is only 16.67% of the total population. This data also eludes that on campus format of students graduating is by far better than distance learning; however this can be misleading. The 3 on campus students who graduated happened to be in alignment to finish in the 20-21 year. The continuing 52 PhD students will be monitored for the 21-22 year for persistence, retention, and graduation.

3. IMPLICATIONS: Do the findings demonstrate the overall effectiveness of the program given its unique mode of delivery? If not, what actions are being taken to improve the overall effectiveness of the program?

MS: We had only one student in the program who did all coursework on campus; thus no way to measure effectiveness between on campus and distance learning.

PhD: The department is very happy with the distance learning data. As for the on campus student data, cross sources of data, it is to be expected to have some attrition for one reason or

another. The department is pleased that 2 of the 4 who left the program are still with the College of Engineering.