EXAMINING THE ONLINE STUDENT EXPERIENCE: RESULTS USING THE YFCY-OL

Kristina M. Cragg, PhD

Associate VP, Institutional Research

Ashford University

Erin M. Hansman, PhD

Director, IR – Research and Surveys

Ashford University

John H. Pryor

Director, CIRP

Higher Education Research Institute

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You may be interested in this session if:

- ❑ You're responsible for analyzing student survey data.

- ❑ You wish that there was more information on online learners.

- ❑ You are interested in ways that you can learn more about your online students.

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This presentation will discuss:

➢ Motivation for the Project

➢ About HERI, CIRP, and YFCY

➢ Changes made to the YFCY for the Online Student Version

➢ Survey methodology

➢ How do online students compare to students at other institutions?

    ➢ Results from a large university with a majority of students online

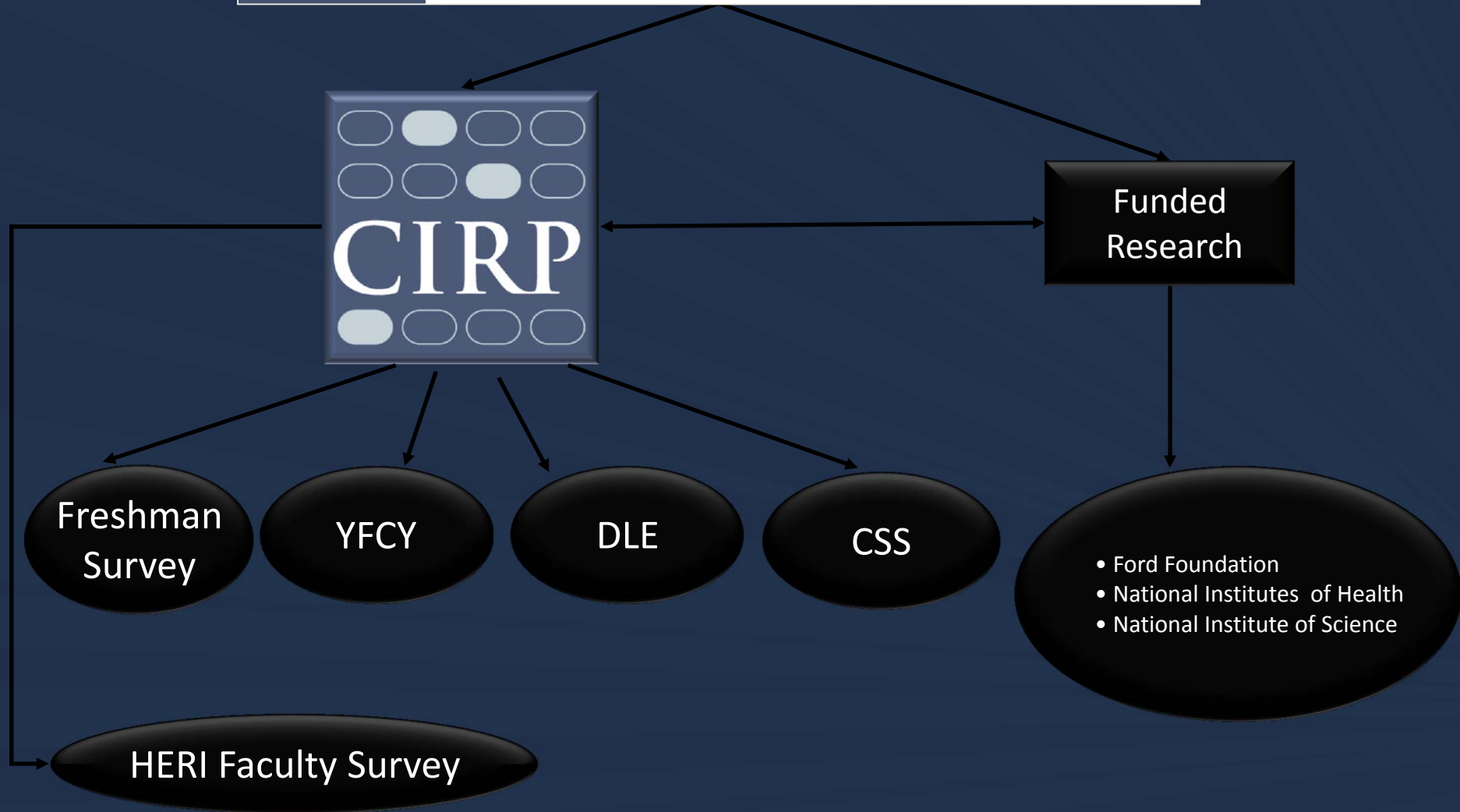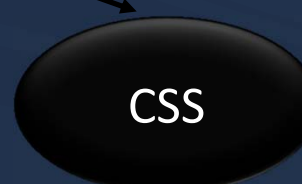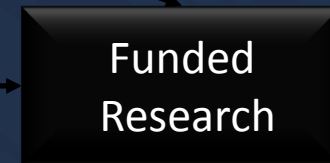➢ So What? What does this mean for informing the field?

➢ Questions and Comments

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Motivation for the Project

➢ Discussions at AIR between Ashford and HERI

➢ No good national survey option for online learning

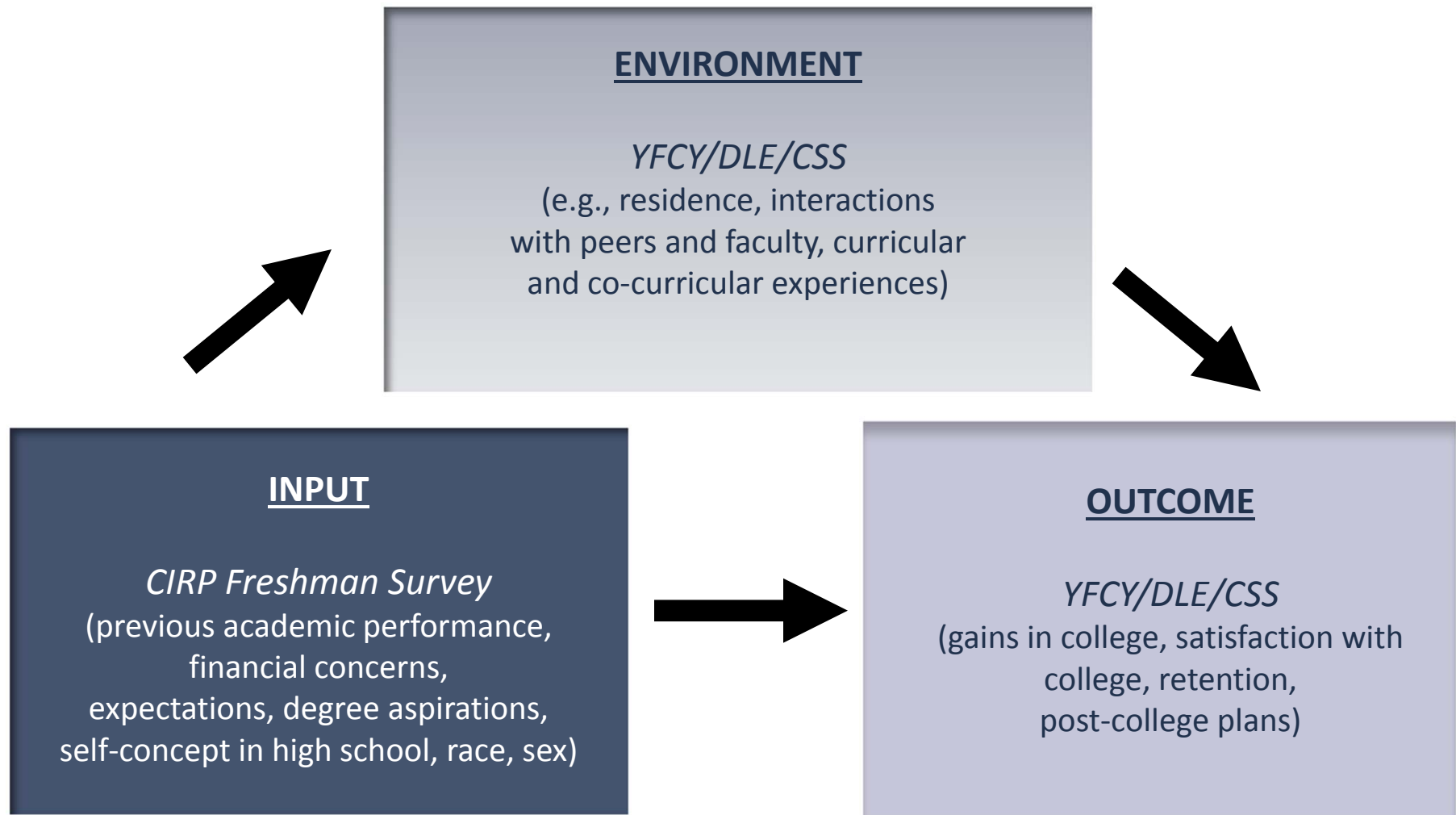➢ Pilot project to adapt CIRP survey for the online learning experience

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CIRP Conceptual Framework

❑ Student experience is comprehensive, multifaceted, and inter-related, not focused on one or two issues

❑ Look at cognitive and affective domains

❑ Collect data that is:

- Behavioral (what students do, i.e., study, interact, etc.)

- Psychological (attitudes, values, self-concept)

- Environmental (campus climate, residence type)

Astin's I-E-O Model

ENVIRONMENT

YFCY/DLE/CSS
(e.g., residence, interactions
with peers and faculty, curricular
and co-curricular experiences)

INPUT

CIRP Freshman Survey
(previous academic performance,
financial concerns,
expectations, degree aspirations,
self-concept in high school, race, sex)

OUTCOME

YFCY/DLE/CSS
(gains in college, satisfaction with
college, retention,
post-college plans)

The First Year is a Big Deal

❑ Results from the Your First College Year Survey (YFCY) offer a window into the first-year experience, providing important information on your students':

■ Adjustment to college

■ Academic outcomes and experiences

■ Co-curricular experiences

■ Satisfaction

■ Overall growth

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Changes made for the YFCY-OL

❑ All questions that related to a physical campus were removed

- ◾ "How often have you been a guest in a professor's home?"

❑ **Some questions were modified:**

- ◾ I see myself as part of the *campus* community
- ◾ I see myself as part of the *college* community

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Changes made for the YFCY-OL

□ Some questions specific to the online environment were added:

- How often did you respond to classmates' posts in online discussion forums?
- Please rate your ability to learn on your own

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❑Ashford University

- Private-For-Profit
- Two Modalities
  - Online (50 starts a year)
  - Campus (3 starts a year)
- Degree Programs:
  - Associate's (online only), Bachelor's, and Master's (online only)
- Colleges:
  - Business and Professional Studies
  - Education
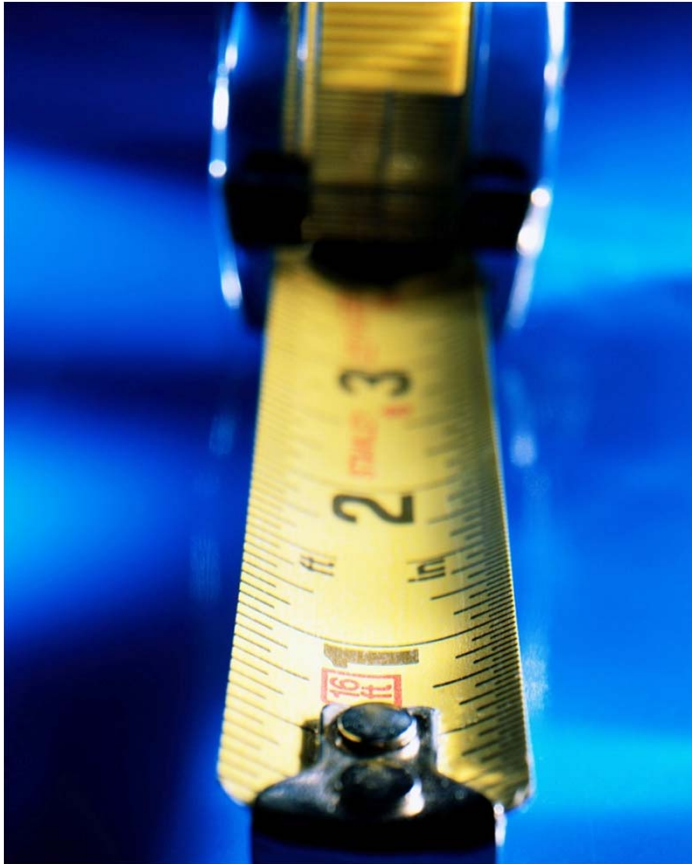 - Health, Human Services, and Science
  - Liberal Arts

Who Are the Students in the Survey?

❑ Standard Criteria for Inclusion Applies
- Email address on file
- No Do Not Call/Do Not Contact flag

❑ Additional Criteria
- Online students only
- New to Ashford University

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Who Are the Students in the Survey?

❑ Challenge: Ashford has 50 start dates every year.

❑ Solution: Select students starting in a given **quarter**.
- Spring: January – March
- Summer: April – June
- Fall: July – September
- Winter: October - December

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Who Are the Students in the Survey?

❑ Challenge: Students take classes one a time, for five weeks at a time. They can also take breaks.

❑ Solution: Choose students starting between one and three classes in the quarter.

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Selected Survey Results

❑ How do online adult learners compare to other students?

■ National Comparison statistic - includes all participating institutions for that year.

■ Institution statistic

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So What?

- ❑ Statistical differences exist, but not for all questions

- ❑ Should IR professionals study survey results from online students separate from campus students?

- ❑ What contributes to the differences between modalities?

- ❑ Can one modality be a better "fit" for a student?

- ❑ Would the results at your institution show similar differences?

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Questions/Comments