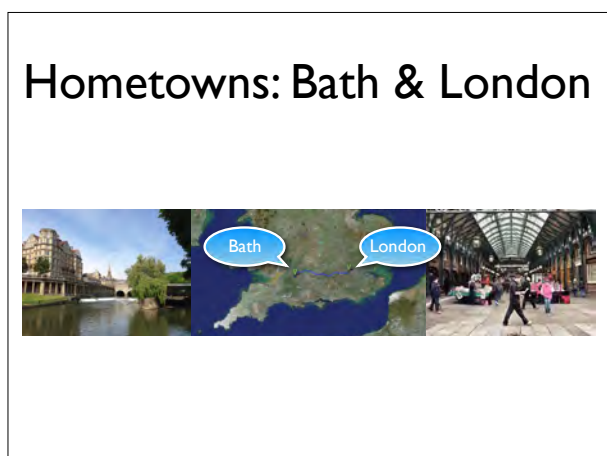




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But I live in Chicago



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I Work At DePaul



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Hello  
my name is

JAMES MOORE

Telephone: +1 (312) 362-5870

Email: [jmoore@depaul.edu](mailto:jmoore@depaul.edu)

URL: [condor.depaul.edu/jmoore/](http://condor.depaul.edu/jmoore/)

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## Easiest Way To Remember

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**James** Bond - Roger **Moore**

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## My Reality

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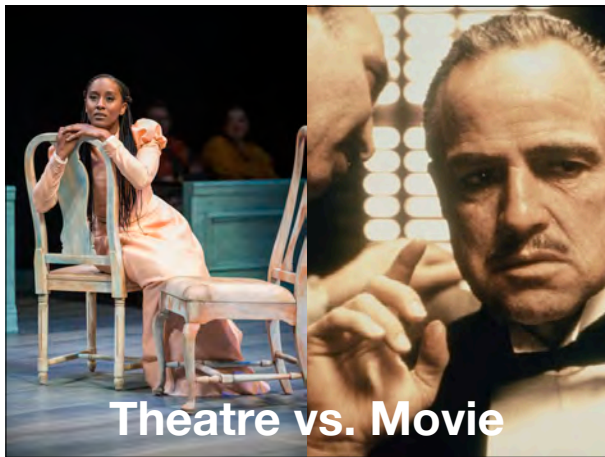
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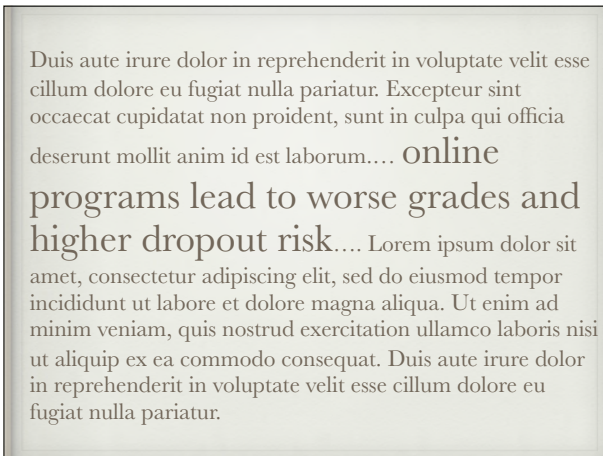
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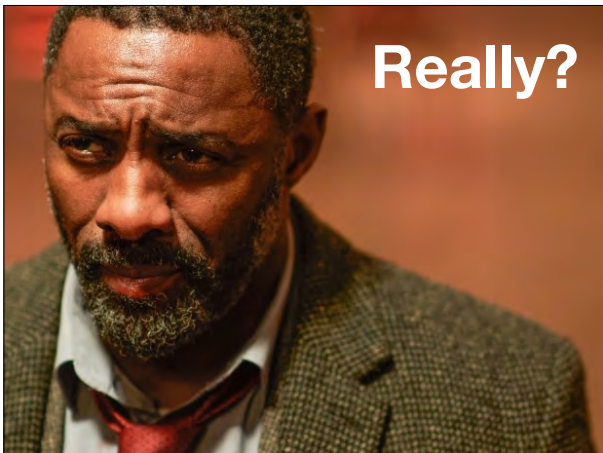
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Online learning is now largely accepted as having equivalent or better outcomes in general (Allen, Bourhis, Burrell, & Mabry, 2002; Cavanaugh & Jacquemin, 2015; Jahng, Krug, & Zhang, 2007; Means, 2009)

More convenient (Allen & Seaman, 2008)

Cheaper (possibly) (Deming, Goldin, Katz, & Yuchtman, 2015)

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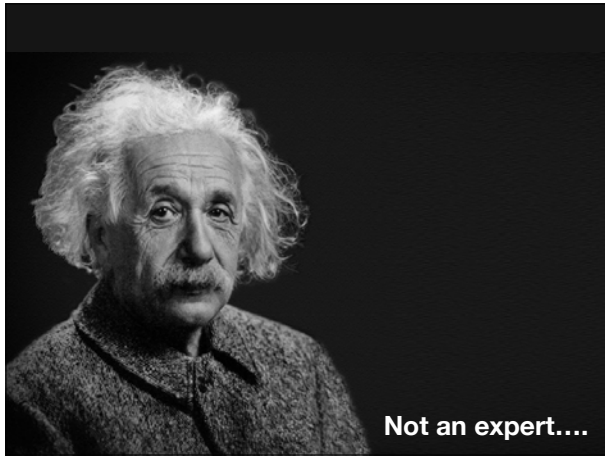
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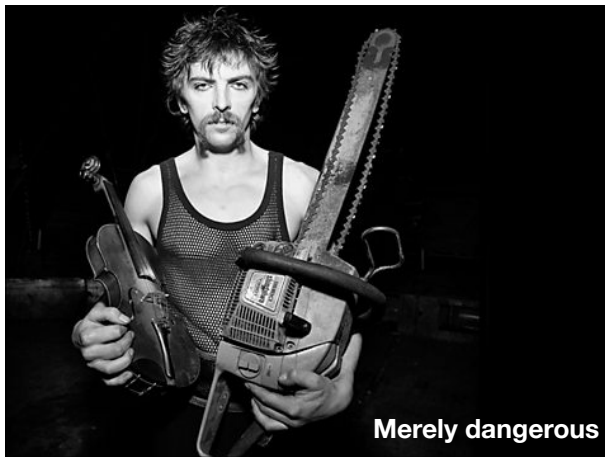
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# College Navigator

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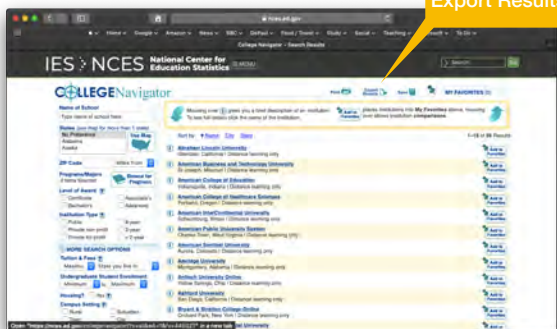


## Distance Learning Only

23

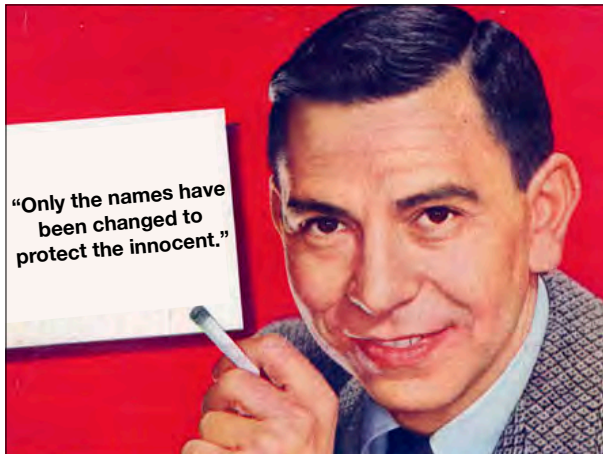
### Extended Learning Opportunities

- ☒ Distance learning only
- ☐ Weekend/evening
- ☐ Credit for life experience



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## OPEID

"While some large institutions assign only one six-digit OPEID and differentiate at the eight-digit level (e.g., Pennsylvania State University), it is worthwhile to note inconsistent organization at the six-digit OPEID level, as some large public and for-profit systems assign different six-digit OPEIDs for each campus.

For example, the California State system has twelve different six-digit OPEIDs assigned to it, and the University of Wisconsin system has thirteen. Some for-profit institutions also have many six-digit OPEIDs."

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# FTFT

**First-Time, Full-Time**

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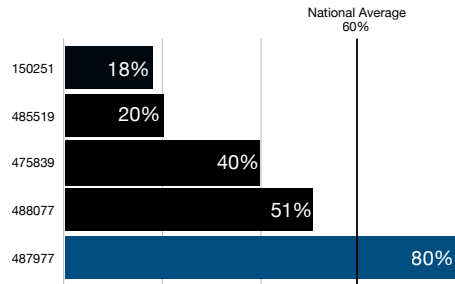
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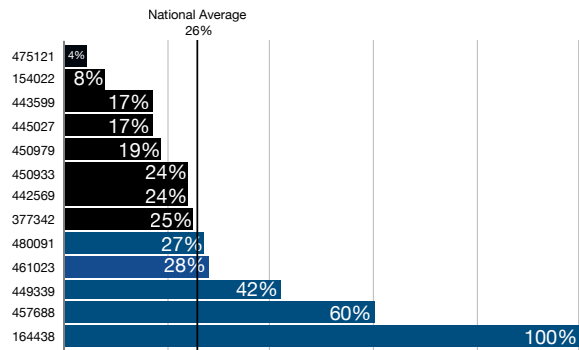
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## 2-Year Private For-Profit



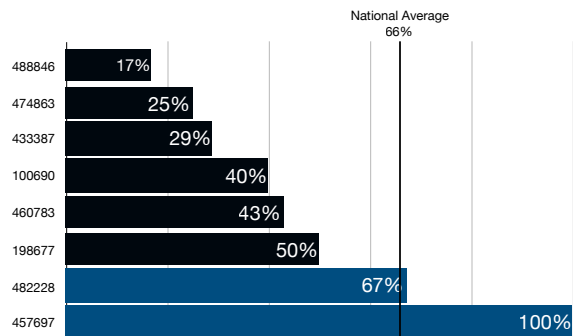
28

## 4-Year Private For-Profit



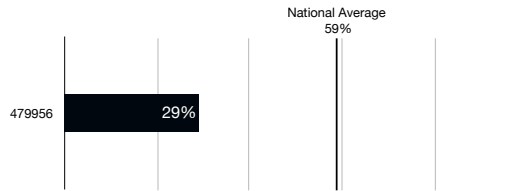
29

## 4-Year Private Not-For-Profit



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## 4-Year, Public



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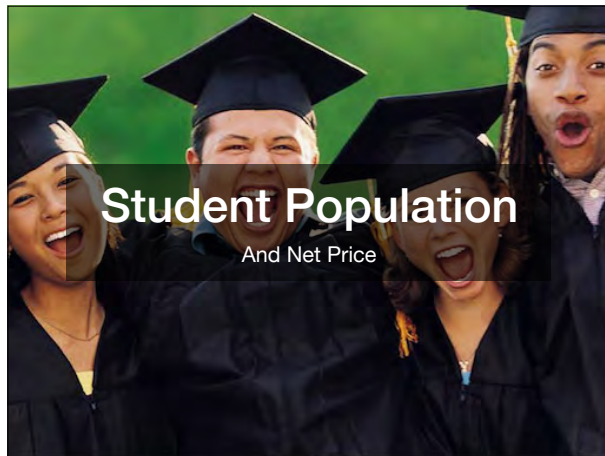
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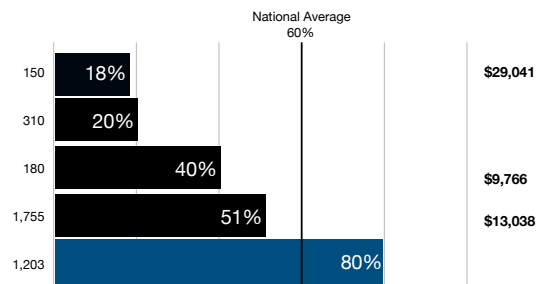
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## 2-Year Private For-Profit



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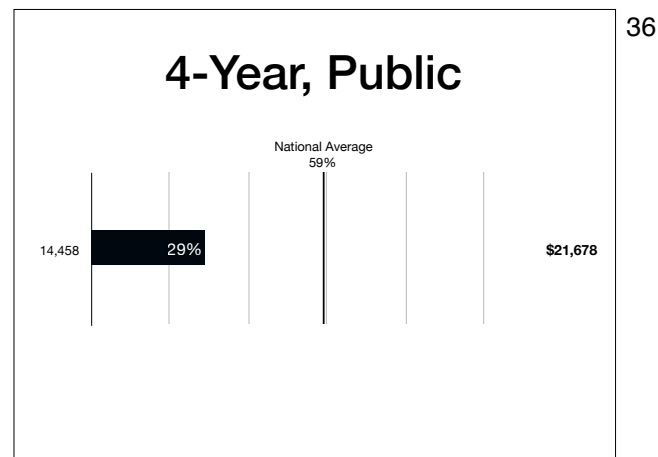
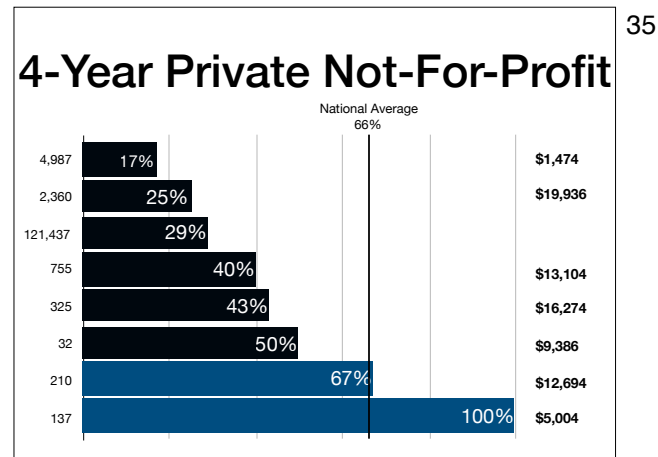
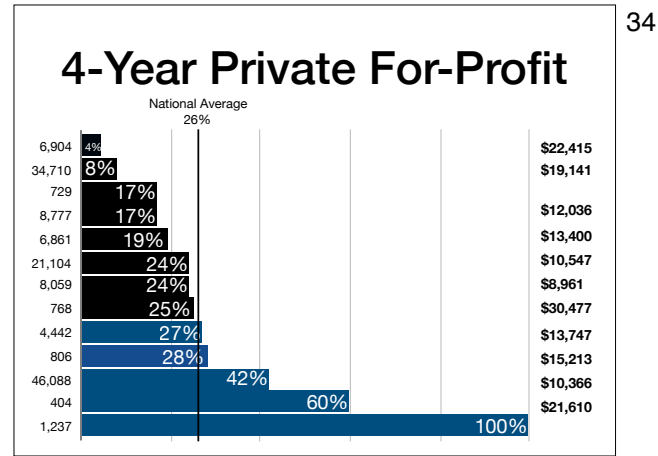
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# OK

## But Are Things Improving?

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## College Scorecard



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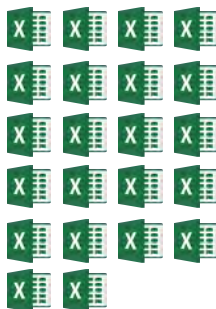
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Data from 1996 to 2018  
IPEDS, NSLDS, and Department of Treasury

IPEDS: Integrated Postsecondary Education Data System  
NSLDS: National Student Loan Data System

## Collating Data



Primary Key: UNITID (OPEID)

CSV files 60 - 158MB

Completion Rates

Type and Status

Accreditation

Distance Only

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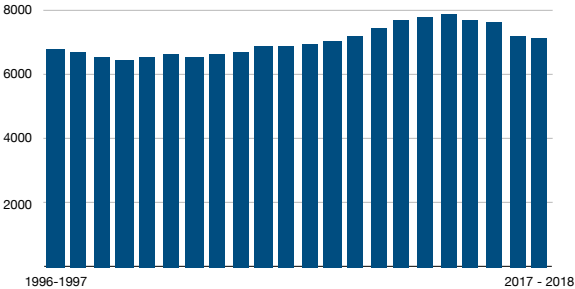
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# UNITIDs Represented



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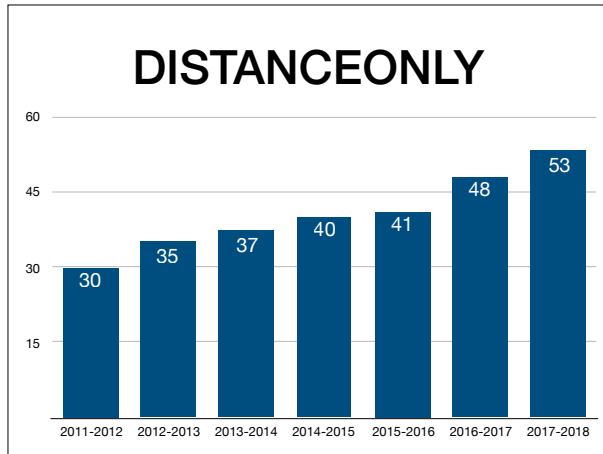
# Completion Rates

- C100\_4:** 100% of the expected time to completion, 4-year
- C100\_L4:** Less-than-four-year institutions
- C150\_4:** 150% of the expected time to completion, 4-year
- C150\_L4:** Less-than-four-year institutions
- C200\_4:** 200% of the expected time to completion, 4-year
- C200\_L4:** Less-than-four-year institutions

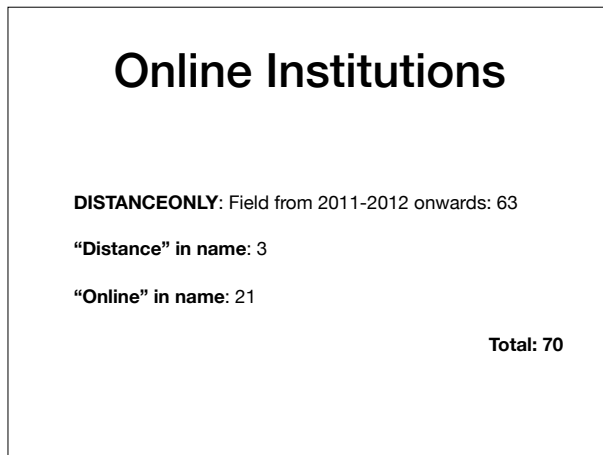
42

File	C100_4	C100_L4	C150_4	C150_L4	C200_4	C200_L4
MERGED1987_98_PP.xlsx						
MERGED1988_89_PP.xlsx						
MERGED1989_90_PP.xlsx						
MERGED2000_01_PP.xlsx						
MERGED2001_02_PP.xlsx						
MERGED2002_03_PP.xlsx						
MERGED2003_04_PP.xlsx						
MERGED2004_05_PP.xlsx						
MERGED2005_06_PP.xlsx						
MERGED2006_07_PP.xlsx						
MERGED2007_08_PP.xlsx						
MERGED2008_09_PP.xlsx						
MERGED2009_10_PP.xlsx						
MERGED2010_11_PP.xlsx						
MERGED2011_12_PP.xlsx						
MERGED2012_13_PP.xlsx						
MERGED2013_14_PP.xlsx						
MERGED2014_15_PP.xlsx						
MERGED2015_16_PP.xlsx						
MERGED2016_17_PP.xlsx						
MERGED2017_18_PP.xlsx						

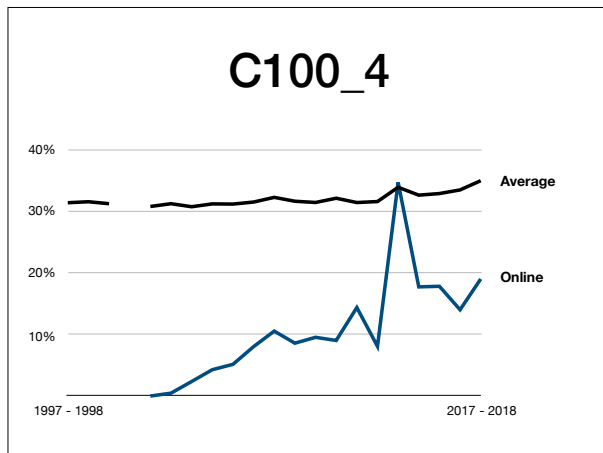
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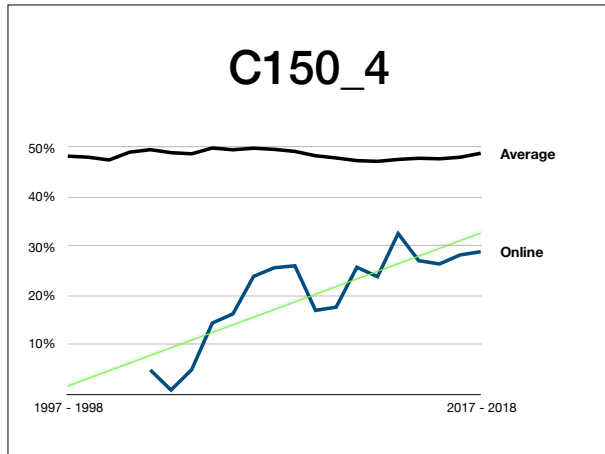


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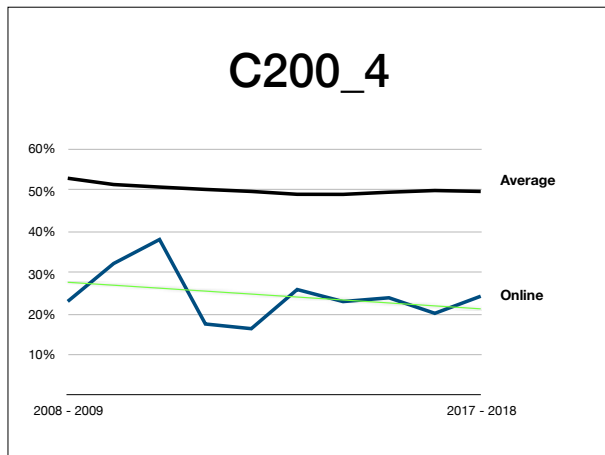


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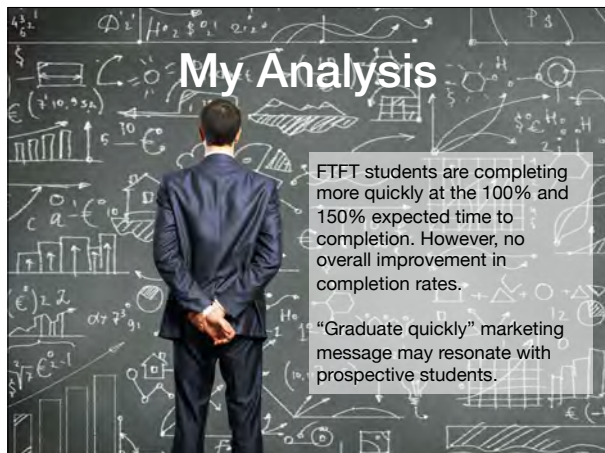




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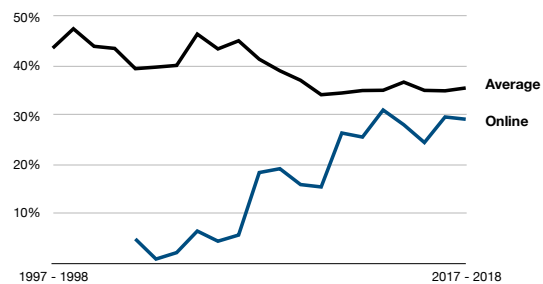


47



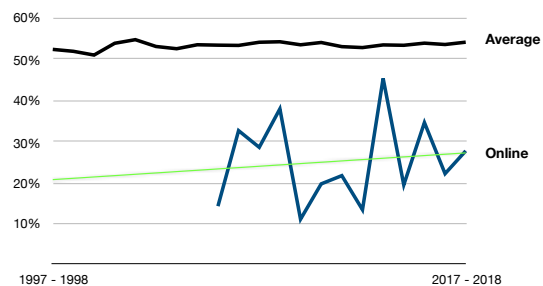
48

## C150\_4: Private For-Profit



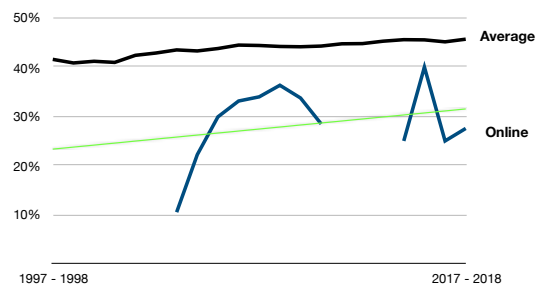
49

## C150\_4: Private Nonprofit



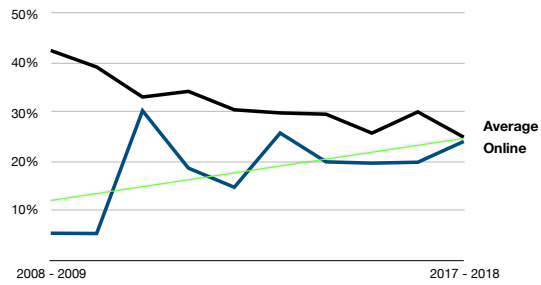
50

## C150\_4: Public



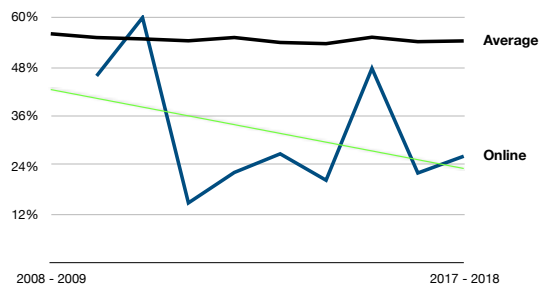
51

## C200\_4: Private For-Profit



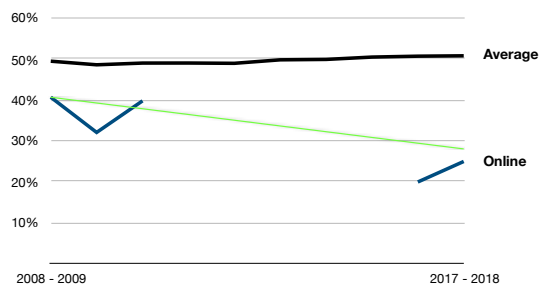
52

## C200\_4: Private Nonprofit



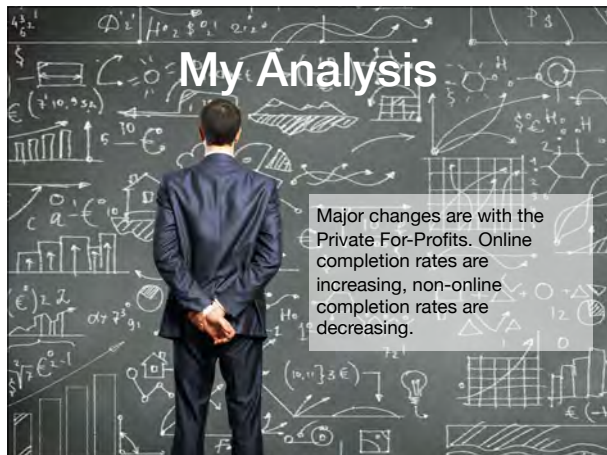
53

## C200\_4: Public

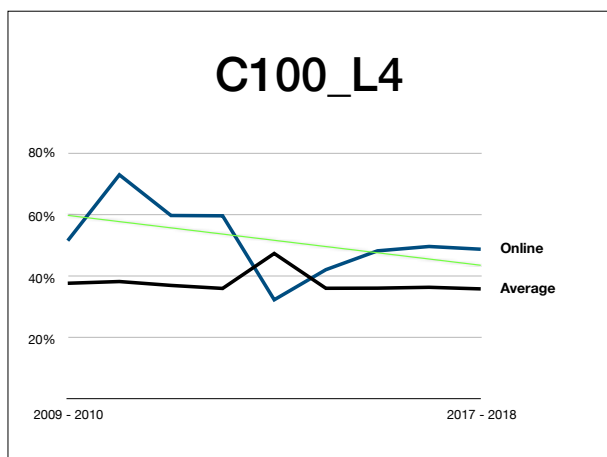


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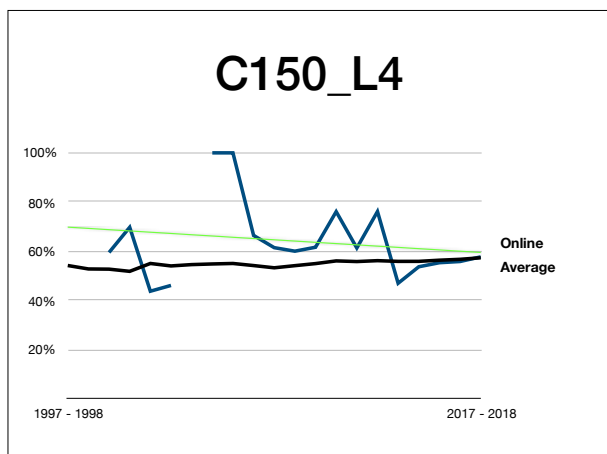




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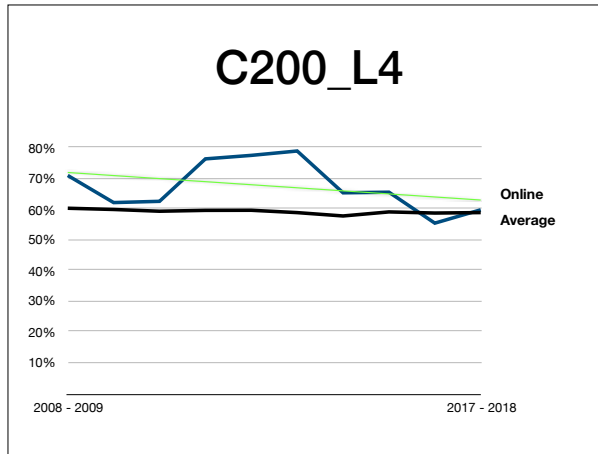


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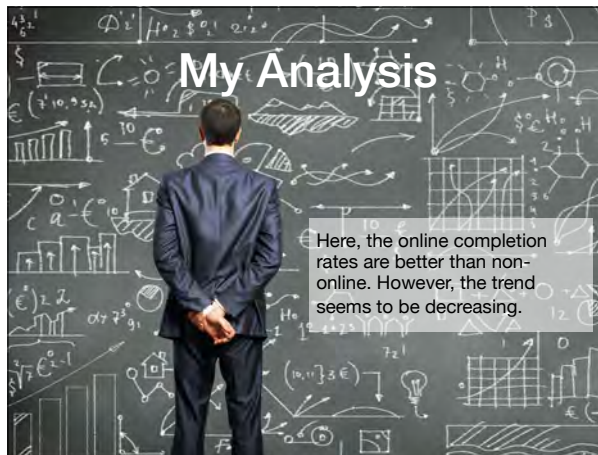


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**online programs lead to worse grades and higher dropout risk....** Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

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# FTFT

**First-Time, Full-Time**

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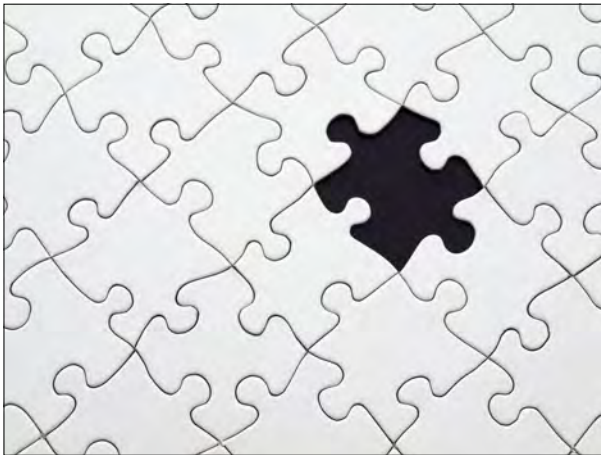
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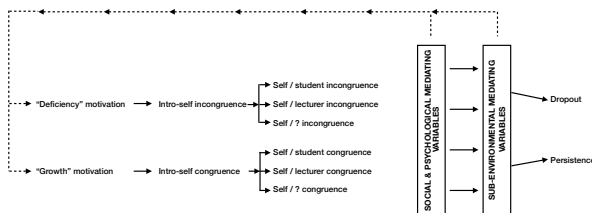
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## 1973: Boshier: Educational Participation and Dropout

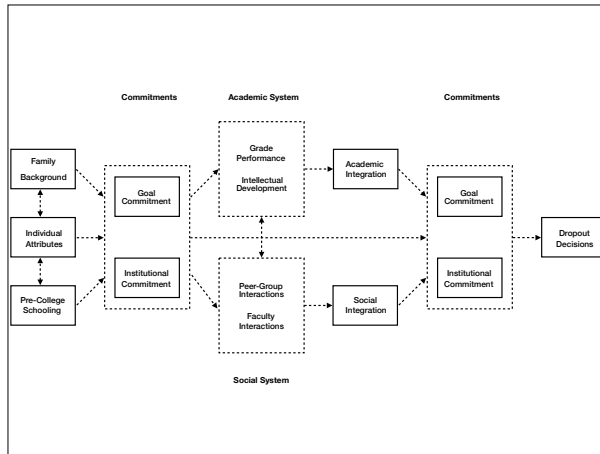
65



66

## 1975: Student Integration Model (SIM)

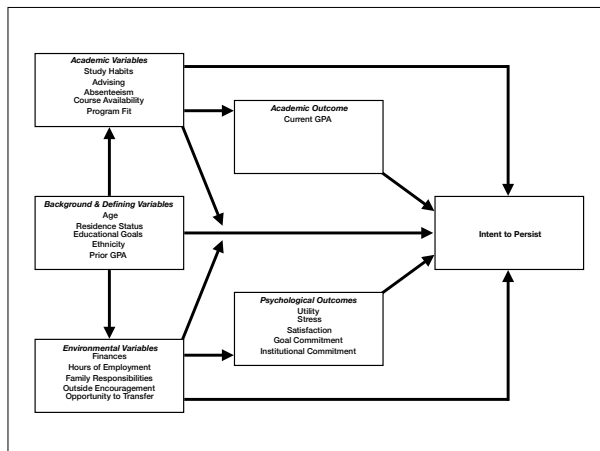
67



68

## 1985: Student Attrition Model (SAM)

69

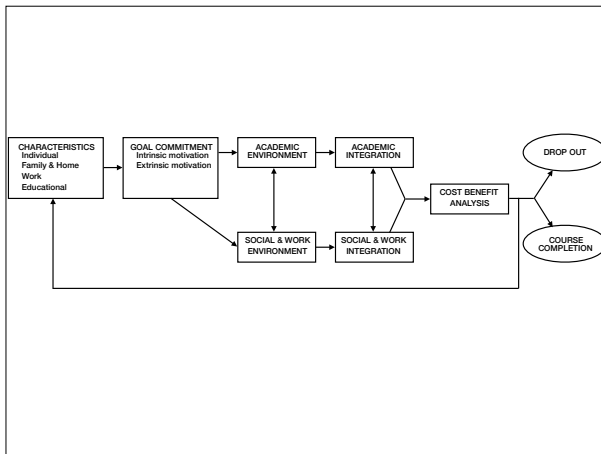




70

## 1989: Longitudinal-Process Model of Drop-Out from Distance Education

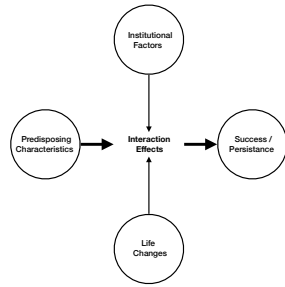
71



72

## 1990: A Multivariate Framework for Analyzing Success and Persistence in Distance Education

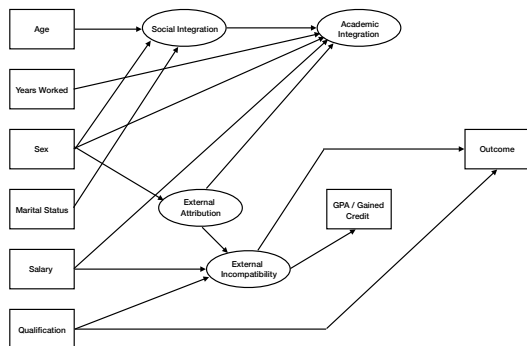
73



74

## 1991: Distance Education Student Progress (DESP)

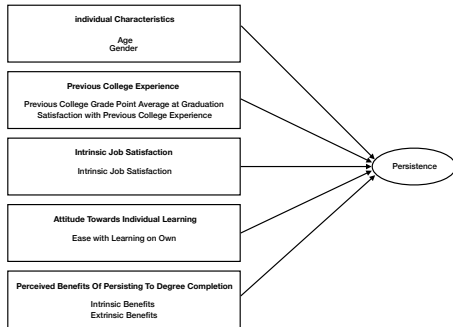
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## 1995: Fjortoft

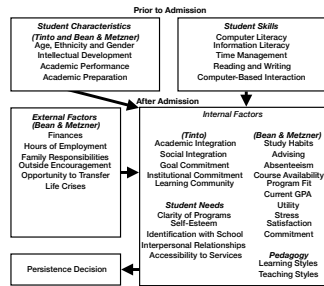
77



78

## 2003: Composite Persistence Model (CPM)

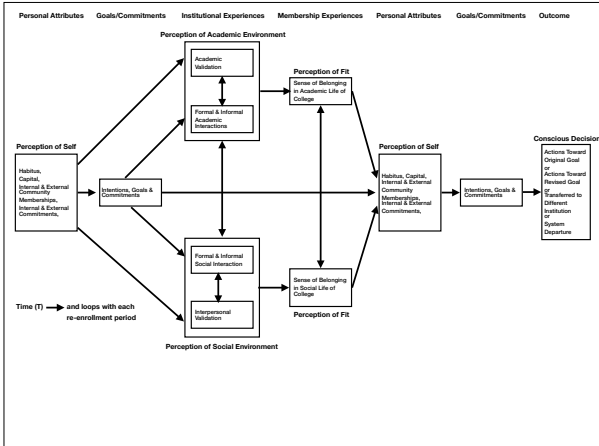
79



80

## 2014: Falcone's Model of Student Persistence in Higher Education

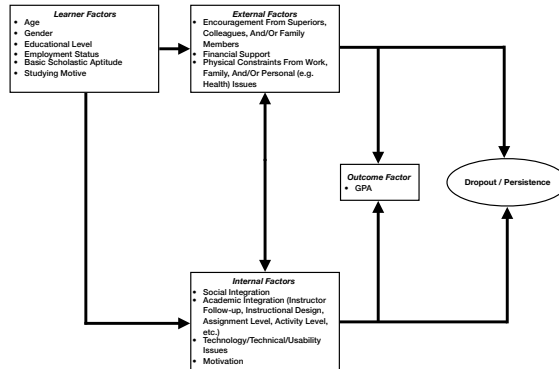
81



82

## 2016: Conceptual Model For Adult Dropout In Online Degree Programs

83

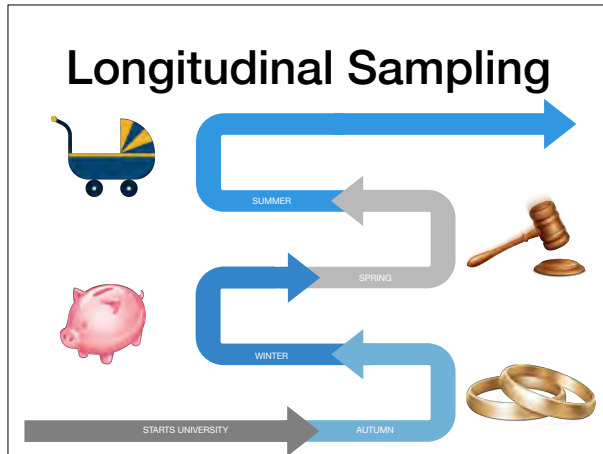


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85



86

## Different Reactions

“My family weren’t supportive of my studies. I dropped out.”

“My family weren’t supportive of my studies. I graduated to prove them wrong.”

**Family Support**

87

## Unexpected Life Event



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## GPA

Cumulative Grade Point Average (GPA) appears to be the best predictor of student success in an online course. (Bernard, Brauer, Abrami, & Surkes, 2004; Nichols & Levy, 2009),

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## Session Evaluation (please)

Install and open **Guidebook**: <https://guidebook.com/g/2019dti08060808/>

Click on "**Session Evaluation**"

Enter "E-04" as the session you are evaluating

Rate and type your comments

Click on "**Submit**"

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