



ETHICAL PRINCIPLES AS FRAMEWORK FOR COMPREHENSIVE REPORTING ON ACADEMIC PROGRAMS



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CAIR 2020 ANNUAL CONFERENCE – NOVEMBER 18-20, 2020

TODAY'S PRESENTATION

□ Introduction

- Ashford University
- Office of Institutional Effectiveness
- Foundation for Ethical Principles

□ Empirical illustration

- Onboarding of doctoral students
- Early performance metrics
- Dashboard
- Key indicators of change
- Behavioral analysis

□ Conclusion & Discussion

ASHFORD UNIVERSITY

- ❑ Online University accredited by WSCUC
- ❑ Open admission
- ❑ ~35,000 students
- ❑ Offers over 50 online Associate, Bachelor, and Master's programs
- ❑ Since 2018, four Doctoral programs
- ❑ Largely non-traditional student population



2018 TRANSFER OF UoR STUDENTS

- ❑ University of the Rockies (UoR)
- ❑ Accredited by the Higher Learning Commission
- ❑ Online, master's and doctoral programs
- ❑ School of Professional Psychology and School of Organizational Leadership
- ❑ ~800 doctoral students

OFFICE OF INSTITUTIONAL EFFECTIVENESS

- ❑ Office of Institutional Effectiveness (OIE) Est. 2012
- ❑ Advanced analytics, inferential analysis, program evaluation, & accreditation support
- ❑ Expertise in educational leadership, social science methods, data analysis, & statistics
- ❑ Research background
- ❑ FERPA & Protection of Human Subjects in Research
 - ✓ Be responsible **data stewards**
 - ✓ Provide accurate **information**
 - ✓ Ensure **appropriate information and analysis** for decision support
 - ✓ **Educate ourselves** on trends and **contribute** to scholarship
 - ✓ Be fair, **transparent**, and **avoid conflicts of interest**

HUMAN SUBJECT PROTECTION

- ❑ Contact your Institutional Review Board regarding human subject protection training
- ❑ CITI Program: Social-Behavioral-Educational (SBE) BASIC:
 - [About.citiprogram.org/en/course/human-subjects-research-2/](https://about.citiprogram.org/en/course/human-subjects-research-2/)
- ❑ Protecting Human Research Participants Training: phrptraining.com/human-subjects-training-what



CITI Program

You'll learn about protecting human subjects in research through five engaging self-paced modules:

- 1 Historical Background
- 2 Codes and Regulations
- 3 Respect for Persons
- 4 Beneficence
- 5 Justice

Take the PHRP online training at your own pace. Your progress saves automatically.

Protecting Human Research Participants

ROLE OF OIE IN ONBOARDING DOCTORAL STUDENTS

7

- Recognize the consequences and **impacts of our work**
- Opportunity to provide **appropriate, contextualized information**
- Educate ourselves**
- Make our **work accessible**
- Share principles** of IR

LEARNING ABOUT NEW STUDENTS

- ❑ Pre-transfer: Learn about incoming population
 - How many students in the coursework phase vs. dissertation phase?
 - Year of study (1st, 2nd, ... 6th+ year)
 - Program (Education, Human Services, Organizational Development & Leadership, Psychology)
 - What are the students' demographics?
 - Military status
 - Gender
 - Age
 - Ethnicity

INITIAL METRICS OF PERFORMANCE

- ❑ Upon transfer: Graduation rate & time to completion
 - By program
 - Graduation rate
 - Average number of years to graduate
 - Distribution by number of years to graduation

- ❑ Identify “long-timers stuck in dissertation phase”
 - By program
 - Year of final course
 - Last “milestone” completed

 - Identify chairs for outreach and addressing roadblocks



Recognize the consequences and impacts of our work

GUIDING THE DOCTORAL TEAM

10

- ❑ Sharing early information
- ❑ Gather the need of doctoral leadership, chairs and faculty, as well as doctoral advisors
- ❑ Define a set of key metrics
- ❑ Determine a method for sharing data and accessing student information



Educate ourselves

Make our work accessible

Understand the impact of our work

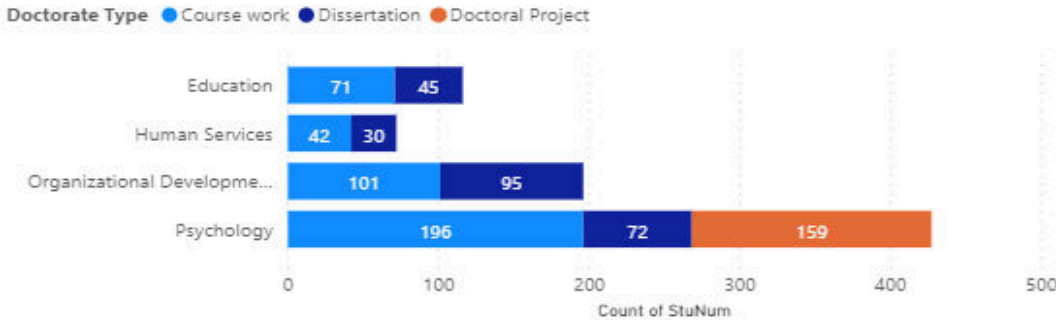


Ashford UNIVERSITY

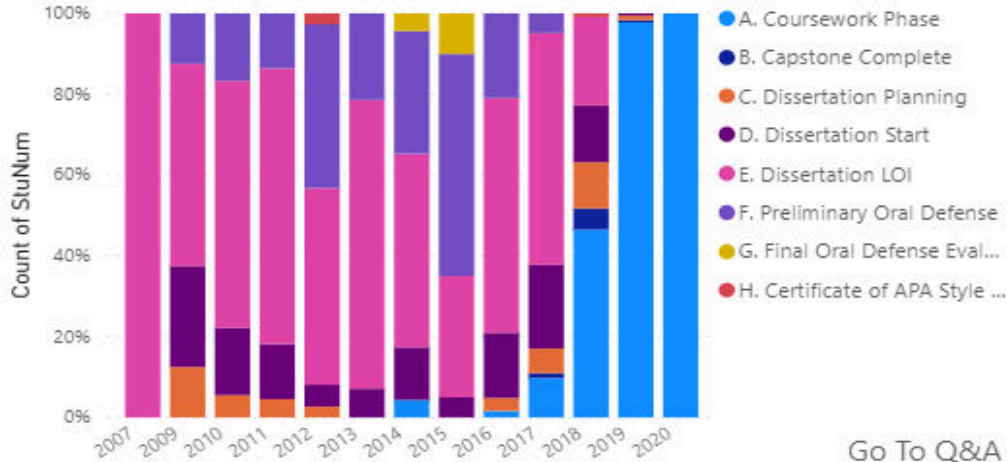
Doctoral Dashboard

811	160	329	24	10
Active	Over 5 years	ABD	On Probation	Failed Last Course

Active Student Count by Program Name and Doctorate Type



Last Milestone Completed by Start Year



[Go To Q&A](#) →

Scheduled Students By Current Course Type

Is Scheduled: False (blue), True (dark blue)



Active Student Count by Missing Document and Current Course Type

Current Course Type: Course Work (blue), Dissertation (dark blue), Not in Course (orange)

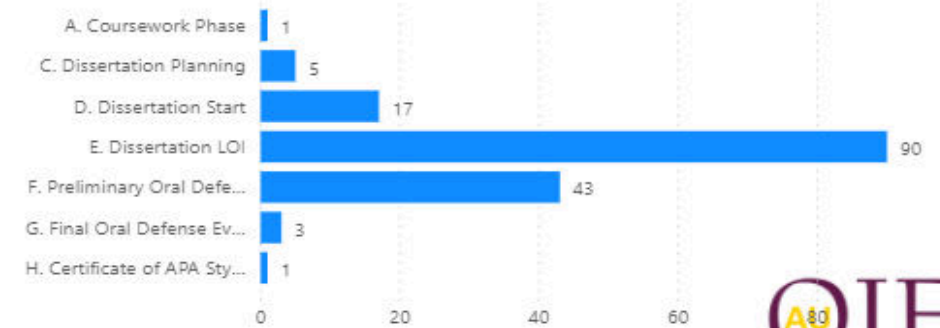


Stage 1 Alert = 9 weeks after Planning II and no LOI

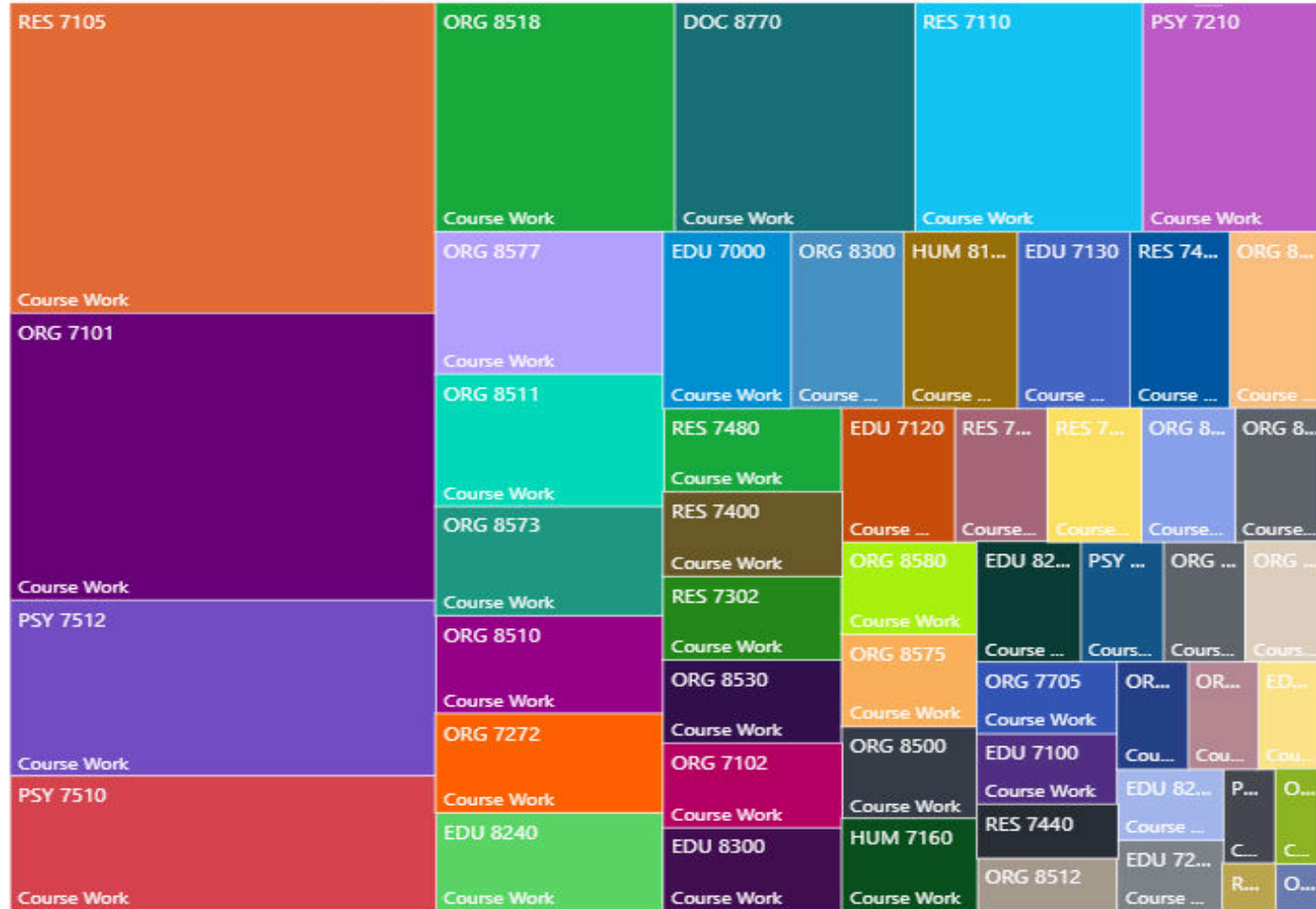
Stage 2 Alert = 18 weeks after LOI approval and no Preliminary Defense

Stage 3 Alert = 18 weeks after Preliminary Defense and no final dissertation /ADP submitted

Number of Students Over Five Years by Last Milestone Completed



Current Course Enrollment Map



Course Type

- Course Work
- Dissertation

Program Name

- Education
- Human Services
- Organizational Development and Leadership
- Psychology

Course Code	Number of Sections	Attended	Average Class Size	Drop Rate	Completion Rate	Fail Rate	Pass Rate	Next Course Progression Rate	Course GPA
ORG 7122	7	13	1.9	8%	92%	0%	100%	77%	3.78
ORG 7130	7	12	1.7	0%	100%	0%	100%	50%	3.86
ORG 7210	109	1148	10.5	3%	97%	2%	98%	87%	3.61
ORG 7260	97	1058	10.9	5%	95%	4%	97%	83%	3.55
ORG 7270	7	77	11.0	3%	97%	1%	99%	92%	3.79
ORG 7272	152	1214	8.0	5%	95%	3%	97%	80%	3.57
ORG 7300	57	549	9.6	5%	95%	4%	96%	79%	3.52
ORG 7302	46	425	9.2	8%	92%	10%	91%	78%	3.02
ORG 7340	24	89	3.7	4%	96%	1%	100%	72%	3.77
ORG 7343	35	146	4.2	2%	98%	1%	99%	84%	3.79
ORG 7346	18	54	3.0	9%	91%	0%	100%	70%	3.84
ORG 7350	20	47	2.4	2%	98%	0%	100%	68%	3.91
ORG 7356	31	138	4.5	3%	97%	2%	99%	81%	3.73
ORG 7400	87	714	8.2	7%	93%	5%	95%	79%	3.27
ORG 7402	66	519	7.9	6%	94%	2%	98%	79%	3.61
ORG 7410	81	679	8.4	4%	96%	4%	96%	83%	3.57
ORG 7415	63	469	7.4	9%	91%	7%	94%	77%	2.91
ORG 7500	71	495	7.0	4%	96%	4%	96%	79%	3.52
ORG 7509	154	1757	11.4	6%	94%	15%	86%	81%	3.10
ORG 7510	134	1453	10.8	9%	91%	8%	92%	81%	3.32
ORG 7519	65	477	7.3	6%	94%	8%	93%	82%	3.32
ORG 7525	30	82	2.7	5%	95%	6%	95%	71%	3.42
ORG 7600	114	1229	10.8	5%	95%	5%	95%	85%	3.46

Start Date

1/10/2000 9/8/2020

Course Type

- All
- Comprehensive Exam
 - Course Work
 - Dissertation
 - Externship/Internship
 - In-Residence Workshop
 - Practicum

Instructor

All

 Reset Filters

368
of Records

On Probation
 False
 True

Over 5 Years
 False

Status Type
 Active
 Perm Out

Current Course Type
 Course Work
 Dissertation
 Not in Course

Failed Previous Course
 False
 True

ABD
 False
 True

Is Scheduled
 False
 True

Year:

StartDate	StuNum	Advisor	Chairperson	School Status	Most Recent Milestone	Cl
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Missing Document

All

Program Name

All

Most Recent Milestone

All

Advisor

All

Chairperson

All

CommitteeMember

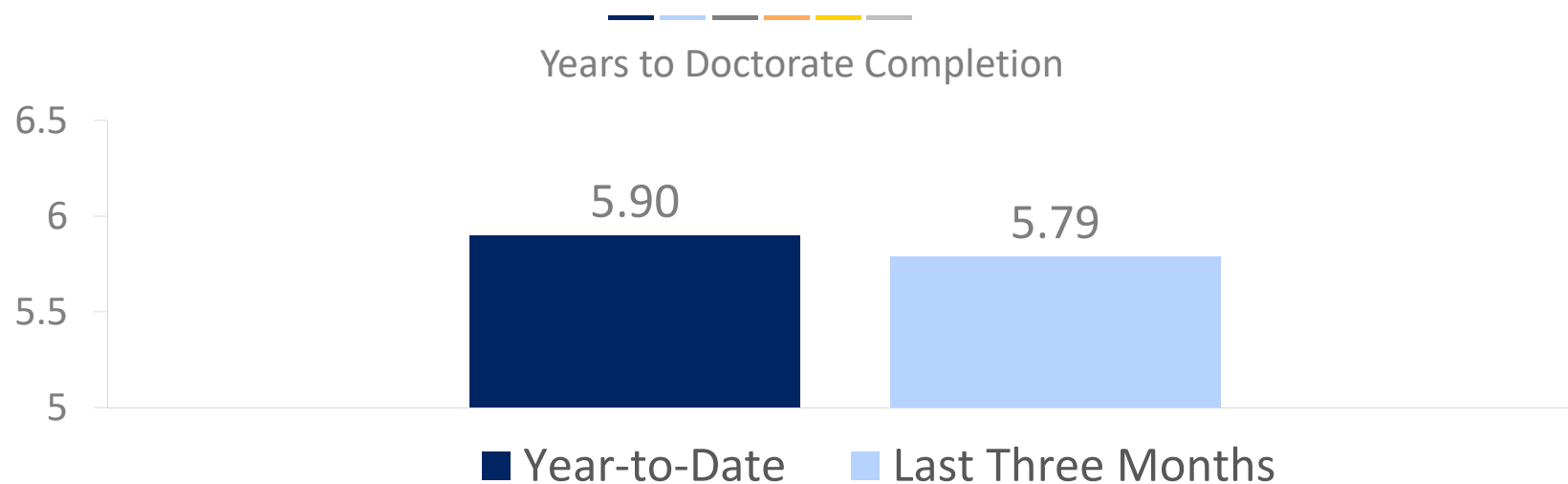
All

MethodologicalReader

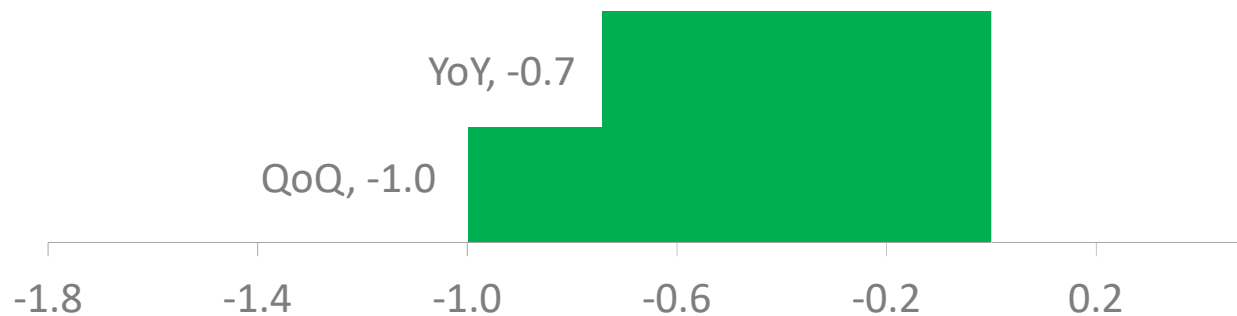
All

- Filter/select students by various criteria (phase, program, chair, etc.)
- Student information (name, ID, contact information, school status, program, current class, advisor, chair)

MEASURES OF IMPACT



Measures of Change: Three-month Average vs. Previous Quarter & Year-to-Date vs. same months YoY



BEHAVIORAL ANALYSIS

- ❑ Uneven performance of doctoral students
- ❑ Distinguish various profiles based on attendance & academic indicators
 - better understand the trajectories of the students we serve in doctoral programs
 - Identify the behaviors of successful doctoral students
 - Establish an early alert system
 - Guide the timing and type of interventions
- ❑ First analysis was focused on a 5-year lifecycle
- ❑ Distinct profiles formed based on first-year data (replicated on matriculated doctoral students who started in 2017 or 2018; N = 521)



WHAT'S COMPLETION GOT TO DO WITH IT?
Using Course-Taking Behavior to Understand Community College Success



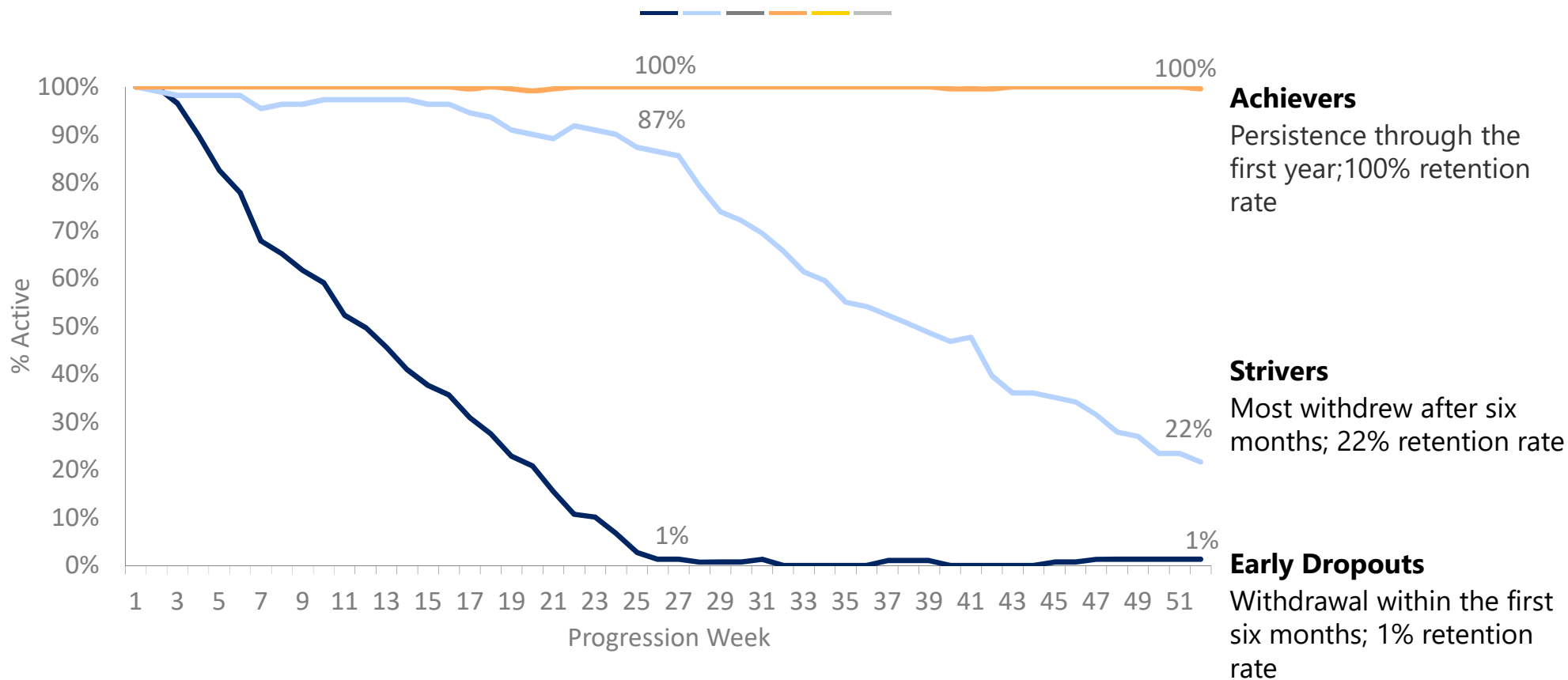
Provide contextualization of descriptive metrics
Contribute to scholarship



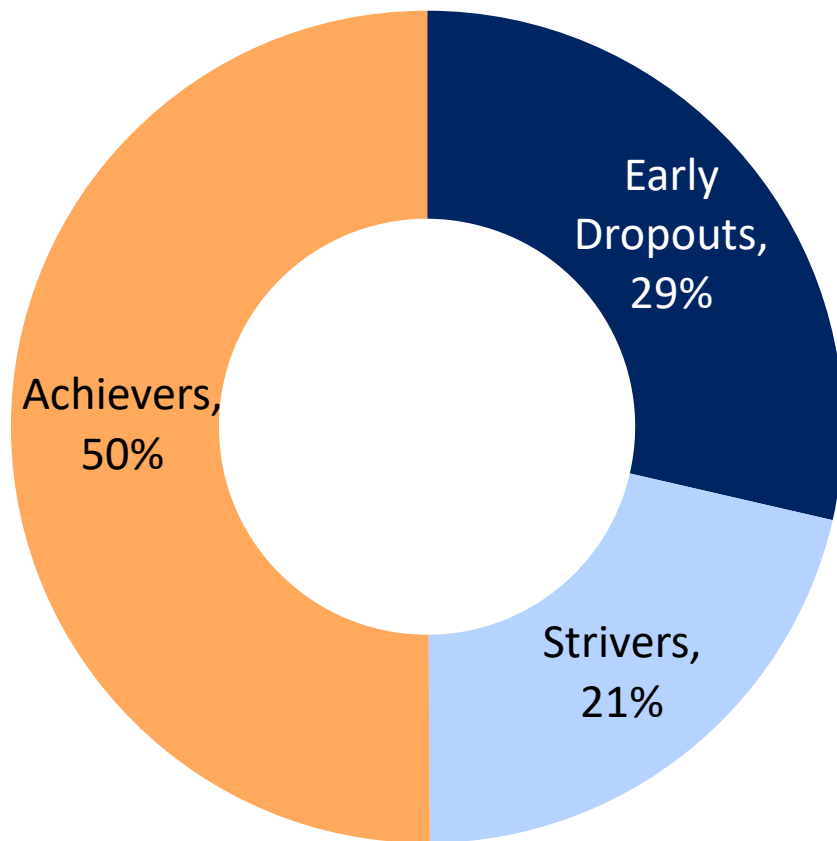
FINDINGS SUMMARY

	EARLY DROPOUTS	STRIVERS	ACHIEVERS
Doctoral Student Make-up	29%	21%	50%
One-Year Retention	1%	22%	100%
Year One Attendance	All dropped in first 26 weeks	Most dropped in months 6-12	Continuous attendance
Average of Courses Attempted & Passed Average Pass Rate	2 course attempts 1 course passed Pass rate: 43%	6 course attempts 5 courses passed Pass rate: 77%	13 course attempts 12 courses passed Pass rate: 95%
Unsuccessful 1st Grade	47%	7%	1%
Second Course	50% had no 2 nd course 28% unsuccessful	100% had 2 nd course 13% unsuccessful	100% had 2 nd course 3% unsuccessful
Break in Year One	38% in first 10 weeks 50% took up to 6-7 weeks off	33% in first 10 weeks 50% took up to 6-7 weeks off	25% in the first 10 weeks 50% took up to 5 weeks off

WEEKLY PROGRESSION



DOCTORAL POPULATION BREAKDOWN



Based on this breakdown, at matriculation one should expect:

- ✓ one out of two students is an achiever,
- ✓ almost one out of three is an early dropout, and
- ✓ one out of five is a striver.

COURSEWORK & IN-RESIDENCE CHANGES

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COURSEWORK PHASE

Course 2

Within first six months
after the first course

In-residence Workshop

LIFECYCLE

Mentor students (until chairperson is identified):

- Connecting to resources
- Evaluating progress
- Removing barriers to success



Meet mentors personally during in-residence workshop. Have one-on-one conversations:

- To identify challenges
- To set goals
- To build the relationship



CONCLUSION

- Recognize the consequences and **impacts of our work**
- Be responsible **data stewards**
- Provide accurate and **contextualized information**
- Ensure **appropriate information and analysis** for decision support
- Educate ourselves** on trends and **contribute** to scholarship
- Be fair, **transparent**, and **avoid conflicts of interest**
- Make our **work accessible**
- Share principles** of IR

Q & A

Discussion

What is your experience with following these principles in your practice?

Any challenges? How could these principles contribute to higher quality work?

Please use the WHOVA Mobile App to rate this session. CAIR uses the session evaluations to determine the winners of the Best New Presenter, and Best Presenter awards each year.

THANK YOU



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