



国家开放大学
THE OPEN UNIVERSITY OF CHINA

Research on Dropouts : Conclusions and Reflections

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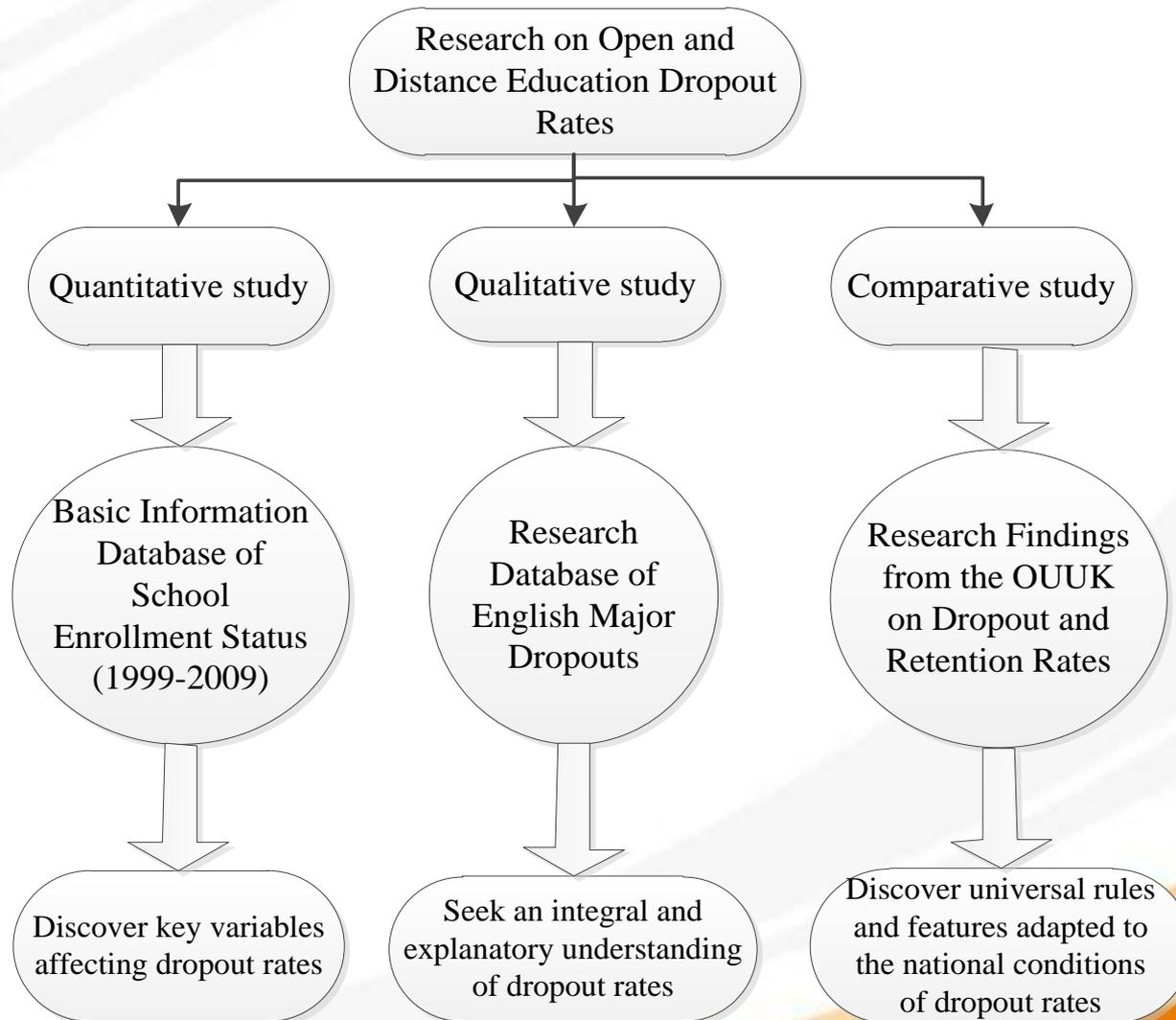
Outline

- ◆ Research Background
- ◆ Research Design and Approach
- ◆ Conclusion
- ◆ Reflections

Research Background

- ◆ Ease of entrance is often accompanied by a high dropout rate, a widespread problem that open and distance education cannot afford to ignore.
- ◆ The Dropout of student is an important problem for development of Open University of China.
- ◆ The systematic international research achievements on dropouts have been made by Ormond Simpson in OUUK
 - What is the dropout rate at the OU?
 - What is the temporal regularity of dropouts?
 - What are the reasons for dropouts?
 - What types of students tend to drop out?
 - How to prevent dropouts and increase retention rates?

Research Design and Approach



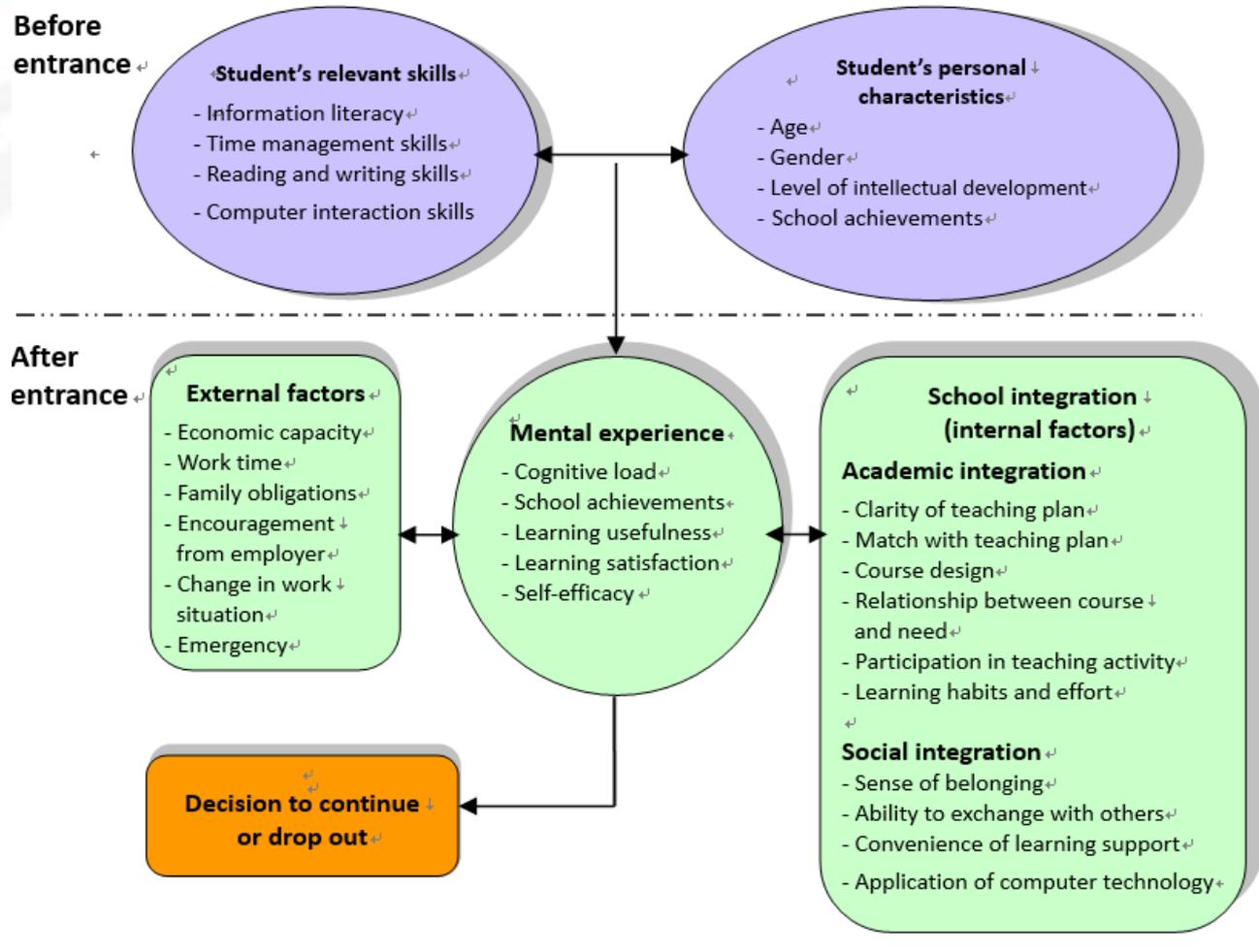
Conclusion :What is the dropout rate at the OUC?

- ◆ The dropout rate from open and distance education was calculated based on the Basic Information Database on School Enrollment Status (1999-2009) from Anhui RTVU(238,456 records) .
- ◆ From 1999-2009, the dropout rate for the junior college programme was 14.20%, while for the undergraduate programme it was 10.65%, averaging 12.85%.
- ◆ Dropout rates vary between study levels and majors. In the junior college programme, the three majors topping the dropout list were English, Computer Science and Numerical Control Technology, whose dropout rates were 37.21% , 21.06% and 20.13% respectively.
- ◆ In the undergraduate programme, the three majors topping the dropout list were English, Computer Science and Business Administration, whose dropout rates were 19.69%, 16.81% and 16.35% respectively.

Conclusion :What is the temporal regularity of dropouts?

- ◆ An analysis was made of 1196 Computer Science major dropouts from Tianjin RTVU from 1999-2008. It reveals that the peak dropout periods are the second semester, the first semester, at registration, and the third semester. Dropouts in these four periods account for 87% of the total, and those in the first two periods account for nearly 70%. **Thus it can be seen that the highest dropout rates appear in the first school year .**

Conclusion :What are the reasons for dropouts?



Explanatory Framework for Dropout

(Developed based on figures produced by Rovai (2003) and Park (2009))

Conclusion : What types of students tend to drop out?

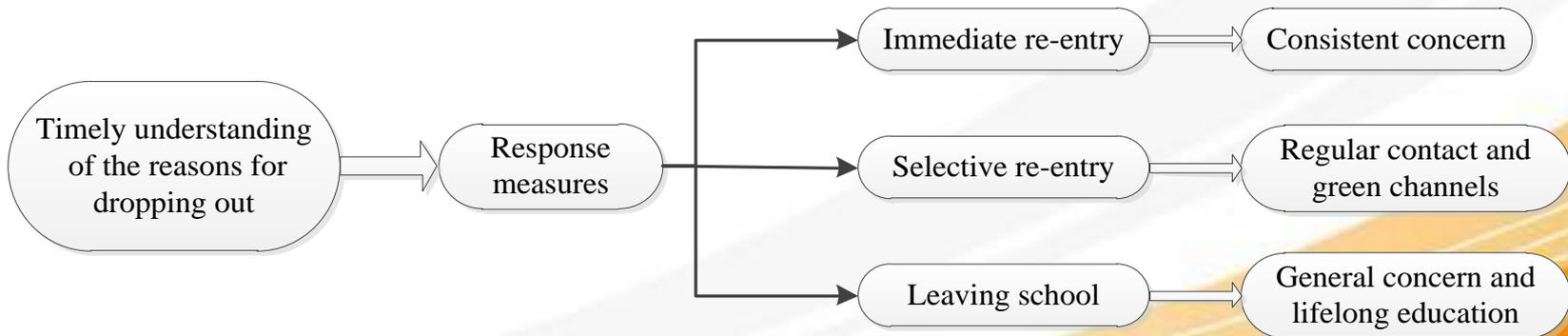
- ◆ who have weak distance education learning skills (information literacy, time management ability, teacher-student interaction);
- ◆ who have chosen the wrong major or inappropriate study level(who are overloaded);
- ◆ who have failed a number of courses;
- ◆ who lack driving force and determination;
- ◆ who are economically disadvantaged

Conclusion : How to prevent dropouts and increase retention rates?

◆ Student Success =

- Correct Course Choice
- + Training on Distance Learning Skills
- + Guidance on Course Choice
- + Course Concern
- + Concern for School Reports in the First Semester
- + Education on Determination for Success

◆ Essential Tasks for Dropout Re-entry



Reflections

- ◆ Our studies show that shortages still exist in the teaching system of distance education universities in OUC which directly and indirectly influence dropout rates. However these problems remain relatively concealed, and most are discovered from the research perspective.
 - Low agreement between the establishment of majors, teaching content and social requirement
 - Difficulty span of teaching content is too wide
 - Inadequate demonstration of learning evaluation mechanisms
 - Lack of support services for full-time teachers
 - Insufficient understanding of adult learners from part-time specialized teachers
 - The need to improve learning resource design and integration

Research on Dropouts at the OUC

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- What is the temporal regularity of dropouts?
- What are the reasons for dropouts?
- What types of students tend to drop out?
- How to prevent dropouts and increase retention rates?



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Thank You!

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