ANALYSIS OF CONTRIBUTING FACTORS TO HIGH ATTRITION RATES IN
ONLINE EDUCATIONAL PROGRAMS

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Abstract

With the increase of technology and the prominence of internet usage, many universities
and colleges are offering an alternative way of obtaining a degree through online
learning. Unfortunately, many of these schools are experiencing increasingly high
attrition rates in their online learning programs. High dropout rates are not only costly to
the school, but can also cause a financial burden for the student. Based on early research,
several factors have been identified as potential causes of low completion rates in online
degrees. These factors include, but are not limited to, student persistence, perception,
technology limitations, and poor student typing skills. The purpose of this research was
to identify potential contributing factors leading to high attrition rates by surveying
current and past online students. The survey was distributed to undergraduate and
graduate students pursuing an online degree at Embry-Riddle Aeronautical University
(ERAU). The survey asked questions regarding persistence and distracters, technology
limitations and distracters, and student perceptions. The researcher concluded that
student employment responsibilities were the biggest distracters for online students. An
additional distracter was the use of the internet and computer for non-academic sites.
Students suggested the need for a weekly mentorship program to help with guidance
through the program. The recommendation of the researcher is to implement a
mentorship program comprised of advisors and professors that is available to all students
pursuing an online degree on a weekly basis. The researcher also recommends an
improved new student program that includes a recorded orientation video and increased
advising during the acceptance process and 1st year of attendance.

Introduction

Significance of the Study

Enrollments for online educational programs are continually increasing at a rate
of 33% per year (Bocchi, Eastman, & Swift, 2004). Online programs typically attract
adult learners looking for an educational program that will fit into their busy lives.
Successful adult learners are self-directed and self-motivated learners that can learn

outside the traditional classroom setting (Smith, 2010). Because of this increased need, colleges and universities across the United States are adding online degree programs.

School administrators are confronted with 40-80% of online students dropping out of online classes while at least 21% of those dropping out are pleading for richer and more engaging online learning experiences (Smith, 2010). These high dropout rates are not only financially detrimental to the school, but also to the student.

Statement of the Problem

Online programs must resolve the high attrition rates to sustain their relevance. Forty-seven percent of students drop out of online educational programs before completing their first course (Cavalier, 2009). Many external and internal issues detract online learners from completing their degree programs and these issues must be identified and addressed.

Purpose Statement

The purpose of this study was to identify the factors that interfere with successful completion of online educational programs. By identifying and understanding the detracting factors, educational institutions can then focus on implementing actions to increase retention and completion rates.

Delimitations

Online learning, or E-learning, has become the new method of information delivery not only for higher education, but also for businesses and the military. Companies use online learning as training tools for their employees. The military uses online learning programs to train soldiers. For the purpose of this research paper, only online undergraduate and graduate programs were discussed.

Definition of Terms

Certain terms must be defined to better understand this specific area of study. The terms were defined through Merriam-Webster Dictionary Online (2011).

Attrition	A reduction in numbers usually as a result of resignation, retirement, or death
Enrollment	The action of enrolling or being enrolled, typically at a school or college

Review of the Relevant Literature

The literature on attrition rates in online learning programs uncovers factors contributing to high dropout rates and provides insight on personal characteristics needed by an online student in order to be successful. The importance of higher education has become apparent over the past several decades. Post-secondary education has become more accessible through online learning to accommodate a wide variety of learners. Seidman (2005) and others believe when more opportunities are available for learning, more people would earn degrees. This has not been the case however. As online

educational programs increase in number, the higher the attrition rates increase. Significant research on attrition rates has been published and the majority of the results found the same disturbing relationship between enrollments and attrition (Seidman, 2005). The literature reviewed in the current study focused on the relationship between persistence and attrition, technology limitations, and student perception of online programs. Additionally, information was sought on whether specific student characteristics influence successful online program success.

Persistence and Attrition

The Department of Education's measure of successful online programs shows a relationship between persistence and attrition (Rovai, 2003). Low levels of persistence tend to lead to high attrition rates, and vice versus. The primary reason institutions have focused on persistence is directly linked to the Department of Education's measure of successful programs which affects an institution's funding award from the government (Rovai, 2003).

High attrition rates can be costly to the school as well as the student. Schools with high attrition rates are viewed as having less successful programs and therefore would receive less government funding, such as federal grants and federal financial aid (Rovai, 2003). If the student is attending a school where no tuition is refunded for withdrawing, the student is losing money as well. Because of the nature of online programs, students must have more self-discipline, responsibility, and motivation to succeed in these programs. These characteristics can all be included as part of having high persistence. In a study conducted by Kluever and Green (1998), it was found that lack of responsibility and procrastination were identified as major factors in non-completion of online programs. In a more recent study, Roberts, Gentry, and Townsend (2010) found a lack of persistence, to include student responsibility and procrastination, as major factors in high attrition rates of online programs. It is interesting to note that after 12 years of online learning advancement the same major factors were found to affect high attrition rates.

Technology Limitations

In an age where computers and technology have become an integral part of most of our lives, it is important to look at technological boundaries. For individuals born prior to the 1970's, computers may not be a part of their daily lives which may cause limitations in online learning. It may be harder for this generation of students to adapt to online learning programs because of the essential technology involved. Conversely, it is important to look at students who are from the "digital age" and if they are able to use it more effectively for online learning (Hills, 2010).

To achieve the goal of engagement for online students requires a basic level of understanding of cognition and memory function. It is also important to understand these concepts when exploring the relationship between technology and attrition so that a learner's preferences and attitudes can be separated from cognitive ability (Hills, 2010). Recognition and recall are two key concepts involved in understanding how the encoding process applies to the learning environment. It is thought that recognition requires less cognitive energy because it draws more from short-term memory. Recall requires greater cognitive energy because it requires the individual to commit the information to long-term memory (Kahana, Rizzuto, & Schneider, 2005).

Another theory important to online learning is the dual coding theory. This theory describes how the brain collects information from the various sensory inputs and assembles it into working memory. Typically, instructions will have both auditory and visual components. These components are initially processed individually. They are then reassembled and combined into working memory. According to Fadel and Lemke (as cited in Hills, 2010), visual information is limited to four pieces and verbal is limited to seven pieces of information (Hills, 2010). This may cause a limitation with the working memory for online learning since the majority of learning will be visual.

It is important to understand the cognitive limitations so that online programs can be designed efficiently and effectively based on the amount of information an individual can absorb. If too much information is presented at one time the student will not be able to process or encode the information effectively. Ultimately, the student will be subjected to a negative learning experience (Hills, 2010).

It is also important to consider factors that may contribute to distractions or interrupted concentration. Distractions may be experienced from the physical environment or the learning environment (Hills, 2010). Background noise is an example of physical environment distractions. A learning environment distraction could include animation from the learning tool itself.

Student Perception of Online Learning

According to the U.S Department of Education (2009), the average graduation rate for distance learning programs in the U.S. was 37%. Of the reporting schools, the graduation rates ranged from a high of 84% to a low of just 4%. Therefore, it is important that online programs are continually self-evaluated to ensure the students' needs are meet and they are satisfied. If the student believes the learning experience is beneficial they are more likely to succeed and continue toward completing the program. Studies have been conducted to measure and understand the relationship between student satisfaction and success in online learning programs. From these studies several recurring factors have been identified. These factors include proper advisement, socialization with university departments, and career or professional opportunities (Roberts, Gentry, & Townsend, 2011).

The need for on-going advisement is a major factor in student satisfaction in online programs. Often in online learning programs the student will communicate with their advisor or professor solely through email or telephone. The personal relationship typically developed in a traditional face-to-face setting is lost. This can lead to dissatisfaction or loss of motivation for online students. Students desire initial orientation where expectations and guidelines are set and continual advisement of program and curricula changes are communicated (Roberts et al., 2011). Confusion and misinformation of policies or program requirements can cause the student to disengage.

A lack of socialization and inclusion in the school's departments and campus activities create additional concerns for student satisfaction. Students have expressed a desire to be engaged with faulty and peers through both formal and informal social interactions. Building community affords students opportunities to understand and become engaged with their academic culture, especially at the departmental level (Roberts et al., 2011).

The final factor of student dissatisfaction discussed is lack of career services or professional development opportunities. While the major responsibility of the school is to provide the student with proper education so they can be successful after graduation, they must also provide career information and opportunities for online students. If this

area is neglected, students may begin to question whether the cost is worth the benefit,
both professionally and personally
(Roberts et al., 2011).

Student Types for Online Learning

Research suggests that online learning may be more suitable for a specific type of
student. Boyd (2004) suggests that there may only be certain kinds of students in certain
conditions that can successfully learn via the online format. He suggests not all students
are suitable for an online learning program. For students not familiar with online
learning programs, they should be asking themselves if this method is suitable for their
learning needs. The need to advise the student on characteristics of successful online
learners is equally vital to student success. It is suggested that potential students might
not be aware of the challenges they could face in an online learning environment (Schrum
& Hong, 2002). Student awareness of the characteristics, traits, and skills for online
learning is an important area of dialogue between the student and learning institution
(Taormino, 2010). Schrum and Hong (2002) suggest that a common misperception
among students is that online education is quick and easier than traditional classroom
settings. This misperception could result in student dissatisfaction and attrition.

During the recruitment process, important characteristic of student success for
online programs should be shared with the prospective student. Four characteristics have
been identified through research (Boyd, 2004).   For the purpose of this study only
personal characteristics will be discussed.

Because of the format of online learning programs, students must be highly
motivated and able to work independently. Online students work individually most of the
time, but may require interaction with other classmates, primarily via email or telephone.
Boyd (2004) states that successful online students are highly motivated by their goals and
ability to shape their learning experience.

The frequent misconception that online programs are quick and easy may be
attributed to the availability and amount of online information readily available to
students. Students may feel the information can be used freely ignoring potential
plagiarism or copyright issues. As a result, student integrity is an important characteristic
for online learning. According to Boyd, integrity is one of the most important
characteristics for online students, but should not be assumed (Boyd, 2004).

Summary

Online education programs at colleges and universities in the United States are
experiencing increasingly high attrition rates. Several contributing factors that have been
identified include: student persistence, technology limitations, and student perception.
Because of the nature of online learning, students with low persistence often are not
successful in these type programs. The personal relationship developed in a traditional
on-campus setting is lost in online learning. Students who feel alienated from the
university are more likely to become dissatisfied and unmotivated to complete their
degree online.

Research Questions

The research questions used to identify potential factors that contribute to high attrition rates in online educational programs and how to increase retention and completion rates are:
1. What potential distractions contribute to high attrition rates in online educational programs?

2. Do technological limitations affect the success of student pursuing online degree?

3. What tools can be implemented to reduce attrition rates and increase retention and completion of online educational programs?

Methodology

Research Approach

A quantitative research methodology was incorporated in this project. Descriptive and inferential statistics were used to evaluate the quantitative data collected from surveys provided to current ERAU online student participants.

Design and procedures. The instrument developed to gather the data on online students was a survey (Appendix A). SurveyMonkey was used to collect the survey results. The first section of the survey asked demographic type information. The second section asked questions regarding the discussed the potential distracting factors to high attrition rates using a Likert Scale.

Apparatus and materials. For the purpose of this study, the use of a computer and Statistical Package for Social Sciences (SPSS) program was required to analyze the results of the survey and collect data. In order to ensure confidentiality of the participants, the computer and programs were password protected.

Population/Sample

A survey was designed for current ERAU online students from an Aviation/Aerospace Worldwide University. Students from undergraduate and graduate programs were sent the survey. Samples of online students were gathered from one graduate and one undergraduate academic advisor with the University. A sample size of 732 graduate online students was gathered from one advisor, and 476 undergraduate online students were gathered from the other advisor. The ERAU Online campus accommodates adult, non-traditional learners. Approval was obtained from the University Institutional Review Board prior to administering the survey.

Sources of the Data

The survey was distributed to current online undergraduate and graduate students. No specific aviation degree program was chosen. The researcher established a participation rate of a minimum of 30 returned and useable surveys.

Data Collection Device

The survey consisted of two sections of questioning. The first section asked demographic type information. The second section asked questions pertaining to factors contributing to high attrition rates and this section used a Likert scale. The final question of the survey was opened-ended which allowed the participants to add any additional information pertinent to the study that may not have been covered in the survey questions.

Instrument reliability. The use of an existing method of data collection that other researchers have used ensured that the research was reliable. The SurveyMonkey tool has been available to researchers for several years and has proven to provide reliable results. The surveys were anonymous to encourage candidness, randomness, and the impartiality of the data.

Instrument validity. Prior to disbursement of the instrument, the survey was reviewed by university professors for their opinion and comments. Additionally, the survey instrument was made available to a small sample population to provide some pre-test data. The test sample was used to validate the instrument.

Treatment of the Data

Descriptive statistics. The survey provided data that was used for descriptive statistics. The data collected was at the nominal and interval level. Statistical analysis was used to evaluate the collected data from the surveys once they were distributed and collected. The survey was divided into two sections. The first section, Questions 1-3, gathered demographic information on a nominal level. Part 2 of the survey, Questions 4-18, asked questions using a 5-point Likert scale. The second part of the survey was divided into 3 constructs in accordance with the research questions.

To answer Research Question 1, students were asked 5 questions (4-7, and 17) pertaining to distracting factors that contribute to high attrition rates. To answer Research Question 2, students were asked 5 questions (8-10, 12, and 16) related to technological limitations experienced in online learning. The final research question was answered by Questions 11, 13-15, and 18. This section asked questions pertaining to tools or programs that could be implemented to increase student success in online educational programs. Questions 11, 16, and 17 were reversed as they produce responses that are opposing to Questions 7, 10, and 18.

Reliability testing. Cronbach's Alpha was used on three sets of questions to test for reliability of the survey (Questions 7, 10, 11, and 16-18). Cronbach's Alpha, also known as alpha and coefficient alpha, is the measure used to see whether several items measuring the same data are correlated (Vogt, 2007).

Results

The results were obtained from 1,208 surveys distributed among a randomly selected population of online students over a 12 day period. The response rate for the survey was 157 (13%). The results were derived based on a 19 question survey. Three questions were demographic based questions asking gender, age, and degree level. Fifteen questions were asked using a 5 point Likert Scale. The final question was an open ended question. Questions asked using the Likert Scale focused on: persistence

and distracters, technological limitations and distracters, and student perception. Results from the open ended question of the survey were reviewed in the discussion section of this report.

Descriptive Statistics

The first section of the survey asked students demographical information. The results found 111 of the respondents (71%) were male and 46 students (29%) were female (Figure 1).
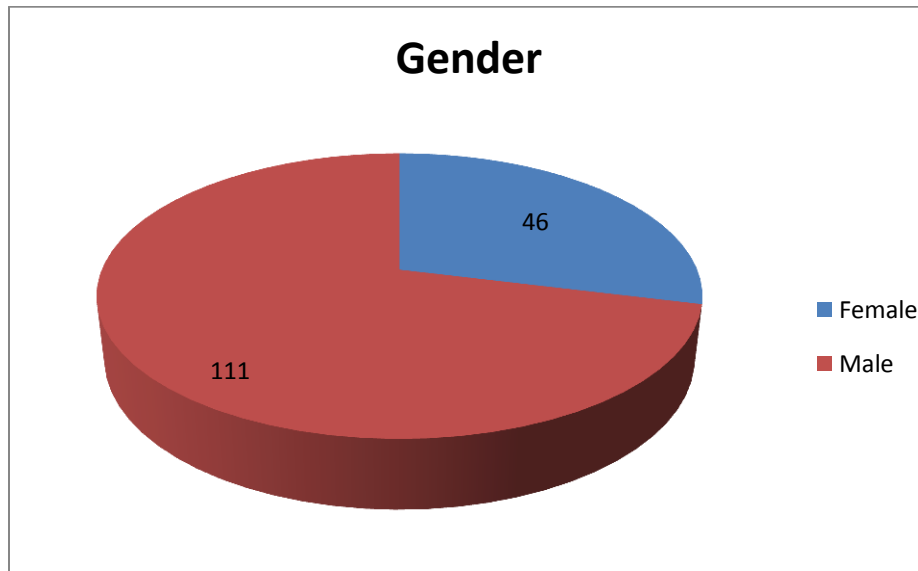

Figure 1. Gender of respondents.

The age range for the students surveyed was 21 to 57 years old. The mean age was calculated by using SPSS. The mean age was 36. Section 1 of the survey also found 119 students (76%) surveyed were graduate students and 38 students (24%) were undergraduate students (Figure 2).
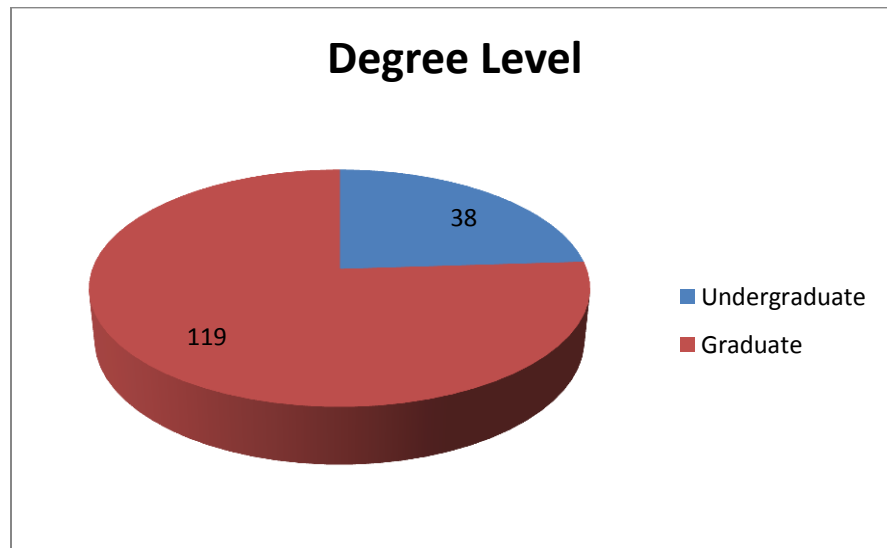
Figure 2. **Degree Level of student respondents.**

Student Persistence. The survey asked five questions relating to student persistence and potential distracters preventing students from completing their online degree (construct 1). These questions were numbered 4, 5, 6, 7, and 17. The questions asked in the survey addressed the following issues: procrastination, time management, financial difficulties, and hours dedicated to job. Using SPSS, the mean or average of construct 1 was found to be 3.11. The middle number or median of the data set was found to be 3. SPSS calculated the standard deviation for construct 1 to be 1.352. A low standard deviation indicated most of the data points are centered on the average. The results of the survey indicated for Question 4 that 52 of the students (34%) agreed procrastination is a significant threat to completion of their degree and 12 students (8%) strongly agreed. Conversely, 40 students (26%) disagree that procrastination is a threat and 22 students (15%) strongly disagree. In addition, for Question 7, 43 students (28%) surveyed agreed they have difficulty organizing their time and 7 students (5%) strongly agreed, 47 students (31%) disagreed, and 12 students (8%) strongly disagreed. When asked about financial difficulties in Question 6 only 29 of students (19%) surveyed agreed and 9 students (6%) strongly agreed that it was a distracter. However, 137 of 153 students (90%) agreed when asked if they worked more than 20 hours a week in their job in Question 5. Of the 137 students that agreed, 120 students (78%) strongly agreed work was a distracter (Figure 3).
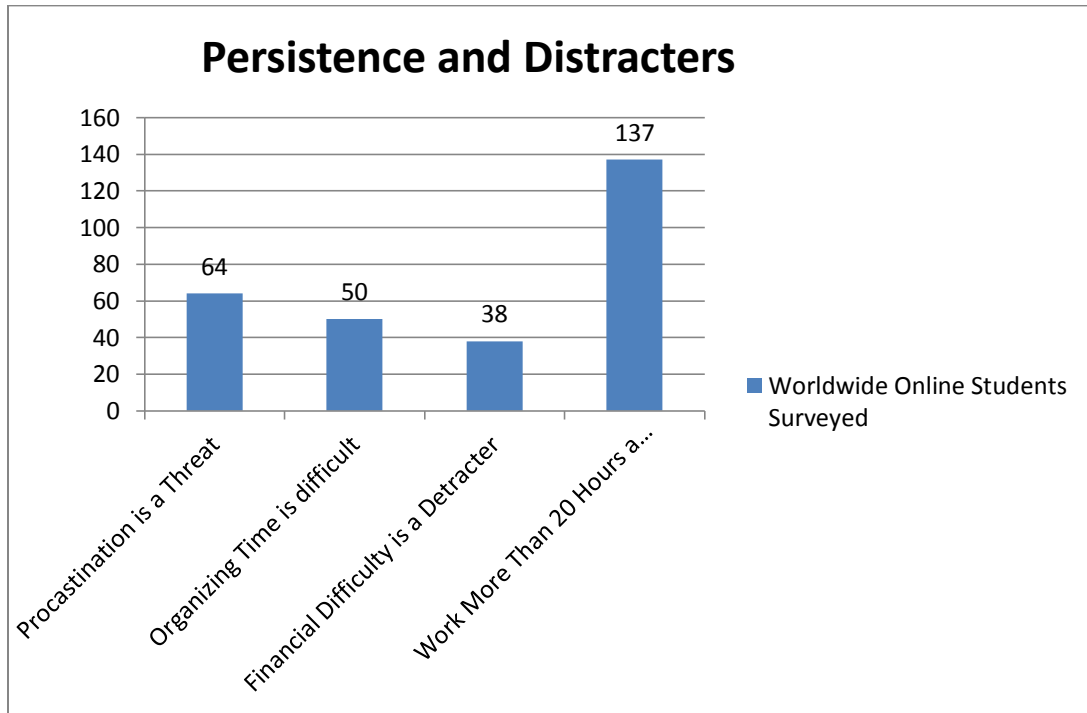
Figure 3. Persistence and distracters of respondents.

Technological Limitations. The survey asked five questions relating to technological limitations and distracters associated with use of technology (construct 2). The questions in this section included 8, 9, 10, 12, and 16. The mean or average of construct 2 was found to be 3.05. The middle number or median of the data set was found to be 3. SPSS calculated the standard deviation for construct 2 to be 1.234. The results of the survey for Question 8 indicate that 47 of students (31%) agreed they are easily distracted while completing coursework on the computer and 15 students (7%) strongly agreed. In addition in Question 9, 65 students (42%) surveyed agreed and 16 students (11%) strongly agreed they spend more than 60 minutes on the internet a day on non-academic related sites. When asked about difficulty of online system usage in Question 10, 120 students (79%) agreed the system was easy to navigate. Of the 120 students that agreed, 37 students strongly agreed. Interestingly in Question 12, 60 students (39%) prefer online learning versus traditional classroom and 52 students (34%) prefer traditional classroom learning. The remaining 41 students (27%) surveyed answered neutral to delivery method preference (Figure 4).
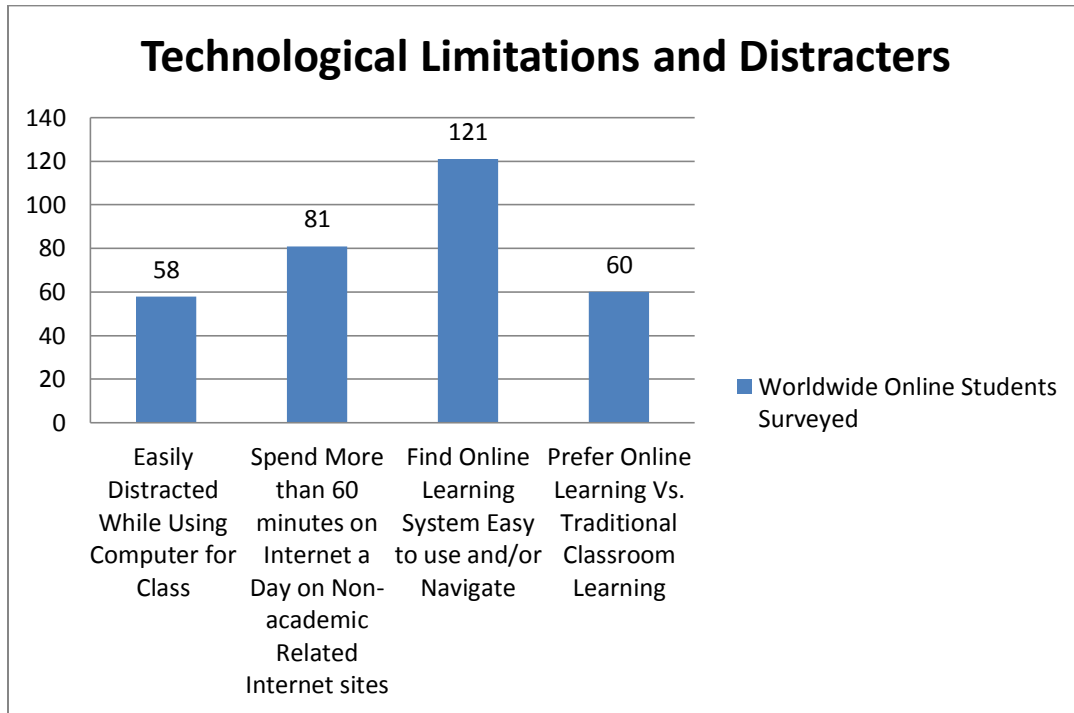
Figure 4. Technological limitations and distracters of respondents.

Student Perception. The final area of focus included in the student survey examined the student's perception of the online program and benefits provided as an online student (construct 3). The questions focusing on student perception included 11, 13, 14, 15, and 18. The mean or average of construct 3 was found to be 2.67. The middle number or median of the data set was found to be 3. SPSS calculated the standard deviation for construct 3 to be 1.176. The results of Question 18 indicate that 29 students (19%) agreed they have not received a proper amount of academic advising to be successful in their program, while 84 students (55%) responded that they have received a proper amount of advising. Only 4 students (3%) strongly agreed they did not receive a proper amount of advising. In addition, 14 students (9%) surveyed felt confusing or misinformation of policies and degree requirements led them to become disengaged and lose interest in the program, only 4 students (3%) strongly agreed in Question 13. When asked in Question14 if students felt alienation from the university, as an online student, threatened their desire to complete the degree, 19 students (12%) agreed and 1 student (1%) strongly agreed. When asked if a weekly peer mentor program would be beneficial in completing their degree, 66 students (43%) surveyed agreed in Question 15. Of the 66 students that agreed, 16 strongly agreed (Figure 5).

Reliability Testing

Cronbach's Alpha test was used to determine the reliability of the survey. Similar questions were placed throughout the survey to determine if the student's responses to these questions would be analogous. One set of questions was asked in each construct to test the reliability of the three different sections. The Alpha test for Questions 7 and 17 returned a result of .639 indicating the survey was 64% reliable in practice, as noted in Table 1. The Alpha test for Questions 11 and 18 returned a result of .803 indicating the survey was 80% reliable. The Alpha test for Questions 10 and 16 returned a result of .686 indicating the survey was 69% reliable. The higher the Cronbach's Alpha calculated the more reliable the survey or test is for use to a designated population/sample.
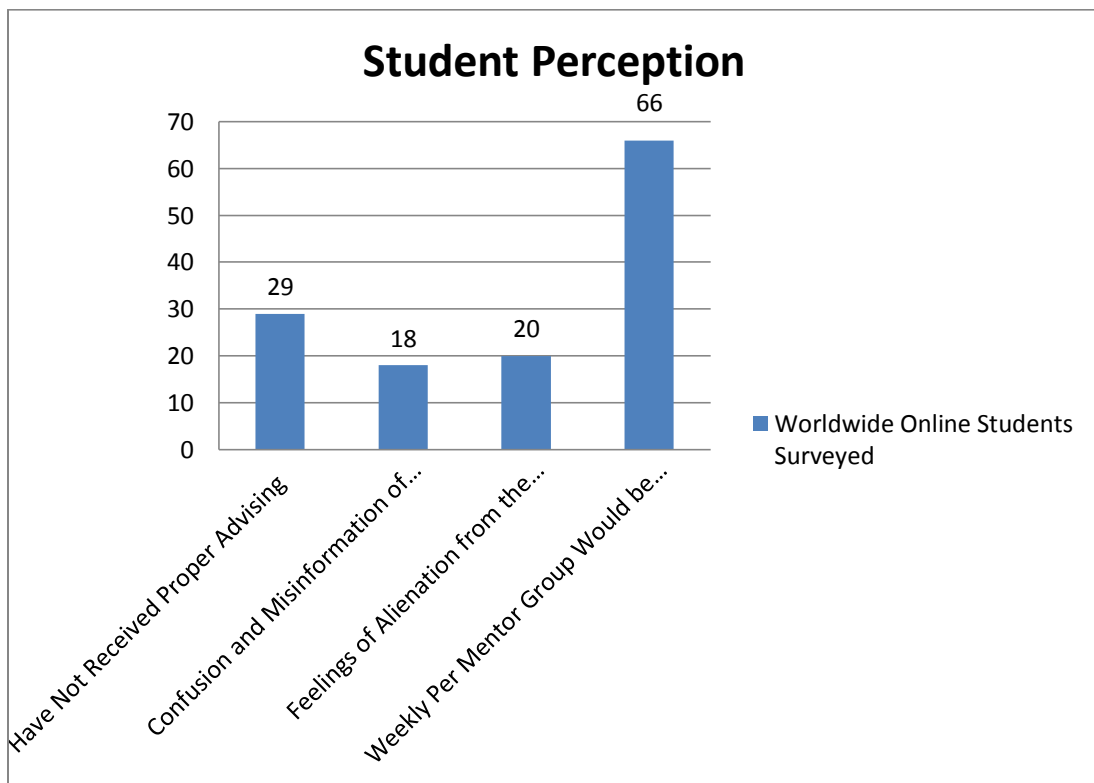

Figure 5. Student perception of the online program and benefits.

Table 1
Reliability Test Results

	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Q7 and 17	0.639	0.639	2
Q11 and 18	0.803	0.816	2
Q10 and 16	0.686	0.687	2

Discussion, Conclusions, and Recommendations

Discussion

The current study was divided into three sections to correspond with the research questions identified in of this paper. The three sections included: persistence and distracters, technological limitations and distracters, and student perception. An open ended question was also included in the study. The results are reviewed in this section.

The results of the study in persistence and potential distracters suggested the majority of students work more than 20 hours a week which takes away from time dedicated toward school work. While this was the most predominant component in the persistence and distracter section, the study also found students struggle with procrastination and time organization. A small number of students responded positively to having financial difficulties that distracted them from their studies.

The results of the study in technological limitations and distracters found the majority of students did not have difficulties using or navigating the online learning system. The results also found more than half the students surveyed felt using the internet for non-academic sites each day was a distracter. A small number of students felt they were easily distracted while using their computer for class work. It is important to note students responded evenly when asked if they prefer online to traditional learning methods.

The results of the study in student perception suggest students felt a peer mentoring group would be beneficial to exchange ideas, concerns, and share opinions about their classes and degree program. A small percentage of students felt they did not have proper advising and they were confused or misinformed about university policies and degree requirements. It is also important to note a small number of students felt they were not included as part of the university because they were taking online courses.

Question 19 of the survey asked students to include any comments, concerns, or suggestions with the online program process. Seventy-seven students surveyed included a response for the final question. The researcher found several reoccurring comments in multiple areas. Several students felt they could use more support from their families while completing their degree. Some students felt their spouses or children were the biggest distracters while trying to complete schoolwork. Most of the comments left in Question #19 were centered on the professors. Students felt there should be more interaction with the professors throughout the term. Professors should respond to questions in a timelier manner and provide more feedback when grading assignments. Several students felt their professor was more of a facilitator rather than a teacher. Students also felt the 9 week graduate terms were too short for the amount of work required. Several comments were made regarding lack of orientation. Students felt they did not receive enough information to prepare them for the program. They indicated they did not know what to expect or what should be done to start. Students suggested using online orientation videos or video conversations, such as Skype, with their advisors and fellow students so they are better informed of policies and procedures. Some students felt there was a lack of communication with the capstone requirements by advisors and professors. Students did not feel prepared for the final project and had to find the pertinent information on their own. This was time-consuming and extremely frustrating. Several comments were made regarding the online program set-up. Students felt a more

interactive online program site, such as live streams and videos, would be more conducive to learning than solely using PowerPoint presentations and discussion boards.

They suggested having each module or session recorded so students could reference the material at a later time.

Conclusions

Early research suggests high attrition rates in online education may be due to student persistence, perception, technology limitations, and poor student typing skills. For the purpose of this research some of these components were used to analyze their impact on undergraduate and graduate students pursuing an online degree.

The researcher developed research questions focused on persistence and distracters, technology limitations, and student perception. Results from the study found most students were distracted from their school work by their employment responsibilities. In addition students are further distracted by internet usage for non-academic purposes. The study indicates a general need for a mentoring or a student peer group for more guidance and to exchange information in regards to their online program. Students suggested a need for more interaction and availability with their professors in the opened ended portion of the survey. Additionally, students suggested a need for more family support and understanding while they are pursuing an online degree. They further suggested an improved orientation program to prepare students to start the program through a recorded video or a "live" streaming session, as well as, more advising from their advisors.

Recommendations

This researcher recommends implementing a weekly mentor program to help guide students through their degree program. The program would be comprised of faculty and advisors, and would be made available to all students pursuing an online program. Students would not only receive the assistance and guidance from professors and advisors, but also receive advice and support from fellow students. The difficulty with implementing such a program is the time constraints and scheduling conflicts with faculty and staff. This researcher also recommends creating a new student program to help prepare students new to the university to start their degree program. An orientation video would be created to provide students with step-by-step instructions and information on registration, degree requirements, navigating the online system, etc. Advisors would provide increased advising and personal communication during the 1st year of attendance to ensure continued preparedness and the student is moving successfully toward degree completion. A study of students who have successfully completed an online degree would be appropriate, as a contrast to this study, to determine factors that helped contribute to their success. The final recommendation by this researcher is further research on attrition rates in online programs; however, the focus should be directed at effective implementation of mentorship and new student programs.

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Appendix A

Data Collection Device

Lauren Hessler Burmester

Historically 40-80% of online students drop out of their classes causing higher than normal non-completion rates for universities and colleges in the United States. The purpose of this survey is to determine what factors contribute to high attrition rates in online programs. In section 2, please write in the number you feel corresponds best to your feeling on the questions provided. The general results of this survey will be available if you are interested. Please be as honest as you can, don't write your name, this survey is anonymous and voluntary. Thank you for your assistance!

Section 1:

1. What is your age?

2. What is your sex?

    A. Male
    B. Female

3. Which degree did you or are you completing online?

    A. Undergraduate
    B. Graduate

Section 2:

1 = strongly disagree
2 = disagree
3 = neutral
4 = agree
5 = strongly agree

4. Procrastination is a significant threat to completing my degree
_____

5. My job takes up more than 20 hours of my week
_____

6. Financial difficulties have detracted me from completing my degree
_____
7. I find organizing my time to be easy
_____

8. I find myself easily distracted while trying to complete course lessons on the computer
_____

9. I spend more than 60 minutes a day on non-related academic internet sites
_____

10. I found the online learning system easy to use and/or navigate
_____

11. I have not received the proper amount of academic advising to be successful with my online degree
_____

12. I prefer online learning versus traditional classroom learning
_____

13. Confusion and misinformation of policies and/or program requirements caused me to disengage from my online studies
_____

14. My feeling of alienation as an online student is a threat in my desire to continue pursuing my degree online
_____

15. A weekly peer mentoring group to: exchange ideas, concerns, get second opinions on assignments, talk about classes/degree, and to promote overall online student companionship would be beneficial to the completion of my degree
_____

16. I found the online learning system difficult to use and/or navigate
_____

17. I have difficulty organizing my time
_____

18. I have received the proper amount of academic advising to be successful with my online degree
_____

19. Please take a couple minutes to write any comments, concerns, or suggestions you have with
an online program and/or degree completion. If you encountered any distracters that have not been covered on this survey please include a brief explanation.