Understanding the Learner's Course Completion in the New Norm: A Graduation Cohort Analysis

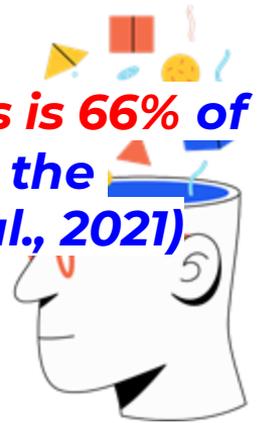**Jay R San Pedro | Jocelyn Baniago | Cecilia Sy**

Context of this Study

Over 1.6 billion school children globally were shut out of school at the height of the pandemic (Thompson, 2022)
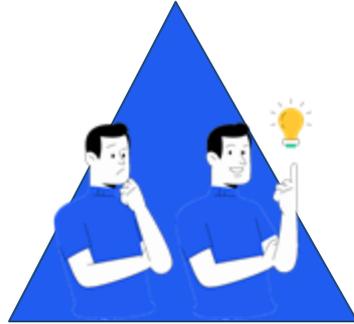
Transition to various modality of distance education

Learner's average learning loss is 66% of previous learning gains during the transition phases (Sabates et al., 2021)

Objectives of this Study

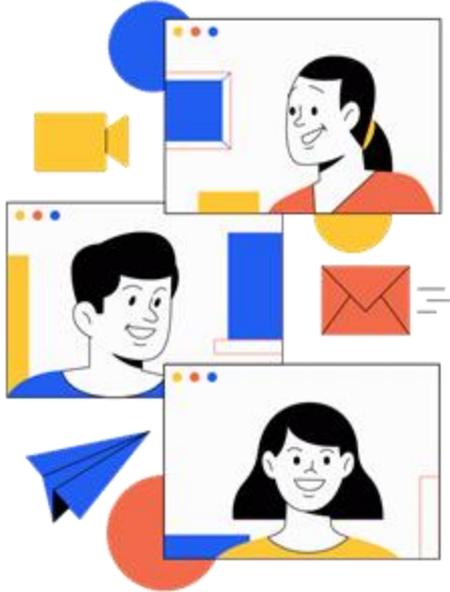**2. Establish the timeliness learners' course completion.**

1. Establish the profile of the graduates from 2019 to 2022.

3. Identify the common reasons for learners' delay

Correlational Analysis & Test of Difference

Research Methodology

Descriptive - Correlational Research Design

Purposive Sampling Technique
- **Completed a course program from 2019 to 2022**
- **1st Time Taker of the Course**

Research Methodology

Phase 1

Phase 2

Data Mining and Cleansing
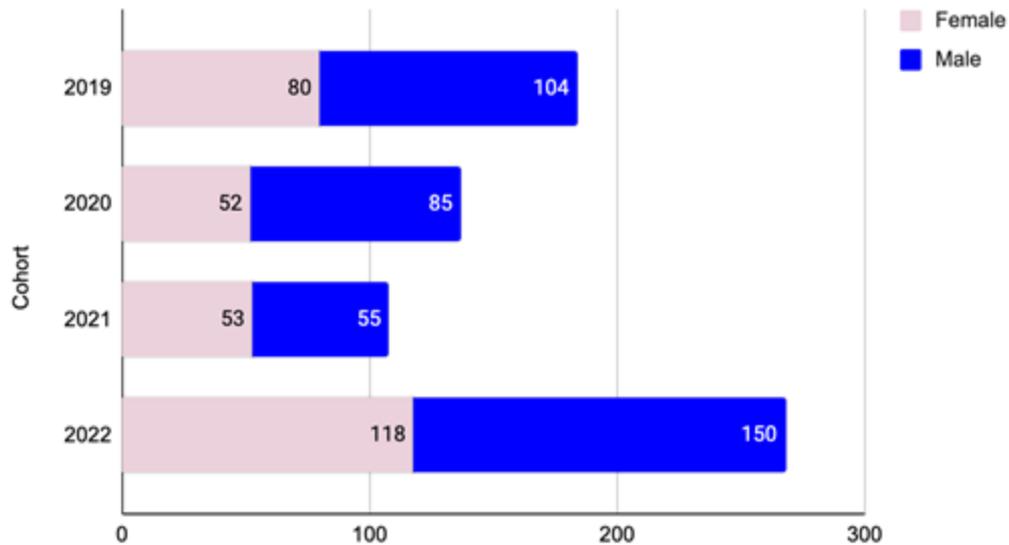
714 → 697

Data Aggregation, Analysis, and Presentation

Cohort Analysis

Research Findings

1. Establish the profile of the graduates from 2019 to 2022.
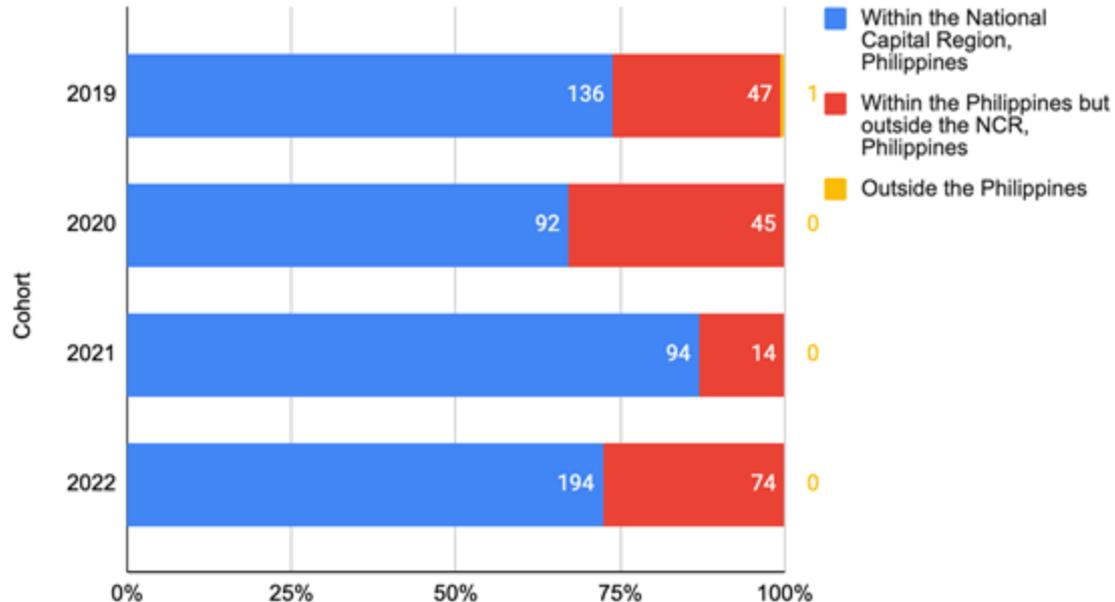

Chart 1. Gender Distribution in Each Cohort (n=697)

- **Majority of the graduates are male**;
- Gender is **positively correlated** to the length of course completion, r = 0.236, p = 0.001 < 0.05;
- There is a **significant difference** between the course completion of the graduates once grouped based on their gender, z = 5.002, p = 0.027 < 0.05.

Research Findings

1. Establish the profile of the graduates from 2019 to 2022.
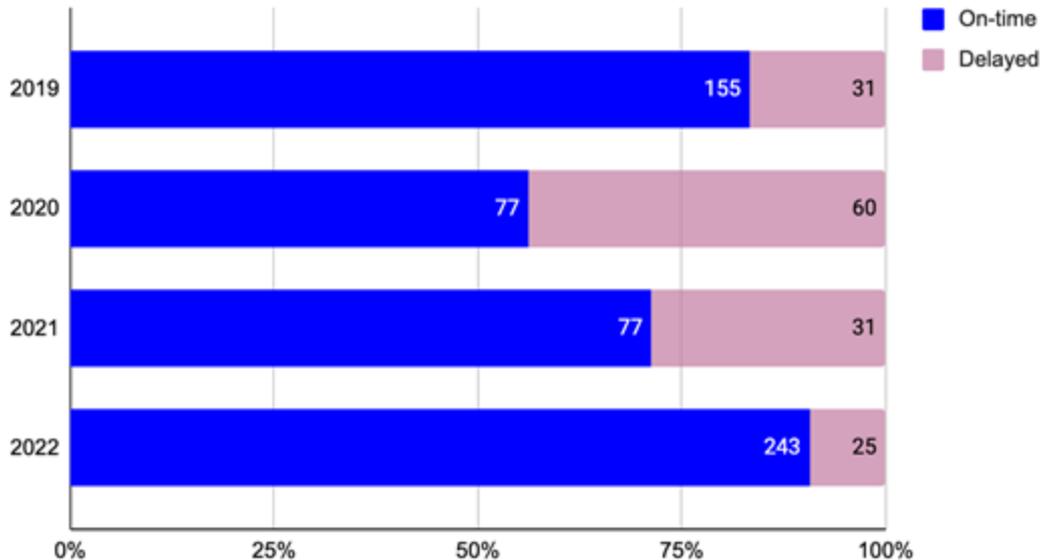

Chart 2. Residency Distribution in each Cohort (n=697)

Legend:
- Within the National Capital Region, Philippines
- Within the Philippines but outside the NCR, Philippines
- Outside the Philippines

Cohort data:
- 2019: 136, 47, 1
- 2020: 92, 45, 0
- 2021: 94, 14, 0
- 2022: 194, 74, 0

- **Majority of the graduates are resident within the NCR**;
- Learner's residence is **positively correlated** to their course completion (r = 0.105, p = 0.006 < 0.05); and
- There is a **significant difference** in the course completion of the graduates once grouped according to their residency, F (2, 692) = 3.914, p = 0.020 < 0.05.

Research Findings

2. Establish the timeliness learners' course completion.

Chart 3. Timeliness of Course Completion (n=697)

Legend: On-time, Delayed

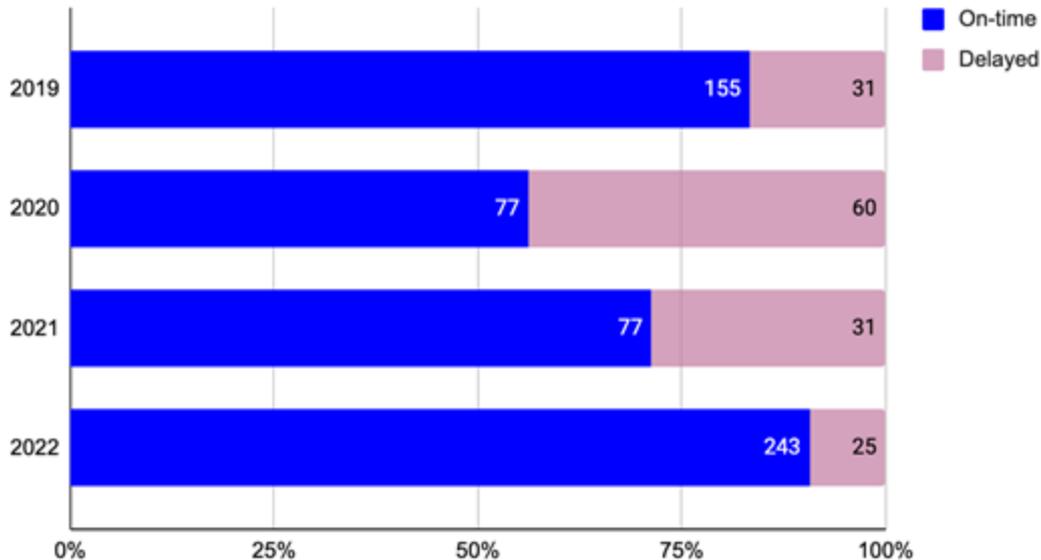| Year	On-time	Delayed
2019	155	31
2020	77	60
2021	77	31
2022	243	25

- Overall, **79% of the graduates were able to complete their course program on-time.** Meanwhile, **21% of the graduates were delayed due to various reasons**;

Research Findings

2. Establish the timeliness learners' course completion.

Chart 3. Timeliness of Course Completion (n=697)

Legend: ■ On-time ■ Delayed

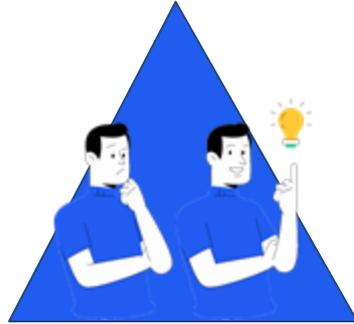| Year	On-time	Delayed
2019	155	31
2020	77	60
2021	77	31
2022	243	25

- An overall mean of **3.72 years with a standard deviation of 1.09 for learners** to complete their respective course programs.

Research Findings

3. Identify the common reasons for learners' delay

Mental-Health Status

Financial   **Lack of Resources**

Recommendations

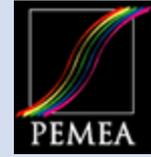- Investigation on the impact of the learning modality for graduates in regard to gained competencies and skills;

- **Revisitation** of the existing institutional policies and guidelines for **admission and monitoring the learner's course completion** could be carried out.

- Integration of **Artificial Intelligence Framework** in the daily operations of concerned offices.

Recommendations

- Policies and mechanisms to leverage the following:
  - Partnership with organizations that provide scholarships
  - Curating a long-term mental-health program
  - Improving the course offering

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