Myth: IRI has a new method of displaying information
- Tableau reports on IRI’s website (and accessible from College / Department pages)

- WebFOCUS reports on UVLink dashboard; currently we are working on making them available with appropriate security

**Myth: Validated**

IRI has a new method of displaying information
Mark Leany

Myth: Math 1050 is the *Most Failed Course* at UVU

- Tableau report will be available on IRI’s website by the end of the week
Myth: **Busted**

Math 1050 is the *Most Failed Course* at UVU

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**Geoff Matthews**

**Laura Snelson**

Myth: Grades and Completion for Distance Ed are the same as for Face-to-Face
Students Who Take Distance Education Courses Earn Comparable Grades and Finish the Course at Comparable Rates Than Non Distance Education Courses

Prepared By:
Laura Snelson & Geoff Matthews
Office of Institutional Research & Information

Delivery Method

- Face to Face: 541
- Internet: 139
- Technology Enhanced: 28
- Live Interactive: 13
- Television: 11
- Face to Face Lab: 4

Data Source: ODS Fall 2009 through Fall 2011
**Delivery Method**

- **Face to Face**: 541
- **Internet**: 139
- **Technology Enhanced**: 28
- **Live Interactive**: 13
- **Television**: 11
- **Face to Face Lab**: 4

**Data Source:** ODS Fall 2009 through Fall 2011

Thousands

**Non-Distance Education**

**Distance Education**
Credits Attempted & Age

Ethnicity

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### Ethnicity

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<td>85.3%</td>
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### Passing Rate

- **Total**
- **MAT 0990**
- **HLTH 1100**
- **PSY 1010**
- **HIST 1700**
- **ENGL 2010**
- **PHIL 2050**
- **MATH 1050**
- **MAT 1010**
- **BIOL 1010**
- **ENGL 1010**

[Bar chart showing passing rates for various courses and GPA ranges.]
Myth: **Busted**

Grades and Completion for Distance Ed are the same as for Face-to-Face
Jeff Johnson
Geoff Matthews

Myth: Students drop courses to avoid poor grades

If dropped courses were mainly about student performance, one would expect students to see dropping a course as either a kind of failure or a second chance. In fact, students are ambivalent about whether it reflects failure but more than half agree that it is a second chance. But a chance for what?

<table>
<thead>
<tr>
<th>Failure or Second Chance?</th>
<th>How students think about dropped courses</th>
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<tr>
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<td>Failure</td>
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<tr>
<td>Agree</td>
<td>26.7%</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Disagree</td>
<td>24.4%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>17.1%</td>
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</tbody>
</table>

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
Students say time is a good reason to drop. Performance isn’t.

Students overwhelmingly agree that time and schedule are good reasons to drop a course. But they are less likely to say performance is a good reason than any other except having more leisure time. This suggests that dropping a course is a second chance at having time to give the course the attention it needs—including attending class.

Students want to complete their courses even when they struggle.

Only one in five students said that they would be more likely to drop a course in which they thought they were receiving a poor grade. They were twice as likely to try to complete the course.
Most students are passing when they drop courses.

Three in five students who dropped courses believed that they were earning at least a C when they dropped, and less than one in five expected that they would be in danger of failing if they completed the class.

There is some difference in overall performance of withdrawing students.

Students who withdraw from courses have a somewhat lower GPA in their remaining courses than those who complete all of their courses. This may be due to either student performance or to time pressures cited by students above.
Performance-related withdrawals are not a factor in student progress.

Approximately 15% of students who dropped some but not all courses before the official withdrawal deadline did so because of the grade they expected to receive. This represents only 0.2% of student credit hours for students who attended throughout the semester: one course over a bachelor’s degree career for every 12 students. Assuming this holds for unofficial withdrawals as well, students will withdraw from 1% of student credit hours due to grades.

Myth: **Busted**

Students drop courses to avoid Poor Grades
Robert Loveridge

Myth: UVU educates more Utah students than any other public university

Who educates the most Utah students?
Headcount Totals by USHE University

USU | 31,673
SUU | 28,994
WSU | 7,750
UVU | 25,483

Headcount Totals by USHE Institution

UoU | 31,673
USU | 28,994
SUU | 7,750
WSU | 25,483
UVU | 33,395
DSC | 9,086
SLCC | 33,167
Snow | 4,465

USHE 2012 Data Book
Percentage of Enrolled Students at UVU

UVU percentage by County
- Utah: 77.0%
- Wasatch: 67.4%
- Juab: 42.5%
- Rich: 33.3%
- Millard: 21.8%
- Summit: 20.1%
- Kane: 17.4%
- Sanpete: 16.5%
- Uintah: 16.1%
- Garfield: 15.8%
- Daggett: 15.4%
- Duchesne: 15.0%
- Beaver: 12.0%
- Piute: 11.7%
- Emery: 10.6%
- Grand: 10.6%
- Tooele: 10.5%
- San Juan: 8.7%
- Sevier: 8.6%
- Salt Lake: 6.8%
- Morgan: 5.3%
- Washington: 5.2%
- Iron: 5.1%
- Davis: 4.8%
- Carbon: 4.6%
- Box Elder: 4.6%
- Cache: 2.7%
- Weber: 1.7%

UVU Market Share: 21.3%
**Myth:** Validated

UVU educates more Utah students than any other public university.
UVU Institutional Research & Information

uvu.edu/iri

Data requests to: iri@uvu.edu