

# DATA POINT

AN ITEM OF FACTUAL INFORMATION DERIVED FROM MEASUREMENT OR RESEARCH

MAY 2020

## COMPLETION AND SUCCESS BY INSTRUCTIONAL METHOD

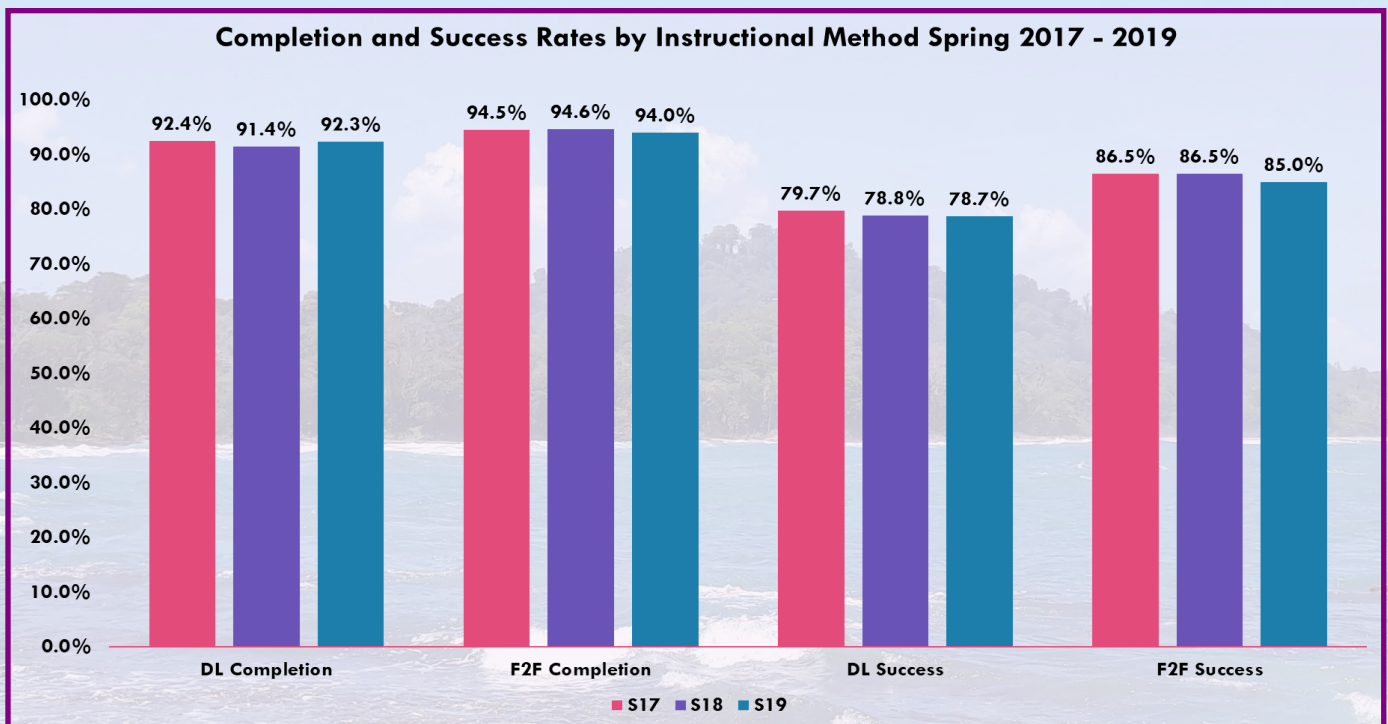


Figure 41-1 Completion and success rates spring 2017, spring 2018, spring 2019  
 Data Source: Institutional Research and Effectiveness Services (IRES) and Institutional Planning, Research, and Effectiveness (IPRE)

### INSTITUTIONAL PLANNING, RESEARCH & EFFECTIVENESS

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### SPRING COMPLETION AND SUCCESS BY INSTRUCTIONAL METHOD

Figure 41-1 (above) displays overall completion and success rates by instructional method for spring semesters 2017 to 2019. As seen, little fluctuation occurred in completion rates during the three semesters with rates consistently exceeding 90%, although face to face (F2F) rates range approximately 2–3 points higher than distance learning (DL). Greater disparity between instructional methods appears in success rates with face to face learning achieving 6–8 point higher rates than distance learning, although all success rates are well above 70%.

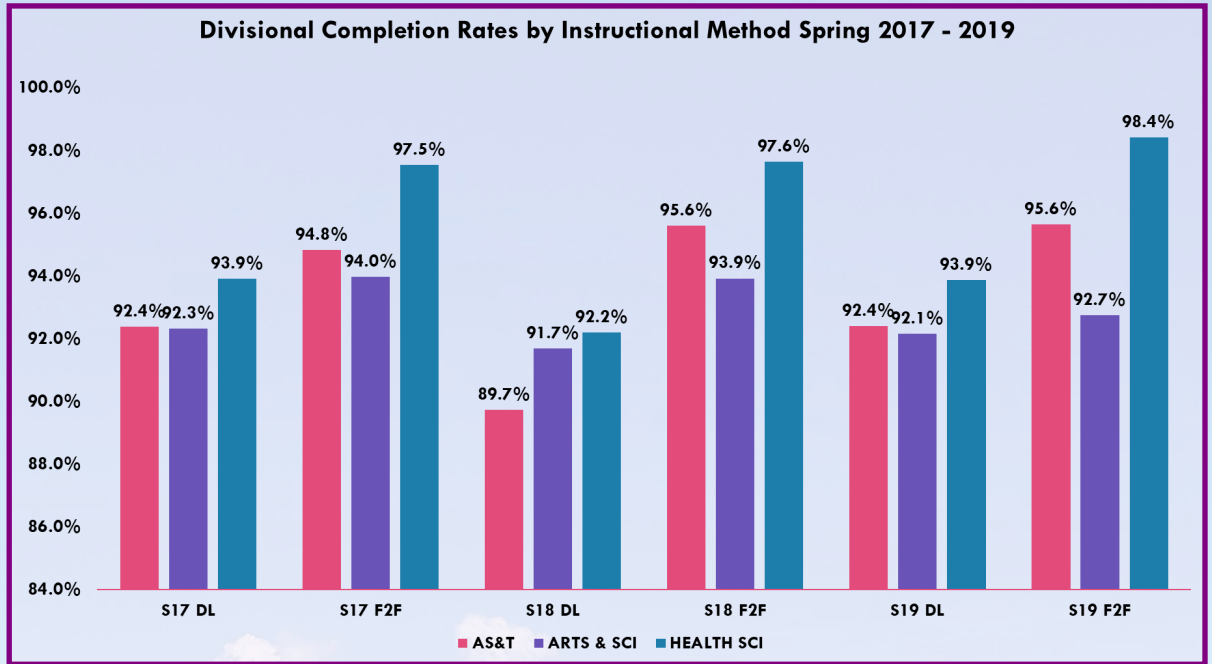


Figure 41-2 Spring completion rates by division and Instructional method  
Data Source: IRES and IPRE

As shown in Figure 41-2 (above), Health Sciences achieved the highest completion rates across the three semesters in both instructional methods.

Per Figure 41-3 (below), Health Sciences also achieved the highest success rates, excepting spring 2018 distance learning, for which Arts and Sciences earned the highest success rate.

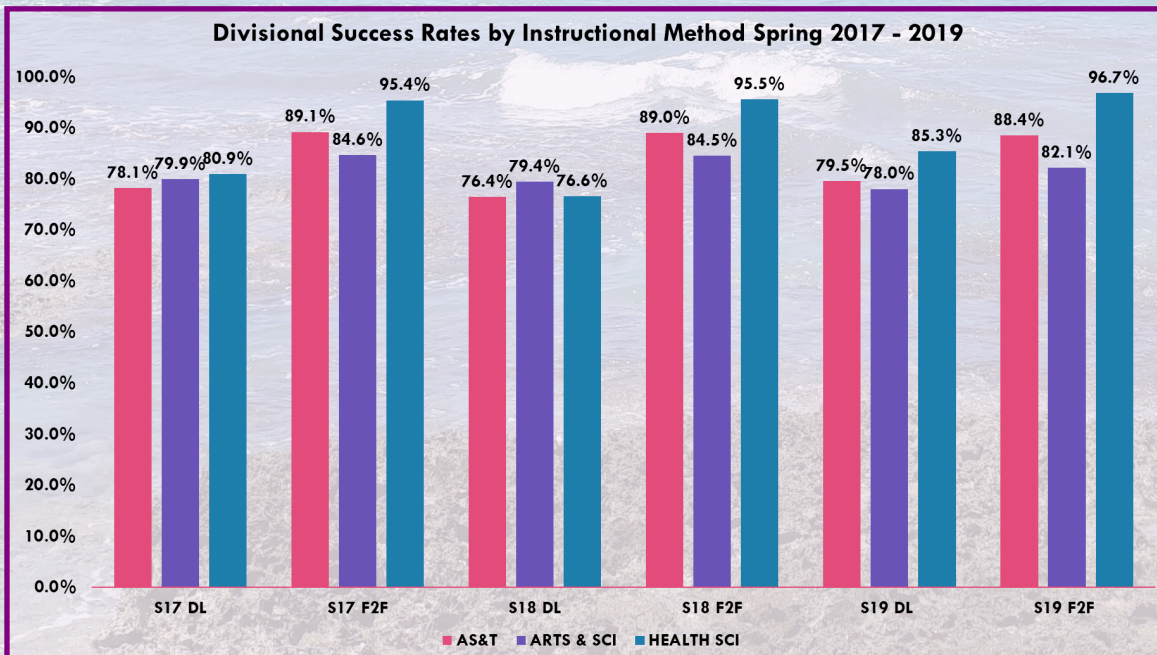


Figure 41-3 Spring success rates by division and instructional method