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## Comparison of Student Success by Course Delivery Methods at an Eastern Tennessee Community College

### **Abstract**

The purpose of this study was to compare academic success based on methods of course delivery for students in a computer applications course at an East Tennessee community college. Additionally, the researcher examined demographic relationships of age, gender, and race to student academic performance in the different delivery methods. The researcher used final course grades as a determinant of academic success. The study was focused on students who took the INFS 1010 Computer Applications course during the academic years, 2011-12, 2012-13, and 2013-14 at a southeast Tennessee community college. The population consisted of 1,177 students who took the INFS 1010 Computer Applications course over a 3-year period. The independent variable method of course delivery is generally defined as traditional, online, or blended. The dependent variable academic success is generally defined as final course grade. A student was considered an academically successful completer of the course by attaining a final course grade of A, B, C, or D. It should be noted that if a student is transferring to another institution, the receiving institution may or may not accept the course credit of a student who received a D grade in this course. However, at the studied institution students receiving final course grades of A, B, C, or D in INFS 1010 are considered successful course completers.

The research questions in this study were addressed through data analysis with Chi-

Square 2-way contingency table analysis testing procedures. When areas of significance were identified, follow-up pairwise comparisons were conducted to evaluate relationships between the proportions.

The quantitative findings revealed no significant overall relationships in final course grades among the 3 delivery methods. However, some relationships were noted within delivery methods by demographic characteristics. The findings of the online delivery method indicated significant relationships among all 3 demographic categories (gender, age, and race) studied. Significant grade relationships were identified in the gender and race categories within the blended delivery method. However, within the traditionally delivered sections of this course the only demographic area with significant findings was the age category.