General Education Assessment: Traditional vs. Online Learning Outcomes

Analysis by Competency

		Competency		
Method of Instruction		Speak effectively	Demonstrate knowledge of responsible citizenship	Access & evaluate information from credible sources
Traditional	Section N	18	37	40
	Mean	3.11	2.80	3.06
	Std. Deviation	.29	.48	.39
Online	Section N	0	10	6
	Mean		2.86	2.54
	Std. Deviation		.45	.21
Total	Section N	18	47	46
	Mean	3.11	2.81	2.99
	Std. Deviation	.29	.47	.41

- Data were from Winter 2012 to Fall 2012 and utilized a 0-4 scale.
- Speak Effectively contained no online sections, so a comparison could not be made.
- Means for traditional ($M = 2.8$) and online courses ($M = 2.86$) in Responsible Citizenship were similar.
- There was a statistically significant difference between traditional ($M = 3.06$) and online ($M = 2.54$) sections for the Access and Evaluate Information from Credible Sources competency. For this competency, 18.5% of the variance in general education learning outcome was attributed to method of instruction. This analysis could not address third variables, such as student characteristics, which may have driven the relationship. Note the relatively small N for online sections.

Global Analysis

Using all 111 general education sections, the 95 traditional sections had a slightly higher mean ($M = 2.97$, $SD = .43$) than the 16 online sections ($M = 2.74$, $SD = .40$), $p = .05$. In other words, 3.4% of the variance in general education learning outcome was attributed to method of instruction. When all Speak Effectively sections were excluded given lack of online sections, the 77 traditional sections had a slightly higher mean ($M = 2.93$, $SD = .45$) than the 16 online sections ($M = 2.74$, $SD = .40$), although results were not statistically significant, $p = .12$.