

HYPOTHESES

This study examines how different course delivery methods—specifically in-person, hybrid, synchronous online, and asynchronous online—impact student academic success. With growing flexibility in online learning, understanding students' performance and preferences can improve academic outcomes. The hypothesis was that students would prefer asynchronous online courses for their flexibility, resulting in better academic outcomes.



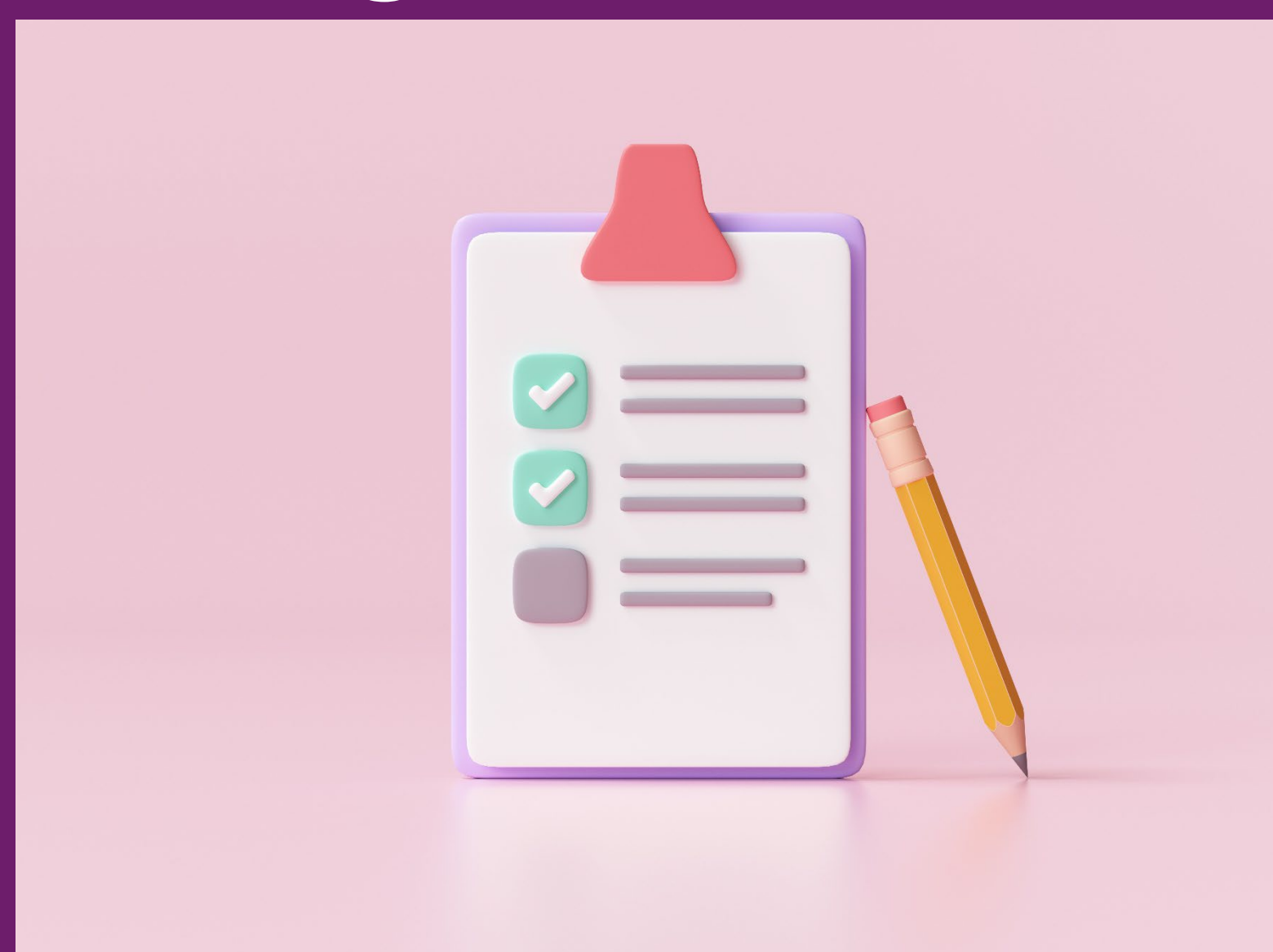
PARTICIPANTS

- ❖ 75 Bowie State University Students
- ❖ Average Age = 24
- ❖ Classification
 - ❖ Freshman (N=3),
 - ❖ Sophomore (N= 13),
 - ❖ Junior (N =28),
 - ❖ Senior (N =30),
 - ❖ Unknown (N = 1)



MEASURES

- ❖ GPA (Range: 1.0 – 3.5; M = 3.0)
- ❖ Three questions were drawn from the SurveyMonkey questionnaire
- ❖ Survey asked all 4 undergraduate classifications of their preference on taking online courses v. In-person course.



RESULTS

- ❖ **In-Person: 39.7%**
- ❖ **Hybrid: 24.4%**
- ❖ **Synchronous Online: 14.1%**
- ❖ **Asynchronous Online: 21.8%**

A Chi-square goodness-of-fit test revealed a statistically significant difference in the distribution of GPA categories, $\chi^2(3, N = 75) = 12.31, p = .006$, indicating that GPAs were not evenly distributed across groups. However, an independent samples t-test showed no statistically significant difference in GPA between students who preferred asynchronous courses ($M = 3.18, SD = 0.41$) and those who preferred other formats ($M = 2.96, SD = 0.52$), $t(76) = 1.78, p > .05$.



DISCUSSION

The results of this study suggest the following:

- ❖ There was no significant difference in GPA between students who preferred asynchronous courses and those who preferred other formats.
- ❖ Although students who preferred asynchronous online courses had slightly higher average GPAs, this difference was not statistically significant.
- ❖ A Chi-square test showed that GPA levels were unevenly distributed, with most students falling between 2.0 and 2.999.