Course-Level Analysis (undergraduate)

Population: Undergraduate course section enrollment in spring 2022 for courses with at least 1 online section and at least 1 face-to-face section

Definitions:

- Undergraduate course = course level < 5000
- Online course = at least 95% of course content delivered via internet

Other Considerations:

- eCore courses excluded
- Pass/fail courses excluded
- Course withdrawals excluded, except for %DFW
- Courses with high number of missing grades excluded

Course-Level Analysis Outcomes

Each outcome was created for online course sections and face-to-face course

Online v. Face-to-Face: Grades in Eight Courses with Highest Online Enrollment Spring 2022 System Total

Course	Online						Face-to-Face					
	Total Enrolled	Av. Class Size	Av. Course GPA	% A	Pass Rate	DFW Rate	Total Enrolled	Av. Class Size	Av. Course GPA	% A	Pass Rate	DFW Rate
POLS1101	7,944	41	2.68	41.3%	79.9%	24.4%	10,729	33	2.72	36.6%	80.7%	22.2%
ENGL1102	6,596	21	2.64	40.5%	78.9%	26.8%	20,518	19	2.91	46.8%	85.4%	18.3%
PSYC1101	3,782	37	2.73	38.8%	81.8%	24.0%	5,080	33	2.67	38.2%	80.1%	23.7%
ENGL1101	3,354	19	2.14	33.8%	65.8%	39.0%	7,360	18	2.03	26.9%	62.4%	41.3%
SOCI1101	2,822	37	2.99	58.5%	86.4%	16.9%	4,298	33	2.87	46.3%	85.7%	17.1%
ECON2106	2,487	44	2.71	38.8%	84.9%	19.7%	3,037	36	2.52	27.9%	81.3%	24.2%
MATH1401	2,416	28	2.16	27.6%	69.3%	37.4%	4,183	24	2.41	30.0%	74.7%	30.6%
BIOL1103*	1,366	27	2.11	28.0%	68.2%	38.1%	1,851	24	2.53	32.0%	76.4%	28.6%

Student-Level Analysis (undergraduate)

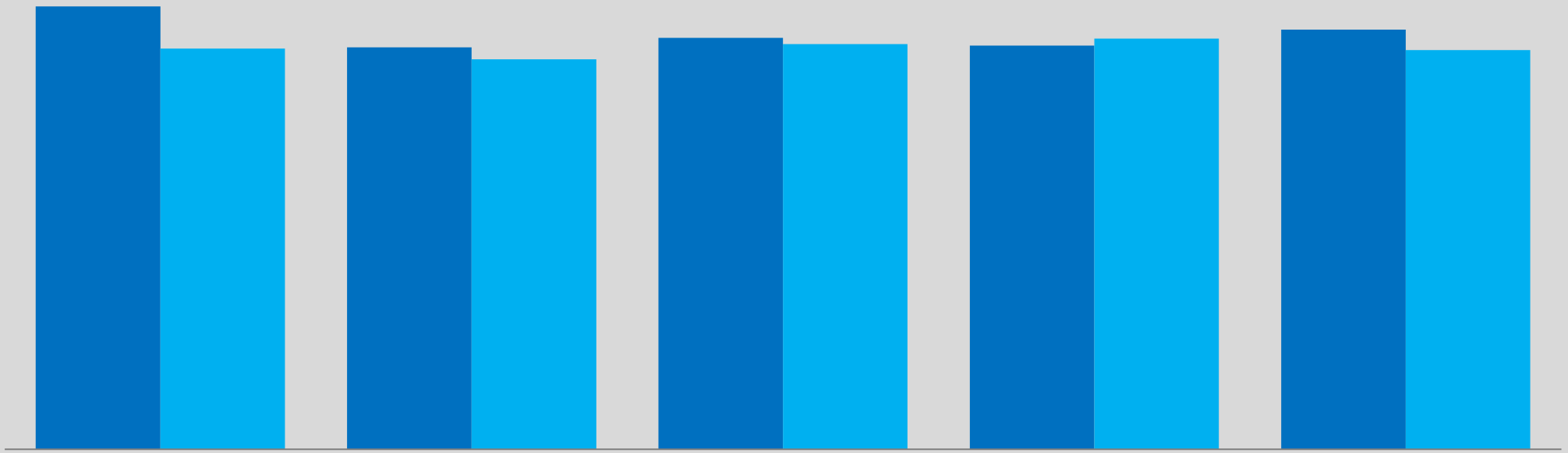
Population: Undergraduate students who enrolled in at least 1 online and 1 face-to-face course in spring 2022

Definitions:

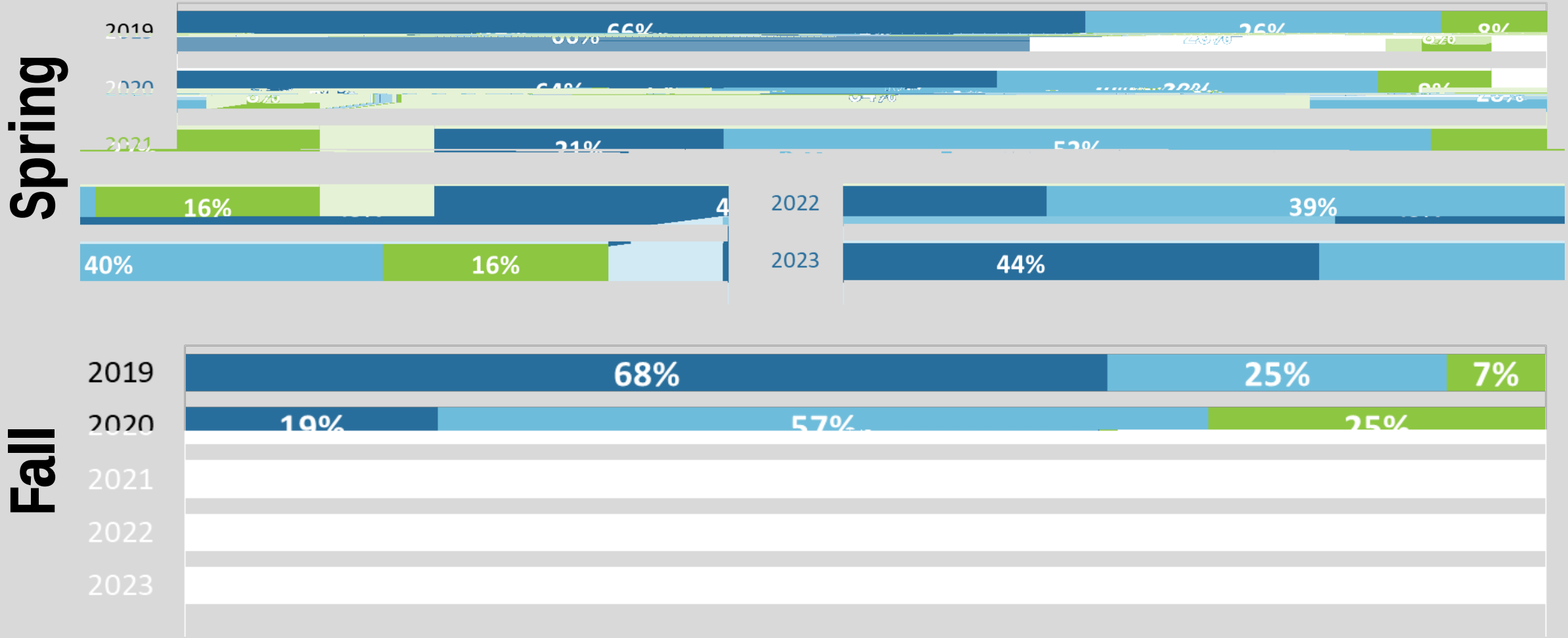
- Undergraduate student = student level < 60
- Online course = at least 95% of course content delivered via internet

Other Considerations:

- eCore courses excluded
- Students who enrolled in only online or only face-to-face courses are excluded (a subset of the Course-



Undergraduate Online Course-Taking



Next Steps

- Request from Board to look at how online participation impacts longer term outcomes
- Current idea: For undergraduates enrolled in fall terms, how does online participation impact fall term GPA, fall term % credit hours earned, fall-to-spring retention, and fall-to-fall retention
- How to measure online participation?
  - Took any online course (Y/N)
  - % of online courses
- Other considerations/ideas?

Questions

Lori Prince Hagood

Lori.Hagood@usg.edu

Modality & Retention

- GSW experience with **student outcomes in online classes** (e.g. withdraw/failure rate; course completion) matches the network finding …

  "… in some cases, online sections outperform face-to-face sections, and in other cases, face-to-face sections outperform their online counterparts …"

- GSW experience with **student retention in online only programs** (Business eMajor - online only compared to Business Traditional – face-to-face) shows …

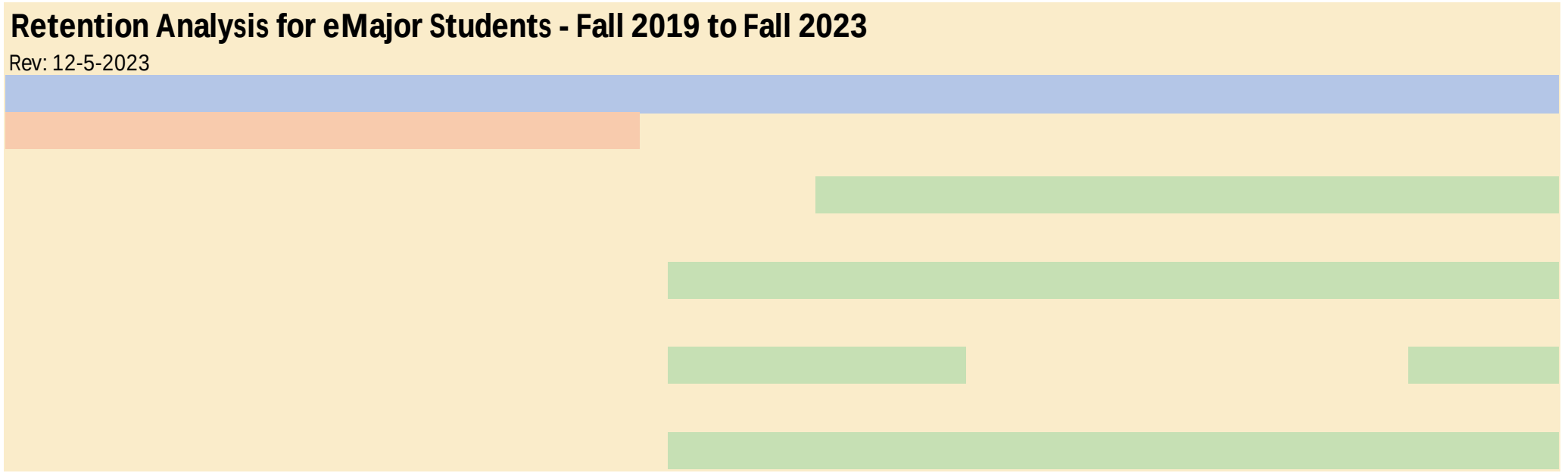
  "… a consistent pattern of higher retention for business students in the face-to-face program compared with their eMajor online counterparts …"

  - o

Retention Analysis for eMajor Students - Fall 2019 to Fall 2023

Rev: 12-5-2023

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	AVERAGE	sd
eMajor BBA Students (major code with "O")												
Students in the term	*391*	*357*	*278*	*254*	*255*	*255*	*355*	*369*	*345*	*396*		
Students' average age	*31.4*	*32.0*	*32.1*	*32.2*	*32.3*	*32.1*	*31.7*	*32.1*	*32.1*	*32.1*		
%Retention to the next term*	**73%**	**74%**	**77%**	**82%**	**84%**	**80%**	**80%**	**83%**	**82%**	**87%**		
%Retention 1-year**		**69%**	**76%**	**78%**	**74%**	**70%**	**73%**	**74%**	**76%**	**78%**	**73%**	

Modality & Retention

"… the retention lag for online students is mitigated when they interact with support services like Tutor.com or the library … the more students engage with others and ask for help, the more chance they have for advancing …"