

Bibliography of Doctoral Dissertations on Research Efficacy

2021

Frazier, D. L. *Comparing success rates of online courses to traditional courses in a small rural community college* (Doctoral dissertation, Eastern Kentucky University). Retrieved from: <https://www.proquest.com/openview/0935d86ad57a8acb7837c8f8ab624bae/1>

Ranaut, B. (2021). *Delivery formats, course persistence, and completion rate: A comparison of online, face to face (F2F), and blended english, reading, and math developmental courses in a South Florida community college* (Doctoral dissertation, Keiser University). Retrieved from: <https://www.proquest.com/openview/7a9bde01ba3d563e3610c65179ecd0e4/1?pq-origsite=gscholar&cbl=18750&diss=y>

McFarlin, M. W. (2021). *Comparison of course grades among learning modalities in historically black college and universities* (Doctoral dissertation, Walden University). Retrieved from: <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=12009&context=dissertations>

2020

Bailey, L. (2020). *Comparing Students' Learning Outcomes and Satisfaction in Online, Hybrid and Face-To-Face Education Courses* (Doctoral dissertation, Temple University). Retrieved from <https://scholarshare.temple.edu/handle/20.500.12613/292>

Bickford, R. D. (2020). *College Student Performance in Blended, Accelerated and Traditional Developmental Reading Instruction* (Doctoral dissertation, Walden University). Retrieved from <https://search.proquest.com/openview/a97008a073becaab6946f869a771ee2c/1?pq-origsite=gscholar&cbl=18750&diss=y>

Dendy, C. B. (2020). *Online or face-to-face? A study of communication education modalities among non-traditional students*. (Doctoral dissertation, Trevecca Nazarene University). Retrieved from: <https://www.proquest.com/openview/89b8bc2684d7798233402bc699b067b2/1?cbl=18750&diss=y&pqorigsite=gscholar&parentSessionId=Neop7l006SgAxbtkHtpS%2FHiWcewgK9mdx2Z4K7hqRc%3D>

Matari, A. M. (2020). *Students' Performance, Satisfaction and Retention in a Hybrid and Traditional Face-To-Face Science Course, Principles of Biology I, in a Community College* (Doctoral dissertation, Seton Hall University). Retrieved from <https://scholarship.shu.edu/cgi/viewcontent.cgi?article=3832&context=dissertations>

- Miller, D. (2020). *Comparing Success Rates of Face-to-Face, Hybrid, and Online Classes at a Small North Carolina Community College* (Doctoral dissertation, Wingate University). Retrieved from <https://search.proquest.com/openview/be431531a7a2b7cf4bceab2934531c02/1?pq-origsite=gscholar&cbl=2026366&diss=y>
- Ortiz-Gallegos, T. (2020). *Student Academic Performance, Learning Modality, Gender and Ethnicity at a Four-Year University in New Mexico* (Doctoral dissertation, Grand Canyon University). Retrieved from <https://search.proquest.com/openview/5914725b318e1a4973d8db3d4dc7aab0/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Pearse, D. R. (2020). *The Effect of Success Rates for English Composition I Offered in Various Modalities and Course Lengths* (Doctoral dissertation, Gwynedd Mercy University). Retrieved from <https://search.proquest.com/openview/0810e1d9f50149d5e2e7dd0abf10b348/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Rhoads, D. D. (2020). *Traditional, Online or Both? A Comparative Study of University Student Learning and Satisfaction Between Traditional and Hyflex Delivery Modalities* (Doctoral dissertation, Concordia University Irvine). Retrieved from <https://search.proquest.com/openview/b4ee3dd5924d029351427257d88fd2b3/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Toler, M. D. (2020). *Comparing face-to-face and online academic outcomes of African American women students enrolled in developmental mathematics at an HBCU* (Doctoral dissertation, Morgan State University). Retrieved from: <https://www.proquest.com/openview/eb1d90aa1447ae6a42c92c4d81758043/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Winborne, M. (2020). *Comparison of Retention Rates between Traditional On-Ground and Online Biology Laboratory Courses in the Community College Setting* (Doctoral dissertation, The University of Southern Mississippi). Retrieved from <https://aquila.usm.edu/dissertations/1828/>

2019

- Carter, H. M. (2019). *A longitudinal data analysis of degree attainment in online instructional programs* (Doctoral dissertation, Tarleton State University). Retrieved from <https://search.proquest.com/openview/e3b394058d38f0ac8587125e9539f65a/1?cbl=18750&diss=y&pq-origsite=gscholar>
- Etherington, C. N. (2019). *An investigation of variables aligned with desirable student outcomes in classroom, hybrid, and online modalities, of undergraduate STEM courses at a two-year institution* (Doctoral dissertation, Wilmington University). Retrieved from <https://search.proquest.com/openview/0ef13dcc2bf437ad29b463f19a4448cf/1?cbl=18750&diss=y&pq-origsite=gscholar>

- Kuhn, P. R. (2019). *A case study on the differences in scores of undergraduate students in traditional, online, and hybrid classes* (Doctoral dissertation, University of Arkansas, Fayetteville). Retrieved from <https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=5101&context=etd>
- Manion, J. L. (2019). *A mixed methods investigation of student achievement and satisfaction in traditional versus online learning environments* (Doctoral dissertation, Lindenwood University). Retrieved from <https://search.proquest.com/openview/2a0d1b80a23dc5e25d9fbf86aa71c2f4/>
- Pudans-Smith, K. K. (2019). *Comparing ASL skills in online and onsite courses* (Doctoral dissertation, Lamar University). Retrieved from <https://search.proquest.com/openview/6d791b7d8105599f8127d5ac9cab6c20/1?pq-origsite=gscholar&cbl=18750&diss=y>

2018

- Baxley, G. K. (2018). *The benefits of online learning: The use of an e-Component to enhance academic achievement scores in face-to-face classrooms* (Doctoral dissertation, Trident University International). Retrieved from <https://search.proquest.com/openview/fa24893f315cd9462fbe9d5cfe274602/1?cbl=18750&diss=y&pq-origsite=gscholar>
- Bryant, J. A. (2018). *A comparative study of full-admission and developmental undergraduate students' performance in online and face-to-face business courses at a historically black college and university* (Doctoral dissertation, Mississippi State University). Retrieved from <https://search.proquest.com/openview/0208c09f84605100906e5d63bd880a93/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Chamorro, M. L. M. (2018). *Comparing online English language learning and face-to-face English language learning at El Bosque University in Columbia* (Doctoral dissertation, Virginia Commonwealth University). Retrieved from <https://search.proquest.com/openview/79d1942667cc330de6ce17e0d8a7a703/1?cbl=18750&diss=y&pq-origsite=gscholar>
- Faidley, J. (2018). *Comparison of learning outcomes from online and face-to-face accounting courses* (Doctoral dissertation, East Tennessee State University). Retrieved from <https://dc.etsu.edu/etd/3434/>
- Greene, R. A. (2018). *The effect of modality on student achievement and course completion in a developmental mathematics course* (Doctoral dissertation, University of North Florida). Retrieved from <https://digitalcommons.unf.edu/etd/815/>
- Manness, J. S. (2018). *Student success in distance learning and traditional classroom environments at the community college level in introduction to biology courses* (Doctoral dissertation, University of South Alabama). Retrieved from <https://search.proquest.com/openview/560ff3792161332049ed91482ab9380a/1?cbl=18750&diss=y&pq-origsite=gscholar>

Marino, M. A. *Virtual hands-on laboratory environments in the science classroom: The effect of prior science achievement* (Doctoral dissertation, Hofstra University). Retrieve from <https://search.proquest.com/openview/0f612f8faf5a3073f8946fbd49582ec3/1?cbl=18750&diss=y&pq-origsite=gscholar>

Montiel, K. L. (2018). *Comparing online English language learning and face-to-face English language learning at El Bosque University in Colombia* (Doctoral dissertation, Virginia Commonwealth University). Retrieved from <https://eric.ed.gov/?id=ED587314>

Sproat, W. (2018) *Success rates of second semester anatomy students in online and on-ground classes at a community college in East Tennessee*. Retrieved from <https://dc.etsu.edu/cgi/viewcontent.cgi?article=4816&context=etd>

Tasillo, A. J. (2018). *Comparison of the blended and face-to-face delivery method for fire fighter training* (Doctoral dissertation, University of Phoenix). Retrieved from <https://search.proquest.com/openview/955177579a7b0245f83d2e49dd63c6ea/1?cbl=18750&diss=y&pq-origsite=gscholar>

2017

Brinson, J. R. (2017). *The effects of virtual versus physical lab manipulatives on inquiry skill acquisition and conceptual understanding of density*. (Doctoral dissertation, Indiana State University). Retrieved from <https://search.proquest.com/openview/5d187a3ddc8a9fb769f0ff40512fbe64/1?cbl=18750&diss=y&pq-origsite=gscholar>

Hearn, Phillips Turner. (2017). *Examining the difference in student achievement between face-to-face and online computer classes*. Retrieved from <https://search.proquest.com/openview/854e46895502aba49308723d8ca0b472/1?pqorigsite=gscholar&cbl=18750&diss=y>

Hiett, B. (2017). *An examination of blended learning and the traditional classroom using achievement scores* (Doctoral dissertation). Retrieved from <http://scholarworks.waldenu.edu/dissertations/3104/>

Leone, M. A. (2017). *An initial exploration into the comparative effectiveness of hybrid and traditional style teaching of microeconomics*. Retrieved from <http://thescholarship.ecu.edu/handle/10342/6269>

Reed, K. D. (2017). *A comparative study of student achievement in remedial math courses through online and traditional delivery modes at Northwest Mississippi Community College*. Retrieved from <https://search.proquest.com/openview/6be8a8f829efa2c2b23575f40f5dc9f0/1?pq-origsite=gscholar&cbl=18750&diss=y>

2016

- Corgan Monto, C. (2016). *Comparing effectiveness of intensive hybrid and traditional course formats in the community college setting* (Doctoral dissertation). Retrieved from <http://pilotscholars.up.edu/etd/8/>
- Delauro, K. A. (2016). *Determining equivalence in learning outcomes for freshman-level composition courses taught online and via face-to-face delivery* (Doctoral dissertation). Retrieved from <https://uhcl-ir.tdl.org/uhcl-ir/handle/10657.1/534>
- Gregory, C. B. (2016). *Community college student success in online versus equivalent face-to-face courses* (Doctoral dissertation). Retrieved from <http://dc.etsu.edu/etd/3007/>
- Humphrey, J. Y. (2016). *A quantitative assessment and comparison of conceptual learning in online and classroom-instructed anatomy and physiology* (Doctoral dissertation). Retrieved from <http://surface.syr.edu/etd/436/>
- Jammer, V. M. (2016). *A comparison of traditional face-to-face and hybrid pediatrics and obstetrical nursing courses* (Doctoral dissertation). Retrieved from <https://utmb-ir.tdl.org/utmb-ir/handle/2152.3/691>

2015

- Blissitt, A. M. (2015). *Enhancing nursing students learning experience one disease at a time: Blended learning versus traditional lecture in introductory pathophysiology courses* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1735801012>

2014

- AlKhunaizi, M. M. (2014). *A comparative study of traditional instruction and blended learning in Saudi ARAMCO mathematics courses* (Doctoral dissertation). Retrieved from <https://search.proquest.com/openview/f0f9fe1eb615cbbc363987124734e777/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Bassett, S. J. (2014). *Cognitive dissonance and adult learner academic outcomes: The role of blended/hybrid course instruction* (Doctoral dissertation). Retrieved from <https://search.proquest.com/openview/4688c96ba2e8bc1cde0c01c203244c3c/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Medina, A. O. (2012). *Equivalency between an online and traditional course in administration of justice* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/126596/>
- Overmyer, G. R. (2014). *The flipped classroom model for college algebra: Effects on student achievement* (Doctoral dissertation). Retrieved from <https://dspace.library.colostate.edu/handle/10217/83800>

2013

Bantum, C. (2013). *A comparison of course delivery formats on student success of developmental English students at California community colleges* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1430500665>

Davis, C. V. (2013). *A comparative study of factors related to student performance in online and traditional face-to-face MBA courses that are quantitative and qualitative in nature* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1469000153>

2012

Carter, L. W. (2012). *Determining if instructional delivery model differences exist in remedial English* (Doctoral dissertation). Retrieved from <https://eric.ed.gov/?id=ED549317>

Garman, D. E. (2012). *Student success in face-to-face and online sections of biology courses at a community college in east Tennessee* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/1020130442>

2009

Shah, S.T. (2009). *Influence of instructional technology on learning and persistence of tribal college students: A quasi-experimental study* (Doctoral dissertation). Retrieved from <https://search.proquest.com/docview/305123899>

2008

Castaneda, R. (2008). *The impact of computer-based simulation within an instructional sequence on learner performance in a Web-based environment* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/123368/>

2007

Evans, K. L. (2007). *Learning stoichiometry: A comparison of text and multimedia formats* (Doctoral dissertation). Retrieved from <http://d-scholarship.pitt.edu/8733/>

Lowry, A. E. (2007). *Effects of online versus face-to-face professional development with a team-based learning community approach on teachers' application of a new instructional practice* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/125069/>

Nguyen, F. (2007). *The effect of an electronic performance support system and training as performance interventions* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120370/>

2006

Caldwell, E. R. (2006). *A comparative study of three instructional modalities in a computer programming course: Traditional instruction, web-based instruction, and online instruction* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120299/>

Smith, C. M. (2006). *Comparison of Web-based instructional design strategies in a pain management program for nursing professional development* (Doctoral dissertation). Retrieved from <https://ubir.buffalo.edu/xmlui/handle/10477/42863>

Urban, C. Q. (2006). *The effects of using computer-based distance education for supplemental instruction compared to traditional tutorial sessions to enhance learning for students at-risk for academic difficulties* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/127716/>

2005

Vroeginday, B.J. (2005). *Traditional vs. online education: A comparative analysis of learner outcomes* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/127136/>

2002

Shachar, M. (2002). *Differences between traditional and distance learning outcomes: A meta-analytic approach* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/122120/>

2000

Alexander, L.B. (2000). *Library skills instruction: A comparison of students in a Web-based course versus a traditional instruction course* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/118994/>

Ross, J. L. (2000). *An exploratory analysis of post-secondary student achievement comparing a Web-based and a conventional course learning environment* (Doctoral dissertation). Retrieved from <https://dspace.ucalgary.ca/bitstream/1880/40655/1/49535Ross.pdf>

1999

Russell, T. L. (1999). *The no significant difference phenomenon: As reported in 355 research reports, summaries and papers* (Doctoral dissertation). North Carolina State University.

1998

Bartel, K. B. (1998). A comparison of students taught utilizing distance education and traditional education environments in beginning microcomputer applications classes at Utah State University (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/123777/>

1997

Despain, S. (1997). *The effects of two delivery systems for listening comprehension exercises on the language performance and attitude of beginning Spanish students* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/119519/>

McAlpin, V. F. (1997). *The effects of selected factors on academic performance of on-line and face to face students* (Doctoral dissertation). Retrieved from <https://www.learntechlib.org/p/120731/>