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**Ronald L Merritt\*** ([ronald.merritt@athens.edu](mailto:ronald.merritt@athens.edu)), Mathematics and Computer Science, 300 North Beaty Street, Athens, AL 35613. *A comparison between online and traditional delivery models for an undergraduate course in elementary linear algebra.*

Every mathematics and mathematics education major enrolled at Athens State University must successfully complete a standard undergraduate course in linear algebra. Since the summer of 2010, this course has been offered to students in online and traditional face-to-face delivery formats. Students enrolled in either course must take major tests or final examinations proctored by their instructor, but other assessments, delivery of course content and most of the interaction among the students and the instructor for the online group primarily take place via electronic means. This paper compares student performance between 4 traditionally delivered sections with 3 electronically delivered sections over a four-year period (2008-2012). In addition, this paper addresses the attempts to make the course delivery and formative assessments as congruent as possible, thus enabling students to meet the same course objectives regardless of delivery mode. (Received July 26, 2012)