

# 2013-14 Distance Education Activity at the Colleges of the Kern Community College District



Courses are offered through Distance Education (DE) at all three colleges in the Kern Community College District – Bakersfield College (BC), Cerro Coso Community College (CC), and Porterville College (PC). The following information describes distance education activity for the 2013-14 academic year along with comparisons to previous years.

By definition, **distance education** refers to instruction in which distance separates the instructor and student, and interaction occurs through the assistance of communication technology.

## How many students participate in distance education courses?

College by Academic Year			3 Yr	
	2011-12	2012-13	2013-14	% Change
BC	5,712	4,895	5,050	-11.6%
CC	7,480	6,358	6,431	-14.0%
PC	2,251	1,965	1,576	-30.0%

During the three-year time period, the number of students enrolled in at least one DE course declined at all three colleges, with the largest percentage drop being at PC.

In 2013-14, 19.8% of all BC students, 75.7% of all CC students, and 30.0% of all PC students enrolled in at least one DE course. A smaller percentage of students at each college

only enrolled in DE courses during the 2013-14 academic year: 4.9% at BC, 60.2% at CC and 7.4% at PC.

**Note:** In the table above, students are counted just once regardless of the number of DE courses they enroll in during the academic year. This is commonly referred to as a headcount. Students are only included if they were still enrolled at census day. When reviewing students who only enroll in DE, only the coursework at the specific college is evaluated - students may be attending traditional courses at other colleges, even those within our district.

## Do students taking distance education differ from traditional students?

2013-14 College by Gender		Distance Ed	Traditional
BC	Female	66.8%	53.6%
	Male	33.0%	45.8%
CC	Female	70.8%	48.4%
	Male	29.1%	51.4%
PC	Female	66.4%	60.0%
	Male	33.4%	39.7%

2013-14 College by Age		Distance Ed	Traditional
BC	19 or Younger	21.3%	26.4%
	20 - 39	68.6%	64.0%
	40 or Older	10.1%	9.6%
CC	19 or Younger	13.6%	23.9%
	20 - 39	67.8%	58.0%
	40 or Older	18.6%	18.1%
PC	19 or Younger	24.9%	26.7%
	20 - 39	67.0%	64.6%
	40 or Older	8.1%	8.7%

2013-14 College by Ethnicity		Distance Ed	Traditional
BC	African American	5.7%	4.8%
	Asian	3.4%	4.2%
	Hispanic	55.4%	62.4%
	White	30.6%	23.3%
CC	African American	5.7%	2.2%
	Asian	4.2%	3.0%
	Hispanic	36.9%	32.6%
	White	45.5%	54.0%
PC	African American	2.7%	1.0%
	Asian	3.7%	4.1%
	Hispanic	66.2%	72.5%
	White	23.3%	18.7%

The tables above and to the left show the demographic distributions for both DE and Traditional students. Students who take DE courses are more likely to be Female than Male at all three colleges with the largest difference being at Cerro Coso. They are less likely to be '19 or Younger' and more likely to be 20-39 years of age. At both BC and PC, white students were more likely than Hispanic students to be taking DE courses. At CC, Hispanic students were more likely to be enrolled in DE courses, while white students were less likely to enroll in DE. This is likely due in part to the impact of DE students enrolled at CC from outside the CC service area.

## How many courses are offered via Distance Education (DE)?

The number of courses offered via DE has declined at all three colleges, with the largest percentage decline being at PC and the smallest being at CC.

In 2013-14, 10.2% of all BC courses, 62.6% of all CC courses and 9.1% of all PC courses were offered via DE.

College by Academic Year				3 Yr
	2011-12	2012-13	2013-14	% Change
BC	76	73	65	-14.5%
CC	181	188	176	-2.8%
PC	36	34	26	-27.8%

**Note:** In the table above, each course is counted only once, regardless of the number of sections offered.

## How many sections are offered via Distance Education?

College by Academic Year				3 Yr
	2011-12	2012-13	2013-14	% Change
BC	266	193	188	-29.3%
CC	575	519	554	-3.7%
PC	94	89	77	-18.1%

The number of sections offered via DE has declined at all three colleges, with the largest percentage decline being at BC and the smallest at CC.

In 2013-14, 5.3% of all BC sections, 53.5% of all CC sections and 9.4% of all PC sections were offered via DE.

**Note:** An individual course may be offered multiple times in different sections. These sections are offered during different days of the week, different times of the day, by different instructors and through different modes of instruction such as distance education. The table above describes the number of individual sections taught through DE.

## How many distance education enrollments are there?

The number of DE enrollments has declined at all three colleges, with the largest percentage decline being at PC and the smallest at BC.

In 2013-14, 7.6% of all BC enrollments, 63.1% of all CC enrollments and 9.9% of all PC enrollments were in DE sections.

College by Academic Year				3 Year
	2011-12	2012-13	2013-14	% Change
BC	9,630	8,124	8,697	-9.7%
CC	17,607	15,094	15,568	-11.6%
PC	3,512	3,021	2,378	-32.3%

**Note:** Individual students may take multiple sections during a term and/or year. These are often referred to as student enrollments. The table above describes the number of enrollments students have taken via Distance Education.

## How many FTES (full-time equivalent students) are generated in distance education sections?

College by Academic Year				3 Yr
	2011-12	2012-13	2013-14	% Change
BC	1,050	901	945	-10.0%
CC	1,834	1,573	1,601	-12.7%
PC	357	302	244	-31.7%

The number of FTES generated by DE has declined at all three colleges at proportions very similar to the enrollment decline.

In 2013-14, 7.1% of all BC FTES, 54.7% of all CC FTES and 8.0% of all PC FTES were generated through DE enrollments.

## Does the attrition rate between 1st Day and term-end differ for Distance Education sections?

Attrition Rate		Distance Ed	Traditional	Gap
BC	2013-14	32.1%	14.0%	18.0%
	2012-13	34.9%	19.5%	15.4%
	2011-12	38.2%	16.6%	21.6%
CC	2013-14	42.5%	13.5%	29.0%
	2012-13	45.2%	16.9%	28.3%
	2011-12	42.9%	16.2%	26.7%
PC	2013-14	34.4%	9.4%	25.0%
	2012-13	32.9%	10.5%	22.4%
	2011-12	33.6%	11.9%	21.7%

The attrition rate for DE sections is considerably higher than that of traditional sections for all three colleges. In the three year period, the DE attrition rate has declined at BC, has varied up and down at CC, and increased slightly at PC.

**Note:** The attrition rate depicted in the table to the left is a simple rate based on the number of students enrolled at term-end vs those enrolled at first day. This rate differs from a retention rate which is calculated using individual grade records. This measure attempts to further illustrate the higher instance of drops in DE sections. The 'Gap' is the percentage point difference between DE and traditional rates.

## What is the retention rate for DE sections? How does it differ from traditional sections?

The retention rate for DE sections is lower than that of traditional sections, generally by between 9 and 12 percentage points. In the three year period, the DE retention rate has increased at BC, has decreased slightly at CC, and increased at PC.

**Note:** The retention rate is based upon student grades. The calculation equals the sum of all A, B, C, D, F, I, P, and NP grades divided by sum of all A, B, C, D, F, I, P, NP, W and DR grades. The 'Gap' is the percentage point difference between DE and traditional rates.

Retention Rate		Distance Ed	Traditional	Gap
BC	2013-14	77.2%	86.8%	-9.7%
	2012-13	76.0%	85.9%	-9.9%
	2011-12	72.5%	84.3%	-11.8%
CC	2013-14	78.6%	89.1%	-10.6%
	2012-13	78.5%	90.0%	-11.5%
	2011-12	79.4%	89.1%	-9.7%
PC	2013-14	77.8%	88.5%	-10.7%
	2012-13	78.5%	87.9%	-9.4%
	2011-12	74.3%	86.5%	-12.1%

## What is the success rate for DE sections? How does it differ from traditional sections?

Success Rate		Distance Ed	Traditional	Gap
BC	2013-14	52.0%	70.3%	-18.3%
	2012-13	54.2%	69.2%	-15.0%
	2011-12	49.7%	67.7%	-18.0%
CC	2013-14	61.1%	74.6%	-13.6%
	2012-13	61.0%	75.9%	-14.9%
	2011-12	58.7%	73.5%	-14.8%
PC	2013-14	57.3%	71.0%	-13.6%
	2012-13	57.0%	70.7%	-13.7%
	2011-12	51.7%	68.9%	-17.2%

The success rate for DE sections is lower than that of traditional sections, generally by between 14 and 18 percentage points. In the three year period, the DE Success rate increased at each college.

Below are the top five subjects (with a minimum of four DE sections) with the largest success gap between DE and Traditional in 2013-14:

**BC** - Fire Technology (-43.5%pts), Student Development (-22.4%pts), Child Development (-16.8%pts), Computer Studies (-16.8%pts), and Mathematics (-14.8%pts)

**CC** - Admin. of Justice (-40.4%pts), Philosophy (-35.9%pts), Physical Ed (-21.4%pts), Music (-20.2%pts), and Health Careers (-19.8%pts).

**PC** - Child Development (-22.2%pts), English (-19.7%pts), Health Ed (-16.5%pts), Sociology (-13.1%pts), and Education (-12.3%pts).

**Note:** The success rate is based upon student grades. The calculation equals the sum of all A, B, C, and P grades divided by sum of all A, B, C, D, F, I, P, NP, W and DR grades. The 'Gap' is the percentage point difference between DE and traditional rates.