

# DISTANT EDUCATION ACTIVITY

## 2012-2013 ANNUAL BOARD REPORT

In compliance with the California Community College Distance Education Guidelines, information regarding Distance Education activity is reported to the Board of Trustees annually.

By definition, distance education refers to instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Courses offered through Distance Education are available at all three colleges in the Kern Community College District.

The table below provides an outline of distance education (DE) activity for the 2012-13 academic year with 2011-12 shown for comparison. District-wide, DE sections represent 15.2% of all sections in 2012-13, a decline of 14.3% from 2011-12. At Bakersfield College (BC), the number of DE sections offered were reduced by 27.4%, resulting in a drop in DE enrollments (15.6%) and FTES (14.2%). At Cerro Coso (CC), DE sections were reduced by 9.7%, resulting in a drop in DE enrollments (14.3%) and a FTES (14.2%). At Porterville (PC), DE sections were reduced by 5.3%, resulting in a drop in DE enrollments (14.0%) and FTES (15.3%).

College	Academic Year	DE Courses Approved	% of All Courses Approved	DE Courses Offered	% of All Courses Offered	DE Sections	% of All Sections	DE Census Enrlmnts	% of All Census Enrlmnts	DE FTES	% of All FTES
Bakersfield College	2012-13	165	14.7%	73	10.3%	193	5.5%	8,124	7.5%	901	7.2%
	2011-12	180	14.3%	76	10.3%	266	7.7%	9,630	8.6%	1,050	8.3%
Cerro Coso College	2012-13	290	52.5%	188	63.7%	519	50.4%	15,094	61.7%	1,573	53.5%
	2011-12	272	46.3%	181	56.7%	575	45.0%	17,607	63.7%	1,834	55.3%
Porterville College	2012-13	114	24.1%	34	12.0%	89	11.5%	3,021	12.5%	302	9.9%
	2011-12	115	19.5%	36	12.5%	94	11.7%	3,512	13.6%	357	11.0%
District Wide	2012-13	569	26.5%	295	22.9%	801	15.2%	26,239	16.8%	2,776	15.0%
	2011-12	567	23.2%	293	21.8%	935	16.9%	30,749	18.6%	3,241	16.9%

### DECLINE IN STUDENTS SERVED

The number of students served through DE declined at similar rates at all three institutions as shown in the table to the right. District-wide there was a decline of 13.7% from 2011-12 to 2012-13.

College	2011-12	2012-13	Percent Change
Bakersfield	5,712	4,898	-14.3%
Cerro Coso	7,480	6,358	-15.0%
Porterville	2,252	1,965	-12.7%
District	14,148	12,203	-13.7%

College	Instruction Mode	Attrition		Gap*
		Sections	Rate	
Bakersfield College	Dist Ed	193	34.9%	-15.4%
	Traditional	3,285	19.5%	
	Sum	3,478	20.8%	
Cerro Coso College	Dist Ed	519	45.2%	-28.3%
	Traditional	511	16.9%	
	Sum	1,030	35.8%	
Porterville College	Dist Ed	89	32.9%	-22.4%
	Traditional	687	10.5%	
	Sum	776	13.8%	

### FIRST DAY-TO-TERM-END ATTRITION

Drop and withdrawal activity between 1st Day and Term End, is much greater for DE than for traditional instruction. The table to the left displays the annual attrition rate for 2012-13 for each college. The Gap - the percentage point difference between DE and traditional attrition rates - is also listed. CC has the highest attrition rate followed by PC and then BC.

\* Gap = the percentage point difference between DE & Traditional

## RETENTION & SUCCESS

DE Retention increased at both BC and PC, but declined slightly at CC. Success rates increased at all three institutions. However, large gaps remain at all three colleges between DE and Traditional instruction for both retention and success rates.

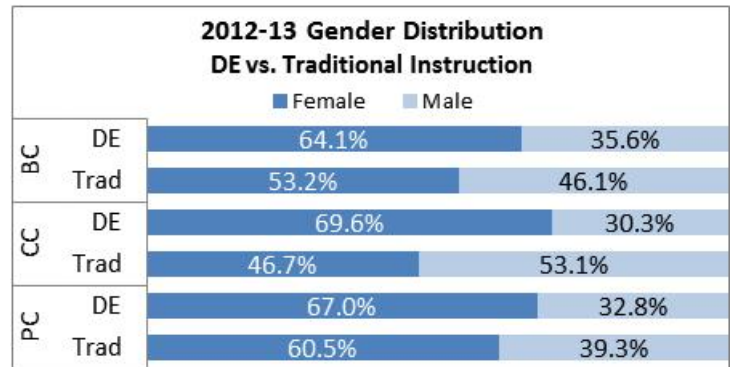
College	Course Type	Retention				Success			
		2011-12	2012-13	Yr-Yr Chg	2012-13 Gap*	2011-12	2012-13	Yr-Yr Chg	2012-13 Gap*
Bakersfield College	Dist Ed	72.5%	76.0%	↑	-9.9%	49.7%	53.5%	↑	-15.6%
	Traditional	84.3%	85.9%	↑		67.7%	69.1%	↑	
Cerro Coso College	Dist Ed	79.4%	78.5%	↓	-11.5%	58.7%	61.0%	↑	-14.9%
	Traditional	89.1%	90.1%	↑		73.5%	75.9%	↑	
Porterville College	Dist Ed	74.4%	78.6%	↑	-9.4%	51.7%	57.0%	↑	-13.7%
	Traditional	86.5%	88.0%	↑		68.9%	70.7%	↑	

\* Gap = the percentage point difference between DE & Traditional Success and Retention

## DEMOGRAPHICS

Several differences exist in the demographics of DE students compared to those in the traditional classroom, and these differences differ from institution to institution. Demographics have been fairly consistent in the past few years and figures shown here are for the 2012-13 academic year.

**Gender:** At all three institutions, DE students are more likely to be female than male. At CC, the gender gap between DE and traditional instruction is greater than at the other two colleges.



**Age:** At all three institutions DE students tend to be older. But again, at CC, the gap is wider with a larger proportion of students who are 25 and older.

**Ethnicity:** While there are differences between DE and traditional students by ethnicity, they differ by institution. For example, at CC, DE students are more likely to be a minority than traditional students. While at both BC and PC, DE students were more likely to be white than students in the traditional classroom.

