

Local Satisfaction Data

(Excerpt from Bakersfield College Distance Education Report, 2010/11)

A Student Satisfaction survey of distance education students was run both the fall and spring semester (N= fall-145, spring-274). Results included:

- 64% of fall participants take one or two distance education courses a semester and 62% of participants in the spring semester do the same.
- 44% of fall participants estimate they will take 25% of their coursework through distance education, while 48% of spring participants estimate the same.
- The five most frequently stated reasons for taking a distance education course were:
 - Meets requirements for associate degree (f-62%, s-51%)
 - Convenient with my work schedule (f-41%, s-39%)
 - More convenient than coming to campus (f-39%, s-40%)
 - Success with a previous distance education course (f-30%, s- 16%)
 - Prefer this method (f-28%, s-26%)
- When asked to rate their experiences with admissions or enrollment at Bakersfield College online, respondents ranked their satisfaction as very satisfied or satisfied at the following rates:
 - Application and registration
 - Fall - 98%
 - Spring - 94%
 - Orientation
 - Fall – 86%
 - Spring – 83%
 - Counseling/Advising
 - Fall – 72%
 - Spring – 69%
 - Student Educational Planning
 - Fall – 76%
 - Spring – 71%
- Students found their Distance Education courses at Bakersfield College to take approximately the same amount of time as their on-campus courses, at rates of 57% (f) and 55% (s).
- The majority of students reported that their distance education courses were equal to their face to face courses at Bakersfield College in the areas of interest, ease, and amount of learning
- Students in fall Distance Education courses found the amount of interactions with the instructor and other students to be the same (41% and 41%) while student taking spring distance education courses reported less interaction with both their instructor and fellow students when compared to face to face courses (41% and 39%).
- Over 80% of respondents (both fall and spring) stated that they would take another distance education course from Bakersfield College.

Qualitative student responses presented the following themes:

- Students appreciate the option of taking courses outside of the standard modalities. Many commented on the ability to take a course around their busy schedules and interact with students dealing with the same issues.
- Consistently, the greatest areas of frustration centered on instructor feedback and contact. The most consistent negative theme dealt with slow instructor responses and grades on assignments.
 - *This is an area of concern in the Extended Learning Department of Bakersfield College. In 2008/9 the Extended Learning Committee developed a Regular and Effective Contact Policy for distance learning instructors in order to have a standard for faculty response. This policy has been approved by the Curriculum Committee and Academic Senate and is now being evaluated by CCA to determine if it can be added to the existing instructor evaluation process. In addition, when the Course Management System change-over is completed, Bakersfield College plans to move our efforts to providing Professional Development trainings for distance education instructors.*