

# **FACTORS INFLUENCING STUDENT SATISFACTION AS PREDICTORS OF INTENSIVE VS. TRADITIONAL COURSE FORMATS**

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## **Abstract**

This paper reports an effort to examine the impact of five influencing factors on student satisfaction. These five factors include course workload, academic motivation, effort, critical thinking, and reflective learning. Students in two types of courses – intensive courses and traditional courses – are the subjects of this research. Intensive courses are those that are taught in shorter periods of time, but are worth the same credit hours and include the same material and expectations as traditional 15 week courses.

The research provides the review of the existing studies on traditional, as well as intensive delivery and learning environments. The results of studies suggested that students preferred the intensive mode but did not perceive there were substantial differences in learning. Students in the intensive mode found the subject more interesting and rated the subject higher overall as compared with the traditional mode. Individual assignment grades for students in the intensive mode were higher than those in the traditional mode. However, group assignment grades, examination results and final grades were not statistically different between the two modes. Students indicated they felt there was more opportunity for feedback and interaction with the instructor in the intensive mode. In addition, it required them to be more efficient with their time. Students indicated they preferred and enjoyed the intensive mode more and also did not believe there was any disadvantage to this mode overall, as compared to traditional semester learning.

Findings of this study show that these factors have different impacts on student satisfaction, depending on the course format in which they were enrolled. The results of this study indicate that in intensive courses, there is no strong correlation between student effort and learning satisfaction. The results were similar for the relationship between academic motivation and learning satisfaction. Surprisingly, course workload in intensive courses has only a medium influence on learning satisfaction. At the same time, course workload in traditional courses has a large effect on student learning satisfaction. The pros and cons of the results with workload,

namely, that the results may be associated with the fact that course workload is likely to be dependent on the teaching skills of the individual educators.

The results show that students identified reflective learning as the most influential factor in traditional courses which effects their learning satisfaction. This study also found that critical thinking is the most influential factor on learning satisfaction in intensive course.

This study's findings show that students should take time to build links between old and new knowledge, as well as to apply the old and new knowledge. In reality, students who completed intensive courses likely did not have time to apply new knowledge as fully as they may have in traditional length course. The study provides the recommendations for marketing educators.

References Available on Request