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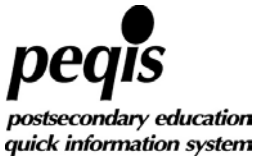
NCES 2003-017

Distance Education at Degree-Granting Postsecondary Institutions: 2000-2001

E.D. Tabs



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July 2003

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Executive Summary

Introduction

This study, conducted through the National Center for Education Statistics (NCES) Postsecondary Education Quick Information System (PEQIS), was designed to provide current national estimates on distance education at 2-year and 4-year Title IV-eligible, degree-granting institutions. Distance education was defined for this study as education or training courses delivered to remote (off-campus) sites via audio, video (live or prerecorded), or computer technologies, including both synchronous (i.e., simultaneous) and asynchronous (i.e., not simultaneous) instruction.

Key Findings

The PEQIS survey provides national estimates for the 2000–2001 academic year on the number and proportion of institutions offering distance education courses, distance education enrollments and course offerings, degree and certificate programs, distance education technologies, participation in distance education consortia, accommodations for students with disabilities, distance education program goals, and factors institutions identify as keeping them from starting or expanding distance education offerings.

Institutions Offering Distance Education Courses

During the 12-month 2000–2001 academic year, 56 percent (2,320) of all 2-year and 4-year Title IV-eligible, degree-granting institutions offered distance education courses for any level or audience, (i.e., courses designed for all types of students, including elementary and secondary, college, adult education, continuing and professional education, etc.) (figure 1 and table 1). Twelve percent of all institutions indicated that they planned to start offering distance education courses in the next 3 years; 31 percent did not offer distance education courses in 2000–2001 and did not plan to offer these types of courses in the next 3 years.

Public institutions were more likely to offer distance education courses than were private institutions. In 2000–2001, 90 percent of public 2-year and 89 percent of public 4-year institutions offered distance education courses, compared with 16 percent of private 2-year and 40 percent of private 4-year institutions (table 1).

College-level, credit-granting distance education courses at either the undergraduate or graduate/first-professional level were offered by 55 percent of all 2-year and 4-year institutions (table 3). College-level, credit-granting distance education courses were offered at the undergraduate level by 48 percent of all institutions, and at the graduate level by 22 percent of all institutions.

Fifty-two percent of institutions that had undergraduate programs offered credit-granting distance education courses at the undergraduate level (table 3).[1] Further, college-level, credit-granting distance education courses were offered at the graduate/first-professional level by 52 percent of institutions that had graduate/first-professional programs (table 3).

Distance Education Enrollments and Course Offerings

In the 12-month 2000–2001 academic year, there were an estimated 3,077,000 enrollments in all distance education courses offered by 2-year and 4-year institutions (table 4). There were an estimated 2,876,000 enrollments in college-level, credit-granting distance education courses, with 82 percent of these at the undergraduate level (figure 2).

Consistent with the distributions of the percentage of institutions that offered distance education courses, most of the distance education course enrollments were in public 2-year and public 4-year institutions. Public 2-year institutions had the greatest number of enrollments in distance education courses, with 1,472,000 out of 3,077,000, or 48 percent of the total enrollments in distance education (figure 3 and table 4). Public 4-year institutions had 945,000 enrollments (31 percent of the total), and private 4-year institutions had 589,000 enrollments (19 percent of the total).[2]

About a quarter (22 percent) of institutions that offered distance education in 2000–2001 had 100 or fewer distance education enrollments, and 30 percent had 101 to 500 enrollments (figure 4 and table 5). In addition, 16 percent had 501 to 1,000 enrollments, 17 percent reported enrollments of 1,001 to 2,500, and 15 percent reported more than 2,500 enrollments for the 2000–2001 academic year.

An estimated 127,400 different distance education courses for any level or audience were offered by 2- and 4-year institutions during the 12-month 2000–2001 academic year (table 6). An estimated 118,100 different college-level, credit-granting distance education courses were offered, with 76 percent at the undergraduate level.

Of the institutions that offered distance education courses in 2000–2001, about a quarter (27 percent) offered 10 or fewer courses, and 25 percent offered 11 to 30 courses (figure 5 and table 7). In addition, 15 percent of the institutions offered 31 to 50 courses, 19 percent offered 51 to 100 courses, and 15 percent offered more than 100 distance education courses.

Degree and Certificate Programs

Among all 2- and 4-year institutions in 2000–2001, 19 percent had degree or certificate programs designed to be completed totally through distance education (table 8). Among the 56 percent of institutions that offered distance education courses, 34 percent had degree or certificate programs designed to be completed totally through distance education. Institutions were more likely to offer

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[1] Institutions can be characterized by whether they have any undergraduate programs or graduate/first-professional programs (either on campus or distance education). These programs are identified by the 2000 Integrated Postsecondary Education Data System, "Institutional Characteristics Survey" (IPEDS–IC:2000). These programs, as identified by IPEDS, should not be confused with the level of distance education course offerings. Of the estimated 4,130 Title IV degree-granting institutions at the 2-year or 4-year level, 3,810 institutions have undergraduate programs, and 1,700 have graduate/first-professional programs; 1,380 of the institutions have programs at both levels.

[2] Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

distance education degree programs than certificate programs. Among the institutions that offered distance education courses in 2000–2001, 30 percent offered degree programs and 16 percent offered certificate programs (table 8).

Among institutions that offered distance education courses, public 4-year institutions were most likely (48 percent) to offer degree programs designed to be completed totally through distance education, followed by private 4-year institutions (33 percent) and public 2-year institutions (20 percent) (table 8). With regard to certificate programs, 25 percent of public 4-year institutions that offered distance education courses had certificate programs designed to be completed totally through distance education, compared with 15 percent of public 2-year and 14 percent of private 4-year institutions.

Distance Education Technologies

The Internet and two video technologies were most often used as primary modes of instructional delivery for distance education courses by institutions during the 12-month 2000–2001 academic year. Among institutions offering distance education courses, the majority (90 percent) reported that they offered Internet courses using asynchronous computer-based instruction (table 10). In addition, 43 percent of institutions that offered distance education courses offered Internet courses using synchronous computer-based instruction, 51 percent used two-way video with two-way audio, and 41 percent used one-way prerecorded video as a primary mode of instructional delivery for distance education courses.[3] Further, of the institutions offering distance education courses, 29 percent used CD-ROM as a primary mode of instructional delivery and 19 percent used multi-mode packages.

Of the institutions that offered distance education courses in 2000–2001 or that planned to offer distance education courses in the next 3 years, 88 percent indicated plans to start using or increase the number of Internet courses using asynchronous computer-based instruction as a primary mode of instructional delivery for distance education courses (table 11). In addition, 62 percent of institutions indicated that they planned to start using or increase the number of Internet courses using synchronous computer-based instruction as a primary mode of instructional delivery, 40 percent planned to start using or increase the number of courses using two-way video with two-way audio, 39 percent planned to start using or increase the number of courses using CD-ROMs, and 31 percent planned to start using or increase the number of courses using multi-mode packages. About a quarter (23 percent) planned to start using or increase the number of courses using one-way prerecorded video.

Participation in Distance Education Consortia

Among the institutions that offered distance education in 2000–2001, 60 percent participated in some type of distance education consortium (figure 6 and table 13). Of those institutions that participated in a distance education consortium, 75 percent indicated that they participated in a state consortium, 50 percent in a system consortium (a consortium within a single university system or community college district), 27 percent in a regional consortium, 14 percent in a national consortium, and 4 percent in an international consortium.

Public 2-year institutions were more likely than either public or private 4-year institutions to participate in some type of distance education consortium. Eighty-three percent of public 2-year

[3] Percentages sum to more than 100 because institutions could use different types of technologies as primary modes of instructional delivery for different distance education courses.

institutions reported that they participated in a consortium, compared with 68 percent of public 4-year institutions and 25 percent of private 4-year institutions (table 13).

Accommodations for Students With Disabilities

Of the 2- and 4-year institutions that offered distance education courses in 2000–2001, 45 percent had occasionally received requests in the last 3 years to provide accommodations in distance education courses for students with disabilities, 37 percent reported never receiving this type of request, 15 percent did not know if they had received requests for accommodations in the last 3 years, and 3 percent received requests frequently (table 14).

Almost all (95 percent) 2- and 4-year institutions that offered distance education courses in 2000–2001 indicated that they had used web sites for their distance education courses (table 15). Of the institutions that had used web sites for distance education courses, 18 percent indicated that they followed established accessibility guidelines or recommendations for users with disabilities to a major extent, 28 percent followed the guidelines to a moderate extent, 18 percent followed the guidelines to a minor extent, 3 percent did not follow the guidelines at all, and 33 percent did not know if the web sites followed accessibility guidelines.

Distance Education Program Goals

Of those institutions that offered distance education courses in 2000–2001, a majority reported that increasing student access in various ways was a very important goal of their institution's distance education program. Sixty-nine percent of the institutions indicated that increasing student access by making courses available at convenient locations was very important, and 67 percent reported that increasing student access by reducing time constraints for course-taking was very important (table 16). In addition, 36 percent reported that making educational opportunities more affordable for students, another aspect of student access, was a very important goal of their distance education program.

On issues related to institutional enrollment and cost, 65 percent of institutions offering distance education indicated that increasing the institution's access to new audiences was very important, 60 percent reported that increasing institution enrollments was very important, and 15 percent reported that reducing the institution's per-student costs was very important (table 16). In addition, improving the quality of course offerings was considered to be an important goal for 57 percent of the institutions, and meeting the needs of local employers was rated as very important by 37 percent of the institutions.

In general, institutions reported that most of the goals they considered to be important for their distance education programs were being met to a moderate or major extent. Increasing student access by making courses available at convenient locations was reported to have been met to a major extent by 37 percent of institutions that considered it an important goal, and increasing student access by reducing time constraints for course-taking was reported to have been met to a major extent by 32 percent of institutions that considered it an important goal (table 16).

Institutions that reported that a particular goal was very important to their distance education program more often indicated that the goal had been met to a major extent compared with institutions that reported the goal as somewhat important, while institutions that reported a goal as somewhat important more frequently indicated that the goal had been met to a minor extent compared with institutions that rated the goal as very important (table 18).

Factors That Keep Institutions From Starting or Expanding Distance Education Offerings

All institutions, including those with no future plans to offer distance education courses, were asked to rate the extent to which each of 15 factors was keeping them from starting or expanding their distance education course offerings. The response categories were "not at all," "minor extent," "moderate extent," and "major extent." Institutions did not consider most of the factors listed to be keeping them from starting or expanding their distance education course offerings. However, 26 percent of institutions reported that program development costs kept their institution from starting or expanding their distance education course offerings to a major extent (table 19).

Whether an institution offered distance education courses, or whether the institution planned to offer these courses in the next 3 years, was related to whether some factors were perceived to be keeping institutions from starting or expanding their distance education course offerings to a major extent. For institutions that did not plan to offer distance education in the next 3 years, factors perceived as keeping these institutions from starting distance education to a major extent included lack of fit with the institution's mission (44 percent), program development costs (33 percent), concerns about course quality (26 percent), limited technological infrastructure to support distance education (24 percent), and lack of perceived need (22 percent) (table 20). Except for program development costs, these factors were generally not perceived to be limiting the expansion of distance education courses to a major extent for institutions that offered distance education in 2000–2001.

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Introduction

This report presents data from a nationally representative survey on distance education at degree-granting postsecondary institutions undertaken by the National Center for Education Statistics (NCES). The data provide national estimates on the status of distance education in 2000–2001, including information about institutions offering distance education, enrollment and course offerings, degree and certificate programs, and distance education technologies. In addition, institutions were asked to report on program goals, factors keeping institutions from starting or expanding their distance education programs, participation in distance education consortia, and information on issues related to accommodations for students with disabilities.

This is the third survey of its kind undertaken by NCES. The previous two studies—*Distance Education in Higher Education Institutions* (Lewis, Alexander, and Farris 1997), which collected information for 1994–95, and *Distance Education at Postsecondary Institutions: 1997–98* (Lewis et al. 1999)—looked at slightly different populations. While many of the topics in this report are the same as those in the two previous reports, the data from the three surveys are not completely comparable because of the differences in the populations used for the studies.[1]

Distance education was defined for this study as education or training courses delivered to remote (off-campus) sites via audio, video (live or prerecorded), or computer technologies, including both synchronous (i.e., simultaneous) and asynchronous (i.e., not simultaneous) instruction. The following types of courses were not included in this study: (1) courses conducted exclusively on campus; (2) courses conducted exclusively via written correspondence; and (3) courses in which the instructor traveled to a remote site to deliver instruction in person. However, distance education courses may include a small amount of on-campus course or lab work, on-campus exams, or occasional on-campus meetings.

The survey was conducted by NCES in the spring of 2002 using the Postsecondary Education Quick Information System (PEQIS). PEQIS is a survey system designed to collect small amounts of issue-oriented data from a previously recruited, nationally representative sample of institutions, with minimal burden on respondents and within a relatively short period of time. Questionnaires were mailed to PEQIS survey coordinators at approximately 1,600 postsecondary institutions in the 50 states and the District of Columbia. Coordinators were informed that the survey was designed to be completed by the person(s) at the institution most knowledgeable about the institution's distance education course offerings. The unweighted survey response rate was 94 percent; the weighted response rate was also 94 percent. Data were adjusted for questionnaire nonresponse and weighted to yield national estimates that represent all Title IV-eligible, degree-granting institutions in the United States.[2] Detailed information

[1] The sample for the first distance education survey consisted of 2-year and 4-year higher education institutions in the 50 states, the District of Columbia, and Puerto Rico. At the time, NCES defined higher education institutions as institutions that are accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. Higher education institutions are a subset of all postsecondary institutions. The sample for the second distance education survey consisted of 2-year and 4-year postsecondary institutions (both higher education and other postsecondary institutions) in the 50 states and the District of Columbia. The third survey was sent to 2-year and 4-year Title IV-eligible, degree-granting institutions in the 50 states and the District of Columbia. This change was necessary because of the way NCES now categorizes postsecondary institutions. The sample for the third survey is discussed in more detail in the survey methodology presented in appendix A.

[2] Institutions participating in Title IV federal student financial aid programs (such as Pell grants or Stafford loans) are accredited by an agency or organization recognized by the U.S. Department of Education, have a program of over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education. Degree-granting institutions are those that offer an associate's, bachelor's, master's, doctor's, or first-professional degree (Knapp et al. 2001).

about the survey methodology is provided in appendix A, and the questionnaire can be found in appendix B.

In addition to national estimates, selected findings are presented by the following institutional characteristics:

- Institutional type: public 2-year, private 2-year, public 4-year, and private 4-year. Institutional type was created from a combination of level (2-year and 4-year) and control (public and private). Two-year institutions are defined as institutions at which the highest level of offering is at least 2 but less than 4 years (below the baccalaureate degree); 4-year institutions are those at which the highest level of offering is 4 or more years (baccalaureate or higher degree). Private institutions comprise private nonprofit and private for-profit institutions; these institutions are reported together because there are too few private for-profit institutions in the survey sample to report them as a separate category.

- Size of institution: less than 3,000 students (small); 3,000 to 9,999 students (medium); and 10,000 or more students (large).

All specific statements of comparisons made in this report have been tested for statistical significance using *t*-tests adjusted for multiple comparisons and are significant at the 95 percent confidence level or better. However, not all significant comparisons have been presented in this report.

Selected Findings

This report presents key findings from the survey Distance Education at Higher Education Institutions: 2000–2001. The findings are organized as follows:

- institutions offering distance education courses;
- enrollments and course offerings;
- degree and certificate programs;
- distance education technologies;
- participation in distance education consortia;
- accommodations for students with disabilities;
- distance education program goals; and
- factors keeping institutions from starting or expanding distance education offerings.

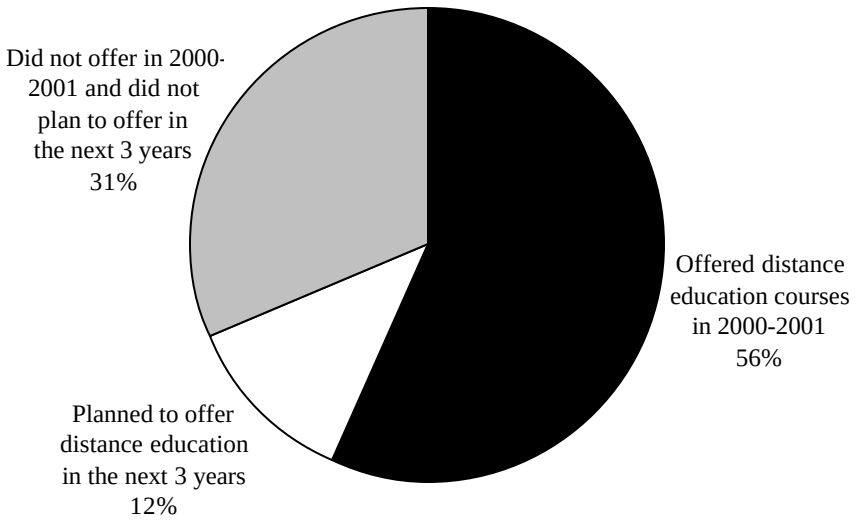
Institutions Offering Distance Education Courses

Institutions indicated whether they offered any distance education courses during the 12-month 2000–2001 academic year. Institutions that did not offer distance education indicated whether they planned to offer distance education in the next 3 years (2001–02 through 2003–04), and whether they had offered any distance education in the previous 5 years (1995–2000). In addition, all institutions indicated whether they offered any distance education courses during the 2001–02 academic year (i.e., the year of the survey administration).

- Fifty-six percent of all 2-year and 4-year Title IV-eligible, degree-granting institutions offered distance education courses in 2000–2001, representing an estimated 2,320 institutions (figure 1 and table 1). Twelve percent of all institutions indicated that they planned to start offering distance education courses in the next 3 years, and 31 percent of the institutions did not offer distance education courses in 2000–2001 and did not plan to offer these types of courses in the next 3 years.
- Public institutions were more likely than private institutions to offer distance education courses in 2000–2001 (table 1). Ninety percent of public 2-year and 89 percent of public 4-year institutions offered distance education courses, compared with 16 percent of private 2-year and 40 percent of private 4-year institutions.
- Among private institutions, 23 percent of private 2-year and 16 percent of private 4-year institutions planned to start offering distance education in the next 3 years; 62 percent of private 2-year and 44 percent of private 4-year institutions reported that they do not plan to start offering distance education courses in the next 3 years (table 1).
- Large and medium-sized institutions were more likely than small institutions to offer distance education courses (95 and 88 percent vs. 41 percent, respectively) (table 1). Forty-three percent of small institutions reported that they did not offer distance education courses in 2000–2001 and did not have plans to start offering distance education courses in the next 3 years.

- Fifty-nine percent of all the institutions indicated that they offered distance education courses in the 2001–02 academic year (i.e., the year of the survey administration) (table 2), an increase of 3 percentage points from the previous year. Five percent of institutions that did not offer distance education courses in 2000–2001 indicated that they had offered these courses within the previous 5 years (1995–2000).[3]

Figure 1. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by distance education program status: 2000–2001



NOTE: Percentages are based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Type and Level of Distance Education Offerings

Institutions indicated what type of distance education courses they offered and at what level these courses were offered in 2000–2001. Distance education courses for all levels and audiences include courses designed for **all** types of students, including elementary and secondary, college, adult education, continuing and professional education, etc. College-level, credit-granting courses include only courses designed for college students at the undergraduate or graduate/first-professional level,[4] and for which college credits are awarded for completion.

- Among all 2- and 4-year institutions, 56 percent offered distance education courses for any level or audience (tables 1 and 3). Distance education courses for any level or audience were

[3] Data not shown in tables (standard error = 0.9).

[4] First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); law (L.L.B. or J.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O.); pharmacy (Pharm. D.); podiatry (D.P.M., D.P., or Pod. D); theology (M. Div., M.H.L., B.D., or Ordination); or veterinary medicine (D.V.M.) (Knapp et al. 2001).

offered by 57 percent of institutions with undergraduate programs, and by 63 percent of institutions with graduate programs (table 3).[5]

- Institutions that offered distance education courses for any level or audience also tended to offer college-level, credit-granting distance education courses. Thus, 55 percent of all 2- and 4-year institutions offered college-level, credit-granting distance education courses at either the undergraduate or graduate/first-professional level (table 3). College-level, credit-granting distance education courses at either level were offered by 57 percent of institutions that had any undergraduate programs, and by 62 percent of institutions that had any graduate/first-professional programs.
- College-level, credit-granting distance education courses were offered at the undergraduate level by 48 percent of all institutions, by 52 percent of the institutions that had undergraduate programs, and by 44 percent of the institutions that had graduate/first-professional programs (table 3).
- College-level, credit-granting distance education courses were offered at the graduate/first-professional level by 22 percent of all institutions (table 3). Distance education courses at this level were offered by 20 percent of institutions that had undergraduate programs, and by 52 percent of institutions that had graduate/first-professional programs.

Enrollments and Course Offerings

Institutions were asked about the number of distance education enrollments and course offerings during the 12-month 2000–2001 academic year. Institutions reported the number of distance education courses and enrollments for all levels and audiences, the number of courses and enrollments for all college-level, credit-granting courses, and the number of courses and enrollments at the undergraduate and graduate/first-professional levels.

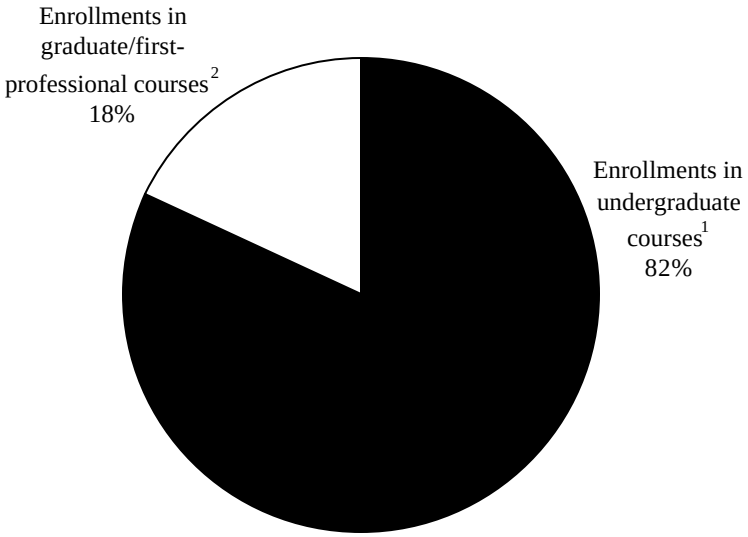
Enrollment in Distance Education Courses

Institutions reported the total enrollment in all distance education courses and the enrollment in college-level, credit-granting distance education courses, both overall and by course level (i.e., undergraduate or graduate/first-professional). If a student was enrolled in multiple courses, institutions were instructed to count the student for each course in which he or she was enrolled. Thus, enrollments may include duplicated counts of students.

[5] Institutions can be characterized by whether they have any undergraduate programs or graduate/first-professional programs (either on campus or distance education). These programs are identified by the 2000 Integrated Postsecondary Education Data System, "Institutional Characteristics Survey" (IPEDS–IC:2000). These programs, as identified by IPEDS, should not be confused with the level of distance education course offerings. Of the estimated 4,130 Title IV degree-granting institutions at the 2-year or 4-year level, 3,810 institutions have undergraduate programs, and 1,700 have graduate/first-professional programs; 1,380 of the institutions have programs at both levels.

- In the 12-month 2000–2001 academic year, there were an estimated 3,077,000 enrollments in all distance education courses offered by 2- and 4-year institutions (table 4).[6] There were an estimated 2,876,000 enrollments in college-level, credit-granting distance education courses, with 82 percent of these at the undergraduate level (figure 2 and table 4).

Figure 2. Percentage distribution of enrollment in college-level, credit-granting distance education courses in 2-year and 4-year Title IV degree-granting institutions, by level of course offerings: 2000–2001



[1]Percent based on the 2,350,000 enrollments in undergraduate distance education courses out of 2,876,000 total enrollments in college-level, credit-granting distance education courses.

[2]Percent based on the 510,000 enrollments in graduate/first-professional distance education courses out of 2,876,000 total enrollments in college-level, credit-granting distance education courses.

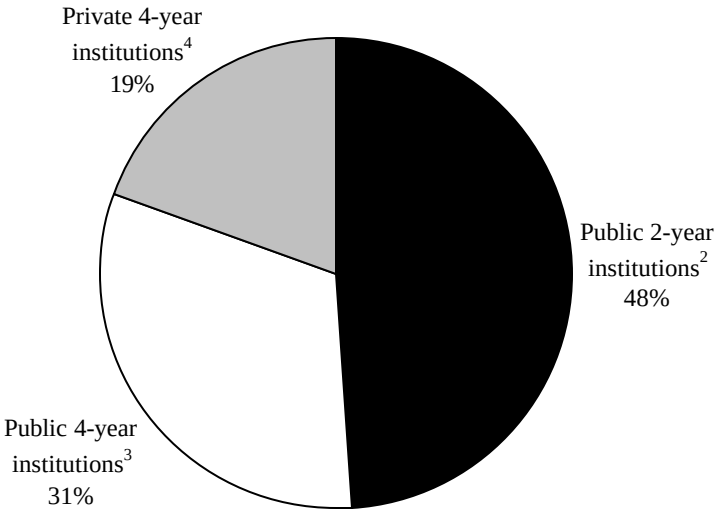
NOTE: Enrollments may include duplicated counts of students, since institutions were instructed to count a student enrolled in multiple courses for each course in which he or she was enrolled. Figure derived from data in table 4. Enrollments in undergraduate and graduate/first-professional distance education courses do not sum to the total enrollment because of rounding and missing data. (See appendix A for details.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

[6] To put these numbers into context, NCES estimates that there were 15.3 million students enrolled in 2- and 4-year degree-granting postsecondary education institutions in fall 2000. It is important to remember that the distance education enrollments collected in the PEQIS survey may include duplicated counts of students, while the NCES estimate of 15.3 million students enrolled is an unduplicated count of students. Information about total course enrollments at postsecondary institutions is not available for comparison to the PEQIS distance education course enrollments (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), spring 2001. Available: http://www.nces.ed.gov/quicktables/).

- Consistent with the distributions of institutions that offered distance education courses, most of the distance education course enrollments were in public 2-year and public 4-year institutions. Public 2-year institutions had the greatest number of enrollments in distance education courses, with 48 percent of the total enrollments in distance education (figure 3 and table 4). Public 4-year institutions had 31 percent of the total, and private 4-year institutions had 19 percent of the total.[7] This distribution by institutional type was similar for the number of distance education course enrollments in all college-level, credit-granting courses, and for distance education course enrollments at the undergraduate level. At the graduate/first-professional level, public 4-year institutions had a larger number of enrollments than did private 4-year institutions (60 percent compared with 40 percent).

Figure 3. Percentage distribution of enrollment in all distance education courses in 2-year and 4-year Title IV degree-granting institutions, by institutional type:[1] 2000–2001



[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates.

[2]Percent based on the 1,472,000 enrollments in distance education courses in public 2-year institutions, out of 3,077,000 total enrollments in all distance education courses.

[3]Percent based on the 945,000 enrollments in distance education courses in public 4-year institutions, out of 3,077,000 total enrollments in all distance education courses.

[4]Percent based on the 589,000 enrollments in distance education courses in private 4-year institutions, out of 3,077,000 total enrollments in all distance education courses.

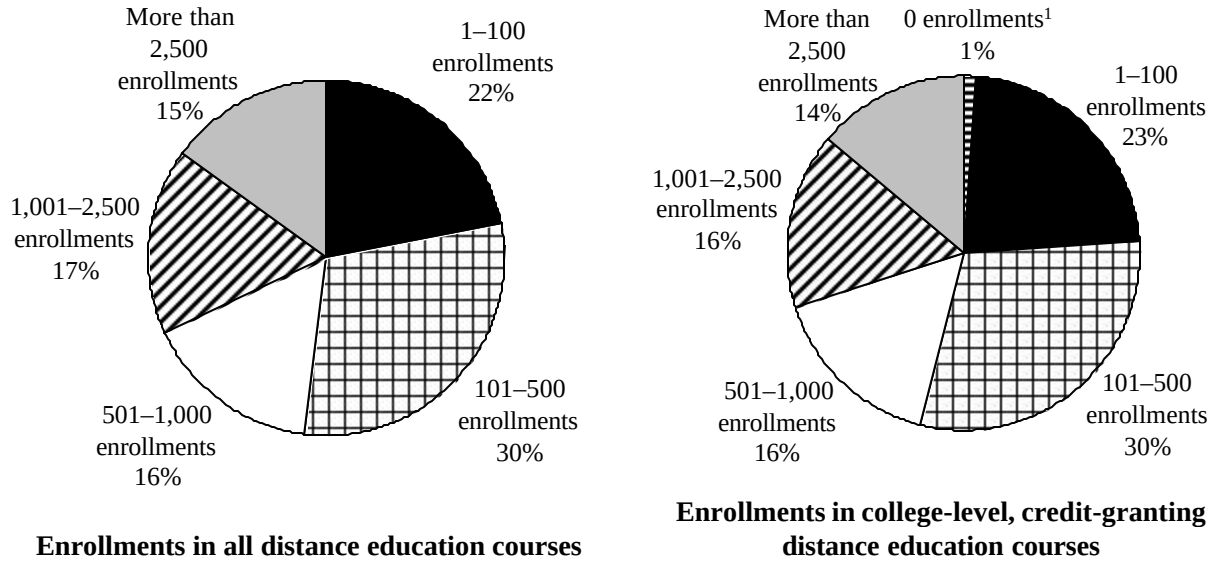
NOTE: Enrollments may include duplicated counts of students, since institutions were instructed to count a student enrolled in multiple courses for each course in which he or she was enrolled. Figure derived from data in table 4. Detail may not sum to totals because of rounding, missing data, or because too few cases were reported for a reliable estimate for private 2-year institutions. (See appendix A for details.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

[7] Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

- About half of the institutions that offered distance education courses in 2000–2001 had 500 or fewer enrollments in those courses; 22 percent had 100 or fewer enrollments (figure 4 and table 5). The distribution is similar for enrollments in college-level, credit-granting distance education courses.

Figure 4. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by enrollment in distance education courses and type of distance education course: 2000–2001



[1]One percent of the institutions that offered distance education courses did not offer college-level, credit-granting distance education courses.

NOTE: Percentages are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. Enrollments may include duplicated counts of students, since institutions were instructed to count a student enrolled in multiple courses for each course in which he or she was enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Number of Distance Education Courses

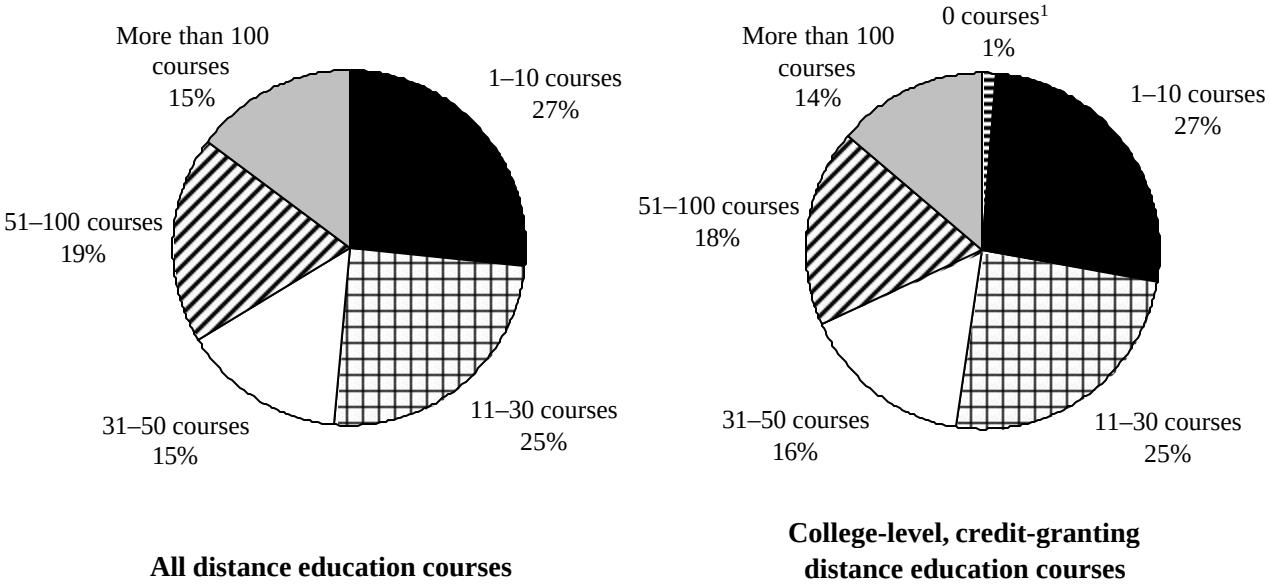
Institutions reported the total number of different distance education courses and the total number of different college-level, credit-granting distance education courses, both overall and by course level (i.e., undergraduate or graduate/first-professional). If a course had multiple sections or was offered multiple times during the academic year, institutions were instructed to count it as only one course.

- An estimated 127,400 different distance education courses for any level or audience were offered by 2- and 4-year institutions during the 12-month 2000–2001 academic year (table 6). An estimated 118,100 different college-level, credit-granting distance education courses were offered, with most (76 percent) at the undergraduate level.
- Consistent with the distributions of institutions that offered distance education courses and the enrollments in these courses, most of the distance education courses were offered by public 2- and 4-year institutions. Public 2-year institutions offered the greatest number of distance education courses, with 55,900 out of 127,400 courses, or 44 percent of the total number of distance education courses (table 6). Public 4-year institutions offered 43,100 courses (34

percent of the total), and private 4-year institutions offered 26,500 courses (21 percent of the total).[8] This pattern of variation by institutional type was also similar for all college-level, credit-granting distance education courses and for courses at the undergraduate level. Public 4-year institutions offered more different distance education courses at the graduate/first-professional level than did private 4-year institutions (17,600 compared with 9,800).

- About half of the institutions that offered distance education courses in the 2000–2001 academic year offered 30 or fewer distance education courses; 27 percent offered 10 or fewer courses, and 25 percent offered 11 to 30 courses (figure 5 and table 7). The distribution is similar for the number of college-level, credit-granting courses.

Figure 5. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by the number of distance education courses offered and type of distance education course: 2000–2001



[1]One percent of the institutions that offered any distance education courses did not offer college-level, credit-granting distance education courses.

NOTE: Percentages are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. If a course had multiple sections or was offered multiple times during the academic year, institutions were instructed to count it as only one course. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Degree and Certificate Programs

Institutions indicated whether they offered undergraduate and graduate/first-professional degree or certificate programs designed to be completed totally through distance education, and the number of such

[8] Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics. Detail may not sum to totals because of rounding, missing data, or because too few cases were reported for a reliable estimate for private 2-year institutions. (See appendix A for details.)

programs that they offered during the 2000–2001 academic year.[9] Respondents were instructed to include only degree or certificate programs based on credit-granting courses.

Institutions Offering Degree and Certificate Programs

- In 2000–2001, 19 percent of all 2- and 4-year institutions had degree or certificate programs designed to be completed totally through distance education (table 8). Among the 56 percent of institutions that offered distance education courses, 34 percent had degree or certificate programs designed to be completed totally through distance education.
- Institutions were more likely to offer distance education degree programs than certificate programs. Among the institutions that offered distance education courses in 2000–2001, 30 percent offered degree programs and 16 percent offered certificate programs designed to be completed totally through distance education (table 8). Among the institutions that had undergraduate programs of any type and offered distance education courses, 21 percent offered undergraduate degree programs through distance education, and 12 percent offered undergraduate certificate programs through distance education. Among the institutions that had any graduate programs and offered distance education, 35 percent offered graduate/first-professional degree programs through distance education, and 13 percent offered graduate/first-professional certificate programs through distance education.
- Among institutions that offered distance education courses, public 4-year institutions were more likely to offer degree programs designed to be completed through distance education than private 4-year institutions, which in turn were more likely to offer these type of degree programs than public 2-year institutions (48 percent, 33 percent, and 20 percent, respectively) (table 8). With regard to certificate programs, 25 percent of public 4-year institutions that offered distance education courses had certificate programs designed to be completed totally through distance education, compared with 15 percent of public 2-year and 14 percent of private 4-year institutions.
- Among institutions offering distance education courses, large institutions were more likely to offer degree programs designed to be completed totally through distance education than were medium-sized institutions, which in turn were more likely to offer them than were small institutions (47 percent, 34 percent, and 22 percent, respectively) (table 8). Further, large institutions offering distance education courses more often reported that they offered certificate programs designed to be completed totally through distance education than did either medium-sized or small institutions (30 percent compared with 14 and 12 percent, respectively).

Number of Degree and Certificate Programs

- In 2000–2001, 2- and 4-year institutions offered an estimated 2,810 college-level degree programs that were designed to be completed totally through distance education (table 9). Of these, 1,570 (56 percent) were undergraduate degree programs and 1,240 (44 percent) were graduate/first-professional degree programs.

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[9] Degree programs are programs that offer an associate's, bachelor's, master's, doctor's, or first-professional degree. College-level certificate programs are programs that offer post-baccalaureate, post-master's, or first-professional certificates, or certificates of at least 2 but less than 4 years in length (Knapp et al. 2001). Examples of these types of certificate programs include a post-baccalaureate certificate in special education or curriculum and instruction, a post-master's certificate in educational supervision, or a first-professional certificate in optometry or dentistry. Examples of certificate programs that are at least 2 years but less than 4 years in length include cosmetology, nursing, and electrician.

- Four-year institutions offered more distance education degree programs than 2-year institutions, with private 4-year institutions offering 1,160 degree programs and public 4-year institutions offering 1,090 degree programs, compared with public 2-year institutions offering 520 degree programs (table 9).
- Of the 1,090 distance education degree programs at public 4-year institutions, 410 (38 percent) were undergraduate degree programs and 680 (62 percent) were graduate/first-professional degree programs (table 9). For private 4-year institutions, 600 out of 1,160 (52 percent) were undergraduate degree programs and 560 (48 percent) were graduate/first-professional.
- Institutions reported a total of 1,330 college-level certificate programs that were designed to be completed totally through distance education courses (table 9). Of these, 850 (64 percent) were at the undergraduate level and 470 (35 percent) were at the graduate/first-professional level.
- For distance education certificate programs, about half were at the undergraduate level for both public 4-year institutions (220 out of 480 or 46 percent) and private 4-year institutions (200 out of 420 or 48 percent) (table 9).

Distance Education Technologies

Institutions indicated the types of technology that were used as a primary mode of instructional delivery for distance education courses in the 12-month 2000–2001 academic year. The institutions also reported their plans for the next 3 years concerning the number of distance education courses expected to be offered using various technologies as the primary mode of instructional delivery. The types of technologies included two-way video with two-way audio (two-way interactive video), one-way video with two-way audio, one-way live video, one-way prerecorded video (including prerecorded videotapes provided to students, and television broadcast and cable transmission using prerecorded video), two-way audio transmission (e.g., audio/phone conferencing), one-way audio transmission (including radio broadcast and prerecorded audiotapes provided to students), Internet courses using synchronous (i.e., simultaneous or "real time") computer-based instruction (e.g., interactive computer conferencing or Interactive Relay Chat), Internet courses using asynchronous (i.e., not simultaneous) computer-based instruction (e.g., e-mail, listservs, and most World Wide Web-based courses), CD-ROM, multi-mode packages (i.e., a mix of technologies that cannot be assigned to a primary mode), and other technologies.

Technologies Used in 2000–2001

- Among 2- and 4-year institutions offering distance education courses in 2000–2001, the Internet and two of the video technologies were most often used as primary modes of instructional delivery for distance education courses. The majority of these institutions (90 percent) reported that they offered Internet courses using asynchronous computer-based instruction as a primary mode of instructional delivery (table 10). In addition, 51 percent reported using two-way video with two-way audio, 43 percent offered Internet courses using synchronous computer-based instruction, and 41 percent used one-way prerecorded video as a primary mode of instructional delivery for distance education courses.[10]
- Twenty-nine percent of institutions offering distance education courses used CD-ROM as a primary mode of instructional delivery, and 19 percent of institutions used multi-mode

[10] Percentages sum to more than 100 because institutions could use different types of technologies as primary modes of instructional delivery for different distance education courses.

packages (table 10). The remaining technologies were used as a primary mode of instructional delivery by 3 to 11 percent of these institutions.

- Use of the various technologies as a primary mode of instructional delivery for distance education courses showed some variation by institutional type (table 10). For example, two-way video with two-way audio was used as a primary mode of instructional delivery more often by public 4-year (80 percent) than public 2-year (60 percent) or private 4-year institutions (22 percent), and by public 2-year more often than private 4-year institutions. Use of multi-mode packages followed this same pattern of differences. One-way prerecorded video showed a somewhat different pattern by institutional type. Public 2-year institutions were more likely to use one-way prerecorded video than were either public or private 4-year institutions (57 percent compared with 40 percent and 24 percent), and public 4-year institutions were more likely to use this mode of delivery than were private 4-year institutions. Internet courses using synchronous computer-based instruction were more likely to be used as a primary mode of instructional delivery by public 4-year (55 percent) than by public 2-year (40 percent) or private 4-year institutions (35 percent), while Internet courses using asynchronous computer-based instruction were more likely to be used as a primary mode of delivery by public 2-year (95 percent) than by public 4-year (87 percent) or private 4-year institutions (86 percent).

Plans for Use of Technologies

Institutions that offered distance education in 2000–2001 or that planned to offer distance education in the next 3 years indicated their plans concerning the number of distance education courses that would be offered using the various technologies as a primary mode of instructional delivery.

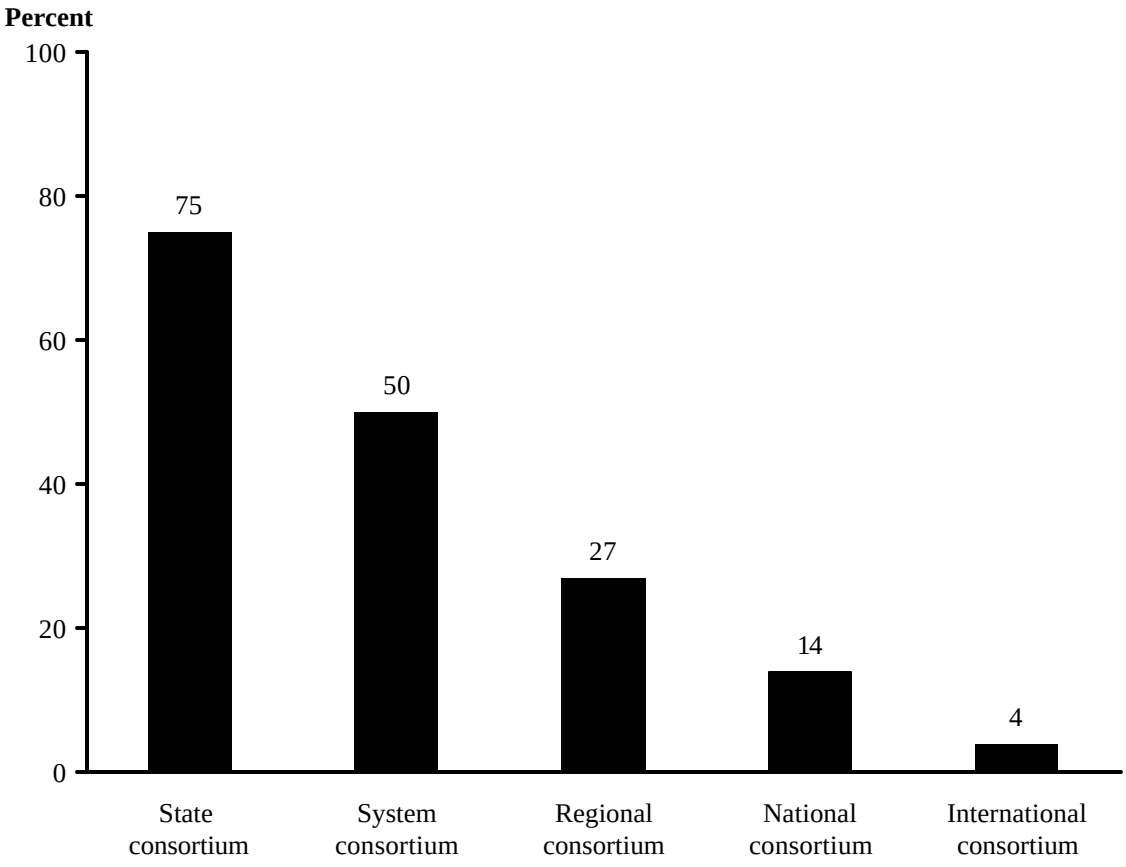
- Eighty-eight percent of the institutions indicated plans to start using or increase the number of Internet courses using asynchronous computer-based instruction as a primary mode of instructional delivery for distance education courses (table 11). Sixty-two percent of institutions planned to start using or increase the number of Internet courses using synchronous computer-based instruction as a primary mode of delivery, 40 percent planned to start using or increase the number of courses using two-way video with two-way audio, 39 percent planned to start using or increase the number of courses using CD-ROMs, and 31 percent planned to start using or increase the number of courses using multi-mode packages. About a quarter (23 percent) planned to start using or increase the number of courses using one-way prerecorded video. From 5 to 13 percent of institutions had plans to start using or increase the number of courses using the other listed technologies.
- Thirteen percent of institutions indicated that they planned to keep the same number of courses using two-way video with two-way audio, while 4 percent reported plans to reduce the number of courses with this technology (table 11). For one-way prerecorded video, a similar pattern was observed. Fifteen percent of institutions indicated that they planned to keep the same number of courses using one-way prerecorded video, and 6 percent planned to reduce the number of courses using this technology.
- Institutions that offered distance education in 2000–2001 were more likely than institutions that planned to start offering distance education in the next 3 years to indicate that they planned to start using or increase the number of courses using two-way video with two-way audio (43 percent compared to 26 percent) and multi-mode packages (35 percent compared to 14 percent) (table 12).

Participation in Distance Education Consortia

Institutions indicated whether they participated in any type of distance education consortia (a cooperative arrangement among institutions), and if so, the types of consortia in which they participated: system (e.g., within a single university system or community college district), state (i.e., within a single state), regional (i.e., multi-state), national, and international.

- Sixty percent of 2- and 4-year institutions that offered distance education courses in 2000–2001 reported participating in some type of distance education consortium in 2002 (table 13). Of those institutions that participated in any consortia, 75 percent indicated that they participated in a state consortium and 50 percent participated in a system consortium (figure 6 and table 13).

Figure 6. Percent of 2-year and 4-year Title IV degree-granting institutions offering distance education courses in 2000–2001 that participate in various types of distance education consortia, by type of consortium: 2002



NOTE: Percents are based on the 60 percent of institutions that participated in any distance education consortia. This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

- Public 2-year institutions were more likely than public 4-year institutions, which in turn were more likely than private 4-year institutions to participate in a distance education consortium (83 percent, 68 percent, and 25 percent, respectively) (table 13).
- Participation in various types of consortia differed by institutional type. Participation in a system consortium was reported more often by public 4-year (62 percent) than by public 2-year (49 percent) or private 4-year institutions (30 percent), and more often by public 2-year than by private 4-year institutions (table 13). Participation in a state consortium was reported more often by public 2-year (87 percent) than by public 4-year (67 percent) or private 4-year (56 percent) institutions, and by public 4-year more often than private 4-year institutions. Public 4-year institutions were more likely than public 2-year institutions to participate in regional consortia and international consortia (30 vs. 23 percent, and 9 vs. 2 percent, respectively). Participation in a national consortium was most likely to be reported by private 4-year institutions (37 percent) compared with public 4-year (20 percent) and public 2-year institutions (6 percent) and least likely to be reported by public 2-year institutions.
- The size of the institution was related to participation in distance education consortia. Large institutions were more likely to participate in distance education consortia than medium institutions, which in turn were more likely to participate than small institutions (78 percent, 67 percent, and 48 percent, respectively) (table 13). Large institutions were more likely than medium institutions to participate in regional consortia (33 percent compared with 25 percent), and more likely than either medium or small institutions to participate in national consortia (21 percent compared with 12 and 13 percent, respectively) or international consortia (9 percent compared with 3 and 3 percent, respectively).

Accommodations for Students With Disabilities

Institutions that offered distance education were asked to indicate how often in the last 3 years they had received requests to provide accommodations for students with disabilities in their distance education courses.[11] In addition, institutions indicated the extent to which their web sites for distance education courses followed established accessibility guidelines or recommendations for users with disabilities (e.g., guidelines/recommendations from the U.S. Department of Education or the World Wide Web Consortium).

Requests to Provide Accommodations

- Forty-five percent of 2- and 4-year institutions that offered distance education courses in 2000–2001 had occasionally received requests in the last 3 years to provide accommodations for students with disabilities in distance education courses (table 14). Thirty-seven percent reported never receiving this type of request in the last 3 years, 15 percent did not know if they had received requests for accommodations, and 3 percent had received requests frequently.
- Public institutions were more likely than private institutions to occasionally receive requests to provide accommodations for students with disabilities in distance education courses. Fifty-two percent of public 2-year and 49 percent of public 4-year institutions reported occasionally receiving requests, compared with 35 percent of private 4-year institutions (table 14). About half (51 percent) of private 4-year institutions had never received requests for accommodations, compared with 29 and 30 percent of public 4-year and 2-year institutions.

[11] Postsecondary institutions are required by law to provide reasonable accommodations to students with disabilities upon request by the student.

- The likelihood of receiving requests to provide accommodations for students with disabilities in distance education courses increased with institutional size, with 59 percent of large, 49 percent of medium, and 37 percent of small institutions reporting occasionally having received requests for accommodations in the last 3 years, while 48 percent of small, 32 percent of medium, and 18 percent of large institutions reported never receiving such requests in the last 3 years (table 14).

Web Site Accessibility

- Almost all (95 percent) of the 2- and 4-year institutions that offered distance education courses in 2000–2001 indicated that they had used web sites for their distance education courses (table 15). Of the institutions that had used web sites for distance education courses, 18 percent indicated that they followed established accessibility guidelines or recommendation for users with disabilities to a major extent, 28 percent followed the guidelines to a moderate extent, 18 percent followed the guidelines to a minor extent, 3 percent did not follow the guidelines at all, and 33 percent did not know if the web sites followed accessibility guidelines.
- Public institutions were more likely than private institutions to follow accessibility guidelines to a major extent. Twenty-two percent of public 4-year and 20 percent of public 2-year institutions followed these guidelines to a major extent, compared with 11 percent of private 4-year institutions (table 15). Private 4-year institutions indicated more often than either public 2-year or public 4-year institutions that they did not know whether their web sites for distance education courses followed accessibility guidelines (42 percent vs. 28 and 23 percent, respectively).
- Large institutions were more likely than medium institutions, which in turn were more likely than small institutions to indicate that their web sites followed accessibility guidelines to a major extent (30 percent, 19 percent, and 12 percent, respectively) (table 15). The same pattern by institutional size was present for those that indicated the web sites followed accessibility guidelines to a moderate extent (37 percent, 32 percent, and 22 percent, respectively).

Distance Education Program Goals

Institutions that offered distance education were asked to report on the importance of various goals to their distance education program, and the extent to which the distance education program had met those goals it considered somewhat or very important. Goals included reducing the institution's per-student costs, making educational opportunities more affordable for students, increasing institution enrollments, increasing student access by reducing time constraints for course taking, increasing student access by making courses available at convenient locations, increasing the institution's access to new audiences, improving the quality of course offerings, and meeting the needs of local employers.

- A majority of the institutions that offered distance education in 2000–2001 indicated that increasing student access in various ways were very important goals to their institution's distance education program. Sixty-nine percent of the institutions that offered distance education courses indicated that increasing student access by making courses available at convenient locations was very important, and 67 percent reported that increasing access by reducing time constraints for course taking was very important (table 16). In addition, 36 percent reported that making educational opportunities more affordable for students, another aspect of student access, was a very important goal for their distance education program.

- On issues related to institutional enrollment and cost, 65 percent of institutions offering distance education indicated that increasing the institution's access to new audiences was very important, 60 percent reported that increasing the institution's enrollments was very important, and 15 percent reported that reducing the institution's per-student costs was very important (table 16). In addition, improving the quality of course offerings was considered to be an important goal by 57 percent of the institutions, and meeting the needs of local employers was rated as very important by 37 percent of the institutions.
- In general, institutions reported that most of the goals they considered to be important were being met to a moderate or major extent (table 16). Increasing student access by making courses available at convenient locations was reported to have been met to a major extent by 37 percent of institutions that considered it an important goal, and increasing student access by reducing time constraints for course taking was reported to have been met to a major extent by 32 percent of institutions that considered it an important goal.
- The importance of various goals varied by institutional type. Public 2-year institutions were more likely than either public or private 4-year institutions to report that the following goals were very important to their distance education program: making educational opportunities more affordable for students (46 percent compared with 36 and 26 percent), increasing student access by reducing time constraints for course taking (73 percent compared with 66 and 61 percent), improving the quality of course offerings (66 percent vs. 53 and 53 percent,), and meeting the needs of local employers (50 percent vs. 31 and 27 percent) (table 17). In addition, public 2-year institutions were more likely than public 4-year institutions to report that increasing institution enrollments was a very important goal for their distance education program (64 percent vs. 58 percent).
- Institutions that reported that a particular goal was very important to their distance education program more often indicated that the goal had been met to a major extent compared with institutions that reported the goal was somewhat important, while institutions that reported a goal as somewhat important more frequently indicated that the goal had been met to a minor extent compared with institutions that rated the goal as very important (table 18). For example, of the institutions that indicated that increasing student access by reducing time constraints for course taking was a very important goal, 43 percent had met that goal to a major extent, compared with 8 percent of institutions that indicated the goal was somewhat important. In contrast, 44 percent of institutions reporting that this was a somewhat important goal met the goal to a minor extent, compared with 15 percent that indicated the goal was very important.

Factors That Keep Institutions From Starting or Expanding Distance Education Offerings

All institutions, including those with no future plans to offer distance education courses, were asked to rate the extent to which each of 15 factors was keeping them from starting or expanding their distance education course offerings. The response categories were "not at all," "minor extent," "moderate extent," and "major extent." These responses were then examined by distance education program status, that is, by whether an institution offered distance education courses, or whether the institution planned to offer these courses in the next 3 years.

- Institutions did not consider most of the listed factors to be keeping them from starting or expanding their distance education course offerings. For example, factors to which institutions frequently responded "not at all" included inability to obtain state authorization (86 percent), lack of support from institution administrators (65 percent), restrictive federal, state, or local

policies (65 percent), lack of fit with institution's mission (60 percent), lack of access to library or other resources for instructional support (58 percent), interinstitutional issues (57 percent), legal concerns (57 percent), and lack of perceived need (55 percent) (table 19).

- Program development costs were perceived by 26 percent of institutions to be keeping them from starting or expanding distance education course offerings to a major extent (table 19). Other factors were reported as keeping the institution from starting or expanding distance education to a major extent by 1 percent to 17 percent of the institutions.

- Distance education program status was related to the extent to which some factors were perceived to be keeping institutions from starting or expanding their distance education course offerings. For institutions that did not plan to offer distance education in the next 3 years, factors perceived as keeping them from starting distance education to a major extent included lack of fit with the institution's mission (44 percent), lack of perceived need (22 percent), program development costs (33 percent), limited technological infrastructure to support distance education (24 percent), and concerns about course quality (26 percent) (table 20). Except for program development costs, these factors were generally not perceived to be limiting the expansion of distance education courses to a major extent for institutions that offered distance education in 2000–2001, with 3 to 9 percent of institutions offering distance education reporting major extent ratings for these factors. Program development costs were perceived to be a factor limiting the expansion of distance education courses to a major extent by 22 percent of the institutions that offered distance education in 2000–2001. However, program development costs were perceived as a limiting factor to a major extent more often by institutions that did not plan to offer than by institutions that offered distance education (33 percent vs. 22 percent).

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Tables of Estimates and Standard Errors

Table 1. Number and percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by distance education program status and institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Distance education program status					
		Offered distance education in 2000–2001		Planned to offer distance education in the next 3 years		Did not offer in 2000–2001 and did not plan to offer in the next 3 years	
		Number	Percent	Number	Percent	Number	Percent
All institutions	4,130	2,320	56	510	12	1,290	31
Institutional type							
Public 2-year	1,070	960	90	50	5	50	5
Private 2-year	640	100	16	150	23	400	62
Public 4-year	620	550	89	20	3	50	8
Private 4-year	1,800	710	40	290	16	790	44
Size of institution							
Less than 3,000	2,840	1,160	41	460	16	1,220	43
3,000 to 9,999	870	770	88	50	5	60	7
10,000 or more	420	400	95	10	2	10	2

NOTE: Percentages are based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 1a. Standard errors of the number and percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by distance education program status and institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Distance education program status					
		Offered distance education in 2000–2001		Planned to offer distance education in the next 3 years		Did not offer in 2000–2001 and did not plan to offer in the next 3 years	
		Number	Percent	Number	Percent	Number	Percent
All institutions	22.7	54.4	1.2	27.6	0.7	46.6	1.2
Institutional type							
Public 2-year	11.2	17.4	2.0	13.2	1.2	16.2	1.5
Private 2-year	11.7	21.0	3.2	22.6	3.3	28.9	5.0
Public 4-year	4.2	10.9	1.9	5.7	0.9	9.7	1.5
Private 4-year	19.0	40.3	2.2	30.4	1.7	35.2	2.0
Size of institution							
Less than 3,000	22.6	53.9	1.7	30.1	1.0	46.6	1.8
3,000 to 9,999	8.7	8.2	1.2	8.9	1.0	7.3	0.8
10,000 or more	0.1	0.1	#	#	#	#	#

Rounds to zero.

NOTE: Standard errors are computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 2. Percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, by institutional type and size: 2001–02

Institutional type and size	Percent of institutions offering any distance education courses in 2001–02
All institutions	59
Institutional type	
Public 2-year	92
Private 2-year	16
Public 4-year	91
Private 4-year	44
Size of institution	
Less than 3,000	44
3,000 to 9,999	90
10,000 or more	97

NOTE: Based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 2a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, by institutional type and size: 2001–02

Institutional type and size	Percent of institutions offering any distance education courses in 2001–02
All institutions	1.4
Institutional type	
Public 2-year	1.8
Private 2-year	2.5
Public 4-year	1.6
Private 4-year	2.7
Size of institution	
Less than 3,000	2.0
3,000 to 9,999	0.9
10,000 or more	#

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 3. Total number of 2-year and 4-year Title IV degree-granting institutions, and the number and percent of institutions that offered distance education courses, by level of institutional offerings: 2000–2001

Level of institutional offerings	Total number of institutions	Offered any distance education courses		Offered college-level, credit-granting distance education courses					
				Courses at either level		Undergraduate courses		Graduate/first-professional courses	
		Number	Percent[1]	Number	Percent[1]	Number	Percent[1]	Number	Percent[1]
All institutions	4,130	2,320	56	2,280	55	1,980	48	890	22
Institutions with undergraduate programs	3,810	2,170	57	2,150	57	1,980	52	760	20
Institutions with graduate/first-professional programs	1,700	1,080	63	1,050	62	750	44	880	52

[1]Percentages are based on the total number of institutions in that row.

NOTE: The numbers of institutions with undergraduate or graduate/first-professional programs do not sum to all institutions since many institutions have both levels of offerings. Information about whether an institution has undergraduate or graduate/first-professional programs (either on campus or distance education) is based on the 2000 Integrated Postsecondary Education Data System "Institutional Characteristics" file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 3a. Standard errors of the total number of 2-year and 4-year Title IV degree-granting institutions, and of the number and percent of institutions that offered distance education courses, by level of institutional offerings: 2000–2001

Level of institutional offerings	Total number of institutions	Offered any distance education courses		Offered college-level, credit-granting distance education courses					
				Courses at either level		Undergraduate courses		Graduate/first-professional courses	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	22.7	54.4	1.2	60.3	1.3	49.4	1.1	38.0	0.9
Institutions with undergraduate programs	24.0	45.5	1.1	46.7	1.2	49.2	1.3	25.5	0.7
Institutions with graduate/first-professional programs	33.5	37.7	2.4	41.3	2.5	28.1	2.0	38.9	2.3

NOTE: Standard errors are computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 4. Number of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, total enrollment in all distance education courses, and enrollment in college-level, credit-granting distance education courses, by institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Number of institutions that offered distance education courses	Total number of enrollments in all distance education courses	Number of enrollments in college-level, credit-granting distance education courses		
				Enrollment in courses at both levels	Enrollments in undergraduate courses	Enrollments in graduate/ first-professional courses
All institutions	4,130	2,320	3,077,000	2,876,000	2,350,000	510,000
Institutional type[1]						
Public 2-year	1,070	960	1,472,000	1,436,000	1,435,000	‡[2]
Public 4-year	620	550	945,000	888,000	566,000	308,000
Private 4-year	1,800	710	589,000	480,000	278,000	202,000
Size of institution						
Less than 3,000	2,840	1,160	486,000	460,000	368,000	91,000
3,000 to 9,999	870	770	1,171,000	1,132,000	932,000	197,000
10,000 or more	420	400	1,420,000	1,284,000	1,049,000	222,000

‡Reporting standards not met.

[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

[2]Two-year branches of public 4-year institutions occasionally offer graduate/first-professional level courses.

NOTE: Enrollments may include duplicated counts of students, since institutions were instructed to count a student enrolled in multiple courses for each course in which he or she was enrolled. Detail may not sum to totals because of rounding, missing data, or because too few cases were reported for a reliable estimate for private 2-year institutions. (See appendix A for details.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 4a. Standard errors of the number of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, of the total enrollment in all distance education courses, and of enrollment in college-level, credit-granting distance education courses, by institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Number of institutions that offered distance education courses	Total number of enrollments in all distance education courses	Number of enrollments in college-level, credit-granting distance education courses		
				Enrollment in courses at both levels	Enrollments in undergraduate courses	Enrollments in graduate/ first-professional courses
All institutions	22.7	54.4	60,179.5	58,248.2	46,292.1	28,466.0
Institutional type						
Public 2-year	11.2	17.4	32,568.7	31,732.9	31,776.1	‡
Public 4-year	4.2	10.9	25,027.8	25,485.8	15,639.0	14,130.7
Private 4-year	19.0	40.3	46,425.9	44,127.6	29,767.6	24,387.6
Size of institution						
Less than 3,000	22.6	53.9	45,737.6	43,809.1	35,233.7	15,799.7
3,000 to 9,999	8.7	8.2	41,500.5	41,371.7	31,619.2	23,678.8
10,000 or more	0.1	0.1	649.7	649.7	649.7	#

‡ Reporting standards not met.

Rounds to zero.

NOTE: Standard errors are computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 5. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by enrollment in distance education courses and type of course: 2000–2001

Enrollments in distance education courses	Percentage distribution of institutions by enrollments in:	
	All distance education courses	College-level, credit-granting distance education courses
0[1]	†	1
1–100	22	23
101–500	30	30
501–1,000	16	16
1,001–2,500	17	16
More than 2,500	15	14

† Not applicable.

[1]One percent of the institutions that offered distance education courses did not offer college-level, credit-granting distance education courses.

NOTE: Percentages are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. Enrollments may include duplicated counts of students, since institutions were instructed to count a student enrolled in multiple courses for each course in which he or she was enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 5a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by enrollment in distance education courses and type of course: 2000–2001

Enrollments in distance education courses	Percentage distribution of institutions by enrollments in:	
	All distance education courses	College-level, credit-granting distance education courses
0	†	0.4
1–100	1.9	1.9
101–500	1.7	1.6
501–1,000	1.0	1.0
1,001–2,500	1.0	0.9
More than 2,500	0.6	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 6. Number of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, total number of different distance education courses, and the number of different college-level, credit-granting distance education courses, by institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Number of institutions that offered distance education courses	Total number of different distance education courses	Number of different college-level, credit-granting distance education courses offered		
				Courses at both levels	Undergraduate courses	Graduate/first-professional courses
All institutions	4,130	2,320	127,400	118,100	89,600	27,500
Institutional type[1]						
Public 2-year	1,070	960	55,900	51,000	50,900	100[2]
Public 4-year	620	550	43,100	40,700	22,000	17,600
Private 4-year	1,800	710	26,500	24,700	14,900	9,800
Size of institution						
Less than 3,000	2,840	1,160	34,600	33,200	26,800	6,500
3,000 to 9,999	870	770	52,300	47,200	37,300	9,300
10,000 or more	420	400	40,500	37,800	25,600	11,800

[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

[2]Two-year branches of public 4-year institutions occasionally offer graduate/first-professional level courses.

NOTE: Detail may not sum to totals because of rounding, missing data, or because too few cases were reported for a reliable estimate for private 2-year institutions. (See appendix A for details.)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 6a. Standard errors of the number of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses, of the total number of different distance education courses, and of the number of different college-level, credit-granting distance education courses, by institutional type and size: 2000–2001

Institutional type and size	Total number of institutions	Number of institutions that offered distance education courses	Total number of different distance education courses	Number of different college-level, credit-granting distance education courses offered		
				Courses at both levels	Undergraduate courses	Graduate/first-professional courses
All institutions	22.7	54.4	2,736.0	2,838.9	2,217.6	1,290.4
Institutional type						
Public 2-year	11.2	17.4	1,621.4	1,603.3	1,616.9	59.5
Public 4-year	4.2	10.9	1,709.3	1,751.2	1,052.3	910.2
Private 4-year	19.0	40.3	2,029.2	1,944.4	1,530.1	937.7
Size of institution						
Less than 3,000	22.6	53.9	2,397.0	2,459.6	2,017.5	858.8
3,000 to 9,999	8.7	8.2	1,388.5	1,497.3	1,005.6	963.1
10,000 or more	0.1	0.1	15.6	15.6	15.6	#

Rounds to zero.

NOTE: Standard errors are computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 7. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by the number of distance education courses offered and type of course: 2000–2001

Number of distance education courses	Percentage distribution of institutions by type of courses offered	
	All distance education courses	College-level, credit-granting distance education courses
0[1]	†	1
1–10	27	27
11–30	25	25
31–50	15	16
51–100	19	18
More than 100	15	14

† Not applicable.

[1]One percent of the institutions that offered distance education courses did not offer college-level, credit-granting distance education courses.

NOTE: Percentages are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. If a course had multiple sections or was offered multiple times during the academic year, institutions were instructed to count it as only one course. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 7a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions offering distance education courses, by the number of distance education courses offered and type of course: 2000–2001

Number of distance education courses	Percentage distribution of institutions by type of courses offered	
	All distance education courses	College-level, credit-granting distance education courses
0	†	0.4
1–10	1.4	1.4
11–30	1.3	1.3
31–50	1.0	1.0
51–100	1.0	1.0
More than 100	0.6	0.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 8. Percent of all 2-year and 4-year Title IV degree-granting institutions offering any distance education courses, and the percent that had college-level degree or certificate programs designed to be completed totally through distance education, by institutional type and size: 2000–2001

Institutional type and size	Offered any distance education courses[1]	Programs designed to be completed totally through distance education							
		Any college-level degree or certificate programs		Degree programs			Certificate programs		
		All institutions[1]	Institutions with distance education courses[2]	Degree programs at either level[2]	Undergraduate degree programs[3]	Graduate/first-professional degree programs[4]	Certificate programs at either level[2]	Undergraduate certificate programs[3]	Graduate/first-professional certificate programs[4]
All institutions.....	56	19	34	30	21	35	16	12	13
Institutional type[5]									
Public 2-year.....	90	22	25	20	20	†	15	15	†
Public 4-year.....	89	47	53	48	28	43	25	13	18
Private 4-year.....	40	14	36	33	19	28	14	10	10
Size of institution									
Less than 3,000	41	11	27	22	16	21	12	11	6
3,000 to 9,999.....	88	32	37	34	25	38	14	12	12
10,000 or more.....	95	49	51	47	27	57	30	16	30

† Not applicable for 2-year institutions.

[1]Based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation.

[2]Based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001.

[3]Based on the estimated 2,170 institutions that had undergraduate programs and that offered any distance education courses in 2000–2001.

[4]Based on the estimated 1,080 institutions that had graduate or first-professional programs and that offered any distance education courses in 2000–2001.

[5]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: Although 2-year institutions do not offer graduate degrees, they sometimes offer individual graduate courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 8a. Standard errors of the percent of all 2-year and 4-year Title IV degree-granting institutions offering any distance education courses, and of the percent that had college-level degree or certificate programs designed to be completed totally through distance education, by institutional type and size: 2000–2001

Institutional type and size	Offered any distance education courses	Programs designed to be completed totally through distance education							
		Any college-level degree or certificate programs		Degree programs			Certificate programs		
		All institutions	Institutions with distance education courses	Degree programs at either level	Undergraduate degree programs	Graduate/first-professional degree programs	Certificate programs at either level	Undergraduate certificate programs	Graduate/first-professional certificate programs
All institutions.....	1.2	0.8	1.2	1.3	1.2	1.9	1.0	0.9	1.0
Institutional type									
Public 2-year.....	2.0	1.6	1.8	1.5	1.5	†	1.5	1.5	†
Public 4-year.....	1.9	1.6	2.0	2.0	1.6	1.9	1.4	1.2	0.6
Private 4-year.....	2.2	1.5	3.2	3.4	3.1	3.0	2.1	2.0	1.7
Size of institution									
Less than 3,000.....	1.7	1.1	2.3	2.4	2.6	3.5	1.9	1.8	1.9
3,000 to 9,999.....	1.2	1.3	1.5	1.5	1.1	2.8	1.0	1.0	1.5
10,000 or more.....	#	#	#	#	#	#	#	#	#

† Not applicable for 2-year institutions.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 9. Number of college-level degree and certificate programs designed to be completed totally through distance education offered by 2-year and 4-year Title IV degree-granting institutions, by institutional type and size: 2000–2001

Institutional type and size	Programs designed to be completed totally through distance education					
	Degree programs			Certificate programs		
	Degree programs at both levels	Undergraduate degree programs	Graduate/first-professional degree programs	Certificate programs at both levels	Undergraduate certificate programs	Graduate/first-professional certificate programs
All institutions	2,810	1,570	1,240	1,330	850	470
Institutional type[1]						
Public 2-year	520	520	†	430	430	†
Public 4-year	1,090	410	680	480	220	250
Private 4-year	1,160	600	560	420	200	220
Size of institution						
Less than 3,000	880	570	310	330	280	60
3,000 to 9,999	1,000	650	350	480	300	180
10,000 or more	940	360	580	510	280	240

† Not applicable for 2-year institutions.

[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: Detail may not sum to totals because of rounding or because too few cases were reported for a reliable estimate for private 2-year institutions. Although 2-year institutions do not offer graduate degrees, they sometimes offer individual graduate courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 9a. Standard errors of the number of college-level degree and certificate programs designed to be completed totally through distance education offered by 2-year and 4-year Title IV degree-granting institutions, by institutional type and size: 2000–2001

Institutional type and size	Programs designed to be completed totally through distance education					
	Degree programs			Certificate programs		
	Degree programs at both levels	Undergraduate degree programs	Graduate/first-professional degree programs	Certificate programs at both levels	Undergraduate certificate program	Graduate/first-professional certificate programs
All institutions	181.8	172.8	75.0	98.0	76.5	49.3
Institutional type						
Public 2-year	43.1	43.1	†	54.9	54.9	†
Public 4-year	36.3	27.8	20.7	18.3	8.5	13.9
Private 4-year	173.2	164.7	72.5	64.0	38.5	46.8
Size of institution						
Less than 3,000	174.7	166.4	66.2	72.0	60.2	25.5
3,000 to 9,999	61.5	55.6	35.3	66.4	47.3	42.2
10,000 or more	0.1	0.1	#	0.1	0.1	#

† Not applicable for 2-year institutions.

Rounds to zero.

NOTE: Standard errors are computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 10. Percent of 2-year and 4-year Title IV degree-granting institutions offering any distance education courses, by primary technology for instructional delivery for distance education courses, and by institutional type and size: 2000–2001

Institutional type and size	Primary technology for instructional delivery										
	Two-way video with two-way audio[1]	One-way video with two-way audio	One-way live video	One-way pre-recorded video	Two-way audio trans-mission	One-way audio trans-mission	Syn-chronous Internet courses[2]	Asyn-chronous Internet courses[3]	CD-ROM	Multi-mode packages	Other tech-nologies
All institutions.....	51	11	8	41	9	11	43	90	29	19	3
Institutional type[4]											
Public 2-year.....	60	13	9	57	7	11	40	95	30	21	2
Public 4-year.....	80	15	13	40	11	10	55	87	29	29	5
Private 4-year.....	22	6	4	24	11	12	35	86	23	11	3
Size of institution											
Less than 3,000	39	6	4	29	8	9	36	87	22	11	2
3,000 to 9,999.....	57	10	10	49	10	10	46	92	31	22	3
10,000 or more.....	70	26	17	61	12	18	56	95	43	36	5

[1]The wording in the questionnaire was "Two-way video with two-way audio (i.e., two-way interactive video)."

[2]The wording in the questionnaire was "Internet courses using synchronous (i.e., simultaneous or "real time") computer-based instruction."

[3]The wording in the questionnaire was "Internet courses using asynchronous (i.e., not simultaneous) computer-based instruction."

[4]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: Percentages are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. Percentages sum to more than 100 because institutions could use different types of technologies as primary modes of instructional delivery for different distance education courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 10a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions offering any distance education courses, by primary technology for instructional delivery for distance education courses, and by institutional type and size: 2000–2001

Institutional type and size	Primary technology for instructional delivery										
	Two-way video with two-way audio	One-way video with two-way audio	One-way live video	One-way pre-recorded video	Two-way audio trans-mission	One-way audio trans-mission	Syn-chronous Internet courses	Asyn-chronous Internet courses	CD-ROM	Multi-mode packages	Other tech-nologies
All institutions.....	1.5	0.6	0.7	1.5	0.9	0.8	1.0	1.1	1.6	1.1	0.4
Institutional type											
Public 2-year.....	2.2	1.1	1.0	1.7	1.1	1.0	1.9	0.9	2.1	1.3	0.4
Public 4-year.....	1.6	0.8	1.1	1.8	1.0	0.8	1.5	1.7	1.3	1.7	0.8
Private 4-year.....	2.3	1.4	1.1	2.7	2.2	2.1	2.8	3.1	2.8	1.8	0.9
Size of institution											
Less than 3,000	2.7	1.2	1.2	2.8	1.7	1.4	1.8	2.2	2.9	1.9	0.7
3,000 to 9,999.....	1.6	0.8	1.2	1.5	0.9	0.8	1.2	0.9	1.6	1.6	0.6
10,000 or more.....	#	#	#	#	#	#	#	#	#	#	#

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 11. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 or planned to offer distance education in the next 3 years, by the planned level of distance education course offerings over the next 3 years, and by the planned primary technology for instructional delivery: 2002

Primary technology for instructional delivery	Planned level of distance education course offerings			
	Reduce the number	Keep the same number	Start or increase the number	No plans to use the technology
Two-way video with two-way audio (two-way interactive video)	4	13	40	43
One-way video with two-way audio	2	4	12	82
One-way live video	1	4	11	84
One-way prerecorded video	6	15	23	56
Two-way audio transmission	1	4	9	86
One-way audio transmission	1	5	13	81
Internet courses using synchronous computer-based instruction	1	4	62	33
Internet courses using asynchronous computer-based instruction	1	6	88	6
CD-ROM	1	8	39	53
Multi-mode packages	‡	2	31	67
Other technologies	#	#	5	94

Rounds to zero.

‡ Reporting standards not met.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percentages are based on the estimated 2,580 institutions that either offered distance education courses in 2000–2001 (2,320 institutions), or that planned to offer distance education courses in the next 3 years and could report about their technology plans (490 institutions). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 11a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 or planned to offer distance education in the next 3 years, by the planned level of distance education course offerings over the next 3 years, and by the planned primary technology for instructional delivery: 2002

Primary technology for instructional delivery	Planned level of distance education course offerings			
	Reduce the number	Keep the same number	Start or increase the number	No plans to use the technology
Two-way video with two-way audio (two-way interactive video)	0.6	0.8	1.6	1.5
One-way video with two-way audio	0.2	0.5	0.9	1.1
One-way live video	0.1	0.4	0.9	0.9
One-way prerecorded video	0.6	1.0	1.2	1.7
Two-way audio transmission	0.2	0.5	0.8	0.8
One-way audio transmission	0.3	0.5	1.3	1.1
Internet courses using synchronous computer-based instruction	0.2	0.5	1.4	1.4
Internet courses using asynchronous computer-based instruction	0.2	0.7	0.9	0.7
CD-ROM	0.2	0.9	1.6	1.8
Multi-mode packages	‡	0.3	1.1	1.2
Other technologies	0.1	0.1	0.8	0.9

‡Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 12. Percent of 2-year and 4-year Title IV degree-granting institutions that planned to start or increase their use of various technologies as the primary mode of instructional delivery during the next 3 years, by distance education program status and type of technology: 2002

Primary technology for instructional delivery	Distance education program status	
	Institutions that offered distance education in 2000–2001[1]	Institutions that planned to offer distance education in the next 3 years[2]
Two-way video with two-way audio (two-way interactive video)	43	26
One-way video with two-way audio	12	12
One-way live video	11	14
One-way prerecorded video	22	28
Two-way audio transmission	9	9
One-way audio transmission	12	14
Internet courses using synchronous computer-based instruction	64	52
Internet courses using asynchronous computer-based instruction	88	86
CD-ROM	39	39
Multi-mode packages	35	14
Other technologies	5	3

[1]Percentages are based on the estimated 2,320 institutions that offered distance education courses in 2000–2001.

[2]Percentages are based on the estimated 490 institutions that planned to offer distance education courses in the next 3 years and could report about their technology plans.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 12a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions that planned to start or increase their use of various technologies as the primary mode of instructional delivery during the next 3 years, by distance education program status and type of technology: 2002

Primary technology for instructional delivery	Distance education program status	
	Institutions that offered distance education in 2000–2001	Institutions that planned to offer distance education in the next 3 years
Two-way video with two-way audio (two-way interactive video)	1.9	3.5
One-way video with two-way audio	0.9	2.9
One-way live video	0.8	3.9
One-way prerecorded video	1.0	4.8
Two-way audio transmission	0.9	2.5
One-way audio transmission	1.0	4.2
Internet courses using synchronous computer-based instruction	1.0	6.3
Internet courses using asynchronous computer-based instruction	1.2	3.6
CD-ROM	1.4	5.1
Multi-mode packages	1.3	3.6
Other technologies	0.9	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 13. Percent of 2-year and 4-year Title IV degree-granting institutions offering distance education courses in 2000–2001 that participate in any distance education consortia, and the percent in those institutions that participate in various types of consortia, by institutional type and size: 2002

Institutional type and size	Participated in any distance education consortia	Type of consortium [1]				
		System	State	Regional	National	International
All institutions	60	50	75	27	14	4
Institutional type[2]						
Public 2-year	83	49	87	23	6	2
Public 4-year	68	62	67	30	20	9
Private 4-year	25	30	56	36	37	7
Size of institution						
Less than 3,000	48	49	70	26	13	3
3,000 to 9,999	67	54	78	25	12	3
10,000 or more	78	46	77	33	21	9

[1]Based on institutions that participated in any distance education consortia.

[2]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 13a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions offering distance education courses in 2000–2001 that participate in any distance education consortia, and of the percent in those institutions that participate in various types of consortia, by institutional type and size: 2002

Institutional type and size	Participated in any distance education consortia	Type of consortium				
		System	State	Regional	National	International
All institutions	1.6	1.9	1.5	1.2	1.0	0.5
Institutional type						
Public 2-year	1.4	2.3	1.5	1.6	1.0	0.6
Public 4-year	1.9	2.2	2.0	1.9	1.6	1.2
Private 4-year	2.3	5.1	5.0	6.0	5.4	2.2
Size of institution						
Less than 3,000	3.0	4.5	3.5	2.6	2.3	1.0
3,000 to 9,999	1.2	1.3	1.2	1.4	1.3	0.8
10,000 or more	#	#	#	#	#	#

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 14. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the frequency of requests for accommodations for students with disabilities in distance education courses over the last 3 years, and by institutional type and size: 2002

Institutional type and size	Never	Occasionally	Frequently	Don't know
All institutions	37	45	3	15
Institutional type[1]				
Public 2-year	30	52	4	14
Public 4-year	29	49	3	19
Private 4-year	51	35	1	14
Size of institution				
Less than 3,000	48	37	1	14
3,000 to 9,999	32	49	3	16
10,000 or more	18	59	6	18

[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percents are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 14a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the frequency of requests for accommodations for students with disabilities in distance education courses over the last 3 years, and by institutional type and size: 2002

Institutional type and size	Never	Occasionally	Frequently	Don't know
All institutions	1.5	1.6	0.3	0.9
Institutional type				
Public 2-year	1.9	1.9	0.6	1.4
Public 4-year	2.2	2.1	0.3	1.7
Private 4-year	3.5	3.5	0.2	1.7
Size of institution				
Less than 3,000	2.9	3.0	0.4	1.6
3,000 to 9,999	1.2	1.3	0.5	0.9
10,000 or more	#	#	#	#

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 15. Percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 that used web sites in those courses, and the percentage distribution of those institutions by the extent their web sites follow established accessibility guidelines or recommendations for users with disabilities, by institutional type and size: 2002

Institutional type and size	Use web sites for distance education courses[1]	Extent to which web sites follow established accessibility guidelines or recommendations for users with disabilities[2]				
		Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	95	3	18	28	18	33
Institutional type[3]						
Public 2-year	96	4	18	30	20	28
Public 4-year	93	2	18	35	22	23
Private 4-year	94	4	21	23	11	42
Size of institution						
Less than 3,000	93	3	19	22	12	43
3,000 to 9,999	97	4	19	32	19	26
10,000 or more	98	1	14	37	30	19

[1]Percents are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001.

[2]Percents are based on institutions that use web sites for distance education courses.

[3]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 15a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 that used web sites in those courses, and the standard errors of the percentage distribution of those institutions by the extent the ir web sites follow established accessibility guidelines or recommendations for users with disabilities, by institutional type and size: 2002

Institutional type and size	Use web sites for distance education courses	Extent to which web sites follow established accessibility guidelines or recommendations for users with disabilities				
		Not at all	Minor extent	Moderate extent	Major extent	Don't know
All institutions	0.7	0.5	1.2	1.4	1.2	1.4
Institutional type						
Public 2-year	1.2	0.8	1.6	2.0	1.4	2.4
Public 4-year	1.5	0.6	1.4	1.5	1.4	1.8
Private 4-year	1.7	0.8	3.3	3.5	1.5	3.8
Size of institution						
Less than 3,000	1.4	0.9	2.3	2.7	2.3	2.7
3,000 to 9,999	0.5	0.7	1.1	1.4	1.1	1.3
10,000 or more	#	#	#	#	#	#

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 16. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the level of importance in meeting various goals for distance education programs, and the percentage distribution of those institutions by the extent to which the institution is meeting those goals: 2002

Distance education program goal	Importance[1]			Extent goal met[2]			
	Not important	Somewhat important	Very important	Not at all	Minor extent	Moderate extent	Major extent
Reducing institution's per-student costs	38	47	15	16	45	35	4
Making educational opportunities more affordable for students	23	40	36	7	34	45	14
Increasing institution enrollments	6	35	60	4	30	44	22
Increasing student access by reducing time constraints for course taking	6	27	67	1	23	43	32
Increasing student access by making courses available at convenient locations	8	23	69	2	18	43	37
Increasing the institution's access to new audiences	5	30	65	4	33	44	19
Improving the quality of course offerings	15	28	57	2	29	51	18
Meeting the needs of local employers	25	38	37	6	40	42	12

[1]Percents are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001.

[2]Percents are based on institutions that rated a given goal as somewhat or very important.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 16a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the level of importance in meeting various goals for distance education programs, and standard errors of the percentage distribution of those institutions by the extent to which the institution is meeting those goals: 2002

Distance education program goal	Importance			Extent goal met			
	Not important	Somewhat important	Very important	Not at all	Minor extent	Moderate extent	Major extent
Reducing institution's per-student costs	1.6	1.7	1.0	1.6	1.9	1.6	0.7
Making educational opportunities more affordable for students	1.1	1.4	1.3	0.9	1.9	1.6	1.0
Increasing institution enrollments	0.6	1.3	1.2	0.8	1.2	1.2	1.0
Increasing student access by reducing time constraints for course taking	0.9	1.4	1.5	0.3	1.5	1.2	1.3
Increasing student access by making courses available at convenient locations	0.8	1.3	1.3	0.5	1.3	1.7	1.4
Increasing the institution's access to new audiences	0.7	1.5	1.5	0.5	1.3	1.6	1.1
Improving the quality of course offerings	1.1	1.3	1.6	0.4	1.4	2.1	1.1
Meeting the needs of local employers	1.3	1.0	1.3	0.6	1.2	1.6	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 17. Percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 indicating that various goals are very important to their distance education programs, by institutional type: 2002

Distance education program goal	All institutions	Institutional type[1]		
		Public 2-year	Public 4-year	Private 4-year
Reducing institution's per-student costs	15	17	18	11
Making educational opportunities more affordable for students	36	46	36	26
Increasing institution enrollments	60	64	58	57
Increasing student access by reducing time constraints for course taking	67	73	66	61
Increasing student access by making courses available at convenient locations	69	73	72	65
Increasing the institution's access to new audiences	65	68	69	64
Improving the quality of course offerings	57	66	53	53
Meeting the needs of local employers	37	50	31	27

[1]Data for private 2-year institutions are not reported in a separate category because too few private 2-year institutions in the sample offered distance education courses in 2000–2001 to make reliable estimates. Data for private 2-year institutions are included in the totals.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percents are based on the estimated 2,320 institutions that offered any distance education courses in 2000–2001.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 17a. Standard errors of the percent of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001 indicating that various goals are very important to their distance education programs, by institutional type: 2002

Distance education program goal	All institutions	Institutional type		
		Public 2-year	Public 4-year	Private 4-year
Reducing institution's per-student costs	1.0	1.5	1.7	2.2
Making educational opportunities more affordable for students	1.3	1.8	2.0	2.5
Increasing institution enrollments	1.2	1.8	1.3	3.2
Increasing student access by reducing time constraints for course taking	1.5	1.9	1.9	3.3
Increasing student access by making courses available at convenient locations	1.3	1.8	1.8	3.2
Increasing the institution's access to new audiences	1.5	2.1	2.0	3.1
Improving the quality of course offerings	1.6	2.7	2.0	3.3
Meeting the needs of local employers	1.3	2.0	2.0	2.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 18. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the extent to which their distance education program has met various goals, and by the importance of the goals: 2002

Importance of goal	Extent to which goal was met			
	Not at all	Minor extent	Moderate extent	Major extent
Reducing your institution's per-student cost				
Somewhat important	18	48	31	3
Very important	9	35	47	10
Making educational opportunities more affordable for students				
Somewhat important	11	43	42	5
Very important	4	24	49	23
Increasing institution enrollments				
Somewhat important	6	43	42	9
Very important	3	23	45	29
Increasing student access by reducing time constraints for course taking				
Somewhat important	3	44	46	8
Very important	1	15	42	43
Increasing student access by making courses available at convenient locations				
Somewhat important	5	45	46	5
Very important	1	10	41	48
Increasing institution's access to new audiences				
Somewhat important	4	55	36	4
Very important	4	23	48	26
Improving the quality of course offerings				
Somewhat important	4	55	40	1
Very important	1	16	56	27
Meeting the needs of local employers				
Somewhat important	8	57	34	1
Very important	3	24	50	23

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percents are based on the estimated 2,320 institutions that offered distance education courses in 2000–2001 and that rated that goal as somewhat or very important to their distance education program. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 18a. Standard errors of the percentage distribution 2-year and 4-year Title IV degree-granting institutions that offered distance education courses in 2000–2001, by the extent to which their distance education program has met various goals, and by the importance of the goals: 2002

Importance of goal	Extent to which goal was met			
	Not at all	Minor extent	Moderate extent	Major extent
Reducing your institution's per-student cost				
Somewhat important	1.9	2.0	1.8	0.6
Very important	2.2	4.0	4.3	1.7
Making educational opportunities more affordable for students				
Somewhat important	1.6	2.6	2.4	1.0
Very important	0.8	2.2	2.6	1.7
Increasing institution enrollments				
Somewhat important	1.8	2.2	2.1	1.1
Very important	0.9	1.4	1.5	1.3
Increasing student access by reducing time constraints for course taking				
Somewhat important	0.9	4.0	3.8	2.4
Very important	0.2	1.1	1.6	1.5
Increasing student access by making courses available at convenient locations				
Somewhat important	1.8	2.9	2.9	1.1
Very important	0.2	1.4	1.8	2.0
Increasing institution's access to new audiences				
Somewhat important	0.7	3.2	3.3	1.2
Very important	0.8	1.3	1.9	1.3
Improving the quality of course offerings				
Somewhat important	0.8	2.2	2.4	0.3
Very important	0.4	1.5	2.6	1.9
Meeting the needs of local employers				
Somewhat important	0.9	2.0	1.9	0.3
Very important	0.8	1.7	2.7	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 19. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings: 2002

Factor	Not at all	Minor extent	Moderate extent	Major extent
Lack of fit with institution's mission	60	14	9	17
Lack of perceived need (e.g., limited student market)	55	21	15	9
Lack of support from institution administrators	65	19	9	7
Program development costs	23	24	27	26
Equipment failures/costs of maintaining equipment	41	28	19	12
Limited technological infrastructure to support distance education	40	25	19	15
Concerns about faculty workload	30	26	29	15
Lack of faculty interest	37	33	23	8
Lack of faculty rewards or incentives	39	30	20	11
Legal concerns (e.g., intellectual property rights, copyright laws)	57	30	10	3
Concerns about course quality	35	29	23	14
Lack of access to library or other resources for instructional support	58	28	9	5
Interinstitutional issues (e.g., allocations of financial aid, course credit)	57	27	11	4
Restrictive federal, state, or local policies (e.g., limitations on the number of distance education credits students may earn, student ineligibility for financial aid)	65	22	8	6
Inability to obtain state authorization	86	10	3	1

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percents are based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 19a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings: 2002

Factor	Not at all	Minor extent	Moderate extent	Major extent
Lack of fit with institution's mission	1.2	1.0	0.9	1.0
Lack of perceived need (e.g., limited student market)	1.0	1.1	1.0	0.8
Lack of support from institution administrators	1.3	0.9	0.8	0.7
Program development costs	1.3	1.4	1.0	1.4
Equipment failures/costs of maintaining equipment	1.7	1.3	0.9	0.9
Limited technological infrastructure to support distance education	1.1	1.0	0.7	1.1
Concerns about faculty workload	0.9	1.0	1.0	0.7
Lack of faculty interest	1.6	1.5	1.1	0.7
Lack of faculty rewards or incentives	1.4	1.4	1.1	0.8
Legal concerns (e.g., intellectual property rights, copyright laws)	1.4	1.3	0.7	0.6
Concerns about course quality	1.3	1.4	0.8	1.1
Lack of access to library or other resources for instructional support	2.0	1.4	0.8	0.8
Interinstitutional issues (e.g., allocations of financial aid, course credit)	1.6	1.2	1.1	0.8
Restrictive federal, state, or local policies (e.g., limitations on the number of distance education credits students may earn, student ineligibility for financial aid)	1.4	1.1	0.9	0.7
Inability to obtain state authorization	0.8	0.6	0.6	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 20. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings, and by distance education program status in 2000–2001: 2002

Factor and distance education program status	Not at all	Minor extent	Moderate extent	Major extent
Lack of fit with institution's mission				
Offered in 2000–2001	75	15	7	4
Planned to offer in next 3 years	64	17	13	6
Did not plan to offer in next 3 years	31	12	13	44
Lack of perceived need				
Offered in 2000–2001	64	21	11	3
Planned to offer in next 3 years	56	20	19	6
Did not plan to offer in next 3 years	40	19	19	22
Lack of support from institution's administrators				
Offered in 2000–2001	66	21	9	4
Planned to offer in next 3 years	66	17	12	5
Did not plan to offer in next 3 years	64	15	8	12
Program development costs				
Offered in 2000–2001	16	30	32	22
Planned to offer in next 3 years	27	21	25	27
Did not plan to offer in next 3 years	35	14	19	33
Equipment failures/costs of maintaining equipment				
Offered in 2000–2001	37	34	21	8
Planned to offer in next 3 years	41	30	17	12
Did not plan to offer in next 3 years	48	17	15	19
Limited technological infrastructure to support distance education				
Offered in 2000–2001	39	30	21	9
Planned to offer in next 3 years	41	24	17	18
Did not plan to offer in next 3 years	42	17	17	24
Concerns about faculty workload				
Offered in 2000–2001	17	31	35	17
Planned to offer in next 3 years	40	20	24	16
Did not plan to offer in next 3 years	49	21	19	11
Lack of faculty interest				
Offered in 2000–2001	28	38	28	7
Planned to offer in next 3 years	44	27	24	5
Did not plan to offer in next 3 years	50	25	15	11
Lack of faculty rewards or incentives				
Offered in 2000–2001	26	35	26	13
Planned to offer in next 3 years	44	23	22	10
Did not plan to offer in next 3 years	60	24	10	6
Legal concerns				
Offered in 2000–2001	50	36	11	3
Planned to offer in next 3 years	62	24	11	2
Did not plan to offer in next 3 years	66	20	9	5

See notes at end of table.

Table 20. Percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings, and by distance education program status in 2000–2001: 2002—Continued

Factor and distance education program status	Not at all	Minor extent	Moderate extent	Major extent
Concerns about course quality				
Offered in 2000–2001	31	38	24	7
Planned to offer in next 3 years	29	29	28	14
Did not plan to offer in next 3 years	43	13	18	26
Lack of access to instructional support				
Offered in 2000–2001	60	31	8	2
Planned to offer in next 3 years	53	28	12	8
Did not plan to offer in next 3 years	57	21	12	10
Interinstitutional issues				
Offered in 2000–2001	59	29	10	3
Planned to offer in next 3 years	47	32	16	5
Did not plan to offer in next 3 years	59	21	13	8
Restrictive federal, state, or local policies				
Offered in 2000–2001	62	26	8	4
Planned to offer in next 3 years	60	19	12	9
Did not plan to offer in next 3 years	71	15	6	8
Inability to obtain state authorization				
Offered in 2000–2001	89	9	2	#
Planned to offer in next 3 years	80	13	2	4
Did not plan to offer in next 3 years	83	10	6	1

Rounds to zero.

NOTE: This question was asked in the present tense rather than referring to 2000–2001, and thus the estimates reflect the responses of the institutions at the time the data were collected in spring 2002. Percents are based on the estimated 4,130 2-year and 4-year Title IV-eligible, degree-granting institutions in the nation. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Table 20a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings, and by distance education program status in 2000–2001: 2002

Factor and distance education program status	Not at all	Minor extent	Moderate extent	Major extent
Lack of fit with institution's mission				
Offered in 2000–2001	1.3	1.0	0.7	0.6
Planned to offer in next 3 years	5.0	3.2	2.6	2.0
Did not plan to offer in next 3 years	2.4	3.0	2.5	2.6
Lack of perceived need				
Offered in 2000–2001	1.4	1.1	1.1	0.7
Planned to offer in next 3 years	3.6	3.7	3.1	2.0
Did not plan to offer in next 3 years	2.8	3.0	2.7	2.5
Lack of support from institution's administrators				
Offered in 2000–2001	1.8	1.2	1.1	0.4
Planned to offer in next 3 years	3.9	3.6	3.4	2.1
Did not plan to offer in next 3 years	2.8	2.5	1.7	1.4
Program development costs				
Offered in 2000–2001	1.7	1.4	1.3	1.1
Planned to offer in next 3 years	4.7	5.3	4.3	3.9
Did not plan to offer in next 3 years	3.4	2.3	1.8	3.4
Equipment failures/costs of maintaining equipment				
Offered in 2000–2001	1.5	1.7	1.1	1.0
Planned to offer in next 3 years	4.7	4.4	3.0	2.6
Did not plan to offer in next 3 years	4.2	2.4	2.2	2.5
Limited technological infrastructure to support distance education				
Offered in 2000–2001	1.2	1.5	1.1	0.8
Planned to offer in next 3 years	4.4	3.5	3.2	4.1
Did not plan to offer in next 3 years	3.9	2.2	3.0	3.8
Concerns about faculty workload				
Offered in 2000–2001	0.9	1.5	1.2	0.9
Planned to offer in next 3 years	5.1	3.4	3.6	3.1
Did not plan to offer in next 3 years	3.6	2.5	2.3	1.7
Lack of faculty interest				
Offered in 2000–2001	1.5	1.6	1.5	0.6
Planned to offer in next 3 years	5.9	5.0	3.5	1.7
Did not plan to offer in next 3 years	3.5	2.5	2.6	2.1
Lack of faculty rewards or incentives				
Offered in 2000–2001	1.4	1.6	1.2	0.9
Planned to offer in next 3 years	3.4	3.9	3.5	2.6
Did not plan to offer in next 3 years	3.7	2.6	1.9	1.4
Legal concerns				
Offered in 2000–2001	1.6	1.4	1.0	0.4
Planned to offer in next 3 years	5.5	3.7	2.5	1.8
Did not plan to offer in next 3 years	4.3	3.8	1.4	1.3

See notes at end of table.

Table 20a. Standard errors of the percentage distribution of 2-year and 4-year Title IV degree-granting institutions, by the extent to which various factors are preventing the institution from starting or expanding distance education course offerings, and by distance education program status in 2000–2001: 2002—Continued

Factor and distance education program status	Not at all	Minor extent	Moderate extent	Major extent
Concerns about course quality				
Offered in 2000–2001	1.2	1.7	1.4	0.8
Planned to offer in next 3 years	5.9	5.0	4.6	4.1
Did not plan to offer in next 3 years	4.2	2.0	2.5	2.6
Lack of access to instructional support				
Offered in 2000–2001	1.3	1.3	0.6	0.4
Planned to offer in next 3 years	4.3	3.7	2.8	2.3
Did not plan to offer in next 3 years	4.6	3.2	1.6	2.0
Interinstitutional issues				
Offered in 2000–2001	1.4	1.3	0.8	0.5
Planned to offer in next 3 years	4.1	4.4	3.3	2.1
Did not plan to offer in next 3 years	3.8	2.5	2.2	2.3
Restrictive federal, state, or local policies				
Offered in 2000–2001	1.3	1.2	0.7	0.8
Planned to offer in next 3 years	4.1	3.9	3.3	2.3
Did not plan to offer in next 3 years	3.3	2.1	1.3	1.5
Inability to obtain state authorization				
Offered in 2000–2001	1.0	0.9	0.3	0.1
Planned to offer in next 3 years	4.8	3.2	1.5	2.7
Did not plan to offer in next 3 years	2.3	2.3	1.9	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

Appendix A

Methodology

Methodology

Postsecondary Education Quick Information System

The Postsecondary Education Quick Information System (PEQIS) was established in 1991 by the National Center for Education Statistics (NCES), U.S. Department of Education (ED). PEQIS is designed to conduct brief surveys of postsecondary institutions or state higher education agencies on postsecondary education topics of national importance. Surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Most PEQIS institutional surveys use a previously recruited, nationally representative panel of institutions. The PEQIS panel was originally selected and recruited in 1991–92. In 1996, the PEQIS panel was reselected to reflect changes in the postsecondary education universe that had occurred since the original panel was selected. A modified Keyfitz approach was used to maximize overlap between the panels; this resulted in 80 percent of the institutions in the 1996 panel overlapping with the 1991–92 panel. The PEQIS panel was reselected again in 2002. A modified Keyfitz approach was used to maximize the overlap between the 1996 and 2002 samples; 81 percent of the institutions overlapped between these two panels.

At the time the 1991–92 and 1996 PEQIS panels were selected, NCES was defining higher education institutions as institutions accredited at the college level by an agency recognized by the Secretary of the U.S. Department of Education. However, ED no longer makes a distinction between higher education institutions and other postsecondary institutions that are eligible to participate in federal financial aid programs. Thus, NCES no longer categorizes institutions as higher education institutions. Instead, NCES now categorizes institutions on the basis of whether the institution is eligible to award federal Title IV financial aid, and whether the institution grants degrees at the associate's level or higher. Institutions that are both Title IV-eligible and degree-granting are approximately equivalent to higher education institutions as previously defined. It is this subset of postsecondary institutions (Title IV-eligible and degree-granting) that are included in the 2002 PEQIS sampling frame.

The sampling frame for the 2002 PEQIS panel was constructed from the 2000 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file. Institutions eligible for the 2002 PEQIS frame included 2-year and 4-year (including graduate-level) institutions that are both Title IV-eligible and degree-granting, and are located in the 50 states and the District of Columbia: a total of 4,175 institutions. The 2002 PEQIS sampling frame was stratified by instructional level (4-year, 2-year), control (public, private nonprofit, private for-profit), highest level of offering (doctor's/first-professional, master's, bachelor's, less than bachelor's), and total enrollment. Within each of the strata, institutions were sorted by region (Northeast, Southeast, Central, West) and by whether the institution had a relatively high minority enrollment. The sample of 1,610 institutions was allocated to the strata in proportion to the aggregate square root of total enrollment. Institutions within a stratum were sampled with equal probabilities of selection. The modified Keyfitz approach resulted in 81 percent of the institutions in the 2002 panel overlapping with the 1996 panel. Panel recruitment was conducted with the 300 institutions that were not part of the overlap sample. During panel recruitment, 6 institutions were found to be ineligible for PEQIS. The final unweighted response rate at the end of PEQIS panel recruitment with the institutions that were not part of the overlap sample was 97 percent (285 of the 294 eligible institutions). There were a total of 1,600 eligible institutions in the entire 2002 panel, because 4 institutions in the overlap sample were determined to be ineligible for various reasons. The final unweighted participation rate across the institutions that were selected for the 2002 panel was 99 percent (1,591 participating institutions out of 1,600 eligible institutions). The weighted panel participation rate was also 99 percent.

Each institution in the PEQIS panel was asked to identify a campus representative to serve as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and forwarding the questionnaire to that person.

Sample and Response Rates

The sample for the survey consisted of all of the institutions in the 2002 PEQIS panel. The weighted number of eligible institutions in the survey represent the estimated universe of approximately 4,130 Title IV-eligible, degree-granting institutions in the 50 states and the District of Columbia.[12] In late February 2002, questionnaires (see appendix B) were mailed to the PEQIS coordinators at the institutions. Coordinators were told that the survey was designed to be completed by the person at the institution most knowledgeable about the institution's distance education course offerings. Telephone followup of nonrespondents was initiated in mid-March 2002; data collection and clarification were completed in June 2002. During data collection, one institution was determined to be ineligible for this survey. For the eligible institutions, an unweighted response rate of 94 percent (1,500 responding institutions divided by the 1,599 eligible institutions in the sample for this survey) was obtained. The weighted response rate for this survey was also 94 percent. The unweighted overall response rate was 93 percent (99.4 percent panel participation rate multiplied by the 93.8 percent survey response rate). The weighted overall response rate was also 93 percent (99.3 percent weighted panel participation rate multiplied by the 93.8 percent weighted survey response rate).

Weighted item nonresponse rates ranged from 0 to 1 percent for all items. Imputation for item nonresponse was not implemented. Estimated totals using nonimputed data implicitly impute a zero value for all missing data. These zero implicit imputations will mean that the estimates of totals will underestimate the true population totals. The total number of enrollments in all distance education courses was missing for 5 cases in the sample. For college-level, credit-granting courses, the number of enrollments in courses at both levels was missing for 5 cases in the sample, and the number of enrollments in undergraduate and graduate courses was missing for 11 cases in the sample. The total number of different distance education courses was missing for 8 cases in the sample. For college-level, credit-granting courses, the number of courses at both levels was missing for 7 cases in the sample, the number of undergraduate courses was missing for 11 cases in the sample, and the number of graduate courses was missing for 10 cases in the sample.

Definitions of Analysis Variables

- **Institutional type:** public 2-year, private 2-year, public 4-year, private 4-year. Type was created from a combination of level (2-year, 4-year) and control (public, private). Two-year institutions are defined as institutions at which the highest level of offering is at least 2 but less than 4 years (below the baccalaureate degree); 4-year institutions are those at which the highest level of offering is 4 or more years (baccalaureate or higher degree).[13] Private comprises private nonprofit and private for-profit institutions; these private institutions are reported

[12] The estimated number of institutions in the survey universe decreased from the 4,175 institutions on the PEQIS sampling frame to an estimated 4,130 institutions because some of the institutions were determined to be ineligible for PEQIS during panel recruitment and survey data collection.

[13] Definitions for level are from the data file documentation for the Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file, U.S. Department of Education, National Center for Education Statistics.

together because there are too few private for-profit institutions in the sample for this survey to report them as a separate category.

- **Size of institution:** less than 3,000 students (small); 3,000 to 9,999 students (medium); and 10,000 or more students (large).

Sampling and Nonsampling Errors

The response data were weighted to produce national estimates (see table A-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

Table A-1. Number and percent of 2-year and 4-year Title IV degree-granting institutions in the study, and the estimated number and percent in the nation, for the total sample and for institutions that offered distance education courses in 2000–2001, by institutional type and size: 2002

Institutional type and size	Total sample				Offered distance education in 2000–2001			
	Respondents		National estimate*		Respondents		National estimate*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	1,500	100	4,130	100	1,111	100	2,320	100
Institutional type								
Public 2-year	505	34	1,070	26	481	43	960	41
Private 2-year	98	7	640	16	17	2	100	4
Public 4-year	395	26	620	15	363	33	550	24
Private 4-year	502	33	1,800	44	250	23	710	31
Size of institution								
Less than 3,000	595	40	2,840	69	281	25	1,160	50
3,000 to 9,999	505	34	870	21	449	40	770	33
10,000 or more	400	27	420	10	381	34	400	17

*Data presented in all tables are weighted to produce national estimates. The sample was selected with probabilities proportionate to the square root of total enrollment. Institutions with larger enrollments have higher probabilities of inclusion and lower weights. The weighted numbers of institutions have been rounded to the nearest 10.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, "Survey on Distance Education at Higher Education Institutions, 2000–2001," 2002.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in data collection. These errors can sometimes bias the data. Nonsampling errors may include such problems as misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with respondents at institutions like those that completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by NCES. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of institutions reporting that they offered any distance education courses in 2000–2001 is 56.3 percent, and the estimated standard error is 1.2 percent. The 95 percent confidence interval for the statistic extends from [56.3 - (1.2 times 1.96)] to [56.3 + (1.2 times 1.96)], or from 53.9 to 58.7 percent.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variances of the statistics. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped one at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors. WesVar is a stand-alone Windows application that computes sampling errors for a wide variety of statistics (totals, percents, ratios, log-odds ratios, general functions of estimates in tables, linear regression parameters, and logistic regression parameters).

The test statistics used in the analysis were calculated using the jackknife variances and thus appropriately reflected the complex nature of the sample design. In addition, Bonferroni adjustments were made to control for multiple comparisons where appropriate. Bonferroni adjustments correct for the fact that a number of comparisons (g) are being made simultaneously. The adjustment is made by dividing the 0.05 significance level by g comparisons, effectively increasing the critical value necessary for a difference to be statistically different. This means that comparisons that would have been significant with an unadjusted critical t value of 1.96 may not be significant with the Bonferroni-adjusted critical t value. For example, the Bonferroni-adjusted critical t value for comparisons between any two of the three categories of institutional size is 2.39, rather than 1.96. This means that there must be a larger difference between the estimates being compared for there to be a statistically significant difference when the Bonferroni adjustment is applied than when it is not used.

Background Information

The survey was performed under contract with Westat, using the Postsecondary Education Quick Information System (PEQIS). Westat's Project Director was Elizabeth Farris, and the Survey Managers were Laurie Lewis and Tiffany Waits. Bernie Greene was the NCES Project Officer.

The following individuals reviewed this report:

Outside NCES

- Bruce Chaloux, Southern Regional Education Board
- Stephanie Cronen, American Institutes for Research, Education Statistics Services Institute
- Dan Goldenberg, Policy and Program Studies Service, U.S. Department of Education
- Greg Henschel, Institute of Education Sciences, U.S. Department of Education
- Ann Hiros, Burlington County College
- Sally Johnstone, Western Interstate Commission for Higher Education
- Lawrence Lanahan, American Institutes for Research, Education Statistics Services Institute
- Carolyn S. Lee, Office of Vocational and Adult Education, U.S. Department of Education
- Brian Lekander, Fund for the Improvement of Postsecondary Education, U.S. Department of Education

Inside NCES

- Lisa Hudson, Early Childhood, International, and Crosscutting Studies Division
- Tracy Hunt-White, Postsecondary Education Studies Division
- William Hussar, Early Childhood, International, and Crosscutting Studies Division
- Andrew Malizio, Assessment Division
- Val Plisko, Associate Commissioner, Early Childhood, International, and Crosscutting Studies Division
- Bruce Taylor, Statistical Standards Program, Office of the Deputy Commissioner

For more information about the Postsecondary Education Quick Information System or the Survey on Distance Education at Higher Education Institutions: 2000–2001, contact Bernie Greene, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street, NW, Washington, DC 20006; e-mail: Bernard.Greene@ed.gov; telephone (202) 502-7348.

Appendix B

Questionnaire

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006-5651 **DISTANCE EDUCATION AT HIGHER EDUCATION INSTITUTIONS: 2000–2001** POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM	FORM APPROVED O.M.B. No.: 1850-0733 EXPIRATION DATE: 07/2002
This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.	

Definition of distance education for this survey refers to education or training courses delivered to remote (off-campus) location(s) via audio, video (live or prerecorded), or computer technologies, including both synchronous and asynchronous instruction. For purposes of this survey, courses conducted **exclusively** on campus are not included in this definition of distance education (although **some** on-campus instruction or testing may be involved); courses conducted **exclusively** via written correspondence are also not included (although **some** instruction may be conducted via written correspondence). Distance education also does **not** include courses in which the instructor travels to a remote site to deliver instruction in person. *Distance education courses may include a small amount of on-campus course or lab work, on-campus exams, or occasional on-campus meetings.*

The survey is designed to be completed by the person(s) most knowledgeable about your institution's distance education course offerings. Since we are interested in <u>all</u> such courses offered by your institution, we ask that you consult with your colleagues in other departments/offices that may also offer distance education courses.

IF ABOVE <u>INSTITUTION</u> INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form:_____

Title/Position: _____

Telephone Number:_____ E-mail:_____

THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	**IF YOU HAVE ANY QUESTIONS, CONTACT:**
Laurie Lewis (7166.26) Westat 1650 Research Boulevard Rockville, Maryland 20850-3195	Laurie Lewis (800-937-8281, x. 8284 or 301-251-8284) or Tiffany Waits (800-937-8281, x. 3829 or 301-294-3829) Fax: 800-254-0984 E-mail: laurielewis@westat.com or tiffanywaits@westat.com

PEQIS Form No. 13, 02/2002

1. Did your institution offer any distance education courses (as defined on the front of this questionnaire) in 2000–2001 (12-month academic year), or plan to offer any such courses in the next 3 years (2001–2002 through 2003–2004)? *(Circle only one number.)*

Offered courses in 2000–2001	1	*(Continue with question 2.)*
Did not offer in 2000–2001, but planned to offer in the next 3 years	2	*(Skip to question 11.)*
Did not offer in 2000–2001, and did not plan to offer in the next 3 years	3	*(Skip to question 12.)*

2. In the grid, please provide information about the distance education courses offered by your institution in **2000–2001 (12-month academic year)**.

- For **courses**, provide information about the number of **different** distance education courses offered by your institution in 2000–2001. If a course had multiple sections or was offered multiple times during the academic year, count it as only one course. If your institution did not offer a particular type or level of distance education course in 2000–2001, enter 0.
- **Dual-level courses** (i.e., courses that can be taken for either undergraduate or graduate credit) should be reported as undergraduate courses, and enrollments for these courses should be counted as undergraduate enrollments.
- **Enrollments** may include duplicated counts of students, i.e., a student should be counted for each course in which he/she was enrolled.

⇒ **In column 1**, report the number of distance education courses **for all levels and audiences**, and the number of students enrolled in those courses. Include courses designed for **all** types of students, including elementary and secondary, college, adult education, continuing and professional education, etc.

⇒ **In columns 2 through 4** report **only college-level, credit-granting** distance education courses and their enrollments, as follows:

In column 2, report the total (i.e., the sum of undergraduate and graduate/first professional).

In column 3, report for undergraduate-level only.

In column 4, report for graduate/first-professional-level only.

For 2000–2001 (12-month academic year)	1. Total for all levels and audiences	College-level, credit-granting		
		2. Total for college-level credit-granting (undergraduate and graduate)	3. Undergraduate only	4. Graduate/ first-professional only
a. Number of courses				
b. Number of enrollments				

3. In 2000–2001 (12-month academic year), did your institution have any college-level degree or certificate programs designed to be completed totally through distance education? *(Include only degree or certificate programs that are based on credit-granting courses; include programs that may require a small amount of on-campus course or lab work, clinical work in hospitals, or similar arrangements, and baccalaureate degree completion programs.)*

Yes..... 1 *(Continue with question 4.)* No ..... 2 *(Skip to question 5.)*

4. How many different college-level degree or certificate programs designed to be completed totally through distance education did your institution offer in 2000–2001 (12-month academic year)?

*Distance education degree and certificate programs	Undergraduate		Graduate/first-professional	
	Degree	Certificate	Degree	Certificate
Total number of college-level distance education degree and certificate programs based on **credit-granting** courses				

5. Does your institution participate in any distance education consortia?

Yes..... 1 *(Continue with question 6.)* No ..... 2 *(Skip to question 7.)*

6. In what types of consortia does your institution participate? (*Circle one on each line.*)

	Yes	No	Don't know
a. System (e.g., within a single university system or community college district)	1	2	3
b. State (i.e., within a single state)	1	2	3
c. Regional (i.e., multi-state)	1	2	3
d. National	1	2	3
e. International	1	2	3

7. How important are the following goals to your institution's distance education program? **For each goal that is somewhat or very important**, indicate to what extent your distance education program is meeting that goal.

	Importance			Extent goal met			
	Not important	Somewhat important	Very important	Not at all	Minor extent	Moderate extent	Major extent
	(Circle one on each line.)			*(Circle one on each line.)*			
a. Reducing institution's per-student costs	1	2	3	1	2	3	4
b. Making educational opportunities more affordable for students	1	2	3	1	2	3	4
c. Increasing institution enrollments	1	2	3	1	2	3	4
d. Increasing student access by reducing time constraints for course taking	1	2	3	1	2	3	4
e. Increasing student access by making courses available at convenient locations	1	2	3	1	2	3	4
f. Increasing the institution's access to new audiences	1	2	3	1	2	3	4
g. Improving the quality of course offerings	1	2	3	1	2	3	4
h. Meeting the needs of local employers	1	2	3	1	2	3	4
i. Other *(specify)* _____	1	2	3	1	2	3	4

8. How often in the last 3 years has your institution received requests to provide accommodations for students with disabilities in your distance education courses? *(Circle one.)*

Never..... 1 Occasionally..... 2 Frequently..... 3 Don't know..... 4

9. To what extent do the Web sites for the distance education courses offered by your institution follow established accessibility guidelines or recommendations for users with disabilities (e.g., guidelines/recommendations from the U.S. Department of Education or the World Wide Web Consortium)? *(Circle one.)*

If no Web sites are used, check here ☐ *and skip to question 10.*

Not at all..... 1 Minor extent..... 2 Moderate extent..... 3 Major extent..... 4 Don't know..... 5

10. Which types of technology did your institution use as a **primary** mode of instructional delivery for distance education courses in 2000–2001 (12-month academic year)? *Circle yes for all the technologies that any distance education course used as a primary mode of delivery. If a course used multiple technologies to deliver instruction, but one mode predominated, circle yes for the predominant mode for the course. (Circle one on each line.)*

	Yes	No
a. Two-way video with two-way audio (i.e., two-way interactive video)	1	2
b. One-way video with two-way audio	1	2
c. One-way live video	1	2
d. One-way prerecorded video (including prerecorded videotapes provided to students, and television broadcast and cable transmission using prerecorded video)	1	2
e. Two-way audio transmission (e.g., audio/phone conferencing)	1	2
f. One-way audio transmission (including radio broadcast and prerecorded audiotapes provided to students)	1	2
g. Internet courses using synchronous (i.e., simultaneous or "real time") computer-based instruction (e.g., interactive computer conferencing or Interactive Relay Chat)	1	2
h. Internet courses using asynchronous (i.e., not simultaneous) computer-based instruction (e.g., e-mail, listservs, and most World Wide Web-based courses)	1	2
i. CD-ROM	1	2
j. Multi-mode packages (i.e., a mix of technologies that cannot be assigned to a primary mode) (*specify technologies used*) _____	1	2
k. Other technologies *(specify)* _____	1	2

11. In the next 3 years, what are your institution's plans concerning the number of distance education courses that will be offered using the following technologies as the **primary** mode of instructional delivery? *If a course will use multiple technologies to deliver instruction, but one mode will predominate, consider the course under the predominant mode. (Circle one on each line.)*

	Reduce	Keep same number	Start or increase	No plans
a. Two-way video with two-way audio (i.e., two-way interactive video)	1	2	3	4
b. One-way video with two-way audio	1	2	3	4
c. One-way live video	1	2	3	4
d. One-way prerecorded video (including prerecorded videotapes provided to students, and television broadcast and cable transmission using prerecorded video)	1	2	3	4
e. Two-way audio transmission (e.g., audio/phone conferencing)	1	2	3	4
f. One-way audio transmission (including radio broadcast and prerecorded audiotapes provided to students)	1	2	3	4
g. Internet courses using synchronous (i.e., simultaneous or "real time") computer-based instruction (e.g., interactive computer conferencing or Interactive Relay Chat)	1	2	3	4
h. Internet courses using asynchronous (i.e., not simultaneous) computer-based instruction (e.g., e-mail, listservs, and most World Wide Web-based courses)	1	2	3	4
i. CD-ROM	1	2	3	4
j. Multi-mode packages (i.e., a mix of technologies that cannot be assigned to a primary mode) *(specify technologies to be used)* _____	1	2	3	4
k. Other technologies *(specify)* _____	1	2	3	4

12. To what extent, if any, are the following factors keeping your institution from starting or expanding distance education offerings? *(Circle one on each line.)*

	Not at all	Minor extent	Moderate extent	Major extent
a. Lack of fit with institution's mission	1	2	3	4
b. Lack of perceived need (e.g., limited student market)	1	2	3	4
c. Lack of support from institution administrators	1	2	3	4
d. Program development costs	1	2	3	4
e. Equipment failures/costs of maintaining equipment	1	2	3	4
f. Limited technological infrastructure to support distance education	1	2	3	4
g. Concerns about faculty workload	1	2	3	4
h. Lack of faculty interest	1	2	3	4
i. Lack of faculty rewards or incentives	1	2	3	4
j. Legal concerns (e.g., intellectual property rights, copyright laws)	1	2	3	4
k. Concerns about course quality	1	2	3	4
l. Lack of access to library or other resources for instructional support	1	2	3	4
m. Interinstitutional issues (e.g., allocations of financial aid, course credit)	1	2	3	4
n. Restrictive federal, state, or local policies (e.g., limitations on the number of distance education credits students may earn, student ineligibility for financial aid)	1	2	3	4
o. Inability to obtain state authorization	1	2	3	4
p. Other *(specify)* _____	1	2	3	4

13. Is your institution offering any distance education courses this academic year (2001–2002)?

Yes ..... 1 No 2

14. **For institutions that did not offer any distance education courses in 2000–2001:** Did your institution offer any distance education courses in the previous 5 years (1995–2000)?

Yes ..... 1 (*Date last offered* _____*)* No ..... 2 Don't know 3

Thank you. Please keep a copy for your records.