

Distance Education at Degree-Granting Postsecondary Institutions: 2006–07

First Look



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December 2008

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NCES 2009–044

U.S. DEPARTMENT OF EDUCATION

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December 2008

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Suggested Citation

Parsad, B., and Lewis, L. (2008). *Distance Education at Degree-Granting Postsecondary Institutions: 2006–07* (NCES 2009–044). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Acknowledgments

The authors would like to recognize the respondents from postsecondary institutions who provided data on distance education upon which the report is based. We also thank the sponsors from the Office of Educational Technology.

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First Look Summary

Introduction

This report provides national estimates on distance education at degree-granting postsecondary institutions in the 2006–07 academic year.¹ The survey is the fourth of its kind undertaken by the National Center for Education Statistics (NCES); the first survey was conducted in 1995, the second in 1998, and the third in 2002. For the 2006–07 study, distance education was defined as a formal education process in which the student and instructor are not in the same place. Thus, instruction may be synchronous or asynchronous, and it may involve communication through the use of video, audio, or computer technologies, or by correspondence (which may include both written correspondence and the use of technology such as CD-ROM).² While this report covers many of the topics in the previous reports, the data are not comparable. The definition of distance education in the 2006–07 study reflected two major changes from earlier studies. First, the definition no longer included a criterion for instructional delivery to off-campus or remote locations because online courses could be accessed on campus at a convenient time and place (e.g., between classes and in a computer lab). Second, the definition included correspondence courses and distance education courses that were designated by institutions as hybrid/blended online courses.

The questionnaire instructed institutions to include distance education courses and programs that were formally designated as online, hybrid/blended online, and other distance education courses and programs. Institutions may have varied in the proportion of online instruction required for a course to be considered an online course or a hybrid/blended online course. For example, some institutions considered online courses as courses in which 100 percent of the instruction was delivered online, while others used various percentage cutoffs such as 80 percent, 70 percent, and 50 percent of online instruction. Hybrid/blended online courses were defined as a combination of online and in-class instruction with **reduced in-class seat time** for students. Thus, web-enhanced courses that did not result in reduced seat time (i.e., class time) were not intended to be included in the counts of hybrid/blended online courses.

The 2006–07 study on distance education collected information on the prevalence, types, delivery, policies, and acquisition or development of distance education courses and programs. Specifically, the survey covered the following:

- Whether institutions offered various types of distance education courses, and enrollment in those courses, including online, hybrid/blended online, and other distance education courses;
- Number and types of degree or certificate programs designed to be completed totally through distance education;
- Technologies used for the instructional delivery of distance education courses;
- Factors affecting institutions' decisions about distance education;

¹ The term *distance education* has been used interchangeably with *distance learning* in the literature.

² Synchronous Internet-based technologies refer to simultaneous or “real-time” computer-based instruction, while asynchronous Internet-based technologies are used for courses that are not based on simultaneous computer-based instruction.

- Distance education offerings for elementary or secondary students; and
- Ways in which institutions acquired or developed their distance education courses.

The survey was conducted for NCES in fall 2007 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 approximately 1,600 Title IV eligible, degree-granting postsecondary institutions in the 50 states and the District of Columbia.³ The unweighted survey response rate was 90 percent, and the weighted response rate was 87 percent. Data were adjusted for questionnaire nonresponse and weighted to yield national estimates that represent the estimated 4,200 Title IV degree-granting postsecondary institutions in the United States.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the PEQIS study rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue. The findings are based on self-reported data from postsecondary institutions. Some of the survey responses (e.g., small, moderate, and large extent) were not defined for respondents.

All specific statements of comparisons made in the bullets have been tested for statistical significance at the .05 level using Student's *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Tables of standard error estimates are provided in appendix A. Detailed information about the survey methodology is provided in appendix B, and the questionnaire can be found in appendix C.

Selected Findings

This section presents key findings on distance education at Title IV degree-granting postsecondary institutions.

- During the 2006–07 academic year, two-thirds (66 percent) of 2-year and 4-year Title IV degree-granting postsecondary institutions reported offering online, hybrid/blended online, or other distance education courses for any level or audience (table 1). Sixty-five percent of the institutions reported college-level credit-granting distance education courses, and 23 percent of the institutions reported noncredit distance education courses.
- Sixty-one percent of 2-year and 4-year institutions reported offering online courses, 35 percent reported hybrid/blended courses, and 26 percent reported other types of college-level credit-granting distance education courses in 2006–07 (table 2). Among institutions that offered online courses, 62 percent reported that 100 percent of the instruction in those courses must be online (table 3).

³ 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 more than 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).

- In the 2006–07 academic year, 2-year and 4-year institutions reported an estimated 12.2 million enrollments (or registrations) in college-level credit-granting distance education courses (table 4). Of these distance education enrollments, 77 percent were reported in online courses, 12 percent were reported in hybrid/blended online courses, and 10 percent were reported in other types of distance education courses (table 5).
- Thirty-two percent of all 2-year and 4-year institutions reported offering college-level degree or certificate programs that were designed to be completed totally through distance education in 2006–07 (table 6). Twenty-nine percent of 2-year and 4-year institutions reported degree programs and 17 percent reported certificate programs that were designed to be completed totally through distance education.
- Of the estimated 11,200 college-level programs that were designed to be completed totally through distance education in 2006–07, 66 percent were reported as degree programs while the remaining 34 percent were reported as certificate programs (table 7).
- Twelve percent of all 2-year and 4-year institutions reported offering academic distance education courses for elementary or secondary students in 2006–07 (table 8). Of these institutions, 38 percent reported Advanced Placement or International Baccalaureate courses, 65 percent reported other academic high school courses, and 3 percent reported academic courses specifically for elementary or middle school students.
- Asynchronous (not simultaneous or real-time) Internet-based technologies were cited as the most widely used technology for the instructional delivery of distance education courses; they were used to a large extent in 75 percent and to a moderate extent in 17 percent of the institutions that offered college-level credit-granting distance education courses (table 10). The proportion of institutions that reported using various other types of technologies or media to a moderate or large extent ranged from 4 percent for other technologies to 31 percent for synchronous (simultaneous or real-time) Internet-based technologies (table 11).
- The most common factors cited as affecting distance education decisions to a major extent were meeting student demand for flexible schedules (68 percent), providing access to college for students who would otherwise not have access (67 percent), making more courses available (46 percent), and seeking to increase student enrollment (45 percent) (table 12). These same factors were rated as affecting distance education decisions to a moderate or major extent in 82 percent to 92 percent of the 2-year and 4-year institutions that offered college-level credit-granting distance education courses (table 13). The proportion of institutions that rated various other factors as affecting distance education to a moderate or major extent ranged from 6 percent for “other factors” to 63 percent for maximizing the use of existing college facilities.
- Most 2-year and 4-year institutions that reported offering credit-granting distance education courses indicated that their institutions developed the distance education courses (94 percent) (table 14). Among institutions that reported offering noncredit distance education courses, 64 percent indicated that they developed their noncredit distance education courses, and 62 percent reported that they acquired the courses from a commercial vendor.

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Table 1. Total number of 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent that offered distance education courses, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Total number of institutions	Percent offered any online, hybrid/blended online, or other distance education courses ¹	Percent offered college-level credit-granting online, hybrid/blended online, or other distance education courses			Percent offered noncredit distance education courses ¹
			Courses at either level ¹	Undergraduate courses ²	Graduate/first-professional courses ³	
All institutions.....	4,200	66	65	66	60	23
Institutional type						
Public 2-year	1,000	97	97	97	†	50
Private for-profit 2-year	500	18	16	16	†	‡
Public 4-year	600	89	88	87	82	42
Private not-for-profit 4-year....	1,500	53	53	51	46	10
Private for-profit 4-year	300	70	70	70	‡	2
Size of institution						
Less than 3,000.....	2,700	51	51	51	44	11
3,000 to 9,999.....	900	91	91	88	77	42
10,000 or more	500	97	96	93	90	53

† Not applicable. Two-year institutions do not offer graduate degrees, although they sometimes offer individual graduate courses.

‡ Reporting standards not met.

¹Based on the estimated 4,160 2-year and 4-year Title IV degree-granting postsecondary institutions in the nation.

²Based on the estimated 3,890 institutions that had undergraduate programs in 2006–07.

³Based on the estimated 1,810 institutions that had graduate or first-professional programs in 2006–07.

NOTE: Data for private not-for-profit 2-year institutions are not reported in a separate category because too few private not-for-profit 2-year institutions in the sample offered distance education courses in 2006–07 to make reliable estimates (unweighted N=15, weighted N=113). Data for these private not-for-profit 2-year institutions are included in the totals and in analyses by other institutional characteristics. Institutions may offer both undergraduate and graduate/first-professional courses. Although 2-year institutions do not offer graduate degrees, they sometimes offer individual graduate courses. Detail for the number of institutions may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 2. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering online, hybrid/blended online, and other types of college-level credit-granting distance education courses, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Online courses			Hybrid/blended online courses			Other distance education courses		
	Courses at either level ¹	Undergraduate courses ²	Graduate/first-professional courses ³	Courses at either level ¹	Undergraduate courses ²	Graduate/first-professional courses ³	Courses at either level ¹	Undergraduate courses ²	Graduate/first-professional courses ³
All institutions.....	61	62	52	35	34	27	26	25	20
Institutional type									
Public 2-year.....	96	96	†	66	66	†	51	50	†
Private for-profit 2-year.....	15	15	†	4	4	†	‡	‡	†
Public 4-year.....	86	86	80	49	48	36	46	44	35
Private not-for-profit 4-year.....	48	47	41	23	20	19	11	9	9
Private for-profit 4-year.....	52	52	‡	24	24	‡	20	20	‡
Size of institution									
Less than 3,000.....	46	46	34	22	21	20	14	15	12
3,000 to 9,999.....	89	86	71	58	55	34	43	40	24
10,000 or more.....	95	91	88	64	61	42	55	50	41

† Not applicable. Two-year institutions do not offer graduate degrees, although they sometimes offer individual graduate courses.

‡ Reporting standards not met.

¹Based on the estimated 4,160 2-year and 4-year Title IV degree-granting postsecondary institutions in the nation.

²Based on the estimated 3,890 institutions that had undergraduate programs in 2006–07.

³Based on the estimated 1,810 institutions that had graduate or first-professional programs in 2006–07.

NOTE: Data for private not-for-profit 2-year institutions are not reported in a separate category because too few private not-for-profit 2-year institutions in the sample offered distance education courses in 2006–07 to make reliable estimates. Data for these private not-for-profit 2-year institutions are included in the totals and in analyses by other institutional characteristics. Institutions may offer both undergraduate and graduate/first-professional courses. 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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 3. Percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering distance education that reported the minimum amount of online instruction or other criteria required to formally designate courses as online, by institutional type and institution size: 2006–07

Institutional type and size	Minimum percent of online instruction used to designate courses as online				Some other criterion is used to designate online courses	No standard criterion is used to designate online courses
	100 percent	80 to 99 percent	50 to 79 percent	25 to 49 percent		
All institutions.....	62	12	8	6	4	7
Institutional type						
Public 2-year.....	63	12	11	5	5	4
Public 4-year.....	48	16	11	12	5	6
Private not-for-profit 4-year.....	71	11	5	4	3	4
Size of institution						
Less than 3,000.....	68	10	5	4	3	10
3,000 to 9,999.....	60	15	9	5	5	4
10,000 or more.....	49	11	16	12	6	4

NOTE: Percentages are based on estimated 2,550 institutions that offered online courses in 2006–07. Data for private not-for-profit 2-year and for-profit 2-year and 4-year institutions are not reported in separate categories because too few of these institutions in the sample offered distance education courses in 2006–07 to make reliable estimates. Data for these institutions are included in the totals and in analyses by other institutional characteristics. 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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 4. Total number of enrollments in college-level credit-granting distance education courses at 2-year and 4-year Title IV degree-granting postsecondary institutions, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Total number of institutions that offered any college-level credit-granting online, hybrid/blended online, or other distance education courses	Total number of enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses ¹	Enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses at the: ¹	
			Undergraduate level	Graduate/first-professional level
All institutions.....	2,720	12,153,000	9,803,000	2,349,900
Institutional type				
Public 2-year.....	1,020	4,844,000	4,840,000	3,700
Private not-for-profit 2-year.....	30	11,000	11,000	†
Private for-profit 2-year.....	80	72,000	72,000	†
Public 4-year.....	560	3,502,000	2,611,000	890,900
Private not-for-profit 4-year.....	790	1,854,000	1,124,000	730,400
Private for-profit 4-year.....	240	1,869,000	1,144,000	724,800
Size of institution				
Less than 3,000.....	1,390	2,122,000	1,591,000	531,000
3,000 to 9,999.....	870	3,772,000	3,274,000	497,700
10,000 or more.....	470	6,259,000	4,938,000	1,321,000

† Not applicable. Two-year institutions do not offer graduate degrees, although they sometimes offer individual graduate courses.

¹ Enrollments include duplicated counts because they refer to the number of registrations.

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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 5. Total enrollments in online, hybrid/blended online, and other types of college-level credit-granting distance education courses at 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent of total distance education enrollments, by course level, institutional type, and institution size: 2006–07

Institutional type and size	Total enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses	Percent of total distance education enrollments								
		Online enrollments			Hybrid/blended online enrollments			Other distance education enrollments		
		Courses at either level	Undergraduate courses	Graduate/first-professional courses	Courses at either level	Undergraduate courses	Graduate/first-professional courses	Courses at either level	Undergraduate courses	Graduate/first-professional courses
All institutions....	12,153,000	77	63	14	12	9	3	10	8	2
Institutional type										
Public 2-year	4,844,000	80	80	†	10	10	†	9	9	†
Private not-for-profit 2-year....	11,000	100 ¹	100 ¹	†	#	#	†	#	#	†
Private for-profit 2-year.....	72,000	96	96	†	3	3	†	#	#	†
Public 4-year	3,502,000	70	54	17	15	11	4	15	11	4
Private not-for-profit 4-year....	1,854,000	74	46	28	13	8	5	13	7	6
Private for-profit 4-year.....	1,869,000	87	56	31	12	4	7	1	1	1
Size of institution										
Less than 3,000.....	2,122,000	73	58	14	19	10	9	9	7	2
3,000 to 9,999.....	3,772,000	74	66	8	12	11	2	13	10	3
10,000 or more	6,259,000	81	63	17	10	8	2	10	7	2

† Not applicable. Two-year institutions do not offer graduate degrees, although they sometimes offer individual graduate courses.

Rounds to zero.

¹ Rounds to 100 percent.

NOTE: Enrollments include duplicated counts because they refer to the number of registrations. Percentages are based on the total number of enrollments in that row. 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 (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 6. Percent of all 2-year and 4-year Title IV degree-granting postsecondary institutions offering any college-level credit-granting distance education courses, and percent that had college-level degree or certificate programs designed to be completed totally through distance education, by program level, institutional type, and institution size: 2006–07

Institutional type and size	Offered any college-level credit-granting online, hybrid/blended online, or other distance education courses ¹	Program to be completed through distance education								
		Offered any college-level degree or certificate programs		Program type						
		All institutions ¹	Institutions with college-level credit-granting distance education ²	Degree programs			Certificate programs			
				Degree programs at either level ¹	Undergraduate degree programs ³	Graduate/first-professional degree programs ⁴	Certificate programs at either level ¹	Undergraduate certificate programs ³	Graduate/first-professional certificate programs ⁴	
All institutions.....	65	32	49	29	25	31	17	13	18	
Institutional type										
Public 2-year.....	97	45	46	39	39	†	28	28	†	
Private for-profit 2-year.....	16	7	‡	7	7	†	‡	‡	†	
Public 4-year.....	88	58	66	54	40	52	35	19	31	
Private not-for-profit 4-year.....	53	24	45	21	16	21	13	7	12	
Private for-profit 4-year.....	70	27	38	27	27	‡	1	‡	‡	
Size of institution										
Less than 3,000.....	51	19	38	17	16	16	9	7	8	
3,000 to 9,999.....	91	49	54	46	39	40	27	21	20	
10,000 or more.....	96	67	70	63	47	70	47	30	47	

† Not applicable. Two-year institutions do not offer graduate degrees, although they sometimes offer individual graduate courses.

‡ Reporting standards not met.

¹Based on the estimated 4,160 2-year and 4-year Title IV degree-granting postsecondary institutions in the nation.

²Based on the estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07.

³Based on the estimated 3,890 institutions that had undergraduate programs in 2006–07.

⁴Based on the estimated 1,810 institutions that had graduate or first-professional programs in 2006–07.

NOTE: Data for private not-for-profit 2-year institutions are not reported in a separate category because too few private not-for-profit 2-year institutions in the sample offered distance education courses in 2006–07 to make reliable estimates. Data for these private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 7. Total number of college-level degree or certificate programs designed to be completed totally through distance education at 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent of total distance education programs, by program type, program level, institutional type, and institution size: 2006–07

Institutional type and size	Total number of programs designed to be completed entirely through distance education	Percent of total distance education programs					
		Degree programs			Certificate programs		
		Degree programs at either level	Under-graduate degree programs	Graduate/first-professional degree programs	Certificate programs at either level	Under-graduate certificate programs	Graduate/first-professional certificate programs
All institutions	11,240	66	41	25	34	22	12
Institutional type							
Public 2-year	3,590	50	49	†	50	50	†
Private not-for-profit 2-year	70	100	100	†	#	#	†
Private for-profit 2-year	90	65!	65	†	35!	35	†
Public 4-year	3,550	69	29	40	31	10	21
Private not-for-profit 4-year	3,230	72	38	34	28	8	20
Private for-profit 4-year	710	99	64	35	1!	#	1
Size of institution							
Less than 3,000	2,960	71	52	20	29	23	6
3,000 to 9,999	4,080	64	44	19	36	25	11
10,000 or more	4,210	64	30	34	35	18	19

† Not applicable. Two-year institutions do not offer graduate degree or certificate programs, although they sometimes offer individual graduate courses.

Rounds to zero.

! Interpret data with caution; the coefficient of variation is greater than 50 percent.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 8. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any academic distance education courses for elementary or secondary students, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Offered any academic distance education courses for elementary/secondary students		Type of distance education course for elementary/secondary students ¹		
	All institutions ²	Institutions with any college-level credit-granting distance education ³	Advanced Placement or International Baccalaureate courses	Other academic high school courses	Academic courses for elementary or middle school students
All institutions.....	12	19	38	65	3
Institutional type					
Public 2-year.....	29	30	35	73	2
Public 4-year.....	19	22	41	66	5
Private not-for-profit 4-year.....	4	8	‡	‡	‡
Private for-profit 4-year.....	4	6	#	#	#
Size of institution					
Less than 3,000.....	8	16	38	57	‡
3,000 to 9,999.....	19	21	37	72	‡
10,000 or more.....	21	22	39	71	9

Rounds to zero.

‡ Reporting standards not met.

¹Based on the estimated 510 institutions that offered distance education courses for elementary or secondary students in 2006–07.

²Based on the estimated 4,160 2-year and 4-year Title IV degree-granting postsecondary institutions in the nation.

³Based on the estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07.

NOTE: 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 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 9. Percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions that offered distance education reporting frequency of requests for accommodations for students with disabilities in distance education courses over the last 3 years, by institutional type and institution size: 2006–07

Institutional type and size	Never	Occasionally	Frequently	Don't know
All institutions	20	49	7	24
Institutional type				
Public 2-year.....	17	59	8	17
Public 4-year.....	10	57	6	27
Private not-for-profit 4-year.....	30	41	2	28
Private for-profit 4-year	26	19	18	37
Size of institution				
Less than 3,000.....	29	41	7	23
3,000 to 9,999.....	11	58	7	24
10,000 or more	8	58	9	26

NOTE: Data for private 2-year institutions are not reported in separate categories because too few private 2-year institutions in the sample offered distance education courses in 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics. Percentages are based on the estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. 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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 10. Percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting use of various technologies or media for instruction in college-level credit-granting distance education courses: 2006–07

Technology or medium for instructional delivery	Extent to which institution used technology/medium for instructional delivery of college-level credit-granting distance education courses			
	Large extent	Moderate extent	Small extent	Not at all
Asynchronous Internet-based technologies ¹	75	17	6	2
Synchronous Internet-based technologies ¹	12	19	44	25
Two-way interactive video (i.e., two-way video with two-way audio).....	8	15	26	51
One-way prerecorded video (including prerecorded videos provided to students, and television broadcast and cable transmission using prerecorded videos)	5	14	35	46
One-way video with two-way audio (e.g., interactive television).....	1	5	17	77
One-way audio transmission (e.g., podcasting, radio broadcasts, and prerecorded audiotapes provided to students).....	3	9	39	49
Correspondence only (print-based documents exchanged via postal delivery or email).....	8	8	14	69
Correspondence combined with the use of distance education technology such as CD-ROM	4	10	20	65
Other technologies.....	2	2	2	93

¹Synchronous Internet-based technologies refer to simultaneous or “real-time” computer-based instruction, while asynchronous Internet-based technologies are used for courses that are not based on simultaneous computer-based instruction.

NOTE: Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. 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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 11. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting that they used various technologies or mediums to a moderate or large extent for instructional delivery of college-level credit-granting distance education courses, by institutional type and institution size: 2006–07

Institutional type and size	Technology or medium used to a moderate or large extent								
	Asynchronous Internet-based technologies ¹	Synchronous Internet-based technologies ¹	Two-way interactive video ²	One-way pre-recorded video ³	One-way video with two-way audio ⁴	One-way audio transmission ⁵	Correspondence only ⁶	Correspondence combined with technology ⁷	Other technologies
All institutions.....	92	31	23	19	6	12	16	14	4
Institutional type									
Public 2-year.....	93	28	30	21	8	10	9	11	4
Public 4-year.....	90	42	37	19	7	12	11	8	2
Private not-for-profit 4-year.....	90	32	13	19	3	15	17	18	9
Private for-profit 4-year.....	95	13	‡	11	‡	8	52	20	#
Size of institution									
Less than 3,000.....	89	28	20	12	5	10	22	17	6
3,000 to 9,999.....	94	33	24	23	5	14	11	12	3
10,000 or more.....	95	37	26	31	9	14	12	11	3

Rounds to zero.

‡ Reporting standards not met.

¹Synchronous Internet-based technologies refer to simultaneous or “real-time” computer-based instruction, while asynchronous Internet-based technologies are used for courses that are not based on simultaneous computer-based instruction.

²The wording in the questionnaire was “Two-way video with two-way audio (i.e., two-way interactive video).”

³The wording in the questionnaire was “One-way prerecorded video (including prerecorded videos provided to students, and television broadcast and cable transmission using prerecorded videos).”

⁴The wording in the questionnaire was “One-way video with two-way audio (e.g., interactive television).”

⁵The wording in the questionnaire was “One-way audio transmission (e.g., podcasting, radio broadcasts, and prerecorded audiotapes provided to students).”

⁶The wording in the questionnaire was “Correspondence only (print-based documents exchanged via postal delivery or email).”

⁷The wording in the questionnaire was “Correspondence combined with the use of distance education technology such as CD-ROM.”

NOTE: 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 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics. Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 12. Percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting the extent to which various factors affected decisions regarding distance education offerings: 2006–07

Factor	Extent to which factor affected decisions regarding distance education offerings			
	Major extent	Moderate extent	Small extent	Not at all
Seeking to increase student enrollment.....	45	37	13	4
Making more courses available.....	46	40	10	4
Making more degree programs available.....	28	27	24	21
Making more certificate programs available	13	21	28	37
Meeting student demand for flexible schedules	68	24	7	1
Providing access to college for students who otherwise would not have access (e.g., because of geographic, family, or work-related reasons).....	67	22	8	3
Responding to the needs of employers/business	26	36	28	10
Maximizing the use of existing college facilities	24	39	25	12
Meeting student demand for reduced seat time	16	30	31	22
Other factors	4	2	1	93

NOTE: Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. 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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 13. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting that various factors affected decisions regarding distance education offerings to a moderate or major extent, by institutional type and institution size: 2006–07

Institutional type and size	Factor affecting institutions' decisions to a moderate or major extent									
	Seeking to increase student enrollment	Making more courses available	Making more degree programs available	Making more certificate programs available	Meeting student demand for flexible schedules	Providing access to college	Responding to the needs of employers/business	Maximizing the use of existing college facilities	Meeting student demand for reduced seat time	Other factors
All institutions.....	82	86	55	34	92	89	62	63	47	6
Institutional type										
Public 2-year.....	89	92	56	49	98	97	65	71	56	5
Public 4-year.....	78	84	64	38	89	85	62	56	39	8
Private not-for-profit 4-year.....	81	77	46	24	85	85	52	47	31	7
Private for-profit 4-year.....	76	91	63	4	95	79	74	83	72	‡
Size of institution										
Less than 3,000.....	80	85	48	25	92	86	60	61	44	6
3,000 to 9,999.....	87	87	59	40	93	91	63	64	51	4
10,000 or more.....	82	86	67	51	92	93	66	64	46	9

‡ Reporting standards not met.

NOTE: Percentages are based on estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07. 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 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 14. Percent of 2-year and 4-year Title IV degree-granting postsecondary institutions indicating means for acquiring or developing distance education courses, by credit/noncredit courses, institutional type, and institution size: 2006–07

Institutional type and size	Ways in which credit-granting distance education courses were acquired or developed ¹					Ways in which noncredit-granting distance education courses were acquired or developed ²				
	Developed by institution	Developed with other post-secondary institutions	Acquired from another post-secondary institution	Acquired from a commercial vendor	Acquired in other ways	Developed by institution	Developed with other post-secondary institutions	Acquired from another post-secondary institution	Acquired from a commercial vendor	Acquired in other ways
All institutions....	94	26	13	25	2	64	12	7	62	1
Institutional type										
Public 2-year	99	32	18	42	1	52	12	7	79	‡
Public 4-year	97	32	10	21	‡	76	18	10	52	2
Private not-for-profit 4-year....	96	12	8	12	1	92	‡	‡	18	#
Private for-profit 4-year.....	72	25	10	12	‡	‡	#	#	‡	#
Size of institution										
Less than 3,000.....	89	24	16	19	4	59	9	6	53	‡
3,000 to 9,999.....	99	29	12	31	2	62	13	6	68	‡
10,000 or more	98	25	10	32	1	75	14	9	63	1

Rounds to zero.

‡ Reporting standards not met.

¹Percentages are based on the estimated 2,720 institutions that offered any college-level credit-granting distance education courses in 2006–07.

²Percentages are based on the estimated 970 institutions that offered any noncredit distance education courses in 2006–07.

NOTE: Institutions could report more than one means of acquiring or developing their credit-granting and noncredit distance education courses. 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 2006–07 to make reliable estimates. Data for private 2-year institutions are included in the totals and in analyses by other institutional characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

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Appendix A
Standard Error Tables

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Table 1a. Standard errors for the total number of 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent that offered distance education courses, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Total number of institutions	Percent offered any online, hybrid/blended online, or other distance education courses	Percent offered college-level credit-granting online, hybrid/blended online, or other distance education courses			Percent offered noncredit distance education courses
			Courses at either level	Undergraduate courses	Graduate/first-professional courses	
All institutions.....	24.2	1.3	1.4	1.5	1.8	0.7
Institutional type						
Public 2-year	11.7	1.1	1.1	1.1	†	1.5
Private for-profit 2-year	17.6	4.4	3.4	3.4	†	†
Public 4-year	9.4	1.7	1.7	1.6	2.3	2.0
Private not-for-profit 4-year....	13.9	2.3	2.3	3.1	2.5	1.2
Private for-profit 4-year	18.2	8.1	8.1	8.1	†	1.4
Size of institution						
Less than 3,000.....	33.0	1.9	2.0	2.3	2.9	1.1
3,000 to 9,999.....	16.2	1.1	1.1	1.2	2.4	1.2
10,000 or more	2.3	0.0	0.0	0.0	0.1	0.3

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 2a. Standard errors for the percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering online, hybrid/blended online, and other types of college-level credit-granting distance education courses, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Online courses			Hybrid/blended online courses			Other distance education courses		
	Courses at either level	Under-graduate courses	Graduate/first-professional courses	Courses at either level	Under-graduate courses	Graduate/first-professional courses	Courses at either level	Under-graduate courses	Graduate/first-professional courses
All institutions.....	1.4	1.5	1.7	0.9	1.1	1.4	1.0	0.9	1.3
Institutional type									
Public 2-year.....	1.2	1.2	†	2.1	2.1	†	2.1	2.1	†
Private for-profit 2-year.....	3.3	3.3	†	2.2	2.2	†	†	†	†
Public 4-year.....	1.9	1.6	2.3	2.4	2.3	2.1	1.9	1.6	2.1
Private not-for-profit 4-year.....	2.2	2.9	2.4	1.9	2.4	1.8	1.4	1.5	1.4
Private for-profit 4-year.....	9.0	9.0	†	4.5	4.5	†	4.8	4.9	†
Size of institution									
Less than 3,000.....	2.1	2.3	2.8	1.3	1.7	2.0	1.4	1.3	1.8
3,000 to 9,999.....	1.3	1.3	2.6	1.8	1.7	2.7	1.7	1.6	2.6
10,000 or more.....	0.0	0.0	0.1	0.2	0.2	0.2	0.3	0.2	0.2

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 3a. Standard errors for the percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering distance education that reported the minimum amount of online instruction or other criteria required to formally designate courses as online, by institutional type and institution size: 2006–07

Institutional type and size	Minimum percent of online instruction used to designate courses as online				Some other criterion is used to designate online courses	No standard criterion is used to designate online courses
	100 percent	80 to 99 percent	50 to 79 percent	25 to 49 percent		
All institutions	1.4	1.0	0.5	0.7	0.5	1.2
Institutional type						
Public 2-year	1.9	1.3	0.9	1.0	0.6	0.7
Public 4-year	2.4	1.4	1.1	0.8	0.8	1.7
Private not-for-profit 4-year	2.9	2.0	1.4	1.2	0.9	1.1
Size of institution						
Less than 3,000.....	2.7	1.9	0.9	1.2	1.0	2.4
3,000 to 9,999.....	1.8	1.4	0.8	0.8	0.7	0.7
10,000 or more	0.3	0.2	0.1	0.1	0.0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 4a. Standard errors for the total number of enrollments in college-level credit-granting distance education courses at 2-year and 4-year Title IV degree-granting postsecondary institutions, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Total number of institutions that offered any college-level credit-granting online, hybrid/blended online, or other distance education courses	Total number of enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses	Enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses at the:	
			Undergraduate level	Graduate/first-professional level
All institutions.....	57.2	335,674.0	280,152.1	149,984.1
Institutional type				
Public 2-year.....	14.4	80,716.8	80,708.1	1,991.2
Private not-for-profit 2-year.....	13.5	6,391.4	6,391.4	†
Private for-profit 2-year.....	16.9	40,644.2	40,644.2	†
Public 4-year.....	12.2	97,974.4	71,817.5	38,002.3
Private not-for-profit 4-year.....	34.6	121,601.7	91,774.4	58,831.7
Private for-profit 4-year.....	29.7	297,571.7	234,444.1	148,087.6
Size of institution				
Less than 3,000.....	55.3	309,421.5	247,431.8	149,634.6
3,000 to 9,999.....	13.8	182,881.6	151,738.5	47,015.5
10,000 or more.....	2.3	23,084.3	20,796.9	4,873.5

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 5a. Standard errors for the total enrollments in online, hybrid/blended online, and other types of college-level credit-granting distance education courses at 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent of total distance education enrollments, by course level, institutional type, and institution size: 2006–07

Institutional type and size	Total enrollments in college-level credit-granting online, hybrid/blended online, or other distance education courses	Percent of total distance education enrollments								
		Online enrollments			Hybrid/blended online enrollments			Other distance education enrollments		
		Courses at either level	Under-graduate courses	Graduate/first-professional courses	Courses at either level	Under-graduate courses	Graduate/first-professional courses	Courses at either level	Under-graduate courses	Graduate/first-professional courses
All institutions....	335,674.0	1.0	1.1	0.4	0.8	0.5	0.8	0.5	.04	0.2
Institutional type										
Public 2-year	80,716.8	0.6	0.6	†	0.3	0.2	†	0.5	0.5	†
Private not-for-profit 2-year....	6,391.4	0.9	0.9	†	†	†	†	†	†	†
Private for-profit 2-year.....	40,644.2	1.6	1.6	†	1.6	1.6	†	†	†	†
Public 4-year	97,974.4	0.9	0.8	0.6	0.7	0.6	0.2	0.6	0.5	0.3
Private not-for-profit 4-year....	121,601.7	2.8	2.8	1.9	2.2	1.9	0.9	1.9	1.1	1.4
Private for-profit 4-year.....	297,571.7	5.3	7.6	3.5	5.3	1.6	5.1	0.5	0.3	0.2
Size of institution										
Less than 3,000.....	309,421.5	5.4	6.7	2.5	4.8	2.7	4.3	1.9	1.4	0.8
3,000 to 9,999.....	182,881.6	1.6	1.4	0.6	0.9	0.7	0.2	1.1	0.8	0.6
10,000 or more	23,084.3	1.0	1.1	0.7	0.0	0.0	0.0	0.0	0.0	0.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 6a. Standard errors for the percent of all 2-year and 4-year Title IV degree-granting postsecondary institutions offering any college-level credit-granting distance education courses, and percent that had college-level degree or certificate programs designed to be completed totally through distance education, by program level, institutional type, and institution size: 2006–07

Institutional type and size	Offered any college-level credit-granting online, hybrid/blended online, or other distance education courses	Program to be completed through distance education								
		Offered any college-level degree or certificate programs			Program type					
		All institutions	Institutions with college-level credit-granting distance education	Institutions with college-level credit-granting distance education	Degree programs			Certificate programs		
					Degree programs at either level ¹	Undergraduate degree programs	Graduate/first-professional degree programs	Certificate programs at either level	Undergraduate certificate programs	Graduate/first-professional certificate programs
All institutions.....	1.4	1.1	1.8	1.2	1.3	1.4	0.7	0.6	1.3	
Institutional type										
Public 2-year	1.1	1.9	2.0	1.7	1.7	†	1.6	1.6	†	
Private for-profit 2-year.....	3.4	2.9	†	2.9	2.9	†	†	†	†	
Public 4-year	1.7	2.4	2.4	2.5	2.3	2.3	2.0	1.5	2.2	
Private not-for-profit 4-year.....	2.3	1.6	3.1	1.6	1.9	1.7	1.6	1.3	1.8	
Private for-profit 4-year.....	8.1	9.7	12.4	9.7	9.7	†	0.4	†	†	
Size of institution										
Less than 3,000.....	2.0	1.6	3.3	1.8	2.0	2.4	1.0	0.8	2.0	
3,000 to 9,999.....	1.1	1.6	1.7	1.6	1.7	2.7	1.5	1.3	1.8	
10,000 or more	0.0	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.3	

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 7a. Standard errors for the total number of college-level degree or certificate programs designed to be completed totally through distance education at 2-year and 4-year Title IV degree-granting postsecondary institutions, and percent of total distance education programs, by program type, program level, institutional type, and institution size: 2006–07

Institutional type and size	Total number of programs designed to be completed entirely through distance education	Percent of total distance education programs					
		Degree programs			Certificate programs		
		Degree programs at either level	Under-graduate degree programs	Graduate/first-professional degree programs	Certificate programs at either level	Under-graduate certificate programs	Graduate/first-professional certificate programs
All institutions.....	501.9	1.6	1.7	1.1	1.6	1.5	0.8
Institutional type							
Public 2-year.....	226.3	2.6	2.6	†	2.6	2.6	†
Private not-for-profit 2-year.....	62.8	†	†	†	†	†	†
Private for-profit 2-year.....	51.8	33.9	33.9	†	33.9	33.9	†
Public 4-year.....	158.7	0.8	1.5	1.0	0.8	0.6	0.7
Private not-for-profit 4-year.....	353.7	2.7	4.0	2.6	2.7	1.7	2.3
Private for-profit 4-year.....	260.7	0.6	6.1	6.4	0.6	†	0.4
Size of institution							
Less than 3,000.....	398.8	5.2	5.0	2.9	5.2	5.1	1.5
3,000 to 9,999.....	347.9	2.4	2.3	2.1	2.4	2.4	2.0
10,000 or more.....	31.1	0.2	0.3	0.2	0.2	0.1	0.1

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 8a. Standard errors for the percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any academic distance education courses for elementary or secondary students, by course type, institutional type, and institution size: 2006–07

Institutional type and size	Offered any academic distance education courses for elementary/secondary students		Type of distance education course for elementary/secondary students		
	All institutions	Institutions with any college-level credit-granting distance education	Advanced Placement or International Baccalaureate courses	Other academic high school courses	Academic courses for elementary or middle school students
All institutions.....	0.8	1.1	2.6	2.7	0.7
Institutional type					
Public 2-year	2.0	2.0	3.9	3.7	0.6
Public 4-year	1.5	1.7	4.4	4.3	0.3
Private not-for-profit 4-year	1.1	2.0	†	†	†
Private for-profit 4-year	2.3	3.3	†	†	†
Size of institution					
Less than 3,000.....	1.1	2.0	5.2	5.5	†
3,000 to 9,999.....	1.3	1.4	4.0	3.7	†
10,000 or more	0.1	0.1	0.0	0.0	0.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 9a. Standard errors for the percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions that offered distance education reporting frequency of requests for accommodations for students with disabilities in distance education courses over the last 3 years, by institutional type and institution size: 2006–07

Institutional type and size	Never	Occasionally	Frequently	Don't know
All institutions	1.1	1.3	0.9	1.5
Institutional type				
Public 2-year.....	1.9	1.8	0.7	1.6
Public 4-year.....	1.6	2.3	0.9	2.1
Private not-for-profit 4-year.....	3.3	3.4	0.5	3.5
Private for-profit 4-year	6.0	5.9	9.5	7.6
Size of institution				
Less than 3,000.....	2.4	2.4	1.8	2.7
3,000 to 9,999.....	1.0	1.6	0.7	1.6
10,000 or more.....	0.0	0.2	0.0	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 10a. Standard errors for the percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting use of various technologies or media for instruction in college-level credit-granting distance education courses: 2006–07

Technology or medium for instructional delivery	Extent to which institution used technology/medium for instructional delivery of college-level credit-granting distance education courses			
	Large extent	Moderate extent	Small extent	Not at all
Asynchronous Internet-based technologies	1.4	1.4	0.7	0.4
Synchronous Internet-based technologies.....	1.3	1.3	1.4	1.7
Two-way interactive video (i.e., two-way video with two-way audio).....	0.7	1.0	1.3	1.5
One-way prerecorded video (including prerecorded videos provided to students, and television broadcast and cable transmission using prerecorded videos)	0.5	1.0	1.5	1.9
One-way video with two-way audio (e.g., interactive television).....	0.2	0.6	1.0	1.1
One-way audio transmission (e.g., podcasting, radio broadcasts, and prerecorded audiotapes provided to students).....	0.5	0.9	1.5	1.4
Correspondence only (print-based documents exchanged via postal delivery or email).....	1.4	0.9	1.2	1.4
Correspondence combined with the use of distance education technology such as CD-ROM	0.7	1.0	1.3	1.5
Other technologies.....	0.5	0.5	0.5	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Table 11a. Standard errors for the percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting that they used various technologies or mediums to a moderate or large extent for instructional delivery of college-level credit-granting distance education courses, by institutional type and institution size: 2006–07

Institutional type and size	Technology or medium used to a moderate or large extent								
	Asynchronous Internet-based technologies	Synchronous Internet-based technologies	Two-way interactive video	One-way pre-recorded video	One-way video with two-way audio	One-way audio transmission	Correspondence only	Correspondence combined with technology	Other technologies
All institutions	0.8	1.6	1.1	1.1	0.6	0.9	1.1	1.3	0.6
Institutional type									
Public 2-year	1.4	1.8	1.9	1.3	1.3	1.1	1.2	0.9	0.9
Public 4-year	1.5	2.1	2.4	1.3	1.0	1.4	1.5	0.9	0.6
Private not-for-profit 4-year	1.8	3.7	2.1	2.6	0.9	2.2	2.4	2.9	2.0
Private for-profit 4-year	3.0	4.2	†	4.2	†	3.9	5.6	9.2	†
Size of institution									
Less than 3,000	1.5	3.0	2.1	1.8	1.1	1.5	2.2	2.4	1.2
3,000 to 9,999	0.9	1.6	1.3	1.4	1.1	1.6	1.1	1.3	0.5
10,000 or more	0.0	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 12a. Standard errors for the percentage distribution of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting the extent to which various factors affected decisions regarding distance education offerings: 2006–07

Factor	Extent to which factor affected decisions regarding distance education offerings			
	Major extent	Moderate extent	Small extent	Not at all
Seeking to increase student enrollment.....	1.8	1.7	1.0	0.6
Making more courses available.....	1.5	1.6	0.9	0.7
Making more degree programs available.....	1.4	1.5	1.7	1.3
Making more certificate programs available.....	0.8	1.2	1.2	1.5
Meeting student demand for flexible schedules.....	1.7	1.6	0.9	0.5
Providing access to college for students who otherwise would not have access (e.g., because of geographic, family, or work-related reasons).....	1.5	1.6	1.0	0.5
Responding to the needs of employers/business.....	1.3	1.7	1.1	0.9
Maximizing the use of existing college facilities.....	1.4	1.8	1.5	1.1
Meeting student demand for reduced seat time.....	1.3	1.7	1.3	1.3
Other factors.....	0.6	0.4	0.1	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 13a. Standard errors for the percent of 2-year and 4-year Title IV degree-granting postsecondary institutions offering any distance education courses reporting that various factors affected decisions regarding distance education offerings to a moderate or major extent, by institutional type and institution size: 2006–07

Institutional type and size	Factor affecting institutions' decisions to a moderate or major extent									
	Seeking to increase student enrollment	Making more courses available	Making more degree programs available	Making more certificate programs available	Meeting student demand for flexible schedules	Providing access to college	Responding to the needs of employers/business	Maximizing the use of existing college facilities	Meeting student demand for reduced seat time	Other factors
All institutions.....	1.2	1.2	1.7	1.2	1.1	1.1	1.5	1.4	1.7	0.6
Institutional type										
Public 2-year	1.2	1.1	2.1	2.0	0.3	0.5	1.8	1.9	2.4	0.7
Public 4-year	2.1	1.8	2.4	2.0	1.2	1.8	2.2	2.3	2.0	1.6
Private not-for-profit 4-year	2.4	2.6	3.1	2.2	2.6	2.4	3.1	3.3	2.5	2.0
Private for-profit 4-year	11.1	4.4	11.2	2.6	3.4	10.9	8.9	8.5	8.0	†
Size of institution										
Less than 3,000.....	2.1	2.0	3.0	2.3	1.8	2.1	2.7	2.5	3.2	1.2
3,000 to 9,999.....	1.2	1.4	1.8	1.5	1.1	0.9	1.9	1.7	1.9	0.9
10,000 or more	0.1	0.1	0.2	0.3	0.0	0.0	0.3	0.2	0.2	0.3

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Table 14a. Standard errors for the percent of 2-year and 4-year Title IV degree-granting postsecondary institutions indicating means for acquiring or developing distance education courses, by credit/noncredit courses, institutional type, and institution size: 2006–07

Institutional type and size	Ways in which credit-granting distance education courses were acquired or developed					Ways in which noncredit-granting distance education courses were acquired or developed				
	Developed by institution	Developed with other post-secondary institutions	Acquired from another post-secondary institution	Acquired from a commercial vendor	Acquired in other ways	Developed by institution	Developed with other post-secondary institutions	Acquired from another post-secondary institution	Acquired from a commercial vendor	Acquired in other ways
All institutions.....	1.1	1.5	1.0	1.1	0.8	1.6	1.1	0.9	1.6	0.3
Institutional type										
Public 2-year	0.4	1.9	1.8	1.8	0.3	2.1	1.6	1.1	1.7	†
Public 4-year	0.8	2.0	1.2	1.9	†	2.5	1.9	2.5	3.1	1.1
Private not-for-profit 4-year.....	2.0	2.3	2.6	2.1	0.7	2.4	†	†	4.3	†
Private for-profit 4-year.....	11.3	10.5	4.0	7.0	†	†	†	†	†	†
Size of institution										
Less than 3,000.....	2.0	2.9	1.8	1.9	1.6	4.7	2.5	2.7	4.2	†
3,000 to 9,999.....	0.3	1.1	1.0	1.8	0.3	1.6	1.8	1.0	2.1	†
10,000 or more	0.0	0.1	0.3	0.3	0.0	0.0	0.0	0.0	0.0	0.0

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Appendix B
Technical Notes

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Technical Notes

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 3 pages of questions, with a response burden of 30 to 45 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, 2002, and 2006, 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 for each reselection. This approach resulted in about 80 percent of the institutions overlapping for each reselection of the panel (Chowdhury, Chu, and Kaufman 2000).

The sampling frame for the 2006 PEQIS panel was constructed from the 2005 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics file. Institutions eligible for the 2006 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 4,265 institutions. The 2006 PEQIS sampling frame was stratified by instructional level (4-year, 2-year), control (public, private not-for-profit, 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 1,627 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. Panel recruitment was conducted with the 339 institutions that were selected for the 2006 panel that were not part of the 2002 panel.

Each institution in the PEQIS panel was asked to identify a campus representative to serve as survey coordinator. The campus representative facilitated data collection by identifying the appropriate respondent for each survey and forwarding the questionnaire to that person. Data were weighted to produce national estimates, and the sample size allowed for limited breakouts by classification variables. However, as the number of categories within the classification variables increased, the sample size within categories decreased, which resulted in larger sampling errors for the breakouts by classification variables.

Sample Selection and Response Rates

The sample for the distance education survey consisted of all of the institutions in the 2006 PEQIS panel. Questionnaires (see appendix C) were mailed to the PEQIS coordinators at the 1,627 institutions in fall 2007. 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 programs. In addition, data were collected from one 4-year private for-profit institution that was added to the sample for this survey only because it is the largest provider of online distance education courses in the nation, bringing the total sample size for this survey to 1,628 institutions. Respondents had the option of completing the survey online. Telephone follow-up of nonrespondents was initiated 3 weeks after mailout; data collection and clarification were completed in March 2008. During data collection, 18 institutions were determined to

be ineligible for the PEQIS distance education survey. These were mostly branch campuses of institutions for which distance education data were reported through a main campus. For the eligible institutions, an unweighted response rate of 90 percent (1,448 responding institutions divided by the 1,610 eligible institutions in the sample for this survey) was obtained. The weighted response rate for this survey was 87 percent. Of the institutions that completed the survey, 72 percent completed it online, 20 percent completed it by mail, 5 percent completed it by fax, and 4 percent completed it by telephone. The weighted number of eligible institutions in the survey represents the estimated universe of eligible postsecondary institutions in the 50 states and the District of Columbia (see table B-1).

Table B-1. Number and percent of Title IV degree-granting postsecondary institutions in study, and estimated number and percent in the nation, for the total sample and for institutions that offered any distance education courses, by institutional type and institution size: 2006–07

Institutional type and size	Total sample				Offered any distance education courses during the 2006–07 12-month academic year			
	Responding institutions (unweighted)		National estimate (weighted)		Responding institutions (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All institutions	1,448	100	4,200	100	1,179	100	2,750	100
Institutional type								
Public 2-year	509	35	1,000	25	502	43	1,020	37
Private not-for-profit 2-year	15	1	100	3	5	#	30	1
Private for-profit 2-year	65	4	500	12	12	1	90	3
Public 4-year	390	27	600	15	361	31	570	21
Private not-for-profit 4-year	419	29	1,500	36	262	22	790	29
Private for-profit 4-year	50	3	300	8	37	3	240	9
Size of institution								
Less than 3,000	511	35	2,700	65	294	25	1,400	51
3,000 to 9,999	487	34	900	23	449	38	870	32
10,000 or more	450	31	500	12	436	37	480	17

Rounds to zero.

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 (PEQIS), “Distance Education at Postsecondary Institutions,” 2007.

Imputation for Item Nonresponse

Data were imputed for all missing questionnaire items. These 42 items are listed in table B-2. The missing items included both numerical data such as counts of students in online courses, as well as categorical data such as the extent to which institutions used various technologies for the instructional delivery of distance education courses. The missing data were imputed using a “hot-deck” approach to obtain a “donor” institution from which the imputed values were derived. Under the hot-deck approach, a donor institution that matched selected characteristics of the institution with missing data (the recipient institution) was identified. The matching characteristics included PEQIS stratum (defined by sector, highest level of offering, and enrollment size) and whether the institution offered any distance education courses. Once a donor was found, it was used to derive the imputed values for the institution with missing data. For categorical items, the imputed value was simply the corresponding value from the donor institution. For numerical items, the imputed value was calculated by taking the donor’s response for that item (e.g., enrollment in online courses) and dividing that number by the total number of students enrolled in the donor institution. This ratio was then multiplied by the total number of students enrolled

in the recipient institution to provide an imputed value. All missing items for a given institution were imputed from the same donor whenever possible.

Table B-2. Percent of cases with imputed data in study sample, and percent of cases with imputed data the sample represents, by questionnaire items: 2006–07

Questionnaire item	Responding institutions (unweighted)	National estimate (weighted)
Q4btotenr Total number of students enrolled in online courses	0.90	0.62
Q4bungenenr Number of undergraduate students enrolled in online courses.....	1.38	0.84
Q4bgradenr Number of graduate students enrolled in online courses.....	1.10	0.66
Q7btotenr Total number of students enrolled in hybrid online courses.....	1.66	0.87
Q7bungenenr Number of undergraduate students enrolled in hybrid online courses.....	1.80	0.93
Q7bgradenr Number of graduate students enrolled in hybrid online courses.....	1.45	0.70
Q9btotenr Total number of students enrolled in other types of distance education courses.....	0.62	0.44
Q9bungenenr Number of undergraduate students enrolled in other types of distance education courses.....	0.97	0.59
Q9bgradenr Number of graduate students enrolled in other types of distance education courses.....	0.97	0.59
Q11ungdeg Number of undergraduate degree programs completed totally through distance education.....	0.07	0.04
Q11ungcert Number of undergraduate certificate programs completed totally through distance education.....	0.07	0.04
Q11gradcert Number of graduate certificate programs completed totally through distance education.....	0.07	0.04
12a Seeking to increase student enrollment.....	0.35	0.14
12b Making more courses available.....	0.35	0.14
12c Making more degree programs available.....	0.35	0.14
12d Making more certificate programs available.....	0.35	0.14
12e Meeting student demand for flexible schedules.....	0.35	0.14
12f Providing access to college for students who otherwise would not have access.....	0.35	0.14
12g Responding to the needs of employers/business.....	0.35	0.14
12h Maximizing the use of existing college facilities.....	0.35	0.14
12i Meeting student demand for reduced seat time.....	0.35	0.14
12j Other factors.....	0.35	0.14
Q13a Asynchronous Internet-based technologies.....	0.21	0.09
Q13b Synchronous Internet-based technologies.....	0.21	0.08
Q13c Two-way interactive video (i.e., two-way video with two-way audio).....	0.21	0.08
Q13d One-way prerecorded video.....	0.21	0.08
Q13e One-way video with two-way audio.....	0.21	0.08
Q13f One-way audio transmission.....	0.28	0.12
Q13g Correspondence only.....	0.21	0.08
Q13h Correspondence combined with the use of distance education technology such as CD-ROM.....	0.28	0.18
Q13i Other technologies.....	0.14	0.06
Q14 Received requests to provide accommodations for students with disabilities.....	0.14	0.05
Q18acred Credit-granting distance education courses were developed by institution.....	0.41	0.20
Q18bacred Credit-granting distance education courses were developed in collaboration with other institution.....	0.41	0.20
Q18caced Credit-granting distance education courses were acquired from another postsecondary institution.....	0.35	0.16
Q18daced Credit-granting distance education courses were acquired from a commercial vendor.....	0.41	0.19
Q18eaced Credit-granting distance education courses were acquired in some other ways.....	0.35	0.16
Q18anoncred Noncredit distance education courses were developed by institution.....	0.21	0.08
Q18bnoncred Noncredit distance education courses were developed in collaboration with other institution.....	0.21	0.08
Q18cnoncred Noncredit distance education courses were acquired from another postsecondary institution.....	0.21	0.08
Q18dnoncred Noncredit distance education courses were acquired from a commercial vendor.....	0.21	0.08
Q18enoncred Noncredit distance education courses were acquired in some other ways.....	0.21	0.08

SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Distance Education at Postsecondary Institutions," 2007.

Data Reliability

While the “Distance Education at Postsecondary Institutions” survey was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (see table B-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. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates.

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 Title IV degree-granting postsecondary institutions that offered any distance education courses is 65.9 percent and the standard error is 1.3 percent (see tables 1 and 1a). The 95 percent confidence interval for the statistic extends from $[65.9 - (1.3 \times 1.96)]$ to $[65.9 + (1.3 \times 1.96)]$, or from 63.4 to 68.4 percent. The 1.96 is the *critical value* for a statistical test at the 0.05 significance level (where 0.05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the PEQIS distance education survey were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, 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 variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped 1 at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.

All specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student’s *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Student’s *t* values were computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with individuals at postsecondary institutions deemed to be the most knowledgeable about the distance education offerings at their institutions. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES and the data requestor at the Office of Educational Technology. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

Definitions of Analysis Variables

- **Institutional type:** public 2-year, private not-for-profit 2-year, private for-profit 2-year, public 4-year, private not-for-profit 4-year, private for-profit 4-year. Type was created from a combination of level (2-year, 4-year) and control (public, private not-for-profit, private for-profit). 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).¹
- **Institution size:** less than 3,000 students; 3,000 to 9,999 students; and 10,000 or more students.

For more information about the Postsecondary Education Quick Information System or the Survey on Distance Education at Postsecondary Institutions, contact Peter Tice, 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: Peter.Tice@ed.gov; telephone (202) 502-7497.

¹Definitions 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.

Appendix C
Questionnaire

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20006-5651

FORM APPROVED
O.M.B. No.: 1850-0733
EXPIRATION DATE: 10/2009

DISTANCE EDUCATION AT POSTSECONDARY INSTITUTIONS

POSTSECONDARY EDUCATION QUICK INFORMATION SYSTEM

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.

This survey focuses on courses and programs that your institution formally designates as distance education; i.e., a formal education process in which the student and instructor are not in the same place. This includes **three types** of distance education courses and programs: **online**, **hybrid/blended online**, and **other distance education** courses and programs.

- Instruction may be synchronous or asynchronous, and it involves communication through the use of video, audio, or computer technologies, or by correspondence (which may include both written correspondence and the use of technology such as CD-ROM).
- Institutions may vary in the proportion of online instruction required for a course to be considered an online course or a hybrid/blended online course. **Hybrid/blended online courses** refer to a combination of online and in-class instruction with **reduced in-class seat time** for students. This survey excludes web-enhanced courses that do not reduce in-class seat time.
- The time frame for this survey is the **12-month 2006-07 academic year**. This includes distance education courses during the summer of 2006 or the summer of 2007, depending on how records are kept at your institution.

IF ABOVE INSTITUTION 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 THE SURVEY FOR YOUR RECORDS

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:
Mail: Basmat Parsad (8096.09.03) Westat 1650 Research Boulevard Rockville, Maryland 20850-3195	Basmat Parsad at Westat 800-937-8281, Ext. 8222 or 301-251-8222 E-mail: basmatparsad@westat.com
Fax: 800-254-0984	

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Please read the instructions below and on the cover page before answering the questions.

- This survey focuses on courses and programs that your institution **formally** designates as distance education. This includes **three types** of distance education: **online, hybrid/blended online, and other distance education** courses and programs.
- Institutions may vary in the proportion of online instruction required for a course to be considered online or hybrid/blended online. **Hybrid/blended online courses** refer to a combination of online and in-class instruction with **reduced in-class seat time**. This excludes web-enhanced courses that do not reduce in-class seat time.
- If a course had multiple sections or was offered multiple times during the academic year, count it as only **one** course; i.e., provide counts of **different** courses. However, **enrollments** may include duplicated counts because they refer to the number of registrations; i.e., a student should be counted for each course in which he/she was enrolled. If your institution did not offer a particular type or level of distance education course in 2006–07, enter 0.
- Include distance education courses offered at the undergraduate and graduate/first-professional levels. **Dual-level courses** (i.e., courses that can be taken for either undergraduate or graduate courses) should be reported as undergraduate courses, and enrollments for these courses should be counted as undergraduate enrollments.

1. In 2006–07 (12-month academic year), did your institution offer **any distance education** courses? *Include credit and noncredit distance education courses. See instruction box above.*
 Yes..... 1 (Continue with question 2.) No..... 2 (Complete front page and return questionnaire.)
2. In 2006–07 (12-month academic year), did your institution offer any **college-level, credit-granting distance education** courses? *See instruction box above.*
 Yes..... 1 (Continue with question 3.) No..... 2 (Skip to question 15.)

I. Online Courses

3. In 2006–07 (12-month academic year), did your institution offer any **college-level, credit-granting** courses that are **formally** designated as **online courses**? *Do not include courses that your institution designates as hybrid/blended online courses. See instruction box above.*
 Yes..... 1 (Continue with question 4.) No..... 2 (Skip to question 6.)
4. Please report the number of **online** college-level, credit-granting courses and the enrollment in those courses in 2006–07. *Do not include courses that are designated as hybrid/blended online courses. See instruction box above.*

Online credit-granting courses (2006–07)	Total (undergraduate and graduate)	Undergraduate (including dual-level)	Graduate/ first-professional
a. Number of courses			
b. Number of enrollments			

5. What is the **minimum** amount of online instruction or other criterion that your institution requires to **formally** designate courses as **online courses**? *Do not consider criteria used for hybrid/blended online courses. Give one answer only.*
- a. **Minimum** percent of course **instruction** that has to be online: _____%
- OR** b. Other criterion, if no minimum online instruction is used to designate courses as online (*specify criterion*).
 Criterion: _____

II. Hybrid/Blended Online Courses

6. In 2006–07 (12-month academic year), did your institution offer any **college-level, credit-granting** distance education courses that are **formally** designated as **hybrid/blended online courses**? *Hybrid/blended online courses refer to a combination of online and in-class instruction with reduced in-class seat time for students. Exclude web-enhanced in-class courses that do not reduce in-class seat time.*
 Yes..... 1 (Continue with question 7.) No..... 2 (Skip to question 8.)

7. Please report the number of college-level, credit-granting distance education courses that your institution designates as **hybrid/blended online courses** and the enrollment in those courses in 2006–07. *See instruction box above.*

Hybrid/blended online, credit-granting courses (2006–07)	Total (undergraduate and graduate)	Undergraduate (including dual-level)	Graduate/ first-professional
a. Number of courses			
b. Number of enrollments			

III. All Other Distance Education Courses

8. In 2006–07 (12-month academic year), did your institution offer any **other** college-level, credit-granting **distance education courses**; i.e., apart from the online and hybrid/blended online courses reported in questions 3 through 7? *See instruction box on previous page.*

Yes..... 1 (Continue with question 9.) No 2 (Skip to question 10.)

9. Please report the number of **other** types of college-level, credit-granting **distance education courses** offered by your institution in 2006–07 and the enrollment in those courses. *Do not include the online or hybrid/blended online courses reported in questions 3 through 7. See instruction box on previous page.*

Other types of distance education courses (2006–07)	Total (undergraduate and graduate)	Undergraduate (including dual-level)	Graduate/first-professional
a. Number of courses			
b. Number of enrollments			

IV. Degree or Certificate Programs Designed to be Completed Totally Through Distance Education

10. In 2006–07 (12-month academic year), did your institution have any college-level **degree or certificate programs** designed to be completed **totally** through distance education? *Include online and other modes of 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 11.) No 2 (Skip to question 12.)

11. How many different college-level **degree or certificate programs** designed to be completed **totally** through distance education did your institution offer in 2006–07?

College-level distance education degree and certificate programs based on credit-granting courses (2006–07)	Undergraduate		Graduate/first-professional	
	Degree	Certificate	Degree	Certificate
Number of programs				

V. Other Distance Education Topics

12. To what extent do the following factors affect your institution’s decisions regarding **college-level, credit-granting distance education** offerings? *(Circle one on each line.)*

Factor	Not at all	Minor extent	Moderate extent	Major extent
a. Seeking to increase student enrollment.....	1	2	3	4
b. Making more courses available.....	1	2	3	4
c. Making more degree programs available.....	1	2	3	4
d. Making more certificate programs available	1	2	3	4
e. Meeting student demand for flexible schedules.....	1	2	3	4
f. Providing access to college for students who otherwise would not have access (e.g., because of geographic, family, or work-related reasons)	1	2	3	4
g. Responding to the needs of employers/business	1	2	3	4
h. Maximizing the use of existing college facilities.....	1	2	3	4
i. Meeting student demand for reduced seat time.....	1	2	3	4
j. Other factor (<i>Specify</i>).....	1	2	3	4

13. To what extent did your institution use the following technologies for the **instructional delivery** of **college-level, credit-granting** distance education courses in 2006–07? *Include online and other modes of distance education. (Circle one on each line.)*

Technology	Not at all	Small extent	Moderate extent	Large extent
a. Asynchronous Internet-based technologies	1	2	3	4
b. Synchronous Internet-based technologies	1	2	3	4
c. Two-way interactive video (i.e., two-way video with two-way audio)	1	2	3	4
d. One-way prerecorded video (including prerecorded videos provided to students, and television broadcast and cable transmission using prerecorded videos)	1	2	3	4
e. One-way video with two-way audio (e.g., interactive television)	1	2	3	4
f. One-way audio transmission (e.g., podcasting, radio broadcasts, and prerecorded audiotapes provided to students)	1	2	3	4
g. Correspondence only (print-based documents exchanged via postal delivery or email)	1	2	3	4
h. Correspondence combined with the use of distance education technology such as CD-ROM	1	2	3	4
i. Other technology (<i>Specify</i>)	1	2	3	4

14. How often in the last 3 years has your institution received requests to provide accommodations for students with disabilities in your **college-level, credit-granting** distance education courses? *(Circle one.)*

Never 1 Occasionally 2 Frequently 3 Don't know 4

15. Did your institution offer any academic distance education courses for **elementary/secondary students** in 2006–07?

Yes..... 1 (*Continue with question 16.*) No..... 2 (*Skip to question 17.*)

16. Did your institution offer the following types of distance education courses for **elementary or secondary students** during the 2006–07 academic year? *Include online and other modes of distance education. (Circle one on each line.)*

Distance education course for elementary/secondary students	Yes	No
a. Advanced Placement or International Baccalaureate courses	1	2
b. Other academic high school courses	1	2
c. Academic courses for elementary or middle school students	1	2

17. In the 2006–07 academic year, did your institution offer any **noncredit distance education courses**? *Do not include academic courses for elementary/secondary students as noncredit.*

Yes..... 1 No..... 2

18. In the 2006–07 academic year, did your institution **acquire or develop** its distance education courses in the following ways? *Include online and other modes of distance education. Include academic courses for elementary/secondary students as credit-granting courses.*

- *If your institution has **credit-granting** distance education courses (i.e., you answered “yes” to question 2 or question 15), check here and complete column 1.*
- *If your institution has **noncredit** distance education courses (i.e., you answered “yes” to question 17), check here and complete column 2.*

Means of acquisition/development	1. Credit courses		2. Noncredit courses	
	Yes	No	Yes	No
a. Developed by your institution.....	1	2	1	2
b. Developed in collaboration with other postsecondary institutions	1	2	1	2
c. Acquired from another postsecondary institution	1	2	1	2
d. Acquired from a commercial vendor.....	1	2	1	2
e. Acquired in some other way(s) (<i>Specify</i>)	1	2	1	2