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ABSTRACT

Course structures and educational practices in Distance Education and Training Council (DETC) member institutions were examined through a survey of all 58 DETC institutions. Usable responses were obtained from 55 (95%) of the institutions. Among the study's main conclusions were the following: (1) 52% of distance education students are male, 42% have a college degree, and 81% are employed; (3) DETC schools employ an average of 55 people, offer an average of 48 courses, and have an average course graduation rate of 52%; (4) 51% of courses offered are developed by both in-house staff and external authors; (5) 66% of examination questions are objective in style; (6) students typically require 10 hours to complete a lesson; (7) 9% of schools offer mandatory resident training; (8) 56% of schools use proctored examinations, 47% offer a fax exam service, 58% use toll-free telephone service for educational purposes, and 73% use preprinted motivation letters; (9) 100% of the schools own their own computer, 75% have computers that are networked; and (10) 80% of the schools use desktop publishing to prepare courses, 62% publish a newsletter/magazine for students, 56% have a home page, and 69% use electronic mail. (Twenty-eight tables and the survey instrument are included.) (MN)

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1996 Distance Education Survey

A Report
on Course Structure and Educational Practices
in Distance Education and Training Council
Member Institutions

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Foreword

In May 1996 the Distance Education and Training Council surveyed its accredited member institutions to determine current aspects of distance study educational practice.

In all, 58 DETC institutions were surveyed. We received 55 usable responses, for a record response rate of 95%. The larger distance study institutions (active enrollments over 5,000 students) responded, making for a comprehensively broad picture of current practice.

The survey contained questions in the following areas:

- General
- Course Development
- Educational Services
- Future Outlook

The DETC is eager to provide up-to-date and practical information on distance study courses and practices in the field. This survey does just that—and we hope that distance study educators everywhere will find the survey results useful for internal comparison and planning purposes.

For further information about the survey and the data in this report—or about the distance study field—please contact the Distance Education and Training Council, 1601 18th Street, N.W., Washington, D.C. 20009-2529, telephone 202-234-5100, fax 202-332-1386, e-mail detc@detc.org, home page <http://www/detc.org>.

Michael P. Lambert
Executive Director

October 1996

Survey Method

In May 1996 the 58 members of the Distance Education and Training Council were sent a mail survey form. The surveys were due May 31, 1996, however, surveys were received up until September 6, 1996.

At the time the data was compiled, 55 usable responses had been received for a response rate of over 95%.

A great deal of data were accumulated. As a result, we have used tables to provide the clearest picture of this data. The data are displayed in school size categories for easier comparative analysis.

Of special note—in developing averages for the data we received, we chose to omit the highest and lowest numbers in each series. In this manner, the mean arithmetic average was obtained. (For example, military school data, with their enormously large enrollments, were occasionally deleted in order to obtain the “average.”) Also, the data were not “weighted” by school size. Please keep this in mind when reviewing the study data.

In addition, for reporting ease, we have rounded off the averages.

This *1996 Distance Education Survey* marks the seventh survey DETC has conducted since 1978 on course structure and educational practices in DETC member institutions. In the past, we have analyzed data from previous surveys to compare with current data. We have chosen to do this again. Bar charts comparing data from 1978, 1983, 1985, 1990, 1992, 1994, and 1996, are included. In many cases, the changes and trends over the years are significant and interesting.

Summary

According to the survey results (see accompanying tables), here is a profile of the educational practices of the "typical" DETC member institution:

- The average age of students is 34.
- 52% of students are male; 48% are female.
- 42% of students have a college degree.
- 81% of students are employed.
- Over half (52%) the instructors are full time.
- The average number of people employed at DETC schools is 55.
- The average number of courses offered is 48.
- The "most popular course" has an average 36 assignments/submissions, takes students 13 months to complete, and has a 68% lesson completion rate.
- The average non-start rate is 10%; average course graduation rate is 52%.
- The majority (51%) of courses offered are developed by both in-house staff and outside authors.
- The majority (66%) of examination questions are objective in style and an average of 41 questions are asked per exam.
- The "most popular course" typically contains hardware/kits (22%), audio tapes (20%) and videotapes (13%).
- It typically takes a student 10 hours to complete a lesson.
- Schools grade and return lessons within 5 days.
- 9% of schools offer mandatory resident training.
- 44% of the courses are loose leaf bound; 15% of the courses are hard bound published texts.
- 82% of the schools have instructors who write comments on submissions; 75% of school instructors write personal letters to students.
- 56% use proctored examinations.
- 47% of the schools offer a fax exam service.
- 58% of the schools use toll-free telephone service for educational purposes.
- 73% of the schools use pre-printed motivation letters; 24% use e-mail to motivate students.

- 100% of the schools own their own computer and 75% have computers that are networked.
- 80% of the schools use desktop publishing to prepare their courses; 53% print directly from desktop publishing.
- 62% of the schools publish a newsletter/magazine for students.
- 56% of the schools have a home page and 69% use e-mail.

The accompanying tables of data provide an in-depth look at current educational practices in DETC member institutions.

Summary of Written Comments From the Survey

In order to obtain a sense of DETC members' perspective on the future of distance education, surveyed institutions were asked, "What plans do you have in the immediate future (1-2 years) in terms of new courses, expanded services, marketing initiatives, etc.?"

Many schools responded that they will be developing new courses and/or expanding and redesigning the services offered in current courses. Reducing lesson turnaround time was cited, as was increasing marketing efforts, improving graduate contact, expanding student services (e.g., toll-free telephone number, audio/videotapes, computerized record keeping), utilizing e-mail, fax machines, and maintaining a personal touch with students.

In addition, DETC institutions responded to the question, "What do you think is the outlook (e.g., new markets, regulatory climate, public acceptance, etc.) for distance education in the next three to five year period?"

A majority of the responses to this question were most often optimistic, with a general feeling that distance study is more accepted than ever before. The respondents felt that the time-tested, unique advantages of the distance study method suggest that the future, while always uncertain, will be an exciting time.

In summary, it is important to remember that although the future will obviously bring about significant changes for distance study education, the potential is there for continued growth and success. Perhaps the most critical challenge will be in the area of meeting public demand for new courses. The "surface has only been scratched" in terms of the potential for new subjects which can readily be taught by distance study.

Other selected comments which are representative of the schools' written responses include these:

- Distance education is experiencing a renaissance, thanks to technology. Now it is possible to deliver training instantly via the Internet and World Wide Web, as well as through satellite, television and interactive CD-ROMs. With more universities embracing distance education, public acceptance will grow to unprecedented levels.
- Excellent! The positive acceptance of the distance education concept by all segments of the community bodes well for the future of our institution.
- Continued scrutiny of distance education programs will bring greater public acceptance

of the strong programs remaining. There will be rumblings of a more intense regulatory climate, but continued self-regulation by DETC will result in greater trust and a gradually declining antagonism toward distance education. Our major task then will be persuading traditional educational establishments that distance education is for real.

- Market is expanding due to higher high school graduate rates. Technology is adding sophistication and improved educational effectiveness to distance education.
- Fallout from advancing electronic communication may ultimately benefit non-traditional education.
- Distance education is extremely promising over the next three years. As governmental agencies see the advantage of delivering training at a distance, those schools who can provide the service will be sought after.
- We believe that distance study education has a positive outlook for the future. Because of the "pay as you go" financing, the need for supplemental income and the desire for career changes and self improvement, students will be attracted to this type of study.
- Excellent! Distance study is definitely opening new markets. In the government, we are searching for more cost effective approaches to deliver training. Distance learning approaches are expanding our capabilities and providing us with a more cost-effective way to deliver training to our clientele. Adult learning is enhanced by distance learning. Adults can work at their own pace and rely on their own resources. The faster learner is not inhibited/frustrated by the slow learners while the slow learners are not frustrated by the fast learners. This is the optimal learning environment.
- Distance learning is becoming a key concept for our branch of the service. In the next three years, a large portion of our training will be through distance learning means. Paper will be phased out as electronic capabilities improve.
- Courses are developed to meet specific training needs and to support promotion systems for the military. As funds for resident training decrease, we anticipate increased use of distance education.
- Exciting and expanding!

TABLE ONE
Average Number of Distance Study Students and Courses
New and Active Enrollments
and Number of Courses

| Total Active Students | Number of Institutions | Q. 1 New Enrollments During 1995 | Q. 2 No. of Active Students | Q. 3 No. of DE Courses |
|------------------------------|-------------------------------|---|--|---------------------------------------|
| Less than 200 | 10 | 834 | 862 | 102 |
| 201 to 500 | 7 | 1,045 | 1,912 | 88 |
| 501 to 1,000 | 7 | 3,722 | 4,940 | 237 |
| 1,001 to 2,500 | 12 | 18,570 | 24,704 | 394 |
| 2,501 to 5,000 | 3 | 3,238 | 8,820 | 87 |
| 5,001 to 25,000 | 7 | 33,531 | 64,563 | 450 |
| 25,001 and Greater | 4 | 396,876 | 546,724 | 204 |
| Federal/Military Schools | 5 | 960,360 | 718,517 | 1,093 |
| Totals | 55 | 1,418,176 | 1,371,042 | 2,655 (Avg.) 48 |

TABLE TWO
Age and Sex of Students

| Total Active Students | Number of Institutions | Q. 4a Average Age | Q. 4b Percent (Avg.) | |
|--------------------------|------------------------|----------------------|-------------------------|--------|
| | | | Male | Female |
| Less than 200 | 10 | 36 | 35 | 65 |
| 201 to 500 | 7 | 35 | 38 | 62 |
| 501 to 1,000 | 7 | 37 | 58 | 42 |
| 1,001 to 2,500 | 12 | 32 | 73 | 27 |
| 2,501 to 5,000 | 3 | 37 | 51 | 49 |
| 5,001 to 25,000 | 7 | 33 | 60 | 40 |
| 25,001 and Greater | 4 | 31 | 48 | 52 |
| Federal/Military Schools | 5 | -- | -- | -- |
| Averages | | 34 yrs. | 52% | 48% |

TABLE THREE

Students Employed and Tuition Paid by Employers

| Total Active Students | Number of Institutions | Q. 5a % Students Employed | Q. 5b % Tuition Paid by Employer |
|--------------------------|------------------------|------------------------------|-------------------------------------|
| Less than 200 | 10 | 76 | 9 |
| 201 to 500 | 7 | 93 | 36 |
| 501 to 1,000 | 7 | 89 | 29 |
| 1,001 to 2,500 | 12 | 82 | 42 |
| 2,501 to 5,000 | 3 | 90 | 9 |
| 5,001 to 25,000 | 7 | 90 | 15 |
| 25,001 and Greater | 4 | 50 | 5 |
| Federal/Military Schools | 5 | -- | -- |
| Averages | | 81% | 21% |

TABLE FOUR
High School and College Degrees

| Total Active Students | No. of Institutions | Q. 6a % High School or GED | Q. 6b % Associate Degree | Q. 6c % Bachelor Degree | Q. 6d % Masters Degree | Total % with Degrees |
|-----------------------------|---------------------|-------------------------------------|-----------------------------------|----------------------------------|---------------------------------|----------------------------|
| Less than 200 | 10 | 90 | 45 | 53 | 4 | 57 |
| 201 to 500 | 7 | 98 | 17 | 40 | 11 | 50 |
| 501 to 1,000 | 7 | 84 | 11 | 41 | 15 | 57 |
| 1,001 to 2,500 | 12 | 96 | 18 | 22 | 2 | 37 |
| 2,501 to 5,000 | 3 | 96 | 25 | 11 | 2 | 38 |
| 5,001 to 25,000 | 7 | 94 | 18 | 14 | 5 | 26 |
| 25,001 and Greater | 4 | 73 | 11 | 16 | 6 | 31 |
| Federal/Military Schools | 5 | 99 | -- | -- | -- | -- |
| Averages | | 91% | 21% | 28% | 6% | 42% |

TABLE FIVE
Individuals Employed by Institutions

| Total Active Students | No. of Inst. | Q. 7a Educ. Staff | Q. 7b Clerical Staff | Q. 7c Sales Reps. | Q. 7d Sup. Staff | Q. 7e Exec. Staff | Q. 7f Others |
|------------------------------|---------------------|--------------------------|-----------------------------|--------------------------|-------------------------|--------------------------|---------------------|
| Less than 200 | 10 | 117 | 37 | 14 | 17 | 17 | 5 |
| 201 to 500 | 7 | 76 | 37 | 37 | 7 | 20 | 9 |
| 501 to 1,000 | 7 | 113 | 11 | 0 | 5 | 10 | 1 |
| 1,001 to 2,500 | 12 | 118 | 153 | 20 | 66 | 42 | 125 |
| 2,501 to 5,000 | 3 | 10 | 16 | 5 | 5 | 3 | 6 |
| 5,001 to 25,000 | 7 | 122 | 123 | 138 | 68 | 33 | 426 |
| 25,001 and Greater | 4 | 282 | 517 | 256 | 119 | 26 | 105 |
| Federal/ Military Schools | 5 | 137 | 44 | 1 | 30 | 9 | 130 |
| Averages* | | 114 | 68 | 36 | 32 | 19 | 63 |

*drop highest and lowest and divide by 6

Average Number of Staff is 55
(7a + 7b + 7c + 7d + 7e + 7f) divided by 6

TABLE SIX
Course Development Procedures

Courses are typically developed with . . . (number of school respondents)

| Total Active Students | No. of Institutions | Q. 8a By In-House Staff | Q. 8b By Outside Authors | Q. 8c Both In- House & Outside | Q. 8d Already Published Texts | Q. 8e All of These |
|--------------------------------|----------------------------|--|---|---|--|-----------------------------------|
| Less than 200 | 10 | 5 | 0 | 2 | 3 | 0 |
| 201 to 500 | 7 | 1 | 0 | 6 | 0 | 0 |
| 501 to 1,000 | 7 | 0 | 0 | 5 | 1 | 1 |
| 1,001 to 2,500 | 12 | 1 | 0 | 6 | 3 | 2 |
| 2,501 to 5,000 | 3 | 0 | 0 | 3 | 0 | 0 |
| 5,001 to 25,000 | 7 | 0 | 0 | 3 | 0 | 4 |
| 25,001 and Greater | 4 | 0 | 0 | 0 | 1 | 3 |
| Federal/Military Schools | 5 | 1 | 1 | 3 | 0 | 0 |
| Total (Percentages) | 55 | 8 (14%) | 1 (2%) | 28 (51%) | 8 (15%) | 10 (18%) |

TABLE SEVEN
Course Examination Items

Courses typically make use of examination items which are . . .

| Total Active Students | No. of Institutions | Q. 9a Objective | Q. 9b Subjective | Q. 9c Projects/Artwork | Q. 9d Other | Q. 10 Average Number of Questions Per Exam |
|--------------------------------|----------------------------|------------------------|-------------------------|-------------------------------|--------------------|---|
| Less than 200 | 10 | 6 | 4 | 0 | 1 | 55 |
| 201 to 500 | 7 | 5 | 0 | 0 | 2 | 42 |
| 501 to 1,000 | 7 | 3 | 2 | 1 | 1 | 28 |
| 1001, to 2,500 | 12 | 10 | 1 | 0 | 2 | 50 |
| 2,501 to 5,000 | 3 | 0 | 3 | 0 | 0 | 13 |
| 5,001 to 25,000 | 7 | 5 | 1 | 1 | 0 | 43 |
| 25,001 and Greater | 4 | 3 | 0 | 0 | 1 | 20 |
| Federal/Military Schools | 5 | 5 | 0 | 0 | 0 | 76 |
| Totals (Percentages) | 55 | 37 (66%) | 11 (19%) | 2 (3%) | 7 (12%) | 327 (41) |

TABLE EIGHT

Course Data

*Number of assignments, completion time, and tuition for the
"most popular course" are . . .*

| Total Active Students | No. of Institutions | Q. 11b Avg. No. of Assignments | Q. 11c Avg. Comple- tion Time (Mos.) | Q. 11d Avg. Tuition |
|------------------------------|----------------------------|---|---|------------------------------------|
| Less than 200 | 10 | 30 | 18 | 1,578 |
| 201 to 500 | 7 | 14 | 8 | 741 |
| 501 to 1,000 | 7 | 30 | 15 | 1,113 |
| 1,001 to 2,500 | 12 | 29 | 16 | 649 |
| 2,501 to 5,000 | 3 | 17 | 3 | 72 |
| 5,001 to 25,000 | 7 | 63 | 16 | 1,738 |
| 25,001 and Greater | 4 | 86 | 25 | 1,413 |
| Federal/Military Schools | 5 | 17 | 6 | -- |
| Totals (Averages) | 55 | 286 (36) | 107 (13 mos.) | 7,304 (\$1,043) |

TABLE NINE
Course Data, continued

Non-start rates, lesson completion rates and graduation rates for the "most popular courses" are . . .

| Total Active Students | No. of Institutions | Q. 11e Avg. Non-Start Rate | Q. 11f Avg. Lesson Completion Rate (%) | Q. 11h Avg. Graduation Rate (%) |
|--------------------------|---------------------|-------------------------------|---|------------------------------------|
| Less than 200 | 10 | 6 | 63 | 54 |
| 201 to 500 | 7 | 6 | 74 | 68 |
| 501 to 1,000 | 7 | 10 | 59 | 47 |
| 1,001 to 2,500 | 12 | 16 | 60 | 50 |
| 2,501 to 5,000 | 3 | 10 | 80 | NA |
| 5,001 to 25,000 | 7 | 11 | 62 | 37 |
| 25,001 and Greater | 4 | 18 | 49 | 22 |
| Federal/Military Schools | | 6 | 94 | 83 |
| Totals (Averages) | | 83 (10%) | 541 (68%) | 361 (52%) |

TABLE TEN
Course Design

Number of institutions with "most popular course" that typically contains . . .

| Total Active Students | No. of Institutions | Q. 11i Mandatory Resident Training | Q. 11j Hardware/ Kits | Q. 11k Audio Tapes | Q. 11l Video Tapes |
|---------------------------------|----------------------------|---|--------------------------------------|-------------------------------|-------------------------------|
| Less than 200 | 10 | 3 | 1 | 3 | 4 |
| 201 to 500 | 7 | 2 | 2 | 2 | 2 |
| 501 to 1,000 | 7 | 0 | 0 | 1 | 0 |
| 1,001 to 2,500 | 12 | 0 | 3 | 1 | 1 |
| 2,501 to 5,000 | 3 | 0 | 0 | 0 | 0 |
| 5,001 to 25,000 | 7 | 0 | 2 | 2 | 0 |
| 25,001 and Greater | 4 | 0 | 3 | 2 | 0 |
| Federal/Military Schools | 5 | 0 | 1 | 0 | 0 |
| Totals (Percentages) | 55 | 5 (9%) | 12 (22%) | 11 (20%) | 7 (13%) |

TABLE ELEVEN
Course Design, continued

Number of institutions with "most popular course" which typically contains . . .

| Total Active Students | No. of Institutions | Q. 11m Multimedia Disks | Q. 11n CD-ROM Disks | Q. 11o Job-Related Tools | Q. 11p Online Communica- tion |
|------------------------------|----------------------------|--|------------------------------------|---|--|
| Less than 200 | 10 | 0 | 0 | 0 | 2 |
| 201 to 500 | 7 | 0 | 0 | 2 | 2 |
| 501 to 1,000 | 7 | 0 | 0 | 1 | 1 |
| 1,001 to 2,500 | 12 | 1 | 1 | 3 | 1 |
| 2,501 to 5,000 | 3 | 0 | 0 | 0 | 0 |
| 5,001 to 25,000 | 7 | 0 | 0 | 1 | 2 |
| 25,001 and Greater | 4 | 0 | 2 | 3 | 2 |
| Federal/Military Schools | 5 | 4 | 5 | 5 | 5 |
| Totals (Percentages) | 55 | 5 (9%) | 8 (15%) | 15 (27%) | 15 (27%) |

TABLE TWELVE

Course Delivery

The predominant method used to deliver course content are . . .

| Total Active Students | No. of Institutions | Q. 12a Loose Leaf Binders | Q. 12b Perfect Bound Soft Cover | Q. 12c Side or Saddle Stitched Soft Cover | Q. 12d Hard Bound "Pub- lished" |
|-----------------------------|---------------------|------------------------------------|--|---|---|
| Less than 200 | 10 | 4 | 2 | 0 | 2 |
| 201 to 500 | 7 | 3 | 0 | 1 | 2 |
| 501 to 1,000 | 7 | 3 | 1 | 0 | 1 |
| 1,001 to 2,500 | 12 | 7 | 1 | 2 | 2 |
| 2,501 to 5,000 | 3 | 1 | 1 | 0 | 0 |
| 5,001 to 25,000 | 7 | 3 | 0 | 3 | 0 |
| 25,001 and Greater | 4 | 1 | 0 | 2 | 1 |
| Federal/Military Schools | 5 | 2 | 2 | 1 | 0 |
| Totals (Percentages) | 55 | 24 (44%) | 7 (13%) | 9 (16%) | 8 (15%) |

TABLE THIRTEEN
Course Delivery, continued

The predominant methods used to deliver course content are . . .

| Total Active Students | No. of Institutions | Q. 12e CD-ROM or Disks | Q. 12f Audio/ Visual | Q. 12g Online Electronic Delivery | Q. 12h Other |
|---------------------------------|----------------------------|---------------------------------------|-------------------------------------|--|-------------------------|
| Less than 200 | 10 | 0 | 1 | 0 | 1 |
| 201 to 500 | 7 | 0 | 1 | 2 | 0 |
| 501 to 1,000 | 7 | 0 | 0 | 0 | 2 |
| 1,001 to 2,500 | 12 | 0 | 0 | 0 | 0 |
| 2,501 to 5,000 | 3 | 0 | 0 | 0 | 1 |
| 5,001 to 25,000 | 7 | 0 | 0 | 0 | 2 |
| 25,001 and Greater | 4 | 0 | 0 | 0 | 0 |
| Federal/Military Schools | 5 | NA | NA | NA | NA |
| Totals (Percentages) | 55 | 0 (0%) | 2 (4%) | 2 (4%) | 6 (12%) |

TABLE FOURTEEN

Course Publishing

*Desktop publishing is used to . . .
and Time to Complete Typical Lesson . . .*

| Total Active Students | No. of Institutions | Q. 13a % Using Desktop Publishing | Q. 13b % Printing Directly from DTP pages | Q. 14 % Customizing Texts to Format | Q. 15 Avg. Time to Complete Typical Lesson (hours) |
|--------------------------|---------------------|--------------------------------------|--|--|---|
| Less than 200 | 10 | 7 | 4 | 6 | 10 |
| 201 to 500 | 7 | 6 | 4 | 4 | 10 |
| 501 to 1,000 | 7 | 5 | 5 | 4 | 9 |
| 1,001 to 2,500 | 12 | 9 | 4 | 8 | 7 |
| 2,501 to 5,000 | 3 | 2 | 1 | 1 | NA |
| 5,001 to 25,000 | 7 | 7 | 6 | 6 | 14 |
| 25,001 and Greater | 4 | 4 | 3 | 4 | 8 |
| Federal/Military Schools | 5 | 4 | 2 | 3 | NA |
| Totals (Percentages) | 55 | 44 (80%) | 29 (53%) | 36 (65%) | 10 (avg. hours) |

TABLE FIFTEEN

Educational Services

*Instructional Staff Status, Motivational Phone Calls
and Turnaround Time*

| Total Active Students | No. of Institutions | Q. 16a % of Full Time Instructors | Q. 16b % of Part Time Instructors | Q. 17a % Initiate Phone Calls to Motivate | Q. 17b % Initiate Phone Calls for Edu. Purposes | Q. 18 Avg. Turn-around Time (Days) |
|------------------------------------|---------------------|--------------------------------------|--------------------------------------|--|--|---------------------------------------|
| Less than 200 | 10 | 32 | 68 | 9 | 9 | 5 |
| 201 to 500 | 7 | 43 | 57 | 6 | 6 | 5.6 |
| 501 to 1,000 | 7 | 32 | 68 | 4 | 4 | 5.2 |
| 1,001 to 2,500 | 12 | 50 | 50 | 7 | 5 | 2.7 |
| 2,501 to 5,000 | 3 | 60 | 30 | 2 | 2 | 7 |
| 5,001 to 25,000 | 7 | 55 | 45 | 6 | 6 | 3.4 |
| 25,001 and Greater | 4 | 20 | 80 | 2 | 3 | 4.2 |
| Federal/Military Schools | 5 | 98 | 2 | 0 | 0 | 5 |
| Totals (Percentages & Averages) | 55 | 390 (49%) | 400 (50%) | 36 (65%) | 35 (64%) | 5 days |

TABLE SIXTEEN

Types of Educational Services Available

*The number of institutions within each sub-group
have available these services . . .*

| Total Active Students | No. of Institutions | Q. 19a Fax Exam Service | Q. 19b Toll Free Tele- phone Service | Q. 19c Computer Net- working | Q. 19d Computer- Generated Responses | Q. 19e Internet Download Capability | Q. 19f Other |
|-----------------------------|---------------------|----------------------------------|--|---------------------------------------|---|--|-----------------|
| Less than 200 | 10 | 3 | 6 | 2 | 6 | 0 | 2 |
| 201 to 500 | 7 | 4 | 5 | 2 | 0 | 2 | 0 |
| 501 to 1,000 | 7 | 2 | 2 | 2 | 3 | 1 | 1 |
| 1,001 to 2,500 | 12 | 7 | 5 | 6 | 5 | 1 | 2 |
| 2,501 to 5,000 | 3 | 2 | 2 | 2 | 0 | 0 | 0 |
| 5,001 to 25,000 | 7 | 4 | 6 | 4 | 2 | 2 | 0 |
| 25,001 and Greater | 4 | 3 | 2 | 2 | 2 | 2 | 2 |
| Federal/Military Schools | 5 | 1 | 4 | 5 | 1 | 1 | 0 |
| Total (Percentages) | 55 | 26 (47%) | 32 (58%) | 25 (45%) | 19 (35%) | 9 (16%) | 7 (13%) |

TABLE SEVENTEEN

Types of Educational Services Available, continued

*The number of institutions within each sub-group
have available these services . . .*

| Total Active Students | No. of Institutions | Q. 20a Instructor Comments on Assignments | Q. 20b Instructor Comments on Cassette Tape | Q. 20c Instructor Comments Online | Q. 20d Personal Letters from Instructors | Q. 20e Proctored Examina- tions |
|-----------------------------|---------------------|---|--|--|--|--|
| Less than 200 | 10 | 10 | 2 | 3 | 8 | 4 |
| 201 to 500 | 7 | 6 | 0 | 3 | 7 | 4 |
| 501 to 1,000 | 7 | 7 | 1 | 1 | 7 | 3 |
| 1,001 to 2,500 | 12 | 10 | 0 | 3 | 7 | 6 |
| 2,501 to 5,000 | 3 | 2 | 0 | 1 | 2 | 2 |
| 5,001 to 25,000 | 7 | 6 | 2 | 3 | 5 | 5 |
| 25,001 and Greater | 4 | 4 | 1 | 2 | 3 | 3 |
| Federal/Military Schools | 5 | 0 | 0 | 0 | 2 | 4 |
| Totals (Percentages) | 55 | 45 (82%) | 6 (11%) | 16 (29%) | 41 (75%) | 31 (56%) |

TABLE EIGHTEEN
School Motivational Methods

*In motivating students, the number of institutions
within each sub-group use these methods . . .*

| Total Active Students | No. of Institutions | Q. 21a Pre-Printed Motivation Letters | Q. 21b Personally Typed Letters | Q. 21c Electronic Mail | Q. 21d Fax Letters | Q. 21e Incentive Awards |
|---------------------------------|----------------------------|--|--|---------------------------------------|-----------------------------------|--|
| Less than 200 | 10 | 5 | 5 | 2 | 3 | 0 |
| 201 to 500 | 7 | 5 | 5 | 3 | 1 | 3 |
| 501 to 1,000 | 7 | 6 | 5 | 1 | 2 | 1 |
| 1,001 to 2,500 | 12 | 9 | 6 | 3 | 3 | 3 |
| 2,501 to 5,000 | 3 | 2 | 2 | 1 | 1 | 0 |
| 5,001 to 25,000 | 7 | 5 | 4 | 3 | 3 | 2 |
| 25,001 and Greater | 4 | 4 | 2 | 2 | 1 | 2 |
| Federal/Military Schools | 5 | 4 | 0 | 1 | 1 | 0 |
| Totals (Percentages) | 55 | 40 (73%) | 29 (53%) | 16 (29%) | 15 (27%) | 11 (20%) |

TABLE NINETEEN

Computer Ownership

*The number of institutions within each sub-group
which own/lease computers for education services is . . .*

| Total Active Students | No. of Institutions | Q. 22a Own a Computer | Q. 22b Lease a Computer | Q. 22c Lease Time from other Company | Q. 22d % of Computers Networked |
|----------------------------------|--------------------------------|--------------------------------------|--|---|--|
| Less than 200 | 10 | 10 | 0 | 0 | 6 |
| 201 to 500 | 7 | 7 | 0 | 0 | 4 |
| 501 to 1,000 | 7 | 7 | 0 | 0 | 4 |
| 1,001 to 2,500 | 12 | 12 | 0 | 0 | 9 |
| 2,501 to 5,000 | 3 | 3 | 0 | 0 | 3 |
| 5,001 to 25,000 | 7 | 7 | 0 | 0 | 7 |
| 25,001 and Greater | 4 | 4 | 0 | 0 | 3 |
| Federal/Military Schools | 5 | 5 | 0 | 0 | 5 |
| Totals (Percentages) | 55 | 55 (100%) | 0 (0%) | 0 (0%) | 41 (75%) |

TABLE TWENTY
Student Services Offered

*The number of institutions within each sub-group
which offer the following services to students is . . .*

| Total Active Students | No. of Institutions | Q. 23a Newsletter/ Magazine | Q. 23b Placement Service/ Assistance | Q. 23c Alumni Assoc. | Q. 23d Honor Society | Q. 23e Other |
|---------------------------------|----------------------------|--|---|-------------------------------------|-------------------------------------|-------------------------|
| Less than 200 | 10 | 6 | 4 | 2 | 0 | 2 |
| 201 to 500 | 7 | 3 | 1 | 2 | 1 | 1 |
| 501 to 1,000 | 7 | 3 | 1 | 2 | 1 | 1 |
| 1,001 to 2,500 | 12 | 9 | 1 | 0 | 3 | 0 |
| 2,501 to 5,000 | 3 | 3 | 1 | 1 | 2 | 0 |
| 5,001 to 25,000 | 7 | 6 | 1 | 1 | 3 | 1 |
| 25,001 and Greater | 4 | 2 | 0 | 0 | 3 | 1 |
| Federal/Military Schools | 5 | 2 | 0 | 0 | 0 | 2 |
| Totals (Percentages) | 55 | 34 (62%) | 9 (16%) | 8 (15%) | 13 (24%) | 8 (15%) |

TABLE TWENTY-ONE

Outcomes Assessment

*The number of institutions within each sub-group
which use the following for measuring student outcomes . . .*

| Total Active Students | No. of Institutions | Q. 24a Course Completion Statistics | Q. 24b Passages Licensing/ Cert. Exams | Q. 24c Employment/ Placement |
|-----------------------------|---------------------|--|---|------------------------------------|
| Less than 200 | 10 (6)* | 6 | 0 | 2 |
| 201 to 500 | 7 (5) | 4 | 2 | 1 |
| 501 to 1,000 | 7 (7) | 5 | 0 | 0 |
| 1,001 to 2,500 | 12 (9) | 6 | 1 | 1 |
| 2,501 to 5,000 | 3 (1) | 0 | 0 | 0 |
| 5,001 to 25,000 | 7(5) | 5 | 2 | 0 |
| 25,001 and Greater | 4 (4) | 4 | 1 | 2 |
| Federal/Military Schools | 5 (2) | 2 | 0 | 0 |
| Totals (Percentages) | 55 (39) | 32 (82%) | 6 (15%) | 6 (15%) |

* Number receiving question

TABLE TWENTY-TWO
Outcomes Assessment, continued

*The number of institutions within each sub-group
which use the following for measuring student outcomes is . . .*

| Total Active Students | No. of Institutions | Q. 24d Employer Evaluations | Q. 24e Student Self- Evaluations | Q. 24f Professional Organization Recognition |
|---------------------------------|----------------------------|--|---|---|
| Less than 200 | 10 (6)* | 1 | 3 | 1 |
| 201 to 500 | 7 (5) | 1 | 2 | 0 |
| 501 to 1,000 | 7 (7) | 1 | 6 | 1 |
| 1,001 to 2,500 | 12 (9) | 3 | 3 | 1 |
| 2,501 to 5,000 | 3 (1) | 0 | 1 | 0 |
| 5,001 to 25,000 | 7 (5) | 0 | 3 | 1 |
| 25,001 and Greater | 4 (4) | 0 | 4 | 2 |
| Federal/Military Schools | 5 (2) | 0 | 1 | 0 |
| Totals (Percentages) | 55 (39) | 6 (15%) | 23 (59%) | 6 (15%) |

* Number receiving
question

TABLE TWENTY-THREE
Home Pages and E-Mail Addresses

*The number of institutions within each sub-group
 which have a home page and/or e-mail is . . .*

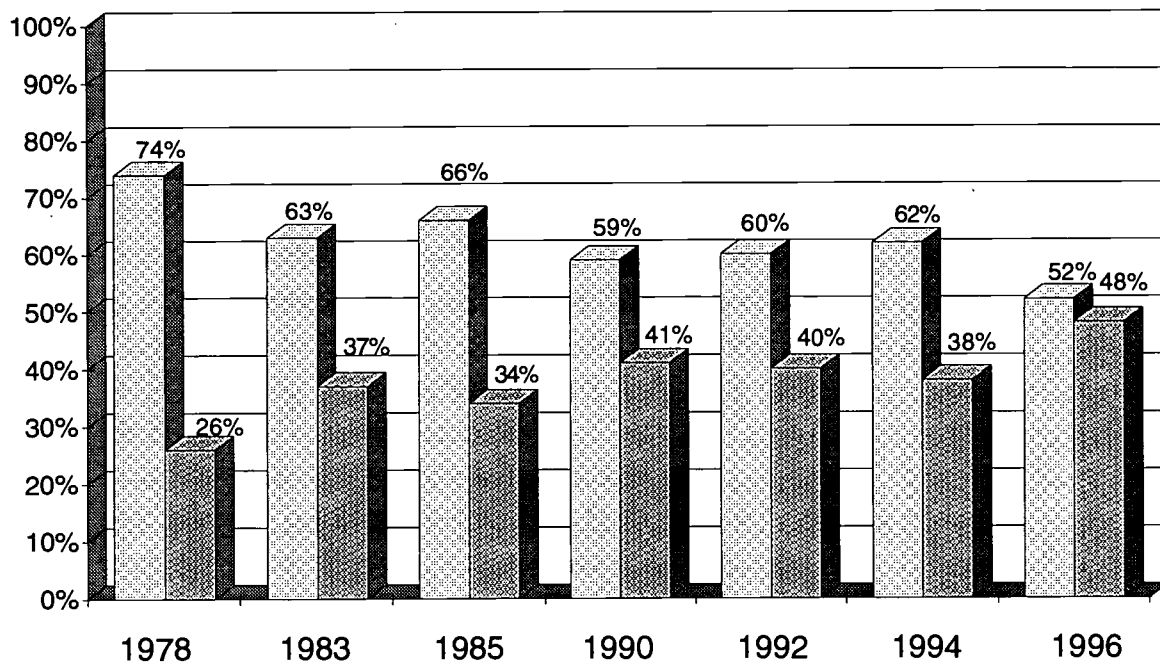
| Total Active Students | No. of Institutions | Q. 25a % Having Home Page | Q. 25b % Having E-Mail Address |
|----------------------------------|--------------------------------|--|---|
| Less than 200 | 10 | 4 | 7 |
| 201 to 500 | 7 | 4 | 6 |
| 501 to 1,000 | 7 | 4 | 5 |
| 1,001 to 2,500 | 12 | 8 | 8 |
| 2,501 to 5,000 | 3 | 1 | 2 |
| 5,001 to 25,000 | 7 | 4 | 4 |
| 25,001 and Greater | 4 | 2 | 1 |
| Federal/Military Schools | 5 | 4 | 5 |
| Totals (Percentages) | | 31 (56%) | 38 (69%) |

TABLE TWENTY-FOUR

Sex of Students

Percent of male and female students in DETC member institutions is . . .

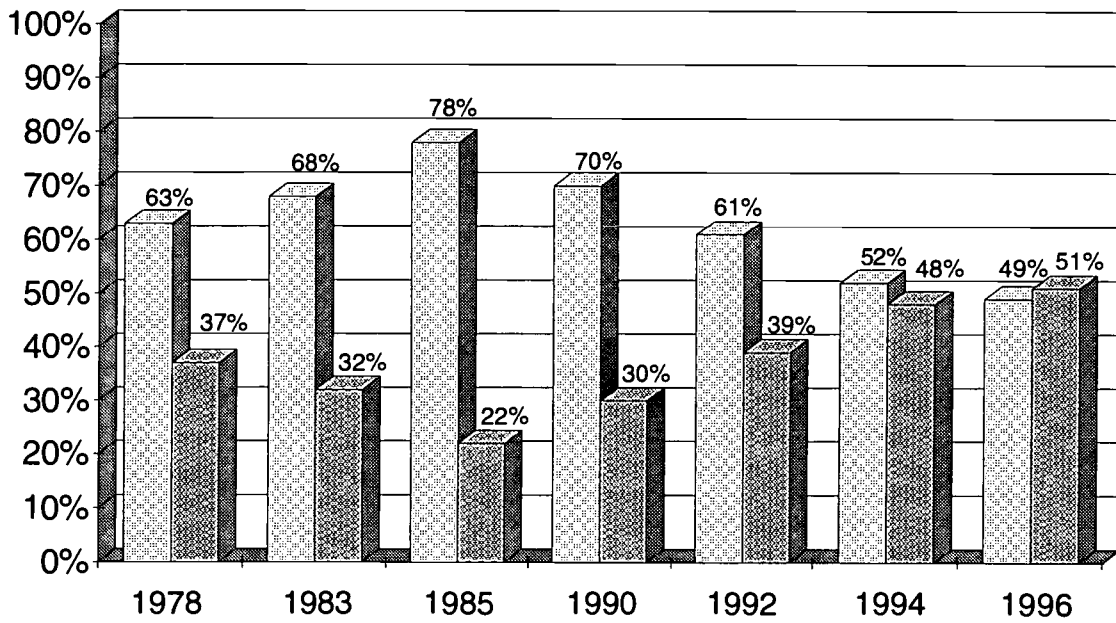
(1996: n = 55)



1st = Male
2nd = Female

TABLE TWENTY-FIVE
Full Time and Part Time Instructors

Percent of instructors who are employed full time and part time are . . .
(1996: n = 55)



1st = Full Time
2nd = Part Time

TABLE TWENTY-SIX

Computers Owned

The number of institutions that own a computer / personal computer are . . .

(1996: n = 55)

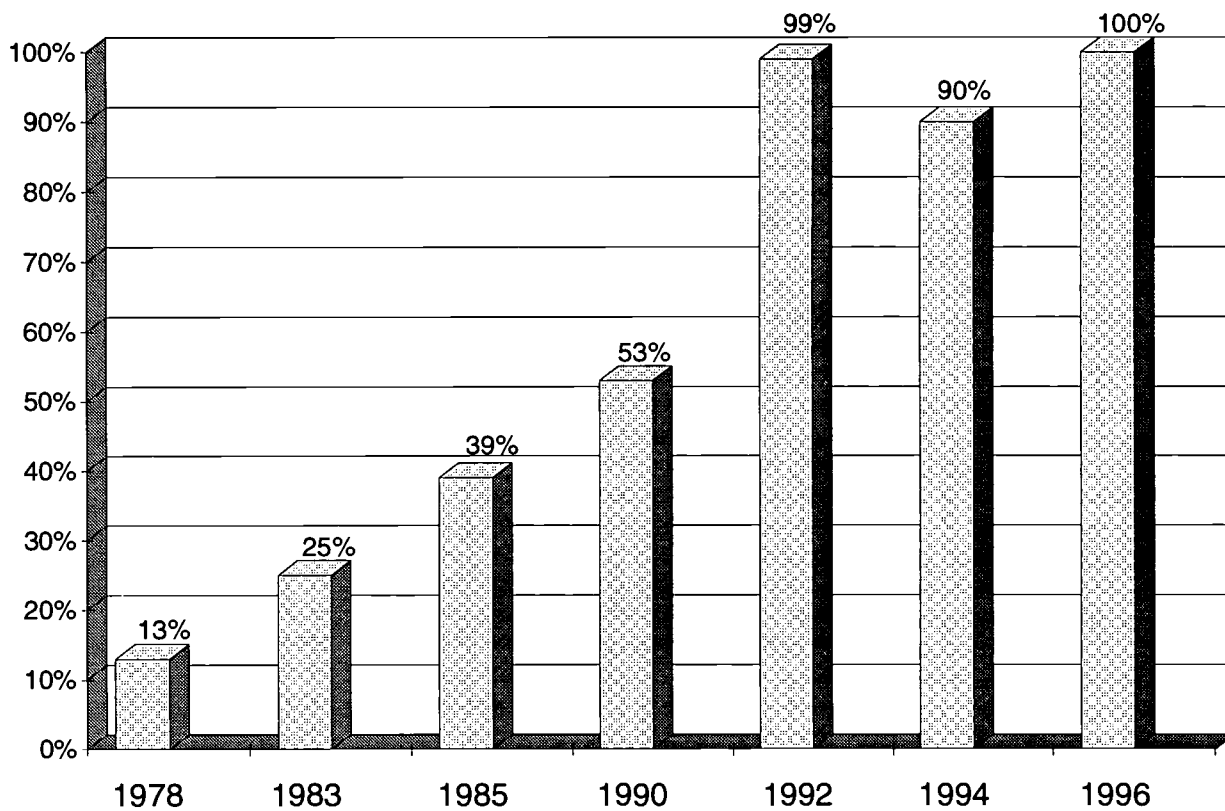


TABLE TWENTY-SEVEN

Toll-Free Service

The number of institutions offering toll free telephone service is . . .

(1996: n = 55)

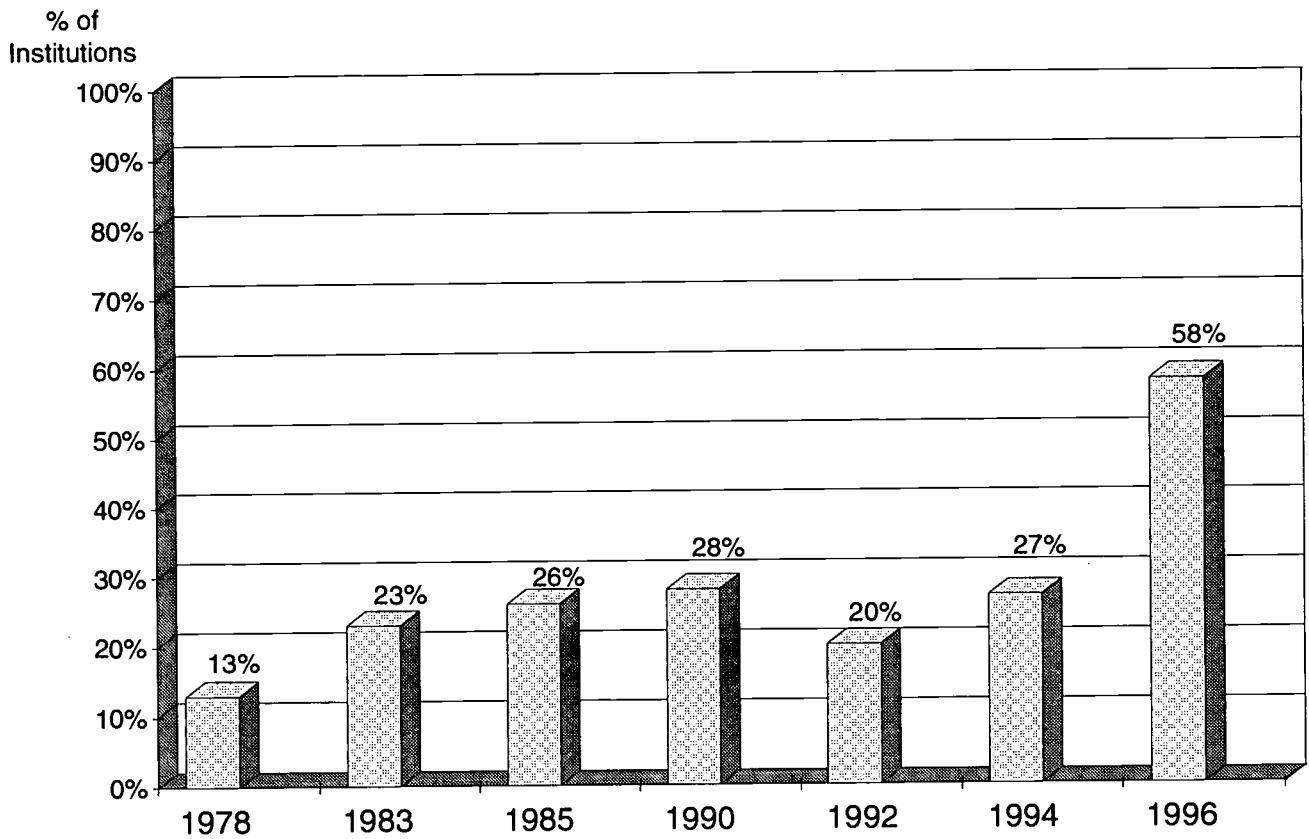
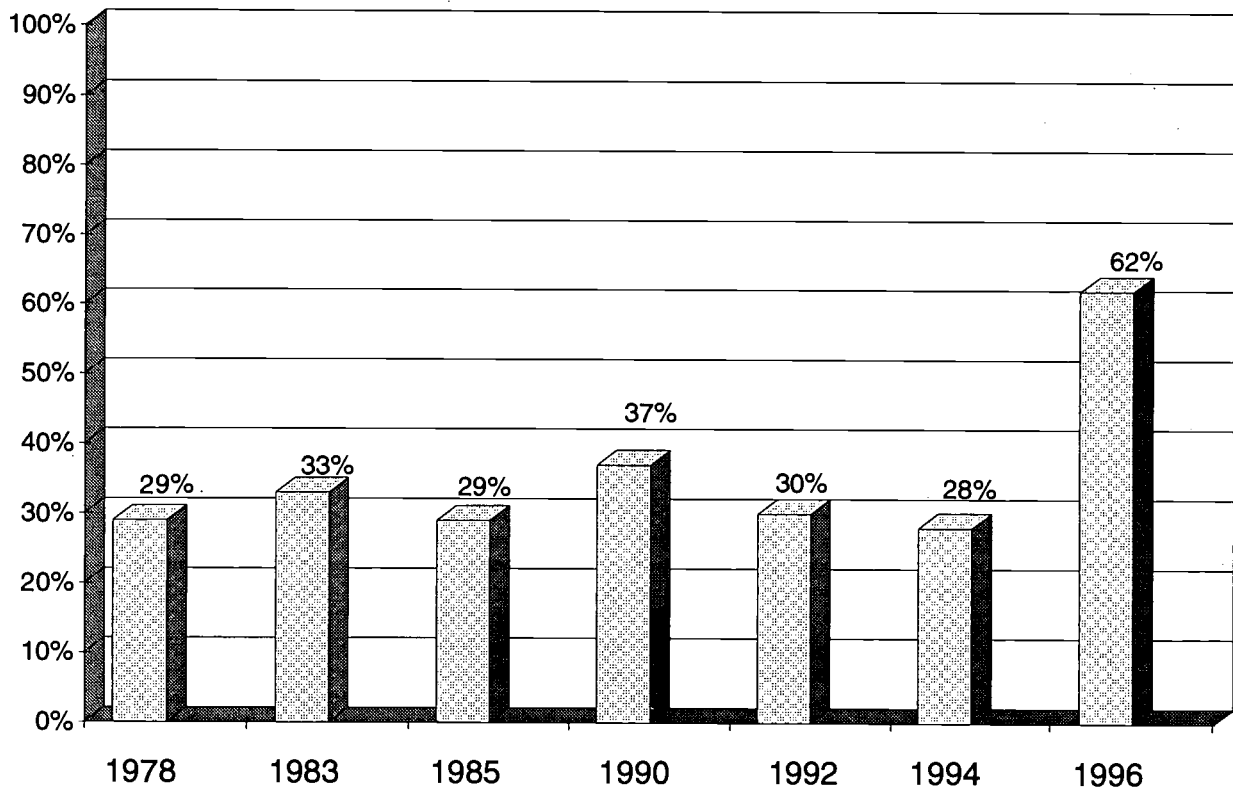


TABLE TWENTY-EIGHT
Newsletter/Magazine

*The number of institutions which offer a
newsletter / magazine to students is . . .*

(1996: n = 55)

%
of
Institutions



Sample Survey

Distance Education and Training Council



1996 Distance Study Survey

Purpose

Over the years the Council has conducted periodic surveys of its membership to develop a clear picture of current education practice in the field. In this 1996 Survey—the seventh one DETC has conducted—your response will help provide an overview of distance study today, plus give DETC member course developers benchmarks for comparative analysis and future course planning. The information you provide can also be used by the Council in various public information activities, and can be helpful to outside researchers and distance study educators everywhere.

Please complete each item as best you can. The data from this survey will be used in *aggregate form only*. Your institution *will not* be identified in any way.

We will send you the results of the survey. Thanks for helping with this vital Council project. Please send your survey to us by **May 31, 1996**.

General

1. How many *new* students did you enroll last year (1995)? _____
2. How many *active* students do you have at this time? _____
3. How many distance study courses do you offer? _____
4. What is the average age of your students? _____ years
 What percent of your students are male? _____%, female? _____%
5. What is the estimated percent of students who are employed at the time of enrollment? _____%
 What percent of your students have their tuition paid by their employers? _____%
6. What percent of your students have either a high school diploma or GED certificate? _____%
 What percent hold an Associate degree? _____%, Bachelor degree? _____%, Masters degree? _____%
7. How many individuals are employed by your institution?

| | |
|------------------------|-------|
| Education staff: | _____ |
| Clerical staff: | _____ |
| Sales Representatives: | _____ |
| Supervisory staff: | _____ |
| Executive staff: | _____ |
| Others: | _____ |
| Total: | _____ |

May 1996

Course Development

8. How is your *typical* new course developed? (*Check only one*)
- Created entirely by in-house staff
 - Created entirely by outside authors
 - Created by both in-house and outside authors
 - Published (including customized) textbooks with study guides produced in-house
 - All of the above
 - Other: _____
9. In your *typical* course, what is the predominant course examination style? (*Check only one*)
- Objective (multiple choice, true and false)
 - Subjective (essay)
 - Projects (artwork, interviews, etc.)
 - Other: _____
10. What is the average number of questions per exam? _____
11. For your most *popular* course (i.e., highest enrollment), please provide the following (see Tab K, Glossary in the *DETC Accreditation Handbook*, to define the items below):
- a. Course title _____
 - b. Number of assignments _____
 - c. Average completion time (months) _____
 - d. Tuition _____
 - e. Non-start rate _____ %
 - f. Lesson completion rate _____ %
 - h. Graduation rate _____ %
 - i. Mandatory resident training? Yes ___ No ___
 - j. Includes hardware/kits? Yes ___ No ___
 - k. Includes audio tapes? Yes ___ No ___
 - l. Includes video tapes? Yes ___ No ___
 - m. Includes multimedia disks? Yes ___ No ___
 - n. Includes CD-ROM disks? Yes ___ No ___
 - o. Includes job-related tools/devices? Yes ___ No ___
 - p. Includes online communication Yes ___ No ___
12. What is the *predominant* method used to deliver course content? (*Check only one*)
- Loose leaf binders
 - Perfect bound soft cover texts
 - Side or saddle-stitched soft cover texts
 - Hard bound "published" texts
 - CD-ROM or floppy disk

- Audio/visual
- Online electronic delivery
- Other: _____

13. Do you use desktop publishing to prepare your courses? Yes ____ No ____
If yes, what software do you use (PageMaker, Ventura, etc.) _____
Do you print directly from desktop pages? Yes ____ No ____

14. Do you customize texts to your own format? Yes ____ No ____

15. What is the average length of time it takes students to complete a *typical* lesson? ____ hours

Educational Services

16. What percent of your instructors are: Full time ____% Part time ____%

17. Do you initiate telephone contacts with students for motivational purposes? Yes ____ No ____
For educational purposes? Yes ____ No ____

18. What is the average "turnaround time" for student assignments (i.e., days from date of receipt of student assignment to date graded assignment is posted in mail to students)? ____ Days

19. Which of the following do you use to provide educational services to students?

- Fax exam service
- Toll-free telephone service
- Computer networking (e.g., Electronic Mail/Bulletin Board Services)
- Computer-generated personalized responses
- Internet download capability
- Other: _____

20. Which of these services do you provide?

- Instructor writes comments on assignments
- Instructor comments on cassette tapes
- Instructor comments online
- Personalized letters from instructors
- Proctored examinations

21. Do you use the following in your student motivational efforts?

- Pre-printed motivation letters
- Personally typed motivation letters
- Electronic mail (e.g., E-mail or computer-to-computer messages)
- Fax letters
- Motivational incentive awards (gifts, etc.)

Circle the one technique above which has been the single most effective method for increasing lesson completion rates.

22. For education services in your institution, do you —

- Own a computer? Yes ___ No ___
If yes, what type and brand of computer: _____
- Lease a computer? Name of computer leased: _____
- Lease time from another company? If so, how many hours a month? _____ hours
- Are your computers networked? Yes ___ No ___

23. What student or graduate services do you provide?

- Newsletter/magazine
- Placement service/assistance
- Alumni association
- Advanced/honors diploma program
- Other: _____

24. Which of the following do you use to measure student outcomes?

- Course completion statistics
- Passage of licensing/certification examinations
- Employment/Placement
- Employer evaluations
- Student self-evaluations
- Professional organization recognition

25. Do you have:

- a home page? If yes, what is your address: _____
- e-mail address? If so, what is it: _____

Conclusion

26. What plans do you have in the immediate future (one year) in terms of new courses, expanded services, marketing initiatives, etc.?

27. What do you think is the outlook (e.g., new markets, regulatory climate, public acceptance, etc.) for distance study education in the next three year period?

Name of Institution

Signature

Date

Please return this survey by May 31, 1996 to Cindy Donahue, DETC, 1601 18th St., NW, Washington, D.C. 20009.



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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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