2004
Distance Education Survey

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

DETC
ACCREDITED MEMBERS

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The Distance Education and Training Council, a voluntary association of accredited distance education institutions, was founded in 1926 to promote sound educational standards and ethical business practices within the distance learning field. The independent DETC Accrediting Commission is listed by the United States Department of Education as a "nationally recognized accrediting agency." The Accrediting Commission is also a recognized member of the Council for Higher Education Accreditation (CHEA).

Foreword

In May 2004 the Distance Education and Training Council surveyed its 73 accredited institutions to determine current aspects of the distance study educational practice. The following is a collection and summary of the data received.

Since the last survey in 1998, the DETC Research and Educational Standards Committee elected to make several changes to the survey form. One **major change** is that the survey is now divided into three categories: high school, degree, and vocational. Therefore, this summary no longer shows data divided according to institutional enrollment levels.

Once again, the survey contained questions in the following areas:

- General
- Course Development
- Educational Services
- Conclusion (Future Outlook)

The DETC is eager to provide up-to-date and practical information on distance study courses and practices in the field. Hopefully, this new format will make it easier for distance study educators to make accurate benchmark comparisons and be more practical for institutional planning.

This *2004 Distance Education Survey* marks the ninth 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. Since several of the questions and categories have changed, we have chosen **not** to do a comparison from previous years.

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.

Michael P. Lambert
Executive Director

June 2004

Survey Method

A *2004 Distance Education Survey* form was sent to all 73 DETC-accredited institutions. For the purpose of this survey, the DETC membership was divided into three categories:

1. High School
2. Postsecondary
3. Degree Granting

Data from the three DETC military institutions are not included in this survey. Of the remaining 70 institutions, five institutions did not respond, leaving 65 responses or a 93% response rate. Of the 65 responses, two institutions were not counted because one does not charge tuition and the other is not enrolling students.

DETC institutions were asked to give data according to the type of courses or programs offered (i.e., high school, postsecondary, or degrees). Since some institutions offer all three types, their responses were counted more than once. We also tallied the international institutions separately. The total number of institutions for all the categories equals 83. The institutions are divided as follows: 10 institutions offer high school programs, 29 institutions offer postsecondary programs, 36 institutions offer degree programs, and eight international institutions.

For ease of reporting, we have rounded off the averages. Percentages for each question were calculated by adding the totals and dividing the result by the number of responses. We've taken the survey form and filled in the percentages for each question according to the appropriate category (see pages 16-20). In addition, summaries for each of the four categories (high school, postsecondary, degree-granting, and international) are included.

Summary for High Schools

The following is a summary of the results for the high schools completing the survey. For the percentages of each category, please see pages 16-20:

- The average number of courses offered is 46;
- The average age of students is 22, 31% of the students are male, and 69% are female;
- 24% are employed at the time of enrollment;
- 85% of students have access to a computer, while 81% have access to the Internet;
- >1% have their tuition paid by their employers;
- The average number of individuals employed by DETC institutions is 72;
- The typical new course is developed by using published textbooks with study guides and outside authors;
- The typical course uses predominantly objective style questions on its examinations;
- The "most popular course" of each institution, on average, contains 15 lessons and each lesson takes 8 hours to complete. The course has 18 examinations with an average of 50 questions per exam. The average tuition is $385;
- The average non-start rate is 18%, the average lesson completion rate is 69%, and the average graduation rate is 53%. Twenty-two percent include some type of hardware with their lessons, 33% include audio/video tapes or other electronic media, and 77% include some type of online communication (Internet, e-mail, etc.);
- The predominant method used to deliver the course is commercial textbooks with study guides;
- 12% of the instructors are full-time, and 88% of the institutions provide special training for their faculty;
- All of the high schools use the telephone to contact their students for motivational purposes, while 66% use the telephone to contact their students for educational purposes;
- Most (88%) of the institutions use e-mail to provide educational services for their students;
- The most used items for student motivation is personal letters and e-mails;
- More than half (66%) of the high schools provide newsletters to their students and graduates; and
- All of the high schools use course completion statistics for measuring student outcomes, and most (88%) also use student surveys.

Summary for Postsecondary Institutions

The following is a summary of the results for the postsecondary institutions completing the survey. For the percentages of each category, please see pages 16-20:

- The average number of courses offered is 18;

- The average age of students is 34, 47% of the students are male, and 53% are female;

- 81% are employed at the time of enrollment;

- 83% of students have access to a computer, while 78% have access to the Internet;

- 40% have their tuition paid by their employers;

- 85% have a high school diploma or GED certificate, 40% have an associate degree, 20% have a bachelor degree, and 2% have a master's degree.

- The average number of individuals employed by DETC institutions is 37;

- The typical new course is created by both in-house and outside authors;

- The typical course uses predominantly objective style questions on its examinations;

- The "most popular course" of each institution, on average, contains 29 lessons and each lesson takes 4 hours to complete. The course has 10 examinations with an average of 30 questions per exam. The average tuition is $500;

- The average non-start rate is 14%, the average lesson completion rate is 77%, and the average graduation rate is 71%. Twenty-six percent include some type of hardware with their lessons, 35% include audio/video tapes or other electronic media, and 65% include some type of online communication (Internet, e-mail, etc.);

- The predominant method used to deliver the course is self-contained text content with study guides;

- 43% of the instructors are full-time, and 74% of the institutions provide special training for their faculty;

- 57% of the postsecondary institutions use the telephone to contact their students for motivational purposes, while 65% use the telephone to contact their students for educational purposes;

- Most (83%) of the institutions use toll-free telephone numbers to provide educational services for students, while 74% use e-mail;

- 78% of the postsecondary institutions have instructors write comments on student assignments; and

- The most used items for student motivation are e-mail and personally typed motivational letters.

Summary for Degree-Granting Institutions

The following is a summary of the results for the degree-granting institutions completing the survey. For the percentages of each category, please see pages 16-20:

- The average number of courses offered is 70;
- The average age of students is 37, 55% of the students are male and 45% are female;
- 94% are employed at the time of enrollment;
- 95% of students have access to a computer, while 94% have access to the Internet;
- 38% have their tuition paid by their employers;
- The average number of individuals employed by degree-granting institutions is 70;
- The typical new course is created by both in-house and outside authors;
- The typical course uses predominantly objective style questions on its examinations;
- The "most popular course" of each institution has 9 examinations with an average of 33 questions per exam. Tuition ranges from $90 to $300 a credit hour.
- The average non-start rate is 15%, the average lesson completion rate is 74%, and the average graduation rate is 69%. Twelve percent include some type of hardware with their lessons, 42% include audio/video tapes or other electronic media, and 85% include some type of online communication (Internet, e-mail, etc.).
- The predominant method used to deliver the course is commercial textbooks with study guides, and 40% offer courses online;
- 15% of the instructors are full-time, and 99% of the institutions provide special training for their faculty;
- All of the degree-granting institutions use the telephone to contact their students for motivational purposes, while 99% use the telephone to contact their students for educational purposes.
- Most (96%) of the institutions use toll-free telephone numbers to provide educational services for students; while all use e-mail;
- 95% of the degree-granting institutions have instructors write comments on student assignments; and 100% of the programs have proctored examinations;
- The most used items for student motivation are e-mail and personally typed motivational letters; and
- 53% of the degree-granting institutions provide newsletters to their students and graduates, and 40% have an alumni association.

Summary for International Institutions

The following is a summary of the results for the international institutions completing the survey. For the percentages of each category, please see pages 16-20:

- The average number of courses offered is 12;

- The average age of students is 37, 32% of the students are male and 68% are female;

- 87% are employed at the time of enrollment;

- 97% of students have access to a computer, and 96% have access to the Internet;

- 26% have their tuition paid by their employers;

- 70% have an associate degree, 67% have a bachelor's degree, 33% have a master's degree, and 3% have doctoral degrees;

- The typical new course is created by both in-house and outside authors;

- The typical course uses predominantly case studies, written papers, etc. for their examinations and most exams are proctored;

- The "most popular program" of each institution, on average, contains 11 lessons and each course takes 26 hours to complete. The course has 6 examinations.

- The average non-start rate is 5%, the average lesson completion rate is 83%, and the average graduation rate is 74%. Twenty percent include audio/video tapes or other electronic media in their courses, and all include some type of online communication (Internet, e-mail, etc.).

- The predominant method used to deliver the course is online web-based;

- 23% of the instructors are full-time; and 80% of the institutions provide special training for their faculty;

- All of the international institutions use the telephone to contact their students for motivational and educational purposes;

- All of the institutions use e-mails to provide educational services for students, while 60% use toll-free telephone;

- 95% of the international institutions have instructors write comments on student assignments or comment online, and 80% of the programs have proctored examinations;

- The most used item for student motivation is e-mail; and

- 60% of the international institutions provide newsletters to their students and graduates, 80% have an alumni association, and 60% provide advanced/honors diploma programs.

Summary of Comments

Pages 8-16 feature some of the unedited comments from the survey respondents on their views of the current and future prospects for distance education. Also, DETC educators candidly shared what new/expanded services they plan to develop.

It is fair to conclude, after reading the following comments, that the following are widely-held beliefs within the DETC membership:

- distance education growth will be explosive for many years;
- demand for convenience, shorter programs, and more subjects will drive growth;
- technology will play a greater role in distance education;
- the Internet and online learning will be heavily utlized;
- public acceptance of distance education is growing;
- competition in distance education at all levels is increasing;
- excellence in product and service are vital;
- higher education will be turning to distance education as a "mainstream delivery medium;"
- regulatory interest in distance education will increase, as hundreds of new "providers" create more activity and "problems" for quality oversight officials; and
- restrictive credit transfer policies by colleges must be eradicated if DETC institutions are going to rise to the next level of marketplace competitiveness.

In conclusion, this is the best of times for distance educators.

Comments

High Schools

• **What plans do you have in the immediate future in terms of new courses, expanded services, marketing initiatives, etc.?**

Continue to strive for relevant, current programs and procedures to improve the service and course materials offered to our student body.

Computer system will be upgraded and expanded to allow students access to academic and financial records via Internet. Online examinations are also planned in the near future.

We plan on upgrading our platform and LMS to the newest versions after beta testing is complete.

In addition to adding several news courses, we are in the process of developing a new course catalog. We have also redesigned our enrollment form as part of this project.

We plan on expanding our course offerings. The number and choice of courses will be based upon customer requests and the need to update textbooks. We are moving in the direction of putting all of our courses online.

• **What do you think is the outlook for distance education in the next three years?**

The climate for distance education is the most positive that it has been in the last 25-30 years. With the recognition of distance education and the programs/courses offered by distance education institutions via acceptance by regional and national accrediting bodies the future for the next several years is very positive.

Excellent! Our subjects are being accepted by an ever-increasing number of public high schools. In addition, we have not had, in several years, any graduate denied admission to a postsecondary school due to having a "non-traditional" diploma.

During the next three years, we believe that the number of online courses adopted by middle schools will increase, that there will also be

an increased adoption within public high schools of online courses as a way to supplement traditional high school education, and that there will be increased participation (students and providers) in the cyber school space (public schools delivered over the Internet).

Postsecondary Institutions

• What plans do you have in the immediate future in terms of new courses, expanded services, marketing initiatives, etc.?

Through continuous research and tracking of new students, we will review our current advertising methods and make changes as necessary. We plan to send more student surveys to active, inactive and dropped students.

We will continue to update and revise our current materials.

We will be converting more courses to online.

We intend to market more to the military. We are also working on several smaller and shorter continuing education programs that will target specific professional groups and provide much needed continuing education credits to health care professionals.

We will be upgrading our computer systems to allow e-mailing vs. faxing of student resume's and applications to employers. We are also upgrading our software to allow marketing representatives to access needed information via the Internet.

Continued expansion of certificate programs to add depth and choice in learning paths. Continued expansion of LMS to streamline student communications and enhance the student experience. Expansion of community for current students and addition of alumni services. Integrating of LMS and student records will bring student records online.

• What do you think is the outlook for distance education in the next three years?

The vast need for distance education is obvious as society and technology rapidly advance. Many universities and colleges now offer some courses via distance learning. In the coming years, distance education will be more readily accepted and widespread.

Distance education has become one of the fastest growing trends in adult learning, and we trust that this only continues to be a booming market as adults work toward more specialized training to advance in a career and also start a new business. Distance learning continues to become more widely accepted as a legitimate education, and we hope that legislative changes in the next three years will result in more funding options for adult learners seeking distance education.

Public acceptance of and participation in distance education continues to expand. Possible changes in the Higher Education Act will most likely improve the situation even more. We are actively pursuing new markets for global expansion and will continue to do so.

In terms of corporate training, three down years may suggest an upturn along with a more robust economy and higher corporate profits.

Public acceptance is on the increase; less federal, more state regulations; and an increase of the Hispanic market.
We feel that the outlook is very promising as people are looking to further their education and distance education is very convenient and cost effective.

Very positive. Increasing adoption of the Internet and broadband will make online learning an increasingly natural choice for students wishing to learn new skills and develop their careers.

The need for people certified in various skills continues to grown. More programs that provide training to prepare students for certifying examinations will develop to meet this need. Certification leads to greater public acceptance of a vocation or profession.

Degree-Granting Institutions

• What plans do you have in the immediate future in terms of new courses, expanded services, marketing initiatives, etc.?

Working to develop more programs, more marketing on the Internet, more marketing to active military and veterans. Also to increase presence at trade shows and conferences.

Increased automated services to students – including a complete web portal.

We plan to place paid ads on search engines. We're also redesigning our web site to include better contact information and follow-up, and downloadable brochures.

We are continuing to expand our course delivery system to include more online courses.

We plan to move our programs to an online platform with interactive multi-media rich content. Degree and high school courses will be supported by traditional textbooks, as will some of the vocational programs.

Increase staffing in student services. Also adding additional services by using technology.

We will continue to add educational specialists and student services specialists to support our new courses and enrollment growth.

We plan to add new degree programs and we plan to install a learner management system.

Marketing strategies are currently being reviewed; there is increased emphasis on web marketing and use of strategically placed PR initiatives.

• What do you think is the outlook for distance education in the next three years?

The market will be consolidated based upon market forces, especially in the "for profit" delivery sector. There will be a few very strong players and the weaker players will be bought. With the reauthorization of the Higher Education Act, including distance education as a legitimate alternative to traditional attendance in a structured brick and mortar environment, distance education will extend its reach to more than 300% more people in the next 5 years. The public and business/industry already accepts distance education as the new paradigm in education and training.

Because the online delivery method of distance learning has been adopted by most traditional universities, the acceptance and awareness of distance learning has greatly improved. There is no reason this trend will not continue due to the ever-increasing number of Internet users.

In terms of the outlook of distance education during the next three years, I believe there will be two positive aspects; First, public acceptance for distance education will continue to grow as distance education provides accessibility to learning and educational needs. Second, I believe new markets will continue to grow in America as this society is increasingly becoming information dependent and increasingly international.

The outlook is good, but it looks as if traditional institutions are co-opting distance education, and this could make the regulatory climate more tense for predominately distance education institutions. Distance learning is already becoming a more accepted means of education. We speculate that distance learning will ultimately dominate the market due to the ever increasing tuition costs and the need to fit education into our already busy lifestyles.

Regarding the regulatory climate, DETC's involvement and lobbying efforts, as well as support from DETC institutions, will hopefully result in favorable recognition of legislative changes.

Outlook continues to improve, but we need more support from legislature/government and traditional academicians before it will be fully accepted.

The entire education field is changing. People are becoming more aware of the prospects of learning by distance education. This will be a tremendous benefit to distance learners and the overall concept will become more acceptable in the education community.

The demand for online education will continue to grow both domestically and internationally. Hectic schedules, commuting struggles, and fast-paced lifestyles will further the need for convenient, flexible education options. Employers will recognize distance learning to be the most effective way for their employees or hires to get the additional education they need and will put the same value on the distance education degree as the degree from the fixed facility school.

The changes to the Title IV regulations will definitely play a significant role in the future of distance learning institutions. Shifts will obviously occur in the pricing of programs if federal money is available to students. There will be a growth in the online delivery of programs and state regulations need to be modified in many cases to apply standards that are applicable to online learning platforms. There may be a decline in certain vocational programs and a growth in degree programs as licensing and certification requirements change. Distance learning is becoming more accepted as a method of content delivery. Documented evidence of using outcomes assessment for institutional improvement will be more closely monitored by accrediting agencies.

Fantastic! With approval to offer doctorates, activities in Congress, distance education and DETC schools in particular are well positioned for explosive growth.

More competition from the public sector as distance learning continues to gain in status.

Outlook for distance education is excellent, but the competition will continue to grow. We will need to highlight our quality service, high quality courses and faculty, and try to create an identity that will set us apart. We are also looking at providing financial aid through private sources.

The need for transferability of credit between regionally and nationally-accredited institutions continues to be an important issue.

Research indicates that more and more employers are leaning on distance education as a way to reach more people, eliminate time and expense involved with off site training, etc. Additionally, employees are more responsive to training that they can complete at their own pace and on their own schedule. I think that this trend will open more doors for collaboration between employers and distance learning providers.

Downside:

More regulatory demands: Due to the increase of "degree mills" and "purchase a degree through the web," state education coordinating boards need to find mechanisms to increase consumer protection within their jurisdictions.

The changing environment of education vs. an entrenched and increasingly threatened residential educational establishment/ stakeholders. A "natural" response will be to attempt "protectionist" measures through state/federal statute and accreditation standards to limit the impact of change to the historical pattern/trends they are rewarded with.

Internationally, while markets are opening, greater "protectionist" regulatory measures are anticipated through Ministries/Departments of Education for consumer protection and to protect cultural perspectives in terms of the educational processes and approaches. Also to control and coordinate education within a country to ensure consistency in terms of quality from one institution to another.

Distance education continues to be an area of growth, but the continuing push into distance education by regionally accredited institutions makes this market fiercely competitive. At the same time, the regionally accredited schools enjoy a reputation of having "better" accreditation than distance education schools. This reputation is reinforced by these schools' general refusal to grant transfer credits or, in some cases, to recognize the validity of distance degrees. The regionally accredited institutions' reputation is also supported by AACRAO's Policies and methods for approving courses for transfer credits.

International Institutions

• What plans do you have in the immediate future in terms of new courses, expanded services, marketing initiatives, etc.?

Our future plans within the next year are to further promote our programs through student recruitment partnerships, sales representatives targeting major corporations and conducting seminars, workshops, in large markets such as China and India.

New services such as online/new technologies will be considered. Marketing will be centered around comprehensiveness and brand building.

• What do you think is the outlook for distance education in the next three years?

Although a few years behind the U.S. development, demand for distance education is sharply increasing among Japanese society.

In my opinion the outlook for distance education in the next three-year period is that it will grow very rapidly. Working professionals are realizing that distance education versus the traditional method is the best option in terms of time, lifestyle and wanting to advance within the workforce.

We have found that competition among distance education providers is increasing, with a vast array of MBA products available for delivery or via other distance education methods. It seems that distance education is widely accepted now and is in great demand due to pressures of working life, and because of this, many of the traditional universities are now offering their programs online. We think our own outlook in this field is looking very positive.

We think there is a good outlook, but that the climate is also rapidly changing. We need to regularly update our courses and expand into other countries.

New markets are developing every day. Public acceptance will continue to grow as distance study is increasingly recognized as a successful means to educating a workforce that demands flexibility.

2004 Distance Education Survey

General

	High School	Post-secondary	Degree	Intern'l
1. How many *new* students did you enroll in 2003?		TOTAL = 601,668		
2. How many *active* students did you have at the end of 2003?		TOTAL = 627,351		
3. How many distance education courses do you offer?	46	18	7	120
4. What is the *average* age of your students?	22	34	37	37
5. What percent of your students are male?	31%	47%	55%	32%
6. What is the estimated percent of students who are employed at the time of enrollment?	24%	81%	94%	87%
7. What percent of your students have access to a computer?	85%	83%	95%	97%
8. What percent of your students have access to the Internet?	81%	78%	94%	96%
9. What percent of your students have their tuition paid by their employers?	>1%	40%	38%	26%
8. What percent of your students have either a high school diploma or GED certificate?		85%	98%	
What percent hold an Associate degree?		40%		70%
Bachelor degree?		20%		67%
Masters degree?		2%		33%
Doctors degree?		>1%		3%
9. How many individuals are employed by your institution?	72	37	70	30
Student Services	8	3	7	2
Marketing	2	1.5	2	1
Clerical	5	3	4	5
Supervisory	5	3.5	4	2
Executive	3	2	3	2
Sales Reps.	7	8	2	2
Instructors	30	9	41	10
Other	12	7	7	6

Course Development

	High School	Post-secondary	Degree	Intern'l
12. How is your *typical* new course developed?				
a. Created entirely by in-house staff:	0%	26%	13%	0%
b. Created entirely by outside authors:	22%	22%	6%	0%
c. Created by both in-house and outside authors:	22%	39%	48%	100%
d. Published textbooks with study guides produced in-house:	33%	13%	13%	0%
e. Published textbooks with study guides and outside authors:	44%	9%	38%	40%
f. Published textbooks with study guides with in-house authors:	22%	13%	16%	0%
g. Other:	22%	4%	6%	0%
13. In your *typical* course, what is the predominant examination style?				
a. Objective (multiple choice, true and false):	66%	78%	65%	0%
b. Subjective (essay):	33%	30%	45%	40%
c. Activities (case studies, written papers, art-work, interviews, etc.)	33%	35%	35%	80%
d. Proctored:	22%	26%	85%	0%
e. Examination delivery mode:	11%	9%	16%	20%
f. Other:	22%	4%	7%	20%
14. For your most *popular* course/program (i.e., highest enrollment), please provide the following:				
b. Number of lessons:	15	29	31	11
c. Average time (in hours) to complete a lesson:	8	4	25	26
d. Average number of examinations:	18	10	9	6
e. Average number of questions per exam:	50	30	33	5
f. Tuition:	$385	$500	$90-300 cr	--
g. Non-start rate (in %):	18%	14%	15%	5%
h. Lesson completion rates (in %):	69%	77%	74%	83%

(Most Popular course, continued)	High School	Post-secondary	Degree	Intern'l
i. Graduation rate (in %):	53%	71%	69%	74%
j. Mandatory resident training:	0%	9%	6%	0%
k. Includes hardware/kits:	22%	26%	12%	0%
l. Includes audio/video tapes or other electronic media:	33%	35%	42%	20%
m. Includes job-related tools/devices:	0%	30%	18%	20%
n. Includes online communication (Internet, e-mail, etc.):	77%	65%	85%	100%

15. What is the *predominant* method used to deliver course content?

	High School	Post-secondary	Degree	Intern'l
a. Self-contained text content with study guides:	0%	65%	16%	40%
b. Commercial textbooks with study guides:	100%	17%	43%	0%
c. Online Web-based:	55%	26%	40%	60%
d. CD-ROM:	0%	13%	6%	0%
e. Other:	0%	0%	0%	20%

Educational Services

	High School	Post-secondary	Degree	Intern'l
16. What percent of your instructors are full time:	12%	43%	15%	23%
17. Do you provide faculty training?	88%	74%	99%	80%
18. Do you initiate telephone contact with students for motivational purposes?	100%	57%	100%	100%
19. Do you initiate telephone contact with students for educational purposes?	66%	65%	99%	100%

	High School	Post-secondary	Degree	Intern'l
20. Which of the following do you use to provide educational services for students?				
a. Fax exams:	55%	43%	53%	20%
b. Toll-free telephone:	66%	83%	96%	60%
c. E-Mail:	88%	74%	100%	100%
d. Computer-generated personalized responses:	66%	57%	53%	40%
e. Internet download capability:	66%	61%	92%	100%
f. Other:	55%	0%	0%	40%
21. Which of these services do you provide?				
a. Instructor writes comments on assignments:	88%	78%	95%	100%
b. Instructor comments online:	44%	57%	67%	100%
c. Personalized letters from instructors:	77%	61%	67%	40%
d. Proctored examinations:	33%	26%	100%	80%
e. Online Library:	33%	17%	68%	80%
f. Other:	44%	9%	17%	40%
22. Do you use the following in your student motivational efforts?				
a. Pre-printed motivation letters:	55%	48%	43%	40%
b. Personally typed motivation letters:	66%	61%	60%	40%
c. E-Mail:	66%	70%	87%	100%
d. Fax letters:	22%	22%	33%	20%
e. Motivational incentive awards (gifts, etc.):	33%	39%	33%	20%
23. Which one of the above has been the single most effective method for increasing lesson completion rates?	B	B,C	B,C	B

	High School	Post-secondary	Degree	Intern'l
24. What student or graduate services do you provide?				
a. Newsletter/magazine:	66%	39%	53%	60%
b. Placement service/assistance:	0%	26%	7%	0%
c. Alumni association:	11%	4%	40%	80%
d. Advanced/honors diploma program:	22%	17%	33%	60%
e. Other:	33%	13%	13%	0%
25. Which of the following do you use to measure student outcomes?				
a. Course completion statistics:	100%	100%	100%	100%
b. Passage of licensing/certification examinations:	0%	39%	23%	40%
c. Employment/Placement:	11%	30%	20%	0%
d. Employer evaluations:	0%	13%	27%	20%
e. Student self-evaluations:	88%	87%	99%	60%
f. Professional organization recognition:	33%	30%	20%	40%

Conclusion

See comments on Pages 8-15.

DISTANCE EDUCATION AND TRAINING COUNCIL

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