



# **Distance Education at Maryland Colleges and Universities**

## **For Calendar Year 2008**

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## **INTRODUCTION**

Maryland's postsecondary colleges and universities serve more than 330,000 students and postsecondary enrollments are expected to increase well into the future. To support the educational needs of an increasingly diverse student body, the *2009 Maryland State Plan for Postsecondary Education* recommends that distance learning be considered as an integral strategy for expanding program offerings to more Marylanders.

Distance education (DE) aims to deliver instruction to students who are not physically present in the same location as the course instructor. The Maryland Higher Education Commission (MHEC) defines distance education courses as classes where 50% or more of the instruction is delivered electronically via any of a number of distance learning technologies.

MHEC has been examining trends in distance learning since 1997. This report analyzes data from 2008, but also highlights trends in DE activities since 2006. Data included in this report are derived from MHEC's 2008 Distance Education Survey.

### ***Key Findings***

#### **Student Access to Instruction**

An examination of the number of DE courses offered during calendar year 2006 and calendar year 2008 reveals considerable growth in student access to DE instruction. In 2006, colleges and universities offered 1,801 DE courses, and by 2008 DE offerings had increased by 25% to 2,404 courses.

#### **Delivery Methods**

There are three types of DE delivery methods defined in the 2008 MEHC Survey: (1) online and blended hybrid, (2) site-to-site, 2-way Audio/Video and (3) all other technology-mediated distance education. The growth of online (delivered via the internet or world wide web) and hybrid courses (which include scheduled face-to-face sessions, although less than 50% of the scheduled interaction occurs in this manner) have far outpaced increases in other delivery methods. At the undergraduate level, 98% of DE courses were delivered online or via blended hybrid methods, and 99% of graduate level courses fell into these categories.

#### **Enrollment**

For the purposes of this report, "enrollment" represents the number of individual course registrations in course sections (i.e., students may be counted more than once), and "unduplicated student headcount" (i.e., each student is counted only once for the year regardless of how many distance education courses he or she took). The total enrollment in DE courses grew from 232,813 in 2006 to 284,030 in 2008, an increase of 22%. In 2006, 10% of undergraduates and 22% of graduate students were enrolled exclusively in courses delivered via DE, and by 2008 these percentages increased to 11% for undergraduates and to 26% for graduate students.

## **BACKGROUND**

The Distance Education (DE) Survey was created to inform the Maryland Higher Education Commission (MHEC) of postsecondary institutions' progress toward enhancing electronically delivered instruction on their campuses. For the purposes of the survey, DE courses were defined as those in which at least 50% of the course instruction/interaction was conducted via distance learning technologies (i.e., technology is the primary mode of instruction/interaction). DE courses are not "web-enhanced" courses which are defined as those that have standard meeting places/times but include an electronic component, such as to deliver homework assignments. Web enhanced courses may also allow e-mail exchanges between instructors and students using Learning Management System (LMS) solutions such as WebCT or Blackboard. In addition, DE courses do not include traditional correspondence courses.

### *The Survey*

In fall 2006, the DE Survey was redesigned to align it with the data requirements of the Southern Regional Education Board's (SREB) annual survey, and to reduce duplicative reporting requirements for institutions. This report examines data that were collected from the DE Survey, and includes information on distance courses, sections, enrollments and credit hours.

The Maryland Higher Education Commission's DE Survey covers four topic areas: (1) unduplicated course counts, (2) distance courses, sections and enrollments, (3) calendar year student credit hours and (4) unduplicated student headcount enrollments. All community colleges, public four-year institutions and independent institutions were asked to complete the DE survey as a part of the Maryland Annual Collection process. The data presented in this report were analyzed using standard quantitative procedures.

There were 59 community colleges, public four-year institutions and independent institutions in the State of Maryland in spring 2009 at the time the survey opened. Of these, 44 (75%) offered DE courses. Among public four-year institutions, St. Mary's College of Maryland is the only institution that did not offer any DE courses. Washington Bible College is the only independent, non-state-aided institution that offered DE courses and is therefore the only such institution included in this report. A list of all community colleges, public four-year institutions, state-aided independent institutions and non-state aided independent institutions appears in Appendix A.

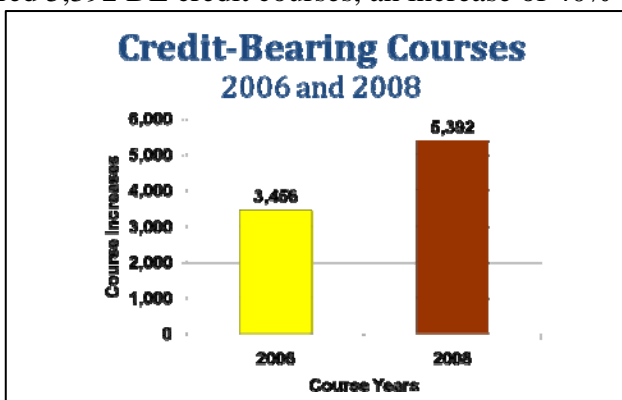
## **DETAILED SURVEY FINDINGS**

This report examines findings related to the following four topic areas covered by MHEC's Distance Education (DE) Survey: (1) unduplicated course counts, (2) distance courses, sections and enrollments (3) calendar year student credit hours and (4) unduplicated student headcount enrollments.

### ***UNDUPLICATED COURSE COUNT***

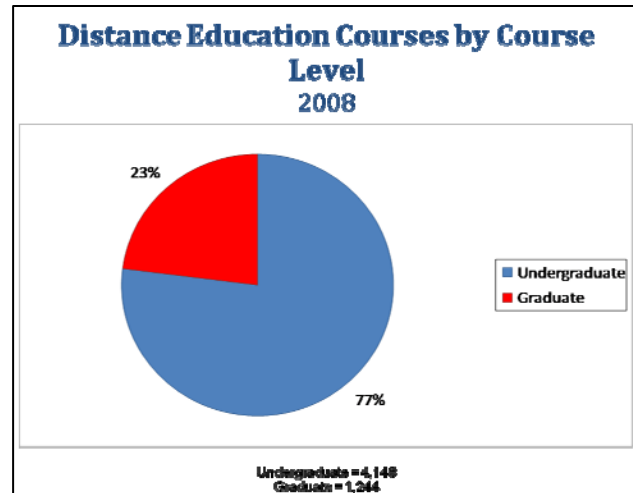
Tables 1-3 (pages 7-8) contain the unduplicated number of unique DE courses offered during an entire calendar year, regardless of the number of semesters in which the courses were offered. Each unique course title was counted once and only once, even if it was offered in multiple semesters during the reporting period or via multiple distance delivery modalities. Only courses that were offered *and* ran (i.e. not cancelled) are included.

In 2008, Maryland colleges and universities offered 5,392 DE credit courses, an increase of 40% since 2006. The vast majority of community college DE courses were offered by Montgomery College (1,299), followed by Anne Arundel Community College (246) and the College of Southern Maryland (218). These three community colleges accounted for 59% of the DE courses offered at community colleges. Montgomery College accounted for 44% of all DE courses offered by community colleges, and since 2006 increased the number of DE courses it offered by 722%, or 158 courses. At public four-year institutions, the University of Maryland, University College (UMUC) once again offered the largest number of DE courses (726), which accounted for 39% of all DE courses at public four-year institutions. At the other public four-year institutions, the largest number of DE courses were offered by the University of Maryland-College Park (293), Towson University (154) and Frostburg State University (146). These public four-year institutions provided over half (52%) of DE courses offered by this segment. At the independent institutions, Johns Hopkins University, Capitol College and Stevenson University accounted for 60% of the courses offered by the independent segment.



### *Undergraduate*

In 2008, more than three-fourths (77%) of the 5,392 DE credit courses offered at Maryland colleges and universities were at the undergraduate level. Between 2006 and 2008, the number of undergraduate DE credit courses offered by the community colleges increased by 81%, or 1,333 courses. During the same time period, the number of undergraduate DE credit courses offered by the public four-year institutions increased, by 321 courses, or 49%. The number of undergraduate DE credit courses offered at independent colleges and universities increased by 113 courses, or 171%.



The distribution of undergraduate DE credit courses at Maryland institutions is changing. Community colleges are now responsible for more of the undergraduate DE courses. In 2008, the percentage of all undergraduate DE courses offered at the community colleges increased by 3%, while the percentage of all undergraduate DE courses offered by the public four-year institutions decreased by 4%, and those offered by the independent institutions increased by 2%.

### *Graduate*

Tables 2 and 3 (pages 7-8) demonstrate that nearly one-quarter (23%) of the 5,392 DE credit courses offered by Maryland colleges and universities in 2008 were at the graduate level. Although the actual number of DE graduate courses increased from 1,075 to 1,244, the share of all courses (undergraduate and graduate) that graduate courses account for decreased from 31% in 2006 to 23% in 2008.

Both the public four-year and independent institutions experienced a numerical increase in the actual number of DE graduate courses offered and a decrease in the share of all courses that the graduate courses account for. The actual number of DE graduate courses offered at the public four-year institutions increased from 776 to 877, but the share of all DE courses at the public four-year institutions that the graduate courses account for decreased from 54% in 2006 to 47% in 2008. The only public four-year institutions to report a decrease in the actual number of DE graduate courses offered were Towson University and UMUC. The number of graduate courses offered at Towson decreased by 48%, from 155 graduate courses in 2006 to 81 in 2008. At UMUC, the number of graduate courses offered decreased by 16%, from 309 to 259 courses. At the independent institutions, the actual number of DE graduate courses offered increased from 299 to 367, but the share of all courses at the independent institutions that the graduate courses account for decreased from 81% in 2006 to 68% in 2008.

College	2006		2008		% Change 2006-2008	
	UG	GR	UG	GR	UG	GR
Allegany	68	--	46	--	-32%	--
Anne Arundel	199	--	246	--	24%	--
BCCC	125	--	144	--	15%	--
Carroll	60	--	79	--	32%	--
Cecil	49	--	79	--	61%	--
Chesapeake	57	--	55	--	-4%	--
College of Southern Maryland	187	--	218	--	17%	--
CCBC	178	--	183	--	3%	--
Frederick	102	--	115	--	13%	--
Garrett	69	--	36	--	-48%	--
Hagerstown	44	--	61	--	39%	--
Harford	77	--	85	--	10%	--
Howard	111	--	110	--	-1%	--
Montgomery-All Campuses	158	--	1299	--	722%	--
Prince George's	133	--	176	--	32%	--
Wor-Wic	38	--	56	--	47%	--
<b>Total</b>	<b>1655</b>	<b>--</b>	<b>2,988</b>	<b>--</b>	<b>81%</b>	<b>--</b>

Source: MHEC DE Survey, Calendar Years 2006 & 2008

College	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
Bowie	18	0	24	5	33%	500% <sup>1</sup>
Coppin	46	22	60	29	30%	32%
Frostburg	65	22	93	53	43%	141%
Morgan	0	0	3	1	300% <sup>1</sup>	100% <sup>1</sup>
Salisbury	20	10	83	32	315%	220%
St. Mary's College of Maryland	0	0	0	0	0%	0%
Towson	54	155	73	81	35%	-48%
UB	26	45	33	54	27%	20%
UMB	17	58	39	78	129%	35%
UMBC	13	47	10	47	-23%	0%
UMCP	29	106	61	232	110%	119%
UMES	21	2	35	6	67%	200%
UMUC	351	309	467	259	33%	-16%
<b>Total</b>	<b>660</b>	<b>776</b>	<b>981</b>	<b>877</b>	<b>49%</b>	<b>13%</b>

<sup>1</sup> Percentage increase is large because 2006 number = 0  
Source: MHEC DE Survey, 2006 and 2008



College	2006		2008		% change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
Baltimore Hebrew	0	1	0	3	0%	67%
Baltimore Int'l	0	0	0	3	0%	100%
Capitol	7	61	26	62	271%	2%
Notre Dame of Maryland	9	9	11	22	22%	59%
Columbia Union	3	0	5	0	67%	0%
Goucher	0	42	0	40	0%	-5%
Hood	2	1	2	1	0%	0%
ITT Technical Institute	9	0	11	0	22%	0%
Johns Hopkins	2	144	12	146	500%	1%
Maryland Institute College of Art	0	4	0	4	0%	0%
McDaniel	2	22	1	28	-50%	21%
Mount St. Mary's	13	0	18	4	39%	100%
National Labor	*	0	37	0	N/A	0%
SANS Technology Institute	0	8	0	17	0%	53%
Stevenson	19	7	41	36	116%	81%
Washington Bible	0	0	15	1	1500% <sup>1</sup>	100%
<b>Total</b>	<b>66</b>	<b>299</b>	<b>179</b>	<b>367</b>	<b>171%</b>	<b>19%</b>

\* Calendar year unduplicated count of credit-bearing courses was not available  
<sup>1</sup> Percentage increase is large because CY2006 number = 0  
Source: MHEC DE Survey, 2006 and 2008

## ***DISTANCE COURSES, SECTIONS & ENROLLMENTS***

### ***Courses (by term)***

Table 4 contains unique course title offerings (not the number of sections of courses), by term, of any course where at least one section was offered as a DE course. The analyses show that the largest proportion of DE courses at both the undergraduate and graduate levels were offered in the fall semester, followed by the spring semester. At the undergraduate level, 74% of courses were offered in the fall and spring semesters. At the graduate level, 72% of courses were offered in the fall and spring semesters.

<b>Table 4. Distribution of Distance Education Courses By Term, 2008</b>				
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>
<b>Undergraduate Courses</b>				
Community Colleges	2%	38%	20%	40%
4-Yr Public Institutions				
UMUC	--	34%	28%	38%
Other 4-Yr Publics	12%	27%	26%	34%
All 4-Yr Publics	5%	31%	27%	37%
Independents	9%	31%	26%	35%
<b>UG Totals - All Segments</b>	<b>3%</b>	<b>36%</b>	<b>23%</b>	<b>39%</b>
<b>Graduate Courses</b>				
4-Yr Public Institutions				
UMUC		37%	26%	37%
Other 4-Yr Publics	4%	34%	24%	41%
All 4-Yr Publics	2%	36%	24%	39%
Independents	3%	34%	29%	34%
<b>Grad Totals - All Segments</b>	<b>2.4%</b>	<b>34.9%</b>	<b>25%</b>	<b>38.5%</b>
Source: MHEC DE Survey, 2008				

### ***Sections***

Tables 5-7 (pages 10-11) report the number of DE sections with at least one enrollment (registration) for unique course title offerings in 2006 and 2008. If a course was offered in the traditional face-to-face format, the sections for that course are not included in this count. Also, these tables include only sections that were offered *and* ran (i.e. not cancelled).

The 5,392 DE credit courses offered by Maryland colleges and universities in 2008 resulted in 14,826 sections, an increase of 20% since 2006. The public four-year institutions were responsible for 53% of all DE sections offered statewide, followed by the community colleges which offered 40% of all sections, and the independent institutions which offered 7% of all DE course sections. Among the public four-year institutions, three-quarters of all DE sections were offered by the University of Maryland, University College. The University of Maryland, College Park (UMCP) and Towson University followed UMUC, offering 5% and 4%, respectively, of all DE sections at public four-year institutions.

### *Undergraduate*

More than three-fourths (77%) of all DE credit course sections were offered at the undergraduate level. Since 2006, the number of undergraduate sections offered has increased by 2,420 sections. UMUC's courses accounted for 35% of the undergraduate sections available at all Maryland colleges and universities. While UMUC offered 102 more sections in 2008 than it did in 2006, the percentage of all undergraduate sections that were offered at UMUC decreased by 6%.

### *Graduate*

In 2008, Maryland colleges and universities offered 3,485 credit-bearing sections at the graduate level, an increase of 20% since 2006. Two institutions, UMUC and UMCP provided the largest number of DE sections, offering 1,872 and 280 DE sections, respectively. Of the 693 sections available at the independent institutions in 2008 (an increase of 53 sections since 2006), 63% were available at the graduate level, a decrease of 16% since 2006. This decrease is due to the sharp increase (274 sections since 2006) in the number of DE sections offered at the undergraduate level by the independent segment.

**Table 5. Distance Education Course Sections,  
2006 and 2008**

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Community Colleges</b>						
Allegany	347	--	478	--	38%	--
Anne Arundel	915	--	1,087	--	19%	--
Baltimore City	248	--	391	--	58%	--
Carroll	114	--	163	--	43%	--
Cecil	88	--	155	--	76%	--
Chesapeake	96	--	134	--	40%	--
College of Southern Maryland	575	--	723	--	26%	--
CCBC	615	--	668	--	9%	--
Frederick	205	--	278	--	36%	--
Garrett	115	--	69	--	-40%	--
Hagerstown	112	--	166	--	48%	--
Harford	165	--	217	--	32%	--
Howard	239	--	256	--	7%	--
Montgomery -All Campuses	482	--	504	--	5%	--
Prince George's	472	--	505	--	7%	--
Wor-Wic	69	--	118	--	71%	--
<b>Total</b>	<b>4,857</b>	<b>--</b>	<b>5,912</b>	<b>--</b>	<b>21%</b>	<b>--</b>
Source: MHEC DE Survey, Calendar Years 2006 and 2008						

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Four Year Public Institutions</b>						
Bowie	23	0	31	7	35%	700% <sup>1</sup>
Coppin	58	22	81	30	40%	36%
Frostburg	120	37	208	85	74%	130%
Morgan State University	0	0	3	1	300% <sup>1</sup>	100% <sup>1</sup>
Salisbury	55	13	210	70	282%	439%
St. Mary's College of Maryland	0	0	0	0	0%	0%
Towson	96	419	207	112	116%	-73%
UB	77	84	97	103	26%	23%
UMES	55	2	47	5	-15%	150%
UMB	56	90	91	142	63%	58%
UMBC	23	85	16	88	-30%	4%
UMCP	35	187	68	280	94%	50%
UMUC	3857	1518	3,959	1872	3%	23%
<b>Total</b>	<b>4,455</b>	<b>2,457</b>	<b>5,018</b>	<b>2,795</b>	<b>13%</b>	<b>14%</b>

<sup>1</sup>Percentage increase is large because CY2006 number = 0.  
Source: MHEC DE Survey, 2006 and 2008

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Independent Institutions</b>						
Baltimore Hebrew	0	1	0	0	0%	0%
Baltimore Int'l	0	0	0	3	0%	300% <sup>1</sup>
Capitol	11	154	38	148	246%	-4%
Notre Dame of Maryland	15	12	13	35	-13.3%	192%
Columbia Union	5	0	6	0	20%	0%
Goucher	0	126	0	145	0%	15%
Hood	2	1	2	1	0%	0%
ITT Technical Institute	32	0	32	0	0%	0%
Johns Hopkins	2	144	24	247	1,100%	72%
Maryland Institute College of Art	0	4	0	0	0%	-100%
McDaniel	2	52	1	48	-50%	-8%
Mount St. Mary's	17	0	33	4	94%	400% <sup>1</sup>
National Labor	0	0	58	0	5,800% <sup>1</sup>	0%
SANS Technology Institute	0	1	0	0	0%	-100%
Stevenson	51	8	88	58	73%	625%
Washington Bible	0	0	116	1	11,600% <sup>1</sup>	100% <sup>1</sup>
<b>Total</b>	<b>137</b>	<b>502</b>	<b>411</b>	<b>690</b>	<b>200%</b>	<b>38%</b>

<sup>1</sup>Percentage increase is large because CY2006 number = 0  
Source: MHEC DE Survey, Calendar Years 2006 and 2008

Table 8 reports the average number of DE sections per credit course. On average, most Maryland colleges and universities offered one to two sections of their DE credit courses over the course of the calendar year. UMUC is a notable exception to this rule, and its undergraduate credit courses produced an average of four sections per course in the spring and fall semesters.

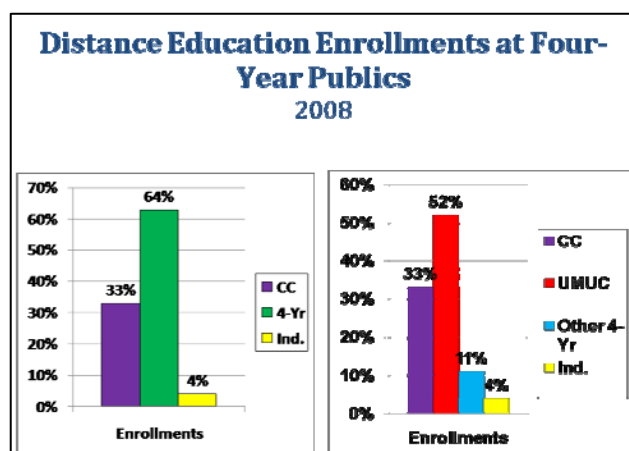
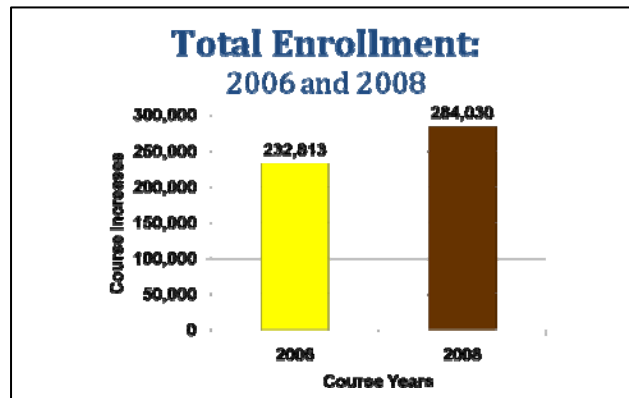
<b>Table 8. Average Number of Sections Per Distance Education Credit Course By Course Level, By Segment, By Term 2008</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year</b>
<b>Undergraduate Courses</b>					
Community Colleges	1.3	1.7	1.6	1.8	1.7
4-Yr Public Institutions					
UMUC	--	4	2.1	4	3.5
Other 4-Yr Publics	1.2	1.5	1.2	1.6	1.4
All 4-Yr Publics	1.2	3.1	1.8	3.1	2.6
Independents	1	1.5	1.2	1.5	1.4
<b>UG Totals - All Segments</b>	<b>1.2</b>	<b>2.1</b>	<b>1.7</b>	<b>2.2</b>	<b>2</b>
<b>Graduate Courses</b>					
4-Yr Public Institutions					
UMUC	--	3.0	2.9	3.4	3.1
Other 4-Yr Publics	1.6	1.4	1.3	1.4	1.4
All 4-Yr Publics	--	2.2	2.1	2.3	2.2
Independents	0.2	1.4	1.3	1.1	1.2
<b>Grad Totals - All Segments</b>	<b>1</b>	<b>1.9</b>	<b>1.8</b>	<b>2</b>	<b>1.9</b>

Source: MHEC DE Survey, 2006 and 2008

## Enrollments

This section examines the number of individual distance education course registrations (duplicated student registration count). Tables 9-11 (pages 14-16) contain individual course registrations by institution and course level.

In 2008, students amassed 284,030 enrollments in DE credit courses, an increase of 51,217 enrollments since 2006. The four-year institutions generated 64% of total DE credit course enrollments. This figure is due chiefly to enrollments at UMUC which accounted for 52% of the DE credit course enrollments at all Maryland colleges and universities in 2008. Following UMUC were Towson University, the University of Baltimore (UB) and the University of Maryland, Baltimore (UMB) which together accounted for 9% of all credit course enrollments at the other public four-year institutions. Thirty-seven percent of all of the credit course enrollments at independent institutions were offered at Johns Hopkins University.



## Undergraduate

Seventy-eight percent of DE credit course enrollments (which accounted for 221,011 registrations) were at the undergraduate level. These figures represent a numerical increase of 41,011 registrations since 2006, but a percentage increase of less than half a percent. The community colleges were responsible for over 40% of the undergraduate DE credit course enrollments. The campuses with the largest number of DE credit course enrollments were Anne Arundel Community College (16,248), the Community College of Baltimore County (12,037), and the College of Southern Maryland (11,667). The public four-year institutions generated 56.5% of the State's undergraduate DE enrollments. This figure is due chiefly to enrollments at UMUC which accounted for 83% of the distance education enrollments at Maryland's public four-year institutions in 2008. Following UMUC, the largest share of DE enrollments were achieved by Towson University, Salisbury University and Frostburg State University which collectively comprised 9% of undergraduate DE credit course enrollments at public four-year institutions. As in 2006, in 2008, the independent segment provided less than 4% of undergraduate DE credit course enrollments at all Maryland colleges and universities. Johns Hopkins University was responsible for the largest share (12%) of undergraduate DE credit course enrollments at independent institutions.

*Graduate*

One-fifth (22%) of DE enrollments in credit courses, which accounted for 63,019 registrations, were at the graduate level. These figures represent a numerical increase of 10,329 registrations, but a percentage decrease of less than half a percent. The public four-year institutions generated 88% of graduate DE enrollments.

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Community Colleges</b>						
Allegany	2,006	--	2,347	--	17%	--
Anne Arundel	10,661	--	16,248	--	52%	--
Baltimore City	4,937	--	7,580	--	54%	--
Carroll	1,553	--	2,238	--	44%	--
Cecil	752	--	1,550	--	106%	--
Chesapeake	1,733	--	2,121	--	22%	--
College of Southern Maryland	8,074	--	11,667	--	45%	--
CCBC	9,797	--	12,037	--	23%	--
Frederick	3,359	--	4,446	--	32%	--
Garrett	651	--	664	--	2%	--
Hagerstown	1,550	--	2,616	--	69%	--
Harford	3,497	--	4,859	--	39%	--
Howard	3,140	--	3,537	--	13%	--
Montgomery-All Campuses	9,226	--	9,706	--	5%	--
Prince George's	8,312	--	9,268	--	12%	--
Wor-Wic	1,182	--	2,357	--	99%	--
<b>Total</b>	<b>70,430</b>	--	<b>93,241</b>	--	<b>32%</b>	--

Source: MHEC DE Survey, 2006 and 2008

**Table 10. Enrollments in Distance Education Credit Courses by at Public Four-Year Institutions, by Course Level, 2006 and 2008**

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Four Year Public Institutions</b>						
Bowie	640	0	804	72	26%	7,200% <sup>1</sup>
Coppin	1,506	141	1,690	187	12%	33%
Frostburg	1,805	446	3,310	1,092	83%	145%
Morgan	0	0	42	7	4,200% <sup>1</sup>	700% <sup>1</sup>
Salisbury	1,034	172	4,003	558	287%	224%
St. Mary's College of Maryland	0	0	0	0	0%	0%
Towson	1,341	4,213	4,108	1,180	206%	-72%
UB	1,991	2,082	2,668	2,429	34%	17%
UMB	1,151	1,197	1,906	2,942	66%	146%
UMBC	312	1,105	310	1,183	-1%	7%
UMCP	358	1,007	1,545	1,671	332%	66%
UMES	851	22	750	41	-12%	86%
UMUC	97,469	34,489	103,843	43,988	7%	28%
<b>Total</b>	<b>108,458</b>	<b>44,874</b>	<b>124,979</b>	<b>55,350</b>	<b>15%</b>	<b>23%</b>

<sup>1</sup> Percentage increase is large because 2006 number = 0.  
Source: MHEC DE Survey, 2006 and 2008

**Table 11. Enrollments in Distance Education Credit at Independent Institutions by Course Level, 2006 and 2008**

	2006		2008		% Change 2006 to 2008	
	UG	GR	UG	GR	UG	GR
<b>Independent Institutions</b>						
Baltimore Hebrew	0	5	0	10	0%	-100% <sup>2</sup>
Baltimore Int'l	0	0	0	13	0%	100%
Capitol	142	2,294	335	2,006	136%	-14.4%
Columbia Union	36	0	119	0	231%	0%
Goucher	0	478	0	463	0%	-3%
Hood College	15	38	7	45	0%	16%
ITT Technical Institute	411	0	120	0	-71%	0%
Johns Hopkins University	7	4,188	324	3,582	4,529%	-17%
Maryland Institute College of Art	0	36	0	0	0%	3,600% <sup>2</sup>
McDaniel	24	624	5	586	0%	-7%
Mount St. Mary's	118	0	176	27	49%	100%
National Labor	0	0	501	0	50,100% <sup>1</sup>	0%
Notre Dame of Maryland	238	75	204	287	-14%	74%
SANS Technology Institute	0	1	0	11	0%	91%
Stevenson	244	77	731	632	200%	88%
Washington Bible	0	0	269	7	3,700%	100%
<b>Total</b>	<b>1,235</b>	<b>7,816</b>	<b>2,791</b>	<b>7,669</b>	<b>126%</b>	<b>-2%</b>

<sup>1</sup> Percentage increase is large because 2006 number = 0.  
<sup>2</sup> Percentage decrease is large because 2008 number = 0.  
Source: MHEC DE Survey, 2006 and 2008



Table 12 presents average class sizes for DE credit courses by postsecondary segment. Average class size was calculated by dividing the number of credit course enrollments by the number of credit-bearing DE sections. In 2008, the average undergraduate DE class size for all higher education segments was 19.5 students. Smaller classes were found at independent institutions and community colleges, and larger classes were offered by public four-year institutions. At both the undergraduate and graduate course levels, UMUC averaged larger DE class sizes than all other Maryland colleges and universities.

<b>Table 12. Average Class Size of Distance Education Credit Courses, 2008</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year</b>
<b>Undergraduate Courses</b>					
Community Colleges	19.2	15.7	15.5	15.8	15.7
4-Yr Public Institutions					
UMUC	--	27	28.2	24.7	26.2
Other 4-Yr Publics	18.3	20	16.8	22.3	20
All 4-Yr Publics	18.3	25.9	25.2	24.3	25
Independents	6.8	7.3	6.1	6.7	6.8
<b>UG Totals - All Segments</b>	<b>17.2</b>	<b>19.8</b>	<b>19.3</b>	<b>19.4</b>	<b>19.5</b>
<b>Graduate Courses</b>					
4-Yr Public Institutions					
UMUC	--	24	22.9	23.4	23.5
Other 4-Yr Publics	10.5	12.4	11.6	12.8	12.3
All 4-Yr Publics	10.5	20.3	19.6	19.8	19.8
Independents	11	10	9.2	14	11.1
<b>Grad Totals - All Segments</b>	<b>10.5</b>	<b>18.1</b>	<b>17.1</b>	<b>18.8</b>	<b>18.1</b>

Source: MHEC DE Survey, 2008

### ***UNDUPLICATED STUDENT HEADCOUNT***

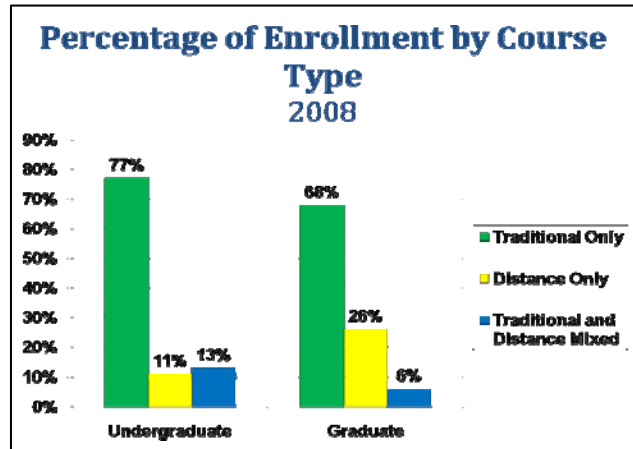
Table 13 (page 17) reports unduplicated headcount percentages by course type. Only active courses are included. Percentages are reported by student level, and not the level of the course for which the student was enrolled. For example, a graduate student enrolled in an undergraduate course is reported as a graduate student in the table below, even if the undergraduate course was the student's only enrollment during 2008.

The percentages in the "Traditional Only" column refer to the percentage of students who exclusively enrolled in traditional, classroom-based courses for the course level and institution type specified. "Traditional Only" courses had 50% or more of their instruction/interaction in a traditional classroom or face-to-face setting, with specified meeting times and standard locations. These students did not enroll in any DE courses during 2008 unless those courses were cancelled. This column also includes correspondence students. The percentages reported in the "Distance Only" column refer to students who exclusively enrolled in courses where at least 50% of the instruction/interaction was technology mediated/electronically delivered. These students did not enroll in any "Traditional Only" courses unless those courses were cancelled. The

percentages reported in the “Traditional and Distance Mixed” column reflect those students who enrolled in at least one “Traditional Only” course as well as at least one DE course.

*Undergraduate*

Statewide, 24% of the undergraduates at all Maryland colleges and universities enrolled in at least one DE course in 2008. Comparable percentages of undergraduates attending community colleges and public four year institutions enrolled in at least one DE course (19% and 18%, respectively). At the University of Maryland, University College (UMUC), 89% of undergraduates enrolled in at least one DE course, and 82% enrolled only in courses delivered via DE. Four percent of undergraduates at independent institutions enrolled in at least one DE course.



*Graduate*

At the graduate level, nearly one-third (32%) of Maryland students enrolled in at least one DE course. This percentage includes 22% of graduate students attending public four-year institutions other than UMUC, and 11% of graduate students at independent institutions. In contrast, 96% of UMUC graduate students enrolled in at least one DE course, and 4% took only DE courses.

	Traditional (Only)	Distance (Only)	Traditional & Distance Mixed
<b>Undergraduate Students</b>			
Community Colleges	81%	6%	13%
4-Yr Public Institutions			
UMUC	11%	76%	13%
Other 4-Yr Publics	82%	0.8%	17%
All 4-Yr Publics	59%	25%	16%
Independents	96%	1%	3%
<b>UG Totals - All Segments</b>	<b>77%</b>	<b>11%</b>	<b>13%</b>
<b>Graduate Students</b>			
4-Yr Public Institutions			
UMUC	4%	92%	5%
Other 4-Yr Publics	78%	6%	16%
All 4-Yr Publics	47%	41%	11%
Independents	89%	10%	1%
<b>Grad Totals - All Segments</b>	<b>68%</b>	<b>26%</b>	<b>6%</b>

Source: MHEC DE Survey, Calendar Years 2008

Table 14 presents the percentage of students enrolled in at least one DE course by institution type. Students were counted only once for each term and only once for the year. For both undergraduate and graduate students, summer was the most popular time to take at least one DE course. The large percentages of students enrolled during the summer are likely due to many students being physically away from their home campus.

<b>Table 14. Percent of Students Enrolled in at Least One Distance Education Course, By Student Level and Segment, 2008</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>UnDuplicated</b>
<b>UNDERGRADUATE</b>					
<b>Communtiy Colleges</b>	20.7%	18.1%	21.6%	17.8%	19.2%
<b>Four-Year Public Institutions</b>					
UMUC	—	91.0%	89.4%	91.1%	89.4%
Other	13.0%	8.2%	11.2%	8.1%	12.5%
<b>Total for Four-Year Publics</b>	13.0%	25.1%	36.6%	24.4%	31.2%
<b>Independents</b>	3.3%	3.1%	6.2%	3.0%	3.7%
<b>UG TOTAL - ALL SEGMENTS</b>	13.4%	19.6%	26.0%	19.2%	21.6%
<b>GRADUATE</b>					
<b>Four-Year Public Institutions</b>					
UMUC	—	97.1%	97.7%	97.6%	96.4%
Other	10.3%	11.5%	14.0%	9.7%	13.9%
<b>Total for Four-Year Publics</b>	10.3%	36.7%	50.1%	35.8%	39.8%
<b>Independents</b>	3.9%	9.6%	9.2%	8.3%	10.9%
<b>GRAD TOTAL - ALL SEGMENTS</b>	8.0%	30.8%	39.0%	29.8%	27.8%

Source: Maryland Higher Education Commission's Distance Education Survey, 2008

### ***CALENDAR YEAR STUDENT CREDIT HOURS***

Table 15 (page 19) reports the total number of credit hour registrations for DE courses at the undergraduate and graduate levels, regardless of the level of the student. Only hours for courses that were offered and completed (i.e., not cancelled) are reflected in the totals.

Credit-bearing DE courses accounted for 805,240 credit hours of enrollment, or approximately 11% of the total credit hours generated by Maryland colleges and universities in 2008. Eleven percent of community colleges' total calendar year student credit hours originated from DE courses. While undergraduate DE courses at UMUC accounted for almost 81% of their total credit hours, DE courses comprised only 3% of total student credit hours at other public four-year institutions. DE student credit hours accounted for less than 1% of the independent institution's total student credit hours.

#### *Undergraduate*

Eighty percent of total DE student credit hours were generated by courses at the undergraduate level. The vast majority of the total undergraduate DE credit hours were generated by UMUC (45%) and the community colleges (43%).

*Graduate*

At the graduate level, UMUC accounted for 65% of all DE credit hours, compared to 20% for all of the other public four year institutions, and 15% for the independent institutions.

	DE Undergraduate		DE Graduate		DE Total		Total SCH (All Delivery Methods)	
	N	%	N	%	N	%	N	%
<b>Community Colleges</b>	283,850	11%	0	0%	283,850	11%	2,535,735	100%
4-Year Publics								100%
UMUC	293,250	60%	103,308	21%	396,558	81%	488,052	100%
Other 4-Yr Publics	63,297	2%	31,025	1%	94,322	3%	2,845,062	100%
<b>All 4-Yr Publics</b>	356,547	11%	134,333	4%	490,880	15%	3,333,114	100%
<b>Independents</b>	6,770	0.5%	23,740	2%	30,510	2%	1,419,737	100%
<b>Total</b>	<b>647,167</b>	<b>9%</b>	<b>158,073</b>	<b>2%</b>	<b>805,240</b>	<b>11%</b>	<b>7,288,586</b>	<b>100%</b>

Source: MHEC DE Survey, Calendar Years 2008

Table 16 reports the percentage of students enrolled in at least one DE credit hour for each term in the calendar year. At both the undergraduate and graduate levels, students enrolled in the largest proportion of DE student credit hours in the fall semester, followed by the spring semester. At the undergraduate level, students enrolled in 80% of DE credit hours in the fall and spring semesters. At the graduate level, students enrolled in 90% of DE credit hours during the fall and spring semesters.

	Winter	Spring	Summer	Fall	Calendar Year
<b>Undergraduate Courses</b>					
Community Colleges	2%	39%	19%	41%	44%
4-Yr Publics					
UMUC	--	40%	19%	42%	45%
Other 4-Yr Publics	9%	29%	20%	42%	10%
Total for 4-Yr	2%	38%	19%	42%	55%
Publics					
Independents	3%	34%	26%	38%	1%
<b>UG Total - All Segments</b>	<b>2%</b>	<b>38%</b>	<b>19%</b>	<b>41%</b>	<b>100%</b>
<b>Graduate Courses</b>					
4-Yr Publics					
UMUC	--	46%	31%	50%	65%
Other 4-Yr Publics	4%	36%	19%	45%	20%
Total for 4-Yr	1%	43%	28%	49%	85%
Publics					
Independents	0%	34%	21%	45%	15%
<b>GR Total - All Segments</b>	<b>1%</b>	<b>42%</b>	<b>27%</b>	<b>48%</b>	<b>100%</b>

Note: Percentages may not add to 100% due to rounding.

Source: MHEC DE Survey, Calendar Year 2008

Table 17 presents the percentage of credit hours offered for each DE delivery method for courses at the undergraduate and graduate levels. The most common delivery methods for DE credit hours at Maryland colleges and universities were online and blended hybrid courses. In 2008, 98% of all undergraduate DE credit hours and 99% of all graduate DE hours were produced by online and blended hybrid courses.

	<b>Online &amp; Blended Hybrid</b>	<b>Site-to-Site, 2-Way Audio/Video</b>	<b>All other technology-mediated DE</b>
<b>Undergraduate Courses</b>			
Community Colleges	96%	2%	2%
4-Yr Publics			
UMUC	100%	--	--
Other 4-Yr Publics	96%	2%	2%
Total for 4-Yr Publics	99%	0.3%	0.4%
Independents	97%	3%	--
<b>UG Total - All Segments</b>	<b>98%</b>	<b>1.0%</b>	<b>1.1%</b>
<b>Graduate Courses</b>			
4-Yr Publics			
UMUC	100%	--	--
Other 4-Yr Publics	94%	4%	2%
Total for 4-Yr Publics	99%	1%	0.4%
Independents	99%	--	0.5%
<b>GR Total - All Segments</b>	<b>99%</b>	<b>0.9%</b>	<b>0.4%</b>
Note: Percentages may not add to 100% due to rounding. Source: MHEC DE Survey, 2008			

### **FOR-CREDIT PROGRAMS OFFERED ENTIRELY BY DISTANCE EDUCATION**

Table 18 indicates the number of for-credit degree programs by degree level that were offered via distance education. These programs were only offered via DE delivery methods and not by any traditional classroom-based means. In 2008, 126 for-credit degree programs were offered exclusively via distance education.

	<b>Community Colleges</b>	<b>UMUC</b>	<b>Other 4-Yr Publics</b>	<b>All 4-Yr Publics</b>	<b>Independents</b>	<b>Total Degree Programs</b>
<b>Associate</b>	44	-	-	-	-	44
<b>Bachelor's</b>	-	26	4	30	1	31
<b>Master's</b>	-	14	13	27	22	49
<b>Doctorate</b>	-	1	1	2	-	2
<b>Total</b>	<b>44</b>	<b>41</b>	<b>18</b>	<b>59</b>	<b>23</b>	<b>126</b>

Source: MHEC DE Survey, Calendar Year 2008

## **NON-CREDIT ACTIVITY MEASURES**

In 2008, the community colleges and two independent institutions offered non-credit distance education courses. Many of these non-credit DE courses were self-paced and often students' performance was evaluated by a computer, without the involvement of an instructor.

The community colleges with the largest number of unique, non-credit DE offerings were the Community College of Baltimore County (428), Hagerstown Community College (368) and Howard Community College (313). The colleges that offered the largest number of non-credit DE sections with at least one enrollment were CCBC (583), Hagerstown Community College (494) and Prince George's Community College (447). Baltimore City Community College (1,782), Hagerstown Community College (1,075) and CCBC (1,061) had the largest number of enrollments (individual course registrations) in these courses.

<b>Community Colleges</b>				<b>Independent Colleges</b>			
<b>Institution</b>	<b>Courses</b>	<b>Sections</b>	<b>Enrollments</b>	<b>Institution</b>	<b>Courses</b>	<b>Sections</b>	<b>Enrollments</b>
Allegany	151	208	224	Capitol	4	4	27
Anne Arundel	282	406	992	Columbia Union	2	2	3
Baltimore City	115	312	1782				
Carroll	150	173	231				
Cecil	59	69	73				
Chesapeake	141	202	267				
College of Southern Maryland	237	318	636				
CCBC	428	583	1061				
Frederick	54	75	164				
Garrett	56	59	58				
Hagerstown	368	494	1075				
Harford	240	348	599				
Howard	313	414	581				
Montgomery College-All Campuses	265	370	467				
Prince George's	236	447	773				
Wor-Wic	171	248	317				
<b>All Community Colleges</b>	<b>3,266</b>	<b>4,726</b>	<b>9,300</b>	<b>All Independent Schools</b>	<b>6</b>	<b>6</b>	<b>30</b>

Source: MHEC DE Survey, 2008

## **IMPLICATIONS FOR POLICY AND PRACTICE**

Distance Education (DE) continues to increase in the State of Maryland, and offers students a viable option for pursuing their educational goals. The *2009 Maryland State Plan for Postsecondary Education* identifies DE as an important means of increasing postsecondary access for adult learners, other non-traditional students and those in underserved areas of the State. In addition to promoting DE as a way of facilitating accessibility and affordability, the *State Plan* recommends enhancing DE courses and programs to address capacity issues at Maryland institutions.

It is clear that Maryland colleges and universities are making progress in the area of distance education. While UMUC continues to lead the state in DE offerings, the vast majority of institutions included in this report have also increased their DE offerings since 2006. Efforts by Maryland institutions to enhance their distance learning portfolios should be supported so that students can continue to have a range of options for completing their postsecondary studies. Considering the significant increase in DE course enrollments, additional support may be needed for institutions to develop and provide more online courses and academic programs.

The next distance education report is scheduled to be published in 2011.

**APPENDIX A: MARYLAND HIGHER EDUCATION INSTITUTIONS: FALL 2008****COMMUNITY COLLEGES**

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Allegheny College of Maryland  
Anne Arundel Community College  
Baltimore City Community College  
Carroll Community College  
Cecil Community College  
Chesapeake College  
College of Southern Maryland  
Community Colleges of Baltimore County  
Frederick Community College  
Garrett College  
Hagerstown Community College  
Harford Community College  
Howard Community College  
Montgomery College-All Campuses  
Prince George's Community College  
Wor-Wic Community College

**FOUR-YEAR PUBLIC INSTITUTIONS**

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Bowie State University  
Coppin State College  
Frostburg State University  
Salisbury University  
Towson University  
University of Baltimore  
University of Maryland-Baltimore City  
University of Maryland-Baltimore County  
University of Maryland-College Park  
University of Maryland-Eastern Shore  
University of Maryland-University College  
Morgan State University  
St. Mary's College of Maryland

**STATE-AIDED INDEPENDENT SCHOOLS**

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Baltimore Hebrew University  
Baltimore International College  
Capitol College  
College of Notre Dame of Maryland  
Goucher College  
Hood College  
Johns Hopkins University  
Loyola University Maryland  
Maryland Institute College of Art  
McDaniel College  
Mount St. Mary's College



National Labor College  
Sojourner-Douglass College  
St. John's College  
Stevenson University  
Washington Adventist University  
Washington College

#### NON-STATE AIDED INDEPENDENT SCHOOLS

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Binah Institute of Advanced Judaic Study  
Hagerstown Business College  
Harry Lundeberg School of Seamanship  
ITT Technical Institute  
Ner Israel Rabbinical College  
St. Mary's Seminary and University  
Talmudical Academy of Baltimore  
TESST College of Technology  
Washington Bible College  
Women's Institute of Torah Seminary  
Yeshiva College of the Nations Capital