



**Distance Education at  
Maryland Colleges and Universities  
Calendar Year 2006**

**October 2007**

**MARYLAND HIGHER EDUCATION COMMISSION**

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## *Introduction*

This report discusses distance education (DE) activities of Maryland colleges and universities during calendar year 2006, as reported by the institutions. This data was collected in spring 2007 as a part of the regular postsecondary education data collection of the Maryland Higher Education Commission. Out-of-state institutions operating in the State were not included. "Distance education," as used here, refers to education or training delivered *off-campus* via electronic technologies, including video, audio, and computer-based instruction, where the students and the instructor are separated by physical distance and/or time. At least 50 percent of the instruction/interaction must occur utilizing a distance learning technology in order to be included in this collection. Distance education, by this definition, does not include courses conducted exclusively via traditional print-based correspondence or courses in which the instructor travels to a remote site to deliver instruction in person for all class meetings.

In the fall of 2006, an intersegmental workgroup convened to redesign the Distance Education Survey. The instrument was streamlined, definitions tightened, and the timeframe of the data collected was changed to cover a calendar year as opposed to previous academic year. These changes were adopted in order to bring the Maryland Higher Education Commission's survey into alignment with the data requirements of the Southern Regional Education Board's annual data collection and to reduce the reporting requirements for institutions.

In previous collection years, the Distance Education Survey was based on an academic year timeframe, including the fall of a given year and the spring of the subsequent calendar year. All data was reported as aggregated information of these two terms. Winter and/or summer term activity was not included in these collections. As a result, enrollments in the previous survey reflect fall and spring counts only; those in the current survey represent winter, spring, summer and fall counts. In addition, in past data collections, the course count was not unduplicated. The course count consisted of the sum of two unduplicated terms. An example will illustrate this point. In the prior survey, if English 101 were offered once in the fall and once in the spring, it would have counted as two different courses even though it were the same course offered in two different terms. In the current survey, English 101 would count as a single course regardless of the number of terms it were offered. These changes made in the survey form make comparisons with data collected in prior years inappropriate because the frame of reference was altered markedly. However, the current instrument is now being administered on an annual, rather than biennial basis and, as a result, trend data will be presented again in future reports.

It is important to note that distance education is not for everyone. Certain institutions have made a policy decision that the provision of distance learning is not appropriate to their mission. In other cases, faculty members have decided that their discipline does not lend itself to distance learning.

*-- Principal author: Pat Pscherer*

## I. Credit-Bearing Activity Measures

### Credit Courses Offered by Distance Education Technologies

Courses:

In CY 2006, Maryland colleges and universities offered 3,456 credit-bearing distance education courses. More than two-thirds of these (2,381 or 69 percent) were at the undergraduate level. Seventy percent of the credit-bearing undergraduate courses were at a community college, 28 percent at a public four-year campus, and three percent at a four-year independent institution. Of the 1,075 graduate courses available by distance education, 72 percent were offered at a public institution and 28 percent at an independent college or university.

More than two-thirds (69 percent) of Maryland degree-granting institutions offered at least one course delivered via a distance education technology. As shown in Table 1, each of Maryland's 16 community colleges offered credit-bearing DE courses. Eight of the community colleges offered over 100 different courses via distance education technologies, the largest number provided by Anne Arundel Community College (199 courses), College of Southern Maryland (187 courses), and Community College of Baltimore County (178 courses). Eleven of the 13 public four-year campuses (all of which were campuses of the University System of Maryland) offered credit-bearing DE courses. University of Maryland University College (UMUC), which specializes in online education aimed at adult students, led by far with 660 credit-bearing DE courses, over three times more than any other institution in the State and nearly 20 percent of the State total. Only two of the other public four-year institutions offered more than 100 credit-bearing DE courses: Towson (209) and University of Maryland College Park (UMCP) (135). Fourteen independent colleges and universities offered credit-bearing DE courses. Johns Hopkins University (146 courses) and Capitol College (68 courses) accounted for almost 60 percent of the credit-bearing DE courses offered by independent institutions in CY 2006.

**Table 1.**

Distance Education Credit-bearing Courses: Calendar Year 2006 by Institution, by Course Level							
Community Colleges		4-Year Public Institutions			Independent Institutions		
Institution	UG	Institution	UG	GR	Institution	UG	GR
Allegany	68	Bowie	18	0	Balt. Hebrew	0	1
Anne Arundel	199	Coppin	46	22	Capitol	7	61
Carroll	60	Frostburg	65	22	Columbia Union	3	0
Cecil	49	Salisbury	20	10	Goucher	0	42
Coll. of So. MD	187	Towson	54	155	Hood	2	1
Chesapeake	57	UB	26	45	ITT Tech.	9	0
Balt. Co.	178	UMB	17	58	Johns Hopkins	2	144
Balt. City	125	UMBC	13	47	MD Inst. Coll. of Art	0	4
Frederick	102	UMCP	29	106	Mt. St. Mary's	13	0
Garrett	69	UMES	21	2	Natl. Labor Coll.	*	0
Hagerstown	44	UMUC	351	309	Notre Dame of MD	9	9
Harford	77				SANS Tech.	0	8
Howard	111				Villa Julie	19	7
Montgomery	158				McDaniel	2	22
Prince George's	133						
Wor-Wic	38						
<b>All CC's</b>	<b>1,655</b>	<b>All 4-yr Public</b>	<b>660</b>	<b>776</b>	<b>All Independent</b>	<b>66</b>	<b>299</b>

\*Calendar year unduplicated count of credit-bearing courses was not available.

The largest proportion of Maryland higher education institutions' credit-bearing DE course inventories were offered in the fall and spring terms. At the undergraduate level, 77 percent of the credit-bearing DE courses available statewide during the 2006 calendar year were available in the fall 2006 term and 72 percent were available in the spring 2006 term. Only 42 percent of the calendar year inventory of undergraduate credit-bearing DE courses was available in the summer of 2006, and four percent were available in the winter 2006 term. UMUC outperformed these percentages. UMUC offered 93 percent of its undergraduate credit-bearing course inventory in fall 2006 and almost 90 percent in the spring of 2006. In addition, during the summer 2006 term, UMUC operated over three quarters of its CY 2006 undergraduate credit-bearing DE courses. Table 2 shows the percentage of the overall CY06 credit-bearing distance education course inventory offered by each segment for each term of the calendar year.

**Table 2.**

<b>Per Term Percentage of Calendar Year 2006 Unduplicated Credit-bearing Distance Education Courses Offered by Course Level, by Segment, by Term</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year Unduplicated</b>
<b>Undergraduate Courses</b>					
<b>Community Colleges</b>	<b>3.0%</b>	<b>75.3%</b>	<b>36.5%</b>	<b>78.9%</b>	<b>100%</b>
<b>4-year Public Institutions</b>					
UMUC	0.0%	89.7%	76.4%	92.9%	100%
Other 4-yr Publics	13.6%	38.2%	31.4%	53.4%	100%
<b>All 4-yr Publics</b>	<b>6.4%</b>	<b>65.6%</b>	<b>55.3%</b>	<b>74.4%</b>	<b>100%</b>
<b>Independents</b>	<b>6.1%</b>	<b>40.9%</b>	<b>34.8%</b>	<b>62.1%</b>	<b>100%</b>
<b>UG Total - All Segments</b>	<b>4.0%</b>	<b>71.7%</b>	<b>41.7%</b>	<b>77.2%</b>	<b>100%</b>
<b>Graduate Courses</b>					
<b>4-year Public Institutions</b>					
UMUC	0.0%	77.0%	55.0%	82.5%	100%
Other 4-yr Publics	4.3%	48.2%	25.5%	52.9%	100%
<b>All 4-yr Publics</b>	<b>2.6%</b>	<b>59.7%</b>	<b>37.2%</b>	<b>64.7%</b>	<b>100%</b>
<b>Independents</b>	<b>2.6%</b>	<b>53.5%</b>	<b>33.5%</b>	<b>62.6%</b>	<b>100%</b>
<b>Total GR - All Segments</b>	<b>2.6%</b>	<b>58.6%</b>	<b>36.6%</b>	<b>64.3%</b>	<b>100%</b>

Sections:

A look at the number of sections of the credit-bearing DE courses offered in CY 2006 provides a measure of the number of actual classes that students "attended" via distance technologies. This constitutes a count of the potential "classroom" opportunities for which a student could have enrolled, not just the number of course titles publicized.

The 3,456 credit-bearing distance education course titles offered by Maryland institutions in 2006 produced 12,409 sections statewide. Of these, more than three fourths (9,449 or 76 percent) were at the undergraduate level. The community colleges produced 51 percent of these

sections, and the public four-year institutions represented nearly all of the rest. UMUC's offerings accounted for 87 percent of the undergraduate sections provided by the four-year public segment and 41 percent of all of the undergraduate sections available statewide. Maryland institutions offered 2,960 sections of graduate level credit-bearing courses by distance education, 83 percent of which were at a public four-year college or university. A large majority (79 percent) of the sections at the public four-year institutions were at two institutions: UMUC and Towson. Of the 640 distance education sections at the independent campuses, 79 percent were available at the graduate level. The vast majority of these were at Capitol College, Johns Hopkins University, and Goucher College. Table 3 provides the section count of credit-bearing DE courses available in CY06 by segment and institution.

**Table 3.**

<b>Credit-bearing Distance Education Course Sections: Calendar Year 2006 by Institution, by Course Level</b>							
<b>Community Colleges</b>		<b>4-Year Public Institutions</b>			<b>Independent Institutions</b>		
<b>Institution</b>	<b>UG</b>	<b>Institution</b>	<b>UG</b>	<b>GR</b>	<b>Institution</b>	<b>UG</b>	<b>GR</b>
Allegany	347	Bowie	23	0	Balt. Hebrew	0	1
Anne Arundel	915	Coppin	58	22	Capitol	11	154
Carroll	114	Frostburg	120	37	Columbia Union	5	0
Cecil	88	Salisbury	55	13	Goucher	0	126
Coll. of So. MD	575	Towson	96	419	Hood	2	1
Chesapeake	96	UB	77	84	ITT Tech.	32	0
Balt. Co.	615	UMB	56	90	Johns Hopkins	2	144
Balt. City	248	UMBC	23	85	MD Inst. Coll. of Art	0	4
Frederick	205	UMCP	35	187	Mt. St. Mary's	17	0
Garrett	115	UMES	55	2	Notre Dame of MD	15	12
Hagerstown	112	UMUC	3,857	1,518	SANS Tech.	0	1
Harford	165				Villa Julie	51	8
Howard	239				McDaniel	2	52
Montgomery	482						
Prince George's	472						
Wor-Wic	69						
<b>All CC's</b>	<b>4,857</b>	<b>All 4-yr Public</b>	<b>4,455</b>	<b>2,457</b>	<b>All Independents</b>	<b>137</b>	<b>503</b>

On average, most institutions offer one to two sections of their credit-bearing DE courses per term and two to three sections on average over the course of the calendar year. This is true both at the undergraduate and graduate course level. A notable exception is UMUC. UMUC's large credit-bearing course inventory and section counts produce, at the undergraduate level, an average of five sections per course in the fall and spring and three sections in the summer. Over the calendar year, UMUC's average number of undergraduate sections is 11.

**Table 4.**

Average Number of Sections Per Credit-bearing Distance Education Course by Course Level, by Segment, by Term					
	Winter	Spring	Summer	Fall	Calendar Year
<b>Undergraduate Sections</b>					
<b>Community Colleges</b>	1	2	2	2	3
<b>4-year Public Institutions</b>					
UMUC	--	5	3	5	11
Other 4-yr Publics	1	2	1	2	2
<b>All 4-yr Publics</b>	1	4	2	4	7
<b>Independents</b>	2	2	1	1	2
<b>UG Total - All Segments</b>	1	2	2	2	4
<b>Graduate Sections</b>					
<b>4-year Public Institutions</b>					
UMUC	--	2	2	2	5
Other 4-yr Publics	1	2	2	1	2
<b>All 4-yr Publics</b>	1	2	2	2	3
<b>Independents</b>	1	2	1	2	2
<b>Total GR - All Segments</b>	1	2	2	2	3

### Credit Enrollment in Distance Learning Courses

The Commission's survey collects both duplicated enrollments (hereafter referred to as "enrollments") and unduplicated enrollments (described as "headcount"). Enrollments represent the number of student course registrations. For example, if a student registers for two courses in the spring of a given calendar year and three courses in the subsequent fall term, it is tallied as five enrollments in that calendar year. Headcount in distance education courses provides a student profile. Headcount represents the number of *students* taking DE courses; enrollment reflects their *registrations* in DE courses.

#### Enrollments:

In calendar year 2006, students amassed almost 233,000 enrollments in credit-bearing distance education courses from Maryland institutions. More than three-quarters of these enrollments, accounting for just over 180,000 registrations, were at the undergraduate level, while graduate-level credit-bearing DE enrollments approached 53,000. Thirty-nine percent of the undergraduate credit-bearing distance education enrollments were registrations at Maryland's community colleges. The community colleges with the largest credit-bearing DE enrollments were Anne Arundel Community College, Community College of Baltimore County, Montgomery College, Prince George's Community College, and the College of Southern Maryland (8,074). The four-year public institutions generated 60 percent of the undergraduate enrollments and 66 percent of the total enrollments in credit-bearing DE courses. These figures

are due chiefly to distance education enrollments at UMUC. UMUC accounted for 54 percent of the undergraduate statewide DE enrollments and almost 57 percent of ALL credit-bearing DE enrollments at Maryland institutions in CY 2006. The independent institutions contributed less than one percent of the undergraduate enrollments and 4 percent of total enrollments in calendar year 2006, with nearly three-fourth (73 percent) of these registrations originating at Johns Hopkins University and Capitol College. Table 5 presents the enrollment counts in credit-bearing distance education courses in CY06 by segment and institution.

**Table 5.**

<b>Enrollments in Credit-bearing Distance Education Courses: Calendar Year 2006 by Institution, by Course Level</b>							
<b>Community Colleges</b>		<b>4-Year Public Institutions</b>			<b>Independent Institutions</b>		
<b>Institution</b>	<b>UG</b>	<b>Institution</b>	<b>UG</b>	<b>GR</b>	<b>Institution</b>	<b>UG</b>	<b>GR</b>
Allegany	2,006	Bowie	640	0	Balt. Hebrew	0	5
Anne Arundel	10,661	Coppin	1,506	141	Capitol	142	2,294
Carroll	1,553	Frostburg	1,805	446	Columbia Union	36	0
Cecil	752	Salisbury	1,034	172	Goucher	0	478
Coll. of So. MD	8,074	Towson	1,341	4,213	Hood	15	38
Chesapeake	1,733	UB	1,991	2,082	ITT Tech.	411	0
Balt. Co.	9,797	UMB	1,151	1,197	Johns Hopkins	7	4,188
Balt. City	4,937	UMBC	312	1,105	MD Inst. Coll. of Art	0	36
Frederick	3,359	UMCP	358	1,007	Mt. St. Mary's	118	0
Garrett	651	UMES	851	22	Notre Dame of MD	238	75
Hagerstown	1,550	UMUC	97,469	34,489	SANS Tech.	0	1
Harford	3,497				Villa Julie	244	77
Howard	3,140				McDaniel	24	624
Montgomery	9,226						
Prince George's	8,312						
Wor-Wic	1,182						
<b>All CC's</b>	<b>70,430</b>	<b>All 4-yr Public</b>	<b>108,458</b>	<b>44,874</b>	<b>All Independents</b>	<b>1,235</b>	<b>7,816</b>

Average Class Size:

By dividing the number of enrollments by the number of credit-bearing DE sections, an average class size can be generated. The average undergraduate class size for all higher education segments for the calendar year was 19. Smaller classes were found at community colleges and independent institutions and larger ones at public four-year campuses. At both the undergraduate and graduate course level, UMUC had more students per class. Table 6 presents the average class size for credit bearing DE courses by the courses' level, by segment and by term.



Table 6.

Average Class Size in Credit-bearing Distance Education Courses by Course Level, by Segment, by Term					
	Winter	Spring	Summer	Fall	Calendar Year
<b>Undergraduate Sections</b>					
<b>Community Colleges</b>	15	15	14	15	15
<b>4-year Public Institutions</b>					
UMUC	--	24	25	26	25
Other 4-yr Publics	15	18	14	22	18
<b>All 4-yr Publics</b>	<b>15</b>	<b>24</b>	<b>23</b>	<b>26</b>	<b>24</b>
<b>Independents</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>9</b>
<b>UG Total - All Segments</b>	<b>15</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>19</b>
<b>Graduate Sections</b>					
<b>4-year Public Institutions</b>					
UMUC	--	23	22	23	23
Other 4-yr Publics	12	11	12	11	11
<b>All 4-yr Publics</b>	<b>12</b>	<b>18</b>	<b>18</b>	<b>19</b>	<b>18</b>
<b>Independents</b>	<b>2</b>	<b>10</b>	<b>14</b>	<b>9</b>	<b>10</b>
<b>GR Total - All Segments</b>	<b>11</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>17</b>

Headcount:

Statewide, a quarter of the undergraduates at a Maryland institution took at least one course via a distance education technology in calendar year 2006. There were sharp differences among the various higher education sectors. More than one-fifth of community college students (21 percent) and 16 percent of undergraduates at the public four year campuses outside of UMUC took at least one DE course. At UMUC, 92 percent of the undergraduates took at least one DE course during calendar year, and 73 percent of their undergraduates took *only* distance courses. Four percent of the undergraduates at the independent colleges and universities had at least one DE course. Statewide, at the graduate level, nearly one-third (31 percent) of students enrolled in at least one distance education course. This included 20 percent of the students at the public four-year campuses excluding UMUC and 11 percent of those at the independent institutions. In contrast, 95 percent of UMUC's graduate students took at least one DE course, and more than 8 in 10 took only distance courses. Table 7 provides a headcount profile detailing the course enrollment pattern of students in CY 2006 by student level, segment and enrollment pattern.

**Table 7.**

<b>Unduplicated Calendar Year 2006 Student Headcount Profile by Student Level, by Segment, by Enrollment Pattern</b>			
	<b>Traditional (Only)</b>	<b>Distance Only</b>	<b>Traditional &amp; Distance Mixed</b>
<b>Undergraduate Students</b>			
<b>Community Colleges</b>	<b>78.9%</b>	<b>6.3%</b>	<b>14.9%</b>
<b>4-year Public Institutions</b>			
UMUC	7.9%	72.9%	19.2%
Other 4-yr Publics	83.6%	0.2%	16.2%
<b>All 4-yr Publics</b>	<b>62.4%</b>	<b>20.6%</b>	<b>17.0%</b>
<b>Independents</b>	<b>96.4%</b>	<b>0.4%</b>	<b>3.2%</b>
<b>UG Total - All Segments</b>	<b>75.3%</b>	<b>10.4%</b>	<b>14.4%</b>
<b>Graduate Students</b>			
<b>4-year Public Institutions</b>			
UMUC	4.8%	81.2%	14.0%
Other 4-yr Publics	79.7%	3.7%	16.6%
<b>All 4-yr Publics</b>	<b>48.9%</b>	<b>35.6%</b>	<b>15.5%</b>
<b>Independents</b>	<b>88.9%</b>	<b>8.6%</b>	<b>2.5%</b>
<b>GR Total - All Segments</b>	<b>68.7%</b>	<b>22.2%</b>	<b>9.0%</b>

For both undergraduate and graduate students, summer was the most popular time to take at least one course via distance learning for the largest percentage of students. During the summer, many students are not physically on campus and find it more flexible and convenient to take a class by distance learning. Table 8 provides the percent of calendar year 2006 students enrolled in at least one DE course during a specific term.

**Table 8.**

<b>Percent of Unduplicated Student Headcount Enrolled in At Least One Distance Education Course, CY 2006 By Student Level, by Segment, by Term</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year Unduplicated</b>
<b>Undergraduate Courses</b>					
<b>Community Colleges</b>	<b>18.3%</b>	<b>17.6%</b>	<b>21.2%</b>	<b>17.2%</b>	<b>21.2%</b>
<b>4-year Public Institutions</b>					
UMUC	--	87.5%	86.9%	89.7%	92.1%
Other 4-yr Publics	6.6%	8.3%	8.2%	9.3%	16.4%
<b>All 4-yr Publics</b>	<b>6.6%</b>	<b>23.7%</b>	<b>33.7%</b>	<b>26.1%</b>	<b>29.4%</b>
<b>Independents</b>	<b>9.2%</b>	<b>2.1%</b>	<b>5.0%</b>	<b>2.5%</b>	<b>3.6%</b>
<b>UG Total - All Segments</b>	<b>10.0%</b>	<b>18.8%</b>	<b>25.0%</b>	<b>19.7%</b>	<b>24.8%</b>

**Table 8. (cont'd)**

<b>Percent of Unduplicated Student Headcount Enrolled in At Least One Distance Education Course, CY 2006 By Student Level, by Segment, by Term</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year Unduplicated</b>
<b>Graduate Courses</b>					
<b>4-year Public Institutions</b>					
UMUC	--	90.4%	92.1%	92.3%	95.2%
Other 4-yr Publics	6.2%	12.6%	21.9%	12.1%	20.3%
<b>All 4-yr Publics</b>	<b>6.2%</b>	<b>33.0%</b>	<b>49.5%</b>	<b>35.1%</b>	<b>37.3%</b>
<b>Independents</b>	<b>0.3%</b>	<b>9.2%</b>	<b>12.4%</b>	<b>10.1%</b>	<b>11.1%</b>
<b>GR Total - All Segments</b>	<b>4.3%</b>	<b>27.7%</b>	<b>38.6%</b>	<b>29.5%</b>	<b>31.2%</b>

*Student Credit Hours (Credit Courses only):*

Credit-bearing distance education courses accounted for 673,291 credit hours of enrollment, approximately 8 percent of the total credit hours generated at Maryland post-secondary institutions in CY06. Almost 10 percent of Maryland's community colleges' total calendar year credit hours originated from DE courses. While undergraduate distance education at UMUC accounted for almost 80 percent of their total credit hours, that percentage was less than 2 percent at the remainder of the State's public four-year institutions and less than one percent at the independent campuses.

About 78 percent of the total distance education credit hours were generated by courses at the undergraduate level. An overwhelming majority of the State's total undergraduate DE credit hours was generated at UMUC (52 percent) or the community colleges (40 percent). At the graduate course level, UMUC was responsible for 63 percent of the total credit hours enrolled in distance education courses, compared to 20 percent for all of the other public four-year institutions combined and 17 percent for the independent campuses. Table 9 provides the total number of credit hours in distance education courses by segment and by course level.

**Table 9.**

<b>CY 2006 Total Credit Hours of Enrollment All Distance Education Delivery Methods By Segment, by Course Level</b>		
	<b>Undergraduate</b>	<b>Graduate</b>
<b>Community Colleges</b>	<b>211,721</b>	<b>---</b>
<b>4-Year Publics</b>		
UMUC	271,320	93,358
Other 4-yr publics	37,437	29,801
<b>All 4-year publics</b>	<b>308,757</b>	<b>123,159</b>
<b>Independents</b>	<b>4,229</b>	<b>25,425</b>
<b>Total</b>	<b>524,707</b>	<b>148,584</b>

**Table 10.**

<b>Percent Distance Education Credit Hours of Total Credit Hours of Enrollment by Course Level, by Segment, by Term</b>					
	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Calendar Year Unduplicated</b>
<b>Undergraduate Courses</b>					
<b>Community Colleges</b>	<b>15.9%</b>	<b>9.0%</b>	<b>18.6%</b>	<b>8.5%</b>	<b>9.7%</b>
<b>4-year Public Institutions</b>					
UMUC	--	78.6%	81.3%	80.4%	79.8%
Other 4-yr Publics	7.4%	1.2%	5.3%	1.5%	1.6%
<b>All 4-yr Publics</b>	<b>7.4%</b>	<b>9.8%</b>	<b>33.0%</b>	<b>10.9%</b>	<b>11.7%</b>
<b>Independents</b>	<b>2.1%</b>	<b>0.4%</b>	<b>2.3%</b>	<b>0.3%</b>	<b>0.5%</b>
<b>UG Total - All Segments</b>	<b>7.4%</b>	<b>8.1%</b>	<b>22.3%</b>	<b>8.4%</b>	<b>9.2%</b>
<b>Graduate Courses</b>					
<b>4-year Public Institutions</b>					
UMUC	--	83.0%	87.8%	85.6%	85.2%
Other 4-yr Publics	21.6%	8.4%	10.4%	7.4%	8.4%
<b>All 4-yr Publics</b>	<b>21.6%</b>	<b>23.9%</b>	<b>41.1%</b>	<b>24.2%</b>	<b>26.4%</b>
<b>Independents</b>	<b>0.2%</b>	<b>4.9%</b>	<b>7.4%</b>	<b>5.2%</b>	<b>5.3%</b>
<b>GR Total - All Segments</b>	<b>14.1%</b>	<b>13.9%</b>	<b>26.7%</b>	<b>14.4%</b>	<b>15.7%</b>

Overwhelmingly, the most popular mode of distance education delivery of credit courses in Maryland is online instruction, either entirely computer-based or in the form of blended hybrid courses where more than 50 percent of the course interaction is via the Internet. In Calendar Year 2006, 96 percent of all undergraduate DE credit hours and 83 percent of all graduate DE credit hours were generated by online and blended hybrid online courses. As can be seen in Table 11, UMUC uses only online technologies for its distance course delivery.

Table 11.

Percent of Distance Education Credit Hours of All Distance Education Credit Hours by Course Level, by Segment, by Delivery Method			
	Online and Blended Hybrid	Site-to-Site, 2-way Audio/Video	All other technology- mediated DE
<b>Undergraduate Students</b>			
<b>Community Colleges</b>	<b>90.4%</b>	<b>3.9%</b>	<b>5.7%</b>
<b>4-year Public Institutions</b>			
UMUC	100%	0%	0%
Other 4-yr Publics	94.2%	0.7%	5.1%
<b>All 4-yr Publics</b>	<b>99.3%</b>	<b>0.1%</b>	<b>0.6%</b>
<b>Independents</b>	<b>90.1%</b>	<b>9.4%</b>	<b>0.5%</b>
<b>UG Total – All Segments</b>	<b>95.6%</b>	<b>1.7%</b>	<b>2.7%</b>
<b>Graduate Students</b>			
<b>4-year Public Institutions</b>			
UMUC	100%	0%	0%
Other 4-yr Publics	57.4%	6.2%	36.4%
<b>All 4-yr Publics</b>	<b>89.7%</b>	<b>1.5%</b>	<b>8.8%</b>
<b>Independents</b>	<b>50.5%</b>	<b>0%</b>	<b>49.5%</b>
<b>GR Total - All Segments</b>	<b>83.0%</b>	<b>1.2%</b>	<b>15.8%</b>

### Credit Degree Programs

Seventeen Maryland colleges and universities offered a total of 108 degree programs entirely via distance education, 36 of which were available exclusively via DE. Eight of Maryland's 16 community colleges offered degree programs entirely in the DE format while five public four-year institutions and four independent institutions offered degree programs entirely via distance education.

Of the DE degree programs offered by Maryland campuses in CY06, 42 percent were at the associate's level, 22 percent at the bachelor's level, 34 percent at the master's level, and 2 percent at the doctoral level. Almost two-thirds of all bachelor's or graduate level degree programs in Maryland available entirely by distance education were offered by UMUC. Table 12 displays the number of degree programs available entirely via distance education from Maryland post-secondary institutions.

**Table 12.**

<b>Degree Programs Offered Entirely via Distance Education Calendar Year 2006 by Degree Level, by Segment</b>					
	<b>Community Colleges</b>	<b>UMUC</b>	<b>Other Public 4-years</b>	<b>Independents</b>	<b>Total Degree Programs</b>
<b>Associate</b>	45				45
<b>Bachelor's</b>		21	2	1	24
<b>Master's</b>		19	8	10	37
<b>Doctorate</b>		1	1		2
<b>Total</b>	45	41	11	11	108

## *II. Non-Credit Activity Measures*

In the calendar year 2006, the only institutions in Maryland that offered non-credit courses via distance education technologies were the community colleges. All but Anne Arundel Community College offered non-credit distance education courses. Combined, the community colleges offered over 4,000 sections of almost 1,500 course titles and recorded almost 6,500 registrations in non-credit DE courses. The average class size was between one and 2 students per section. Many of these courses are self-paced; the performance of students in many of them is evaluated by computer and without the involvement of an instructor.

<b>Courses, Sections, Enrollments and Average Class Size of Non-Credit Distance Education Courses Offered by Maryland Community Colleges, CY 2006</b>				
<b>Institution</b>	<b>Courses</b>	<b>Sections</b>	<b>Enrollments</b>	<b>Average Class Size</b>
Allegany	99	171	186	1
Anne Arundel	0	0	0	--
Carroll	145	265	316	1
Cecil	87	179	205	1
Coll. of So. MD	137	328	587	2
Chesapeake	118	248	338	1
Balt. Co.	65	429	790	2
Balt. City	28	265	539	2
Frederick	31	120	191	2
Garrett	29	34	61	2
Hagerstown	151	422	745	2
Harford	171	340	625	2
Howard	112	299	431	1
Montgomery	87	227	319	1
Prince George's	96	562	854	2
Wor-Wic	105	219	265	1
<b>All CC's</b>	<b>1,461</b>	<b>4,108</b>	<b>6,452</b>	<b>2</b>