

**Report on 2012 Distance Education
Offerings and Enrollments at
Maryland Colleges and Universities**

2014

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INTRODUCTION

Maryland's postsecondary colleges and universities serve more than 350,000 students and enrollments are expected to increase in the coming years. Along with growth in enrollment, the state expects to see an increasingly diverse student body. The 2013-2017 Maryland State Plan for Higher Education, *Maryland Ready*, highlights the development of alternative educational delivery methods such as distance education as critical to serving their needs.

The Maryland Higher Education Commission has been examining trends in distance learning since 1997. This report analyzes data from Calendar Year 2012 and highlights changes in distance education activities since 2010.

SURVEY AND METHODS

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. In fall 2006, the DE Survey was redesigned to align with the data requirements of the annual survey of the Southern Regional Education Board (SREB) and to reduce duplicative reporting requirements for institutions. The current survey includes five mandatory questions and two follow-up questions.

This Distance Education Survey was distributed in Spring 2013 and included questions regarding duplicated and unduplicated DE courses, sections, credit hours, and enrollment. These questions were disaggregated by student level, term, and type of delivery. Additionally, each institution was asked to list any programs offered entirely online. Each table in the survey roughly corresponds to a section in the Detailed Survey Findings chapter of this report. Sixty-one institutions, including community colleges, public four-year institutions, state-aided independent institutions, and other private colleges and universities in the State of Maryland responded to the 2013 survey. A listing of institutions participating in the DE Survey appears in Appendix A.

BACKGROUND AND DEFINITIONS

MHEC defines distance education courses using the IPEDS definition: classes in which at least 50% of the course instruction/interaction was conducted via distance learning technologies, where technology is the primary mode of instruction/interaction between teachers and students, and students are not physically present in the same location as the instructor. DE courses exclude web-enhanced courses, which are those that have standard meeting places/times but include an electronic component, such as electronic delivery of homework assignments. Web-enhanced courses may also allow email exchanges between instructors and students using learning management system (LMS) solutions such as WebCT or Blackboard. Traditional courses have more than 50% of their instruction/interaction in a traditional classroom or face-to-face setting, with specified meeting times and standard locations; these may be offered on the main campus or at other, off-campus instruction sites. The definition of DE also does not include traditional correspondence courses.

There are three types of DE delivery methods defined in the 2013 DE Survey: Online & Blended Hybrid; Site-to-Site, 2-Way Audio/Video; and Other Technology-Mediated Distance Education. Online courses are delivered entirely via the internet, while Blended Hybrid courses include scheduled face-to-face sessions, though less than 50% of the scheduled interactions occur face-to-face. Site-to-Site, 2-way Audio/Video courses are delivered at special facilities that allow students to connect to remote classrooms via transmission equipment. Finally, Other Technology-Mediated Distance Education courses are delivered using any types of distance learning technology apart from the internet or audio/video. This includes, for example, courses taught by closed-circuit, broadcast radio, and telecourses (both live and pre-recorded). No institutions reported offering any courses in this category in the 2013 survey.

The DE Survey covers courses, sections, credit hours, and enrollment as defined below:

- (1) Unduplicated course counts – These counts tabulate each unique course title only once for 2012, even if the same title was offered in multiple semesters during the reporting period or via multiple distance delivery methods. For instance, if an institution offered Calculus I each semester, this course would only be counted once in the unduplicated count;
- (2) Duplicated distance courses, sections, and enrollments – Duplicated counts include all such instances, even if the same course or student is counted multiple times during the same term or year. Duplicated headcount enrollment represents the number of students who register for course sections, meaning that students who register for multiple courses during the same semester or during the same calendar year will be counted more than once. For example, a student who enrolls in five DE courses will count as five DE enrollments;
- (3) Calendar year student credit hours – Calendar year credit hours count the number of credit hours earned from January through December of 2012; and
- (4) Unduplicated student headcount enrollments – Unduplicated enrollments count each student only once during the specified time period, regardless of how many distance education courses he or she took.

Enrollment is reported by student level, and not the level of the course for which the student was enrolled. For example, an undergraduate student enrolled in a graduate course is reported as an undergraduate student, even if the student only enrolled in graduate courses during 2012. Only courses that were offered *and* taught (i.e. not canceled before they begin) are included in this report. If a course had multiple sections, some of which were offered via DE and some of which were the traditional face-to-face format, only the DE sections are included in the analysis of DE sections.

Statistics for the University of Maryland, University College (UMUC) are often listed separately from other institutions in this report. Nearly all of UMUC's course offerings are online; consequently, nearly all of their students enroll exclusively in DE courses. This report additionally separates most data by segment, including community colleges, four-year publics, state-aided independent institutions, and other private colleges and universities, to indicate the growth of distance education offerings and enrollment within each segment.

SUMMARY OF KEY FINDINGS

Access and Enrollment

DE course offerings and DE enrollment grew rapidly between 2010 and 2012. Of the 56 institutions that completed the 2013 survey, 51 (91.8%) offered undergraduate DE courses, up from 75.4% of respondents in 2011. Among public institutions, St. Mary's College of Maryland is the only institution that did not offer any DE courses. An examination of the number of DE courses offered during calendar years 2010 and 2012 shows steady growth in DE access and enrollment. Total enrollments in DE courses grew from 442,105 in 2010 to 497,372 in 2012, an 11.1% increase. Although this is a notable rise, this is smaller than the growth between the years of 2008-2010 when enrollments in DE grew by 55.7%.

UMUC is an Outlier

UMUC is an outlier in distance education. Of all credits earned at UMUC in 2012, 99% of undergraduate credits and 98% of graduate credits were DE. Nearly all of both undergraduate (99.9%) and graduate students (97.3%) are enrolled in at least one DE course at UMUC. Comparatively, at other public four-year institutions, 30.4% of undergraduates and 41.3% of graduate students enrolled in at least one DE course.

Variation Across Segments and Student Level

Distance education offerings and enrollments vary across segments. Differences also exist for delivery method and percentage of students who enroll in distance education courses across segments. The percentage of undergraduate students enrolled in at least one DE course is highest at public four-year (non-UMUC) colleges and universities at 30.4%, compared to less than ten percent of students course at community colleges (9.0%), state-aided independent (4.2%), and private institutions (0.1%). At community colleges, 16.6% of earned credit hours at community colleges were DE in 2012. Among public four-year institutions (excluding UMUC), 6.4% of undergraduate earned credit hours were DE. For state-aided independents and other private institutions, those figures were much smaller (3.8% and 1.3%, respectively). These figures remained fairly stable over the last two years, only increasing by approximately two percentage points since the 2011 survey. Nearly all DE courses at both the undergraduate (98.5%) and graduate (99.3%) levels were Online and Blended Hybrid. However, a small amount of courses were offered via site-to-site methods.

There was also substantial variation between undergraduate and graduate DE students. Graduate students enrolled in DE-only courses nearly twice as often as undergraduate students, with 32.0% of graduate students and 16.2% of undergraduates enrolling exclusively in DE-only courses. However, the greater percentage of undergraduates (22.9% compared to 12.1% of graduate students) enrolled in traditional & mixed courses meant that total DE enrollment patterns did not differ substantially. However, the percentage of student credit hours (SCH) earned via any DE methods did vary substantially, with 18.0% of all undergraduate credit hours being earned via DE versus 30.9% of all graduate credit hours.

DETAILED SURVEY FINDINGS

Statewide findings from MHEC’s Distance Education (DE) Survey are presented in the following four sections: (1) unduplicated course counts; (2) distance courses, sections, and enrollments; (3) calendar year student credit hours; and (4) unduplicated student headcount enrollments. Analysis by segment is presented following the statewide summary.

STATEWIDE ANALYSIS

Courses (Unduplicated counts)

As Figure 1 illustrates, in 2012, Maryland colleges and universities offered 7,363 unduplicated DE credit-bearing courses, an increase of 16.7% over 2010. There was a 20.2% increase in the number of graduate course; the number of undergraduate courses increased slightly less, by 15.3%. Of the 7,363 distance education courses offered at Maryland colleges and universities in 2012, 70.2% were at the undergraduate level.

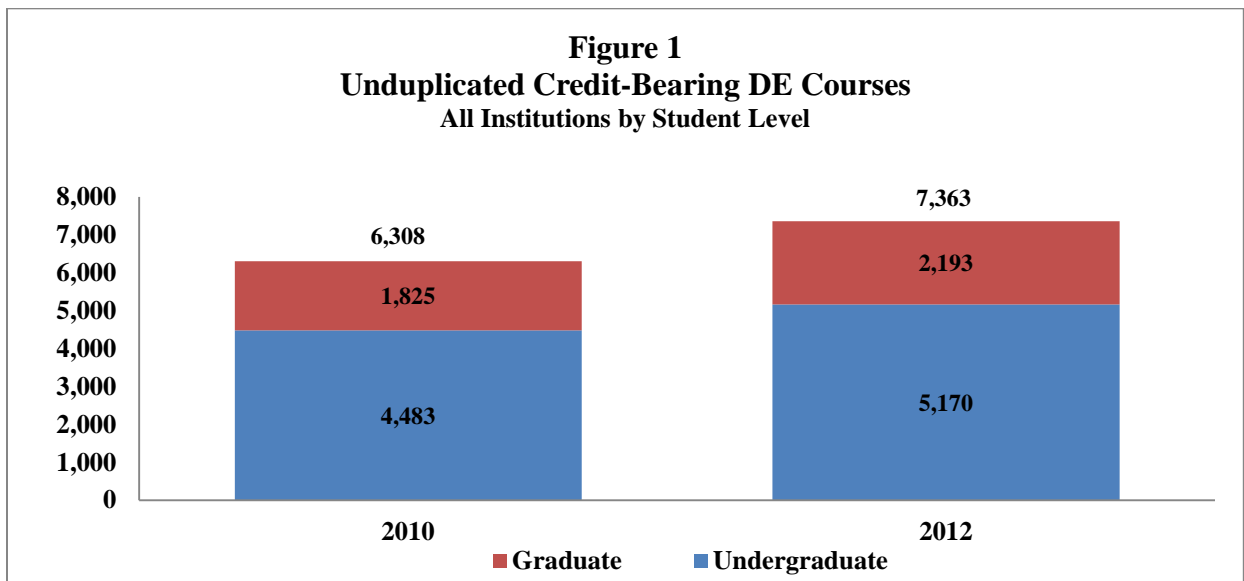


Figure 2 indicates that DE course offerings in both the graduate and undergraduate levels and in every segment increased from 2010 to 2012. However, these increases varied greatly by segment and level. For example, while DE graduate courses offered by state-aided independent institutions increased by 50.0%, the number of community college courses increased by only 5.7%. Public institutions continue to offer the vast majority of DE courses (84.0% in 2010 compared to 80.0% in 2012). However, the small decline in their share of offerings is also indicative of the fact that private institutions have grown slightly faster than their public counterparts. Part of this effect may be attributed to the substantially smaller baseline for the state-aided independent and other private segments when compared to that of the public institutions.

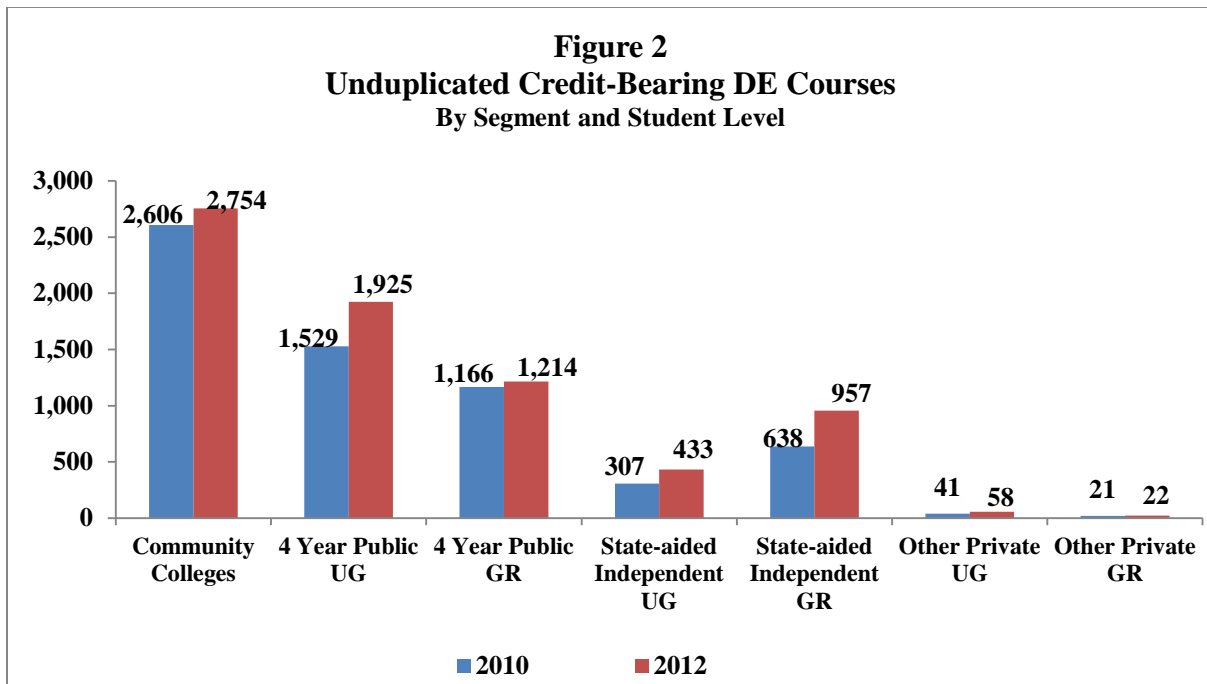
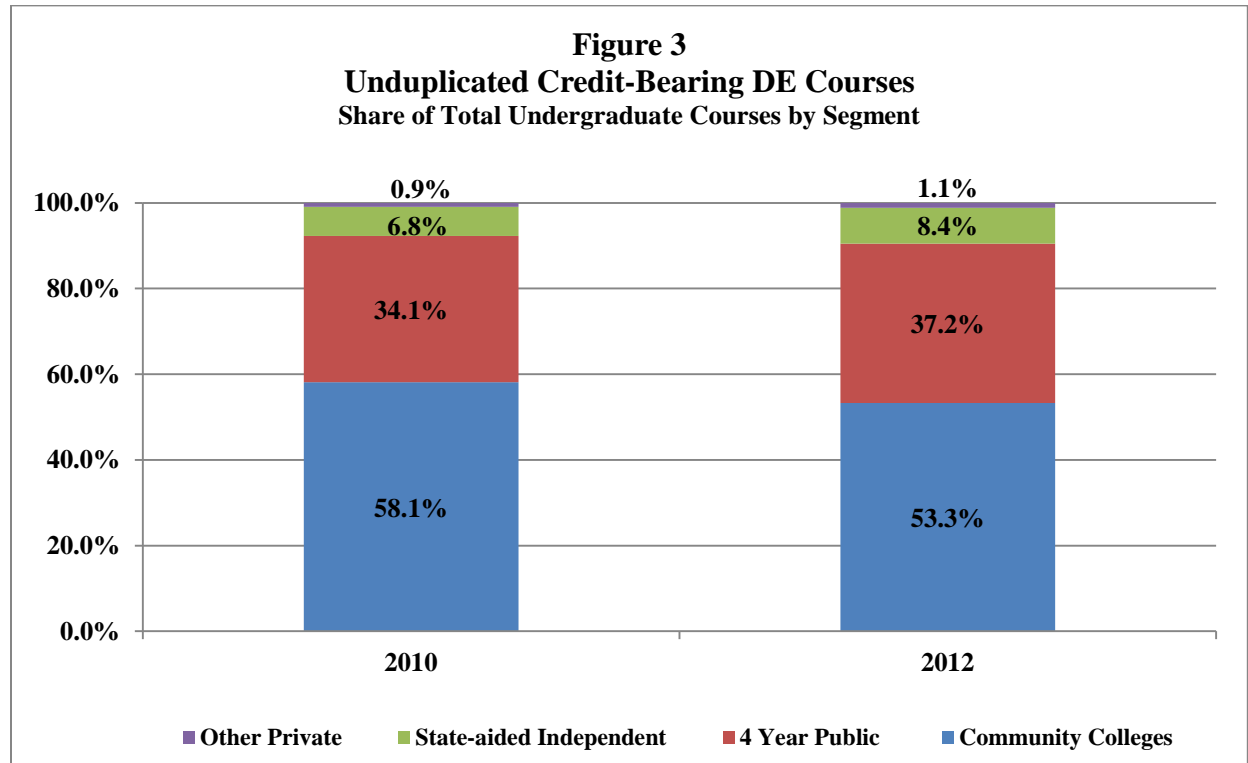


Figure 3 shows that the share of total credit-bearing undergraduate DE courses offered by each segment remained fairly consistent between 2010 and 2012. The largest change is seen among the community colleges, which saw their share decline from 58.1% to 53.3%. This continues a decline seen between 2008 and 2010; in 2008, 62.0% of undergraduate DE courses were taught in community colleges. As this change indicates, community colleges are not increasing their DE offerings at the same rate as the other segments. Public four-year colleges and universities, state-aided independent institutions, and other private colleges and universities each saw slight increases in their share of undergraduate course offerings.



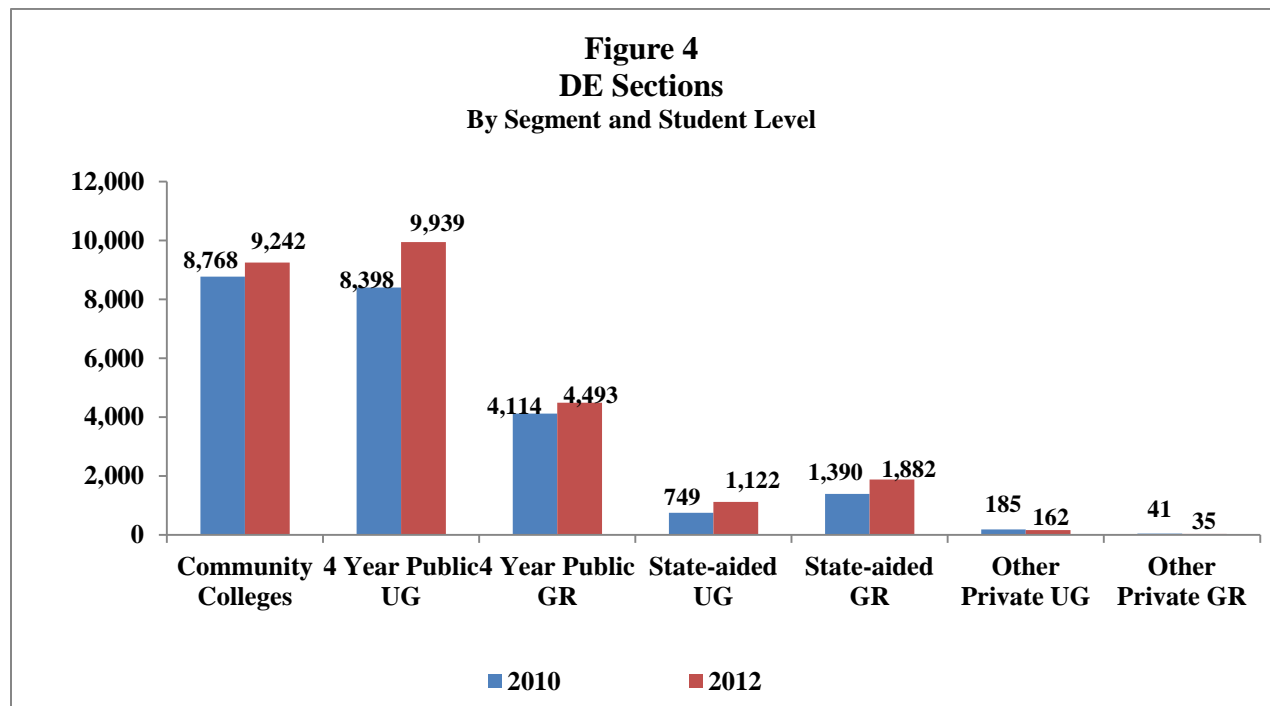
Sections

The growth in DE sections by segment and level is shown in Figure 4. There were 26,785 DE sections offered by Maryland colleges and universities in 2013, an increase of 3,230 sections, or 13.7%, since 2011. The largest increase took place at the 4-year public institutions, which offered 1,920 additional sections in 2012. All segments and levels increased the number of sections with the exception of the private colleges and universities, which slightly declined at both the undergraduate and graduate level. While unduplicated course offerings increased during this time period as shown in the previous section, the smaller number of section offerings at the private institutions indicates that the number of sections offered per course actually decreased.

Of all DE credit course sections, 76.1% (20,465) were offered at the undergraduate level.

Since 2010, the number of undergraduate sections offered has increased by 2,365 sections (11.6%). However, growth in graduate DE sections has occurred slightly more rapidly, increasing by 15.6% to 6,410 sections in 2012.

In 2012, community colleges offered 9,242 DE sections, or 34.4% of all DE sections offered at Maryland universities and colleges. This is a substantial decline from the 48.3% share community colleges maintained in 2008. Again, this shows that while community colleges have continued to expand their DE course offerings, they have not been increasing at the same rate as other segments. Public four-year institutions were responsible for 53.7% of all DE sections offered statewide. State-aided independent institutions accounted for 11.2% of all sections offered. Additionally, in 2012, Maryland public colleges and universities offered 4,493 credit-bearing sections at the graduate level, an increase of 9.2% since 2010. The discrepancy between the share of unduplicated DE credit courses and the number of total sections by segment indicates that while institutions have continued to increase the number of courses available through DE, they have not necessarily made corresponding increases in the number of sections available for those courses.



Courses by Term

Table 1 contains the distribution of course offerings, by term, of all courses where at least one section was offered as DE. Some of these courses had all sections taught via DE while some of these courses had only some sections that were DE. If the same course was taught in multiple terms, it is counted in each term it was offered. Spring and Fall had the most DE courses, with each containing approximately one-third of year-round unique DE courses at both the undergraduate and graduate levels. In contrast, the Winter term comprised fewer than ten percent of course offerings, 9.8% of undergraduate and 9.4% of graduate courses, making it the semester with the fewest number of DE courses. It is also important to note that while the course offerings during the Summer term comprise a smaller share of all yearlong offerings than those of the traditional Fall and Spring terms, they are not far behind them. Given that the Summer term enrolls a much smaller overall number of students than the other two terms, this indicates that students enrolling in the Summer are more likely to enroll in DE courses than students taking courses during the traditional terms.

Table 1: Distribution of Credit DE Courses by Term and Course Level, 2012				
	Winter	Spring	Summer	Fall
Undergraduate Courses				
Community Colleges	3.8%	37.8%	20.6%	37.8%
All 4-Year Publics	8.8%	30.1%	31.0%	30.1%
UMUC	-	37.0%	27.8%	35.2%
Other 4-Year Publics	16.7%	24.0%	33.8%	25.6%
All Private Institutions	20.1%	26.3%	26.0%	27.7%
State-aided Independents	3.1%	35.1%	24.3%	37.5%
Other Private Institutions	22.1%	23.7%	28.1%	26.2%
Undergraduate Total	9.8%	32.4%	25.0%	32.8%
Graduate Courses				
All 4-Year Publics	3.4%	34.2%	26.7%	35.8%
UMUC	1.5%	33.8%	31.2%	33.5%
Other 4-Year Publics	4.6%	34.2%	23.3%	37.9%
All Private Institutions	1.9%	35.0%	23.7%	39.4%
State-aided Independents	1.6%	35.1%	23.9%	39.3%
Other Private Institutions	14.8%	25.9%	11.1%	48.1%
Graduate Total	9.4%	31.5%	25.6%	33.5%

Sections per DE Course

Table 2 includes data on the average number of sections run per credit-bearing DE course. As indicated in Table 2, the average number of sections per course in the Fall and Spring semesters was highest at all but state-aided independent institutions, where Winter section offerings were highest. On average, most Maryland public colleges and universities offered fewer than four sections per DE course in 2012. As with many other survey findings, UMUC was an exception to this rule, offering an average of 4.2 sections per undergraduate course and 3.4 sections per graduate course.

Table 2: Average Number of Sections Per DE Credit Course by Course Level, Segment, and Term 2012					
	Winter	Spring	Summer	Fall	Calendar Year
Undergraduate Courses					
Community Colleges	1.4	1.7	1.5	1.6	1.6
All 4-Year Publics	1.1	3.4	2.0	3.3	2.7
UMUC	N/A	4.7	3.1	4.6	4.2
Other 4-Year Publics	1.1	1.6	1.3	1.7	1.4
All Private Institutions	0.7	1.1	0.8	1.1	1.0
State-aided Independents	3.4	1.6	1.3	1.6	1.6
Other Private Institutions	0.2	0.2	0.3	0.4	0.3
Undergraduate Total	1.1	2.2	1.7	2.1	1.9
Graduate Courses					
All 4-Year Publics	2.7	2.7	2.0	2.3	2.4
UMUC	8.0	3.9	2.6	3.5	3.4
Other 4-Year Publics	1.4	1.9	1.4	1.5	1.6
All Private Institutions	1.6	1.4	1.2	1.4	1.3
State-aided Independents	1.6	1.4	1.2	1.4	1.3
Other Private Institutions	1.8	1.4	1.0	1.2	1.3
Graduate Total	14.3	2.9	2.9	2.6	3.1

Enrollments

In 2012, duplicated enrollment in DE credit courses in Maryland colleges and universities increased by 55,267 (11.1%). Unlike unduplicated headcounts, duplicated headcounts count a student who enrolls in two DE courses during 2012 as two separate DE enrollments. As shown in Figure 5, 81.7% (or 406,296 registrations) of all DE credit-bearing course duplicated enrollments, were at the undergraduate level. The remaining 92,419 registrations (18.3%) in DE credit courses were at the graduate level.

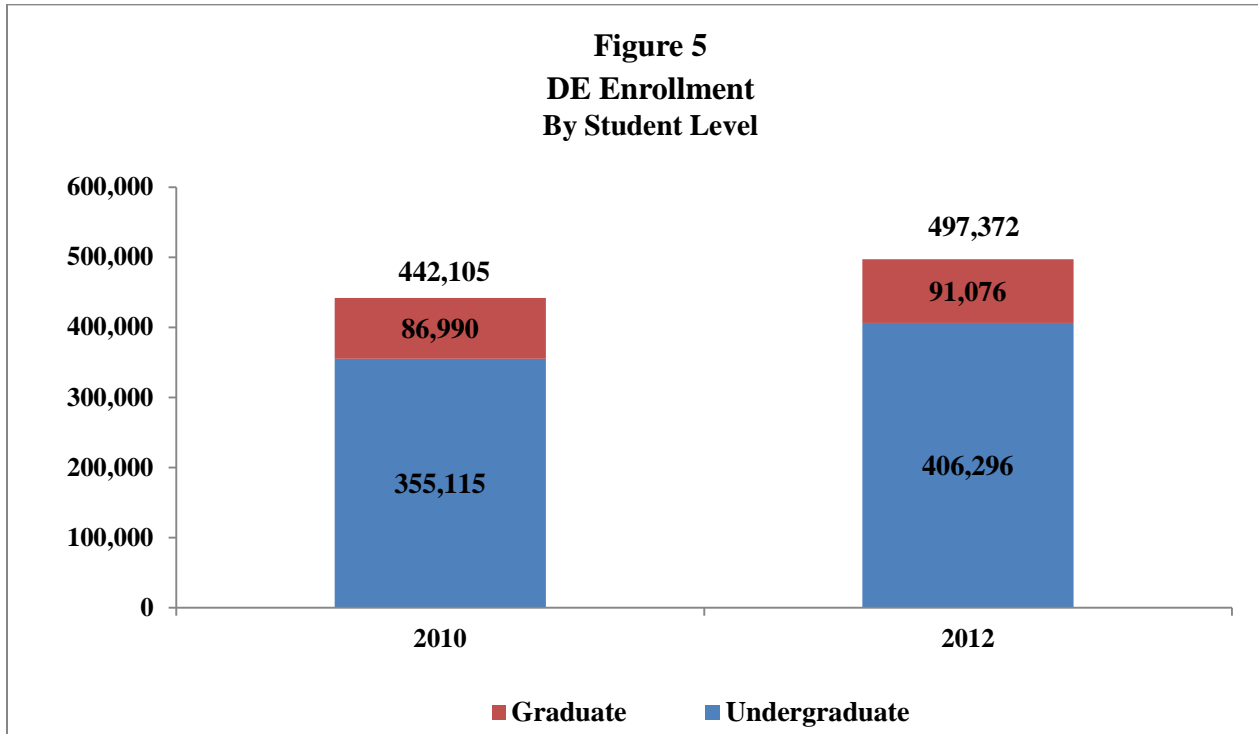
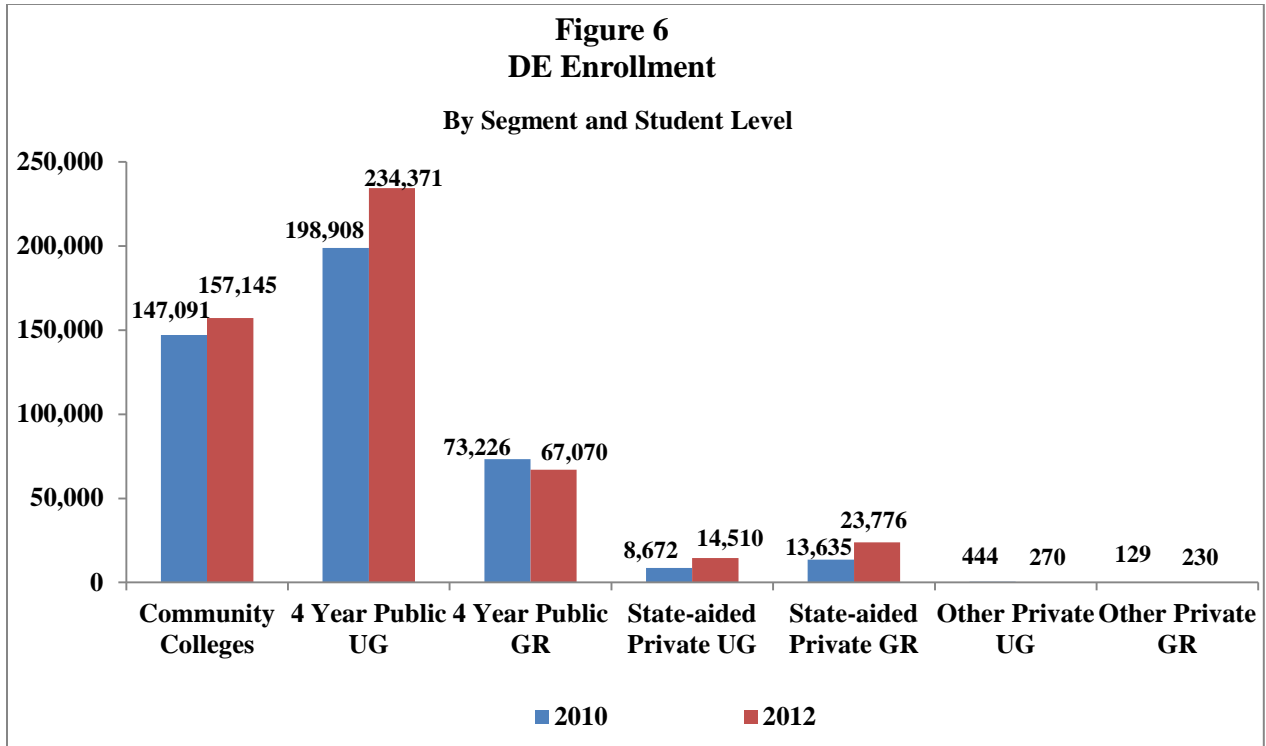


Figure 6 presents DE enrollment by segment and student level. Public four-year institutions at the undergraduate level added the most DE enrollments from 2010 to 2012, an increase of 35,463 (17.8%). State-aided independent institutions increased by the largest percentage, with the number of duplicated enrollments increasing by 67.3% at the undergraduate level and 74.4% at the graduate level.



Class Sizes

The average class size for DE credit courses, by postsecondary segment, is presented in Table 3. Average class size was calculated by dividing the number of credit course enrollments by the number of credit-bearing DE sections. In 2012, the average undergraduate DE class size for all higher education segments was 19.9 students, an increase from 19.6 in 2010. Public institutions and state-aided independents had substantially higher class sizes (12.9 students per course at state-aided independents, 17.0 at community colleges, and 23.6 at public four-year institutions) than did other private institutions (1.7 students per course). Among graduate courses, the same pattern emerges; average class size across all segments was 14.2 students, with other private institutions again having the lowest average class size (6.6 students per course section). At both the undergraduate and graduate course levels, UMUC averaged larger DE class sizes than the mean DE course at other Maryland colleges and universities over the course of the year with an average of 24.3 students per undergraduate course and 17.3 per graduate course. Unlike many other indicators, however, UMUC is not a significant outlier from other institutions in average class size.

Table 3: Average Class Size of Distance Education Credit Courses by Course Level and Institution Type, 2012					
	Winter	Spring	Summer	Fall	Calendar Year
Undergraduate Courses					
Community Colleges	15.9	16.7	15.6	18.1	17.0
All 4-Year Publics	17.8	24.7	21.2	24.6	23.6
UMUC	-	24.6	23.7	24.4	24.3
Other 4-Year Publics	17.8	24.9	16.7	25.2	21.6
All Private Institutions	7.6	13.1	9.1	12.3	11.5
State-aided Independents	9.5	13.9	11.0	13.7	12.9
Other Private Institutions	2.4	2.0	1.5	1.3	1.7
Undergraduate Total	15.7	20.3	18.1	20.8	19.9
Graduate Courses					
All 4-Year Publics	13.0	14.4	14.4	16.1	14.9
UMUC	16.2	17.5	16.1	18.2	17.3
Other 4-Year Publics	8.8	10.0	11.4	12.9	11.2
All Private Institutions	11.6	11.8	12.6	13.2	12.5
State-aided Independents	13.6	11.9	12.7	13.2	12.6
Other Private Institutions	1.0	1.0	1.0	14.0	6.6
Graduate Total	12.7	13.7	13.9	15.1	14.2

Unduplicated Student Headcount

Table 4 reports unduplicated headcount percentages by course type. 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, along with 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. The percentages reported in the Traditional & Distance Mixed column reflect those students who enrolled in at least one Traditional Only course as well as at least one DE course.

Table 4: Percent of Unduplicated Students Enrolled in Traditional Distance and Mixed Courses, by Student Level and Course Type, 2012			
	Traditional Only	Distance Education Only	Traditional & Mixed Only
Undergraduate Courses			
Community Colleges	69.8%	9.0%	21.3%
All 4-Year Publics	48.8%	30.4%	20.8%
UMUC	0.0%	100.0%	0.0%
Other 4-Year Publics	67.4%	3.9%	28.7%
All Private Institutions	85.7%	3.6%	10.7%
State-aided Independents	83.4%	4.2%	12.4%
Other Private Institutions	98.5%	0.1%	1.5%
Undergraduate Total	62.6%	16.2%	22.9%
Graduate Courses			
All 4-Year Publics	48.5%	41.3%	10.2%
UMUC	0.8%	97.3%	1.9%
Other 4-Year Publics	74.2%	11.0%	14.7%
All Private Institutions	67.4%	16.7%	15.8%
State-aided Independents	67.9%	15.9%	16.1%
Other Private Institutions	40.8%	57.5%	1.7%
Graduate Total	55.6%	32.0%	12.3%
Note: Percentages may not add up to 100% due to rounding.			

The majority of students in all levels and segments were Traditional Only students. However, at UMUC no undergraduates and fewer than one percent (0.8%) of all students were enrolled in Traditional Only or Traditional & Mixed coursework. Community college students were more likely to enroll in Traditional & Distance Mixed (21.3%) than in Distance Only (9.0%). At UMUC, all undergraduate students enrolled in Distance Only coursework. On the other hand, at four-year public colleges and universities other than UMUC that proportion was much smaller (67.4% chose Traditional Only, while 28.7% were enrolled in Traditional & Distance Mixed coursework; only 3.9% of students enrolled in Distance Only education). At the graduate level, over half of all students were enrolled in Traditional Only courses. However, graduate students were more likely to enroll in Distance Only Education (32.0%) than in Traditional & Distance Mixed (12.3%).

Statewide, 39.1% of undergraduates at all Maryland colleges and universities enrolled in at least one DE course in 2012, whether they took Distance Only (16.2%) or Traditional & Distance Mixed (22.9%) course loads. This is an increase from 2010, when 31.6% of undergraduates enrolled in at least one DE course. Excluding UMUC, 67.4% of undergraduates at public four-year institutions were Traditional Only and 3.9% were Distance Only. Overall, undergraduates

in the public segments were more likely than undergraduates in the private segments to take mixed-type course loads. However, students at state-aided institutions enrolled in the most Traditional & Mixed Only courses. Thirty percent of undergraduates attending community colleges and 51.2% of undergraduates at public four-year institutions enrolled in at least one DE course. Sixteen percent of undergraduates at independent and private institutions enrolled in at least one DE course, with most of those enrolling in a mix of course types. At the graduate level, nearly (44.3%) of Maryland students enrolled in at least one DE course. This percentage includes 25.7% of graduate students attending public four-year institutions other than UMUC, and 59.2% of graduate students at other private institutions and 32.0% of students at state-aided universities. By contrast, 99.2% of UMUC graduate students enrolled in at least one DE course, and 97.3% took only DE courses.

The percentage of students enrolled in at least one DE course by institution type is shown in Table 5. This includes students who were Distance Only as well as students who were Traditional and Distance Mixed students. Students were counted only once for each term and only once for the year. In other words, if a student took DE courses in multiple terms, he or she would only be counted once in the year-round total. For undergraduate students, Summer was the most popular time to take a DE course, whereas Winter and Summer was most common for graduate students. However, the relatively high percentages for these two semesters are primarily a function of lower overall enrollment during these terms, as the unduplicated figures indicate. Enrolling in DE during these terms provides students a way to continue progressing towards completion without requiring their physical presence at the campus, which may be particularly valuable when students are only enrolling in one or two courses.

Table 5: Percent of Students Enrolled in at Least One DE Course by Student Level, Term and Segment, 2012					
	Winter	Spring	Summer	Fall	Calendar Year Unduplicated
Undergraduate Courses					
Community Colleges	35.4%	8.7%	20.4%	8.4%	9.0%
All 4-Year Publics	44.1%	25.0%	53.2%	23.0%	30.4%
UMUC	-	99.9%	99.9%	100.0%	99.9%
Other 4-Year Publics	44.1%	1.0%	22.4%	1.2%	3.9%
All Private Institutions	17.1%	6.9%	23.4%	6.3%	6.2%
State-aided Independents	8.1%	4.9%	26.8%	4.6%	4.2%
Other Private Institutions	0.2%	0.3%	0.2%	0.3%	0.1%
Undergraduate Total	35.0%	15.2%	33.3%	14.1%	16.0%
Graduate Courses					
All 4-Year Publics	58.2%	8.2%	60.9%	38.5%	41.3%
UMUC	100.0%	84.6%	98.6%	98.2%	97.3%
Other 4-Year Publics	27.7%	2.4%	27.3%	11.3%	11.0%
All Private Institutions	40.4%	17.2%	18.0%	16.2%	13.2%
State-aided Independents	20.1%	15.6%	15.6%	14.8%	12.6%
Other Private Institutions	25.0%	2.5%	1.3%	1.6%	3.6%
Graduate Total	54.4%	10.6%	49.5%	34.4%	32.0%

Student Credit Hours

Table 6 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 1,534,365 credit hours of enrollment, or 19.4% of the total credit hours generated by Maryland colleges and universities in 2012.

Undergraduate level DE courses accounted for 15.4% of all student credit hours (SCH) via all delivery methods, and 79.3% of all DE credit hours. The vast majority of the total undergraduate DE credit hours were generated by the community colleges (464,527, or 38.2%) and UMUC (505,323, 57.7%). DE credit hours additionally accounted for 16.6% of the community colleges' total calendar year hours. While undergraduate DE courses at UMUC accounted for 73.7% of the institution's total credit hours, DE courses comprised only 6.4% of undergraduate student credit hours at other public four-year institutions. DE student credit hours accounted for 3.8% of independent institutions' undergraduate student credit hours and 1.3% of total hours at private institutions. At the graduate level, 317,407 credits were DE in 2013. This represents 4.0% of all student credit hours produced in the State. At UMUC, graduate DE credit hours accounted for 26.0% of the total hours at the institution, while no other institution had DE graduate credit hours comprise more than ten percent of total hours.

Table 6: Distance Education Student Credit Hours (SCH) as Percentage of Total SCH, by Institution Type and Student Level, 2012							
	DE SCH Undergraduate		DE SCH Graduate		DE SCH Total		Total SCH
	N	% of Total SCH	N	% of Total SCH	N	% of Total SCH	N
Community Colleges	464,527	16.6%	-	-	464,527	16.6%	2,794,234
All 4-Year Publics	702,294	18.7%	241,767	6.4%	944,061	25.2%	3,752,636
UMUC	505,323	73.7%	178,244	26.0%	683,567	99.7%	685,811
Other 4-Year Publics	196,971	6.4%	63,523	2.1%	260,494	8.5%	3,066,825
All Private Institutions	50,137	3.6%	75,640	5.5%	125,777	9.1%	1,379,755
State-aided	48,981	3.8%	75,444	5.9%	124,425	7.6%	1,289,167
Independents							
Other Private Institutions	1,156	1.3%	196	0.2%	1,352	1.5%	90,588
Total	1,216,958	15.4%	317,407	4.0%	1,534,365	19.4%	7,926,625

Table 7 reports the percentage of DE student credit hours as a percentage of total student credit hours taken at that course level (undergraduate or graduate) for each term of the calendar year. Among all undergraduate credit hours earned during the year, 18.0% were earned via DE methods, while 30.9% of graduate student credit hours were DE. Among all four terms, Summer term credit hours were most likely to be DE credits, even though UMUC does not offer any DE courses during this term. When considering both undergraduate and graduate courses, Spring and Fall SCH were least likely to be DE. This may be due to the large number of traditional SCH during these terms. On the undergraduate level, only 15.8% of all Spring credit hours and 13.0% of all Fall credit hours were distance education.

Table 7: DE Student Credit Hours as Percentage of Total SCH by Student Level and Term, 2012					
	Winter	Spring	Summer	Fall	Calendar Year
Undergraduate Student Credit Hours					
Community Colleges	40.3%	15.3%	29.2%	14.4%	17%
All 4-Year Publics	54.3%	19.2%	65.5%	18.2%	22.3%
UMUC	-	99.9%	99.9%	99.9%	99.9%
Other 4-Year Publics	54.3%	5.1%	36.6%	5.6%	7.5%
All Private Institutions	29.3%	6.1%	29.7%	6.0%	8.3%
State-aided Independents	9.7%	4.7%	23.8%	4.7%	5.6%
Other Private Institutions	0.6%	1.9%	1.6%	1.8%	1.5%
Undergraduate Total	41.3%	15.8%	43.4%	15.0%	18.0%
Graduate Student Credit Hours					
All 4-Year Publics	74.4%	35.5%	69.2%	33.4%	39.7%
UMUC	100.0%	98.6%	99.0%	98.7%	98.8%
Other 4-Year Publics	35.5%	12.5%	35.6%	12.7%	14.8%
All Private Institutions	41.7%	15.8%	26.2%	17.6%	18.7%
State-aided Independents	22.8%	15.6%	25.7%	17.6%	18.1%
Other Private Institutions	29.2%	1.3%	0.3%	1.5%	1.4%
Graduate Total	62.6%	27.5%	48.6%	26.9%	30.9%

The percentage of credit hours offered for each DE delivery method for courses at the undergraduate and graduate levels is presented in Table 8. The most common delivery methods for DE credit hours at Maryland colleges and universities were Online & Blended Hybrid courses. In 2011, 98.5% of all undergraduate DE credit hours and 99.3% of all graduate DE hours were produced by Online & Blended Hybrid courses. The independent segment was most likely to award other forms of DE credits at the undergraduate level. Among independent institutions, 15.1% of undergraduate credits were from Site-to-Site, 2-Way Audio/Visual courses. At the graduate level, public four-year institutions were most likely to award credits from Site-to-Site and All Other Technology-Mediated courses, though these still represented only 3.8% of credit hours. As previously noted, no institutions reported offering any courses through Other Technology-Mediated DE methods in 2012.

Table 8: DE Credit Hours by Delivery Method and Student Level, 2012			
	Online & Blended Hybrid	Site-to-Site, 2-Way Audio/Video	All Other Technology-Mediated DE
Undergraduate Student Credit Hours			
Community Colleges	98.9%	1.1%	0.0%
All 4-Year Publics	98.6%	1.4%	0.0%
UMUC	100.0%	0.0%	0.0%
Other 4-Year Publics	95.2%	4.8%	0.0%
All Private Institutions	92.1%	7.9%	0.0%
State-aided Independents	91.9%	8.1%	0.0%
Other Private Institutions	100.0%	0.0%	0.0%
Undergraduate Total	98.5%	1.5%	0.0%
Graduate Student Credit Hours			
All 4-Year Publics	99.0%	1.0%	0.0%
UMUC	100.0%	0.0%	0.0%
Other 4-Year Publics	96.2%	3.8%	0.0%
All Private Institutions	100.2%	0.0%	0.0%
State-aided Independents	100.0%	0.0%	0.0%
Other Private Institutions	100.0%	0.0%	0.0%
Graduate Total	99.3%	0.8%	0.0%

Credit-Bearing Programs Offered Entirely By Distance Education

Table 9 presents the number of for-credit degree programs by degree level that were offered via distance education. These programs may have been available through traditional, classroom-based means, but it was also possible to complete them entirely through DE courses. In 2012, 383 for-credit degree or award programs were offered completely via DE, of which 48.5% were certificate programs. UMUC offered substantially more degree programs that could be completed solely through DE courses than any other institution, offering 30.0% of all programs offered statewide. UMUC also offered two of the four doctoral degree programs offered via this method. As these data indicate, UMUC remains a leader in the delivery of DE-only degree programs, though institutions from other segments are increasingly offering DE-only programs as well.

	Community Colleges	All 4-Year Publics	UMUC	Other 4-Year Publics	State-aided Independents	Other Private Institutions	Total Programs
Certificate	53	98	79	19	35	-	186
Associate	70	-	-	-	-	-	70
Bachelor's	-	38	31	7	8	-	46
Master's	-	40	19	21	37	-	77
Doctorate	-	3	2	1	1	-	4

Non-Credit Activity Measures

As displayed in Table 10, all 16 of the community colleges and five independent institutions offered non-credit distance education courses in 2012. Among all other private institutions, only five reported offering any non-credit coursework via DE (UMUC, Stevenson University, Sojourner-Douglass College, National Labor College, and Harry Lundeberg School of Seamanship). Non-credit DE courses are often self-paced, with students' performance evaluated by a computer without the involvement of an instructor.

Community colleges taught over 4,255 unduplicated DE courses that were not for credit. The community colleges with the largest number of unique, non-credit DE offerings were the Anne Arundel Community College (861), Montgomery College (582), and the Community College of Baltimore County (CCBC) (488). The colleges that offered the largest number of non-credit DE sections with at least one enrollment were Anne Arundel Community College (1,291), Montgomery College (887), and CCBC (695). Anne Arundel Community College (3,456), CCBC (2,126), and College of Southern Maryland (CSM) (1,549) had the largest number of enrollments (individual course registrations) in these courses. The high number of non-credit enrollments at CSM is particularly interesting given its size in comparison to other community colleges.

Institutions in other segments had far fewer enrollments in non-credit distance education courses, with the exception of Stevenson University. The 1,975 enrollments at Stevenson University represent more than all but two of the Community Colleges (CCBC and Anne Arundel Community College), and again represent a large number relative to the overall size of the institution.

Table 10: Distance Education Non-Credit Courses, Sections and Enrollments by Institutions, 2012			
Institution	Courses	Sections	Enrollments
Allegany College of Maryland	57	62	63
Anne Arundel Community College	861	1,291	3,456
Baltimore City Community College	131	196	499
Carroll Community College	50	90	75
Cecil Community College	56	68	78
Chesapeake College	155	206	401
College of Southern Maryland	320	456	1,549
Community College of Baltimore County	488	695	2,126
Frederick Community College	141	228	392
Garrett College	39	40	42
Hagerstown Community College	337	411	559
Harford Community College	195	282	435
Howard Community College	328	442	1,053
Montgomery College	582	887	1,352
Prince George's Community College	327	622	1,256
Wor-Wic Community College	188	228	262
Community College Total	4,255	6,204	13,598
UMUC	3	5	26
Stevenson University	6	23	1,884
Sojourner-Douglass College	10	10	13
National Labor College	3	6	78
State-aided Institutions Total	19	39	1,975
Harry Lundeberg School Seamanship	68	0	11
Other Private Totals	68	0	11

ANALYSIS BY SEGMENT

COMMUNITY COLLEGES

The unduplicated number of unique DE courses offered by community colleges during the 2010 and 2012 calendar years is shown in Table 11. Between 2010 and 2012, the number of DE credit courses offered by the community colleges increased slightly (5.7%, or 148 courses).

Hagerstown Community College had the largest percentage increase (70.1%) in DE credit courses of all of the community colleges. Consistent with 2010 data, Anne Arundel Community College (AACC) taught more DE credit courses (402) than any other community college in 2012.

Table 11: Unduplicated Distance Education Credit Courses at Community Colleges, 2010-2012			
Community Colleges	2010	2012	Change 2010-2012
	UG	UG	UG
Allegany College of Maryland	93	134	44.1%
Anne Arundel Community College	396	402	1.5%
Baltimore City Community College	156	130	-16.7%
Carroll Community College	98	95	-3.1%
Cecil Community College	83	124	49.4%
Chesapeake College	71	86	21.1%
College of Southern Maryland	276	308	11.6%
Community College of Baltimore County	250	245	-2.0%
Frederick Community College	262	160	-38.9%
Garrett College	38	46	21.1%
Hagerstown Community College	87	148	70.1%
Harford Community College	137	160	16.8%
Howard Community College	135	172	27.4%
Montgomery College	260	282	8.5%
Prince George's Community College	201	204	1.5%
Wor-Wic Community College	63	58	-7.9%
Total	2,606	2,754	5.7%

Table 12 reports the number of community college DE sections in which at least one student enrolled. Overall, community colleges added 474 DE sections since 2011, a 5.4% increase. Hagerstown (62.4%) and Cecil (59.9%) increased their course offerings by the largest percentage of DE sections. Baltimore City Community College (BCCC) and AACC experienced the largest percentage declines in DE course sections with a 22.7% loss in sections at BCCC and a 13.2% decrease at AACC. Even given the decline in the number of course sections, however, Anne Arundel still offered far more sections (1,564) than the Community College of Baltimore County (CCBC) (1,100), the next closest community college.

Table 12: Distance Education Credit Course Sections, 2010-2012			
Community Colleges	2010	2012	Change 2010-2012
	UG	UG	UG
Allegany College of Maryland	340	359	5.6%
Anne Arundel Community College	1,802	1,564	-13.2%
Baltimore City Community College	485	375	-22.7%
Carroll Community College	255	244	-4.3%
Cecil Community College	227	363	59.9%
Chesapeake College	187	195	4.3%
College of Southern Maryland	1,073	1,045	-2.6%
CCBC	1,041	1,111	6.7%
Frederick Community College	345	394	14.2%
Garrett College	71	76	7.0%
Hagerstown Community College	279	453	62.4%
Harford Community College	453	496	9.5%
Howard Community College	412	529	28.4%
Montgomery College	969	1,100	13.5%
Prince George's Community College	717	804	12.1%
Wor-Wic Community College	112	134	19.6%
Total	8,768	9,242	5.4%

Table 13 contains individual course registrations by institution. Altogether, community college duplicated DE enrollments increased by 10,054 enrollments between 2010 and 2012, or 6.8%. However, significant variation in expansion exists among the segment. While some institutions increased the number of duplicated DE enrollments substantially (in particular, Hagerstown increased by 55.3%, Allegany by 45.6%, and Cecil by 43.4%), others saw declines. BCCC (19.1%), Wor-Wic (14.0%), Frederick (9.4%), and Chesapeake (6.7%) all saw declines in DE enrollments. However, the cause of these changes is unclear.

In contrast, total headcount enrollment actually decreased slightly, from 147,377 in Fall 2010 to 145,085 in Fall 2012. Anne Arundel Community College (26,719), the College of Southern Maryland (20,001), the Community College of Baltimore County (19,824), and Montgomery College (19,541) together accounted for 54.8% of all DE enrollments in 2012. Interestingly, the top four community colleges in headcount enrollment (Montgomery College, the Community College of Baltimore County, Anne Arundel Community College, and Howard Community College) also comprise more than half (55.5%) of the segment total. The major outlier in terms

of headcount enrollment versus duplicated DE enrollment, however, is College of Southern Maryland, which accounts for only 6.3% of community college headcount enrollments but 12.7% of DE. Montgomery College on the other hand, enrolled 18.8% of the statewide headcount, but accounted for only 12.4% of DE enrollment. This shows that while most institutions enroll students in DE approximately proportional to their overall enrollment, some institutions rely on DE as a central component of their educational strategy more than others.

Table 13: Duplicated Enrollments in Distance Education Credit-Bearing Courses at Community Colleges, 2010-2012			
Community Colleges	2010	2012	Change 2010-2012
	UG	UG	UG
Allegany College of Maryland	2,913	4,240	45.6%
Anne Arundel Community College	25,779	26,719	3.6%
Baltimore City Community College	9,404	7,612	-19.1%
Carroll Community College	3,254	3,442	5.8%
Cecil Community College	2,570	3,685	43.4%
Chesapeake College	3,518	3,282	-6.7%
College of Southern Maryland	18,530	20,001	7.8%
CCBC	19,641	19,824	0.9%
Frederick Community College	5,635	5,104	-9.4%
Garrett College	886	955	7.8%
Hagerstown Community College	4,701	7,300	55.3%
Harford Community College	9,989	10,753	7.6%
Howard Community College	6,454	7,844	21.5%
Montgomery College	16,912	19,541	15.5%
Prince George's Community College	13,985	14,331	2.5%
Wor-Wic Community College	2,920	2,512	-14.0%
Total	147,091	157,145	6.8%

Community colleges maintain the largest rate of DE utilization of the four categories, and the number of courses offered via DE, the number of total sections, and the overall enrollment in DE courses continues to grow. However, the growth is uneven within the segment, and at some institutions changes have been fairly substantial. BCCC, for example, experienced declines in all three of these categories between 2010 and 2012. During the same time period, however, Howard Community College substantially expanded in all three categories. Institutions should continue to examine the role that DE might be able to play in expanding student access and attainment.

Overall, the rate of growth in DE has been slower at community colleges than at the other institutional categories, and the community college share of DE offerings and enrollments has declined since 2010. While community colleges have continued to increase their use of DE, they have increased at a rate slower than that of other segments.

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

The unduplicated number of unique DE courses at public four-year institutions is presented in Table 14. Between 2010 and 2012, the number of undergraduate DE credit courses offered by the public four-year institutions increased by 396 courses (25.9%). While a significant rise, this is smaller than the 55.9% growth in courses that occurred between 2008 and 2010. The number of DE graduate courses offered at all public four-year institutions increased from by 4.1%, from 1,166 to 1,214.

The University of Maryland University College (UMUC) increased their offerings to a total of 985 unduplicated, DE credit-bearing courses from 915 courses in 2010. UMUC accounted for 31.4% of all DE courses at public four-year institutions. Among the other public four-year institutions, the largest total number of DE courses was offered by the University of Maryland, College Park (UMCP) (547) and Towson University (362). Bowie State University nearly doubled its DE offerings, adding 72 additional courses (an 86.7% increase). On the other side of the spectrum, both Coppin State University (-47.6%) and Salisbury University (67.0%) reported a substantial decrease in the number of DE graduate courses. This decline in graduate course offerings at Salisbury led to a 36.4% decrease in the total number of DE courses available, the most substantial among all of the institutions.

Public Four-Year Institutions	2010			2012			Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Bowie	62	21	83	127	28	155	104.8%	33.3%	86.7%
Coppin	65	21	86	85	11	96	30.8%	-47.6%	11.6%
Frostburg	130	55	185	160	87	247	23.1%	58.2%	33.5%
Morgan	31	23	54	58	37	95	87.1%	60.9%	75.9%
Salisbury	67	109	176	76	36	112	13.4%	-67.0%	-36.4%
St. Mary's	0	0	0	0	0	0	0.0%	0.0%	0.0%
Towson	154	141	295	208	154	362	35.1%	9.2%	22.7%
UB	49	57	106	72	62	134	46.9%	8.8%	26.4%
UMB	49	107	156	22	107	129	-55.1%	0.0%	-17.3%
UMBC	91	93	184	113	99	212	24.2%	6.5%	15.2%
UMCP	146	261	407	248	299	547	69.9%	14.6%	34.4%
UMES	44	4	48	61	4	65	38.6%	0.0%	35.4%
UMUC	641	274	915	695	290	985	8.4%	5.8%	7.7%
Total	1,529	1,166	2,695	1,925	1,214	3,139	25.9%	4.1%	16.5%

The number of DE sections in which at least one student enrolled in 2010 and 2012 at a public four-year institution is presented in Table 15. Overall, DE sections saw a much smaller rise than in 2010, increasing by 15.3%. The trend of undergraduate DE expansion occurring at a far greater pace than graduate DE, however, continued. Undergraduate level sections rose by 18.3% between 2010 and 2012, compared to a 67.4% rise between 2008 and 2010. The number of graduate level sections also saw a smaller rise than before with a 9.2% gain in section offerings, compared to a 47.2% increase between 2008 and 2010.

Bowie State University and the University of Maryland Eastern Shore (UMES) had the highest percentage growth of undergraduate section offerings of all public four-year institutions, with Bowie adding 83 sections (a 65.4% increase), and UMES adding 56 new sections (a 56.0% increase). However, UMUC added by far the greatest number of sections (1,176), with the vast majority of that increase occurring at the undergraduate level. UMUC solely accounted for 68.7% of all course sections within the category. Additionally, it is notable that while UMCP accounted for the second-highest number of unduplicated course offerings, most courses only offer one section, resulting in their offering the fourth-highest number of duplicated sections.

Salisbury again saw a substantial decrease in the number of course section offerings. Interestingly, while the number of undergraduate courses increased slightly (13.4%), the number of undergraduate DE sections declined tremendously (56.4%). This indicates that at the undergraduate level, while Salisbury is making more courses available through DE, they are also reducing the amount of sections available for each of those courses.

Public Four-Year Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Bowie	127	26	153	210	37	247	65.4%	42.3%	61.4%
Coppin	180	40	220	210	20	230	16.7%	-50.0%	4.5%
Frostburg	332	119	451	462	194	656	39.2%	63.0%	45.5%
Morgan	58	66	124	75	278	353	29.3%	321.2%	184.7%
Salisbury	358	172	530	156	62	218	-56.4%	-64.0%	-58.9%
St. Mary's	0	0	0	0	0	0	0.0%	0.0%	0.0%
Towson	437	235	672	609	290	899	39.4%	23.4%	33.8%
UB	150	105	255	181	124	305	20.7%	18.1%	19.6%
UMB	91	215	306	70	221	291	-23.1%	2.8%	-4.9%
UMBC	246	189	435	328	230	558	33.3%	21.7%	28.3%
UMCP	214	316	530	274	333	607	28.0%	5.4%	14.5%
UMES	100	4	104	156	4	160	56.0%	0.0%	53.8%
UMUC	6,105	2,627	8,732	7,208	2,700	9,908	18.1%	2.8%	13.5%
Total	8,398	4,114	12,512	9,939	4,493	14,432	18.3%	9.2%	15.3%

Individual course registrations by course level at public four-year institutions are reported in Table 16. Public four-year institutions' share of undergraduate enrollments for DE credit courses remained stable at 56.8%. The public four-year share of enrollments in graduate courses, however, dropped slightly from 84.1% in 2010 of all enrollments to 72.6% in 2012. Combined, public four-year institutions generated 46.4% of all undergraduate and graduate DE credit course enrollments, down from 61.6% in 2011. While in both 2010 and 2012 undergraduate DE enrollments were substantially higher than graduate, in 2010 undergraduates accounted for 73.1% of DE enrollments, while in 2012 that number had increased to 77.8%. While the number of DE courses and sections available to graduate students increased modestly, actual enrollments at the graduate level decreased by 8.4% even as undergraduate enrollment increased by 17.8%.

UMUC solely accounted for 74.8% of all undergraduate and 69.8% of all graduate DE enrollments. Among the other institutions, there was a wide range in the number of students enrolling in DE courses. Towson is by far the leader in DE enrollments after UMUC, enrolling 17,050 students. Among all public four-year institutions, the University of Maryland, Baltimore (UMB) is the only institution to have more graduate students than undergraduates enrolled in DE courses, with 73.2% of DE enrollments occurring at the graduate level. The overall decrease in graduate enrollments is reflected at many of the institutions, with 5 of 13 public four-years reporting decreases in graduate DE enrollments. Again, the largest decline was seen at Salisbury, where enrollments decreased by 68.7%. Bowie, on the other hand, nearly doubled its graduate DE enrollments, increasing by 91.9%. While Morgan substantially expanded the number of DE course sections available, the corresponding increase in DE enrollment was far lower (39.5%), meaning that enrollment per section did not increase as rapidly as the number of sections.

Table 16: Duplicated Enrollments in Distance Education Credit-Bearing Courses at Public Four-Year Institutions, 2010-2012									
Public Four-Year Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Bowie	3,337	221	3,558	4,802	424	5,226	43.9%	91.9%	46.9%
Coppin	3,534	276	3,810	3,417	94	3,511	-3.3%	-65.9%	-7.8%
Frostburg	4,867	1,625	6,492	6,547	2,731	9,278	34.5%	68.1%	42.9%
Morgan	743	661	1,404	1,188	771	1,959	59.9%	16.6%	39.5%
Salisbury	6,837	1,833	8,670	3,960	573	4,533	-42.1%	-68.7%	-47.7%
St. Mary's	0	0	0	0	0	0	0.0%	0.0%	0.0%
Towson	8,915	2,690	11,605	13,717	3,333	17,050	53.9%	23.9%	46.9%
UB	4,236	2,874	7,110	4,668	2,999	7,667	10.2%	4.3%	7.8%
UMB	2,045	7,585	9,630	1,495	4,083	5,578	-26.9%	-46.2%	-42.1%
UMBC	7,300	2,342	9,642	9,394	2,622	12,016	28.7%	12.0%	24.6%
UMCP	5,230	2,290	7,520	6,496	2,544	9,040	24.2%	11.1%	20.2%
UMES	2,023	55	2,078	3,294	52	3,346	62.8%	-5.5%	61.0%
UMUC	149,841	50,774	200,615	175,393	46,844	222,237	17.1%	-7.7%	10.8%
Total	198,908	73,226	272,134	234,371	67,070	301,441	17.8%	-8.4%	10.8%

Overall, the public four-year institutions have continued to increase the total number of courses and the number of course sections available through DE. However, this expansion has been decidedly uneven. While St. Mary's continued to offer no DE courses, Salisbury saw sharp declines in course offerings, sections, and enrollments at both the undergraduate and graduate levels. UMUC remained the leader in all three measures, though their rate of growth was much slower than other institutions. Of course, institutions that begin with smaller numbers of DE offerings and enrollments are able to grow percentage-wise at a much faster pace than those with more developed DE programs.

Additionally, the connection between the three measures is not linear. Some institutions expanded the number of unduplicated courses available through DE, but decreased the number of sections offered per course (e.g., College Park added 140 additional courses, but only 77 additional sections). Other institutions did not substantially increase the number of courses offered, but increased the number of sections per course. Finally, changes in either the number of courses or the number of sections were not always reflected in fluctuations in enrollment. For example, Bowie's 42.3% increase in graduate course section offerings resulted in a 91.4% increase in total enrollments, while UMB expanded its sections available by 2.8% but saw a 46.2% decrease in enrollments.

STATE-AIDED INDEPENDENT INSTITUTIONS

Table 17 presents the number of unduplicated DE courses offered at state-aided independent institutions during the 2010 and 2012 calendar years. The number of courses available through DE increased from 945 to 1,390 (47.1%) during that time period. The state-aided independent institutions reflect a very different pattern than the public four-years in terms of course offerings by student level. Nearly half of independent institutions offer more courses at the graduate than at the undergraduate level, and 68.9% of all DE courses at state-aided independent institutions are at the graduate level. The number of undergraduate DE credit courses offered at independent colleges and universities increased from 307 to 433 (41.0%) between 2010 and 2012. Graduate DE course offerings expanded at a slightly higher rate of 50.0%.

However, a number of institutions offer very limited – if any – DE courses. Johns Hopkins University, Stevenson University, and Capitol College accounted for 62.2% of the courses offered by the independent segment. Two institutions (St. John’s College and Washington College) offered no DE courses in either 2010 or 2012. It is, however, notable that all institutions grew or maintained their number of DE course offerings at both the graduate and undergraduate levels.

Independent Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Capitol	50	55	105	58	87	145	16.0%	58.2%	38.1%
Goucher	0	83	83	1	104	105	N/A	25.3%	26.5%
Hood	1	0	1	1	0	1	0.0%	0.0%	0.0%
Johns Hopkins	19	293	312	42	462	504	121.1%	57.7%	61.5%
Loyola	0	0	0	4	6	10	N/A	N/A	N/A
Maryland Institute College of Art (MICA)	1	16	17	1	35	36	0.0%	118.8%	111.8%
McDaniel	1	55	56	10	80	90	900.0%	45.5%	60.7%
Mount St. Mary's	26	3	29	39	5	44	50.0%	66.7%	51.7%
National Labor	47	0	47	67	0	67	42.6%	0.0%	42.6%
Notre Dame	12	47	59	21	54	75	75.0%	14.9%	27.1%
Sojourner-Douglass	33	0	33	39	0	39	18.2%	0.0%	18.2%
St. John's	0	0	0	0	0	0	0.0%	0.0%	0.0%
Stevenson	95	59	154	121	95	216	27.4%	61.0%	40.3%
Washington	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Adventist	22	27	49	29	29	58	31.8%	7.4%	18.4%
Total	307	638	945	433	957	1,390	41.0%	50.0%	47.1%

The number of DE sections at independent institutions in which at least one student was enrolled between 2010 and 2012 is shown in Table 18. The independent segment grew by 49.8% at the undergraduate level. Graduate DE sections saw a 35.4% gain. This stands in contrast to the expansion in the number of courses as discussed previously, meaning that institutions were growing the number of sections per course at the undergraduate level at a rate outpacing that of graduate courses.

Johns Hopkins offered by far the most DE sections, though the vast majority of those (93.2%, or 941 of 1,010 sections) were at the graduate level. Of all graduate DE sections offered by state-aided independents, 50.0% were at Johns Hopkins. The distribution of undergraduate course sections, on the other hand, was much more even. Only one institution, Stevenson University, offered more than 200 undergraduate DE course sections. At an institutional level, the growth in course sections is somewhat skewed by the very small number offered at many institutions; for example, while MICA's number of sections increased by 111.8%, that was from a base of only 17 sections in 2010 and remained a small number (36) in 2012. Among all state-aided independents only one institution, Sojourner-Douglass, saw a decline (of 0.5%) in the number of sections offered.

State-aided Independent Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Capitol	87	187	274	100	201	301	14.9%	7.5%	9.9%
Goucher	0	186	186	1	189	190	N/A	1.6%	2.2%
Hood	1	0	1	1	0	1	0.0%	0.0%	0.0%
Johns Hopkins	46	595	641	69	941	1,010	50.0%	58.2%	57.6%
Loyola	0	0	0	17	7	24	N/A	N/A	N/A
MICA	1	16	17	1	35	36	0.0%	118.8%	111.8%
McDaniel	1	145	146	10	158	168	900.0%	9.0%	15.1%
Mount St. Mary's	52	3	55	82	6	88	57.7%	100.0%	60.0%
National Labor	93	0	93	165	0	165	77.4%	0.0%	77.4%
Notre Dame	18	97	115	85	101	186	372.2%	4.1%	61.7%
Sojourner-Douglass	183	0	183	182	0	182	-0.5%	0.0%	-0.5%
St. John's	0	0	0	0	0	0	0.0%	0.0%	0.0%
Stevenson	233	128	361	371	200	571	59.2%	56.3%	58.2%
Washington	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Adventist	34	33	67	38	44	82	11.8%	33.3%	22.4%
Total	749	1,390	2,139	1,122	1,882	3,004	49.8%	35.4%	40.4%

Table 19 contains individual course enrollments by institution and course level. In terms of percentage growth, DE enrollment in state-aided independent institutions grew much more rapidly than other institutional categories, increasing by 71.6% from 2010 to 2012. This growth was fairly evenly distributed by student level, with DE enrollments increasing by 67.3% at the undergraduate level and 74.4% at the graduate level.

As with each of the other institutional categories, however, this overall growth masks substantial differentiation in changes occurring at individual institutions. For example, while Johns Hopkins enrolled a substantial number of students in DE courses in 2010 (7,565), in 2012 Hopkins had increased its DE enrollment by 121.2%, to 16,735 students. This meant that in 2012, Hopkins represented 43.7% of all DE enrollments at state-aided independent institutions. Also, while courses and course section offerings increased at nearly every institution a few institutions saw slight declines in their course section enrollments. Again, however, the percentage growth or decline at many institutions is skewed by the fact that many state-aided independent institutions offer few if any DE courses and sections, and overall changes have largely been driven by a small number of institutions.

Table 19: Duplicated Enrollments in Distance Education Credit-Bearing Courses at State-aided Independent Institutions, 2010-2012

State-aided Independent Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Capitol	927	2,047	2,974	1,244	2,250	3,494	34.2%	9.9%	17.5%
Goucher	0	929	929	6	906	912	N/A	-2.5%	-1.8%
Hood	5	0	5	3	0	3	-40.0%	N/A	-40.0%
Johns Hopkins	568	6,997	7,565	1,502	15,233	16,735	164.4%	117.7%	121.2%
Loyola	0	0	0	74	95	169	N/A	N/A	N/A
MICA	10	231	241	5	403	408	-50.0%	74.5%	69.3%
McDaniel	16	1,084	1,100	88	1,500	1,588	450.0%	38.4%	44.4%
Mount St. Mary's	278	21	299	371	89	460	33.5%	0.0%	53.8%
National Labor	1,232	0	1,232	2,590	0	2,590	110.2%	0.0%	110.2%
Notre Dame	365	643	1,008	796	891	1,687	N/A	38.6%	67.4%
Sojourner-Douglass	1,704	0	1,704	1,606	0	1,606	-5.8%	N/A	N/A
St. John's	0	0	0	0	0	0	N/A	N/A	N/A
Stevenson	3,336	1,517	4,853	5,886	2,131	8,017	76.4%	0.0%	65.2%
Washington	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Adventist	231	166	397	339	278	617	46.8%	0.0%	55.4%
Total	8,672	13,635	22,307	14,510	23,776	38,286	67.3%	74.4%	71.6%

*National Labor College participated in the 2013 survey, but has since closed.

OTHER PRIVATE INSTITUTIONS

Table 20 presents the unduplicated number of distance education credit-bearing courses offered at other private institutions. The overall number of DE offerings in other private colleges and universities remains very small. Of the 13 private colleges and universities included in this category, only three institutions (ITT Technical Institute, Maryland University of Integrative Health, and SANS Technology Institute) offered any distance education courses in 2012. Undergraduate growth was much greater than graduate growth, as undergraduate course offerings increased by 41.5% between 2010 and 2012. The number of graduate offerings, on the other hand, remained stagnant, increasing by 4.8%. While this resulted in an overall 29.0% growth in distance education course offerings at other private institutions, it is important to note that the overall offerings in this sector still remain very limited.

Other Private Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Binah Institute of Advanced Judaic Study	0	0	0	0	0	0	0.0%	0.0%	0.0%
Fortis College	0	0	0	0	0	0	0.0%	0.0%	0.0%
Harry Lundeberg School of Seamanship	0	0	0	0	0	0	0.0%	0.0%	0.0%
ITT Technical Institute	18	0	18	58	0	58	222.2%	0.0%	222.2%
Lincoln College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Maryland University of Integrative Health	0	0	0	0	8	8	0.0%	N/A	N/A
Ner Israel Rabbinical College	0	0	0	0	0	0	0.0%	0.0%	0.0%
SANS Technology Institute	0	15	15	0	14	14	0.0%	-6.7%	-6.7%
St. Mary's Seminary and University	0	0	0	0	0	0	0.0%	0.0%	0.0%
TESST College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Bible	23	6	29	0	0	0	-100.0%	-100.0%	-100.0%
Womens Institute of Torah Seminary	0	0	0	0	0	0	0.0%	0.0%	0.0%
Yeshiva College of Nations Capital	0	0	0	0	0	0	0.0%	0.0%	0.0%
Total	41	21	62	58	22	80	41.5%	4.8%	29.0%

*Fortis College and Washington Bible College participated in the 2011 and 2013 surveys; however, they are no longer primarily located in Maryland.

Table 21 shows the number of distance education credit course sections offered in 2010 and 2012. As this shows, Washington Bible College’s transition to an out-of-state institution had a substantial impact on the number of course sections offered in the segment, leading to a 12.8% decrease in total sections. However, ITT Technical Institute significantly expanded the number of sections it offered, adding 108 more undergraduate sections (a 200.0% increase). The number of sections at both the undergraduate and graduate levels offered by other private institutions continued to be minimal when compared to other institutional categories.

Table 21: Distance Education Credit Course Sections at Other Private Institutions, 2010-2012									
Other Private Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Binah Institute of Advanced Judaic Study	0	0	0	0	0	0	0.0%	0.0%	0.0%
Harry Lundeberg School of Seamanship	0	0	0	0	0	0	0.0%	0.0%	0.0%
ITT Technical Institute	54	0	54	162	0	162	200.0%	0.0%	200.0%
Lincoln College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Maryland University of Integrative Health	0	0	0	0	8	8	0.0%	N/A	N/A
Ner Israel Rabbinical College	0	0	0	0	0	0	0.0%	0.0%	0.0%
SANS Technology Institute	0	33	33	0	27	27	0.0%	-18.2%	-18.2%
St. Mary's Seminary and University	0	0	0	0	0	0	0.0%	0.0%	0.0%
TESST College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Bible*	131	8	139	0	0	0	-100.0%	-100.0%	-100.0%
Womens Institute of Torah Seminary	0	0	0	0	0	0	0.0%	0.0%	0.0%
Yeshiva College of Nations Capital	0	0	0	0	0	0	0.0%	0.0%	0.0%
Total	185	41	226	162	35	197	-12.4%	-14.6%	-12.8%

*Fortis College and Washington Bible College participated in the 2011 and 2013 surveys; however, they are no longer primarily located in Maryland.

The total number of duplicated enrollments in DE credit courses at other private institutions is displayed in Table 22. Again, the removal of Washington Bible College had a substantial impact on total enrollment in DE courses, leading to a 12.7% decrease in total DE enrollment. However, this was restricted to undergraduate enrollments, which decreased by 174 students (39.2%). In 2012, ITT Technical Institute had increased its enrollment by 82 students (43.6%), all of which were undergraduate students. Graduate-level enrollments actually increased by 78.3% due to the addition of Maryland University of Integrative Health. Again, however, only two institutions offered graduate-level DE courses.

Other Private Institutions	2010			2012			% Change 2010-2012		
	UG	GR	Total	UG	GR	Total	UG	GR	Total
Binah Institute of Advanced Judaic Study	0	0	0	0	0	0	0.0%	0.0%	0.0%
Fortis College	0	0	0	0	0	0	0.0%	0.0%	0.0%
Harry Lundeberg School of Seamanship	0	0	0	0	0	0	0.0%	0.0%	0.0%
ITT Technical Institute	188	0	188	270	0	270	43.6%	0.0%	43.6%
Lincoln College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Maryland University of Integrative Health	N/A	N/A	N/A	0	203	203	N/A	N/A	N/A
Ner Israel Rabbinical College	0	0	0	0	0	0	0.0%	0.0%	0.0%
SANS Technology Institute	0	39	39	0	27	27	0.0%	-30.8%	-30.8%
St. Mary's Seminary and University	0	0	0	0	0	0	0.0%	0.0%	0.0%
TESST College of Technology	0	0	0	0	0	0	0.0%	0.0%	0.0%
Washington Bible	256	90	346	0	0	0	-100.0%	-100.0%	-100.0%
Womens Institute of Torah Seminary	0	0	0	0	0	0	0.0%	0.0%	0.0%
Yeshiva College of Nations Capital	0	0	0	0	0	0	0.0%	0.0%	0.0%
Total	444	129	573	270	230	500	-39.2%	78.3%	-12.7%

*Fortis College and Washington Bible College participated in the 2011 and 2013 surveys; however, they are no longer primarily located in Maryland.

The number of DE courses offered by other private institutions in Maryland remains very small, particularly in comparison to the other institutional categories. The reclassification of Washington Bible College as an out-of-state institution particularly impacted the rate of growth of DE at the other private institutions. However, the limited number of DE offerings and the small number of students enrolled in them make analysis of the expansion of DE challenging. What is clear from the data is that other private institutions have not utilized DE as a significant portion of their instructional strategy.

IMPLICATIONS FOR POLICY AND PRACTICE

The role of distance education in providing higher education at Maryland institutions continues to grow, with an increasing number of enrollments, courses, and sections. Enrollment in DE courses increased 16.7% from 2010 to 2012, indicating that DE offerings are reaching more and more students. While UMUC continues to lead the state in DE offerings, the majority of institutions included in this report have also increased the availability of DE courses and sections since 2010. Access to distance education increased at both the undergraduate and graduate levels and at the community college, public four-year, and independent segments.

The University of Maryland, University College is a leader in distance education, yet remains an outlier when compared to other institutions. UMUC reported more DE courses, sections, and credits in 2012 than at any other institution, and its students were more likely than students at other institutions to enroll in DE courses. As the above data indicate, however, growth in DE is not occurring solely at UMUC, but in some measures at nearly all institutions across the state.

Maryland Ready, the 2013 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 means to facilitate accessibility and affordability, the *State Plan* recommends enhancing DE courses and programs to address capacity issues at Maryland institutions. Maryland institutions should continue to enhance their distance learning portfolios so that students can continue to have a range of options in pursuing higher education. Maryland's Completion Agenda calls for 55% of the State population to have a postsecondary degree by 2025 and DE may play a crucial role in reaching this goal by expanding access to higher education for increasingly diverse populations.

MARYLAND ANNUAL COLLECTION

As indicated in the above findings, distance education represents a substantial and growing proportion of enrollment in Maryland's colleges and universities. However, the information contained in the current survey does not capture information on student identity, demographics, performance, or success. The impact of distance education on increasing access, persistence, and completion remains unclear given the data currently available. However, revision of the Maryland Annual Collection surveys will provide the agency with additional information to perform studies examining these impacts. These data will be able to be incorporated into the 2018 version of this report and allow MHEC to further consider the policy implications of increased distance education implementation.

APPENDIX: MARYLAND INSTITUTIONS OF HIGHER EDUCATION, FALL 2013**COMMUNITY COLLEGES**

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

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

Bowie State University
Coppin State College
Frostburg State University
Salisbury University
Towson University
University of Baltimore
University of Maryland, Baltimore
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 COLLEGES AND UNIVERSITIES

Capitol College
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*
Notre Dame of Maryland College
Sojourner-Douglass College

St. John's College+
 Stevenson University
 Washington Adventist University
 Washington College+

NON-STATE AIDED INDEPENDENT PRIVATE COLLEGES AND UNIVERSITIES

Baltimore Hebrew^
 Baltimore International^
 Binah Institute of Advanced Judaic Study+
 Columbia Union
 Fortis College+**
 Harry Lundeberg School of Seamanship
 ITT Technical Institute
 Kaplan University Online**
 Lincoln College of Technology+
 Maryland University of Integrative Health
 Ner Israel Rabbinical College+
 St. Mary's Seminary and University+
 TESST College of Technology+
 Washington Bible College**
 Women's Institute of Torah Seminary+
 Yeshiva College of the Nation's Capital+

* Institution participated in the 2011 and 2013 Distance Education Surveys, but is no longer in operation.

** Institution participated in the 2013 Distance Education Survey, but is no longer primarily located in Maryland.

^ Institution participated in the 2011 Distance Education Survey, but is no longer an independent institution.

+ Institution does not offer Distance Education courses (based on survey response)