

# Online/Distance Learning

## Facts – Fall 2016

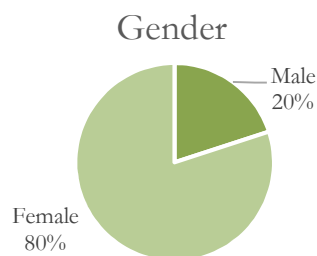
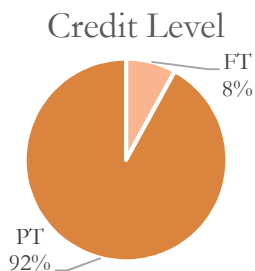
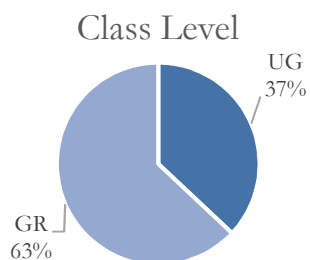
- 783 faculty teaching at least one 100% online class
- 95 online degrees/specializations and certificates
- 5,468 students enrolled from all 50 states and many foreign countries
- 6% average annual growth rate over past five years

## Diversity

Online/Distance Learners are some of our most diverse students in terms of age, class level, credit hour load, gender and ethnicity.

- More Online/Distance Learners are Graduate Students (63%) vs. Non-Distance Learners (24%)
- Average age among all Distance Learners is 35 years vs. Non-Distance Learners of 24 years
- Higher percentage of Distance Learners is African-American (11%) vs. Non-Distance Learners (8%)
- Higher percentage of Distance Learners is Hispanic/Latino (5%) vs. Non-Distance Learners (3%)
- Majority of Distance Learners are women, primarily enrolled part-time

## Online/Distance Learner Profile



## Success

Even though Online/Distance Learning students are largely part-time, compared to on-campus students, their time to degree completion of online Master's programs is comparable; the graduates have comparable course completion/pass rates, and similar GPAs compared to Non-Distance Learners.

	Distance Learner	Non-Distance
Median Time to Degree – Master's Programs	2.0 years	1.7 years
Undergraduate Course Completion of C or better	91.9%	90.3%
Graduate Course Completion of C or better	99.3%	99.6%
Undergrad Student GPA	3.17	3.06
Graduate Student GPA	3.64	3.62

- The Graduate Exit Survey AY15 reports that Distance Learners have higher levels of satisfaction (92%) in areas such as: curriculum, faculty, advising and mentoring, than Non-Distance Learners (84%).
- The National Survey of Student Engagement (NSSE) Spring 2016 indicates that undergraduate Distance Learning seniors rate the quality of their interactions with advisors and faculty significantly higher than students who are not in Distance Learning programs. Undergraduate Distance Learning seniors also report that their courses challenge them to do their best work significantly more than students who are not in Distance Learning programs.