

Online Report Card

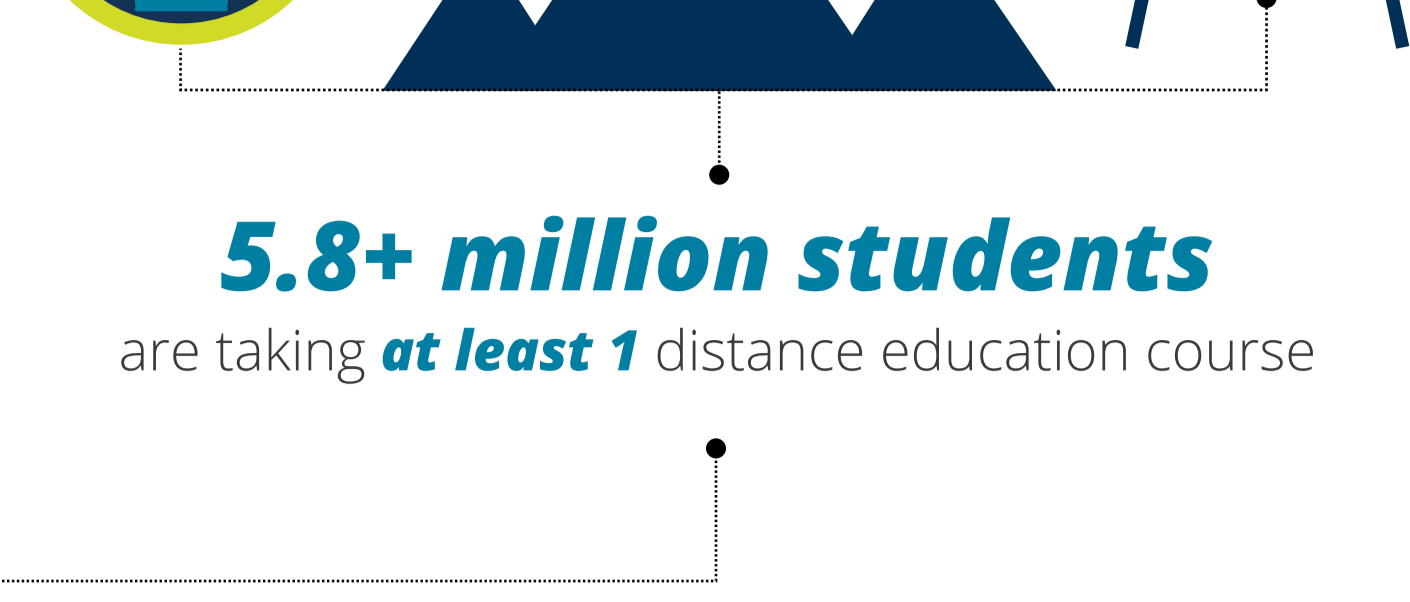
Tracking Online Education in the United States

Online Report Card: Tracking Online Education in the United States is the thirteenth annual report on the state of online learning in U.S. higher education. The survey is designed, administered, and analyzed by the Babson Survey Research Group, with additional data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS). This study is aimed at answering fundamental questions about the nature and extent of online education.

» Read the complete *Online Report Card* report «

Distance Education Enrollment Year Over Year

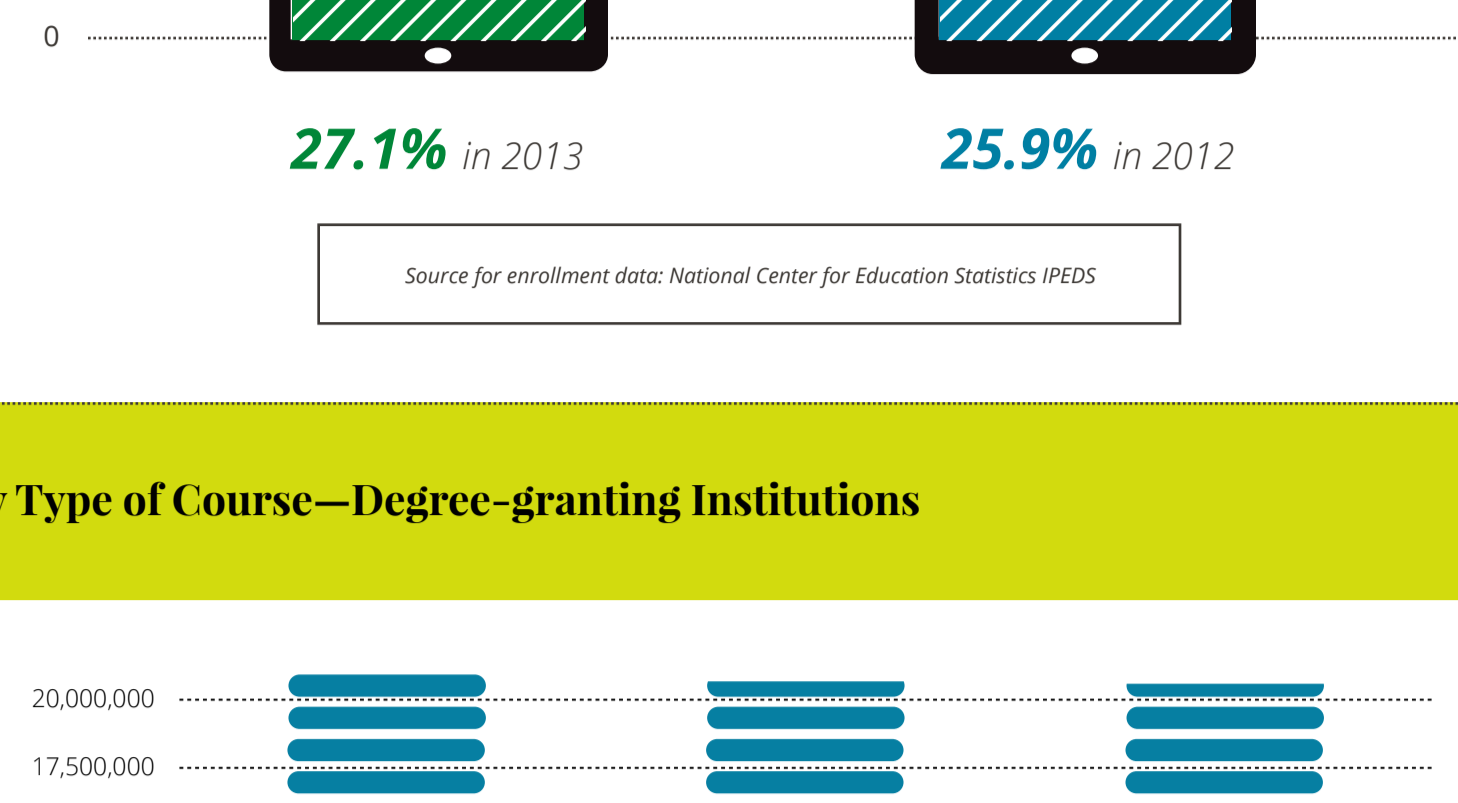
Distance enrollments keep rising, even as overall enrollments drop



5.8+ million students are taking **at least 1** distance education course

THAT'S

28.4% OF ALL ENROLLED STUDENTS WHICH IS

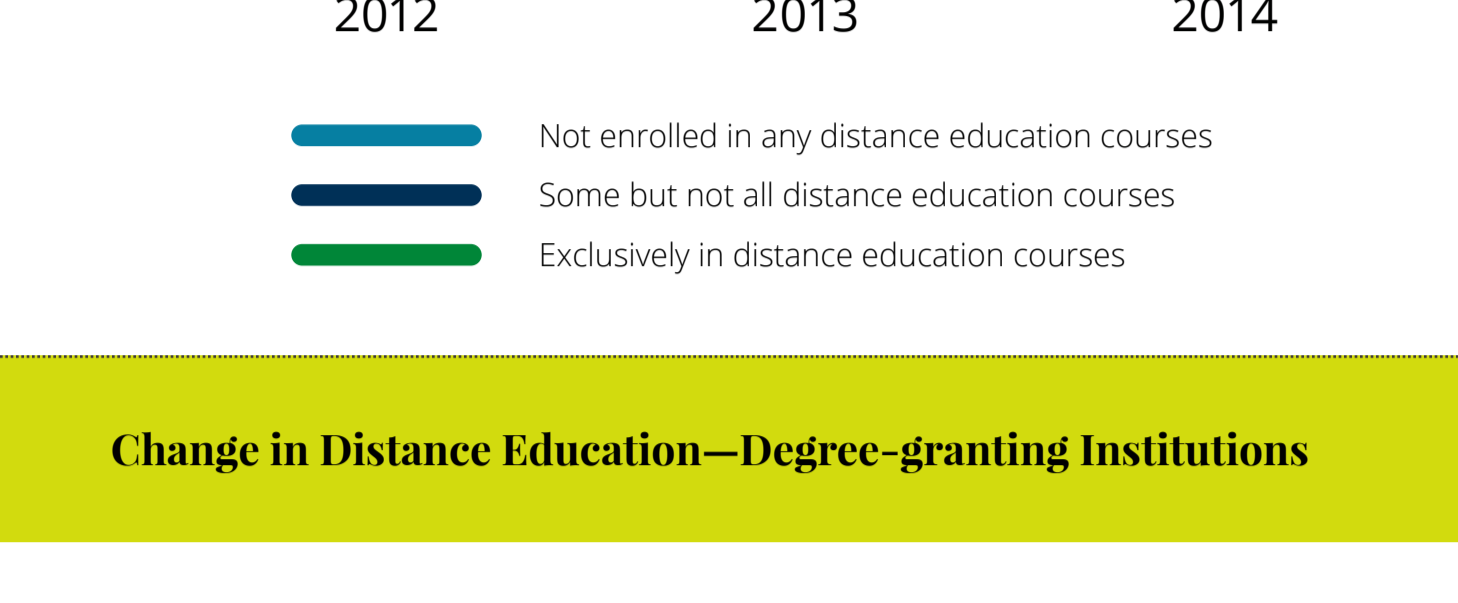


Source for enrollment data: National Center for Education Statistics (IPEDS)

Enrollment by Type of Course—Degree-granting Institutions



over **2.8 million students** are taking courses **exclusively online**

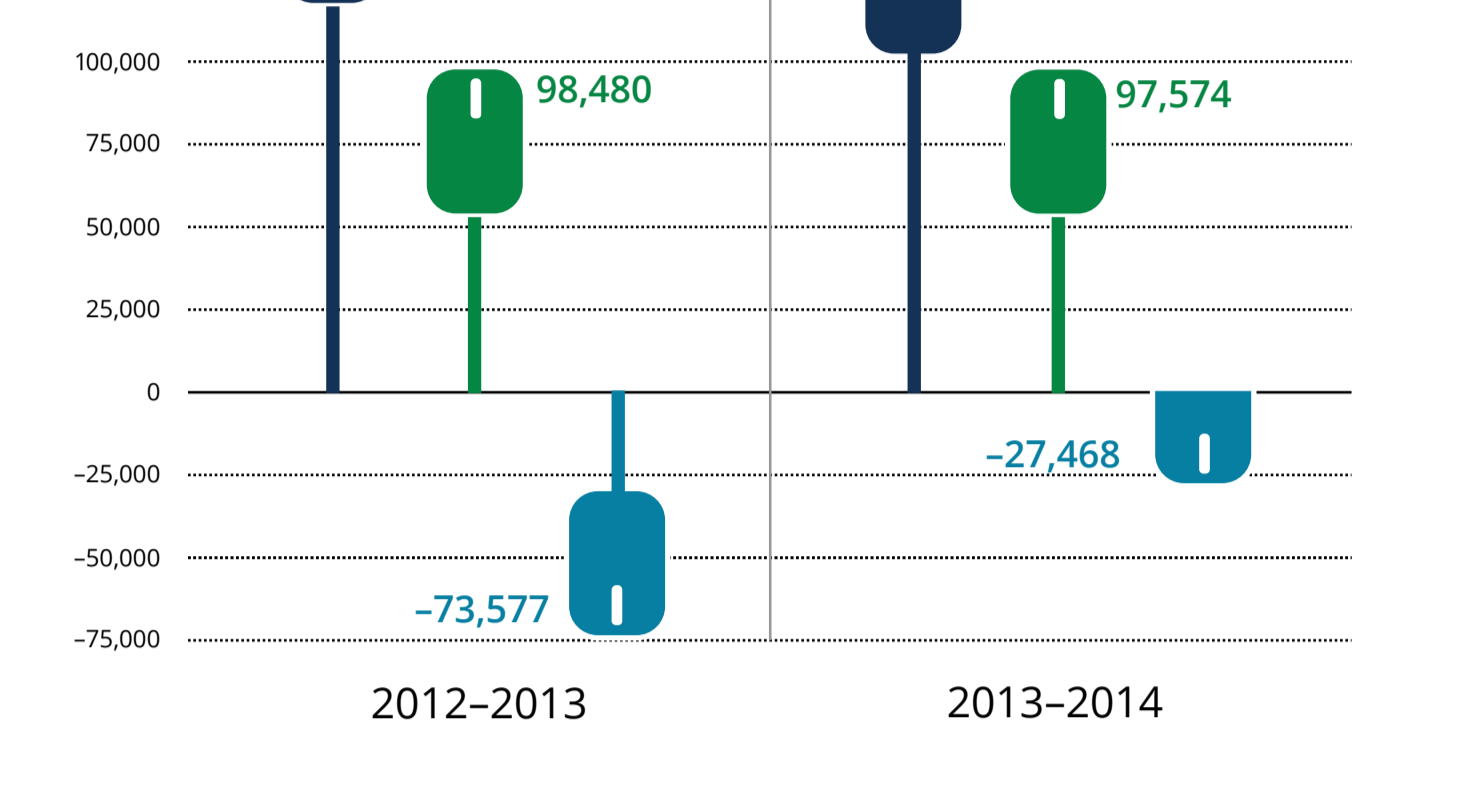


The Growth of Distance Education Year Over Year

Public institutions saw **147,169** new distance enrollments in 2014

PUBLIC & PRIVATE NOT-FOR-PROFIT SCHOOLS are growing year over year, while **FOR-PROFIT ENROLLMENTS** decreased again

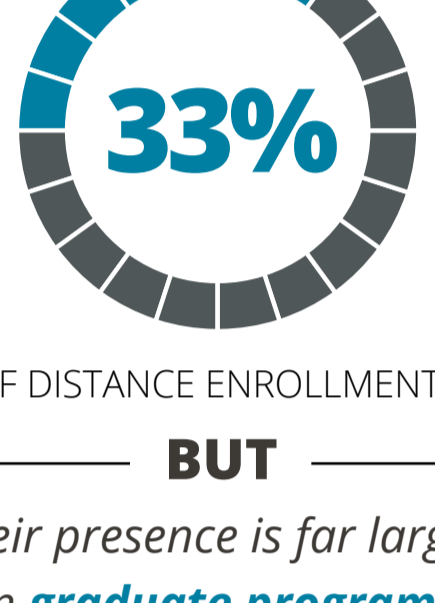
Change in Distance Education—Degree-granting Institutions



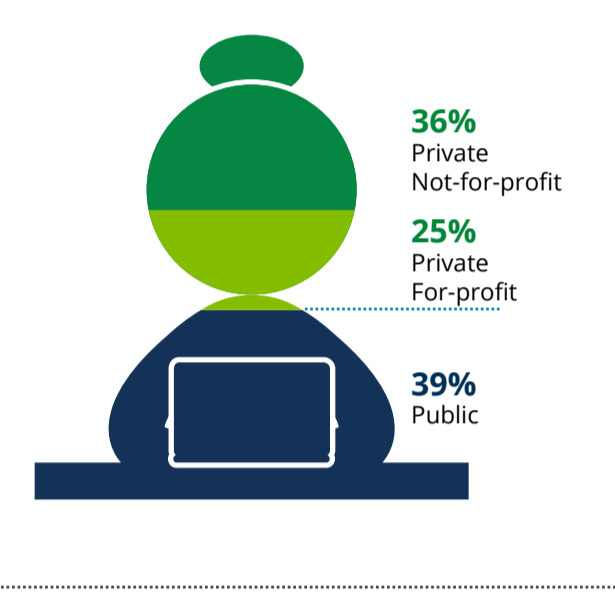
Enrollment by Institution Type Year Over Year

67% of all distance education students are enrolled at **public institutions**

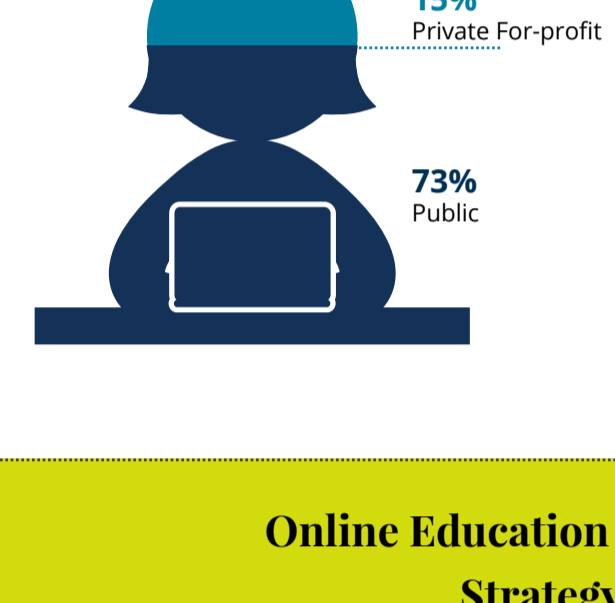
TOGETHER, PRIVATE FOR-PROFITS + NOT-FOR-PROFITS



33% OF DISTANCE ENROLLMENTS BUT their presence is far larger in graduate programs



61% OF GRADUATE DISTANCE EDUCATION STUDENTS are enrolled in private institutions

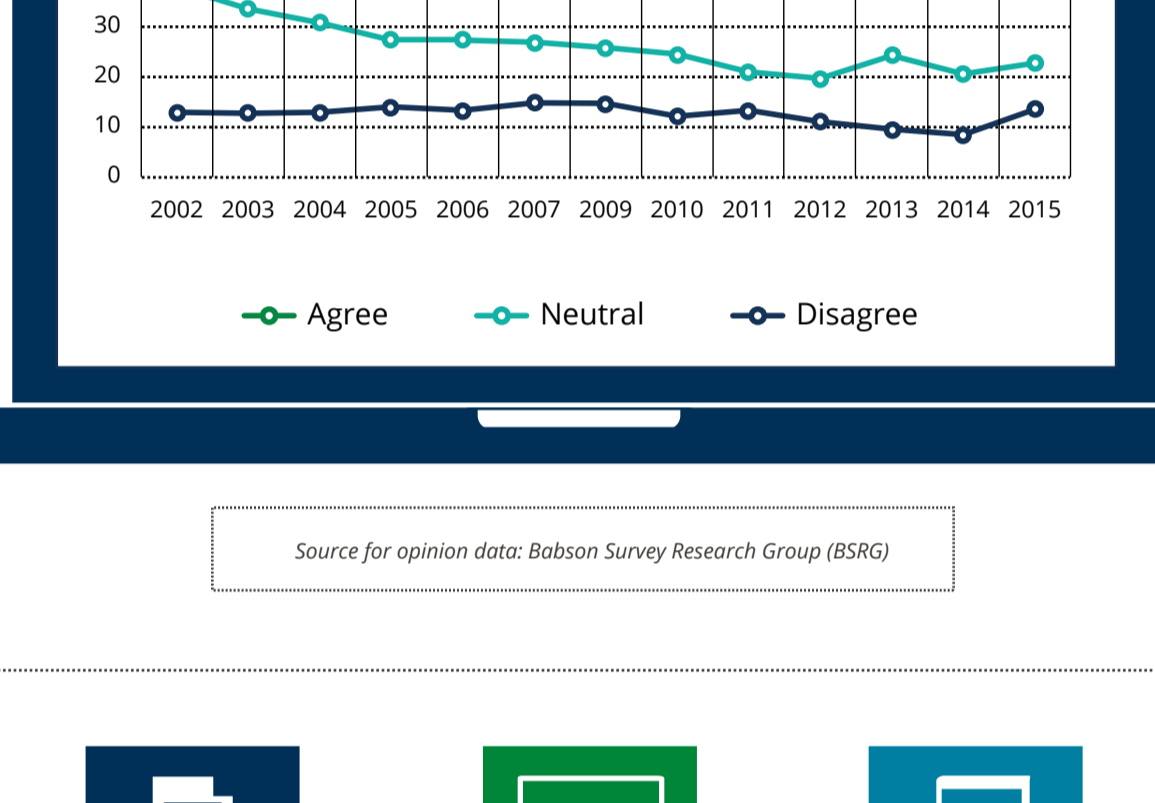


27% OF UNDERGRADUATE DISTANCE EDUCATION STUDENTS are enrolled in private institutions

Importance of Online Education Academic Leaders' Viewpoints

Nearly 2/3 of academic leaders still call online education "critical to the long-term strategy of my institution"

Online Education is Critical to the Long-term Strategy of My Institution



Source for opinion data: Babson Survey Research Group (BSRG)

Learning Outcomes in Online Education vs. Face-to-face

Assessments of online education outcomes have shown slow, but relatively steady improvements over time

After slipping in 2014, the percentage of academic leaders calling **ONLINE OUTCOMES**

"superior" OR "somewhat superior"

— COMPARED TO **FACE-TO-FACE** —



ROSE TO 17% in 2015

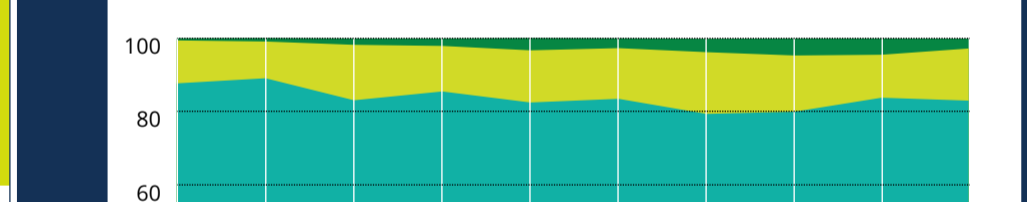
meanwhile

the percentage of academic leaders calling **ONLINE OUTCOMES**

"inferior"

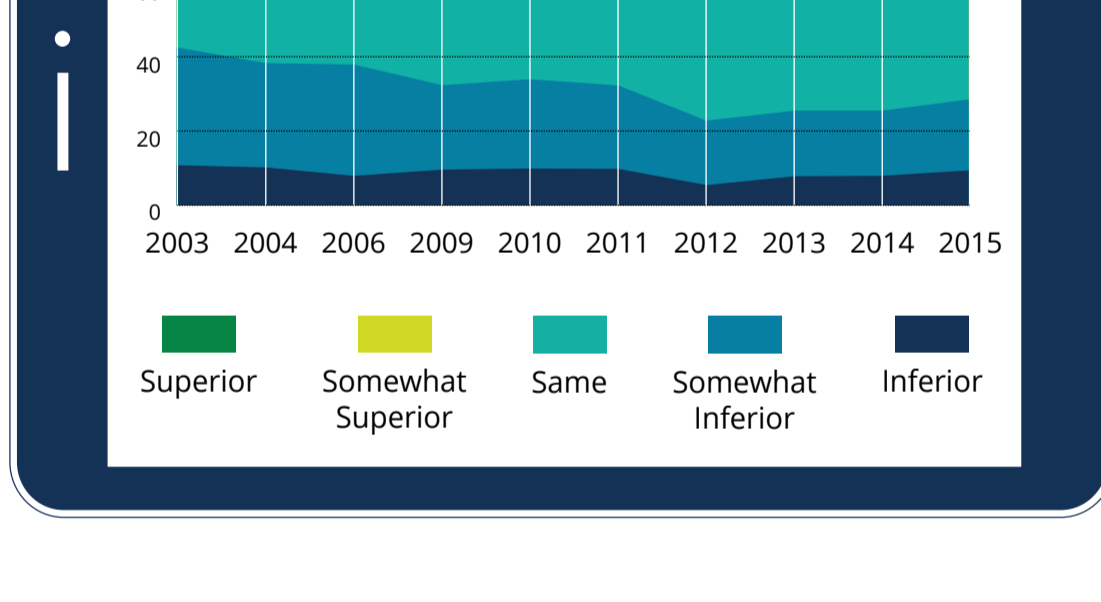
"somewhat inferior"

— COMPARED TO **FACE-TO-FACE** —



DROPPED TO 28.6% (the lowest level was in 2012 at 23%)

Learning Outcomes in Online Education Compared to Face-to-face



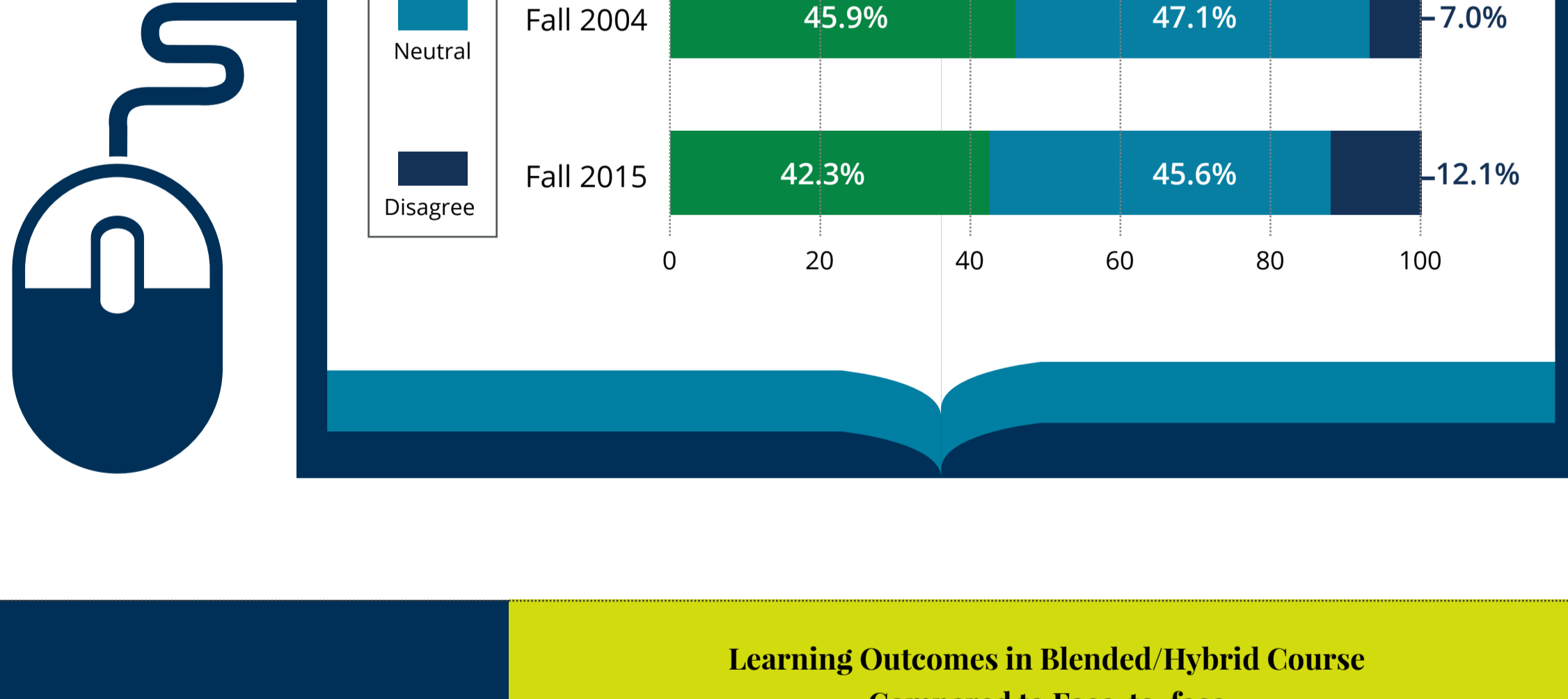
Promise of Blended Courses vs. Online-only

Used for more than a decade, academic leaders believe blended courses with both online and classroom components continue to hold greater promise than fully online courses

Over **3x** as many respondents agree that **blended courses**

"offer more promise" than disagree (but the margin has narrowed since 2004, when asked last)

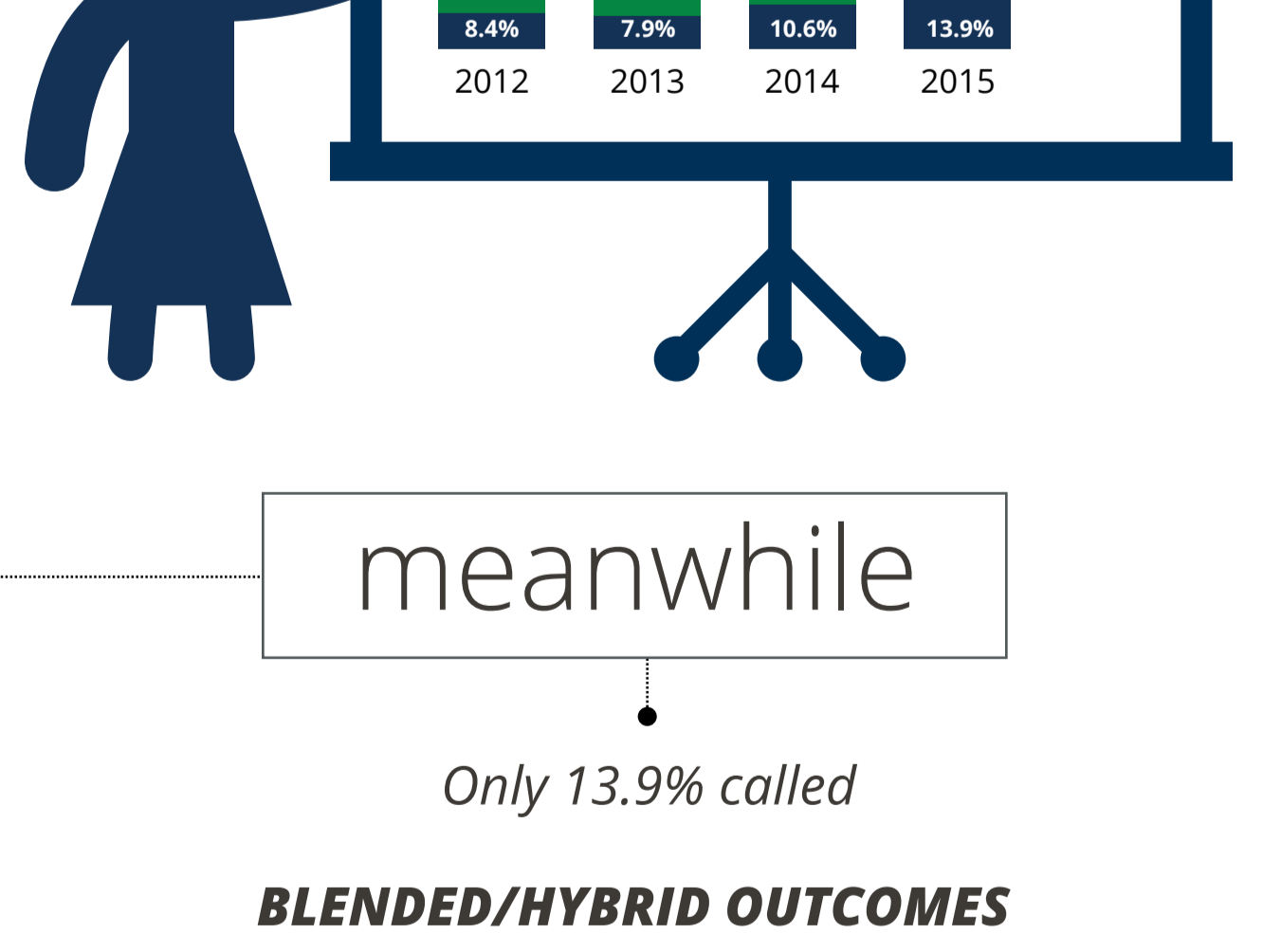
Do blended courses "hold more promise" than fully online courses?



Learning Outcomes of Blended Courses vs. Face-to-face

Many respondents still say "blended/hybrid" can outperform "face-to-face"

Learning Outcomes in Blended/Hybrid Course Compared to Face-to-face



meanwhile

Only 13.9% called

BLENDED/HYBRID OUTCOMES

"inferior"

OR

"somewhat inferior"

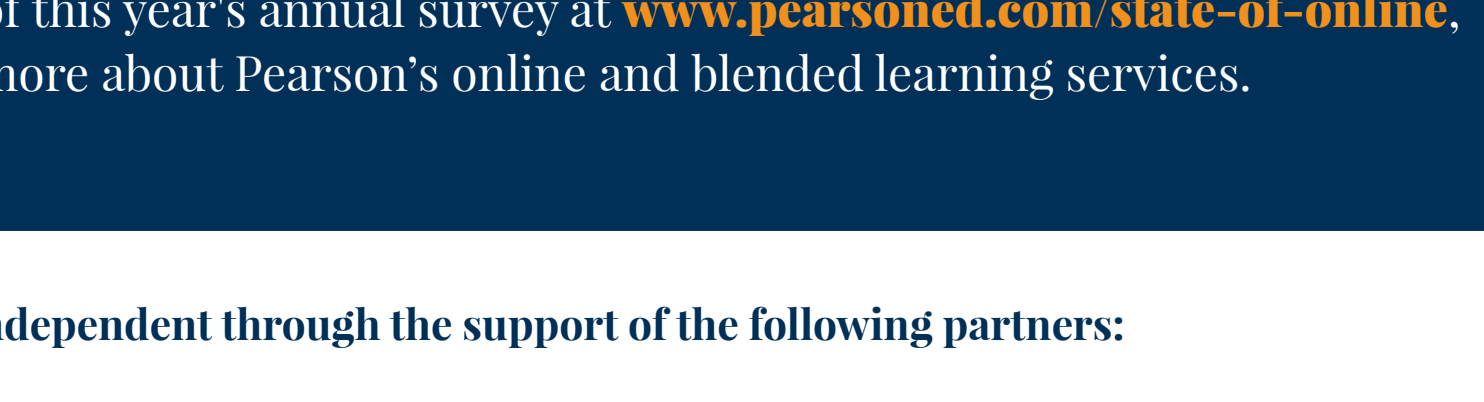
— COMPARED TO **FACE-TO-FACE** —

but that's up from 10.6% in 2014

Status of MOOC Offerings

The number of academic leaders offering a MOOC has plateaued, and far fewer are planning to add them

Status of MOOC Offerings



11.3% of responding institutions now offer a MOOC (up from 8.0% in 2014)

but only

2.3% more are planning to offer one

Want to know more?

We invite you to explore the results of this year's annual survey at www.pearsoned.com/state-of-online, where you can also learn more about Pearson's online and blended learning services.

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