

GRADE LEVEL, 2014

Tracking Online Education in the United States

This twelfth annual survey by the Babson Survey Research Group (BSRG) is the leading barometer of online learning in the United States.

I. Elaine Allen & Jeff Seaman,
Babson Survey Research Group

Based on data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), the College Board, and BSRG responses from over 2,800 Chief Academic Officers (CAOs), the complete survey report, "Grade Level" is available at <http://onlinelearningconsortium.org/2014Survey>.

Infographic by Pearson

DISTANCE EDUCATION ENROLLMENTS

Growth of distance enrollments continued to slow, settling at 3.7%.

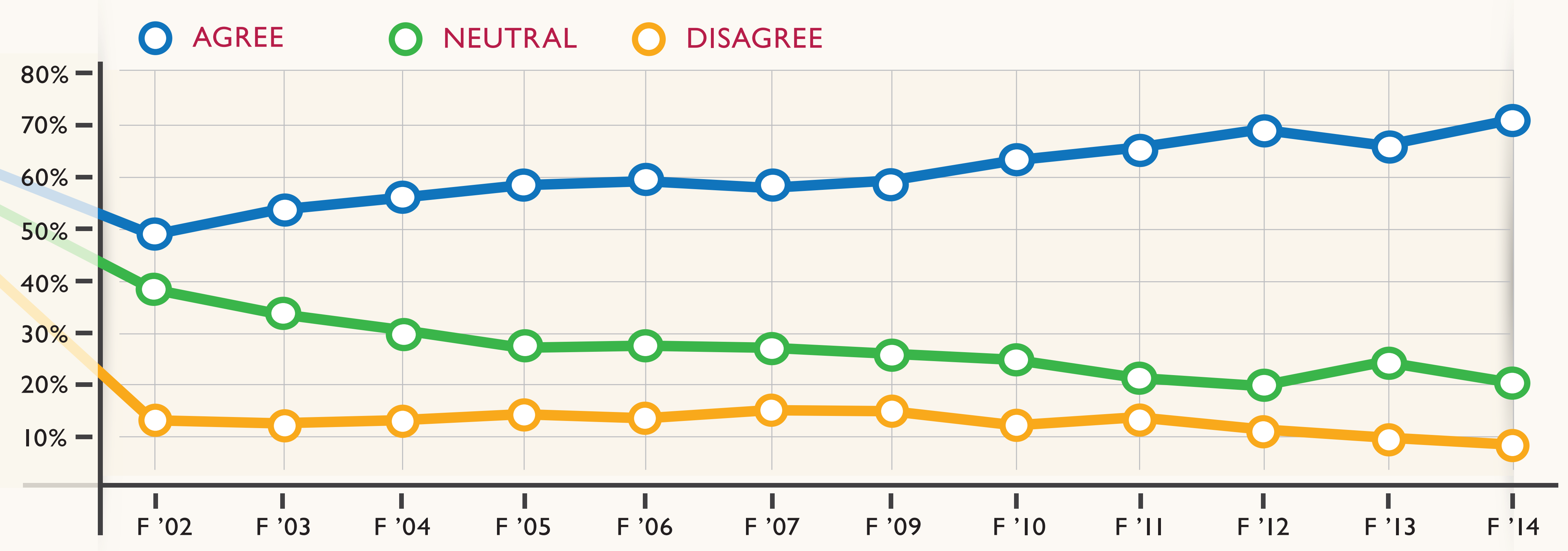
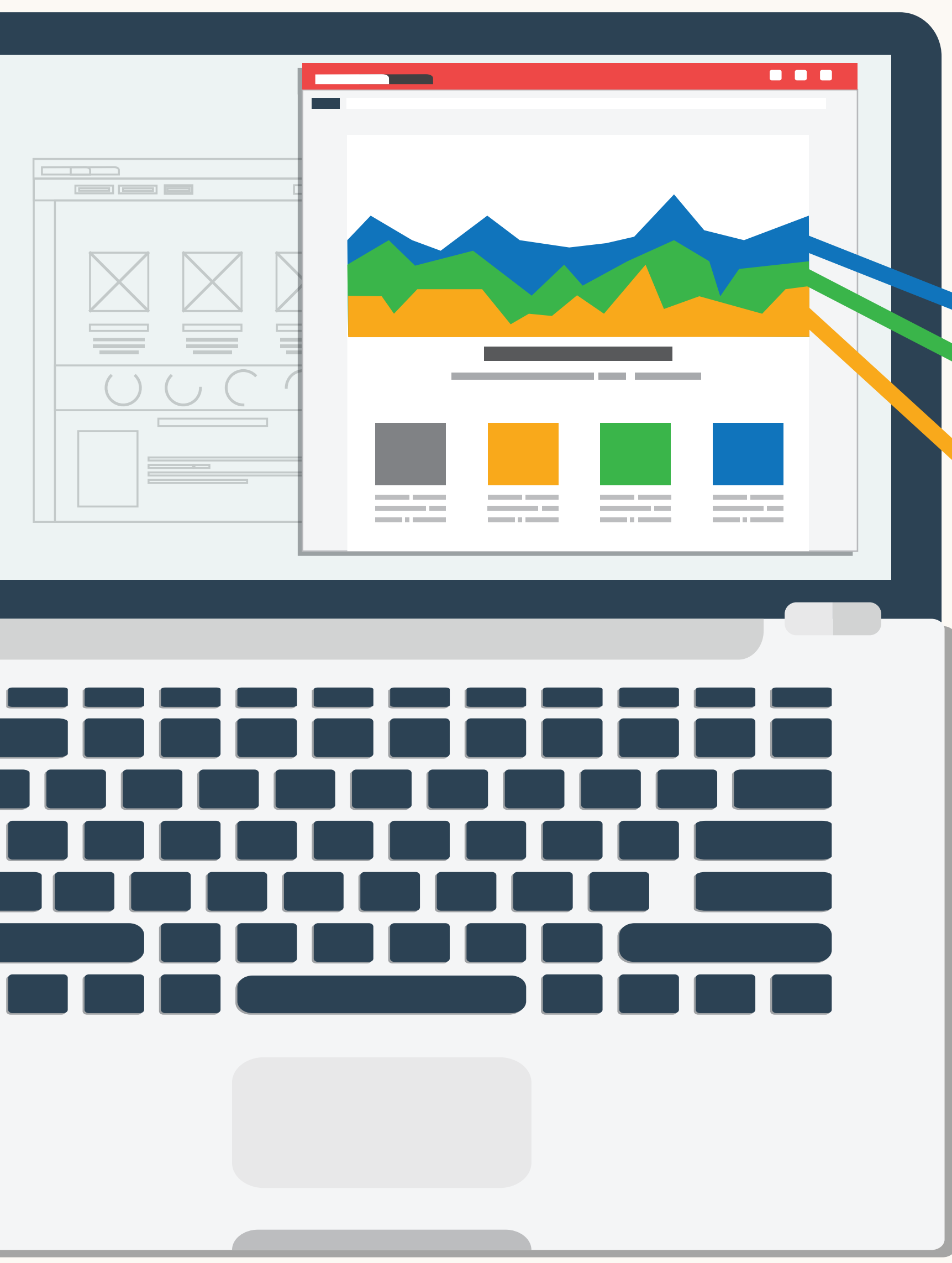
Institutions saw growth in both public and private not-for-profit sectors.

TOTAL STUDENTS ENROLLED IN A DISTANCE EDUCATION COURSE

PUBLIC	+166000
PRIVATE NOT-FOR-PROFIT	+86189
PRIVATE FOR-PROFIT	-63002

INSTITUTION	2013	2012	CHANGE	% CHANGE
Public	3,750,745	3,584,745	166,000	4.6%
Private not-for-profit	770,219	684,030	86,189	12.6%
Private for-profit	736,415	799,417	-63,002	-7.9%
Total	5,257,279	5,068,192	189,187	3.7%

ONLINE EDUCATION IS CRITICAL



70.8% of CAOs agree that online education is critical for their institution's long-term strategy, an all-time high.

DISTANCE EDUCATION OFFERINGS

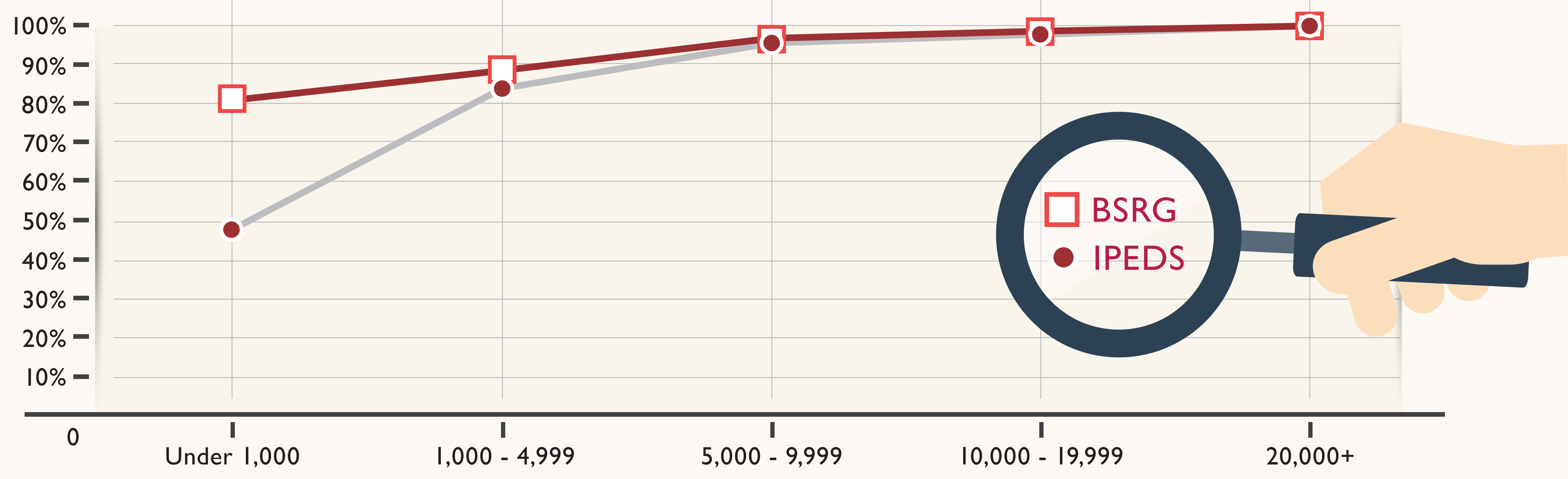
Due to different definitions of what counts as a distance offering, Babson Survey Research Group (BSRG) shows many of the smaller institutions offering distance education.

DEFINITIONS: WHAT COUNTS?

BSRG: Any distance course

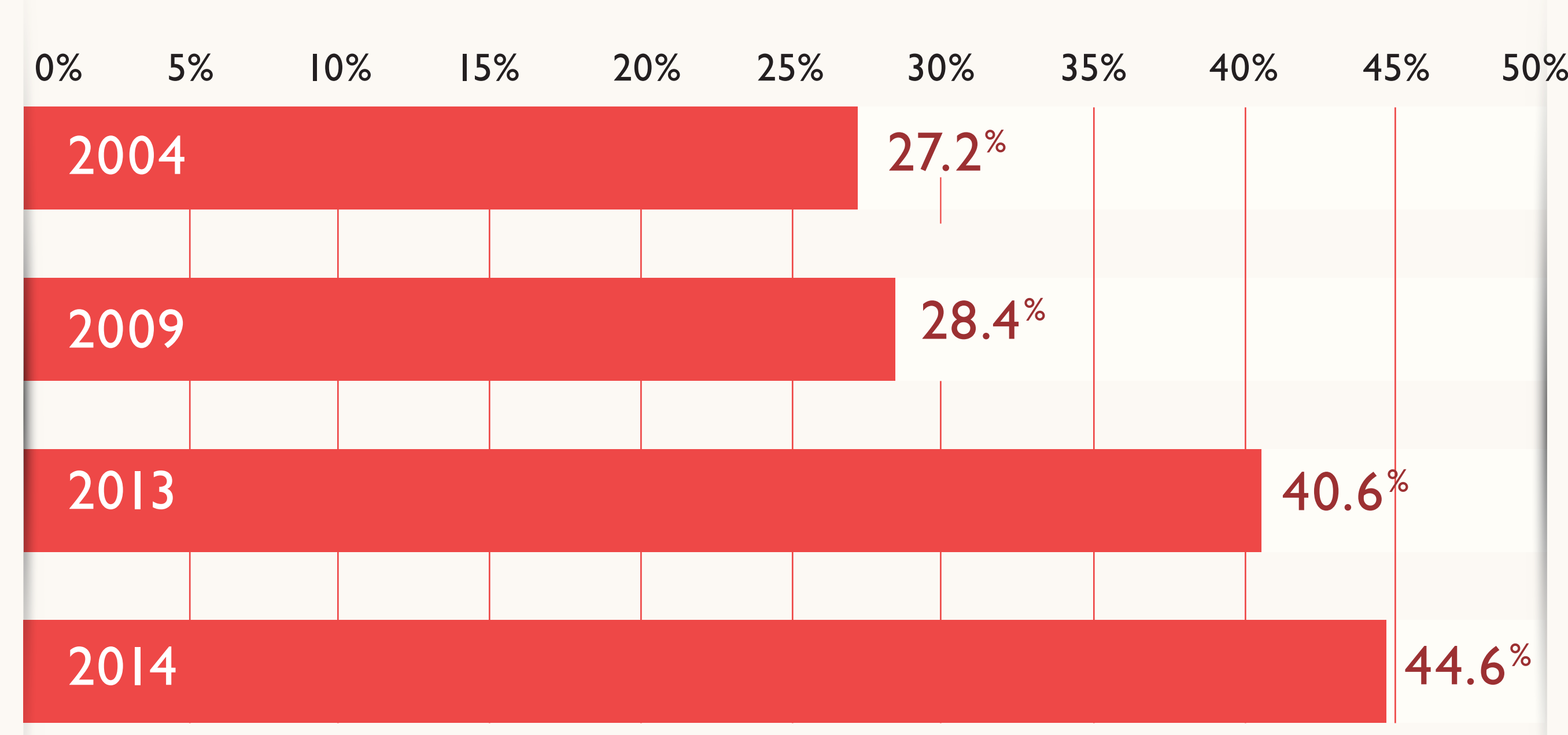
IPEDS: A distance course as part of a degree program

INSTITUTION HAS DISTANCE STUDENTS BY OVERALL ENROLLMENT (IPEDS & BSRG) - 2013



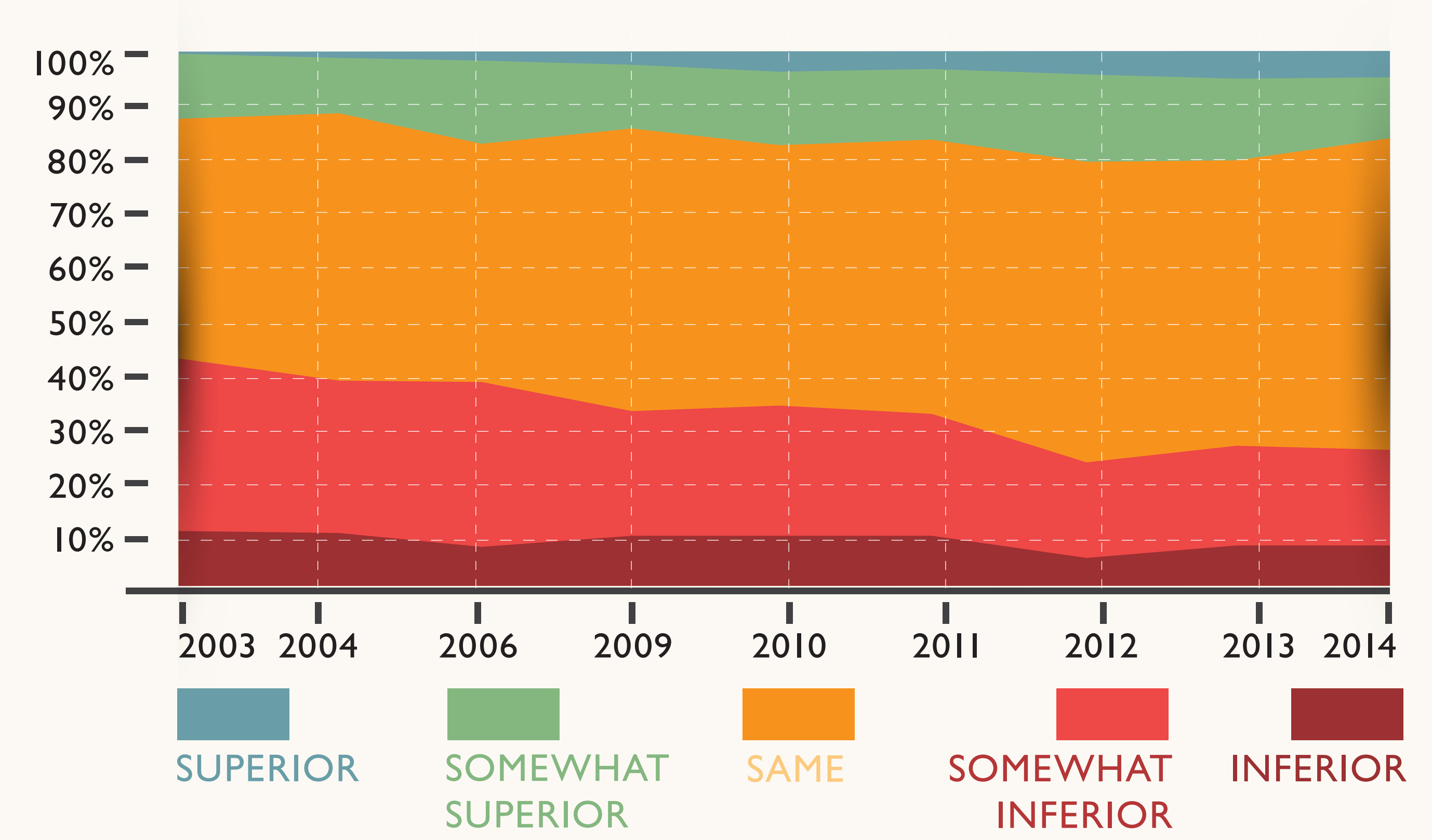
STUDENT RETENTION

Belief that it is harder to retain students in online courses has grown to 44.6%.



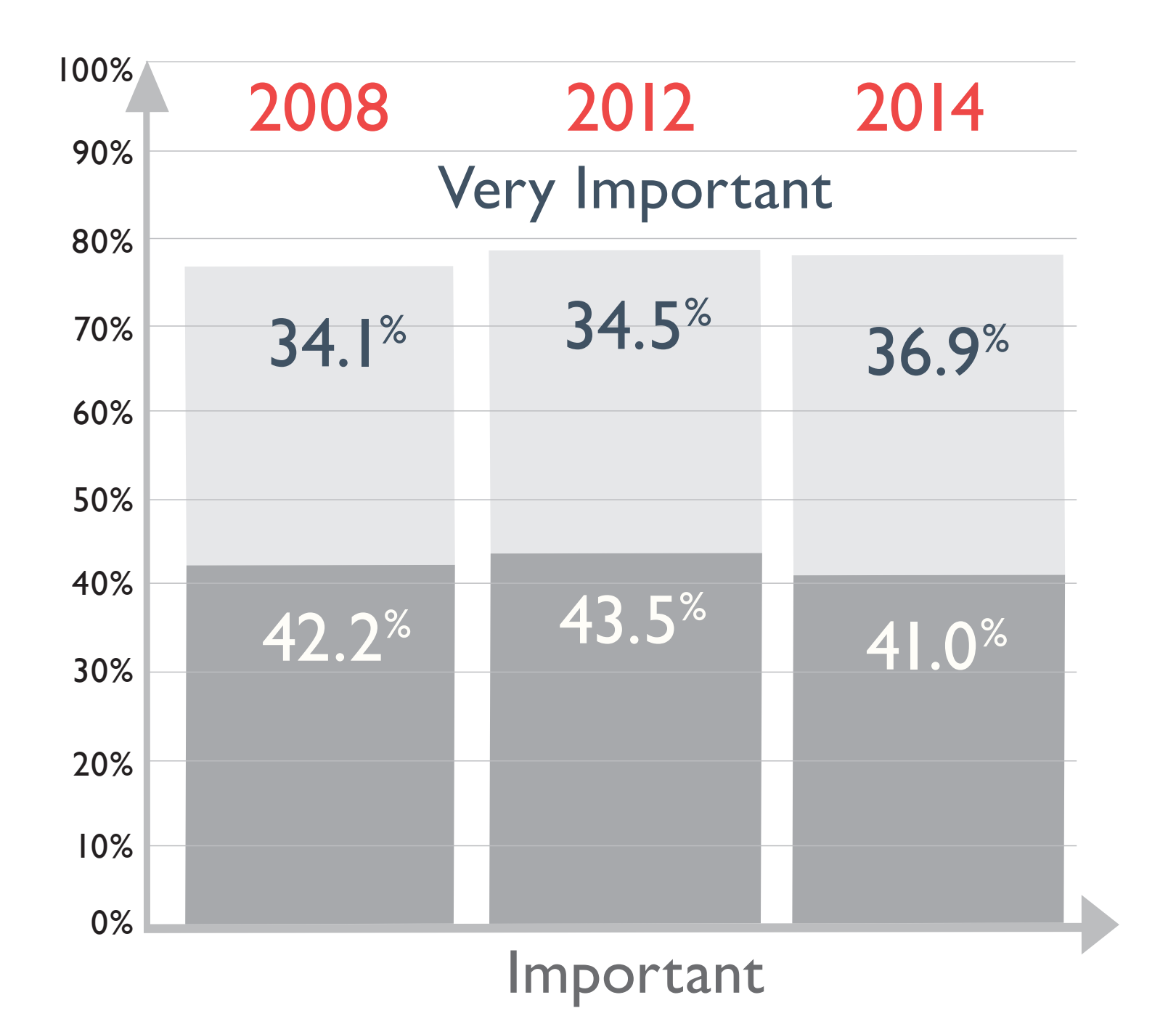
LEARNING OUTCOMES

More academic leaders rate learning outcomes in online education as the same as those in face-to-face environments.

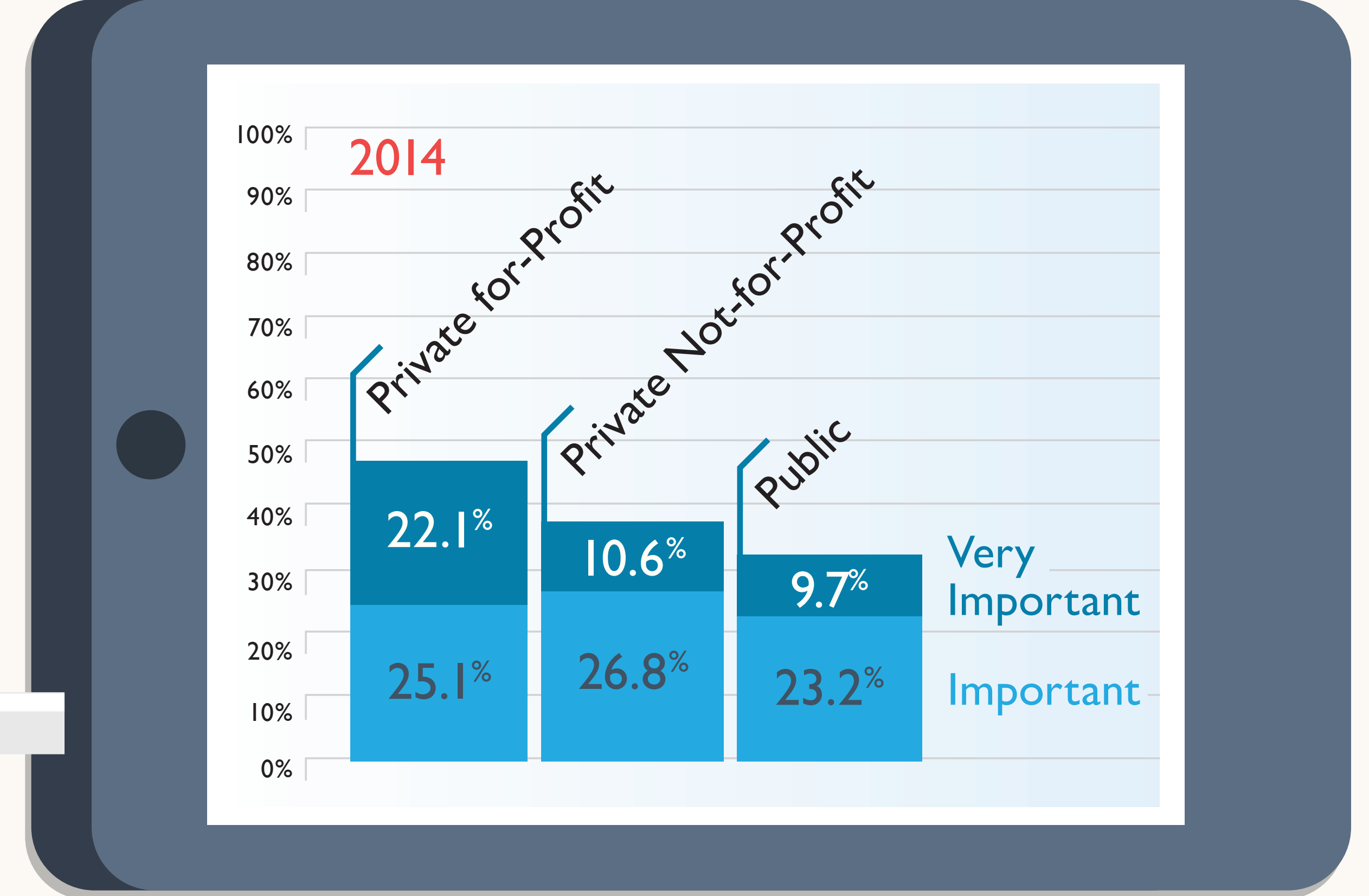


BARRIERS TO ADOPTION OF ONLINE EDUCATION

The majority of all institutions report the additional effort required to deliver an online course as an important barrier to adoption of online education.

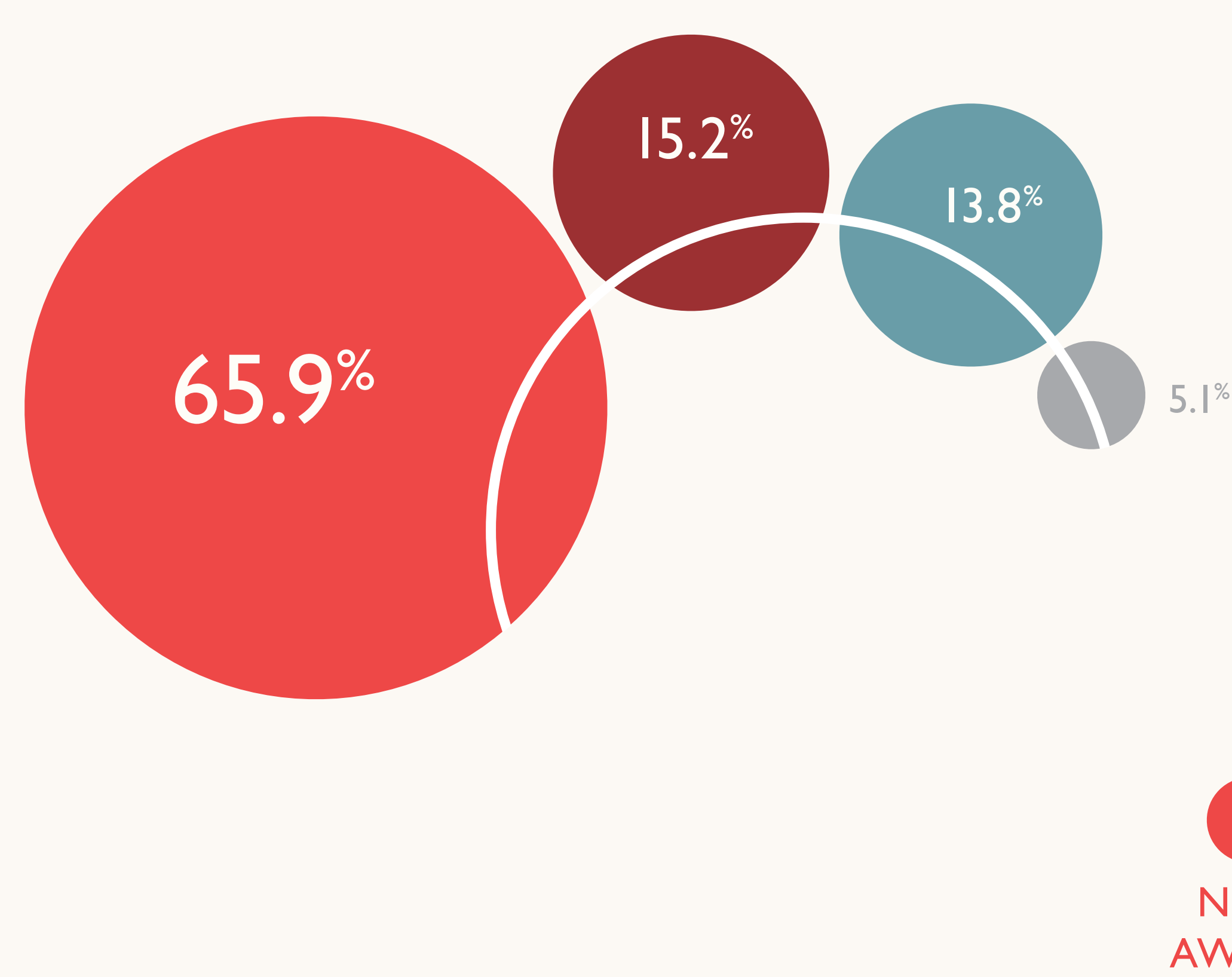


Academic leaders at for-profit institutions are more concerned about the level of acceptance of online degrees by potential employers.



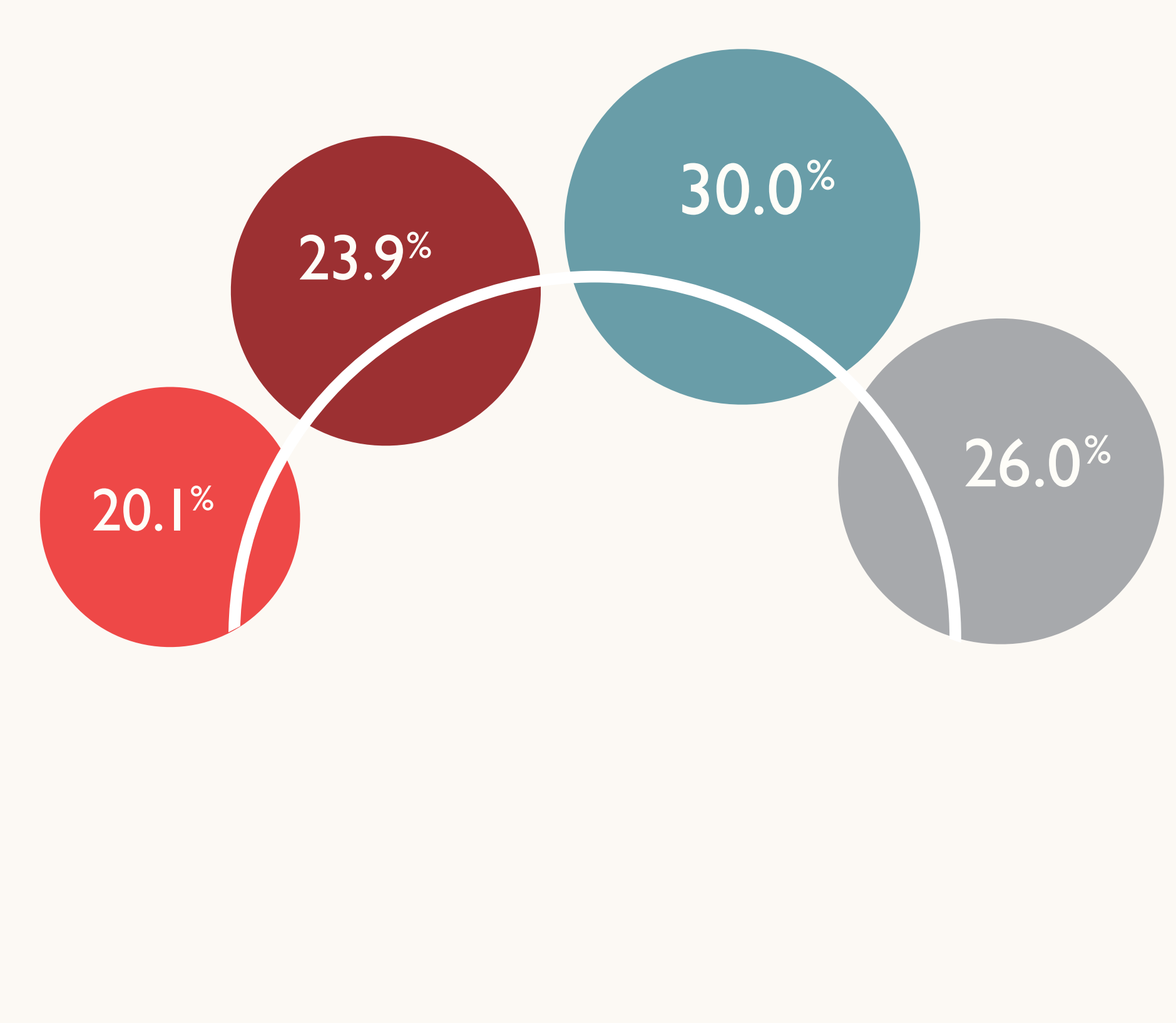
OPEN EDUCATIONAL RESOURCES

FACULTY AWARENESS - 2014



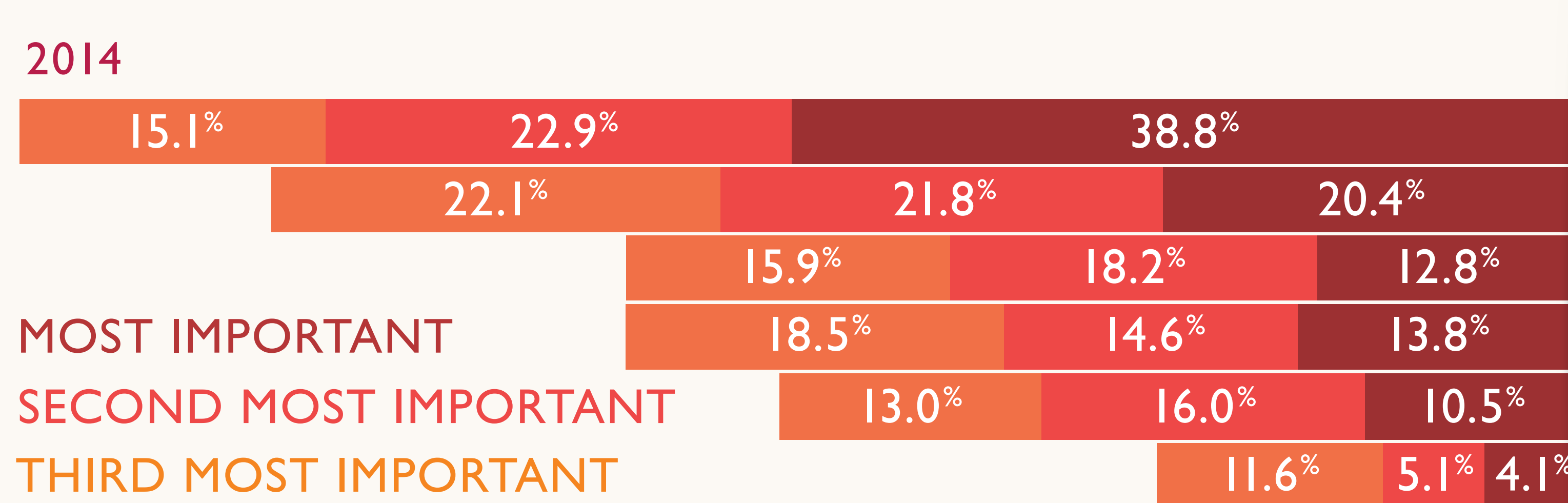
Academic leaders have far greater awareness of Open Educational Resources than do their faculty.

ACADEMIC LEADER AWARENESS - 2014



FACTORS IMPACTING THE FUTURE OF HIGHER EDUCATION

Academic leaders think that cost and gainful employment issues will be the primary factors driving the future of higher education.



- COST/STUDENT INDEBTEDNESS
- WORKFORCE DEVELOPMENT/GAINFUL EMPLOYMENT
- ASSESSMENT OF LEARNING OUTCOMES
- COMPETENCY-BASED EDUCATION
- IMPROVED STUDENT RETENTION
- SELF-DIRECTED LEARNING