

Contact: Rachel Boon

**2017-18 DISTANCE EDUCATION REPORT**

**Action Requested:** Receive the 2017-18 Distance Education Report.

**Executive Summary:** The Distance Education Report is submitted as required by Board Policy 3.12.D. The universities' efforts to use distance, extension and continuing education continue to address Board of Regents' Strategic Plan priorities: 1) ensuring access to education and student success, 2) promoting and supporting innovation in teaching, research and economic development, and 3) promoting the effective use of resources to meet institutional missions.

The five-year trends in areas related to credit-bearing courses and non-credit courses show demand remains strong. Delivering only high-quality coursework through distance education is the top priority, but the rates of growth in enrollments and credit hours suggest the universities are also effectively maximizing enrollments per section.

Table 1: Distance Education Summary

Distance Education	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	% Change Over 5 Yrs
<b>Credit courses and programs<sup>1</sup></b>						
No. of programs <sup>2</sup>	244	129	169	174	183	-25% <sup>3</sup>
No. of course sections	3,016	3,159	3,376	3,581	3,383	+12% 
No. of student enrollments (dup)	59,542	65,428	72,013	78,383	85,456	+44% 
Total number of credit hours	172,030	187,925	204,222	222,397	241,206	+40% 
<b>Non-credit courses</b>						
No. of student enrollments (dup)	504,564	599,552	777,171	1,091,471 <sup>4</sup>	745,229	+48% 

- 2017-2018 top subject areas with highest credit enrollment:
  - Business; Education; and Humanities, Arts & Sciences. More than two-thirds of credit distance education enrollments are in these three areas. (Attachment B)
- 2017-2018 top subject areas with the highest non-credit enrollment:
  - Agriculture and related sciences, 4-H Youth Development, and Human Sciences. These three areas comprise 71% of the non-credit enrollments. (Attachment C)

Table 2 displays a summary of enrollment by delivery mode, level and credit. For undergraduate and graduate credit courses, the most frequently used delivery mode is the web (including guided independent study); for graduate credit courses, on-site instruction at extended campus locations was higher than web at SUI with a majority coming from the Des Moines Pappajohn Center.

<sup>1</sup> Only off-campus courses and programs are included. Registrations do not include Saturday and evening classes on campus.  
<sup>2</sup> Includes undergraduate and graduate degree, certificate and endorsement offerings. Certificates and endorsements serve to meet an agency's requirements to practice a profession or to show proficiency in a topic or subject area.  
<sup>3</sup> The decrease resulted from a clarification of program count in 2014. The trend since 2014-15 is up 42%.  
<sup>4</sup> In 2016-2017 the University of Iowa included training offered to university employees only

Table 2: 2017-2018 Distance Education Enrollments by Level

Mode	UG Enrollment			Grad. Enrollment			Enrollment Total			Non-Credit Enroll. Total		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Web-based											1,966	
1.Semester based courses	29,384	23,113	6,599	3,458	4,291	2,807	32,842	27,404	9,406	628	0	171
2. Guided independent study	31	0	820	6	0	127	37	0	947	16,115	32,960	0
On-Site	1,214	12	994	5,211	660	1,795	6,425	672	2,789	132,141	505,495	11,552
Mailed Media	0	0	5	0	0	3	0	0	8	0	0	0
Other Off-Campus	0	78	1,477	0	303	309	0	381	1,786	43,304	282	0
Hybrid courses	1,119	0	68	1,035	0	537	2,154	0	573	0	615	0
<b>TOTAL</b>	<b>31,748</b>	<b>23,203</b>	<b>9,963</b>	<b>9,710</b>	<b>5,254</b>	<b>5,578</b>	<b>41,458</b>	<b>28,457</b>	<b>15,509</b>	<b>192,188</b>	<b>541,318</b>	<b>11,723</b>

\*Reported enrollments include both off- and on-campus face-to-face non-credit enrollments.

\*\*N.B.: Total delivery mode is 458 more than the summary by subject area. There were educational materials distributed that were not connected to non-credit course registration—defined as educational “contacts.”

A snapshot of enrollment in a single term shows that much growth in distance education is from students enrolled in both distance and on-campus courses in the same term. (unduplicated headcount, total course enrollments and total credit hours) (Table 3).

Table 3: Three-Year Trend: Headcount, Enrollment and Credit Hours (End-of-term counts)

	Students in Only Distance Ed courses			Students in On-campus & Distance Ed courses			Total		
	Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours	Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours	Total Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours
Fall 2017									
SUI	3,015	6,029	16,903	6,300	8,490	23,567	9,315	14,519	40,470
ISU	1,606	2,493	7,246	5,228	6,562	17,748	6,834	9,055	24,994
UNI	1,623	2,529	6,480	2,208	2,750	7,450	3,831	5,279	13,930
<b>TOTAL</b>	<b>6,244</b>	<b>11,051</b>	<b>30,629</b>	<b>13,736</b>	<b>17,802</b>	<b>48,765</b>	<b>19,980</b>	<b>28,853</b>	<b>79,394</b>
Fall 2016									
SUI	2,859	5,834	16,089	5,503	7,321	20,742	8,362	13,155	36,831
ISU	1,555	2,436	7,086	5,283	6,625	17,921	6,838	9,061	25,007
UNI	1,422	2,240	6,142	1,941	2,307	6,407	3,363	4,547	12,549
<b>TOTAL</b>	<b>5,836</b>	<b>10,510</b>	<b>29,317</b>	<b>12,727</b>	<b>16,253</b>	<b>45,070</b>	<b>18,563</b>	<b>26,763</b>	<b>74,387</b>
Fall 2015									
SUI	2,595	5,227	14,619	5,270	6,939	19,645	7,865	12,166	34,264
ISU	1,544	2,433	7,073	4,730	5,814	15,678	6,274	8,247	22,751
UNI	1,424	2,319	6,266	2,200	2,840	7,987	3,624	5,159	14,253
<b>TOTAL</b>	<b>5,559</b>	<b>9,976</b>	<b>27,955</b>	<b>12,203</b>	<b>15,594</b>	<b>43,313</b>	<b>17,762</b>	<b>25,570</b>	<b>71,268</b>
Fall 2014									
SUI	2,343	4,910	14,545	4,582	5,970	16,711	6,925	10,880	31,256
ISU	1,501	2,370	6,871	4,162	5,025	13,680	5,663	7,345	20,551
UNI	1,343	2,197	5,679	2,078	2,436	6,664	3,421	4,633	12,343
<b>TOTAL</b>	<b>5,187</b>	<b>9,427</b>	<b>27,095</b>	<b>10,822</b>	<b>13,431</b>	<b>37,055</b>	<b>16,009</b>	<b>22,858</b>	<b>64,150</b>

**Introduction**

The vision for Iowa Board of Regents universities’ distance education is to be, “...Iowa’s premier providers of distance education at the baccalaureate and post-baccalaureate levels in targeted programs and content areas. Regent distance education will leverage educational technology; encourage collaborative and complementary offerings by the three universities; and be known for providing distance education programs that are of the same high quality as on-campus programs.” (Distance Education Strategic Plan, <https://www.iowaregents.edu/plans-and-policies/strategic-plan/>)

Although the landscape is continuously changing, the ongoing commitment of each university is to meet the needs of students who rely on distance education, and maximize the efficiency of academic resources wherever appropriate. Enrollment in distance education courses continues to grow, even as overall institutional enrollment curves have flattened in the past couple of years.

This report describes the many collaborations, highlights areas of growth in distance education offerings, and identifies substantial changes made in the past year.

**Collaborative Efforts Among Regent Universities**

The group charged with facilitating collaborative efforts involving distance education continues to be the State Extension, Continuing and Distance Education Council (SECDEC). SECDEC meets monthly to review and discuss emerging distance education issues, and identify cross-institutional priorities.

Much of the work in 2017-2018 involved the consolidation of the Northwest Iowa Regents Resource Center and the Southwest Iowa Regents Resource Center into a single entity, the Western Iowa Regents Resource Center. The group identified gaps in consistency of support and service to Western Iowa, opportunities to gain in administrative efficiency, and communication channels to ensure the local community college districts and other stakeholders can directly engage in Regent university efforts to improve access throughout the state.

Other collaborations established previously are also reviewed and maintained by SECDEC. For example, Regent universities continue to deliver courses through the Regents Alternative Pathway to Iowa Licensure (RAPIL) program (now in its seventh year) to help talented professionals answer the call to teach. <https://iowateacherintern.org/> The Bachelor of Liberal Studies (BLS) available online through all three universities is an ongoing collaboration (Table 4).

Table 4: 2017-2018 Bachelor of Liberal Studies and Bachelor of Applied Studies Participation

PROGRAM	SUI	ISU	UNI	TOTAL	% change from Prior Year
<b>Bachelor of Liberal Studies</b>					
Enrollment	277	191	198	666	-9% 
Graduates	55	89	65	209	10% 
New Admissions	120	86	85	291	-24% 
Liberal Studies Interest (SUI)	1			1	
<b>Bachelor of Applied Studies (SUI only)</b>					
Enrollment	197			197	-7% 
Graduates	44			44	-15% 
New Admissions	67			67	-29% 

### **Distance Education Program Highlights**

University websites describe programs that are fully or partially available via distance education.

[University of Iowa](https://distance.uiowa.edu/)

<https://distance.uiowa.edu/>

- Following a successful pilot of [Proctorio](#) in Spring 2018 and Summer 2018, SUI enabled the web-based service for more than 100 Distance and Online Education (DOE) courses in Fall 2018, and will use it in additional DOE courses beginning Spring 2019.

Proctorio is a third-party online automated virtual proctoring service that creates video and audio recordings of exam sessions. Proctorio has seamless integration into ICON/Canvas that allows faculty to easily enable exam monitoring and view exam results immediately within the ICON/Canvas course site. Proctorio offers behavior settings that ranks test results by suspicion level; concerning behavior is flagged for instructor review.

This level of Canvas integration and increased functionality is important because it makes Proctorio easy to use—from faculty and student perspectives—and will allow faculty to manage proctored online exams with less support from staff. Once an instructor enables Proctorio for an exam, students log in to their ICON/Canvas course site and complete the exam any time during the exam window set by the instructor.

- The DOE instructional design team developed an eight-week training program (Design4Online) for faculty interested in developing online courses. The application process was competitive; twelve faculty members were selected for the first cohort. The cohort had a three-hour face-to-face training session each week, with additional online components. Additionally, each instructional designer worked one-on-one with faculty members on the course they intended to move online. Participants rated the training highly, and the team plans to offer this training yearly. The Design4Online participating instructors are currently implementing the new data-driven strategies and best practices learned in the training; the courses will be ready for online delivery in Spring 2019.
- Orientation: The advising team developed an extensive online orientation module specific to the needs of distance education students. Although originally intended for BLS and BAS students, the advising team has been working with departments and colleges offering online programs, with the end goal being to modify the orientation module to meet the needs of students in any online program.

[Iowa State University](http://www.distance.iastate.edu/)

<http://www.distance.iastate.edu/>

- Developed and implemented the Bachelor of Liberal Studies Degree Completer marketing program to identify former ISU students from the last 5 years that were in good financial and academic standing but did not complete their degrees. Initially focused on LAS students, the program was expanded to include former students from all colleges.
- Implemented a financial grant program to assist faculty with conversion of online courses from Blackboard to Canvas. Funds typically used for developing new courses supported the effort, with emphasis on improving the course during the conversion process.

- The College of Human Sciences is boosting financial literacy by expanding course offerings in personal and family finance for Iowa State University students – and working with the Iowa Department of Education to develop a new certificate program that prepares high school teachers to lead courses in personal finance.
- Expanded the Discover Summer Online program in the second year with a new focus on the Discover Your Minor Online theme. Communication and promotional materials focused on five high demand LAS minors that have significant numbers of online courses available (Leadership Studies, Criminal Justice, Political Science, Women's Studies, and Sociology). Students could start or contribute to their overall academic program by combining an online course with their face-to-face courses to earn a minor.
- LAS Online was launched November 1, 2017 as a central hub that supports a year round focus on online courses, minors and degrees offered by the College of Liberal Arts and Sciences. This standalone LAS Online web presence focuses on the rapidly expanding LAS online course offerings and removes some confusion students have with the official name of Engineering-LAS Online Learning.

[University of Northern Iowa  
https://continuinged.uni.edu/distance](https://continuinged.uni.edu/distance)

#### Key Outcomes/Indicators for Distance Education – University of Northern Iowa

- Served students in all 99 Iowa counties for the third consecutive year.
- The total number of duplicated enrollments in distance education at UNI increased by 5.2 percent last year to 15,541.
- Students continued to provide positive feedback about their experience with distance education. Assessment results show that 94 percent of students expressed they were satisfied or highly satisfied with UNI's eLearning System. In addition, more than 93 percent indicated they would recommend UNI's program to a friend or colleague.
- The trend of increasing numbers of students completing UNI's Bachelor of Liberal Studies degree continued, with a record number of 65 program graduates – an increase of 44 percent from the prior year.

A strategic goal is to differentiate UNI's offerings in the quality of course design. An essential component of that effort has been to elevate the professional development and individual support provided to faculty members. More than 280 faculty and staff have completed professional development workshops through Quality Matters (QM). A new QM workshop, "Using Instructional Materials & Technology to Promote Learner Engagement," provides a specific focus on course objectives and student success.

To align with both the BOR's goal of increasing access and Future Ready Iowa's goal of elevating the state's workforce, the office of Continuing and Distance Education (CDE) began a partnership with the Education Advisory Board (EAB) on a pilot project to identify Iowa residents who have earned some college credit, but not a degree. This effort is in conjunction with implementation of ConnectUNI, a constituent relationship management system (CRM) designed to help manage interactions in support of recruitment, enrollment, retention and development goals.

To meet the goal of enhancing accessibility to course content, UNI implemented a tool, "Ally," that integrates with eLearning. Ally provides feedback to faculty members and instructional development staff to identify possible issues related to accessibility and to make appropriate modifications.

**New Programs and Courses**

University of Northern Iowa

During 2017-18, UNI developed 23 new online courses that met QM standards, many of which support the 40 degree, certificate and endorsement programs offered at a distance.

UNI added programs to serve students who have earned an Associate of Applied Science degree.

- Bachelor of Applied Science in Technology
- Bachelor of Applied Science in Criminal Justice

Inter-institutional collaboration is an important strategy to support growth and accessibility. Examples include UNI's 3+1 Health Sciences program offered in collaboration with Allen College, a partnership with Grant Wood AEA to offer a multi-occupation endorsement to 30 area teachers, and UNI's Ramps & Pathways program that served 289 educators last year.

University of Iowa

Several programs added online, hybrid or off-campus locations in 2017-18.

- BLS emphasis in Expression in Writing and Arts (online)
- BLS emphasis in Family, Community and Social Support (online)
- BLS emphasis in Justice and Ethics (online)
- Undergraduate Certificate in Museum Studies (online)
- Master of Arts in Sports and Recreation Management (hybrid)
- Master of Science in Business Analytics (Davenport location)
- Master of Science in Teaching & Learning, STEM Education (online)

Iowa State University

Several programs added online options in 2017-18.

- Graduate Certificate in Agronomy
- Graduate Certificate in Biochemistry
- Graduate Certificate in Meat Science
- Undergraduate Certificate in Swine Science
- Bachelor of Science in Agricultural Studies

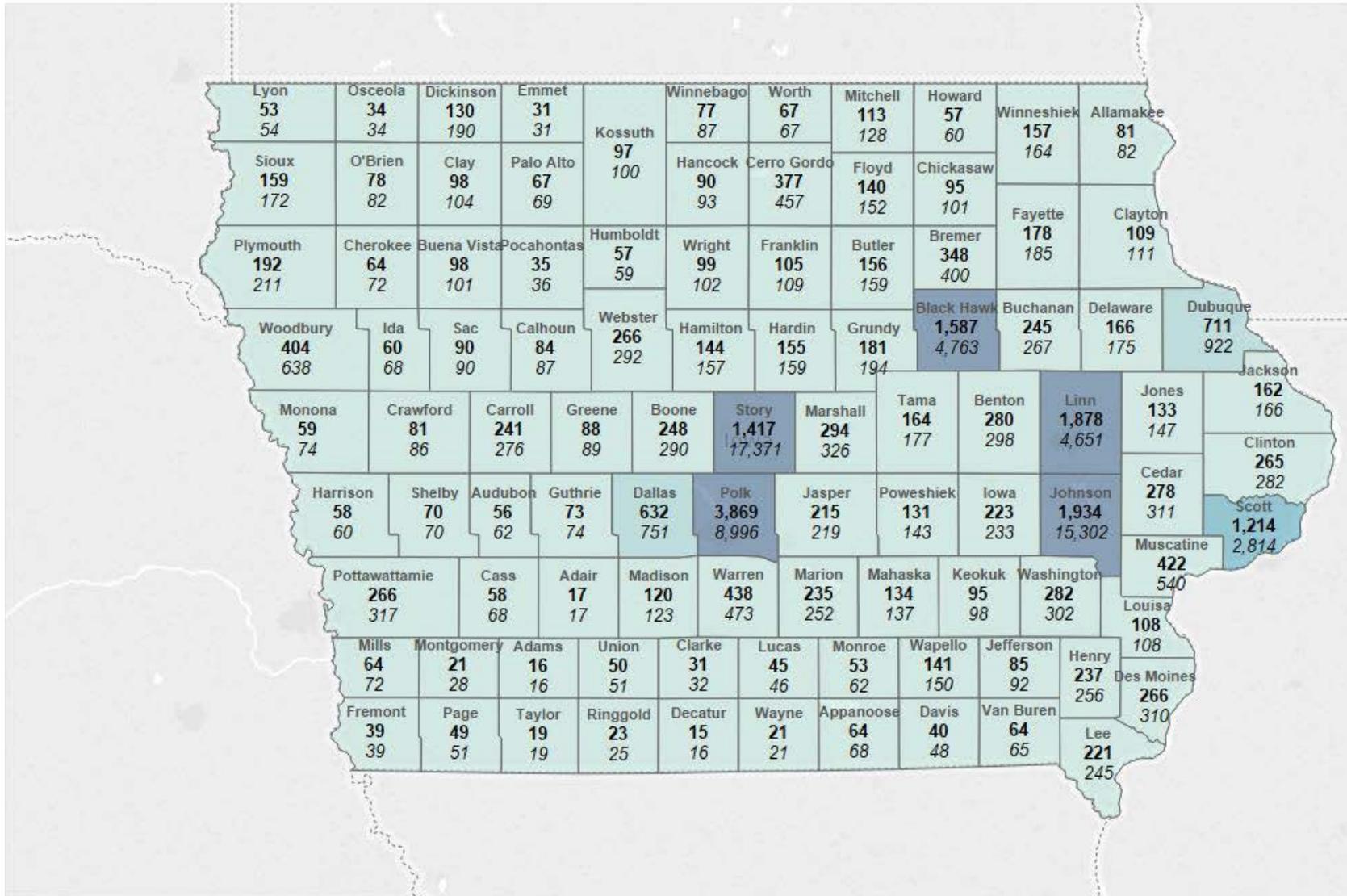
**Regional Resource Centers**

After a full review of the centers in spring 2018, the Council of Provosts and Board of Regents approved merging operations of Northwest and Southwest Regent Resource Centers to form a Western Iowa Regents Resource Center (WIRRC) under the guidance of SECDEC. The University of Iowa provides administrative support for budget management and human resources.

Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center. The universities offer programming which includes science field courses and courses in teacher preparation, writing and entrepreneurial studies. Director Mary Skopec provides monthly updates to SECDEC and annual updates to the Board of Regents (last given on September 11, 2018).

<b>State Appropriation by Center</b>	<b>FY2018</b>
<b>SWIRRC</b>	
State Funding	\$173,472
<b>NWIRRC</b>	
State Funding	\$98,689

2017-18 Distance Education Credit Courses and Enrollment by Iowa County



**Bold** = # of courses  
*Italics* = Headcount enrollment  
**Shading** = Concentrations of enrollment

Figure 1 Each community is counted once. Total Iowa communities: 768. Total courses: 28,853. Total Iowa resident enrollment (duplicated): 68,999

**TOP 2017-2018 CREDIT COURSE REGISTRATIONS BY LEVEL, INSTITUTION AND ACADEMIC UNIT**

Academic Unit	Duplicated Headcount Enrollment									Number of Credit Hours			
	SUI		ISU		UNI		Regent Total Duplicated Headcount			SUI	ISU	UNI	TOTAL
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total				
Business	8,383	5,108	3,016	825	252	602	11,651	6,535	18,186	38,218	11,049	2,479	51,746
Interdisciplinary	2,102	192	0	674	197	0	2,299	866	3,165	4,286	1,827	687	6,800
Humanities, Arts & Sciences	13,985	1,533	7,152	136	2,396	1,057	23,533	2,726	26,259	40,534	20,539	9,327	70,400
Education	4,246	1,120	0	0	3,590	3,399	7836	4,519	12,355	15,517	0	18,964	34,481
Engineering	395	6	3,926	1,004	0	0	4,321	1,010	5,331	1,180	14,597	0	15,777
Ag & Life Sciences	0	0	4,300	917	0	0	4,300	917	5,217	0	14,254	0	14,254
Design	0	0	908	88	0	0	908	88	996	0	2,870	0	2,870
Human Sciences	0	0	3,892	1,570	0	0	3,892	1,570	5,462	0	16,692	0	16,692
Veterinary Medicine	0	0	9	40	0	0	9	40	49	0	136	0	136
Social & Behavioral Sciences	0	0	0	0	3,528	520	3,528	520	4,048	0	0	11,847	11,847
Medicine	938	32	0	0	0	0	938	32	970	2,944	0	0	2,944
Nursing	1,483	1,381	0	0	0	0	1,483	1,381	2,864	6,516	0	0	6,516
Public Health	113	336	0	0	0	0	113	336	449	1,329	0	0	1,329
Pharmacy	65	2	0	0	0	0	65	2	67	67	0	0	67
Law	38	0	0	0	0	0	38	0	38	114	0	0	114
<b>GRAND TOTAL</b>	<b>31,748</b>	<b>9,539</b>	<b>23,203</b>	<b>5,254</b>	<b>9,963</b>	<b>5,578</b>	<b>64,914</b>	<b>20,542</b>	<b>85,456</b>	<b>110,705</b>	<b>81,964</b>	<b>43,304</b>	<b>235,973</b>

**TOP FIVE 2017-2018 TOP NON-CREDIT COURSE REGISTRATIONS  
BY INSTITUTION AND SUBJECT AREA**

	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>	<b>REGENT TOTAL</b>	<b>PERCENT OF REGENT TOTAL</b>
Business, Management, Marketing & Related Services	10,515			10,515	1.4%
Visual & Performing Arts			1,690	1,690	0.2%
Family & Consumer Sciences/Human Sciences			2,160	2,160	0.3%
Education	11,303		2,009	13,312	1.8%
Physical Sciences			3,617	3,617	0.5%
Ag and Natural Resources		115,907	865	116,772	15.7%
Human Sciences		95,089		95,089	12.8%
4-H Youth Development		292,761		292,761	39.3%
Community & Economic Development		11,188		11,188	1.5%
Health Professions & Related Clinical Services	94,216			94,216	12.6%
Health-Related Knowledge & Skills	19,650			19,650	2.6%
Interpersonal & Social Skills	18,673			18,673	2.5%
Multi/Interdisciplinary Studies		26,373		26,373	3.5%
All other non-credit registrations	37,831		1,382	39,213	5.3%
<b>Total Registrations</b>	<b>192,188</b>	<b>541,318</b>	<b>11,723</b>	<b>745,229</b>	<b>100%</b>

**UNIVERSITY OF IOWA**

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Change from Prior Year
	Undergrad Courses	% Change from Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	577	12.9%	63.4%	333	7.1%	36.6%	910	10.7%
2011	624	8.2%	65.3%	332	-0.3%	34.7%	956	5.1%
2012	674	8.0%	64.1%	378	13.9%	35.9%	1,052	10.0%
2013	694	3.0%	63.1%	406	7.4%	36.9%	1,100	4.6%
2014	794	14.4%	66.6%	398	-2.0%	33.4%	1,195	8.4%
2015	846	6.6%	65.1%	454	14.1%	34.9%	1,300	9.1%
2016	977	15.5%	67.2%	477	5.1%	32.8%	1,454	11.9%
2017	1175	7.7%	67.61%	563	5.23%	32.39%	1,738	6.89%
2018								

	Students Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated	Total Credit Hours	Total Student Enrollment	Unduplicated	Total Credit Hours		
Fall 2013*	4,677	2,185	13,855	5,419	4,275	15,454	10,096	6,460
Fall 2014*	4,910	2,343	14,545	5,970	4,582	16,711	10,880	6,925
Fall 2015*	5,227	2,595	14,619	6,939	5,270	19,645	12,166	7,865
Fall 2016*	5,834	2,859	16,089	7,321	5,503	20,742	13,155	8,362
Fall 2017	6,029	3,015	16,903	8,490	6,300	23,567	14,519	9,315

\*Fall term counts are end-of-term.

**IOWA STATE UNIVERSITY**

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Change from Prior Year
	Undergrad Courses	% Change from Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	254	5.8%	34.6%	481	9.3%	65.4%	735	8.1%
2011	295	16.1%	36.7%	508	5.6%	63.3%	803	9.3%
2012	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%
2013	411	8.4%	43.7%	529	1.1%	56.3%	940	4.2%
2014	373	-9.2%	41.2%	533	0.8%	58.8%	906	-3.6%
2015	417	11.8%	44.0%	530	-0.6%	56.0%	947	4.5%
2016	446	7.0%	45.8%	528	-0.4%	54.2%	974	2.9%
2017	490	9.9%	47.4%	544	3.0%	52.6%	1,034	6.2%
2018	502	2.4%	49.6%	511	-6.1%	50.4%	1,013	-2.0%

	Student Enrollment – Taking only Distance Education Courses			Student Enrollment – Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours		
Fall 2013*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall 2014*	2,320	1,501	6,871	5,025	4,162	13,680	7,345	5,663
Fall 2015*	2,430	1,544	7,070	5,815	4,730	15,681	8,245	6,274
Fall 2016*	2,436	1,555	7,086	6,625	5,283	17,921	9,061	6,838
Fall 2017*	2,493	1,606	7,246	6,562	5,228	17,748	9,055	6,834

Prior to FY 2014, students were counted across three terms. A DE only students in Fall who became a combo student in Spring would be counted in both categories (DE only and Combo). In FY 2014, ISU standardized the counting of students to ensure this duplication of counting students no longer existed. Moving forward, this standardized process will create consistency in how DE only students vs. combo students are reported ensuring the evaluation of all terms is used with a result of one student per fiscal year. A student who takes DE only courses in Fall, but takes a combination of courses in Spring and Summer will only be counted once and considered a combo student.

\*Fall term counts are end-of-term

**UNIVERSITY OF NORTHERN IOWA**

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Course Sections	% Change from Prior Year
	Undergrad Courses	% Change from Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	360	2.9 %	49.7%	364	11.7 %	50.3%	724	7.1%
2011	382	6.1 %	52.1%	351	-3.6 %	47.9%	733	1.2%
2012	470	23.0 %	54.5%	393	12.0 %	45.5%	863	17.7%
2013	456	-3.0 %	52.4%	414	5.3 %	47.6%	870	0.8%
2014	486	6.6 %	52.9%	432	4.3 %	47.1%	918	5.5%
2015	470	-3.3%	51.1%	449	3.9%	48.9%	919	0.1%
2016	470	0.0%	49.6%	478	6.5%	50.4%	948	3.2%
2017	462	-1.7%	50.5%	453	-5.2%	49.5%	915	-3.5%
2018	479	3.7%	51.5%	451	-0.4%	48.5%	930	1.6%

	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours		
Fall 2013*	2,410	1,459	6,427	2,418	2,089	6,820	4,828	3,548
Fall 2014*	2,197	1,343	5,679	2,436	2,078	6,664	4,633	3,421
Fall 2015*	2,319	1,424	6,266	2,840	2,200	7,987	5,159	3,624
Fall 2016*	2,240	1,422	6,142	2,307	1,941	6,407	4,547	3,363
Fall 2017*	2,529	1,623	6,480	2,750	2,208	7,450	5,279	3,831

\*Fall counts are end of term