

Digital Learning Compass:

Distance Education Enrollment Report 2017

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I. Elaine Allen and Jeff Seaman





digital learning C O M P A S S

Distance Education Enrollment Report 2017

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Babson Survey Research Group

The Babson Survey Research Group (BSRG) is a survey design, implementation, and analysis organization. BSRG has worked on a number of large surveys including the annual survey of global entrepreneurship (GEM) involving more than 70 countries and 160,000 respondents worldwide and the thirteen annual surveys of online education covering all colleges and universities in the US.

ACKNOWLEDGEMENTS

Digital Learning Compass: Distance Education Enrollment Report 2017 is the first in a series of publications from the new research partnership of the Babson Survey Research Group, e-Literate, and WCET. This study takes a detailed look at the trends and patterns of distance education enrollments among U.S. degree-granting higher education institutions. Additional publications in the Digital Learning Compass series will provide detailed examinations of multiple facets of U.S. distance education.

The Digital Learning Compass partnership builds on the combined efforts of the three partner organizations. The Babson Survey Research Group began its studies in 2004 with support from the Alfred P. Sloan Foundation. The Foundation continued that commitment for eight years, supporting an independent study, offering full privacy for all respondents, and providing free distribution of all report publications. Most recently, we have partnered with both WCET and e-Literate, as each of these organizations contributed to the report series.

The current approach expands on our prior partnership. The three organizations now use a pooled approach to all data and analysis – we all use the same definitions and criteria, and we all see each other’s work. Each Digital Learning Compass publication has a single lead organization, with the others available to comment, offer suggestions, and add their voice.

Digital Learning Compass wants to thank our current partners, the Online Learning Consortium, Pearson, and Tyton Partners for contributing to our research and their strong support for our efforts in making this transition.

This report was edited and reviewed by Nate Ralph and we thank him for his suggestions, corrections, and careful attention to detail.

Finally, we need to thank those in the higher education community who have continued to provide us with ideas and requests. These reports are the better because of your input, and we hope you find them useful.



Co-Directors, Babson Survey Research Group, May 2017

FOREWORD

This report marks the first in the new series of reports from Digital Learning Compass on the state of distance education among U.S. institutions from Digital Learning Compass. Digital Learning Compass is a research partnership composed of the Babson Survey Research Group, e-Literate, and WCET.

The authors of this particular report previously produced a series of annual reports, largely supported by the Alfred P. Sloan Foundation, and known originally as the Sloan Online Learning Reports. We have now embraced a cooperative approach, partnering with e-Literate and WCET to create a suite of related publications. This report may appear similar to our previous efforts, but the behind-the-scenes work has been quite different. The advantages of this partnership will become evident as additional Digital Learning Compass works are released during the coming year.

Over the course of fourteen annual reports, we have seen the pattern of the number of students taking at least one distance course show a steep rise over time. More recently, there has been a decline in the percent of students studying at a distance at for-profit institutions, while the overall numbers of distance student have continued to grow.

Our previous reports tracked a number of indicators of the role of distance education for higher education institutions. Some of these changed considerably, such as the proportion of institutions that considered distance education as critical for their long-term strategy, while others barely moved (e.g., there was no change in the lack of faculty acceptance of the value and legitimacy of online education). Look for further examinations of these and other factors in upcoming Digital Learning Compass publications.

This report relies on the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) tracking of distance education. This resource will now provide regular, comprehensive information on the extent and role of online and distance education among U.S. institutions.

EXECUTIVE SUMMARY

Distance education continued its pattern of growth for yet another year. Fall 2015 saw more than 6 million students taking at least one distance course, having increased by 3.9% over the previous year. This growth rate was higher than seen in either of the two previous years.

In higher education, 29.7% of all students are taking at least one distance course. The total distance enrollments are composed of 14.3% of students (2,902,756) taking exclusively distance courses and 15.4% (3,119,349) who are taking a combination of distance and non-distance courses. The vast majority (4,999,112, or 83.0%) of distance students are studying at the undergraduate level.

Public institutions continue to educate the largest proportion of distance students (4,080,565, or 67.8%), while private non-profit institutions passed the private for-profit sector for the first time.

Year-to-year changes in distance enrollments have been very uneven, with continued steady growth for the public sector, greater levels of growth (albeit on a much smaller base) for the private non-profit sector, and continuation of the decline in total enrollments for the private for-profit sector for the third year in a row.

The large-scale trends show the growing importance of the private non-profits as a key player in providing distance education. The top-level trends, however, do mask the wide variety of changes happening across all of higher education. Even though each of the three sectors grew at a different rate, the proportion of institutions within each sector reporting increases was very similar; two-thirds of the members of each sector reported more distance enrollments in 2015 than 2014. The large-scale declines in enrollments in the for-profit sector were driven by substantial decreases among a few of the largest institutions, not by an overall decline among most for-profit institutions.

Distance education enrollments remain highly concentrated in a relatively small number of institutions. Almost half of the distance education students are concentrated in just five percent of the institutions, while the top 47 institutions, only 1.0% of the total, enroll 23.0% (1,385,307) of all distance students.

The total number of students studying on campus (those not taking any distance course or taking a combination of distance and non-distance courses) dropped by almost one million (931,317) between 2012 and 2015. The largest declines came at for-profit institutions, which saw a 31.4% drop, followed by 2-year public institutions, which saw a 10.4% decrease.

The picture of change in distance enrollments is composed of a relatively few institutions having large gains or large losses, with most institutions showing modest changes in either direction. Among those institutions showing large gains, Southern New Hampshire University (a private non-profit) led the list with an increase of just under 400% between 2012 and 2015, growing by 45,085 students (from 11,286 to 56,371). Four other institutions grew their distance enrollments by more than 10,000 students during this period (Western Governors University, Brigham Young University-Idaho, University of Central Florida, and Grand Canyon University). The largest drops were recorded by the University of Phoenix and Ashford University, two for-profit institutions.

DEFINITIONS

This report uses data collected under the U.S. Department of Education's National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment survey. Beginning with Fall 2012, the data includes distance education enrollments.

The definitions used for this data collection are:

| <i>Item</i> | <i>Definition</i> |
|-----------------------------------|---|
| Distance education | <p>Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.</p> <p>Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette. DVDs, and CD-ROMS, if the cassette, DVDs, and CD-ROMS are used in a course in conjunction with the technologies listed above.</p> |
| Distance education course | <p>A course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.</p> |
| Distance education program | <p>A program for which all the required coursework for program completion is able to be completed via distance education courses.</p> |

IPEDS collects distance education enrollments in two categories:

- “Exclusively” distance education: All of the student's enrollments for the term were through distance education courses.
- “Some but not all” distance education: The student enrolled in a mix of course modalities, including some distance education courses.

This report creates a third category – composed of the sum of “exclusively” and “some but not all” distance education courses:

- "At least one" distance education course: A new data field created as the sum of the above two categories. This category matches the historical data reported prior to the fall of 2012, when the BSRG survey was the *de facto* data available.

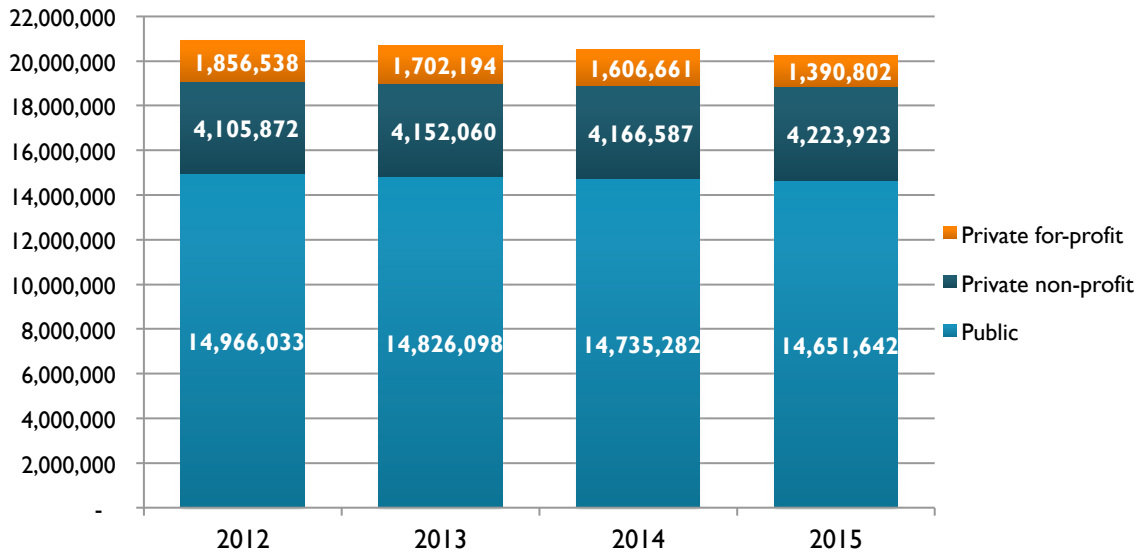
PATTERNS IN OVERALL ENROLLMENTS

Overall Higher Education Enrollments are Down

An understanding of the higher education context is important when examining the patterns and trends for distance education enrollments. After years of growth in the numbers of students enrolling in higher education, the industry is now facing a very different situation: the total number of students enrolled has dropped in each of the past three years.

There were 20,928,443 total students in fall 2012 at all levels enrolled across all degree-granting institutions that were active and open to the public. Three years later in the fall of 2015, this number had decreased by 662,076, or 3.2%, to 20,266,367. Overall enrollments decreased by 248,091 students from 2012 to 2013, by 171,822 from 2013 to 2014, and by a further 242,163 from 2014 to 2015. This pattern represents a new set of conditions for higher education institutions; the previous period of 2002 through 2012 averaged a 2.7% compound annual growth rate for overall enrollments. For the first time in over a decade, higher education institutions find themselves competing for a smaller pool of students.

TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015



Overall Enrollment Changes Have Been Uneven

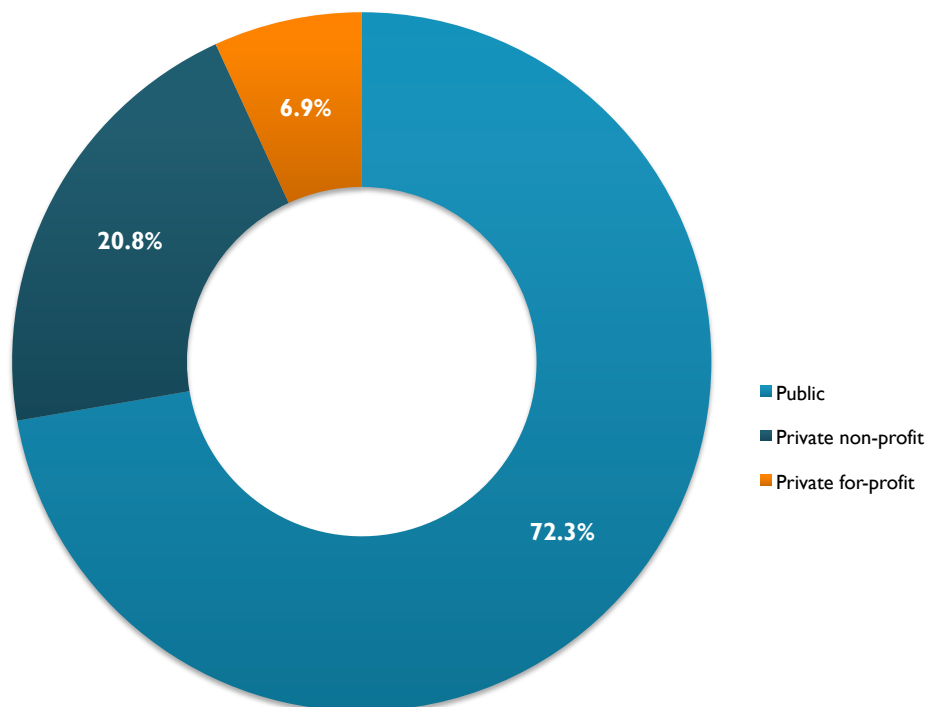
Not all areas of higher education are feeling the same pinch. Graduate enrollments actually grew, showing a small 1.0% gain over the three-year period.

Undergraduate enrollments at four-year institutions remained steady. The decline stems from undergraduate enrollments at two-year institutions, where there was a nearly 10% drop – down 688,887, or 9.5% between 2012 and 2015.

| Percentage Change in Total Enrollment - 2012-15 | | | | |
|---|--------------------|--------------------|------------|------------|
| Level of institution | Percentage Change | | 2012 | 2015 |
| | Change 2012 - 2015 | Change 2012 - 2015 | Enrollment | Enrollment |
| Undergraduate: 4 year school | 0.0% | 4,920 | 10,763,773 | 10,758,853 |
| Undergraduate: 2 year school | -9.5% | 688,887 | 7,214,275 | 6,525,388 |
| Graduate | 1.1% | (31,731) | 2,950,395 | 2,982,126 |

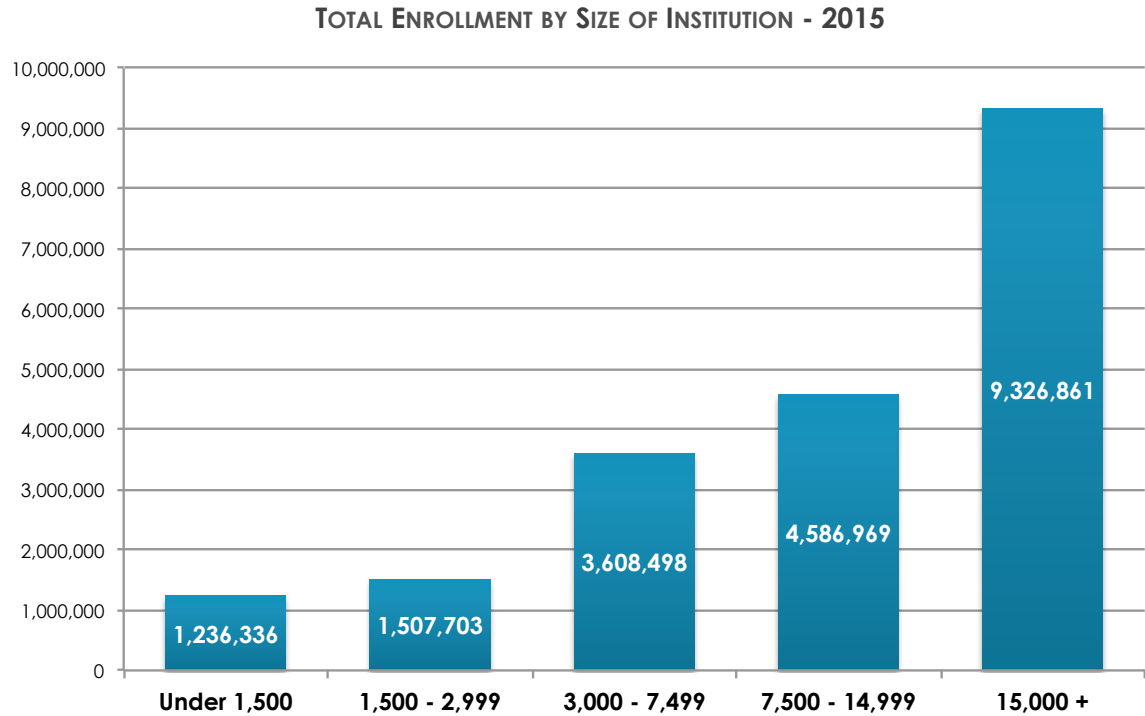
Based on data from fall 2015, the vast majority of all U.S. higher education students attend public institutions. Public institutions represented 72.3% of all fall 2015 enrollments. Private non-profits represented 20.8%, while for-profit institutions enrolled only 6.9% of all students. It's important to keep the relative size of these higher education sectors in mind when reviewing the following data on distance education. Public institutions represent nearly three-quarters of enrollments, so even a small percentage change in that sector can have a large impact on the totals.

TYPE OF INSTITUTION TOTAL ENROLLMENT - 2015



Most Distance Enrollments are at Larger Institutions

Larger institutions make up a small portion of all active degree-granting institutions, but command the lion's share of student enrollments. Schools with 15,000 or more total enrollments comprise only 7.1% of all institutions (341 of 4,836), yet they enroll over nine million students (9,326,861, or 46.0% of all student enrollments).

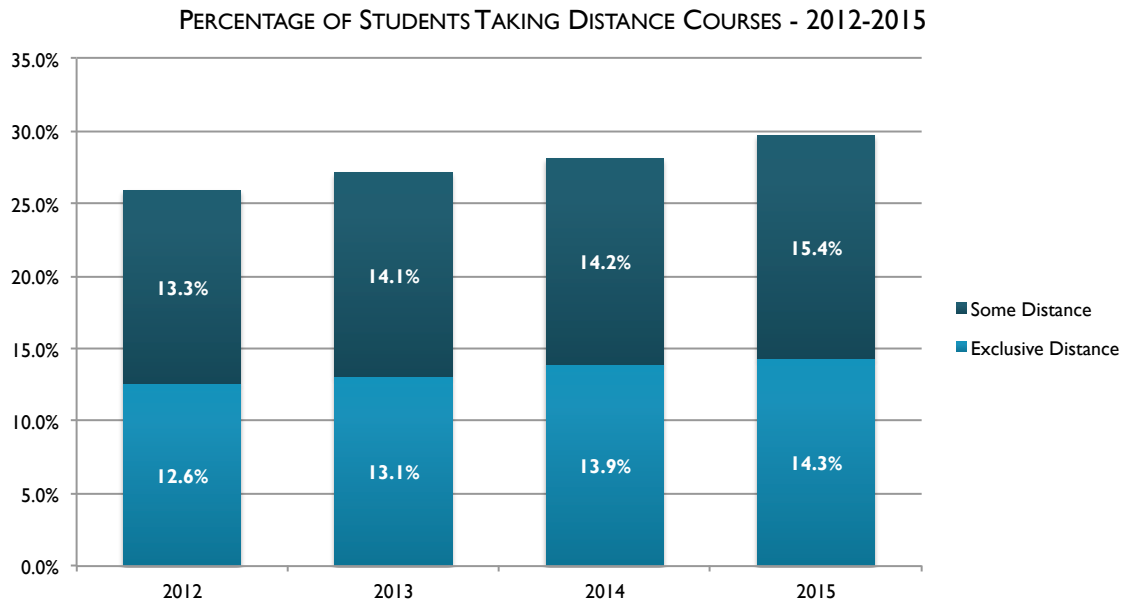


DISTANCE ENROLLMENTS

Distance Education Enrollment Growth is Increasing

Students who are taking at least one distance education course comprise 29.7% of all higher education enrollments as of fall 2015. This share represents the total of those who are taking all of their courses at a distance, and those who are taking a combination of distance and non-distance courses. The proportion of the higher education student body taking advantage of distance education courses has increased each of the last three years. It stood at 25.9% in 2012, at 27.1% in 2013, and at 28.3% in 2014.

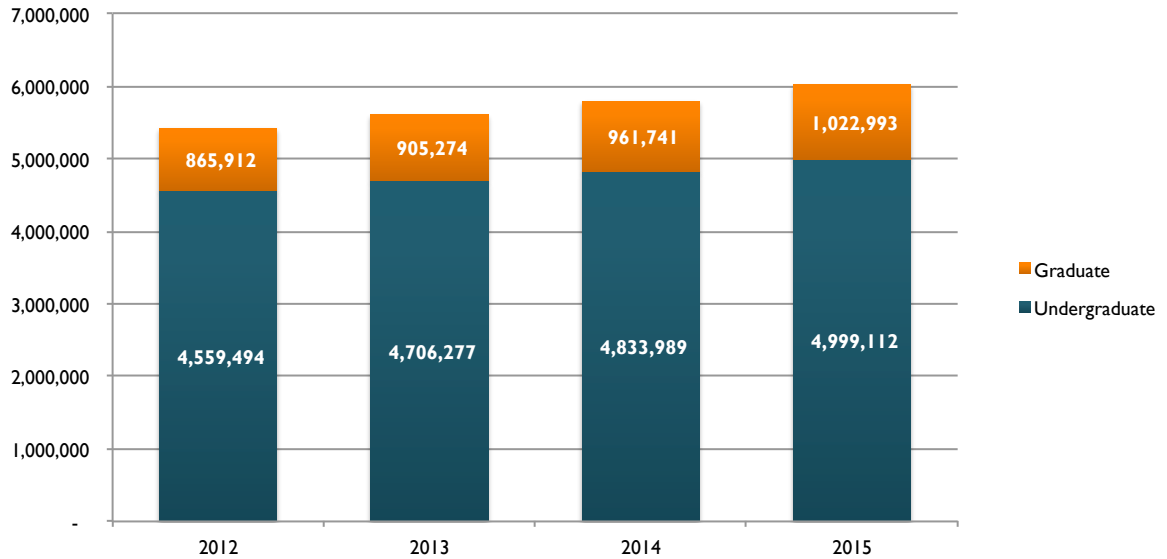
To put these figures in context, the proportion of students taking at least one online course for fall 2002 was under ten percent, at 9.6%¹. This fraction has grown as institutions introduced online programs and existing distance programs grew their enrollments.



¹ Allen, I.E. and Seaman, J. Grade Change: Tracking Online Education in the United States, Babson Survey Research Group, 2014

The number of students taking at least one distance education course increased 3.9% over the previous year, and grew by 11.0% in the three years since 2012. The 3.9% growth rate exceeds that observed between 2012 and 2013 (3.4%) and between 2013 and 2014 (3.3%). The 6,022,105 total of distance education students for 2015 includes 4,999,112 who are studying at the undergraduate level, and 1,022,993 who are studying at the graduate level.

STUDENTS TAKING DISTANCE COURSES BY LEVEL - 2012-2015

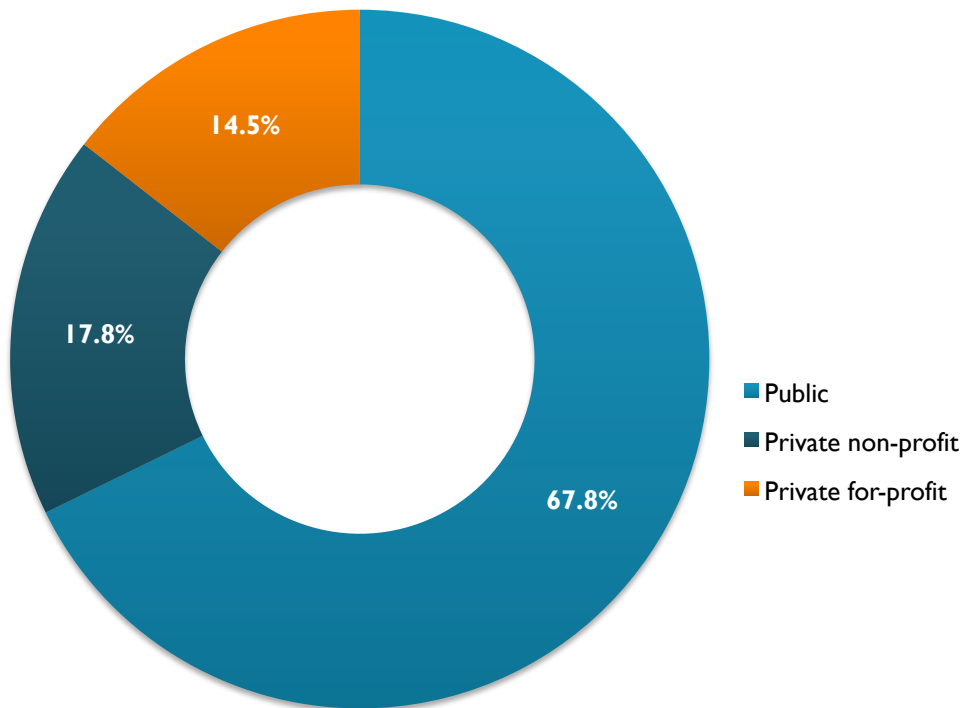


The most recent growth rates are impressive, as they come at a time of decreasing overall enrollments. That said, they remain well below the percentage growth rates observed a decade ago when many institutions were first moving to embrace distance learning. Year to year percentage increases from 2002 to 2012 were typically in double digits, helped by the large numbers of institutions introducing new programs, the growing of the overall student population, and the pent-up demand by students for these types of programs. The smaller base numbers also played a role, as the most recent increase would have translated to a double-digit rate of growth if this same number of additional students had been added to the base of distance students in 2003 or 2004.

Public Institutions Host Two-thirds of All Distance Learners

Among all students who were taking at least one distance course in fall 2015, 1,020,622 (17.8%) were at a private non-profit institution, 870,918 (14.5%) were at a for-profit institution, and the vast majority, 4,080,565 (67.8%), were at a public institution. Most distance enrollments at public institutions were at four-year institutions, with 2,254,708 students (55.3%), while 1,825,857 (44.7%) enrolled at two-year institutions. Thus, while the public perception has often equated distance education with the for-profit sector of higher education, public institutions actually command the market.

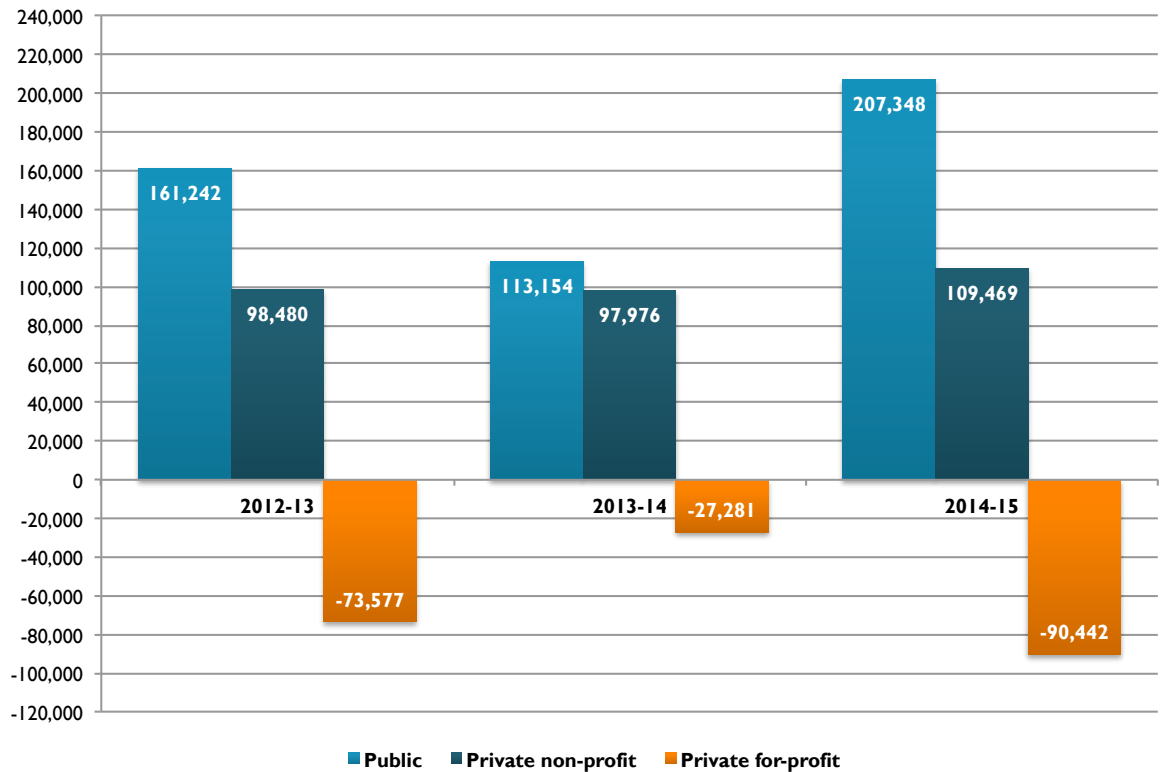
TYPE OF INSTITUTION - STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES - 2015



Changes in Distance Enrollments Have Been Uneven

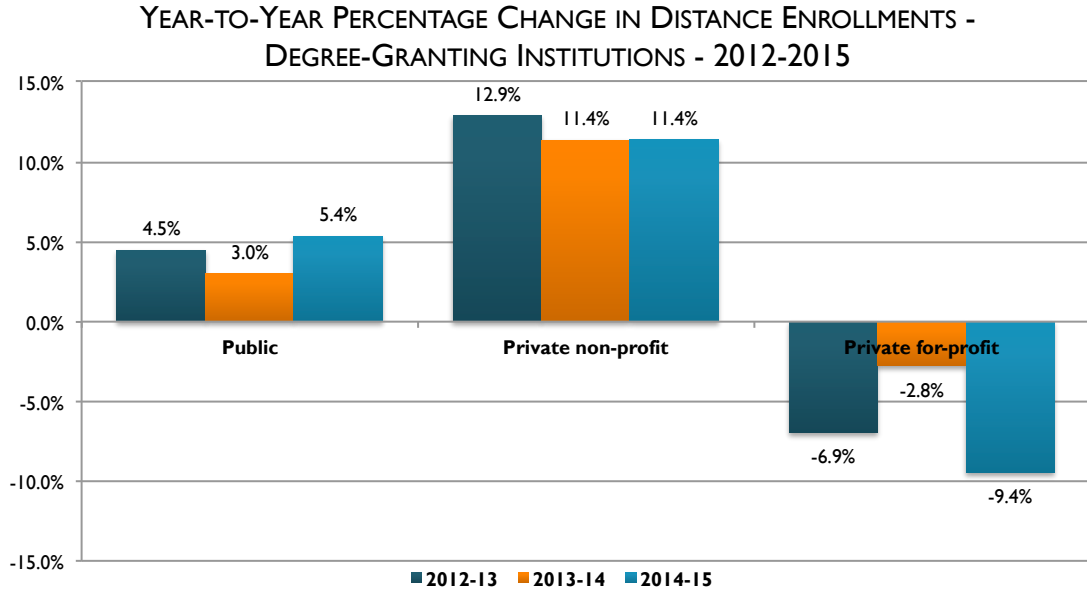
For each one-year period (2012 to 2013, 2013 to 2014, and 2014 to 2015), the number of distance students at public institutions has shown the greatest numeric increase. For-profit institutions, by contrast, have seen their total distance education enrollments decrease in each of these time periods. The net effect has been an increase every year in the overall number of students taking at least one distance course.

YEAR-TO-YEAR CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015



While the year-to-year increases in the number of distance students for the public sector have always been the largest among the three sectors, the size of this advantage has varied from year to year. Public institutions enjoyed their largest enrollment gain advantage during the most recent period, with enrollment growth close to 100,000 more than the increase among private non-profits. The growth among the private non-profit sector has been very steady, with increases hovering around 100,000 additional students each year. The for-profit sector had a decrease in distance enrollments for each period, but these are very uneven, with the largest drop coming in the most recent time period.

Private non-profit institutions have shown the largest percentage change in distance student enrollments, with double-digit percentage increases for each time period. The rate of growth among the public sector was lower than for the private non-profits, but those non-profits began with a lower base. The public growth rate is still higher than the overall level of growth for all distance education students. The clear outlier here is the for-profit sector with decreases noted each year, the most recent being -9.4%.



The 2012 to 2015 growth represents 596,699 additional distance students in 2015 over the number in 2012. Comparing 2015 distance enrollments to data from 2012 highlights the great disparities by sector:

- The non-profit sector experienced tremendous growth (40.0%, or 305,925 students).
- The for-profit sector experienced a significant decrease (-18.0%, or -191,300 students).
- Public institutions continued their history of steady growth (13.4%, or 482,074 students).

The for-profit sector fell to last place among sectors enrolling the most distance education students. This is a remarkable outcome, considering the for-profit sector led the private, non-profit sector by more than one-quarter million (297,521) enrollments in 2012. In 2015, that difference is now 199,704 students in the other direction.

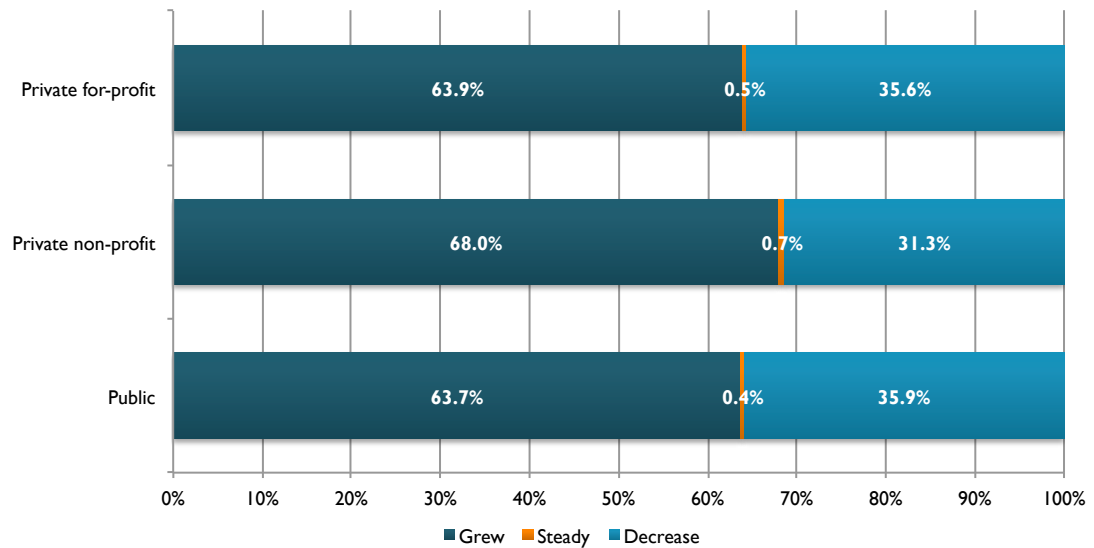
The declines among for-profit institutions have been overwhelmingly at the undergraduate level; whereas private non-profits have shown substantial growth for both undergraduate and graduate levels. The number of graduate students taking at least one distance education course dropped by only a few thousand between 2012 and 2015 at four-year for-profit institutions, while their number at the undergraduate level showed a decline of 177,735 students. Conversely, distance enrollments at private non-profit institutions grew by a third in their graduate level distance enrollments, and even more for their undergraduate distance students.

| Undergraduate Distance Enrollments – 2012-2015 | | | | |
|---|----------------------------|------------------------------------|--------------------------------------|--------------------------------------|
| <i>Sector of institution</i> | <i>Change 2012 to 2015</i> | <i>Percent Change 2012 to 2015</i> | <i>Distance - undergraduate 2012</i> | <i>Distance - undergraduate 2015</i> |
| Public, 4-year or above | 425,714 | 29.8% | 1,428,051 | 1,853,765 |
| Private non-profit, 4-year or above | 197,739 | 41.7% | 474,356 | 672,095 |
| Private for-profit, 4-year or above | (177,735) | -22.7% | 782,697 | 604,962 |
| Public, 2-year | (11,462) | -0.6% | 1,837,319 | 1,825,857 |
| Private non-profit, 2-year | 13,181 | 460.2% | 2,864 | 16,045 |
| Private for-profit, 2-year | (7,819) | -22.9% | 34,207 | 26,388 |
| Total | 439,618 | 9.6% | 4,559,494 | 4,999,112 |
| Graduate Distance Enrollments – 2012-2015 | | | | |
| <i>Sector of institution</i> | <i>Change 2012 to 2015</i> | <i>Percent Change 2012 to 2015</i> | <i>Distance - graduate 2012</i> | <i>Distance - graduate 2015</i> |
| Public, 4-year or above | 67,822 | 20.4% | 333,121 | 400,943 |
| Private non-profit, 4-year or above | 95,005 | 33.0% | 287,477 | 382,482 |
| Private for-profit, 4-year or above | (5,746) | -2.3% | 245,314 | 239,568 |
| Total | 157,081 | 18.1% | 865,912 | 1,022,993 |

All of these large-scale changes mask the variety of experiences happening at the individual institutional level. The rapid growth for the total number of distance enrollments in the non-profit sector, for example, does not mean that all such institutions saw growth. Likewise, the decrease in the total number of distance students among the for-profit sector does not translate to all for-profit institutions losing distance enrollments.

Roughly two-thirds of institutions in all three sectors reported that their distance enrollments increased between 2012 and 2015, with the remaining one-third reporting a decrease. The private non-profit sector did have the greatest proportion of institutions reporting growth, but at 68.0% this is not hugely different from the rate for the other two sectors. The private for-profit sector, where the overall number of distance students dropped every year between 2012 and 2015, had nearly the same proportion of institutions (63.9%) reporting that their enrollments grew. The proportion of for-profit institutions growing was actually ever so slightly higher than that of public institutions. It is clear that the drop in overall number of for-profit distance enrollments has been driven by large losses at a small number of the very biggest institutions – not by an overall decrease across the entire sector.

CHANGE IN DISTANCE ENROLLMENTS BY CONTROL OF INSTITUTION - 2012-2015

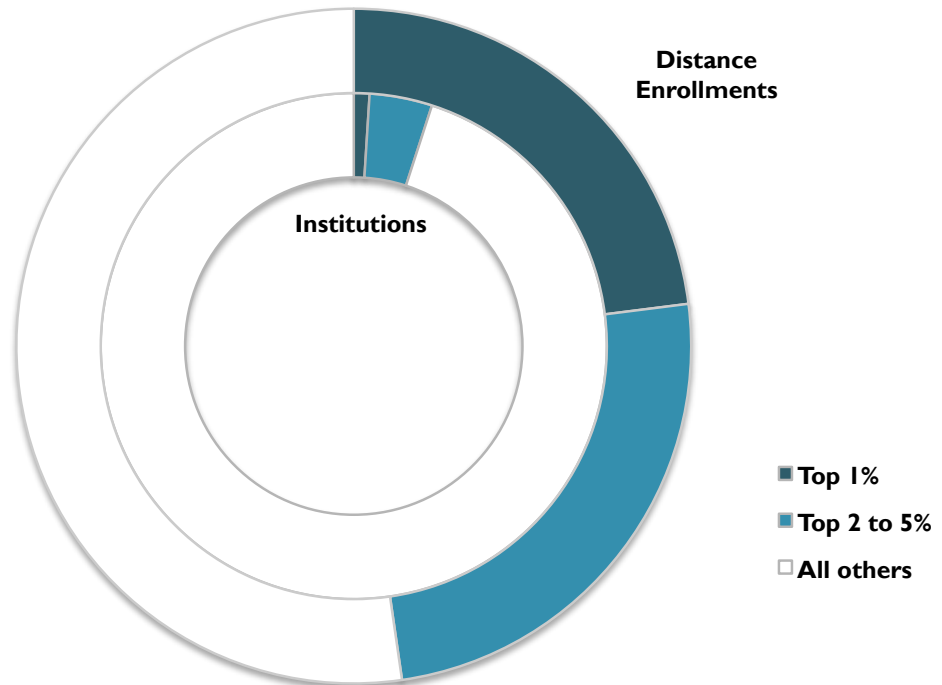


Distance Enrollments Are Concentrated in Relatively Few Institutions

This report examines data from all 4,836 degree-granting institutions that were active and open to the public in the fall of 2015. Of these, 3,354 (69.3%) institutions reported having at least one distance education student. The 6,022,105 distance education students are not equally distributed among all institutions.

Students enrolled in distance education are highly concentrated in a relatively small number of institutions. Almost half of distance education students are concentrated in just 5% of institutions: the 235 institutions that represent only 5.0% of the higher education universe command 47.7% (2,873,710) of the student distance enrollments. The top 47 institutions represent only 1.0% of all institutions, yet they enroll 23.0% (1,385,307) of all distance enrollments. A mere 9 institutions account for over 10% of all distance education enrollments, representing only 0.19% of higher education institutions.

CONCENTRATION OF DISTANCE ENROLLMENTS AMONG THE TOP 5 PERCENT OF INSTITUTIONS



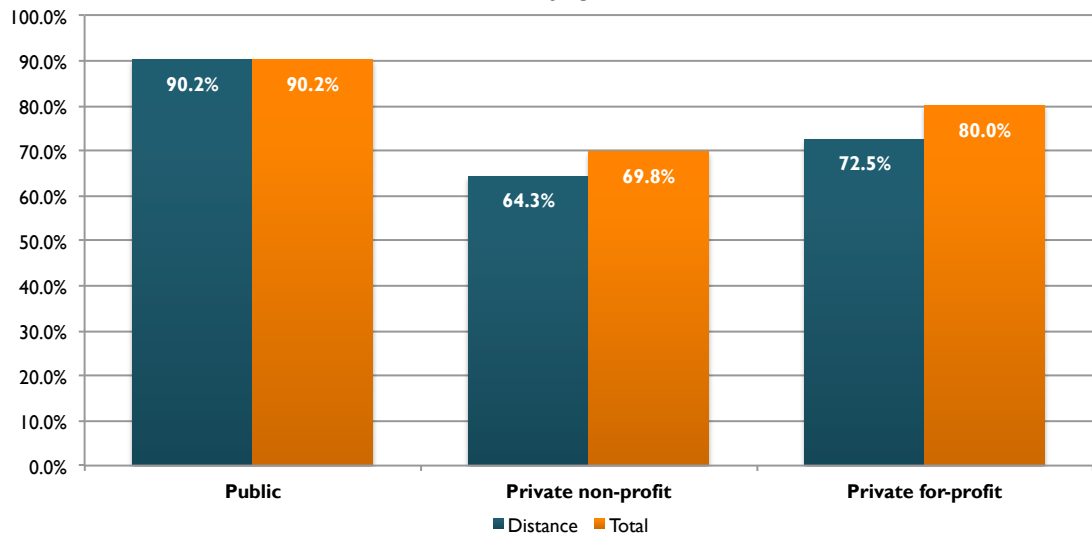
| Concentration of Distance Enrollments - 2015 | | | |
|---|-----------------------------------|-----------------------------|---|
| Number of Institutions | Percentage of Institutions | Distance Enrollments | Percentage of Distance Enrollments |
| 9 | 0.19% | 615,045 | 10.2% |
| 47 | 1.0% | 1,385,307 | 23.0% |
| 235 | 5.0% | 2,873,710 | 47.7% |
| 471 | 10.0% | 3,845,675 | 63.9% |
| 3,354 | 69.3% | 6,022,105 | 100.0% |
| 4,836 | 100.0% | 6,022,105 | 100.0% |

An important implication of this high degree of distance enrollment concentration is that decisions of a relatively small number of academic leaders will have a very large impact on the overall distance education universe. For example, the opinions of key leaders among the top 471 institutions (the top 10%) on how they market and evolve their distance programs will impact nearly two-thirds of all distance students. From the student perspective, the concentration of large numbers of students in a small number of schools means that most distance students are enrolled in institutions with large numbers of fellow distance classmates.

Distance Enrollments Are Primarily Undergraduate

There are nearly five times as many undergraduate enrollments (4,999,112) as graduate enrollments (1,022,993) among students taking at least one distance education course. The proportion of undergraduates (83.0%) among students taking at last one distance course is only slightly less than the proportion among the overall higher education population (85.3%). The proportion of undergraduate distance students is highest at public institutions (90.2%), a figure that exactly matches the proportion of their overall student body that is made up of undergraduates. Other types of institutions have a somewhat smaller proportion of undergraduates among their distance students than their overall student body, with for-profit institutions having 72.5% undergraduate among distance students, and 80.0% for the full student body. Similarly, private non-profit institutions have 64.3% undergraduates among their distance students as compared to 69.8% overall.

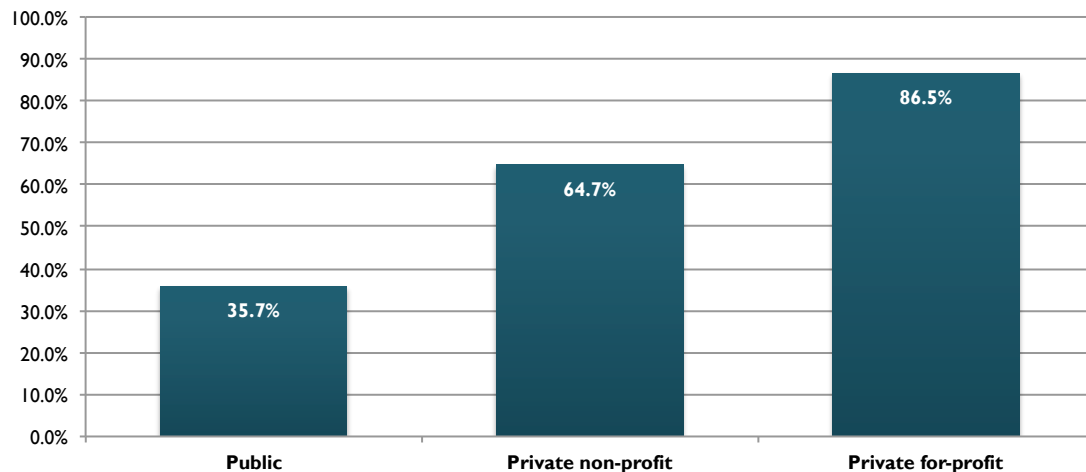
DISTANCE AND TOTAL ENROLLMENTS PERCENTAGE UNDERGRADUATE - 2015



Students Taking Exclusively Distance Courses

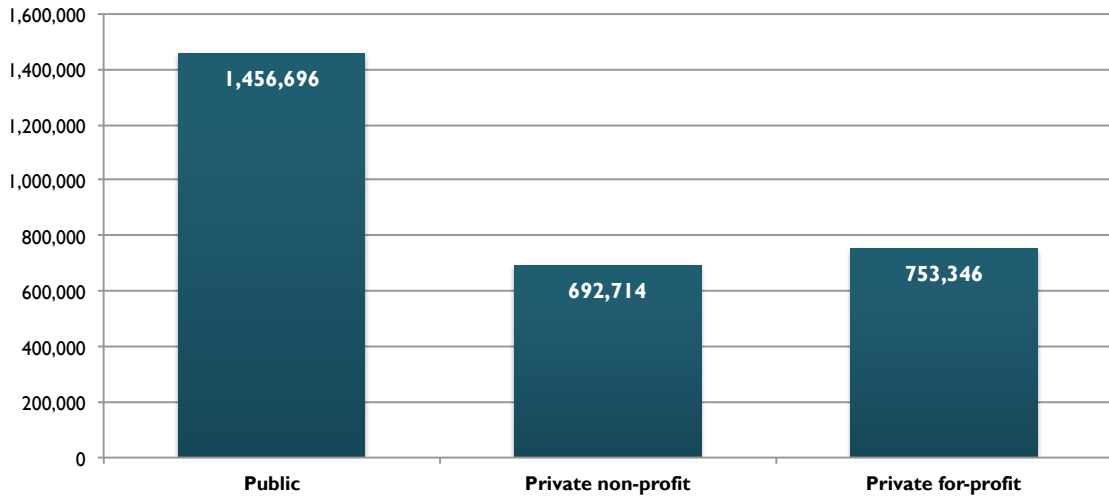
Slightly less than one-half of students taking at least one distance course are taking *only* distance courses (48.2%, or 2,902,756 out of 6,022,105). Approximately one-half of these exclusively distance students are enrolled at public institutions, with the remaining portion evenly split between non-profit and for-profit institutions. While public institutions host the majority of exclusively distance students, they make up a much smaller portion of their “at least one” distance enrollments than found at other institution types. Only 35.7% of all distance students at public institutions are taking exclusively distance courses. This compares to 64.7% at private non-profit institutions and 86.5% at private for-profit institutions. Clearly both of the private sectors have decided on an increased focus on the “fully” distance student.

PERCENTAGE OF DISTANCE STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015



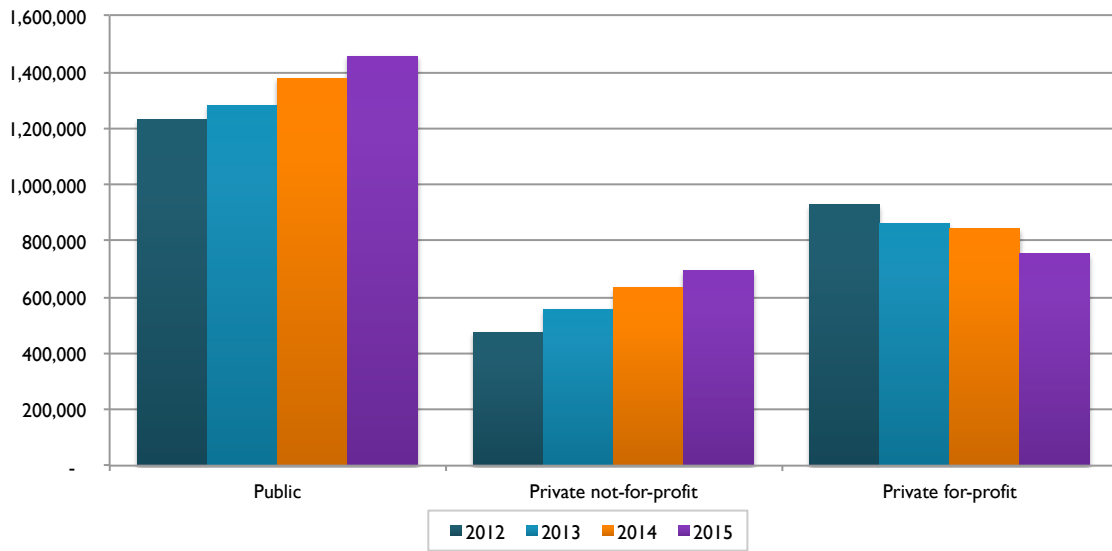
While both the private for-profit and the private non-profit sectors have larger proportions of their students taking exclusively distance courses, the public sector has a very large base of distance students, resulting in a population of about as many exclusively distance students as the other two sectors combined. With over 4 million distance students, even a low percentage yields a sizable total.

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015



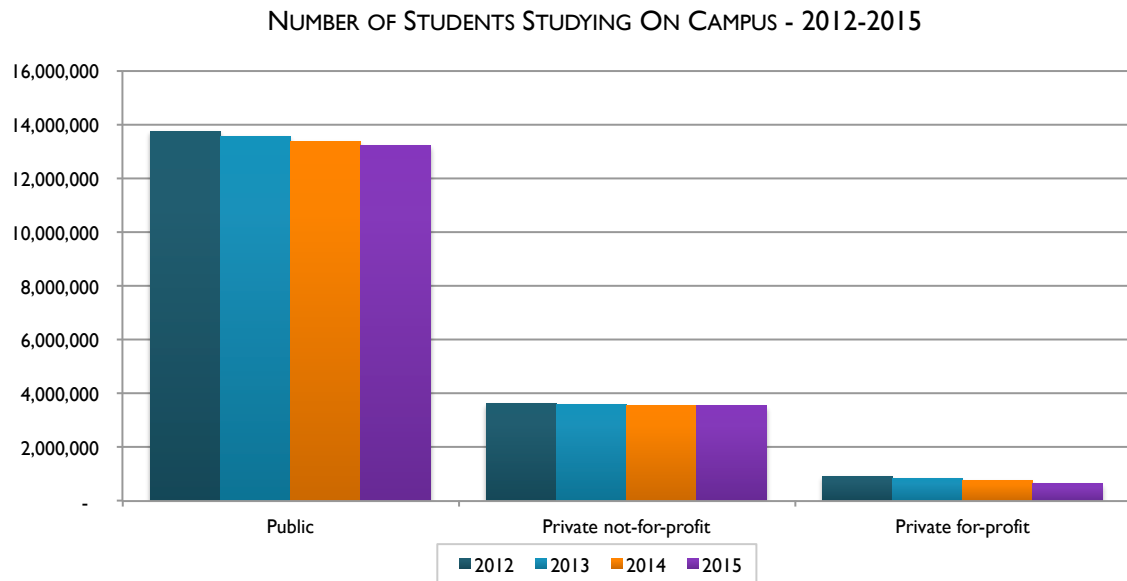
As has been the case with the other year-to-year comparisons of distance enrollments, the pattern of change over time of exclusively distance student enrollments is very different in the for-profit sector than in the other two sectors. For-profit institutions lost students taking exclusively distance courses for each time period examined, while public and private non-profit institutions had gains for each of these periods. Both the public and private non-profit institutions gained over 200,000 such students between 2012 and 2015, while the private for-profits lost 174,553.

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2012-2015



The On-campus Student

The growth in the number of students who are taking only distance courses, coupled with the overall decline in the overall number of students enrolled, has resulted in far fewer students on campus in 2015 than in 2012. The total number of students who are physically on campus (those not taking any distance course or taking a combination of distance and non-distance courses) dropped by almost one million students (931,317) over this time period.



| Change in Number of On Campus Students – 2012 to 2015 | | |
|---|----------------------------|------------------------------------|
| <i>Control of institution</i> | <i>Change 2012 to 2015</i> | <i>Percent Change 2012 to 2015</i> |
| Public | (539,271) | -3.93% |
| Private non-profit | (100,863) | -2.78% |
| Private for-profit | (291,183) | -31.36% |
| Total | (931,317) | -5.09% |

Private for-profit institutions began the period with less than a million total students on campus (928,639 of their total of 1,856,538 students in fall 2012), and had the largest percentage change, with a decrease of 31.4%. Public institutions lost far more on-campus students (down 539,271 between 2012 and 2015), but this is from a much larger base and represents only a 3.9% decrease.

The rate of decrease among for-profit institutions was similar for both the four-year and two-year schools, with both reporting the same 31.4% decrease. The picture is very different at public institutions, however, where four-year public institutions remained relatively stable (a small percentage increase) but two-year public institutions lost 10.4% of their on-campus enrollments.

| On Campus Students – 2012 to 2015 | | |
|--|----------------------------|------------------------------------|
| <i>Sector of institution</i> | <i>Change 2012 to 2015</i> | <i>Percent Change 2012 to 2015</i> |
| Public, 4-year or above | 101,445 | 1.3% |
| Private non-profit, 4-year or above | (113,063) | -3.1% |
| Private for-profit, 4-year or above | (181,680) | -31.4% |
| Public, 2-year | (640,716) | -10.4% |
| Private non-profit, 2-year | 12,200 | 32.2% |
| Private for-profit, 2-year | (109,503) | -31.4% |
| Total | (931,317) | -5.1% |

Understanding the Key Players – The Top 50 Institutions in 2012

To get a better understanding of the dynamics of the distance education market we can examine the top players (by number of distance enrollments) in both 2012 and 2015. As noted above, distance enrollments are highly concentrated in a small number of institutions, so while an examination of the top 50 institutions in any given year reflects only one percent of all high education institutions, they do represent over one-quarter of all distance enrollments.

In 2012 the top 50 institutions by distance enrollments reported a total of 1,453,709 students taking at least one distance course – this represented 26.8% of all distance enrollments at that time.

These top 50 in 2012 are composed of 27 public institutions (with a total of 513,842 distance enrollments, 10 private non-profit institutions (258,164) and 13 private for-profit institutions (681,703). The University of Phoenix is by far the largest, with 256,346 distance enrollments. Southern New Hampshire University sits in 50th position, with 11,286 distance enrollments.

The private for-profit institutions on the list are all very focused on distance education: their distance enrollments represent 98.4% of their overall enrollments. The private non-profit institutions are only slightly less focused on distance education (83.8% of their enrollments are at a distance). Public institutions on the list are very different, however. Among these 27 institutions, the distance enrollments represent less than one half (46.2%) of their overall enrollments.

Top 50 Institutions by Number of Students Taking at Least One Distance Course - 2012

| Rank | Institution | ST | 2012 Total Enroll- ment | 2012 Distance Students | Percent Distance | Control |
|------|--|----|-------------------------------|------------------------------|---------------------|--------------------|
| 1 | University of Phoenix | AZ | 256,402 | 256,346 | 100.0% | Private for-profit |
| 2 | Ashford University | CA | 77,734 | 76,722 | 98.7% | Private for-profit |
| 3 | Liberty University | VA | 74,372 | 69,935 | 94.0% | Private non-profit |
| 4 | American Public University System | WV | 58,115 | 58,115 | 100.0% | Private for-profit |
| 5 | Walden University | MN | 50,209 | 50,209 | 100.0% | Private for-profit |
| 6 | Kaplan University-Davenport Campus | IA | 48,865 | 46,374 | 94.9% | Private for-profit |
| 7 | Grand Canyon University | AZ | 48,650 | 44,006 | 90.5% | Private for-profit |
| 8 | Ivy Tech Community College | IN | 100,272 | 42,821 | 42.7% | Public |
| 9 | University of Maryland-University College | MD | 42,268 | 42,165 | 99.8% | Public |
| 10 | Western Governors University | UT | 41,369 | 41,369 | 100.0% | Private non-profit |
| 11 | Excelsior College | NY | 39,728 | 39,728 | 100.0% | Private non-profit |
| 12 | Arizona State University-Tempe | AZ | 73,378 | 36,095 | 49.2% | Public |
| 13 | Capella University | MN | 35,754 | 35,754 | 100.0% | Private for-profit |
| 14 | Everest University-South Orlando | FL | 33,852 | 33,239 | 98.2% | Private non-profit |
| 15 | Pima Community College | AZ | 32,988 | 27,677 | 83.9% | Public |
| 16 | Florida International University | FL | 46,171 | 25,028 | 54.2% | Public |
| 17 | Full Sail University | FL | 23,497 | 23,486 | 100.0% | Private for-profit |
| 18 | University of Florida | FL | 49,913 | 23,180 | 46.4% | Public |
| 19 | Colorado Technical University-Online | CO | 22,608 | 22,608 | 100.0% | Private for-profit |
| 20 | University of Central Florida | FL | 59,601 | 21,782 | 36.5% | Public |
| 21 | DeVry University-Illinois | IL | 24,246 | 21,616 | 89.2% | Private for-profit |
| 22 | Thomas Edison State University | NJ | 20,606 | 20,456 | 99.3% | Public |
| 23 | Columbia Southern University | AL | 19,933 | 19,933 | 100.0% | Private for-profit |
| 24 | Northern Virginia Community College | VA | 51,864 | 19,152 | 36.9% | Public |
| 25 | Lone Star College System | TX | 64,872 | 18,602 | 28.7% | Public |
| 26 | Houston Community College | TX | 58,476 | 17,524 | 30.0% | Public |
| 27 | Rio Salado College | AZ | 24,342 | 16,902 | 69.4% | Public |
| 28 | St Petersburg College | FL | 32,612 | 16,669 | 51.1% | Public |
| 29 | CUNY Borough of Manhattan Community College | NY | 24,537 | 16,546 | 67.4% | Public |
| 30 | University of South Florida-Main Campus | FL | 41,116 | 16,241 | 39.5% | Public |
| 31 | Troy University | AL | 22,554 | 15,444 | 68.5% | Public |
| 32 | Nova Southeastern University | FL | 26,808 | 14,983 | 55.9% | Private non-profit |
| 33 | American InterContinental University-Online | IL | 14,170 | 14,170 | 100.0% | Private for-profit |
| 34 | Valencia College | FL | 42,915 | 13,985 | 32.6% | Public |
| 35 | College of Southern Nevada | NV | 35,678 | 13,270 | 37.2% | Public |
| 36 | Pennsylvania State University-Main Campus | PA | 45,783 | 13,238 | 28.9% | Public |
| 37 | Tidewater Community College | VA | 30,134 | 13,164 | 43.7% | Public |
| 38 | National University | CA | 17,898 | 12,775 | 71.4% | Private non-profit |
| 39 | Northern Arizona University | AZ | 25,991 | 12,544 | 48.3% | Public |
| 40 | Cuyahoga Community College District | OH | 29,701 | 12,418 | 41.8% | Public |
| 41 | South University Savannah Online | GA | 12,364 | 12,364 | 100.0% | Private for-profit |
| 42 | Tarrant County College District | TX | 50,439 | 12,290 | 24.4% | Public |
| 43 | Wake Technical Community College | NC | 20,440 | 11,853 | 58.0% | Public |
| 44 | Portland Community College | OR | 33,767 | 11,822 | 35.0% | Public |
| 45 | Brigham Young University-Idaho | ID | 23,261 | 11,763 | 50.6% | Private non-profit |
| 46 | Columbia College | MO | 17,830 | 11,718 | 65.7% | Private non-profit |
| 47 | Columbus State Community College | OH | 25,863 | 11,558 | 44.7% | Public |
| 48 | Middle Tennessee State University | TN | 25,394 | 11,416 | 45.0% | Public |
| 49 | Embry-Riddle Aeronautical University-Worldwide | FL | 15,562 | 11,368 | 73.0% | Private non-profit |
| 50 | Southern New Hampshire University | NH | 17,454 | 11,286 | 64.7% | Private non-profit |

Understanding the key players – The Top 50 Institutions in 2015

A listing of the top 50 institutions by distance education enrollments in 2015 includes many of the same names as were present in 2013, with considerable changes. Virtually all who remained on the list find themselves in a different position than the one they were in 3 years earlier. Of the 50 schools with the largest distance enrollments in 2012, 17 were replaced by faster growing institutions in 2015.

Several of the largest enrollment institutions remained at the top of the list. The University of Phoenix is number 1 on both lists (albeit with considerably lower enrollments in 2015), and Liberty University has remained near the top, rising from number 3 in 2012 to number 2 in 2015. Many of the other top institutions in 2015 came from much further down the list. Southern New Hampshire University moved from number 50 in 2012 to number 4 in 2015, while Western Governors University moved up from number 10 to number 2.

Other large movers were Brigham Young University-Idaho, up 31 places from 45 to 14, Thomas Edison State University dropping 18 places from 22 to 40, and Northern Virginia Community College dropping 14 places from 38 to 24. Only 4 institutions in the top 50 in 2012 were in the same place on the 2015 list. Most institutions that are present on both lists changed by 3 or more places between 2012 and 2015.

The level of concentration of distance education enrollments was slightly reduced between 2012 and 2015. In 2012 the top 50 represented 26.8% of all distance enrollments. In 2015, the total of 1,422,136 distance students accounted for by the top 50 represented only 23.6%. This still represents a high degree of concentration, though not as extreme as three years earlier.

The number of public institutions on the top 50 list increased from 27 in 2012 to 30 in 2015, and the proportion of their students studying at a distance remained the lowest of the three sectors (46.2% in both 2012 and 2015). The number of private for-profit institutions on the list decreased by one from 13 to 12, and the proportion of distance students remained very high, dropping from 98.4% in 2012 to 96.1% in 2015. The number of private non-profit institutions on the list dropped by two, from 10 to 8, while the proportion distance education students among these 8 institutions was 92.4%, up from the 83.8% figure in 2012.

Top 50 Institutions by Number of Students Taking at Least One Distance Course - 2015

| Rank | Institution | ST | 2015 Total Enrollment | 2015 | | Control |
|------|--|----|-----------------------|-------------------|------------------|--------------------|
| | | | | Distance Students | Percent Distance | |
| 1 | University of Phoenix-Arizona | AZ | 165,743 | 162,003 | 97.7% | Private for-profit |
| 2 | Liberty University | VA | 80,494 | 72,519 | 90.1% | Private non-profit |
| 3 | Western Governors University | UT | 70,504 | 70,504 | 100.0% | Private non-profit |
| 4 | Southern New Hampshire University | NH | 61,285 | 56,371 | 92.0% | Private non-profit |
| 5 | Grand Canyon University | AZ | 69,444 | 54,543 | 78.5% | Private for-profit |
| 6 | Walden University | MN | 52,799 | 52,799 | 100.0% | Private for-profit |
| 7 | American Public University System | WV | 52,361 | 52,361 | 100.0% | Private for-profit |
| 8 | University of Maryland-University College | MD | 50,248 | 48,677 | 96.9% | Public |
| 9 | Kaplan University-Davenport Campus | IA | 45,355 | 45,268 | 99.8% | Private for-profit |
| 10 | Excelsior College | NY | 43,123 | 43,123 | 100.0% | Private non-profit |
| 11 | Ashford University | CA | 42,452 | 42,046 | 99.0% | Private for-profit |
| 12 | Capella University | MN | 34,365 | 34,365 | 100.0% | Private for-profit |
| 13 | Ivy Tech Community College | IN | 81,668 | 34,103 | 41.8% | Public |
| 14 | Brigham Young University-Idaho | ID | 43,803 | 33,551 | 76.6% | Private non-profit |
| 15 | University of Central Florida | FL | 62,953 | 33,034 | 52.5% | Public |
| 16 | University of Florida | FL | 50,645 | 28,838 | 56.9% | Public |
| 17 | Florida International University | FL | 49,782 | 26,341 | 52.9% | Public |
| 18 | Arizona State University-Tempe | AZ | 51,984 | 22,809 | 43.9% | Public |
| 19 | Colorado Technical University-Online | CO | 22,757 | 22,757 | 100.0% | Private for-profit |
| 20 | Chamberlain College of Nursing-Illinois | IL | 23,250 | 22,114 | 95.1% | Private for-profit |
| 21 | Lone Star College System | TX | 70,724 | 21,811 | 30.8% | Public |
| 22 | University of South Florida-Main Campus | FL | 42,067 | 20,993 | 49.9% | Public |
| 23 | Columbia Southern University | AL | 20,823 | 20,823 | 100.0% | Private for-profit |
| 24 | DeVry University-Illinois | IL | 22,273 | 20,458 | 91.9% | Private for-profit |
| 25 | Full Sail University | FL | 20,025 | 19,939 | 99.6% | Private for-profit |
| 26 | Houston Community College | TX | 56,522 | 19,111 | 33.8% | Public |
| 27 | Arizona State University-Skysong | AZ | 20,273 | 19,094 | 94.2% | Public |
| 28 | The University of Texas at Arlington | TX | 41,988 | 17,541 | 41.8% | Public |
| 29 | Valencia College | FL | 44,050 | 17,216 | 39.1% | Public |
| 30 | American College of Financial Services | PA | 16,764 | 16,764 | 100.0% | Private non-profit |
| 31 | St Petersburg College | FL | 31,767 | 16,501 | 51.9% | Public |
| 32 | California State University-Northridge | CA | 41,548 | 16,130 | 38.8% | Public |
| 33 | College of Southern Nevada | NV | 33,313 | 14,906 | 44.7% | Public |
| 34 | Texas Tech University | TX | 35,859 | 14,826 | 41.3% | Public |
| 35 | Pennsylvania State University-Main Campus | PA | 47,307 | 14,355 | 30.3% | Public |
| 36 | University of Cincinnati-Main Campus | OH | 36,042 | 13,992 | 38.8% | Public |
| 37 | Kent State University at Kent | OH | 30,067 | 13,754 | 45.7% | Public |
| 38 | Northern Virginia Community College | VA | 52,078 | 13,421 | 25.8% | Public |
| 39 | Utah State University | UT | 28,622 | 13,360 | 46.7% | Public |
| 40 | Thomas Edison State University | NJ | 13,093 | 13,093 | 100.0% | Public |
| 41 | University of Houston | TX | 42,704 | 12,961 | 30.4% | Public |
| 42 | Florida State University | FL | 40,830 | 12,858 | 31.5% | Public |
| 43 | Embry-Riddle Aeronautical University | FL | 13,740 | 12,857 | 93.6% | Private non-profit |
| 44 | University of Iowa | IA | 30,844 | 12,784 | 41.4% | Public |
| 45 | Wilmington University | DE | 15,002 | 12,745 | 85.0% | Private non-profit |
| 46 | University of North Texas | TX | 37,299 | 12,517 | 33.6% | Public |
| 47 | University of Alabama at Birmingham | AL | 18,333 | 12,371 | 67.5% | Public |
| 48 | North Carolina State University at Raleigh | NC | 34,015 | 12,321 | 36.2% | Public |
| 49 | Cuyahoga Community College District | OH | 25,449 | 12,266 | 48.2% | Public |
| 50 | Pennsylvania State University-World Campus | PA | 12,242 | 12,242 | 100.0% | Public |

Understanding the Key Players – Change in the Top 50 Institutions 2012-15

There are a variety of dynamics at play across the distance education universe with different factors impacting the enrollment changes at different institutions. The forces at work at the few very large private for-profit institutions are different from those that are driving most other for-profit institutions. In 2015, after three years, these top 50 institutions from 2012 reported only 1,338,514 distance students, a decrease of 115,195 (or 7.9%) from their 2012 distance enrollments. The pattern of change was extremely varied. Southern New Hampshire University (a private non-profit) led the list with an increase of just under 400% (growing by 45,085 from 11,286 to 56,371). Four other institutions grew their distance enrollments by more than 10,000 students during this period: Western Governors University, Brigham Young University-Idaho, University of Central Florida, and Grand Canyon University. The University of Maryland-University College and the University of Florida each added over 5,000 distance students. The University of South Florida-Main Campus and Valencia College did not reach the 5,000-student mark but did grow their enrollments by nearly 25%.

On the other end of the scale were the University of Phoenix (down 93,343 from 256,346 to 162,003 for a 36.8% decline) and Ashford University (down 34,676 from 76,722 to 42,046 for a 45.2% decline). These two institutions, with a combined loss of 129,019 distance students, account for more than the entire drop (115,195) among these 50 institutions.

It is important to note, however, that these numbers are derived from IPEDS fall enrollment data, which are not always an accurate reflection of the full nature of enrollment changes. Thomas Edison State University is one such example. As an institution without regular “fall” or “spring” terms, the normal IPEDS definitions are not a good fit. The reported 2012 to 2015 decrease of 7,363 students reflects a definitional change from an annual number in 2012 to a “fall only” number in 2015. If the 2015 data had used the same approach as 2012 the decline would have been a much smaller 1,773 students. Other changes in IPEDS reporting approaches (e.g., a multi-campus institution changing which campus they consider “home” for distance students) can also result in reported counts that do not reflect actual changes in enrollments.

Distance Enrollment Change 2012 to 2015 - Top 50 Distance Enrollments 2012

| <i>Institution</i> | <i>ST</i> | <i>2012</i> | <i>2015</i> | <i>Change 2012-15</i> | <i>Control</i> |
|---|-----------|-------------|-------------|---------------------------|--------------------|
| Southern New Hampshire University | NH | 11,286 | 56,371 | 45,085 | Private non-profit |
| Western Governors University | UT | 41,369 | 70,504 | 29,135 | Private non-profit |
| Brigham Young University-Idaho | ID | 11,763 | 33,551 | 21,788 | Private non-profit |
| University of Central Florida | FL | 21,782 | 33,034 | 11,252 | Public |
| Grand Canyon University | AZ | 44,006 | 54,543 | 10,537 | Private for-profit |
| University of Maryland-University College | MD | 42,165 | 48,677 | 6,512 | Public |
| University of Florida | FL | 23,180 | 28,838 | 5,658 | Public |
| University of South Florida-Main Campus | FL | 16,241 | 20,993 | 4,752 | Public |
| Excelsior College | NY | 39,728 | 43,123 | 3,395 | Private non-profit |
| Valencia College | FL | 13,985 | 17,216 | 3,231 | Public |
| Lone Star College System | TX | 18,602 | 21,811 | 3,209 | Public |
| Walden University | MN | 50,209 | 52,799 | 2,590 | Private for-profit |
| Liberty University | VA | 69,935 | 72,519 | 2,584 | Private non-profit |
| College of Southern Nevada | NV | 13,270 | 14,906 | 1,636 | Public |
| Houston Community College | TX | 17,524 | 19,111 | 1,587 | Public |
| Embry-Riddle Aeronautical University- | FL | 11,368 | 12,857 | 1,489 | Private non-profit |
| Florida International University | FL | 25,028 | 26,341 | 1,313 | Public |
| Pennsylvania State University-Main Campus | PA | 13,238 | 14,355 | 1,117 | Public |
| Columbia Southern University | AL | 19,933 | 20,823 | 890 | Private for-profit |
| Columbus State Community College | OH | 11,558 | 11,907 | 349 | Public |
| Colorado Technical University-Online | CO | 22,608 | 22,757 | 149 | Private for-profit |
| Cuyahoga Community College District | OH | 12,418 | 12,266 | (152) | Public |
| St Petersburg College | FL | 16,669 | 16,501 | (168) | Public |
| National University | CA | 12,775 | 12,116 | (659) | Private non-profit |
| Northern Arizona University | AZ | 12,544 | 11,769 | (775) | Public |
| Portland Community College | OR | 11,822 | 10,849 | (973) | Public |
| Kaplan University-Davenport Campus | IA | 46,374 | 45,268 | (1,106) | Private for-profit |
| DeVry University-Illinois | IL | 21,616 | 20,458 | (1,158) | Private for-profit |
| Capella University | MN | 35,754 | 34,365 | (1,389) | Private for-profit |
| South University Savannah Online | GA | 12,364 | 10,781 | (1,583) | Private for-profit |
| Columbia College | MO | 11,718 | 9,870 | (1,848) | Private non-profit |
| Tarrant County College District | TX | 12,290 | 10,377 | (1,913) | Public |
| American InterContinental University-Online | IL | 14,170 | 11,560 | (2,610) | Private for-profit |
| Nova Southeastern University | FL | 14,983 | 12,147 | (2,836) | Private non-profit |
| Tidewater Community College | VA | 13,164 | 9,989 | (3,175) | Public |
| Wake Technical Community College | NC | 11,853 | 8,642 | (3,211) | Public |
| Full Sail University | FL | 23,486 | 19,939 | (3,547) | Private for-profit |
| Rio Salado College | AZ | 16,902 | 12,092 | (4,810) | Public |
| Middle Tennessee State University | TN | 11,416 | 6,088 | (5,328) | Public |
| Northern Virginia Community College | VA | 19,152 | 13,421 | (5,731) | Public |
| American Public University System | W | 58,115 | 52,361 | (5,754) | Private for-profit |
| Troy University | AL | 15,444 | 8,824 | (6,620) | Public |
| Thomas Edison State University | NJ | 20,456 | 13,093 | (7,363) | Public |
| Ivy Tech Community College | IN | 42,821 | 34,103 | (8,718) | Public |
| Arizona State University-Tempe | AZ | 36,095 | 22,809 | (13,286) | Public |
| CUNY Borough of Manhattan Community | NY | 16,546 | 1,465 | (15,081) | Public |
| Pima Community College | AZ | 27,677 | 7,425 | (20,252) | Public |
| Everest University-South Orlando | FL | 33,239 | 8,851 | (24,388) | Private non-profit |
| Ashford University | CA | 76,722 | 42,046 | (34,676) | Private for-profit |
| University of Phoenix | AZ | 256,346 | 162,003 | (94,343) | Private for-profit |

METHODOLOGY

The sample for this analysis is comprised of all active, degree-granting institutions of higher education in the United States that are open to the public.

The enrollment data for this report uses information from the U.S. Department of Education's National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) database². IPEDS is a national census of postsecondary institutions in the U.S., which represents the most comprehensive data available. Through the IPEDS Data Center, individuals can download data files for one or more institutions with information from any of the IPEDS components or download complete data files, produce reports, or create group statistics.

In February 2017, NCES released the fourth year of IPEDS Fall Enrollment data that includes distance education enrollments. In addition, IPEDS data is occasionally revised, and the enrollment data for fall 2014 represent one such revised data set. The enrollment figures in this report use the recently released revised data for fall 2014 and will therefore vary slightly from those previously published, including those in prior reports from the Digital Learning Compass members. Institutional descriptive data for the current year also come from the National Center for Educational Statistics' IPEDS database.

The focus of this report is the distance education data that has been collected by IPEDS for the fall 2012, fall 2013, fall 2014 and fall 2015 terms. IPEDS reporting includes a number of other variables that describe the size, sector, and focus of each institution of higher education. This data allows us to compare institutions using a consistent set of definitions provided by the IPEDS survey.

Previous reports from the Babson Survey Research Group that predate IPEDS distance education enrollment data used a somewhat different definition. The BSRG measure of "online offerings" was defined as broadly as possible; any offering of any length to any audience at any time. IPEDS takes a much narrower view. For example, IPEDS counts undergraduate offerings for "a student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate."³ Non-credit courses (e.g., courses for continuing education units that are not credit-bearing, informational courses for alumni, and non-credit MOOCs) do not qualify for the IPEDS definition.

² <http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

³ <http://nces.ed.gov/ipeds/glossary/?charindex=D>

TABLES

Overall Higher Education Enrollment

TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| | 2012 | 2013 | 2014 | 2015 |
|-----------------------|------------|------------|------------|------------|
| Overall enrollment | 20,928,443 | 20,680,352 | 20,508,530 | 20,266,367 |
| Year to year change | | (248,091) | (171,822) | (242,163) |
| Year to year % change | | -1.2% | -0.8% | -1.2% |
| 2012 to 2015 change | | | | (662,076) |
| 2012 to 2015 % change | | | | -3.2% |

DISTANCE ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| | 2012 | 2013 | 2014 | 2015 |
|------------------------------|-----------|-----------|-----------|-----------|
| At least one distance course | 5,425,406 | 5,611,551 | 5,795,730 | 6,022,105 |
| Year to year change | | 186,145 | 184,179 | 226,375 |
| Year to year % change | | 3.4% | 3.3% | 3.9% |
| 2012 to 2015 change | | | | 596,699 |
| 2012 to 2015 % change | | | | 11.0% |

TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| Control of institution | 2012 | 2013 | 2014 | 2015 |
|------------------------|------------|------------|------------|------------|
| Public | 14,966,033 | 14,826,098 | 14,735,282 | 14,651,642 |
| Private non-profit | 4,105,872 | 4,152,060 | 4,166,587 | 4,223,923 |
| Private for-profit | 1,856,538 | 1,702,194 | 1,606,661 | 1,390,802 |
| Total | 20,928,443 | 20,680,352 | 20,508,530 | 20,266,367 |

PERCENTAGE CHANGE IN TOTAL ENROLLMENT - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| <i>Level of institution</i> | <i>Percentage Change 2012 - 2015</i> | <i>Change 2012 - 2015</i> | <i>2012 Enrollment</i> | <i>2015 Enrollment</i> |
|------------------------------|--|-------------------------------|----------------------------|----------------------------|
| Undergraduate: 4 year school | 0.0% | 4,920 | 10,763,773 | 10,758,853 |
| Undergraduate: 2 year school | -9.5% | 688,887 | 7,214,275 | 6,525,388 |
| Graduate | 1.1% | -31,731 | 2,950,395 | 2,982,126 |

TOTAL ENROLLMENT BY CONTROL OF INSTITUTION - 2015

| <i>Control of institution</i> | <i>2015</i> |
|-------------------------------|-------------|
| Public | 14,651,642 |
| Private non-profit | 4,223,923 |
| Private for-profit | 1,390,802 |
| Total | 20,266,367 |

TOTAL ENROLLMENT BY SIZE OF INSTITUTION - 2015

| <i>Overall enrollment 2015</i> | <i>Total - All students 2015</i> |
|--------------------------------|----------------------------------|
| Under 1,500 | 1,236,336 |
| 1,500 - 2,999 | 1,507,703 |
| 3,000 - 7,499 | 3,608,498 |
| 7,500 - 14,999 | 4,586,969 |
| 15,000 + | 9,326,861 |
| Total | 20,266,367 |

Distance Enrollments

PERCENTAGE OF STUDENTS TAKING DISTANCE COURSES - 2012-2015

| | 2012 | 2013 | 2014 | 2015 |
|--------------------|-------|-------|-------|-------|
| Exclusive Distance | 12.6% | 13.1% | 13.9% | 14.3% |
| Some Distance | 13.3% | 14.1% | 14.2% | 15.4% |

STUDENTS TAKING DISTANCE COURSES BY LEVEL - 2012-2015

| <i>Control of institution</i> | 2012 | 2013 | 2014 | 2015 |
|-------------------------------|-----------|-----------|-----------|-----------|
| Undergraduate | 4,559,494 | 4,706,277 | 4,833,989 | 4,999,112 |
| Graduate | 865,912 | 905,274 | 961,741 | 1,022,993 |
| Total | 5,425,406 | 5,611,551 | 5,795,730 | 6,022,105 |

TYPE OF INSTITUTION - STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES - 2015

| <i>Control of institution</i> | <i>Distance All 2015</i> |
|-------------------------------|--------------------------|
| Public | 4080565 |
| Private non-profit | 1070622 |
| Private for-profit | 870918 |

YEAR-TO-YEAR CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| | 2012-13 | 2013-14 | 2014-15 |
|--------------------|---------|---------|---------|
| Public | 161242 | 113154 | 207348 |
| Private non-profit | 98480 | 97976 | 109469 |
| Private for-profit | -73577 | -27281 | -90442 |

YEAR-TO-YEAR PERCENTAGE CHANGE IN DISTANCE ENROLLMENTS - DEGREE-GRANTING INSTITUTIONS - 2012-2015

| | 2012-13 | 2013-14 | 2014-15 |
|--------------------|---------|---------|---------|
| Public | 4.5% | 3.0% | 5.4% |
| Private non-profit | 12.9% | 11.4% | 11.4% |
| Private for-profit | -6.9% | -2.8% | -9.4% |

DISTANCE AND TOTAL ENROLLMENTS PERCENTAGE UNDERGRADUATE - 2015

| <i>Control of institution</i> | <i>Distance</i> | <i>Total</i> |
|-------------------------------|-----------------|--------------|
| Public | 90.2% | 90.2% |
| Private non-profit | 64.3% | 69.8% |
| Private for-profit | 72.5% | 80.0% |
| Total | 83.0% | 85.3% |

PERCENTAGE OF DISTANCE STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015

| <i>Control of institution</i> | <i>Distance - total - exclusively distance 2015</i> |
|-------------------------------|---|
| Public | 35.7% |
| Private non-profit | 64.7% |
| Private for-profit | 86.5% |

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2015

| <i>Control of institution</i> | <i>Distance - total - exclusively distance 2015</i> |
|-------------------------------|---|
| Public | 1,456,696 |
| Private non-profit | 692,714 |
| Private for-profit | 753,346 |

NUMBER OF STUDENTS TAKING EXCLUSIVELY DISTANCE COURSES - 2012-2015

| <i>Control of institution</i> | 2012 | 2013 | 2014 | 2015 |
|-------------------------------|-----------|-----------|-----------|-----------|
| Public | 1,231,816 | 1,282,687 | 1,378,395 | 1,456,696 |
| Private not-for-profit | 473,800 | 556,434 | 632,660 | 692,714 |
| Private for-profit | 927,899 | 862,563 | 844,143 | 753,346 |
| Total | 2,633,515 | 2,701,684 | 2,855,198 | 2,902,756 |

NUMBER OF STUDENTS STUDYING ON CAMPUS - 2012-2015

| <i>Control of institution</i> | 2012 | 2013 | 2014 | 2015 |
|-------------------------------|------------|------------|------------|------------|
| Public | 13,734,217 | 13,543,411 | 13,356,887 | 13,194,946 |
| Private not-for-profit | 3,632,072 | 3,595,626 | 3,533,927 | 3,531,209 |
| Private for-profit | 928,639 | 839,631 | 762,518 | 637,456 |
| Total | 18,294,928 | 17,978,668 | 17,653,332 | 17,363,611 |