

Understanding the Online College Student: Results from the Online College Students Report

September 15, 2016

- The webcast will begin shortly.
- There is no audio being broadcast at this time.
- An archive of this webcast will be available on the WCET website next week.



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ONLINE COLLEGE STUDENTS

Comprehensive Data on Demands and Preferences

September 15, 2016



Understanding the Online College Student: Results from the Online College Students Report

- Welcome.
- Use the question box for questions and information exchange.
- Archive, PowerPoint, and Resources available next week.
- PowerPoint can be downloaded in the handouts pane.
- Follow the Twitter feed: #WCETwebcast.



Megan Raymond
Manager, Events and
Programs,
WCET

mraymond@wiche.edu
[@meraymond](https://twitter.com/meraymond)

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Moderator



Tanya Spilovoy

Director,
Distance Education and State Authorization North Dakota University
System

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About the Presenters



Dr. David Clinefelter

Chief Academic Officer at Learning House

dclinefelter@learninghouse.com



Carol Aslanian

Founder and President of Aslanian Market Research

caslanian@educationdynamics.com



Andrew J. Magda

Manager of Market Research at Learning House

amagda@learninghouse.com

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Carol Aslanian



Founder and President of Aslanian Market Research
caslanian@educationdynamics.com

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GROWTH IN ONLINE ENROLLMENTS

THE RISING POPULARITY OF ONLINE EDUCATION



Enrollment in Fully Online Programs

■ Online Enrollment
 —■— % of Total Postsecondary
■ Projected Online Enrollment

In thousands



Data from Eduventures, 2015

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Methodology

Survey administered to a group of 1,500 respondents.

Respondents shared the following attributes:

- 18+ years of age or older
- Minimum of a high school diploma/GED
- Recently enrolled (within three years), currently enrolled, or had firm plans to enroll in a fully online college degree, certificate, or license program.

Typical Online College Student Profile

	2012	2016
Gender	Female	Female
Average Age	33	31
Average Income	\$66,500	\$55,000
Employment Status	Employed full-time	Employed full-time
Employer Tuition Reimbursement Status	Receive employer tuition reimbursement	Do not receive employer tuition reimbursement

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Age of Online Students

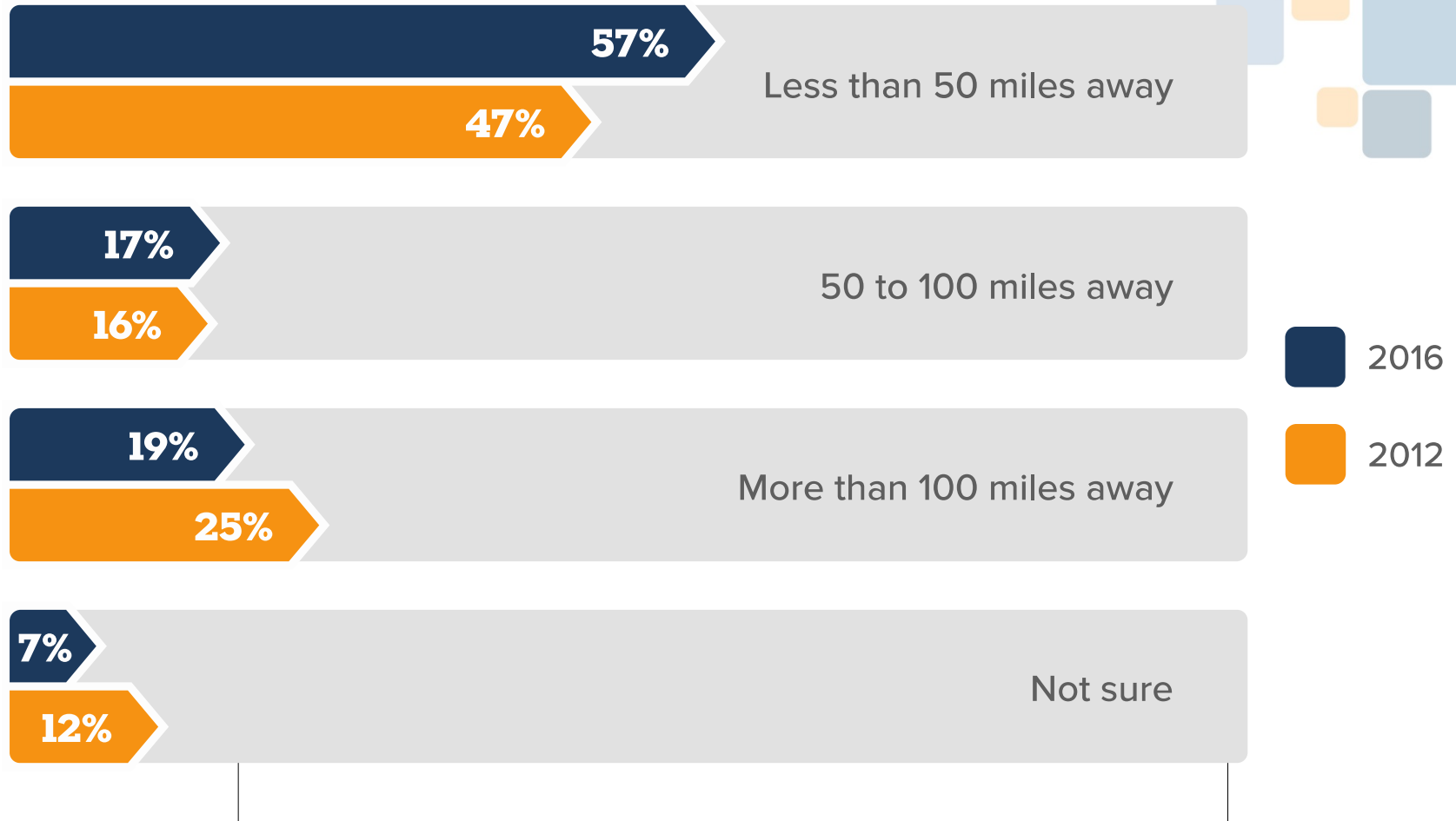
	Undergraduate	Graduate
2012	34	35
2013	35	37
2014	36	37
2015	32	35
2016	29	33

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Distance From Closest Campus

UNDERGRADUATE

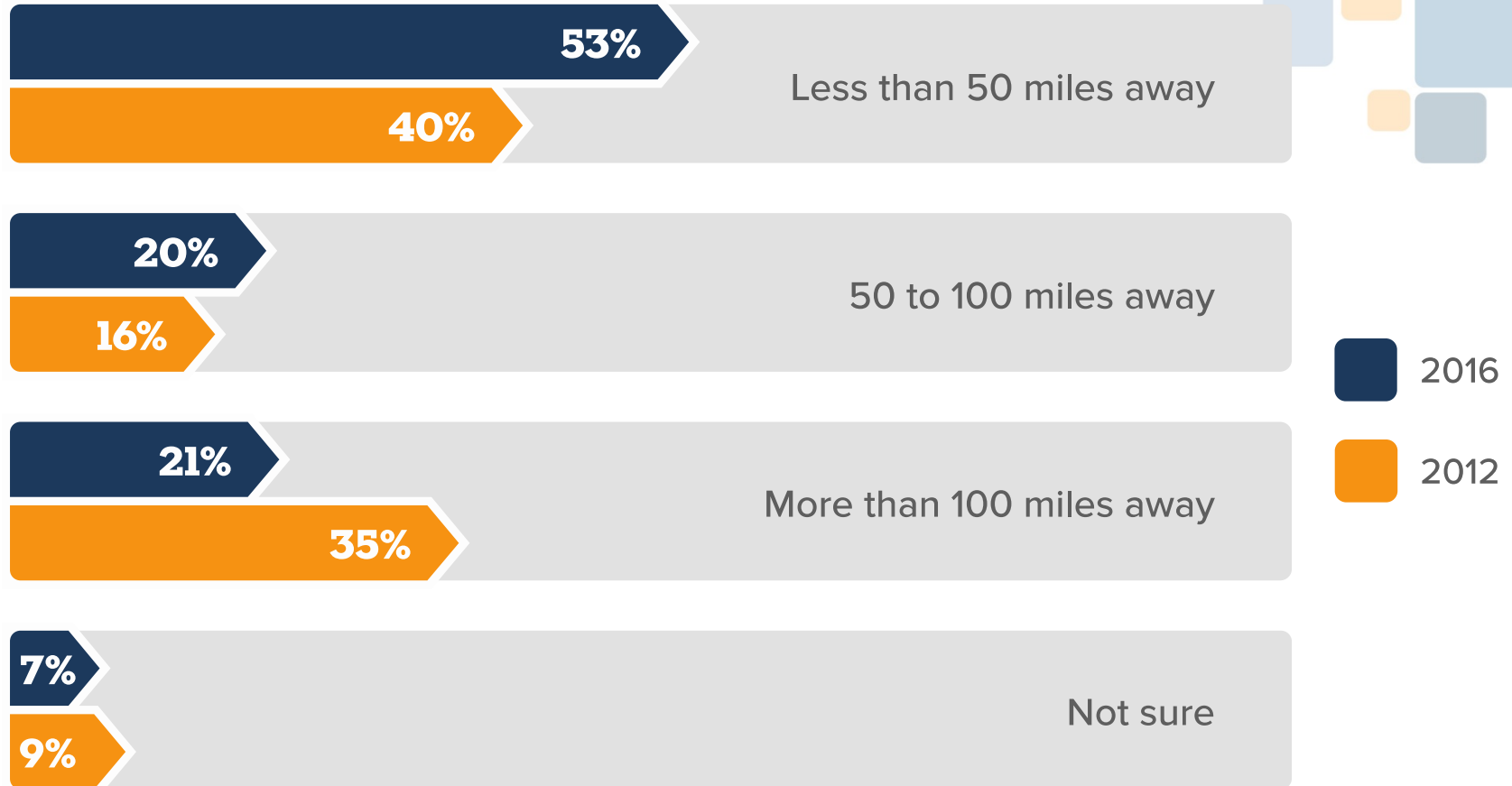


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Distance From Closest Campus

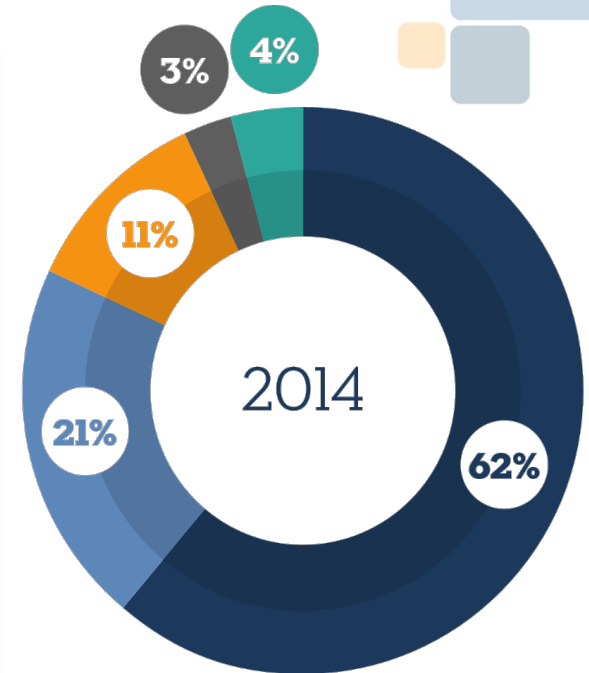
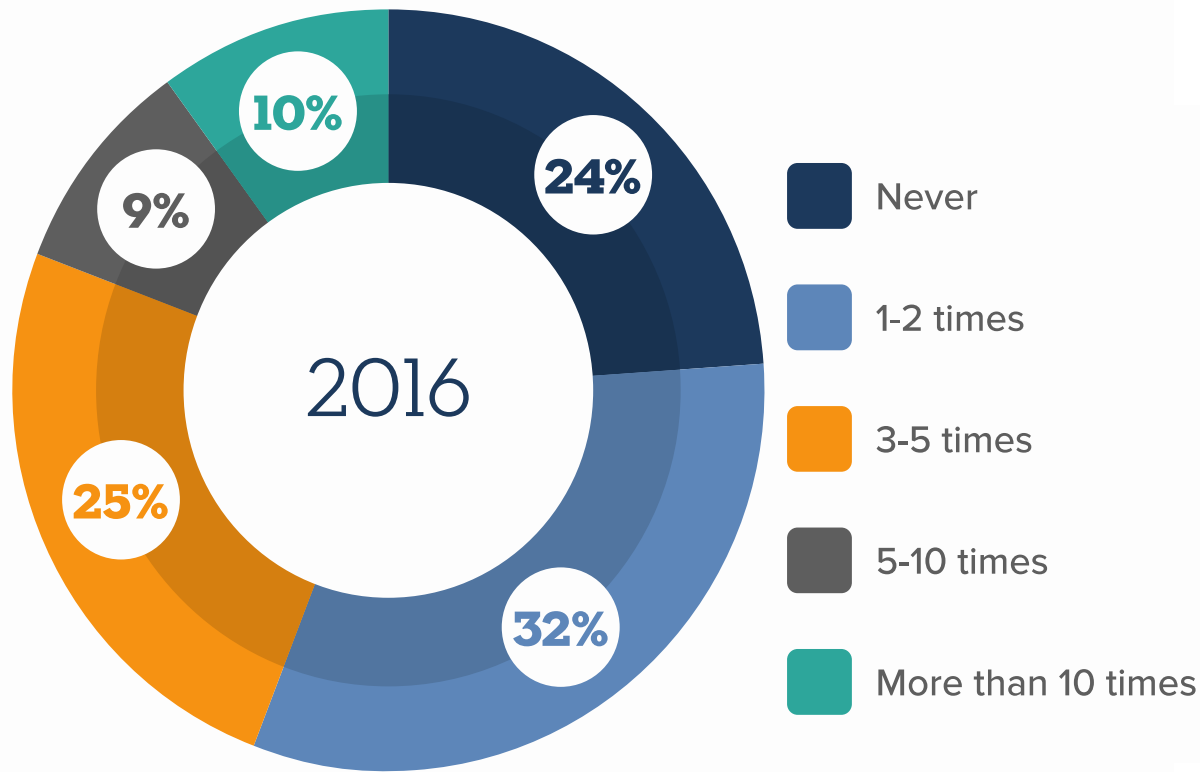
GRADUATE



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Number of Visits to Campus Annually



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David Clinefelter



Chief Academic Officer at Learning House
dclinefelter@learninghouse.com

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Credits From Prior Study

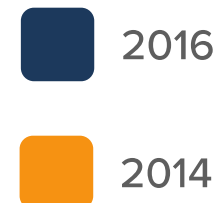
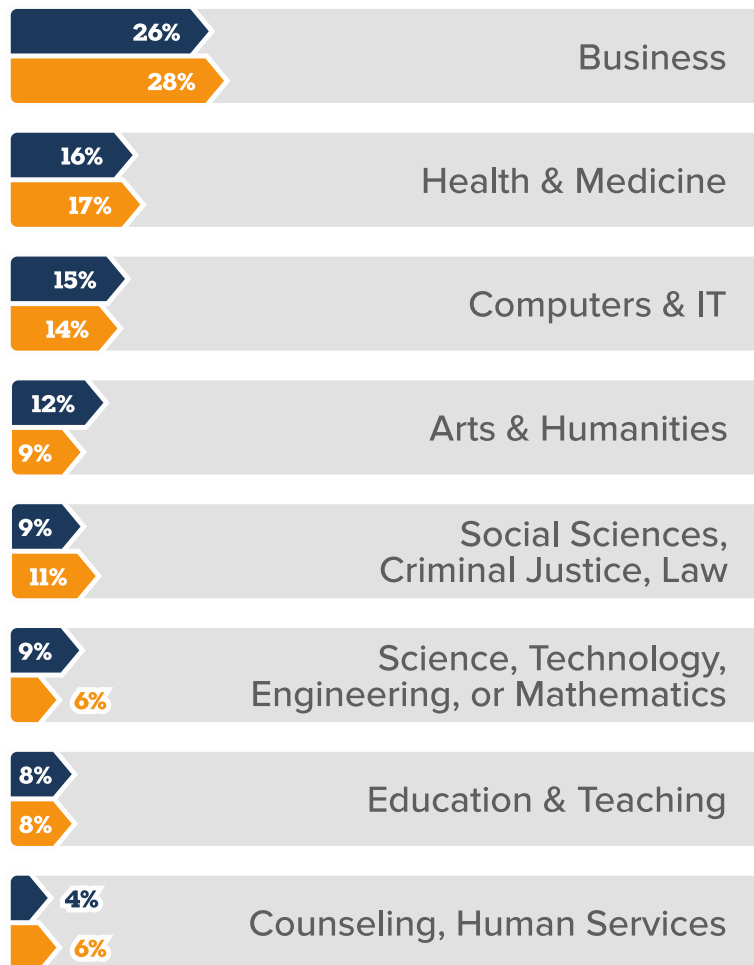
	2014	2016
None	19%	13%
1 to 15	17%	19%
16 to 30	17%	21%
31 to 59	15%	16%
60 to 90	13%	13%
More than 90 credits	11%	11%
I don't recall	9%	7%

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Fields of Study

UNDERGRADUATE

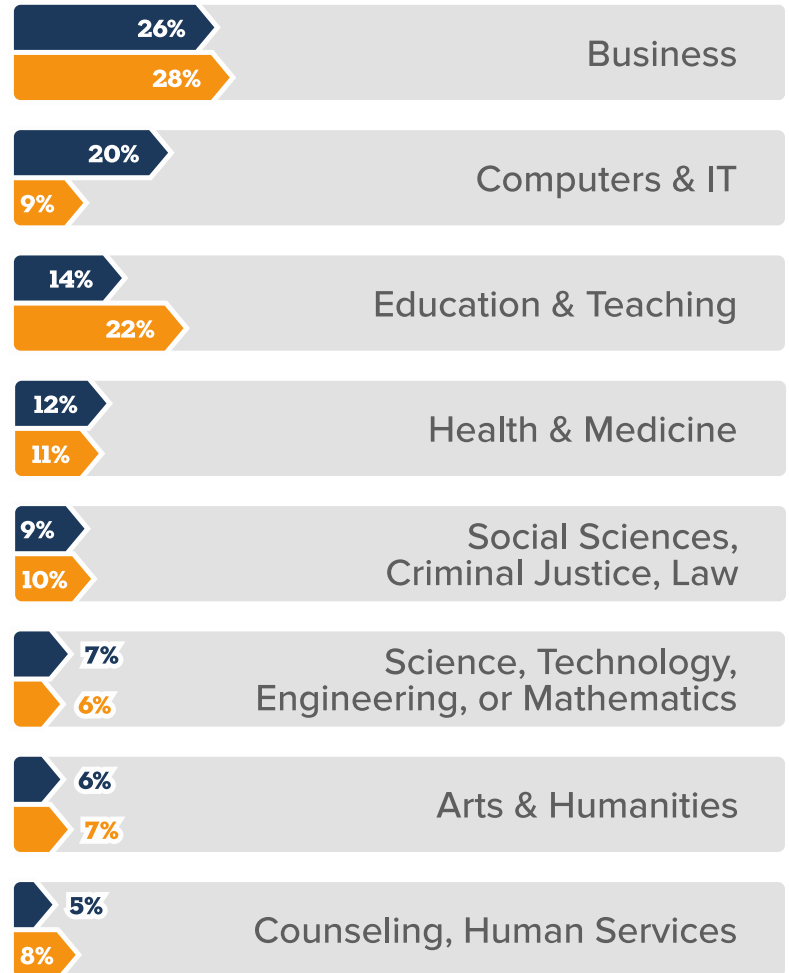


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Fields of Study

GRADUATE



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Reasons for Not Finishing Program in the Past

My family circumstances changed	34%
Ran out of funds	26%
Did not see the relevance of the program content	17%
I started a new job that required more time	15%
Classes were uninteresting	14%
I started a family and didn't have the time	14%
I relocated and the program wasn't available	10%
Too difficult to get to campus	8%
I became ill	8%

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Factors in Choosing a School

	#1 Factor
Tuition and fees	26%
Reputation of school	18%
Convenience—the school offers multiple study formats	12%
Quality of faculty	11%
Convenience—the school has a location near where I live or work	10%
Recommendation of a friend/family member	7%
Agreement between my employer and the school for adjusted tuition/fees	6%

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Factors in Choosing an Online Program

Flexible class schedules	21%
The length of time to complete the program	16%
Content of program (relevance of course descriptions, availability of major or concentration that I want)	15%
Overall reputation of the program within my field of study	14%
Major is important in my career field	14%
Successful career placement of graduates	11%

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Factors in Choosing an Online Program *cont.*

Amount of transfer credits accepted

11%

Number of hours of study required
each week

10%

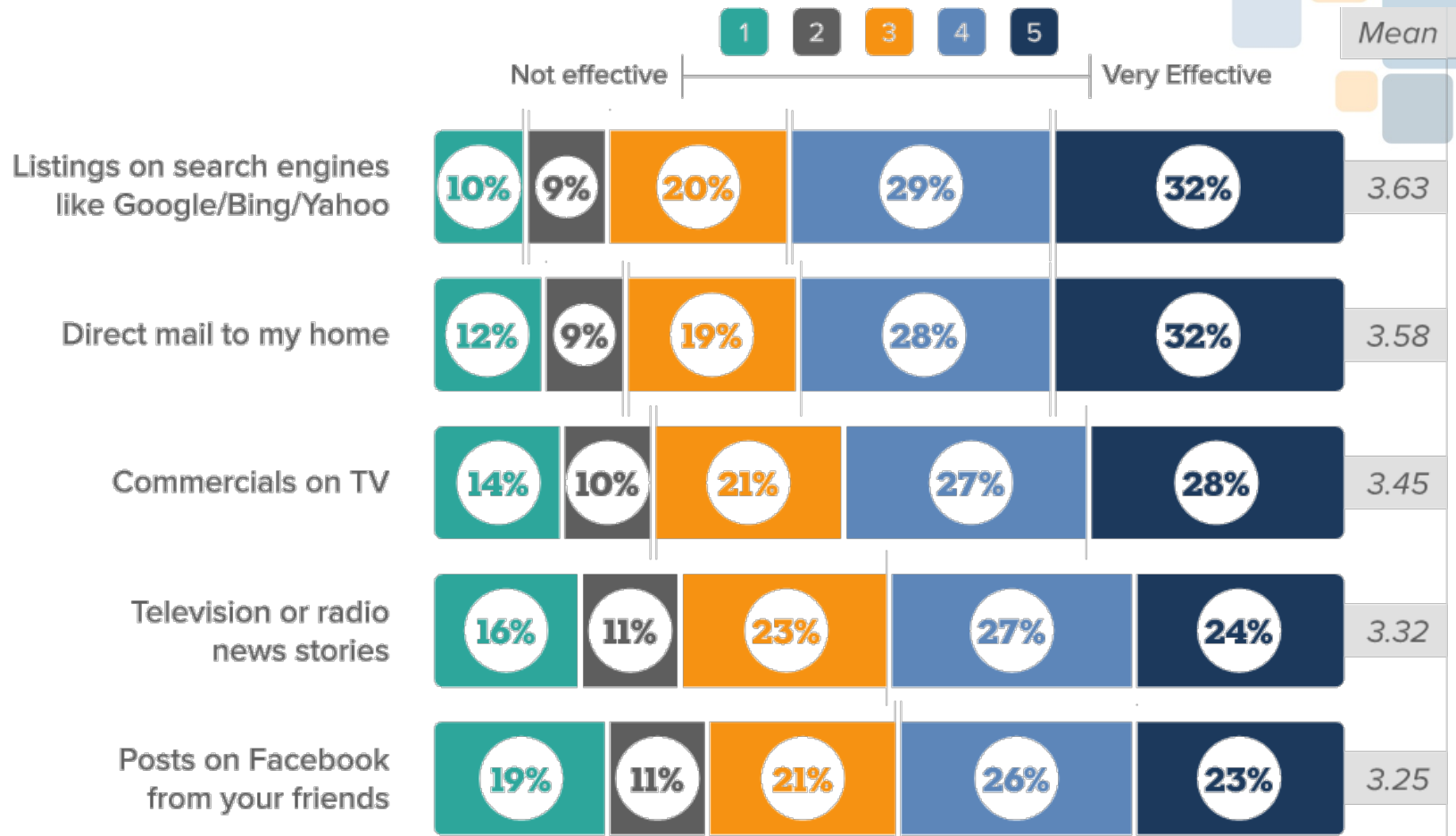
No set class meeting times

9%

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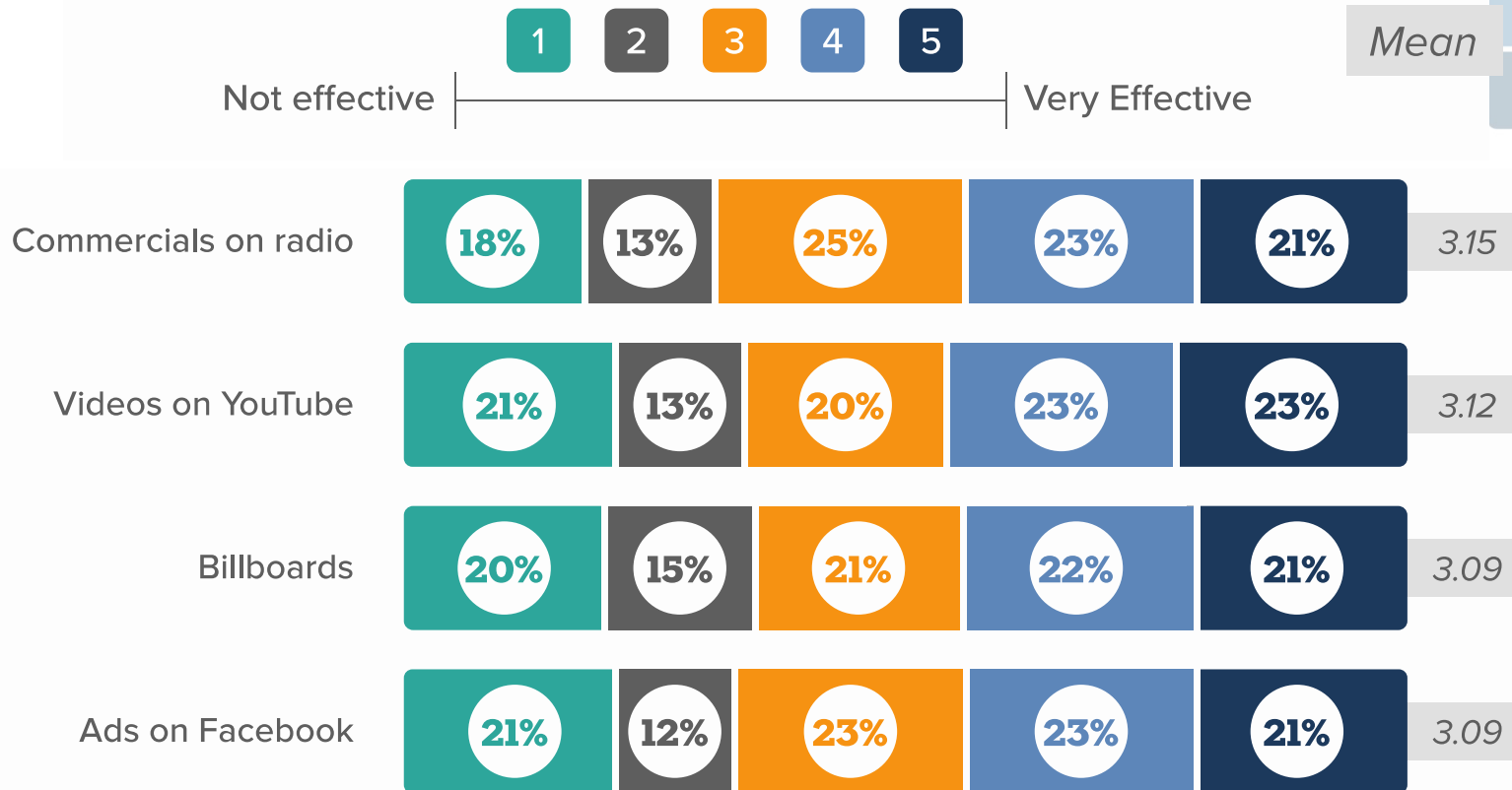
Marketing Channels for Awareness



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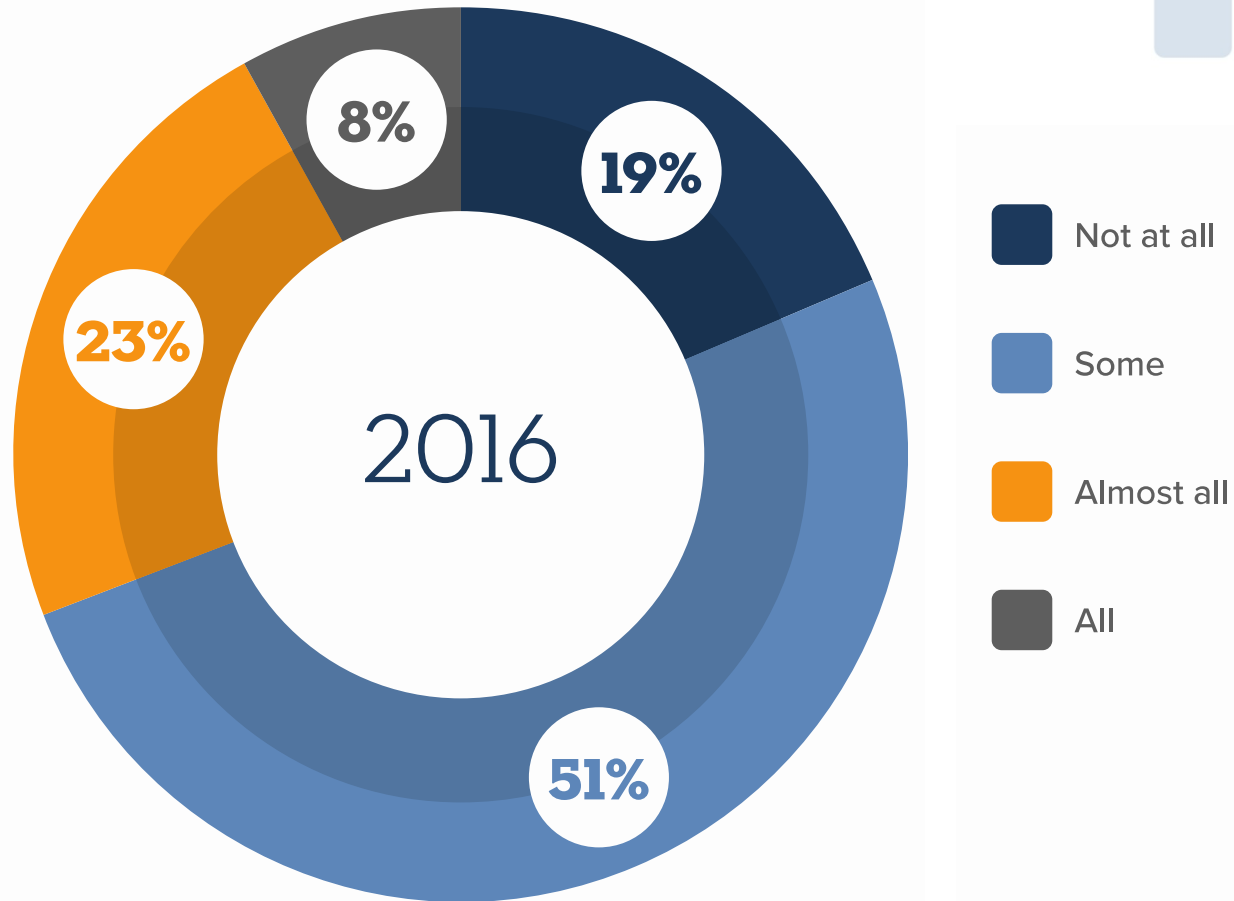
Marketing Channels for Awareness *cont.*



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Use of Mobile in the Selection Process



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Use of Mobile in Online Learning

Two-thirds (67%) of prospective online students expressed interest in using their mobile device during their online studies.

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Speed of Decision Making

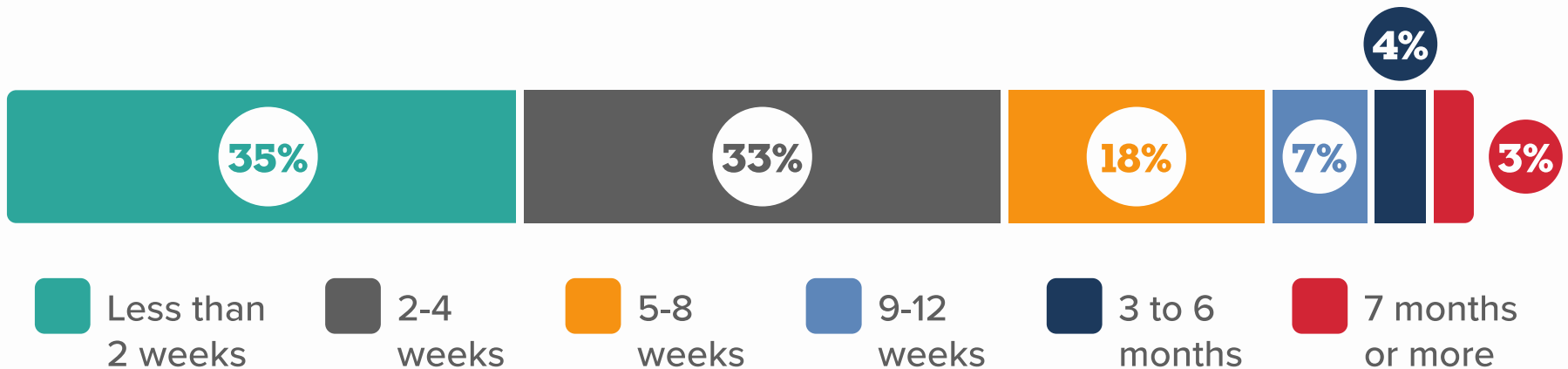
Did you enroll in the school that got back to you first with the information you requested?	Undergraduate		Graduate	
	2015	2016	2015	2016
Yes	40%	49%	49%	57%
No	35%	32%	32%	29%
N/A – I only contacted one school	25%	18%	20%	14%

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Speed of Decision Making *cont.*

How long did it take you from the time you first started your search for an online program to completing your application?

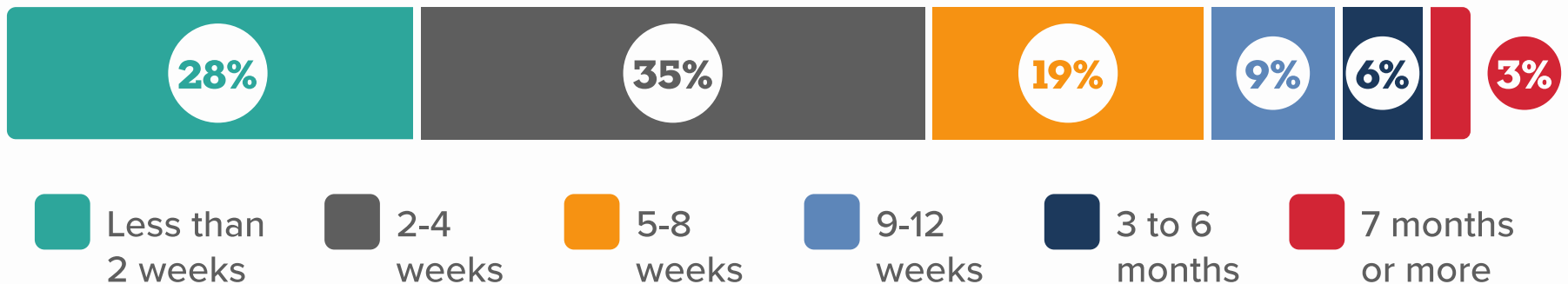


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Speed of Decision Making *cont.*

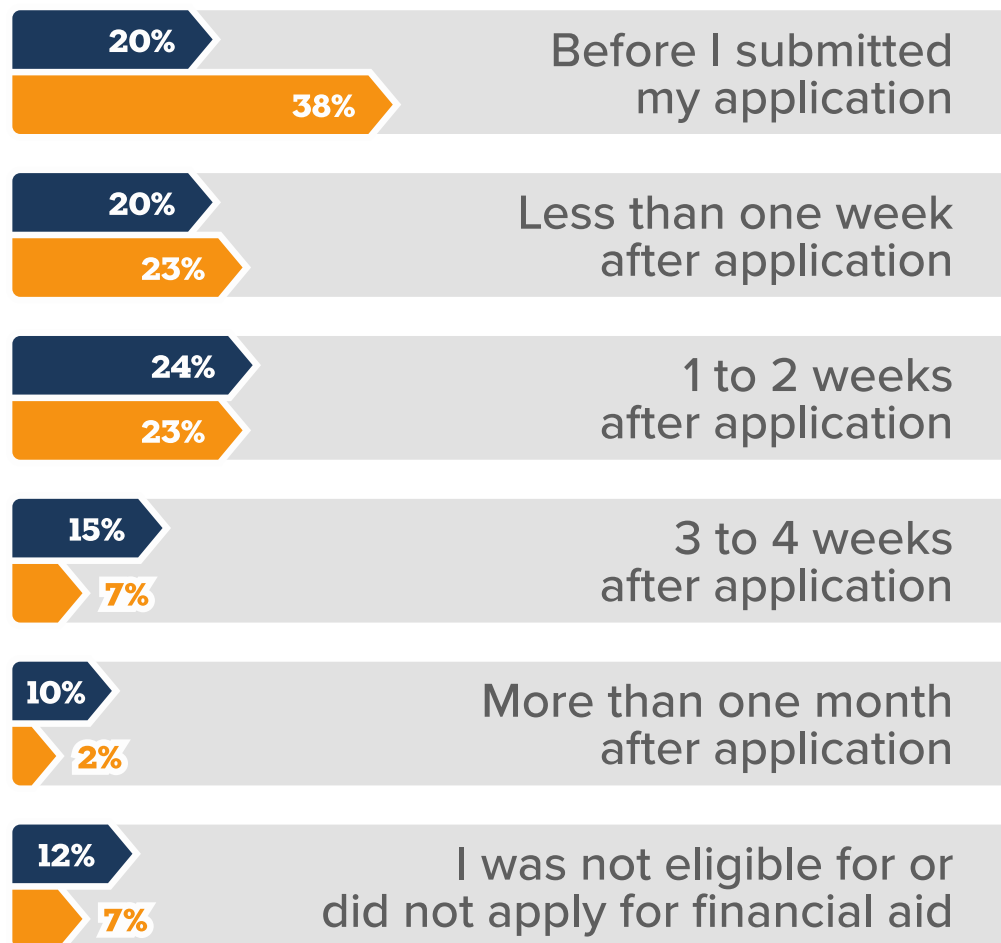
After submitting your application, how long did it take to enroll in your first class?



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Financial Aid Decision Timeline



■ When did you find out financial aid amount?

■ When do you prefer to find out financial aid amount?

Paying for Online Programs

Scholarships	35%
Free course	18%
Tuition rebate	16%
Tuition payment plan	13%
Free textbooks	10%
Free technology equipment (computer, iPad, tablet, etc.)	9%

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Paying for Online Programs

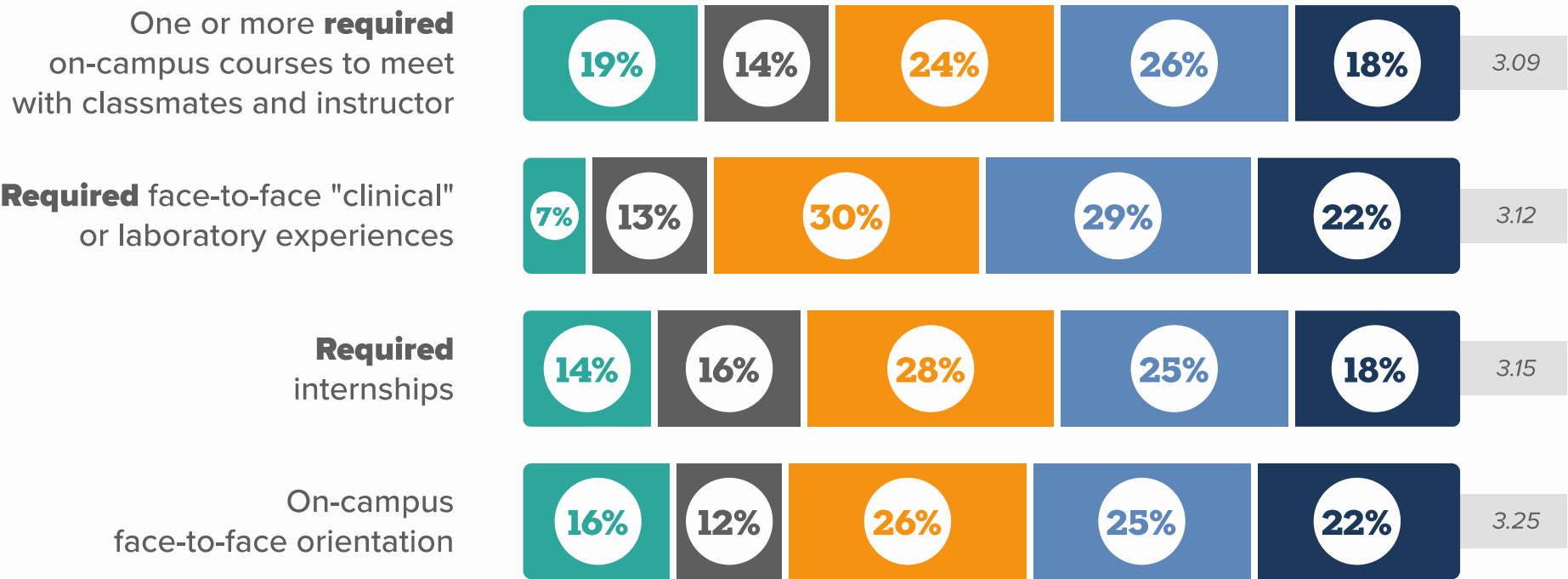
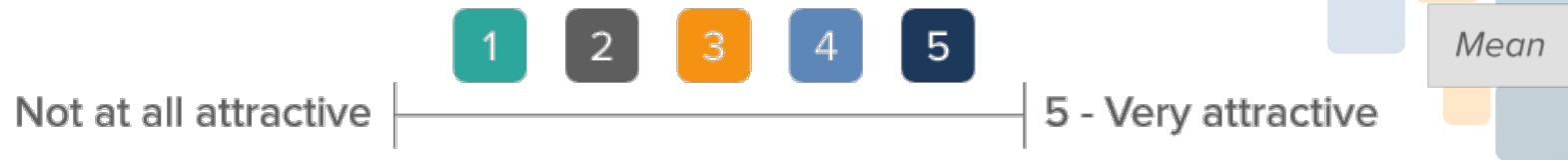
Minimum annual scholarship to influence decision



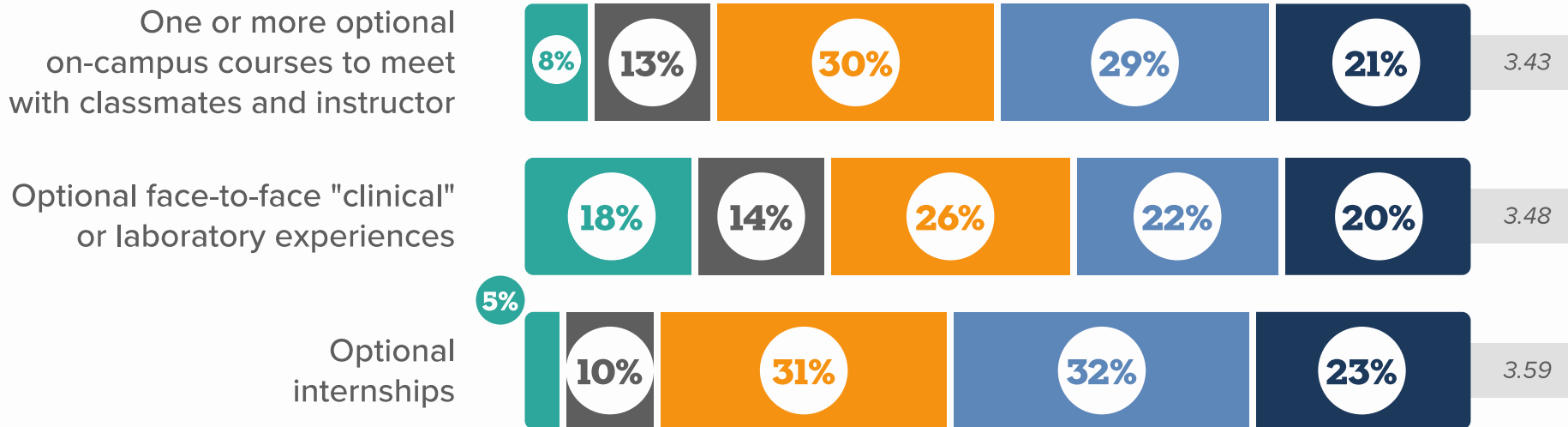
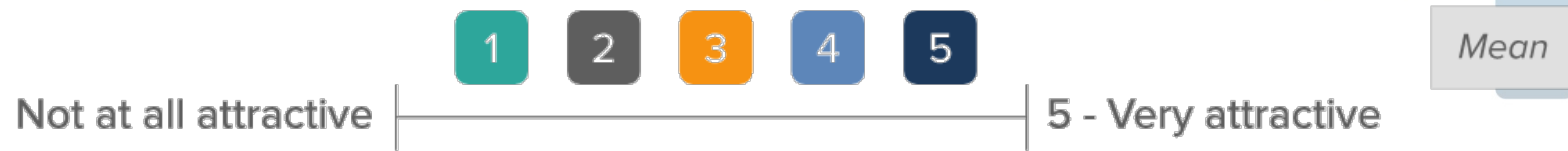
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Features of Online Programs



Features of Online Programs *cont.*



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Student-to-Student Interaction

	Mean Rank (out of 8)
Posting to online message boards	2.18
Commenting on other posts on message boards	3.02
Doing group projects	3.63
Being assigned a "partner" in your class	4.06
Social media groups (e.g., Facebook group)	4.59
Simulations	5.20
Blogging	5.50
Something else	7.82

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Competency-Based Education

Yes, I enrolled in or completed a competency-based learning program	14%
Yes, I am very familiar with competency-based learning	22%
Yes, I am somewhat familiar with competency-based learning	25%
I have heard of competency-based learning but I am not familiar with it	20%
No, I have not heard of competency-based learning	20%

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A decorative background consisting of a dense pattern of squares in various shades of blue and orange, arranged in a non-uniform, mosaic-like pattern.

KEY TAKEAWAY 1

An increasing number of students prefer online.



KEY TAKEAWAY 2

Online students are cost sensitive.



A decorative background consisting of a dense pattern of squares in various shades of blue and orange, arranged in a non-uniform, mosaic-like pattern.

KEY TAKEAWAY 3

Mobile devices are used widely in online search and study.

A decorative background consisting of a dense pattern of squares in various shades of blue and orange, arranged in a non-uniform, mosaic-like pattern.

KEY TAKEAWAY 4

**Students make decisions quickly,
and schools must respond quickly.**

A decorative background consisting of a dense pattern of squares in various shades of blue and orange, arranged in a non-uniform, mosaic-like pattern.

KEY TAKEAWAY 5

Online students prefer to study with a nearby college.

The background of the slide is a decorative pattern of various-sized squares in shades of blue and orange, arranged in a non-uniform, mosaic-like fashion.

KEY TAKEAWAY 6

The Computer Science & IT graduate field of study is growing in popularity as the popularity of Education declines.

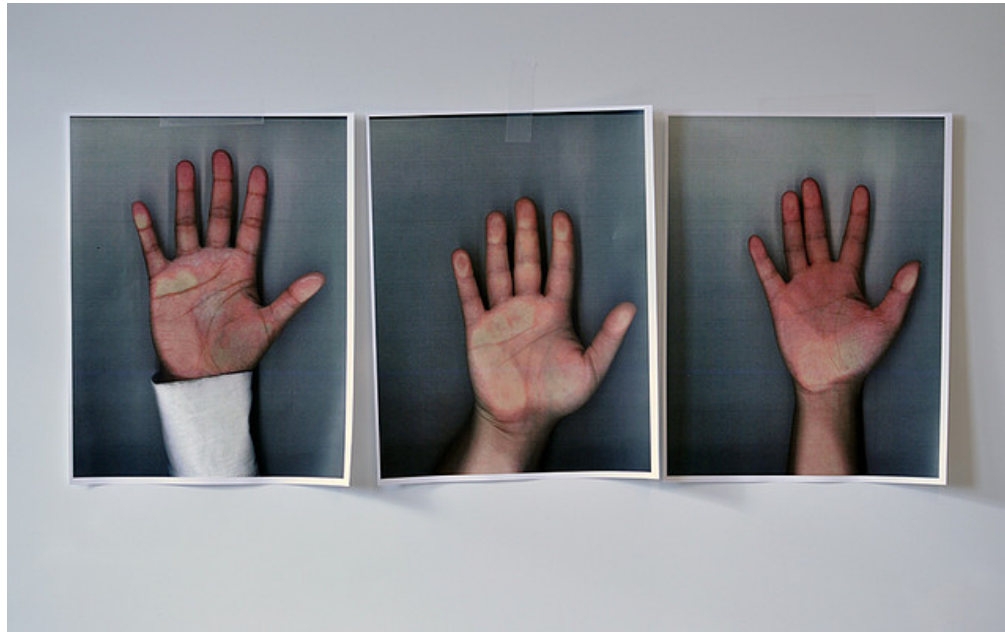


KEY TAKEAWAY 7

Online learning is ageless.



Questions from the Audience



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Contact Information

Carol B. Aslanian

caslanian@educationdynamics.com

Dr. David Clinefelter

dclinefelter@learninghouse.com

Andrew J. Magda

amagda@learninghouse.com

Tanya Spilovoy

tanya.spilovoy@ndus.edu

DOWNLOAD THE FULL REPORT TODAY!

www.learninghouse.com/ocs-2016

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Learn More and Stay Connected

WCET Annual Meeting
October 12-14, 2016

www.bit.ly/home_WCET16



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Additional Information and Resources

- Access to the resources discussed during this webcast, including the archive, will be available next week.
 - <http://wcet.wiche.edu/connect/webcasts>



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Thank you Supporting Members for your commitment to WCET and e-Learning

- Colorado State University
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