

Contact: Rachel Boon

**2021-22 DISTANCE EDUCATION REPORT**

**Action Requested:** Receive the 2021-22 Distance Education Report.

**Executive Summary:** The Distance Education Report is submitted as required by Board Policy 3.12.D. The universities' work in this area has evolved over time with changes in technology, market demands, and teaching and learning innovations. In June 2022, the Board of Regents Distance Education Task Force provided five recommendations in the area of distance and online education.

This report provides updates on distance education participation and offerings at the universities, as well as updates on some of the Task Force recommendations where there has been progress. The 2020-21 academic year had a large increase in distance education due to pandemic response efforts, but in 2021-22 numbers reverted to the upward trend that began before the pandemic. Non-credit courses are an area of greater fluctuation from year-to-year with 4H Youth Development representing a large portion of the total activity.

Table 1: Distance Education Summary

Distance Education	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	% Change Over 5 Yrs
<b>Credit courses and programs<sup>1</sup></b>						
No. of programs <sup>2</sup>	183	189	195	197	204	11.5%
No. of course sections	3,383	3,707	3,739	6,810	4,671	38.1%
No. of student enrollments (dup)	85,456	96,483	98,147	181,867	145,405	70.2%
Total number of credit hours	241,206	267,371	269,811	506,006	366,421	51.9%
<b>Non-credit courses *</b>						% Change Over 5 Yrs
No. of student enrollments (dup)	745,229	723,004	589,013	605,072	1,086,110	45.7%

*\*In 2021-22, ISU Extension and Outreach faculty and staff and county agricultural extension district staff reported a total of 867,337 youth and adult direct educational contacts. The designated reporting time period represents October 1, 2021, through September 30, 2022. This reporting period varies from prior years for ISU due to changes in data tracking systems.*

- 2021-2022 top subject areas with highest credit enrollment:
  - Humanities, Arts & Sciences; Business; Education; and Social and Behavioral Sciences (Attachment B)
- 2021-2022 top subject areas with the highest non-credit enrollment:
  - 4-H Youth Development, Ag & Natural Resources, Human Sciences, and Health Professional and Clinical Services (Attachment C)

<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.

**Introduction**

This report reflects on online and distance education offerings at Iowa’s public universities during the 2021-2022 academic year. After the huge adjustments to accommodate the response to the pandemic in the past two years, in 2021-22 all three Regent universities rebalanced their online offerings to better align with student expectations of a residential campus. However, prior to the pandemic online course enrollments were on a growth trajectory, so a “return to normal” still represents a continuation of the long-term growth trend.

Much of the data for 2021-22 suggests a major area of growth in online offerings is at the graduate level. This aligns with the findings from the Regents Distance Education Task Force in 2022 as well, which noted the growth opportunities in this area nationally merit exploration at Iowa’s public universities. Some of this opportunity is in the area of short-term certificates, some is in non-credit offerings, and some is in professional master’s degrees that help individuals advance in their careers.

**Distance Education Student Enrollment**

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; for graduate credit courses, on-site and hybrid instruction at extended campus locations are important delivery modes as well. These courses are typically at locations in Des Moines, Cedar Rapids, Sioux City and other communities around the state.

Mode	UG Enrollment			Grad. Enrollment			Credit Enrollment Total			Non-Credit Enroll. Total		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
<b>Web-based</b>											175,657	
1. Semester based courses	46,703	53,891	17,336	12,582	4,860	2,960	59,285	58,751	20,296	23,275		15,498
2. Guided independent study			426			67			493	42,415		
<b>On-Site</b>	308		618	1,339		628	1,647		1,246	28,634	691,680	4,188
<b>Other Off-Campus</b>			111						111	17,700		
<b>Hybrid courses</b>	849		935	1,367		425	2,216		1,360	86,851		211
<b>TOTAL</b>	<b>47,860</b>	<b>53,891</b>	<b>19,426</b>	<b>15,288</b>	<b>4,860</b>	<b>4,080</b>	<b>63,148</b>	<b>58,751</b>	<b>23,506</b>	<b>198,876</b>	<b>867,337</b>	<b>19,897</b>

Table 2: 2021-2022 Distance Education Enrollments by Level

Due to a change in the student information system at ISU, 2020 data is not comparable in course enrollments or unduplicated headcounts, but the total credit hours of students taking both in-person and online courses indicate a reduction from last year’s high (see footnote on Table 3). This has long been an area of consistent growth, so it is noteworthy that despite the one-year decline, Fall 2021 numbers are significantly higher than Fall 2019. This suggests that students are continuing to choose mixed modalities for their courses as a way to schedule flexibly and stay on track for on-time graduation.

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 2021									
SUI	3,393	7,538	21,865	12,974	18,603	43,446	16,367	26,141	65,311
ISU	1,108	2,263	6,471	14,907	21,602	52,630	16,015	23,865	59,101
UNI	1,136	2,168	5,650	4,655	7,846	20,983	5,791	10,014	26,633
<b>TOTAL</b>	<b>5,637</b>	<b>11,969</b>	<b>33,986</b>	<b>32,536</b>	<b>48,051</b>	<b>117,059</b>	<b>38,173</b>	<b>60,020</b>	<b>151,045</b>
Fall 2020									
SUI	3,174	6,886	20,130	12,679	17,595	43,151	15,853	24,481	63,281
ISU*	--	--	--	12,666	--	36,098	12,666	--	36,098
UNI	1,181	2,568	6,958	7,576	22,184	62,559	8,757	24,752	69,517
<b>TOTAL</b>	<b>4,355</b>	<b>9,454</b>	<b>27,088</b>	<b>32,921</b>	<b>36,779</b>	<b>141,808</b>	<b>37,276</b>	<b>49,233</b>	<b>168,896</b>
Fall 2019									
SUI	2,942	6,307	18,303	12,663	16,103	38,762	15,605	22,410	57,065
ISU	1,357	2,321	6,652	7,161	9,344	26,029	8,518	11,665	32,681
UNI	1,264	1,963	5,054	2,476	3,225	8,667	3,740	5,188	13,721
<b>TOTAL</b>	<b>5,563</b>	<b>10,591</b>	<b>30,009</b>	<b>22,300</b>	<b>28,672</b>	<b>73,458</b>	<b>27,863</b>	<b>39,263</b>	<b>103,467</b>

\*There were 12,666 total students enrolled in a course whose course section is flagged as overseen by a distance education unit. Unduplicated students are unavailable for this reporting period. Additionally, delivery method by individual course registration was unavailable, thus all enrollments and credit hours are being reported under the definition of on campus and distance ed courses column.

**Collaborative Efforts Among Regent Universities**

With a new set of distance education goals from the Board of Regents Distance Education Task Force, the Provosts charged the Statewide Online Education Council (previously SECDEC, now SOEC) with leadership and implementation. This group has met regularly for decades and is a collaborative council dedicated to the exchange of ideas and expertise to ensure that distance and online education means the same thing to students and faculty alike.

Topics from this past year’s SOEC meetings included but were not limited to:







- State Authorization and NC-SARA
- Support for the two Regent Resources Centers (Western Iowa Regional Resource Center and Lakeside Lab) including:
  - Budgets
  - Staffing
  - IT
  - Outreach
- Addressing Regents Distance Education Task Force recommendations on SOEC role and structure, course sharing, joint programs and staff professional development
- Non-credit activity reporting issues

Other collaborations are also reviewed and maintained by SOEC. For example, Regent universities continue to deliver courses through the Regents Alternative Pathway to Iowa Licensure (RAPIL) program to help talented professionals answer the call to teach. <https://iowateacherintern.org/>. In 2022, the RAPIL program recommended 31 individuals (a large

increase from 18 in 2021 for initial Iowa Teacher Licensure, with an additional 78 currently enrolled in either classes or the internship year.

The Bachelor of Liberal Studies (BLS) available online at all three universities is an ongoing collaboration, though variations exist in some program options and requirements (Table 4). Enrollment in the BLS dipped in 2021-22 and the Bachelor of Applied Studies (BAS) grew as UNI expanded its offerings in that area. The decline in new admissions to the BLS may reflect a range of issues, including the growth of other online options both at Regent universities and at other colleges and universities around the country.

Table 4: 2021-2022 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	243	172	199	<b>614</b>	-11.4% 
Graduates	64	105	30	<b>199</b>	-3.4% 
New Admissions	106	39	62	<b>207</b>	-27.6% 
<b>Bachelor of Applied Studies (SUI only)</b>					
Enrollment	95		71	<b>166</b>	46.1% 
Graduates	25		0	<b>38</b>	-34.2% 
New Admissions	39		15	<b>54</b>	25.6% 

**Distance Education Program Offerings**

See university websites for lists of programs that are fully or partially available via distance education.

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

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

<https://online.uni.edu/>

**New Distance Learning Programs**

All three universities added new online programs in 2021-22 as a way to expand offerings and meet workforce needs or fill gaps in the online degree marketplace (table 5). Short-term certificates (typically six to 18 credits) have grown in popularity and are well-suited to offering as online, hybrid or cohort-based programs in communities around the state where employers are seeking to upskill or grow the workforce.

Table 5: New Online or Distance Programs, 2021-22

<b>Instit.</b>	<b>Degree or Certificate</b>	<b>Program Major***</b>	<b>Delivery Method/Site(s)</b>	<b>Requires an on-campus component.</b>
SUI	CERT (GR)	Business Analytics	Online	
SUI	CERT (GR)	Business Fundamentals	Online	
SUI	CERT (GR)	Innovation	Online Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
SUI	CERT (GR)	K-12 Equity and Inclusion	Hybrid	x
SUI	EDU (GR)	Teaching and Learning <i>Dyslexia Specialist</i>	Hybrid	x
SUI	MSN	Nursing <i>Nursing Systems Administration</i>	Online	
ISU	Certificate	Digital Marketplace Analytics	Online	
ISU	Certificate	Education and Outreach in Agriculture and Natural Resources	Online	
ISU	Bachelors	Business Administration (Degree Completer)	Online	
ISU	Masters	Master of Healthcare Analytics and Operations	Online	
ISU	Masters	Master of Community Development	Online	
UNI	Bachelors	Management: Business Administration	Online	
UNI	Certificate	Chinese Studies	Online	

**Western Iowa Regional Resource Center**

The Western Iowa Regents Resource Center (WIRRC) operates in partnership with four community colleges, serving a 25-county region of western and southern Iowa. WIRRC functions with one part-time coordinator in Sioux City and part-time transfer specialists at community college campuses in Council Bluffs, Creston, Harlan, Sheldon and Sioux City. WIRRC operates on three lines of effort in support of the Board of Regents Strategic Plan, the Regents Distance Education Strategic Plan, and the strategic plans of the three universities. The lines of effort are:

- Personalized interaction with potential students,
- Promote distance education options, and
- Coordinate educational, cultural, and economic development outreach

Personalized contact with prospective students

Transfer specialists met with 192 students to discuss transfer opportunities. This is an increase of 31.5% over the previous year and 22% above the Center's previous high. The specialists interacted with several College Experience classes at the community colleges, and eight new student orientations. Community college students who transferred to Regent universities were highlighted during National Transfer Week on community college promotions and social media. Center staff supported outreach engagements by the University of Northern Iowa at three of the community colleges, along with helping university representatives participating in transfer fairs at each community college in the region. The center also brought representatives from all three universities and the Lakeside Laboratory to meet with the transfer specialists to ensure all were aware of updates and the opportunities available.

Promote distance education options

The coordinator and transfer specialists participated in eight radio interviews. The transfer specialists met with several high school guidance counselors. The coordinator presented the distance education opportunities at each public university at a monthly meeting with Northwest Area Education Agency superintendents. WIRRC representatives also participated in nine transfer fairs, one Air National Guard outreach event, and two hospital higher education fairs. The center used social media, digital, mail and billboards to promote distance education opportunities across the region.

Coordinate educational, cultural and economic development outreach

The Center worked with the Sioux City Community School District to transport students to the Lakeside Laboratory. The Center coordinated an interaction between the University of Iowa's Young Writer's workshop and the Harlan Library as well as the engagement by the University of Iowa's Latin Jazz Ensemble and the Harlan High School Jazz Band. The Center presented distance education opportunities to the Council Bluffs Chamber of Commerce Workforce Development group, as well as coordinating an engagement by the University of Iowa's College of Business to the same group and area economic development professionals. The Center facilitated meetings by University of Northern Iowa senior leadership with Iowa Western Community College and Western Iowa Tech Community College to support implementing UNI's presence on both campuses. The coordinator also participated in meetings between UNI and Community Colleges for Iowa representatives to develop the UNI@IACC concept.

The Center planned and implemented visits by UNI's Criminal Justice program with Police Science and Criminal Justice programs at the Sioux City Career Academy, Western Iowa Tech, Iowa Western and Southwestern Community Colleges. UNI's College of Business conducted a face-to-face presentation to the Accounting and Business programs at the Sioux City Career Academy, and the College of Education made a virtual presentation to the Academy's Education program. The University of Iowa's Biomedical Science program did a virtual presentation with the Sioux City Career Academy.

Challenges, opportunities, and planned efforts for the next academic year

WIRRC will coordinate with Lakeside Lab to generate greater collaboration with regional community colleges. In addition, staff will engage with regional businesses and non-profit organizations to identify the feasibility of internships and research activities.

WIRRC has engaged with the University of Iowa to expand engagement with various arts programs across the regions. The Center has also worked to support the UNI@WITCC and UNI@IWCC initiatives.

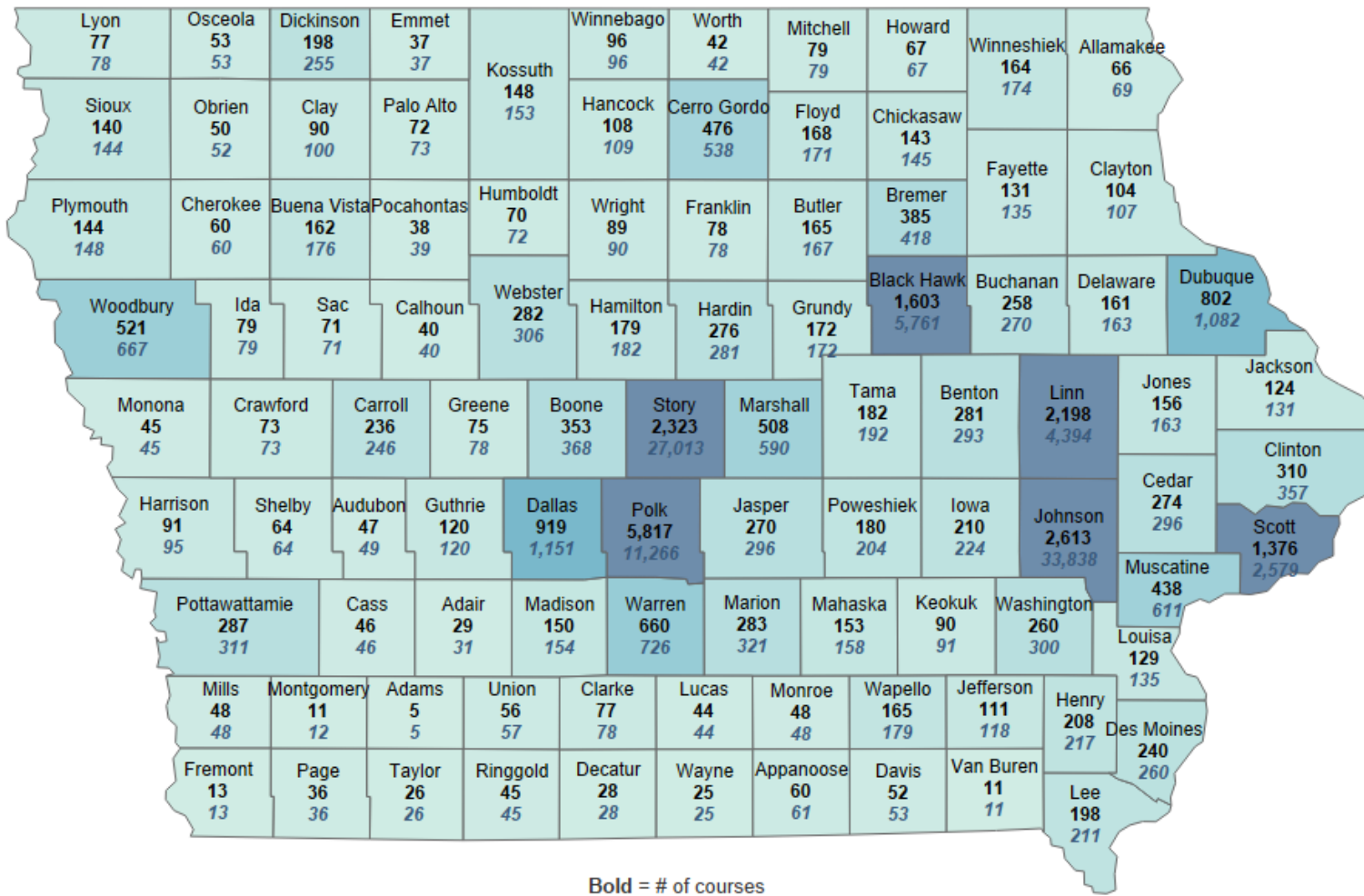
The Center remains challenged in delivering outreach activities due to the distance that faculty and staff from the institutions must travel, and in some instances, concerns over costs. Staff will work to identify appropriate venues for video teleconferencing of outreach; however, face-to-face interactions have had the greatest impact, both in terms of exchanged information as well as perceptions of the institutions by area residents. Ideally, video teleconferencing in the near-term will be a mechanism to generate increased face-to-face interactions for the succeeding academic year.

The Center has engaged with the University of Iowa's Marketing Institute to develop a comprehensive communications strategy and implementation plan.

The Center receives significant support from representatives on the SOEC and from the transfer admissions representatives at each of the institutions. WIRRC will build on these relationships to facilitate outreach activities by the institutions and work to build collaboration between the transfer specialists and transfer admissions representatives.

<b>State Appropriation</b>	<b>FY23</b>
<b>WIRCC</b>	<b>\$268,297</b>

## 2021-22 Distance Education Credit Courses & Enrollment by Iowa County



**Bold** = # of courses  
*Italics* = headcount enrollment  
 Shading indicates concentrations of enrollment



**TOP 2021-2022 CREDIT COURSE REGISTRATIONS BY LEVEL, INSTITUTION AND ACADEMIC UNIT**

Academic Unit	SUI UG	SUI Grad	ISU UG	ISU Grad	UNI UG	UNI Grad	Total UG	Total Grad	Grand Total duplicated headcount	SUI Total Credit hours	ISU Total Credit hours	UNI Total Credit hours	Grand TOTAL Credit hours
Humanities, Arts & Sciences	21,519	2,097	25,348	307	4,774	746			54,791	52,115	63,712	16,255	132,082
Business	8,885	8,250	5,846	627	2,598	407			26,613	43,574	17,513	7,563	68,650
Education	5,643	1,998			5,677	2,154			15,472	21,481		17,505	38,986
Interdisciplinary	9,061	40	8,898	1,207	287	67			19,560	16,283	28,409	1,111	45,803
Engineering	509	36	1,623	848					3,016	1,603	7,300		8,903
Human Sciences			5,600	1,175					6,775		19,131		19,131
Ag & Life Sciences			3,905	488					4,393		10,398		10,398
Social & Behavioral Sciences					6,090	706			6,796			50,561	50,561
Nursing	998	1,833							2,831	7,860			7,860
Design			2,435	183					2,618		7,425		7,425
Medicine	1,007	131							1,138	3,237			3,237
Public Health	115	307							422	1,225			1,225
Veterinary Medicine			236	25					261		690		690
Pharmacy	63	9							72	72			72
Law	46	74							120	258			258

**TOP 2021-2022 TOP NON-CREDIT COURSE REGISTRATIONS  
BY INSTITUTION AND SUBJECT AREA**

	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Ag, Natural Resources & Conservation		207,605		<b>207,605</b>	19.1%
4-H Youth Development		409,084		<b>409,084</b>	37.7%
Human Sciences		182,345	335	<b>182,680</b>	16.8%
Health Professions & Related Clinical Services	113,148			<b>113,148</b>	10.4%
Multi/Interdisciplinary Studies	7,831			<b>7,831</b>	0.7%
Business, Management, Marketing & Related Services			12,571	<b>12,571</b>	1.2%
Community and Economic Development		11,248		<b>11,248</b>	1.0%
Public Administration and Social Service Professions	9,355			<b>9,355</b>	0.9%
Natural Resources & Conservation			4,024	<b>4,024</b>	0.4%
Education	8,441		796	<b>9,237</b>	0.9%
Liberal Arts, General Studies, Humanities			945	<b>945</b>	0.0%
Basic Skills, Developmental, Remedial Ed	15,578			<b>15,578</b>	1.4%
All other non-credit registrations	44,514	57,055	1,226	<b>102,795</b>	9.5%
<b>Total Registrations</b>	<b>198,867</b>	<b>867,337*</b>	<b>19,897</b>	<b>1,086,101</b>	<b>100.0%</b>

*\*ISU Extension and Outreach faculty and staff and county agricultural extension district staff reported a total of 867,337 youth and adult direct educational contacts\*\*. The designated reporting time period represents October 1, 2021, through September 30, 2022.*

*\*\*Direct educational contact = ISU Extension and Outreach professional and adult (or youth) client/participant are linked together at the same point in time with the exchange of educational content designed for an adult audience or youth audience); client/participant can be identified and quantified.*

**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		
2012-13	674	8.0%	64.1%	378	13.9%	35.9%	1,052	10.0%
2013-14	694	3.0%	63.1%	406	7.4%	36.9%	1,100	4.6%
2014-15	794	14.4%	66.6%	398	-2.0%	33.4%	1,195	8.4%
2015-16	846	6.6%	65.1%	454	14.1%	34.9%	1,300	9.1%
2016-17	977	15.5%	67.2%	477	5.1%	32.8%	1,454	11.9%
2017-18	1175	7.7%	67.61%	563	5.23%	32.39%	1,738	6.89%
2018-19	1,169	-0.51%	66.42%	591	4.97%	33.57%	1,760	1.27%
2019-20	1,138	-2.65%	64.55%	625	5.75%	35.45%	1,763	0.17%
2020-21	1,117	-1.85%	63.43%	644	3.04%	36.57%	1,761	-0.11%
2021-22	1,163	4.12%	61.47%	729	13.20%	38.53%	1,892	7.44%

Term*	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 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 2018	6,370	2,961	18,521	14,966	12,069	35,807	21,336	15,030
Fall 2019	6,307	2,942	18,303	16,103	12,663	38,762	22,410	15,605
Fall 2020	6,886	3,174	20,130	17,595	12,679	43,151	24,481	15,853
Fall 2021	7,538	3,393	21,865	18,603	12,974	43,446	26,141	16,367

\*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		
2012-13	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%
2013-14	411	8.4%	43.7%	529	1.1%	56.3%	940	4.2%
2014-15	373	-9.2%	41.2%	533	0.8%	58.8%	906	-3.6%
2015-16	417	11.8%	44.0%	530	-0.6%	56.0%	947	4.5%
2016-17	446	7.0%	45.8%	528	-0.4%	54.2%	974	2.9%
2017-18	490	9.9%	47.4%	544	3.0%	52.6%	1,034	6.2%
2018-19	502	2.4%	49.6%	511	-6.1%	50.4%	1,013	-2.0%
2019-20	556	4.9%	52.0%	514	-5.2%	48.0%	1,070	-0.2%
2020-21*	2,206	296.8%	70.1%	941	83.1%	29.9%	3,147	194.1%
2021-22	1,181	---	70.5%	493	---	29.5%	1,674	---

\* During this reporting time frame ISU transitioned away from defining distance education course sections by an X section indicator. In order to have a uniform total, course sections for this fiscal year were defined as those offered as delivery type www or hybrid with a distance education unit flag to indicate overseen by a distance education unit.

Term*	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 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
Fall 2018	2,311	1,443	6,812	8,833	6,825	24,466	11,144	8,268
Fall 2019	2,321	1,357	6,652	9,344	7,161	26,029	11,665	8,518
Fall 2020**	---	---	---	12,666	---	36,098	12,666	---
Fall 2021	2,263	1,108	6,471	21,602	14,907	52,530	23,865	16,015

\*Fall term counts are end-of-term

\*\* There were 12,666 total students enrolled in a course whose course section is flagged as overseen by a distance education unit. Unduplicated students are unavailable for this reporting period. Additionally, delivery method by individual course registration was unavailable, thus all enrollments and credit hours are being reported under the definition of on-campus and DE courses column.

**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		
2012-13	456	-3.0 %	52.4%	414	5.3 %	47.6%	870	0.8%
2013-14	486	6.6 %	52.9%	432	4.3 %	47.1%	918	5.5%
2014-15	470	-3.3%	51.1%	449	3.9%	48.9%	919	0.1%
2015-16	470	0.0%	49.6%	478	6.5%	50.4%	948	3.2%
2016-17	462	-1.7%	50.5%	453	-5.2%	49.5%	915	-3.5%
2017-18	479	3.7%	51.5%	451	-0.4%	48.5%	930	1.6%
2018-19	508	6.1%	58.4%	362	-19.7%	41.6%	870	-6.5%
2019-20	563	10.8%	62.4%	339	-6.4%	37.6%	902	3.7%
2020-21	1,525	170.9%	80.3%	375	10.7%	19.7%	1,900	110.7%
2021-22	763	-50.0%	69.4%	337	-9.9%	30.6%	1,100	-42.1%

Term*	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 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 2018	2,254	1,407	6,131	3,098	2,440	9,148	5,352	3,847
Fall 2019	1,963	1,264	5,054	3,225	2,476	8,667	5,188	3,740
Fall 2020	2,568	1,181	6,958	22,184	7,576	62,559	24,752	8,757
Fall 2021	2,168	1,136	5,650	7,846	4,655	20,983	10,014	5,791

\*Fall counts are end of term