

DETC Degree Programs

Graduates and Employers
Evaluate Their Worth

A black and white photograph showing four hands holding four puzzle pieces. The pieces are arranged in a 2x2 square, with the top-left piece being dark grey and the other three being light grey. The hands are positioned at the corners of the square, holding the pieces from the outside. The year '2010' is printed in blue in the center of the puzzle pieces.

2010

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1601 18th Street, NW, Suite 2

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Phone: 202-234-5100

Fax: 202-332-1286

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The Distance Education and Training Council (DETC) is a non-profit, voluntary accrediting association of distance education institutions. The Council was founded in 1926 to promote sound educational standards and ethical business practices with the distance study field. The DETC Accrediting Commission is listed by the United States Department of Education as a “nationally recognized accrediting agency.” The Accrediting Commission is also a recognized member of the Council for Higher Education Accreditation (CHEA).

Foreword

In July 2010 the Distance Education and Training Council surveyed graduates of 24 DETC-accredited degree-granting institutions. Members were asked to submit a random sample of 100 names of graduates from their degree programs.¹ The degrees awarded ranged from the Associates through the Professional Doctorate degree levels.

The Accrediting Commission of the Distance Education and Training Council accredited its first academic degree offered by correspondence/distance study in January 1979. In 1983, the DETC conducted its first survey of graduates and their employers and reported the results in a report entitled, “Accredited Home Study Degrees: Graduates and Employers Evaluate Their Worth.” The survey was conducted again in 1994, 2001, and 2006. The results were published in a report entitled, “Accredited Distance Study Degrees: Graduates and Employers Evaluate Their Worth.”

The purposes of these surveys were to obtain information on how DETC degree graduates felt about their distance study experience, how this degree had affected their careers or personal life, and how employers felt about individuals who had earned a degree through distance study.

More than 1,800 graduates were surveyed. The response rate was 32 percent on the graduate survey; 15 percent of those responding let us survey their employers. The results of these surveys certainly reflect favorably on DETC-accredited distance study degrees. The following information underscores the theme that DETC degrees are valuable, worthwhile credentials . . . particularly to the student and to his or her employer. The survey results are classic “outcomes” data that support the overall validity and reliability of DETC’s accreditation standards.

This report provides positive testimony to the rigor, depth and worth of accredited degrees earned via distance education. It is important documentation showing that DETC accreditation standards are a trustworthy and valid indicator of the quality of an institution.

¹ Some institutions provided fewer than 100 names.

Survey Method

The DETC asked 24 of its U.S.-based accredited degree-granting institutions to submit the names and addresses of a random sampling of graduates from the degree program(s). In all, 1,857 names were submitted. In July 2010, a hard-copy survey with a return envelope was mailed to each of the names.

A total of 63 envelopes were returned as “undeliverable,” leaving 1,794 deliverable. A total of 603 responses were returned to DETC, making the response rate 32 percent. This percent is considered excellent in mail surveys of this type, since the surveys were anonymous and there were no follow-up mailings to the non-respondents.

A separate survey of the graduates’ supervisors was mailed. Ninety-two graduates gave permission for DETC to survey their supervisors. Forty-eight supervisors responded to the survey, giving a relatively good response rate of 52 percent.

Survey Summary

According to the results of the 2010 survey, graduates of academic degree programs offered by accredited DETC member institutions the following emerged:

1. The largest percentages (18%) are ages 46-50, and the largest percentage (14%) makes \$71-80,000 dollars per year.
2. Twenty percent of the degrees awarded are at the Associate degree level; 34% are Bachelor degrees; 33% are Master’s degrees, 6% Juris Doctor, 2% First Professional Degree and 5% Professional Doctorate. It took an average of 3.8 years to earn a degree.
3. Graduates selected the distance study method because it fit into their work schedules (35%). Other reasons given for electing to study by distance education were: Convenience (27%), family constraints or availability (12%), study at your own pace (10%), costs less (6%), and other (12%).

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4. Forty-eight percent earned their distance study degree by using the online method; 13% used paper-based, 36% used both online and paper-based method, and 3% used other.
5. Ninety-seven percent said that the information they received before enrolling accurately described the degree program.
6. Seventy-four percent said that the information they received accurately described the future acceptability of the degree or academic credits by other institutions (17% were unsure).
7. Ninety-eight percent said that they received appropriate information about policies, procedures, support services, and cost for the program.
8. Ninety-seven percent said their experience with the degree program matched their expectations (1% were unsure).
9. Ninety-seven percent thought that the course material was sufficiently comprehensive to satisfy their learning goals (1% were unsure).
10. When asked, “Compared to classroom education you have had, what do you think about the level of difficulty and the challenge of this degree program?” 89% said that it was same or more difficult.
11. Ninety-eight percent said that they felt challenged by the level of difficulty of the course(s).
12. When asked to rate the depth of knowledge and teaching competence of the faculty, 99% rated it adequate or superior.
13. Ninety-eight percent said that the faculty reflected an adequate understanding of the course materials.
14. When asked, “Was there sufficient communication with the instructor to meet your goals?” 87% said “Yes,” and 5% were unsure.
15. Ninety-nine percent found the examinations and assigned projects adequately tested their understanding of the subject.

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16. Ninety-seven percent rated their overall satisfaction with the instruction services as adequate or superior.
17. Ninety-seven percent rated their access to other learning resources that they needed to complete the program as adequate or superior.
18. The majority (69%) rated “obtain a credential” as their number one reason for enrolling in the degree program. Other important reasons were “to learn more about the subject” and “personal satisfaction.” The **least important** reason was “to get a job promotion.”
19. The majority (79%) rated “personal satisfaction” as most important benefit they received from obtaining their degree, and “access to higher degree” as the second most selected benefit. The least important benefit was “to qualify for a professional license.”
20. Ninety-eight percent said that they thought the degree program was adequate or superior in providing them with the knowledge, skills, and education they were seeking.
21. Ninety-four percent said that they thought the degree they earned was worth the effort required (4% weren’t sure).
22. Forty-five percent received some type of increase in their income due to earning their degree.
23. Thirty-six percent had a job promotion or change in careers that improved their life as a result of earning their degree.
24. The majority (80%) did not try to transfer their credits to another academic institution.
25. If they tried to have their degree accepted by other academic institutions, **73% were successful in transferring credits.**
26. Ninety-nine percent rated their satisfaction with the degree programs as adequate or superior.

27. Ninety-four percent said that they would recommend the degree program to a friend.
28. Seventy-three percent said that they would enroll in another distance education degree program (20% weren't sure).
29. The most common "strong points" given concerning their experience with the distance study method were:
 - Flexibility, convenience, affordable
 - No commute time
 - Well stated objectives
 - Challenging
 - Able to study at your own pace
 - Taught me discipline
30. The most common "weak points" given concerning their experience with the distance study method were:
 - Not enough "face-to-face" with other students
 - Hard to get in touch with faculty
 - Less interaction with instructors
 - Lag time in getting grades and materials
 - Requires discipline and adequate study habits, greater than classroom study
31. Other comments:
 - Distance education is a great way to learn and achieve career goals.
 - This program successfully taught me more than some of my undergraduate work at the state university. It was excellent!
 - The flexibility was the only way I could have gotten this degree.

Supervisor Survey Results

In a separate survey of the graduates' supervisors (15% elected to have their supervisors surveyed by DETC; 52% of the supervisors responded), the following emerged:

1. Eighty-eight percent of the supervisors knew this employee had earned an academic degree by distance education.
2. Ninety-three percent of the supervisors said compared to other individuals they supervise or know who have earned "resident school" degrees of a comparable nature, this person compares favorably in terms of equivalent knowledge, skills, and attitude.
3. Eighty-five percent said that they think this person performs better on the job because of the degree earned.
4. Ninety-two percent said that they are favorably inclined toward hiring or supervising other employees who have earned their degrees by distance education.
5. Ninety-four percent said they would encourage others, such as subordinates or colleagues, to enroll in accredited distance education degree programs to increase their job competence.
6. When asked from their viewpoint as a supervisor, how do you rate the value of this person's academic degree compared to resident school degrees in the same field, 73% said more or just as valuable (12% were not sure).

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Below is a comparison of similar questions from the 2001, 2006 and 2010 surveys (we omitted the 1994 survey data). Once again it shows that compared to the 2001 and 2006 graduates, the average degree earner in 2010 is older, earns more money, attains a higher degree, and is satisfied with the degree program:

| | 2001 | 2006 | 2010 |
|---------------------------------|-------|-------|-------|
| Number of Institutions surveyed | 21 | 30 | 24 |
| Number of surveys mailed | 1,353 | 1,918 | 1,857 |
| Response Rate | 18% | 25% | 32% |
| Largest percentage: | | | |
| Age 18-20 | 0% | 0% | 0% |
| Age 21-25 | 3% | 4% | 1% |
| Age 26-30 | 9% | 11% | 8% |
| Age 31-35 | 12% | 13% | 10% |
| Age 36-40 | 19% | 14% | 15% |
| Age 41-45 | 22% | 20% | 17% |
| Age 46-50 | 12% | 17% | 18% |
| Age 51-55 | 9% | 10% | 15% |
| Age 56-60 | 9% | 7% | 9% |
| Age 61-65 | 3% | 3% | 4% |
| Age 66-70 | 1% | 1% | 1% |
| Age 71+ | 1% | <1% | 2% |
| Income | | | |
| (in thousands) | | | |
| <\$20,000 | 25% | 4% | 4% |
| \$21-30,000 | 26% | 6% | 6% |
| \$31-40 | 15% | 10% | 8% |
| \$41-50 | 13% | 9% | 8% |
| \$51-60 | 17% | 10% | 10% |
| \$61-70 | 17% | 12% | 8% |
| \$71-80 | 7% | 10% | 14% |
| \$81-90 | 6% | 10% | 8% |
| \$91-100 | 4% | 9% | 8% |
| \$101-110 | 2% | 6% | 7% |
| \$111-120 | 0% | 3% | 4% |
| \$120+ | 8% | 11% | 15% |

DETC DEGREE PROGRAMS: GRADUATES AND EMPLOYERS EVALUATE THEIR WORTH

| | 2001 | 2006 | 2010 |
|--|---------|------|------|
| Institutions awarding: | | | |
| - associate degrees | 21% | 26% | 20% |
| - bachelor degrees | 6% | 27% | 34% |
| - master's degrees | 39% | 37% | 33% |
| - juris doctor | | 7% | 6% |
| - first professional | | 3% | 2% |
| - professional doctorate | | | 5% |
| Average time to earn degree: | | | |
| - associate | 3 years | 3.5 | 3.94 |
| - bachelor's | 4 years | 2.6 | 3.3 |
| - master's | 3 years | 2.8 | 3.16 |
| - juris doctor | | 3.75 | 4 |
| - first professional | | 4.2 | 4.35 |
| - professional doctorate | | | 3.83 |
| Reasons for taking earning distance education degree: | | | |
| - convenience | 33% | 25% | 27% |
| - work schedule | 27% | 18% | 35% |
| - family constraints | 12% | 9% | 12% |
| - study at your own pace | 8% | 11% | 10% |
| - costs less | 6% | 3% | 6% |
| - availability | 11% | 9% | -- |
| - other | 3% | 34% | 10% |
| Course material was sufficiently comprehensive | 97% | 96% | 97% |
| Same or more difficult when compared to classroom to classroom education | 94% | 90% | 89% |
| Felt challenged by level of difficulty | 96% | 98% | 98% |
| Knowledge and teaching competence of faculty | 99% | 98% | 99% |
| Faculty reflected adequate understanding of material | 99% | 98% | 98% |
| Examinations and projects adequately test | 94% | 99% | 99% |
| Overall satisfaction with instructional services as adequate or better | 98% | 97% | 97% |

DETC DEGREE PROGRAMS: GRADUATES AND EMPLOYERS EVALUATE THEIR WORTH

| | 2001 | 2006 | 2010 |
|---|------|------|------|
| Reasons for enrolling (high) | | | |
| - personal satisfaction | 4% | 73% | 68% |
| - improve job skills | 46% | 41% | 28% |
| - learn more about subject | 758% | 56% | 65% |
| - obtain credentials | 37% | 44% | 69% |
| - earn more money | 22% | 25% | 28% |
| - get a promotion | 27% | 22% | 27% |
| - prepare for a new job | 28% | 22% | 50% |
| - qualify for professional license | 18% | 34% | 37% |
| Benefits from obtaining degree (high) | | | |
| - personal satisfaction | 78% | 76% | 79% |
| - proper credentials | 40% | 45% | 43% |
| - enjoyment of learning | 44% | 49% | 51% |
| - improve job skills | 32% | 38% | 28% |
| - qualify for professional license | 14% | 20% | 23% |
| - job promotion | 22% | 22% | 27% |
| - increase in income | 22% | 26% | 45% |
| - access to higher degree | 41% | 44% | 52% |
| Rated extent degree provided knowledge, skills and education they were seeking adequate or better | 99% | 98% | 98% |
| Said degree was worth the effort | 95% | 93% | 94% |
| Had increase in income due to degree | 54% | 47% | 45% |
| Had job promotion or change in careers | 50% | 37% | 36% |
| Overall rating of degree program as adequate or better | 99% | 98% | 99% |

Comparison of Supervisor Survey

| Supervisors— | 2001 | 2006 | 2010 |
|---|------|------|------|
| Knew that student earned degree through distance education | 91% | 93% | 88% |
| Said graduate compared favorable with resident-school | 91% | 100% | 93% |
| Said graduate performs better on job | 81% | 87% | 85% |
| Would hire other graduates of distance education programs | 84% | 83% | 92% |
| Would encourage others to enroll in distance education programs | 94% | 93% | 94% |
| Rate value of degree as compared to resident degree: | | | |
| - more valuable | 13% | 11% | 18% |
| - just as valuable | 56% | 85% | 55% |
| - less valuable | 13% | 0% | 15% |
| - not sure | 18% | 4% | 12% |

Response Rate by Institution

| Institutions | Surveys Mailed | Returned | Surveys Received | Response Rate |
|---|----------------|----------|------------------|---------------|
| American Graduate University | 98 | 2 | 25 | 26% |
| American Sentinel University | 95 | 1 | 28 | 30% |
| Ashworth College | 93 | 2 | 33 | 36% |
| Aspen University | 100 | 2 | 38 | 39% |
| Atlantic University | 94 | 7 | 45 | 52% |
| California Coast University | 98 | 3 | 34 | 36% |
| CA National University for Advanced Studies | 81 | 13 | 25 | 37% |
| Catholic Distance University | 53 | 1 | 20 | 38% |
| Cleveland Institute of Electronics | 88 | 2 | 25 | 29% |
| College of the Humanities and Sciences | 7 | 0 | 3 | 43% |
| Columbia Southern University | 99 | 3 | 35 | 36% |
| Concord Law School | 100 | 2 | 37 | 38% |
| Dunlap-Stone University | 19 | 2 | 6 | 35% |
| Grantham University | 90 | 3 | 23 | 26% |
| Henley-Putnam University | 19 | 0 | 11 | 58% |
| Huntington College of Health Sciences | 100 | 8 | 20 | 22% |
| National Paralegal Institute | 24 | 0 | 6 | 25% |
| Penn Foster College | 94 | 0 | 29 | 31% |
| Southwest University | 94 | 4 | 40 | 44% |
| Taft Law School/Wm Howard Taft University | 58 | 3 | 28 | 51% |
| University of Management and Technology | 100 | 3 | 18 | 19% |
| Western Governors University | 100 | 1 | 26 | 26% |
| World College | 50 | 0 | 23 | 46% |

DETC DEGREE PROGRAMS: GRADUATES AND EMPLOYERS EVALUATE THEIR WORTH

Overall Summary:

Number of Institutions Participating: 24²

Total Surveys Mailed: 1,857 - 63 Undeliverable = 1,794

Total Surveys Received: 603

Response Rate: 32%

(²Please note that presently there are 56 degree-granting institutions accredited. Thirty-two institutions were not counted in this survey because they didn't submit labels, they are international-based, they only enroll international students, or they just recently were accredited.)

Final Results of the 2010 Graduate Survey

Institutions Participating: 24

Number of Surveys Mailed: 1,857 - 63 (undeliverable) = 1,794

Total Received and Counted: 603 (603/1,857 = 32% Return)

Number of Employers Surveyed: 92 - 2 (undeliverable) = 90

Number Received: 48 (92/48 = 52% Return)

Age: (in percentages)

| | | | |
|-----|---------|-----|-------|
| 0% | 18 – 20 | 18% | 46-50 |
| 1% | 21 – 25 | 15% | 51-55 |
| 8% | 26 – 30 | 9% | 56-60 |
| 10% | 31 – 35 | 4% | 61-65 |
| 15% | 36 – 40 | 1% | 66-70 |
| 17% | 41 – 45 | 2% | 71+ |

Annual Income (in thousands):

| | | | |
|-----|---------|-----|-----------|
| 4% | \$10-20 | 14% | \$71-80 |
| 6% | \$21-30 | 8% | \$81-90 |
| 8% | \$31-40 | 8% | \$91-100 |
| 8% | \$41-50 | 7% | \$101-110 |
| 10% | \$51-60 | 4% | \$111-120 |
| 8% | \$61-70 | 15% | \$120+ |

1. What academic degree did you earn from this institution?

20% = Associate Degrees
6% = Juris Doctor

34% = Bachelor Degrees
2% = First Professional Degree

33% = Master's
5% = Prof. Doc

2. How long did it take you to earn your degree? AVERAGE: 3.8 Years

Associate Degrees = 3.94 years
Bachelor Degrees = 3.3 years
Master's Degree = 3.16 years

Juris Doctor = 4
First Professional Degree = 4.35
Professional Doctorate = 3.83

3. Why did you elect to study by the distance education method?

27% = Convenience
12% = Family Constraints
6% = Costs less

35% = Work Schedule
10% = Study at own pace
10% = Other

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4. Was this program offered: 48% = online 13% = paper-based 36% = both
5. Did the information you received before enrolling accurately describe the degree program?
Yes = 97% No = 2% Unsure = 1%
6. Did the information accurately describe the future acceptability of the degree or academic credits by other institutions:
Yes = 74% No = 9% Unsure = 17%
7. Did you receive appropriate information about policies, procedures, support services, and costs for the program?
Yes = 98% No = 2% Unsure = 0%
8. Did your experience with the degree program match your expectations?
Yes = 97% No = 2% Unsure = 1%
9. Did you think the course material was sufficiently comprehensive to satisfy your learning goals?
Yes = 97% No = 2% Unsure = 1%
10. Compared to “classroom education” you have had, what do you think about the level of difficulty and the challenge of this degree program?
more difficult = 36% less difficult = 9%
comparable = 53% unable to compare the two = 2%
11. Were you challenged by the level of difficulty of the course(s)?
always = 53% sometimes = 45% not usually = 2%

12. How would you rate the depth of knowledge and teaching competence of the faculty?

| | |
|----------------|----------------------|
| superior = 59% | inadequate = 1% |
| adequate = 40% | very inadequate = 0% |

13. Did assistance you received from faculty reflect an adequate understanding of the course materials?

| | | |
|--------------|-----------------|------------------|
| always = 82% | sometimes = 16% | not usually = 2% |
|--------------|-----------------|------------------|

14. Was there sufficient communication with the instructor to meet your needs?

| | | |
|-----------|---------|-------------|
| Yes = 87% | No = 8% | Unsure = 5% |
|-----------|---------|-------------|

15. Did you find the examinations and assigned projects to adequately test your understanding of the subject?

| | | |
|---------------------|-----------------|------------------|
| in most cases = 78% | sometimes = 21% | not usually = 1% |
|---------------------|-----------------|------------------|

16. Overall, how would you rate your satisfaction with the instructional services offered by the institution?

| | |
|----------------|----------------------|
| superior = 65% | inadequate = 2% |
| adequate = 32% | very inadequate = 1% |

17. How would you rate your access to other learning resources that you needed to complete the program?

| | |
|----------------|----------------------|
| superior = 53% | inadequate = 3% |
| adequate = 44% | very inadequate = 0% |

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18. How would you rate the following as your objective for enrolling in the degree program?

| | LOW | | | | HIGH |
|----------------------------------|-----|----|----|----|------|
| | 1 | 2 | 3 | 4 | 5 |
| (in percentages) | | | | | |
| earn more money | 13 | 11 | 27 | 21 | 28 |
| get a promotion | 17 | 13 | 23 | 20 | 27 |
| prepare for new job | 6 | 4 | 17 | 23 | 50 |
| improve job skills | 21 | 9 | 23 | 19 | 28 |
| qualify for professional license | 16 | 9 | 17 | 21 | 37 |
| obtain credential | 4 | 2 | 8 | 17 | 69 |
| personal satisfaction | 1 | 2 | 8 | 21 | 68 |
| learn more about subject | 1 | 2 | 9 | 23 | 65 |

19. How would you rate the following as ways you benefited from obtaining this degree?

| | LOW | | | | HIGH |
|----------------------------------|-----|----|----|----|------|
| | 1 | 2 | 3 | 4 | 5 |
| (in percentages) | | | | | |
| personal satisfaction | 1 | 1 | 3 | 16 | 79 |
| proper credentials | 7 | 5 | 18 | 27 | 43 |
| enjoyment of learning | 2 | 5 | 17 | 25 | 51 |
| improve job skills | 17 | 11 | 22 | 22 | 28 |
| qualify for professional license | 21 | 11 | 25 | 20 | 23 |
| job promotion | 17 | 8 | 27 | 21 | 27 |
| increase in income | 13 | 5 | 18 | 19 | 45 |
| access to higher degree | 12 | 4 | 15 | 17 | 52 |

20. To what extent do you think this degree program provided the knowledge, skills, and education you were seeking?

superior = 66%
adequate = 32%

inadequate = 1%
very inadequate = 1%

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21. Was the degree you earned by distance education worth the effort required?

Yes = 94% No = 2% Not sure = 4%

22. Have you had an increase in income due to earning your degree?

Yes, a significant amount = 16%

Yes, a modest amount = 29%

No increase = 55%

23. Have you had a job promotion or change in careers that improved your life as a result of earning your degree?

Yes = 36% No = 64%

24. Have you tried to have your credits or degree work accepted by other academic institutions?

Yes = 20% No = 0% Haven't tried = 80%

25. If you have tried to have your degree work accepted by other academic institutions, were you successful in getting acceptance of transfer credit?

Yes = 73% No = 27%

26. All things considered, how would you rate your satisfaction with the degree program?

superior = 68% inadequate = 1%
adequate = 31% very inadequate = 0%

27. Would you recommend this degree program to a friend?

Yes = 94% No = 6%

28. Would you enroll in another degree program offered by distance study?

Yes = 73% No = 7% Not sure = 20%

29. List any strong points of the distance study method you experienced:

Examples:

- Flexibility, convenience
- Able to study at your own pace

30. List any weak points of the distance education method you experienced:

Examples:

- not enough student-to-student interaction
- hard to get in touch with faculty
- slow response from faculty

31. Do you have any other comments on your school, program, or the distance education method of learning?

Examples:

- I am very satisfied
- I learned more this way than traditionally -- I tripled my income
- This was the best think I've ever done

32. May we survey (by mail) your current supervisor/employer to obtain his or her opinion on your degree earned by distance education?

Yes = 15%

No = 85%

Final Results of the 2010 Supervisor Survey

Graduates who gave permission to survey their supervisor: 92 (15%)

Number of Surveys Mailed: 92 - 2 Returned = 90

Number of Surveys Received: 48 (92/48 = 52% response rate)

1. Before receiving this letter, did you know that this person had earned an academic degree by distance education?
Yes = 88% No = 12%

2. Compared to other individuals you supervise or know who have earned “resident school” degrees of a comparable nature, does this person compare favorably in terms of equivalent knowledge, skills, and attitude?
Yes = 93% No = 7%

3. Do you think that this person performs better on the job because of the degree earned?
Yes = 85% No = 15%

4. Are you favorably inclined toward hiring or supervising other employees who have earned their degrees by distance education?
Yes = 92% No = 8%

5. Would you encourage others such as subordinates or colleagues to enroll in accredited distance education degree programs to increase their job competence?
Yes = 94% No = 6%

6. From your viewpoint as a supervisor, how do you rate the value of this person’s academic degree compared to resident school degrees in the same field?
More valuable = 18%
Just as valuable = 55%
Less valuable = 15%
Not sure = 12%

7. Are there any other comments you would like to share?

- People get the value out of education—resident or online, if they put in the effort into their education. A good school with quality teachers helps. With today's technology—with teleconferencing and other adjustments the gap between real and virtual is shrinking fast. Both resident and distance education are valuable if done well with a committed student.
- Distance education is a great opportunity for individuals to advance career and knowledge base while continuing to work a full time job.
- I have online degrees and I feel the value in distance learning is the interaction from various locations—it enriches the dialogue and input for the students. I feel it is the education of the future.
- He is a stellar employee, he raises the bar for others to emulate!
- The advantage for employee is that she is working in Human Resources so she has been able to immediately apply knowledge or relate to issues covered in the curriculum.
- She has demonstrated and shown outstanding knowledge of what she does.
- Her education experience and knowledge has been a wonderful positive experience on our office. Another employee is also enrolled in a master's program.
- The decision to complete an online degree is above and beyond!
- As a result of her experience, I recommended the same school to my son and he is now enrolled.
- He has studied very hard for the exams and his knowledge was comparable to residential students.
- As I rate this degree compared to some other degrees in the same field, it is more valuable—she has proven to understand more about her work.
- I value a quality education whether it was earned via traditional means or distance education.
- Regardless of how learning takes place the student must still be able to apply what he/she has learned. Credibility to the institution (regardless of the format) comes only when the graduate is confident and competent in their knowledge.

Distance Education and Training Council
1601 18th St. NW, Suite 2
Washington, DC 20009
202-234-5100
detc@detc.org

