Chart 2.1

"Are you presently enrolled in any college classes for credit?"

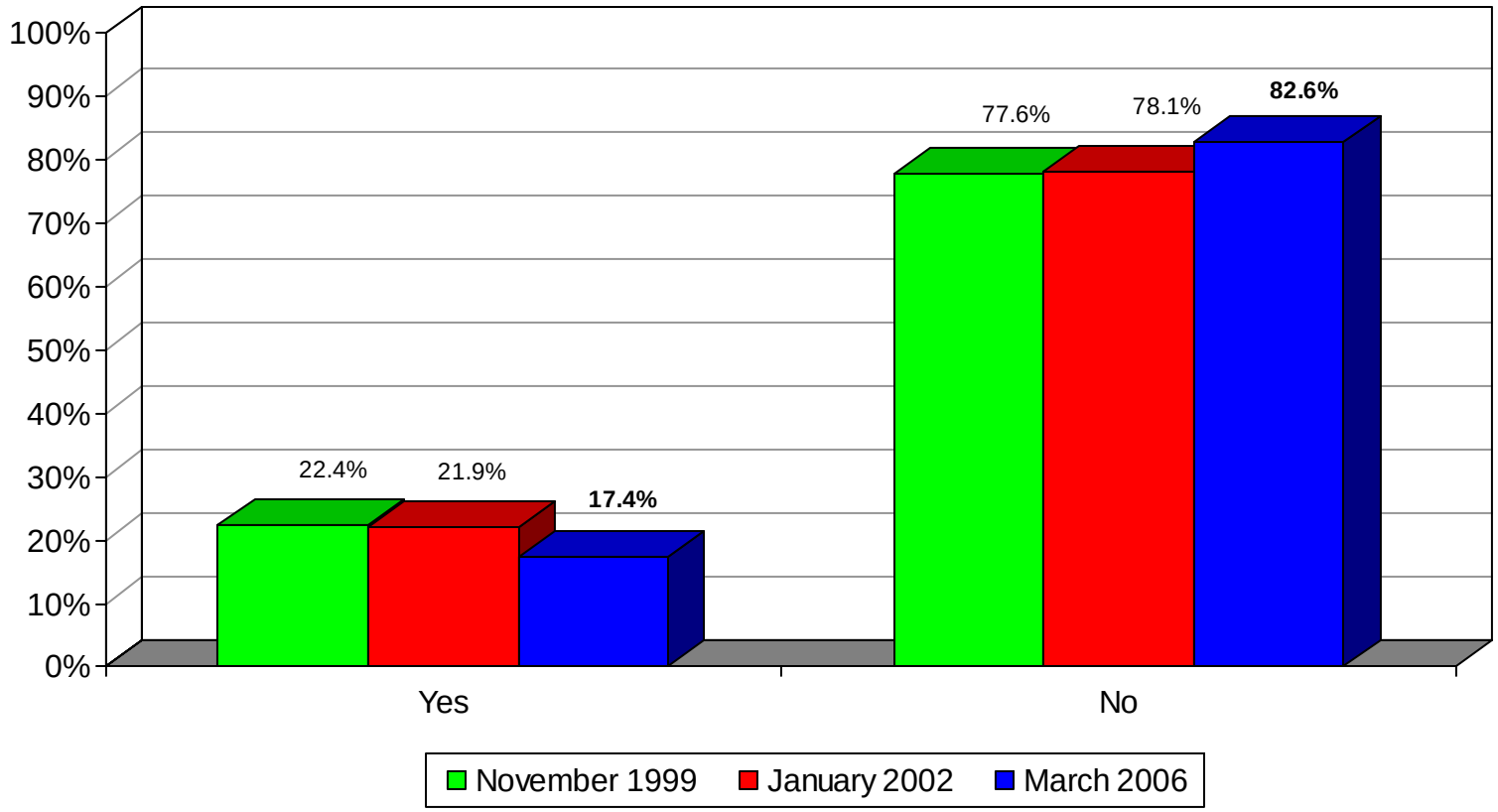

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Chart 2.2

"Now thinking about your personal education goals . . . how important is it to you to obtain a college degree? Is it very important, somewhat important, not very important, or not at all important to you?"

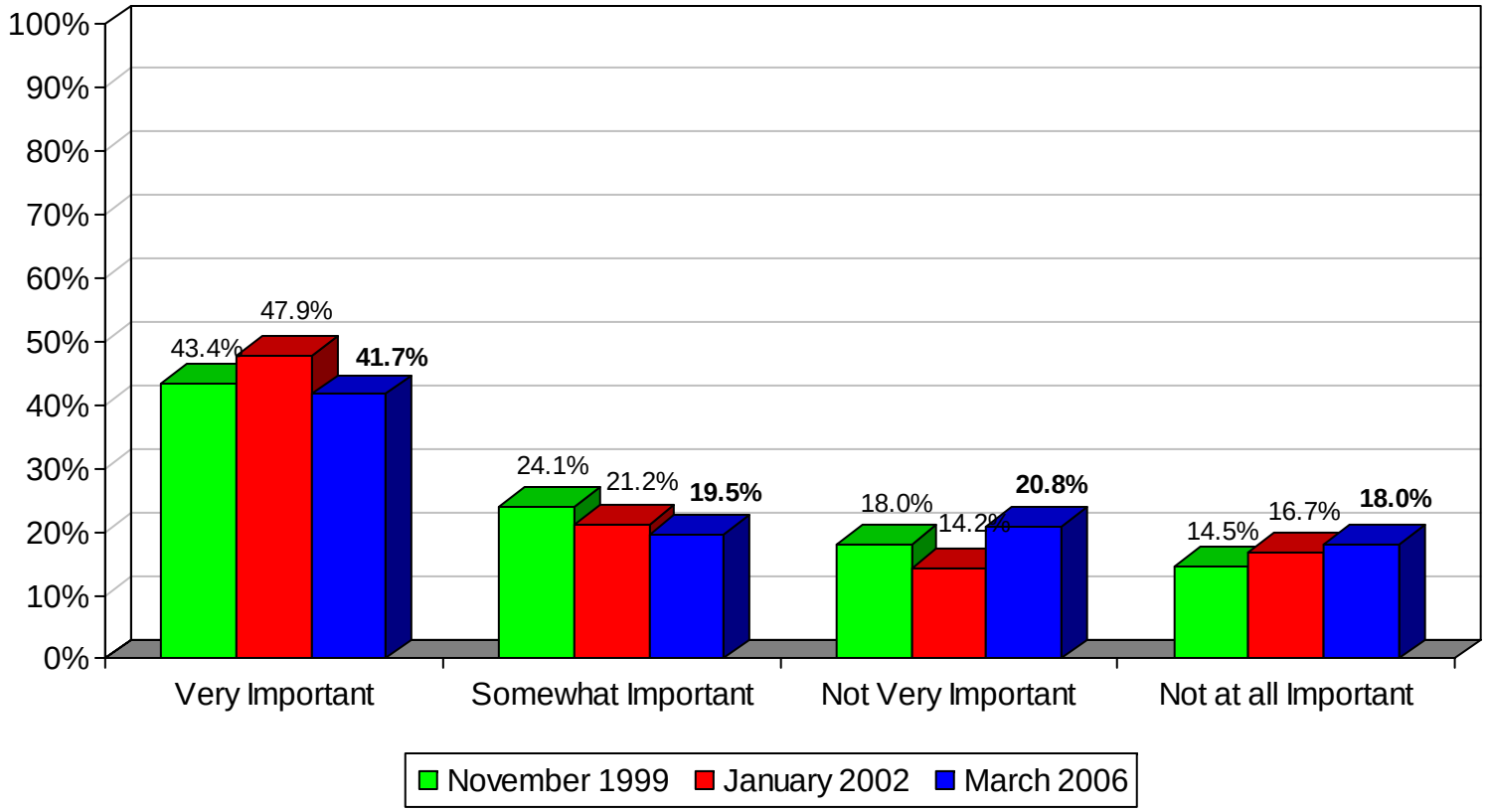

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Chart 2.3

"What is the highest degree of college education you would be interested in obtaining?"

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE.]

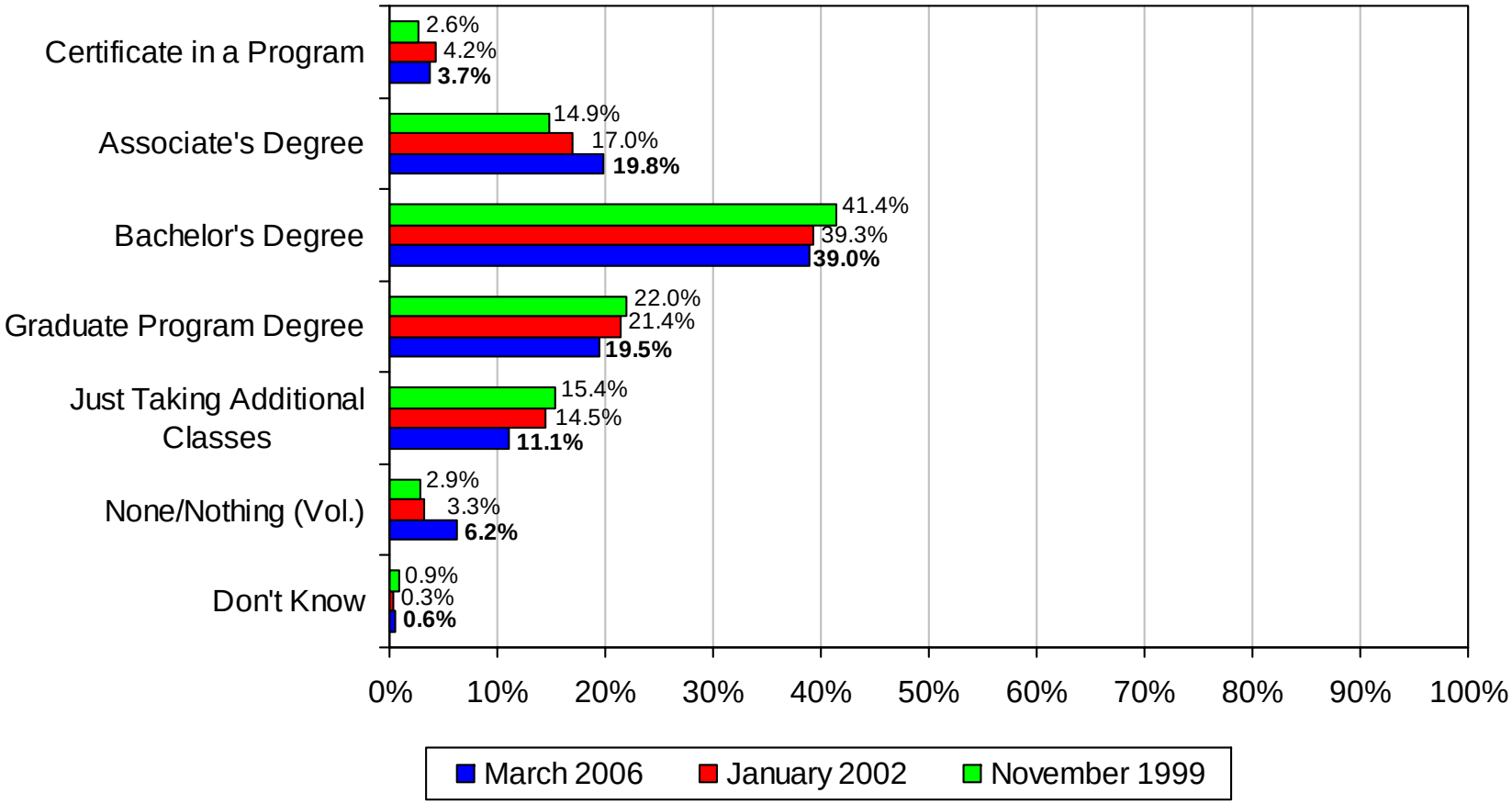

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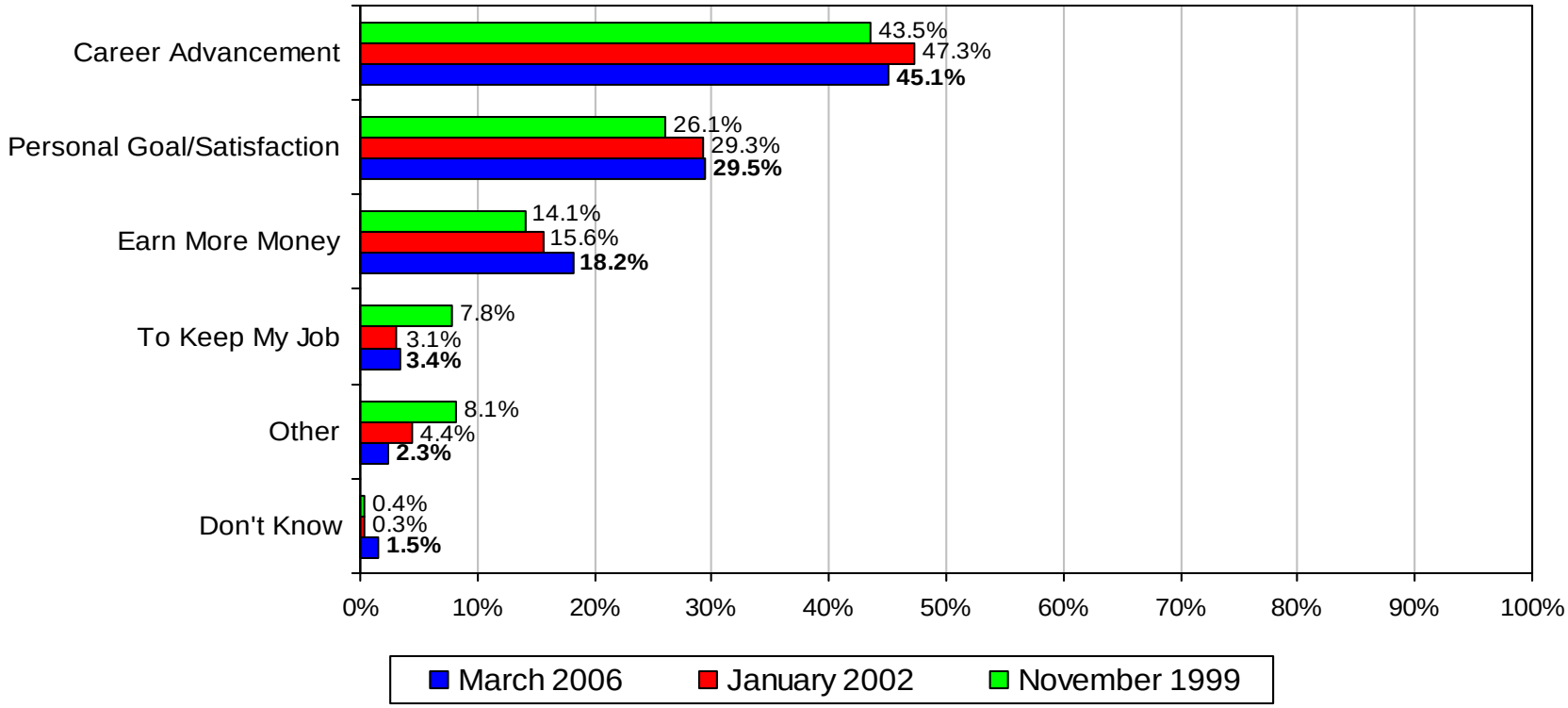
Chart 2.4

"What is the reason why you would like to obtain this college degree or certificate?"*

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.]



*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

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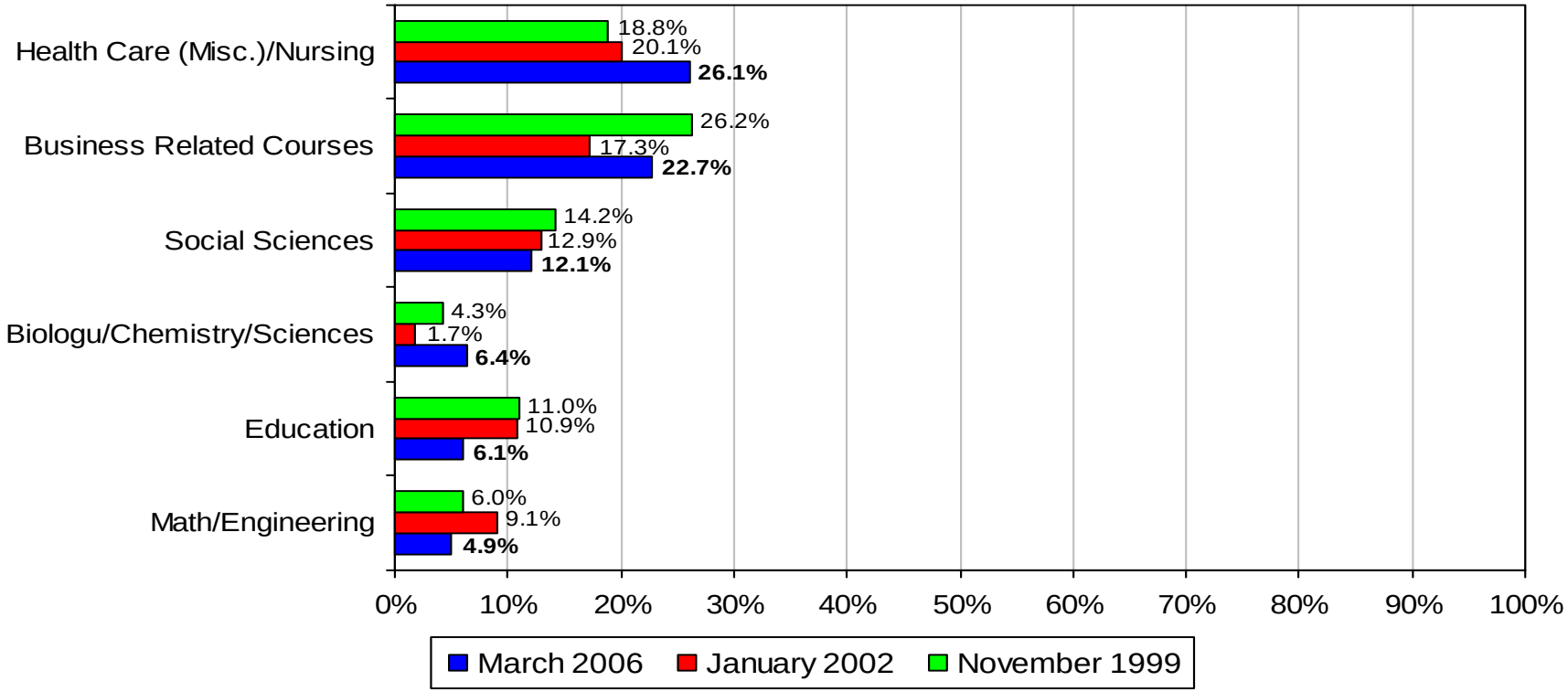
Chart 2.5

"What one major field or area of study are you most interested in?"*

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.] (CHART 1 OF 2)

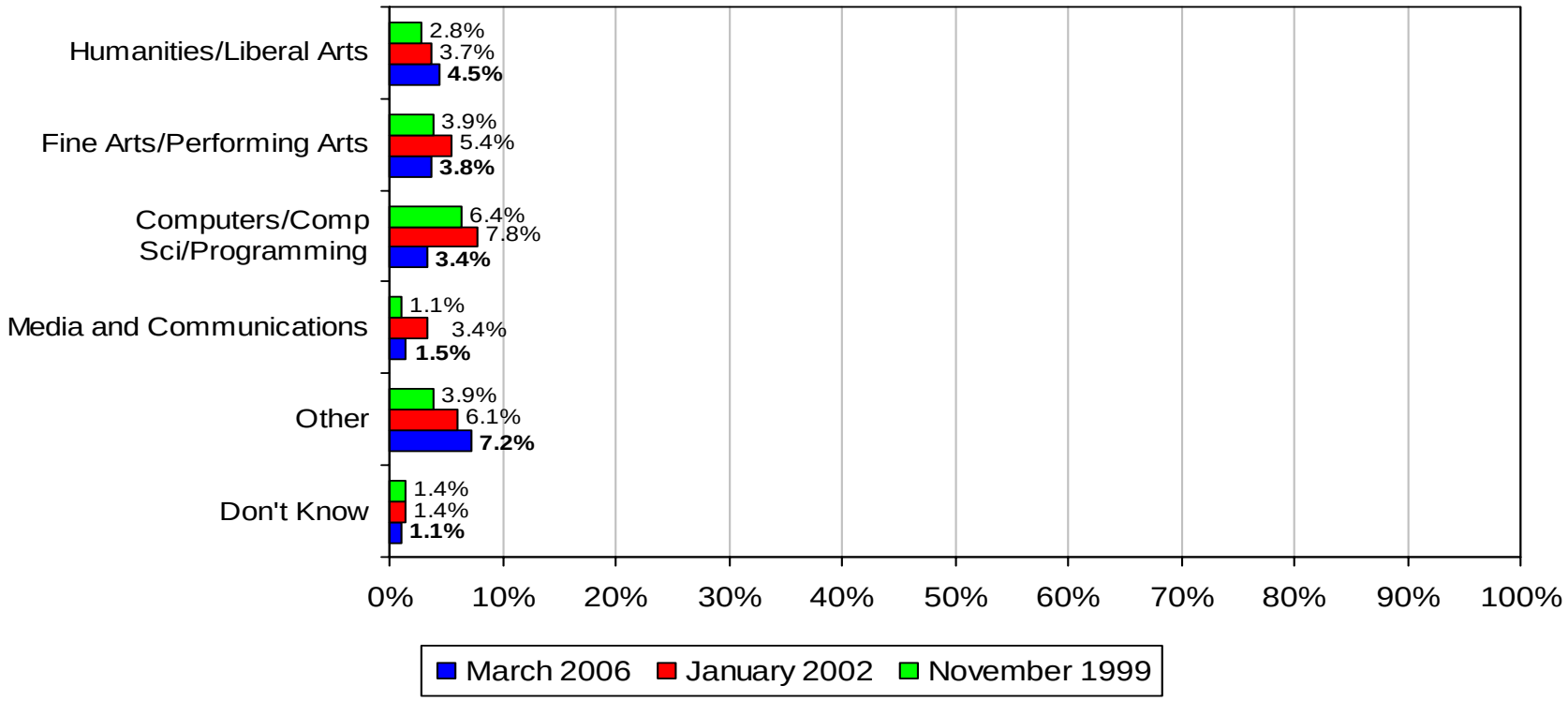


***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 2.5

"What one major field or area of study are you most interested in?"*

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.] (CHART 2 OF 2)



***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

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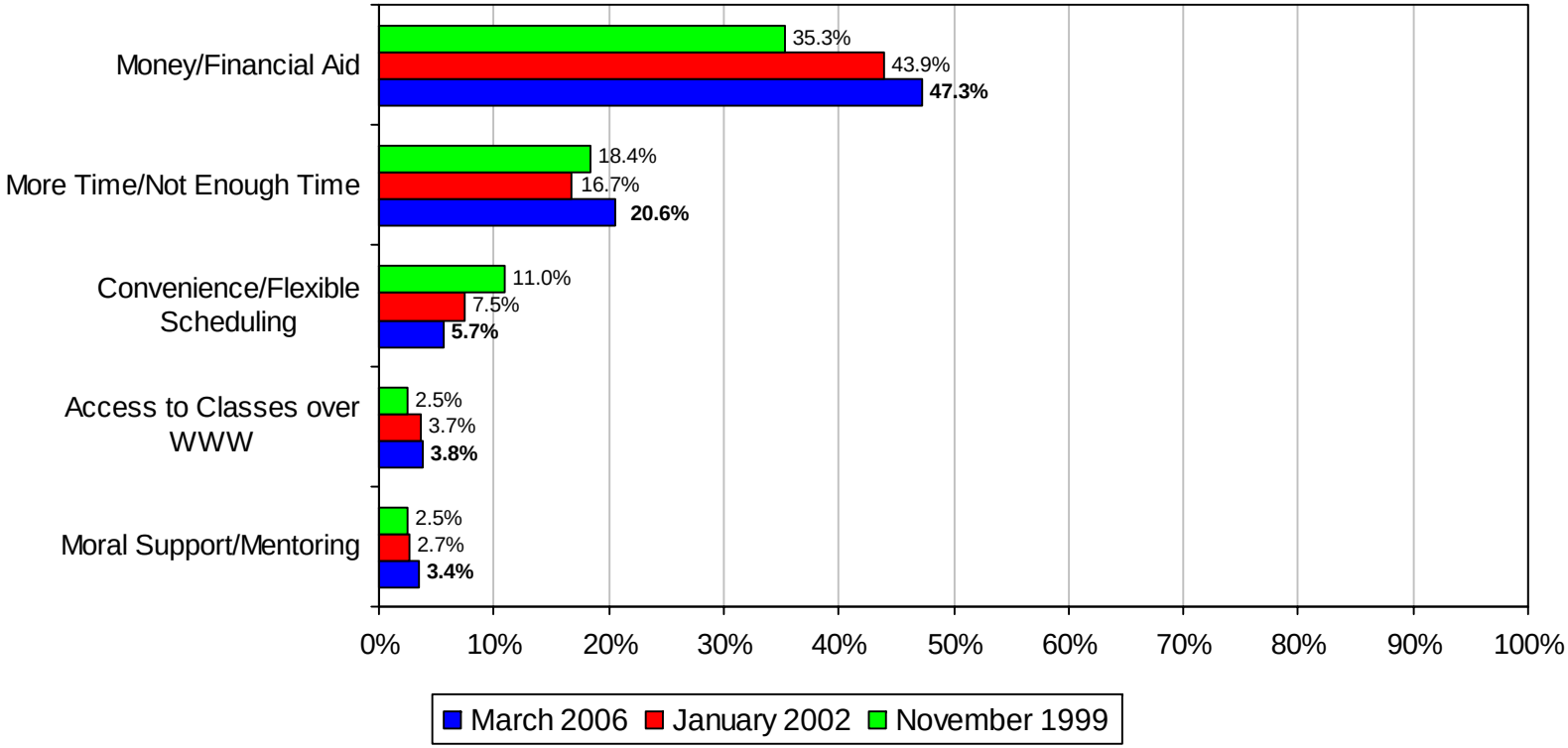
Chart 2.6

"Generally speaking, what would help you the most in completing a degree program at a college or university?"*

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.] (CHART 1 OF 2)

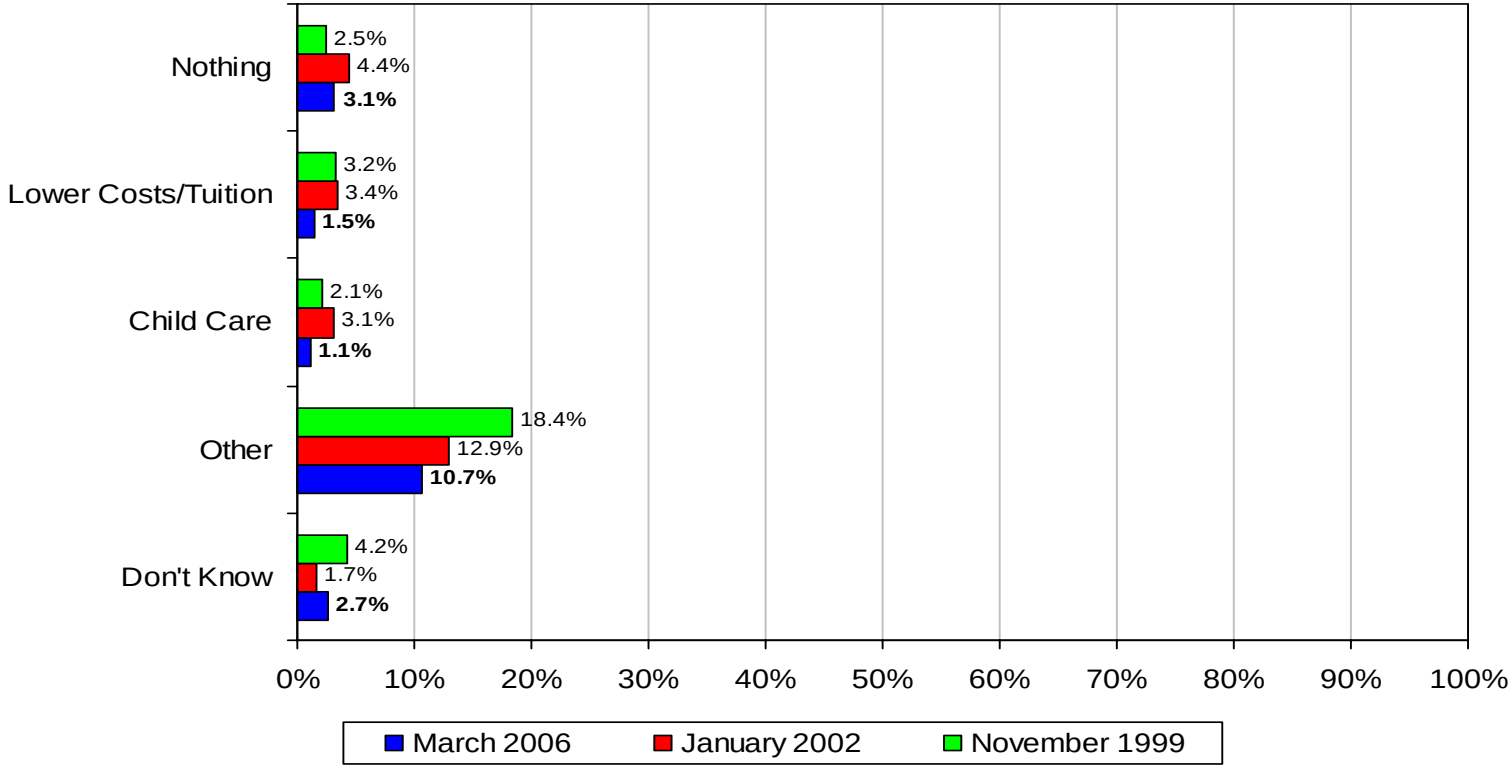


***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 2.6

"Generally speaking, what would help you the most in completing a degree program at a college or university?"*

[ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.] (CHART 2 OF 2)



***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 2.7

"Many people enroll in college classes at a college or university, but do not complete a degree program. There are many different reasons why people do not complete a degree program from a college or university. Generally speaking, did (does) anything limit you in any way from completing a college degree program?"

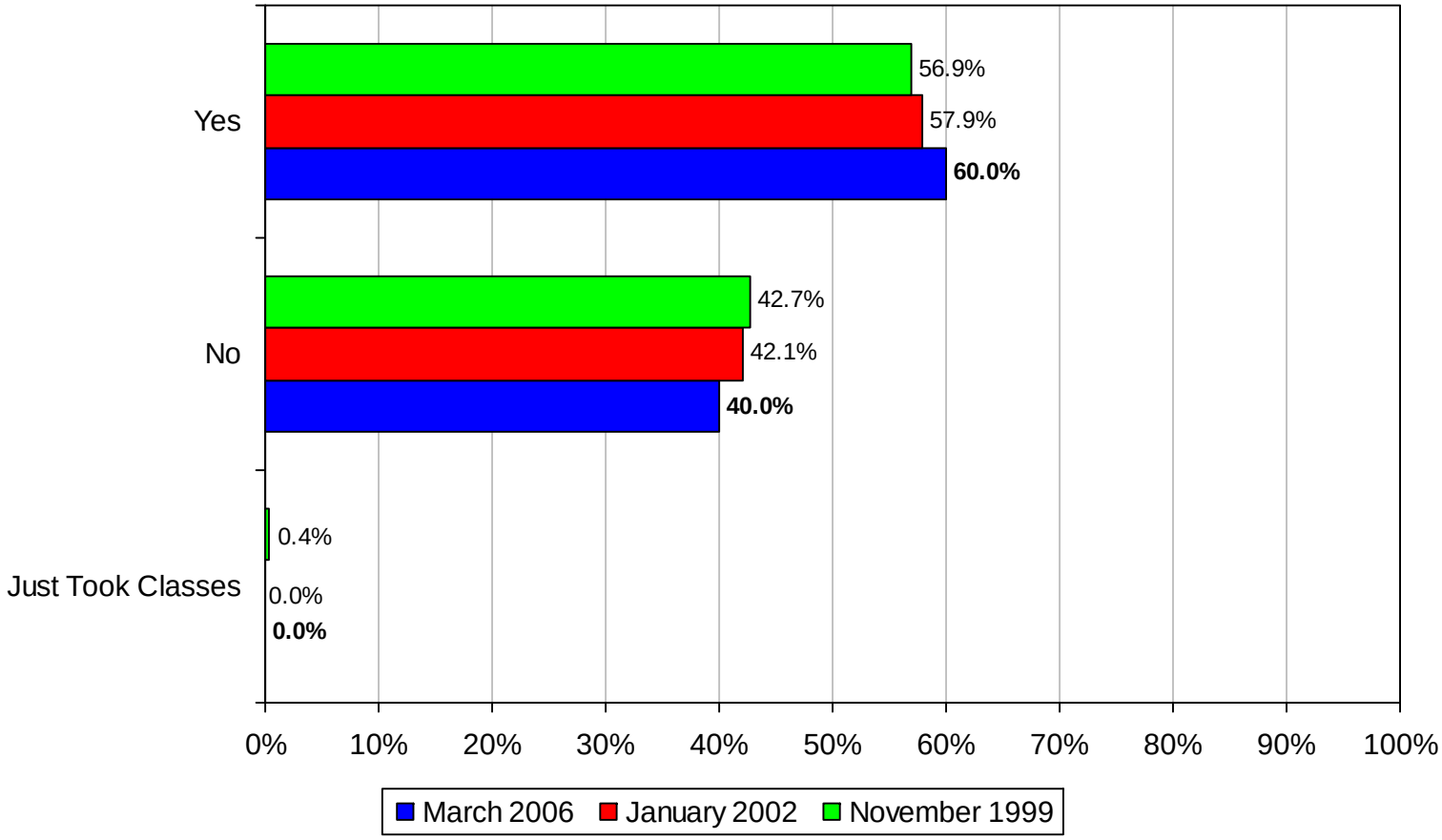


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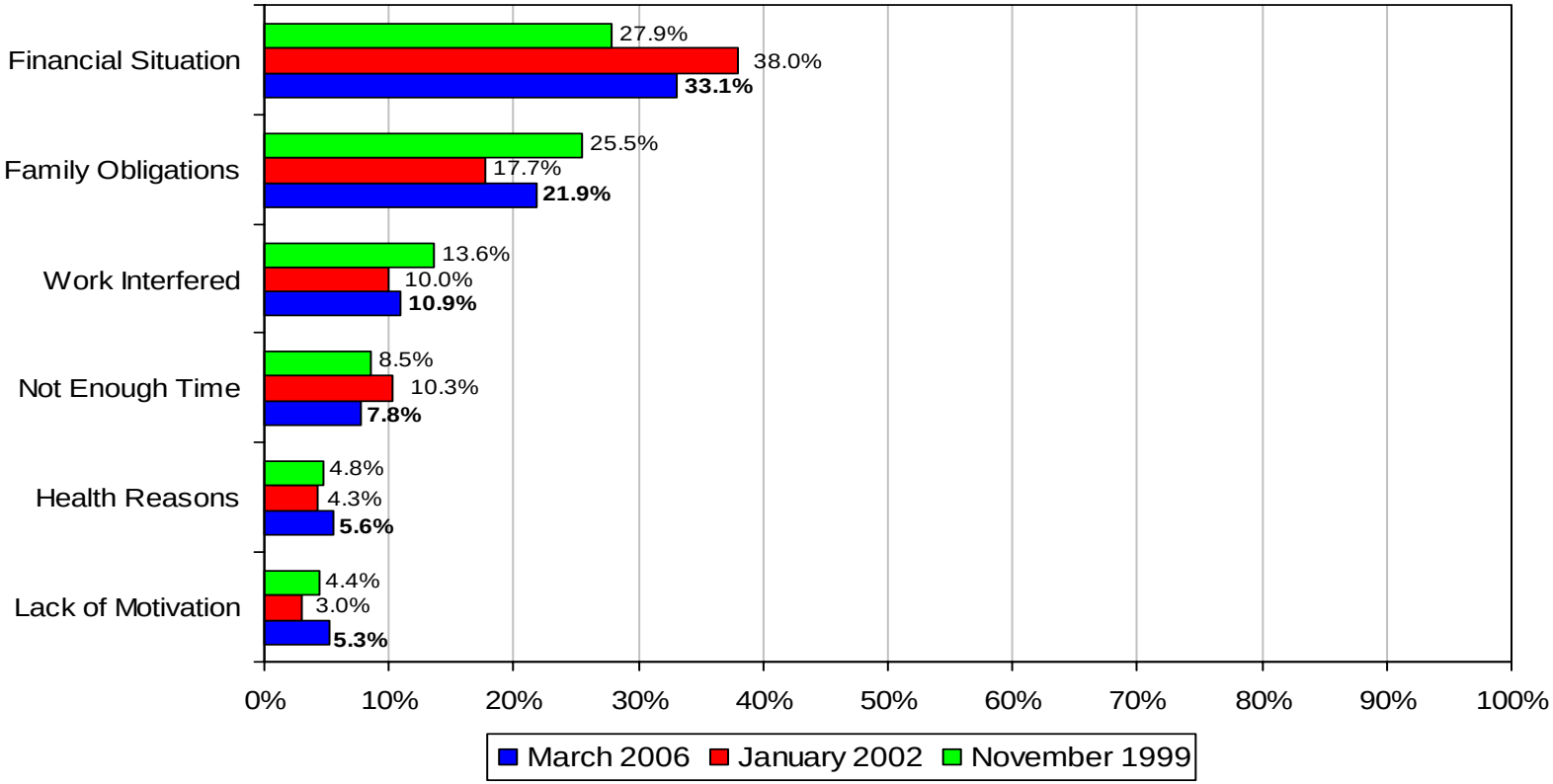
Chart 2.8

"Generally speaking, what has limited your ability to complete a degree program at a college or university?"*

[ASKED OF RESPONDENTS WHO SAY SOMETHING LIMITED THEM IN COMPLETING A DEGREE PROGRAM.] (CHART 1 OF 2)



***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

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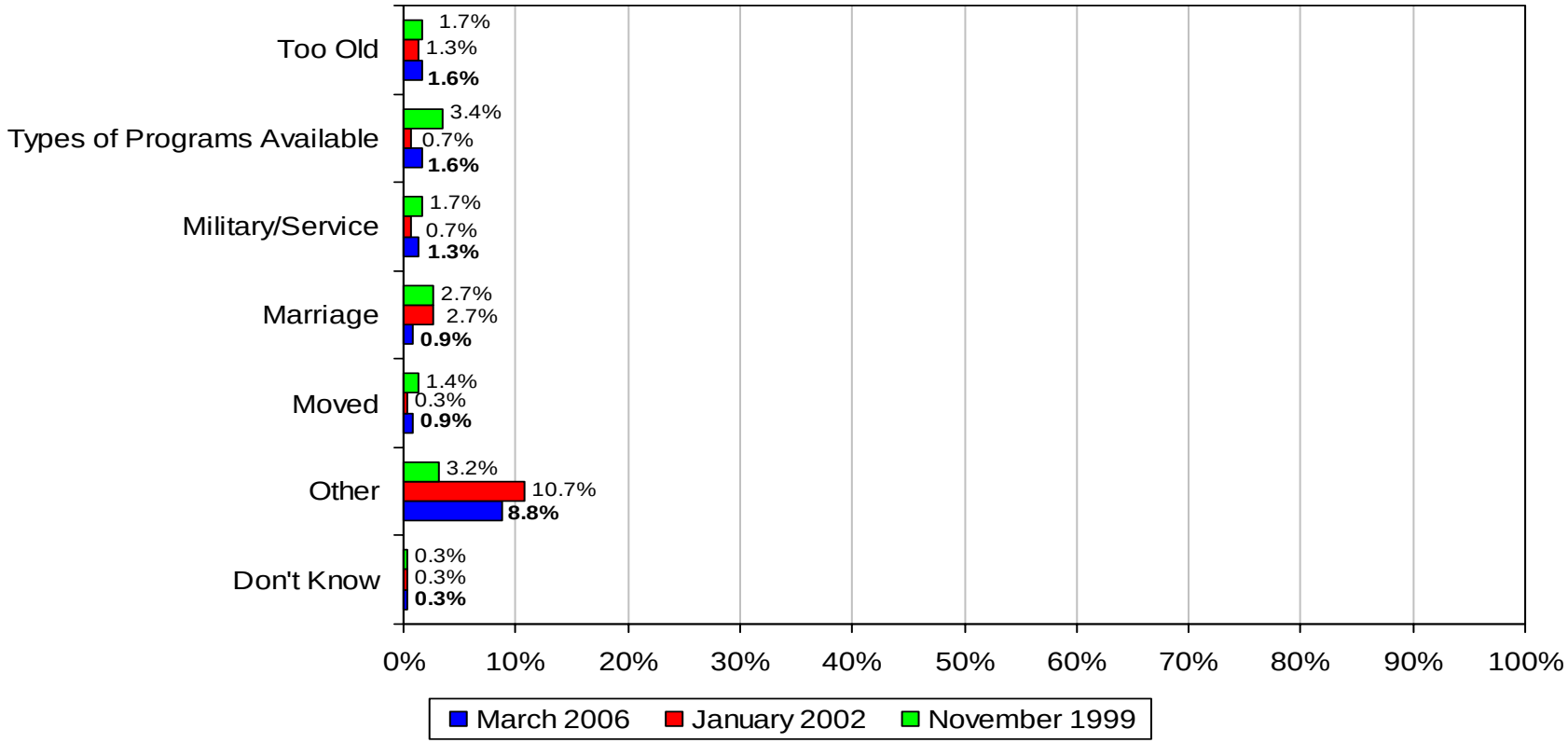
Chart 2.8

"Generally speaking, what has limited your ability to complete a degree program at a college or university?"*

[ASKED OF RESPONDENTS WHO SAY SOMETHING LIMITED THEM IN COMPLETING A DEGREE PROGRAM.] (CHART 2 OF 2)



***Note**: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 3.1

"Do you have a computer in your home?"

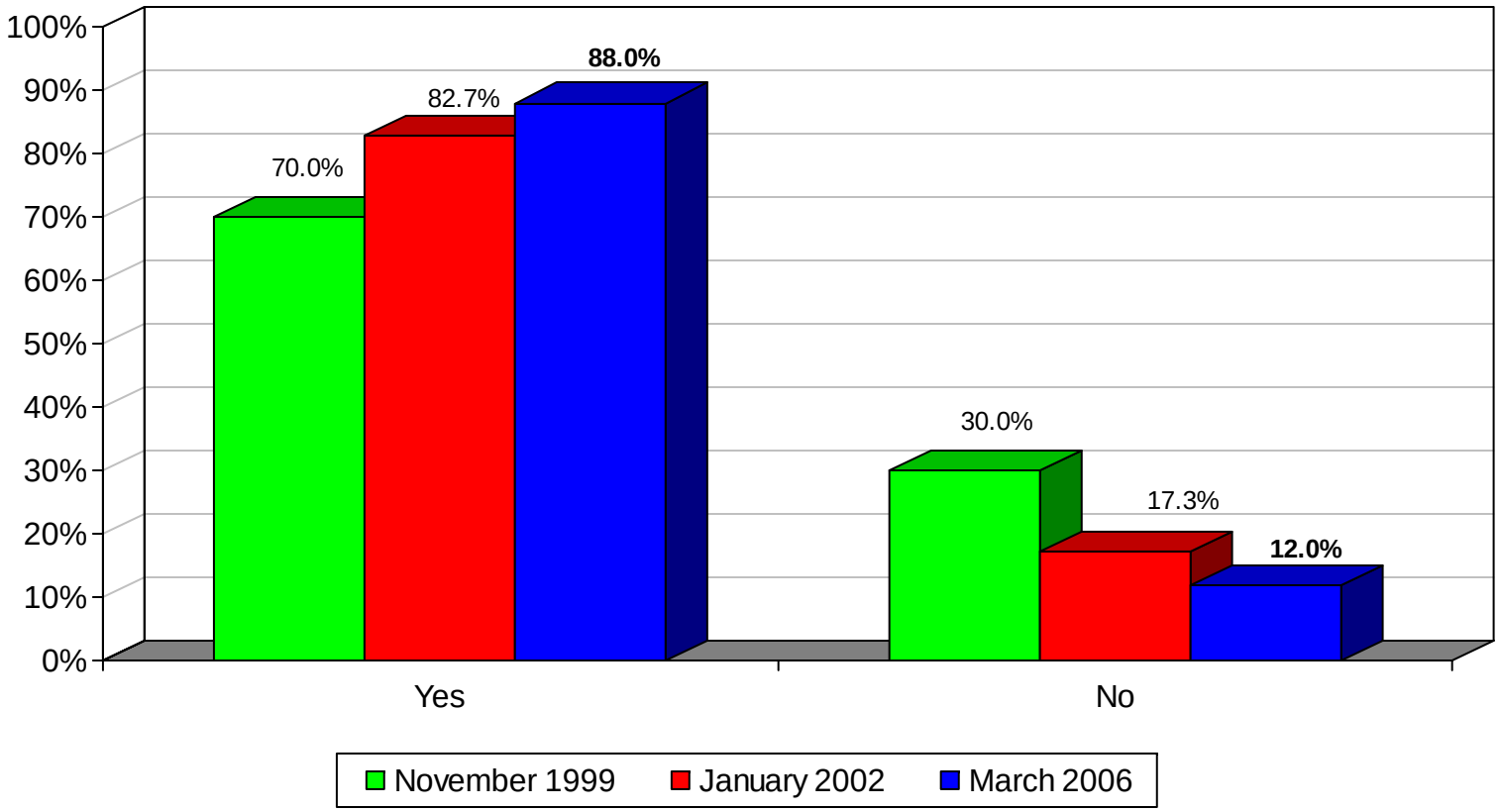


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Chart 3.2

"Do you have an Internet connection at home?"

[ASKED OF THOSE WITH A HOME COMPUTER.]

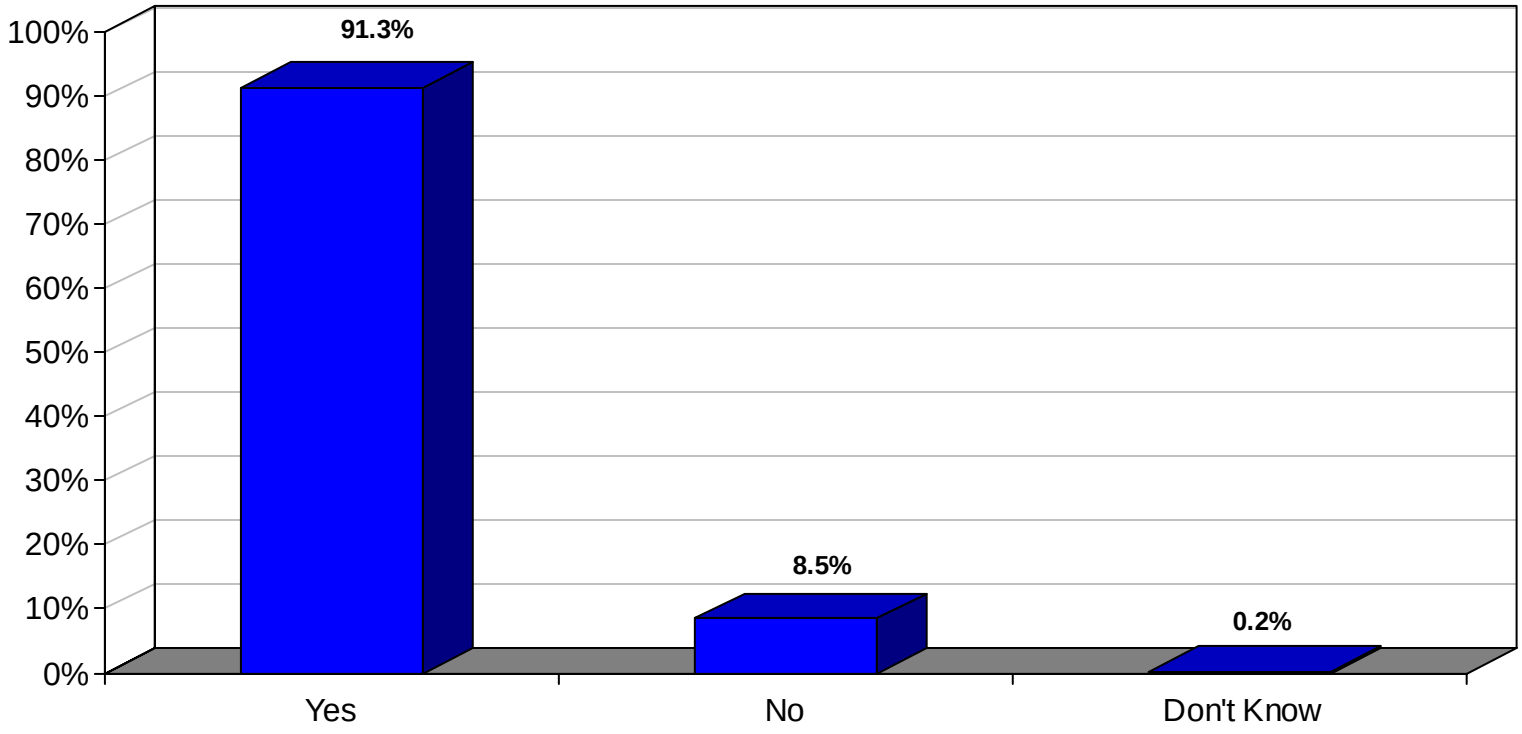

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Chart 3.3

"Do you have high-speed Internet service or do you use a dial-up Internet service?"

[ASKED OF THOSE WITH A HOME COMPUTER AND AN INTERNET CONNECTION.]

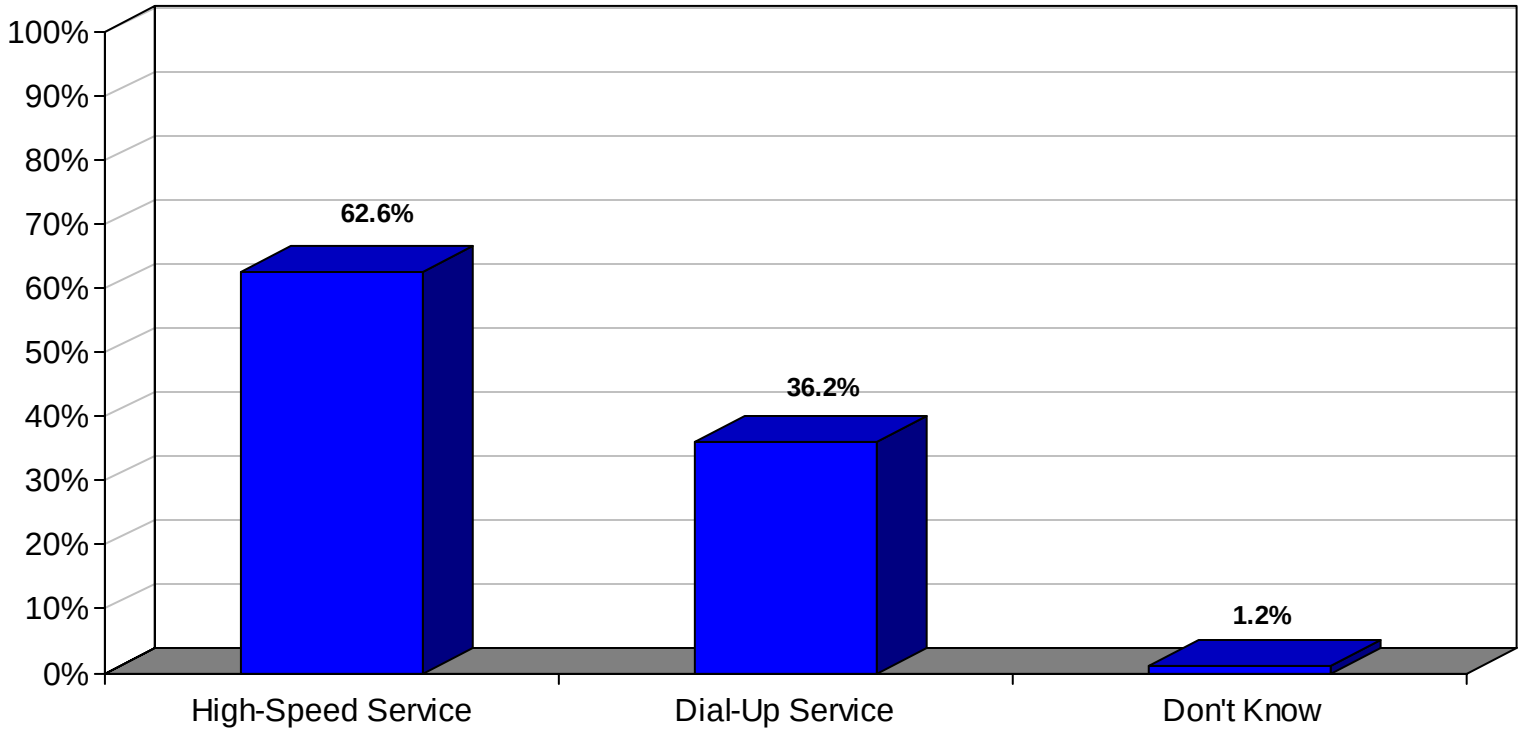

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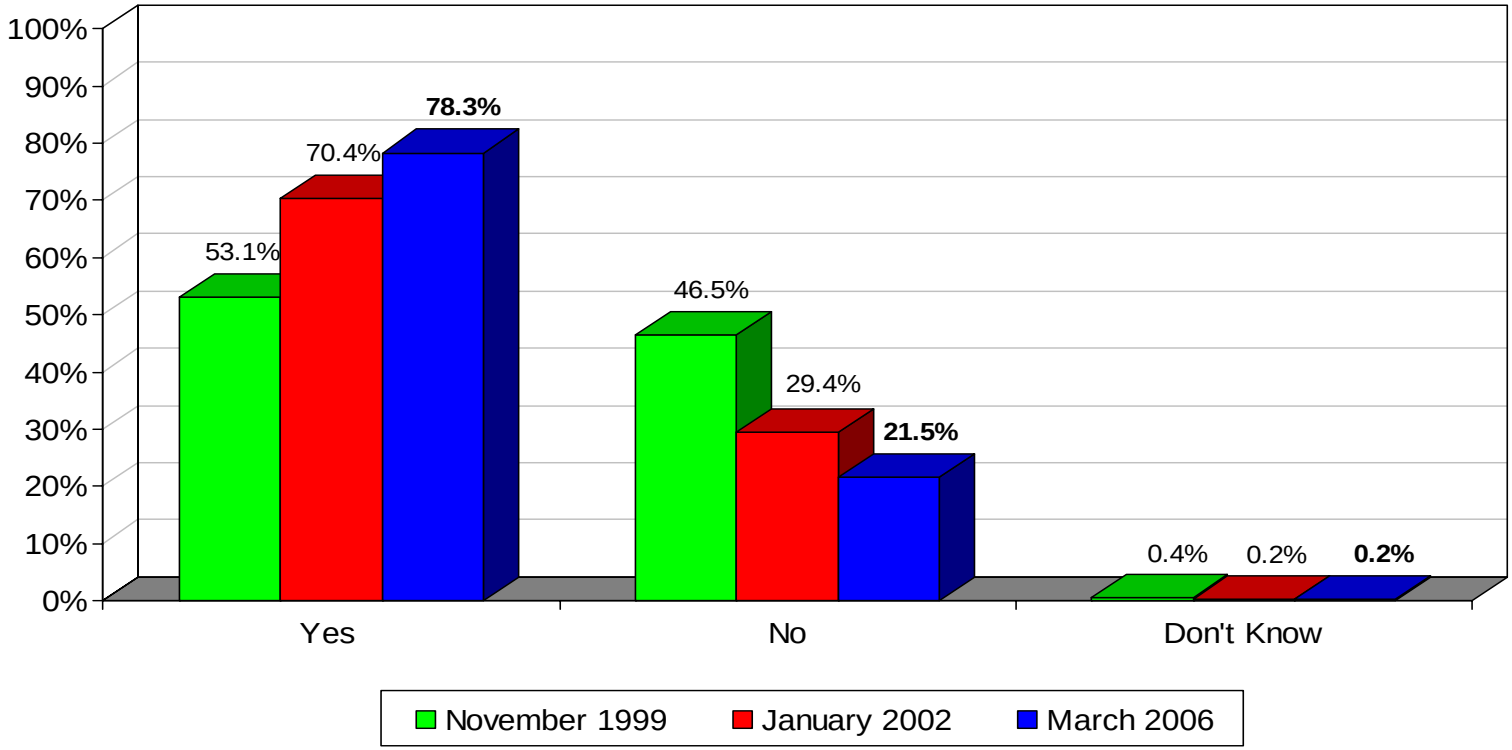
Chart 4.1

"Distance learning or E Learning is the ability to take college classes away from the campus location through independent study or through the use of computers, computer networks and interactive video technology. Have you ever heard or read anything about this?"*



*Note: In November 1999, two questions were used to determine awareness of distance learning. "Yes" in 1999 is both aided and unaided awareness. In January 2002, this single question was used to determine awareness. Some caution should be exercised in comparing the results between the two surveys. The term "E Learning" was added to the question in 2006.

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Chart 4.2

"Have you heard of a course catalog of distance learning courses and degrees known as 'OhioLearns!'?"

[ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

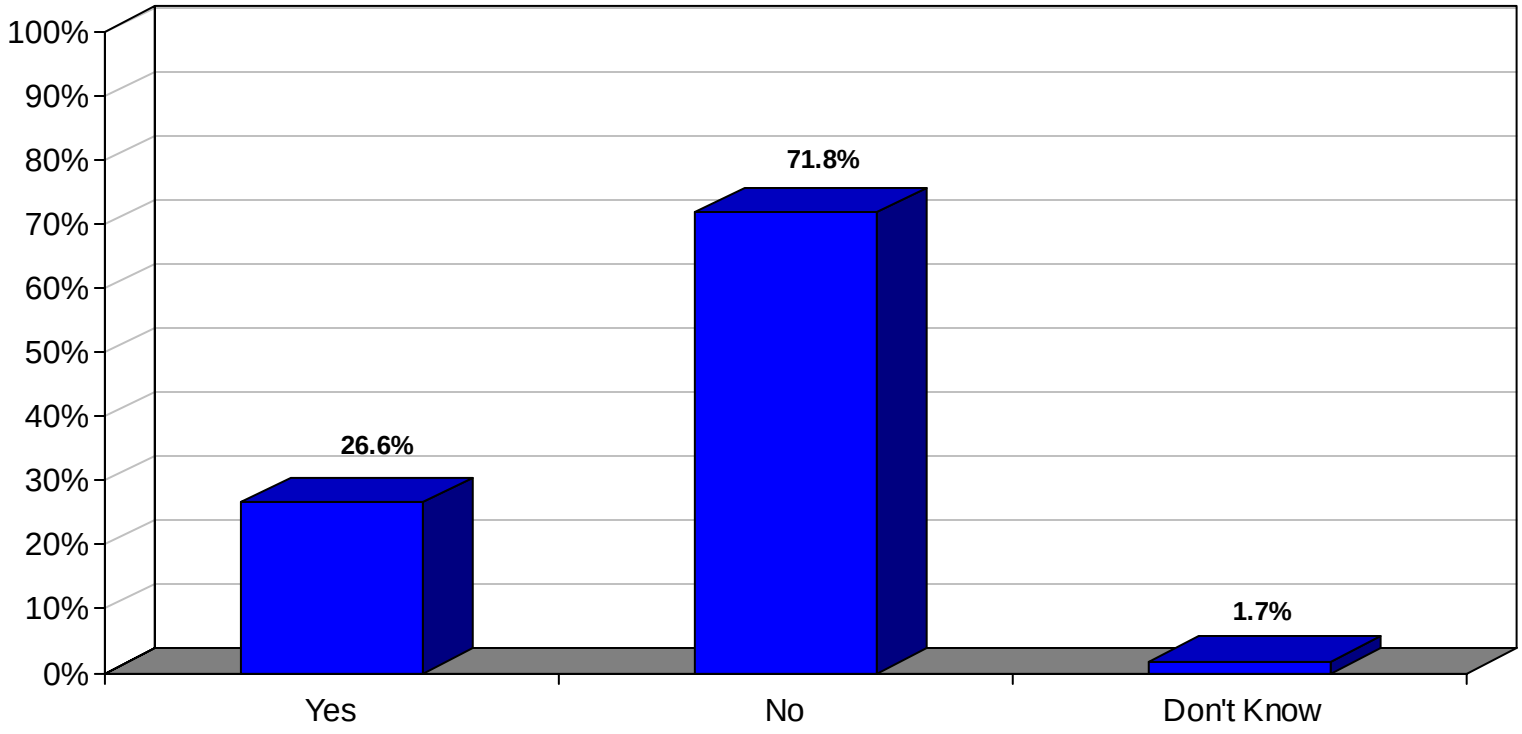

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Chart 4.3

"Have you ever searched the 'OhioLearns!' catalog in order to find information about distance learning courses and degrees offered by colleges and universities in Ohio?"

[ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING AND "OhioLearns!".]

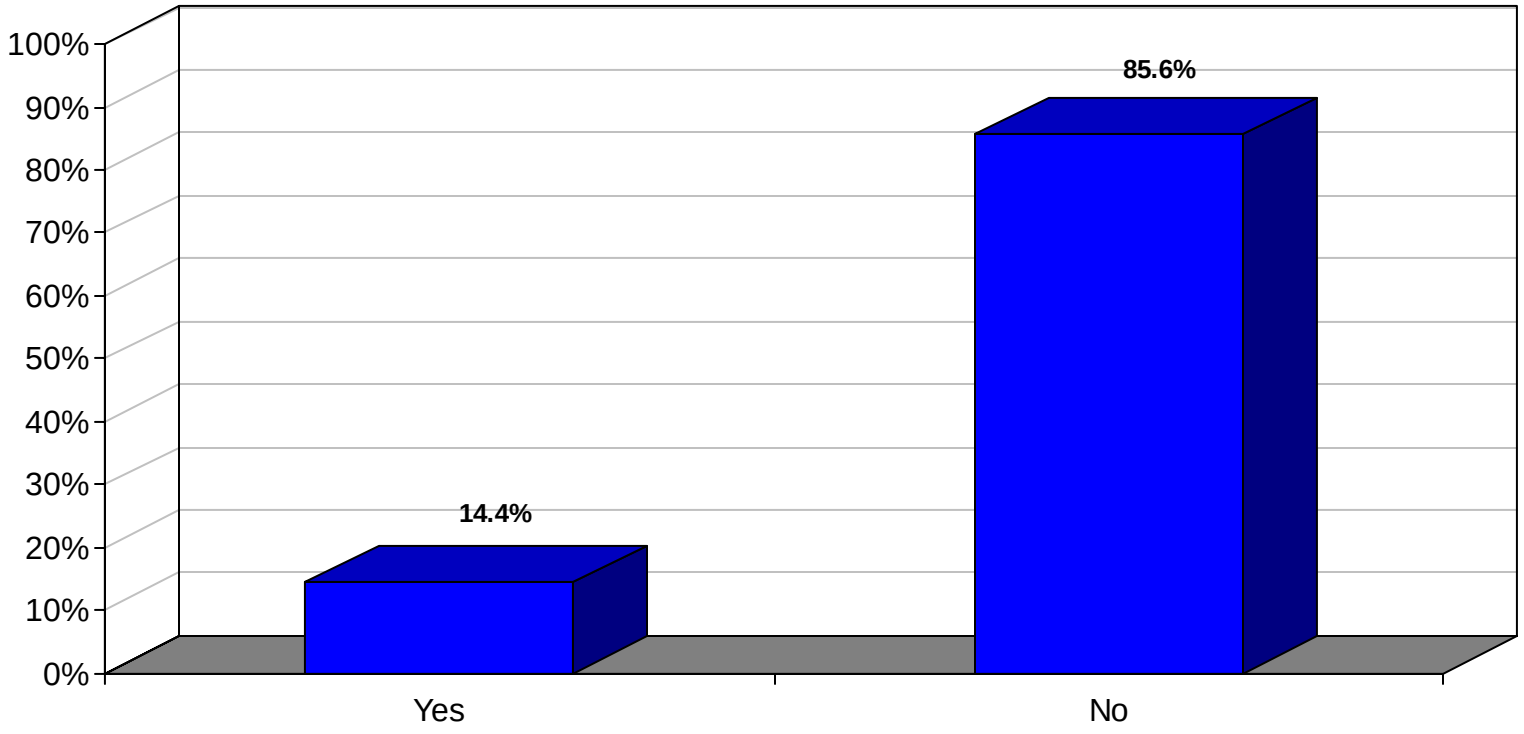

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Chart 4.4

"Have you heard of a Web site known as 'www.e4meohio.org?'"

[ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

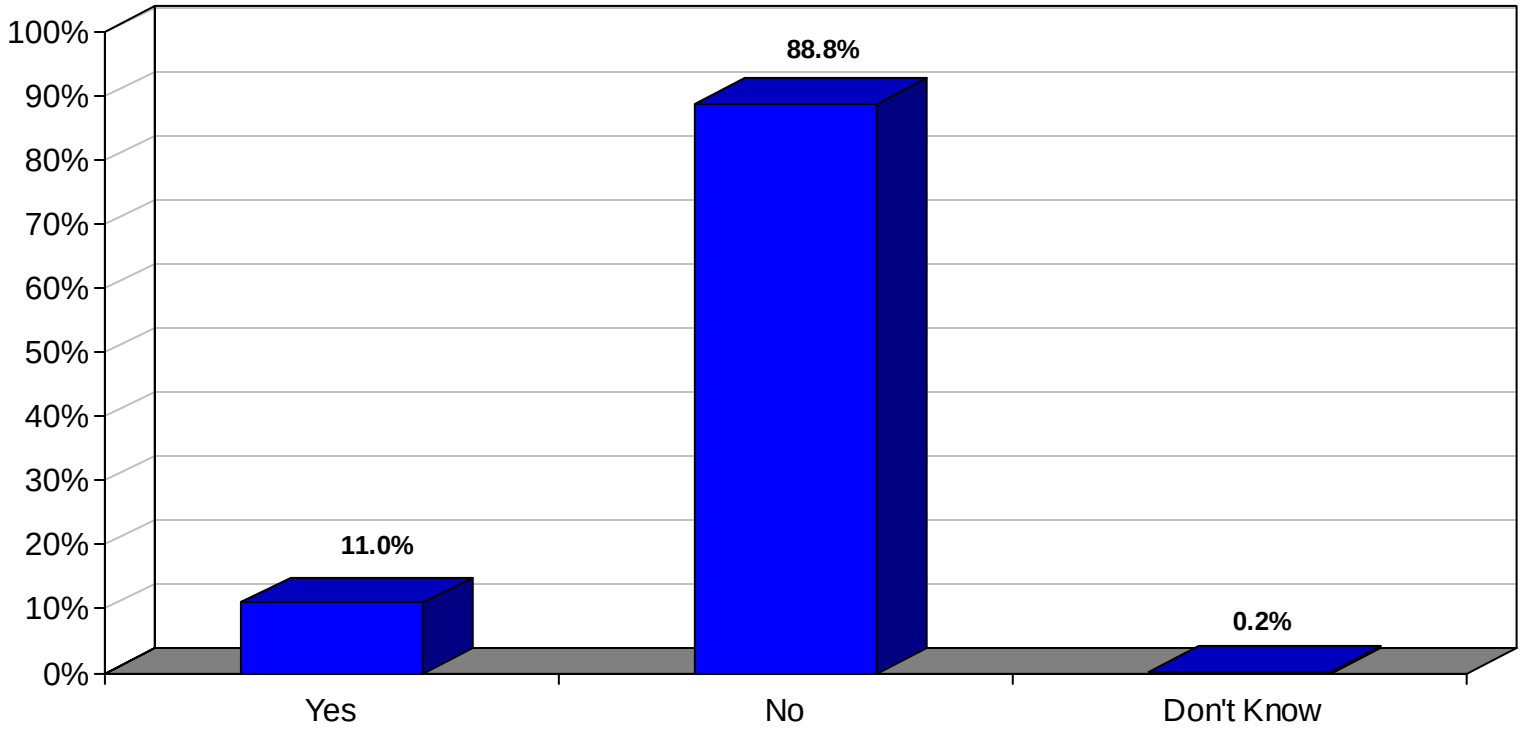

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Chart 4.5

"Distance learning provides college education opportunities to students who are unable to attend classes on campus or need additional flexibility in scheduling. How interested would you be in taking college classes for credit at a college or university in Ohio through distance learning?"

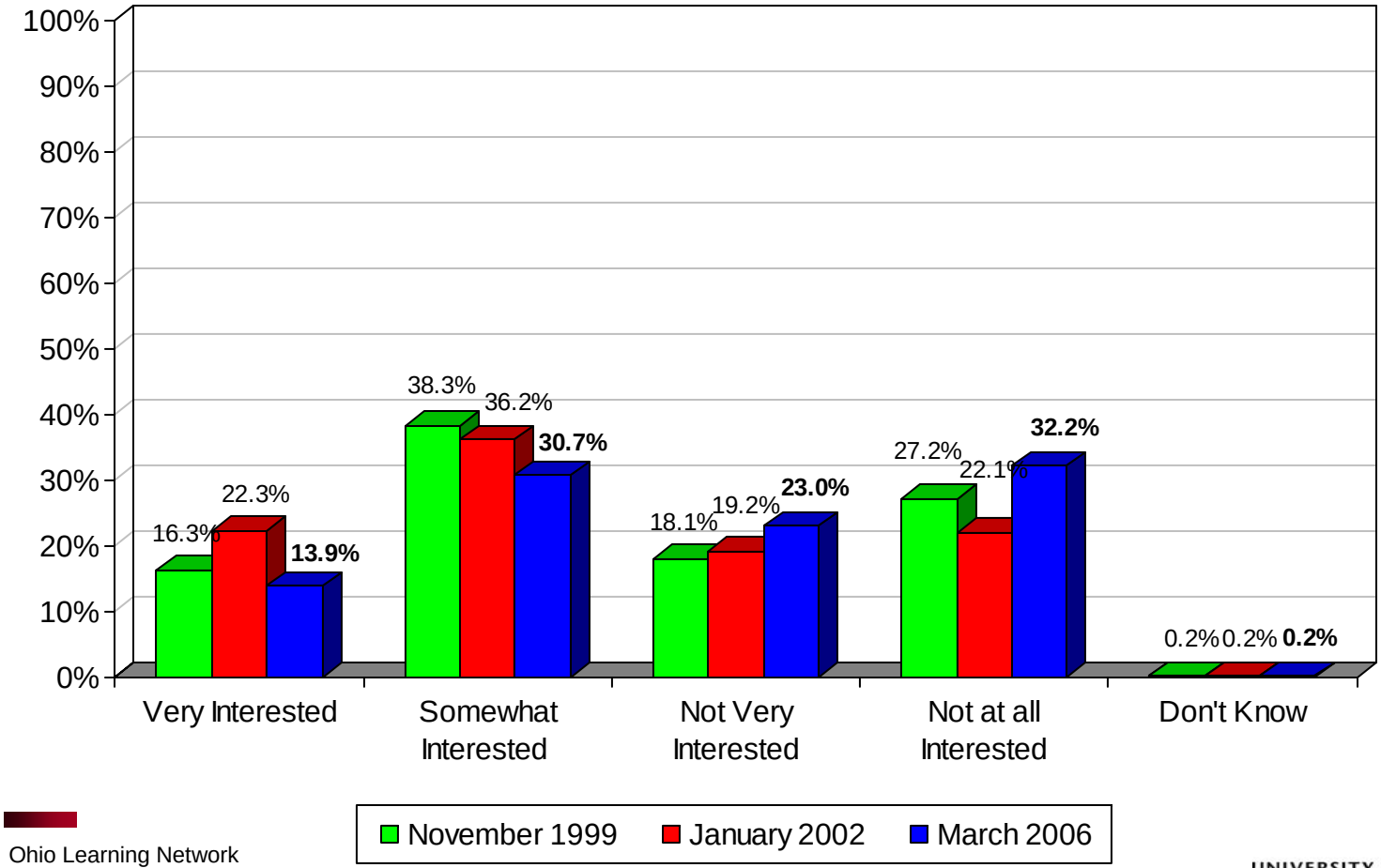

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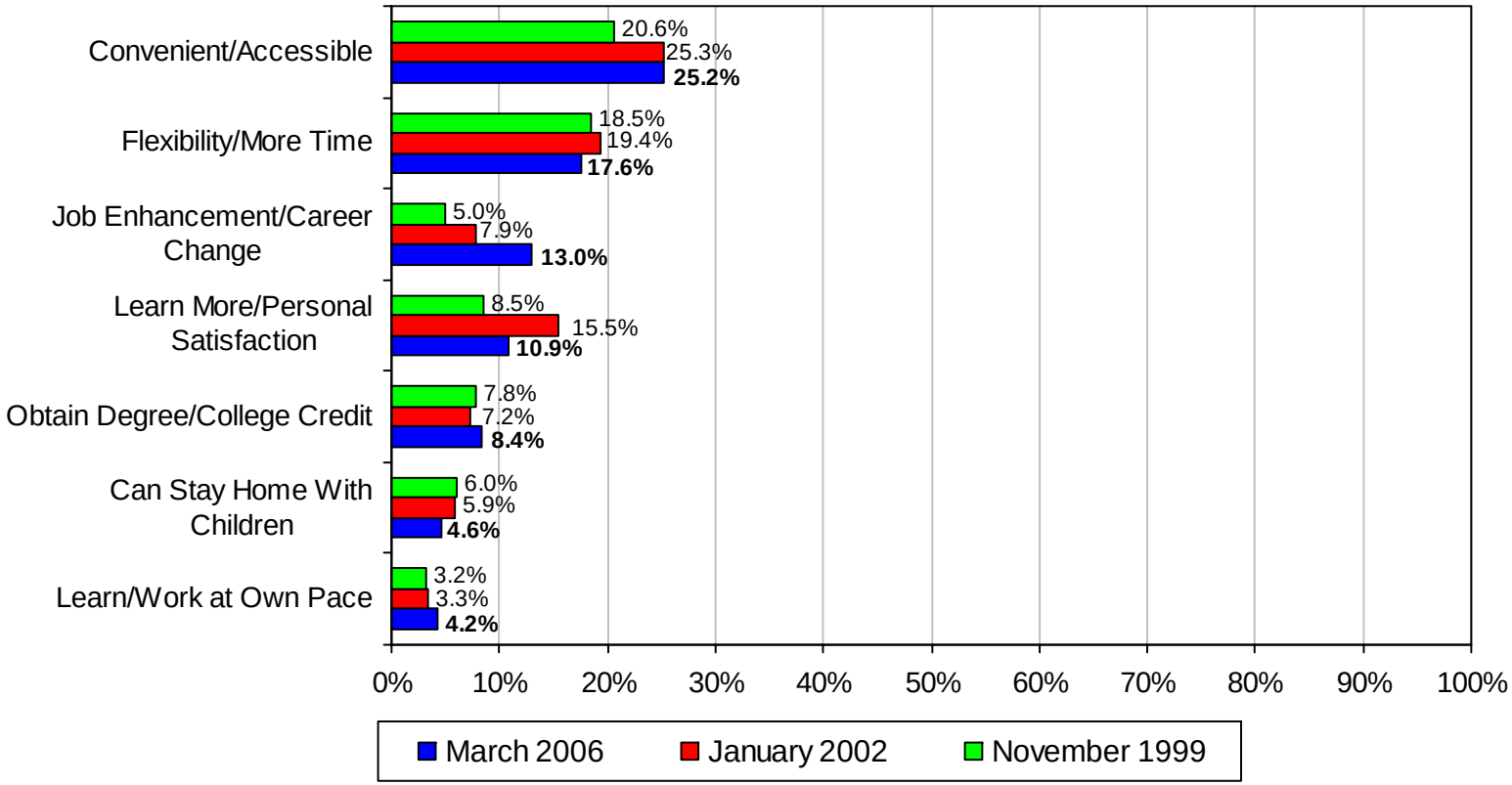
Chart 4.6

"Why are you interested in taking college classes for credit through distance learning opportunities?"*

[ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.] (CHART 1 OF 2)

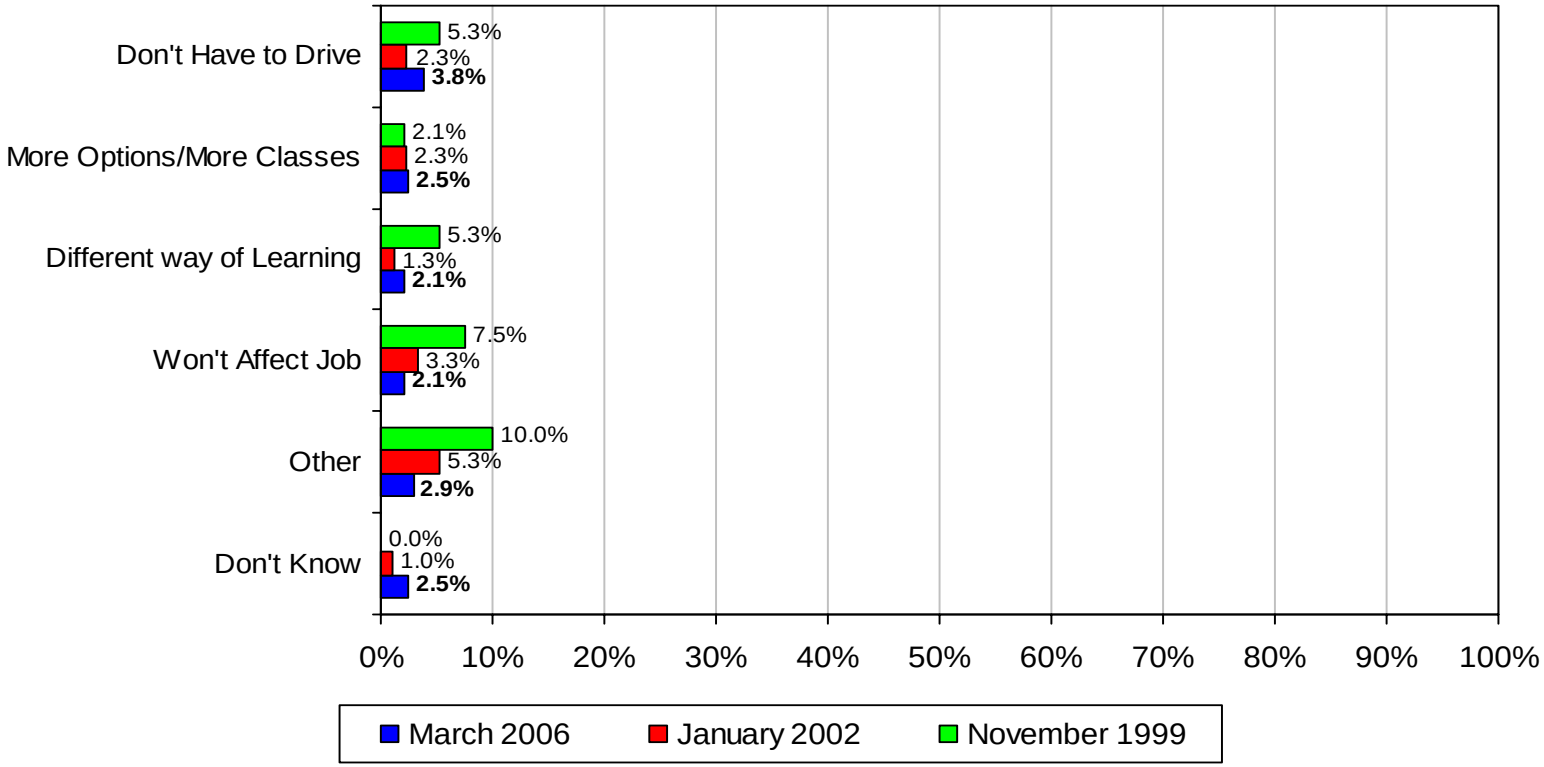


*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 4.6

"Why are you interested in taking college classes for credit through distance learning opportunities?"*

[ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.] (CHART 2 OF 2)

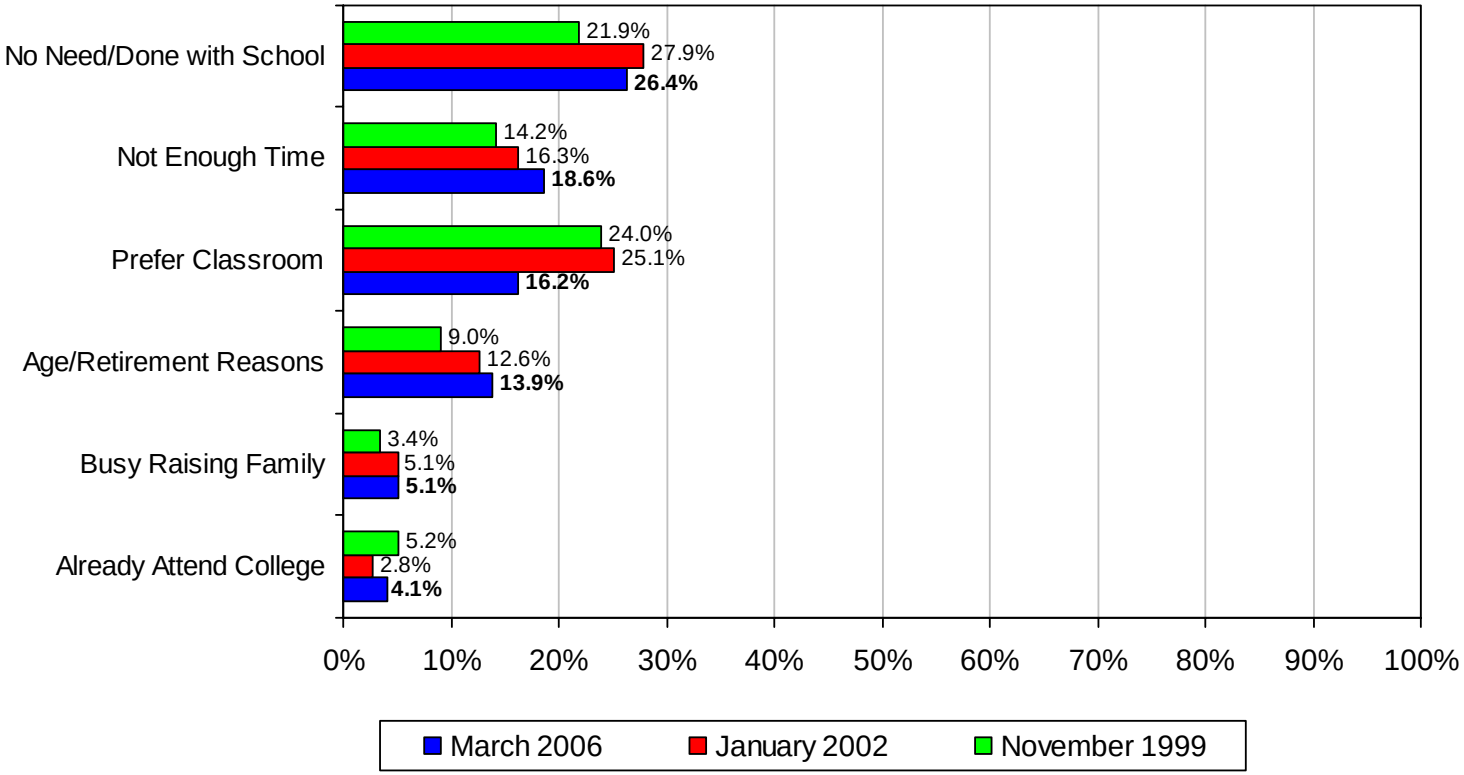


*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 4.7

"Why are you not interested in taking college classes for credit through distance learning opportunities?"*

[ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.] (CHART 1 OF 2)



*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the same question, but selected from an on-screen list of alternatives based on respondent answers as opposed to actually recording verbatim answers. The on-screen list was developed based on the general themes used in the November 1999 report.

Chart 4.7

"Why are you not interested in taking college classes for credit through distance learning opportunities?"*

[ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.] (CHART 1 OF 2)

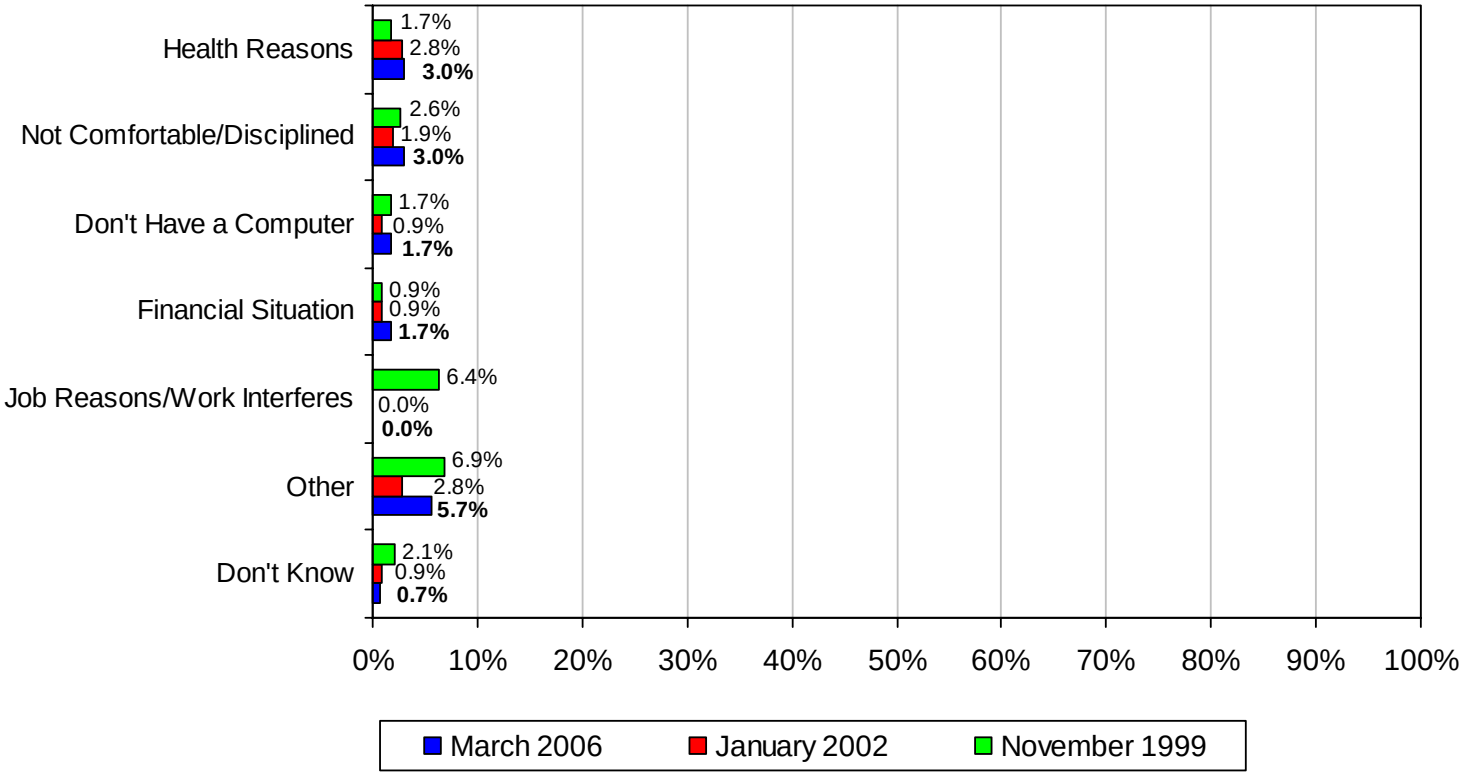


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Chart 4.8

"To be able to take college classes for credit through distance learning, would you need financial aid?"

[ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

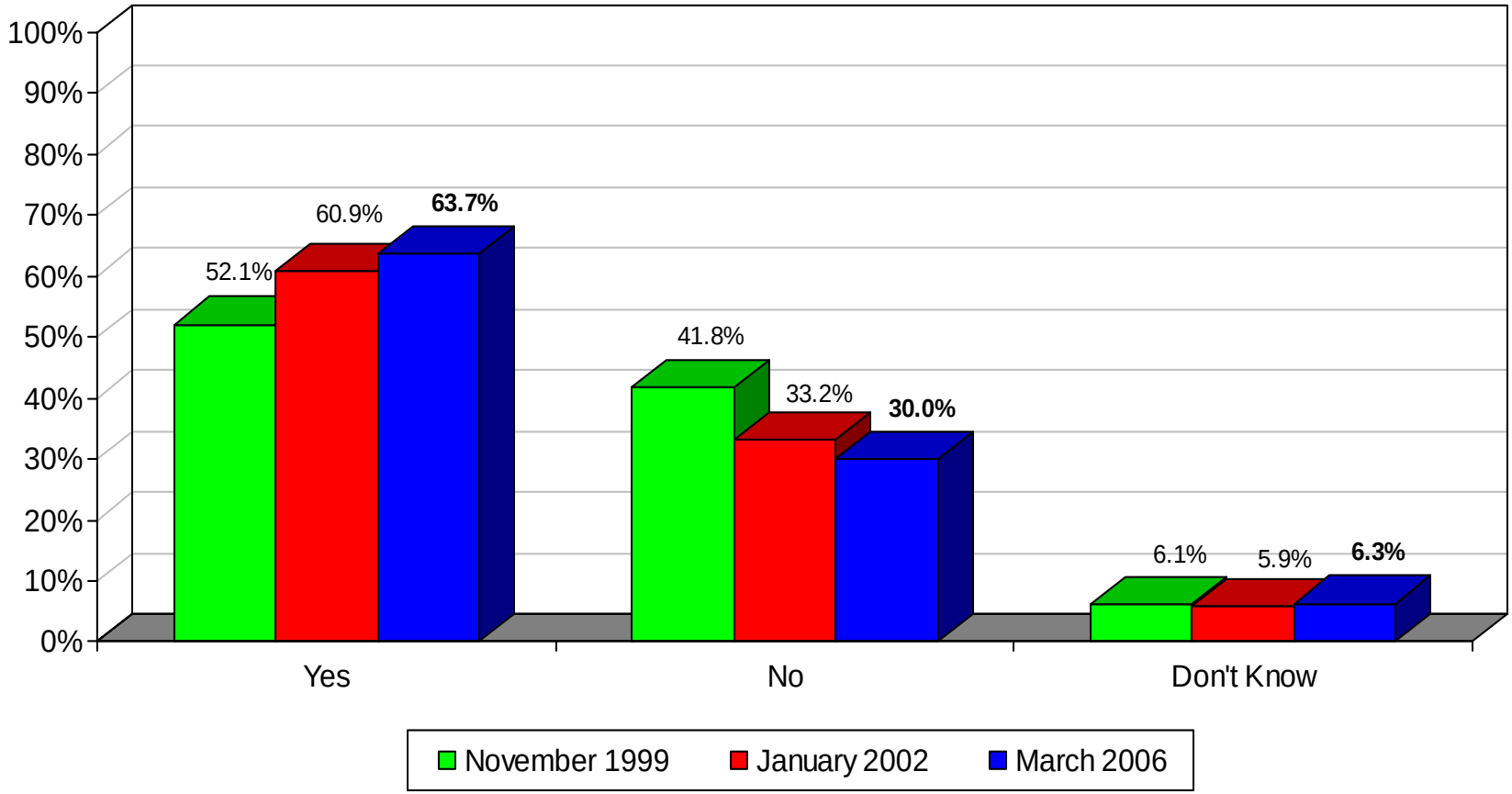

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Chart 4.9

"Distance learning courses are offered in different formats. Which of the following best describes the type of distance learning course you would be most likely to enroll in . . . 1) a course where students are not required to attend classes at a college campus and receive all instruction through technology available at home; or 2) a course where students receive instruction through both regularly scheduled classes on a college campus and through technology available at home?"
[ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

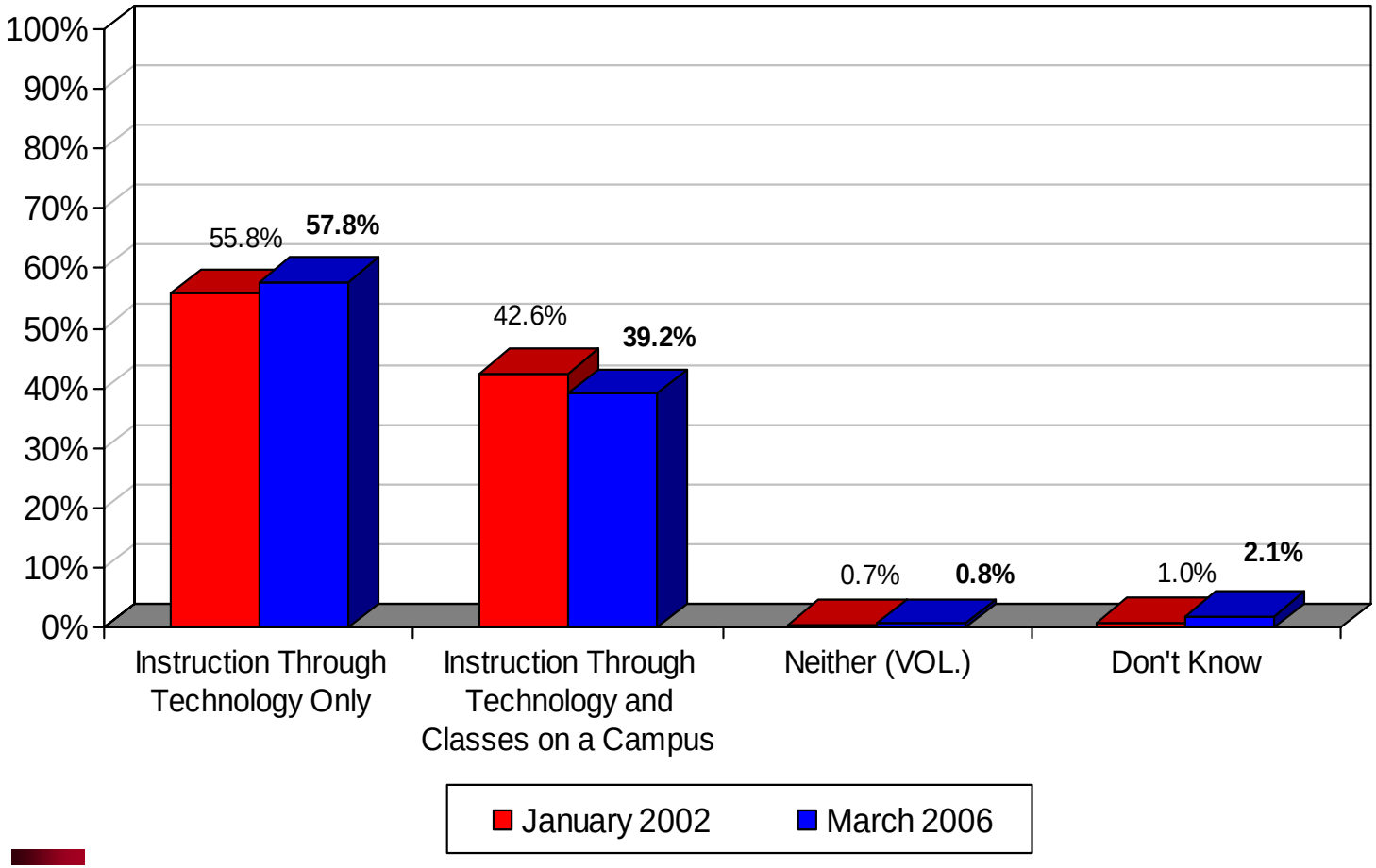

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Chart 4.10

"How interested would you be in pursuing a bachelor's degree if you were able to take the courses at a two-year college close to your home . . . very interested, somewhat interested, not very interested, or not at all interested?"

[ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

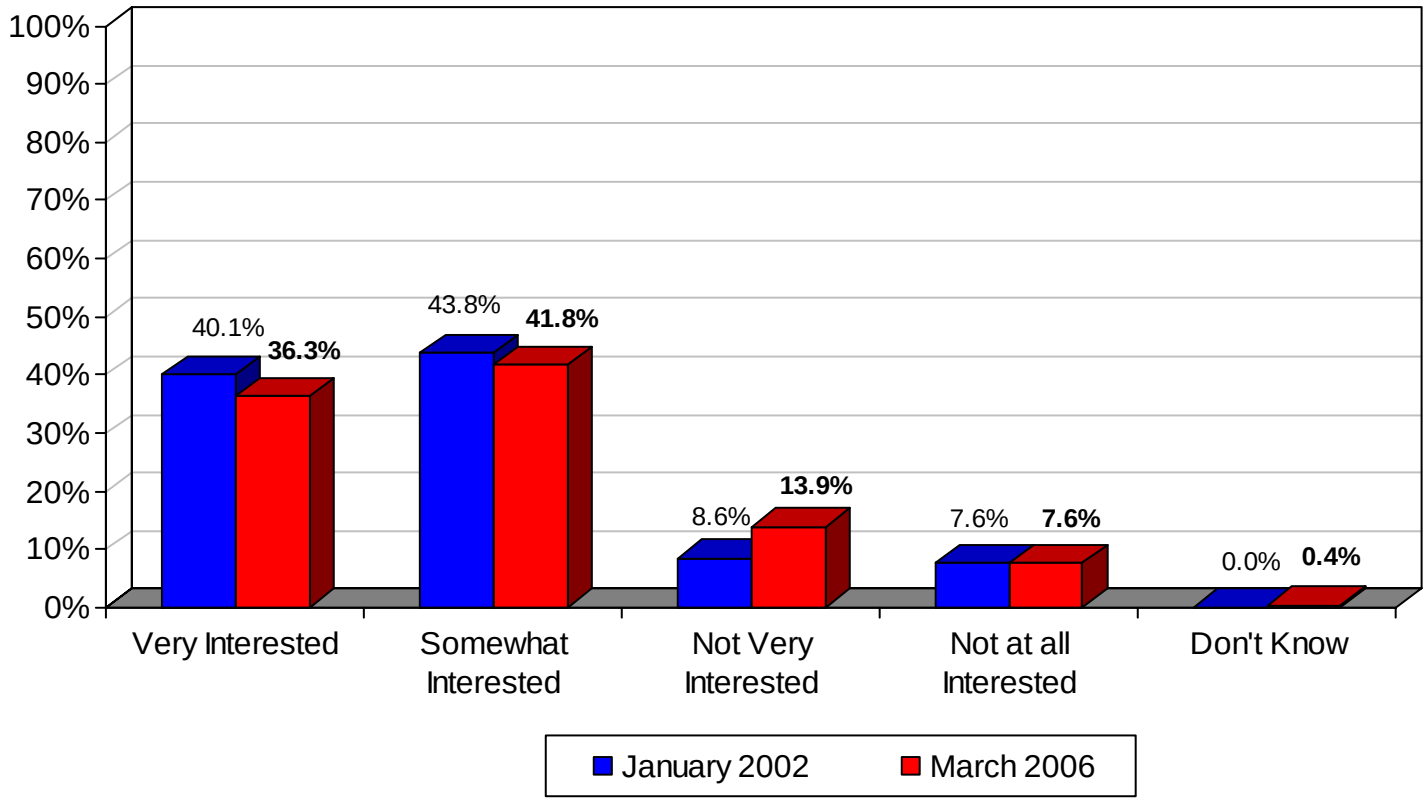

Chart 4.11

"Would a certificate establishing that you have an introductory competency level of computer skills assist you in receiving a raise and/or a promotion from your current employer?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES.]

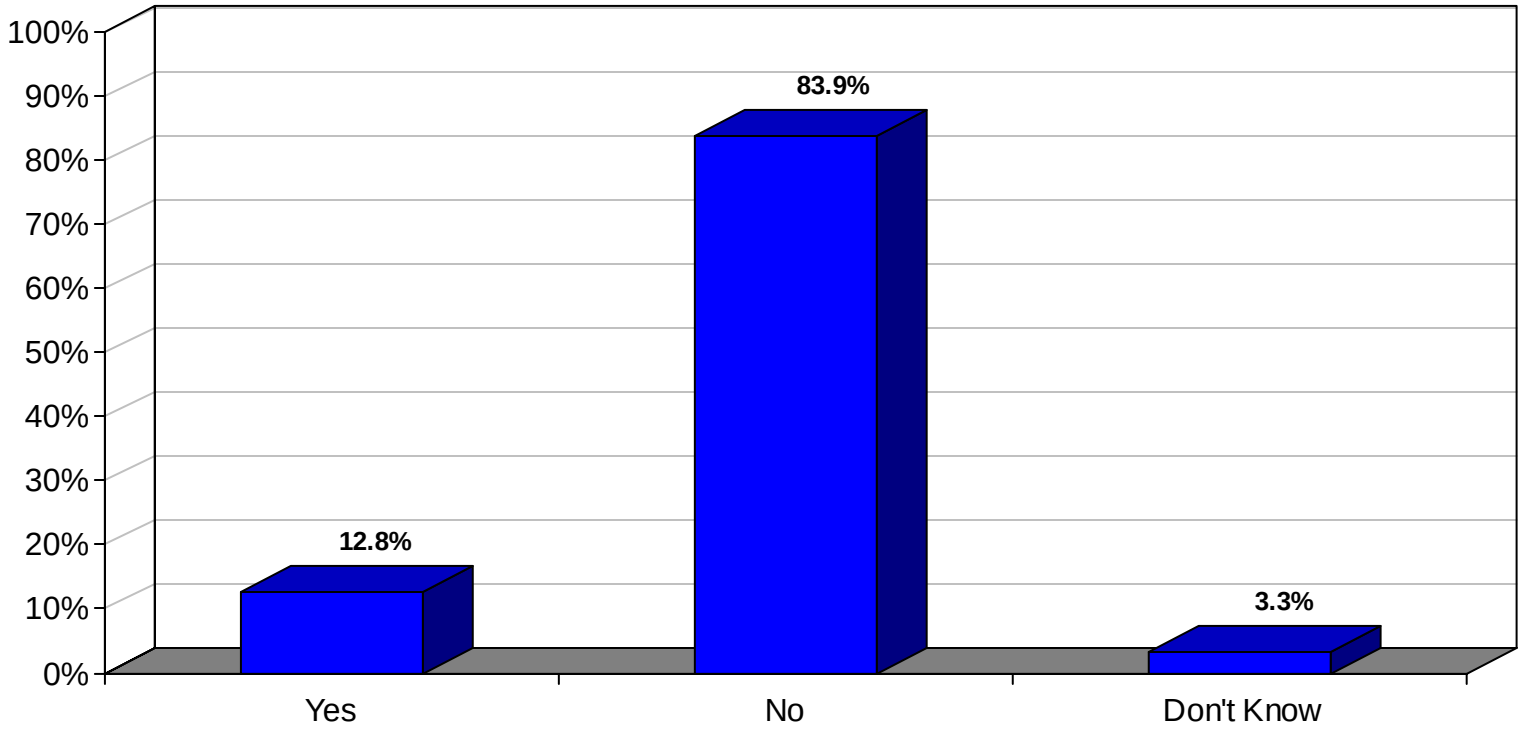

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Chart 4.12

"Some Ohioans take courses after they are employed in order to add or improve work related skills. How likely would you be to take a distance learning course that would allow you to add or improve your MATH skills . . . very likely, somewhat likely, not likely?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES.]

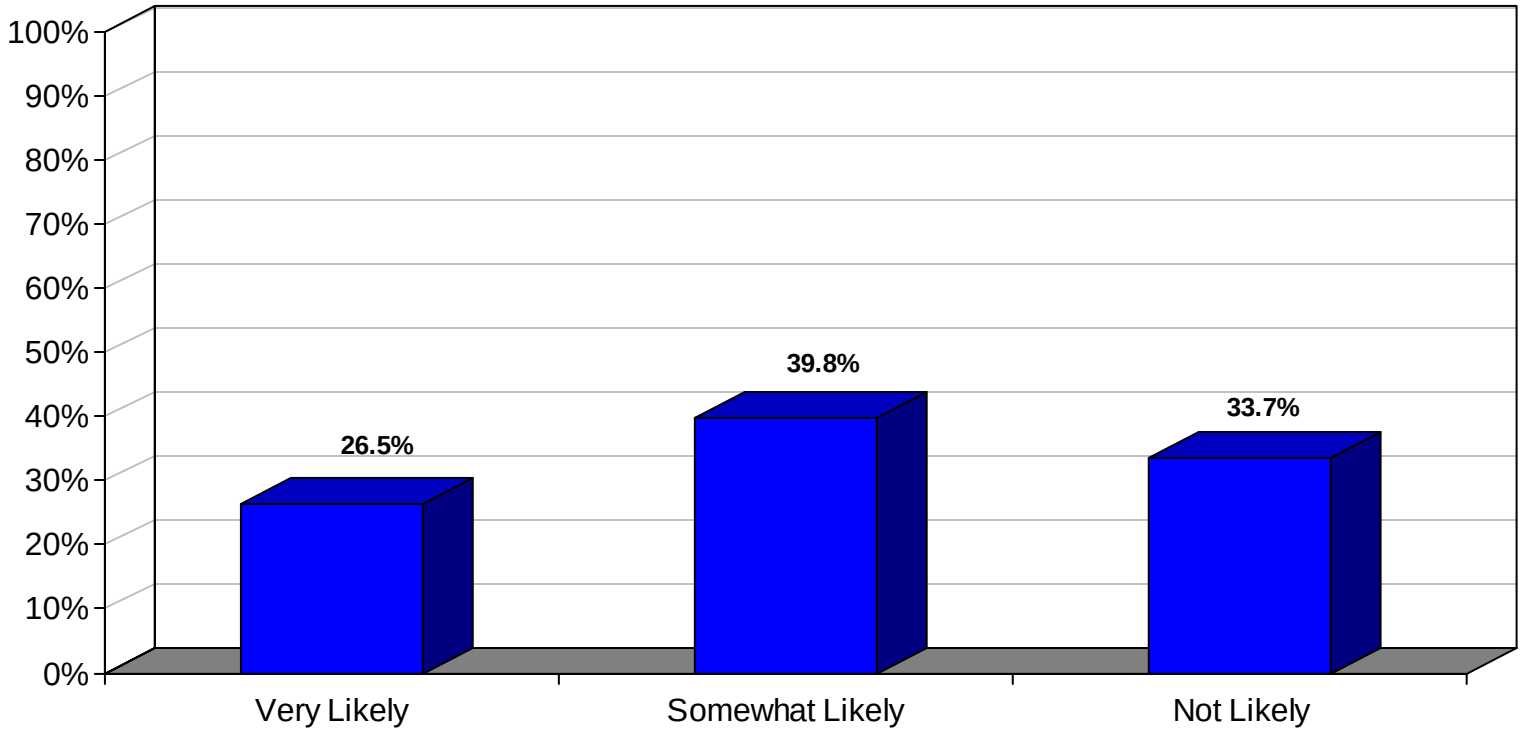

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Chart 4.13

"How likely would you be to take a distance learning course that would allow you to add or improve your WRITING skills . . . very likely, somewhat likely, not likely?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES.]

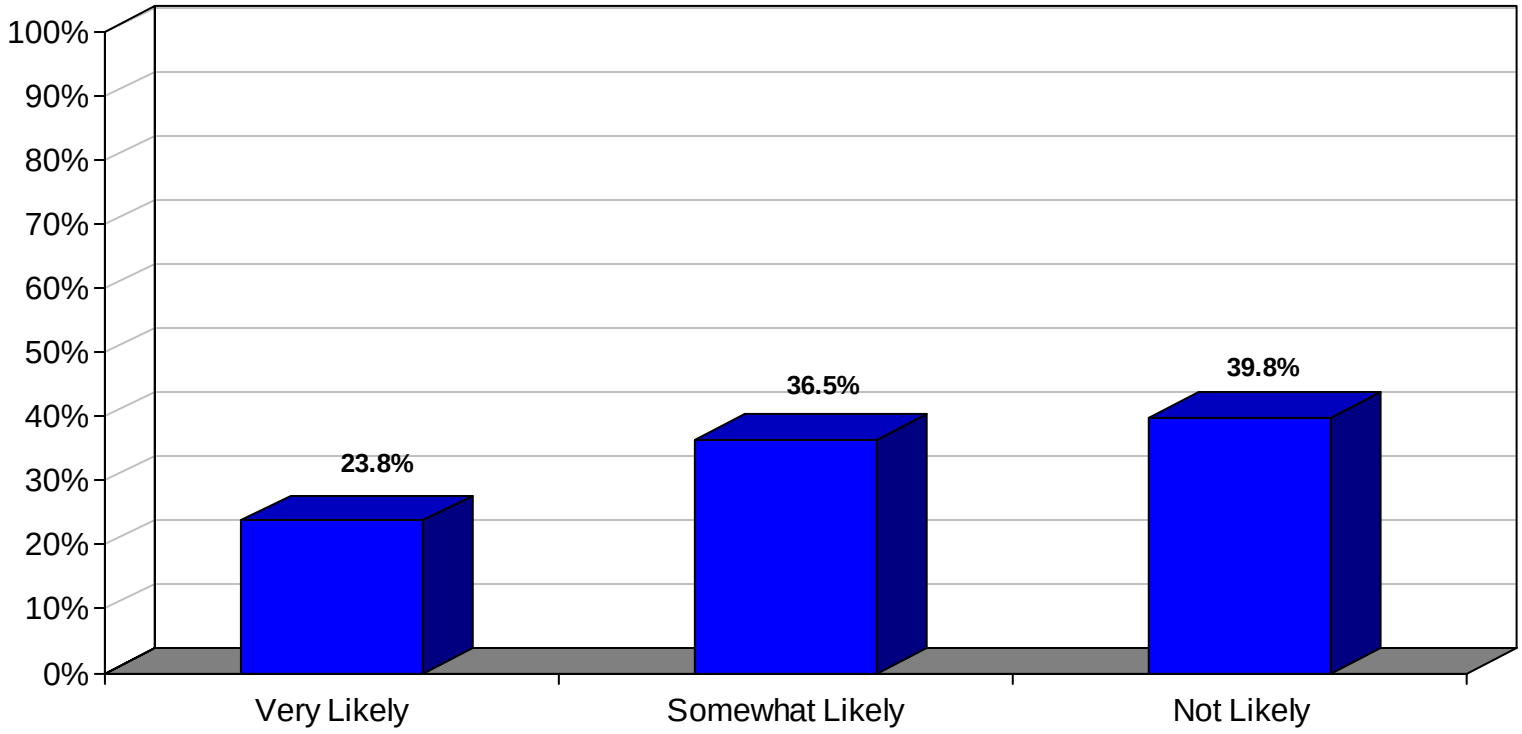

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Chart 4.14

"What is the most you would be willing to pay for a single distance learning course that would allow you to add or improve either your work-related math or writing skills?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES.]

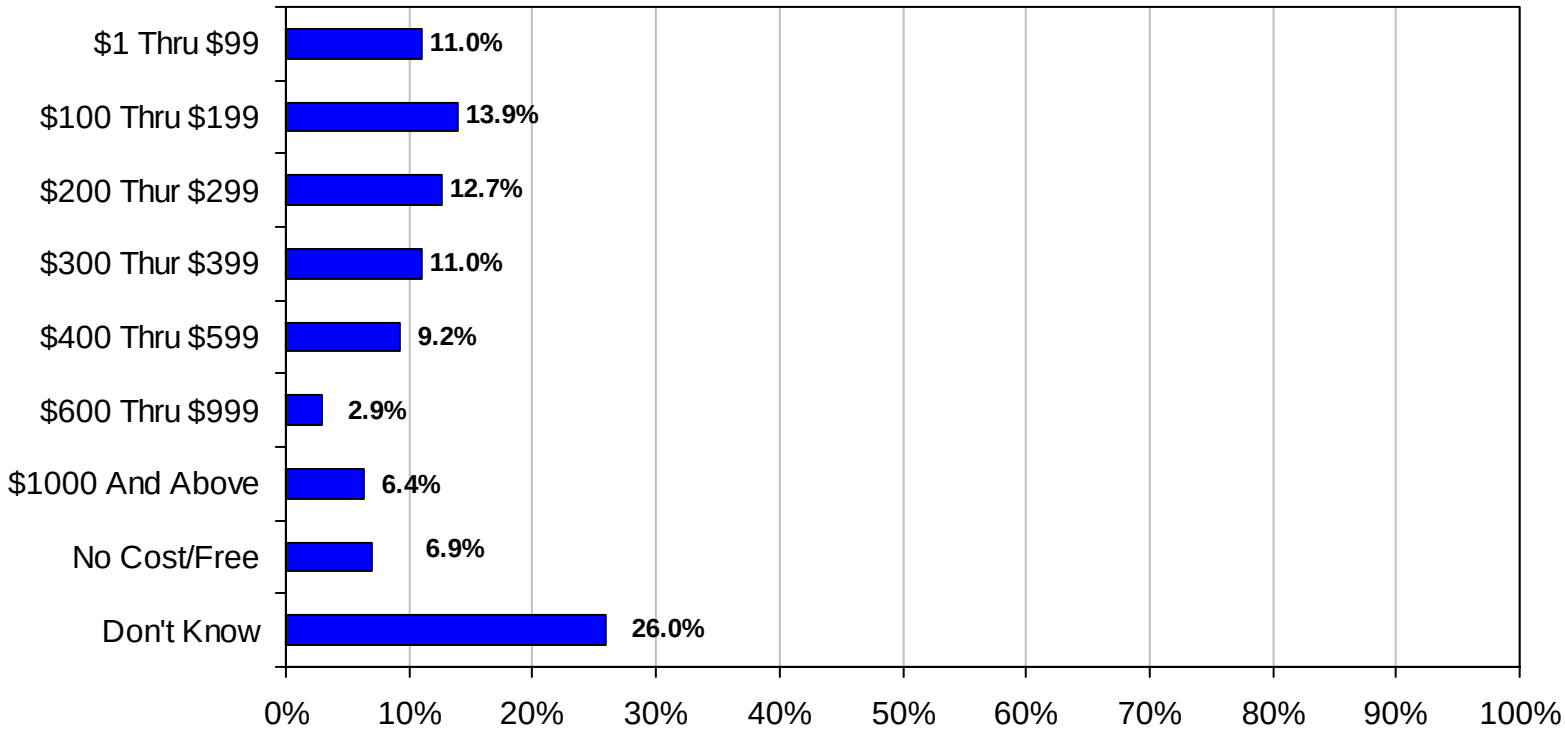

Chart 4.15

"Next, a Regent's Degree is a general bachelor's degree that builds on previously earned college credit, recognizes your work experiences, and allows you to complete your degree online. How interested would you be in pursuing a Regent's Degree . . . very interested, somewhat interested or not interested?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES.]

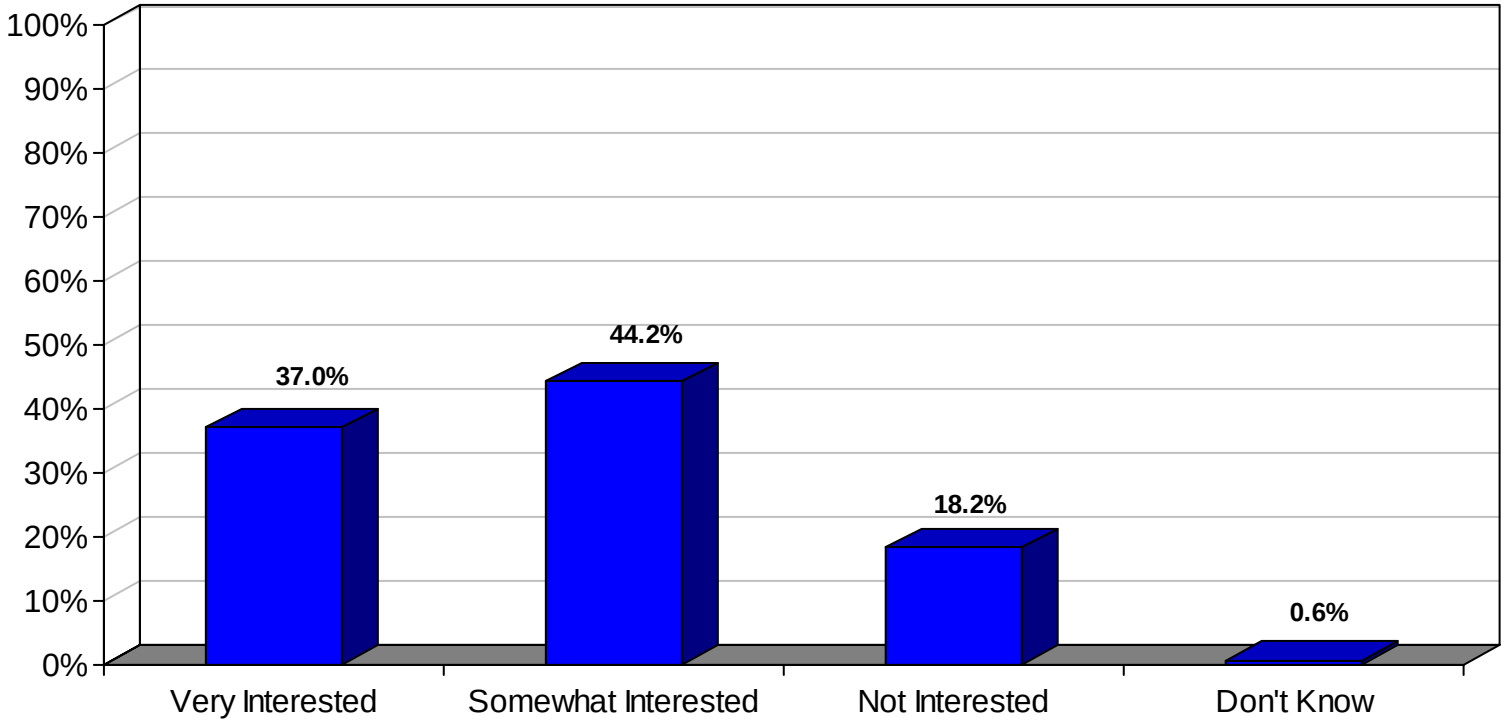

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Chart 4.16

"Which of the reasons below describes your interest in a Regent's Degree . . . to get a promotion or raise, to seek a new position with my current employer, to look for a new job with a new employer, for personal goals or satisfaction, or for some other reason?"

[ASKED OF EMPLOYED RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING COURSES AND INTERESTED IN A REGENT'S DEGREE.]

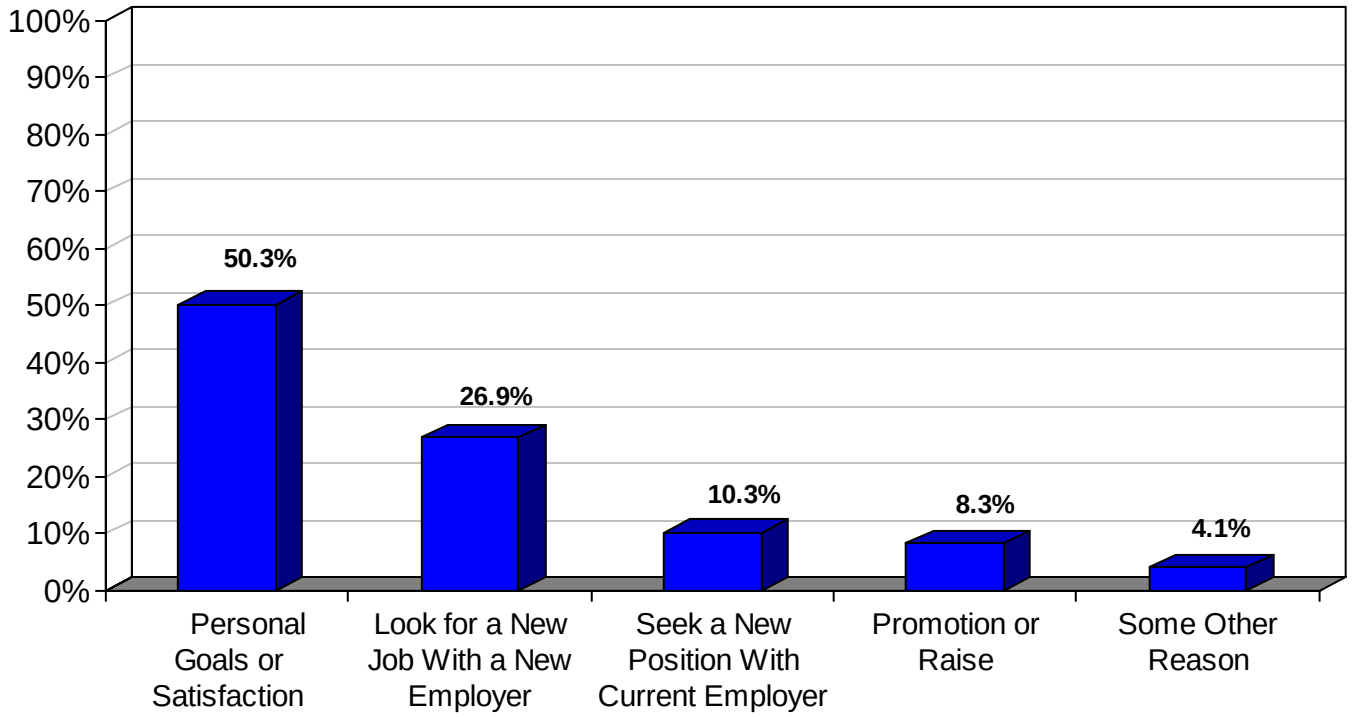

Chart 4.17

"Do you think distance learning classes cost the same amount, more, or less than a face-to-face class on campus?"

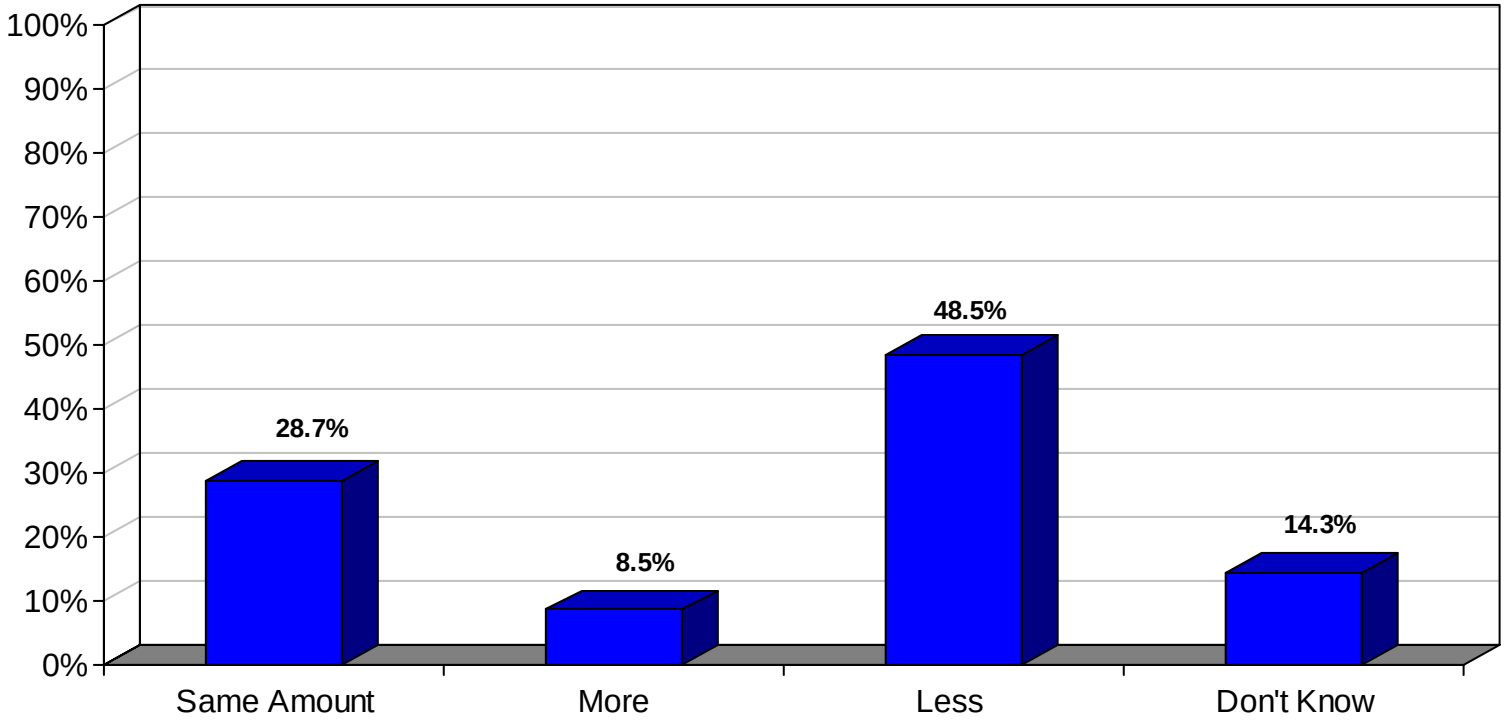

Chart 4.18

"Do you think a distance learning course is more difficult or less difficult than a face-to-face class . . . or do you think distance learning courses and face-to-face classes are equally difficult?"

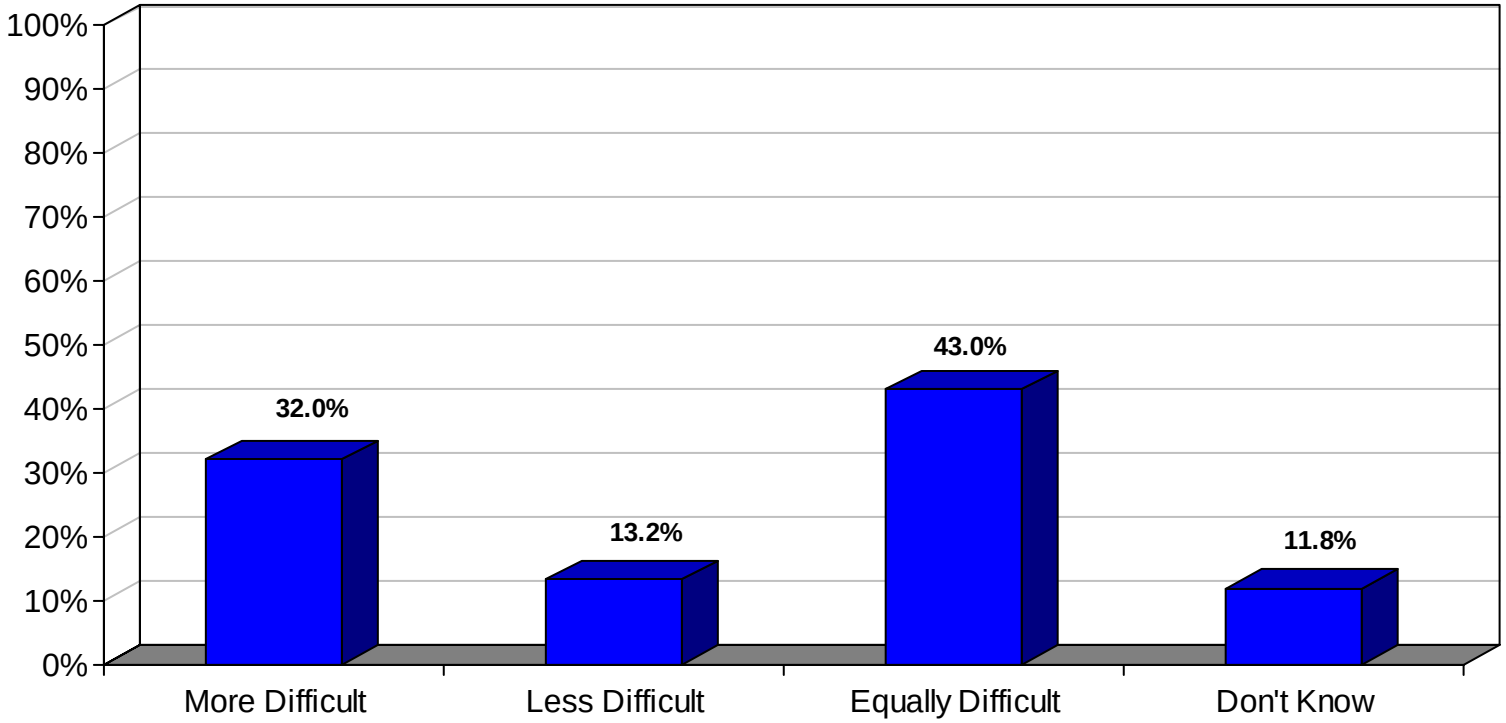

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Chart 4.19

"Do you think fulfilling the requirements of a distance learning course would take more time, less time, or about the same amount of time as a face-to-face class?"

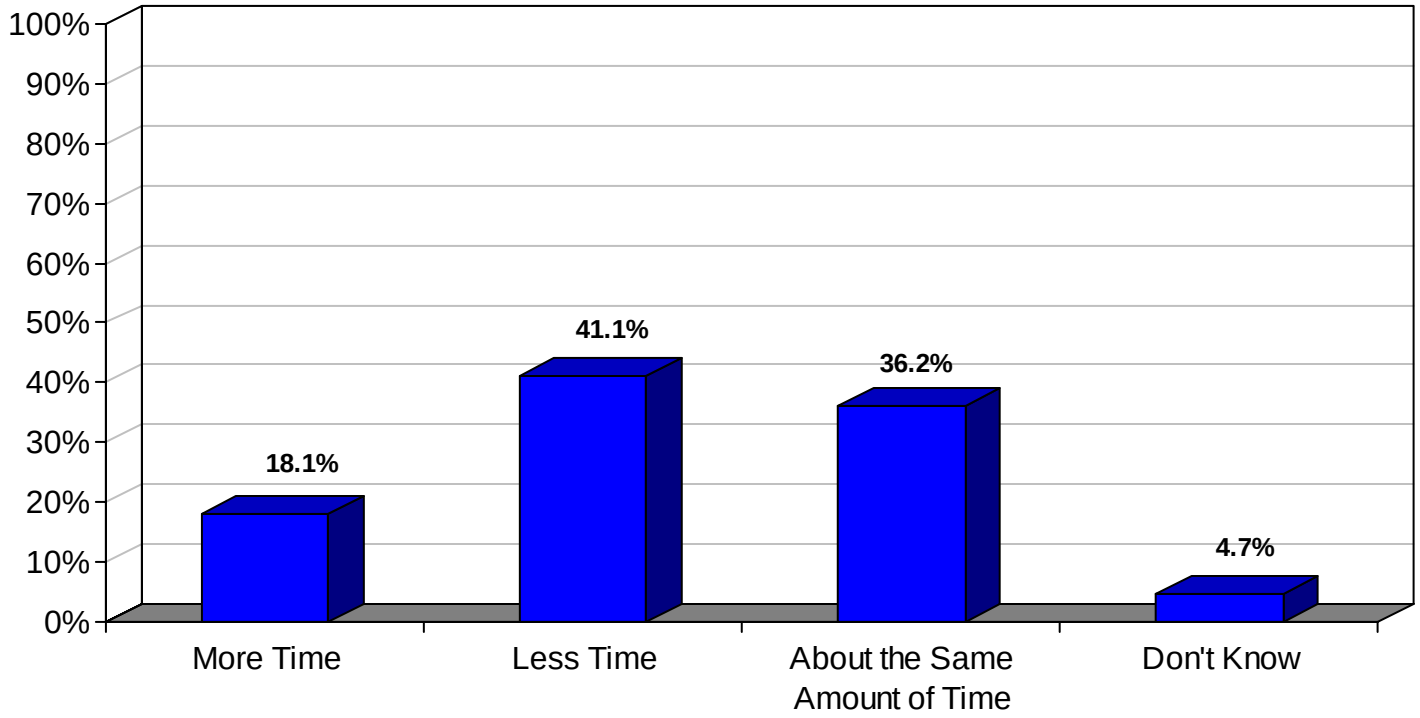

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Chart 4.20

"Would you say that you would need average, or above-average computer skills in order to take a distance learning course?"

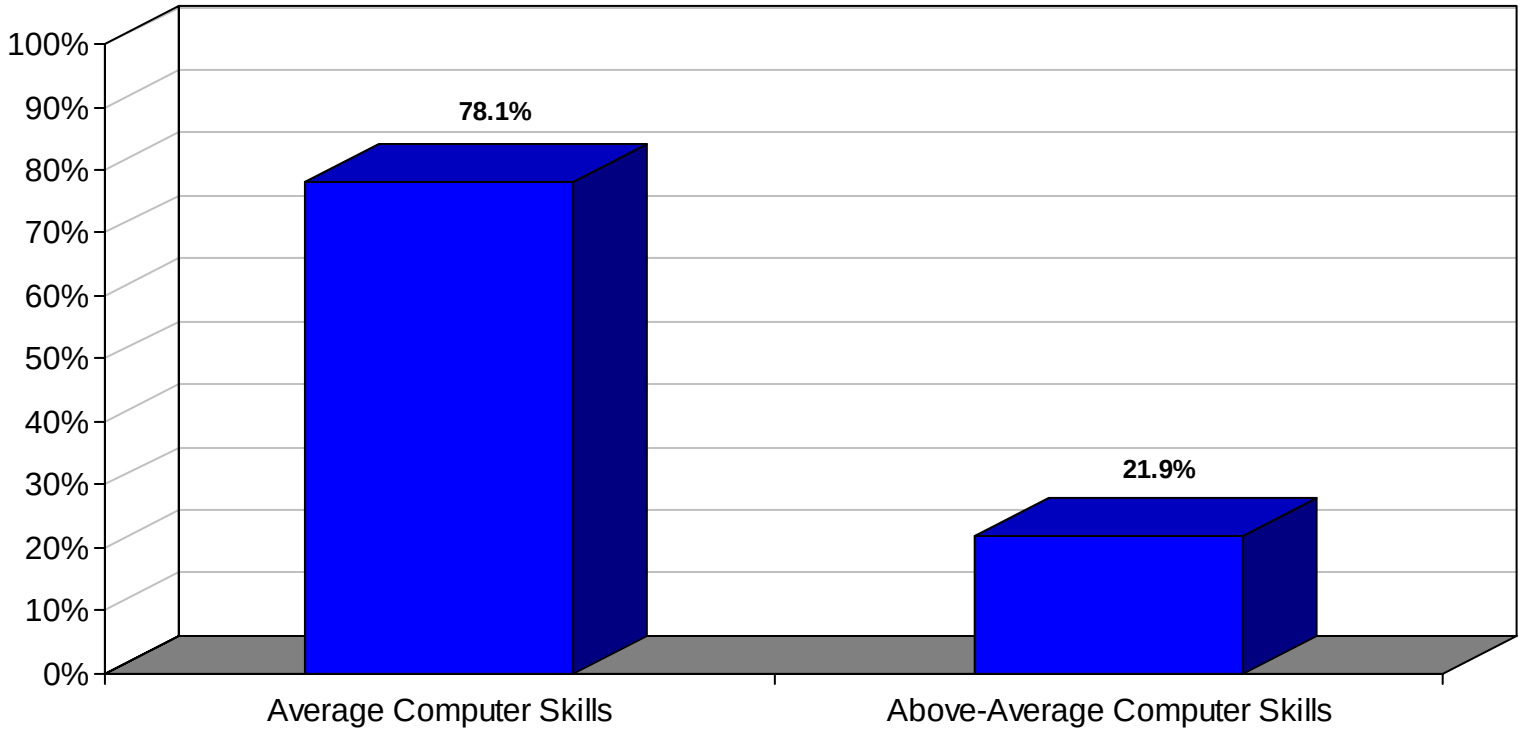

Chart 4.21

"Have you ever taken a college class online?"

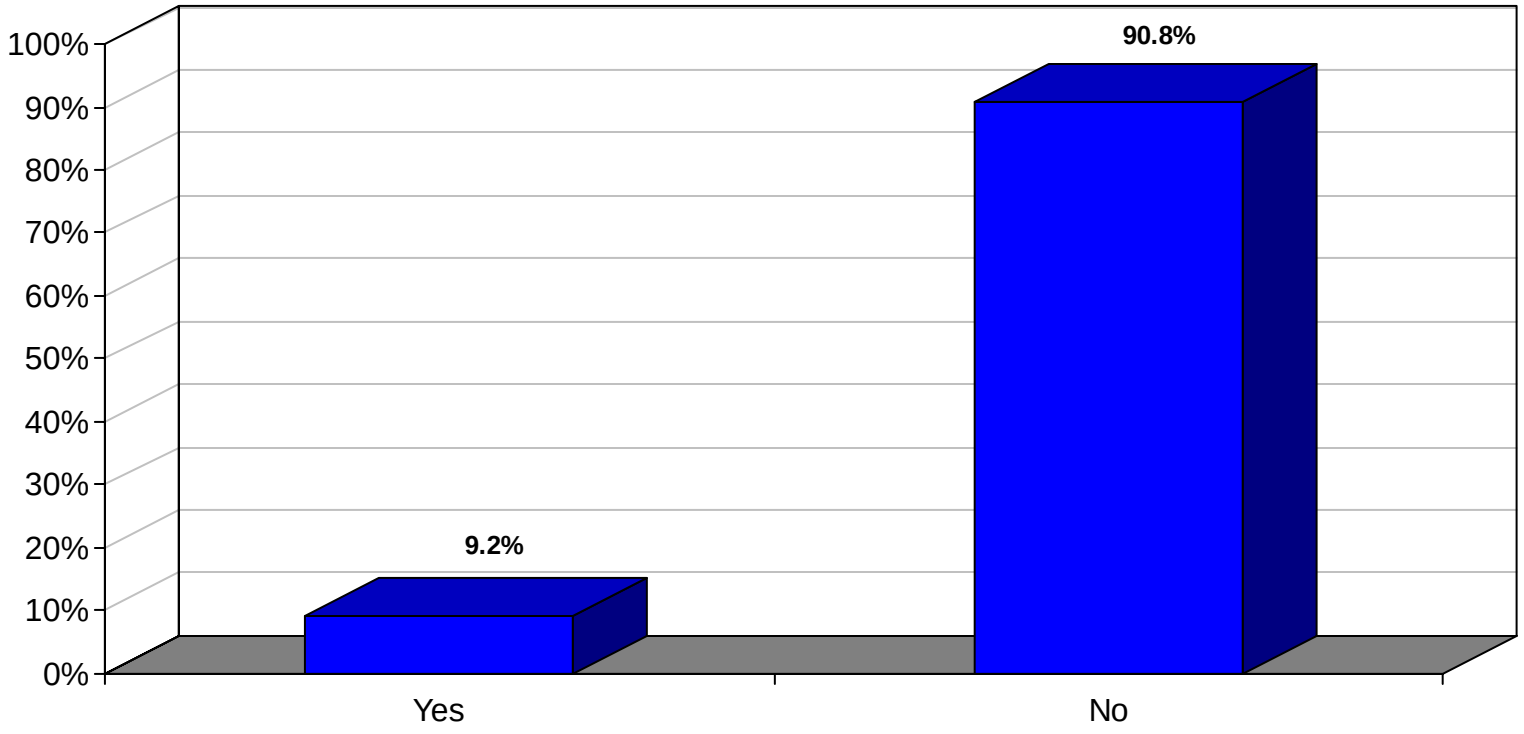

Chart 4.22

"Some people may have used 'distance learning' through their workplace or in other ways. Have you ever used 'distance learning', such as attended a work-related teleconference or taken a videotaped or televised class?"

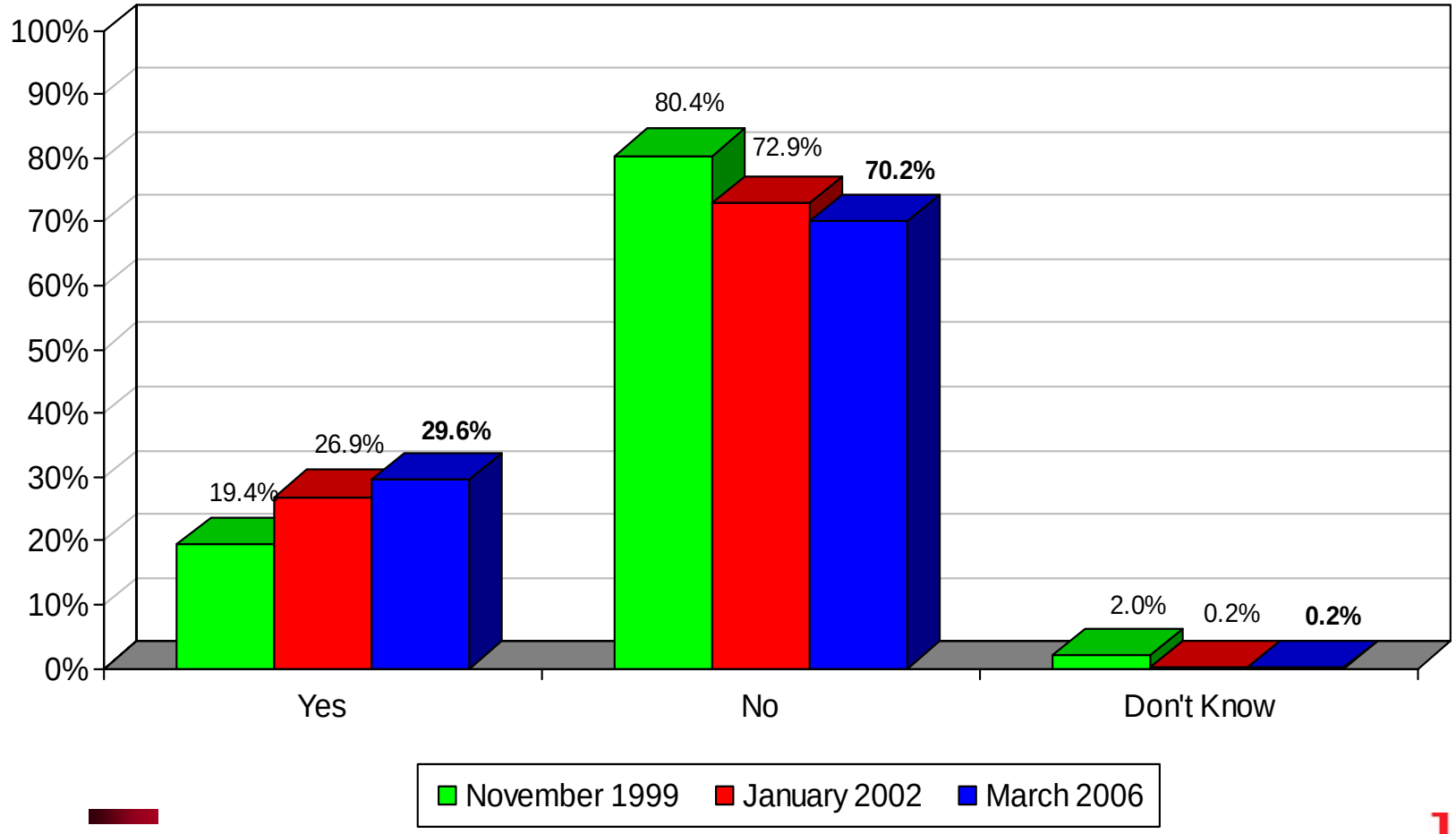

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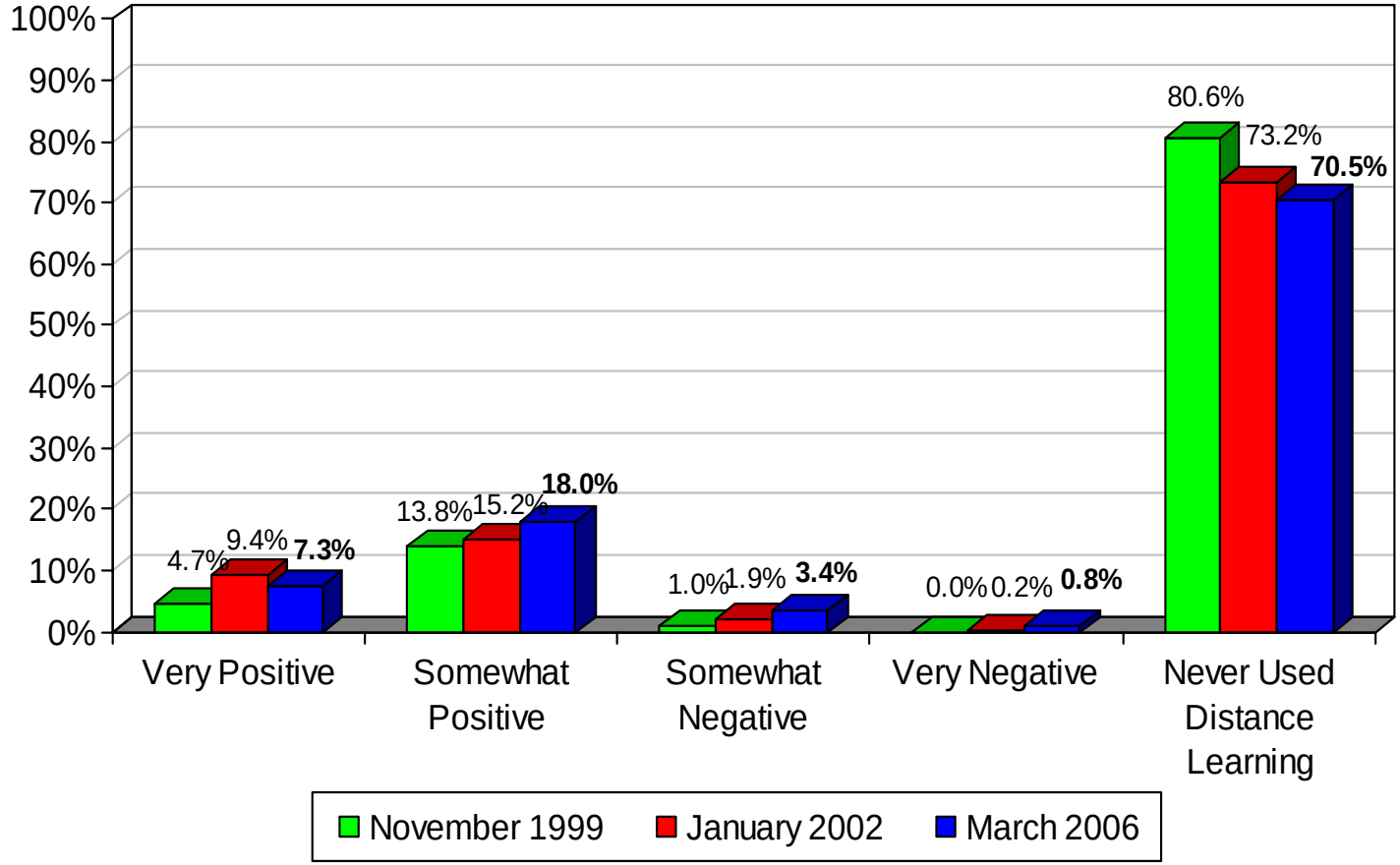
Chart 4.23

"Based on this previous experience with distance learning, would you say your experience was . . . very positive, somewhat positive, somewhat negative, or very negative?"



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