

2006 Distance Learning in Ohio Survey

Project Report For:

OHIO LEARNING NETWORK

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PROJECT REPORT FOR
OHIO LEARNING NETWORK

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OHIO LEARNING NETWORK

EXECUTIVE SUMMARY

The University of Cincinnati's Institute for Policy Research (IPR) surveyed a representative sample of adult residents of Ohio age 18 to 64 years of age who have earned college credit, but lack a Bachelor's degree for the Ohio Learning Network (OLN) in February and March 2006. The survey measured 1) education goals, 2) knowledge of, and interest in, distance learning programs and 3) technology use among these residents. Five hundred thirty-four (534) randomly selected Ohio adults 18 to 64 years of age who have earned college credit, but lack a Bachelor's degree were interviewed for the 2006 Distance Learning in Ohio Survey. The potential sampling error for the survey is +/-4.2%. The survey was conducted between February 20 and March 7, 2006.

Several conclusions can be drawn from this survey:

PERSONAL EDUCATION GOALS

- Sixty-one percent of Ohioans who do not hold a Bachelor's degree but have taken college courses for credit say it is important for them to obtain a college degree. Thirty-nine percent of these respondents are interested in earning a Bachelor's degree, while 20 percent are interested in earning an Associate's degree and 20 percent are interested in earning a graduate degree. The percentage of respondents who say obtaining a college degree is important declined from 69 percent in 2002.
- As in previous surveys, respondents most frequently say it is important to obtain a college degree or certificate in order to advance their career. Survey respondents also frequently mention personal satisfaction as a reason that obtaining a degree is important to them.
- As in previous surveys, health care and business are mentioned most frequently as areas of interest among respondents who both place an importance on obtaining a college degree and who express an interest in obtaining that degree.
- Money/financial aid continue to be most frequently mentioned when respondents who both place an importance on obtaining a college degree and who express an interest in obtaining that degree are asked what would help them most in completing a degree program at a college or university.
- Sixty percent of respondents say they were limited in some way from completing a college degree program. Financial reasons and family obligations are offered more frequently than other reasons among survey respondents when asked what limited them in completing their degree program.

COMPUTER USE

- Eighty-eight percent of survey respondents report having a computer in their home. In 1999, 70 percent of survey respondents reported having a computer in their home.
- Ninety-one percent of respondents with a home computer have an Internet connection. More of these respondents have high-speed (63%) Internet connections than have dial-up (36%) connections.

DISTANCE LEARNING

Awareness of Distance Learning

- Awareness of distance learning has risen from 53 percent in 1999 to 78 percent in the 2006 survey.
- Twenty-seven percent of survey respondents who are aware of distance learning say they have heard of “OhioLearns!,” and 14 percent of these respondents say they have searched the “OhioLearns!” catalog.
- Eleven percent of survey respondents who are aware of distance learning say they have heard of “www.e4meohio.org.”

Interest in Taking Distance Learning Courses

- Forty-five percent of survey respondents indicate an interest in taking college classes through distance learning. The percentage of survey respondents interested in taking college classes through distance learning is down from 59 percent in January 2002. Additional surveys will be necessary to determine if this is a temporary difference or an indication of a decline in interest.
- Respondents indicating an interest in distance learning cite convenience and accessibility more frequently than other reasons for interest in taking distance learning courses.
- Respondents not interested in taking classes through distance learning most frequently say they are not interested in taking college classes at this time.
- As was the case in 2002, respondents interested in distance learning more frequently say they are likely to enroll in a course that offers instruction through technology only (58%) as opposed to a course that offers a mix of technology and classes held on a campus (39%).
- Seventy-eight percent of survey respondents interested in distance learning express interest in a distance learning program that would allow them to pursue a Bachelor’s degree at a two-year college close to their home.

Employed Respondent Interest in Distance Learning Courses

- Twenty-seven percent of employed respondents interested in distance learning say they are “very likely” to take courses that would improve math skills; 24 percent of these respondents say they are “very likely” to take courses that would improve writing skills.
- Thirty-seven percent of employed survey respondents interested in distance learning say they are “very interested” in a Regent’s degree.

Perceptions of Distance Learning Cost, Difficulty, Time Commitment and Necessary Computer Skills

- Respondents most frequently say the cost of distance learning is less than a face-to-face class on campus.
- Respondents most frequently view distance learning courses and face-to-face courses as equally difficult.
- Respondents most frequently view distance learning courses as taking less time than face-to-face courses.
- Respondents say distance learning courses require average computer skills far more frequently than above-average skills.

Past Experience with Distance Learning Classes

- Nine percent of respondents say they have taken a college class online, while 30 percent of respondents say they have used distance learning through their workplace or in other ways.

PROJECT REPORT FOR OHIO LEARNING NETWORK

INTRODUCTION

The University of Cincinnati's IPR surveyed a representative sample of adult residents of Ohio age 18 to 64 years of age who have earned college credit, but lack a Bachelor's degree for Ohio Learning Network (OLN) in February and March 2006.¹ The survey measured 1) education goals, 2) knowledge of, and interest in, distance learning programs and 3) technology use among these residents. The survey replicates several questions that were asked in the 1999 and 2002 OLN Surveys, and includes new questions unique to the 2006 survey.

Five hundred thirty-four (534) randomly selected Ohio adults age 18 to 64 who have earned college credit, but lack a Bachelor's degree were interviewed for the 2006 Distance Learning in Ohio Survey. Interviews were conducted by telephone between February 20 and March 7, 2006 by a centrally supervised interviewing staff at the IPR. The potential sampling error for the survey is +/-4.2 percent. In 95 of 100 cases, the statewide estimates will be accurate to plus or minus 4.2 percent of the result that would have been obtained if all Ohioans who have earned college credit, but do not hold a Bachelor's degree were interviewed. Results reported for subgroups have potential for somewhat larger variation than those for the entire population.

Selected demographic and geographic variations in results are noted in the text. Appendix A contains detailed tabular breakdowns of responses to the questions. Appendix B provides a full description of sampling and interviewing procedures. The questionnaire can be found in Appendix C.

¹ Note: For the purposes of this report, references to the population of study, adult residents of Ohio age 18 to 64 years of age who have earned college credit, but lack a Bachelor's degree, are shortened to remove age but retain population descriptions such as "Ohioans who have earned college credit, but do not hold a Bachelor's degree" or "survey respondents."

I. DEMOGRAPHIC PROFILE OF OHIOANS WITH SOME COLLEGE EDUCATION

In February and March 2006, the IPR conducted the 2006 Distance Learning in Ohio Survey with a representative sample of adult Ohioans 18 to 64 years of age who have earned college credit, but lack a Bachelor's degree. The table below presents a demographic and geographic profile of the survey respondents.

Demographic and Geographic Profile of Survey Respondents

	<u>Percent</u>	<u>N</u>
Age		
18 to 29	20.8	109
30 to 45	36.6	192
46 to 64	42.7	224
Sex		
Male	36.1	193
Female	63.9	341
Race		
African-American	12.4	62
White	87.6	440
Total Household Income		
Less than \$20,000	12.7	53
\$20,000 to \$39,999	25.6	107
\$40,000 to \$59,999	23.9	100
\$60,000 or more	37.8	158
Education		
Associate's degree	27.7	148
Took college classes for credit only	72.3	386
Marital Status		
Married	53.9	284
Widowed	2.7	14
Divorced/Separated	16.7	88
Never married	26.8	141
Employment Status		
Working full-time	62.8	334
Working part-time	12.6	67
Not working/Retired/Disabled	9.4	50
Student/Keeping house	15.2	81

Demographic and Geographic Profile of Survey Respondents

	<u>Percent</u>	<u>N</u>
Children in Household		
None	51.3	274
One	18.2	97
Two	20.4	109
Three or more	10.1	54
Adults in Household		
One	21.9	116
Two	53.1	281
Three or more	24.9	132
Household Size		
One	14.0	74
Two	29.1	154
Three	19.3	102
Four	21.4	113
Five or more	16.3	86
Own or Rent Home		
Own	73.0	370
Rent	27.0	137
Urban/Suburban/Rural Counties		
Urban counties	43.4	232
Suburban counties	29.8	159
Rural, small city	26.8	143
OLN Regions		
Northeast	13.9	74
Northwest	10.7	57
North Central	17.4	93
Central	16.5	88
Southeast	7.7	41
Southwest	33.9	181
Have Computer in the Home		
Yes	88.0	470
No	12.0	64
Internet Connection at Home		
High-speed	50.9	268
Dial-up	29.4	155
No working computer in home	19.7	104

- Variation exists between the demographic and geographic profile of survey respondents in 2006 and 2002. While some demographic and geographic subgroup categories are similar in both years, larger variation exists in others. Two of the more notable differences in demographic and geographic sample composition between the 2006 and 2002 surveys are:
 - The percentage of survey respondents 46 to 64 years of age (43%) is higher in the present survey than was the case in 2002 (30%); and
 - The percentage of survey respondents living in the Northeast OLN region (14%) is lower than was the case in 2002 (22%), while the percentage living in the Southwest OLN region (34%) is higher than was the case in 2002 (27%).

II. PERSONAL EDUCATION GOALS

At the beginning of the interview, respondents were asked if they are currently enrolled in college classes for credit. Seventeen percent of survey respondents are enrolled in college classes for credit at the present time, while 83 percent are not (Table 2.1, Chart 2.1).

Table 2.1

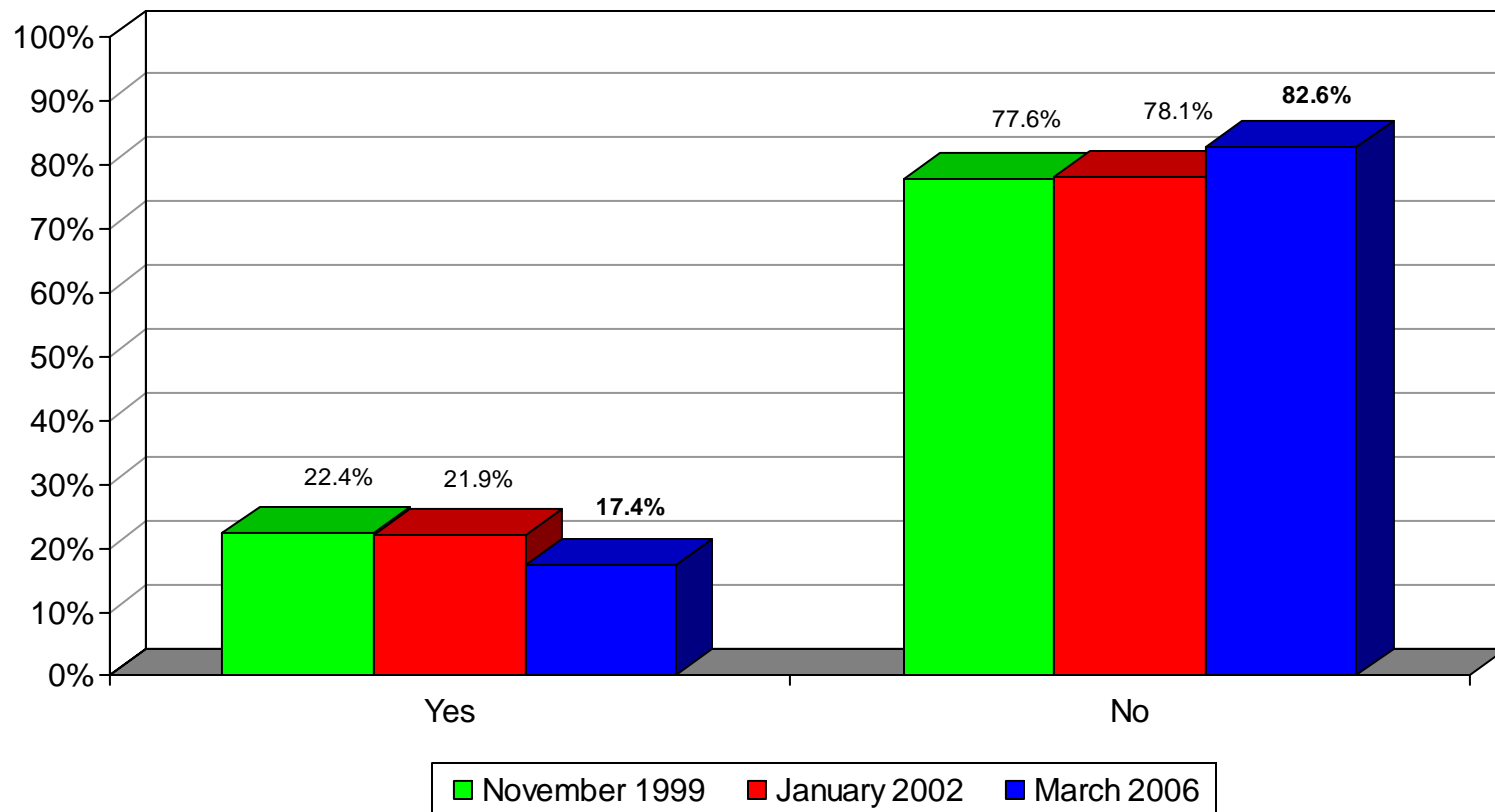
“Are you presently enrolled in any college classes for credit?”

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Yes	22.4%	21.9%	17.4%
No	77.6	78.1	82.6
	(N=519)	(N=520)	(N=534)

- Survey respondents 18 to 29 years of age and those earning annual household incomes of less than \$20,000 are among those who report they are enrolled in college classes for credit more frequently than other respondents in their demographic subgroup.

Chart 2.1

“Are you presently enrolled in any college classes for credit?”



Ohioans who have earned college credit, but do not hold a Bachelor’s degree were also asked how important it is to them that they obtain a college degree. A majority (61%) of respondents say that obtaining a college degree is important (either “very” or “somewhat”) to them (Table 2.2, Chart 2.2). Forty-two percent say it is “very important,” while 20 percent say earning a college degree is “somewhat important” to them. Thirty-nine percent of survey respondents say obtaining a college degree is “not very important” (21%) or “not at all important” (18%) to them.

Table 2.2

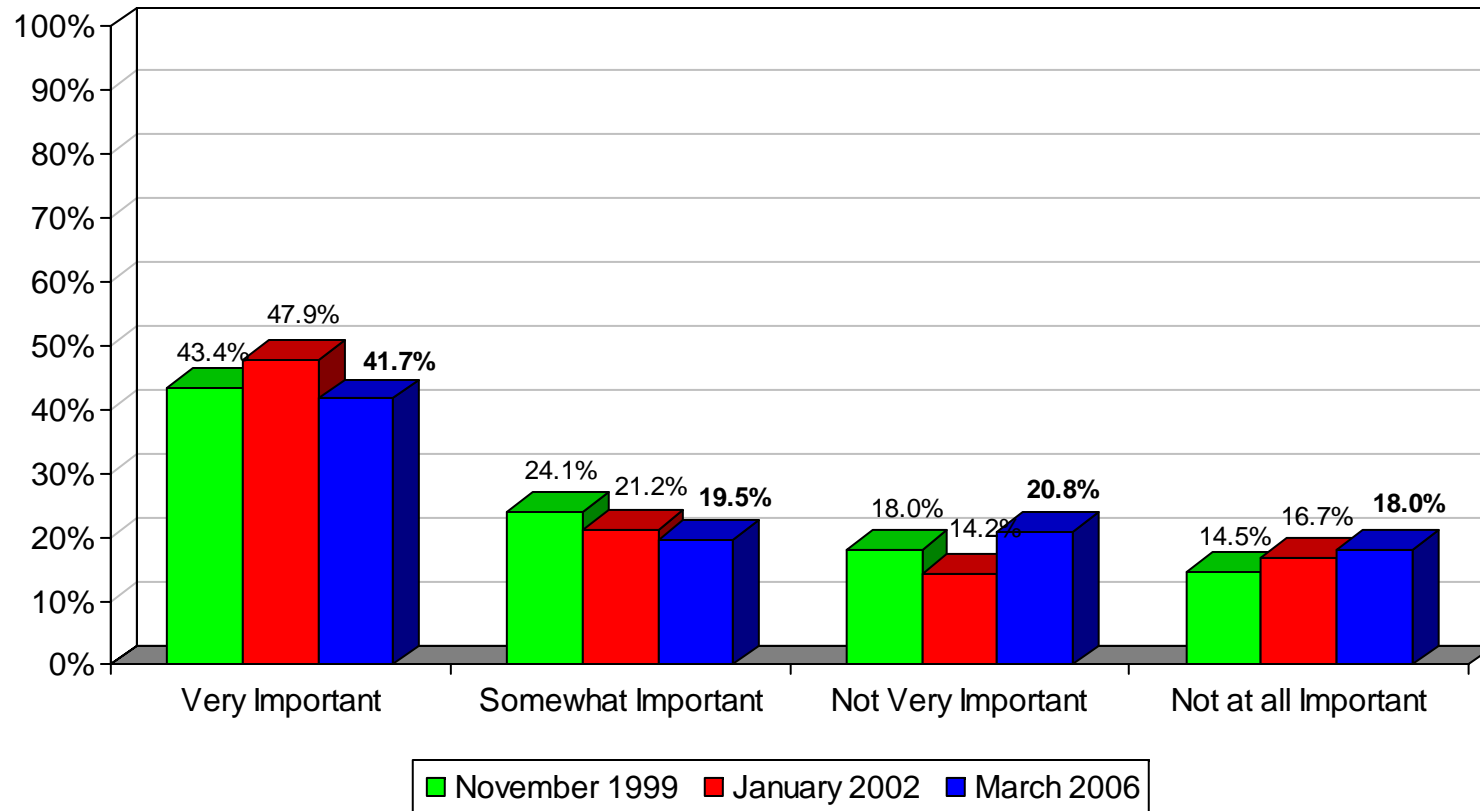
“Now thinking about your personal education goals . . . how important is it to you to obtain a college degree? Is it very important, somewhat important, not very important, or not at all important to you?”

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Very Important	43.4%	47.9%	41.7%
Somewhat Important	24.1	21.2	19.5
Not Very Important	18.0	14.2	20.8
Not at all Important	14.5	16.7	18.0
	(N=518)	(N=520)	(N=533)

- Survey respondents reporting that obtaining a college degree is “very important” to them more frequently than other respondents in their demographic subgroup include:
 - respondents 18 to 29 years of age;
 - those earning annual household incomes under \$20,000;
 - African-American respondents; and
 - women.
- A majority of respondents age 46 to 64 (56%) say it is “not important” (either “not very” or “not at all”) that they obtain a college degree.
- The percentage of survey respondents reporting that obtaining a college degree is important (either “very” or “somewhat”) declined from 69 percent in 2002 to 61 percent in 2006.

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?”



Survey respondents who say it is important (either “very” or “somewhat”) to obtain a college degree were asked to specify the highest degree they are interested in pursuing. Thirty-nine percent of respondents are interested in obtaining a Bachelor’s degree, while 20 percent are interested in an associate’s degree and 20 percent are interested in obtaining a graduate degree (Table 2.3, Chart 2.3). An additional 11 percent are interested in taking additional college classes and four percent of survey respondents who say it is important to obtain a college degree express interest in completing a certificate program.

Table 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.)

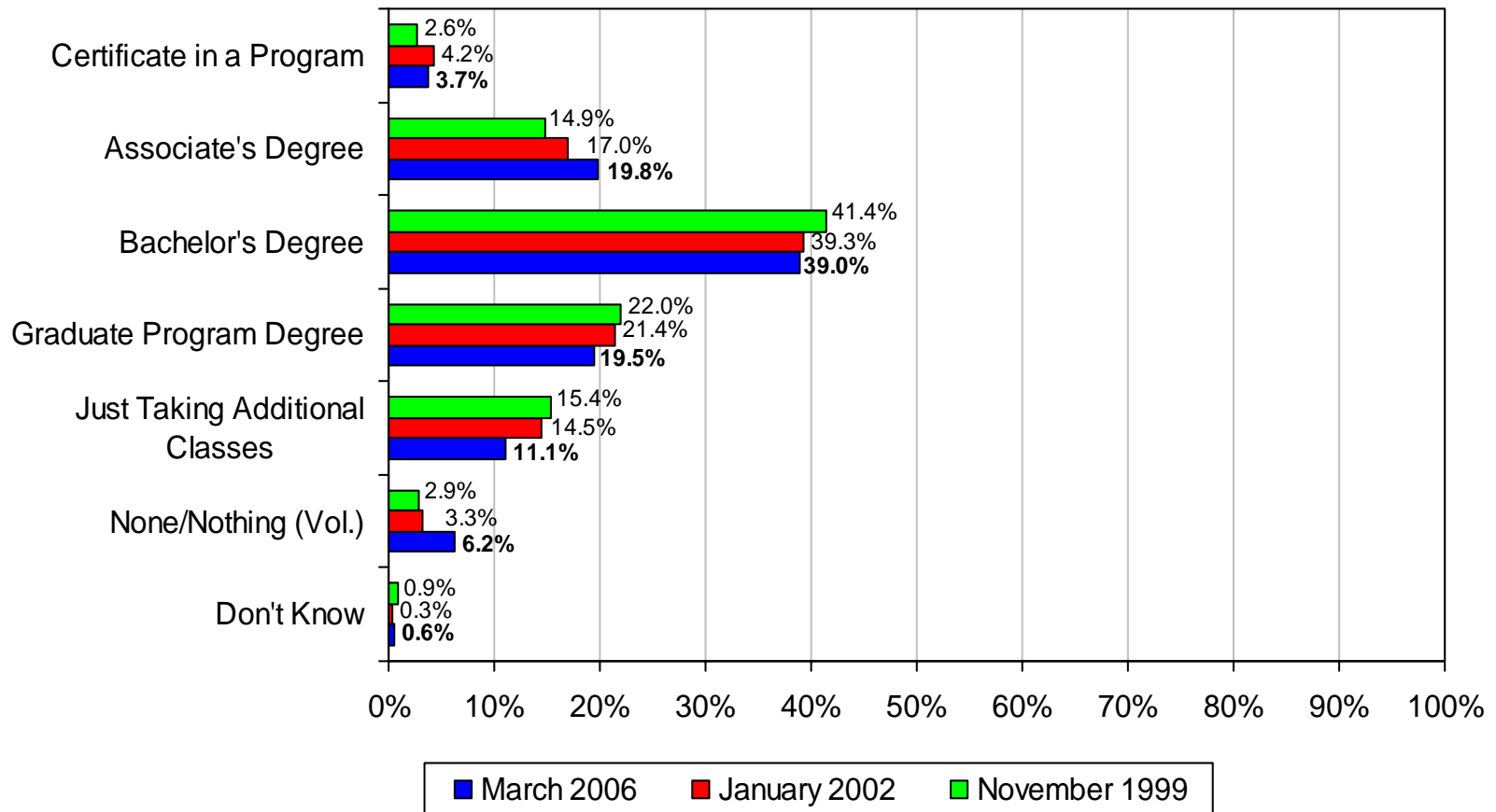
	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Bachelor's Degree	41.4%	39.3%	39.0%
Associate's Degree	14.9	17.0	19.8
Graduate Program Degree	22.0	21.4	19.5
Just Taking Additional Classes	15.4	14.5	11.1
Certificate in a Program	2.6	4.2	3.7
None/Nothing (Vol.)	2.9	3.3	6.2
Don't Know	0.9	0.3	0.6
	(N=350)	(N=359)	(N=323)

- Respondents in all age groups express interest in a Bachelor’s degree more frequently than any other type of degree program.
- Respondents 18 to 29 years of age express interest in obtaining a graduate degree more frequently than older respondents.

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.]



Respondents who 1) say it is important to obtain a college degree and 2) are interested in completing a degree or certificate program were asked why they would like to earn a college degree or certificate. Forty-five percent say a college degree or certificate would advance their career, while 30 percent have a personal goal they would like to achieve (Table 2.4, Chart 2.4). An additional 18 percent say they would like to earn a degree in order to earn more money and three percent say a degree is necessary or important in order for them to keep their current job.

Table 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.)²

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Career Advancement	43.5%	47.3%	45.1%
Personal Goal/Satisfaction	26.1	29.3	29.5
Earn More Money	14.1	15.6	18.2
To Keep My Job	7.8	3.1	3.4
Other	8.1	4.4	2.3
Don't Know	0.4	0.3	1.5
	(N=283)	(N=294)	(N=264)

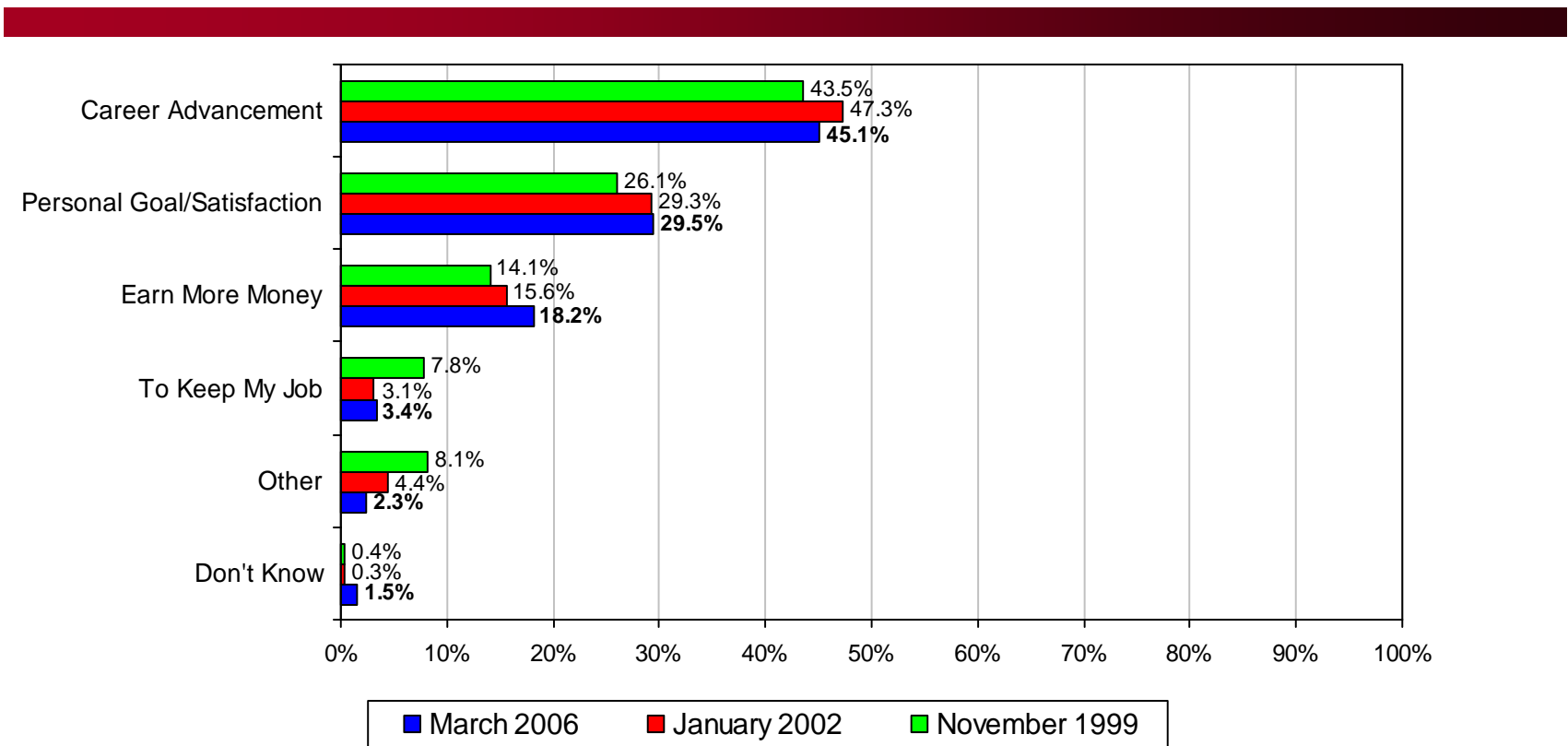
- The most frequently cited reason that respondents in all age groups offer for their interest in obtaining a degree is that doing so would allow them to advance their career.

² 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 2.4

“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.

Respondents interested in obtaining a degree were also asked to specify the major field or area of study they are most interested in. Twenty-six percent are most interested in nursing or the health care field and 23 percent are interested in a business related field of study (Table 2.5, Chart 2.5). Other fields of interest identified by respondents are displayed in Table 2.5, below.

Table 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.)³

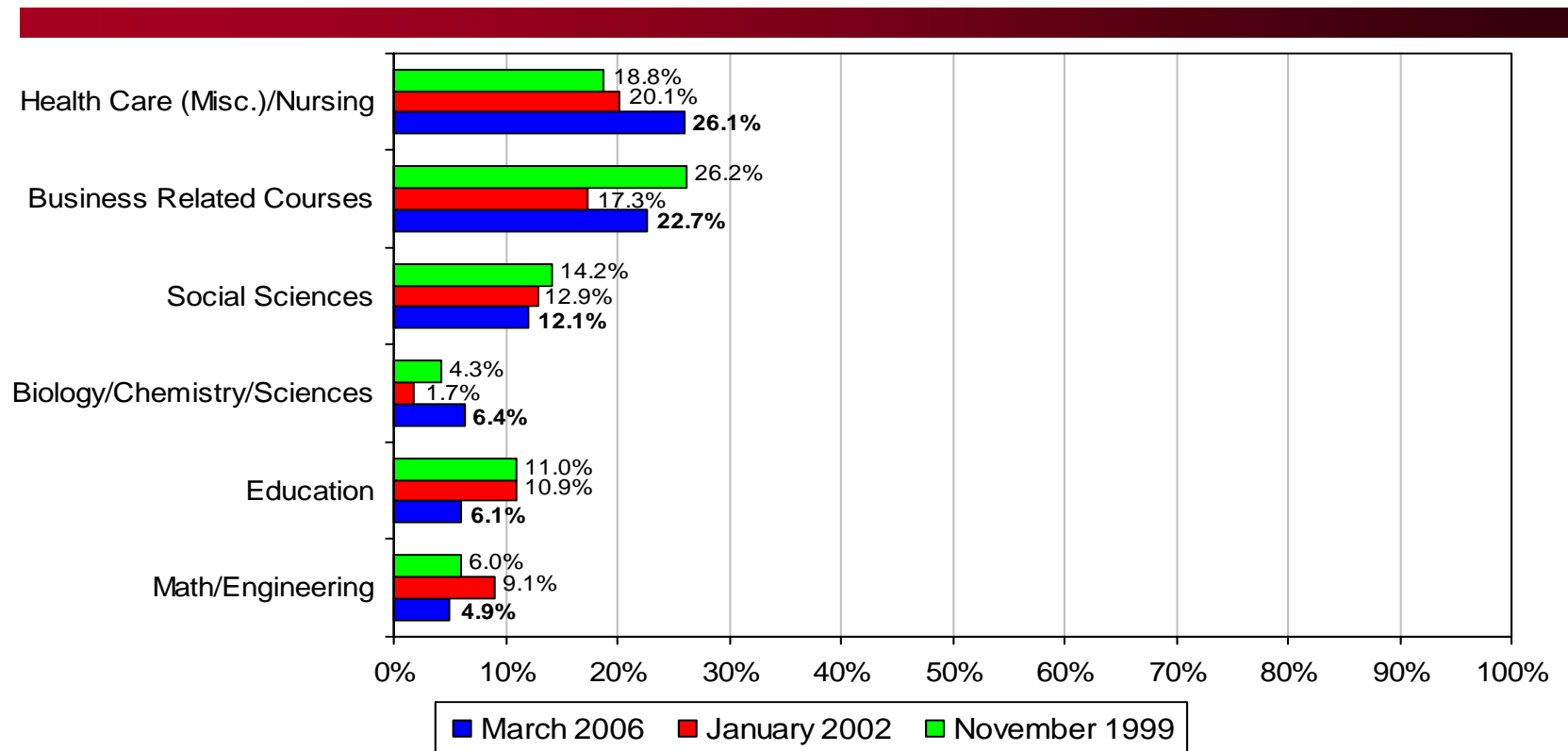
	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Health Care (Misc.)/Nursing	18.8%	20.1%	26.1%
Business Related Courses	26.2	17.3	22.7
Social Sciences	14.2	12.9	12.1
Biology/Chemistry/Sciences	4.3	1.7	6.4
Education	11.0	10.9	6.1
Math/Engineering	6.0	9.1	4.9
Humanities/Liberal Arts	2.8	3.7	4.5
Fine Arts/Performing Arts	3.9	5.4	3.8
Computers/Comp Sci/Programming	6.4	7.8	3.4
Media and Communications	1.1	3.4	1.5
Other	3.9	6.1	7.2
Don't Know	1.4	1.4	1.1
	(N=282)	(N=294)	(N=264)

- Some variation in field of interest exists between and within demographic and geographic subgroups. For example, men most frequently express interest in a business degree, while women most frequently express interest in a health care degree.

³ 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

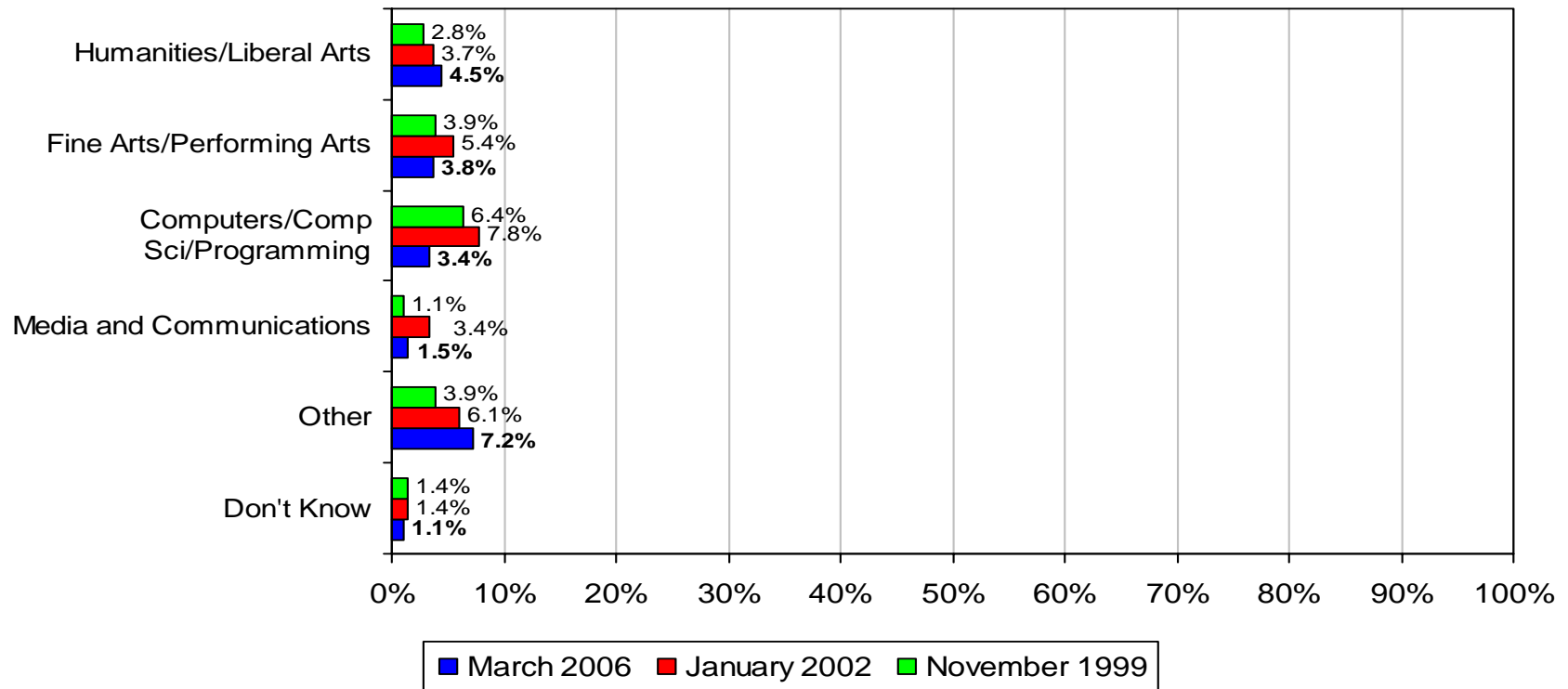
“What one major field or area of study are you most interested in?”*
 [ASKED OF RESPONDENTS WHO SAY IT IS IMPORTANT THAT THEY OBTAIN A COLLEGE DEGREE AND
 ARE INTERESTED IN OBTAINING A COLLEGE DEGREE.] (CHART 1 OF 2)



***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.

As in previous surveys, respondents who 1) are interested in obtaining a degree and 2) see earning a degree as important identify money or time as things that would be most helpful in completing a degree program (Table 2.6, Chart 2.6). Forty-seven percent say money or financial aid would be most helpful in completing a degree program, while 21 percent say additional time would be most helpful. Other responses are summarized in Table 2.6, below.

Table 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.)⁴

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Money/Financial Aid	35.3%	43.9%	47.3%
More Time/Not Enough Time	18.4	16.7	20.6
Convenience/Flexible Scheduling	11.0	7.5	5.7
Access to Classes over WWW	2.5	3.7	3.8
Moral Support/Mentoring	2.5	2.7	3.4
Nothing	2.5	4.4	3.1
Lower Costs/Tuition	3.2	3.4	1.5
Child Care	2.1	3.1	1.1
Other	18.4	12.9	10.7
Don't Know	4.2	1.7	2.7
	(N=283)	(N=294)	(N=262)

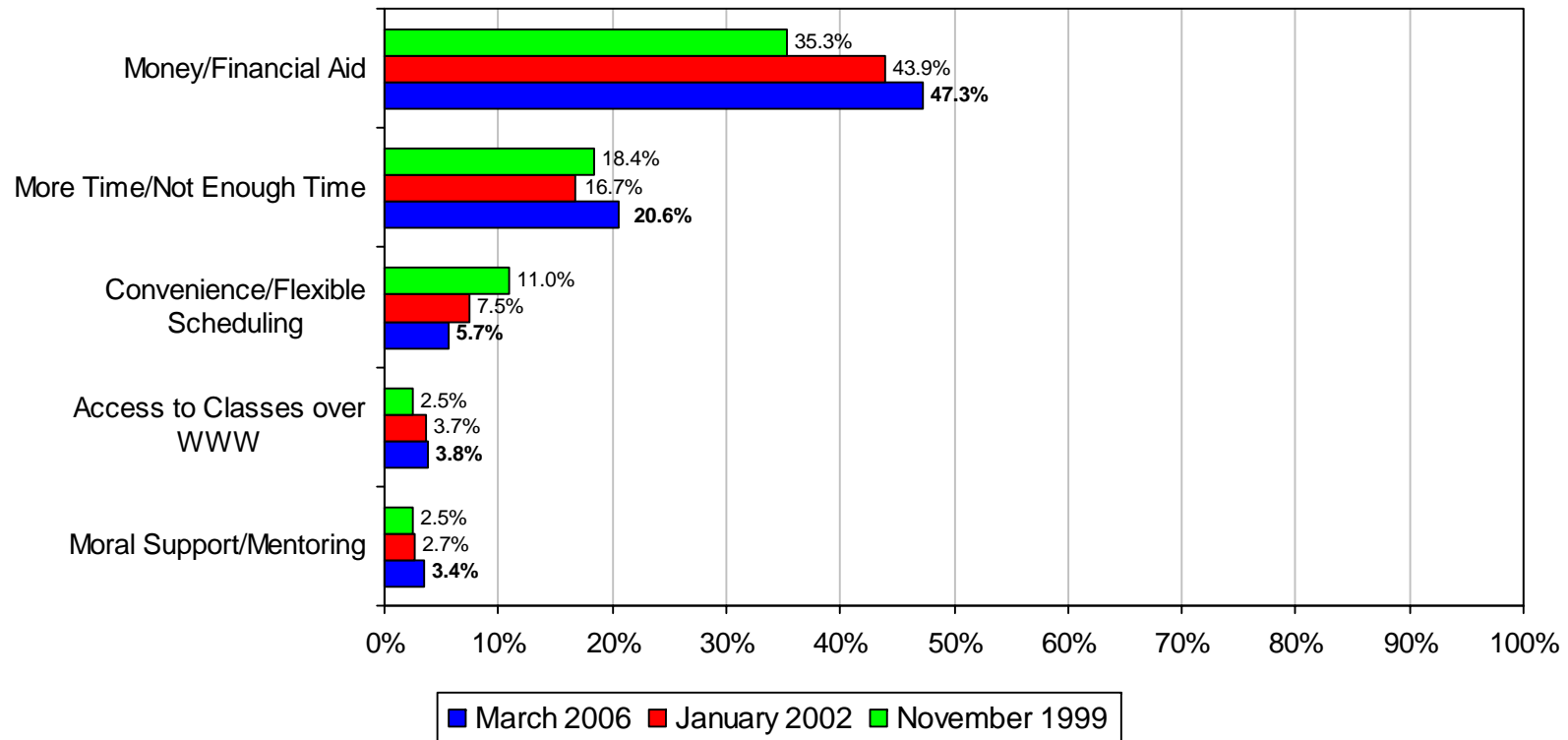
- Respondents 46 to 64 years of age and women report that money/financial aid would help them most in completing a degree program more frequently than other respondents in their demographic subgroup.
- The percentage of respondents mentioning money/financial aid has increased by 12 percentage points since 1999.

⁴ 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 1 OF 2)

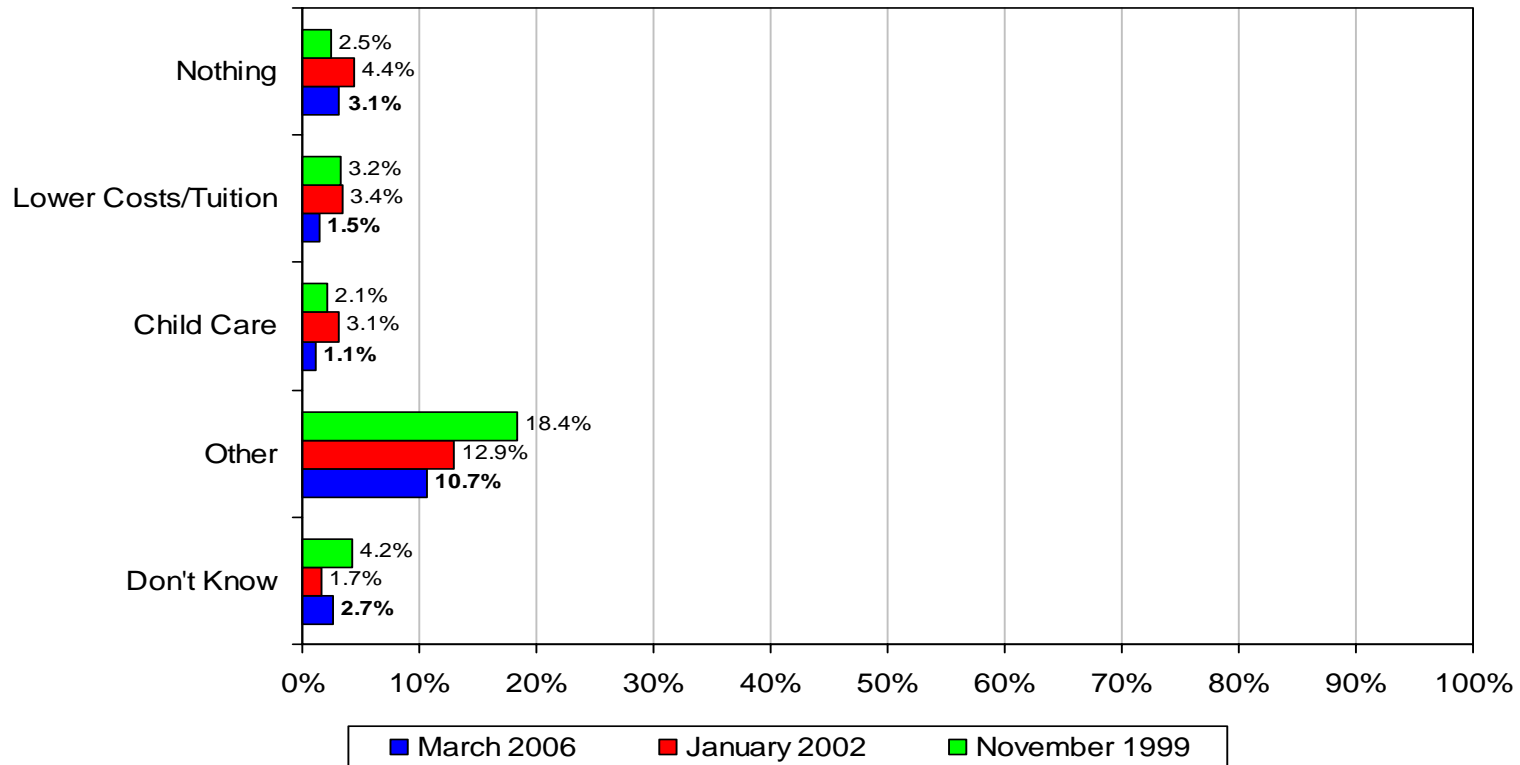


*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the 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.

Next, all survey respondents were asked whether anything limits/limited them in any way from completing a degree program. Sixty percent of survey respondents say something has limited them from completing a degree program (Table 2.7, Chart 2.7).

Table 2.7

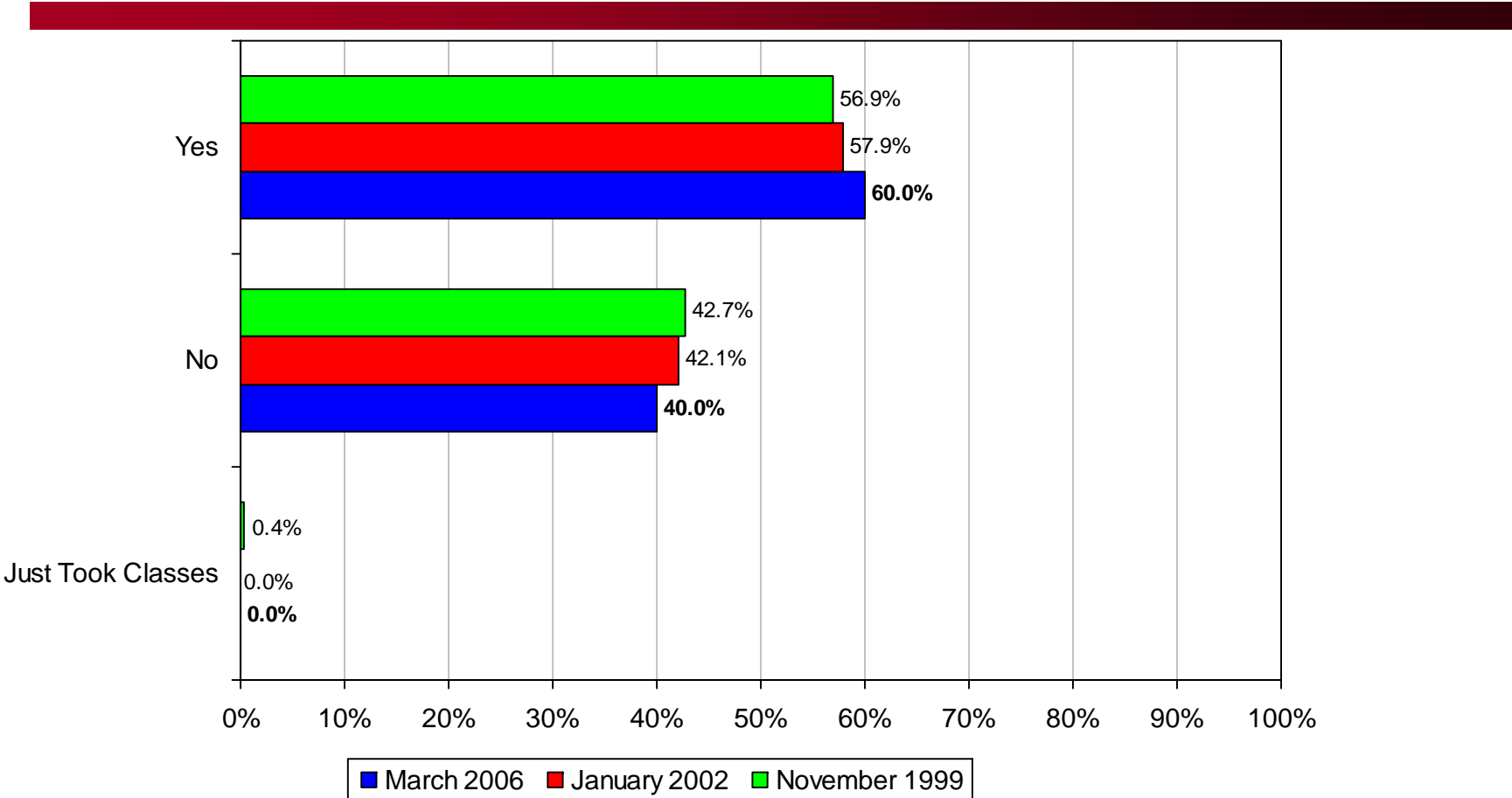
“Many people enroll in college classes at a college or university, but do not complete a degree program. There are many different reasons why people do not complete a degree program from a college or university. Generally speaking, did (does) anything limit you in any way from completing a college degree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

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Yes	56.9%	57.9%	60.0%
No	42.7	42.1	40.0
Just Took Classes	0.4	0.0	0.0
	(N=518)	(N=520)	(N=533)

- Survey respondents age 46 to 64 and African-American respondents report that something has limited them from completing a degree program more frequently than other members of their demographic subgroup.

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?”



As in previous surveys, money and family obligations are the primary things survey respondents mention as limiting them from completing a degree program. Thirty-three percent say their financial situation limited their ability to complete a degree, while 22 percent say family obligations were a limitation. Other barriers to completing a degree mentioned in the survey are summarized in Table 2.8 (Chart 2.8), below.

Table 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.)⁵

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Financial Situation	27.9%	38.0%	33.1%
Family Obligations	25.5	17.7	21.9
Work Interfered/Work Too Much	13.6	10.0	10.9
Not Enough Time	8.5	10.3	7.8
Health Reasons	4.8	4.3	5.6
Lack of Motivation	4.4	3.0	5.3
Too Old	1.7	1.3	1.6
Types of Programs Available	3.4	0.7	1.6
Military Service	1.7	0.7	1.3
Marriage	2.7	2.7	0.9
Moved	1.4	0.3	0.9
Other	3.2	10.7	8.8
Don't Know	0.3	0.3	0.3
	(N=294)	(N=300)	(N=320)

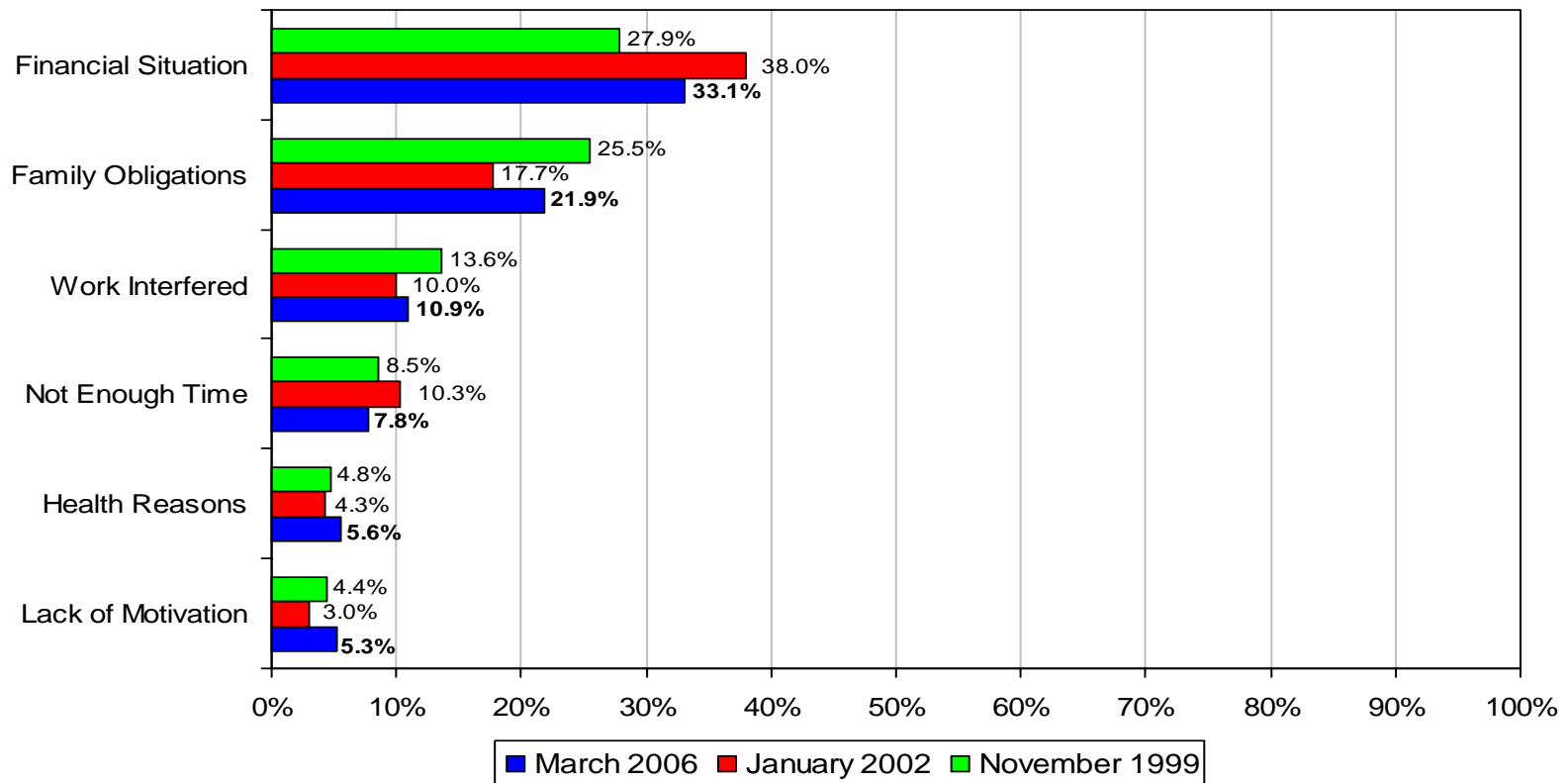
- Respondents 18 to 29 years of age and those 46 to 64 years of age most frequently cite finances as a limitation toward completing a degree. Similar percentages of those 30 to 45 say 1) finances or 2) family obligations have limited them from completing a degree.

⁵ 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 2.8

“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)

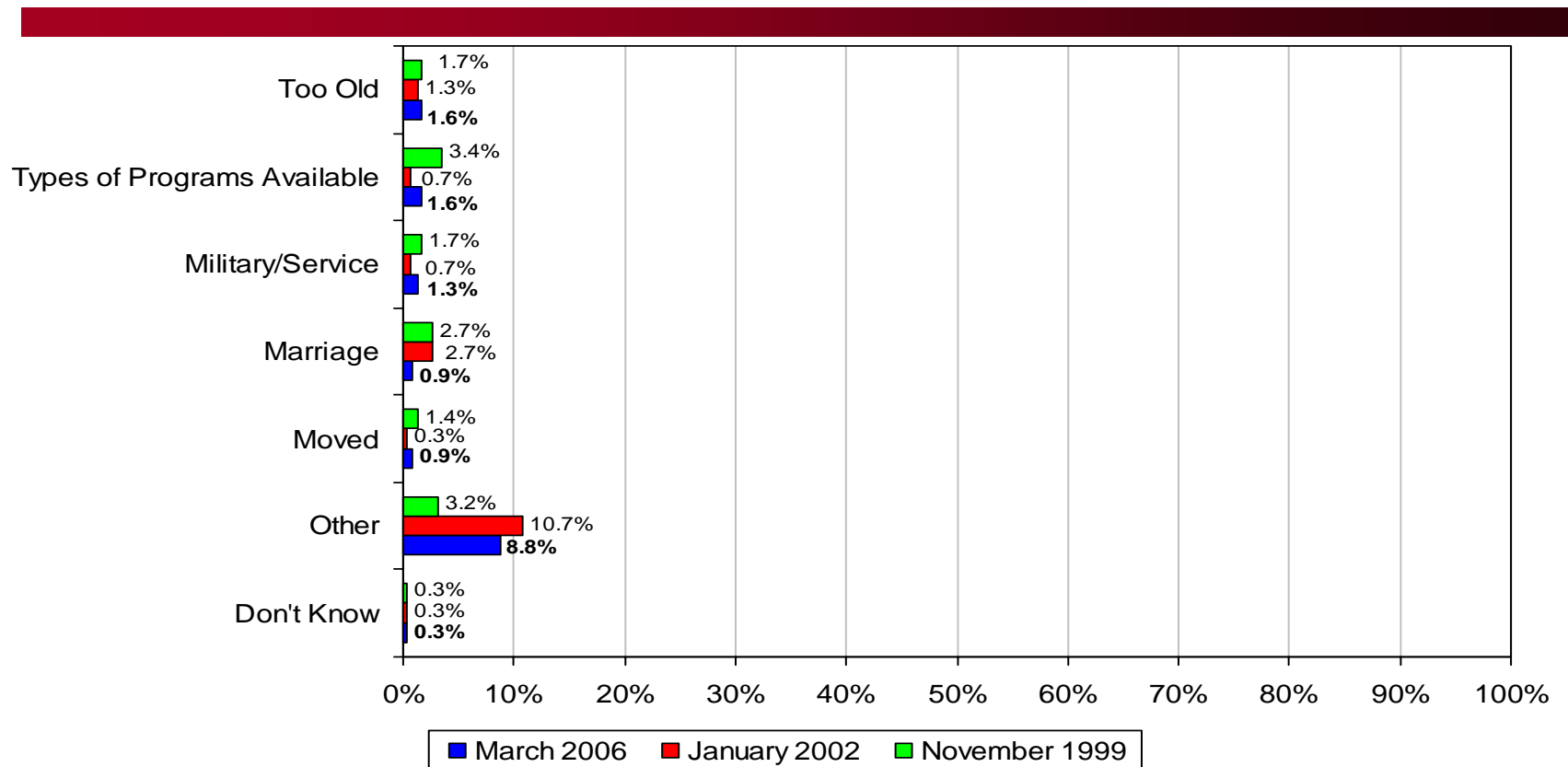


***Note:** Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked 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.

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.

III. COMPUTER USE

All respondents were asked if they have a computer in their home. Eighty-eight percent of respondents have a computer in their home, while 12 percent do not (Chart 3.1).

- Ownership of a home computer is lower among African-Americans and respondents earning annual household incomes of less than \$39,999. However, more than seven out of ten respondents in each of these demographic groups report having a home computer.
- The percentage of respondents reporting home computer ownership is now 18 percentage points higher than was the case in 1999.

Those who have a home computer were next asked if they have an Internet connection. Ninety-one percent of survey respondents with a home computer report they have an Internet connection (Chart 3.2).

Survey respondents with 1) a home computer and 2) an Internet connection were asked to specify the type of Internet connection they have. Sixty-three percent say they have a high-speed Internet connection, while 36 percent report a dial-up Internet connection (Chart 3.3).

Chart 3.1

“Do you have a computer in your home?”

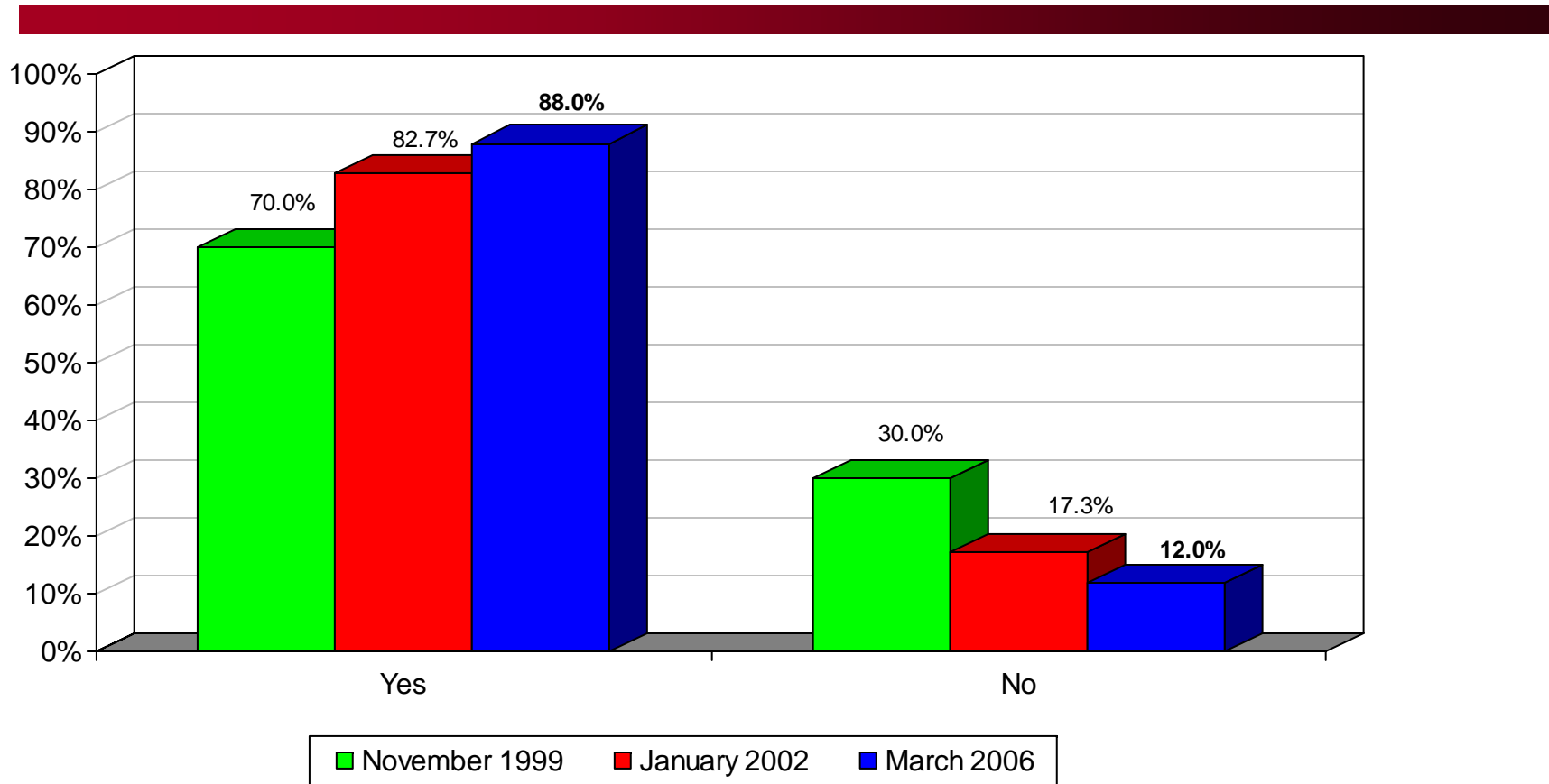


Chart 3.2

“Do you have an Internet connection at home?”
[ASKED OF THOSE WITH A HOME COMPUTER.]

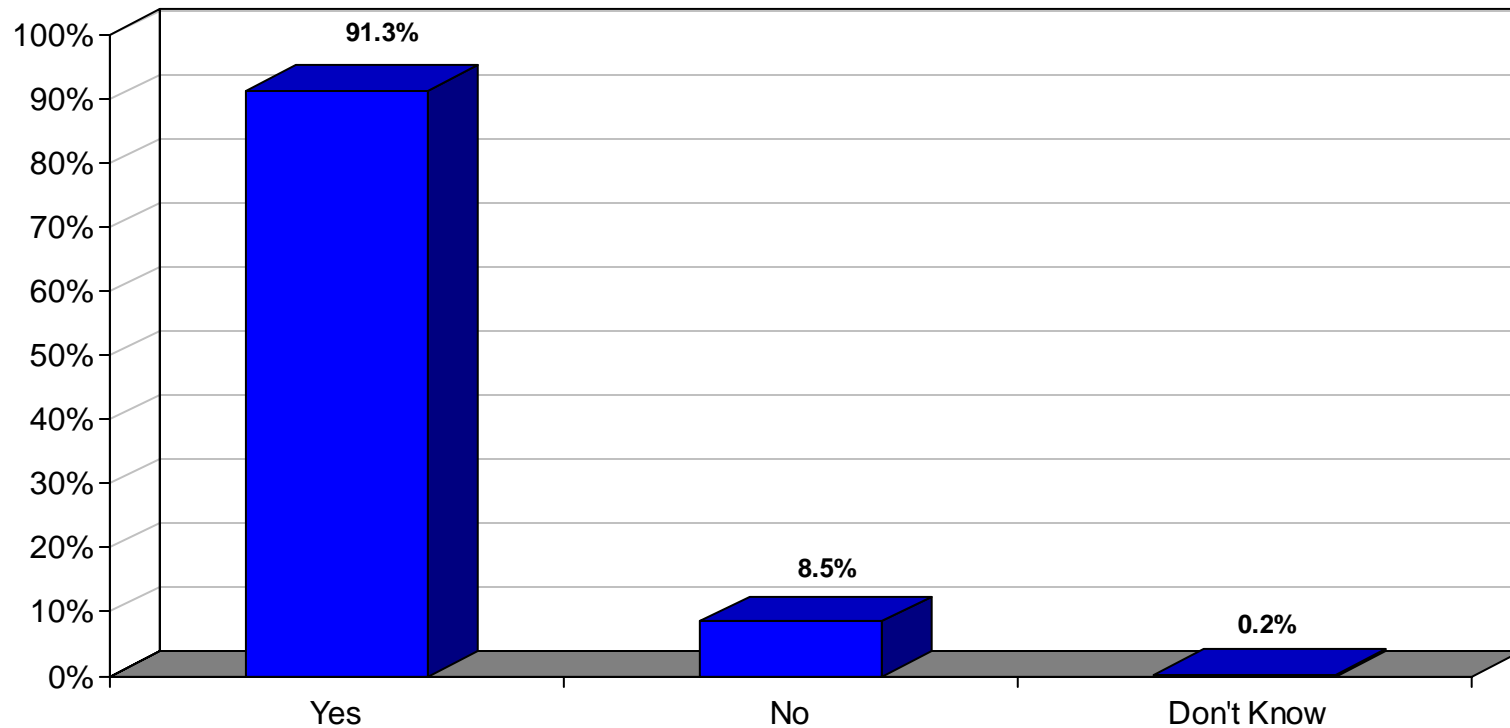
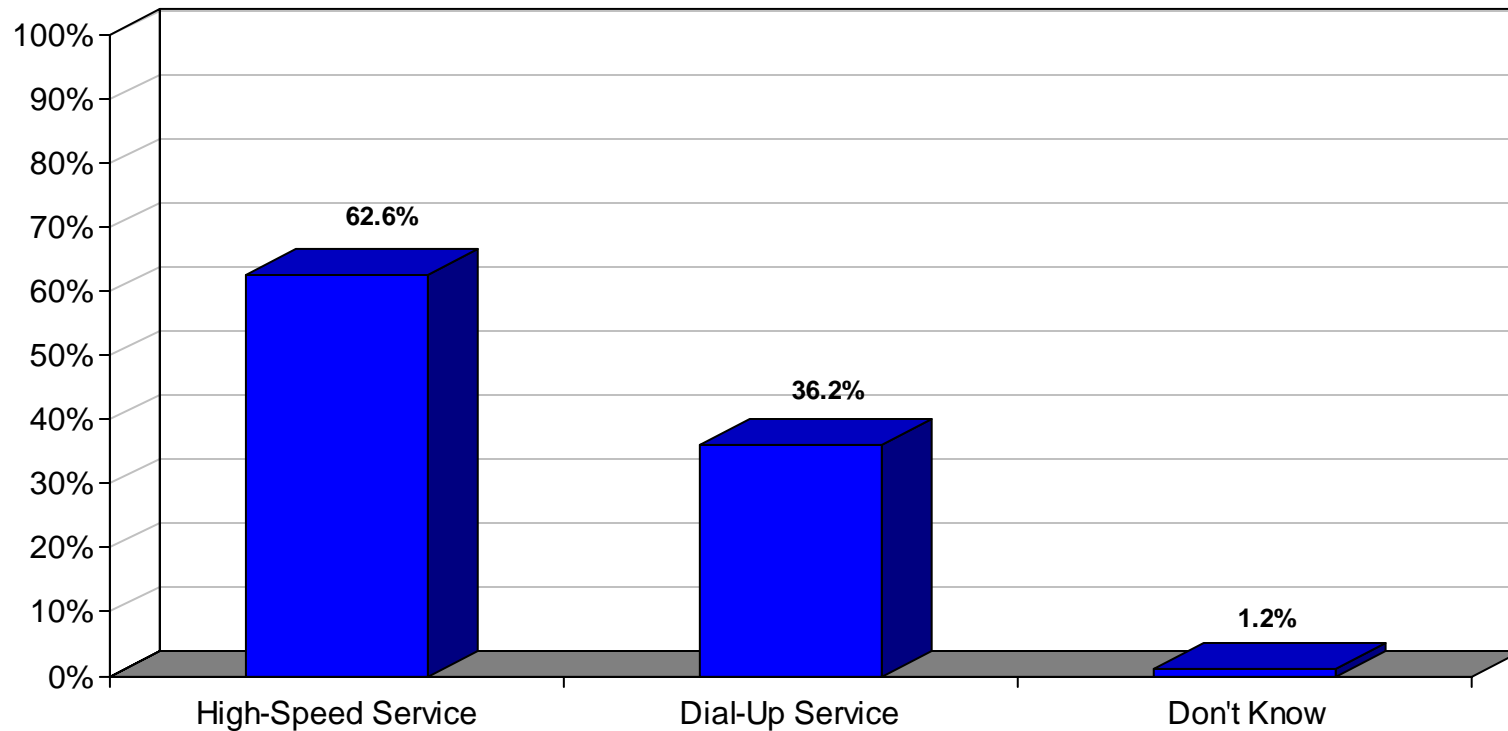


Chart 3.3

“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.]



IV. Distance Learning

The 2006 Distance Learning in Ohio Survey included a variety of distance learning questions, which are summarized in five sections below: Awareness of Distance Learning; Interest in Taking Distance Learning Courses; Employed Respondent Interest in Distance Learning Courses; Perceptions of Distance Learning Cost, Difficulty, Time Commitment and Necessary Computer Skills; and Past Experience with Distance Learning Classes.

Awareness of Distance Learning

The 2006 Distance Learning in Ohio Survey found 78 percent of survey respondents have heard of distance learning or E Learning (Table 4.1, Chart 4.1).

Table 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?”^{6,7}

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Yes	53.1%	70.4%	78.3%
No	46.5	29.4	21.5
Don't Know	0.4	0.2	0.2
	(N=516)	(N=520)	(N=534)

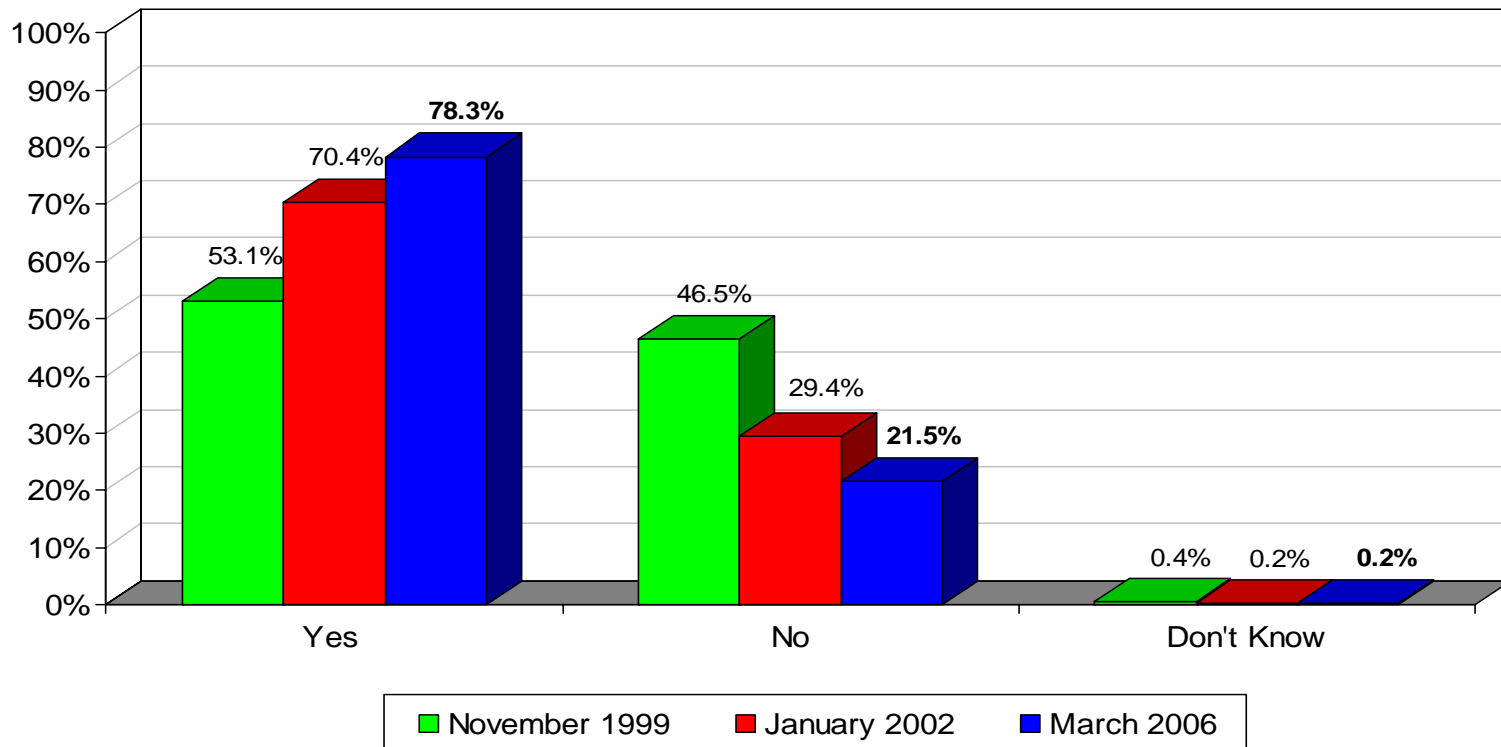
- Respondents with less than \$20,000 in annual household incomes have lower levels of awareness of distance learning than respondents at higher income levels.
- Although some caution must be exercised because of differing question formats, awareness of distance learning continues to grow: there was an eight percentage point increase in awareness since 2002, and a 25 percentage point increase since 1999.

⁶ 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.

⁷ The term “E Learning” was added to the question in 2006.

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?”*



A new series of questions regarding “OhioLearns!” and “www.e4meohio.org” were introduced in the 2006 Distance Learning in Ohio Survey. The results of these questions are summarized below.

Survey respondents who have heard of distance learning were next asked if they had ever heard of “OhioLearns!”. Twenty-seven percent have heard of “OhioLearns!”, while 72 percent have not and two percent don’t know (Chart 4.2).

Next, those who have 1) heard of distance learning and 2) heard of “OhioLearns!” were then asked if they had ever searched the “OhioLearns!” catalog. Fourteen percent say they have searched the catalog, while 86 percent have not (Chart 4.3).

Finally, survey respondents who have heard of distance learning were also asked if they had ever heard of a Web site known as “www.e4meohio.org.” Eleven percent say they have heard of the Web site, while 89 percent are not familiar with the site (Chart 4.4).

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.]

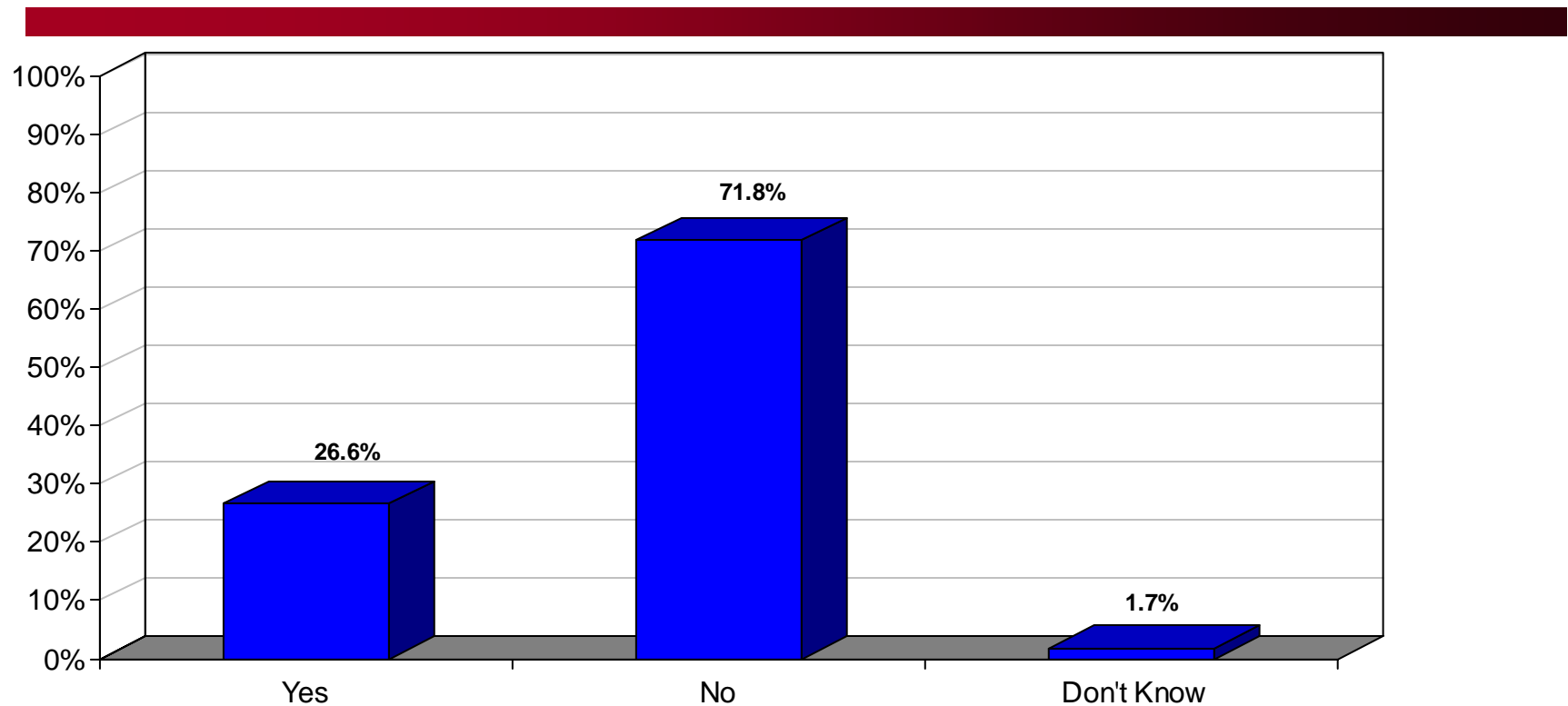


Chart 4.3

“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!”.]

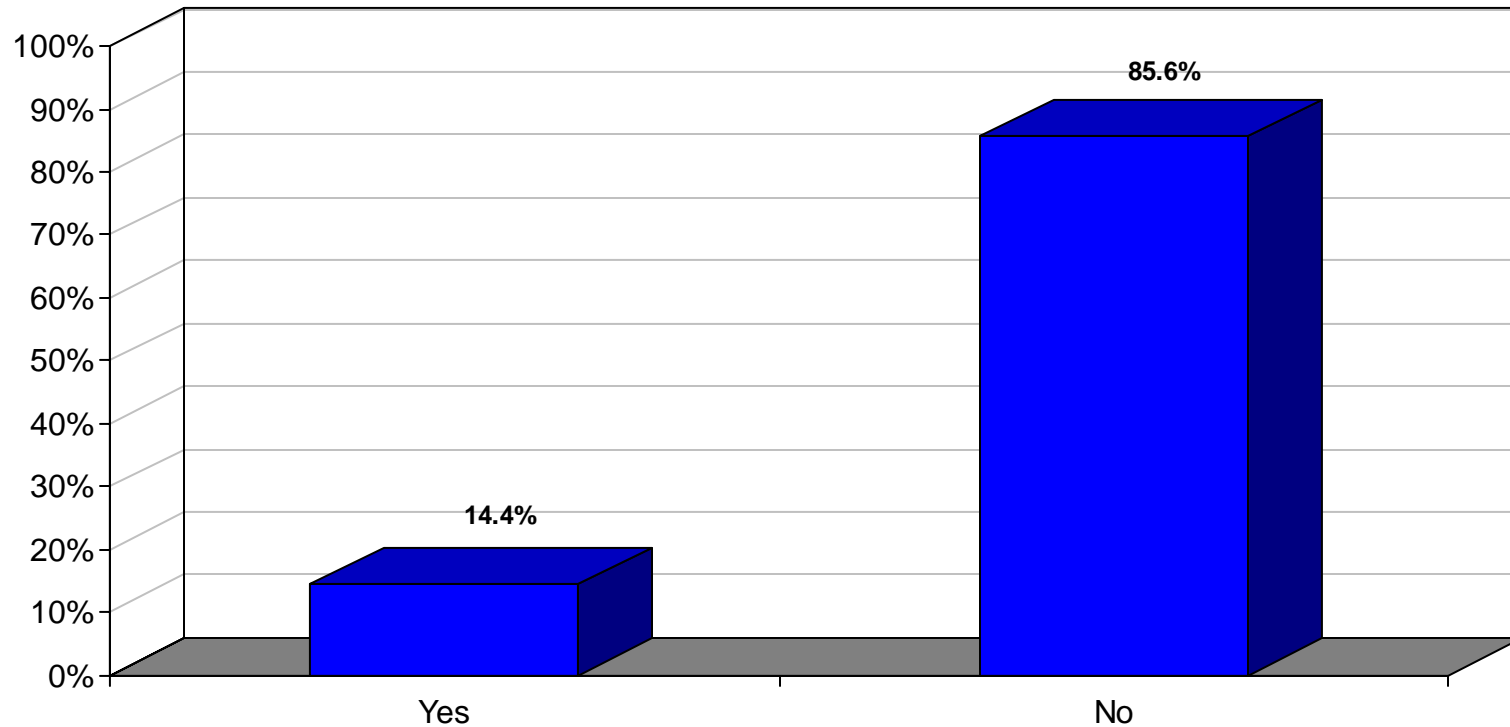
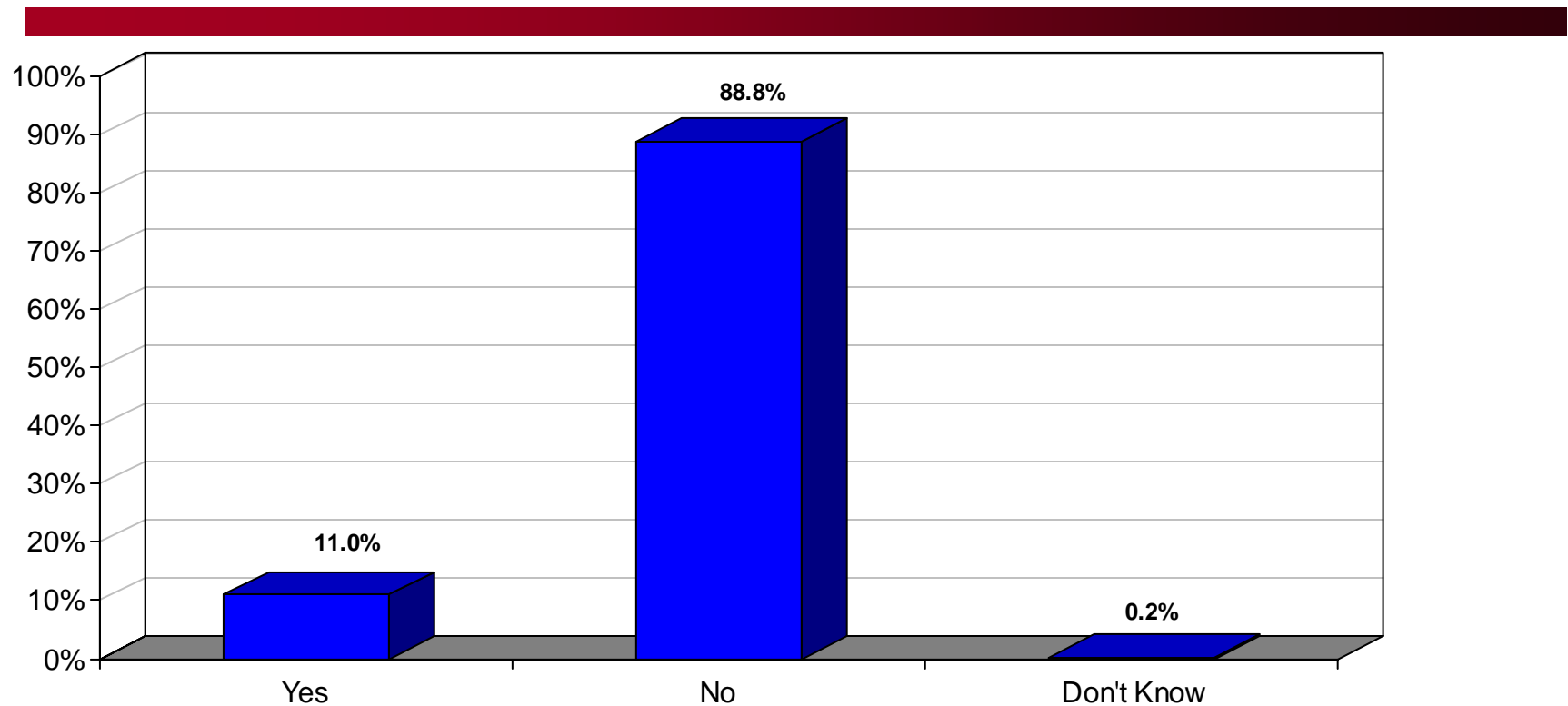


Chart 4.4

“Have you heard of a Web site known as ‘www.e4meohio.org?’”
[ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]



Interest in Taking Distance Learning Courses

All survey respondents were asked about their interest in distance learning college courses for credit at a college or university in Ohio. Forty-five percent of survey respondents expressed interest (either “very” or “somewhat”) in taking distance learning courses: 14 percent are “very interested,” while 31 percent are “somewhat interested” (Table 4.2, Chart 4.5). Fifty-five percent say they are not interested (either “not very” or “not at all”) in taking distance learning courses for college credit: 23 percent are “not very interested” and 22 percent are “not at all interested.”

Table 4.2

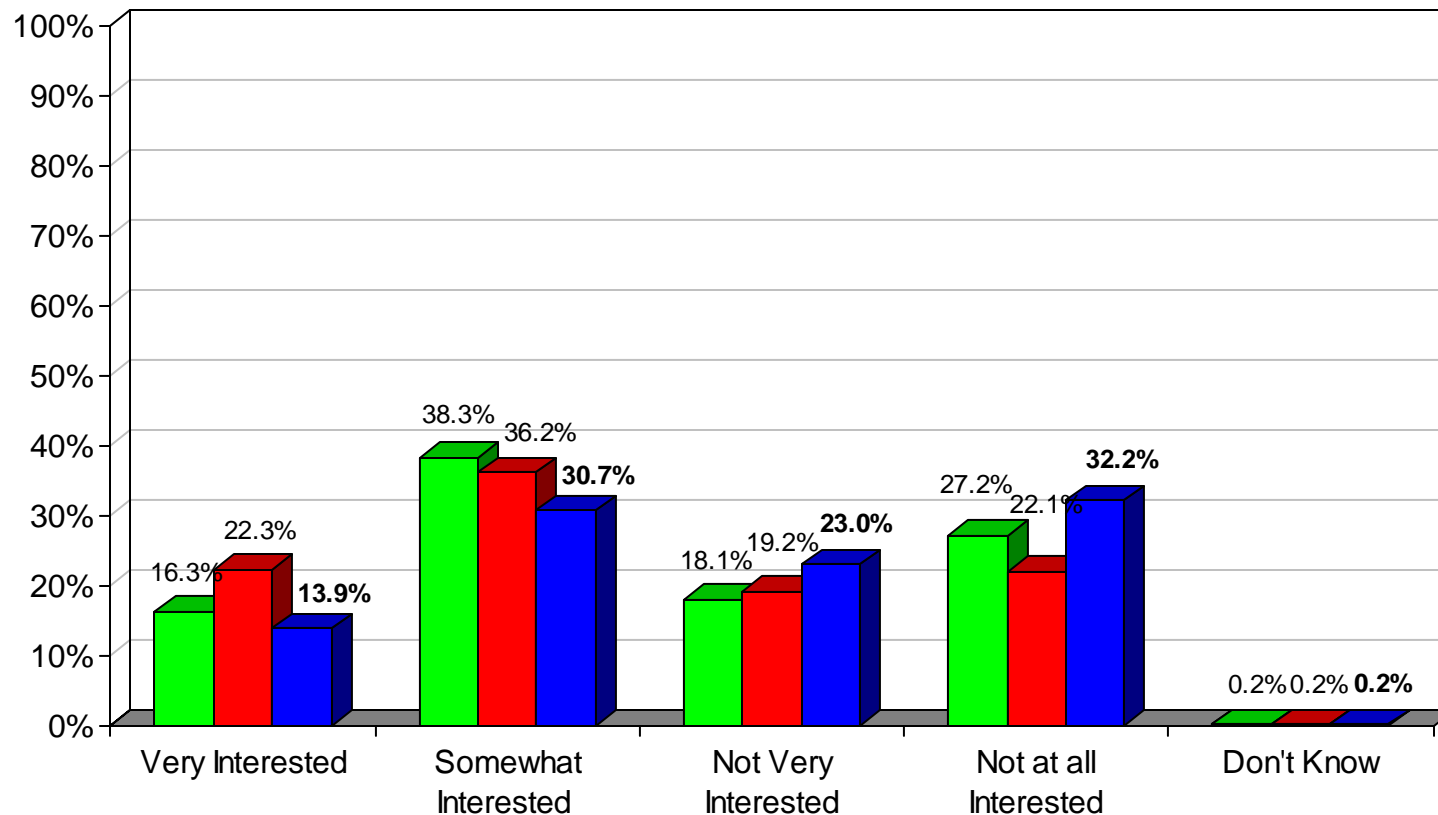
“Distance learning provides college education opportunities to students who are unable to attend classes on campus or need additional flexibility in scheduling. How interested would you be in taking college classes for credit at a college or university in Ohio through distance learning?”

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Very Interested	16.3%	22.3%	13.9%
Somewhat Interested	38.3	36.2	30.7
Not Very Interested	18.1	19.2	23.0
Not at all Interested	27.2	22.1	32.2
Don't Know	0.2	0.2	0.2
	(N=515)	(N=520)	(N=534)

- African-American respondents (60%) express interest (either “very” or “somewhat”) in taking distance learning classes more frequently than do white respondents (43%).
- Women (49%) express interest (either “very” or “somewhat”) in taking distance learning classes more frequently than men (37%).
- Respondents 45 years old and younger express interest (either “very” or “somewhat”) in taking distance learning classes more frequently than 46 to 64 year olds.
- The percentage of survey respondents interested in taking distance learning classes is down 14 percentage points since January 2002. Additional surveys will be necessary to determine if this is a temporary difference or an indication of a decline in interest.

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?”



Survey respondents interested (either “very” or “somewhat”) in taking college classes through distance learning were asked why they are interested in taking college classes for credit through distance learning. Twenty-five percent of these respondents say they are interested because distance learning is more convenient and accessible (Table 4.3, Chart 4.6). An additional 18 percent like the flexibility and having more time with distance learning, 13 percent are seeking to enhance their job or are seeking to change jobs, and 11 percent are interested because they want to learn more or for personal satisfaction. Other responses mentioned less frequently are summarized in Table 4.3 below.

Table 4.3

“Why are you interested in taking college classes for credit through distance learning opportunities?”⁸
(Asked of respondents interested in taking distance learning classes.)

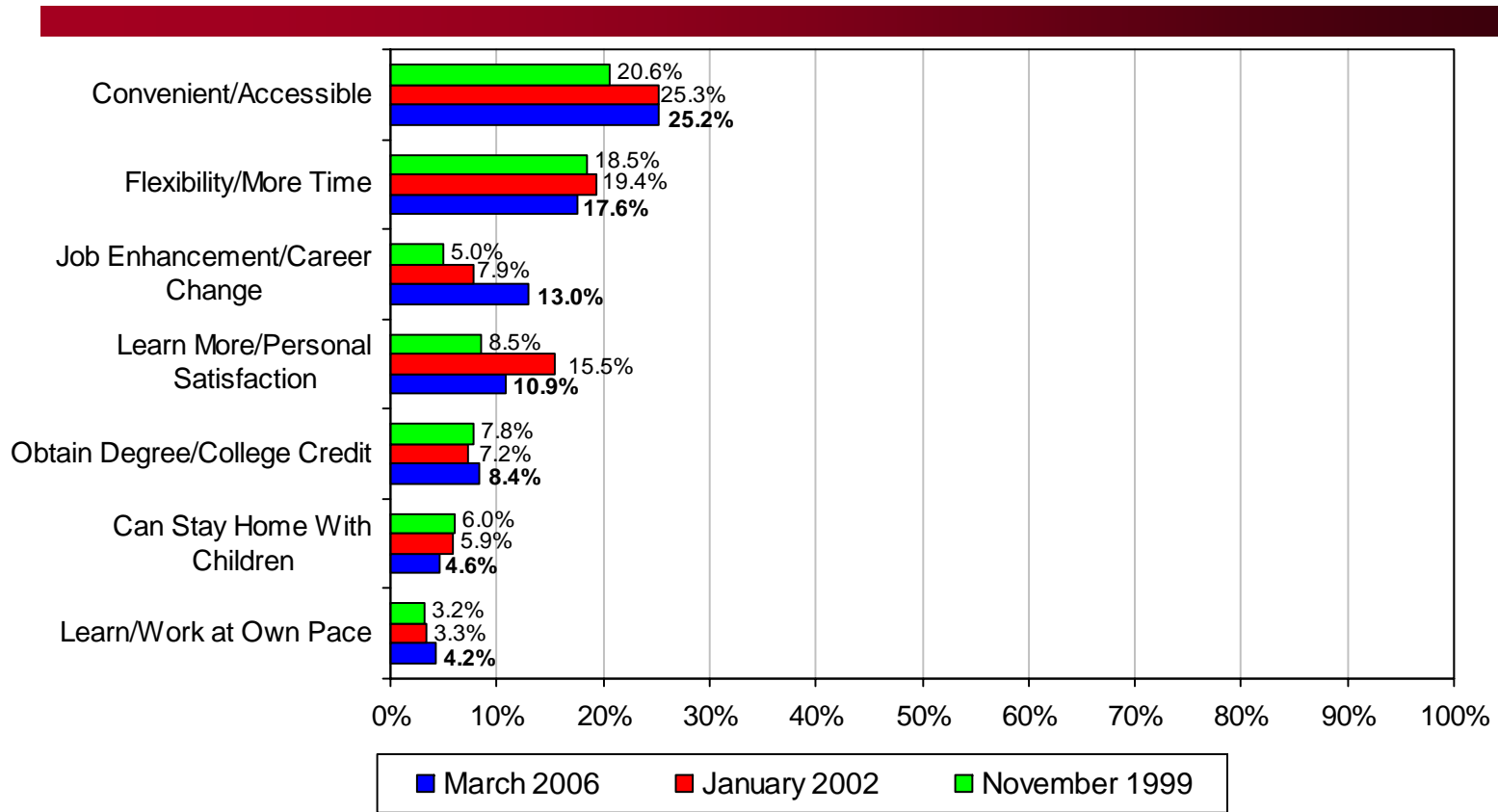
	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Convenient/Accessible	20.6%	25.3%	25.2%
Flexibility/More Time	18.5	19.4	17.6
Job Enhancement/Career Change	5.0	7.9	13.0
To Learn More/Personal Satisfaction	8.5	15.5	10.9
Obtain Degree/College Credit	7.8	7.2	8.4
Can Stay Home With Children	6.0	5.9	4.6
Learn/Work at Own Pace	3.2	3.3	4.2
Don't Have to Drive	5.3	2.3	3.8
More Options/More Classes	2.1	2.3	2.5
Different Way of Learning	5.3	1.3	2.1
Won't Affect Job	7.5	3.3	2.1
Other	10.0	5.3	2.9
Don't Know	NA	1.0	2.5
	(N=281)	(N=304)	(N=238)

⁸ 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 1 OF 2)

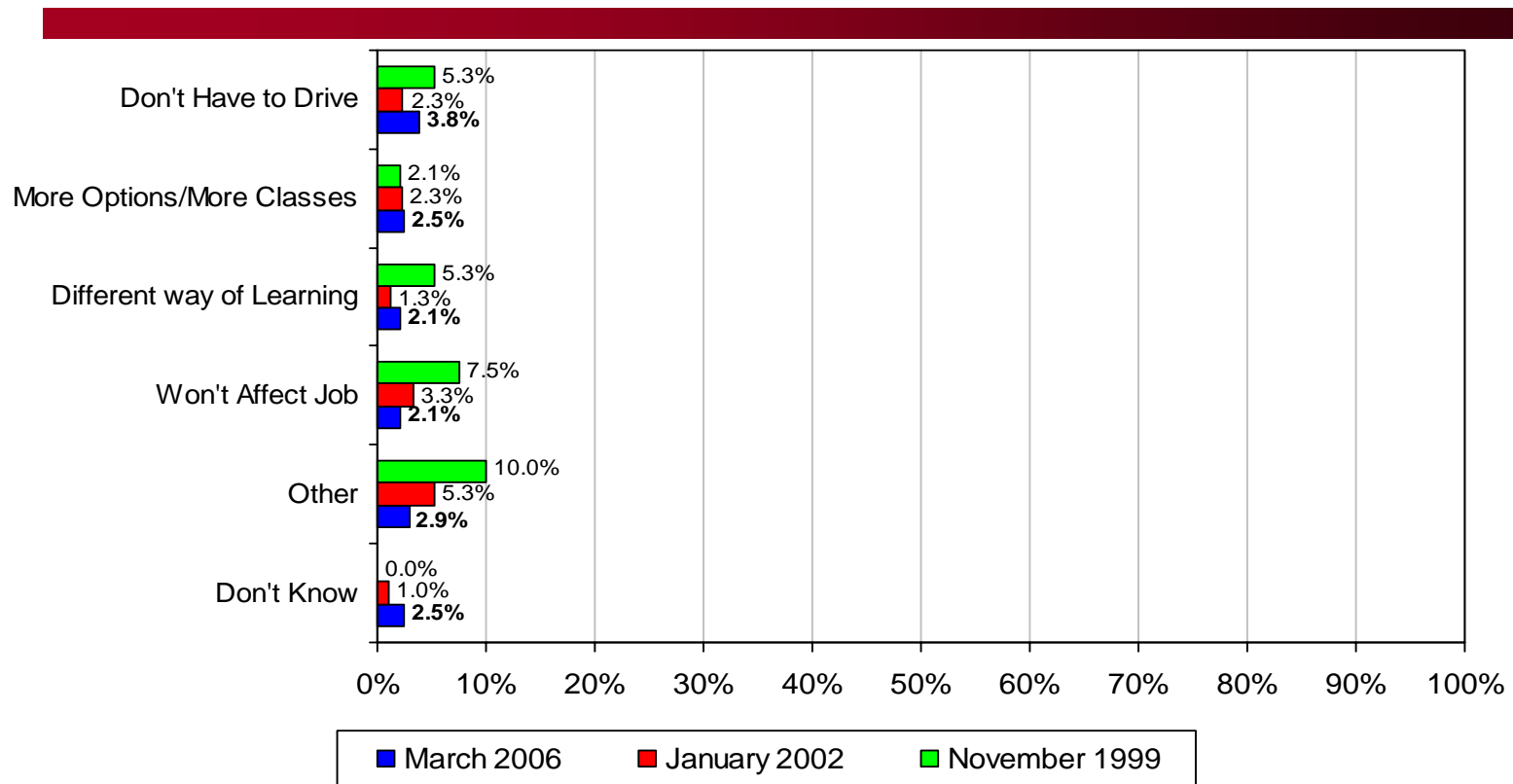


*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the 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.

Those respondents who are not interested (either “not very” or “not at all”) in taking classes through distance learning most frequently say they are not interested because they have no need for, or interest in, pursuing a college degree (26%), they do not have enough time (19%), or they prefer classrooms (16%). An additional 14 percent mention reasons related to age or retirement. Other reasons mentioned less frequently are summarized in Table 4.4 (Chart 4.7).⁹

Table 4.4

“Why are you not interested in taking college classes for credit through distance learning opportunities?”
(Asked of respondents not interested in taking distance learning classes)

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
No Need/Done With School/ Not Interested	21.9%	27.9%	26.4%
Not Enough Time	14.2	16.3	18.6
Prefer Classrooms	24.0	25.1	16.2
Age/Retirement Reasons	9.0	12.6	13.9
Busy Raising Family	3.4	5.1	5.1
Already Attend College	5.2	2.8	4.1
Health Reasons	1.7	2.8	3.0
Not Comfortable/Disciplined	2.6	1.9	3.0
Don't Have a Computer	1.7	0.9	1.7
Financial Situation	0.9	0.9	1.7
Job Reasons/Work Interferes	6.4	NA	NA
Other	6.9	2.8	5.7
Don't Know	2.1	0.9	0.7
	(N=233)	(N=215)	(N=296)

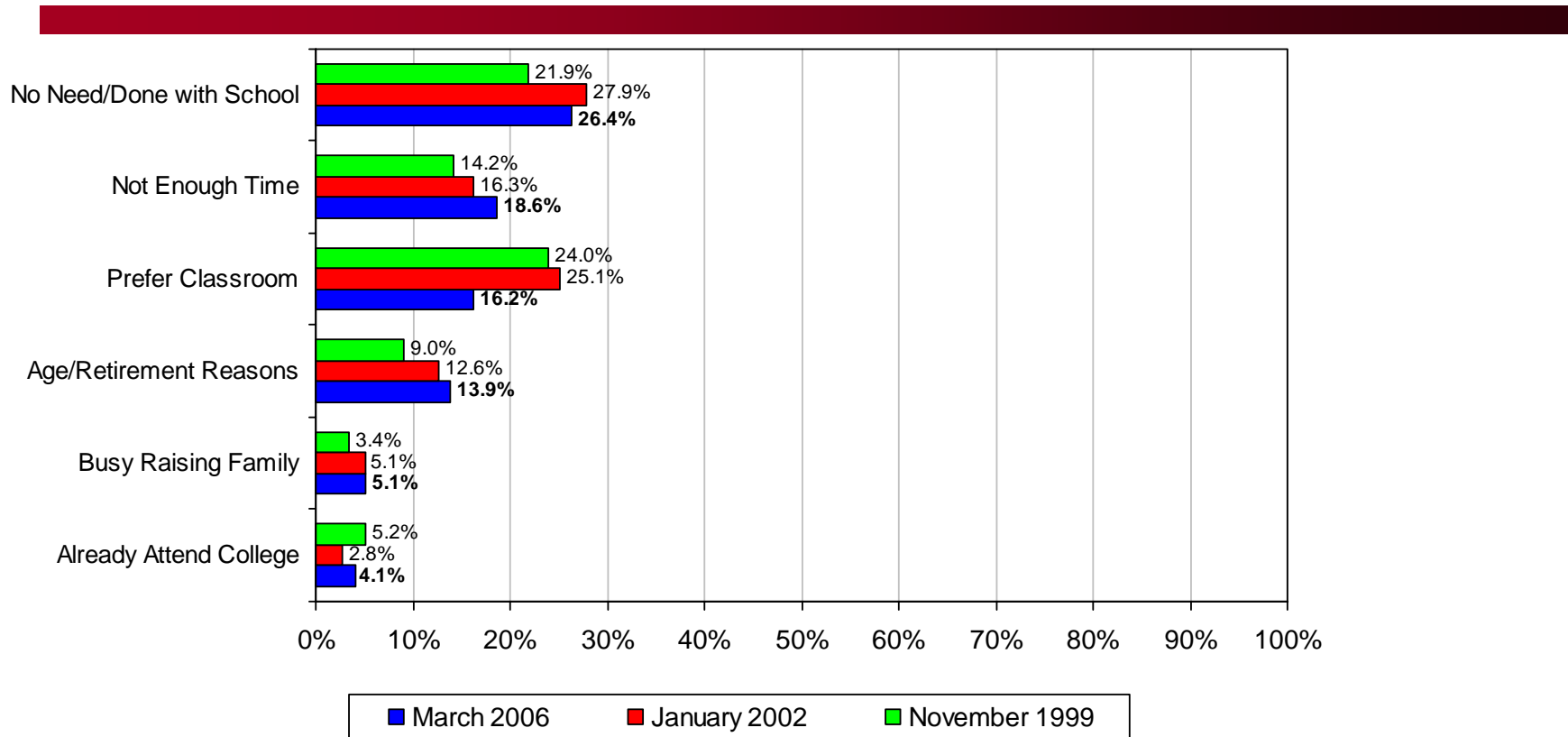
- Respondents 18 to 29 years of age (37%) express a preference for classroom learning more frequently than respondents in other age groups.

⁹Some 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)

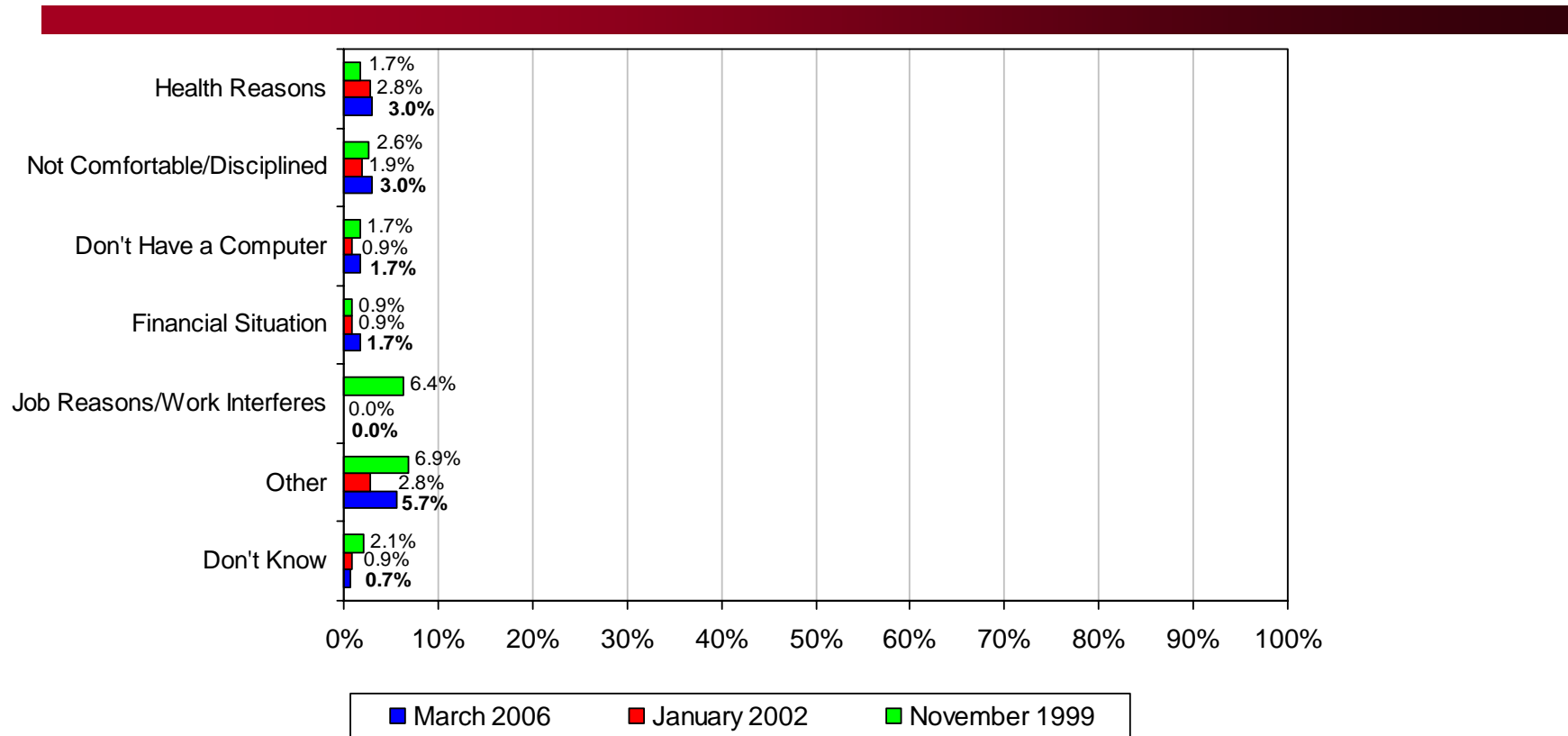


*Note: Some caution should be exercised in comparisons between November 1999 and March 2006 results to this question. In November 1999, survey interviewers recorded verbatim responses. These responses were later categorized and recoded by general themes. In subsequent surveys, interviewers asked the 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 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.

Survey respondents interested in taking a distance learning course were asked if they would need financial aid to take distance learning courses. Sixty-four percent say they would need to receive financial aid in order take college classes for credit through distance learning (Table 4.5, Chart 4.8).

Table 4.5

“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.)

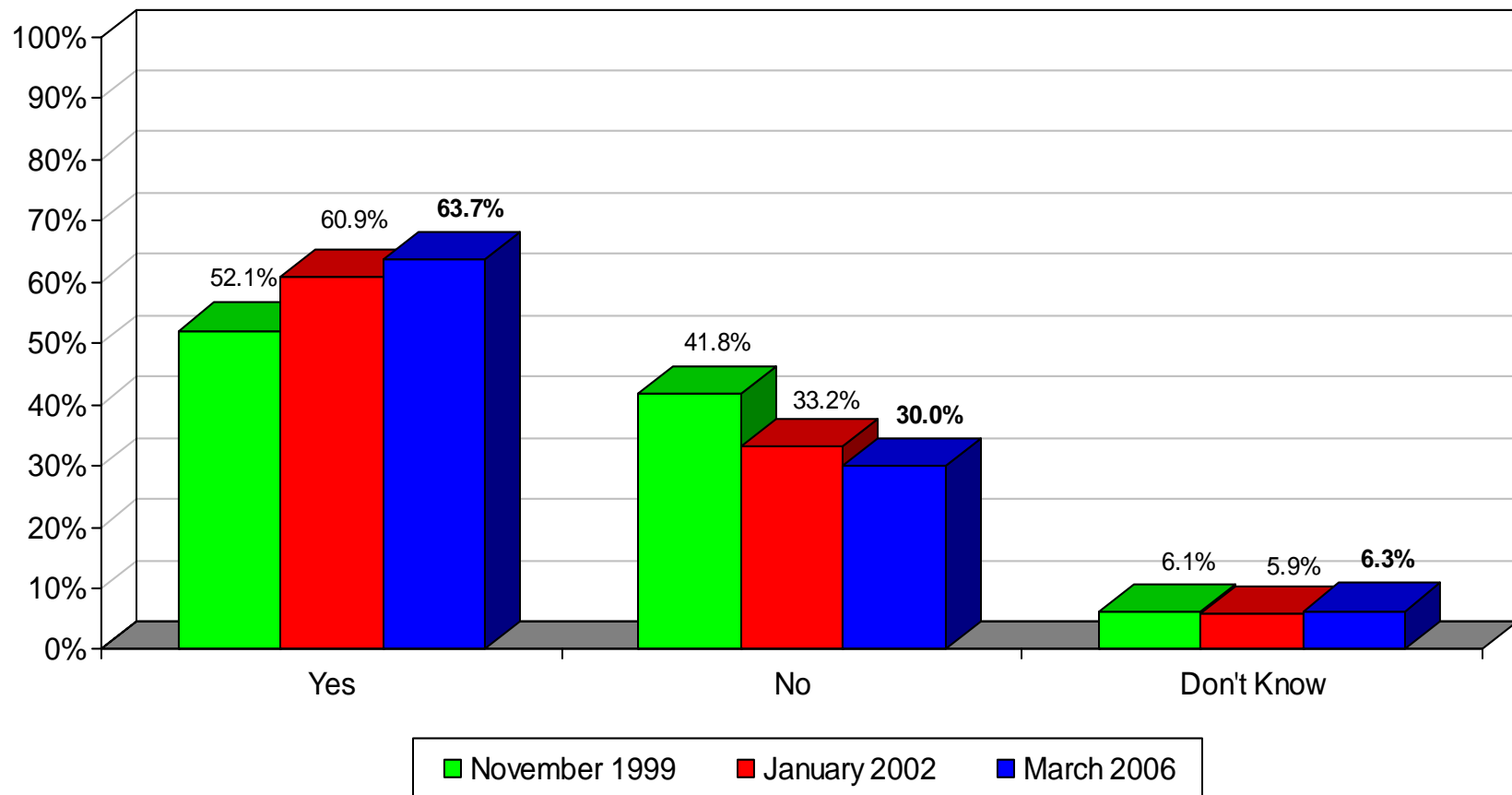
	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Yes	52.1%	60.9%	63.7%
No	41.8	33.2	30.0
Don't Know	6.1	5.9	6.3
	(N=280)	(N=304)	(N=237)

- Respondents 45 years of age and younger express a need for financial aid in order to take college classes for credit more frequently than older respondents.
- Women express a need for financial aid in order to take college classes for credit more frequently than men.
- The percentage of survey respondents interested in taking distance learning courses who say they would need financial aid in order to take classes for credit through distance learning has increased by 12 percentage points since 1999.

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.]



Respondents indicating an interest in taking distance learning classes were asked:

“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?”

Fifty-eight percent of respondents interested in distance learning prefer distance learning classes offered as “instruction through technology only,” while 39 percent indicate interest in “instruction through technology and classes on a campus” (Table 4.6, Chart 4.9).

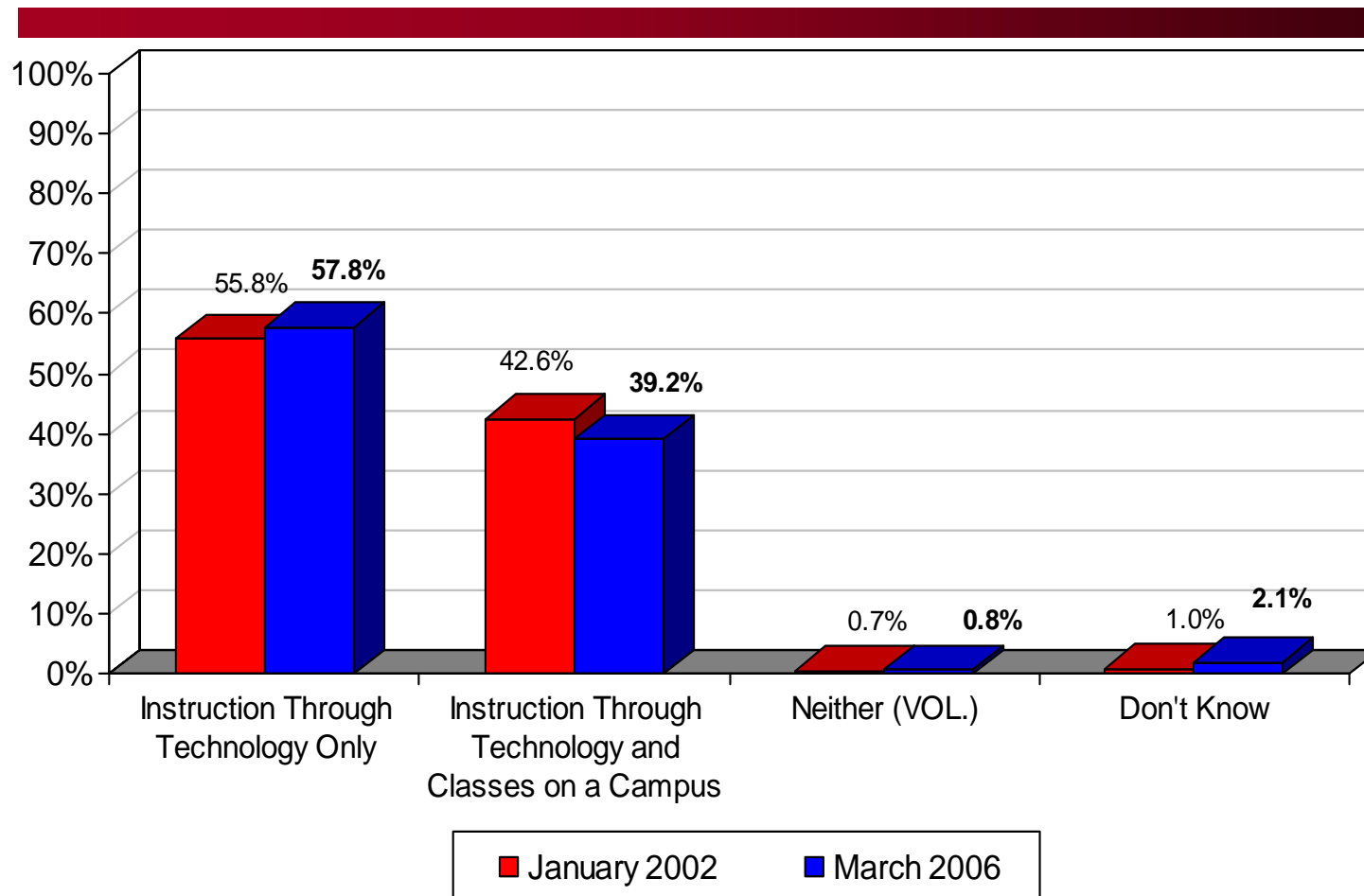
Table 4.6

“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 . . .”
(Asked of respondents interested in taking distance learning classes.)

	January <u>2002</u>	March <u>2006</u>
Instruction Through Technology Only	55.8%	57.8%
Instruction Through Technology and Classes on a Campus	42.6	39.2
Neither (Vol.)	0.7	0.8
Don't Know	1.0	2.1
	(N=303)	(N=237)

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.]



Respondents interested in distance learning classes were also asked if they would be interested in a four-year degree program offered through two-year college campuses. Seventy-eight percent are interested (either “very” or “somewhat”) in pursuing a Bachelor’s degree provided they were able to take courses toward the degree at a two-year college close to their home: 36 percent are “very interested” and 42 percent are “somewhat interested.” Twenty-two percent of respondents are not interested (“not very” or “not at all”): 14 percent are “not very interested” and eight percent were “not at all interested” in pursuing a Bachelor’s degree through this type of program (Table 4.7, Chart 4.10).

Table 4.7

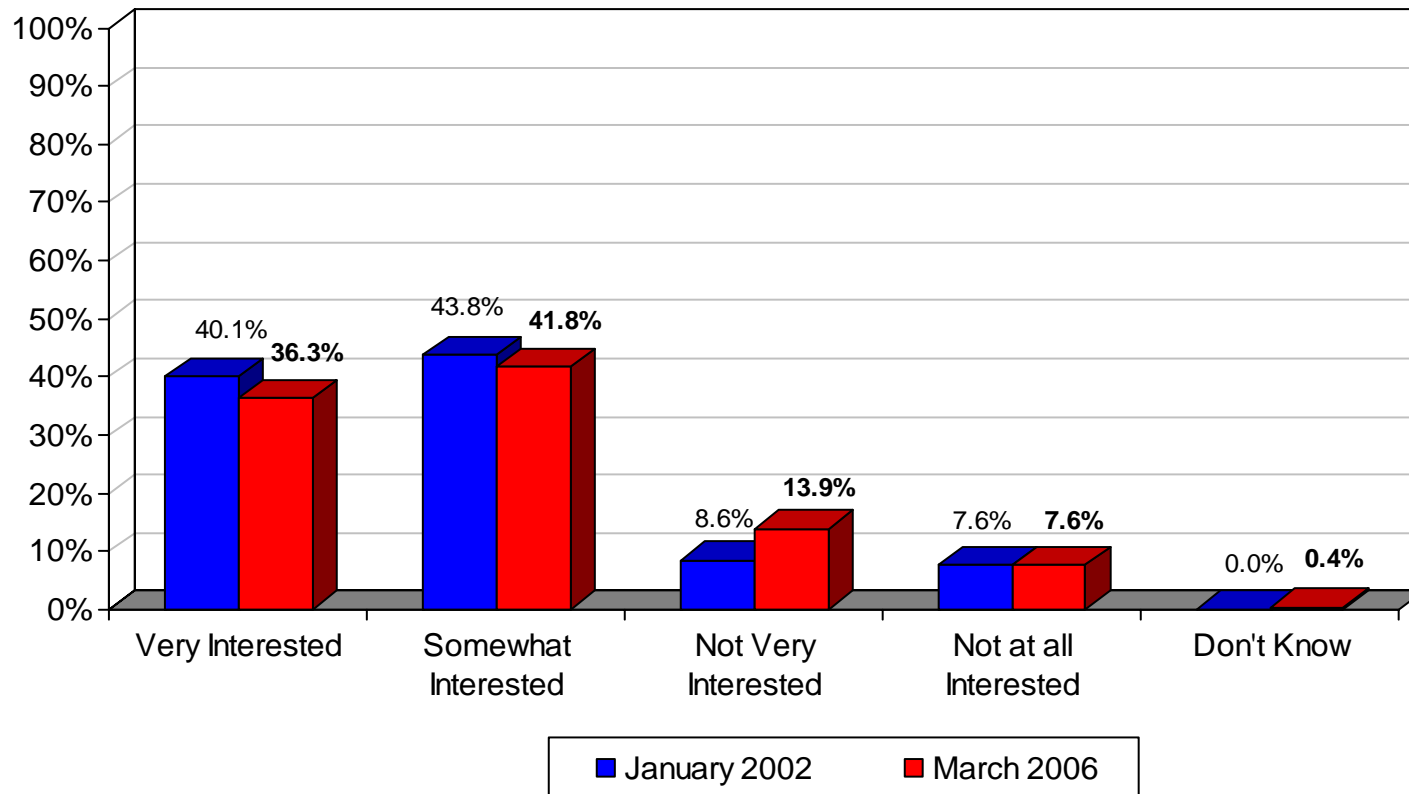
“How interested would you be in pursuing a Bachelor’s degree if you were able to take the courses at a two-year college close to your home . . .”
 (Asked of respondents interested in taking distance learning classes)

	January <u>2002</u>	March <u>2006</u>
Very Interested	40.1%	36.3%
Somewhat Interested	43.8	41.8
Not Very Interested	8.6	13.9
Not at all Interested	7.6	7.6
Don’t Know	0.0	0.4
	(N=304)	(N=237)

- Respondents 30 to 45 years of age (83%) and respondents 18 to 29 years of age (80%) express interest in taking college classes through distance learning more frequently than 46 to 64 year olds (69%).

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.]



Interest in Distance Learning Among Employed Respondents

In 2006, the Distance Learning in Ohio Survey included new questions asked only of employed respondents who expressed interest in distance learning courses. The results from these questions regarding work-related distance learning courses are presented below.

These respondents were first asked if a certificate establishing that they had an introductory competency level of computer skills would assist them in receiving a raise or promotion. Thirteen percent of survey respondents say that a certificate establishing their competency in computer skills would lead to a raise or promotion (Chart 4.11).

Employed respondents were next asked about the likelihood they would take courses to improve their math and writing skills. The responses to these questions are provided briefly below.

Math Skills: Twenty-seven percent say they are “very likely” to take courses that would improve their math skills, 40 percent are “somewhat likely,” and 34 percent are “not likely” to take math courses (Chart 4.12).

Writing Skills: Twenty-four percent say they are “very likely” to take courses that would improve their writing skills, 37 percent are “somewhat likely,” and 40 percent are “not likely” to take writing courses (Chart 4.13).

- Men say they are “very” or “somewhat” likely (73%) to take a course to improve their writing skills more frequently than do women (55%).

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.]

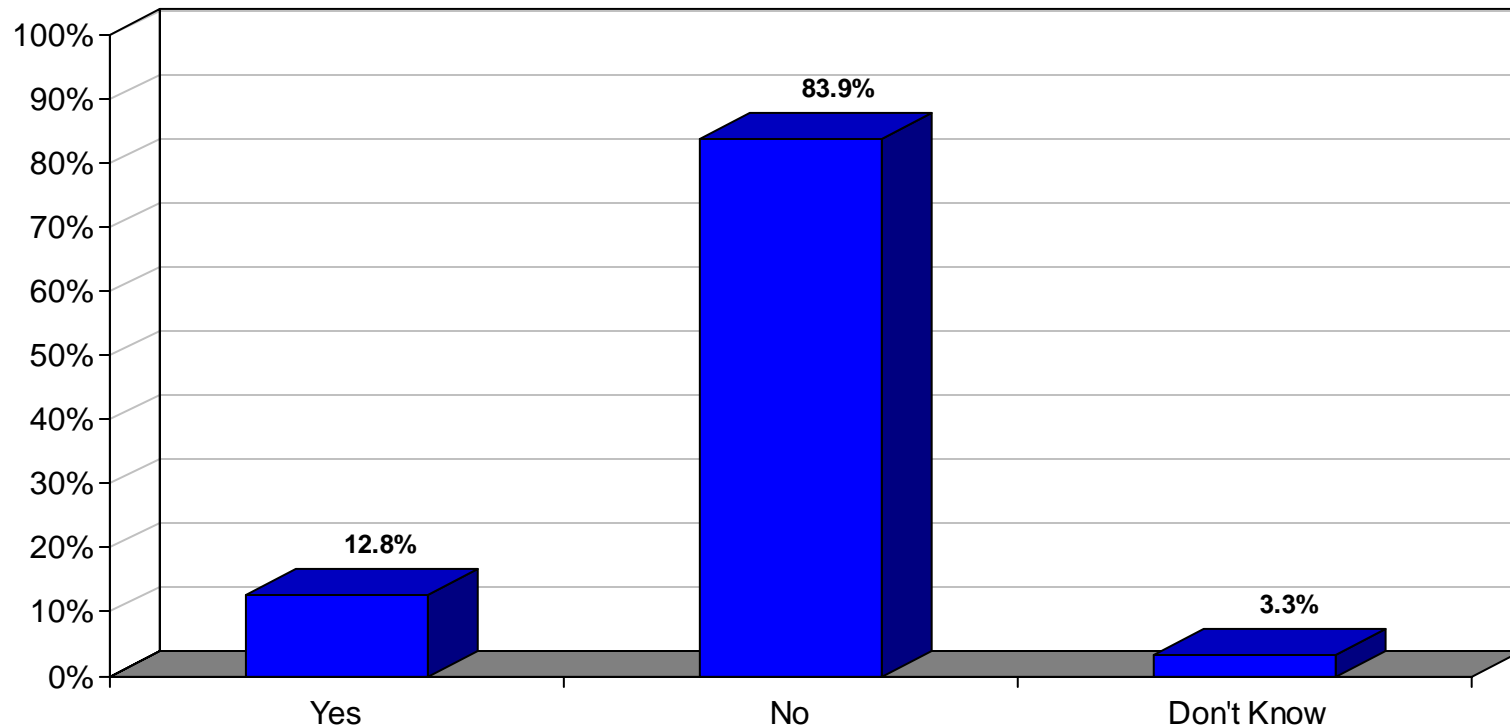


Chart 4.12

“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.]

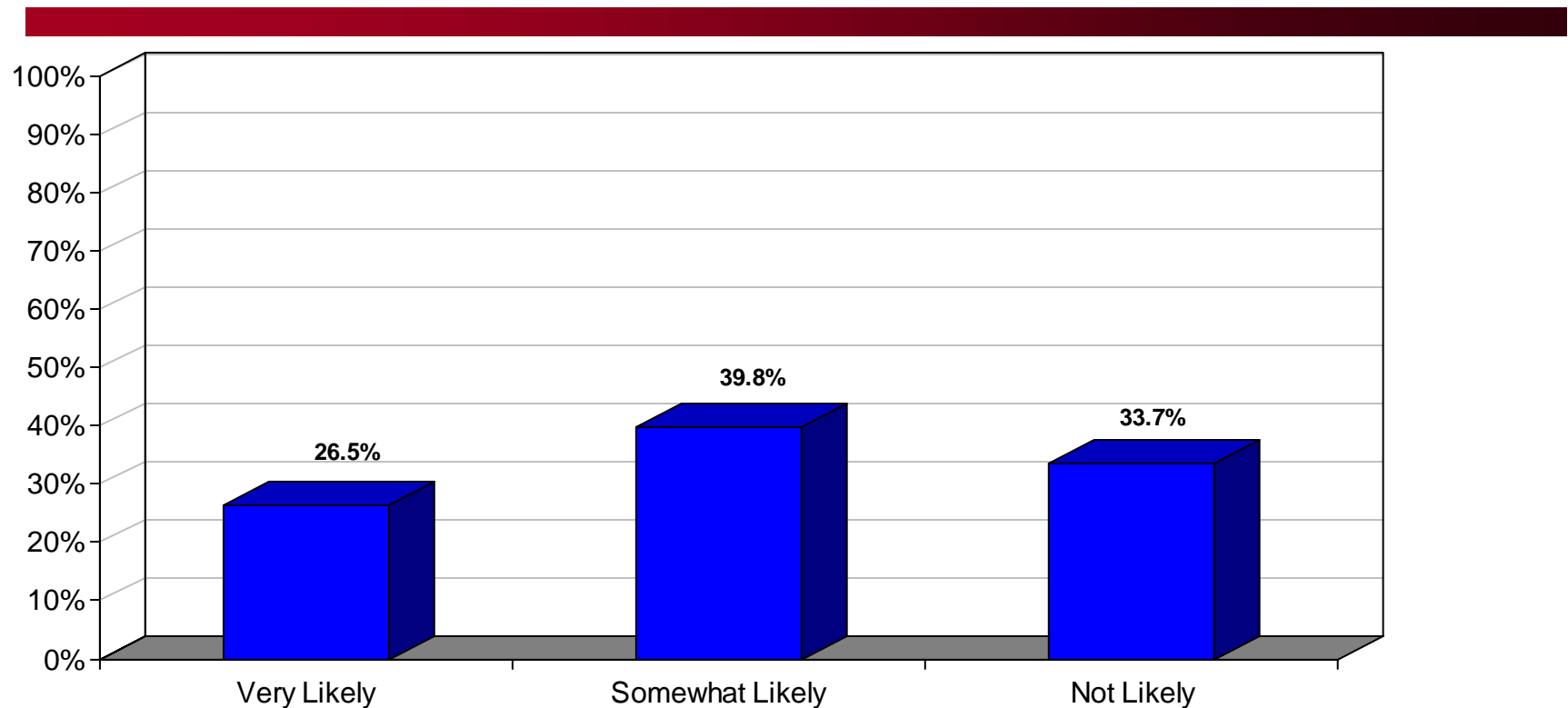
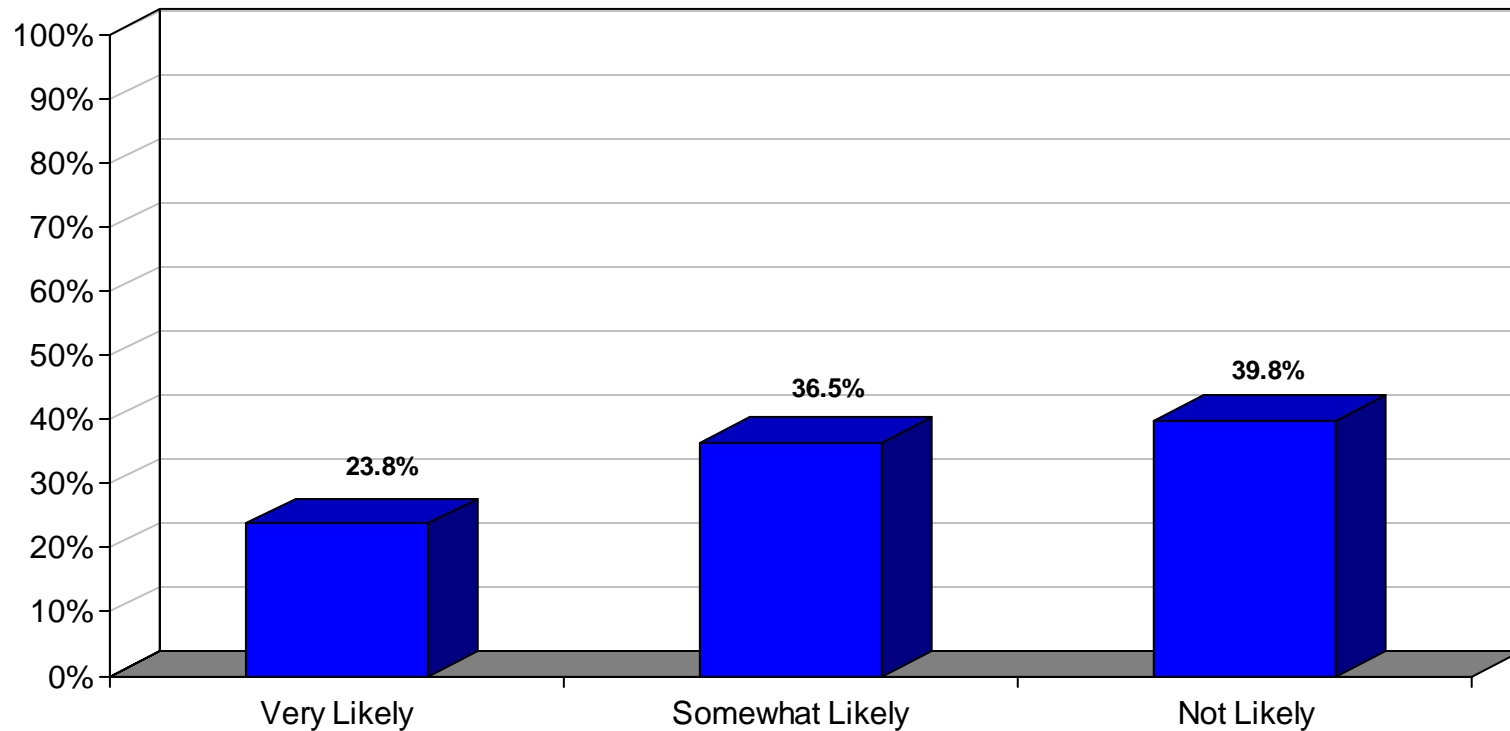


Chart 4.13

“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.]



Next, employed survey respondents interested in taking distance learning classes were asked how much they would be willing to pay for a single distance learning course that would allow them to improve work-related writing or math skills. Twenty-five percent would be willing to pay between \$1 and \$199, while 24 percent say they would be willing to pay between \$200 and \$399 and 12 percent say they would be willing to pay between \$400 and \$999 (Chart 4.14). An additional six percent say they would be willing to pay \$1,000 or more.

Employed survey respondents interested in distance learning were also asked whether they were interested in seeking a Regent's degree. Thirty-seven percent say they are "very interested," 44 percent are "somewhat interested" and 18 percent are "not interested" in a Regent's degree (Chart 4.15).

Those interested in a Regent's degree were asked to specify why they were interested in the degree. Fifty percent say they wish to satisfy personal goals, while 27 percent say they would be able to pursue a new job with a new employer (Chart 4.16). Chart 4.16 displays additional responses to this question.

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.]

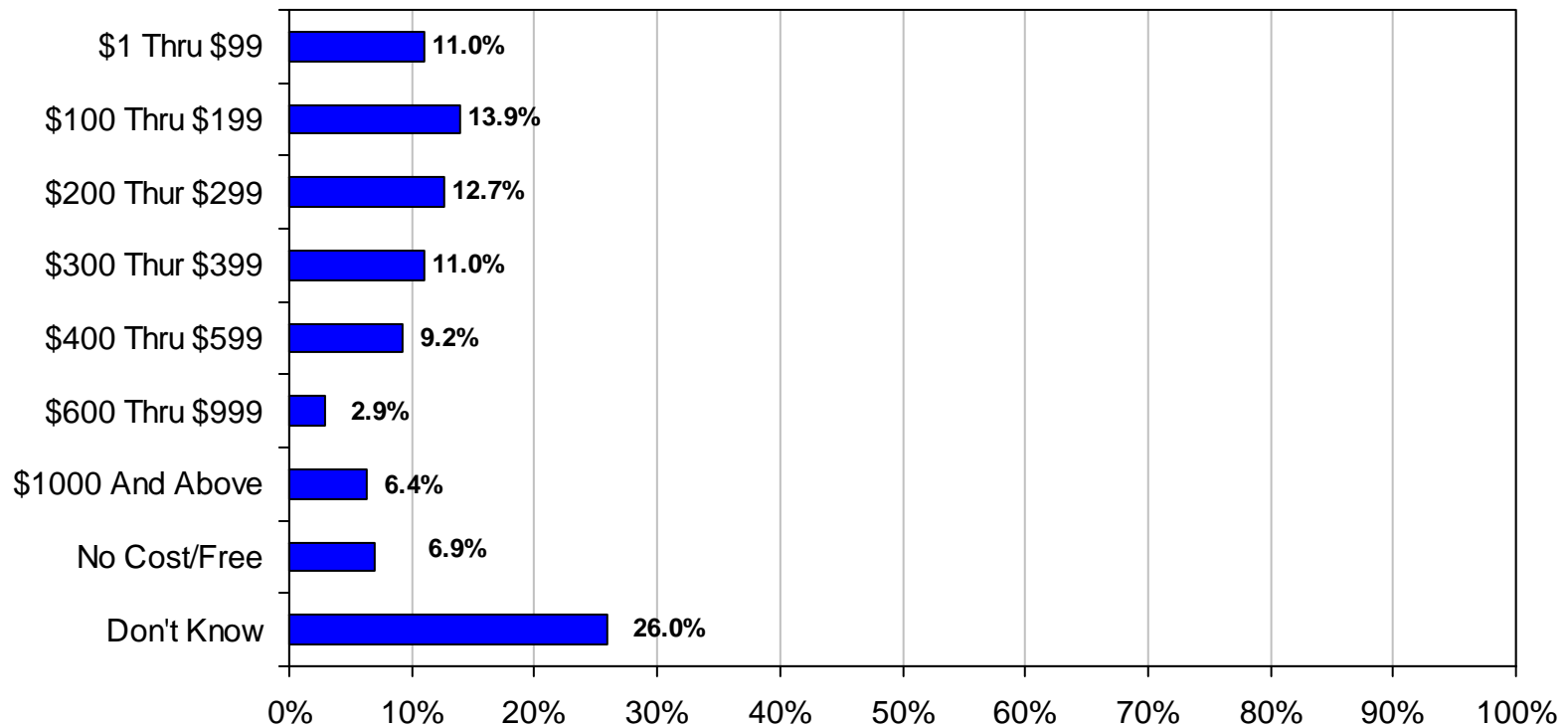


Chart 4.15

“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.]

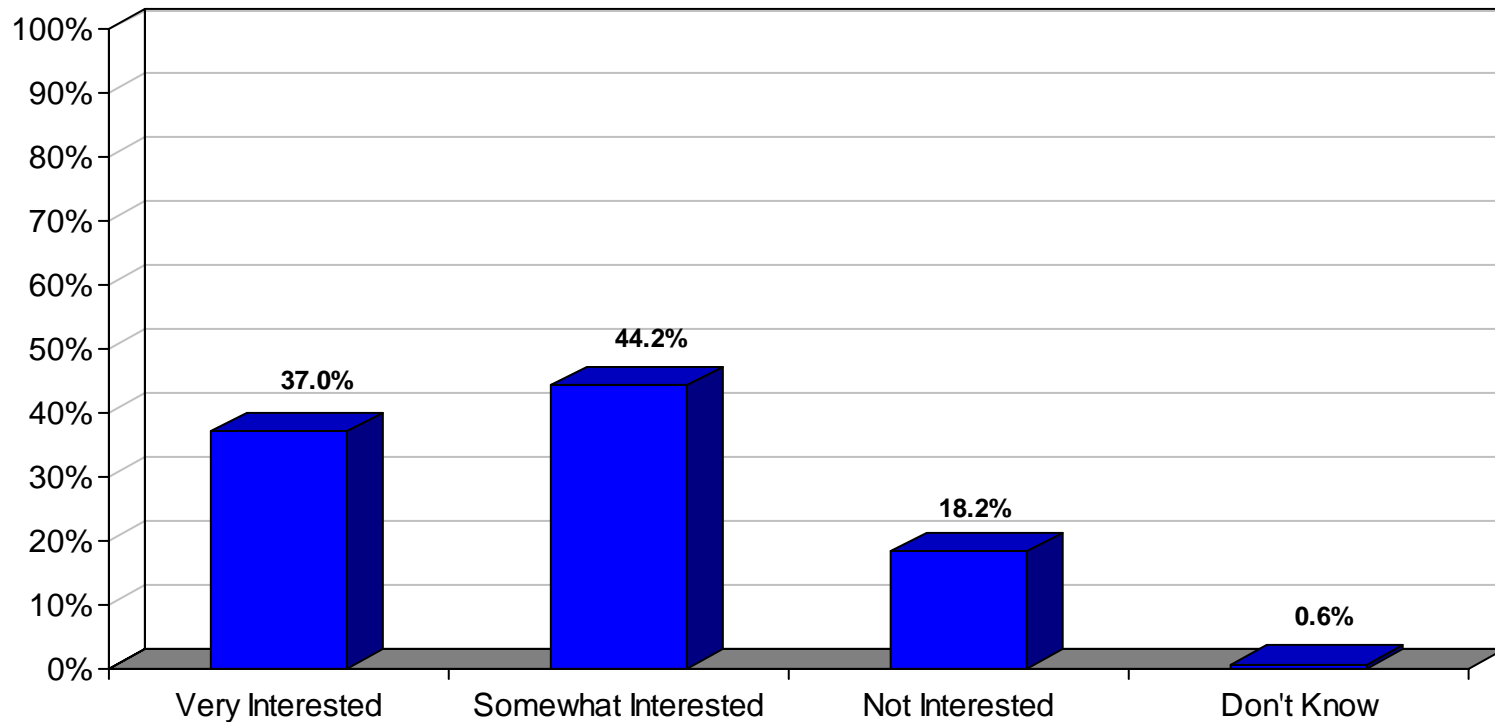
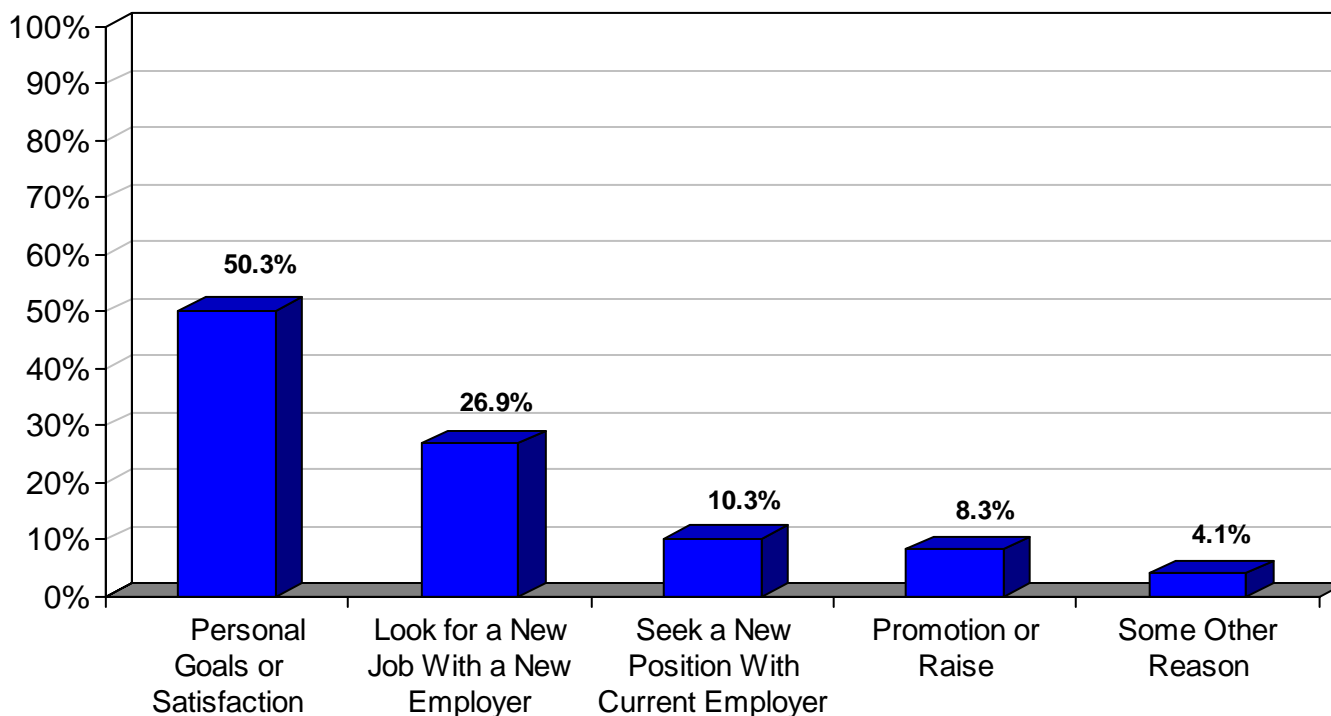


Chart 4.16

“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.]



Perceptions of Distance Learning Cost, Difficulty, Time Commitment and Necessary Computer Skills (All Survey Respondents)

For the first time in 2006, respondents to the Distance Learning in Ohio Survey were asked their perceptions of the cost, difficulty, time commitment and computer skills necessary to complete a distance learning course. The results of these questions are summarized briefly below.

Cost: Respondents most frequently (49%) say the cost of distance learning classes is less than a face-to-face class on campus; an additional 29 percent say the cost is the same and nine percent say distance learning classes cost more than face-to-face classes (Chart 4.17).

Difficulty: Respondents most frequently (43%) view distance learning courses and face-to-face classes as equally difficult; an additional 32 percent view distance learning courses as more difficult than face-to-face classes and 13 percent view distance learning courses as less difficult (Chart 4.18).

Time Commitment: Respondents most frequently view distance learning courses as taking less time than face-to-face courses (41%); an additional 36 percent view distance learning courses as taking the same time commitment as face-to-face courses and 18 percent say distance learning courses take more time (Chart 4.19).

Computer Skills Needed: Respondents say distance learning courses require average computer skills (78%) far more frequently than say distance learning courses require above-average skills (22%) (Chart 4.20).

Chart 4.17

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

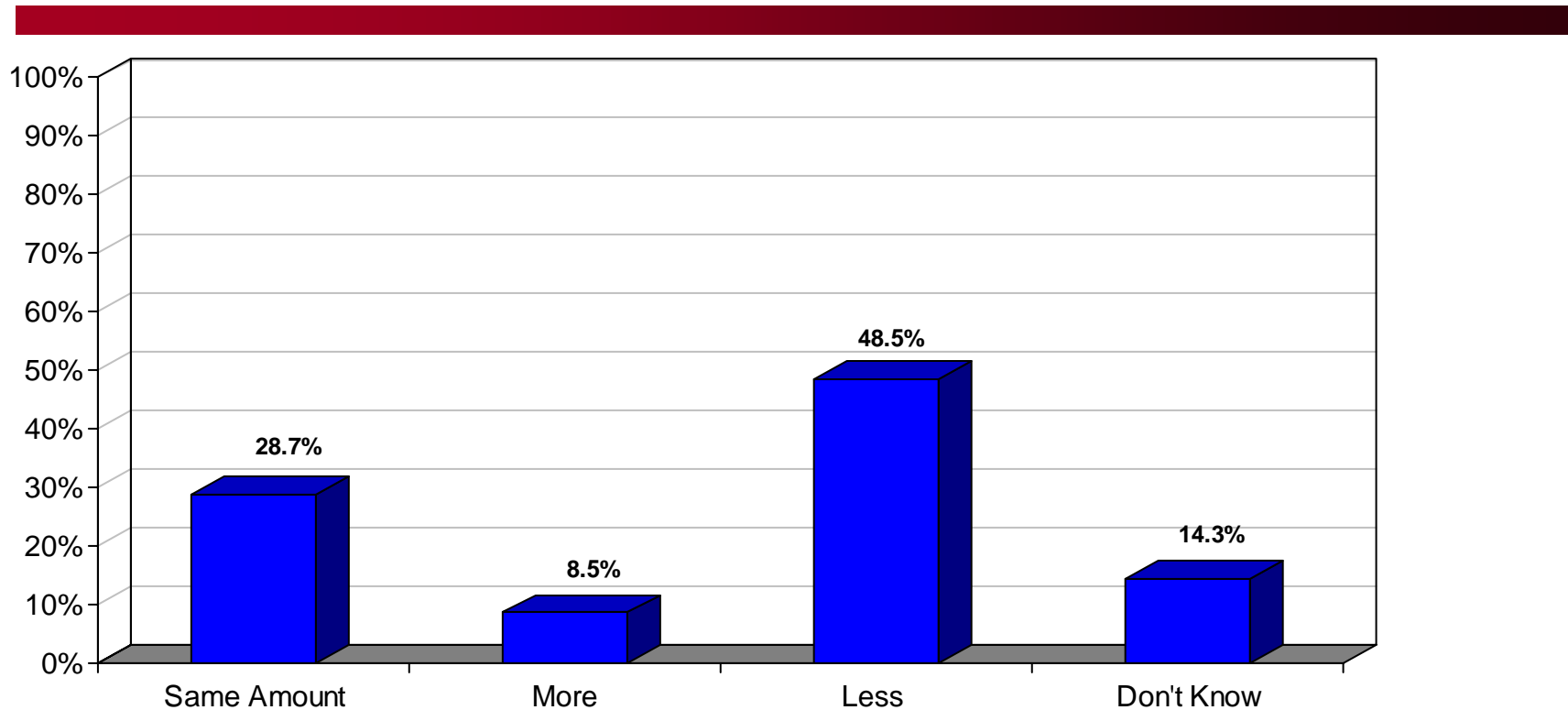


Chart 4.18

“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?”

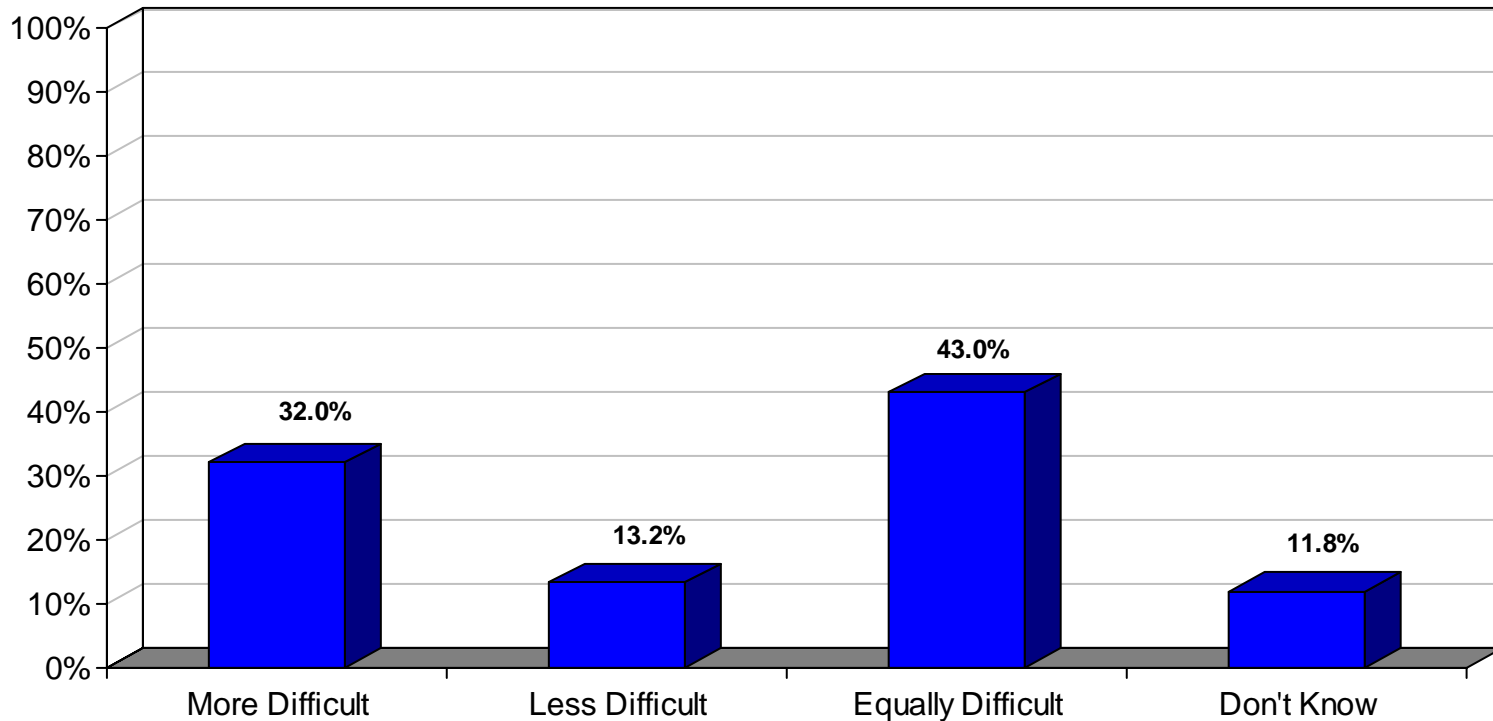


Chart 4.19

“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?”

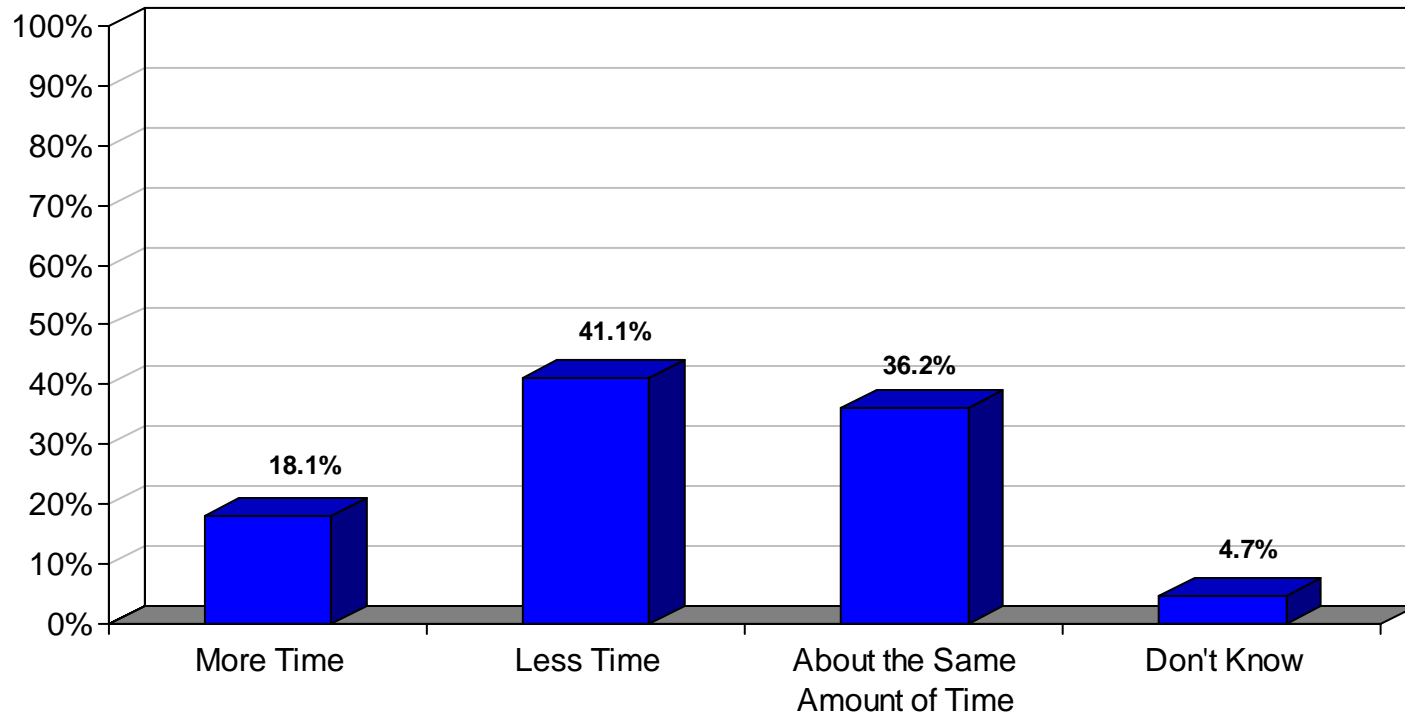


Chart 4.20

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

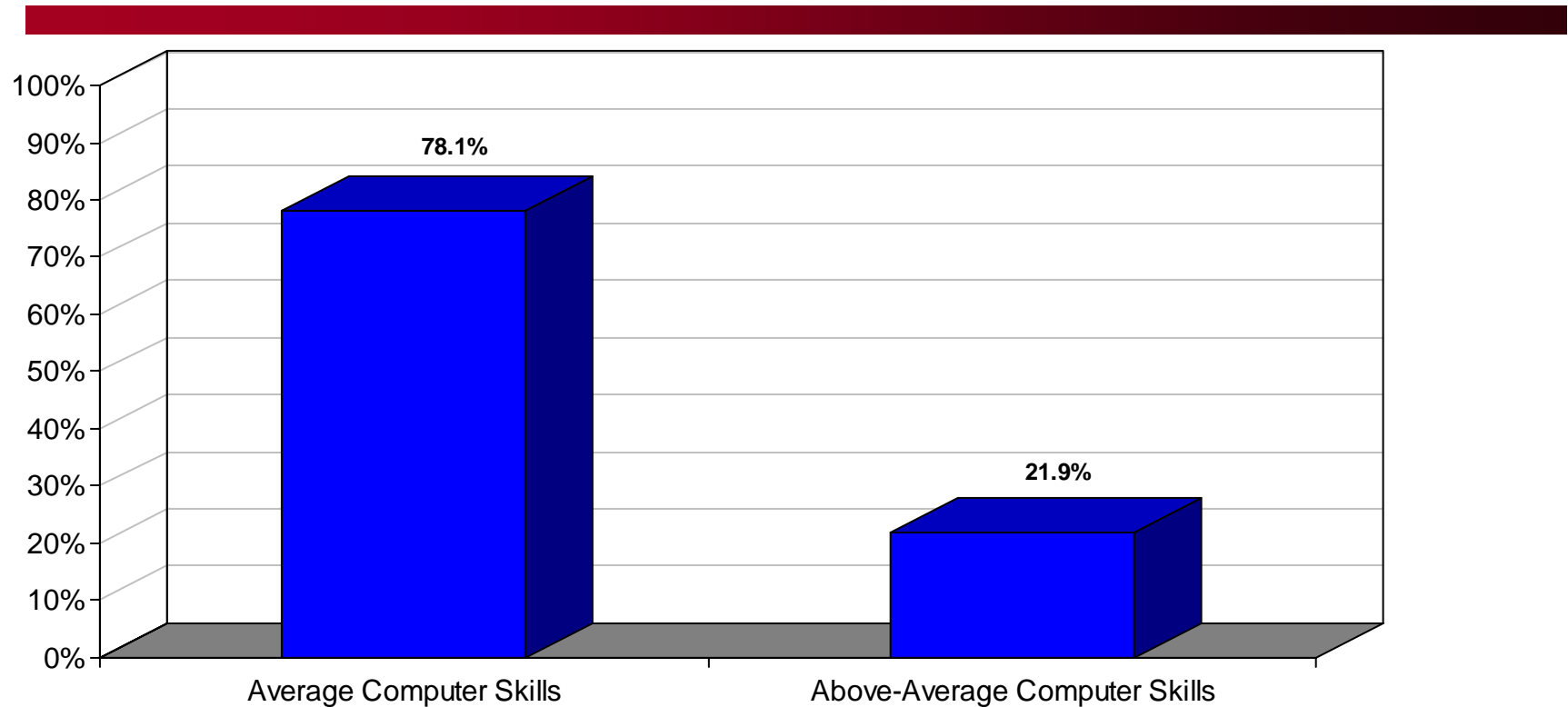
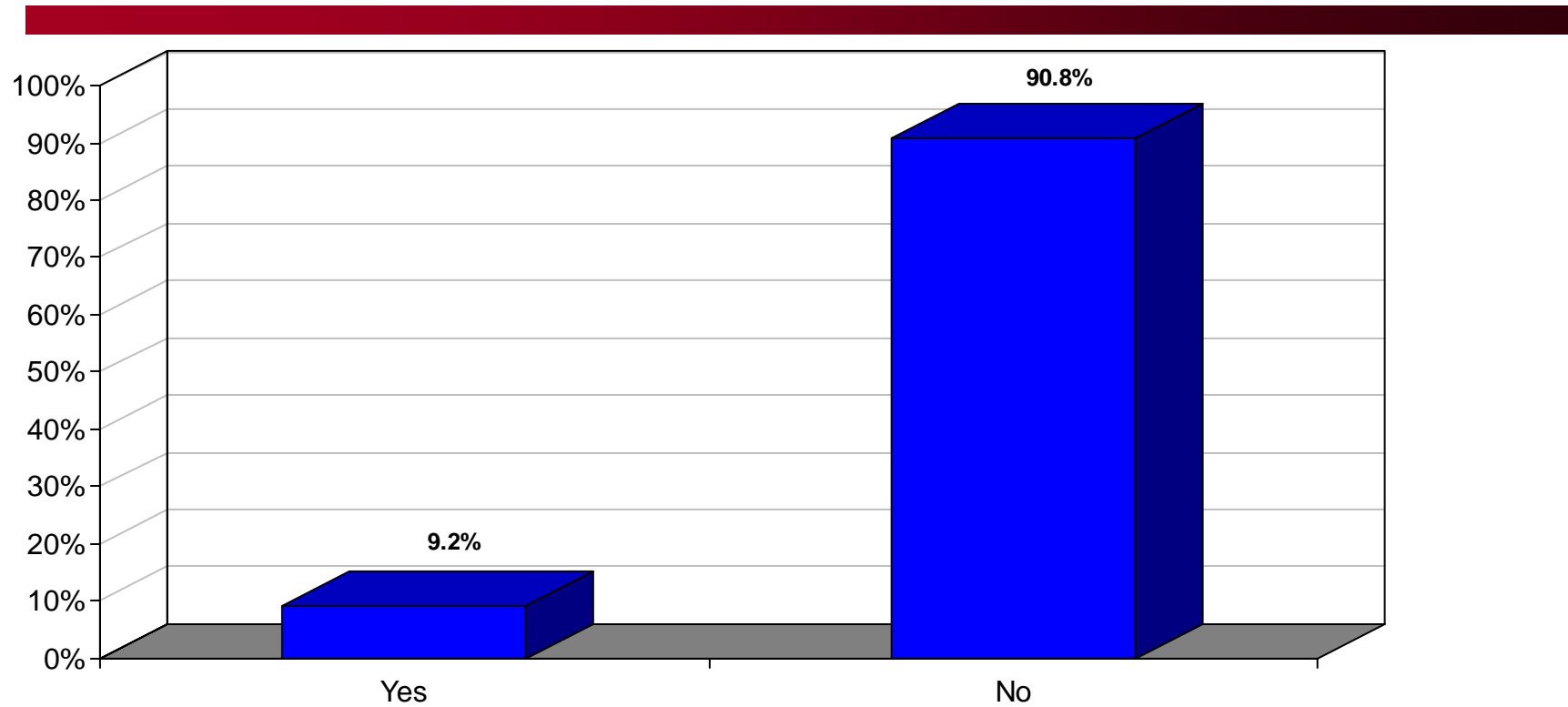


Chart 4.21

“Have you ever taken a college class online?”



Past Experience with Distance Learning Classes (All Survey Respondents)

All survey respondents were asked if they had ever taken a college class online. Nine percent of survey respondents say they have taken a college class online (Chart 4.21).

Survey respondents were also asked if they have ever used distance learning, such as attended a work-related teleconference or taken a videotaped or televised class. Thirty percent have previously used some form of distance learning, while 70 percent have not (Table 4.8, Chart 4.22).

Table 4.8

“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?”

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Yes	19.4%	26.9%	29.6%
No	80.4	72.9	70.2
Don't Know	0.2	0.2	0.2
	(N=515)	(N=520)	(N=534)

- White respondents (31%) report using distance learning in their workplace more frequently than do African-American respondents (16%).
- The percentage of survey respondents reporting using distance learning through their workplace or in other ways is now 10 percentage points higher than was the case in 1999.

Chart 4.21

“Have you ever taken a college class online?”

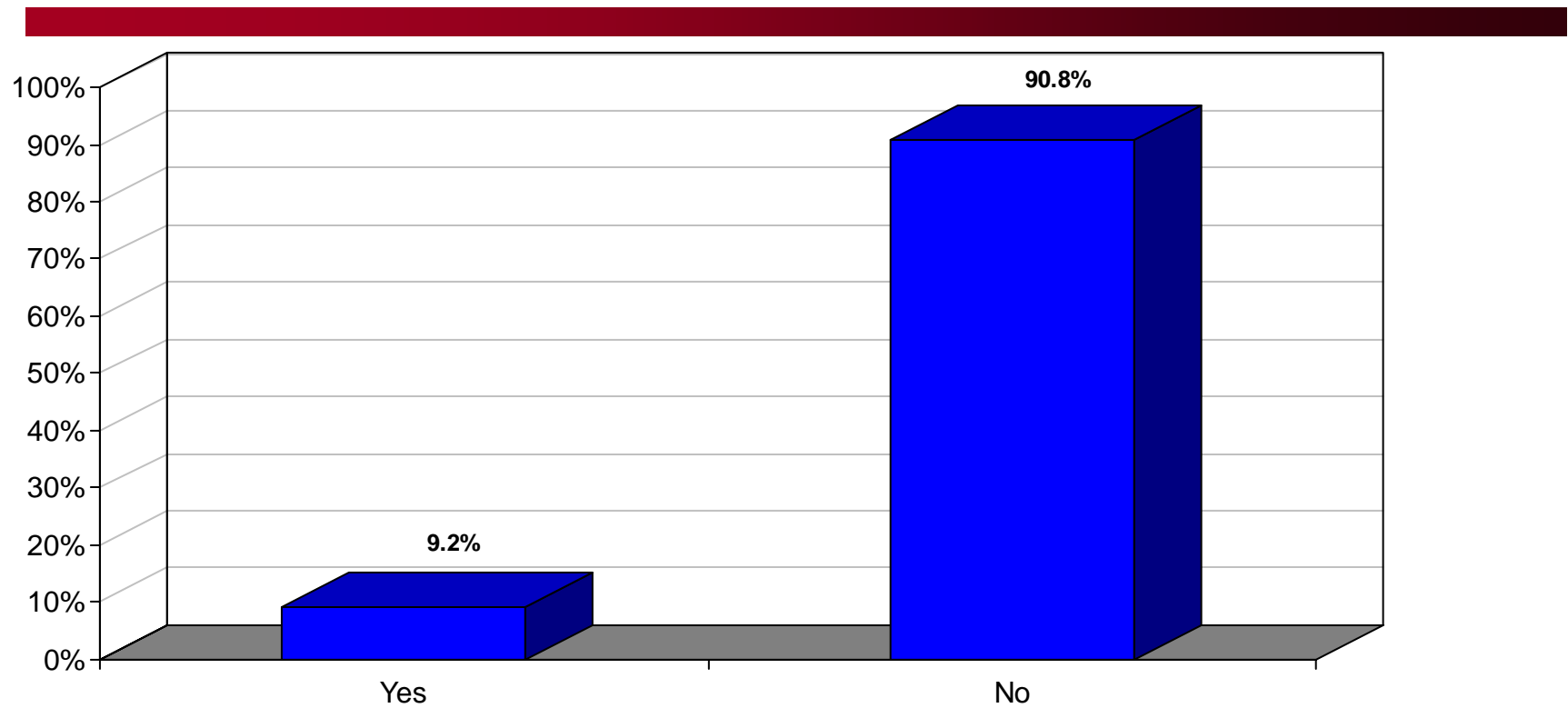
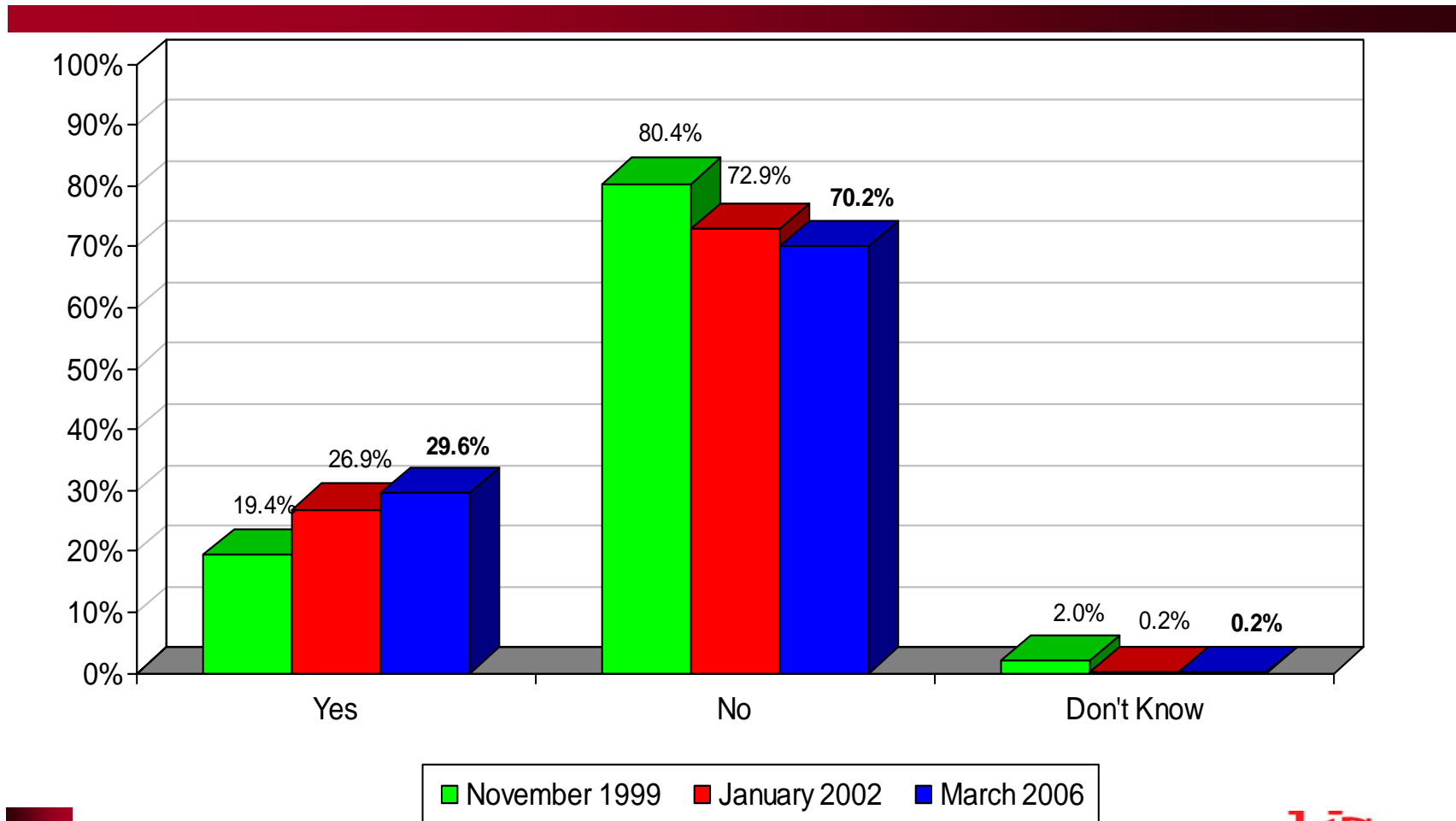


Chart 4.22

“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?”



Most survey respondents who have had experience with distance learning say their experience was positive (Table 4.9, Chart 4.23), either very or somewhat. However, seven out of ten respondents to the survey have not had experience with distance learning.

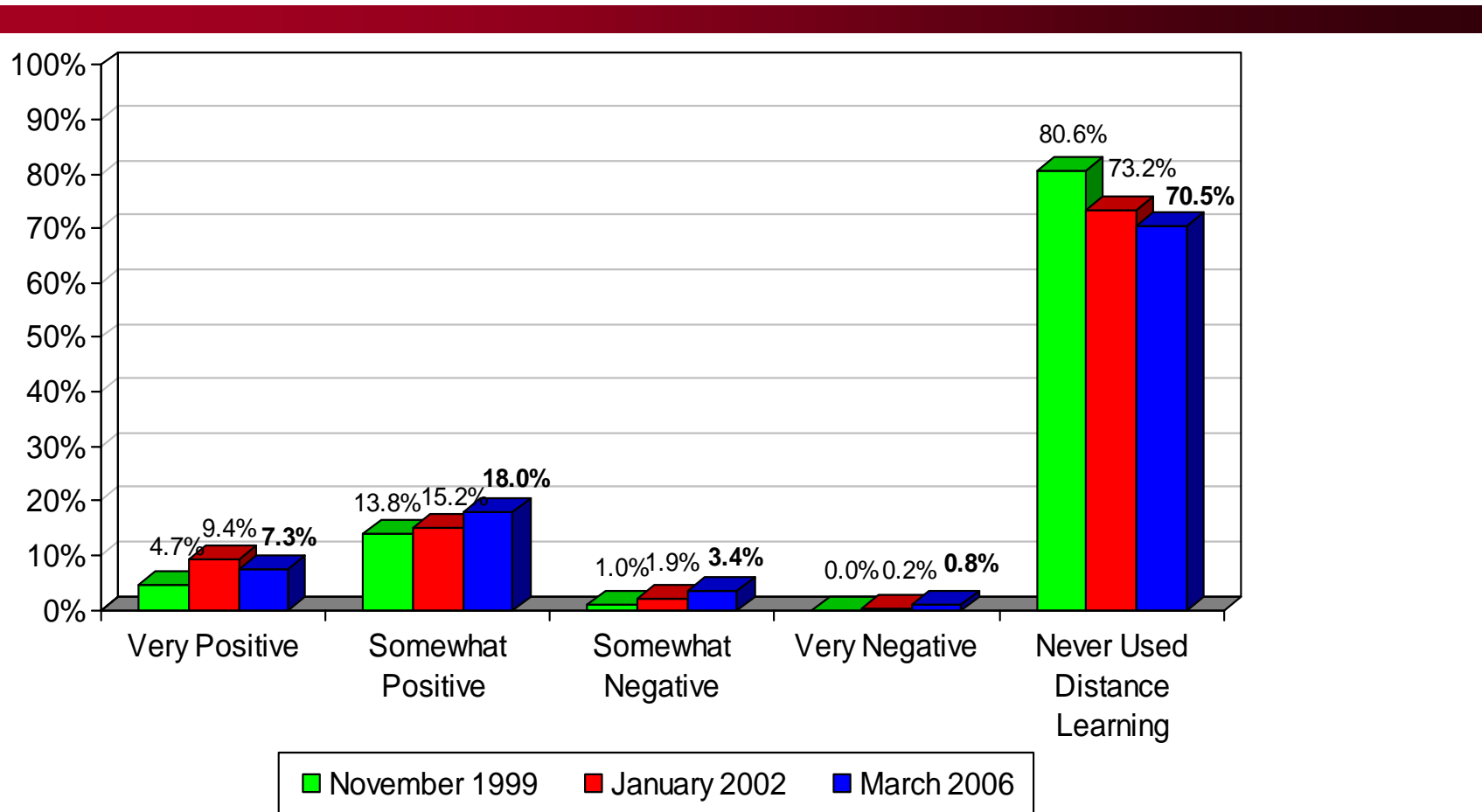
Table 4.9

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

	November <u>1999</u>	January <u>2002</u>	March <u>2006</u>
Very Positive	4.7%	9.4%	7.3%
Somewhat Positive	13.8	15.2	18.0
Somewhat Negative	1.0	1.9	3.4
Very Negative	NA	0.2	0.8
Never Used Distance Learning	80.6	73.2	70.5
	(N=515)	(N=519)	(N=533)

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?”



V. CONCLUSIONS

Several conclusions can be drawn from this survey:

PERSONAL EDUCATION GOALS

- Sixty-one percent of Ohioans who do not hold a Bachelor's degree but have taken college courses for credit say it is important for them to obtain a college degree. Thirty-nine percent of these respondents are interested in earning a Bachelor's degree, while 20 percent are interested in earning an Associate's degree and 20 percent are interested in earning a graduate degree. The percentage of respondents who say obtaining a college degree is important declined from 69 percent in 2002.
- As in previous surveys, respondents most frequently say it is important to obtain a college degree or certificate in order to advance their career. Survey respondents also frequently mention personal satisfaction as a reason that obtaining a degree is important to them.
- As in previous surveys, health care and business are mentioned most frequently as areas of interest among respondents who both place an importance on obtaining a college degree and who express an interest in obtaining that degree.
- Money/financial aid continue to be most frequently mentioned when respondents who both place an importance on obtaining a college degree and who express an interest in obtaining that degree are asked what would help them most in completing a degree program at a college or university.
- Sixty percent of respondents say they were limited in some way from completing a college degree program. Financial reasons and family obligations are offered more frequently than other reasons among survey respondents when asked what limited them in completing their degree program.

COMPUTER USE

- Eighty-eight percent of survey respondents report having a computer in their home. In 1999, 70 percent of survey respondents reported having a computer in their home.
- Ninety-one percent of respondents with a home computer have an Internet connection. More of these respondents have high-speed (63%) Internet connections than have dial-up (36%) connections.

DISTANCE LEARNING

Awareness of Distance Learning

- Awareness of distance learning has risen from 53 percent in 1999 to 78 percent in the 2006 survey.
- Twenty-seven percent of survey respondents who are aware of distance learning say they have heard of “OhioLearns!” and 14 percent of these respondents say they have searched the “OhioLearns!” catalog.
- Eleven percent of survey respondents who are aware of distance learning say they have heard of “www.e4meohio.org.”

Interest in Taking Distance Learning Courses

- Forty-five percent of survey respondents indicate an interest in taking college classes through distance learning. The percentage of survey respondents interested in taking college classes through distance learning is down from 59 percent in January 2002. Additional surveys will be necessary to determine if this is a temporary difference or an indication of a decline in interest.
- Respondents indicating an interest in distance learning cite convenience and accessibility more frequently than other reasons for interest in taking distance learning courses.
- Respondents not interested in taking classes through distance learning most frequently say they are not interested in taking college classes at this time.
- As was the case in 2002, respondents interested in distance learning more frequently say they are likely to enroll in a course that offers instruction through technology only (58%) as opposed to a course that offers a mix of technology and classes held on a campus (39%).
- Seventy-eight percent of survey respondents interested in distance learning express interest in a distance learning program that would allow them to pursue a Bachelor’s degree at a two-year college close to their home.

Interest in Distance Learning Among Employed Respondents

- Twenty-seven percent of employed respondents interested in distance learning say they are “very likely” to take courses that would improve math skills; 24 percent of these respondents say they are “very likely” to take courses that would improve writing skills.
- Thirty-seven percent of employed survey respondents interested in distance learning say they are “very interested” in a Regent’s degree.

Perceptions of Distance Learning Cost, Difficulty, Time Commitment and Necessary Computer Skills

- Respondents most frequently say the cost of distance learning is less than a face-to-face class on campus.
- Respondents most frequently view distance learning courses and face-to-face courses as equally difficult.
- Respondents most frequently view distance learning courses as taking less time than face-to-face courses.
- Respondents say distance learning courses require average computer skills far more frequently than above-average skills.

Past Experience with Distance Learning Classes

- Nine percent of respondents say they have taken a college class online, while 30 percent of respondents say they have used distance learning through their workplace or in other ways.

Appendix A

Questionnaire

2006 DISTANCE LEARNING IN OHIO SURVEY
INSTITUTE FOR POLICY RESEARCH

February 2006

- I. INTRODUCTION: "Hello, this is _____ calling from the UNIVERSITY OF CINCINNATI. I am conducting an ANONYMOUS study about education issues in Ohio with adults between the ages of 18 and 64, and I'd really appreciate your help."

IF PERSON IS HESITANT, NOT INTERESTED, ETC:

This is strictly a public opinion study, there are no right or wrong answers.

We are interested in your opinions and experiences. If there are any questions you feel you cannot answer, we can skip them.

All information collected from the respondent is kept strictly confidential.

You can call collect to speak with the Project Director. Eric Rademacher can be reached at (513) 556-3304.

- II. "First, of the adults between the ages of 18 and 64 living in your household, how many people have ever taken at least one college class for credit from a college or university? (INCLUDING COMMUNITY COLLEGE AND CONTINUING EDUCATION UNITS -- CEUs)

RECORD NUMBER: _____
ZERO--TERMINATE WITH THANKS
ONE--ASK TO TALK TO THAT PERSON--SKIP TO Q.1

NO ONE UNDER 65 YEARS OF AGE -- TERMINATE WITH THANKS

- III. "Of those -- _____ people, including yourself -- who had the most recent birthday? Would that be yourself or is it someone else?"

A. (IF RESPONDENT) -- "Then you're the one I want to talk to." SKIP TO Q.1

B. (IF SOMEONE ELSE) -- "May I speak to him/her please?"

(IF RESPONDENT IS NOT HOME) ASK -- "Could you suggest a convenient time for me to call back when I might be able to reach him/her?" GIVE SHIFT TIMES IF NECESSARY. GET FIRST NAME OF RESPONDENT.

C. (DON'T KNOW ALL BIRTHDAYS, ONLY SOME) ASK -- "Of the ones that you do know, who had the most recent birthday?"

IF RESPONDENT, INTERVIEW THAT PERSON. SKIP TO Q.1
IF SOMEONE ELSE, FOLLOW SAME PROCEDURE AS B.

D. DON'T KNOW ANY BIRTHDAYS OTHER THAN OWN. SKIP TO Q.1

Q 1. "First, please tell me in what county do you live?"

____ : ____ :
: ____ : ____ : RECORD

COUNTY _____

"Now, I'd like to ask you some questions about education
. . . "

Q 2. "Have you ever taken at least one college class for
credit from a college or university?" (INCLUDING
COMMUNITY COLLEGE AND CONTINUING EDUCATION UNITS --
CEUs)

1. YES
2. NO -- THANK AND TERMINATE INTERVIEW

8. DK -- PROBE ("To the best of your knowledge . .
. have you ever . . . ") THANK AND TERMINATE
INTERVIEW

9. NA -- THANK AND TERMINATE INTERVIEW
0. INAP

Q 3. "Have you ever received a bachelor's degree from a
college or university?"

1. YES -- THANK AND TERMINATE
2. NO -- CONTINUE TO Q 4

8. DK -- PROBE("Please describe to me whatever
college degrees you have received.") -- CONTINUE TO
Q 4

9. NA -- THANK AND TERMINATE
0. INAP

Q 4. "Have you ever received an associate degree from a college or university?"

- 1. YES -- CONTINUE TO Q 5
- 2. NO -- CONTINUE TO Q 5

8. DK -- PROBE("Please describe to me whatever college degrees you have received.") -- CONTINUE TO Q 5

- 9. NA
- 0. INAP

Q 5. "What is your current age?"

____ : ____ : (RECORD EXACT NUMBER OF YEARS OLD -- E.G., 45)
: ____ : ____ :

65. 65 YEARS OF AGE OR OLDER -- TERMINATE WITH THANKS

- 97. REFUSED
- 98. DK
- 99. NA

Q 6. "Are you presently enrolled in any college classes for credit?" (INCLUDES CONTINUING EDUCATION UNITS -- CEUs)

- 1. YES
- 2. NO

- 8. DK (DO NOT PROBE)
- 9. NA

Q 7. "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?"

1. VERY IMPORTANT
2. SOMEWHAT IMPORTANT
3. NOT VERY IMPORTANT -- SKIP TO Q 12
4. NOT AT ALL IMPORTANT -- SKIP TO Q 12

8. DK (PROBE: "Generally speaking . . .") -- SKIP TO Q 12
9. NA -- SKIP TO Q 12

Q 8. "And thinking about your own personal education goals . . . what is the highest degree of college education you would be interested in obtaining? . . . (READ NUMBERS 1 THROUGH 5)

1. A certificate in a program,
2. An Associates Degree,
3. A Bachelors Degree,
4. A Degree from a Graduate Program, or
5. Are you interested in just taking additional college courses?" -- SKIP TO Q.12

7. NONE/NOTHING (VOLUNTEERED) -- SKIP TO Q 12
8. DK (PROBE: "In general . . . ") -- SKIP TO Q 12
9. NA -- SKIP TO Q 12
0. INAP

Q 9. "What is the reason why you would like to obtain this college degree or certificate?"

1. Career advancement/Necessary to advance in my job/Get promotion
2. Earn more money/Get a raise
3. Necessary to keep my job
4. Meet personal goals/personal satisfaction

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK
99. NA
0. INAP

Q 10. "What one major field or area of study are you most interested in?"

1. Business
2. Computer/Computer Programming/Computer Science
3. Education
4. Fine Arts/Performing Arts (Arts/Music/Dance)
5. Health care/Nursing
6. Humanities/Liberal Arts (History/English/Philosophy)
7. Math/Engineering
8. Media/Communications
9. Sciences (Biology/Chemistry)
10. Social Sciences (Political Science/Economics/Sociology/Psychology)
11. General studies

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK
99. NA
0. INAP

Q 11. "Generally speaking, what would help you the most in completing a degree program at a college or university?"

1. Additional money/financial aid
2. More time
3. Convenience/flexibility in scheduling
4. Lower costs/lower tuition
5. Moral support/mentoring
6. Access to classes over the Internet/World Wide Web
7. Child care
8. Transportation

96. Nothing

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK (PROBE: "In general . . . ")
99. NA
0. INAP

Q 12. "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?"

1. YES
2. NO -- SKIP TO Q 14

7. JUST TOOK CLASSES (VOLUNTEERED) -- SKIP TO Q 14
8. DK (PROBE: "In general . . . ") -- SKIP TO Q 14
9. NA -- SKIP TO Q 14

Q 13. "Generally speaking, what has limited your ability to complete a degree program at a college or university?"

1. Financial situation/cost
2. Family obligations/Too much time away from family
3. Work interfered/Work too much
4. Health reasons
5. Not enough time in general
6. Lack motivation/Lack desire to finish
7. Types of programs available
8. Marriage
9. Military/Was drafted
10. Too old
11. Moved away from university

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK
99. NA
0. INAP

Q 14. "Have you ever taken a college class online?"

1. YES
2. NO

8. DK (DO NOT PROBE)
9. NA

Q 15. "Do you have a computer in your home?"

1. YES
2. NO -- SKIP TO Q 18

8. DK (DO NOT PROBE) -- SKIP TO Q 18
9. NA -- SKIP TO Q 18

Q 16. "Do you have an Internet connection at home?"

1. YES
2. NO -- SKIP TO Q 18

8. DK (DO NOT PROBE) -- SKIP TO Q 18
9. NA -- SKIP TO Q 18
0. INAP

Q 17. "Do you have high-speed Internet service or do you use a dial-up Internet service?"

1. HIGH SPEED INTERNET SERVICE
2. DIAL-UP INTERNET SERVICE

7. OTHER("What kind of Internet service do you have . . .")
8. DK (DO NOT PROBE)
9. NA
0. INAP

"On another subject . . . "

Q 18. "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?"

1. YES
2. NO -- SKIP TO Q 22
8. DK (DO NOT PROBE) -- SKIP TO Q 22
9. NA -- SKIP TO Q 22

Q 19. "Have you heard of a course catalog of distance learning courses and degrees known as OhioLearns! ?"

1. YES
2. NO -- SKIP TO Q 21
8. DK (DO NOT PROBE) -- SKIP TO Q 21
9. NA -- SKIP TO Q 21

Q 20. "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?"

1. YES
2. NO
8. DK (DO NOT PROBE)
9. NA
0. INAP

Q 21. "Have you heard of a website known as www.e4meohio.org?"

1. YES
2. NO

8. DK (DO NOT PROBE)
9. NA
0. INAP

Q 22. "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? Would you say you are . . . (READ 1 THROUGH 4)

1. Very interested, -- SKIP TO Q 23
2. Somewhat interested, -- SKIP TO Q 23
3. Not very interested, or -- SKIP TO Q 34
4. Not at all interested?" -- SKIP TO Q 34

8. DK (PROBE: "Generally speaking . . . ") -- SKIP TO Q 34
9. NA -- SKIP TO Q 35

Q 23. "Why are you interested in taking college classes for credit through distance learning opportunities?"

1. Convenience/accessibility
2. Flexibility/More time
3. To learn more/personal satisfaction
4. Obtain degree/college credit
5. Won't affect job
6. Can stay at home with children
7. Don't have to drive
8. Different way of learning/no classroom
9. Job enhancement/career change
10. Learn/work at own pace
11. More options/more classes

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK (PROBE: REREAD QUESTION)
99. NA
0. INAP

Q 24. "And . . . to be able to take college classes for credit through distance learning, would you need financial aid?"

1. YES
2. NO

8. DK (DO NOT PROBE)
9. NA
0. INAP

Q 25. "Next . . . 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 . . .

(READ NUMBERS 1 and 2)

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?"

7. NEITHER (VOL.)

8. DK (PROBE: "In general . . .")

9. NA

0. INAP

Q 26. "Several Ohio universities have distance learning partnerships with local two-year colleges. These partnerships offer four-year bachelor's degree programs at two-year campuses in Ohio. Through these programs, students can receive a bachelor's degree from a university in Ohio by taking courses at a two-year campus."

"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 . . .

1. Very interested,

2. Somewhat interested,

3. Not very interested, or

4. Not at all interested?"

8. DK (PROBE: "Generally speaking . . .")

9. NA

0. INAP

"On another topic . . ."

Q 27. "Last week . . . were you working full-time, part-time, or going to school, keeping house, or what?"

(CIRCLE ONE CODE ONLY. IF MORE THAN ONE RESPONSE, GIVE PREFERENCE TO SMALLEST [LOWEST] CODE NUMBER THAT APPLIES.)

1. WORKING FULL-TIME
2. WORKING PART-TIME
3. WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE
4. UNEMPLOYED, LAID OFF, LOOKING FOR WORK -- SKIP TO Q 35
5. DISABLED, TOO ILL TO WORK (PERMANENT) -- SKIP TO Q 35

6. RETIRED -- SKIP TO Q 35
7. IN SCHOOL -- SKIP TO Q 35
8. KEEPING HOUSE -- SKIP TO Q 35

9. NA -- SKIP TO Q 35

Q 28. "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?"

1. YES
2. NO

8. DK (DO NOT PROBE)
9. NA
0. INAP

Q 29. "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?"

- 1. VERY LIKELY
- 2. SOMEWHAT LIKELY
- 3. NOT LIKELY

- 8. DK (DO NOT PROBE)
- 9. NA
- 0. INAP

Q 30. "And, 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?"

- 1. VERY LIKELY
- 2. SOMEWHAT LIKELY
- 3. NOT LIKELY

- 8. DK (DO NOT PROBE)
- 9. NA
- 0. INAP

Q 31. "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 . . ."

\$|____|____|____|____|

(PROBE: "Could you be more specific please?")

- 9995. \$9,995 OR MORE
- 9997. NO COST/FREE (VOLUNTEERED)
- 9998. DK (PROBE: REREAD QUESTION)
- 9999. NA
- 0000. INAP

Q 32. "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?"

1. VERY INTERESTED
2. SOMEWHAT INTERESTED
3. NOT INTERESTED -- SKIP TO Q 35

8. DK (DO NOT PROBE) -- SKIP TO Q 35
9. NA -- SKIP TO Q 35
0. INAP

Q 33. "Which of the reasons below describes your interest in a Regent's Degree. . . " (READ 1 TO 5)

[ROTATE ITEMS]

1. to get a promotion or raise,
2. to seek a new position with my current employer,
3. to look for a new job with a new employer,
4. for personal goals or satisfaction, or
5. for some other reason" _____ (PROBE: "Could you be more specific please, or give an example ...?")

8. DK (PROBE: "Generally speaking . . . ")
9. NA
0. INAP

[IF Q 22 EQ 1 OR 2, -- SKIP TO Q 35]

Q 34. (IF NOT VERY/NOT AT ALL INTERESTED:) "Why are you not interested in taking college classes for credit through distance learning opportunities?"

1. Prefer classroom
2. No need/done with school/not interested
3. Not enough time
4. Age ("Too old")/retirement ("I'm retired")
5. Already attend college
6. Busy raising a family
7. Not comfortable/disciplined
8. Don't have a computer
9. Financial situation
10. Health reasons

97. Other _____ (PROBE: "Could you be more specific please, or give an example ...?")

98. DK (PROBE: REREAD QUESTION)

99. NA

0. INAP

"Next . . ."

Q 35. "Do you think distance learning classes cost the same amount, more, or less than a face-to-face class on campus?"

1. SAME AMOUNT
2. MORE
3. LESS

8. DK (DO NOT PROBE)
9. NA

Q 36. "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"?

1. MORE DIFFICULT
2. LESS DIFFICULT
3. EQUALLY DIFFICULT

8. DK (DO NOT PROBE)
9. NA

Q 37. "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?"

1. MORE TIME
2. LESS TIME
3. ABOUT THE SAME AMOUNT OF TIME

8. DK (DO NOT PROBE)
9. NA

Q 38. "Would you say that you would need average, or above-average computer skills in order to take a distance learning course?"

1. AVERAGE COMPUTER SKILLS
2. ABOVE-AVERAGE COMPUTER SKILLS

8. DK (DO NOT PROBE)
9. NA

"On another topic . . ."

Q 39. "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?"

1. YES
2. NO -- SKIP TO Q 41

8. DK (DO NOT PROBE) -- SKIP TO Q 41
9. NA -- SKIP TO Q 41

Q 40. "Based on this previous experience with distance learning, would you say your experience was . . . (READ 1 THROUGH 4)

1. Very positive,
2. Somewhat positive,
3. Somewhat negative, or
4. Very negative?"

8. DK (PROBE: "In general . . .")
9. NA
0. INAP

"Now a few final questions . . . "

Q 41. "First of all, are you currently married, widowed, divorced, separated, or have you never been married?"

1. MARRIED AND LIVING WITH SPOUSE (INCLUDE COMMON LAW MARRIAGE & SPOUSE AWAY IN SERVICE)
2. WIDOWED
3. DIVORCED
4. SEPARATED
5. NEVER MARRIED (INCLUDING ANNULMENTS)
6. PARTNERS NOT MARRIED (VOL.)
9. NA

Q 42. "Do you own or rent your home?"

1. OWN
2. RENT
9. NA

Q 43. "What is your race? (IF NECESSARY, READ: Is it black, white, or some other race?)"

1. BLACK/AFRICAN-AMERICAN
2. WHITE
3. HISPANIC
4. NATIVE AMERICAN
5. ASIAN-PACIFIC ISLANDER
6. MULTI-RACIAL
7. OTHER (PROBE)
8. REFUSED
9. NA

[IF Q 22 EQ 1 or 2, SKIP TO Q 45]

Q 44. "Last week . . . were you working full-time, part-time, or going to school, keeping house, or what?"

(CIRCLE ONE CODE ONLY. IF MORE THAN ONE RESPONSE, GIVE PREFERENCE TO SMALLEST [LOWEST] CODE NUMBER THAT APPLIES.)

1. WORKING FULL-TIME
2. WORKING PART-TIME
3. WITH A JOB BUT NOT AT WORK BECAUSE OF TEMPORARY ILLNESS, VACATION, STRIKE
4. UNEMPLOYED, LAID OFF, LOOKING FOR WORK
5. DISABLED, TOO ILL TO WORK (PERMANENT)

6. RETIRED
7. IN SCHOOL
8. KEEPING HOUSE

9. NA

Q 45. "How many of the persons who currently live in your household are under 18 years of age, including babies and small children?"

RECORD # : _____ :

7. SEVEN OR MORE
8. NONE
9. NA

Q 46. "How much TOTAL income did you and your family receive in 2005, not just from wages or salaries but from ALL sources - that is, before taxes and other deductions were made? I will read some categories please stop me when I get to yours." (READ CATEGORIES)

<u>ANNUAL</u>	<u>MONTHLY EQUIVALENT</u>
01. Less than \$10,000	Less than \$ 833
02. \$10,000 - 19,999	\$ 834 - 1,666
03. \$20,000 - 29,999	\$1,667 - 2,499
04. \$30,000 - 39,999	\$2,500 - 3,332
05. \$40,000 - 49,999	\$3,333 - 4,166
06. \$50,000 - 59,999	\$4,167 - 5,000
07. \$60,000 - 69,999	\$5,001 - 5,833
08. \$70,000 and over	\$5,834 and over
97. REFUSED	
98. DK	
99. NA	

<u>NOTE</u>	:	: INCOME SOURCES TO BE INCLUDED	:
	:		:
	:	1. Wages & Salaries	:
	:	2. Interest on Savings	:
	:	3. Dividends	:
	:	4. Social Sec.	:
	:	5. Pensions	:
	:	6. Welfare	:
	:	7. Unemployment Compensation	:
	:	8. Alimony	:
	:	9. Child Support	:
	:		:

Q 47. "INCLUDING YOURSELF, how many people aged 18 or older, CURRENTLY live in your household?"

RECORD # : _____ :

8. EIGHT OR MORE

9. NA

Q 48. "Would you like to receive additional information about anything discussed during this interview?"

- 1 YES (IF YES: Could I have your email address so that information can be sent to you?)
- 2 NO

Q 49. "Would you be interested in taking a free e-learning course to try out distance learning?"

- 1 YES (If Yes, offer www.e4meohio.org as the place to go)
- 2 NO

"That's all the questions I have -- You've been very helpful. Thank you for your cooperation. Goodbye."

INTERVIEWER SUPPLEMENT

Q 50. CIRCLE SEX OF RESPONDENT

- 1. MALE
- 2. FEMALE

Q 51. ENTER AREA CODE FROM CALL RECORD.

- (216)
- (330)
- (419)
- (440)
- (513)
- (614)
- (740)
- (937)

Q 52. RECORD CATI CODE

____ : ____ : : ____ : ____ :
: ____ : ____ : : ____ : ____ :

Q 53. RECORD NUMBER OF CALLS FOR THIS COMPLETION

____ : ____ : : ____ : ____ :
: ____ : ____ : : ____ : ____ :

Q 54. RECORD DATE INTERVIEW COMPLETED

____ : ____ : : ____ : ____ :
: ____ : ____ : -- : ____ : ____ : (E.G. 1-30)

Q 55. RECORD YOUR INTERVIEWER NUMBER

____ : ____ :
: ____ : ____ :

Q 56. RECORD FINAL STATUS CODE

0. COMPLETION FROM RAW NUMBER
1. COMPLETION FROM APPOINTMENT
2. COMPLETION FROM REFUSAL
3. COMPLETION FROM PARTIAL (REG OR RF)
4. FINAL PARTIAL

NOTE: BE SURE TO RECORD "FINAL CALL STATUS" ON CALL RECORD

Appendix B

Detailed Tabular Results

Distance Learning in Ohio Survey, March 2006

Question 4: Have you ever received an associate's degree from a college or university?

		Yes	No	Don't know	Count
Statewide		27.7%	72.1%	.2%	534
Age of Respondent	18 to 29	19.3%	80.7%		109
	30 to 45	34.4%	65.6%		192
	46 to 64	25.9%	73.7%	.4%	224
Race	African-American	24.2%	75.8%		62
	White	28.0%	71.8%	.2%	440
Sex	Male	26.4%	73.6%		193
	Female	28.4%	71.3%	.3%	341
Education	Associates degree only	100.0%			148
	Took class for credit only		99.7%	.3%	386
Household Income	Under \$20,000	24.5%	75.5%		53
	\$20,000 - \$39,999	31.8%	68.2%		107
	\$40,000 - \$59,999	31.0%	69.0%		100
	\$60,000 and Over	31.0%	68.4%	.6%	158
Adults in Household	One	33.6%	66.4%		116
	Two	28.8%	71.2%		281
	Three	22.5%	77.5%		89
	Four or More	16.3%	81.4%	2.3%	43
Children in Household	None	24.8%	75.2%		274
	One	29.9%	69.1%	1.0%	97
	Two	33.0%	67.0%		109
	Three	26.2%	73.8%		42
	Four or More	33.3%	66.7%		12
Household Size	One	35.1%	64.9%		74
	Two	24.0%	76.0%		154
	Three	28.4%	71.6%		102
	Four	28.3%	71.7%		113
	Five or More	26.7%	72.1%	1.2%	86

Distance Learning in Ohio Survey, March 2006

Question 4: Have you ever received an associate's degree from a college or university?

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	32.4%	67.6%		74
	Northwest	24.6%	75.4%		57
	North Central	33.3%	66.7%		93
	Central	22.7%	76.1%	1.1%	88
	Southeast	31.7%	68.3%		41
	Southwest	25.4%	74.6%		181
Rural or Urban County	Urban County	25.9%	74.1%		232
	Suburban County	28.3%	71.7%		159
	Rural, Small City	30.1%	69.2%	.7%	143
Area of Dominant TV Influence	Cincinnati	23.9%	76.1%		109
	Cleveland	32.9%	67.1%		149
	Columbus	24.2%	74.7%	1.1%	95
	Dayton	27.8%	72.2%		72
	Other	27.5%	72.5%		109
Have Computer in Home	Yes	27.2%	72.6%	.2%	470
	No	31.3%	68.8%		64
Internet Connection	High Speed	25.0%	74.6%	.4%	268
	Dial Up	32.3%	67.7%		155
	No Internet/No Computer	28.8%	71.2%		104

Ohio Learning Network
 March 2006
 Institute for Policy Research
 University of Cincinnati

Distance Learning in Ohio Survey, March 2006

Question 6: Are you presently enrolled in any college classes for credit?

		Yes	No	Count
Statewide		17.4%	82.6%	534
Age of Respondent	18 to 29	43.1%	56.9%	109
	30 to 45	14.6%	85.4%	192
	46 to 64	6.7%	93.3%	224
Race	African-American	22.6%	77.4%	62
	White	16.4%	83.6%	440
Sex	Male	12.4%	87.6%	193
	Female	20.2%	79.8%	341
Education	Associates degree only	8.8%	91.2%	148
	Took class for credit only	20.7%	79.3%	386
Household Income	Under \$20,000	32.1%	67.9%	53
	\$20,000 - \$39,999	11.2%	88.8%	107
	\$40,000 - \$59,999	16.0%	84.0%	100
	\$60,000 and Over	14.6%	85.4%	158
Adults in Household	One	18.1%	81.9%	116
	Two	14.9%	85.1%	281
	Three	22.5%	77.5%	89
	Four or More	23.3%	76.7%	43
Children in Household	None	17.5%	82.5%	274
	One	19.6%	80.4%	97
	Two	14.7%	85.3%	109
	Three	21.4%	78.6%	42
	Four or More	8.3%	91.7%	12
Household Size	One	12.2%	87.8%	74
	Two	16.2%	83.8%	154
	Three	26.5%	73.5%	102
	Four	17.7%	82.3%	113
	Five or More	14.0%	86.0%	86

Ohio Learning Network
 March 2006
 Institute for Policy Research
 University of Cincinnati

Distance Learning in Ohio Survey, March 2006

Question 6: Are you presently enrolled in any college classes for credit?

		Yes	No	Count
OLN REGIONS	Northeast	18.9%	81.1%	74
	Northwest	21.1%	78.9%	57
	North Central	12.9%	87.1%	93
	Central	15.9%	84.1%	88
	Southeast	17.1%	82.9%	41
	Southwest	18.8%	81.2%	181
Rural or Urban County	Urban County	16.4%	83.6%	232
	Suburban County	19.5%	80.5%	159
	Rural, Small City	16.8%	83.2%	143
Area of Dominant TV Influence	Cincinnati	21.1%	78.9%	109
	Cleveland	16.1%	83.9%	149
	Columbus	15.8%	84.2%	95
	Dayton	15.3%	84.7%	72
	Other	18.3%	81.7%	109
Have Computer in Home	Yes	19.1%	80.9%	470
	No	4.7%	95.3%	64
Internet Connection	High Speed	21.3%	78.7%	268
	Dial Up	17.4%	82.6%	155
	No Internet/No Computer	6.7%	93.3%	104

Ohio Learning Network
 March 2006
 Institute for Policy Research
 University of Cincinnati

Distance Learning in Ohio Survey, March 2006

Question 7: 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?

		Very important	Somewhat important	Not very important	Not at all important	Count
Statewide		41.7%	19.5%	20.8%	18.0%	533
Age of Respondent	18 to 29	70.6%	16.5%	8.3%	4.6%	109
	30 to 45	44.8%	21.9%	18.8%	14.6%	192
	46 to 64	24.7%	19.3%	28.3%	27.8%	223
Race	African-American	59.7%	17.7%	11.3%	11.3%	62
	White	38.0%	19.8%	23.5%	18.7%	439
Sex	Male	35.2%	18.7%	23.3%	22.8%	193
	Female	45.3%	20.0%	19.4%	15.3%	340
Education	Associates degree only	49.0%	20.4%	20.4%	10.2%	147
	Took class for credit only	38.9%	19.2%	21.0%	21.0%	386
Household Income	Under \$20,000	62.3%	15.1%	13.2%	9.4%	53
	\$20,000 - \$39,999	47.7%	26.2%	14.0%	12.1%	107
	\$40,000 - \$59,999	42.0%	20.0%	21.0%	17.0%	100
	\$60,000 and Over	30.4%	20.3%	28.5%	20.9%	158
Adults in Household	One	46.6%	24.1%	12.9%	16.4%	116
	Two	35.6%	18.1%	26.0%	20.3%	281
	Three	53.4%	13.6%	21.6%	11.4%	88
	Four or More	44.2%	30.2%	7.0%	18.6%	43
Children in Household	None	38.7%	17.2%	23.0%	21.2%	274
	One	43.3%	19.6%	19.6%	17.5%	97
	Two	47.7%	22.0%	15.6%	14.7%	109
	Three	43.9%	22.0%	22.0%	12.2%	41
	Four or More	33.3%	41.7%	25.0%		12
Household Size	One	37.8%	23.0%	16.2%	23.0%	74
	Two	35.7%	14.9%	27.9%	21.4%	154
	Three	49.0%	19.6%	17.6%	13.7%	102
	Four	43.4%	20.4%	18.6%	17.7%	113
	Five or More	44.7%	24.7%	18.8%	11.8%	85

Distance Learning in Ohio Survey, March 2006

Question 7: 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?

		Very important	Somewhat important	Not very important	Not at all important	Count
OLN REGIONS	Northeast	40.5%	23.0%	17.6%	18.9%	74
	Northwest	42.1%	14.0%	24.6%	19.3%	57
	North Central	45.7%	16.3%	20.7%	17.4%	92
	Central	44.3%	22.7%	18.2%	14.8%	88
	Southeast	39.0%	17.1%	22.0%	22.0%	41
	Southwest	39.2%	20.4%	22.1%	18.2%	181
	.					
Rural or Urban County	Urban County	40.5%	22.4%	20.3%	16.8%	232
	Suburban County	42.8%	14.5%	23.3%	19.5%	159
	Rural, Small City	42.3%	20.4%	19.0%	18.3%	142
.						
Area of Dominant TV Influence	Cincinnati	37.6%	22.9%	22.0%	17.4%	109
	Cleveland	43.2%	18.2%	18.9%	19.6%	148
	Columbus	42.1%	22.1%	20.0%	15.8%	95
	Dayton	41.7%	16.7%	22.2%	19.4%	72
	Other	43.1%	17.4%	22.0%	17.4%	109
.						
Have Computer in Home	Yes	41.3%	19.8%	21.5%	17.4%	470
	No	44.4%	17.5%	15.9%	22.2%	63
.						
Internet Connection	High Speed	42.2%	20.5%	20.1%	17.2%	268
	Dial Up	40.0%	19.4%	22.6%	18.1%	155
	No Internet/No Computer	45.6%	17.5%	17.5%	19.4%	103
.						

Ohio Learning Network
 March 2006
 Institute for Policy Research
 University of Cincinnati

Distance Learning in Ohio Survey, March 2006

Question 8: And thinking about your own personal education goals . . . 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.]

		A certificate in a program	An associate's degree	A bachelor's degree	A degree from a graduate program	Interested in just taking additional college courses	None/ nothing (VOL)	Don't know	Count
Statewide		3.7%	19.8%	39.0%	19.5%	11.1%	6.2%	.6%	323
Age of Respondent	18 to 29	6.3%	12.6%	42.1%	32.6%	2.1%	3.2%	1.1%	95
	30 to 45	2.3%	25.8%	39.1%	14.1%	12.5%	5.5%	.8%	128
	46 to 64	3.2%	18.9%	36.8%	12.6%	18.9%	9.5%		95
Race	African-American	2.1%	20.8%	45.8%	27.1%	2.1%	2.1%		48
	White	4.4%	21.1%	37.1%	17.5%	12.4%	6.8%	.8%	251
Sex	Male	1.9%	22.1%	42.3%	19.2%	9.6%	4.8%		104
	Female	4.6%	18.7%	37.4%	19.6%	11.9%	6.8%	.9%	219
Education	Associates degree only	1.0%	11.1%	39.4%	21.2%	16.2%	10.1%	1.0%	99
	Took class for credit only	4.9%	23.7%	38.8%	18.8%	8.9%	4.5%	.4%	224
Household Income	Under \$20,000	4.9%	29.3%	24.4%	24.4%	9.8%	7.3%		41
	\$20,000 - \$39,999	6.3%	25.3%	40.5%	15.2%	7.6%	5.1%		79
	\$40,000 - \$59,999	4.9%	16.4%	42.6%	16.4%	14.8%	4.9%		61
	\$60,000 and Over		14.1%	51.3%	17.9%	11.5%	3.8%	1.3%	78
Adults in Household	One	3.8%	21.3%	35.0%	25.0%	13.8%	1.3%		80
	Two	2.7%	18.7%	42.0%	16.7%	12.0%	7.3%	.7%	150
	Three	6.8%	23.7%	37.3%	22.0%	3.4%	5.1%	1.7%	59
	Four or More	3.1%	15.6%	40.6%	15.6%	15.6%	9.4%		32
Children in Household	None	4.6%	16.6%	35.8%	20.5%	13.9%	8.6%		151
	One	1.6%	24.6%	36.1%	19.7%	11.5%	4.9%	1.6%	61
	Two	2.7%	21.3%	46.7%	18.7%	6.7%	2.7%	1.3%	75
	Three	7.4%	29.6%	40.7%	14.8%	3.7%	3.7%		27
	Four or More			44.4%	22.2%	22.2%	11.1%		9

Ohio Learning Network
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Distance Learning in Ohio Survey, March 2006

Question 8: And thinking about your own personal education goals . . . 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.]

		A certificate in a program	An associate's degree	A bachelor's degree	A degree from a graduate program	Interested in just taking additional college courses	None/ nothing (VOL)	Don't know	Count
Household Size	One	2.3%	16.3%	34.9%	23.3%	20.9%	2.3%		43
	Two	3.8%	17.9%	37.2%	16.7%	14.1%	10.3%		78
	Three	4.3%	24.3%	32.9%	25.7%	7.1%	4.3%	1.4%	70
	Four	5.6%	19.7%	49.3%	16.9%	4.2%	4.2%		71
	Five or More	1.7%	20.3%	40.7%	16.9%	13.6%	5.1%	1.7%	59
OLN REGIONS	Northeast		23.9%	37.0%	17.4%	17.4%	4.3%		46
	Northwest	6.3%	28.1%	31.3%	21.9%	6.3%	6.3%		32
	North Central	5.4%	12.5%	32.1%	30.4%	17.9%	1.8%		56
	Central	1.7%	15.5%	48.3%	19.0%	8.6%	6.9%		58
	Southeast		26.1%	39.1%	13.0%	8.7%	13.0%		23
	Southwest	5.6%	20.4%	40.7%	15.7%	8.3%	7.4%	1.9%	108
Rural or Urban County	Urban County	4.8%	19.3%	39.3%	23.4%	10.3%	2.1%	.7%	145
	Suburban County	2.2%	13.3%	42.2%	18.9%	15.6%	6.7%	1.1%	90
	Rural, Small City	3.4%	27.3%	35.2%	13.6%	8.0%	12.5%		88
Area of Dominant TV Influence	Cincinnati	4.5%	21.2%	34.8%	21.2%	7.6%	7.6%	3.0%	66
	Cleveland	3.4%	13.5%	34.8%	27.0%	18.0%	3.4%		89
	Columbus	1.7%	13.3%	50.0%	18.3%	10.0%	6.7%		60
	Dayton	7.1%	19.0%	50.0%	7.1%	9.5%	7.1%		42
	Other	3.0%	33.3%	31.8%	16.7%	7.6%	7.6%		66
Have Computer in Home	Yes	3.9%	19.3%	39.3%	20.7%	10.2%	6.0%	.7%	285
	No	2.6%	23.7%	36.8%	10.5%	18.4%	7.9%		38
Internet Connection	High Speed	3.0%	17.4%	41.3%	22.8%	9.6%	4.8%	1.2%	167
	Dial Up	4.4%	20.9%	36.3%	17.6%	13.2%	7.7%		91
	No Internet/No Computer	4.7%	25.0%	35.9%	14.1%	12.5%	7.8%		64

Ohio Learning Network
 March 2006
 Institute for Policy Research
 University of Cincinnati

Distance Learning in Ohio Survey, March 2006

Question 9: 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.]

		Career advancement/ Job advancement/ get promotion	Earn more money/ get a raise	Necessary to keep my job	Meet personal goals/ personal satisfaction	Other	Don't know	Count
Statewide		45.1%	18.2%	3.4%	29.5%	2.3%	1.5%	264
Age of Respondent	18 to 29	43.8%	24.7%	4.5%	24.7%		2.2%	89
	30 to 45	39.8%	21.4%	2.9%	30.1%	4.9%	1.0%	103
	46 to 64	52.9%	5.9%	2.9%	35.3%	1.5%	1.5%	68
Race	African-American	37.0%	28.3%		30.4%	4.3%		46
	White	47.0%	15.5%	4.5%	29.0%	2.0%	2.0%	200
Sex	Male	47.7%	17.0%	1.1%	30.7%	2.3%	1.1%	88
	Female	43.8%	18.8%	4.5%	29.0%	2.3%	1.7%	176
Education	Associates degree only	45.8%	12.5%	1.4%	31.9%	5.6%	2.8%	72
	Took class for credit only	44.8%	20.3%	4.2%	28.6%	1.0%	1.0%	192
Household Income	Under \$20,000	24.2%	36.4%	9.1%	27.3%	3.0%		33
	\$20,000 - \$39,999	44.9%	23.2%	2.9%	23.2%	2.9%	2.9%	69
	\$40,000 - \$59,999	55.1%	12.2%	2.0%	30.6%			49
	\$60,000 and Over	41.5%	7.7%	1.5%	44.6%	3.1%	1.5%	65
Adults in Household	One	40.3%	23.9%	3.0%	25.4%	4.5%	3.0%	67
	Two	42.5%	16.7%	3.3%	34.2%	2.5%	.8%	120
	Three	56.6%	18.9%	3.8%	18.9%		1.9%	53
	Four or More	45.8%	8.3%	4.2%	41.7%			24
Children in Household	None	48.3%	12.9%	5.2%	31.0%	1.7%	.9%	116
	One	44.0%	22.0%	2.0%	28.0%		4.0%	50
	Two	35.8%	20.9%	3.0%	32.8%	6.0%	1.5%	67
	Three	48.0%	32.0%		20.0%			25
	Four or More	83.3%			16.7%			6
Household Size	One	37.5%	12.5%	6.3%	34.4%	6.3%	3.1%	32
	Two	49.2%	18.6%	3.4%	28.8%			59
	Three	49.2%	16.4%	3.3%	26.2%	1.6%	3.3%	61
	Four	36.9%	20.0%	3.1%	33.8%	4.6%	1.5%	65
	Five or More	51.1%	21.3%	2.1%	25.5%			47

Distance Learning in Ohio Survey, March 2006

Question 9: 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.]

		Career advancement/ Job advancement/ get promotion	Earn more money/ get a raise	Necessary to keep my job	Meet personal goals/ personal satisfaction	Other	Don't know	Count
OLN REGIONS	Northeast	42.9%	8.6%	5.7%	42.9%			35
	Northwest	60.7%	21.4%	3.6%	10.7%	3.6%		28
	North Central	40.0%	28.9%	2.2%	24.4%	2.2%	2.2%	45
	Central	40.8%	14.3%	6.1%	34.7%	2.0%	2.0%	49
	Southeast	33.3%	22.2%	11.1%	27.8%	5.6%		18
	Southwest	48.3%	16.9%		30.3%	2.2%	2.2%	89
Rural or Urban County	Urban County	42.4%	16.8%	4.0%	34.4%	2.4%		125
	Suburban County	47.8%	18.8%	2.9%	26.1%	1.4%	2.9%	69
	Rural, Small City	47.1%	20.0%	2.9%	24.3%	2.9%	2.9%	70
Area of Dominant TV Influence	Cincinnati	46.3%	20.4%		29.6%	1.9%	1.9%	54
	Cleveland	40.0%	22.9%	4.3%	30.0%	1.4%	1.4%	70
	Columbus	44.0%	14.0%	6.0%	32.0%	2.0%	2.0%	50
	Dayton	51.4%	11.4%		31.4%	2.9%	2.9%	35
	Other	47.3%	18.2%	5.5%	25.5%	3.6%		55
Have Computer in Home	Yes	45.6%	17.7%	3.4%	29.5%	2.1%	1.7%	237
	No	40.7%	22.2%	3.7%	29.6%	3.7%		27
Internet Connection	High Speed	46.8%	13.5%	4.3%	31.9%	2.1%	1.4%	141
	Dial Up	50.0%	23.6%	1.4%	22.2%		2.8%	72
	No Internet/No Computer	34.0%	24.0%	4.0%	32.0%	6.0%		50

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Question 10: 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.]

		Business	Computer/ computer programming/ computer science	Education	Fine arts/ performing arts	Health care/ nursing	Humanities/ Liberal Arts
Statewide		22.7%	3.4%	6.1%	3.8%	26.1%	4.5%
Age of Respondent	18 to 29	21.6%	1.1%	4.5%	4.5%	23.9%	2.3%
	30 to 45	19.2%	3.8%	7.7%	2.9%	29.8%	1.9%
	46 to 64	27.9%	4.4%	5.9%	4.4%	23.5%	11.8%
Race	African-American	26.1%	2.2%	6.5%	4.3%	15.2%	8.7%
	White	21.0%	3.5%	5.5%	4.0%	30.5%	4.0%
Sex	Male	29.2%	6.7%	1.1%	3.4%	11.2%	5.6%
	Female	19.4%	1.7%	8.6%	4.0%	33.7%	4.0%
Education	Associates degree only	19.4%	4.2%	6.9%	4.2%	23.6%	4.2%
	Took class for credit only	24.0%	3.1%	5.7%	3.6%	27.1%	4.7%
Household Income	Under \$20,000	3.0%	6.1%	6.1%	6.1%	36.4%	6.1%
	\$20,000 - \$39,999	26.1%	1.4%	2.9%	5.8%	26.1%	5.8%
	\$40,000 - \$59,999	20.4%	6.1%	4.1%	2.0%	36.7%	2.0%
	\$60,000 and Over	29.2%	1.5%	6.2%	4.6%	18.5%	6.2%
Adults in Household	One	20.9%	4.5%	6.0%	4.5%	31.3%	4.5%
	Two	24.2%	1.7%	6.7%	5.0%	21.7%	5.8%
	Three	24.5%	5.7%	3.8%	1.9%	26.4%	1.9%
	Four or More	16.7%	4.2%	8.3%		33.3%	4.2%
Children in Household	None	22.2%	4.3%	7.7%	3.4%	23.9%	3.4%
	One	22.4%	4.1%	4.1%	6.1%	24.5%	6.1%
	Two	20.9%	3.0%	6.0%	4.5%	26.9%	7.5%
	Three	32.0%		4.0%		40.0%	
	Four or More	16.7%				16.7%	
Household Size	One	15.2%	9.1%	12.1%	6.1%	21.2%	6.1%
	Two	29.3%	1.7%	3.4%	3.4%	20.7%	3.4%
	Three	21.3%	1.6%	4.9%	6.6%	31.1%	4.9%
	Four	23.1%	4.6%	4.6%	1.5%	27.7%	6.2%
	Five or More	21.3%	2.1%	8.5%	2.1%	27.7%	2.1%

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Question 10: 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.]

		Business	Computer/ computer programming/ computer science	Education	Fine arts/ performing arts	Health care/ nursing	Humanities/ Liberal Arts
OLN REGIONS	Northeast	22.2%		2.8%	2.8%	36.1%	8.3%
	Northwest	22.2%	7.4%	11.1%		25.9%	
	North Central	15.6%	8.9%	11.1%	4.4%	15.6%	
	Central	22.4%	4.1%	2.0%	2.0%	28.6%	12.2%
	Southeast	11.1%			5.6%	22.2%	
	Southwest	29.2%	1.1%	6.7%	5.6%	27.0%	3.4%
Rural or Urban County	Urban County	24.6%	3.2%	6.3%	5.6%	20.6%	4.8%
	Suburban County	21.7%	4.3%	7.2%	2.9%	29.0%	5.8%
	Rural, Small City	20.3%	2.9%	4.3%	1.4%	33.3%	2.9%
Area of Dominant TV Influence	Cincinnati	24.1%		9.3%	7.4%	27.8%	5.6%
	Cleveland	18.6%	5.7%	8.6%	4.3%	20.0%	2.9%
	Columbus	20.0%	4.0%	2.0%	2.0%	28.0%	12.0%
	Dayton	37.1%	2.9%	2.9%	2.9%	25.7%	
	Other	20.0%	3.6%	5.5%	1.8%	30.9%	1.8%
Have Computer in Home	Yes	21.1%	3.4%	6.3%	4.2%	25.7%	4.6%
	No	37.0%	3.7%	3.7%		29.6%	3.7%
Internet Connection	High Speed	20.6%	2.8%	7.8%	5.0%	24.1%	5.7%
	Dial Up	20.8%	4.2%	4.2%	4.2%	27.8%	4.2%
	No Internet/No Computer	32.0%	4.0%	4.0%		28.0%	2.0%

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Question 10: 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.]

		Math/ Engineering	Media/ Communications	Sciences (Biology / Chemistry)	Social Sciences	General Studies	Legal Field
Statewide		4.9%	1.5%	6.4%	12.1%	.4%	1.9%
Age of Respondent	18 to 29	6.8%	2.3%	8.0%	17.0%		1.1%
	30 to 45	4.8%	1.0%	8.7%	10.6%	1.0%	1.9%
	46 to 64	2.9%	1.5%	1.5%	8.8%		2.9%
Race	African-American	6.5%	2.2%	2.2%	19.6%		
	White	4.0%	1.0%	8.0%	9.0%	.5%	2.5%
Sex	Male	10.1%	2.2%	7.9%	12.4%		2.2%
	Female	2.3%	1.1%	5.7%	12.0%	.6%	1.7%
Education	Associates degree only	5.6%		8.3%	12.5%		2.8%
	Took class for credit only	4.7%	2.1%	5.7%	12.0%	.5%	1.6%
Household Income	Under \$20,000	6.1%		6.1%	9.1%	3.0%	3.0%
	\$20,000 - \$39,999	7.2%		4.3%	13.0%		1.4%
	\$40,000 - \$59,999	2.0%		8.2%	12.2%		2.0%
	\$60,000 and Over	6.2%	3.1%	7.7%	9.2%		3.1%
Adults in Household	One	4.5%	3.0%	4.5%	10.4%	1.5%	
	Two	4.2%	.8%	8.3%	9.2%		4.2%
	Three	7.5%	1.9%	3.8%	18.9%		
	Four or More	4.2%		8.3%	16.7%		
Children in Household	None	6.0%	1.7%	6.8%	12.0%	.9%	.9%
	One	2.0%		6.1%	16.3%		
	Two	6.0%		7.5%	9.0%		4.5%
	Three	4.0%			16.0%		
	Four or More		33.3%	16.7%			16.7%
Household Size	One	3.0%	3.0%	6.1%	9.1%	3.0%	
	Two	6.9%		6.9%	15.5%		1.7%
	Three	4.9%	1.6%	8.2%	4.9%		
	Four	4.6%		4.6%	13.8%		4.6%
	Five or More	4.3%	4.3%	6.4%	17.0%		2.1%

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Question 10: 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.]

		Math/ Engineering	Media/ Communications	Sciences (Biology / Chemistry)	Social Sciences	General Studies	Legal Field
OLN REGIONS	Northeast	2.8%	2.8%	2.8%	5.6%	2.8%	5.6%
	Northwest	11.1%		7.4%	3.7%		
	North Central	6.7%	4.4%	6.7%	20.0%		4.4%
	Central	4.1%		6.1%	14.3%		
	Southeast	5.6%		5.6%	33.3%		5.6%
	Southwest	3.4%	1.1%	7.9%	7.9%		
Rural or Urban County	Urban County	5.6%	1.6%	7.9%	12.7%		2.4%
	Suburban County	2.9%	2.9%	4.3%	10.1%	1.4%	
	Rural, Small City	5.8%		5.8%	13.0%		2.9%
Area of Dominant TV Influence	Cincinnati	3.7%	1.9%	5.6%	5.6%		
	Cleveland	5.7%	4.3%	4.3%	14.3%	1.4%	5.7%
	Columbus	4.0%		6.0%	18.0%		
	Dayton	2.9%		11.4%	11.4%		
	Other	7.3%		7.3%	10.9%		1.8%
Have Computer in Home	Yes	5.5%	1.3%	6.8%	12.2%	.4%	2.1%
	No		3.7%	3.7%	11.1%		
Internet Connection	High Speed	5.0%	1.4%	6.4%	10.6%		2.8%
	Dial Up	2.8%	1.4%	9.7%	18.1%		1.4%
	No Internet/No Computer	8.0%	2.0%	2.0%	8.0%	2.0%	

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Question 10: 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.]

		Culinary Arts	Fire Science/ Technology	Other	Don't know	Count
Statewide		1.1%	.8%	3.0%	1.1%	264
Age of Respondent	18 to 29	2.3%	1.1%	3.4%		88
	30 to 45	1.0%	1.0%	1.9%	2.9%	104
	46 to 64			4.4%		68
Race	African-American			6.5%		46
	White	1.5%	1.0%	2.5%	1.5%	200
Sex	Male		2.2%	4.5%	1.1%	89
	Female	1.7%		2.3%	1.1%	175
Education	Associates degree only	1.4%		5.6%	1.4%	72
	Took class for credit only	1.0%	1.0%	2.1%	1.0%	192
Household Income	Under \$20,000	6.1%		3.0%		33
	\$20,000 - \$39,999		1.4%	2.9%	1.4%	69
	\$40,000 - \$59,999			2.0%	2.0%	49
	\$60,000 and Over		1.5%	1.5%	1.5%	65
Adults in Household	One		1.5%	3.0%		67
	Two	.8%		5.0%	2.5%	120
	Three	1.9%	1.9%			53
	Four or More	4.2%				24
Children in Household	None	2.6%	.9%	2.6%	.9%	117
	One			4.1%	4.1%	49
	Two			4.5%		67
	Three		4.0%			25
	Four or More					6
Household Size	One		3.0%	3.0%		33
	Two	1.7%		3.4%	1.7%	58
	Three	1.6%		4.9%	3.3%	61
	Four	1.5%		3.1%		65
	Five or More		2.1%			47

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Question 10: 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.]

		Culinary Arts	Fire Science/ Technology	Other	Don't know	Count
OLN REGIONS	Northeast			5.6%		36
	Northwest	3.7%	3.7%		3.7%	27
	North Central		2.2%			45
	Central			4.1%		49
	Southeast	5.6%			5.6%	18
	Southwest	1.1%		4.5%	1.1%	89
Rural or Urban County	Urban County		.8%	3.2%	.8%	126
	Suburban County	1.4%	1.4%	4.3%		69
	Rural, Small City	2.9%		1.4%	2.9%	69
Area of Dominant TV Influence	Cincinnati	1.9%		7.4%		54
	Cleveland		1.4%	2.9%		70
	Columbus			4.0%		50
	Dayton				2.9%	35
	Other	3.6%	1.8%		3.6%	55
Have Computer in Home	Yes	1.3%	.8%	3.0%	1.3%	237
	No			3.7%		27
Internet Connection	High Speed	1.4%	1.4%	3.5%	1.4%	141
	Dial Up			1.4%		72
	No Internet/No Computer	2.0%		4.0%	2.0%	50

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Question 11: 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.]

		Additional money/ financial aid	More time	Convenience/ flexibility in scheduling	Lower costs/ lower tuition	Moral support/ mentoring	Access to classes over the Internet/ World Wide Web
Statewide		47.3%	20.6%	5.7%	1.5%	3.4%	3.8%
Age of Respondent	18 to 29	44.3%	15.9%	8.0%		8.0%	2.3%
	30 to 45	43.3%	26.0%	6.7%	2.9%	1.0%	5.8%
	46 to 64	56.1%	19.7%	1.5%	1.5%	1.5%	3.0%
Race	African-American	54.3%	19.6%		2.2%	4.3%	4.3%
	White	44.4%	21.7%	7.1%	1.5%	3.0%	4.0%
Sex	Male	41.6%	27.0%	5.6%	2.2%	3.4%	4.5%
	Female	50.3%	17.3%	5.8%	1.2%	3.5%	3.5%
Education	Associates degree only	45.1%	21.1%	9.9%	1.4%	1.4%	9.9%
	Took class for credit only	48.2%	20.4%	4.2%	1.6%	4.2%	1.6%
Household Income	Under \$20,000	66.7%	3.0%	3.0%			3.0%
	\$20,000 - \$39,999	60.3%	13.2%	8.8%	2.9%	5.9%	1.5%
	\$40,000 - \$59,999	42.9%	26.5%	2.0%	2.0%	4.1%	6.1%
	\$60,000 and Over	31.3%	39.1%	6.3%	1.6%		6.3%
Adults in Household	One	56.1%	13.6%	9.1%	3.0%	3.0%	3.0%
	Two	48.3%	22.5%	3.3%	1.7%	2.5%	5.0%
	Three	46.2%	25.0%	7.7%		1.9%	1.9%
	Four or More	20.8%	20.8%	4.2%		12.5%	4.2%
Children in Household	None	52.6%	16.4%	6.9%	.9%	5.2%	
	One	35.4%	18.8%	8.3%	2.1%	2.1%	6.3%
	Two	49.3%	25.4%	4.5%	1.5%	3.0%	4.5%
	Three	44.0%	32.0%		4.0%		12.0%
	Four or More	33.3%	16.7%				16.7%

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Question 11: 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.]

		Additional money/ financial aid	More time	Convenience/ flexibility in scheduling	Lower costs/ lower tuition	Moral support/ mentoring	Access to classes over the Internet/ World Wide Web
Household Size	One	68.8%	3.1%	6.3%	3.1%	6.3%	
	Two	48.3%	24.1%	10.3%		1.7%	1.7%
	Three	47.5%	18.0%	4.9%	3.3%	1.6%	3.3%
	Four	43.8%	25.0%	3.1%		6.3%	3.1%
	Five or More	36.2%	25.5%	4.3%	2.1%	2.1%	10.6%
OLN REGIONS	Northeast	45.7%	11.4%	5.7%	2.9%	2.9%	2.9%
	Northwest	48.1%	22.2%				7.4%
	North Central	53.3%	24.4%	4.4%	2.2%	4.4%	2.2%
	Central	40.8%	24.5%	8.2%		6.1%	4.1%
	Southeast	83.3%	11.1%				
	Southwest	40.9%	21.6%	8.0%	2.3%	3.4%	4.5%
Rural or Urban County	Urban County	46.0%	21.0%	6.5%	2.4%	5.6%	3.2%
	Suburban County	42.0%	20.3%	8.7%	1.4%	2.9%	7.2%
	Rural, Small City	55.1%	20.3%	1.4%			1.4%
Area of Dominant TV Influence	Cincinnati	37.7%	17.0%	11.3%	1.9%	5.7%	5.7%
	Cleveland	51.4%	18.6%	5.7%	2.9%	4.3%	2.9%
	Columbus	44.0%	24.0%	6.0%		6.0%	4.0%
	Dayton	45.7%	28.6%	2.9%	2.9%		2.9%
	Other	55.6%	18.5%	1.9%			3.7%
Have Computer in Home	Yes	46.0%	20.4%	5.5%	1.7%	3.8%	3.4%
	No	59.3%	22.2%	7.4%			7.4%
Internet Connection	High Speed	44.6%	21.6%	5.8%	.7%	5.8%	4.3%
	Dial Up	40.3%	20.8%	4.2%	4.2%	1.4%	2.8%
	No Internet/No Computer	64.0%	18.0%	8.0%			4.0%

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Question 11: 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.]

		Child care	Nothing	Other	Don't know	Count
Statewide		1.1%	3.1%	10.7%	2.7%	262
Age of Respondent	18 to 29	1.1%	1.1%	13.6%	5.7%	88
	30 to 45		3.8%	9.6%	1.0%	104
	46 to 64	1.5%	4.5%	9.1%	1.5%	66
Race	African-American	2.2%		10.9%	2.2%	46
	White	1.0%	3.5%	10.6%	3.0%	198
Sex	Male	1.1%	2.2%	12.4%		89
	Female	1.2%	3.5%	9.8%	4.0%	173
Education	Associates degree only		2.8%	7.0%	1.4%	71
	Took class for credit only	1.6%	3.1%	12.0%	3.1%	191
Household Income	Under \$20,000		6.1%	18.2%		33
	\$20,000 - \$39,999		1.5%	2.9%	2.9%	68
	\$40,000 - \$59,999	2.0%	4.1%	8.2%	2.0%	49
	\$60,000 and Over	1.6%	1.6%	10.9%	1.6%	64
Adults in Household	One	1.5%		10.6%		66
	Two	1.7%	4.2%	8.3%	2.5%	120
	Three			15.4%	1.9%	52
	Four or More		12.5%	12.5%	12.5%	24
Children in Household	None		2.6%	12.1%	3.4%	116
	One		8.3%	16.7%	2.1%	48
	Two	3.0%	1.5%	6.0%	1.5%	67
	Three			8.0%		25
	Four or More	16.7%			16.7%	6

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Question 11: 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.]

		Child care	Nothing	Other	Don't know	Count
Household Size	One			12.5%		32
	Two		3.4%	8.6%	1.7%	58
	Three	1.6%	3.3%	16.4%		61
	Four	1.6%	3.1%	7.8%	6.3%	64
	Five or More	2.1%	4.3%	8.5%	4.3%	47
OLN REGIONS	Northwest		8.6%	20.0%		35
	North Central	2.2%		2.2%	4.4%	45
	Central	4.1%	4.1%	6.1%	2.0%	49
	Southwest		3.4%	13.6%	2.3%	88
	South Central			5.6%		18
	East			6.1%		18
Rural or Urban County	Urban County	1.6%	2.4%	10.5%	.8%	124
	Suburban County			13.0%	4.3%	69
	Rural, Small City	1.4%	7.2%	8.7%	4.3%	69
Area of Dominant TV Influence	Cincinnati		3.8%	15.1%	1.9%	53
	Cleveland	1.4%		10.0%	2.9%	70
	Columbus	4.0%	4.0%	6.0%	2.0%	50
	Dayton		2.9%	11.4%	2.9%	35
	Other		5.6%	11.1%	3.7%	54
Have Computer in Home	Yes	1.3%	3.4%	11.5%	3.0%	235
	No			3.7%		27
Internet Connection	High Speed	1.4%	2.9%	9.4%	3.6%	139
	Dial Up	1.4%	5.6%	16.7%	2.8%	72
	No Internet/No Computer			6.0%		50

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Question 12: 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?

		Yes	No	Count
Statewide		60.0%	40.0%	533
Age of Respondent	18 to 29	54.1%	45.9%	109
	30 to 45	56.8%	43.2%	192
	46 to 64	66.4%	33.6%	223
Race	African-American	69.4%	30.6%	62
	White	58.3%	41.7%	439
Sex	Male	61.1%	38.9%	193
	Female	59.4%	40.6%	340
Education	Associates degree only	53.4%	46.6%	148
	Took class for credit only	62.6%	37.4%	385
Household Income	Under \$20,000	66.0%	34.0%	53
	\$20,000 - \$39,999	68.2%	31.8%	107
	\$40,000 - \$59,999	61.6%	38.4%	99
	\$60,000 and Over	55.7%	44.3%	158
Adults in Household	One	69.8%	30.2%	116
	Two	57.9%	42.1%	280
	Three	55.1%	44.9%	89
	Four or More	62.8%	37.2%	43
Children in Household	None	60.9%	39.1%	274
	One	62.5%	37.5%	96
	Two	56.0%	44.0%	109
	Three	64.3%	35.7%	42
	Four or More	41.7%	58.3%	12
Household Size	One	67.6%	32.4%	74
	Two	61.7%	38.3%	154
	Three	62.4%	37.6%	101
	Four	52.2%	47.8%	113
	Five or More	60.5%	39.5%	86

Distance Learning in Ohio Survey, March 2006

Question 12: 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?

		Yes	No	Count
OLN REGIONS	Northeast	56.8%	43.2%	74
	Northwest	56.1%	43.9%	57
	North Central	65.2%	34.8%	92
	Central	60.2%	39.8%	88
	Southeast	41.5%	58.5%	41
	Southwest	64.1%	35.9%	181
Rural or Urban County	Urban County	61.0%	39.0%	231
	Suburban County	61.0%	39.0%	159
	Rural, Small City	57.3%	42.7%	143
Area of Dominant TV Influence	Cincinnati	67.9%	32.1%	109
	Cleveland	63.5%	36.5%	148
	Columbus	58.9%	41.1%	95
	Dayton	58.3%	41.7%	72
	Other	49.5%	50.5%	109
Have Computer in Home	Yes	58.8%	41.2%	469
	No	68.8%	31.3%	64
Internet Connection	High Speed	56.2%	43.8%	267
	Dial Up	59.4%	40.6%	155
	No Internet/No Computer	73.1%	26.9%	104

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Question 13: Generally speaking, what has limited your ability to complete a degree program at a college or university? [ASKED ONLY OF THOSE WHO SAY SOMETHING LIMITED THEM FROM COMPLETING A DEGREE PROGRAM]

		Financial situation/cost	Family obligations/Too much time away from family	Work interfered/Work too much	Health reasons	Not enough time in general	Lack motivation/Lack desire to finish
Statewide		33.1%	21.9%	10.9%	5.6%	7.8%	5.3%
Age of Respondent	18 to 29	39.0%	16.9%	8.5%	1.7%	5.1%	6.8%
	30 to 45	32.1%	30.3%	11.9%	4.6%	6.4%	5.5%
	46 to 64	30.4%	18.2%	11.5%	7.4%	10.1%	4.7%
Race	African-American	41.9%	23.3%	11.6%	4.7%	2.3%	4.7%
	White	30.1%	22.7%	11.3%	5.9%	9.0%	5.5%
Sex	Male	38.1%	15.3%	12.7%	5.9%	7.6%	3.4%
	Female	30.2%	25.7%	9.9%	5.4%	7.9%	6.4%
Education	Associates degree only	38.0%	24.1%	8.9%	8.9%	3.8%	2.5%
	Took class for credit only	31.5%	21.2%	11.6%	4.6%	9.1%	6.2%
Household Income	Under \$20,000	20.0%	17.1%	14.3%	17.1%	5.7%	8.6%
	\$20,000 - \$39,999	35.6%	19.2%	13.7%	8.2%	5.5%	4.1%
	\$40,000 - \$59,999	32.8%	26.2%	6.6%	4.9%	9.8%	6.6%
	\$60,000 and Over	37.5%	23.9%	12.5%		8.0%	5.7%
Adults in Household	One	25.9%	18.5%	11.1%	12.3%	9.9%	6.2%
	Two	34.6%	22.8%	12.3%	3.7%	4.9%	5.6%
	Three	34.7%	20.4%	6.1%	2.0%	14.3%	4.1%
	Four or More	44.4%	29.6%	11.1%		7.4%	3.7%
Children in Household	None	32.9%	13.2%	12.0%	8.4%	8.4%	5.4%
	One	28.3%	28.3%	13.3%	3.3%	5.0%	6.7%
	Two	32.8%	36.1%	9.8%	1.6%	8.2%	3.3%
	Three	37.0%	29.6%	3.7%	3.7%	11.1%	7.4%
	Four or More	80.0%	20.0%				
Household Size	One	22.0%	8.0%	12.0%	18.0%	10.0%	8.0%
	Two	32.6%	16.8%	15.8%	5.3%	5.3%	6.3%
	Three	36.5%	22.2%	6.3%	1.6%	11.1%	3.2%
	Four	33.9%	35.6%	11.9%		6.8%	1.7%
	Five or More	40.4%	28.8%	5.8%	3.8%	7.7%	7.7%

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Question 13: Generally speaking, what has limited your ability to complete a degree program at a college or university? [ASKED ONLY OF THOSE WHO SAY SOMETHING LIMITED THEM FROM COMPLETING A DEGREE PROGRAM]

		Financial situation/cost	Family obligations/Too much time away from family	Work interfered/Work too much	Health reasons	Not enough time in general	Lack motivation/Lack desire to finish
OLN REGIONS	Northeast	33.3%	16.7%	9.5%	14.3%	4.8%	4.8%
	Northwest	25.0%	25.0%	15.6%		12.5%	6.3%
	North Central	45.0%	20.0%	5.0%	8.3%	6.7%	1.7%
	Central	30.2%	22.6%	9.4%	3.8%	9.4%	7.5%
	Southeast	23.5%	11.8%	23.5%	5.9%	17.6%	
	Southwest	31.9%	25.0%	12.1%	3.4%	6.0%	6.9%
Rural or Urban County	Urban County	32.6%	21.3%	8.5%	7.1%	7.1%	7.8%
	Suburban County	30.9%	26.8%	13.4%	6.2%	7.2%	1.0%
	Rural, Small City	36.6%	17.1%	12.2%	2.4%	9.8%	6.1%
Area of Dominant TV Influence	Cincinnati	32.4%	23.0%	9.5%	5.4%	8.1%	5.4%
	Cleveland	40.4%	21.3%	6.4%	10.6%	6.4%	3.2%
	Columbus	28.6%	21.4%	8.9%	5.4%	8.9%	7.1%
	Dayton	31.0%	28.6%	16.7%		2.4%	9.5%
	Other	27.8%	16.7%	18.5%	1.9%	13.0%	3.7%
Have Computer in Home	Yes	33.7%	21.7%	11.2%	4.0%	8.7%	4.7%
	No	29.5%	22.7%	9.1%	15.9%	2.3%	9.1%
Internet Connection	High Speed	35.3%	20.7%	10.0%	2.7%	10.7%	2.7%
	Dial Up	32.6%	25.0%	12.0%	6.5%	5.4%	6.5%
	No Internet/No Computer	30.3%	21.1%	11.8%	10.5%	5.3%	7.9%

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Question 13: Generally speaking, what has limited your ability to complete a degree program at a college or university? [ASKED ONLY OF THOSE WHO SAY SOMETHING LIMITED THEM FROM COMPLETING A DEGREE PROGRAM]

		Types of programs available	Marriage	Military/Was drafted	Too old	Moved away from university	Other	Don't know	Count
Statewide		1.6%	.9%	1.3%	1.6%	.9%	8.8%	.3%	320
Age of Respondent	18 to 29	1.7%	1.7%				16.9%	1.7%	59
	30 to 45	2.8%	.9%		.9%	.9%	3.7%		109
	46 to 64	.7%	.7%	2.7%	2.7%	1.4%	9.5%		148
Race	African-American	2.3%	2.3%				7.0%		43
	White	1.6%	.8%	1.2%	1.6%	.8%	9.4%	.4%	256
Sex	Male	1.7%		3.4%	1.7%		10.2%		118
	Female	1.5%	1.5%		1.5%	1.5%	7.9%	.5%	202
Education	Associates degree only	1.3%			3.8%		8.9%		79
	Took class for credit only	1.7%	1.2%	1.7%	.8%	1.2%	8.7%	.4%	241
Household Income	Under \$20,000	5.7%			2.9%	2.9%	5.7%		35
	\$20,000 - \$39,999		1.4%		1.4%	1.4%	8.2%	1.4%	73
	\$40,000 - \$59,999		1.6%	1.6%	1.6%		8.2%		61
	\$60,000 and Over	1.1%		1.1%	1.1%	1.1%	8.0%		88
Adults in Household	One	1.2%	2.5%	1.2%	2.5%	1.2%	7.4%		81
	Two	.6%	.6%	1.2%	1.2%	.6%	11.1%	.6%	162
	Three	6.1%		2.0%	2.0%	2.0%	6.1%		49
	Four or More						3.7%		27
Children in Household	None	1.2%	1.2%	.6%	2.4%	1.8%	12.6%		167
	One	1.7%	1.7%	5.0%			6.7%		60
	Two	3.3%					3.3%	1.6%	61
	Three				3.7%		3.7%		27
	Four or More								5
Household Size	One	2.0%	4.0%		4.0%	2.0%	10.0%		50
	Two			1.1%	1.1%	1.1%	14.7%		95
	Three	1.6%	1.6%	4.8%	1.6%	1.6%	7.9%		63
	Four	3.4%					5.1%	1.7%	59
	Five or More	1.9%			1.9%		1.9%		52

Distance Learning in Ohio Survey, March 2006

Question 13: Generally speaking, what has limited your ability to complete a degree program at a college or university? [ASKED ONLY OF THOSE WHO SAY SOMETHING LIMITED THEM FROM COMPLETING A DEGREE PROGRAM]

		Types of programs available	Marriage	Military/Was drafted	Too old	Moved away from university	Other	Don't know	Count
OLN REGIONS	Northeast			2.4%	4.8%	4.8%	4.8%		42
	Northwest				3.1%		9.4%	3.1%	32
	North Central		1.7%	1.7%			10.0%		60
	Central	1.9%	1.9%	1.9%			11.3%		53
	Southeast	5.9%					11.8%		17
	Southwest	2.6%	.9%	.9%	1.7%	.9%	7.8%		116
Rural or Urban County	Urban County	2.1%	1.4%	.7%	1.4%		9.2%	.7%	141
	Suburban County	1.0%	1.0%	2.1%	1.0%		9.3%		97
	Rural, Small City	1.2%		1.2%	2.4%	3.7%	7.3%		82
Area of Dominant TV Influence	Cincinnati	4.1%	1.4%		1.4%		9.5%		74
	Cleveland		1.1%	1.1%	1.1%		8.5%		94
	Columbus	3.6%	1.8%	1.8%			12.5%		56
	Dayton			2.4%	2.4%	2.4%	4.8%		42
	Other			1.9%	3.7%	3.7%	7.4%	1.9%	54
Have Computer in Home	Yes	1.8%	.7%	1.4%	1.1%	1.1%	9.4%	.4%	276
	No		2.3%		4.5%		4.5%		44
Internet Connection	High Speed	2.0%	1.3%	2.0%	1.3%	1.3%	9.3%	.7%	150
	Dial Up	2.2%		1.1%		1.1%	7.6%		92
	No Internet/No Computer		1.3%		3.9%		7.9%		76

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Question 14: Have you ever taken a college class online?

		Yes	No	Count
Statewide		9.2%	90.8%	534
Age of Respondent	18 to 29	11.0%	89.0%	109
	30 to 45	11.5%	88.5%	192
	46 to 64	5.8%	94.2%	224
Race	African-American	8.1%	91.9%	62
	White	8.9%	91.1%	440
Sex	Male	6.7%	93.3%	193
	Female	10.6%	89.4%	341
Education	Associates degree only	11.5%	88.5%	148
	Took class for credit only	8.3%	91.7%	386
Household Income	Under \$20,000	15.1%	84.9%	53
	\$20,000 - \$39,999	10.3%	89.7%	107
	\$40,000 - \$59,999	10.0%	90.0%	100
	\$60,000 and Over	8.2%	91.8%	158
Adults in Household	One	12.1%	87.9%	116
	Two	9.3%	90.7%	281
	Three	7.9%	92.1%	89
	Four or More	4.7%	95.3%	43
Children in Household	None	6.9%	93.1%	274
	One	10.3%	89.7%	97
	Two	14.7%	85.3%	109
	Three	4.8%	95.2%	42
	Four or More	16.7%	83.3%	12
Household Size	One	6.8%	93.2%	74
	Two	9.1%	90.9%	154
	Three	9.8%	90.2%	102
	Four	13.3%	86.7%	113
	Five or More	5.8%	94.2%	86

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Distance Learning in Ohio Survey, March 2006

Question 14: Have you ever taken a college class online?

		Yes	No	Count
OLN REGIONS	Northeast	6.8%	93.2%	74
	Northwest	14.0%	86.0%	57
	North Central	8.6%	91.4%	93
	Central	14.8%	85.2%	88
	Southeast	2.4%	97.6%	41
	Southwest	7.7%	92.3%	181
Rural or Urban County	Urban County	9.9%	90.1%	232
	Suburban County	8.2%	91.8%	159
	Rural, Small City	9.1%	90.9%	143
Area of Dominant TV Influence	Cincinnati	4.6%	95.4%	109
	Cleveland	6.7%	93.3%	149
	Columbus	13.7%	86.3%	95
	Dayton	12.5%	87.5%	72
	Other	11.0%	89.0%	109
Have Computer in Home	Yes	10.2%	89.8%	470
	No	1.6%	98.4%	64
Internet Connection	High Speed	12.7%	87.3%	268
	Dial Up	7.1%	92.9%	155
	No Internet/No Computer	3.8%	96.2%	104

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Question 15: Do you have a computer in your home?

		Yes	No	Count
Statewide		88.0%	12.0%	534
Age of Respondent	18 to 29	89.0%	11.0%	109
	30 to 45	88.5%	11.5%	192
	46 to 64	87.1%	12.9%	224
Race	African-American	71.0%	29.0%	62
	White	90.5%	9.5%	440
Sex	Male	87.6%	12.4%	193
	Female	88.3%	11.7%	341
Education	Associates degree only	86.5%	13.5%	148
	Took class for credit only	88.6%	11.4%	386
Household Income	Under \$20,000	73.6%	26.4%	53
	\$20,000 - \$39,999	76.6%	23.4%	107
	\$40,000 - \$59,999	95.0%	5.0%	100
	\$60,000 and Over	95.6%	4.4%	158
Adults in Household	One	75.0%	25.0%	116
	Two	90.7%	9.3%	281
	Three	92.1%	7.9%	89
	Four or More	97.7%	2.3%	43
Children in Household	None	84.3%	15.7%	274
	One	88.7%	11.3%	97
	Two	96.3%	3.7%	109
	Three	88.1%	11.9%	42
	Four or More	91.7%	8.3%	12
Household Size	One	70.3%	29.7%	74
	Two	86.4%	13.6%	154
	Three	90.2%	9.8%	102
	Four	98.2%	1.8%	113
	Five or More	90.7%	9.3%	86

Ohio Learning Network Survey, March 2006

Question 15: Do you have a computer in your home?

		Yes	No	Count
OLN REGIONS	Northeast	85.1%	14.9%	74
	Northwest	89.5%	10.5%	57
	North Central	84.9%	15.1%	93
	Central	84.1%	15.9%	88
	Southeast	92.7%	7.3%	41
	Southwest	91.2%	8.8%	181
Rural or Urban County	Urban County	85.8%	14.2%	232
	Suburban County	91.2%	8.8%	159
	Rural, Small City	88.1%	11.9%	143
Area of Dominant TV Influence	Cincinnati	93.6%	6.4%	109
	Cleveland	85.2%	14.8%	149
	Columbus	85.3%	14.7%	95
	Dayton	87.5%	12.5%	72
	Other	89.0%	11.0%	109

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Question 16: Do you have an Internet connection at home? [ASKED OF THOSE WITH A HOME COMPUTER.]

		Yes	No	Don't know	Count
Statewide		91.3%	8.5%	.2%	470
Age of Respondent	18 to 29	92.8%	7.2%		97
	30 to 45	90.0%	9.4%	.6%	170
	46 to 64	91.8%	8.2%		195
Race	African-American	86.4%	13.6%		44
	White	91.7%	8.0%	.3%	398
Sex	Male	90.5%	8.9%	.6%	169
	Female	91.7%	8.3%		301
Education	Associates degree only	92.2%	7.8%		128
	Took class for credit only	90.9%	8.8%	.3%	342
Household Income	Under \$20,000	71.8%	28.2%		39
	\$20,000 - \$39,999	89.0%	9.8%	1.2%	82
	\$40,000 - \$59,999	92.6%	7.4%		95
	\$60,000 and Over	98.0%	2.0%		151
Adults in Household	One	87.4%	12.6%		87
	Two	92.2%	7.5%	.4%	255
	Three	91.5%	8.5%		82
	Four or More	95.2%	4.8%		42
Children in Household	None	91.8%	7.8%	.4%	231
	One	91.9%	8.1%		86
	Two	88.6%	11.4%		105
	Three	91.9%	8.1%		37
	Four or More	100.0%			11
Household Size	One	90.4%	9.6%		52
	Two	89.5%	9.8%	.8%	133
	Three	92.4%	7.6%		92
	Four	91.9%	8.1%		111
	Five or More	93.6%	6.4%		78

Ohio Learning Network Survey, March 2006

Question 16: Do you have an Internet connection at home? [ASKED OF THOSE WITH A HOME COMPUTER.]

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	93.7%	6.3%		63
	Northwest	86.3%	13.7%		51
	North Central	93.7%	6.3%		79
	Central	93.2%	5.4%	1.4%	74
	Southeast	81.6%	18.4%		38
	Southwest	92.1%	7.9%		165
Rural or Urban County	Urban County	92.5%	7.0%	.5%	199
	Suburban County	95.2%	4.8%		145
	Rural, Small City	84.9%	15.1%		126
Area of Dominant TV Influence	Cincinnati	90.2%	9.8%		102
	Cleveland	92.1%	7.9%		127
	Columbus	93.8%	4.9%	1.2%	81
	Dayton	95.2%	4.8%		63
	Other	86.6%	13.4%		97

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Question 17: 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]

		High-speed service	Dial-up service	Don't know	Count
Statewide		62.6%	36.2%	1.2%	428
Age of Respondent	18 to 29	60.0%	37.8%	2.2%	90
	30 to 45	65.1%	34.2%	.7%	152
	46 to 64	62.0%	36.9%	1.1%	179
Race	African-American	63.2%	36.8%		38
	White	62.9%	36.0%	1.1%	364
Sex	Male	63.4%	35.3%	1.3%	153
	Female	62.2%	36.7%	1.1%	275
Education	Associates degree only	57.3%	42.7%		117
	Took class for credit only	64.6%	33.8%	1.6%	311
Household Income	Under \$20,000	50.0%	50.0%		28
	\$20,000 - \$39,999	56.2%	42.5%	1.4%	73
	\$40,000 - \$59,999	59.1%	40.9%		88
	\$60,000 and Over	72.1%	27.2%	.7%	147
Adults in Household	One	55.3%	44.7%		76
	Two	64.5%	33.8%	1.7%	234
	Three	64.0%	34.7%	1.3%	75
	Four or More	65.0%	35.0%		40
Children in Household	None	62.7%	35.4%	1.9%	212
	One	62.0%	36.7%	1.3%	79
	Two	67.7%	32.3%		93
	Three	51.5%	48.5%		33
	Four or More	54.5%	45.5%		11
Household Size	One	59.6%	40.4%		47
	Two	61.3%	36.1%	2.5%	119
	Three	58.8%	38.8%	2.4%	85
	Four	70.6%	29.4%		102
	Five or More	61.1%	38.9%		72

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Question 17: 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]

		High-speed service	Dial-up service	Don't know	Count
OLN REGIONS	Northeast	62.7%	33.9%	3.4%	59
	Northwest	65.1%	32.6%	2.3%	43
	North Central	62.2%	37.8%		74
	Central	68.1%	30.4%	1.4%	69
	Southeast	45.2%	51.6%	3.2%	31
	Southwest	63.2%	36.8%		152
Rural or Urban County	Urban County	66.8%	32.1%	1.1%	184
	Suburban County	65.2%	34.1%	.7%	138
	Rural, Small City	51.9%	46.2%	1.9%	106
Area of Dominant TV Influence	Cincinnati	64.1%	35.9%		92
	Cleveland	62.4%	35.9%	1.7%	117
	Columbus	67.1%	31.6%	1.3%	76
	Dayton	61.7%	38.3%		60
	Other	57.8%	39.8%	2.4%	83

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Question 18: 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?

		Yes	No	Don't know	Count
Statewide		78.3%	21.5%	.2%	534
Age of Respondent	18 to 29	78.0%	22.0%		109
	30 to 45	78.6%	21.4%		192
	46 to 64	79.0%	20.5%	.4%	224
Race	African-American	75.8%	24.2%		62
	White	79.3%	20.5%	.2%	440
Sex	Male	79.3%	20.7%		193
	Female	77.7%	22.0%	.3%	341
Education	Associates degree only	83.8%	16.2%		148
	Took class for credit only	76.2%	23.6%	.3%	386
Household Income	Under \$20,000	66.0%	34.0%		53
	\$20,000 - \$39,999	84.1%	15.0%	.9%	107
	\$40,000 - \$59,999	79.0%	21.0%		100
	\$60,000 and Over	86.1%	13.9%		158
Adults in Household	One	72.4%	26.7%	.9%	116
	Two	82.9%	17.1%		281
	Three	76.4%	23.6%		89
	Four or More	69.8%	30.2%		43
Children in Household	None	79.9%	19.7%	.4%	274
	One	75.3%	24.7%		97
	Two	78.0%	22.0%		109
	Three	71.4%	28.6%		42
	Four or More	91.7%	8.3%		12
Household Size	One	71.6%	27.0%	1.4%	74
	Two	85.1%	14.9%		154
	Three	74.5%	25.5%		102
	Four	80.5%	19.5%		113
	Five or More	74.4%	25.6%		86

Ohio Learning Network Survey, March 2006

Question 18: 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?

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	81.1%	18.9%		74
	Northwest	82.5%	15.8%	1.8%	57
	North Central	79.6%	20.4%		93
	Central	80.7%	19.3%		88
	Southeast	68.3%	31.7%		41
	Southwest	76.2%	23.8%		181
Rural or Urban County	Urban County	79.7%	20.3%		232
	Suburban County	78.6%	21.4%		159
	Rural, Small City	75.5%	23.8%	.7%	143
Area of Dominant TV Influence	Cincinnati	78.0%	22.0%		109
	Cleveland	79.9%	19.5%	.7%	149
	Columbus	78.9%	21.1%		95
	Dayton	73.6%	26.4%		72
	Other	78.9%	21.1%		109
Have Computer in Home	Yes	79.1%	20.6%	.2%	470
	No	71.9%	28.1%		64
Internet Connection	High Speed	82.1%	17.9%		268
	Dial Up	78.1%	21.9%		155
	No Internet/No Computer	68.3%	30.8%	1.0%	104

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Question 19: Have you heard of a course catalog of distance learning courses and degrees known as OhioLearns!? [ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

		Yes	No	Don't know	Count
Statewide		26.6%	71.8%	1.7%	418
Age of Respondent	18 to 29	28.2%	70.6%	1.2%	85
	30 to 45	27.2%	71.5%	1.3%	151
	46 to 64	25.4%	72.3%	2.3%	177
Race	African-American	34.0%	63.8%	2.1%	47
	White	25.2%	73.1%	1.7%	349
Sex	Male	26.8%	72.5%	.7%	153
	Female	26.4%	71.3%	2.3%	265
Education	Associates degree only	25.8%	73.4%	.8%	124
	Took class for credit only	26.9%	71.1%	2.0%	294
Household Income	Under \$20,000	28.6%	68.6%	2.9%	35
	\$20,000 - \$39,999	28.9%	70.0%	1.1%	90
	\$40,000 - \$59,999	25.3%	70.9%	3.8%	79
	\$60,000 and Over	22.1%	76.5%	1.5%	136
Adults in Household	One	26.2%	69.0%	4.8%	84
	Two	24.5%	74.7%	.9%	233
	Three	29.4%	69.1%	1.5%	68
	Four or More	30.0%	70.0%		30
Children in Household	None	30.1%	67.1%	2.7%	219
	One	30.1%	69.9%		73
	Two	17.6%	81.2%	1.2%	85
	Three	26.7%	73.3%		30
	Four or More		100.0%		11
Household Size	One	30.2%	62.3%	7.5%	53
	Two	28.2%	71.0%	.8%	131
	Three	27.6%	71.1%	1.3%	76
	Four	19.8%	79.1%	1.1%	91
	Five or More	25.0%	75.0%		64

Ohio Learning Network Survey, March 2006

Question 19: Have you heard of a course catalog of distance learning courses and degrees known as OhioLearns!? [ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	30.0%	66.7%	3.3%	60
	Northwest	27.7%	70.2%	2.1%	47
	North Central	31.1%	67.6%	1.4%	74
	Central	29.6%	67.6%	2.8%	71
	Southeast	32.1%	67.9%		28
	Southwest	19.6%	79.7%	.7%	138
Rural or Urban County	Urban County	28.1%	70.3%	1.6%	185
	Suburban County	26.4%	73.6%		125
	Rural, Small City	24.1%	72.2%	3.7%	108
Area of Dominant TV Influence	Cincinnati	16.5%	83.5%		85
	Cleveland	29.4%	69.7%	.8%	119
	Columbus	30.7%	66.7%	2.7%	75
	Dayton	24.5%	73.6%	1.9%	53
	Other	30.2%	66.3%	3.5%	86
Have Computer in Home	Yes	25.5%	72.8%	1.6%	372
	No	34.8%	63.0%	2.2%	46
Internet Connection	High Speed	28.6%	70.0%	1.4%	220
	Dial Up	21.5%	76.0%	2.5%	121
	No Internet/No Computer	29.6%	69.0%	1.4%	71

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Question 20: 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!"]

		Yes	No	Count
Statewide		14.4%	85.6%	111
Age of Respondent	18 to 29	20.8%	79.2%	24
	30 to 45	22.0%	78.0%	41
	46 to 64	4.4%	95.6%	45
Race	African-American	6.3%	93.8%	16
	White	15.9%	84.1%	88
Sex	Male	9.8%	90.2%	41
	Female	17.1%	82.9%	70
Education	Associates degree only	15.6%	84.4%	32
	Took class for credit only	13.9%	86.1%	79
Household Income	Under \$20,000	20.0%	80.0%	10
	\$20,000 - \$39,999	19.2%	80.8%	26
	\$40,000 - \$59,999	10.0%	90.0%	20
	\$60,000 and Over	13.3%	86.7%	30
Adults in Household	One	18.2%	81.8%	22
	Two	10.5%	89.5%	57
	Three	20.0%	80.0%	20
	Four or More	22.2%	77.8%	9
Children in Household	None	6.1%	93.9%	66
	One	27.3%	72.7%	22
	Two	26.7%	73.3%	15
	Three	25.0%	75.0%	8
Household Size	One	18.8%	81.3%	16
	Two	5.4%	94.6%	37
	Three	9.5%	90.5%	21
	Four	22.2%	77.8%	18
	Five or More	31.3%	68.8%	16

Ohio Learning Network Survey, March 2006

Question 20: 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!"]

		Yes	No	Count
OLN REGIONS	Northeast	38.9%	61.1%	18
	Northwest	15.4%	84.6%	13
	North Central	13.0%	87.0%	23
	Central	14.3%	85.7%	21
	Southeast	11.1%	88.9%	9
	Southwest		100.0%	27
Rural or Urban County	Urban County	21.2%	78.8%	52
	Suburban County	12.1%	87.9%	33
	Rural, Small City	3.8%	96.2%	26
Area of Dominant TV Influence	Cincinnati		100.0%	14
	Cleveland	17.1%	82.9%	35
	Columbus	13.0%	87.0%	23
	Dayton		100.0%	13
	Other	26.9%	73.1%	26
Have Computer in Home	Yes	14.7%	85.3%	95
	No	12.5%	87.5%	16
Internet Connection	High Speed	20.6%	79.4%	63
	Dial Up	3.8%	96.2%	26
	No Internet/No Computer	9.5%	90.5%	21

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Question 21: Have you heard of a website known as www.e4meohio.org? [ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

		Yes	No	Don't know	Count
Statewide		11.0%	88.8%	.2%	418
Age of Respondent	18 to 29	14.1%	85.9%		85
	30 to 45	9.3%	90.7%		151
	46 to 64	11.3%	88.1%	.6%	177
Race	African-American	23.4%	76.6%		47
	White	9.2%	90.5%	.3%	349
Sex	Male	11.1%	88.2%	.7%	153
	Female	10.9%	89.1%		265
Education	Associates degree only	8.9%	91.1%		124
	Took class for credit only	11.9%	87.8%	.3%	294
Household Income	Under \$20,000	5.7%	94.3%		35
	\$20,000 - \$39,999	10.0%	90.0%		90
	\$40,000 - \$59,999	15.2%	83.5%	1.3%	79
	\$60,000 and Over	8.1%	91.9%		136
Adults in Household	One	10.7%	88.1%	1.2%	84
	Two	9.4%	90.6%		233
	Three	14.7%	85.3%		68
	Four or More	16.7%	83.3%		30
Children in Household	None	11.0%	89.0%		219
	One	12.3%	86.3%	1.4%	73
	Two	7.1%	92.9%		85
	Three	20.0%	80.0%		30
	Four or More	9.1%	90.9%		11
Household Size	One	9.4%	90.6%		53
	Two	10.7%	88.5%	.8%	131
	Three	14.5%	85.5%		76
	Four	6.6%	93.4%		91
	Five or More	15.6%	84.4%		64

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Question 21: Have you heard of a website known as www.e4meohio.org? [ASKED OF RESPONDENTS AWARE OF DISTANCE LEARNING.]

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	10.0%	88.3%	1.7%	60
	Northwest	12.8%	87.2%		47
	North Central	13.5%	86.5%		74
	Central	12.7%	87.3%		71
	Southeast	7.1%	92.9%		28
	Southwest	9.4%	90.6%		138
Rural or Urban County	Urban County	12.4%	87.0%	.5%	185
	Suburban County	12.0%	88.0%		125
	Rural, Small City	7.4%	92.6%		108
Area of Dominant TV Influence	Cincinnati	11.8%	88.2%		85
	Cleveland	13.4%	86.6%		119
	Columbus	12.0%	88.0%		75
	Dayton	5.7%	94.3%		53
	Other	9.3%	89.5%	1.2%	86
Have Computer in Home	Yes	10.2%	89.5%	.3%	372
	No	17.4%	82.6%		46
Internet Connection	High Speed	10.9%	89.1%		220
	Dial Up	6.6%	92.6%	.8%	121
	No Internet/No Computer	16.9%	83.1%		71

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Question 22: 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? Would you say you are . . . Very interested, Somewhat interested, Not very interested, or Not at all interested?

		Very interested	Somewhat interested	Not very interested	Not at all interested	Don't know	Count
Statewide		13.9%	30.7%	23.0%	32.2%	.2%	534
Age of Respondent	18 to 29	13.8%	32.1%	27.5%	26.6%		109
	30 to 45	22.4%	31.8%	19.3%	26.0%	.5%	192
	46 to 64	6.3%	29.0%	24.1%	40.6%		224
Race	African-American	25.8%	33.9%	12.9%	27.4%		62
	White	11.6%	30.9%	24.8%	32.5%	.2%	440
Sex	Male	12.4%	24.9%	21.2%	41.5%		193
	Female	14.7%	34.0%	24.0%	27.0%	.3%	341
Education	Associates degree only	16.2%	31.1%	20.3%	31.8%	.7%	148
	Took class for credit only	13.0%	30.6%	24.1%	32.4%		386
Household Income	Under \$20,000	24.5%	22.6%	20.8%	32.1%		53
	\$20,000 - \$39,999	15.9%	39.3%	16.8%	27.1%	.9%	107
	\$40,000 - \$59,999	19.0%	33.0%	21.0%	27.0%		100
	\$60,000 and Over	10.8%	32.9%	24.7%	31.6%		158
Adults in Household	One	14.7%	33.6%	19.8%	31.9%		116
	Two	13.9%	28.8%	22.1%	35.2%		281
	Three	11.2%	36.0%	24.7%	27.0%	1.1%	89
	Four or More	18.6%	23.3%	34.9%	23.3%		43
Children in Household	None	12.4%	31.0%	19.7%	36.9%		274
	One	6.2%	33.0%	29.9%	30.9%		97
	Two	22.0%	25.7%	26.6%	25.7%		109
	Three	16.7%	33.3%	23.8%	26.2%		42
	Four or More	25.0%	41.7%	8.3%	16.7%	8.3%	12
Household Size	One	13.5%	28.4%	14.9%	43.2%		74
	Two	12.3%	32.5%	22.1%	33.1%		154
	Three	7.8%	34.3%	22.5%	35.3%		102
	Four	15.9%	26.5%	30.1%	27.4%		113
	Five or More	22.1%	30.2%	23.3%	23.3%	1.2%	86

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Question 22: 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? Would you say you are . . . Very interested, Somewhat interested, Not very interested, or Not at all interested?

		Very interested	Somewhat interested	Not very interested	Not at all interested	Don't know	Count
OLN REGIONS	Northeast	13.5%	31.1%	16.2%	39.2%		74
	Northwest	12.3%	31.6%	24.6%	31.6%		57
	North Central	19.4%	31.2%	18.3%	31.2%		93
	Central	18.2%	34.1%	20.5%	27.3%		88
	Southeast	12.2%	31.7%	22.0%	34.1%		41
	Southwest	9.9%	28.2%	29.3%	32.0%	.6%	181
Rural or Urban County	Urban County	16.8%	29.3%	24.1%	29.7%		232
	Suburban County	11.9%	32.1%	24.5%	31.4%		159
	Rural, Small City	11.2%	31.5%	19.6%	37.1%	.7%	143
Area of Dominant TV Influence	Cincinnati	11.0%	24.8%	30.3%	33.9%		109
	Cleveland	17.4%	33.6%	17.4%	31.5%		149
	Columbus	18.9%	31.6%	22.1%	27.4%		95
	Dayton	8.3%	33.3%	27.8%	29.2%	1.4%	72
	Other	11.0%	30.3%	21.1%	37.6%		109
Have Computer in Home	Yes	13.8%	31.3%	23.2%	31.5%	.2%	470
	No	14.1%	26.6%	21.9%	37.5%		64
Internet Connection	High Speed	14.2%	34.7%	23.9%	26.9%	.4%	268
	Dial Up	12.9%	27.1%	24.5%	35.5%		155
	No Internet/No Computer	13.5%	26.9%	20.2%	39.4%		104

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Question 23: Why are you interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

		Convenience/ accessibility	Flexibility/ more time	To learn more/ personal satisfaction	Obtain degree/ college credit	Won't affect job	Can stay at home with children	Don't have to drive
Statewide	.	25.2%	17.6%	10.9%	8.4%	2.1%	4.6%	3.8%
Age of Respondent	18 to 29	22.0%	24.0%	4.0%	6.0%	6.0%	6.0%	2.0%
	30 to 45	23.1%	17.3%	10.6%	7.7%	1.9%	6.7%	6.7%
	46 to 64	29.1%	13.9%	15.2%	11.4%		1.3%	1.3%
Race	.							
	African-American	35.1%	8.1%	5.4%	10.8%		10.8%	2.7%
	White	21.9%	20.9%	12.8%	7.5%	2.1%	3.7%	4.3%
Sex	.							
	Male	20.8%	20.8%	15.3%	9.7%	1.4%		1.4%
	Female	27.1%	16.3%	9.0%	7.8%	2.4%	6.6%	4.8%
Education	.							
	Associates degree only	27.1%	20.0%	10.0%	8.6%	2.9%	2.9%	5.7%
	Took class for credit only	24.4%	16.7%	11.3%	8.3%	1.8%	5.4%	3.0%
Household Income	.							
	Under \$20,000	16.0%	8.0%	16.0%	12.0%	8.0%	12.0%	8.0%
	\$20,000 - \$39,999	25.4%	18.6%	8.5%	8.5%	1.7%	6.8%	1.7%
	\$40,000 - \$59,999	32.7%	17.3%	9.6%	5.8%	3.8%	5.8%	
	\$60,000 and Over	20.3%	23.2%	11.6%	10.1%		1.4%	7.2%
Adults in Household	.							
	One	33.9%	16.1%	10.7%	5.4%	3.6%	5.4%	5.4%
	Two	20.0%	19.2%	11.7%	8.3%	1.7%	5.0%	4.2%
	Three	26.2%	16.7%	9.5%	9.5%	2.4%	4.8%	2.4%
	Four or More	33.3%	16.7%	11.1%	11.1%			
Children in Household	.							
	None	23.5%	14.3%	13.4%	6.7%	2.5%		5.0%
	One	28.9%	13.2%	18.4%	13.2%	2.6%	7.9%	2.6%
	Two	26.9%	25.0%	3.8%	9.6%	1.9%	11.5%	1.9%
	Three	19.0%	19.0%	4.8%	9.5%		9.5%	4.8%
	Four or More	37.5%	37.5%					
Household Size	.							
	One	29.0%	12.9%	19.4%		3.2%		6.5%
	Two	21.7%	13.0%	11.6%	10.1%	2.9%	1.4%	4.3%
	Three	25.6%	20.9%	11.6%	4.7%	2.3%	4.7%	7.0%
	Four	31.3%	18.8%	12.5%	14.6%	2.1%	12.5%	
	Five or More	22.2%	24.4%	2.2%	6.7%		4.4%	2.2%

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Question 23: Why are you interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

		Convenience/ accessibility	Flexibility/ more time	To learn more/ personal satisfaction	Obtain degree/ college credit	Won't affect job	Can stay at home with children	Don't have to drive
OLN REGIONS	Northeast	18.2%	18.2%	12.1%	9.1%	3.0%	3.0%	3.0%
	Northwest	32.0%	20.0%	8.0%	8.0%		4.0%	4.0%
	North Central	29.8%	19.1%	8.5%	6.4%	2.1%	6.4%	2.1%
	Central	21.7%	15.2%	15.2%	4.3%	6.5%	4.3%	2.2%
	Southeast	11.1%	16.7%	11.1%	16.7%		11.1%	
	Southwest	29.0%	17.4%	10.1%	10.1%		2.9%	7.2%
Rural or Urban County	Urban County	28.0%	15.0%	10.3%	7.5%	3.7%	6.5%	.9%
	Suburban County	24.3%	17.1%	11.4%	10.0%		1.4%	8.6%
	Rural, Small City	21.3%	23.0%	11.5%	8.2%	1.6%	4.9%	3.3%
Area of Dominant TV Influence	Cincinnati	28.2%	20.5%	10.3%	12.8%		2.6%	7.7%
	Cleveland	27.6%	18.4%	10.5%	5.3%	2.6%	5.3%	2.6%
	Columbus	22.9%	16.7%	14.6%	4.2%	4.2%	4.2%	2.1%
	Dayton	30.0%	13.3%	10.0%	6.7%		3.3%	6.7%
	Other	17.8%	17.8%	8.9%	15.6%	2.2%	6.7%	2.2%
Have Computer in Home	Yes	25.9%	18.9%	11.3%	7.5%	2.4%	3.8%	4.2%
	No	19.2%	7.7%	7.7%	15.4%		11.5%	
Internet Connection	High Speed	26.0%	21.4%	9.2%	6.9%	2.3%	2.3%	4.6%
	Dial Up	30.6%	12.9%	16.1%	4.8%	1.6%	6.5%	3.2%
	No Internet/No Computer	16.7%	11.9%	9.5%	19.0%	2.4%	9.5%	

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Question 23: Why are you interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

		Different way of learning/ no classroom	Job enhancement/ career change	Learn/work at own pace	More options/ more classes	Other	Don't know	Count
Statewide		2.1%	13.0%	4.2%	2.5%	2.9%	2.5%	238
Age of Respondent	18 to 29	6.0%	8.0%	10.0%	2.0%	4.0%		50
	30 to 45		17.3%	1.0%	4.8%	1.9%	1.0%	104
	46 to 64	2.5%	10.1%	5.1%		3.8%	6.3%	79
Race	African-American		13.5%		5.4%	5.4%	2.7%	37
	White	2.7%	12.8%	4.8%	1.6%	2.7%	2.1%	187
Sex	Male		15.3%	5.6%	2.8%	5.6%	1.4%	72
	Female	3.0%	12.0%	3.6%	2.4%	1.8%	3.0%	166
Education	Associates degree only		12.9%	2.9%	4.3%	2.9%		70
	Took class for credit only	3.0%	13.1%	4.8%	1.8%	3.0%	3.6%	168
Household Income	Under \$20,000	4.0%	4.0%	4.0%	4.0%		4.0%	25
	\$20,000 - \$39,999	1.7%	16.9%	5.1%	3.4%	1.7%		59
	\$40,000 - \$59,999		13.5%	3.8%	1.9%	3.8%	1.9%	52
	\$60,000 and Over	2.9%	8.7%	4.3%	2.9%	4.3%	2.9%	69
Adults in Household	One	1.8%	10.7%	1.8%	1.8%		3.6%	56
	Two	2.5%	13.3%	5.8%	2.5%	3.3%	2.5%	120
	Three	2.4%	11.9%	2.4%	4.8%	4.8%	2.4%	42
	Four or More		16.7%	5.6%		5.6%		18
Children in Household	None	2.5%	13.4%	6.7%	2.5%	5.9%	3.4%	119
	One		10.5%	2.6%				38
	Two	1.9%	9.6%	1.9%	3.8%		1.9%	52
	Three	4.8%	19.0%		4.8%		4.8%	21
	Four or More		25.0%					8
Household Size	One	3.2%	16.1%	3.2%			6.5%	31
	Two	2.9%	13.0%	7.2%	2.9%	5.8%	2.9%	69
	Three		9.3%	4.7%	4.7%	4.7%		43
	Four		2.1%	4.2%		2.1%		48
	Five or More	4.4%	24.4%		4.4%		4.4%	45

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Question 23: Why are you interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS INTERESTED IN TAKING DISTANCE LEARNING CLASSES.]

		Different way of learning/ no classroom	Job enhancement/ career change	Learn/work at own pace	More options/ more classes	Other	Don't know	Count
OLN REGIONS	Northeast		12.1%	9.1%	3.0%		9.1%	33
	Northwest		12.0%		4.0%	8.0%		25
	North Central	2.1%	14.9%		4.3%	2.1%	2.1%	47
	Central	2.2%	19.6%	6.5%		2.2%		46
	Southeast	5.6%		11.1%	5.6%	11.1%		18
	Southwest	2.9%	11.6%	2.9%	1.4%	1.4%	2.9%	69
Rural or Urban County	Urban County	.9%	13.1%	2.8%	4.7%	2.8%	3.7%	107
	Suburban County	4.3%	12.9%	5.7%		1.4%	2.9%	70
	Rural, Small City	1.6%	13.1%	4.9%	1.6%	4.9%		61
Area of Dominant TV Influence	Cincinnati	2.6%	7.7%	5.1%	2.6%			39
	Cleveland	1.3%	13.2%	2.6%	3.9%	1.3%	5.3%	76
	Columbus	2.1%	18.8%	6.3%	2.1%	2.1%		48
	Dayton	3.3%	16.7%			3.3%	6.7%	30
	Other	2.2%	8.9%	6.7%	2.2%	8.9%		45
Have Computer in Home	Yes	2.4%	12.3%	3.8%	2.8%	2.4%	2.4%	212
	No		19.2%	7.7%		7.7%	3.8%	26
Internet Connection	High Speed	2.3%	11.5%	3.8%	4.6%	3.1%	2.3%	131
	Dial Up	1.6%	16.1%	4.8%			1.6%	62
	No Internet/No Computer	2.4%	14.3%	4.8%		7.1%	2.4%	42

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Question 24: 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.]

		Yes	No	Don't know	Count
Statewide		63.7%	30.0%	6.3%	237
Age of Respondent	18 to 29	74.0%	26.0%		50
	30 to 45	67.0%	28.2%	4.9%	103
	46 to 64	53.2%	34.2%	12.7%	79
Race	African-American	81.1%	16.2%	2.7%	37
	White	59.1%	33.9%	7.0%	186
Sex	Male	56.9%	34.7%	8.3%	72
	Female	66.7%	27.9%	5.5%	165
Education	Associates degree only	61.4%	34.3%	4.3%	70
	Took class for credit only	64.7%	28.1%	7.2%	167
Household Income	Under \$20,000	96.0%	4.0%		25
	\$20,000 - \$39,999	81.4%	13.6%	5.1%	59
	\$40,000 - \$59,999	58.8%	35.3%	5.9%	51
	\$60,000 and Over	37.7%	53.6%	8.7%	69
Adults in Household	One	82.1%	14.3%	3.6%	56
	Two	52.9%	40.3%	6.7%	119
	Three	66.7%	23.8%	9.5%	42
	Four or More	66.7%	27.8%	5.6%	18
Children in Household	None	59.7%	31.9%	8.4%	119
	One	68.4%	26.3%	5.3%	38
	Two	70.6%	25.5%	3.9%	51
	Three	57.1%	38.1%	4.8%	21
	Four or More	75.0%	25.0%		8
Household Size	One	77.4%	16.1%	6.5%	31
	Two	53.6%	37.7%	8.7%	69
	Three	72.1%	23.3%	4.7%	43
	Four	57.4%	36.2%	6.4%	47
	Five or More	66.7%	28.9%	4.4%	45

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Question 24: 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.]

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	51.5%	39.4%	9.1%	33
	Northwest	68.0%	24.0%	8.0%	25
	North Central	76.6%	19.1%	4.3%	47
	Central	63.0%	32.6%	4.3%	46
	Southeast	72.2%	22.2%	5.6%	18
	Southwest	57.4%	35.3%	7.4%	68
Rural or Urban County	Urban County	60.7%	33.6%	5.6%	107
	Suburban County	65.2%	29.0%	5.8%	69
	Rural, Small City	67.2%	24.6%	8.2%	61
Area of Dominant TV Influence	Cincinnati	61.5%	28.2%	10.3%	39
	Cleveland	65.8%	27.6%	6.6%	76
	Columbus	60.4%	35.4%	4.2%	48
	Dayton	51.7%	44.8%	3.4%	29
	Other	73.3%	20.0%	6.7%	45
Have Computer in Home	Yes	61.1%	32.7%	6.2%	211
	No	84.6%	7.7%	7.7%	26
Internet Connection	High Speed	54.2%	39.7%	6.1%	131
	Dial Up	65.6%	26.2%	8.2%	61
	No Internet/No Computer	88.1%	7.1%	4.8%	42

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Question 25: 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.]

		Instruction through technology only	Instruction through technology and classes on a campus	Neither (VOL)	Don't know	Count
Statewide		57.8%	39.2%	.8%	2.1%	237
Age of Respondent	18 to 29	58.0%	40.0%	2.0%		50
	30 to 45	65.4%	31.7%	1.0%	1.9%	104
	46 to 64	50.0%	46.2%		3.8%	78
Race	African-American	54.1%	43.2%	2.7%		37
	White	60.8%	36.6%		2.7%	186
Sex	Male	59.7%	36.1%		4.2%	72
	Female	57.0%	40.6%	1.2%	1.2%	165
Education	Associates degree only	60.0%	37.1%	1.4%	1.4%	70
	Took class for credit only	56.9%	40.1%	.6%	2.4%	167
Household Income	Under \$20,000	60.0%	32.0%	8.0%		25
	\$20,000 - \$39,999	59.3%	39.0%		1.7%	59
	\$40,000 - \$59,999	63.5%	32.7%		3.8%	52
	\$60,000 and Over	57.4%	41.2%		1.5%	68
Adults in Household	One	53.6%	42.9%	3.6%		56
	Two	62.2%	34.5%		3.4%	119
	Three	59.5%	40.5%			42
	Four or More	44.4%	50.0%		5.6%	18
Children in Household	None	54.2%	44.1%		1.7%	118
	One	57.9%	39.5%	2.6%		38
	Two	63.5%	32.7%	1.9%	1.9%	52
	Three	61.9%	33.3%		4.8%	21
	Four or More	62.5%	25.0%		12.5%	8

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Question 25: 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.]

		Instruction through technology only	Instruction through technology and classes on a campus	Neither (VOL)	Don't know	Count
Household Size	One	58.1%	41.9%			31
	Two	51.5%	44.1%	1.5%	2.9%	68
	Three	60.5%	37.2%	2.3%		43
	Four	62.5%	35.4%		2.1%	48
	Five or More	62.2%	33.3%		4.4%	45
OLN REGIONS	Northeast	42.4%	54.5%		3.0%	33
	Northwest	68.0%	28.0%	4.0%		25
	North Central	55.3%	42.6%	2.1%		47
	Central	65.2%	32.6%		2.2%	46
	Southeast	72.2%	27.8%			18
	Southwest	54.4%	41.2%		4.4%	68
Rural or Urban County	Urban County	55.1%	42.1%	.9%	1.9%	107
	Suburban County	55.1%	42.0%		2.9%	69
	Rural, Small City	65.6%	31.1%	1.6%	1.6%	61
Area of Dominant TV Influence	Cincinnati	48.7%	46.2%		5.1%	39
	Cleveland	51.3%	46.1%	1.3%	1.3%	76
	Columbus	66.7%	31.3%		2.1%	48
	Dayton	62.1%	34.5%		3.4%	29
	Other	64.4%	33.3%	2.2%		45
Have Computer in Home	Yes	58.3%	38.4%	.9%	2.4%	211
	No	53.8%	46.2%			26
Internet Connection	High Speed	54.2%	42.7%	.8%	2.3%	131
	Dial Up	67.2%	31.1%		1.6%	61
	No Internet/No Computer	54.8%	40.5%	2.4%	2.4%	42

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Question 26: Several Ohio universities have distance learning partnerships with local two-year colleges. These partnerships offer four-year bachelor's degree programs at two-year campuses in Ohio. Through these programs, students can receive a bachelor's degree from a university in Ohio by taking courses at a two-year campus. 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.]

		Very interested	Somewhat interested	Not very interested	Not at all interested	Don't know	Count
Statewide		36.3%	41.8%	13.9%	7.6%	.4%	237
Age of Respondent	18 to 29	44.0%	36.0%	18.0%	2.0%		50
	30 to 45	40.4%	42.3%	12.5%	4.8%		104
	46 to 64	24.4%	44.9%	14.1%	15.4%	1.3%	78
Race	African-American	51.4%	37.8%	5.4%	5.4%		37
	White	31.7%	43.0%	16.7%	8.1%	.5%	186
Sex	Male	37.5%	44.4%	9.7%	6.9%	1.4%	72
	Female	35.8%	40.6%	15.8%	7.9%		165
Education	Associates degree only	47.1%	31.4%	12.9%	8.6%		70
	Took class for credit only	31.7%	46.1%	14.4%	7.2%	.6%	167
Household Income	Under \$20,000	52.0%	28.0%	16.0%	4.0%		25
	\$20,000 - \$39,999	44.1%	40.7%	6.8%	6.8%	1.7%	59
	\$40,000 - \$59,999	36.5%	44.2%	15.4%	3.8%		52
	\$60,000 and Over	26.5%	48.5%	17.6%	7.4%		68
Adults in Household	One	44.6%	33.9%	12.5%	8.9%		56
	Two	32.8%	43.7%	16.0%	6.7%	.8%	119
	Three	33.3%	40.5%	16.7%	9.5%		42
	Four or More	44.4%	50.0%		5.6%		18
Children in Household	None	33.1%	42.4%	14.4%	9.3%	.8%	118
	One	34.2%	39.5%	15.8%	10.5%		38
	Two	46.2%	44.2%	7.7%	1.9%		52
	Three	38.1%	33.3%	19.0%	9.5%		21
	Four or More	25.0%	50.0%	25.0%			8
Household Size	One	48.4%	35.5%	3.2%	12.9%		31
	Two	29.4%	41.2%	22.1%	5.9%	1.5%	68
	Three	25.6%	44.2%	20.9%	9.3%		43
	Four	47.9%	39.6%	2.1%	10.4%		48
	Five or More	37.8%	44.4%	15.6%	2.2%		45

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Question 26: Several Ohio universities have distance learning partnerships with local two-year colleges. These partnerships offer four-year bachelor's degree programs at two-year campuses in Ohio. Through these programs, students can receive a bachelor's degree from a university in Ohio by taking courses at a two-year campus. 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.]

		Very interested	Somewhat interested	Not very interested	Not at all interested	Don't know	Count
OLN REGIONS	Northeast	30.3%	48.5%	9.1%	12.1%		33
	Northwest	48.0%	24.0%	16.0%	12.0%		25
	North Central	34.0%	44.7%	12.8%	8.5%		47
	Central	28.9%	53.3%	15.6%	2.2%		45
	Southeast	33.3%	38.9%	16.7%	11.1%		18
	Southwest	42.0%	36.2%	14.5%	5.8%	1.4%	69
Rural or Urban County	Urban County	35.5%	43.9%	13.1%	7.5%		107
	Suburban County	33.3%	40.6%	17.4%	7.2%	1.4%	69
	Rural, Small City	41.0%	39.3%	11.5%	8.2%		61
Area of Dominant TV Influence	Cincinnati	48.7%	28.2%	15.4%	5.1%	2.6%	39
	Cleveland	31.6%	46.1%	11.8%	10.5%		76
	Columbus	29.8%	51.1%	17.0%	2.1%		47
	Dayton	33.3%	46.7%	13.3%	6.7%		30
	Other	42.2%	33.3%	13.3%	11.1%		45
Have Computer in Home	Yes	36.0%	42.2%	13.7%	7.6%	.5%	211
	No	38.5%	38.5%	15.4%	7.7%		26
Internet Connection	High Speed	33.8%	45.4%	13.8%	6.2%	.8%	130
	Dial Up	38.7%	38.7%	12.9%	9.7%		62
	No Internet/No Computer	42.9%	33.3%	14.3%	9.5%		42

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Question 28: 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.]

		Yes	No	Don't know	Count
Statewide		12.8%	83.9%	3.3%	180
Age of Respondent	18 to 29	8.6%	88.6%	2.9%	35
	30 to 45	15.0%	82.5%	2.5%	80
	46 to 64	11.7%	83.3%	5.0%	60
Race	African-American	30.0%	66.7%	3.3%	30
	White	8.6%	89.2%	2.2%	139
Sex	Male	8.6%	86.2%	5.2%	58
	Female	14.8%	82.8%	2.5%	122
Education	Associates degree only	10.7%	85.7%	3.6%	56
	Took class for credit only	13.7%	83.1%	3.2%	124
Household Income	Under \$20,000	6.7%	86.7%	6.7%	15
	\$20,000 - \$39,999	16.7%	81.0%	2.4%	42
	\$40,000 - \$59,999	18.6%	81.4%		43
	\$60,000 and Over	9.3%	88.9%	1.9%	54
Adults in Household	One	13.6%	81.8%	4.5%	44
	Two	13.6%	83.0%	3.4%	88
	Three	6.3%	90.6%	3.1%	32
	Four or More	20.0%	80.0%		15
Children in Household	None	11.1%	83.3%	5.6%	90
	One	7.1%	92.9%		28
	Two	12.5%	87.5%		40
	Three	29.4%	64.7%	5.9%	17
	Four or More	20.0%	80.0%		5
Household Size	One	13.0%	78.3%	8.7%	23
	Two	13.0%	83.3%	3.7%	54
	Three	3.1%	93.8%	3.1%	32
	Four	11.4%	88.6%		35
	Five or More	22.9%	74.3%	2.9%	35

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Question 28: 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.]

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	8.7%	82.6%	8.7%	23
	Northwest	10.0%	90.0%		20
	North Central	7.9%	89.5%	2.6%	38
	Central	8.8%	88.2%	2.9%	34
	Southeast	30.0%	70.0%		10
	Southwest	18.2%	78.2%	3.6%	55
Rural or Urban County	Urban County	14.3%	82.1%	3.6%	84
	Suburban County	9.4%	86.8%	3.8%	53
	Rural, Small City	14.0%	83.7%	2.3%	43
Area of Dominant TV Influence	Cincinnati	22.6%	74.2%	3.2%	31
	Cleveland	6.8%	88.1%	5.1%	59
	Columbus	8.3%	88.9%	2.8%	36
	Dayton	12.5%	83.3%	4.2%	24
	Other	20.0%	80.0%		30
Have Computer in Home	Yes	13.0%	85.1%	1.9%	161
	No	10.5%	73.7%	15.8%	19
Internet Connection	High Speed	10.8%	88.2%	1.0%	102
	Dial Up	15.9%	81.8%	2.3%	44
	No Internet/No Computer	15.6%	71.9%	12.5%	32

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Question 29: 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.]

		Very Likely	Somewhat Likely	Not Likely	Count
Statewide		26.5%	39.8%	33.7%	181
Age of Respondent	18 to 29	20.0%	48.6%	31.4%	35
	30 to 45	31.3%	36.3%	32.5%	80
	46 to 64	21.3%	39.3%	39.3%	61
Race	African-American	50.0%	40.0%	10.0%	30
	White	20.7%	40.0%	39.3%	140
Sex	Male	24.1%	46.6%	29.3%	58
	Female	27.6%	36.6%	35.8%	123
Education	Associates degree only	21.4%	39.3%	39.3%	56
	Took class for credit only	28.8%	40.0%	31.2%	125
Household Income	Under \$20,000	60.0%	33.3%	6.7%	15
	\$20,000 - \$39,999	27.9%	44.2%	27.9%	43
	\$40,000 - \$59,999	27.9%	20.9%	51.2%	43
	\$60,000 and Over	18.5%	51.9%	29.6%	54
Adults in Household	One	42.2%	28.9%	28.9%	45
	Two	18.2%	44.3%	37.5%	88
	Three	28.1%	43.8%	28.1%	32
	Four or More	26.7%	33.3%	40.0%	15
Children in Household	None	23.1%	42.9%	34.1%	91
	One	28.6%	39.3%	32.1%	28
	Two	30.0%	37.5%	32.5%	40
	Three	35.3%	29.4%	35.3%	17
	Four or More	20.0%	40.0%	40.0%	5
Household Size	One	33.3%	37.5%	29.2%	24
	Two	27.8%	38.9%	33.3%	54
	Three	18.8%	50.0%	31.3%	32
	Four	22.9%	34.3%	42.9%	35
	Five or More	31.4%	37.1%	31.4%	35

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Question 29: 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.]

		Very Likely	Somewhat Likely	Not Likely	Count
OLN REGIONS	Northeast	20.8%	37.5%	41.7%	24
	Northwest	35.0%	45.0%	20.0%	20
	North Central	28.9%	31.6%	39.5%	38
	Central	23.5%	41.2%	35.3%	34
	Southeast	10.0%	50.0%	40.0%	10
	Southwest	29.1%	41.8%	29.1%	55
Rural or Urban County	Urban County	27.1%	35.3%	37.6%	85
	Suburban County	28.3%	45.3%	26.4%	53
	Rural, Small City	23.3%	41.9%	34.9%	43
Area of Dominant TV Influence	Cincinnati	32.3%	38.7%	29.0%	31
	Cleveland	26.7%	33.3%	40.0%	60
	Columbus	22.2%	38.9%	38.9%	36
	Dayton	25.0%	45.8%	29.2%	24
	Other	26.7%	50.0%	23.3%	30
Have Computer in Home	Yes	24.7%	41.4%	34.0%	162
	No	42.1%	26.3%	31.6%	19
Internet Connection	High Speed	24.3%	39.8%	35.9%	103
	Dial Up	22.7%	43.2%	34.1%	44
	No Internet/No Computer	40.6%	34.4%	25.0%	32

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Question 30: 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.]

		Very Likely	Somewhat Likely	Not Likely	Count
Statewide		23.8%	36.5%	39.8%	181
Age of Respondent	18 to 29	28.6%	31.4%	40.0%	35
	30 to 45	21.3%	36.3%	42.5%	80
	46 to 64	24.6%	37.7%	37.7%	61
Race	African-American	56.7%	30.0%	13.3%	30
	White	15.0%	37.9%	47.1%	140
Sex	Male	25.9%	46.6%	27.6%	58
	Female	22.8%	31.7%	45.5%	123
Education	Associates degree only	12.5%	46.4%	41.1%	56
	Took class for credit only	28.8%	32.0%	39.2%	125
Household Income	Under \$20,000	40.0%	40.0%	20.0%	15
	\$20,000 - \$39,999	25.6%	25.6%	48.8%	43
	\$40,000 - \$59,999	23.3%	32.6%	44.2%	43
	\$60,000 and Over	13.0%	48.1%	38.9%	54
Adults in Household	One	37.8%	28.9%	33.3%	45
	Two	17.0%	42.0%	40.9%	88
	Three	25.0%	37.5%	37.5%	32
	Four or More	20.0%	20.0%	60.0%	15
Children in Household	None	25.3%	35.2%	39.6%	91
	One	21.4%	28.6%	50.0%	28
	Two	15.0%	47.5%	37.5%	40
	Three	35.3%	29.4%	35.3%	17
	Four or More	40.0%	40.0%	20.0%	5
Household Size	One	41.7%	29.2%	29.2%	24
	Two	24.1%	35.2%	40.7%	54
	Three	12.5%	37.5%	50.0%	32
	Four	17.1%	48.6%	34.3%	35
	Five or More	28.6%	28.6%	42.9%	35

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Question 30: 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.]

		Very Likely	Somewhat Likely	Not Likely	Count
OLN REGIONS	Northeast	16.7%	41.7%	41.7%	24
	Northwest	20.0%	30.0%	50.0%	20
	North Central	28.9%	36.8%	34.2%	38
	Central	17.6%	35.3%	47.1%	34
	Southeast	10.0%	30.0%	60.0%	10
	Southwest	30.9%	38.2%	30.9%	55
Rural or Urban County	Urban County	28.2%	30.6%	41.2%	85
	Suburban County	22.6%	52.8%	24.5%	53
	Rural, Small City	16.3%	27.9%	55.8%	43
Area of Dominant TV Influence	Cincinnati	41.9%	22.6%	35.5%	31
	Cleveland	26.7%	40.0%	33.3%	60
	Columbus	19.4%	38.9%	41.7%	36
	Dayton	16.7%	58.3%	25.0%	24
	Other	10.0%	23.3%	66.7%	30
Have Computer in Home	Yes	22.8%	34.6%	42.6%	162
	No	31.6%	52.6%	15.8%	19
Internet Connection	High Speed	20.4%	35.0%	44.7%	103
	Dial Up	29.5%	34.1%	36.4%	44
	No Internet/No Computer	28.1%	46.9%	25.0%	32

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Question 31: 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.]

		\$1 Thru \$99	\$100 Thru \$199	\$200 Thru \$299	\$300 Thru \$399	\$400 Thru \$599	\$600 Thru \$999
Statewide	.	11.0%	13.9%	12.7%	11.0%	9.2%	2.9%
Age of Respondent	18 to 29	14.7%	14.7%	8.8%	11.8%	17.6%	5.9%
	30 to 45	9.1%	9.1%	18.2%	14.3%	9.1%	3.9%
	46 to 64	10.5%	19.3%	8.8%	3.5%	5.3%	
Race	African-American	3.3%	20.0%	16.7%	20.0%	3.3%	3.3%
	White	10.6%	12.9%	12.9%	9.1%	10.6%	3.0%
Sex	Male	8.8%	15.8%	12.3%	3.5%	8.8%	1.8%
	Female	12.1%	12.9%	12.9%	14.7%	9.5%	3.4%
Education	Associates degree only	12.7%	10.9%	18.2%	12.7%	9.1%	1.8%
	Took class for credit only	10.2%	15.3%	10.2%	10.2%	9.3%	3.4%
Household Income	Under \$20,000	14.3%	14.3%	7.1%	35.7%	7.1%	
	\$20,000 - \$39,999	9.8%	19.5%	9.8%	12.2%	12.2%	
	\$40,000 - \$59,999	11.9%	7.1%	14.3%	11.9%	9.5%	7.1%
	\$60,000 and Over	5.9%	17.6%	21.6%	5.9%	7.8%	2.0%
Adults in Household	One	7.1%	19.0%	16.7%	19.0%	2.4%	
	Two	13.1%	11.9%	14.3%	7.1%	10.7%	2.4%
	Three	12.5%	9.4%	6.3%	15.6%	12.5%	9.4%
	Four or More		21.4%	7.1%		14.3%	
Children in Household	None	12.4%	12.4%	12.4%	10.1%	10.1%	2.2%
	One	7.7%	15.4%	11.5%	19.2%	7.7%	3.8%
	Two	10.8%	16.2%	13.5%	10.8%	8.1%	5.4%
	Three	11.8%	11.8%	5.9%	5.9%	11.8%	
	Four or More		25.0%	50.0%			
Household Size	One	8.7%	13.0%	17.4%	17.4%	4.3%	
	Two	13.5%	13.5%	13.5%	13.5%	11.5%	
	Three	12.9%	12.9%	12.9%	6.5%	6.5%	9.7%
	Four	6.1%	21.2%	6.1%	9.1%	9.1%	3.0%
	Five or More	9.1%	9.1%	15.2%	9.1%	12.1%	3.0%

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Question 31: 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.]

		\$1 Thru \$99	\$100 Thru \$199	\$200 Thru \$299	\$300 Thru \$399	\$400 Thru \$599	\$600 Thru \$999
OLN REGIONS	Northeast	4.3%	4.3%	13.0%	17.4%	4.3%	13.0%
	Northwest	26.3%	5.3%	10.5%		10.5%	5.3%
	North Central	11.4%	11.4%	14.3%	11.4%	2.9%	2.9%
	Central	15.2%	24.2%	9.1%	6.1%	15.2%	
	Southeast		40.0%	10.0%	20.0%		
	Southwest	7.5%	11.3%	15.1%	13.2%	13.2%	
		.					
Rural or Urban County	Urban County	9.8%	12.2%	13.4%	9.8%	11.0%	4.9%
	Suburban County	8.0%	16.0%	16.0%	12.0%	12.0%	
	Rural, Small City	17.1%	14.6%	7.3%	12.2%	2.4%	2.4%
	.						
Area of Dominant TV Influence	Cincinnati	6.7%	16.7%	10.0%	13.3%	20.0%	
	Cleveland	7.1%	8.9%	14.3%	14.3%	3.6%	5.4%
	Columbus	11.4%	25.7%	11.4%	5.7%	14.3%	
	Dayton	8.7%	4.3%	21.7%	13.0%	4.3%	
	Other	24.1%	13.8%	6.9%	6.9%	6.9%	6.9%
	.						
Have Computer in Home	Yes	11.6%	12.9%	12.9%	10.3%	7.7%	3.2%
	No	5.6%	22.2%	11.1%	16.7%	22.2%	
	.						
Internet Connection	High Speed	12.4%	14.4%	16.5%	8.2%	7.2%	5.2%
	Dial Up	9.3%	9.3%	4.7%	14.0%	9.3%	
	No Internet/No Computer	9.7%	16.1%	12.9%	16.1%	16.1%	
	.						

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**Question 31: 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.]**

		\$1000 Thru above	No Cost/Free	Don't Know	Count
Statewide		6.4%	6.9%	26.0%	173
Age of Respondent	18 to 29	5.9%	2.9%	17.6%	34
	30 to 45	9.1%	5.2%	22.1%	77
	46 to 64	3.5%	12.3%	36.8%	57
Race	African-American	13.3%		20.0%	30
	White	5.3%	8.3%	27.3%	132
Sex	Male	12.3%	1.8%	35.1%	57
	Female	3.4%	9.5%	21.6%	116
Education	Associates degree only	9.1%	7.3%	18.2%	55
	Took class for credit only	5.1%	6.8%	29.7%	118
Household Income	Under \$20,000	7.1%		14.3%	14
	\$20,000 - \$39,999	7.3%	4.9%	24.4%	41
	\$40,000 - \$59,999	7.1%	7.1%	23.8%	42
	\$60,000 and Over	7.8%	7.8%	23.5%	51
Adults in Household	One	9.5%	7.1%	19.0%	42
	Two	6.0%	9.5%	25.0%	84
	Three	3.1%	3.1%	28.1%	32
	Four or More	7.1%		50.0%	14
Children in Household	None	4.5%	6.7%	29.2%	89
	One	11.5%	7.7%	15.4%	26
	Two	5.4%	5.4%	24.3%	37
	Three	11.8%	11.8%	29.4%	17
	Four or More			25.0%	4
Household Size	One	8.7%	8.7%	21.7%	23
	Two	3.8%	7.7%	23.1%	52
	Three	9.7%	6.5%	22.6%	31
	Four	3.0%	6.1%	36.4%	33
	Five or More	9.1%	6.1%	27.3%	33

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**Question 31: 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.]**

		\$1000 Thru above	No Cost/Free	Don't Know	Count
OLN REGIONS	Northeast	8.7%	13.0%	21.7%	23
	Northwest	5.3%		36.8%	19
	North Central	5.7%	8.6%	31.4%	35
	Central		12.1%	18.2%	33
	Southeast	10.0%	10.0%	10.0%	10
	Southwest	9.4%	1.9%	28.3%	53
Rural or Urban County	Urban County	6.1%	8.5%	24.4%	82
	Suburban County	6.0%	6.0%	24.0%	50
	Rural, Small City	7.3%	4.9%	31.7%	41
Area of Dominant TV Influence	Cincinnati	13.3%	3.3%	16.7%	30
	Cleveland	7.1%	10.7%	28.6%	56
	Columbus	2.9%	11.4%	17.1%	35
	Dayton	4.3%		43.5%	23
	Other	3.4%	3.4%	27.6%	29
Have Computer in Home	Yes	7.1%	7.7%	26.5%	155
	No			22.2%	18
Internet Connection	High Speed	7.2%	6.2%	22.7%	97
	Dial Up	7.0%	9.3%	37.2%	43
	No Internet/No Computer	3.2%	3.2%	22.6%	31

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Question 32: 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.]

		Very interested	Somewhat interested	Not interested	Don't know	Count
Statewide		37.0%	44.2%	18.2%	.6%	181
Age of Respondent	18 to 29	34.3%	48.6%	17.1%		35
	30 to 45	31.3%	46.3%	21.3%	1.3%	80
	46 to 64	44.3%	39.3%	16.4%		61
Race	African-American	56.7%	30.0%	13.3%		30
	White	32.1%	47.9%	19.3%	.7%	140
Sex	Male	43.1%	43.1%	12.1%	1.7%	58
	Female	34.1%	44.7%	21.1%		123
Education	Associates degree only	33.9%	46.4%	17.9%	1.8%	56
	Took class for credit only	38.4%	43.2%	18.4%		125
Household Income	Under \$20,000	46.7%	40.0%	13.3%		15
	\$20,000 - \$39,999	39.5%	37.2%	23.3%		43
	\$40,000 - \$59,999	46.5%	37.2%	16.3%		43
	\$60,000 and Over	27.8%	53.7%	16.7%	1.9%	54
Adults in Household	One	40.0%	37.8%	20.0%	2.2%	45
	Two	34.1%	43.2%	22.7%		88
	Three	37.5%	53.1%	9.4%		32
	Four or More	46.7%	46.7%	6.7%		15
Children in Household	None	44.0%	38.5%	16.5%	1.1%	91
	One	25.0%	57.1%	17.9%		28
	Two	42.5%	50.0%	7.5%		40
	Three	11.8%	35.3%	52.9%		17
	Four or More	20.0%	60.0%	20.0%		5
Household Size	One	54.2%	25.0%	16.7%	4.2%	24
	Two	35.2%	46.3%	18.5%		54
	Three	37.5%	46.9%	15.6%		32
	Four	37.1%	45.7%	17.1%		35
	Five or More	28.6%	48.6%	22.9%		35

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Question 32: 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.]

		Very interested	Somewhat interested	Not interested	Don't know	Count
OLN REGIONS	Northeast	37.5%	41.7%	20.8%		24
	Northwest	20.0%	60.0%	20.0%		20
	North Central	36.8%	44.7%	18.4%		38
	Central	35.3%	47.1%	14.7%	2.9%	34
	Southeast	40.0%	20.0%	40.0%		10
	Southwest	43.6%	41.8%	14.5%		55
Rural or Urban County	Urban County	40.0%	43.5%	16.5%		85
	Suburban County	34.0%	47.2%	17.0%	1.9%	53
	Rural, Small City	34.9%	41.9%	23.3%		43
Area of Dominant TV Influence	Cincinnati	38.7%	48.4%	12.9%		31
	Cleveland	38.3%	43.3%	18.3%		60
	Columbus	38.9%	41.7%	16.7%	2.8%	36
	Dayton	50.0%	33.3%	16.7%		24
	Other	20.0%	53.3%	26.7%		30
Have Computer in Home	Yes	36.4%	46.3%	16.7%	.6%	162
	No	42.1%	26.3%	31.6%		19
Internet Connection	High Speed	36.9%	45.6%	16.5%	1.0%	103
	Dial Up	34.1%	45.5%	20.5%		44
	No Internet/No Computer	40.6%	40.6%	18.8%		32

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Question 33: 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.]

		Get a promotion or raise	Seek a new position with my current employer	Look for a new job with a new employer	Personal goals or satisfaction	Some other reason	Count
Statewide		8.3%	10.3%	26.9%	50.3%	4.1%	145
Age of Respondent	18 to 29	14.3%	10.7%	17.9%	53.6%	3.6%	28
	30 to 45	8.1%	11.3%	32.3%	45.2%	3.2%	62
	46 to 64	4.0%	10.0%	24.0%	56.0%	6.0%	50
Race	African-American	3.8%	15.4%	26.9%	50.0%	3.8%	26
	White	9.0%	9.9%	25.2%	52.3%	3.6%	111
Sex	Male	6.1%	14.3%	24.5%	49.0%	6.1%	49
	Female	9.4%	8.3%	28.1%	51.0%	3.1%	96
Education	Associates degree only	4.5%	4.5%	34.1%	54.5%	2.3%	44
	Took class for credit only	9.9%	12.9%	23.8%	48.5%	5.0%	101
Household Income	Under \$20,000	25.0%	8.3%	33.3%	33.3%		12
	\$20,000 - \$39,999	9.1%	18.2%	27.3%	45.5%		33
	\$40,000 - \$59,999	5.6%	8.3%	27.8%	55.6%	2.8%	36
	\$60,000 and Over	6.8%	9.1%	22.7%	54.5%	6.8%	44
Adults in Household	One	8.8%	11.8%	26.5%	52.9%		34
	Two	10.3%	8.8%	25.0%	51.5%	4.4%	68
	Three	6.9%	10.3%	27.6%	48.3%	6.9%	29
	Four or More		15.4%	38.5%	38.5%	7.7%	13
Children in Household	None	13.5%	6.8%	20.3%	55.4%	4.1%	74
	One	4.5%	18.2%	36.4%	40.9%		22
	Two	2.7%	8.1%	32.4%	48.6%	8.1%	37
	Three		37.5%	37.5%	25.0%		8
	Four or More			25.0%	75.0%		4

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Question 33: 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.]

		Get a promotion or raise	Seek a new position with my current employer	Look for a new job with a new employer	Personal goals or satisfaction	Some other reason	Count
Household Size	One	10.5%	15.8%	21.1%	52.6%		19
	Two	16.3%	7.0%	20.9%	53.5%	2.3%	43
	Three	7.4%	3.7%	22.2%	63.0%	3.7%	27
	Four	3.6%	10.7%	39.3%	35.7%	10.7%	28
	Five or More		18.5%	33.3%	44.4%	3.7%	27
OLN REGIONS	Northeast	15.8%		26.3%	52.6%	5.3%	19
	Northwest	18.8%	6.3%	31.3%	43.8%		16
	North Central	3.4%	3.4%	37.9%	51.7%	3.4%	29
	Central	10.7%	28.6%	17.9%	32.1%	10.7%	28
	Southeast	33.3%		16.7%	50.0%		6
	Southwest		10.6%	25.5%	61.7%	2.1%	47
Rural or Urban County	Urban County	4.3%	8.6%	27.1%	55.7%	4.3%	70
	Suburban County	4.8%	9.5%	35.7%	42.9%	7.1%	42
	Rural, Small City	21.2%	15.2%	15.2%	48.5%		33
Area of Dominant TV Influence	Cincinnati		18.5%	18.5%	59.3%	3.7%	27
	Cleveland	8.5%	2.1%	34.0%	51.1%	4.3%	47
	Columbus	10.3%	27.6%	20.7%	31.0%	10.3%	29
	Dayton			35.0%	65.0%		20
	Other	22.7%	4.5%	22.7%	50.0%		22
Have Computer in Home	Yes	8.3%	9.1%	27.3%	51.5%	3.8%	132
	No	7.7%	23.1%	23.1%	38.5%	7.7%	13
Internet Connection	High Speed	6.0%	7.2%	27.7%	54.2%	4.8%	83
	Dial Up	8.6%	14.3%	20.0%	54.3%	2.9%	35
	No Internet/No Computer	15.4%	15.4%	34.6%	30.8%	3.8%	26

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Question 34: Why are you not interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.]

		Prefer classroom	No need/ done with school/ not interested	Not enough time	Age (Too old)/ retirement (I'm retired)	Already attend college	Busy raising a family
Statewide		16.2%	26.4%	18.6%	13.9%	4.1%	5.1%
Age of Respondent	18 to 29	37.3%	11.9%	13.6%	1.7%	11.9%	1.7%
	30 to 45	14.8%	35.2%	20.5%	3.4%	3.4%	9.1%
	46 to 64	9.0%	26.9%	20.0%	24.8%	1.4%	4.1%
Race	African-American	32.0%	12.0%	24.0%	12.0%	4.0%	
	White	13.4%	27.7%	19.4%	13.4%	4.3%	5.5%
Sex	Male	14.9%	30.6%	21.5%	14.9%	5.0%	1.7%
	Female	17.1%	23.4%	16.6%	13.1%	3.4%	7.4%
Education	Associates degree only	10.3%	26.9%	20.5%	14.1%	2.6%	7.7%
	Took class for credit only	18.3%	26.1%	17.9%	13.8%	4.6%	4.1%
Household Income	Under \$20,000	14.3%	14.3%	21.4%	7.1%	10.7%	
	\$20,000 - \$39,999	12.5%	25.0%	22.9%	12.5%	2.1%	2.1%
	\$40,000 - \$59,999	8.3%	29.2%	25.0%	20.8%	2.1%	8.3%
	\$60,000 and Over	13.5%	33.7%	16.9%	9.0%	4.5%	6.7%
Adults in Household	One	20.0%	25.0%	16.7%	15.0%	3.3%	1.7%
	Two	11.2%	29.2%	17.4%	15.5%	3.7%	8.1%
	Three	21.3%	23.4%	27.7%	6.4%	4.3%	2.1%
	Four or More	32.0%	12.0%	16.0%	12.0%	8.0%	
Children in Household	None	15.5%	25.2%	14.2%	19.4%	3.2%	1.3%
	One	22.0%	30.5%	15.3%	10.2%	6.8%	6.8%
	Two	10.5%	26.3%	35.1%	8.8%	1.8%	8.8%
	Three	19.0%	19.0%	14.3%		9.5%	19.0%
	Four or More	25.0%	50.0%	25.0%			
Household Size	One	16.3%	25.6%	16.3%	18.6%	4.7%	
	Two	10.6%	30.6%	12.9%	21.2%	1.2%	3.5%
	Three	22.0%	25.4%	15.3%	11.9%	6.8%	3.4%
	Four	16.9%	23.1%	27.7%	9.2%	3.1%	9.2%
	Five or More	19.5%	22.0%	24.4%	2.4%	7.3%	9.8%

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Question 34: Why are you not interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.]

		Prefer classroom	No need/ done with school/ not interested	Not enough time	Age (Too old/ retirement (I'm retired)	Already attend college	Busy raising a family
OLN REGIONS	Northeast	14.6%	24.4%	12.2%	17.1%	7.3%	7.3%
	Northwest	21.9%	25.0%	21.9%	3.1%	6.3%	3.1%
	North Central	23.9%	23.9%	15.2%	10.9%	6.5%	4.3%
	Central	16.7%	21.4%	21.4%	16.7%	2.4%	4.8%
	Southeast	13.0%	39.1%	8.7%	21.7%		4.3%
	Southwest	12.5%	27.7%	22.3%	14.3%	2.7%	5.4%
Rural or Urban County	Urban County	21.6%	23.2%	20.0%	9.6%	4.0%	3.2%
	Suburban County	12.4%	28.1%	20.2%	19.1%	2.2%	5.6%
	Rural, Small City	12.2%	29.3%	14.6%	14.6%	6.1%	7.3%
Area of Dominant TV Influence	Cincinnati	12.9%	28.6%	25.7%	11.4%	2.9%	2.9%
	Cleveland	20.5%	26.0%	15.1%	12.3%	6.8%	2.7%
	Columbus	14.9%	23.4%	19.1%	14.9%	2.1%	4.3%
	Dayton	11.9%	26.2%	16.7%	19.0%	2.4%	9.5%
	Other	18.8%	26.6%	15.6%	14.1%	4.7%	7.8%
Have Computer in Home	Yes	16.3%	27.5%	19.0%	13.6%	3.9%	5.8%
	No	15.8%	18.4%	15.8%	15.8%	5.3%	
Internet Connection	High Speed	16.8%	28.5%	20.4%	11.7%	3.6%	4.4%
	Dial Up	16.1%	26.9%	16.1%	17.2%	4.3%	6.5%
	No Internet/No Computer	16.1%	21.0%	19.4%	14.5%	4.8%	1.6%

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Question 34: Why are you not interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.]

		Not comfortable/ disciplined	Don't have a computer	Financial situation	Health reasons	Other	Don't know	Count
Statewide		3.0%	1.7%	1.7%	3.0%	5.7%	.7%	296
Age of Respondent	18 to 29	8.5%	1.7%			11.9%		59
	30 to 45	2.3%		2.3%	5.7%	1.1%	2.3%	88
	46 to 64	1.4%	2.8%	1.4%	2.1%	6.2%		145
Race	African-American		4.0%		8.0%	4.0%		25
	White	3.6%	1.6%	1.2%	2.8%	6.3%	.8%	253
Sex	Male	1.7%	2.5%	.8%	2.5%	3.3%	.8%	121
	Female	4.0%	1.1%	2.3%	3.4%	7.4%	.6%	175
Education	Associates degree only	3.8%	1.3%		3.8%	9.0%		78
	Took class for credit only	2.8%	1.8%	2.3%	2.8%	4.6%	.9%	218
Household Income	Under \$20,000		3.6%	3.6%	17.9%	3.6%	3.6%	28
	\$20,000 - \$39,999		6.3%	2.1%	2.1%	12.5%		48
	\$40,000 - \$59,999	2.1%				4.2%		48
	\$60,000 and Over	4.5%		1.1%	2.2%	6.7%	1.1%	89
Adults in Household	One		5.0%		6.7%	5.0%	1.7%	60
	Two	1.2%	.6%	1.9%	3.1%	7.5%	.6%	161
	Three	10.6%	2.1%	2.1%				47
	Four or More	8.0%		4.0%		8.0%		25
Children in Household	None	3.9%	2.6%	1.9%	4.5%	7.7%	.6%	155
	One	1.7%	1.7%	1.7%		3.4%		59
	Two	1.8%			1.8%	3.5%	1.8%	57
	Three	4.8%		4.8%	4.8%	4.8%		21
	Four or More							4
Household Size	One		4.7%		7.0%	4.7%	2.3%	43
	Two		2.4%	2.4%	4.7%	10.6%		85
	Three	8.5%	1.7%	1.7%	1.7%	1.7%		59
	Four	4.6%				4.6%	1.5%	65
	Five or More	2.4%		4.9%	2.4%	4.9%		41

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Question 34: Why are you not interested in taking college classes for credit through distance learning opportunities? [ASKED OF RESPONDENTS NOT INTERESTED IN DISTANCE LEARNING CLASSES.]

		Not comfortable/ disciplined	Don't have a computer	Financial situation	Health reasons	Other	Don't know	Count
OLN REGIONS	Northeast		2.4%	2.4%	4.9%	2.4%	4.9%	41
	Northwest	3.1%		3.1%	6.3%	6.3%		32
	North Central		2.2%		4.3%	8.7%		46
	Central	2.4%	4.8%		2.4%	7.1%		42
	Southeast	4.3%				8.7%		23
	Southwest	5.4%	.9%	2.7%	1.8%	4.5%		112
Rural or Urban County	Urban County	3.2%	1.6%	.8%	4.8%	6.4%	1.6%	125
	Suburban County	2.2%	2.2%	1.1%	2.2%	4.5%		89
	Rural, Small City	3.7%	1.2%	3.7%	1.2%	6.1%		82
Area of Dominant TV Influence	Cincinnati	5.7%		1.4%	1.4%	7.1%		70
	Cleveland		2.7%		4.1%	6.8%	2.7%	73
	Columbus	4.3%	4.3%		2.1%	10.6%		47
	Dayton	4.8%	2.4%	4.8%	2.4%			42
	Other	1.6%		3.1%	4.7%	3.1%		64
Have Computer in Home	Yes	3.5%	.4%	1.2%	1.9%	6.6%	.4%	258
	No		10.5%	5.3%	10.5%		2.6%	38
Internet Connection	High Speed	3.6%		1.5%	1.5%	7.3%	.7%	137
	Dial Up	3.2%			2.2%	7.5%		93
	No Internet/No Computer	1.6%	8.1%	3.2%	8.1%		1.6%	62

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Question 35: Do you think distance learning classes cost the same amount, more, or less than a face-to-face class on campus?

		Same Amount	More	Less	Don't know	Count
Statewide		28.7%	8.5%	48.5%	14.3%	530
Age of Respondent	18 to 29	33.9%	13.8%	39.4%	12.8%	109
	30 to 45	30.9%	10.5%	46.6%	12.0%	191
	46 to 64	24.9%	4.1%	54.8%	16.3%	221
Race	African-American	18.3%	16.7%	46.7%	18.3%	60
	White	29.9%	7.1%	49.1%	13.9%	438
Sex	Male	21.5%	4.7%	60.2%	13.6%	191
	Female	32.7%	10.6%	41.9%	14.7%	339
Education	Associates degree only	26.5%	8.2%	49.7%	15.6%	147
	Took class for credit only	29.5%	8.6%	48.0%	13.8%	383
Household Income	Under \$20,000	24.5%	13.2%	49.1%	13.2%	53
	\$20,000 - \$39,999	26.4%	12.3%	49.1%	12.3%	106
	\$40,000 - \$59,999	33.0%	5.0%	51.0%	11.0%	100
	\$60,000 and Over	33.8%	5.7%	48.4%	12.1%	157
Adults in Household	One	22.8%	6.1%	51.8%	19.3%	114
	Two	29.7%	7.2%	49.1%	14.0%	279
	Three	36.0%	11.2%	40.4%	12.4%	89
	Four or More	23.3%	16.3%	53.5%	7.0%	43
Children in Household	None	26.9%	8.1%	49.1%	15.9%	271
	One	29.9%	5.2%	48.5%	16.5%	97
	Two	28.7%	13.9%	50.0%	7.4%	108
	Three	31.0%	4.8%	45.2%	19.0%	42
	Four or More	50.0%	8.3%	33.3%	8.3%	12
Household Size	One	16.4%	5.5%	56.2%	21.9%	73
	Two	30.3%	5.9%	49.3%	14.5%	152
	Three	30.7%	8.9%	40.6%	19.8%	101
	Four	31.9%	10.6%	52.2%	5.3%	113
	Five or More	30.2%	11.6%	45.3%	12.8%	86

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Question 35: Do you think distance learning classes cost the same amount, more, or less than a face-to-face class on campus?

		Same Amount	More	Less	Don't know	Count
OLN REGIONS	Northeast	33.8%	2.7%	54.1%	9.5%	74
	Northwest	36.8%	8.8%	40.4%	14.0%	57
	North Central	23.1%	3.3%	53.8%	19.8%	91
	Central	30.2%	8.1%	47.7%	14.0%	86
	Southeast	19.5%	7.3%	53.7%	19.5%	41
	Southwest	28.2%	13.8%	45.3%	12.7%	181
Rural or Urban County	Urban County	29.1%	9.6%	47.0%	14.3%	230
	Suburban County	29.1%	8.2%	49.4%	13.3%	158
	Rural, Small City	27.5%	7.0%	50.0%	15.5%	142
Area of Dominant TV Influence	Cincinnati	22.0%	13.8%	49.5%	14.7%	109
	Cleveland	26.5%	3.4%	53.7%	16.3%	147
	Columbus	30.1%	7.5%	47.3%	15.1%	93
	Dayton	37.5%	13.9%	38.9%	9.7%	72
	Other	31.2%	7.3%	47.7%	13.8%	109
Have Computer in Home	Yes	30.4%	8.6%	47.5%	13.5%	467
	No	15.9%	7.9%	55.6%	20.6%	63
Internet Connection	High Speed	33.1%	9.0%	46.6%	11.3%	266
	Dial Up	30.5%	7.8%	47.4%	14.3%	154
	No Internet/No Computer	15.5%	8.7%	55.3%	20.4%	103

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Question 36: 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?

		More Difficult	Less Difficult	Equally Difficult	Don't know	Count
Statewide		32.0%	13.2%	43.0%	11.8%	532
Age of Respondent	18 to 29	37.6%	19.3%	37.6%	5.5%	109
	30 to 45	31.8%	10.9%	49.5%	7.8%	192
	46 to 64	29.3%	11.7%	41.0%	18.0%	222
Race	African-American	38.7%	21.0%	35.5%	4.8%	62
	White	31.7%	11.4%	44.7%	12.1%	438
Sex	Male	31.8%	17.7%	38.5%	12.0%	192
	Female	32.1%	10.6%	45.6%	11.8%	340
Education	Associates degree only	35.1%	12.8%	41.9%	10.1%	148
	Took class for credit only	30.7%	13.3%	43.5%	12.5%	384
Household Income	Under \$20,000	35.8%	17.0%	39.6%	7.5%	53
	\$20,000 - \$39,999	33.6%	10.3%	44.9%	11.2%	107
	\$40,000 - \$59,999	31.3%	14.1%	45.5%	9.1%	99
	\$60,000 and Over	31.6%	13.3%	46.8%	8.2%	158
Adults in Household	One	33.6%	17.2%	34.5%	14.7%	116
	Two	28.9%	11.8%	47.1%	12.1%	280
	Three	43.2%	10.2%	37.5%	9.1%	88
	Four or More	23.3%	18.6%	51.2%	7.0%	43
Children in Household	None	27.2%	15.1%	41.2%	16.5%	272
	One	44.3%	8.2%	38.1%	9.3%	97
	Two	39.4%	12.8%	42.2%	5.5%	109
	Three	16.7%	14.3%	61.9%	7.1%	42
	Four or More	25.0%	8.3%	66.7%		12
Household Size	One	31.1%	17.6%	32.4%	18.9%	74
	Two	28.1%	11.8%	43.1%	17.0%	153
	Three	35.6%	12.9%	39.6%	11.9%	101
	Four	34.5%	15.9%	46.0%	3.5%	113
	Five or More	31.4%	9.3%	52.3%	7.0%	86

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Question 36: 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?

		More Difficult	Less Difficult	Equally Difficult	Don't know	Count
OLN REGIONS	Northeast	33.8%	14.9%	41.9%	9.5%	74
	Northwest	39.3%	10.7%	44.6%	5.4%	56
	North Central	32.3%	18.3%	35.5%	14.0%	93
	Central	34.5%	8.0%	49.4%	8.0%	87
	Southeast	34.1%	14.6%	39.0%	12.2%	41
	Southwest	27.1%	12.7%	44.8%	15.5%	181
Rural or Urban County	Urban County	31.0%	13.4%	42.7%	12.9%	232
	Suburban County	29.1%	16.5%	44.9%	9.5%	158
	Rural, Small City	36.6%	9.2%	41.5%	12.7%	142
Area of Dominant TV Influence	Cincinnati	25.7%	16.5%	41.3%	16.5%	109
	Cleveland	32.9%	15.4%	38.3%	13.4%	149
	Columbus	31.9%	11.7%	46.8%	9.6%	94
	Dayton	29.2%	6.9%	50.0%	13.9%	72
	Other	38.9%	12.0%	43.5%	5.6%	108
Have Computer in Home	Yes	32.3%	12.4%	44.2%	11.1%	468
	No	29.7%	18.8%	34.4%	17.2%	64
Internet Connection	High Speed	33.5%	13.5%	45.1%	7.9%	266
	Dial Up	31.6%	11.6%	43.2%	13.5%	155
	No Internet/No Computer	30.8%	13.5%	36.5%	19.2%	104

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Question 37: 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?

		More Time	Less Time	About the same amount of time	Don't know	Count
Statewide		18.1%	41.1%	36.2%	4.7%	531
Age of Respondent	18 to 29	15.7%	43.5%	40.7%		108
	30 to 45	15.2%	42.9%	38.2%	3.7%	191
	46 to 64	21.1%	39.0%	32.3%	7.6%	223
Race	African-American	26.2%	34.4%	37.7%	1.6%	61
	White	17.4%	42.0%	35.8%	4.8%	438
Sex	Male	18.2%	45.3%	31.3%	5.2%	192
	Female	18.0%	38.6%	38.9%	4.4%	339
Education	Associates degree only	22.4%	34.7%	38.8%	4.1%	147
	Took class for credit only	16.4%	43.5%	35.2%	4.9%	384
Household Income	Under \$20,000	13.2%	35.8%	43.4%	7.5%	53
	\$20,000 - \$39,999	16.8%	43.0%	33.6%	6.5%	107
	\$40,000 - \$59,999	29.0%	36.0%	31.0%	4.0%	100
	\$60,000 and Over	12.7%	46.5%	37.6%	3.2%	157
Adults in Household	One	23.7%	34.2%	34.2%	7.9%	114
	Two	15.0%	42.9%	37.5%	4.6%	280
	Three	19.1%	46.1%	33.7%	1.1%	89
	Four or More	16.3%	39.5%	39.5%	4.7%	43
Children in Household	None	19.4%	40.3%	33.0%	7.3%	273
	One	19.6%	39.2%	40.2%	1.0%	97
	Two	16.8%	40.2%	40.2%	2.8%	107
	Three	14.3%	50.0%	33.3%	2.4%	42
	Four or More		50.0%	50.0%		12
Household Size	One	23.0%	37.8%	29.7%	9.5%	74
	Two	17.0%	39.2%	35.9%	7.8%	153
	Three	19.0%	39.0%	40.0%	2.0%	100
	Four	20.4%	42.5%	35.4%	1.8%	113
	Five or More	9.3%	48.8%	39.5%	2.3%	86

Ohio Learning Network Survey, March 2006

Question 37: 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?

		More Time	Less Time	About the same amount of time	Don't know	Count
OLN REGIONS	Northeast	17.6%	40.5%	40.5%	1.4%	74
	Northwest	19.3%	42.1%	31.6%	7.0%	57
	North Central	21.7%	39.1%	32.6%	6.5%	92
	Central	14.9%	39.1%	40.2%	5.7%	87
	Southeast	14.6%	26.8%	53.7%	4.9%	41
	Southwest	18.3%	46.1%	31.7%	3.9%	180
Rural or Urban County	Urban County	19.0%	39.8%	35.9%	5.2%	231
	Suburban County	17.8%	45.9%	33.1%	3.2%	157
	Rural, Small City	16.8%	37.8%	39.9%	5.6%	143
Area of Dominant TV Influence	Cincinnati	18.5%	53.7%	25.0%	2.8%	108
	Cleveland	20.3%	38.5%	35.8%	5.4%	148
	Columbus	14.9%	39.4%	39.4%	6.4%	94
	Dayton	18.1%	34.7%	41.7%	5.6%	72
	Other	17.4%	37.6%	41.3%	3.7%	109
Have Computer in Home	Yes	17.8%	40.3%	37.5%	4.5%	467
	No	20.3%	46.9%	26.6%	6.3%	64
Internet Connection	High Speed	18.4%	41.7%	37.2%	2.6%	266
	Dial Up	17.5%	38.3%	39.6%	4.5%	154
	No Internet/No Computer	19.2%	45.2%	26.9%	8.7%	104

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Question 38: Would you say that you would need average, or above-average computer skills in order to take a distance learning course?

		Average Computer Skills	Above-Average Computer Skills	Count
Statewide		78.1%	21.9%	524
Age of Respondent	18 to 29	77.1%	22.9%	109
	30 to 45	76.3%	23.7%	190
	46 to 64	80.1%	19.9%	216
Race	African-American	74.2%	25.8%	62
	White	78.8%	21.2%	433
Sex	Male	74.3%	25.7%	187
	Female	80.1%	19.9%	337
Education	Associates degree only	77.1%	22.9%	144
	Took class for credit only	78.4%	21.6%	380
Household Income	Under \$20,000	86.5%	13.5%	52
	\$20,000 - \$39,999	84.6%	15.4%	104
	\$40,000 - \$59,999	73.0%	27.0%	100
	\$60,000 and Over	78.3%	21.7%	157
Adults in Household	One	77.0%	23.0%	113
	Two	76.4%	23.6%	275
	Three	85.2%	14.8%	88
	Four or More	79.1%	20.9%	43
Children in Household	None	75.5%	24.5%	265
	One	78.1%	21.9%	96
	Two	81.7%	18.3%	109
	Three	85.7%	14.3%	42
	Four or More	75.0%	25.0%	12
Household Size	One	70.4%	29.6%	71
	Two	80.5%	19.5%	149
	Three	74.0%	26.0%	100
	Four	77.9%	22.1%	113
	Five or More	86.0%	14.0%	86

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Question 38: Would you say that you would need average, or above-average computer skills in order to take a distance learning course?

		Average Computer Skills	Above-Average Computer Skills	Count
OLN REGIONS	Northeast	79.7%	20.3%	74
	Northwest	76.8%	23.2%	56
	North Central	82.4%	17.6%	91
	Central	77.9%	22.1%	86
	Southeast	92.3%	7.7%	39
	Southwest	72.5%	27.5%	178
Rural or Urban County	Urban County	75.5%	24.5%	229
	Suburban County	79.0%	21.0%	157
	Rural, Small City	81.2%	18.8%	138
Area of Dominant TV Influence	Cincinnati	71.0%	29.0%	107
	Cleveland	82.3%	17.7%	147
	Columbus	78.0%	22.0%	91
	Dayton	74.6%	25.4%	71
	Other	81.5%	18.5%	108
Have Computer in Home	Yes	78.2%	21.8%	464
	No	76.7%	23.3%	60
Internet Connection	High Speed	74.5%	25.5%	267
	Dial Up	82.9%	17.1%	152
	No Internet/No Computer	78.8%	21.2%	99

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Question 39: 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?

		Yes	No	Don't know	Count
Statewide		29.6%	70.2%	.2%	534
Age of Respondent	18 to 29	19.3%	80.7%		109
	30 to 45	29.7%	70.3%		192
	46 to 64	35.3%	64.3%	.4%	224
Race	African-American	16.1%	83.9%		62
	White	30.5%	69.5%		440
Sex	Male	33.2%	66.3%	.5%	193
	Female	27.6%	72.4%		341
Education	Associates degree only	33.1%	66.9%		148
	Took class for credit only	28.2%	71.5%	.3%	386
Household Income	Under \$20,000	20.8%	79.2%		53
	\$20,000 - \$39,999	24.3%	75.7%		107
	\$40,000 - \$59,999	32.0%	68.0%		100
	\$60,000 and Over	39.2%	60.8%		158
Adults in Household	One	26.7%	72.4%	.9%	116
	Two	30.2%	69.8%		281
	Three	33.7%	66.3%		89
	Four or More	25.6%	74.4%		43
Children in Household	None	30.3%	69.3%	.4%	274
	One	24.7%	75.3%		97
	Two	30.3%	69.7%		109
	Three	31.0%	69.0%		42
	Four or More	41.7%	58.3%		12
Household Size	One	25.7%	73.0%	1.4%	74
	Two	29.9%	70.1%		154
	Three	32.4%	67.6%		102
	Four	28.3%	71.7%		113
	Five or More	31.4%	68.6%		86

Ohio Learning Network Survey, March 2006

Question 39: 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?

		Yes	No	Don't know	Count
OLN REGIONS	Northeast	31.1%	68.9%		74
	Northwest	28.1%	71.9%		57
	North Central	30.1%	68.8%	1.1%	93
	Central	31.8%	68.2%		88
	Southeast	31.7%	68.3%		41
	Southwest	27.6%	72.4%		181
Rural or Urban County	Urban County	31.0%	68.5%	.4%	232
	Suburban County	31.4%	68.6%		159
	Rural, Small City	25.2%	74.8%		143
Area of Dominant TV Influence	Cincinnati	29.4%	70.6%		109
	Cleveland	31.5%	67.8%	.7%	149
	Columbus	31.6%	68.4%		95
	Dayton	25.0%	75.0%		72
	Other	28.4%	71.6%		109
Have Computer in Home	Yes	31.3%	68.7%		470
	No	17.2%	81.3%	1.6%	64
Internet Connection	High Speed	33.2%	66.8%		268
	Dial Up	32.3%	67.7%		155
	No Internet/No Computer	17.3%	81.7%	1.0%	104

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Question 40: Based on this previous experience with distance learning, would you say your experience was . . . Very positive, Somewhat positive, Somewhat negative, or Very negative? [ASKED ONLY OF THOSE WHO HAVE USED DISTANCE LEARNING THROUGH THEIR WORKPLACE]

		Very positive	Somewhat positive	Somewhat negative	Very negative	Don't know	Count
Statewide		24.7%	60.8%	11.4%	2.5%	.6%	158
Age of Respondent	18 to 29	14.3%	66.7%	19.0%			21
	30 to 45	31.6%	57.9%	8.8%		1.8%	57
	46 to 64	22.8%	60.8%	11.4%	5.1%		79
Race	African-American	40.0%	50.0%	10.0%			10
	White	23.9%	61.2%	11.2%	3.0%	.7%	134
Sex	Male	29.7%	57.8%	7.8%	3.1%	1.6%	64
	Female	21.3%	62.8%	13.8%	2.1%		94
Education	Associates degree only	34.7%	53.1%	8.2%	4.1%		49
	Took class for credit only	20.2%	64.2%	12.8%	1.8%	.9%	109
Household Income	Under \$20,000	27.3%	63.6%	9.1%			11
	\$20,000 - \$39,999	19.2%	65.4%	15.4%			26
	\$40,000 - \$59,999	25.0%	53.1%	15.6%	6.3%		32
	\$60,000 and Over	29.0%	56.5%	9.7%	3.2%	1.6%	62
Adults in Household	One	25.8%	64.5%	9.7%			31
	Two	23.5%	62.4%	9.4%	3.5%	1.2%	85
	Three	30.0%	56.7%	10.0%	3.3%		30
	Four or More	18.2%	45.5%	36.4%			11
Children in Household	None	19.3%	65.1%	10.8%	4.8%		83
	One	20.8%	54.2%	25.0%			24
	Two	30.3%	57.6%	9.1%		3.0%	33
	Three	46.2%	53.8%				13
	Four or More	40.0%	60.0%				5
Household Size	One	21.1%	63.2%	15.8%			19
	Two	19.6%	67.4%	6.5%	6.5%		46
	Three	27.3%	60.6%	9.1%	3.0%		33
	Four	15.6%	62.5%	18.8%		3.1%	32
	Five or More	44.4%	44.4%	11.1%			27

Ohio Learning Network Survey, March 2006

Question 40: Based on this previous experience with distance learning, would you say your experience was . . . Very positive, Somewhat positive, Somewhat negative, or Very negative? [ASKED ONLY OF THOSE WHO HAVE USED DISTANCE LEARNING THROUGH THEIR WORKPLACE]

		Very positive	Somewhat positive	Somewhat negative	Very negative	Don't know	Count
OLN REGIONS	Northeast	34.8%	60.9%	4.3%			23
	Northwest	18.8%	62.5%	18.8%			16
	North Central	25.0%	60.7%	3.6%	7.1%	3.6%	28
	Central	32.1%	60.7%	3.6%	3.6%		28
	Southeast	7.7%	84.6%	7.7%			13
	Southwest	22.0%	54.0%	22.0%	2.0%		50
Rural or Urban County	Urban County	26.4%	52.8%	15.3%	4.2%	1.4%	72
	Suburban County	28.0%	62.0%	8.0%	2.0%		50
	Rural, Small City	16.7%	75.0%	8.3%			36
Area of Dominant TV Influence	Cincinnati	21.9%	46.9%	31.3%			32
	Cleveland	25.5%	63.8%	4.3%	4.3%	2.1%	47
	Columbus	33.3%	60.0%	3.3%	3.3%		30
	Dayton	22.2%	66.7%	5.6%	5.6%		18
	Other	19.4%	67.7%	12.9%			31
Have Computer in Home	Yes	23.8%	60.5%	12.2%	2.7%	.7%	147
	No	36.4%	63.6%				11
Internet Connection	High Speed	23.6%	56.2%	15.7%	3.4%	1.1%	89
	Dial Up	24.0%	68.0%	6.0%	2.0%		50
	No Internet/No Computer	33.3%	61.1%	5.6%			18

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Question 40 (Recoded): Based on this previous experience with distance learning, would you say your experience was . . . Very positive, somewhat positive, Somewhat negative, or Very negative?

		Very positive	Somewhat positive	Somewhat negative	Very negative	Never used distance learning	Count
Statewide		7.3%	18.0%	3.4%	.8%	70.5%	533
Age of Respondent	18 to 29	2.8%	12.8%	3.7%		80.7%	109
	30 to 45	9.4%	17.3%	2.6%		70.7%	191
	46 to 64	8.0%	21.4%	4.0%	1.8%	64.7%	224
Race	African-American	6.5%	8.1%	1.6%		83.9%	62
	White	7.3%	18.7%	3.4%	.9%	69.7%	439
Sex	Male	9.9%	19.3%	2.6%	1.0%	67.2%	192
	Female	5.9%	17.3%	3.8%	.6%	72.4%	341
Education	Associates degree only	11.5%	17.6%	2.7%	1.4%	66.9%	148
	Took class for credit only	5.7%	18.2%	3.6%	.5%	71.9%	385
Household Income	Under \$20,000	5.7%	13.2%	1.9%		79.2%	53
	\$20,000 - \$39,999	4.7%	15.9%	3.7%		75.7%	107
	\$40,000 - \$59,999	8.0%	17.0%	5.0%	2.0%	68.0%	100
	\$60,000 and Over	11.5%	22.3%	3.8%	1.3%	61.1%	157
Adults in Household	One	6.9%	17.2%	2.6%		73.3%	116
	Two	7.1%	18.9%	2.9%	1.1%	70.0%	280
	Three	10.1%	19.1%	3.4%	1.1%	66.3%	89
	Four or More	4.7%	11.6%	9.3%		74.4%	43
Children in Household	None	5.8%	19.7%	3.3%	1.5%	69.7%	274
	One	5.2%	13.4%	6.2%		75.3%	97
	Two	9.3%	17.6%	2.8%		70.4%	108
	Three	14.3%	16.7%			69.0%	42
	Four or More	16.7%	25.0%			58.3%	12
Household Size	One	5.4%	16.2%	4.1%		74.3%	74
	Two	5.8%	20.1%	1.9%	1.9%	70.1%	154
	Three	8.8%	19.6%	2.9%	1.0%	67.6%	102
	Four	4.5%	17.9%	5.4%		72.3%	112
	Five or More	14.0%	14.0%	3.5%		68.6%	86

Ohio Learning Network Survey, March 2006

Question 40 (Recoded): Based on this previous experience with distance learning, would you say your experience was . . . Very positive, somewhat positive, Somewhat negative, or Very negative?

		Very positive	Somewhat positive	Somewhat negative	Very negative	Never used distance learning	Count
OLN REGIONS	Northeast	10.8%	18.9%	1.4%		68.9%	74
	Northwest	5.3%	17.5%	5.3%		71.9%	57
	North Central	7.6%	18.5%	1.1%	2.2%	70.7%	92
	Central	10.2%	19.3%	1.1%	1.1%	68.2%	88
	Southeast	2.4%	26.8%	2.4%		68.3%	41
	Southwest	6.1%	14.9%	6.1%	.6%	72.4%	181
Rural or Urban County	Urban County	8.2%	16.5%	4.8%	1.3%	69.3%	231
	Suburban County	8.8%	19.5%	2.5%	.6%	68.6%	159
	Rural, Small City	4.2%	18.9%	2.1%		74.8%	143
Area of Dominant TV Influence	Cincinnati	6.4%	13.8%	9.2%		70.6%	109
	Cleveland	8.1%	20.3%	1.4%	1.4%	68.9%	148
	Columbus	10.5%	18.9%	1.1%	1.1%	68.4%	95
	Dayton	5.6%	16.7%	1.4%	1.4%	75.0%	72
	Other	5.5%	19.3%	3.7%		71.6%	109
Have Computer in Home	Yes	7.5%	19.0%	3.8%	.9%	68.9%	469
	No	6.3%	10.9%			82.8%	64
Internet Connection	High Speed	7.9%	18.7%	5.2%	1.1%	67.0%	267
	Dial Up	7.7%	21.9%	1.9%	.6%	67.7%	155
	No Internet/No Computer	5.8%	10.6%	1.0%		82.7%	104

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Appendix C

Technical Report

How the Sample was Selected

A sample of households in Ohio was selected by a procedure known as random digit dialing (RDD). The way this works is as follows. First, with the aid of the computer, we randomly select one of the three-digit area codes in the state (e.g., 513). Next, the computer randomly selects one of the telephone prefixes which are currently used in the area (e.g., 772) and attaches it to the previously selected area code. The computer program randomly selects a two digit “working block,” the first two of the last four digits of a telephone number that the telephone company is currently using (e.g., 64). Finally, a two-digit random number between 00 and 99 (e.g., 57) which is attached to the previously selected working block (64), the selected prefix (772), and the selected area code (513) resulting in a complete telephone number -- i.e., 513/772-6457. This procedure is then repeated numerous times by the computer to generate more random numbers, so that we have a sufficient quantity to conduct the survey. The end result is that each household in the area, in which there is a telephone, has an equally likely chance of being selected into the sample. The random sample used in the 2006 Distance Learning in Ohio Survey was purchased from Survey Sampling, Inc., Fairfield, Connecticut.

For the 2006 Distance Learning in Ohio Survey, each of these randomly generated telephone numbers was called by one of our interviewers from a centrally supervised facility at the Institute for Policy Research. If the number called was found not to be a residential one, it was discarded, and another random number is called. (Approximately fifty percent of the numbers are discarded because they are found to be businesses, institutions, or not assigned.) If it was a residential number, the interviewer first asked, “of the adults between ages 18 and 64 living in your household, how many people have ever taken at least one college class for credit from a college or university?” If there was more than one individual, the interviewer then asked to speak with the person between ages 18 and 64 currently living in the household who had the most recent birthday. No substitutions were allowed. If, for example, the randomly selected adult was not at home when the household is first contacted, the interviewer could not substitute by selecting someone else who just happened to be there at the time. Instead, the interviewer made an appointment to call back when the randomly selected person is at home. In this way, respondent selection bias is minimized.

When the Interviewing was Done

Respondents in the 2006 Distance Learning in Ohio Survey were interviewed between February 20 and March 7, 2006. The telephone calls during this period were all made between 9:00 AM and 9:00 PM, Monday through Friday; from 10:00 AM to 4:00 PM on Saturdays, and from 2:00 PM to 8:00 PM on Sundays.

After the interviews were completed, the open-ended questions were coded. Following this coding, the data analysis was conducted using the Statistical Package for the Social Sciences (SPSS 9.0).

Sampling Error

The 2006 Distance Learning in Ohio Survey, like all surveys, is subject to sampling error due to the fact that all residents in the area were not interviewed. For those questions asked of five hundred (500) or so respondents, the error is +/- 4.4. For those questions where fewer than 500 persons responded, the sampling error can be calculated as follows:

$$\text{Sampling Error} = \pm(1.96)\sqrt{\frac{P(1-P)}{N}}$$

Where P is the percentage of responses in the answer category being evaluated and N is the total number of persons answering the particular question.

For example, suppose you had the following distribution of answers to the question, "Should the state spend more money on road repair even if that means higher taxes?" Assume 300 respondents answered the question as follows:

YES	47%
NO	48%
DON'T KNOW	5%

The sampling error for the "YES" percentage of 47% would be

$$\text{Sampling Error} = \pm(1.96)\sqrt{\frac{.47(.53)}{300}} = 5.6$$

for the "NO" percentage of 48% would be

$$\text{Sampling Error} = \pm(1.96)\sqrt{\frac{.48(.52)}{300}} = 5.6$$

and for the "DON'T KNOW" percentage of 5% would be

$$\text{Sampling Error} = \pm(1.96)\sqrt{\frac{.5(.95)}{300}} = 2.5$$

In this case we would expect the true population figures to be within the following ranges:

YES	41.4% - 52.6% (i.e., 47% +/- 5.6%)
NO	42.4% - 53.6% (i.e., 48% +/- 5.6%)
DON'T KNOW	2.5% - 7.5% (i.e., 5% +/- 2.5%)

Archiving of the Survey Data

The data collected for the Ohio Learning Network (OLN) are the property of OLN. However, the University of Cincinnati requests that the data be released to the University so that scholars and all members of the community who might also benefit from the data may have access to them. The University is willing, though, to accept client-requested restrictions on access to the data--for example, client approval of the use of the data before they are released to a third party.