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BOARD OF REGENTS
STATE OF IOWA

AGENDA ITEM 7
FEBRUARY 3, 2011

Contact: Diana Gonzalez

2009-2010 DISTANCE EDUCATION REPORT

Action Requested: Receive the report.

Executive Summary: The mission of the Board's Distance Education Strategic Plan is to extend the campuses beyond their physical limits to meet the learning needs of state, regional, national, and international audiences. The goals contained in the Plan include (a) contributing to the state's economic development; (b) selecting and using appropriate strategies for instructional delivery; (c) collaborating among the Regent universities in distance education delivery; and (d) providing continuing education or career development opportunities for professionals.

The Regent universities address the Board's Distance Education Strategic Plan by providing distance education programming to citizens throughout the state and beyond. For many people, attending classes on campus would be impossible. Distance education addresses those needs through a variety of formats, including off-campus classes, guided independent study, the Iowa Communications Network (ICN), the worldwide web, and other digital and electronic media. Regent university distance education programs continue to reach students who live and work in communities throughout Iowa.

In 2009-2010, there were 37,881 students enrolled in credit courses across 538 communities in 99 counties (Attachment A); this represents an increase of 3,760 (+11.0%) students from the prior year. In addition, there were 537,555 students enrolled statewide in non-credit offerings; this represents a decrease of 44,252 (-7.6%) students from the prior year. The most significant decrease occurred in Agriculture and Related Sciences (-43,740).

The following table describes performance indicators contained in the Distance Education Strategic Plan related to student access:

	04-05	05-06	06-07	07-08	08-09	09-10
Credit courses and programs[1]						
No. of programs[2]	67	179	192	222	209	220
No. of course sections	1,753	1,855	1,864	2,003	1,999	2,168
No. of student enrollments (dup)	25,343	25,933	28,202	31,448	34,121	37,881
Non-credit courses						
No. of student enrollments (dup)	478,230	524,713	568,551	564,617	581,807	537,555

[1] Only off-campus courses and programs are included. These are delivered in such formats as off-campus classes, guided independent study, ICN, WWW, and other digital, electronic, and print media. Registrations do not include Saturday and evening classes on campus.
[2] Includes undergraduate and graduate degree, certificate, and endorsement offerings. Certificates and endorsements serve to meet an agency's requirements to practice a profession or to show proficiency in a topic or subject area.

- ☑ In 2009-2010, the subject areas with the highest credit course registrations included business, management and marketing (7,426); education (6,556); recreation and fitness studies (3,103); health professions (2,838); and social sciences (2,440). These areas comprise approximately 59% of the total credit registrations.
- ☑ In 2009-2010, the subject areas with the highest non-credit course registrations were family and consumer sciences (185,808); personal awareness (113,032); and agriculture and related sciences (90,179). These three areas comprise more than 72% of the total non-credit registrations.

The following table includes a summary of enrollment by delivery mode, level, and credit. For undergraduate credit courses, the most frequently used delivery mode is the web (including guided independent study) and for graduate credit courses it is on-site face-to-face instruction.

Delivery Mode	Undergrad. Credit	Grad. Credit	Credit Total	Non-Credit Total
ICN	562	1,405	1,967	576
Web				1,510
* Semester-based courses	8,848	5,320	14,168	969
* Guided independent study	4,743	389	5,132	11,857
On-Site	3,291	9,255	12,546	332,361
Mailed Media	188	45	233	1,115
Other Off-Campus	2,441	1,394	3,835	189,167
TOTAL	20,073	17,808	37,881	537,555

The Distance Education Report addresses the Board's Strategic Plan priorities – "access, affordability, and student success; educational excellence and impact; and economic development and vitality."

Background:

- ◈ The following were major trends related to distance education identified by the Regent universities in 2009-2010.

  - ☑ University of Iowa.
    - 🕮 More on-campus students are using online courses to supplement their programs of study. Some departments, such as Spanish, have added online components to on-campus course offerings. The demand for online courses requires that the Division work closely with departments to ensure that campus sections are not affected.
    - 🕮 The Bachelor of Applied Studies is gaining momentum as more community college students discover that they can apply their AAS degree to a baccalaureate program.
    - 🕮 The competition for distance education students remains ever-present as opportunities for specific degrees from for-profit institutions emerge.

☑ Iowa State University.

- Engineering Online Learning is formalizing "preferred education provider" partnerships with key industry partners to increase enrollments and provide a focus for new program development.
- Major corporations are soliciting competitive proposals from universities to qualify as approved educational providers in subject areas strategic to the corporation. Employees must enroll in these select programs to receive tuition assistance.
- Engineering Online Learning is promoting the use of blended delivery materials, such as live lecture enhanced with web-based video, online discussion boards, online quizzes, and live web-conferencing for planning meetings and help sessions.
- The College of Liberal Arts and Sciences no longer uses the ICN for course delivery. Courses are now delivered over the Internet.
- Faculty are using an increasing number of course delivery tools to deliver convenient and reliable online courses to on- and off-campus learners. These tools include web-based learning management systems, lecture capture, podcasting solutions, and collaborative web-based tools to connect faculty with learners. Continued investments in course delivery systems improve student engagement, allow for anytime, anywhere course review, and improve peer learning. Use of instructor virtual office hours improves access for students.
- Demand for distance and online education continues to expand, as does competition for distance learners as higher education institutions expand their online offerings. The College of Liberal Arts and Sciences has seen a notable increase in the number of full-time on-campus students who want the convenience of taking an online course as part of their program of study. Traditional students participating in study abroad programs, internships, and co-ops are also turning to online course delivery as a way of staying on track for graduation.
- Due to limited faculty expertise in Family Financial Planning (FFP) and Gerontology and Dietetics elsewhere, ISU has partnered with 10 other universities throughout the United States to participate in teaching online programs through the Great Plains Interactive Distance Education Alliance. There are more than 50 students accepted and participating in the degree programs through ISU. The FFP classes are also taken by ISU-MBA students as a way to fulfill an emphasis area. The FFP program can also be taken as a concurrent program with the Family Finance, Housing and Policy (FFHP) on-campus undergraduate program which allows students to complete their Bachelor and Masters degrees at a faster pace and reduce the overall financial burden of obtaining two degrees.
- iTunesU has been available on campus for some time and will eventually allow all faculty to post course lectures for students to view through iTunes.
- Lynda.com is a training service that offers instruction on hundreds of software programs. Anyone with an ISU NetID can access the training materials.

- 🕮 The College of Human Sciences uses Skype as a tool to bring in guest lecturers or to visit as a guest lecturer in other institutions. This free, Internet-based phone service also allows for video, so the callers can see each other. Skype has been used for many years by international students to connect home, and now it is being used more widely for meetings and to bring speakers to the courses. Skype was used to successfully deliver a guest lecture broadcast from an office on campus to a group of 21 graduate students in China using an eyeball camera and headset.

- 🕮 Professors are using multiple technologies to interact with students. The use of Adobe Connect, a webinar service that is hosted and supported on campus, was used to meet with students from a multimedia classroom. Both on-campus and off-campus students could see and hear each other during the sessions. The professor could also share his computer screen to display documents, web pages, and the Stata (statistics) program. To further enhance the course, he used an interactive pen display (Wacom) to write out formulas and draw diagrams in real time. This display uses a pen-shaped stylus and allows the user to 'write' on the computer screen. The software used with this display included OneNote, ScreenMarker, and Smart Whiteboard. Course content and recordings of the live sessions were posted in WebCT, where students could also post discussion comments and collaborate on projects.

- 🕮 Wimba Live Classroom is another webinar service, hosted by an external company. This service is accessible to any course through WebCT. The benefit of this service is that any instructor can add a webinar 'room' to the course as a place to meet live with students, either for virtual office hours or to deliver lectures. Similar to Adobe Connect, the meetings can be recorded, the presenter can share his/her computer screen, and cameras, and microphones or phones can be used to participate.

☑ University of Northern Iowa.

- 🕮 UNI's Distance Education credit enrollments increased by four percent, marking the fourth consecutive year of growth. Enrollments in online courses increased by 22 percent, while enrollments in ICN/blended courses declined slightly. Both on-campus and off-campus students are gravitating toward online courses. These trends are expected to continue.

- 🕮 The capabilities and features of distance education technologies are changing rapidly. UNI closely monitors new developments and is expanding the use of tools, such as Adobe Connect, Panopto, and Skype to connect with learners in both credit and non-credit activities. Short professional development webinars are proving popular with alumni. Adobe Connect and Skype are being used to connect advisors and technical support staff with students at a distance.

- 🕮 Faculty members weigh the advantages and disadvantages of possible delivery methods in the context of course and program outcomes and determine the most effective teaching methods. In some cases, outcomes can be met with an online approach while in other cases, a blended or face-to-face approach is deemed to be best for student learning.

- 🕮 One of the primary factors that constrains the growth of distance education is the number of available faculty members. In the short-term, UNI's early retirement program reduced the number of faculty members available to teach distance education courses. Furthermore, many program areas are currently operating at full capacity.
- 🕮 The trend toward a more competitive distance education market continues. In particular, the teacher education market has been flooded with low-cost courses and programs from in-state and out-of-state colleges and universities.
- 🕮 UNI's primary strategy to compete with low-cost providers is to provide high-quality distance education offerings and strong support services. To increase efficiencies and keep costs down, UNI integrates on- and off-campus audiences whenever possible.

◈ The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education and its focus on cooperation and collaboration. The Regent universities collaborate with each other and with other institutions to enhance distance education opportunities for Iowans.

- ☑ The three Regent universities jointly developed an Iowa Teacher Intern Licensure Program for those individuals who already hold a bachelor's degree and who seek to become credentialed K-12 teachers. The program is delivered through a combination of distance education and face-to-face course work. UNI provides the coordination of the program, ISU oversees the evaluation efforts, and SUI oversees registrations and the distance delivery of the program.
- ☑ The universities offer programming at the Iowa Lakeside Lab Regents Resource Center to provide science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The Regent universities cooperated in developing the Center website available at www.continuetolearn.uiowa.edu/lakesidelab.
- ☑ The Regent universities are collaborating with the Iowa Department of Education to deliver online courses to individuals who wish to pursue a graduate program in speech pathology. This program was initiated to help address the shortage of school-based speech-language pathologists in the rural areas of the state.
- ☑ The University of Iowa, Iowa State University, and the University of Northern Iowa are partnering with the University of Missouri by sharing specialized content in the field of transportation through streaming video. The partnership provides the participating institutions access to specialized presentations and content that would not otherwise be available.
- ☑ The Regent universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) and provide courses and programs at the Southwest Iowa Regents Resource Center, Tri-State Graduate Center, and the Quad-Cities Graduate Center. The following table describes the participation of students in the Bachelor of Liberal Studies and the Bachelor of Applied Studies Programs in 2009-2010 at the Regent universities.

PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	203	258	171	632
Graduates	20	109	16	145
New Admissions	62	106	27	195
Liberal Studies Interest (SUI)	11			11
Bachelor of Applied Studies (SUI)				
Enrollment	263			263
Graduates	10			10
New Admissions	144			144

The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education at each of the Regent universities.

☑ University of Iowa.

🕮 Marketing and other efforts to promote available opportunities.

⇨ The Division of Continuing Education is committed to a major revision and re-organization of its web site so that distance students will have easy access to program information, registration, advising, and financial aid. In 2009-2010, the Division piloted virtual advising using web software to allow visual as well as audio communication and sharing of documents.

⇨ The University worked with Iowa community colleges to identify partnerships, programs, and courses more prominently as part of the community college site.

⇨ To establish an identity for efforts at Western Iowa Tech Community College in Sioux City, the University has committed to limited television spots targeted at 25-45 year old geographically-committed potential students.

⇨ The Division will continue to integrate business practices efficiently to take advantage of the services of other University offices; explore available software and seek methods to take best advantage of limited programs.

🕮 New programming.

⇨ The School of Social Work initiated a Bachelor of Arts Program in Social Work in Des Moines; the University continues to explore opportunities in business and mass communication.

⇨ The University signed a unique partnership with Southeast Community College to allow graduates of their Industrial Technology Program to complete requirements for the Bachelor of Applied Studies Program.

- 🕮 Market analysis.
  - ⇨ The University is initiating projects in competitive intelligence which will help determine necessary programs and possible delivery sites.
  - ⇨ The University is developing a reporting format to identify program and course enrollment by community college district.
- 🕮 Research on student learning.
  - ⇨ The Division's evaluation system is helping staff identify courses which need to be strengthened and best practices that can be shared with faculty.

☑ Iowa State University.

- 🕮 ISU continues to see a rapid growth in distance education programs, course offerings, and student enrollments. In 2009-2010, there was a net increase of five programs and 1,530 student enrollments, which resulted in a distance education growth rate of 19.4% from the prior year. The most significant area of growth was within the undergraduate courses where there was a 30 percent increase in enrollments from the prior year. The past year also saw a significant change in the tuition distribution model for distance education. Moving the distribution stream to match on-campus efforts allowed distance education programs to open their courses to a wider on-campus audience.
- 🕮 The College of Liberal Arts and Sciences Center for Distance and Online Learning (CDOL) continues to expand distance and online learning opportunities to undergraduate and graduate students. CDOL is helping Liberal Arts and Sciences departments and faculty to develop and offer rigorous, high quality online instruction. They expanded the use of Online Course Development Grants to increase the number of online courses and degree programs.
- 🕮 CDOL staff are partnering with various stakeholders to improve the development and delivery of courses. Recently, ISU partnered with the University of Iowa for the successful delivery of a virtual foreign language course which is being taught to both ISU and SUI students.
- 🕮 The College of Engineering, through Engineering Online Learning, is committed to achieving and exceeding the Regents' strategic goal for distance education. They are creating new online graduate degrees and certificates as well as exploring ways to offer introductory engineering courses to community college students and expanding undergraduate online course offerings.
- 🕮 The ISU colleges continue to support the Bachelor of Liberal Studies Program through collaboration among the Regent universities.

☑ University of Northern Iowa.

- 🕮 In accordance with its mission and strategic plan, the University of Northern Iowa seeks to expand and enhance its distance education offerings. Service to Iowans who cannot attend classes on campus continues to be a priority. In 2009-2010, UNI offered courses in 84 counties and 173 cities and towns.

- 🕮 UNI continually seeks opportunities to expand distance education programs. The University recently received approval from the Higher Learning Commission to deliver two graduate degree programs entirely online – Master of Adult Education in Elementary Education and the Master of Adult Education in Professional Development for Teachers. Development of course work is underway and the programs are scheduled to begin later in the year. Online delivery will allow UNI to reach new audiences out-of-state, especially alumni and students who are overseas.

- 🕮 The University adopted Quality Matters, a nationally-recognized framework designed to promote continuous improvement in the quality of online courses and programs. This framework provides the basis for a comprehensive faculty development initiative. The goal of this initiative is to increase the number of high-quality online courses by providing training opportunities and comprehensive instructional design support based on the Quality Matters framework.

- 🕮 The University is implementing PeopleSoft Campus Solutions as a Student Information System for the campus. One of the benefits of the new system will be increased functionality in serving prospective and current distance education students.

- 🕮 Adobe Connect (IP video conferencing) and Panopto (lecture capture) have been installed in UNI's nine ICN rooms. In addition, UNI is monitoring the ICN's plan for statewide deployment of Polycom H.323 video conferencing. These systems provide additional capabilities that are not available with the current ICN video network.

- 🕮 Efforts are underway to recruit two new groups of non-traditional, place-bound students for the 2+2 Elementary Education Program to begin in Spring 2011. This program is offered in cooperation with a number of Iowa community colleges, including Des Moines Area CC, Indian Hills CC, Northeast Iowa CC, Kirkwood CC, Eastern Iowa CC, Southeastern CC, and Western Iowa Tech CC. Total enrollment in the two programs is expected to reach 60-70 students.

- 🕮 Plans are underway for the three universities to increase the number of shared courses for students who are pursuing the Bachelor of Liberal Studies degree.

◈ The following describe web development efforts at the Regent universities.

☑ University of Iowa.

- 🕮 During the year, the University of Iowa implemented a lecture capture technology called Panopto. This software facilitates the capture of lectures in the classroom including screen capture and video of the lecturer along with audio. The software has several pedagogical features including a search function on Power Point text used in the lecture and a notes feature. In addition, the software includes a reporting function to track individual student viewing of the lectures.

- 🕮 A prior investment by the University was in Elluminate VCS, a video-conferencing technology compatible with other H.323 systems. During the past year, Elluminate VCS facilitated teaching languages, such as classic Greek, among the Regent universities.
- 🕮 During the past year, several rooms were prepared specifically for online delivery, including three rooms in the Continuing Education Facility. Two rooms are arranged in seminar format and can accommodate 16 local students. The third room will hold 48 local students. All rooms use either robotic cameras to locate the speaker or a camera which electronically locates the speaker within a 360 degree panorama. A room in the Lindquist Center has also been equipped with robotic cameras and microphones.
- 🕮 In the John and Mary Pappajohn Education Center in Des Moines, a renovation of rooms on the first floor has been completed to provide large screen projection. These rooms also have access to the Internet through the newly-refurbished wireless network system to facilitate certain types of online activities. One of the rooms includes configurable seminar seating with a 360 degree camera.
- 🕮 The University has begun efforts to upgrade two rooms at the Iowa Lakeside Laboratory Regents Resource Center to provide online learning capabilities. The network has also been upgraded to increase the bandwidth to outside locations; a site-to-site virtual private network has also been installed to allow better and more secure connectivity to essential SUI learning resources.

☑ Iowa State University.

- 🕮 Engineering Online Learning continues to develop non-credit offerings by repurposing pieces of for-credit courses for continuing education of working professionals. They have also made upgrades to their website to meet the needs of students, faculty, and staff. New additions include an online request form to understand what students need to grow in their respective fields.
- 🕮 The Center for Excellence in Teaching and Learning (CELT) and Information Technology Services (ITS) continued to manage and support the growth of blended and online courses. In 2009-2010, approximately 2,792 ISU faculty, teaching assistants, and staff used the campus course management system WebCT/Blackboard to enhance face-to-face instruction or deliver online courses. In Spring 2010, approximately 2,777 credit course sections used the course management system to deliver web enhanced content or fully online classes. Five full-time staff positions in CELT are dedicated to providing technical and instructional design support to faculty using web and multimedia technology. Through a student computer fee grant, CELT is working with faculty in a pilot project to convert their course materials to a mobile learning environment. CELT is also working with ITS to pilot a major upgrade to the campus learning management system that will affect 90 percent of enrolled students. CELT faculty programming was focused on blended and hybrid learning as well as increasing the pedagogical uses of student response systems or “clickers.”

- 🕮 The College of Agriculture and Life Sciences secured a grant to implement WIMBA university-wide and it is currently on a three-year contract. They also secured a grant to implement Camtasia Relay college-wide as their default course capture for both on- and off-campus courses. All courses use WebCT/Blackboard with streaming media or media on CDROM.

- 🕮 The Liberal Arts and Sciences Center of Distance and Online Learning (CDOL) developed course hubs, which are information portals that work parallel to their website and learning management systems to improve access to course information and expand their marketing efforts. They continue to develop new and improved websites for undergraduate and graduate degree programs.

☑ University of Northern Iowa.

- 🕮 The University is implementing a plan to increase the number of online courses and programs. Central elements of the plan include a substantial increase in faculty development opportunities and additional individualized instructional design support. Adjustments in staffing have taken place as a result of these efforts. During the past year, the number of online courses grew and enrollments in online courses increased by 22 percent. The University expects the trend to continue as the plan moves forward.

- 🕮 Almost all ICN courses incorporate a blended approach to instruction that combines real-time interaction through the system and online discussions using eLearning. UNI expects to see a continued shift to more online instruction and less time on the ICN as instructors become more confident and familiar with the features and capabilities of other delivery modes.

◈ The following are highlights of the distance education programs at the Regent universities.

☑ University of Iowa.

- 🕮 Four components have been developed regarding distance education – course development and revision; student support; community college initiative; and distance education testing center.

- 🕮 The Division of Continuing Education's Instructional Development team increased efforts in course development and course revision. Due to student demand and preliminary evidence from evaluation efforts, student success seems more likely in single-term online courses than in independent study. When Guided Independent Study courses are due for revision, faculty members are invited to consider moving to single-term online courses.

  The College of Nursing, for example, is working with Division staff to transition all GIS courses to single-term online courses. There continues to be a need for GIS courses to meet student need so a comprehensive change will not occur; however, it is a trend specific to some of the professional programs, such as Nursing, Library Science, Public Health, Radiation Sciences, and some medical courses. For those courses that are not changing format, a schedule of revision is established and, with the cooperation of the College of Liberal Arts and Sciences, all GIS courses will be revised with departmental approval. New courses during the past year include *Global Aging: A Cultural Perspective*; *Behavioral and Social Interventions*; *Biblical Hebrew*; *Topics in Studio Art*;

Women in Islam and the Middle East; *The First Caesars*; *The Presidency*; and *Academic Acceleration*.

- The advising team developed student support networks for distance education students. Students are apprised of new courses through the Distance Education web pages. All student handbooks and policies were revised and placed on the web; a Twitter and Face Book page were established; press releases about the University and distance education are listed with hotlinks; and biographical sketches of recent graduates are posted several times a year. Most recently, videos of instructors discussing "how to succeed in distance education classes" techniques were posted. Through these and other efforts, the advising team is actively reaching out to distance education students and integrating them in a University of Iowa community.

- Work on the Community College Initiative continues and more partnerships are underway. Staff is engaged in discussion of ways to improve the initiative, to reach more students, to develop and support more courses of interest to this population, and to determine the most successful way to offer courses and support students. These efforts extend to all branches of the Division, including Marketing, Advising, Instructional Development, and campus partners.

- In August 2010, the Distance Education testing center moved and expanded the number of students that can be served from 48 to 66. In addition, each student testing station has a laptop, allowing for online testing. The Division's exam protocol will be reviewed and revised during the coming year to take advantage of new technologies and create a more efficient and contemporary exam protocol.

☑ University of Northern Iowa.

- UNI offers more than 20 programs through distance education. UNI's recently-approved strategic plan identifies a goal of increasing the number of non-traditional and distance learners. The development of additional high-quality programs during the next five years is a key strategy in attracting new students to the University.

- The University has criteria to help guide the process of deciding whether to develop a new program because costs associated with offering a distance education program are substantial. The criteria include the degree to which the proposed program is in alignment with UNI's strategic plan and priorities; the level of commitment from key stakeholders; evidence of demand; adequate levels of staffing and support; an analysis of financial impact; and an assessment plan. If the decision to move forward is made, a marketing campaign is conducted and the results are carefully analyzed. If interest is sufficient, UNI commits to the delivery of the program.

- The majority of programs are offered using a cohort model in which a group of students moves through a prescribed set of courses in unison. One advantage in this approach is a reduction of risk, since the university is guaranteeing a specific set of courses within a defined time frame, rather than making an open-ended commitment. The cohort model also provides predictability with regard to class sizes, which increases efficiencies. The model also helps in building a sense of community among students, which improves retention.

- The following describe the evaluation processes used by the Regent universities for web-based instructional activities.

  - ☑ University of Iowa.

    - At the end of each term, distance education students receive a short course evaluation questionnaire. The questionnaire is administered electronically and contains 21 multiple choice questions and three open-ended questions. Two follow-up reminders are sent electronically to students who did not respond initially to the survey. Both semester-based courses and Guided Independent Study students are surveyed. The response rate to the survey ranges between 65% and 75% each term.

    - Responses for each course are summarized by the University Evaluation and Examination Service and a summary report is sent electronically to the relevant instructor(s) for each course. User norms across all distance education courses are provided to the course instructor(s). The course instructor is encouraged to make comparisons between the responses of his/her students to a much larger pool of user norms. The summary data and comparisons enable course instructors to evaluate the need for modifications to both content and delivery of course material to future students.

    - End of term evaluations have been completed each term since Fall 2008. The University now has a database of more than 10,000 completed surveys which can be used to make comparisons between students who elect/do not elect to complete a course evaluation survey for a distance education course.

  - ☑ Iowa State University.

    - Individual colleges conduct evaluations to measure the quality of their distance education courses.

    - The College of Agriculture and Life Sciences administers course evaluations each semester. The results are shared with the instructor and general trends are noted and shared with new faculty designing new courses.

    - The College of Engineering, through Engineering Online Learning, asks students to complete both an early course and an end of semester course evaluation. Student responses are used to improve course delivery and are shared with the instructor for course improvement.

  - ☑ University of Northern Iowa.

    - Distance education offerings are expected to meet the same high standards as face-to-face courses. Courses are approved by the appropriate academic department heads and deans. UNI continues to rely primarily on campus-based faculty to ensure the quality of distance education courses matches the quality of traditional offerings.

    - Outcomes assessment plans were developed for each academic program. The purpose of these plans is to provide a systematic way to collect data that can be used to improve teaching and learning. This process is a critical component in continuous improvement efforts.

- 🕮 During the past year, UNI adopted the Quality Matters framework as a strategy in its efforts to expand online offerings. This framework aligns course development efforts with research-supported standards and best practices in course design. A central theme in the Quality Matters initiative is the process of continuous improvement in all aspects of online education. After the initial course design, a review is undertaken to ensure courses meet a specific set of standards. UNI is also working toward a peer review process in which faculty members provide feedback to each other on both the design and content of courses.

- 🕮 The Office of Continuing and Distance Education (OCDE) facilitates end of course assessments for all distance education courses. An online assessment instrument was developed for online courses which includes aspects of both instruction and support services. Paper evaluations continue to be used for classes that incorporate face-to-face meetings or proctored exams. The results are used to improve the quality of instruction and services.

- 🕮 OCDE works continuously to align UNI's structures and processes with the "Best Practices for Electronically Offered Degree and Certificate Programs" identified by the eight regional accrediting commissions. This is a central strategy in providing high-quality programs and services.

◈ Regional Study Centers.

- ☑ In 2009-2010, 22 Regent university programs, certificates, and endorsements were available through the Quad Cities Graduate Study Center (Rock Island, IL.); 52 were available through the Southwest Iowa Regents Resource Center (Council Bluffs); and 61 were available through the Tri-State Graduate Center (Sioux City).

  - 🕮 At the Quad Cities Graduate Study Center, existing programs were continued.

  - 🕮 At the Southwest Iowa Regents Resource Center, ISU offered a new Certificate program in Computational Fluid Dynamics and new Master's degree programs in Mathematics and Statistics. SUI plans to offer a new endorsement program in Talented and Gifted. ISU plans to offers five new certificate programs in Computer Networking; Construction Management; Embedded Systems; Environmental Systems; and Swine Science as well as a new Master's degree program in Food Service and Lodging Management. UNI plans to offer a new endorsement program in Iowa School Health Education and a new Master's degree program in Public Policy in 2010-2011.

  - 🕮 At the Tri-State Graduate Study Center, UNI offered three new Endorsement programs in Gifted Education; Multioccupations Teaching; and Reading; a new Certificate program in Superintendency; three new Master's degree programs in Educational Administration; English/Teaching English in the Secondary Schools (TESS); and Library Science; and a new doctoral program in Educational Leadership.

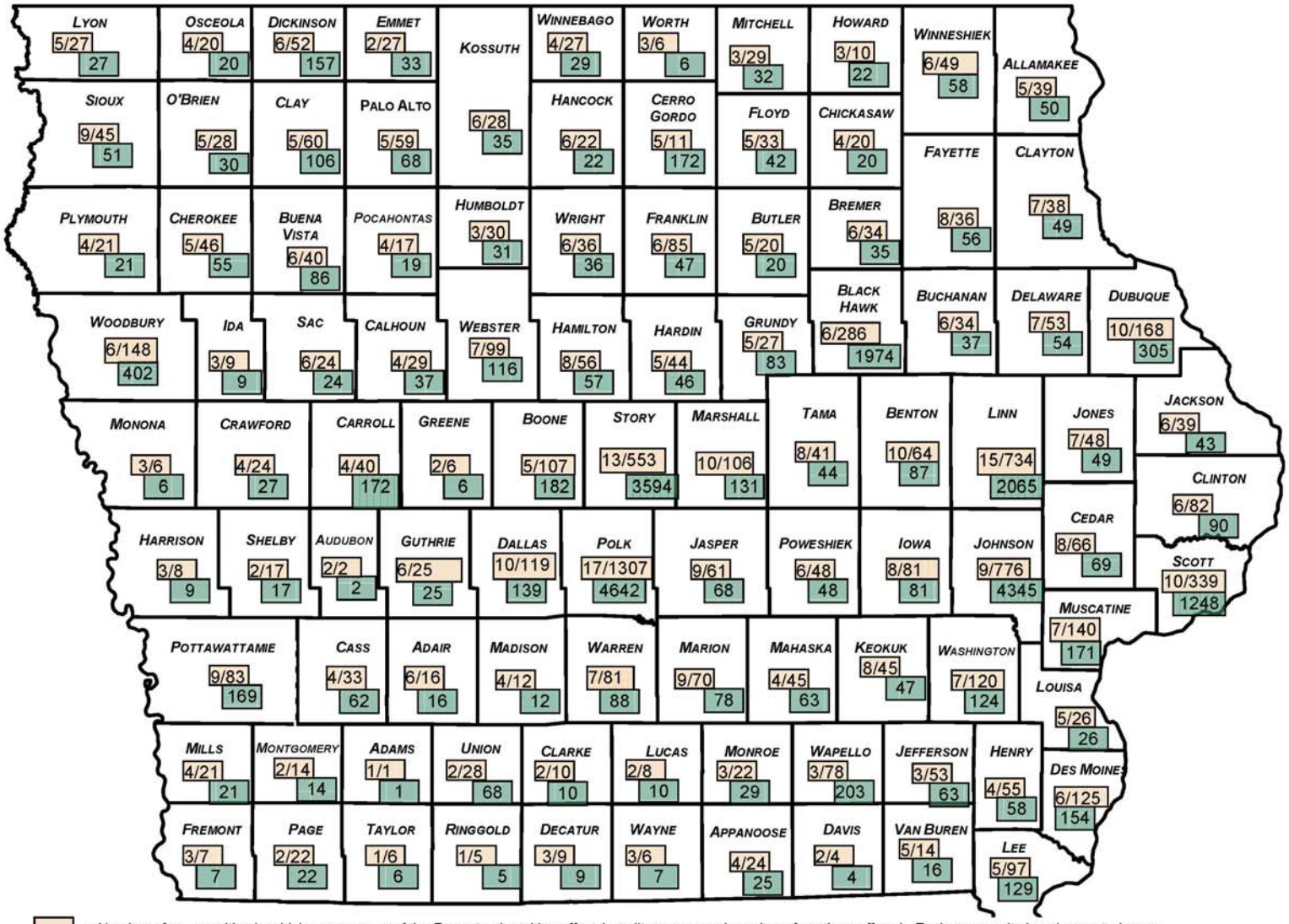
- ☑ More than 1,700 students were served by the Regent universities through the regional study centers in 2009-2010. This represents an increase of 723 students (+69.1%) from the prior year.

ENROLLMENT OF REGENT UNIVERSITY STUDENTS AT REGIONAL STUDY CENTERS 1999-2000 – 2009-2010

	QCGSC	SWIRRC	TSGSC	TOTAL
1999-2000	1,066	445	233	1,744
2000-2001	925	419	247	1,591
2001-2002	1,298	426	196	1,920
2002-2003	1,209	299	281	1,789
2003-2004	1,165	188	252	1,605
2004-2005	1,050	169	274	1,493
2005-2006	945	141	314	1,400
2006-2007	868	204	481	1,553
2007-2008	925	314	355	1,594
2008-2009	449	261	337	1,047
2009-2010	1,022	363	385	1,770

Detailed enrollment and program information is available on Attachments A-H.

2009-2010 Distance Education Credit Courses By Iowa County: Communities and Enrollments



= Number of communities in which one or more of the Regent universities offered credit courses and number of sections offered. Each community is only counted once.
Total number of unique communities = 538. Total number of courses offered = 8,050.

= Enrollments in credit courses by Iowa residents. Total enrollments = 23,845. Note: The Regent universities enroll many non-Iowa residents in distance education courses. Out-of-state enrollments are not shown on this map.

SUMMARY OF ENROLLMENT BY DELIVERY, LEVEL, AND CREDIT/NON-CREDIT CATEGORY
2009-2010

DELIVERY MODE	UNDERGRADUATE CREDIT				GRADUATE CREDIT				CREDIT TOTAL				NON-CREDIT TOTAL			
	SUI	ISU	UNI	**TOTAL**	SUI	ISU	UNI	**TOTAL**	SUI	ISU	UNI	**TOTAL**	SUI	ISU	UNI	**TOTAL**
ICN	0	0	562	**562**	0	0	1,405	**1,405**	0	0	1,967	**1,967**	476	0	100	**576**
World Wide Web																
• **Semester based courses**	3,557	4,353	938	**8,848**	1,783	2,842	695	**5,320**	5,340	7,195	1,633	**14,168**	0	1,510 0	969 0	**2,479 0**
• **Guided independent study**	4,394	0	349	**4,743**	325	0	0	**325**	4,719	0	413	**5,132**	10,351	1,506	0	**11,856**
On-site (face-to-face)	1,505	222	1,564	**3,291**	6,141	1,477	1,637	**9,255**	7,646	1,699	3,201	**12,546**	37,462	274,462	20,437	**332,361**
Mailed media (video/audio/tape, etc.)	0	68	120	**188**	0	35	10	**45**	0	103	130	**233**	100	1,015	0	**1,115**
Other off-campus	0	21	2,420	**2,441**	0	398	996	**1,394**	0	419	3,416	**3,835**	28,448	160,719	0	**189,167**
GRAND TOTAL	**9,456**	**4,664**	**5,953**	**20,073**	**8,249**	**4,752**	**4,807**	**17,808**	**17,705**	**9,416**	**10,760**	**37,881**	**76,837**	**439,212**	**21,506**	**537,555**

2009-2010 CREDIT COURSE REGISTRATIONS BY LEVEL BY INSTITUTION AND SUBJECT AREA (CIP CODE)

	SUI		ISU		UNI		Regent Total			% of Total (Grad & UG)
Subject Matter	**UG**	**Grad**	**UG**	**Grad**	**UG**	**Grad**	**UG**	**Grad**	**Grad & UG**	
Agriculture & Related Sciences			1,028	450			1,028	450	1,478	3.9%
Natural Resources & Conservation			70	5			70	5	75	0.20%
Architecture & Related Services			29	252			29	252	281	0.74%
Ethnic, Cultural, & Gender Studies	187	2	130				317	2	319	0.84%
Communication & Journalism	212	10			119	6	331	16	347	0.92%
Computer & Information Sciences	9	31	65	195	4		78	226	304	0.80%
Education	672	921	34	1,520	1,080	2,329	1,786	4,770	6,556	17.31%
Engineering	5	40	228	711			233	751	984	2.60%
Foreign Languages & Linguistics	726	26	30	8	35	11	791	45	836	2.21%
Family And Consumer Sciences			745	433	586	6	1,331	439	1,770	4.67%
Technology Education/Industrial Arts					225	87	225	87	312	0.82%
English Language & Literature	694	23	114		19	169	827	192	1,019	2.69%
Liberal Arts And Sciences	30	3			334		364	3	367	0.97%
Library Science	11	229			9	193	20	422	442	1.17%
Biological & Biomedical Sciences	245	262	511	94			756	356	1,112	2.94%
Mathematics & Statistics	311	13	202	138	74	228	587	379	966	2.55%
Multi/Interdisciplinary Studies	80	2	9		263		352	2	354	0.93%
Recreation & Fitness Studies	191	6			1,996	910	2,187	916	3,103	8.19%
Basic Skills	46						46		46	0.12%
Health-Related Knowledge & Skills					191	22	191	22	213	0.56%
Leisure And Recreational Activities										0.00%
Personal Awareness										0.00%
Philosophy & Religious Studies	258	4	84	3	104	1	446	8	454	1.20%
Physical Sciences	4	5	92	1	320	327	416	333	749	1.98%
Psychology	523	34	123	3			646	37	683	1.80%
Public Administration	185	1,161			87	23	272	1,184	1,456	3.84%
Science Technologies/Technicians			148	3	98	30	246	33	279	0.74%
Social Sciences	985	6	985	108	212	144	2,182	258	2,440	6.44%
Visual & Performing Arts	159	71	14		115	60	288	131	419	1.11%
Health Professions	1,835	998		5			1,835	1,003	2,838	7.49%
Business, Management & Marketing	1,949	4,400	23	823	60	171	2,032	5,394	7,426	19.60%
History	102				22	90	124	90	214	0.56%
Residency Programs	37						37	2	39	0.10%
Total Registrations	**9,456**	**8,249**	**4,664**	**4,752**	**5,953**	**4,807**	**20,073**	**17,808**	**37,881**	**100.00%**

2009-2010 NON-CREDIT COURSE REGISTRATIONS BY INSTITUTION AND SUBJECT AREA (CIP CODE)

Subject Matter	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Agriculture & Related Sciences		90,179		90,179	16.78%
Natural Resources & Conservation	252	14,006	115	14,373	2.67%
Architecture & Related Services	70	803		873	0.16%
Ethnic, Cultural, & Gender Studies	1,865	165	4	2,044	0.38%
Communication & Journalism	187	100		287	0.05%
Communications Technologies	0	0	0	0	0.00%
Computer & Information Sciences		1,364		1,364	0.25%
Education	2,526	2,643	1,426	6,595	1.23%
Engineering	449	7,398		7,847	1.46%
Engineering Technologies/Technicians		1,469		1,469	0.27%
Foreign Languages & Linguistics	251	35		286	0.05%
Family And Consumer Sciences		185,801	7	185,808	34.57%
Technology Education/Industrial Arts	149		83	232	0.04%
Legal Professions & Studies	1,091	60		1,151	0.21%
English Language & Literature	1,767	109		1,876	0.35%
Liberal Arts And Sciences	280		277	557	0.10%
Library Science	11,287			11,287	2.10%
Biological & Biomedical Sciences	1,159	70		1,229	0.23%
Mathematics & Statistics		72	646	718	0.13%
Multi/Interdisciplinary Studies	1,936	669		2,605	0.48%
Health-Related Knowledge & Skills	25,048	195	460	25,703	4.78%
Interpersonal & Social Skills		40		40	0.01%
Leisure And Recreational Activities	35	135	13	183	0.03%
Personal Awareness	1,314	111,718		113,032	21.03%
Phil. & Religious Studies	30			30	0.01%
Theology and Religious Vocations	0	0	0	0	0.00%
Physical Sciences	577		6,434	7,011	1.30%
Science Technologies/Technicians	341	3,910		4,251	0.79%
Psychology	112			112	0.02%
Security & Protective Services	0	0	0	0	0.00%
Public Administration	1,740	6,170	225	8,135	1.51%
Social Sciences	386	5,971	6,596	12,953	2.41%
Trades & Industry	124			124	0.02%
Visual & Performing Arts	453		2,418	2,871	0.53%
Health Professions	21,048	129	1,445	22,622	4.21%
Business, Management & Marketing	1,703	6,001	1,347	9,051	1.68%
History	657			657	0.12%
Total Registrations	**76,837**	**439,212**	**21,506**	**537,555**	**100.00%**

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2009-2010
UNIVERSITY OF IOWA

Degree/Certificate	Program Major	QCGSC[3]	SWIRRC[4]	TSGC[5]
Certificate	Nonprofit Management		X	
Certificate	Entrepreneurship Management		X	
Certificate	Public Health	X	X	X
Endorsement	Talented and Gifted			X
Bachelors	Bachelor of Applied Studies		X	
Bachelors	Bachelor of Liberal Studies		X	
Bachelors	RN to BSN		X	
Masters	Business Administration	X		
Masters	Educational Administration	X	X	X
Masters	Nursing	X	X	X
Masters	Social Work	X		X

[3] Quad Cities Graduate Study Center, Rock Island, IL.
[4] Southwest Iowa Regents Resource Center, Council Bluffs.
[5] Tri-State Graduate Study Center, Sioux City.

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2009-2010
IOWA STATE UNIVERSITY

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Certificate	Advanced Medical Nutrition Therapy			X
Certificate	Advanced Studies – Superintendent			X
Certificate	Biorenewable Resources and Technology	X	X	
Certificate	Computational Fluid Dynamics	X	X (new)	
Certificate	Dietetics Comm. & Counseling			X
Certificate	Dietetics Management			X
Certificate	Empowerment Skills for Family Workers		X	
Certificate	Environmental Engineering		X	X
Certificate	Family and Consumer Sciences		X	
Certificate	Family Financial Planning			X
Certificate	Food Safety and Defense		X	X
Certificate	Gerontology			X
Certificate	Human Computer Interaction		X	X
Certificate	Information Assurance		X	X
Certificate	Power Systems Engineering		X	X
Certificate	Preparation for Leadership			X
Certificate	Public Management		X	X
Certificate	Systems Engineering		X	X
Bachelors	Bachelor of Liberal Studies		X	
Masters	Agriculture	X	X	X
Masters	Agricultural Education		X	X
Masters	Agronomy	X	X	X
Masters	Biorenewable Resources and Technology	X	X	X
Masters	Civil Engineering	X	X	
Masters	Civil Eng. with Construct. Eng. & Mgt. Emphasis			X
Masters	Community Development			X
Masters	Computer Engineering	X	X	X
Masters	Curriculum & Instructional Technology		X	
Masters	Electrical Engineering	X	X	X
Masters	Family & Consumer Sciences Ed.			X
Masters	Family and Consumer Sciences	X	X	X
Masters	Fam. & Cons. Sci. with Geront. Emphasis		X	X
Masters	Fam. & Cons. Sci. with Fin. Plan. Emphasis		X	X
Masters	Human Computer Interaction		X	
Masters	Industrial Engineering	X	X	X
Masters	Information Assurance		X	X
Masters	Interdiscip. Studies with Comm. Dev. specialization		X	
Masters	Mathematics		X (new)	
Masters	Mechanical Engineering	X	X	X
Masters	Public Administration		X	X
Masters	School Mathematics			X
Masters	Seed Technology and Business		X	X
Masters	Statistics		X (new)	
Masters	Systems Engineering	X	X	X
Doctorate	Food Service & Lodging Management		X	

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2009-2010
UNIVERSITY OF NORTHERN IOWA

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Certificate	Advanced Studies – Superintendent			X (new)
Endorsement	Driver Education	X	X	
Endorsement	Early Childhood Education	X	X	X
Endorsement	Early Childhood Special Education		X	
Endorsement	Education of the Gifted	X	X	X
Endorsement	English as a Second Language (ESL/TESOL)		X	
Endorsement	Multi-Occupations Education		X	X
Endorsement	Reading	X	X	X
Endorsement	Special Education	X	X	
Bachelors	Bachelor of Liberal Studies	X	X	
Masters	Early Childhood Education	X	X	
Masters	Early Childhood Special Education	X	X	X
Masters	Educational Administration			X
Masters	Educational Leadership - Principalship	X	X	X
Masters	English as a Second Language (ESL and TESOL)	X	X	X
Masters	English/Teaching English in Sec. Schools (TESS)			X
Masters	Instructional Technology	X	X	X
Masters	Literacy Education	X		X
Masters	Mathematics for Middle Grades		X	X
Masters	Mathematics–Sec. Teaching Emphasis	X		X
Masters	Music Education	X		X
Masters	Philanthropy & Nonprofit Development		X	X
Masters	School Library Media Studies	X	X	X
Masters	Science Education	X	X	
Masters	Social Science for Teachers	X		

ACADEMIC CREDIT PROGRAMS[6]
2009-2010

UNIVERSITY OF IOWA

Degree or Certificate[7]	Program Major[8]	Delivery Method/Site(s)	Requires on-campus component
MSW	Social Work	On-site and via Adobe Connect	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MA	Educational Administration	Statewide via Web	
MSC	Computer Science	Statewide via Web	
RN to BSN	Nursing	Statewide via Web	
BA	Social Work	On-site and via Adobe Connect	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
TAG Endorsement	Talented and Gifted Endorsement—Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	

[6] Note: Program requirements may include designated hours for residential (on-campus) registration.
[7] Certificate, B.A., B.S., M.B.A., Ph.D., etc.
[8] Business Administration; Computer Science, Dietetics; etc.

ACADEMIC CREDIT PROGRAMS
2009-2010

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Certificate of Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	WWW	
Certificate	Information Assurance	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
Certificate	Environmental Engineering	Streaming Media	
Certificate	Computational Fluid Dynamics	Streaming Media	
Certificate	Computer Networking	Streaming Media	
Certificate	Construction Management	Streaming Media	
Certificate	Software Systems	Streaming Media	
Certificate	Embedded Systems	Streaming Media	
Certificate	Environmental Systems	Streaming Media	
Certificate	Teaching English as a Second Language (TESL)	WWW	
Certificate	Public Management	WWW	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	
Masters	Agriculture	WWW & Streaming Media or CD	
Masters	Public Administration	WWW and Streaming Media	
Masters	Agricultural Education	WWW & Streaming Media or CD	
Masters	Agronomy	WWW/CD	
Masters	Seed Technology & Business	WWW & Streaming Media or CD	
Masters	Systems Engineering	Streaming Media	
Masters	Computer Engineering	Streaming Media	
Masters	Electrical Engineering	Streaming Media	
Masters	Mechanical Engineering	Streaming Media	
Masters	Industrial Engineering	Streaming Media	
Masters	Civil Engineering	Streaming Media	
Masters	Information Assurance	Streaming Media	
Masters	Human Computer Interaction	Streaming Media	
Masters	MFCS Specializations: Family Financial Planning, Food Science & Human Nutrition, Textiles & Clothing, Food Service & Lodging Management, Human Development & Family Studies, Gerontology	WWW	
Masters	Interdisciplinary Studies, Comm. Dev. Specialization	WWW & Streaming Media	
Masters	Statistics	WWW	
Masters/Ph.D.	Family & Consumer Sci. Education (no new admissions)	WWW/FF	X
Ph.D.	Foodservice and Lodging Management (Child Nutrition Program Leadership Academy)	WWW/FF	X
	Available only in Iowa		
	Dietetics Internship	On-site (various)	
Masters	Educational Leadership	On-site (Mason City, Des Moines, Atlantic, Ottumwa, Storm Lake)	
Masters	Specialization in Curriculum & Instructional Technology	WWW	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Masters	School Mathematics	WWW/On-site	
Ph.D.	Educational Leadership	On-site (Ames)	X
Certificate	Empowerment Skills for Family Workers	On-site (Various)	
	Available only in Greater Des Moines		
Masters	Business Administration	On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	On-site (Ames)	

ACADEMIC CREDIT PROGRAMS
2009-2010

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Ed.D.	Educational Leadership	ICN/WWW/On-site (Des Moines)	X
Masters	Business Administration	On-site (Hong Kong)	
Masters	Early Childhood Education	ICN/WWW – (Avoca, Bettendorf, Cedar Rapids, Elgin, Fairfield, Grinnell, Johnston, Sioux City, Tiffin, West Burlington)	
Masters	Educational Leadership – Principalship	ICN/WWW – (Cedar Rapids, Charles City, Fort Dodge, Marion, Marshalltown, Mason City, Postville, Sigourney, Spirit Lake, Tama, Winthrop)	X
Masters	Educational Leadership – Principalship – UEN	ICN/WWW – (Cedar Rapids, Davenport, Des Moines, Dubuque, Fort Dodge, Iowa City, Johnston)	X
Masters	Elementary Education	ICN/WWW – (Alden, Cedar Rapids, Corwith, Dubuque, Keosauqua, Rockwell, West Des Moines)	
Masters	English – ESL/TESOL	ICN/WWW – (Bettendorf, Cedar Rapids, Des Moines, Glenwood, Marshalltown, Nora Springs)	
Masters	Instructional Technology	ICN/WWW – (Ackley, Avoca, Cedar Rapids, DeWitt, Elkader, Estherville, Fort Dodge, Johnston, Manning, New Sharon, Postville, State Center, West Burlington, Winthrop)	X
Masters	Literacy Education	ICN/WWW – (Cedar Rapids, Clear Lake, Elgin, Fort Dodge, Garner, Greene, Johnston, Manning, Muscatine, New Sharon, Odebolt, Postville, State Center, West Burlington, Winthrop)	
Masters	Mathematics – Secondary Schools	WWW and summers on the UNI campus	X
Masters	Mathematics – Middle Schools	WWW and summers on the UNI campus	X
Masters	Music Education	ICN/WWW – (Ames, Cedar Rapids, Epworth, Grinnell, Johnston, Lake Mills, Muscatine, Onawa, Pocahontas, West Des Moines)	
Masters	Philan. & Nonprofit Devel.	ICN/WWW – (Ankeny, Cherokee, Council Bluffs, Dubuque, Mason City, Solon)	
Masters	Physical Education	On-campus/On-site (Grundy Center)	X
Masters	School Library Studies	ICN/WWW – (Arlington, Bettendorf, Cedar Rapids, Hinton, Iowa Falls, Johnston, Lone Tree, Marshalltown, Mt. Vernon, Pella, Riverside, Truro)	X
Masters	Science Education	ICN/WWW – (Cedar Rapids, Donnellson, Eddyville, Johnston)	
Masters	Social Science for Teachers Grades 6-12	ICN/WWW – (Bellevue, Cedar Rapids, Guttenberg, Iowa City, Johnston, Postville)	
Masters	Special Education – Early Childhood	ICN/WWW – (Des Moines, Holstein, Goose Lake, Lake Park, LuVerne, Monticello, Murray, Sioux Rapids, Walnut)	X
Masters	Teaching English in Secondary Schools (TESS)	ICN/WWW – (Cedar Rapids, Chariton, Conrad, Decorah, Delhi, Dubuque, Gilbert, Johnston, Lone Tree, Newton, Peosta, Sioux City)	
Certificate	Advanced Studies in the Superintendency	ICN/WWW – (Algona, Bettendorf, Carroll, Cedar Rapids, Elgin, Fairfield, Lisbon, Manchester, Marcus, Montezuma, Muscatine, Ottumwa, Pella, Van Meter)	
Bachelors	Elementary Education 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Boone, Carroll)	
Bachelors	Elementary Education 2+2 Statewide	On-site, ICN, WWW – (Cedar Rapids, Davenport, Dubuque, Ottumwa, Sioux City, Spencer)	
Bachelors	Technology Management 2+2	On-site, ICN, WWW – (Carroll)	
Bachelors	Bachelor of Liberal Studies	WWW	

CREDIT COURSE REGISTRATIONS AND ENROLLMENTS USING THE IOWA COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2009-2010

	SUI		ISU		UNI		TOTAL	
	C[1]	E[2]	C	E	C	E	C	E
1999-2000	53	2,126	78	1,109	72	1,268	203	4,503
2000-2001	56	2,228	85	877	101	1,484	242	4,589
2001-2002	48	1,988	67	722	106	1,631	221	4,341
2002-2003	28	1,795	32	411	121	1,686	181	3,892
2003-2004	29	963	23	276	131	1,768	183	3,007
2004-2005	26	766	19	195	118	1,606	163	2,567
2005-2006	13	126	13	115	128	1,719	154	1,960
2006-2007	8	76	6	50	133	1,936	147	2,062
2007-2008	5	93	4	52	130	2,070	139	2,215
2008-2009	1	28	4	60	130	2,009	135	2,097
2009-2010	0	0	0	0	127	1,967	127	1,967

[1]C = number of courses.

[2]E = number of enrollments.

STUDY OF DISTANCE EDUCATION AT THE REGENT UNIVERSITIES
DISTANCE EDUCATION FACTORS
NOVEMBER 2005

- Methods to identify needs for distance education offerings. Each Regent university has a system of ongoing data collection regarding distance education needs and uses the results to inform decisions about off-campus program offerings. Educational needs may be identified by any of the following at the Regent universities:
  - ☑ Student and employer market demand, including formal general market studies; informal general market studies; competitor market analyses; industry information; analyses of enrollment data and trends; and formal target market studies.
  - ☑ Assessments of educational needs, including academic research; professional and industry associations; and industry assessments.
  - ☑ Assessments of economic/workforce development requirements, including demographic data; studies (e.g., Battelle report); and industry groups.
  - ☑ Academic and institutional needs.
  - ☑ Information provided by advisory committees to the professional colleges.
  - ☑ Identification of needs through active liaisons with licensure boards.

- Selection of technology/delivery modes for program offerings. A number of factors are considered in assessing distance education delivery technology, including the following:
  - ☑ *Student access*. The institution selects the media that will provide students the best access to the distance education content; it considers geographic proximity and students' technological resources and skills.
  - ☑ *Pedagogical requirements*. The institution determines the best match between the content to be delivered, the teaching and learning experiences, and the devices that will best communicate the content.
  - ☑ *Market requirements*. The institution considers the expectations of students for quality, cost, convenience, interaction, and other competitive factors.
  - ☑ *Institutional capacity*. The institution considers the availability of the knowledge, technical resources, and skills of the academic unit, the instructor, and the content developer.
  - ☑ *Cost/value*. The institution considers the value to the course or program of more expensive modes of delivery and the budget constraints of the course to use a particular technology.
  - ☑ *Technology characteristics*. The institution considers capacity for asynchronous/synchronous delivery, allocation of capital cost, remote site cost, production cost, per-unit delivery unit, support cost, video quality, audio quality, presentation quality (digital materials), interactivity, reach, convenience, and use limitations.

◈ Key factors.

- ☑ The goal of the Regent universities is to provide accessible and affordable educational opportunities to the citizens of Iowa. However, while distance education supports that goal, it is not feasible to offer all on-campus programs off-campus.
- ☑ The Regent universities strive to meet institutional and departmental goals within the constraints of available funding, including tuition. However, the quality standards established by the universities generally require the use of campus-based faculty, rather than off-campus temporary faculty, to develop and teach distance education. This affects the overall costs of delivering distance education. In some instances, tenure-track, clinical and/or adjunct faculty are used to provide local instruction and contact with distance learners; in other instances, such appointments are made to provide specific expertise.
- ☑ To the extent possible, responsiveness to stakeholders is factored into distance education program selection and content decisions.
- ☑ The role played by the Regent universities in the use of leading-edge distance education technologies is reflected by the choice of distance education technologies that support program offerings.