

**BOARD OF REGENTS
STATE OF IOWA****AGENDA ITEM 28
FEBRUARY 7, 2008****Contact: Diana Gonzalez****2006-07 DISTANCE EDUCATION REPORT****Action Requested:** Receive the report.

Executive Summary: The mission of the Distance Education Strategic Plan is to extend the campus beyond its 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 2006-07, there were 28,202 students enrolled in credit courses across 478 communities in 98 counties (Attachment A); this represents an increase of 2,269 (+8.7%) students from the prior year. In addition, there were 568,551 students enrolled statewide in non-credit offerings; this represents an increase of 43,838 (+8.4%) students from the prior year.

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

	2002-03	2003-04	2004-05	2005-06	2006-07
Credit courses and programs¹					
Number of programs ²	59	61	67	179	192
Number of course sections	1,650	1,748	1,753	1,855	1,864
Number of student enrollments (dup)	26,228	25,210	25,343	25,933	28,202
Non-credit courses					
Number of student enrollments (dup)	474,957	479,676	478,230	524,713	568,551

The subject areas with the highest credit course registrations include business, management and marketing (4,679); education (4,592); recreation and fitness studies (3,187); and health professions (2,289). The subject areas with the highest non-credit course registrations are family and consumer sciences (145,660); personal awareness (131,274); and agriculture and related sciences (129,424).

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.

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.

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	515	1,547	2,062	7,298
Web	9,371	3,130	12,501	3,071
On-Site	2,094	7,818	9,912	216,802
Mailed Media	353	236	589	1,558
Other Off-Campus	2,239	899	3,138	283,602
TOTAL	14,572	13,630	28,202	568,551

The Distance Education Report addresses the Board’s Strategic Plan strategy (1.2.1) to “monitor and enhance opportunities for qualified Iowans to access postsecondary education”.

Background:

- ◇ The following were major trends related to distance education identified by the Regent universities in 2006-07.
 - ☑ Competition for distance learners.
 - ☑ Patterns in enrollment behaviors – more students are supplementing their on-campus experience with coursework obtained through distance education, often from other institutions.
 - ☑ Use of various instructional delivery methods, including the ICN.
 - ☑ Geographic distribution of students across Iowa.
 - ☑ Changes in state support and their effect on distance education.

- ◇ In 2006-07, there were significant developments in distance education at the Regent universities.
 - ☑ University of Iowa.
 - 📖 To compete for distance learners, SUI offers established campus courses and programs throughout the state and beyond. The University offers coursework that provides quality and access at an affordable price. The University has updated print courses to the web and enriched the quality of these offerings by referral to authoritative links, use of e-mail for assignment submission, and supporting the campus course management program for use by distance education faculty.
 - 📖 The use of interactive web provides similar educational experiences to distance learners as to campus students. The Master in School Administration, the RN to the Bachelor of Science in Nursing, and the Master of Science in Nursing are examples of programs using this delivery.
 - 📖 The University also provides instruction at remote sites in selected areas across the state. The College of Business, with sites in Des Moines, Cedar Rapids, and Davenport, as well as the School of Social Work, with sites in Council Bluffs, Des Moines, and Davenport, provide on-site instruction and professional and graduate degrees without an on-campus residency requirement.

- Other instructional efforts are aimed at blended instruction, where a faculty member meets regularly with students or invites them to campus at assigned times to supplement web-delivered content.
- The University has decreased use of the ICN in favor of more flexible web delivery in terms of class scheduling and features.
- While the initial impetus for on-line education was to reach distance learners, course materials that are on the web are available to anyone. There continues to be growth in the participation of on-campus students in on-line and distance education delivery. Cohort-based courses are expected to become economically self-sufficient. The University is investigating new tuition procedures to provide more access to on-line courses.
- The professional colleges and interdisciplinary units continue to offer and investigate additional licensure renewal units. The Colleges of Public Health, Nursing, Dentistry, and Pharmacy are changing and supplementing ICN offerings in favor of web delivery. During 2007-08, the L. A. Waterman Iowa Nonprofit Resource Center will supplement on-site workshops with web versions.
- Iowa State University.
 - During 2006-07, the Continuing and Distance Education Unit processed and facilitated 7,282 credit course enrollments. More than 60% of the credit enrollments were web-based courses, an increase of 10% from the prior year. Although the majority of enrollments are graduate students taking off-campus programs, there is an increase in on-campus students enrolling in distance education offerings to complete degrees or to facilitate a convenient class schedule.
 - ISU Extension delivered non-credit courses to 497,815 individuals. Ninety-seven percent of the non-credit courses were offered face-to-face on campus or at remote sites. More non-credit web-based courses are planned for the future.
- University of Northern Iowa.
 - There continues to be increasing competition for distance learners as additional higher education institutions offer distance education primarily through on-line instruction. As long as their degrees are accepted by employers, distance education will continue to proliferate.
 - At UNI, the ICN, in combination with WebCT, continues to be an effective and valuable delivery method. It allows the University to combine off-campus students with on-campus students resulting in a more efficient use of faculty resources. This allowed UNI to serve students in 75 Iowa counties and 139 Iowa communities in 2006-07. UNI's ICN usage rose slightly in 2006-07.
 - UNI continues to expand the number of blended courses offered to distance learners. Blended courses combine two or more delivery systems within the same course, such as on-campus instruction, web instruction, and ICN instruction. The content of the course and the preferences of the instructor are instrumental in determining what delivery method(s) are used.

- ◇ The following are strategic initiatives supporting the Strategic Plan for Distance Education and its focus on cooperation among the institutions.

The three Regent universities are providing a foreign language program in Polish and Czech and programming at the Iowa Lakeside Lab Regents Resource Center. The Regent universities continue to provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) and to provide courses and programs at the Southwest Iowa Regents Resource Center, Tri-State Graduate Center, and the Quad-Cities Graduate Center.

- ☑ University of Iowa.

- ☞ The University supports cooperative websites, such as Iowa Regents Institutions Distance Education (IRIDE) found at <http://www.continuetolearn.uiowa.edu/iride>; and Bachelor of Liberal Studies Across Iowa (BLSAI) found at <http://www.continuetolearn.uiowa.edu/iride/BLS.htm>.
- ☞ The University has streamlined the admission and registration processes so that distance learners receive a University ID and participate in the same registration procedures as on-campus students. Distance learners have access to financial aid and library services and other services and activities available to on-campus students.
- ☞ Two-way audio-visual web delivery allows distance education students to participate in live on-campus classes. The classes are automatically archived on the class website to allow for convenient review at a later date.
- ☞ A marketing director was hired to build brand identity for distance education at the University, create greater public awareness for on-line offerings, identify new target markets, and, in collaboration with the distance education leadership team, determine metrics for success using current baseline enrollments.
- ☞ The University's 2007-08 strategic marketing plan includes the development of print, electronic, radio, and TV communications; it will also include a review of current website architecture and maintenance with a focus on search engine optimization.
- ☞ Web software has allowed University courses and programs to be available at sites, desk tops, and convenient times either in real time or by using the archiving feature.
- ☞ To insure the quality of offerings, the University hired a part-time staff member to assist in developing an evaluation program and research approaches to evaluate student learning. While there are unique needs of distance learners, the evaluation effort will be planned in cooperation with the University Evaluation and Examination Services.
- ☞ The University is planning short-term workshops to assist faculty in using distance education technology. "Advanced" distance education faculty will conduct presentations and discussions representing a variety of disciplines and professional programs. The workshops will also be supported by a professional distance education librarian to assist faculty in preparing electronic bibliographies and reading materials.

- ☑ Iowa State University.
 - 📖 Strategically placed within ISU Extension, the Continuing and Distance Education Unit at ISU strives to meet the Land Grant Mission to deliver quality research-based education to the people of Iowa. The Unit has access to the technology, marketing, and program expertise of the University and works closely with on-campus colleges and departments to deliver programs and courses to students.
 - 📖 ISU Extension is exploring new and state-of-the-art technologies to expand ease of offering credit and continuing education coursework to workers of Iowa.
- ☑ University of Northern Iowa.
 - 📖 UNI participated in the selection of the Lakeside Lab executive director and informed faculty members of educational opportunities at the Lab.
- ◇ The following describe web development efforts at the Regent universities.
 - ☑ University of Iowa.
 - 📖 The transition from traditional web-based Guided Independent Study (GIS) courses is almost complete. Beginning in Fall 2007, GIS offerings will follow the traditional University schedule more closely. The distinction between GIS and traditional on-line offerings will become less significant, leading students to choose courses that follow the University schedule completely.
 - 📖 Emphasis has been on delivery methods that maximize faculty-to-student and student-to-student interaction. The University uses both ElluminateLive and Adobe Connect which have experienced significant growth during the past year. Fourteen departments, including Art Education, Business, and Nursing, use virtual classroom technologies.
 - ☑ Iowa State University.
 - 📖 The University has implemented a web-based delivery model using Adobe Connect to engage distance education students and extend outreach activities. This tool, which blends well with other broadcast and collaboration systems, allows the University to deliver credit and non-credit educational content to learners regardless of time and location.
 - 📖 ISU implemented an Apreso automated lecture system that expands the ability to capture and broadcast campus lectures. The University is also building mobile collaboration systems which will take collaborative teaching technology to the classroom, office, or home.
 - 📖 The University created a Master of Education Program with Specialization in Curriculum and Instructional Technology at a Distance to meet the needs of K-12 teachers and other educational practitioners in Iowa and surrounding states. The first cohort has graduated, and the second cohort is underway with a 100% increase in enrollment.

- ISU's Center for Technology in Learning and Teaching (CTLT) is leading the "Teacher Education Goes into Virtual Schooling" project funded by the Fund for the Improvement of Post-Secondary Education. The goal of the project is to prepare preservice teachers in collaborating institutions to implement effective K-12 on-line courses and related education at three levels of competence – VS facilitator, VS teacher, and VS designer.
- The College of Agriculture and Life Sciences provides course/program distance education development grants. During 2006-07, five grants totaling \$39,000 were given to faculty for course development/conversion for on-line delivery.
- The College of Engineering Distance Education Unit developed a new website to provide information on credit and non-credit opportunities and on-line programs.
- CTLT conducted 62 instructional technology workshops for 634 faculty and academic support staff.
- The ISU Library appointed a library committee on distance learning to increase library access to distance learners.
- The College of Business began converting traditional face-to-face elective courses in the MBA program to web-based offerings. Elective courses in Real Estate Finance, Entrepreneurship, and Management of Technology have been converted and are available to students as part of their MBA program.
- University of Northern Iowa.
 - The distance education staff continues to train and encourage faculty members to offer distance education opportunities over the web.
 - During 2006-07, UNI had 735 enrollments in 44 semester-based web class sections. Many of these courses were offered as part of off-campus degree and certificate programs. UNI also had 336 enrollments in 49 Guided Independent Study courses.
 - During 2006-07, UNI began offering a 15 credit-hour certificate program in Environmental Health delivered entirely on the web. In addition, several professional development and endorsement courses were offered to community college instructors and to secondary school technical education teachers.
- The following are highlights of the distance education programs at the Regent universities.
 - University of Iowa.
 - In Fall 2007, the University's Guided Independent Study system instituted new procedures which maintain an adult-centered philosophy while taking advantage of University admissions, registration, financial aid, and grading systems. This is the last step in a multi-year project to serve GIS students more effectively. GIS courses will be available for student enrollment three times a year to coincide with the University enrollment period. Students will be able to take advantage of pre- and early registration to plan their academic schedules. This registration process will allow students to qualify for financial aid as either full- or part-time students.

Iowa State University.

Increased communications with students through registration surveys, pre-semester surveys, and student course evaluations, together with web tracking, provide feedback about where students are hearing about the programs and courses and about what competing schools they considered before choosing ISU distance education courses.

University of Northern Iowa.

Consistent with its history and mission to prepare K-12 teachers, much of UNI's distance education is graduate education for Iowa teachers. UNI offers numerous programs designed to assist teachers who wish to advance professionally by (1) becoming principals or superintendents; (2) adding a certification, such as TESOL; or (3) earning an advanced degree in their teaching area, such as music or math. As teacher endorsement and certification requirements change and evolve, UNI strives to meet the changing needs of teachers in the field.

UNI's Distance Education Program was evaluated by the Higher Learning Commission (HLC) of the North Central Association in 2006-07. With a specific focus on ICN courses, HLC evaluated six categories - instructional oversight, academic services, adequacy of assessment of student performance, student services, facilities, and marketing and recruiting information – as either “adequate” or “attended needed.” UNI's program received an evaluation of “adequate” in all six categories.

Regional Study Centers.

In 2006-07, 31 Regent university programs were available through the Quad Cities Graduate Study Center (Rock Island, IL.); 67 were available through the Southwest Iowa Regents Resource Center (Council Bluffs); and 37 were available through the Tri-State Graduate Center (Sioux City).

More than 1,500 students were served by the Regent universities through the regional study centers in 2006-07.

The Regent universities also delivered courses through the Des Moines Higher Education Collaborative.

**ENROLLMENT OF REGENT UNIVERSITY STUDENTS AT REGIONAL STUDY CENTERS
1999-00 – 2006-07**

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
QCGSC	1,066	925	1,298	1,209	1,165	1,050	945	868
SWIRRC	445	419	426	299	188	169	141	204
TSGSC	233	247	196	281	252	274	314	481
TOTAL	1,744	1,591	1,920	1,789	1,605	1,493	1,400	1,553

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

2006-2007 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 courses. Total = 478 Iowa communities and 4,457 courses.
 = Enrollments in credit courses by Iowa residents = 14,935. Out-of-state enrollments are not shown on this map.

SUMMARY OF ENROLLMENT BY DELIVERY, LEVEL, AND CREDIT/NON-CREDIT CATEGORY
2006-07

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	9	22	484	515	67	28	1,452	1,547	76	50	1,936	2,062		7,298		7,298
World Wide Web • Semester based courses • Guided independent study	1,835	2,738	445	5,018	743	1,803	290	2,836	2,578	4,541	735	7,854		2,375		2,375
	4,052		301	4,353	259		35	294	4,311		336	4,647		696		696
On-site (face-to-face)	43	256	1,795	2,094	4,610	1,605	1,603	7,818	4,653	1,861	3,398	9,912		202,286	14,516	216,802
Mailed media (video/audio/tape, etc.)	16	133	204	353	2	209	25	236	18	342	229	589		1,558		1,558
Other off-campus		99	2,140	2,239		389	510	899		488	2,650	3,138		283,602		283,602
GRAND TOTAL	5,955	3,248	5,369	14,572	5,681	4,034	3,915	13,630	11,636	7,282	9,284	28,202	56,220	497,815	14,516	568,551

**2006-07 CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Total (Grad & UG)
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Grad & UG	
Agriculture & Related Sciences			590	358			590	358	948	3.4
Natural Resources & Conservation			17	1			17	1	18	0.1
Architecture & Related Services			112	155			112	155	267	0.9
Ethnic, Cultural, & Gender Studies	152	2	11				163	2	165	0.6
Communication & Journalism	97	1			120	21	217	22	239	0.8
Computer & Information Sciences	6	19	92	53			98	72	170	0.6
Education	308	513	22	1,217	581	1,951	911	3,681	4,592	16.3
Engineering	14	1	94	734			108	735	843	3.0
Foreign Languages & Linguistics	427	3	41	4	47	125	515	132	647	2.3
Family And Consumer Sciences			136	458	487	4	623	462	1,085	3.8
Technology Education/Industrial Arts					205	103	205	103	308	1.1
English Language & Literature	417	11	75	0	17	46	509	57	566	2.0
Liberal Arts And Sciences			111		333		444		444	1.6
Library Science		34			17	138	17	172	189	0.7
Biological & Biomedical Sciences	83	77	472	71			555	148	703	2.5
Mathematics & Statistics	494	23	262	132	161	253	917	408	1,325	4.7
Multi/Interdisciplinary Studies	52	3			144	5	196	8	204	0.7
Recreation & Fitness Studies	301	13			2,172	701	2,473	714	3,187	11.3
Health-Related Knowledge & Skills	31				81	34	112	34	146	0.5
Leisure And Recreational Activities										0.0
Philosophy & Religious Studies	225	4	37	8	77	2	339	14	353	1.3
Physical Sciences			27	5	316	108	343	113	456	1.6
Psychology	368	19		12	133	1	501	32	533	1.9
Public Administration	105	1,023				16	105	1,039	1,144	4.1
Science Technologies/Technicians			6	3			6	3	9	0.0
Social Sciences	509	45	1,075	125	293	86	1,877	256	2,133	7.6
Visual & Performing Arts	97	61			106	52	203	113	316	1.1
Health Professions	1,651	637		1			1,651	638	2,289	8.1
Business, Management & Marketing	402	3,190	68	697	60	262	530	4,149	4,679	16.6
History	216	2			19	7	235	9	244	0.9
Total Registrations	5,955	5,681	3,248	4,034	5,369	3,915	14,572	13,630	28,202	100.0

**2006-07 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	279	129,145		129,424	22.8
Natural Resources & Conservation	171	27,647		27,818	4.9
Architecture & Related Services		1,516		1,516	0.3
Ethnic, Cultural, & Gender Studies	595	153		748	0.1
Communication & Journalism	1,005	48		1,053	0.2
Computer & Information Sciences	73	270		343	0.1
Education	5,834	2,442	602	8,878	1.6
Engineering	190	10,133		10,323	1.8
Engineering Technologies	281			281	0.0
Foreign Languages & Linguistics	176	34	227	437	0.1
Family And Consumer Sciences		145,660		145,660	25.6
Technology Education/Industrial Arts	290	1,413	150	1,853	0.3
Legal Professions & Studies	771			771	0.1
English Language & Literature	2,636		165	2,801	0.5
Liberal Arts And Sciences	245	81		245	0.0
Library Science	242			242	0.0
Biological & Biomedical Sciences	232	149	70	451	0.1
Mathematics & Statistics		100	6	106	0.0
Multi/Interdisciplinary Studies	1,908	512	7,197	9,617	1.7
Recreation & Fitness Studies		10,666		10,666	1.9
Health-Related Knowledge & Skills	16,114		150	16,264	2.9
Interpersonal & Social Skills	125		51	176	0.0
Leisure And Recreational Activities	40	10,668	625	11,333	2.0
Personal Awareness	122	131,052	100	131,274	23.1
Phil. & Religious Studies/Theology	115		190	345	0.1
Physical Sciences	605	176	115	896	0.2
Psychology			130	130	0.0
Public Administration	2,673	10,284	217	13,174	2.3
Security and Protective Services	20	506		526	0.1
Science Technologies/Technicians	2	4,295		4,297	0.8
Social Sciences	190	7,258	8	7,456	1.3
Trades & Industry	962		1,004	1,966	0.3
Visual & Performing Arts	393			393	0.1
Health Professions	18,612	328		18,940	3.3
Business, Management & Marketing	756	3,109	3,419	7,284	1.3
History	563	170	90	823	0.1
Total Enrollments	56,220	497,815	14,516	568,551	100.0

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2006-07
UNIVERSITY OF IOWA

Degree/Certificate	Program Major	QCGSC ³	SWIRRC ⁴	TSGC ⁵
Certificate	Nonprofit Management		X	
Certificate	Entrepreneurship		X	
Certificate	Public Health	X		X
Bachelors	Bachelor of Applied Studies		X	
Bachelors	Bachelor of Liberal Studies		X	
Masters	Business Administration	X		
Masters	Public Health			X
Masters	Computer Science	X ¹		
Masters	Educational Administration	X ¹	X	
Masters	Electrical and Computer Engineering	X ¹	X	
Masters	Library and Information Science	X	X	X
Masters	Nursing	X ¹	X	X
Masters	Social Work	X		X

¹On-line.

³ Quad Cities Graduate Study Center, Rock Island, IL.

⁴ Southwest Iowa Regent Resource Center, Council Bluffs.

⁵ Tri—State Graduate Study Center, Sioux City.

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2006-07
IOWA STATE UNIVERSITY

Degree/Certificate	Program Major	QCGSC ⁶	SWIRRC ⁷	TSGC ⁸
Certificate	Advanced Medical Nutrition Therapy		X	
Certificate	Advanced Studies – Superintendent		X	X
Certificate	Dietetics Comm. & Counseling		X	
Certificate	Dietetics Management		X	X
Certificate	Educational Leadership			X
Certificate	Empowerment Skills for Family Workers		X	
Certificate	Environmental Engineering	X ¹	X	X
Certificate	Family Financial Planning	X ¹		X
Certificate	Financial Counselor			X
Certificate	Gerontology	X ¹		X
Certificate	Human Computer Interaction	X ¹	X	
Certificate	Information Assurance	X ¹	X	X
Certificate	Power Systems Engineering	X ¹	X	X
Certificate	Public Management		X	X
Certificate	Systems Engineering	X ¹	X	X
Bachelors	Bachelor of Liberal Studies		X	
Masters	Agriculture	X ¹	X	X
Masters	Agricultural Education	X ¹	X	
Masters	Agronomy	X ¹	X	X
Masters	Community Development	X ¹		X
Masters	Community and Regional Planning		X	X
Masters	Computer Engineering	X ¹	X	X
Masters	Curriculum & Instructional Technology		X	
Masters	Electrical Engineering	X ¹	X	X
Masters	Family & Consumer Sciences Ed.		X	X
Masters	Family and Consumer Sciences	X ¹	X	X
Masters	Family and Consumer Sciences (with special. in Geront. or Fin. Planning)		X	
Masters	Industrial Engineering	X ¹	X	X
Masters	Information Assurance	X ¹	X	X
Masters	Interdisciplinary Studies (with Comm. Development specialization)		X	
Masters	Mechanical Engineering	X ¹	X	X
Masters	Public Administration		X	X
Masters	School Mathematics		X	X
Masters	Seed Technology and Business		X	
Masters	Systems Engineering	X ¹	X	X
Doctorate	Family & Consumer Sciences Ed.		X	
Doctorate	Food Services & Lodging Management		X	

¹On-line.

⁶ Quad Cities Graduate Study Center, Rock Island, IL.

⁷ Southwest Iowa Regent Resource Center, Council Bluffs.

⁸ Tri—State Graduate Study Center, Sioux City.

**REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2006-07
UNIVERSITY OF NORTHERN IOWA**

Degree/Certificate	Program Major	QCGSC⁹	SWIRRC¹⁰	TSGC¹¹
Certificate	Advanced Studies – Superintendent	X	X	
Certificate	Criminology		X	
Certificate	Environmental Health		X	
Endorsement	Career & Technical Ed. Secondary Lev.		X	
Endorsement	Community College Certification		X	
Endorsement	Driver Education		X	
Endorsement	Multi-occupations Education		X	
Endorsement	Special Education		X	X
Endorsement	Teaching English to Speakers of Other Languages (TESOL)		X	
Bachelors	Bachelor of Liberal Studies		X	
Masters	Communication Education		X	
Masters	Early Childhood Education		X	
Masters	Early Childhood Special Education		X	X
Masters	Educational Leadership			X
Masters	Educational Leadership - Principalship	X	X	
Masters	Educational Technology	X		
Masters	Elementary Education			
Masters	English (ESL and TESOL)		X	
Masters	Instructional Technology			
Masters	Literacy Education		X	
Masters	Mathematics for Middle Grades		X	
Masters	Mathematics –Sec. Teaching Emphasis		X	
Masters	Middle Level Education		X	
Masters	Music Education	X		X
Masters	Philanthropy & Nonprofit Development			X
Masters	School Library Media Studies	X	X	X
Masters	Science Education			
Masters	Social Science for Teachers		X	
Masters	Teaching English to Speakers of Other Languages (TESOL)		X	X

⁹ Quad Cities Graduate Study Center, Rock Island, IL.

¹⁰ Southwest Iowa Regent Resource Center, Council Bluffs.

¹¹ Tri—State Graduate Study Center, Sioux City.

**ACADEMIC CREDIT PROGRAMS
2006-07**

UNIVERSITY OF IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component.
MSW	Social Work	On-site and ICN (Des Moines, Quad Cities, and Sioux City)	
MBA	Business Administration	On-site and ICN (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy)	
RN to BSN	Nursing	Statewide via Web	
MSC	Computer Science	Primarily Cedar Rapids, some course work available statewide	X
MS	Electrical and Computer Engineering	Primarily Cedar Rapids, some course work available statewide	X
MLS	Library Science	Statewide via ICN	
MA	Educational Administration	Statewide via Web	
BLS	Liberal Studies	Available statewide via Web	
BAS	Applied Studies	Available statewide via Web	
Certificate	Non-Profit Entrepreneurship	Available via Web	
Certificate	Public Health	Statewide via ICN and 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.	X

ACADEMIC CREDIT PROGRAMS
2006-07

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component.
Bachelor	Professional Agriculture (no new admissions)	WWW/CD/Videotape/ICN	
Certificate	Advanced Medical Nutrition Therapy	WWW	
Certificate	Dietetics Communication and Counseling	WWW	
Certificate	Dietetics Management	WWW	
Certificate	Family Financial Planning	WWW	
Certificate	Financial Counselor Certification	WWW	
Certificate	Gerontology Certificate	WWW	
Masters	Agriculture	WWW/CD/Videotape	
Masters	Systems Engineering	Streaming Media	
Masters	Agronomy	WWW/CD	
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	Family & Consumer Sciences	WWW	
	Specializations: Family Fin. Planning, Food Sci. & Human Nutrition, Textiles & Clothing, Food Service & Lodging Management, Human Devel. & Fam. Studies, Gerontology		
Masters	Community and Regional Planning	DVD	X
Masters	Interdisciplinary Studies, Comm. Devel. specialization	WWW	
Masters	Statistics	WWW/CD	
Masters	Family and Consumer Science Education	WWW/FF	X
Doctorate	Family and Consumer Science Education	WWW/FF	X
Doctorate	Foodservice and Lodging Management (Child Nutrition Program Leadership Academy)	WWW/FF	X
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Information Assurance	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
	Available only in Iowa		
Bachelors	Bachelor of Liberal Studies	On-site (Ankeny) or ICN	
Bachelors	George Washington Carver Teacher Ed. Program	On-site (Des Moines)	
Certificate	Certificate of Public Management	DVD/ICN/On-site (Des Moines)	
	Dietetics Internship	On-site (various)	
Masters	Educational Leadership	On-site (Mason City, DM, Oskaloosa)	
Masters	School Mathematics	ICN/On-site	
Masters	Public Administration	DVD/ICN/On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	ICN	
Doctorate	Educational Leadership	On-site (Ames)	X
	Available only in Greater Des Moines		
Masters	Business Administration	On-site (Des Moines)	
Masters	Higher Education	On-site (Ankeny)	
Certificate	Empowerment Skills for Family Workers	On-site (Various)	

**ACADEMIC CREDIT PROGRAMS
2006-07**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component.
Masters	Business Administration	Hong Kong (on-site)	
Masters	Early Childhood Education	ICN – (Cedar Rapids, Columbus Junction, Council Bluffs, Dubuque, Thornton, Wellman, West Des Moines)	
Masters	Educational Leadership – Principalship	ICN – (Burlington, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Eldridge, Epworth, Johnston, Laurens, Manson, West Des Moines, Winthrop, Wyoming)	
Masters	Educational Leadership – Principalship – UEN	ICN – (Cedar Rapids, Davenport, Des Moines, Dubuque)	X
Masters	English – ESL/TESOL	ICN – (Council Bluffs, Johnston, Marshalltown, Sioux City)	
Masters	Instructional Technology	ICN – (Dubuque, Johnston, Mason City, Muscatine, North English, Norwalk, Packwood)	X
Masters	Elementary Education	ICN – (Cedar Rapids, Dubuque, Lansing, West Des Moines)	
Masters	Literacy Education	ICN – (Cedar Rapids, Council Bluffs, Dubuque, Epworth, Iowa City, Jackson Junction, LeGrand, Mason City, Monroe, Schleswig, Spencer)	
Masters	Mathematics – Secondary	WWW and summers on the UNI campus	X
Masters	Mathematics – Middle Schools	WWW and summers on the UNI campus	X
Masters	Middle Level Education	ICN – (Atlantic, Cascade)	
Masters	Music Education	ICN – (Clinton, Muscatine, Urbandale, Vinton)	
Masters	Philan. & Nonprofit Devel.	ICN – (Decorah, Grinnell, Johnston, Sioux City)	
Masters	Physical Education	ICN and ON-Site (Grundy Center, Sibley)	
Masters	Professional Development for Teachers	ICN – (Cedar Rapids, Waterloo)	
Masters	School Library Media Studies	ICN – (Blairsburg, Cedar Rapids, Council Bluffs, Danville, Delhi, Elkader, Jackson Junction, Keokuk, Marshalltown, Quad Cities, Sioux City, Tiffin, West Des Moines, Winterset)	X
Masters	Science Education	ICN – (Bettendorf, Cedar Rapids, Dubuque, Montezuma, Spencer)	X
Masters	Special Education – Early Childhood	ICN – (Cedar Rapids, Council Bluffs, Dubuque, Forest City, Harlan, Monticello)	X
Certificate	Advanced Studies in the Superintendency	ICN – (Albert City, Bettendorf, Cedar Rapids, Clear Lake, Creston, Davenport, Lake City, Muscatine, Panora, Solon, Spencer, West Union)	
Certificate	Environmental Health	WWW	
Bachelors	Elementary Education	ICN and On-Site – Boone and Carroll	
Bachelors	Instructional Strategist Elementary Education	ICN – (Cresco, Dubuque, Quad Cities, Sioux City)	
Bachelors	Technology Management	ICN and ON-Site – Boone and Carroll	

CREDIT COURSE REGISTRATIONS AND ENROLLMENT USING THE IOWA COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2006-2007

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

¹C = number of courses.

²E = 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 of using the results to inform decisions about off-campus programmatic 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 programmatic 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 in the choice of distance education technologies that support programmatic offerings.