

**BOARD OF REGENTS
STATE OF IOWA****EDUCATION AND STUDENT AFFAIRS COMMITTEE 3
FEBRUARY 4-5, 2015****Contact: Diana Gonzalez****2013-2014 DISTANCE EDUCATION REPORT****Action Requested:** Receive the 2013-2014 Distance Education Report.

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

The public universities address the Board's Distance Education Strategic Plan by providing distance education programming to citizens throughout the state and beyond as well as to on-campus students who want the convenience of distance education courses. 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. Public university distance education programs continue to reach students who live and work in communities throughout Iowa.

In 2013-2014, the total duplicated enrollment in credit courses was 59,542, which is an increase of 5,346 (+9.9%) from the prior year. The total duplicated Iowa enrollment in 18,533 credit courses was 47,694 across 766 communities in all 99 Iowa counties (Attachment A); this represents an enrollment increase of 5,353 (+12.6%) and an increase of four communities (+0.5%) from the prior year. The total statewide duplicated enrollment in non-credit offerings was 504,564 which is a decrease of 28,001 (-5.3%) from the prior year; this is the second year in a row of a decrease. Both the University of Iowa and the University of Northern Iowa had an increase from the prior year (5.0% and 34.0%, respectively); Iowa State University had an 8.9% decrease from the prior year.

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

Distance Education	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Credit courses and programs ¹							
No. of programs ²	222	209	220	231	231	211	244
No. of course sections	2,003	1,999	2,168	2,304	2,460	2,910	3,016
No. of student enrollments (dup)	31,448	34,121	37,881	42,882	48,524	54,196	59,542
No. of student enrollment (undup) ³						11,118	12,874
Total number of credit hours ⁴						157,902	170,288
Non-credit courses							
No. of student enrollments (dup)	564,617	581,807	537,555	513,066	556,432	532,565	504,564

¹ Only off-campus courses and programs are included. 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.

³ These students were taking distance education classes only.

⁴ This includes distance education classes only and Combo classes.

- ☑ In 2013-2014, the subject areas with the highest credit course registrations included business, management and marketing (10,636); education (8,381); family and consumer sciences (4,609); social sciences (4,437); and recreation and fitness studies (3,415). These areas comprise 52.9% of the total credit registrations. (Attachment C)
- ☑ In 2013-2014, the subject areas with the highest non-credit course registrations were agriculture and related sciences (158,708); personal awareness (104,506); and family and consumer sciences (94,119). These three areas comprise 70.8% of the total non-credit registrations. (Attachment D)

The following table describes the headcount of students who took only distance education courses and those who were on-campus students and also enrolled in distance education courses as well as the credit hours (CH) in which they enrolled. (Attachments F-H)

	Number Taking only DE courses			Number Taking On-campus & DE courses			Total	
	Undup.	Total	Total CH	Undup.	Total	Total CH	Total Undup.	Total
2011								
SUI	4,488	12,502	37,287	4,167	7,373	21,309	8,655	19,875
ISU	2,849	6,324	18,406	3,493	5,302	14,464	6,342	11,626
UNI	3,488	7,928	19,741	3,384	3,453	15,355	6,872	11,381
TOTAL	10,825	26,754	75,434	11,044	16,128	51,128	21,869	42,882
2012								
SUI	4,398	13,064	38,860	4,929	8,054	23,256	9,327	21,118
ISU	3,187	6,710	19,965	5,399	8,618	23,686	8,586	15,328
UNI	3,599	8,179	19,222	3,824	3,899	13,386	7,423	12,078
TOTAL	11,184	27,953	78,047	14,152	20,571	60,328	25,336	48,524
2013								
SUI	4,521	13,580	40,080	6,056	9,867	28,524	10,577	23,477
ISU	3,407	7,024	20,822	6,427	10,493	28,651	9,834	17,517
UNI	4,316	8,423	22,209	4,707	4,779	16,018	9,023	13,202
TOTAL	12,244	29,027	83,111	17,190	25,139	73,193	29,434	54,196
2014								
SUI	4,488	14,972	43,890	7,801	11,986	33,651	12,289	26,958
ISU ⁵	3,628	7,280	21,623	7,043	11,353	31,311	10,671	18,633
UNI	4,758	8,927	24,364	4,643	5,024	15,449	9,401	13,951
TOTAL	12,874	31,179	89,877	19,487	28,363	80,411	32,361	59,542

⁵ Prior to FY 2014, students were counted across three terms. A DE student in fall who became a combo student in spring would be counted in both categories (DE only and Combo). In FY 2014, ISU standardized the counting of students to ensure the duplication of counting students no longer exists. Moving forward, this standardized process will create consistency in how DE only students vs. combo students are reported ensuring the evaluation of all terms is used with a result of one students per fiscal year. A student who takes DE only courses in fall, but takes a combination of courses in spring and summer will only be counted once and considered a combo students.

- ◇ The unduplicated headcount for Fall 2013 for students taking only distance education courses at the University of Iowa was 4,488; at Iowa State University, it was 3,628; and at the University of Northern Iowa, it was 4,758.
- ◇ The unduplicated headcount for Fall 2013 for on-campus students who also took at least one distance education course at the University of Iowa was 7,801; at Iowa State University, it was 7,043; and at the University of Northern Iowa, it was 4,643.

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

Delivery Mode	UG Credit			Grad. Credit			Credit Total			Non-Credit Total		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
ICN	0	0	25	0	0	295	0	0	320	0	0	0
Web											291	
*Semester-based courses	10,688	13,085	4,966	2,690	4,158	2,661	13,378	17,243	7,627	0	0	4,951
*Guided independent study	5,902	0	574	225	0	76	6,127	0	650	19,292	2,567	0
On-Site	1,927	16	1,125	5,526	940	1,621	7,453	956	2,746	43,197	273,250	10,325
Mailed Media	0	51	39	0	3	2	0	54	41	868	0	0
Other Off-Campus	0	1	1,818	0	379	749	0	380	2,567	45,803	104,020	0
TOTAL	18,517	13,153	8,547	8,441	5,480	5,404	26,958	18,633	13,951	109,160	380,128	15,276

The Distance Education Report addresses the Board of Regents’ Strategic Plan priorities – “access, affordability, and student success; educational excellence and impact; and economic development and vitality.”

Background:

- ◇ The following represent the responses of the universities to the Board of Regents Strategic Plan for Distance Education.
 - ☑ University of Iowa.
 - 📖 The Board of Regents Strategic Plan emphasizes the importance of providing efficient, quality learning experiences to Iowans, and, when appropriate, to national and international audiences. These efforts include delivering programs to undergraduate, graduate, professional students, and practicing professionals.

☑ Iowa State University.

📖 Online and distance education initiatives strive to provide value through (1) enhanced quality of instruction using online tools and appropriate learning technologies; (2) extended reach and accessibility for place-bound and life-long learners, and/or expanded educational services to meet the broader academic needs of today's students and to promote student achievement; and (3) increased efficiency through effective use of online programming and integration of online components into face-to-face courses. These operational priorities are directly aligned with the Board's Strategic Priorities I and II.

☑ University of Northern Iowa.

📖 The University of Northern Iowa continues to increase educational access through distance education offerings consistent with its mission and the Board of Regents strategic plan. During 2013-2014, UNI's distance education offerings served students in 98 Iowa counties, representing a presence in more than 500 cities and towns.

📖 UNI's Office of Continuing and Distance Education (OCDE) completed the fourth year of implementing a five-year distance education strategic plan. The plan is aligned with the Board of Regents strategic goals and emphasizes the development and delivery of high-quality distance education courses and programs. Key strategies to meet these goals are the deployment of new educational technologies, provision of professional development opportunities and individualized instructional support for faculty members, the provision of exemplary support services to students, and enhanced marketing efforts.

📖 The number of degree and certificate programs that were offered primarily through distance education increased from 27 to 32 during 2013-2014. UNI concentrates efforts to expand distance education in academic areas of strength in which capacity to deliver programs and strong demand exist. New programs were offered in Mathematics: Community College Teaching Emphasis (MA); Technology (MS); Educational Leadership – Principalship (MAE) for teacher leaders in American International Schools; Advanced Studies Certificates in both Literacy Coaching and Reading Recovery Teacher Leader; and a Master of Business Administration in Guangzhou, China (MBA).

📖 In addition to degree and certificate programs offered through distance education, delivery of highly focused, specialized coursework to Iowa's educators through distance education continued to be a priority. Two prominent examples include "Making Sense" professional development courses offered by UNI's Center for Teaching and Learning Mathematics and a variety of reading/literacy courses provided by the Jacobson Center for Comprehensive Literacy. These two efforts served more than 700 educators from around the state. Specialized graduate coursework was also offered in fields such as Economics, Business Education, Geography, Physics, Computer Science, Music, Energy, Geology, Metal Casting, and History. These projects are offered in conjunction with external grant funding which is leveraged to make the tuition affordable for teachers.

- 📖 An online undergraduate program in Technology Management was created and promoted in a cooperative effort with the Iowa-Advanced Manufacturing (I-AM) Consortium of Iowa's community colleges. The program is designed to provide a seamless pathway for graduates of Iowa's Associate of Applied Science (AAS) programs who wish to advance professionally, while meeting the needs of Iowa's manufacturers. This program began admitting students in the 2014 summer term.
- 📖 Twenty-eight non-traditional students are completing an elementary education major through UNI's long-standing 2+2 partnership with Des Moines Area Community College. The program has operated continuously since 1995, with coursework delivered through a combination of on-site and distance delivery.
- ◇ The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education and its focus on cooperation and collaboration.
 - 📖 The following online and distance education initiatives reflect Iowa State University's priorities:
 - ⇒ Course development mini-grant programs have been used to support the creation of new online/flipped/hybrid courses for increased access for distance-based students, enhanced learning outcomes, and increased efficiency.
 - ⇒ An Online Learning Innovation Hub was established on the campus with a mission of promoting excellence in online/distance teaching and learning through faculty development, integration of appropriate technology, and innovative use of the online environment.
 - ⇒ Implementation of a comprehensive program for excellence in online teaching and learning, using the Quality Matters™ rubric and training materials as well as customized faculty development and assessment tools.
 - ⇒ The Faculty Senate and the Provost's Office sponsored and organized a one-day faculty conference promoting faculty awareness in online/distance education and blended learning.
 - ⇒ Online and distance education efforts are closely linked with student success initiatives with the goal of integrating residential and pre-enrollment analytics, learning analytics, and academic advising into comprehensive systems for student achievement and success. This involves investment in enterprise-level technology and participation in university consortia.
 - ⇒ The College of Agriculture and Life Science is working with several departments to explore new online master programs to benefit agricultural business and industry in Iowa.
 - ⇒ Through the Regents Resource Centers, the College of Engineering is exploring opportunities for appropriate degree completion programs for graduates of community college technology programs.


- ⇒ Two new hybrid doctoral programs were created:
 - ❖ Apparel, Merchandising, and Design Distance Doctor of Philosophy Program – (1) This program is for working professionals in preparation for success as professionals in industry, museums, or academia; (2) This hybrid distance education program features one or two short on-campus summer coursework sessions that help meet the residency requirement. Other credits can be done at a distance.
 - ❖ Hospitality Management Distance Doctor of Philosophy Program – (1) This program is designed to meet the needs of professional employed in industry, education, and other hospitality-related professions who want to obtain a terminal degree for their career advancement; (2) Students must participate in the DDP program for two consecutive summer sessions on campus (three weeks each) and enroll in courses delivered through the Web during fall and spring semesters. Students completing requirements of the program will earn a Ph.D. in Foodservice and Lodging Management.
- ☑ The public universities have collaborated in implementing a plan to improve services and educational access to lowans residing in the western part of the state. The Southwest Iowa Educational Services Partnership between Southwestern Community College, Iowa Western Community College, and the three Regent universities is located on the campus of Iowa Western Community College. The Northwest Iowa Educational Services Partnership between Western Iowa Tech Community College, Northwest Iowa Community College, and the three Regent universities is located on the campus of Western Iowa Tech Community College. In addition, the Regent universities have agreed to share an advising position with Eastern Iowa Community College District with the goal of making transfer opportunities to the Regent universities as seamless as possible.
- 📖 Both educational partnerships include offering upper division courses to community college students and help to coordinate programs offered by the Regent universities to meet the needs of business and support economic development.
- 📖 One faculty member was hired to teach for both Iowa Western Community College and the Regent universities. A portion of the faculty member's time is assigned to work with the local communities to plan programs which meet local needs. A similar arrangement will occur at the Northwest Iowa Regents Resource Center.
- ☑ Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). During 2011-2012, a new strategic plan was developed by an inter-institutional team; the plan focused on improving the effectiveness and efficiency of the Center. The universities offer programming which includes science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The public universities cooperated in developing the Center website available at www.continuetolearn.uiowa.edu/lakesidelab.
- ☑ ISU's implementation and adoption of Quality Matters™ standards for faculty development and course design has benefited from collaboration with UNI.







- ☑ ISU, UNI, and SUI continue to collaborate to deliver courses through the Regents Alternative Pathway to Iowa Licensure (RAPIL) program to provide a pathway to teaching for talented professionals with a non-teaching degree to obtain a secondary education teaching license, usually in a high need content area. The program is entering its fifth year. UNI provides the coordination of the program, ISU oversees the evaluation activities, and SUI supports the registration and delivery functions.


- ◇ The following major trends related to distance education were identified by the public universities in 2013-2014.
 - ☑ University of Iowa.
 - 📖 The College of Dentistry developed online programming to serve practicing professionals. The online continuing dental education seminar emphasizes the importance of oral care for the elderly. This seminar, available to Iowa dental professionals, was also extended on a pilot basis to other countries, including Portugal and Switzerland. This online effort contributes to the significant dental continuing education program.

 - 📖 The College of Law provided training for practicing professionals. The College implemented an interactive Continuing Legal Education seminar offered simultaneously online and on-site at the John and Mary Pappajohn Education Center. This innovative approach also served as a pilot to reach employed professionals who cannot leave their employment site to attend a CLE program. The program addressed the new Iowa Uniform Power of Attorney Act. The program was sponsored by the College of Law, National Health Law and Policy Resources Center, and co-sponsored by the Iowa Academy of Trust and Estate Counsel.

 - 📖 The Tippie College and John Pappajohn Entrepreneurial Center entered into partnerships with Iowa Western Community College (Council Bluffs) and Western Iowa Tech Community College (Sioux City) to provide entrepreneurial consulting services and educational programs. The partnerships will allow for coordinated use of shared resources to provide consulting services to established and potential local businesses. Iowa is dependent on small to medium sized firms to provide quality employment opportunities. Both consulting services and instructional faculty will be shared. The shared arrangement will allow community college students to take advanced entrepreneurial courses and community college graduates to complete certificate and/or degree requirements for the Bachelor of Liberal Studies, Bachelor of Applied Studies, and the Bachelor of Business Administration in Entrepreneurial Management. The partnerships will allow for a higher degree of programmatic and fiscal efficiency by eliminating unnecessary duplication of coursework in meeting degree requirements and seamless progression for students completing community college and university degree programs. The three degrees will allow community college graduates to complete their degree requirements without leaving their local area, family, and employment responsibilities.

-  The University is pursuing the conversion of the Guided Independent Study coursework to single term online classes. This will allow faculty to better plan for both on- and off-campus teaching and allow students, in consultation with their advisors, to more efficiently plan degree completion requirements and improve compliance and eligibility for student financial aid. The conversion will also allow for more efficient use of resources for on- and off-campus instruction and for a cohort approach to instructional activities including student small group assignments using virtual technology.

- Iowa State University.
 -  The demand for online learning opportunities is increasing in both magnitude and scope. Online enrollments are becoming more popular for both on-campus and distance-based students. Online components in traditional courses are becoming more common and may be a key to stimulating more acceptance of distance-based educational models and collaboration between the Regent universities as well as with community colleges. Support of hybrid course development can be viewed as a bridge toward more comprehensive online offerings for distance education, but new resourcing models or approaches may be needed for widespread development.
 -  The scope and variety of online instructional tools, delivery technologies, and digital content is increasing at a rapid pace. In addition, new pedagogical approaches and teaching methods continue to emerge to take best advantage of these tools. Faculty and curriculum developers require increasing guidance and support to make appropriate decisions, acquire requisite training, and obtain the desired benefit from use. Accordingly, there is an increased demand for faculty guidance and support in instructional design and learning technologies.
 -  On-campus students enrolling in distance education courses is at an all-time high.
 -  At the graduate level in the College of Engineering, industry indicates that needs are moving away from degree programs requiring many semesters to complete. Industry is becoming more interested in focused, just-in-time educational offerings that can immediately help their business efforts. Graduate certificates (~12 credits) can address some of this shift in needs.
 -  The desire for low- or no-cost educational offerings, such as MOOCs and low-cost degrees, is increasing, although the business model for these types of offerings is still unclear.
 -  Increased on-campus enrollments in distance courses are requiring additional resources, including staff and dollars.

- University of Northern Iowa.
 -  As educational institutions in all sectors seek to increase enrollment, the trend toward escalating competition for distance education students continues. In response, UNI's primary strategies to compete are to provide high-quality offerings, ensure strong support services are available to faculty members and students, and identify unmet educational needs in areas in which there is faculty expertise.

- 📖 Overall demand for UNI's distance learning courses remained strong in 2013-2014, increasing by 6.0% from the prior year; it is the 8th consecutive year of growth.
 - 📖 Service to school districts and educators through graduate degrees, certificates, and specialized coursework continues to be a high priority. Overall, offerings from the College of Education accounted for 55% of UNI's total distance education enrollment. Of the 32 degree and certificate programs that are available primarily at a distance, 26 are designed for teachers/administrators.
 - 📖 At the undergraduate level, the number of newly admitted students in UNI's Bachelor of Liberal Studies program increased from 29 in 2012-2013 to 61 in 2013-2014. Exploration for the development of new Bachelor of Applied Studies program in several disciplines is underway. These programs could provide a seamless pathway to a four-year degree for graduates from Iowa's community colleges.
 - 📖 The trend toward combining a variety of instructional approaches to enhance learning for students at a distance continues. Many courses and degree programs incorporate asynchronous instruction using BlackBoard (e-Learning) with periodic synchronous meetings using videoconferencing (Adobe Connect).
 - 📖 The capabilities and features of distance education technologies continue to change at a rapid pace. With dozens of vendors and options available in the arena of desktop videoconferencing, UNI continuously monitors usability, costs, and benefits of various tools to ensure faculty and students are served and supported in the best way possible.
- ◇ The public universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) Programs. The following table describes the participation of students in the BLS and the BAS Programs in 2013-2014 at the universities.

PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	96	226	79	401
Graduates	18	99	17	134
New Admissions	24	115	61	200
Liberal Studies Interest (SUI)	0			0
Bachelor of Applied Studies (SUI)				
Enrollment	274			274
Graduates	47			47
New Admissions	78			78

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

☑ University of Iowa.

📖 Online Exam Process Web Application. This is an online process that allows the Exam Services staff and proctors to:

- ⇒ Prepare automated printed exam packets which are personalized with essential student data and unique barcodes.
- ⇒ Process on-campus exams.
- ⇒ Track the off-campus exams which are administered by the Division of Continuing Education (DCE) each year.

Staff formerly spent significant time pulling pre-printed exams, preparing exam packets for students, and manually tracking the whereabouts of each exam. This application significantly reduced the Exam Services staff's workloads and improved accuracy of exam processes by reducing manual work and the resulting human errors.

📖 Test Room Online Management Web Application. The DCE's Exam Services staff can view real-time exam schedules, manage testing center reservations, and control the testing center security cameras through this website.

📖 Online Drill Designer Instruction Software. This innovative web learning software is an online computer-assisted drill and practice instruction tool to provide an interactive web platform between the embedded Drill Designer API developed by the University of Iowa ITS and ICON (Iowa Courses Online) Course Management System. This online learning software provides an engaging learning experience through extensive integration of text, graphics, and animation. The drill provides progressive levels of difficulty during practice to keep students interested and motivated. Students can use this online tool on computers or tablets and work at their own pace by selecting the range of topics and the practice schedule. The drill provides students with immediate and appropriate explanatory feedback on incorrect answers.

📖 Iowa Lakeside Laboratory and Regents Resource Center (ILLRRC) Centralized Event Management and Hotel Room Reservation Web Application. This enterprise-scale web application helps staff plan and organize meetings, courses, and camps. The application also allows staff to manage all motel, cabinet, and cottage room reservations efficiently and accurately.


📖 DCE Online Credit Card Payment Application. This centralized online credit card payment web application simplifies the payment workflow for miscellaneous items.


📖 The following initiatives are in progress:

- ⇒ Migrate all web applications and reports to new servers at ITS. This migration process will improve security and website stability of online data transactions.
- ⇒ Develop a new MFK management web application to help DCE accounting staff plan course budgets.

- ⇒ Migrate the DCE's online course, enrollment, exam, and reports management systems, Athena, to the university's central data structure, MAUI, to improve quality for faculty, staff, and students who use the system by taking advantage of enterprise data capabilities of the university's central systems.
- ⇒ Develop an on-campus exam group online scheduling web application to help the DCE exam services staff manage on-campus exams for large enrollment classes of more than 70 students.
- ⇒ Improve the Online Conferences, Registration, and CEU Management System, SOLAAR, to enhance the online registration website, accessibility, and user experience. Develop online CEU certificates processes and group conference registration features.
- ⇒ Develop the ILLRRC online facility management and reservation web functions.


Iowa State University.


 Non-credit distance offerings are a small mix of distance courses. Several departments are exploring non-credit offerings to assist industry professional development.








 The College of Human Sciences Online and Distance Learning (ODL) unit offers the following services:

- ⇒ Provides one-on-one instructional technology consultation, training, and support to instructors.
- ⇒ Maintains technology-equipped classrooms, trains instructors to use them, and provides in-class technical support for courses that have a live broadcast component.
- ⇒ Offers support to distance education students who participate in live broadcast-style courses.
- ⇒ Provides technical how-to documents through a website and weekly newsletter, one-on-one training, and workshops targeting specific topics.
- ⇒ Provides consultation and support for Computation Advisory Committee and teaching grants involving educational technology, including facilities design, equipment estimates, software and hardware support, and training.


University of Northern Iowa.




 UNI continues to seek opportunities to develop and deliver programs that address unmet educational needs in the state. While off-campus face-to-face instruction continues to provide important access to UNI's courses and programs, online delivery continues to grow at a rapid pace. Enrollments in online courses increased by 20% during 2013-2014.

 During the past three years, UNI increased the number of programs available entirely online from two to 14. The overall number of programs available primarily at a distance increased from 27 to 32 from the prior year.

-  UNI continues to expand its Quality Matters™ initiative, a nationally recognized framework designed to promote continuous improvement and best practices in online course development. The goal of this program is to increase access to high-quality online courses. To date, more than 190 faculty and staff have completed the professional development workshop and developed online courses using the Quality Matters™ standards, including 33 new courses from the prior year. Forty faculty members completed additional educational requirements to earn the Quality Matters™ Peer Review Certification.
 -  To foster and support its online offerings, the Division of Continuing Education and Special Programs hosted its 4th Annual Distance Education Conference, “Leveraging Educational Resources – Affordability, Accessibility, and Choice.” Sixty-five faculty, administrators, and staff attended to learn strategies to increase affordability and access for students through the use of free and low-cost digital educational resources.
 -  UNI was ranked 1st as the most affordable and high-quality provider of online programs in Iowa by AffordableOnline Colleges.org in November 2013.
 -  International efforts present an opportunity to increase enrollments in specific program areas. More than 40 educators from American International Schools are participating in an online graduate program in Educational Leadership – Principalship, designed to prepare teacher leaders. Participants are located in India, Egypt, Italy, Nepal, Saudi Arabia, Pakistan, South Korea, and the Philippines.
- ◇ The following describe the evaluation processes used by the Regent universities for web-based instructional activities.
- University of Iowa.
 -  DCE has administered an electronic course evaluation to students who completed distance education courses since Fall 2008. Typical response rates for both Guided Independent Study and semester-based online courses range between 55%-70%. A summary report is provided to the relevant faculty member who is encouraged to compare the summary information for his/her course to the larger reference norm summary data. Students are also encouraged to provide narrative responses to what they liked and disliked about the course and to offer suggestions for improvements. A copy of the summary report is included in Attachment F.
 -  College and/or department administrators may review the summary data for courses that are under their supervision to identify strengths or weaknesses in a course. In some cases, the summary data have been used as part of a staff member’s annual evaluation.
 -  During 2013-2014, DCE conducted a study comparing student success for students who took a particular course in a web-based environment to students who took the same course on-campus with similar content and teaching objectives. The instructor was the same for both types of delivery and a similar syllabus was used for both courses. The results showed that the students who took the online format did as well in the course as those who took the course in a regular classroom format.

- Iowa State University.

 -  Distance courses are identical to on-campus courses, both using a variety of delivery tools, such as lecture capture, live sessions, and web delivery. Courses are evaluated each time they are taught and the results are shared with the faculty and course support staff for improvements to be made.
- University of Northern Iowa.


 -  Distance education offerings are expected to meet the same high standards as face-to-face courses. All courses and teaching assignments are approved by the appropriate academic department heads and deans. All offerings must be approved through UNI’s standard curriculum processes. 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 for distance education programs mirrors outcomes assessment efforts for on-campus programs. Outcomes assessment plans have been developed by the respective academic areas for each program; each area is expected to collect outcomes data. The purpose of these plans is to provide a systematic way to collect data that can be used to make improvements in teaching and learning. The process for administering student assessments for distance education courses follows the same protocols used for courses taught on-campus.
 -  Support services for distance education students are assessed for all courses. Results are routinely used to make improvements, including how information is communicated to students.




The following table describes the level of activity related to web-based programs.

	SUI	ISU	UNI	REGENT TOTAL
Number of web-based programs	13	31	14	58
Number of web-based certificate programs	3	24	0	27
Number of faculty trained to use web-based technology	300	800	487	1,587
Number of faculty using web-based technology in their coursework	300	1,720	487	2,507

- ◇ The following are highlights of the distance education programs at the public universities.

 - University of Iowa.

 -  The Tippie College of Business offers “Introduction to Law” with a semester-long experiential learning project in which native English speaking students and native Chinese speaking students work together to help 15 Iowa small businesses to determine the feasibility of marketing their products in China. There are two interesting aspects of this course.

- ⇒ Bilingual course offering and cross-cultural team work. One section of the course is offered in English to 280 students and one section is offered in Chinese to 125 students. Students from both language sections are grouped together on cross-cultural teams to complete assignments designed to increase their familiarity with each other, and to take advantage of their complimentary areas of expertise – knowledge about Iowa small businesses (English section); and knowledge about the Chinese consumer (Chinese section).
 - ⇒ Interdepartmental collaboration. Two Tippie College professors designed the project as a way for students to apply the critical thinking skills of the legal approach to problem solving to help Iowa small businesses. Faculty and staff from the Chinese Language Program in the Division of World Languages created Mandarin subtitles for the lectures, and provided Mandarin-speaking teaching assistants to help with the Chinese section. The John Pappajohn Entrepreneurial Center and the Institute for International Business provided guidance for the students as they worked with the businesses and completed their reports. The Entrepreneurial Center also arranged for a panel of experts to evaluate the top three student teams and provide a \$250 scholarship to each member of the team with the best report.
 - ⇒ This course is expected to have the following benefits – Students become better critical thinkers while using a legal approach to problem solving. Students become better acquainted with peers from other cultures and more proficient working on multi-cultural teams. Students gain an appreciation of how people from other cultures can provide valuable insights when conducting business in an increasingly international environment. Students and Iowa small business owners become more familiar with each other. Iowa small businesses gain information that helps them assess the benefits of marketing their products to China.
-  In collaboration with University College, the DCE revised the BLS Program to provide a more career oriented focus for students. There was a targeted campaign during the summer to attract a new population of working adults who might be able to enter the program under new admissions standards.
- Iowa State University.
-  Online and distance education programming are an integral part of the regular academic portfolio. All online courses and programs are held to the same high standards of instructional quality and relevance maintained for traditional programming.
 -  The College of Agriculture and Life Sciences is pilot testing new portable capture units that can be taken into large classrooms anywhere on campus to capture the lecture and computer screen. This is similar to the current technology used in capture classrooms in the college. This allows for the highest quality of lecture capture available. Lectures are posted online for both distance and on-campus student review. Additional classrooms will need to be equipped with the necessary audio and video feeds to allow the portable unit to be used in more classrooms.

📖 The College of Human Sciences is one of the largest and most diverse distance education programs among ISU’s colleges. Last year, more than 4,500 students enrolled in 265 courses which were delivered through a variety of formats, including totally online. Courses are offered through multiple departments. The College of Human Sciences is still an active participant in the Great Plains Interactive Distance Education Alliance (GP-IDEA).

☑ University of Northern Iowa.

📖 Demand for UNI’s distance education courses remained strong, increasing by 5.7% in 2013-2014, marking the 8th consecutive year of increased enrollment.

📖 Service to Iowans who cannot attend classes on campus continues to be a priority. Students from 98 of Iowa’s 99 counties enrolled in UNI distance education courses in 2013-2014.

◇ Regional Study Centers.

Highlights of the regional study centers are provided in Attachment I.

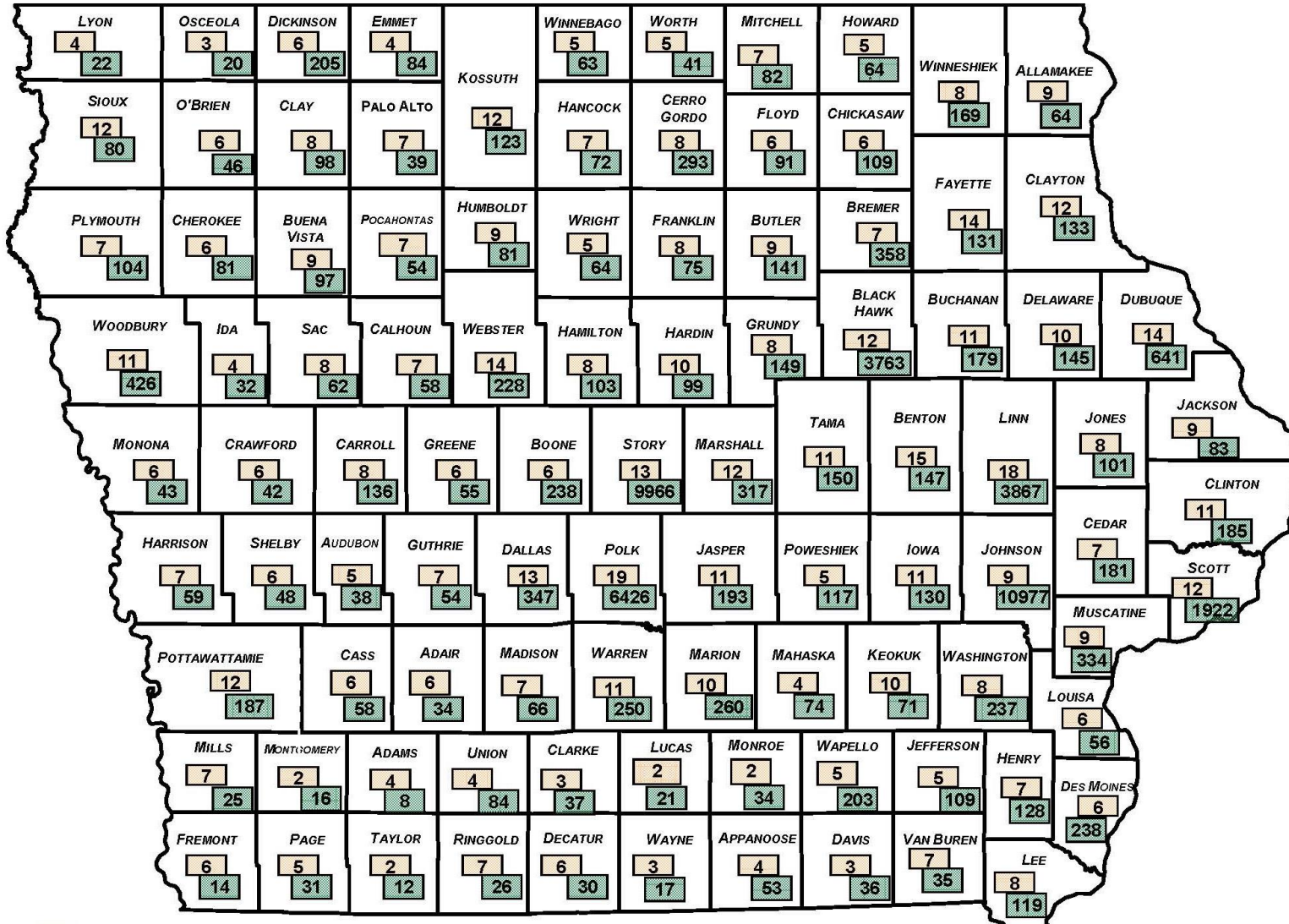
**STATE FUNDING AT REGIONAL STUDY CENTERS
2013- 2014**

	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
SWIRRC				
State Funding	\$182,734	NA	NA	NA
NWIRRC				
State Funding	\$96,114	NA	NA	NA
GRADCENTER				
State Funding	\$5,000	NA	NA	\$83,900

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

Attachment A

2013-2014 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 = 766 Iowa communities. Total number of courses = 18,533.

= Enrollments in credit courses by Iowa residents. Total = 47,694 enrollments. 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
2013-2014

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	25 ⁶	25	0	0	295 ¹	295	0	0	320	320	0	0	0	0
World Wide Web																
• Semester based courses	10,688	13,085	4,966	28,739	2,690	4,158	2,661	9,509	13,378	17,243	7,627	38,248	0	291	4,951	291
• Guided independent study	5,902	0	574	6,476	225	0	76	301	6,127	0	650	6,777	19,292	2,567	0	21,859
On-site (face-to-face)	1,927	16	1,125	3,068	5,526	940	1,621	8,087	7,453	956	2,746	11,155	43,197	273,250	10,325	326,772
Mailed media (video/audio/tape, etc.)	0	51	39	90	0	3	2	5	0	54	41	95	868	0	0	868
Other off-campus	0	1	1,818	1,819	0	379	749	1,128	0	380	2,567	2,947	45,803	104,020	0	149,823
GRAND TOTAL	18,517	13,153	8,547	40,217	8,441	5,480	5,404	19,325	26,958	18,633	13,951	59,542	109,160	380,128	15,276	504,564

⁶ Includes ICN/blended and ICN/e-learning.

**2013-2014 CREDIT COURSE REGISTRATIONS BY LEVEL
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total	Number of Credit Hours Regent Total			
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total		SUI	ISU	UNI	TOTAL
Agriculture & Related Sciences			1,935	1,176			1,935	1,176	3,111	5.2%		8,998		8,998
Natural Resources & Conservation			248	5			248	5	253	0.4%		659		659
Architecture & Related Services	4	40	18	161			22	201	223	0.4%	113	525		638
Ethnic, Cultural, & Gender Studies	226	6	820	6		1	1,046	13	1,059	1.8%	696	2,478	2	3,176
Communication & Journalism	367	116	665	40	211	54	1,243	210	1,453	2.4%	1,459	2,115	759	4,333
Computer & Information Sciences	5	11	402	473	59	2	466	486	952	1.6%	48	2,406	197	2,651
Education	2,433	767	160	1,191	996	2,834	3,589	4,792	8,381	14.1%	8,915	3,841	10,651	23,407
Engineering	70	8	989	834			1,059	842	1,901	3.2%	234	5,450		5,684
Foreign Languages & Linguistics	1,207	52	210	10	12	9	1,429	71	1,500	2.5%	3,623	673	61	4,357
Family And Consumer Sciences			2,900	490	1,219		4,119	490	4,609	7.7%		8,629	3,553	12,182
Technology Education/Ind. Arts					235	115	235	115	350	0.6%			902	902
Legal Professions and Studies		2					0	2	2	0.0%	6			6
English Language & Literature	534	11	443	25	112	289	1,089	325	1,414	2.4%	1,650	1,404	1,186	4,240
Liberal Arts And Sciences	70	2	9		333		412	2	414	0.7%	110	27	999	1,136
Library Science	61	40				182	61	222	283	0.5%	179		542	721
Biological & Biomedical Sciences	466	210	1,319	80	58		1,843	290	2,133	3.6%	2,088	3,990	159	6,237
Mathematics & Statistics	437	14	496	246	222	381	1,155	641	1,796	3.0%	1,591	2,374	1,586	5,551
Multi/Interdisciplinary Studies	183	10	11	7	417	1	611	18	629	1.1%	573	54	1,606	2,233
Recreation & Fitness Studies	1,119	34	8		1,519	735	2,646	769	3,415	5.7%	3,468	24	8,141	11,633
Basic Skills	99						99	0	99	0.2%	250			250
Health-Related Knowledge & Skills					1,392	92	1,392	92	1,484	2.5%			4,283	4,283
Leisure And Recreational Activities														
Personal Awareness	30						30	0	30	0.1%	71			71
Philosophy & Religious Studies	451	3			107	1	558	4	562	0.9%	1,266		320	1,586

2013-2014 CREDIT COURSE REGISTRATIONS BY LEVEL
BY INSTITUTION AND SUBJECT AREA (CIP CODE)

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total	Number of Credit Hours Regent Total			
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total		SUI	ISU	UNI	TOTAL
Physical Sciences	7	3	316	4	186	161	509	168	677	1.1%	30	586	720	1,336
Psychology	894	16	504	12	446	37	1,844	65	1,909	3.2%	2,839	1,548	1,439	5,826
Public Administration	444	988			95	12	539	1,000	1,539	2.6%	4,077		465	4,542
Science Technologies/Technicians			212	3			212	.	215	0.4%		568		568
Social Sciences	2,732	15	1,077	84	484	45	4,293	144	4,437	7.5%	8,858	3,483	1,525	13,866
Visual & Performing Arts	41	58	209	2	291	50	541	110	651	1.1%	181	633	1,006	1,820
Health Professions	1,337	1,481	2	19			1,339	1,500	2,839	4.8%	8,248	63		8,311
Business, Management & Marketing	5,046	4,553	32	610	97	298	5,175	5,461	10,636	17.9%	26,203	1,887	1,106	29,196
History	254	1	168	2	56	105	478	108	586	1.0%	765	510	356	1,631
Residency Programs														
Total Registrations	18,517	8,441	13,153	5,480	8,547	5,404	40,217	19,325	59,542	100.0%	77,541	52,925	41,564	172,030

**2013-2014 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	159	158,549		158,708	31.5%
Natural Resources & Conservation	252	81	6,702	7,035	1.4%
Architecture & Related Services	45	892		937	0.2%
Ethnic, Cultural, & Gender Studies	87	453	1	541	0.1%
Communication & Journalism	102			102	0.0%
Communications Technologies					
Computer & Information Sciences	119	51		170	0.0%
Personal and Culinary Services					
Education	1,288	456	805	2,549	0.5%
Engineering	786	2,650		3,436	0.7%
Engineering Technologies/Technicians	45	4,000		4,045	0.8%
Foreign Languages & Linguistics	46			46	0.0%
Family And Consumer Sciences		94,119		94,119	18.7%
Technology Education/Industrial Arts	1,221			1,221	0.2%
Legal Professions & Studies	701	1,306		2,007	0.4%
English Language & Literature	165		27	192	0.0%
Liberal Arts And Sciences		354	182	536	0.1%
Library Science	16,135			16,135	3.2%
Biological & Biomedical Sciences	1,106	279		1,385	0.3%
Mathematics & Statistics	500	386		886	0.2%
Multi/Interdisciplinary Studies	2,747	871	580	4,198	0.8%
Parks, Recreation, Leisure & Fitness	756	255	304	1,315	0.3%
Health-Related Knowledge & Skills	41,746			41,746	8.3%
Interpersonal & Social Skills		807		807	0.2%
Leisure And Recreational Activities	163	1,503		1,666	0.3%
Basic Skills & Developmental Ed.					
Personal Awareness	2,042	102,464		104,506	20.7%
Philosophy & Religious Studies	42		60	102	0.0%
Theology and Religious Vocations	59			59	0.0%
Physical Sciences	50	60	364	474	0.1%
Science Technologies/Technicians	227	1,733		1,960	0.4%
Psychology	1,815			1,815	0.4%
Security & Protective Services	20			20	0.0%
Public Administration	2,658	6,355	474	9,487	1.9%
Social Sciences		373	42	415	0.1%
Trades & Industry	1,465			1,465	0.3%
Visual & Performing Arts	149		2,374	2,523	0.5%
Health Professions	28,284			28,284	5.6%
Business, Management & Marketing	4,129	2,131	3,361	9,621	1.9%
History	51			51	0.0%
Total Registrations	109,160	380,128	15,276	504,564	100.0%

ACADEMIC CREDIT PROGRAMS⁷
2013-2014

UNIVERSITY OF IOWA

Degree or Certificate ⁸	Program Major ⁹	Delivery Method/Site(s)	Requires on-campus component
DNP	Nursing	Statewide via Web and on-site	X
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Des Moines, Quad Cities, and Hong Kong).	
MSN/CNL	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MSW	Social Work	On-site and via Adobe Connect	
MA	Strategic Communications	On-site and via Adobe Connect	
MA	Educational Administration	Statewide via Adobe Connect and on-site	
RN to BSN	Nursing	Statewide via Web	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
BA	Social Work	On-site and via Adobe Connect	
BBA	Management & Entrepreneurial Studies	Statewide via Elluminate Live	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
Certificate	Public Health	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.	
Endorsement	Superintendent Endorsement	Statewide via Web and on-site	

⁷ Note: Program requirements may include designated hours for residential (on-campus) registration.

⁸ Certificate, B.A., B.S., M.B.A., Ph.D., etc.

⁹ Business Administration; Computer Science, Dietetics; etc.

**ACADEMIC CREDIT PROGRAMS
2013-2014**

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Computational Fluid Dynamics	Streaming Media	
Certificate	Computer Networking	Streaming Media	
Certificate	Construction Management	Streaming Media	
Certificate	Embedded Systems	Streaming Media	
Certificate	Energy Systems Engineering	WWW	
Certificate	Environmental Engineering	Streaming Media	
Certificate	Environmental Systems	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
Certificate	Information Assurance	Streaming Media	
Certificate	Literacy Coaching	WWW	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	WWW	
Certificate	Seed Business Management	WWW	
Certificate	Seed Science Technology	WWW	
Certificate	Software Systems	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Teaching English as a Second Language (TESL)	WWW	
Certificate	Youth Development Specialist	WWW	
Certificate	Youth Program Management and Evaluation	WWW	
Certificate	Veterinary Preventative Medicine	WWW	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	
Masters	Agricultural Education	WWW & Streaming Media or CD	
Masters	Agronomy	WWW/CD	Practicum
Masters	Plant Breeding	WWW/CD	Practicum
Masters	Seed Technology & Business	WWW & Streaming Media or CD	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
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	MCFS Comprehensive Educational Studies – Curriculum & Instruction; Educational Leadership & Policy Studies; Special Education Human Development and Family Studies – Family Financial Planning; Gerontology; Human Development & Family Studies Nutrition – Dietetics; Food Science & Human Nutrition	WWW	
Masters	Dietetics	WWW	
Masters	Family Financial Planning	WWW	
Masters	Gerontology	WWW	
Masters	Educational Studies (no new admits)	WWW/FF	
Masters	Interdisciplinary Studies, Comm. Dev. Specialization	WWW & Streaming Media	
Masters	Curriculum & Instructional Technology	WWW	
Masters	Statistics	WWW	
Masters	School Mathematics	WWW/On-Site	
Masters	Energy Systems Engineering	WWW	
Masters	Youth Development	WWW	
Masters	Higher Education – Community College	WWW	
Ph.D.	Foodservice & Lodging Management	WWW/FF	X
	Dietetics Internship	On-site (various)	
	Available only in Iowa		
Masters	Educational Administration	On-Site (Ankeny, Atlantic, Des Moines, Mason City, Ottumwa, Storm Lake)	
Ph.D.	Education Administration	WWW/On-site (Ames)	X
	Available only in Greater Des Moines		
Masters	Business Administration	On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	WWW/On-site (Ames)	

**ACADEMIC CREDIT PROGRAMS
2013-2014**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Advanced Studies: Literacy Coach	On-site/WWW (various locations)	X
Certificate	Advanced Studies: Reading Recovery Teacher Leader	On-site/WWW (various locations)	X
Certificate	Advanced Studies: Superintendency	WWW	X
Bachelors	Bachelor of Liberal Studies	WWW	
Bachelors	Elementary Education 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Carroll)	
Bachelors	Elementary Education 2+2 DMACC	On-site, WWW – (Ankeny, Carroll Davenport)	
Masters	Business Administration	On-site (Guangzhou, China)	
Masters	Business Administration	On-site (Hong Kong)	
Masters	Business Administration	On-site (Pella)	
Masters	Early Childhood Education	WWW	
Masters/ ASC	Educational Leadership – Principalship	ICN/WWW	X
Masters	Educational Leadership – Principalship (for Teacher Leaders in American International Schools	WWW (India)	
Masters	Educational Leadership – Principalship (for Teacher Leaders in American International Schools	WWW (Pakistan, Saudi Arabia, Italy, Israel, UAE)	
Masters	Educational Leadership – Principalship (for Teacher Leaders in American International Schools	WWW (South Korea, Philippines, Germany, Egypt, Saudi Arabia)	
Masters	Educational Leadership – Principalship – UEN	ICN/WWW	X
Masters	Elementary Education	WWW	
Masters	Instructional Technology	WWW	
Masters	Literacy Education	WWW	
Masters	Mathematics – Middle Grades (4-8)	WWW and summers on the UNI campus (2 weeks)	X
Masters	Mathematics: Community College Teaching Emphasis	WWW and summers on UNI campus (2 weeks)	X
Masters	Mathematics – Secondary Teaching Emphasis	WWW and summers on the UNI campus (2 weeks)	X
Masters	Music Education	WWW	
Masters	Philanthropy & Nonprofit Develop.	WWW	
Masters	Physical Education Teaching/Coaching	WWW	
Masters	Professional Devel. for Teachers	WWW	
Masters	Professional Development for Teachers – Waterloo Teacher Leader Program	On-site/WWW (Waterloo)	

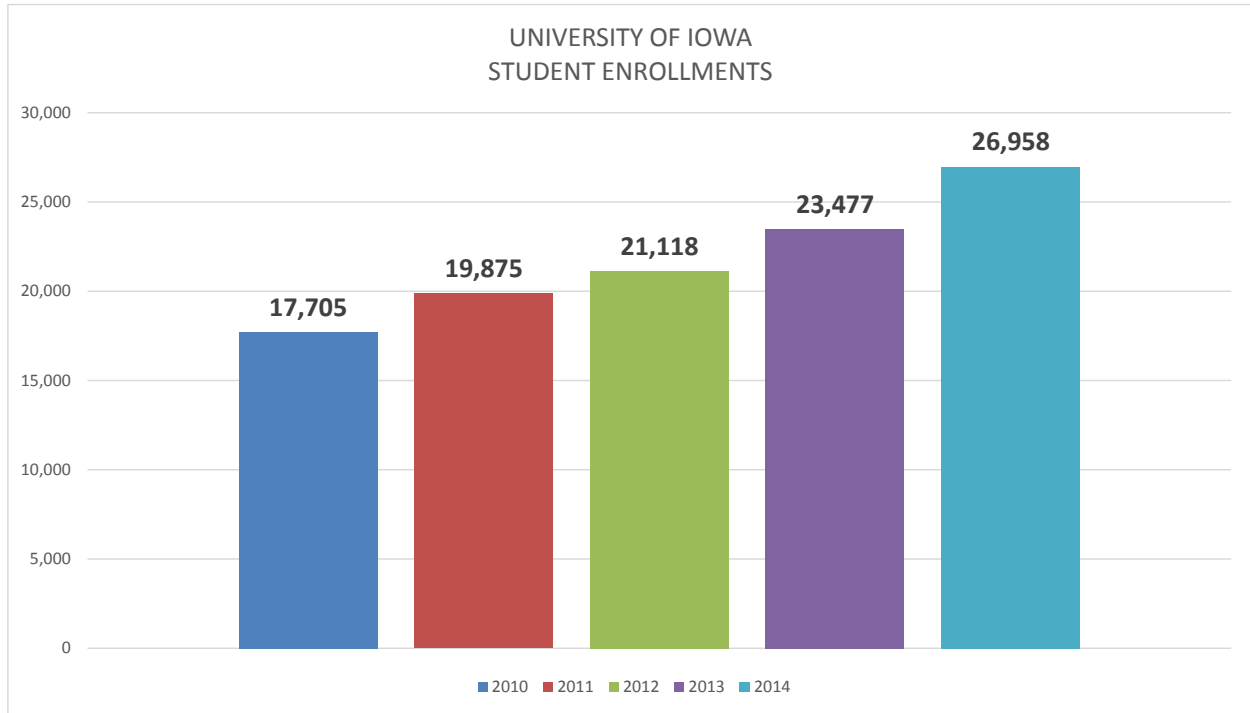
Masters	School Library Studies	WWW	X
Masters	Science Education	WWW	X
Masters	Social Science for Teachers Grades 6-12	WWW	
Masters	Teaching English in Secondary Schools (TESS)	WWW	X
Masters	Teaching English to Speakers of Other Languages (TESOL)	WWW	
Masters	Technology	WWW	

UNIVERSITY OF IOWA

**Table 1: All Online Courses Offered through Division of Continuing Education
Fall 2008 – Fall 2013**

Listed below is the average (mean) and median (middle) for the 21 questions. The responses to the questions were 6 = strongly agree to 1 = strongly disagree.

	Survey Questions:	Guided Independent Study		Semester Based		Total	
		N	Mean	N	Mean	N	Mean
1.	I learned a lot in this course.	20,940	5.08	60,985	5.11	81,925	5.10
2.	The course was well organized.	20,909	5.29	60,912	5.09	81,821	5.14
3.	Course requirements were clear.	20,872	5.30	60,775	5.16	81,647	5.20
4.	The syllabus for the course provided a good guide to course requirements.	20,803	5.41	60,319	5.25	81,122	5.29
5.	The assigned readings were important for understanding the course objectives.	20,699	5.21	58,283	5.13	78,982	5.16
6.	The written assignments contributed to my learning.	19,781	5.10	57,885	5.13	77,666	5.12
7.	The computer (on-line) resources were valuable.	19,772	5.11	58,904	5.22	78,676	5.19
8.	The media usage was very helpful for learning the objectives of the course.	18,517	4.98	57,483	5.13	76,000	5.09
9.	The feedback I received on assignments improved my understanding of the material.	19,905	4.88	58,266	4.83	78,171	4.84
10.	The exams were fair.	19,596	5.02	42,431	5.08	62,027	5.06
11.	Adequate time was allowed for the exams.	19,559	5.44	42,459	5.37	62,018	5.41
12.	Supplementary materials provided for the course were valuable.	19,405	5.08	57,630	5.14	77,035	5.12
13.	Grading criteria were clearly defined.	20,766	5.16	60,309	5.14	81,075	5.15
14.	Important concepts were clarified by good examples.	20,487	5.03	60,065	5.08	80,552	5.07
15.	Help was available if I had questions.	20,018	5.19	60,115	5.28	80,133	5.26
16.	The instructor was interested in my progress.	20,160	4.90	59,779	5.10	79,939	5.05
17.	My questions about the material in the course were answered promptly by the instructor.	18,843	5.14	57,986	5.24	76,829	5.22
18.	Overall, this was a valuable course.	20,809	5.08	60,601	5.14	81,410	5.12
19.	I would recommend this course taught by the instructor to other students.	20,605	5.01	60,241	5.09	80,846	5.07
20.	Overall, the instructor is an effective teacher.	20,253	5.09	60,006	5.16	80,259	5.14
21.	I think I learned as much in this course as I would have if I had taken it on campus.	20,416	4.85	59,032	5.02	79,448	4.97



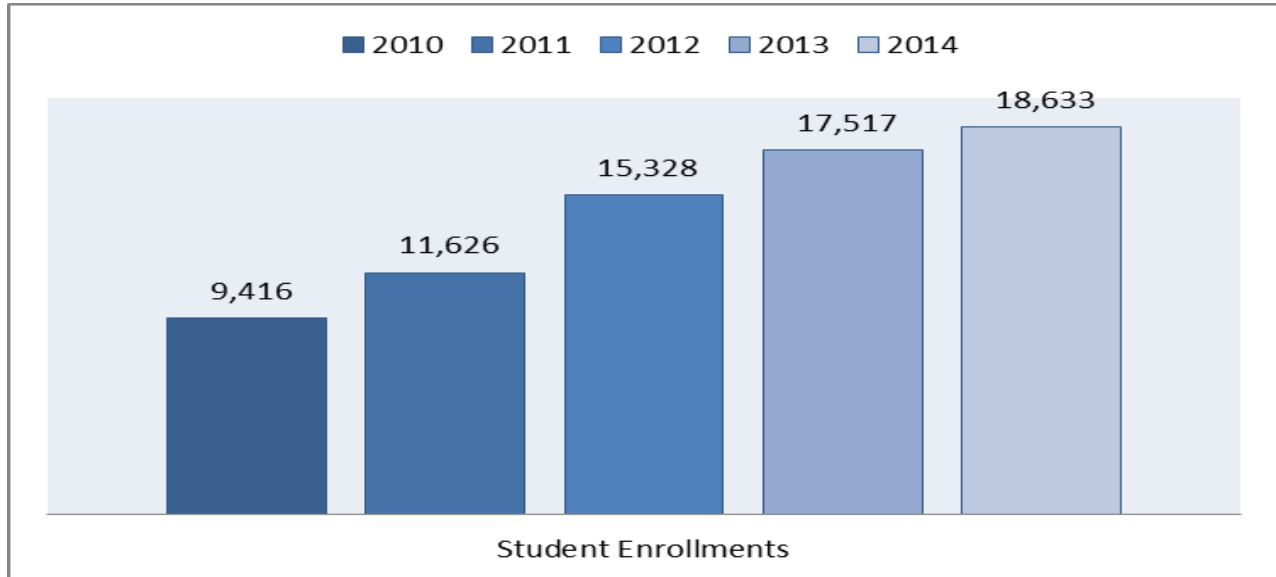
UNIVERSITY OF IOWA

Fiscal Year	Undergraduate Courses			Graduate Courses			Total Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2009	511		62.2%	311		37.8%	822	
2010	577	12.9%	63.4%	333	7.1%	36.6%	910	10.7%
2011	624	8.2%	65.3%	332	-0.3%	34.7%	956	5.1%
2012	674	8.0%	64.1%	378	13.9%	35.9%	1,052	10.0%
2013	694	3.0%	63.1%	406	7.4%	36.9%	1,100	4.6%
2014	794	14.4%	66.6%	398	-2.0%	33.4%	1,192	8.4%

UNIVERSITY OF IOWA

Fiscal Year	Students Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Count	Total Unduplicated Count
	Total Student Enrollment	Unduplicated	Total Credit Hours	Total Student Enrollments	Unduplicated	Total Credit Hours		
2011	12,502	4,488	37,287	7,373	4,167	21,309	19,875	8,655
2012	13,064	4,398	38,860	8,054	4,929	23,256	21,118	9,327
2013	13,580	4,521	40,080	9,897	6,056	28,524	23,477	10,577
2014	14,972	4,488	43,890	11,986	7,801	33,651	26,958	12,289

IOWA STATE UNIVERSITY



ISU continues to see consistent growth in the number of students taking distance education courses.

IOWA STATE UNIVERSITY

Fiscal Year	Undergraduate Courses			Graduate Courses			Total Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2009	240	6.7%	35.3%	440	3.8%	64.7%	680	4.8%
2010	254	5.8%	34.6%	481	9.3%	65.4%	735	8.1%
2011	295	16.1%	36.7%	508	5.6%	63.3%	803	9.3%
2012	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%
2013	411	8.4%	43.7%	529	1.1%	56.3%	940	4.2%
2014	373	-9.2%	41.2%	533	0.8%	58.8%	906	-3.6%

IOWA STATE UNIVERSITY

Fiscal Year	Student Enrollment – Taking only Distance Education Courses			Student Enrollment – Taking Combination of On Campus and DE Courses			Total Enrollment Count	Total Unduplicated Count
	Total	Unduplicated	Total Credit Hours	Total	Unduplicated	Total Credit Hours		
2011	6,324	2,849	18,406	5,302	3,493	14,464	11,626	6,342
2012	6,710	3,187	19,965	8,618	5,399	23,686	15,328	8,586
2013	7,024	3,407	20,822	10,493	6,427	28,651	17,517	9,834
2014 ¹⁰	7,280	3,628	21,623	11,353	7,043	31,311	18,633	10,671

¹⁰ Prior to FY 2014, students were counted across three terms. A DE only students in Fall who became a combo student in Spring would be counted in both categories (DE only and Combo). In FY 2014, ISU standardized the counting of students to ensure this duplication of counting students no longer existed. Moving forward, this standardized process will create consistency in how DE only students vs. combo students are reported ensuring the evaluation of all terms is used with a result of one student per fiscal year. A student who takes DE only courses in Fall, but takes a combination of courses in Spring and Summer will only be counted once and considered a Combo student

UNIVERSITY OF NORTHERN IOWA

Total Student Enrollments	
2009	13,080
2010	13,201
2011	13,168
2012	12,273
2013	12,159
2014	11,928

UNIVERSITY OF NORTHERN IOWA

Fiscal Year	Undergraduate Courses			Graduate Courses			Total Course Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2009							676	
2010							724	7.1%
2011							733	1.2%
2012							863	17.7%
2013							870	0.8%
2014							918	5.5%

UNIVERSITY OF NORTHERN IOWA

Fiscal Year	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Count	Total Unduplicated Count
	Total	Unduplicated	Total Credit Hours	Total	Unduplicated	Total Credit Hours		
2011	7,928	3,488	19,741	3,453	3,384	15,355	11,381	6,872
2012	8,179	3,599	19,222	3,899	3,824	13,386	12,078	7,573
2013	8,423	4,316	22,209	4,779	4,707	16,018	13,202	9,023
2014	8,927	4,758	24,364	5,024	4,643	15,449	13,951	9,401

REGIONAL STUDY CENTERS

SOUTHWEST IOWA REGENTS RESOURCE CENTER (SWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to undergraduate and graduate education and other public universities' resources for area residents. While the mission remains the same, the geographic region that will be served by the Center has been expanded through the Southwest Iowa Educational Services Partnership which includes the Center, Iowa State University, the University of Iowa, the University of Northern Iowa, Iowa Western Community College, and Southwestern Community College. The creation of the partnership increases the service area for the Center from an eight county region to 15 counties.

- ◇ Key activities of Center. The main role of the Center is to serve as both a virtual and physical contact point for southwest Iowa residents for assistance with any matter concerning the Regent universities. The Center offers personal assistance to transfer students from Iowa Western Community College and Southwest Community College. The Center distributes program and transfer information to prospective students; it informs the general public and areas businesses of education opportunities through the website and semester mailings.

The Center staff now includes Dr. Michael Hero who teaches online courses for the University of Iowa and Iowa Western Community College, in addition to providing coordination for the Center. As a coordinator, Dr. Hero attends community events and develops contacts with businesses, civic groups, school districts, and the two community colleges. Through his teaching position, he is strengthening connections and collaboration with the community colleges and prospective students.

- ◇ Significant accomplishments during 2013-2014. Dr. Michael Hero joined the Center in August 2013. As a faculty member at both the University of Iowa and Western Iowa Community College, he enhances the collaboration between the community colleges, Regent universities, and the Center. His position also brings increased communication with students, faculty, and the administration of Iowa Western Community College. As the Center coordinator, he attends community functions, such as the First National Bank Higher Education Fair, where he represented the Regent universities in June 2014. To improve knowledge of Regent university programs, Dr. Hero coordinated a meeting with advisors from the University of Iowa and Iowa Western Community College. The meeting provided beneficial personal communication between the two advisor groups and enhanced their ability to guide potential transfer students.

During fiscal year 2014, he taught online courses for both the University of Iowa and Iowa Western Community College including History of Mathematics, and Mathematics for Business for the University of Iowa, and Differential Equations for Iowa Western Community College. In addition, he developed two new online classes, Mathematics for Business, and Calculus and Matrix Algebra for Business, for the University of Iowa. Dr. Hero also assisted students in the Developmental Math Program at Iowa Western. In April 2014 he submitted the paper "On Diffeomorphisms of Compact Two Manifolds Having Non-Wandering Points Periodic" to the Journal of Mathematical Analysis.

The Southwest Iowa Regents Resource Center participated in the Southwest Iowa Education Partnership rollout on November 5, 2013. The event was held at Iowa Western Community College and included a ribbon cutting, education fair, and luncheon. The rollout was attended by Congressman Tom Latham, Representative Mary Ann Hanusa, Iowa Western Community College President Dan Kinney, and Southwestern Community College President Barbara Crittendon, as well as representatives from the Regent Universities.

In March 2014, SWIRRC coordinated a student talent contest at IWCC in conjunction with a transfer fair attended by Regent University admissions staff. Miss Iowa 2013, Nicole Kelly, spoke to students and served as a celebrity judge, along with representatives from the University of Iowa, IWCC and SWIRRC. A drawing was held for a \$500 scholarship to each university, as well as university tee-shirts and promotional items.

This year, the SWIRRC participated in the Celebrate Council Bluffs parade for the first time. The annual May parade brings together local schools, civic organizations, businesses, and dignitaries for one of the city's biggest events. Dr. Loyce Arthur, Associate Professor at the University of Iowa Theatre Arts Department, designed the float features and assisted SWIRRC staff and area volunteers with its assembly. The large crowd gathered along the downtown route was delighted by Herky, Cy, and TC shaking hands and meeting residents who snapped pictures and gave high fives. It was an excellent opportunity to introduce the Center to an additional, diverse group of community residents and also an entertaining demonstration of the Regent universities' presence in Southwest Iowa.

Marketing efforts were extended this year to include an expanded area of Southwest Iowa. This included mailings to businesses, hospitals, libraries and economic development agencies in seven additional counties and area education agency van deliveries to 15 additional school districts.

- ◆ Issue highlights. Dr. Hero's role as an instructor for both the University of Iowa and Iowa Western Community College is an outstanding example of cooperation and provides improved communication between faculty and administration of the Regent universities and those of Iowa Western Community College. He will continue to work with administration, faculty, and students to develop relationships which promote the Regent universities.

The Center is now more engaged than ever in the higher education community in the state. The Center staff will continue efforts to improve connections to community college students. This will include more meetings between Regent university and community college advisors, new advertising approaches, and promotional events aimed at increasing student and faculty's knowledge of on- and off-campus opportunities.

The staff will also continue to build awareness of programs and services within the business community by using direct contact and work with civic groups. Community activities, such as the Celebrate Council Bluffs Parade, will be used to help raise awareness of the outreach opportunities through the Center from the Regent universities.

- ◇ Center's key planning goals for FY 2015. The Center's budget was moved from the University of Northern Iowa to the University of Iowa. New procedures will be put in place to carry out purchasing and bill paying.

During FY 2015, a survey of area businesses is planned as an additional way to connect with the local business community and discuss the educational needs of their employees. The Center will work to increase awareness of the Center on social media with promotional techniques on the Center's Facebook page. Additional advertising is planned to reach area residents and current community college students.

The Center plans to repeat entry in the Celebrate Council Bluffs parade in May 2015 with increased involvement with the universities and area groups.

Dr. Hero will continue to attend functions, such as the Council Bluffs Education Foundation luncheon, legislative coffees, and Chamber of Commerce events, as well as planning promotional events at Iowa Western Community College to increase awareness with current students about Regent university programs and services.

- ◇ Education needs of the geographic area. The majority of educational needs in southwest Iowa are being met. There is strong competition from the University of Nebraska at Omaha, Creighton University, Bellevue University, Buena Vista, and Nebraska Wesleyan. The Regent universities offer viable alternatives to this competition but increasing awareness of the online programming available and attracting students to on-campus programs at the Regent universities remains the challenge.

NORTHWEST IOWA REGENTS RESOURCE CENTER (NWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to undergraduate and graduate education and other public universities' resources for area residents. The geographic region that will be served by the Center through the Northwest Iowa Educational Services Partnership includes the Center, Iowa State University, the University of Iowa, the University of Northern Iowa, Western Iowa Tech Community College, and Northwest Iowa Community College.
- ◇ Key activities of Center. The Center began in October 2013 with a part-time transfer specialist and a part-time coordinator. The Center staff worked with representatives of Northwest Iowa Community College, Western Iowa Tech Community College, and the three universities to identify opportunities to promote and coordinate services. Mailings with program offerings were sent to recent graduates of both community colleges, and provided to faculty at both colleges. The partnership with the community colleges has provided an opportunity to promote Regent activities at each university, include satellite campuses in Cherokee and Denison, and increase awareness to high school students, adult learners, and the wider community. A Center website was established and updated, and course offerings were advertised on radio and internet sites. In addition to publicizing existing distance education opportunities, meetings were held to identify possible articulation agreements with the two community colleges.
- ◇ Significant accomplishments during 2013-2014. The University of Iowa provided an Information Technology Support Specialist to supervise information technology students in northwest Iowa. The University also provided an Entrepreneurship instructor to conduct classes in Sioux City. Initial discussions were held to develop articulation agreements in nine subjects. Program brochures were produced and distributed; enrollment outreach was developed for all three universities. The Center worked with the Siouxland Interstate Metropolitan Planning Council (SIMPCO) to bring the Iowa Initiative for Sustainable Communities services to Sioux City. The Center connected Iowa State University's Geographic Information Systems (GIS) specialists with SIMPCO to identify services to area GIS users in the future. Northwest Iowa Community College was able to attend the University of Northern Iowa's College of Business articulation conference; the Center facilitated articulation agreements between the two community colleges and ISU's College of Engineering.
- ◇ Education needs of the geographic area. The region has a lower percentage of undergraduate and graduate degree holders than the statewide average. The region is served by several Iowa private colleges, along with public institutions in neighboring states, but lacks access to specialized areas. The Regent universities can address those needs. The region has educational needs in manufacturing, agriculture, engineering, entrepreneurship, criminal justice, and community/regional planning that can be served by the Regent universities; these needs are either not served or are underserved in the region. These needs can be partially addressed through online education; they can also be enhanced by some physical presence.

- ◇ Issue highlights. The Center is working with the University of Iowa to have an IT Support Specialist to conduct business outreach and supervise interns and an Entrepreneurial lecturer based in Sioux City to teach classes in 2015. Arts Share programs have been scheduled for Spring 2015 in Denison and Sioux City; participation in other community events will also be pursued. The Center is engaging with the three Regent universities to increase formal articulation agreements with the community colleges.

- ◇ Center's key planning goals for FY 2015. The Center will conduct outreach events from the Regent universities in northwest Iowa, increase awareness within the education community and the public. The Center will begin courses in entrepreneurship and establish an internship program similar to the University of Iowa's Iowa Partners Program and tie the services with UNI's Business and Community Services Regional Entrepreneurship Project. The Center will assist in developing articulation agreements that allows students in northwest Iowa to minimize or eliminate the need to physically relocate to complete their education. The Center is also partnering with multiple organizations to increase the use of ISU's Design West studio facility in Sioux City.

QUAD CITIES GRADUATE STUDY CENTER

- ◇ Mission. For a number of years (1969-2014), the mission of the Quad Cities Graduate Study Center (GradCenter) was to provide access to information on outstanding graduate education in the greater Quad Cities. This mission served the consortium well. In 2014, the Governing Board suggested that the GradCenter evolve into a more inclusive organization by furthering higher education (not just graduate education) in the Quad Cities. The Board approved the following mission – “The mission of the GradCenter is to further and support collaborative efforts among higher education institutions and the Quad Cities community.”

- ◇ Significant activities, events, problems, and concerns during 2013-2014. In support of the new mission, the GradCenter performs the following key activities:
 - ⇒ Serve as a point of contact for information on higher education in the Quad Cities and refer prospective students to member institutions for further information and academic advising.
 - ⇒ Serve as higher education communication link to area businesses, agencies, and school districts.
 - ⇒ Collaborate with the Quad Cities Chamber of Commerce in meeting the higher education needs of area employers as well as businesses being recruited to move to the Quad Cities.
 - ⇒ Serve as information depot for minutes and other documents of the Quad Cities University and College Presidents Council.
 - ⇒ Collaborate with area higher education institutions and the Chamber of Commerce in carrying out the goals and activities of Quad Cities Goal 2025 which is an effort funded by the Lumina Foundation to increase higher education attainment.

- ◇ Key planning goals for FY 2015. The GradCenter will focus on the following growth goals:
 - ⇒ Expand the scope of Quad Cities Goal 2025 which will increase the number of persons completing certificate and degree programs by 60% by 2025. Specifically, for 2014-2015, it is the GradCenter’s goal to involve additional businesses, school districts, and agencies in the planning process resulting in a more inclusive effort.
 - ⇒ Develop a community committee to provide feedback on employment issues and needs as they relate to post-secondary education. Coupled with the work of the academic council, this will present a more complete overview of the role of higher education in the Quad Cities.
 - ⇒ Investigate additional funding sources in order to serve higher education needs in the Quad Cities.
 - ⇒ Work with member institution representatives to continue the collaborative conversation that provides a foundation for more individuals completing certificate and degree programs. Continue to participate in the meetings of the Presidents Council and Chamber Economic Development Council, with the goal of expanding higher education opportunities.

- ⇒ Periodically “take the temperature” of higher education collaboration in the Quad Cities and determine how best to work together to continue to meet the needs of current and prospective students.

- ◇ Education needs of the geographic area. There is a need to continue to develop innovative models for financing higher education. It is particularly important to pay attention to the needs of underserved high school students as well as the needs of adult learners. Through the collaboration of area businesses and higher education opportunities, there is a need to develop further the paying internship program as well as establish scholarships that cover the student from freshman year to graduation. There is also a need for continued collaboration among high school counselors and higher education representatives to ensure that students are aware of certificate and degree programs that meet their skills and interest and that there are innovative ways to finance certificate or degree completion.

- ◇ Accomplishments and goals.
 - ☑ During 2013-2014, the GradCenter collaborated with the Quad Cities Chamber of Commerce in developing and implementing a paying internship program. Now, as Chamber staff call on businesses, they present information on establishing internship programs and the benefits it will bring to the employer. The Lumina funding provided a means to work toward increasing certificate and degree completion in the Quad Cities. To date, a work plan has been implemented, alternative methods of financing higher education established, and a collaborative effort among area financial aid directors is proving effective. Significant cuts in funding called on the GradCenter to reformulate the budget and re-assess the time of staff members. An Academic Council consisting of higher education vice presidents and deans was established to provide an enhanced overview of current and projected higher education needs in the Quad Cities. Connections between the GradCenter and the Chamber have been strengthened which allows for higher education access to be viewed as a key component of economic growth and development.

 - ☑ Membership. The GradCenter members include St. Ambrose University, Western Illinois University (IL), Eastern Iowa Community College District, Palmer College of Chiropractic, Augustana College (IL), Black Hawk College (IL), Trinity College of Nursing and Health Sciences (IL), Drake University, Iowa State University, Northern Illinois University (IL), Saint Xavier University (IL), University of Illinois (IL), University of Northern Iowa, and University of Iowa.

**2005 STUDY OF DISTANCE EDUCATION AT THE PUBLIC UNIVERSITIES
DISTANCE EDUCATION FACTORS**

- ◇ Methods to identify needs for distance education offerings. Each public 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 public 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 cost, support cost, video quality, audio quality, presentation quality (digital materials), interactivity, reach, convenience, and use limitations.

◇ Key factors.

- ☑ The goal of the public 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 public universities strive to meet institutional and departmental goals within the constraints of available funding, including tuition. 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 public universities in the use of leading-edge distance education technologies is reflected by the choice of distance education technologies that support program offerings.