BOARD OF REGENTS
STATE OF IOWA

AGENDA ITEM 27
DECEMBER 10-11, 2008

Contact: Diana Gonzalez

2007-08 DISTANCE EDUCATION REPORT

Action Requested: Receive the report.

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

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

In 2007-08, there were 31,448 students enrolled in credit courses across 500 communities in 98 counties (Attachment A); this represents an increase of 3,246 (+11.5%) students from the prior year. In addition, there were 564,617 students enrolled statewide in non-credit offerings; this represents a decrease of 3,934 (-0.7%) 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	2007-08
Credit courses and programs[1]						
No. of programs[2]	59	61	67	179	192	222
No. of course sections	1,650	1,748	1,753	1,855	1,864	2,003
No. of student enrollments (dup)	26,228	25,210	25,343	25,933	28,202	31,448
Non-credit courses						
No. of student enrollments (dup)	474,957	479,676	478,230	524,713	568,551	564,617

The subject areas with the highest credit course registrations included business, management and marketing (5,600); education (4,807); recreation and fitness studies (3,293); social sciences (3,114); and health professions (2,355). The subject areas with the highest non-credit course registrations were consumer/human sciences (147,901); agriculture and related sciences (135,446); and personal awareness (123,076).

---

[1] Only off-campus courses and programs are included. These are delivered in such formats as off-campus classes, guided independent study, ICN, WWW, and other digital, electronic, and print media. Registrations do not include Saturday and evening classes on campus.

[2] Includes undergraduate and graduate degree, certificate, and endorsement offerings. Certificates and endorsements serve to meet an agency's requirements to practice a profession or to show proficiency in a topic or subject area.

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	630	1,585	2,215	4,847
Web				4,685
* Semester-based courses	6,819	3,556	10,375	127
* Guided independent study	3,787	325	4,112	2,770
On-Site	1,882	8,847	10,729	352,505
Mailed Media	295	235	530	3,654
Other Off-Campus	2,280	1,207	3,487	196,029
TOTAL	15,693	15,755	31,448	564,617

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 2007-08.

  ☑ 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.

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

  ☑ UNI is leading discussions with SUI and ISU to develop an alternative teacher certification program for those individuals who already hold a bachelor's degree and who seek to become credentialed K-12 teachers.

  ☑ Discussions are underway about a joint speech therapy program for K-12 teachers.

  ☑ The three Regent universities offer a foreign language program in Polish and Czech.

  ☑ The universities offer programming at the Iowa Lakeside Lab Regents Resource Center to provide science field courses and courses in teacher preparation, writing, and entrepreneurial studies.

☑ A cooperative certificate in museum studies, in which all of the Regent universities will provide courses, is in the planning stages.

☑ The Regent universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) and provide courses and programs at the Southwest Iowa Regents Resource Center, Tri-State Graduate Center, and the Quad-Cities Graduate Center. The following table describes the participation of students in the Bachelor of Liberal Studies and the Bachelor of Applied Studies Programs in 2007-08.

PROGRAM	SUI	ISU	UNI	TOTAL
BLS PROGRAM				
Enrollment	345	323	177	845
Graduates	25	128	14	167
New Admissions	58	161	21	240
Liberal Studies Interest	33			33
BAS PROGRAM				
Enrollment	71			71
Graduates	4			4
New Admissions	26			26

☑ The College of Public Health at the University of Iowa offers a DVM/MPH[3] Program in cooperation with Iowa State University. The students are practicing veterinarians who graduated from ISU and who are pursuing an MPH at SUI. The students spend two three-week sessions on campus in Iowa City and complete the remainder of their coursework through distance education.

☑ 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 Regent strategic goals require providing campus resources to Iowans across the state. The resources must be shared with learners who cannot or choose not to participate in campus opportunities, especially because education is closely related to personal income and economic development.

 📖 The University has participated in the CIC (Committee on Institutional Cooperation) regarding offering and participating in courses in Less Commonly Taught Languages for a number of years but this effort is currently being evaluated by the College of Liberal Arts and Sciences.

---

[3] Doctor of Veterinary Medicine/Master of Public Health.

📖 The University continues to explore approaches to meet the needs of distance learners. These include web delivery, on-site delivery, and a blend of both to facilitate instructor-student interaction and maximize schedule flexibility. While geographic population centers have certain advantages, the availability of web courses allows the University to reach remote areas of the state more conveniently. In selected geographic areas and with limited campus attendance, a blend of web and on-site interaction makes blended instruction a practical approach. Sites such as the Quad-Cities and Tri-State Graduate Centers allow the Regent universities to coordinate distance education learning experiences and assist in determining student needs and interests. These sites and the recent acquisition of the John and Mary Pappajohn Education Center provide opportunities for face-to-face and blended instruction.

📖 The approaches linked to selected sites for face-to-face instruction, blended instruction, and web-delivered instruction extend learning opportunities across the State and in academic areas, such as public health and nursing to states contiguous to Iowa.

☑ <u>Iowa State University</u>.

📖 The College of Engineering now offers the Master of Science in Human Computer Interaction, Master of Science in Biorenewable Resources and Technology, and the Certificate in Biorenewable Resources and Technology as new programs to meet the needs of engineers in Iowa and the nation. Biorenewable Resources and Technology is an important factor for the bio-economy in the state.

📖 In FY 2008, there was an administrative re-organization in distance education. Administrative responsibilities for credit-based courses were moved to their respective colleges as part of an alignment of all credit course offerings. The Office of the Registrar provides administrative support. In FY 2009, all credit courses, regardless of location or mode of delivery, will be managed within the same departmental, college, and central administrative structures using the same processes and procedures. ISU Extension Continuing and Distance Education (CDE) became Continuing Education and Professional Development (CEPD) with a focus on extending ISU services to the community by providing quality non-credit, CEU-based courses, programs, seminars, conferences, events, and training.

📖 The College of Design developed ISU Design West, a satellite program to expand regional educational opportunities in architecture, landscape architecture, urban and regional planning, and interior design. This partnership between the College of Design, ISU Extension, and Sioux City is supported in part by an Iowa Great Places grant. ISU Design West is located in Sioux City's Fourth Street Historic District in a studio that provides space for ISU design students and faculty to engage in short- and long-term projects with the community. A goal is to offer introductory design courses at the site for Sioux City area students interested in transferring to the ISU College of Design. The renovated studio space is housed in one of the oldest remaining buildings in Sioux City, an 1890s-era steam-boiler plant with a four-story smokestack. Students, faculty, and community partners will draw on this setting and the distinctive late 19th century architecture of the city as their inspiration for developing regional design projects.

      📖 The College of Liberal Arts and Sciences established the Center for Distance and Online Learning (CDOL) in July 2008 to increase and diversify distance learning opportunities for undergraduate and graduate students with interest in a liberal arts and sciences curriculum. Course development in new undergraduate disciplines (English, Psychology, and Bioinformatics) is being coupled with improved delivery of long-standing distance education graduate programs in mathematics, public administration, and statistics. CDOL will continue ISU's partnership with SUI and UNI technical staff to exchange information related to distance education and collaborations systems. The potential to share technology resources will be investigated in an effort to provide students and faculty with a broad range of technology services.

      📖 ISU is a partner university in the Big 12 Engineering Consortium and is an alliance university in the Great Plains Interactive Distance Education Alliance which offers online graduate programs in community development, dietetics, family and consumer sciences education, family financial planning, food safety and defense, gerontology, merchandising, and youth development (www.gpidea.org).

   ☑ <u>University of Northern Iowa</u>.

      📖 To the extent that UNI has faculty capacity and there is a need, UNI attempts to offer courses and programs across the state to meet the needs of adult learners. UNI endeavors to maintain the quality of distance education courses and programs at the same level as those offered on-campus. Therefore, most distance education courses are taught by regular campus-based faculty. The biggest demand for UNI distance education continues to be graduate programs in Education, especially for teachers who seek to advance professionally. Interest in distance education programs continues to be strong.

      📖 UNI continues to cooperate with the other Regent universities in serving Iowans.

◈ In 2007-08, there were significant developments in distance education at the Regent universities.

   ☑ <u>University of Iowa</u>.

      📖 Increasing numbers of campus students took distance education courses. One-third of the Guided Independent Study courses were taken by campus degree seeking students and this trend will likely increase. Courses available to both traditional campus students and distance learners help to make these courses financially feasible and effectively use faculty time.

      📖 Educational software continues to improve in capability and bandwidth requirements. Elluminate and Breeze are examples of web software that allow an exchange of two-way audio, video, and electronic files. The College of Education uses Breeze to provide simultaneous instruction to on- and off-campus students in the Master's program in Educational Administration. The College of Nursing uses Breeze software to conduct discussion groups for the MSN and RN to BSN completion programs. A number of courses are taught simultaneously to on-campus and distance learners; both the graduate and undergraduate degrees can be completed without a residence requirement. The School of Social Work has successfully piloted courses using this technology at its sites in Des Moines, Quad-Cities, and the Iowa City campus.

📖   Decreases in state support have resulted in a decrease in the number of tenured faculty available to teach even though enrollment in both campus and distance education has increased. The effort to provide quality instruction to campus students has diminished the availability of faculty to teach distance education. The objective will be to work with the academic colleges to fund positions cooperatively in order to meet the needs of distance learners and campus students.

📖   The web continues to influence how faculty conduct their professional lives; continued interest by students in more flexible offerings is changing how faculty view web and distance education. This phenomenon is most evident in the professional colleges. Faculty interest, academic collegiate direction, student need, and software development support the importance of distance education.

📖   The Division of Continuing Education hired a new staff member with experience in formative and summative evaluation applied to distance education. This expertise will be available to all colleges. Activities and results will be shared with the other Regent universities.

☑   <u>Iowa State University</u>.

📖   In FY 2008, Iowa State University experienced the largest percentage increase in distance education during the past 10 years. Distance credit course enrollments increased from 7,282 in FY 2007 to 8,919 in FY 2008 (+22.5%). Growth in web-based courses was significant with a course enrollment increase of 36% from the prior year.

📖   The College of Engineering now offers all of its courses using web-based streaming video that allows synchronous or asynchronous viewing of lectures.

📖   The College of Human Sciences identified a growing use of hybrid approaches in programs. Using this process, students take online classes during traditional fall and spring semesters, and, depending on their program, complete a residency requirement of 1-4 weeks during the summer. The number of credits taken while in residence also varies by program.

📖   The College of Design began a face-to-face course in Spring 2008 for students in the Sioux City area at the ISU Design West location. A goal is to offer other introductory design courses during the spring and summer terms. Courses are part of the Core Design Program, a first-year foundation curriculum that prepares first-time students to apply to any of the professional degree programs in the College of Design.

📖   The College of Liberal Arts and Sciences experienced a significant increase in the number of full-time on-campus students who want the convenience of an online course as part of their program of study. Students who participate in study abroad programs, internships, and co-ops, also desire online course delivery to stay on track for graduation. The tools used to capture educational content for distance education delivery can also benefit on-campus learners through increased access. ISU is investigating lecture capture and podcasting solutions.

   📖 The Master of Business Administration programs in the College of Business have traditionally been offered as face-to-face instruction at a distance location in Des Moines. Even though existing graduates have expressed a preference for this delivery mode, the College offered three distance education courses using web-based delivery technology. The demand for the web courses from both part-time and full-time MBA students has been significant. One of the distance education courses is only online and two are "blended," which means that the students and instructor meet on-site several times during the semester.

  ☑ <u>University of Northern Iowa.</u>

   📖 There continues to be increasing competition for distance learners as additional higher education institutions offer distance education primarily through on-line instruction. One result of this increase is that many low-cost options are available to students. It is important to understand that tuition increases can put UNI at a competitive disadvantage.

   📖 Blended courses that combine two or more delivery methods have increased in demand. At UNI, it is common to use the ICN, WWW, and on-site meetings for the same course. This is becoming easier as students become more capable of using the technology, and as the technology becomes increasingly more available in students' homes and workplaces.

   📖 One obvious advantage of using technology to deliver courses and programs is that education can be delivered to one or two students at a site or at their homes. In the past, when on-site courses were the norm, a minimum enrollment of 10 students at the same site would be necessary for the course to be viable.

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

  ☑ <u>University of Iowa</u>.

   📖 Much of the new program development in Nursing, Education, Public Health, and the Liberal Arts and Sciences has been devoted to traditional single-term length courses. Requirements are timed with traditional on-campus courses for assignments, tests, and group discussion. The University continues to provide web-based GIS courses and is planning to align these courses to the traditional University schedule. This would facilitate the use of University admissions, registration, and financial aid procedures. This approach has also made it easier for students to plan their schedules and qualify for financial aid even if an extension to complete a course is needed.

   📖 The University strives to provide distance education opportunities with a minimum of additional instructor time by using software that allows faculty to reach on- and off-campus students simultaneously. There is continued use of voice over Power Point, which allows recording and redistribution of live lectures using Power Point. In other instances, the on-campus course is "filmed" and video streamed to distance learners.

   📖 For the most part, credit and non-credit experiences have been separate. Several new continuing education firsts were identified last year. The Colleges of Law and Dentistry offered their first web continuing education units; the College of Pharmacy formed a partnership with the Iowa Pharmacy Association to deliver web continuing education.

    ☑   <u>Iowa State University</u>.

        📖   The Office of the Registrar teamed with distance education website developers to create a new Distance Education website – www.distance.iastate.edu. The goal of the new website is to provide more accessible distance education information to new and returning students while maintaining accurate, up-to-date information by linking directly to college-based distance education websites.

        📖   The Center for Excellence in Teaching and Learning (CELT) and Information Technology Services (ITS) continue to manage and support the growth of blended and online courses.

            ➡   In 2007-08, approximately 2,500 ISU faculty and staff used the campus course management system WebCT to enhance face-to-face instruction or deliver online courses.

            ➡   In Spring 2008, approximately 1,500 credit and non-credit courses and student activities used the course management system to deliver web-enhanced content.

            ➡   In FY 2008, ISU invested more than $200,000 in software and hardware upgrades for the course management system.

            ➡   Five full-time staff positions in CELT are dedicated to providing technical and instructional design support to faculty using web and multimedia technology.

            ➡   More than 630 faculty and staff attended CELT workshops on improving teaching and learning, as well as developing technical skills in using the latest web and multimedia instructional technology.

            ➡   CELT and ITS redesigned and implemented new web-delivered faculty support resources for blended learning, online courses, distance learning, electronic portfolios, online testing, student response systems (clickers), and web-based tools for electronic enrollment and grade submission.

        📖   The College of Agriculture and Life Sciences provides course and program distance education development grants. During 2007-08, the College awarded $93,000 to faculty for course development/conversion for online delivery. An investment of $56,644 in new technology and technology upgrades (hardware, software, facilities) related to distance education occurred in 2007-08.

        📖   The College of Design transitioned from ICN to DVD because of logistical challenges and relatively high cost of delivery. For the past two years, the College has used DVD technology as a primary delivery method, supplemented by web delivery using Adobe Connect, with the assistance of ISU Extension IT. The dual delivery method is a success, primarily because it provides flexibility to students and is a more reliable system; either delivery method serves as a backup if technical difficulties occur. Students receive a DVD within two days of the actual course, and a web address to view the class live or on the evening following the class. By delivering courses with two methods, students have the option of participating in the course live using Adobe Connect or viewing it on the web or DVD at a time most convenient for them.

📕   The College of Engineering's Engineering Distance Education (EDE) uses a blending of credit and non-credit options by asking instructors to combine increments of a credit course to package as non-credit using one course in several formats. EDE now has a full-time web designer to help redesign, update, and promote credit and non-credit course offerings.

📕   The College of Liberal Arts and Sciences (LAS) continues to improve student services by using technology to reduce barriers and improve processes. LAS web development efforts are focused on improving access to information and using a content management system that allows easy updating and consistent quality. Marketing and recruiting efforts are improved by an online web presence.

☑ <u>University of Northern Iowa</u>.

📕   In 2007-08, the number of UNI's distance education web enrollments increased from 1,071 to 1,282 (+19.7%). This includes semester-based and guided independent study courses.

📕   In addition, most of UNI's 130 courses that are classified as ICN courses also had a web component.

📕   One key to web course delivery is good faculty training and support. UNI's Distance Education Office, together with on-campus technical staff, continually works to maintain and improve services to faculty and students.

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

☑ <u>University of Iowa</u>.

📕   The University continues to promote the Bachelor of Applied Studies Program approved by the Board of Regents in July 2005. The program is designed for working adults who graduated with a technical degree from a community college. The program enables working adults across the state to earn a four-year degree and builds on the University's partnership with community colleges. This program, as well as the Bachelor of Liberal Studies and the RN to BSN Completion Program, is available to students who do not desire or are unable to attend an on-campus program.

📕   The College of Medicine allows students to complete a certificate in Radiologic Technology online and is considering the possibility of delivering the baccalaureate degree program online also.

📕   Plans to accept the John and Mary Pappajohn Education Center (JMPEC) were finalized in September 2008. This will allow the University to consolidate selected programs in a modern facility and to invest in technology which will facilitate blended instruction, which is a combination of on-site and online instruction. In addition to academic programs, selected University offices will be located in the JMPEC to facilitate further consolidation of outreach activities.

☑ Iowa State University.

 📖 The College of Engineering has seen an increase in global competition. Identified needs for professional engineers led the College to create more non-credit opportunities to meet those needs. This also allowed the College to serve more students who live out of state. In FY 2008, 57% of the College's distance education students lived out of state, which is substantially higher than the 20% out-of-state participation in distance education across the institution.

 📖 The Seed Science Technology and Business Master of Science Program has students from five continents and seven countries and is a partnership between the Colleges of Agriculture and Life Sciences and Business.

☑ University of Northern Iowa.

 📖 The Distance Education Office continues to monitor demand for distance education in academic areas. This has resulted in the development of a Master of Arts Program in Philanthropy and Nonprofit Development as a distance education program. In Summer 2007, UNI began offering a Master of Arts Program in Social Science for Teachers Grades 6-12 around the state. This program has an enrollment of more than 25 students.

 📖 The Distance Education Office evaluates the delivery methods used by the University. Different courses and programs lend themselves to specific delivery methods. Frequently, audiences prefer one delivery method over another. Some courses require on-site instruction while others do not.

 📖 Attendance in distance education courses is price sensitive. Increases in tuition at the Regent universities may make other educational institutions more desirable. Students may be attracted to a variety of alternative educational opportunities currently available elsewhere.

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

 ☑ University of Iowa.

  📖 The Division of Continuing Education revised the Course Evaluation Survey that will be administered to all students who complete a distance education course on such topics as the logistics of taking the course off-campus, interaction with the instructor, and relevance of the evaluation process. Those students who do not complete the course will be surveyed to learn how the persistence rate of students can be improved. Beginning with Fall 2008 courses, the surveys will be processed by the University Evaluation and Examination Service. The instructor will receive a summary report in a timely manner. The Division will also use the results to study the characteristics of students who do/do not complete a distance education course and to determine the educational progress of students who complete a distance education course.

☑   Iowa State University.

       📖   Engineering Distance Education (EDE) uses online evaluation surveys that can be tracked, analyzed, and dispersed appropriately throughout the University. Early course evaluations, which evaluate the student's initial comments and concerns regarding the course, are sent out during the second week of the fall, spring, and summer semesters. EDE evaluates the results to improve customer service, technology ease of use, and overall satisfaction. Instructor evaluations are sent out during the final week of classes and evaluate the instructor's presentation, knowledge gained by the student, and overall satisfaction with the instructor.

       📖   The College of Design distance education students participate as an extension of the on-campus course. Assignments, reports, exams, and deadlines are the same for on- and off-campus students. Evaluations used by on-campus students are also used for distance education students.

       📖   The College of Liberal Arts and Sciences is implementing dynamic evaluation processes to measure instructional quality.   This includes an opportunity for students to report delivery or service issues during and immediately following instruction.   Data from just-in-time evaluation systems are integrated into the instructional process and are used to create pedagogical and service delivery improvements.

       📖   Distance education students in the College of Agriculture and Life Sciences have an opportunity to evaluate distance education courses by completing college course evaluations which track instructor, course, technology, how students learned about the programs and courses, and how the courses compare with other distance education courses from other universities.

☑   University of Northern Iowa.

       📖   Distance education courses are approved by the appropriate department head and dean and are expected to meet the departmental and college academic standards. The instructional developer in the Distance Education Office assists faculty members to develop effective online courses and teaching methods. Instructors choose the delivery method(s) that they believe will work best for the course content. All distance education students have an opportunity to evaluate online courses and instructors. The feedback is valuable for continuous improvement of instruction.

◈   Regional Study Centers.

   ☑   In 2007-08, 32 Regent university programs were available through the Quad Cities Graduate Study Center (Rock Island, IL.); 66 were available through the Southwest Iowa Regents Resource Center (Council Bluffs); and 43 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 2007-08.

ENROLLMENT OF REGENT UNIVERSITY STUDENTS AT REGIONAL STUDY CENTERS
1999-00 – 2007-08

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
QCGSC	1,066	925	1,298	1,209	1,165	1,050	945	868	925
SWIRRC	445	419	426	299	188	169	141	204	314
TSGSC	233	247	196	281	252	274	314	481	355
TOTAL	1,744	1,591	1,920	1,789	1,605	1,493	1,400	1,553	1,594

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

2007-2008 Distance Education Credit Courses By Iowa County: Communities and Enrollments

County	Communities	Enrollments
Lyon	3	18
Osceola	3	21
Dickinson	6	124
Emmet	4	16
Kossuth	9	73
Winnebago	3	21
Worth	2	4
Mitchell	3	30
Howard	2	8
Winneshiek	5	42
Allamakee	4	12
Sioux	8	81
O'Brien	2	17
Clay	4	39
Palo Alto	5	29
Hancock	2	10
Cerro Gordo	8	204
Floyd	4	24
Chickasaw	4	18
Fayette	5	23
Clayton	7	29
Plymouth	4	42
Cherokee	3	27
Buena Vista	4	19
Pocahontas	5	20
Humboldt	4	13
Wright	5	32
Franklin	3	14
Butler	7	23
Bremer	5	24
Woodbury	4	391
Ida	3	11
Sac	5	11
Calhoun	5	45
Webster	8	74
Hamilton	8	54
Hardin	7	65
Grundy	4	87
Black Hawk	6	137
Buchanan	6	55
Delaware	3	7
Dubuque	6	313
Monona	3	11
Crawford	5	24
Carroll	7	273
Greene	3	7
Boone	4	147
Story	12	3647
Marshall	7	130
Tama	6	55
Benton	10	94
Linn	17	2627
Jones	7	55
Jackson	4	27
Harrison	3	8
Shelby	6	15
Audubon	1	8
Guthrie	2	9
Dallas	11	116
Polk	17	4891
Jasper	6	64
Poweshiek	6	55
Iowa	10	51
Johnson	9	3025
Cedar	7	37
Clinton	7	77
Scott	13	1089
Pottawattamie	6	122
Cass	6	29
Adair	1	14
Madison	2	20
Warren	9	98
Marion	7	75
Mahaska	4	44
Keokuk	6	39
Washington	8	101
Muscatine	5	119
Louisa	4	43
Mills	2	15
Montgomery	3	11
Adams	1	1
Union	2	62
Clarke	2	8
Lucas	2	13
Monroe	1	11
Wapello	4	195
Jefferson	3	27
Henry	6	34
Des Moines	5	118
Fremont	3	5
Page	2	14
Taylor	0	0
Ringgold	4	10
Decatur	2	5
Wayne	3	17
Appanoose	3	9
Davis	4	12
Van Buren	4	12
Lee	5	75

☐ = Number of communities in which one or more of the Regent universities offered credit courses, including course sections and residence locations of individuals completing individually-delivered courses for credit. Total = 500 Iowa communities.

▨ = Enrollments in credit courses by Iowa Residents. Total = 20,207 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
2007-08

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	6	29	595	**630**	87	23	1,475	**1,585**	93	52	2,070	**2,215**	2,997	1,850		**4,847**
World Wide Web • **Semester based courses**	2,295	4,081	443	**6,819**	1,023	2,094	439	**3,556**	3,318	6,175	882	**10,375**	127	4,685		**4,685** **127**
• **Guided independent study**	3,436		351	**3,787**	276		49	**325**	3,712		400	**4,112**	1,668	1,102		**2,770**
On-site (face-to-face)	120	217	1,545	**1,882**	5,504	1,591	1,752	**8,847**	5,624	1,808	3,297	**10,729**	36,749	300,436	15,320	**352,505**
Mailed media (video/audio/tape, etc.)	0	114	181	**295**	0	216	19	**235**	0	330	200	**530**	1,300	2,354		**3,654**
Other off-campus	0	75	2,205	**2,280**	0	479	728	**1,207**	0	554	2,933	**3,487**	19,907	176,122		**196,029**
GRAND TOTAL	**5,857**	**4,516**	**5,320**	**15,693**	**6,890**	**4,403**	**4,462**	**15,755**	**12,747**	**8,919**	**9,782**	**31,448**	**62,748**	**486,549**	**15,320**	**564,617**

2007-08 CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA (CIP CODE)

Subject Matter	SUI UG	SUI Grad	ISU UG	ISU Grad	UNI UG	UNI Grad	Regent Total UG	Regent Total Grad	Regent Total Grad & UG	% of Total (Grad & UG)
Agriculture & Related Sciences			725	434			725	434	1,159	3.7
Natural Resources & Conservation			49	4			49	4	53	0.2
Architecture & Related Services			15	159			15	159	174	0.6
Ethnic, Cultural, & Gender Studies	128						128		128	0.4
Communication & Journalism	43	2			137	1	180	3	183	0.6
Computer & Information Sciences	15	20	36	76		80	51	176	227	0.7
Education	354	661	40	1,337	599	1,816	993	3,814	4,807	15.3
Engineering	9	2	120	783			129	785	914	2.9
Foreign Languages & Linguistics	357	5	60	7	15	58	432	70	502	1.6
Family And Consumer Sciences			325	457	490	3	815	460	1,275	4.1
Technology Education/Industrial Arts					213	185	213	185	398	1.3
English Language & Literature	421	11	102		14	52	537	63	600	1.9
Liberal Arts And Sciences	53	2	173	4	245		471	6	477	1.5
Library Science	1	22			15	211	16	233	249	0.8
Biological & Biomedical Sciences	123	125	566	91			689	216	905	2.9
Mathematics & Statistics	283	11	265	93	60	365	608	469	1,077	3.4
Multi/Interdisciplinary Studies	64	9			233		297	9	306	1.0
Recreation & Fitness Studies	355	15			2,110	813	2,465	828	2,293	10.5
Health-Related Knowledge & Skills					83	14	83	14	97	0.3
Leisure And Recreational Activities										0.0
Personal Awareness	67						67		67	0.2
Philosophy & Religious Studies	180	3	53	2	92	2	325	7	332	1.1
Physical Sciences	7	38	44	7	374	226	425	271	696	2.2
Psychology	422	16	1	10	81	24	504	50	554	1.8
Public Administration	132	1,210				32	132	1,242	1,374	4.4
Science Technologies/Technicians			20	5			20	5	25	0.1
Social Sciences	437	44	1,890	152	348	243	2,675	439	3,114	9.9
Visual & Performing Arts	34	98			114	63	148	161	309	1.0
Health Professions	1,575	776		4			1,575	780	2,355	7.5
Business, Management & Marketing	641	3,812	30	778	65	274	736	4,864	5,600	17.8
History	156	8			32		188	8	196	0.6
Total Registrations	**5,857**	**6,890**	**4,514**	**4,403**	**5,320**	**4,462**	**15,691**	**15,755**	**31,446**	**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	1,043	134,403		135,446	24.0
Natural Resources & Conservation	1,450	25,233	1,221	27,904	4.9
Architecture & Related Services		1,340		1,340	0.2
Ethnic, Cultural, & Gender Studies	312	548		860	0.2
Communication & Journalism	1,197	135	160	1,492	0.3
Communications Technologies	84			84	0.0
Computer & Information Sciences		346		346	0.1
Education	6,851	2,672	1,171	10,694	1.9
Engineering	317	9,922		10,239	1.8
Engineering Technologies		271		271	0.0
Foreign Languages & Linguistics	240	60	41	341	0.1
Family And Consumer Sciences	150	147,751		147,901	26.2
Technology Education/Industrial Arts	137	1,738		1,875	0.3
Legal Professions & Studies	554			554	0.1
English Language & Literature	2,316		280	2,596	0.5
Liberal Arts And Sciences	602			602	0.1
Library Science	196		41	237	0.0
Biological & Biomedical Sciences	33	52		85	0.0
Mathematics & Statistics			160	160	0.0
Multi/Interdisciplinary Studies	4,249	836	1,010	6,095	1.1
Recreation & Fitness Studies		50	200	250	0.0
Health-Related Knowledge & Skills	9,368			9,368	1.7
Interpersonal & Social Skills	167			167	0.0
Leisure And Recreational Activities	37	14,884		14,921	2.6
Personal Awareness	713	122,363		123,076	21.8
Phil. & Religious Studies	70		289	359	0.1
Theology and Religious Vocations	91			91	0.0
Physical Sciences	322		1,813	2,135	1.4
Psychology	460		113	573	0.1
Public Administration	5,532	5,455		10,987	1.9
Security and Protective Services	38	25		63	0.0
Science Technologies/Technicians	527	2,653	29	3,209	0.6
Social Sciences	1,148	12,902	6,237	20,287	3.6
Trades & Industry	835	12		847	0.2
Visual & Performing Arts	1,072		793	1,865	0.3
Health Professions	20,082	215		20,297	3.6
Business, Management & Marketing	2,133	2,683	1,762	6,578	1.2
History	422			422	0.1
Total Enrollments	62,748	486,549	15,320	564,617	100.0

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2007-08
UNIVERSITY OF IOWA

Degree/Certificate	Program Major	QCGSC[4]	SWIRRC[5]	TSGC[6]
Certificate	Nonprofit Management		X	
Certificate	Entrepreneurship Management		X	
Certificate	Public Health	X	X	X
Endorsement	Talented and Gifted			X
Bachelors	Bachelor of Applied Studies		X	
Bachelors	Bachelor of Liberal Studies		X	
Bachelors	RN to BSN		X	
Masters	Business Administration	X		
Masters	Public Health			X
Masters	Computer Science			
Masters	Educational Administration	X	X	
Masters	Electrical and Computer Engineering		X	
Masters	Library and Information Science		X	X
Masters	Nursing	X	X	X
Masters	Social Work	X		X

[1]On-line.

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2007-08
IOWA STATE UNIVERSITY

Degree/Certificate	Program Major	QCGSC[7]	SWIRRC[8]	TSGC[9]
Certificate	Advanced Medical Nutrition Therapy		X	X
Certificate	Advanced Studies – Superintendent		X	X
Certificate	Dietetics Comm. & Counseling		X	X
Certificate	Dietetics Management		X	X
Certificate	Educational Leadership			X
Certificate	Empowerment Skills for Family Workers		X	
Certificate	Environmental Engineering	X	X	X
Certificate	Family and Consumer Sciences		X	
Certificate	Family Financial Planning	X		X
Certificate	Financial Counselor			X
Certificate	Food Safety and Defense	X	X	X
Certificate	Gerontology	X		X
Certificate	Human Computer Interaction	X	X	X
Certificate	Information Assurance	X	X	X
Certificate	Power Systems Engineering	X	X	X
Certificate	Preparation for Leadership			X
Certificate	Public Management		X	X
Certificate	Systems Engineering		X	
Bachelors	Bachelor of Liberal Studies		X	
Masters	Agriculture	X	X	X
Masters	Agricultural Education	X	X	X
Masters	Agronomy	X	X	X
Masters	Civil Engineering	X	X	
Masters	Community Development	X		X
Masters	Community and Regional Planning			X
Masters	Computer Engineering	X	X	X
Masters	Curriculum & Instructional Technology		X	
Masters	Electrical Engineering	X	X	X
Masters	Family & Consumer Sciences Ed.		X	X
Masters	Family and Consumer Sciences	X	X	X
Masters	Family & Consumer Sciences (with special. in Gerontology or Financial Planning		X	
Masters	Industrial Engineering	X	X	X
Masters	Information Assurance	X	X	X
Masters	Interdisciplinary Studies (with Comm. Development specialization)		X	
Masters	Mechanical Engineering	X	X	X
Masters	Public Administration		X	X
Masters	School Mathematics		X	X
Masters	Seed Technology and Business		X	X
Masters	Systems Engineering		X	x
Doctorate	Family & Consumer Sciences Ed.		X	X
Doctorate	Food Services & Lodging Management		X	

¹On-line.

---

[7] Quad Cities Graduate Study Center, Rock Island, IL.
[8] Southwest Iowa Regents Resource Center, Council Bluffs.
[9] Tri—State Graduate Study Center, Sioux City.

REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2007-08
UNIVERSITY OF NORTHERN IOWA

Degree/Certificate	Program Major	QCGSC[10]	SWIRRC[11]	TSGC[12]
Certificate	Advanced Studies – Superintendent	X		
Certificate	Criminology			
Certificate	Environmental Health			
Endorsement	Career & Technical Ed. Secondary Lev.			
Endorsement	Community College Certification			
Endorsement	Driver Education			
Endorsement	Early Childhood Special Education			
Endorsement	Education of the Gifted			
Endorsement	English as a Second Language (ESL)			
Endorsement	Multi-occupations Education			
Endorsement	Special Education			X
Endorsement	Teaching English to Speakers of Other Languages (TESOL)			
Bachelors	Bachelor of Liberal Studies			
Masters	Communication Education			
Masters	Early Childhood Education		X	
Masters	Early Childhood Special Education		X	
Masters	Educational Leadership			X
Masters	Educational Leadership - Principalship	X	X	
Masters	Educational Technology			
Masters	Elementary Education			
Masters	English (ESL and TESOL)		X	X
Masters	Instructional Technology	X		
Masters	Literacy Education			
Masters	Mathematics for Middle Grades			
Masters	Mathematics –Sec. Teaching Emphasis			
Masters	Middle Level Education			
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)			

---

[10] Quad Cities Graduate Study Center, Rock Island, IL.
[11] Southwest Iowa Regents Resource Center, Council Bluffs.
[12] Tri—State Graduate Study Center, Sioux City.

ACADEMIC CREDIT PROGRAMS
2007-08

UNIVERSITY OF IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
MSW	Social Work	On-site and via Adobe Connect	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MLS	Library Science	Statewide via ICN (no new admits; program closing)	
MA	Educational Administration	Statewide via Web	
MSC	Computer Science	Statewide via Web	
RN to BSN	Nursing	Statewide via Web	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
TAG Endorsement	Talented and Gifted Endorsement—Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	

ACADEMIC CREDIT PROGRAMS
2007-08

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Certificate of Family Financial Planning	WWW	
Certificate	Gerontology Certificate	WWW	
Certificate	Food Safety & Defense	WWW	
Masters	Agriculture	WWW/CD	
Masters	Public Administration	Streaming Media	
Masters	Agricultural Education	WWW/CD	
Masters	Agronomy	WWW/CD	
Masters	Seed Technology & Business	WWW/CD	
Masters	Systems Engineering	Streaming Media	
Masters	Biorenewable Resources and Technology	Streaming Media	
Masters	Computer Engineering	Streaming Media	
Masters	Electrical Engineering	Streaming Media	
Masters	Mechanical Engineering	Streaming Media	
Masters	Industrial Engineering		
Masters	Civil Engineering	Streaming Media	
Masters	Information Assurance	Streaming Media	
Masters	MFCS Specializations: Family Financial Planning, Food Science & Human Nutrition, Textiles & Clothing, Food Service & Lodging Management, Human Development & Family Studies, Gerontology	WWW	
Masters	Interdisciplinary Studies, Community Development specialization	WWW	
Masters	Statistics	WWW/CD	
Masters/Ph.D.	Family & Consumer Science Education (no new admissions)	WWW/FF	X
Ph.D.	Foodservice and Lodging Management (Child Nutrition Program Leadership Academy)	WWW/FF	X
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	Streaming Media	
Certificate	Information Assurance	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
	Available only in Iowa		
Bachelors	Liberal Studies	On-site (Ankeny) or ICN	
	Dietetics Internship	On-site (various)	
Masters	Educational Leadership	On-site (Mason City, Des Moines, Atlantic)	
Masters	Specialization in Curriculum and Instructional Technology	WWW	
Masters	School Mathematics	ICN/On-site	
Ph.D.	Educational Leadership	On-site (Ames)	X
Certificate	Empowerment Skills for Family Workers	On-site (Various)	
	Available only in Greater Des Moines		
	Master of Business Administration	On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	On-site (Ames)	

ACADEMIC CREDIT PROGRAMS
2007-08

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, Clear Lake, Columbus Junction, Council Bluffs, Dubuque, Knoxville, Marshalltown, Wellman, West Des Moines)	
Masters	Educational Leadership – Principalship	ICN – (Belmond, Burlington, Cedar Rapids, Council Bluffs, Eldridge, Epworth, Johnston, Marshalltown, Ottumwa, Van Horne, Webster City, West Des Moines, Winthrop	X
Masters	Educational Leadership – Principalship – UEN	ICN – (Cedar Rapids, Davenport, Des Moines, Dubuque)	X
Masters	Elementary Education	ICN – (Cedar Rapids, Dubuque, Nashua, New Sharon, West Des Moines)	
Masters	English – ESL/TESOL	ICN – (Council Bluffs, Johnston, Marshalltown, Sioux City)	
Masters	Instructional Technology	ICN – (Ames, Dubuque, Johnston, Mason City, North English, Norwalk, Packwood)	X
Masters	Literacy Education	ICN – (Cedar Rapids, Dubuque, Iowa City, Monroe, Orange City, Spencer, Tama)	
Masters	Mathematics – Secondary Schools	WWW and summers on the UNI campus	X
Masters	Mathematics – Middle Schools	WWW and summers on the UNI campus	X
Masters	Music Education	ICN – (Cedar Rapids, Centerville, Clinton, Conrad, Estherville, Fairfield, Johnston, Sibley)	
Masters	Philan. & Nonprofit Devel.	ICN – (Des Moines, Dubuque, Iowa Falls, Okoboji)	
Masters	Physical Education	On-site (Grundy Center)	
Masters	Professional Development for Teachers	On-site (Cedar Rapids, Waterloo)	
Masters	School Library Media Studies	ICN – (Blairsburg, Cedar Rapids, Council Bluffs, Danville, Jackson Junction, Keokuk, Marshalltown, Quad Cities, Sioux City, Tiffin, West Des Moines, Winterset)	
Masters	Science Education	ICN – (Bettendorf, Cedar Rapids, Des Moines, Dubuque, Emmetsburg, Montezuma, Oakland)	X
Masters	Social Science	ICN – (Algona, Anamosa, Cedar Rapids, Decorah, Eldora, LeGrand, Muscatine, Northwood, Urbandale)	
Masters	Special Education – Early Childhood	ICN – (Ackley, Corning, Corydon, Harlan, Maquoketa, Milford)	X
Certificate	Advanced Studies in the Superintendency	ICN – (Blairsburg, Cedar Rapids, Clear Lake, Donnellson, Dubuque, Elgin, Emmetsburg, Keota, Letts, Marcus, Muscatine, Runnells, Stanwood, Winthrop)	
Certificate	Environmental Health	WWW	
Bachelors	Elementary Education	On-site and ICN – (Ankeny, Boone, Carroll, Clinton, Davenport, Dubuque, Keokuk, Mason City, Sioux City)	
Bachelors	Technology Management	On-site and ICN – (Boone, Carroll)	

CREDIT COURSE REGISTRATIONS AND ENROLLMENTS USING THE IOWA COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2007-2008

	99-00		00-01		01-02		02-03		03-04		04-05		05-06		06-07		07-08	
	C[1]	E[2]	C	E	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	5	93
ISU	78	1,109	85	877	67	722	32	411	23	276	19	195	13	115	6	50	4	52
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	130	2,070
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	139	2,215

[1]C = number of courses.
[2]E = number of enrollments.

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

◆ <u>Methods to identify needs for distance education offerings</u>. Each Regent university has a system of ongoing data collection regarding distance education needs and using the results to inform decisions about off-campus program offerings. Educational needs may be identified by any of the following at the Regent universities:

☑ Student and employer market demand, including formal general market studies; informal general market studies; competitor market analyses; industry information; analyses of enrollment data and trends; and formal target market studies.

☑ Assessments of educational needs, including academic research; professional and industry associations; and industry assessments.

☑ Assessments of economic/workforce development requirements, including demographic data; studies (e.g., Battelle report); and industry groups.

☑ Academic and institutional needs.

☑ Information provided by advisory committees to the professional colleges.

☑ Identification of needs through active liaisons with licensure boards.

◆ <u>Selection of technology/delivery modes for program offerings</u>. 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.

◇   <u>Key factors</u>.

    ☑   The goal of the Regent universities is to provide accessible and affordable educational opportunities to the citizens of Iowa. However, while distance education supports that goal, it is not feasible to offer all on-campus programs off-campus.

    ☑   The Regent universities strive to meet institutional and departmental goals within the constraints of available funding, including tuition. However, the quality standards established by the universities generally require the use of campus-based faculty, rather than off-campus temporary faculty, to develop and teach distance education. This affects the overall costs of delivering distance education. In some instances, tenure-track, clinical and/or adjunct faculty are used to provide local instruction and contact with distance learners; in other instances, such appointments are made to provide specific expertise.

    ☑   To the extent possible, responsiveness to stakeholders is factored into distance education program selection and content decisions.

    ☑   The role played by the Regent universities in the use of leading-edge distance education technologies is reflected by the choice of distance education technologies that support program offerings.