

Contact: Diana Gonzalez

2010-2011 DISTANCE EDUCATION REPORT

Action Requested: Receive the report.

Executive Summary: The mission of the Board’s Distance Education Strategic Plan is to extend the campuses beyond their physical limits to meet the learning needs of state, regional, national, and international audiences. The goals contained in the 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. 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 2010-2011, the total duplicated enrollment in credit courses was 42,882, which is an enrollment increase of 5,001 (+13.2%) from the prior year. In Iowa, the total duplicated enrollment in credit courses was 26,695 across 536 communities in 99 counties (Attachment A); this represents an enrollment increase of 2,850 (+12.0%) and a slight decrease of communities (-2) from the prior year. The total statewide duplicated enrollment in non-credit offerings was 513,066 which is an enrollment decrease of 24,489 (-4.6%) from the prior year. The most significant decreases occurred in Personal Awareness and Self Improvement (-14,237) and Agriculture and Related Sciences (-13,097).

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

	05-06	06-07	07-08	08-09	09-10	10-11
Credit courses and programs¹						
No. of programs ²	179	192	222	209	220	231
No. of course sections	1,855	1,864	2,003	1,999	2,168	2,304
No. of student enrollments (dup)	25,933	28,202	31,448	34,121	37,881	42,882
Non-credit courses						
No. of student enrollments (dup)	524,713	568,551	564,617	581,807	537,555	513,066

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

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

- ☑ In 2010-2011, the subject areas with the highest credit course registrations included business, management and marketing (7,917); education (6,266); recreation and fitness studies (3,486); computer and information sciences (3,333); health professions (2,925); and social sciences (2,698). These areas comprise approximately 62% of the total credit registrations.
- ☑ In 2010-2011, the subject areas with the highest non-credit course registrations were family and consumer sciences (196,411); personal awareness (98,795); and agriculture and related sciences (77,082). These three areas comprise more than 72% of the total non-credit registrations.

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

Delivery Mode	Undergrad. Credit	Grad. Credit	Credit Total	Non-Credit Total
ICN	477	1,379	1,856	249
Web				
* Semester-based courses	13,513	6,317	19,830	798
* Guided independent study	5,321	385	5,706	13,310
On-Site	3,161	8,275	11,436	86,810
Mailed Media	177	37	214	2,500
Other Off-Campus	2,449	1,391	3,840	409,399
TOTAL	25,098	17,784	42,882	513,066

One of the challenges facing the three universities regarding the expansion of distance education outside of Iowa is addressing the U.S. Department of Education program integrity rules announced in October 2010. Colleges and universities must obtain approval to operate from each state in which they have students enrolled in online programs. While the Department delayed the implementation of the rule, universities are expected to comply with the laws of each state related to distance education. The laws, regulations, and registration fees vary from state to state and the costs could be substantial. One potential result is that out-of-state enrollments in distance education programs may need to be limited to specific states. This will negatively affect the goal of increasing distance education enrollments. The State Higher Education Executive Officers (SHEEOs) are in the process of developing an agreement among the states regarding post-secondary registration.

Another challenge is the continuing aggressive marketing conducted by the for-profit post-secondary institutions.

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

Background:

- ◆ The following major trends related to distance education were identified by the public universities in 2010-2011.

- ☑ University of Iowa.

- ☞ There are student demands that the university cannot meet, such as, online degrees in computer science, or education, or any major area of study, except the Bachelor of Arts program in Social Work and the Bachelor of Business Administration.
- ☞ On-campus students are using online courses to supplement degree progress. The Division of Continuing Education (DCE) anticipates working more closely with departments to determine appropriate courses to develop for online delivery, particularly during the summer session when students move home but wish to continue course work.
- ☞ The integration of technology into on-campus classes requires a new level of cooperation with campus programs; this is particularly true of Spanish language classes.
- ☞ The DCE continues to work with departments to ensure that online courses add to the overall enrollment rather than detracting from campus sections.
- ☞ There is increased enrollment in the Bachelor of Applied Studies over the Bachelor of Liberal Studies as more community college students learn that their Associate of Applied Science (AAS) degree articulates with two years of credit.

- ☑ Iowa State University.

- ☞ During the past year, the College of Engineering (COE) and the College of Liberal Arts and Sciences (LAS) merged their online education units to increase intranet-college collaboration and capture operational efficiencies.
- ☞ The joint COE and LAS distance unit increased spending on course and faculty development.
- ☞ There was a significant increase in the number of course offerings for undergraduate students. Many courses fit well into the Bachelor of Liberal Studies program.
- ☞ The College of Human Sciences is reaching a broader audience - course enrollments increased by 11.2% and student count increased by 16.3%. The colleges have experienced more creativity for meetings at a distance which creates efficiencies by saving time and money, exposing students (and faculty and staff) to a broader range of information (e.g., guest lecturers from around the world), and assisting graduate students by allowing them to have defense meetings (of their papers) at a distance.
- ☞ The College of Agriculture and Life Sciences (CALs) has experienced continued growth in online distance programs – there are additional on-campus students taking online distance courses; there is heavy demand from course shoppers from out-of-state universities; all online courses use multi-media (video or audio) for web delivery. The College has students in 82 counties in Iowa, 42 states, and five countries.

University of Northern Iowa.

-  The trend toward a more competitive distance education market continues. In particular, the teacher education market has been flooded with low-cost courses and programs from in-state and out-of-state colleges and universities.
-  UNI's distance education growth might be negatively affected by the Iowa Department of Education's reform plan which changes salary increases based on credits and/or degrees earned to a four-tier compensation system based on levels.
-  UNI's distance education credit enrollment increased by 5.7% in FY 2011; this represents the 5th consecutive year of growth. Enrollments in online courses increased significantly while enrollments in on-site face-to-face courses decreased. ICN/blended courses decreased by 4%. The trend in online courses among on-campus and off-campus students is expected to continue. Enrollment in ICN/blended courses is expected to decrease at a steeper pace during the coming year as programs continue a shift to other modes of delivery.
-  The capabilities and features of distance education technologies are rapidly changing. The university closely monitors new developments and is expanding the use of educational tools, such as Adobe Connect, Panopto and Skype in both credit and non-credit offerings.
-  Faculty members compare the advantages and disadvantages of delivery methods in the context of course and program outcomes and determine the most effective teaching methods. In some cases, outcomes can be met with an online approach while in other instances, a blended or face-to-face approach is deemed to be best for student learning.
-  A significant contributor limiting the growth of offering additional degree programs through distance education is the availability of faculty members. Recently, there has been a reduction in the number of faculty members available to teach in several program areas due to phased retirement programs. Furthermore, many program areas are currently operating at full capacity.
-  UNI's primary strategies for competing with low-cost providers are to provide high quality distance education offerings and strong support services. UNI integrates on- and off-campus audiences whenever possible to increase efficiencies and keep costs down.

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

- The three public universities jointly developed an Iowa Teacher Intern Licensure Program for those individuals who hold a bachelor's degree and who seek to become credentialed K-12 teachers. The program is delivered through a combination of distance education and face-to-face course work. UNI provides the coordination of the program, ISU oversees the evaluation efforts, and SUI oversees registrations and the distance delivery of the program.

- ☑ The universities offer programming at the Iowa Lakeside Lab Regents Resource Center to provide science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The public universities cooperated in developing the Center website available at www.continuetolearn.uiowa.edu/lakesidelab.
- ☑ The public universities are collaborating with the Iowa Department of Education to deliver online courses to individuals who wish to pursue a graduate program in speech pathology. This program was initiated to help address the shortage of school-based speech-language pathologists in the rural areas of the state.
- ☑ The University of Iowa, Iowa State University, and the University of Northern Iowa are partnering with the University of Missouri by sharing specialized content in the field of transportation through streaming video. The partnership provides the participating institutions access to specialized presentations and content that would not otherwise be available. In addition, UNI and ISU collaborated to offer a specialized graduate course in metal casting through distance education.
- ☑ The public 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 2010-2011 at the public universities.

PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	124	231	165	520
Graduates	20	93	14	127
New Admissions	35	115	31	181
Liberal Studies Interest (SUI)	6			6
Bachelor of Applied Studies (SUI)				
Enrollment	250			250
Graduates	21			21
New Admissions	153			153

- ☑ The public universities have undertaken a new collaboration to share less commonly taught language courses. In Fall 2010, the universities piloted the first course with ISU (2nd Year Greek 1); one ISU distance student enrolled in the on-campus SUI section. In Spring 2011, the second course shared with ISU (2nd Year Greek II) resulted in one student who joined the SUI section. In Fall 2011, three ISU students enrolled in SUI's 2nd Year Greek II and one ISU student enrolled in SUI's World of Cicero. SUI and UNI are discussing the possibility of sharing Arabic and/or Chinese courses in the future.

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

☑ University of Iowa.

📖 New courses.

⇒ The Instructional Development (IDEV) team added a new instructional designer to the staff and developed 71 courses between Summer 2010 and Spring 2011. These courses represent several colleges and faculty new to distance education; it is likely that there will be a larger number in the coming year. Most significantly, the College of Nursing is creating online versions of 17 courses, all of which will be developed cooperatively between the Nursing faculty and the IDEV team.

📖 BAS/BLS programs. A third advisor was added to the Program Administration and Advising team (three FTE advisors, one FTE program director) to handle the growth, especially in distance education. The following are new initiatives.

⇒ *Online orientation for distance education students.* The university is developing an online orientation program for transfer students which will be mandatory for all new BAS and BLS students. The new modularized program will better prepare incoming distance students for the university as well as provide general information in a course format.

⇒ *New areas of study in the BAS Program.* The BAS has traditionally offered three online certificates that can be earned while completing the degree program – Entrepreneurial Management, Nonprofit Management, and Public Health. With the help and cooperation of four academic departments (English, Political Science, Sociology, and Rehabilitation and Counselor Education), Continuing Education developed formal areas of emphasis which will be noted on a student's transcript. The four areas of emphasis, each requiring 18 semester hours, which have been approved are justice studies, human relations, political science, and writing.

⇒ *Database for academic advisors.* The new database will import information from Admissions, Registrar's Office, and the Data Warehouse, and will enable BAS/BLS advisors to review the student's entire record, from admission information to current registration and graduation requirements; it will also have a comment feature for advisors to add electronic communication for each student. This new database will allow advisors to interact more efficiently and effectively with students.

⇒ *University of Iowa Prison Partnership (UIPP) – Continuing Education Corrections Outreach Program.* UIPP was organized to work closely with the Iowa Department of Corrections administration to improve corrections programs, connect with the needs of the incarcerated in Iowa, and keep current programs sustainable. Continuing Education will offer a 6-8 week nutrition course at the Iowa Correctional Institution for Women in Mitchellville beginning March 2012; completers will receive a Certificate in Maternal Nutrition.

- ⇒ *Northwest Iowa Initiative for American Indians and Native Alaskans.* This initiative, which is in the planning stages, will extend university opportunities to an underserved population. Through a partnership with Western Iowa Tech Community College (WITCC) and Briar Cliff College, American Indians and Native Alaskans in the Siouxland area will have an opportunity to earn associate, bachelor, and masters degrees. WITCC will provide associate degrees, Briar Cliff will offer a Bachelor's degree in Social Work, and the University of Iowa will offer a Masters in Social Work with a site location in Sioux City. The university will also offer an opportunity for students with an associate degree to complete the Bachelor of Applied Studies online program in the areas of Entrepreneurship and Justice Studies. The Division of Continuing Education is working with the University of Iowa Foundation to target funding sources for scholarships and a regional coordinator.
- ⇒ *Review of Bachelor of Applied Studies Program.* After five years of operation, the program will be reviewed in 2012.

 Community College Initiative.

- ⇒ The University has continued to promote its transfer degree programs. There have been signing ceremonies at Southwestern Community College, Iowa Western Community College, North Iowa Area Community College, Northwest Iowa Community College, Southeastern Community College, and Northeast Iowa Community College.

 *Marketing.* The Division of Continuing Education provides marketing, advertising, outreach, and collaboration with outside partners. Marketing effectiveness is assessed through an increase of prospective students to the site, increases in enrollment in the BAS and BLS programs, and feedback from students.

- ⇒ *Assessment.* In 2010, there were 2,151 users who requested information about the distance programs; this represents an increase of 1,004 users from 2009. The top three ways users find out about the Division are Google, the university homepage, and community college marketing; this makes continued efforts to enhance web search engine optimization a priority. In December 2010, the Division conducted focus groups with students, faculty, and staff to assess user needs.
- ⇒ *Major marketing strategies.* The results of the focus groups pointed out the need to revise the three division websites – Continuing Education, Distance Education, and Center for Credit Programs – into one master website that is student-focused, functional, optimized, and makes use of a new content management system called *Page Leaf* to better organize and maintain content.

The division is developing a marketing plan to track all community college marketing activities, undergraduate and graduate degrees, certificate marketing, noncredit course marketing, and other outreach activities, such as the Lakeside Lab, John & Mary Pappajohn Education Center, Southwest Iowa Regents Resource Center, and the Graduate Centers. A number of print and electronic strategies, including print, e-banner, and social media advertisement in a variety of publications have been used.

The Bachelor of Business Administration online program launch included development of brochure and print materials, webpage, and inclusion in the overall community college marketing strategy.

In collaboration with the Tippie College of Business, College of Liberal Arts, School of Social Work, the division hosted an open house for the Des Moines business community at the John & Mary Pappajohn Education Center. An installation piece honoring the Pappajohns was presented at the event and a number of educational seminars were offered to the community.

 *New degree programs and updates.*

- ⇒ The School of Social Work continued to offer course work for the on-site degree program in Des Moines. A Spanish language instructor was hired to provide the four semesters of language training for the students in the degree program, removing one of the obstacles for those seeking to complete the degree without travel.
- ⇒ The Tippie College of Business developed an online Bachelor of Business Administration degree for those students who are geographically limited and unable to attend on-campus classes.

Iowa State University.

 ISU continues to see a marked increase in course section offerings and student enrollments both from traditional students enrolled in distance education programs and students enrolled in a combination of on-campus courses and courses offered through distance education.

- ⇒ In FY 2011, there was a 60.2% increase in enrollment of students (n=7,004) taking only distance education courses and a 39.8% increase in enrollment of students (n=4,622) taking a combination of on-campus and distance education courses from the prior year. The overall increase was 23.5% from the prior year.
- ⇒ In FY 2011, there was an increase of 16.1% of undergraduate courses (n=295) and an increase of 5.6% of graduate courses (n=508) offered through distance education from the prior year. The number of course sections increased by 9.3% (n=803) from the prior year.

University of Northern Iowa.

 Consistent with its mission and strategic plan, the University of Northern Iowa seeks to expand and enhance its distance education offerings. Service to Iowans who cannot attend classes on campus continues to be a priority. In FY 2011, UNI offered courses in 81 Iowa counties and 170 cities and towns.

 The Office of Continuing and Distance Education has begun implementation of a five-year strategic plan. The plan emphasizes the development of high quality programs, deployment of new educational technologies, professional development for faculty members, exemplary support services, and enhanced marketing efforts.

- 📖 In FY 2011, five graduate programs were developed for online delivery using eLearning and/or Adobe Connect (a desktop video conferencing system). The programs include Elementary Education, Professional Development for Teachers, Teaching English to Speakers of Other Languages, Philanthropy and Nonprofit Development, and Instructional Technology.
 - 📖 The University expanded its *Quality Matters* initiative, a nationally-recognized framework designed to promote continuous improvement in the quality of online courses and programs. The goal of this initiative is to increase the number of high-quality online courses by providing training opportunities and comprehensive instructional design support based on best practices.
 - 📖 The University is implementing PeopleSoft Campus Solutions as a Student Information System for the campus. The system affects every aspect of distance education. In addition, a migration was completed to a new version of Blackboard, BbLearn, the learning management system used for online and blended course delivery.
 - 📖 UNI is closely monitoring the ICN's plan for statewide deployment of Polycom H.323 video conferencing capabilities, as well as Polycom's Real Presence video conferencing application for personal devices.
 - 📖 The College of Education continues to provide short courses to alumni educators and the broader K-12 community with a series titled "Hot Topics in Education – Professional Development Webinars." These professional development presentations, available through video conferencing, include education topics, such as classroom management, leadership, innovation in the classroom, curricular development, and others.
 - 📖 UNI's Center for Teaching and Learning Mathematics provides professional development opportunities to elementary teachers in Southwest Iowa through Making Sense of Numbers professional development courses. Offered through a combination of face-to-face and online instruction, the course work deepens teachers' understanding of math content and best practices in instruction.
- ◇ The following describe web development efforts at the Regent universities.
- ☑ University of Iowa.
 - 📖 The University supports a lecture capture technology called Panopto. This software facilitates the capture of lectures in the classroom including screen capture and video of the lecturer along with audio. The software has several pedagogical features including a search function on Power Point text used in the lecture and a notes feature. In addition, the software includes a reporting function to track individual student viewing of the lectures.
 - 📖 The University continues to support Virtual Classroom/online conferencing software packages. The software which allows two-way web casting of live sessions to a student's computer includes pedagogical tools equal to or superior to those available in physical classrooms. A key feature of the software is the ability to send students to virtual "breakout rooms," allowing them to work in small groups during class time. This software is being used to facilitate the teaching of languages, such as Classic Greek and Latin, between the public universities.

- The University made significant technological improvements to the campus general assignment classrooms. The upgrades now make it possible to record the audio from a lecture as well as the computer screen from any classroom on campus.
- The University continues to support several rooms specifically for online delivery, including three rooms in the Continuing Education Facility (CEF). Two rooms are arranged in seminar format and will accommodate up to 16 local students. The third room holds 48 students. All rooms use either robotic cameras to locate the speaker or a camera which electronically locates the speaker within a 360° panorama. There is also a room in the Lindquist Center equipped with robotic cameras and microphones. The use of a portable 360° camera/audio device (Polycom CX-5000) has been expanded. This device can be brought into a classroom and set up within minutes to record a session. The university currently owns five devices which are loaned out to various colleges around campus as needed.
- The newly-enlarged testing facility, located in the CEF, provides proctored online examination capabilities for a maximum of 68 students at one time. The larger distance education classroom at CEF can double as a local testing facility for students taking online coursework, if necessary.
- The John and Mary Pappajohn Education Center (JMPEC) in Des Moines has completed the renovation of rooms on the first floor to provide large screen projection. These rooms also have access to the internet through the newly-refurbished wireless network system to facilitate certain types of online activities. One room includes a configurable seminar setting with a 360° camera.
- The University has begun efforts to upgrade two rooms at the Iowa Lakeside Laboratory Regents Resource Center to provide online learning capabilities. The network has also been upgraded to increase the bandwidth to outside locations; a site-to-site virtual private network has also been installed to allow better and more secure connectivity to essential SUI learning resources.
- Iowa State University.
 - The College of Agriculture and Life Sciences instructors expressed interest in offering non-credit courses but the cost of doing so is essentially the same as for credit course delivery and development.
 - The College of Human Sciences reported an increase in innovative technology used in course development. With increased support, faculty are becoming more self-sufficient in using technology.
- University of Northern Iowa.
 - The University is implementing a plan to increase the number of online courses and programs. The plan includes a substantial increase in faculty development opportunities and additional individualized instructional design support. Staffing adjustments have occurred as a result of these efforts. During the past year, enrollment in online courses increased by 82%. While the same rate of growth is not likely to continue, the University expects enrollment increases to continue for some time.

- The trend toward increased use of a combination of multiple online approaches and tools in courses and degree programs continues. Faculty members may record “lecturettes” using a tool called Panopto so that students can view them online. Within the same course, discussions and course communication take place through the eLearning system, and real-time communication about the faculty members and students takes place using Adobe Connect video conferencing. The combination of these approaches and others can provide a rich learning experience for students.
 - Almost all ICN courses incorporate a blended approach to instruction that combines real-time interaction through the system and online discussions using eLearning. UNI expects to see a continued shift to more online instruction and less time on the ICN as instructors become more confident and familiar with the features and capabilities of other delivery modes.
- ◇ The following are highlights of the distance education programs at the public universities.
- University of Iowa.
 - The Division of Continuing Education’s collaboration with the Department of Spanish has resulted in Spanish courses that now include an online component which replaces one class day per week. The online component consists of practicing and refining skills learned in class. There is a required online test four times per term (in addition to testing that takes places in the classroom). Lack of available space on campus prompted the department to ask the division for space and equipment to conduct the online testing of hundreds of students. As more departments integrate technology and online components to their curricula, the University will need to create more spaces dedicated to distance education and technological capacity for hybrid classes.
 - In Summer 2011, a team of division staff conducted an extensive review of the processes related to distance education examination services. Every aspect of the examination process was reviewed for its efficiency, integrity, and currency. Many of the processes needed to be revised and upgraded to ensure that the test center is up to date and as secure as possible. Some of the changes implemented included adding cameras to the testing room; adding shelves for backpacks; investing in a device that scans both forms of ID and date stamps the date of testing for documentation; adding a printer in a secure room that prints the exams for each day to eliminate staff time and human error; creating a stamping system that produces a “chain of custody” so that each exam has a stamped history of who handled it. The division is also investigating a product developed for online testing. The exam review and implementation of changes should be completed by January 2012.
 - University of Northern Iowa.
 - UNI continues to seek opportunities to develop and deliver programs through distance education in areas of high demand that match the academic strengths and capacity of the university. Criteria have been developed to help guide the process of deciding whether to develop distance education programs because the cost of developing and offering distance education programs is substantial. The criteria include the degree to which the proposed program is in alignment with UNI’s Strategic Plan and priorities; the level of commitment from key

stakeholders; evidence of demand; adequate levels of staffing and support; an analysis of financial impact; and a plan for assessment. After a decision is made to develop the program, a marketing plan is executed and the results are carefully analyzed. If interest is sufficient, UNI commits to the delivery of the program sequence.

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

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

☑ University of Iowa.

📖 Beginning in Fall 2008, students enrolled in most Division of Continuing Education distance education courses receive an end-of-course questionnaire to obtain their reactions to the course. The same questionnaire is administered to students enrolled in Guided Independent Study (GIS) courses. The questionnaire for GIS students is administered on three different occasions – to those who complete the course in one term; at the middle of the term to those who complete within six weeks during the second term; and at the end of the second term. On each occasion, two follow-up contacts are made with students who did not respond to the electronic survey. The overall response rate for the surveys administered to students taking distance education courses is 65% - 75%.

Students respond to 21 multiple choice questions; some students choose to respond to three open-ended questions. Reports are delivered electronically to the instructor responsible for the course. Feedback from instructors underscores the value of using the survey results to improve communication and delivery of the course.

📖 The division's composite file of information about instructors for each academic term totals approximately 38,000 records. The information points to the fact that non-completion rates for distance learning courses have been falling; the non-completion is now approximately 16%. The majority of students who take distance learning courses are women; 84% are from Iowa; the average ACT composite score is 24.4; and the average cumulative GPA is 3.24. These indicators suggest that the profile of distance learning students mirrors that of students enrolled in on-campus courses at the university.

📖 The division plans to develop college/department based reference norms when the total number of records for the college/department exceeds 2,000. More meaningful reference information will be a useful tool for instructors as they review the reactions of students to the course recently completed.

☑ Iowa State University.

📖 In FY 2011, Iowa State University made a new tool available to departments and instructors. Class Climate is a web-based course evaluation tool which helps to assess student learning and teacher effectiveness. Student evaluation of teaching can be a measure of an instructor's achievements in teaching and is effective as one form of measurement among many. Class Climate was developed as an effective web-based tool to implement and process surveys for quality assurance purposes. The Center for Excellence in Learning and Teaching (CELT) and Information Technology Services (ITS) offers online course evaluation support for university departments through the web-based software Class Climate.

📖 There is continued use of college/department developed electronic surveys. The results of these surveys are shared with instructors for course improvement.

☑ University of Northern Iowa.

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

📖 The implementation of the *Quality Matters* framework as a strategy to expand online offerings continues. This framework aligns course development efforts with research-supported standards and best practices in course design. A central theme in the *Quality Matters* initiative is the process of continuous improvement in all aspects of online education. After the initial course design, a review is undertaken to ensure courses meet a specific set of standards. UNI is developing a peer review certification for online courses. Currently, eight faculty members have completed the certification process through *Quality Matters*.

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

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

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

◆ Regional Study Centers.

- ☑ In 2010-2011, 22 Regent university programs, certificates, and endorsements were available through the Quad Cities Graduate Study Center (Rock Island, IL.); 63 were available through the Southwest Iowa Regents Resource Center (Council Bluffs); and 31 were available through the Tri-State Graduate Center (Sioux City).
 - 📖 At the Quad Cities Graduate Study Center, ISU offered two new Certificate programs – Food Safety and Gerontology.
 - 📖 At the Southwest Iowa Regents Resource Center, ISU offered a new Certificate program in Software Systems. UNI offered a new Certificate in Advanced Superintendency, Master’s in Educational Administration, and Endorsement in Reading K-8.
 - 📖 At the Tri-State Graduate Study Center, UNI offered one new Endorsement program in English as a Second Language (ESL); and one new Bachelor’s degree program in Bachelor of Liberal Studies.
- ☑ More than 1,900 students were served by the public universities through the regional study centers in 2010-2011. This represents an increase of 148 students (+8.4%) from the prior year.

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

**ENROLLMENT OF PUBLIC UNIVERSITY STUDENTS AT REGIONAL STUDY CENTERS
1999-2000 – 2010-2011**

	QCGSC	SWIRRC	TSGSC	TOTAL
1999-2000	1,066	445	233	1,744
2000-2001	925	419	247	1,591
2001-2002	1,298	426	196	1,920
2002-2003	1,209	299	281	1,789
2003-2004	1,165	188	252	1,605
2004-2005	1,050	169	274	1,493
2005-2006	945	141	314	1,400
2006-2007	868	204	481	1,553
2007-2008	925	314	355	1,594
2008-2009	449	261	337	1,047
2009-2010	1,022	363	385	1,770
2010-2011	1,147	408	363	1,918

STATE FUNDING AND ENROLLMENT OF PUBLIC UNIVERSITY STUDENTS
AT REGIONAL STUDY CENTERS
2010- 2011

	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
SWIRRC				
State Funding	\$90,766	NA	NA	NA
Enrollment	408 (Regent)			
TRI-STATE				
State Funding	\$69,110	\$0	\$3,914	NA
Enrollment	363 (Regent)		246 ³	
	1,683 (Other) ⁴			
GRADCENTER				
State Funding	\$134,665	NA	NA	\$130,000 ⁵
Enrollment	1,147 (Regent)			4,296 ⁶
	6,125 (Other) ⁷			

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

³ University of South Dakota.

⁴ Bellevue University, Briar Cliff University, Drake University, Morningside College.

⁵ The Illinois allocation represents a \$90,000 reduction (-40.9%) from the amount contributed through 2008-2009.

⁶ Illinois State University, Northern Illinois University, University of Illinois, Western Illinois University, Saint Xavier University.

⁷ Drake University, St. Ambrose University.

Attachment A
2010-2011 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 = 536 Iowa communities. Total number of courses = 9,280.

 = Enrollments in credit courses by Iowa residents. Total = 26,695 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
2010-2011

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	477	477	0	0	1,379	1,379	0	0	1,856	1,856	225	0	24	249
World Wide Web																
• Semester based courses	4,808	6,426	2,279	13,513	2,129	3,178	1,010	6,317	6,937	9,604	3,289	19,830	190	0	608	798
• Guided independent study	4,941	0	380	5,321	328	0	57	385	5,269	0	437	5,706	13,310	0	0	13,310
On-site (face-to-face)	1,843	77	1,241	3,161	5,826	1,351	1,098	8,275	7,669	1,428	2,339	11,436	50,557	13,221	23,032	86,810
Mailed media (video/audio/tape, etc.)	0	76	101	177	0	29	8	37	0	105	109	214	2,500	0	0	2,500
Other off-campus	0	14	2,435	2,449	0	475	916	1,391	0	489	3,351	3,840	19,094	390,305	0	409,399
GRAND TOTAL	11,592	6,593	6,913	25,098	8,283	5,033	4,468	17,784	19,875	11,626	11,381	42,882	85,876	403,526	23,664	513,066

**2010-2011 CREDIT COURSE REGISTRATIONS BY LEVEL
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total	
Agriculture & Related Sciences			1,340	597			1,340	597	1,937	4.52%
Natural Resources & Conservation			98	7			98	7	105	0.24%
Architecture & Related Services		3	25	278			25	281	306	0.71%
Ethnic, Cultural, & Gender Studies	199	2	239	5	97	1	535	8	543	1.27%
Communication & Journalism	330	2	113		160	13	603	15	618	1.44%
Computer & Information Sciences	2	6	105	297	17	1	124	304	428	1.00%
Education	1,019	701	32	1,591	894	2,029	1,945	4,321	6,266	14.61%
Engineering	28	55	323	726			351	781	1,132	2.64%
Foreign Languages & Linguistics	1,091	27	60	12	23	135	1,174	174	1,348	3.14%
Family And Consumer Sciences			1,582	454	699	5	2,281	459	2,740	6.39%
Technology Education/Ind. Arts					163	172	163	172	335	0.78%
Legal Professions and Studies		2						2	2	0.00%
English Language & Literature	570	16	150	43	31	122	751	181	932	2.17%
Liberal Arts And Sciences	82	53			798		880	53	933	2.18%
Library Science	70	139			1	230	71	369	440	1.03%
Biological & Biomedical Sciences	311	225	698	87			1,009	312	1,321	3.08%
Mathematics & Statistics	316	12	306	176	226	276	848	464	1,312	3.06%
Multi/Interdisciplinary Studies	120	8	15	1	149	1	284	10	294	0.68%
Recreation & Fitness Studies	279	24			2,431	752	2,710	776	3,486	8.13%
Basic Skills	50						50		50	0.12%
Health-Related Knowledge & Skills							209	62	271	0.63%
Leisure And Recreational Activities										0.00%
Personal Awareness	4						4		4	0.01%
Philosophy & Religious Studies	373	5	72	3	80		525	8	533	1.24%
Physical Sciences	5	6	82	5	190	235	277	246	523	1.22%
Psychology	663	24	136	1	269	35	1,068	60	1,128	2.63%
Public Administration	257	1,079			81	19	338	1,098	1,436	3.35%
Science Technologies/Technicians			141	7			141	7	148	0.35%
Social Sciences	1,246	15	1,012	118	174	133	2,432	266	2,698	6.29%
Visual & Performing Arts	142	54	55	5	136	69	333	128	461	1.08%
Health Professions	1,732	1,189		4			1,732	1,193	2,925	6.82%
Business, Management & Marketing	2,417	4,631	9	616	74	170	2,500	5,417	7,917	18.46%
History	235	2			11	8	246	10	256	0.60%
Residency Programs	51	3					51	3	54	0.13%
Total Registrations	11,592	8,283	6,593	5,033	6,913	4,468	25,098	17,784	42,882	100.00%

**2010-2011 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	392	76,690		77,082	15.02%
Natural Resources & Conservation	259	10,109	552	10,920	2.13%
Architecture & Related Services					0.00%
Ethnic, Cultural, & Gender Studies	2,227		5	2,232	0.44%
Communication & Journalism	796			796	0.16%
Communications Technologies					0.00%
Computer & Information Sciences					0.00%
Education	3,776		3,309	7,085	1.38%
Engineering	184	9,651		9,835	1.92%
Engineering Technologies/Technicians	42			42	0.01%
Foreign Languages & Linguistics	118			118	0.02%
Family And Consumer Sciences		196,408	3	196,411	38.28%
Technology Education/Industrial Arts	103			103	0.02%
Legal Professions & Studies	1,279			1,279	0.25%
English Language & Literature	2,093			2,093	0.41%
Liberal Arts And Sciences	322		539	861	0.17%
Library Science	17,420			17,420	3.40%
Biological & Biomedical Sciences	189			189	0.04%
Mathematics & Statistics	400		610	1,010	0.20%
Multi/Interdisciplinary Studies	2,024			2,024	0.39%
Health-Related Knowledge & Skills	23,599			23,599	4.60%
Interpersonal & Social Skills	1,494			1,494	0.29%
Leisure And Recreational Activities	115		252	267	0.07%
Basic Skills & Developmental Ed.	528			528	0.10%
Personal Awareness	1,163	97,632		98,795	19.26%
Phil. & Religious Studies	185			185	0.04%
Theology and Religious Vocations					0.00%
Physical Sciences	667		6,440	7,107	1.39%
Science Technologies/Technicians		1,547		1,547	0.30%
Psychology	127			127	0.02%
Security & Protective Services					0.00%
Public Administration	3,899	11,239	182	15,320	2.99%
Social Sciences	405		6,763	7,168	1.40%
Trades & Industry	373			373	0.07%
Visual & Performing Arts	569		2,944	3,513	0.68%
Health Professions	19,531			19,531	3.81%
Business, Management & Marketing	825	250	1,429	2,504	0.49%
History	772		526	1,298	0.25%
Total Registrations	85,876	403,526	23,664	513,066	100.00%

**PUBLIC UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2010-2011
UNIVERSITY OF IOWA**

Degree/Certificate	Program Major	QCGSC⁸	SWIRRC⁹	TSGC¹⁰
Certificate	Nonprofit Management		X	
Certificate	Entrepreneurship Management		X	
Certificate	Public Health	X	X	X
Endorsement	Educational Leadership		X	
Endorsement	Talented and Gifted			X
Bachelors	Bachelor of Applied Studies		X	
Bachelors	Bachelor of Liberal Studies		X	
Bachelors	RN to BSN		X	
Masters	Business Administration	X		
Masters	Educational Administration	X		
Masters	Educational Administration & Principal Licensure			X
Masters	Educational Leadership		X	X (new)
Masters	Nursing	x	X	X
Masters	Public Health			X
Masters	Special Education			X
Masters	Social Work	X		X
Doctorate	Superintendent			X (new)

⁸ Quad Cities Graduate Study Center, Moline, IL; Davenport, IA.

⁹ Southwest Iowa Regents Resource Center, Council Bluffs.

¹⁰ Tri-State Graduate Study Center, Sioux City.

**PUBLIC UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2010-2011
IOWA STATE UNIVERSITY**

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Certificate	Advanced Medical Nutrition Therapy			X
Certificate	Advanced Studies – Superintendent			X
Certificate	Biorenewable Resources and Technology	X		X (new)
Certificate	Computational Fluid Dynamics		X	X (new)
Certificate	Computer Networking		X	X (new)
Certificate	Construction Management		X	X (new)
Certificate	Dietetics Comm. & Counseling			X
Certificate	Dietetics Management			X
Certificate	Embedded Systems		X	X (new)
Certificate	Empowerment Skills for Family Workers		X	
Certificate	Environmental Engineering		X	X
Certificate	Environmental Systems		X	X (new)
Certificate	Family and Consumer Sciences		X	
Certificate	Family & Cons. Sciences - Family Fin. Planning			X
Certificate	Fluid Dynamics	X		
Certificate	Food Safety and Defense	X	X	X
Certificate	Family & Consumer Sciences - Gerontology	X		
Certificate	Human Computer Interaction		X	X
Certificate	Information Assurance		X	X
Certificate	Nondestructive Evaluations			X (new)
Certificate	Power Systems Engineering		X	X
Certificate	Preparation for Leadership			X
Certificate	Public Management		X	X
Certificate	Software Systems		X (new)	X (new)
Certificate	Swine Science		X	
Certificate	Systems Engineering		X	X
Certificate	Teaching English as a Second Language		X	
Bachelors	Bachelor of Liberal Studies		X	
Masters	Agriculture	X	X	X
Masters	Agricultural Education		X	X
Masters	Agronomy	X	X	X
Masters	Biorenewable Resources and Technology	X	X	X
Masters	Civil Engineering	X	X	
Masters	Civil Eng. with Construct. Eng. & Mgt. Emphasis			X
Masters	Community Development	X		
Masters	Computer Engineering	X		X
Masters	Curriculum & Instructional Technology		X	
Masters	Education			X (new)

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Masters	Electrical Engineering	X		X
Masters	Electrical & Computer Engineering	X	X	
Masters	Family & Consumer Sciences Ed.			
Masters	Family and Consumer Sciences	X	X	
Masters	Family & Cons. Sciences – Family Fin. Planning			X
Masters	Family & Consumer Sciences – Comprehensive			X (new)
Masters	Family & Consumer Sciences – Dietetics			X (new)
Masters	Fam. & Cons. Sci. with Geront. Emphasis			X
Masters	Human Computer Interaction		X	X (new)
Masters	Industrial Engineering	X	X	X
Masters	Information Assurance		X	X
Masters	Interdiscip. Studies with Comm. Dev. specialization		X	X
Masters	Mathematics		X	
Masters	Mechanical Engineering	X	X	X
Masters	Plant Breeding			X (new)
Masters	Public Administration		X	X
Masters	School Mathematics			X
Masters	Seed Technology and Business		X	X
Masters	Statistics		X	X (new)
Masters	Systems Engineering	X	X	X
Doctorate	Food Service & Lodging Management		X	

**PUBLIC UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2010-2011
UNIVERSITY OF NORTHERN IOWA**

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Certificate	Advanced Studies – Superintendent		X (new)	
Certificate	Environmental Health			X
Certificate	Superintendency			X
Endorsement	Driver Education	X	X	X
Endorsement	Early Childhood Education	X		X
Endorsement	Education of the Gifted		X	X
Endorsement	English as a Second Language (ESL/TESOL)			X (new)
Endorsement	Iowa School Health Education		X	
Endorsement	Multi-Occupations Education/Teaching			X
Endorsement	Reading (K-8)		X (new)	X
Endorsement	Special Education		X	
Endorsement	Teaching English to Speakers of Other Languages		X	
Bachelors	Bachelor of Liberal Studies	X	X	X
Masters	Early Childhood Education	X	X	X
Masters	Early Childhood Special Education		X	
Masters	Educational Administration		X (new)	X
Masters	Educational Leadership - Principalship	X	X	X
Masters	Elementary Education	X		X
Masters	English as a Second Language (ESL and TESOL)	X		
Masters	Instructional Technology	X	X	X
Masters	Literacy Education	X		X
Masters	Mathematics for Middle Grades		X	X
Masters	Mathematics–Secondary Teaching Emphasis	X		X
Masters	Music Education	X		X
Masters	Philanthropy & Nonprofit Development		X	X
Masters	Reading	X		
Masters	School Library Media Studies			X
Masters	Science Education		X	X
Masters	Special Education – Early Childhood			X
Masters	Social Science for Teachers Grades 6-12			X
Masters	Teaching English in the Secondary Schools (TESS)			X
Masters	Teaching Eng. to Speakers of Other Lang. (TESOL)		X	X

**ACADEMIC CREDIT PROGRAMS¹¹
2010-2011**

UNIVERSITY OF IOWA

Degree or Certificate¹²	Program Major¹³	Delivery Method/Site(s)	Requires on-campus component
MSW	Social Work	On-site and via Adobe Connect	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MA	Educational Administration	Statewide via Adobe Connect	
RN to BSN	Nursing	Statewide via Web	
BA	Social Work	On-site and via Adobe Connect	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
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	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.	

¹¹ Note: Program requirements may include designated hours for residential (on-campus) registration.

¹² Certificate, B.A., B.S., M.B.A., Ph.D., etc.

¹³ Business Administration; Computer Science, Dietetics; etc.

**ACADEMIC CREDIT PROGRAMS
2010-2011**

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Certificate of Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	WWW	
Certificate	Information Assurance	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
Certificate	Environmental Engineering	Streaming Media	
Certificate	Computational Fluid Dynamics	Streaming Media	
Certificate	Computer Networking	Streaming Media	
Certificate	Construction Management	Streaming Media	
Certificate	Software Systems	Streaming Media	
Certificate	Embedded Systems	Streaming Media	
Certificate	Environmental Systems	Streaming Media	
Certificate	Teaching English as a Second Language (TESL)	WWW	
Certificate	Public Management	WWW	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	
Masters	Agriculture	WWW & Streaming Media or CD	
Masters	Public Administration	WWW and Streaming Media	
Masters	Agricultural Education	WWW & Streaming Media or CD	
Masters	Agronomy	WWW/CD	
Masters	Seed Technology & Business	WWW & Streaming Media or CD	
Masters	Systems Engineering	Streaming Media	
Masters	Computer Engineering	Streaming Media	
Masters	Electrical Engineering	Streaming Media	
Masters	Mechanical Engineering	Streaming Media	
Masters	Industrial Engineering	Streaming Media	
Masters	Civil Engineering	Streaming Media	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
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	
Ph.D.	Foodservice & Lodging Management (Child Nutrition Program Leadership Academy)	WWW/FF	X
	Dietetics Internship	On-site (various)	
	<u>Available only in Iowa</u>		
Masters	Educational Administration	On-Site (Ankeny, Atlantic, Des Moines, Mason City, Ottumwa, Storm Lake)	
Ph.D.	Educational Leadership	On-site (Ames)	X
Certificate	Empowerment Skills for Family Workers	On-site (Various)	
	<u>Available only in Greater Des Moines</u>		
Masters	Business Administration	On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	On-site (Ames)	

**ACADEMIC CREDIT PROGRAMS
2010-2011**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Advanced Studies in the Superintendency	ICN/WWW – (Algona, Carroll, Eldridge, Estherville, Fairfield, Lisbon, Marcus, Montezuma, Monticello, Pella, Story City, Van Meter)	
Certificate	Environmental Health	WWW	
Bachelors	Bachelor of Liberal Studies	WWW	
Bachelors	Elementary Ed. 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Boone, Carroll)	
Bachelors	Elementary Education 2+2 Statewide	On-site, ICN, WWW – (Cedar Rapids, Davenport, Dubuque, Ottumwa, Sioux City, Spencer)	
Ed.D.	Educational Leadership	ICN/WWW/On-site (Carroll, Des Moines, Fayette, Garnavillo, Lone Tree, Pella, Shenandoah, Vinton)	X
Masters	Business Administration	On-site (Hong Kong)	
Masters	Early Childhood Education	ICN/WWW – (Bettendorf, Cedar Rapids, Denison, Elgin, Fairfield, Grinnell, Johnston, Sioux City, West Burlington)	
Masters	Educational Leadership – Principalship	ICN/WWW – (Cedar Rapids, Dallas Center, Fairfield, Fort Dodge, Gowrie, Knoxville, Marion, Marshalltown, Mason City, Postville, Sigourney, Spirit Lake, Tama, Winterset, Winthrop)	X
Masters	Educational Leadership – Principalship – UEN	ICN/WWW – (Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Iowa City, Johnston, Sioux City)	X
Masters	Elementary Education	ICN/WWW – (Alden, Burlington, Cedar Rapids, Corwith, Dubuque, Greene, Keosauqua, Osceola, Rockwell, West Des Moines)	
Masters	English – ESL/TESOL	ICN/WWW – (Des Moines, Gilbert, Marion, Tama)	
Masters	Instructional Technology	WWW	
Masters	Literacy Education	ICN/WWW – (Cedar Rapids, Clear Lake, Denison, Dubuque, Elgin, Greene, Knoxville, Muscatine, Odebolt, Ottumwa, Pomeroy, Sumner, Tama, West Des Moines)	
Masters	Mathematics – Sec. Schools	WWW and summers on the UNI campus	X
Masters	Mathematics – Middle Schools	WWW and summers on the UNI campus	X
Masters	Music Education	ICN/WWW – (Algona, Ames, Cedar Rapids, Dyersville, Grinnell, Muscatine, Onawa, Pocahontas, West Des Moines)	
Masters	Philan. & Nonprofit Devel.	ICN/WWW – (Cherokee, Council Bluffs, Dubuque, Solon)	
Masters	Physical Education	On-campus/On-site (Grundy Center)	X
Masters	School Library Studies	ICN/WWW – (Adel, Albia, Bellevue, Cedar Rapids, Dallas Center, Davenport, Epworth, Greene, Hinton, Iowa Falls, Johnston, Marshalltown, Martensdale, North English, Norwalk, Pella, Riverside, Truro)	X
Masters	Science Education	ICN/WWW – (Cedar Rapids, Donnellson, Eddyville, Johnston)	
Masters	Social Science for Teachers Grades 6-12	ICN/WWW – (Cedar Rapids, Dubuque, Guttenberg, Iowa City, Johnston, Maquoketa, Postville)	
Masters	Special Education – Early Childhood	ICN/WWW – (Charles City, Des Moines, Decorah, Dyersville, Holstein, Goose Lake, Iowa Falls, Keokuk, Lake Park, Monticello, Murray, Sioux Rapids, Walnut)	X
Masters	Teaching English in Secondary Schools (TESS)	ICN/WWW – (Cedar Rapids, Chariton, Conrad, Decorah, Delhi, Dubuque, Gilbert, Johnston, Lone Tree, Newton, Sioux City)	

CREDIT COURSE REGISTRATIONS AND ENROLLMENTS USING THE
IOWA COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2010-2011

	SUI		ISU		UNI		TOTAL	
	C ¹	E ²	C	E	C	E	C	E
1999-2000	53	2,126	78	1,109	72	1,268	203	4,503
2000-2001	56	2,228	85	877	101	1,484	242	4,589
2001-2002	48	1,988	67	722	106	1,631	221	4,341
2002-2003	28	1,795	32	411	121	1,686	181	3,892
2003-2004	29	963	23	276	131	1,768	183	3,007
2004-2005	26	766	19	195	118	1,606	163	2,567
2005-2006	13	126	13	115	128	1,719	154	1,960
2006-2007	8	76	6	50	133	1,936	147	2,062
2007-2008	5	93	4	52	130	2,070	139	2,215
2008-2009	1	28	4	60	130	2,009	135	2,097
2009-2010	0	0	0	0	127	1,967	127	1,967
2010-2011	0	0	0	0	113	1,856	113	1,856

¹C = number of courses.

²E = number of enrollments.

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

- ◇ 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.

REGIONAL STUDY CENTERS

SOUTHWEST IOWA REGENTS RESOURCE CENTER (SWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to graduate and undergraduate education and other public universities' resources for area residents.
- ◇ Key activities of Center. SWIRRC provides a local presence for the public universities by serving citizens in an eight county region in the southwest portion of the state. SWIRRC distributes information to residents, local businesses, government groups, school districts, public libraries, health organizations, and other appropriate groups regarding educational opportunities available at the public universities. The SWIRRC website highlights information applicable to southwest Iowa residents and provides easy access to campus information. The Center serves as a focal point for programming, offers personal assistance, proctors examinations, schedules and maintains an ICN room, and coordinates advertising and promotions.
- ◇ Issue highlights. The recent move of the Southwest Iowa Regents Resource Center to Iowa Western Community College has positioned the Center in an important educational and community hub in southwest Iowa. The potential to connect more readily with current and prospective students and community groups will be enhanced. More direct contact with transfer students will allow the Center to serve this key group more effectively.

Declining funding and staffing for the Center has posed a challenge to maintain basic levels of service. On the other hand, the demand for four-year degrees by southwest Iowa residents continues. The opportunity to serve place-bound students through distance education offerings by the public universities is central to the Board of Regents Strategic Plan.

TRI-STATE GRADUATE STUDY CENTER

- ◇ Mission. The mission of the Center is to facilitate delivery of graduate degree programs and graduate-level learning opportunities to Siouxland residents.
- ◇ Key activities of Center. The Center advises future students about educational options in the area; maintains a website with information describing services and programs available in Siouxland; develops advertising and marketing materials; maintains a visible presence in the community; communicates with member institutions about programs and promotion; establishes and maintains contact with local businesses and organizations; proctors examinations for students; participates in career/college/employee fairs and other information sessions; and makes presentations to groups about the Center.
- ◇ Issue highlights. Demand remains strong for graduate programs due to a difficult job market where employees strive to make themselves an asset or to take advantage of employer or unemployment education benefits. Business and management programs continue to be strong, as does education. This year has seen many requests for graduate-level English courses and more post-baccalaureate teaching certification options. Public relations and marketing programs are sought although there are none available through the member institutions. Social work and counseling programs remain in high demand.

QUAD CITIES GRADUATE STUDY CENTER

- ◇ Mission. The mission of the Center is to provide access to information on outstanding graduate education programs to residents of the greater Quad Cities. This mission was updated from the previous one “to provide graduate-level educational opportunities to the Quad-Cities area.” The Governing Board and Director believe that the updated mission more closely reflects the role that the GradCenter plays in facilitating graduate education in the Quad Cities.
- ◇ Key activities of Center. The GradCenter continues to serve as a one-stop shop for information on graduate education in the Quad Cities. Key activities include strengthening the GradCenter’s capacity for providing access to information on graduate education; assessing unmet graduate education needs; marketing the GradCenter as a resource for prospective students and area employers; strengthening the Center’s financial base; and assessing the Center’s effectiveness as an organization. The GradCenter serves as a resource for its member institutions, particularly those whose main campus is not in the Quad Cities.
- ◇ Issue highlights. The GradCenter regularly assesses unmet graduate education needs through surveys of prospective students and meeting with employers. This information is communicated to member institutions. Currently, there are more than 100 different graduate degree programs offered by member institutions to residents of the Quad Cities. Therefore, current needs are being met; however, there is also room for area colleges and universities and GradCenter member institutions to work together to provide residents with seamless educational experiences as they progress from two-year, four-year, and graduate programs. Funding has been a concern during the past several years; plans are in place to seek outside funding or sponsorship for events such as GradCenter Night and Listening Post Luncheons.