

Contact: Diana Gonzalez

**2014-2015 DISTANCE EDUCATION REPORT**

**Action Requested:** Receive the 2014-2015 Distance Education Report.

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

The public universities address the Board’s Distance Education Strategic Plan by providing distance education programming to citizens throughout the state and beyond as well as to on-campus students who want the convenience of distance education courses. For many people, attending classes on campus would be impossible. Distance education addresses those needs through a variety of formats, including off-campus classes, guided independent study, the 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 2014-2015, the total duplicated enrollment in credit courses was 65,428, which is an increase of 5,886 (+9.9%) from the prior year. The total duplicated Iowa enrollment in 18,976 credit courses was 52,728 across 833 communities in all 99 Iowa counties (Attachment A); this represents an enrollment increase of 443 (+2.4%) and an increase of 67 communities (+8.7%) from the prior year. The total statewide duplicated enrollment in non-credit offerings was 599,552 which is an increase of 94,988 (+18.8%) from the prior year. Both the University of Iowa and Iowa State University had an increase from the prior year (80.5%<sup>1</sup> and 2.9%, respectively); the University of Northern had a 25.4% decrease from the prior year which resulted from decreases in Energy Education and Iowa Waste Reduction non-credit activities.

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

<b>Distance Education</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
<b>Credit courses and programs<sup>2</sup></b>					
No. of programs <sup>3</sup>	231	231	211	244	129 <sup>4</sup>
No. of course sections	2,492	2,481	2,910	3,016	3,159
No. of student enrollments (dup)				22,858	25,570
No. of student enrollment (undup) <sup>5</sup>				16,009	17,762
Total number of credit hours <sup>6</sup>				64,150	71,268
<b>Non-credit courses</b>					
No. of student enrollments (dup)	513,066	556,432	532,565	504,564	599,552

<sup>1</sup> The significant increase resulted from better communication with all units at the University of Iowa.

<sup>2</sup> Only off-campus courses and programs are included. Registrations do not include Saturday and evening classes on campus.

<sup>3</sup> 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.

<sup>4</sup> The decrease from the prior year resulted from a clarification of program count.

<sup>5</sup> These students were taking distance education classes only.

<sup>6</sup> This includes distance education classes only and Combo classes.

- ☑ In 2014-2015, the subject areas with the highest credit course registrations included business, management and marketing (11,007); education (6,288); family and consumer sciences (5,380); recreation and fitness studies (4,018); and social sciences (3,655). These areas comprise 46.4% of the total credit registrations. (See Attachment B.)
- ☑ In 2014-2015, the subject areas with the highest non-credit course registrations were agriculture and related sciences (177,021); personal awareness and self-improvement (117,341); and family and consumer sciences (79,340). These three areas comprise 62.3% of the total non-credit registrations. (See Attachment C.)

The following table describes the Fall headcount of students who took only distance education courses and those who were on-campus students and also enrolled in distance education courses. (See Attachment H).

	Number Taking only DE courses			Number Taking On-campus & DE courses			Total	
	Undup.	Total	Total CH	Undup.	Total	Total CH	Total Undup.	Total
Fall 2014								
SUI	2,343	4,910	14,545	4,582	5,970	16,711	6,925	10,880
ISU <sup>7</sup>	1,501	2,370	6,871	4,162	5,025	13,680	5,663	7,345
UNI	1,343	2,197	5,679	2,078	2,436	6,664	3,421	4,633
TOTAL	5,187	9,427	27,095	10,822	13,431	37,055	16,009	22,858
Fall 2015								
SUI	2,595	5,227	14,619	5,270	6,939	19,645	7,865	12,166
ISU <sup>8</sup>	1,540	2,430	7,070	4,733	5,815	15,681	6,273	8,245
UNI	1,424	2,319	6,266	2,200	2,840	7,987	3,624	5,159
TOTAL	5,559	9,976	27,955	12,203	15,594	43,313	17,762	25,570

The table in Attachment B (page 22) includes a summary of enrollment by delivery mode, level, and credit. For undergraduate and graduate credit courses, the most frequently used delivery mode is the web (including guided independent study); for graduate credit courses, on-site face-to-face instruction was second.

<sup>7</sup> Prior to FY 2014, students were counted across three terms. A DE student in fall who became a combo student in spring would be counted in both categories (DE only and Combo). In FY 2014, ISU standardized the counting of students to ensure the duplication of counting students no longer exists. Moving forward, this standardized process will create consistency in how DE only students vs. combo students are reported ensuring the evaluation of all terms is used with a result of one students per fiscal year. A student who takes DE only courses in fall, but takes a combination of courses in spring and summer will only be counted once and considered a combo students.

<sup>8</sup> Prior to FY 2014, students were counted across three terms. A DE student in fall who became a combo student in spring would be counted in both categories (DE only and Combo). In FY 2014, ISU standardized the counting of students to ensure the duplication of counting students no longer exists. Moving forward, this standardized process will create consistency in how DE only students vs. combo students are reported ensuring the evaluation of all terms is used with a result of one students per fiscal year. A student who takes DE only courses in fall, but takes a combination of courses in spring and summer will only be counted once and considered a combo students.

- ◇ The unduplicated headcount for Fall 2015 for students taking only distance education courses at the University of Iowa was 2,595; at Iowa State University, it was 1,540; and at the University of Northern Iowa, it was 1,424.
- ◇ The unduplicated headcount for Fall 2015 for on-campus students who also took at least one distance education course at the University of Iowa was 5,270; at Iowa State University, it was 4,733; and at the University of Northern Iowa, it was 2,200.

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

**Background:**

- ◇ The following represent the responses of the universities to the Board of Regents Strategic Plan for Distance Education.
  - ☑ University of Iowa.
    - 📖 The Strategic Plan emphasizes the importance of providing quality academic experiences to Iowans and continually improving the delivery of such experiences. At times, extending distance education courses and programs to national and international audiences is appropriate. SUI continues to maintain existing programs and to improve services provided to students in those programs. The University continues to work with departments to support new initiatives and encourage continued exploration in distance education courses and programs.
  - ☑ Iowa State University.
    - 📖 ISU Engineering-Liberal Arts and Sciences Online Learning (ELO) continues to focus on adding courses to the online offering to meet student needs. Additionally, ELO has been evaluating course offerings to determine if course rotation can improve and/or additional courses can be recommended to fill a gap in the offering.
    - 📖 Responsiveness to student needs can be seen in the Student Credit Hour (SCH) trends over the last four years. Student enrollment measured by SCH for the College of Engineering and Liberal Arts and Sciences (LAS) has grown by over 50% from FY11-12 to FY14-15 primarily fueled by the increased demand for undergraduate LAS courses.
  - ☑ University of Northern Iowa.
    - 📖 Goal Four in the 2010-2016 BOR Strategic Plan charges Regent Universities to increase distance education opportunities, especially for place-bound and nontraditional students. The goal of expanding distance education opportunities has been operationalized through UNI's 2010-2015 Strategic Plan for Distance Education. UNI's plan emphasizes the development and delivery of high-quality distance education courses and programs. Strategies include the deployment of new educational technologies, the provision of professional development opportunities and individualized instructional support for faculty members, the provision of exemplary support services to students, enhanced marketing efforts and continuous improvement in all aspects of distance education operations.

- ◇ The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education and its focus on cooperation and collaboration.

- ☑ University of Iowa

- 📖 To meet Goal Four of the Board's Strategic Plan, the University has:

- ⇒ Developed 113 new online courses. The total number of online courses offered at the University is 557.
    - ⇒ Increased the number of degree programs from 13 to 16.
    - ⇒ Increased the number of certificates from three to 17.
    - ⇒ Increased the number of faculty trained to use web-based technology for distance education from 300 to 400.

- 📖 The enrollment of distance education only students was 2,353 in Fall 2014, compared to 2,185 in Fall 2013. The number of students in the BLS program was 117 in Fall 2014 compared to 96 in Fall 2013. There was a slight decrease in the number of students in the BAS program, in Fall 2014, the enrollment was 268 compared to 274 in Fall 2013.

- ☑ Iowa State University

- 📖 The College of Agriculture and Life Sciences (CALs) will implement additional graduate certificates in Biochemical, Biophysics, and Molecular Biology (BBMB) and plans to implement an online Master's degree program in Meat Science within the next year. CALs is hiring staff with a background in disability access requirements to assist with the development of online and blended courses.




- 📖 Course development grants to ISU faculty total more than \$500,000 to help support developing and updating online courses that deliver quality course content.

- 📖 Online learning has increased efficiency as additional sections have been added to accommodate the ever increasing number of on campus students. It is not uncommon for on campus students to enroll in two or more online classes for more flexibility in their schedule for work as well as keeping them on track to graduate in four years. Online courses allow departments to reach a broader audience within the state and beyond to maintain the minimum number of registrations needed to offer their courses.

- 📖 ELO has continued to broaden initiatives to support life-long learning outside of the credit course model with ISU's first MOOC – [iowacaucusesmooc.org](http://iowacaucusesmooc.org).

- ☑ University of Northern Iowa

- 📖 During 2014-2015, UNI's distance education offerings served students in more than 500 Iowa cities and towns, representing a presence in 97 out of the 99 counties. UNI's duplicated enrollment in distance education remained strong in 2014-2015, increasing for the ninth consecutive year to a record high of 14,392.







-  Thirty-seven degree, certificate, and endorsement programs were offered primarily at a distance during 2014 -2015. UNI is intentional with efforts to expand offerings, concentrating on academic areas of strength in which capacity to delivery programs and strong demand exist. For example, a new Technology Management online undergraduate program, designed to provide a seamless pathway to a four-year degree for graduates of two-year Associate of Applied Science programs, was initiated in cooperation with the Iowa-Advanced Manufacturing (I-AM) Consortium of Iowa's community colleges. UNI also offered endorsement programs in areas of specific need, including Early Childhood – Special Education, Education of the Gifted, English as a Second Language (ESL), Iowa Reading K-8, and Iowa Secondary School Health Education Teaching.
  -  Delivery of highly focused, specialized coursework to Iowa educators through distance education continued to be a priority in 2014-2015. More than 700 educators participated in graduate level courses offered through UNI's Center for Teaching and Learning Mathematics and the Jacobsen Center for Comprehensive Literacy. In addition, professional development coursework for teachers was offered in content areas, including Art, Biology, Business Education, Chemistry, Communication, Computer Science, Earth Science, Economics, English, Geography, History, Music, and Physics. These efforts are often supplanted with external funding/support, which is leveraged to make the tuition affordable for teachers.
  -  Another key strategy in meeting the BOR goal to increase distance education is through collaboration with key partners. UNI's long-standing partnership with Des Moines Area Community College with the 2+2 degree completion program in Elementary Education reached a milestone of 20 years of continuous collaboration. Since its inception in 1995, more than 200 non-traditional students have completed their teaching degree through the program. Another example of inter-institutional collaboration is UNI's partnership with the Mount Pleasant School district in developing and delivering a 15-credit hour sequence as part of an Inclusive Teacher Preparation Program, whose goal is to prepare general classroom teachers to work effectively with diverse learner needs.
- ◆ The following are collaborative efforts among the Regent universities to serve students in 2014-2015.
- DVM-MPH Combined Degree (<http://www.public-health.uiowa.edu/dvm-mph-combined-degree/>). This partnership allows students in ISU's DVM program to earn a Master of Public Health from the University of Iowa. The purpose of the dual degree program is to provide formal training in public health in addition to formal training in veterinary medicine. This dual degree program is a good combination of preparation in two related and complimentary health care disciplines.
  - Shared Language Courses between the University of Iowa and Iowa State University. The University of Iowa provides Latin language courses online to ISU students who enroll in the courses at their home institution. The universities are continuing to discuss additional opportunities for course sharing, including allowing students to take courses from any of the public universities to enrich their program through approved electives or access to courses that may be out of sequence at their home university.

- ☑ Regents Alternative Pathway to Iowa Licensure Partnership Program (<http://www.iowateacherintern.org/>). The University of Northern Iowa, University of Iowa, and Iowa State University designed the Regents Alternative Pathway to Iowa Licensure (RAPIL) to help professionals answer the call to teach. RAPIL allows the participant to be a salaried teacher in a secondary Iowa school, on a Teacher Intern License, for one year. Upon successful completion of the internship year and all program requirements, the candidate is recommended for the Initial Teaching License. UNI provides the coordination for the program, ISU oversees evaluation activities, and SUI supports the registration process and delivery of services.
  - ☑ Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). The universities offer programming which includes science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The public universities cooperated in developing the Center website available at [www.continuetolearn.uiowa.edu/lakesidelab](http://www.continuetolearn.uiowa.edu/lakesidelab). The Regent universities share the ILLRRC facility and summer session field courses. The Lab offers immersion field courses to students from the three Regent universities – historically employing faculty from each university. Facilities are made available to research scientists from the Regent universities at minimal cost.
  - ☑ Efforts to continue collaboration with ISU and UNI with Quality Matters (QM) resulted in coordination of a one-day Quality Matters Workshop: A Retreat for QM Coordinators in Iowa. The 16 colleges and universities in Iowa that subscribe to Quality Matters were invited. As part of the program, UNI presented a session on the adoption and implementation of the Quality Matters Initiative and led a discussion about using the QM framework in quality assurance and continuous improvement in online instruction.
  - ☑ The State Extension and Continuing and Distance Education Council (SECDEC) convenes monthly to discuss common areas of interest and potential areas of collaboration. Topics during the past year included the administration and promotion of the Regional Study Centers, requirements for the Bachelor of Liberal Studies degree, implication of the State Authorization Reciprocity Agreement (SARA), and plan to move forward the concept of sharing online courses among the Regent universities.
- ◇ The following major trends related to distance education were identified by the public universities in 2014-2015.
- ☑ University of Iowa.
    - 📖 The Board of Regents Strategic Plan directs the Regent universities to provide quality academic experiences to Iowans and continuously improve the delivery of such experiences. When appropriate, extending distance education courses and programs to national and international audiences is welcomed. SUI continues to maintain existing programs, to improve the services provided to students in those programs; and to work with departments to support new initiatives and encourage continued exploration in distance education courses and programs.

- 📖 Preliminary information from the TIER Academic Study led to exploring large lecture courses that could be shared among the universities. SUI has begun the process of identifying courses that demonstrate specific departmental strengths.
  - ⇒ Arts in Africa is a course that has been developed over many years based on the collections and travel experiences of the instructor. This donated collection has made the University of Iowa one of the top three universities for African Art. This course has been a popular on campus class and last year we worked with the instructor to create an online version. This was particularly challenging because of the importance of presenting hundreds of high-quality visual images to the students, and allowing them to effectively identify and recall such images. The DCE worked with ITS to purchase a software package which could be programmed to meet this student need.
  - ⇒ There are two courses offered through the Department of Religious Studies (Introduction to Islam and Women in Islam). Both of these are well-subscribed online courses. Given the contemporary relevance of the subject matter, the instructor's expertise, and the fact that these courses could be scalable, they are good options for a shared large lecture course.
  - ⇒ We will continue to identify potential courses for development and sharing, but in the meanwhile, have started working with the Office of the Registrar and ITS to determine seamless ways to register and account for ISU and UNI students to take part in these large lecture courses.
- 📖 The University continues to create online and blended offerings to meet enrollment needs and to reach new audiences. For example, the College of Engineering is frequently approached by community colleges who want their potential transfer students to be able to begin preparatory courses. The DCE has provided instructional design staff, studio space and some funding to get the five core courses online. These courses will be offered primarily during the summer session, allowing students to study from home, perhaps repeat a failed course, as well as giving community college students access at a convenient time.
- 📖 The Department of Political Science has launched an online major effective this fall. This department has been systematically putting courses online so that a student with a two-year degree can now complete the major online.
- 📖 The Advising Team implemented an improved process for outreach to prospective students and developed an expanded communication plan for newly admitted and current students; these initiatives provide superior service to students looking for and getting engaged in a distance education program.
- 📖 Based on last year's planning, the University partnered with three community colleges to jointly hire faculty to teach entrepreneurial courses on site. These colleges are: Iowa Western Community College, Western Iowa Tech Community College, and Des Moines Area Community College. Students at these campuses have the opportunity to take blended classes, allowing for contact with faculty in their geographical area, as well as the flexibility of online education.

- For the past year, the University of Iowa has been partnering with Iowa companies in the northwest region of the state. Staff with information technology expertise have helped identify IT problems and provided the expertise to resolve them. The University of Iowa partners have established an office on the campus of Western Iowa Tech where an SUI Senior IT Consultant supervises two WITCC student interns who help area businesses upgrade their websites and increase IT security. Sioux City is one of only three locations in Iowa where this service is provided, and the service is available to companies of fewer than 50 employees at no cost.
- The University of Iowa adopted Quality Matters during Summer 2015. Quality Matters is an organization that provides a Quality Assurance Rubric to a wide variety of institutions, and which provides a peer review process for faculty development and course design. We have begun applying the QM rubric to our online courses and plan to use this rubric from the beginning of the design process for new courses. Courses designed prior to summer 2015 will be reviewed to assure compliance.
- There is a national trend in flat enrollments on campus during the summer session, and a surge in the enrollment in online summer offerings. We plan to work with each department to provide a systematic plan to determine which courses are optimal for on campus and online delivery in summer session, thus meeting student needs and optimizing enrollments. As part of this effort, we are conducting a student survey to determine why students enroll in summer session, what they are looking for in courses, and how many hours they are likely to take.
- As a result of the recommendation from the Academic Study, we have been asked to develop a set of General Education courses for online delivery. We will meet with colleagues in CLAS to determine which courses would be most successful for this initiative.
- There are several new Interdisciplinary Centers on campus as a result of the Cluster Hire Initiative from the Office of the Provost. This initiative was developed to maintain and strengthen research, recognizing that the most exciting and innovative research crosses disciplinary boundaries. There are seven well established clusters to date and we plan to develop online courses that would allow students to become engaged in the exciting work conducted in these Centers.
- We plan to conduct a research study of the variables that affect student success in distance and online courses as indicators of success in future courses, as well as conduct a study in student persistence and time to degree.
- The resolution of M-SARA and N-SARA will clarify the issues faced by providers of distance and online education.
- Iowa State University.
  - An internal review of LAS is being completed to determine if additional summer courses can be offered to capture summer online credits being earned outside of ISU and transferred to ISU.



-  Equipping classrooms with suitable capture technology continues to be challenge. The demand to capture classes in facilities that are not capture friendly has increased each semester. CALS is currently doing this each semester to provide online content for popular courses that use the university's largest classrooms. This requires additional investment in technology and staff.
-  Growth continues to be supported by on campus students enrolling in online courses in addition to true distance students. The rapid growth of LAS SCH volumes during the last three years is consistently strong across fall, spring and summer semesters. This growth impacts support staff needs at a greater level, continues to utilize available resources faster, and places greater demands on faculty whose face-to-face class numbers also continue to grow.
- University of Northern Iowa.
  -  Given the decline in growth rates in distance education enrollments nationally, coupled with financial pressures for most institutions, the trend toward escalating competition for distance education students will continue – from both the for-profit sector and from out-of-state public institutions. In response, UNI's primary strategies to compete are to continuously seek ways to enhance the quality of our offerings, ensure strong support services are available to faculty members and students, and expand and enhance marketing efforts.
  -  Data from the U.S. Department of Education's National Center for Education Statistics (NCES) indicate that the vast majority of undergraduate students are now classified as nontraditional (have dependents, are single caregivers, delayed postsecondary enrollment, do not have a traditional high school diploma, are employed full-time, attend school part-time, or are dependent from their parents for financial reasons). In response to this trend, UNI has made a focused effort to promote its Bachelor of Liberal Studies (BLS) degree, a program designed specifically with nontraditional students in mind. Results are positive, with the number of newly admitted students increasing from 29 in 2012-2013 to 89 in in 2014-2015. Similarly, UNI is developing proposals for Bachelor of Applied Science programs to meet the needs of nontraditional students who hold a two-year career and technical degree and wish to earn a four-year degree.
  -  Service to school districts and educators through graduate degrees, certificates, endorsements, and specialized coursework continues to be a high priority. Overall, offerings from the College of Education accounted for 51% of UNI's total distance education enrollment in 2014-2015. Of the 37 degree, certificate, and endorsement programs that are available primarily at a distance, 30 are designed for teachers/administrators.
  -  UNI's online course enrollments (duplicated) increased by 160% between 2010-2011 and 2014-2015 (from 3,726 to 9,756), while experiencing a 20% decline in off-campus enrollments (from 5,690 to 4,561) over the same period. The decrease in off-campus enrollments is attributable to lower participation in UNI's Camp Adventure program which has been impacted by reductions in military operations abroad.

📖 The trend toward combining a variety of instructional approaches to enhance learning for students at a distance continues. Many program areas are incorporating asynchronous instruction using BlackBoard (e-Learning) with synchronous meetings using videoconferencing (Adobe Connect or Zoom). UNI has decommissioned all of its Iowa Communication Network (ICN) classrooms and now uses desktop videoconferencing.

📖 While the growth trajectory for online courses and enrollments has flattened at the national level, the number of students taking at least one online course is at an all-time high at UNI. Consistent with this trend, UNI continues to see interest in online course offerings among its campus-based students, especially during the summer sessions. The flexibility these courses afford is attractive to students trying to balance part-time work, scheduling conflicts, and co-curricular activities.

◇ The public universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) Programs. The following table describes the participation of students in the BLS and the BAS Programs in 2014-2015 at the universities.

PROGRAM	SUI	ISU	UNI	TOTAL
<b>Bachelor of Liberal Studies</b>				
Enrollment	171	205	177	<b>553</b>
Graduates	18	76	38	<b>132</b>
New Admissions	81	108	89	<b>278</b>
Liberal Studies Interest (SUI)	0			<b>0</b>
<b>Bachelor of Applied Studies (SUI)</b>				
Enrollment	268			<b>268</b>
Graduates	64			<b>64</b>
New Admissions	84			<b>84</b>

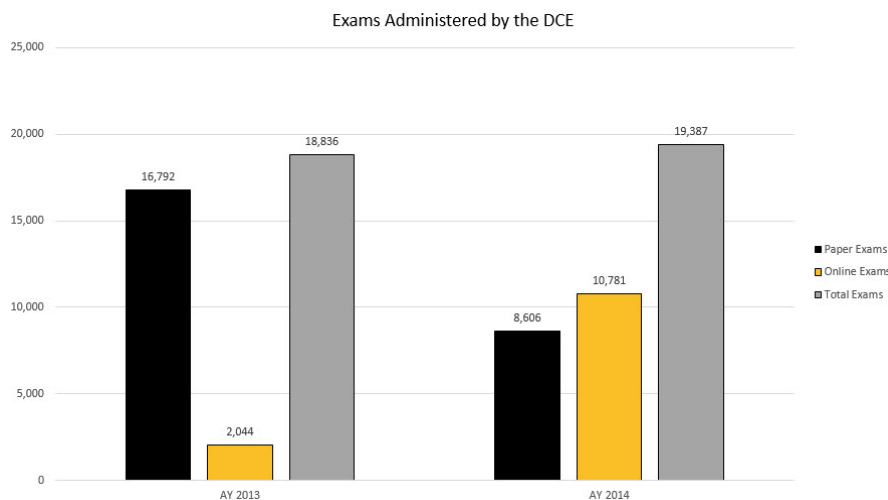
◇ The following describe web development efforts at the Regent universities.

☑ University of Iowa.


📖 We continue to support several rooms specifically for online delivery. These include three rooms in CEF (201, 204, and 212). Two of the rooms are arranged in seminar format and will accommodate up to 16 local students. The third room will hold 48 local students. All rooms either use robotic cameras to locate the speaker or a camera which electronically locates the speaker within a 360-degree panorama. Room 201 CEF has been upgraded to add a microphone system that triggers a robotic camera for students.

- 📖 We continue to support virtual classroom/online conferencing software packages. These packages include the applications Adobe Connect, Blackboard Collaborate, and Zoom. This software allows two-way web casting of live sessions to students' computers. The software includes pedagogical tools equal 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 Regent institutions. The Zoom software was recently used to deliver a live webinar for the College of Education.
- 📖 The ILLRRC website continues to provide water quality and ecosystem information about the Iowa Great Lakes areas. The addition of the GLEON buoy allowed for access to real-time data through the laboratory website.
- 📖 The DCE website has been redesigned to take advantage of new technology, improve web accessibility, allow for distributed authorship, and improve the user experience. The addition of a new website devoted to distance education has also been developed.
- 📖 The John and Mary Pappajohn Education Center website was redesigned to take advantage of new technology, improve web accessibility, allow for distributed authorship, and improve the user experience. A dynamic calendar displaying "Lunch and Learn" opportunities was also added.
- 📖 A new website was designed to act as a source for digital signage inside the Continuing Education Facility. This site connects to the exam management system to display the course name of the exams scheduled in the CEF testing facility on the particular day and the room where the exam is to be delivered. The site also includes registration information pertinent to students and a floorplan of the CEF.
- 📖 During the past year, the Division of Continuing Education web application development team completed the following major enterprise-scale web projects across multiple function areas.
  - ⇒ Online Exam Planning, Scheduling, and Tracking System for Distance and Online Courses. The DCE Data and Applications team worked with Exam Services to make online exam self-scheduling available to local students in all Distance Education courses. Allowing students to self-schedule exams during exam periods approved by course instructors, rather than assigning one exam date/time for an entire class, allows for less exceptions, more efficient use of limited testing facilities, and makes proctored exams possible in courses with large enrollments.
    - ❖ These teams worked together during the 2014-15 academic year to implement an entirely online automated process for exam service staff to print exam packets for off-campus students taking paper-based exams. The packets are personalized with essential student data and unique barcodes. This new application has led to increased efficiency and accuracy when mailing paper exams to off-campus proctors.

- ❖ DCE Exam Services administered 19,387 proctored student exams in academic year 2014, which is an increase of 2.9% from the previous year. We are not only administering more exams, we are transitioning courses to online exams to make the exam process more seamless and efficient for instructors and students.




- ⇒ Integrated MAUI central data structure with Division data to significantly improve the efficiency and quality of the work done by advisors, course coordinators, instructional designers, instructors, students, and exam service staff by taking advantage of enterprise data capabilities of SUI central systems.
- ⇒ BLS/BAS Student Course Planning and Scholarship Application Online Tool is an interactive online tool designed to help students understand vital components of the BLS/BAS degree requirements and to guide students in selecting courses. This online tool also helps expedite the advisor authorization process previously accomplished using email correspondence.
- ⇒ Improve ILLRRC Centralized Event Management and Facility Reservation Web Application. We implemented online facility management and reservation web functions and improved the online registration process for summer courses and camps by adding user account and registration fee management functions to enhance web security, simplify the online registration process, and reduce staff work load.
- ⇒ Improve SOLAAR (The Online Conferences, Registration and CEU Management System). We developed the online CEU certificates process and group conference registration features and improved the online registration website accessibility and user experience.


 The web application development team is currently working on the following major projects.


- ⇒ Online Course Development Effort Tracking and Management System. This is an interactive online tool designed for staff to easily track the number of hours spent and progress on development of a particular course. We are also developing online reports for staff to easily access a summary of course development data. This application is integrated with the MAUI course information system and the Division's internal distance learning course attributes to provide pertinent data on each course. Using this system, staff can accurately track effort and tasks during the course development process.
- ⇒ Develop DCE Online Credit Card Payment Application and ICON Enrollment web portal to centralize management of online registration and the Division's payment workflow for non-credit distance learning courses. The system will also create user IDs and enroll users in ICON, the University's learning management system.
- ⇒ Develop the Division Reporting Framework. This is part of the OneIT@Iowa Business Intelligence project. We are working with the OneIT BI project team to build a self-serviceable model so Division staff can easily retrieve data regarding distance education student enrollments, programs of study, and courses.
- ⇒ Develop the Lakeside Lab billing and group room reservation web functions.
- ⇒ Online Drill Designer Instruction Software. This innovative web learning software is an online computer-assisted drill and practice instruction tool to provide an interactive web platform between the embedded Drill Designer API developed by the University of Iowa ITS and ICON, the University's learning management system. This online learning software provides an engaging learning experience through extensive integration of text, graphics, and animation. It can keep students interested and motivated and provide progressive levels of difficulty during the practice process based on students' answers to previous drill questions. Students can use this online tool on computers or tablets. They work at their own pace by selecting a range of topics and practice schedule, and can receive immediate and appropriate explanatory feedbacks on incorrect answers.


Iowa State University.


 Non-credit professional development online courses are serving working professionals within the state to advance their knowledge and job skills. Many of these students do not need or want additional advanced degrees but desire the new knowledge gleaned from cutting edge research occurring at ISU.

University of Northern Iowa.

 UNI continuously seeks opportunities to develop and deliver online courses and programs that address unmet educational needs in the state. While off-campus face-to-face instruction continues to provide important access to UNI's courses and programs, online delivery has grown at a rapid pace. Enrollments in online courses increased by 18% from 2013-2014 to 2014-2015.

 Since 2011-2012, UNI has increased the number of degree, certificate, and endorsement programs available entirely online from 3 to 21. In addition, new online graduate programs in Early Childhood Education, Art Education, and Public Policy were developed in 2014-2015 and launched in fall 2015.


 UNI continues to expand its Quality Matters (QM) initiative, a nationally recognized framework designed to promote continuous improvement and best practices in online course development. This initiative is instrumental in UNI's goal of increasing access to high-quality distance education offerings. To date, 230 faculty and staff have completed the professional development workshop and developed online courses using the Quality Matters standards, with 49 new courses developed in 2014-2015. Forty-four faculty members have completed additional requirements to earn the Quality Matters Peer Review Certification.

 In 2014-2015, UNI received the following recognition for its efforts to provide high-quality distance education offerings.

⇒ AffordableCollegesOnline.org ranked UNI #1 in Iowa and #18 in the nation in 2014-2015, based on affordability and quality of distance education offerings.


⇒ BestColleges.com. ranked UNI #17 in the nation on its 2015 list of "Top Online Master's in Education Programs."

⇒ TeachTomorrow.org ranked UNI #13 in the nation on its 2015 list of "Top Online Master's in Education Degrees."

 International efforts present an opportunity to increase enrollments in targeted program areas. More than 40 educators from American International Schools located in more than 14 countries participated in an online graduate program in Educational Leadership, Principalship, designed to prepare teacher leaders in international settings.

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

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 The Division of Continuing Education has administered online course evaluations since Fall 2008. Students are invited to complete the course evaluation by e-mail and non-respondents receive up to two e-mail reminders. More than 84,000 students have completed the survey since 2008.

- ⇒ There are 21 multiple-choice and three open-ended questions. The multiple choice questions allow students to respond from strongly agree to strongly disagree. The average response to these questions is between “moderately agree” and “strongly agree.” In the open-ended questions, students submit suggestions to help improve the course content and/or instructional methods used. Overall, students respond very positively to the distance education courses and instructors.
- ⇒ Following a successful pilot, starting Fall 2015 the majority of courses offered at the University will be surveyed using ACE Online, a campus-wide online course evaluation system. The ACE online evaluations can be filled out on any device, including a smart phone, tablet, or laptop. Faculty who piloted the software last spring reported that the online evaluation system is easy to use and provides reporting capacities and other useful tools for instructors; departmental staff members processing the forms report saving valuable time because the data are collected and reported electronically.
- ⇒ ACE Online will be used to survey online and on-campus courses, allowing faculty and administrators to compare students’ responses to standardized questions across delivery methods. Course evaluations for distance education courses will include five additional questions designed to evaluate the efficacy of the online course delivery. Students will be able to respond on a continuum from Strongly Agree to Strongly Disagree.
  - ❖ “I received adequate technical support to succeed in this course.
  - ❖ The online resources were effective tools for meeting course objectives.
  - ❖ Would you recommend a different type of delivery method for this course?
  - ❖ If you answered yes to the question above, please explain why.
  - ❖ In the space provided, list the things about the course that you disliked.
  - ❖ In the space provided, list the things about the course that you especially liked.”

Iowa State University.

- Online distance courses are identical to on-campus courses, both using a variety of delivery tools, such as lecture capture, live sessions, and web delivery. Courses are evaluated each time they are taught and the results are shared with the faculty and course support staff for improvements to be made. Webinars are also developed to share the knowledge learned beyond the course instructor so that others in the college can compare and adjust their teaching and learning activities to include the latest best practices.

University of Northern Iowa.

- Distance education offerings are expected to meet the same high standards as face-to-face courses. All courses and teaching assignments are approved by the appropriate academic department heads and deans. All offerings must be approved through UNI's standard curriculum processes. UNI continues to rely primarily on campus-based faculty to ensure the quality of distance education courses matches the quality of on-campus offerings.
- Outcomes assessment and academic program reviews for distance education programs mirror the process for on-campus programs. Assessment plans have been developed by the respective academic areas for each program; each area is expected to collect outcomes data. The purpose of these plans is to provide a systematic way to collect data that can be used to make improvements in teaching and learning. The process for administering student assessments for distance education courses follows the same protocols used for courses taught on-campus.
- Support services for distance education students are assessed by the Office of Continuing and Distance Education. Results are used to make improvements in systems and processes. For example, as a result of the feedback received, a process improvement effort was undertaken to ensure students receive registration and course information in a more timely manner.

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

	SUI	ISU	UNI	REGENT TOTAL
Number of new courses added during 2014-2015	113	41 <sup>9</sup>	49	209
Number of undergraduate programs available entirely online	7	1	2	10
Number of graduate programs available entirely online	9	31	15	55
Number of certificate programs available entirely online	17	27	4	48
Number of faculty trained to use web-based technology for delivery of distance education	400	296 <sup>1011</sup>	230	926
Total number of online courses in 2014-2015	557	614 <sup>12</sup>	503	1,674

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

University of Iowa.

- Advising. The Advising Team has undertaken several initiatives to strengthen recruiting, communication, and advising services.

<sup>9</sup> Counted those with an enrollment count greater than or equal to 1.

<sup>10</sup> Represents seats in workshops. A single faculty member could be counted twice.

<sup>11</sup> This number is down because CELT no longer does workshops. CELT works with instructors one-on-one to develop web-based technology for their courses.

<sup>12</sup> Unduplicated count; enrollment count greater than or equal to 1 where delivery is WWW or VS.



- ⇒ Prospective students hear about the BAS/BLS programs in many ways, such as college fairs, marketing advertisements, website searches, referrals from campus and community college colleagues, and word of mouth from friends. Our prospect process aims to ensure that all students, regardless of how they first approach our department, receive the same high quality information and support. We understand that our students lead busy lives and the decision to return to further their education can be overwhelming. We recognize they may need to receive information multiples time and in various formats before they feel prepared to make the best decision for their future. Our prospect process has a coordinated pathway for sending vital program information by both email and mail, a framework for checking in with students at timed intervals to assist with questions, as well as a reminder system set to disperse information at key dates in relation to application deadlines and university course cycles. Our *hands on* approach to assisting prospective students strives to convey a sense of the support system they will encounter as they proceed through our online programs.
- ⇒ After prospective students have formally applied to admission and matriculated, our communication plan ensures that they are aware of vital program requirements and university policies at relevant times throughout each semester. Although most of our students do not set foot on the Iowa City campus, we want them to feel that they receive the same high quality advising service that is available on-campus. We track students as they progress through their online degree program and alert them to information and opportunities to help them succeed and accomplish their goals. We realize that many BAS and BLS students are balancing career, family, and education, and the purpose of our communication plan is to keep them informed, provide support, and give reminders to keep them on track to degree completion.
- 📖 **Marketing.** At the end of 2014-15, Distance and Online Education contracted with the Press Citizen Media consulting group (PC Media) to provide strategic placement of ads on social media sites (Facebook) and search engines (Google, Yahoo, and Bing). During the first quarter, there were 231,704 impressions made on search engines with 1,583 clicks (0.68% CTR) to the Distance and Online Education website. In terms of social media advertising, there were 1,183,210 impressions and 5,220 clicks (0.44% CTR) to the website. These advertisements focus on the Bachelor of Liberal Studies and the Bachelor of Applied Studies degree programs, as well as the RN-BSN program.
- ⇒ The Department of Journalism and Mass Communication is working with DCE Marketing and PC Media in a similar manner to increase enrollment. However the figures above reflect only statistics for the BLS, BAS, and RN-BSN marketing. We continue to refine and optimize the end-user experience to ensure the information is easily accessible.
- ⇒ In collaboration with central Strategic Communications and Admissions, Distance and Online Education developed a new brochure targeted at working adults. A marketing campaign was developed which reached out to any former SUI student who had not completed a degree, and was also sent to SUI staff members who had not completed their degree.

📖 Course Transition. The DCE has been evaluating the efficacy of Guided Independent Study (GIS) courses for several years. There is evidence that students are more likely to complete online courses with a slightly higher grade point if they enroll in a one-term instructor-paced (EXW) online course compared to a two-term self-paced (GIS) course. Increased student success in synchronous online courses can be attributed to effective student engagement, structured course deadlines, a collaborative environment enabling students to enhance learning, seek assistance, and find resources, as well as timely student feedback.

- ⇒ The DCE has been working closely with administrators in the College of Liberal Arts and Sciences (CLAS) and University College and we agreed to move the Division toward all one-term EXW courses and to gradually convert GIS courses to the EXW format. Most peer institutions have made the same change. New GIS courses are no longer being developed. Additionally, the DCE is working with departments and instructors to transition GIS courses in need of revision to the EXW format and instructors are no longer being compensated for GIS course revisions. This is a large conversion and it will take time to shift all of the course materials from GIS to EXW.
- ⇒ The DCE is fully committed to transitioning the two-term synchronous independent study courses into single term course synchronous courses. There is a plan to have all courses completed by Fall 2017. To accomplish this, staff have been added and reorganized the instructional design team to be more efficient and effective at working with faculty to move their courses from one format to another, as well as to review the courses using Quality Matters. It is anticipated that this change will allow students to work more effectively, help time to degree, create deeper engagement and maintain a higher grade point.

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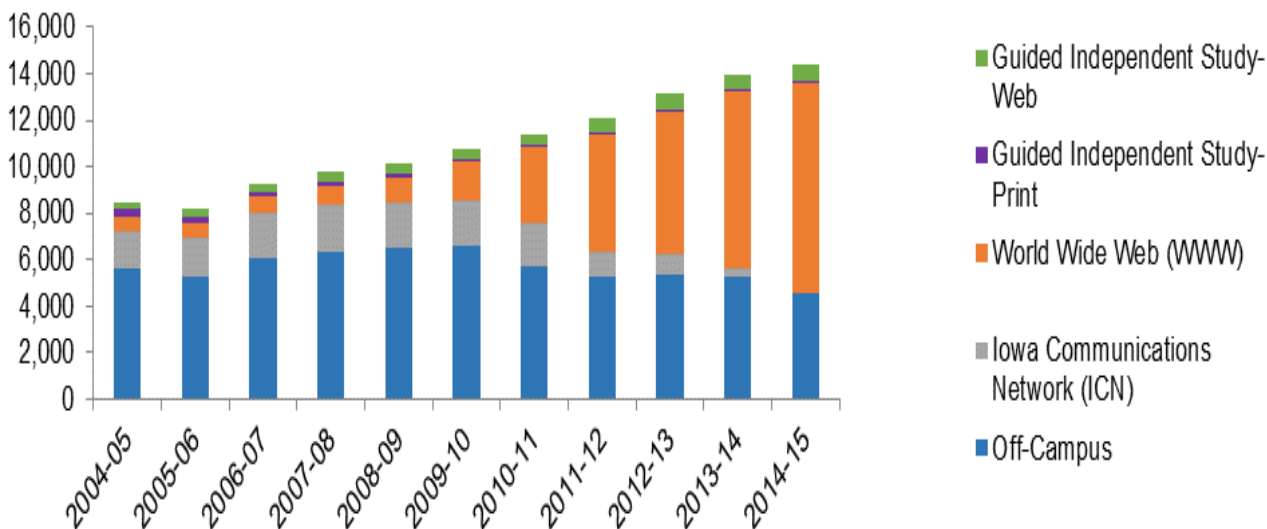
📖 CALS has invested in HD digital technology to capture courses for online delivery.

- ⇒ Courses use a standardized format and are branded to present the highest quality from ISU. This investment has provided the online learner a higher quality online lecture which is delivered from our cloud delivery server.
- ⇒ CALS has partnered with the Student Disability Office to provide technology for closed captioning of courses.
- ⇒ CALS has implemented an AgOnline Learning Advisory Committee that will allow faculty with demonstrated experience or interest in online learning to play a key advisory role in helping to shape our five year plan in the areas of CALS on-campus online and online distance learning taking into account new technologies while maintaining our current strengths. The committee's efforts are to supplement and enhance what is currently happening in the classroom and to help us learn about future needs for this fast-changing area so we can identify ways to improve learning and teaching in CALS AgOnline courses. The committee will also provide a forum for discussing online learning issues, establishing guidelines/procedures, and recommendations regarding online learning.

- ⇒ CALS has implemented the use of a CRM to track and manage online students which has allowed us to capture more students and better serve them once they enroll in our online courses.
- ⇒ CALS has developed an effective marketing and communications program to reach out to prospective students needing our online course content

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📖 The graph on the following page provides 10-year trend data for distance education enrollments at UNI using different delivery methods.



◇ Regional Study Centers.

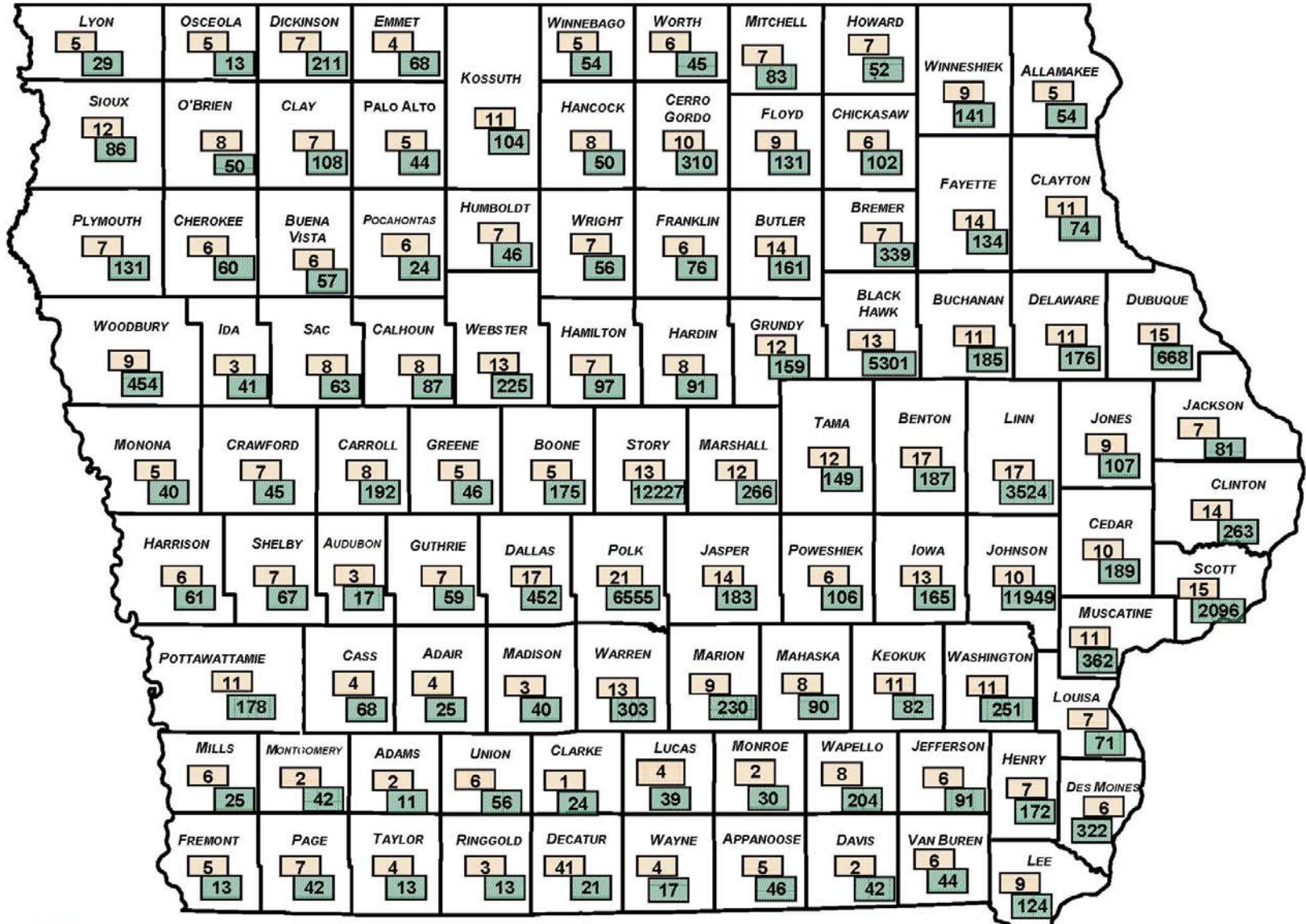
Highlights of the regional study centers are provided in Attachment H.

**STATE FUNDING AT REGIONAL STUDY CENTERS  
2014- 2015**

	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
<b>SWIRRC</b>				
State Funding	\$182,734	NA	NA	NA
<b>NWIRRC</b>				
State Funding	\$96,114	NA	NA	NA
<b>GRADCENTER</b>				
State Funding	\$5,000	NA	NA	NOT PROVIDED

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

Attachment A  
2014-2015 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 = 833 Iowa communities. Total number of courses = 18,976.
   
 = Enrollments in credit courses by Iowa residents. Total = 52,728 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  
2014-2015

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	4	4	0	0	31	31	0	0	35	35	0	0	0	0
World Wide Web																
• Semester based courses	13,288	15,785	5,665	34,738	2,421	4,412	3,378	10,211	15,709	20,197	9,043	44,949	21,866	52	2,592	52
• Guided independent study	6,044	0	637	6,681	239	0	76	315	6,283	0	713	6,996	48,040	0	0	24,458
• Hybrid	517	0	0	517	534	0	0	534	1,051	0	0	1,051	0	0	0	0
On-site (face-to-face)	1,480	3	1,079	2,562	5,200	788	1,325	7,313	6,680	791	2,404	9,875	77,841	276,993	8,811	363,645
Mailed media (video/audio/tape, etc.)	0	53	38	91	0	0	2	2	0	53	40	93	2,110	9,020	0	11,130
Other off-campus	0	1	1,668	1,669	0	271	489	760	0	272	2,157	2,429	47,178	102,445	0	149,623
<b>GRAND TOTAL</b>	<b>21,329</b>	<b>15,842</b>	<b>9,091</b>	<b>46,262</b>	<b>8,394</b>	<b>5,471</b>	<b>5,301</b>	<b>19,166</b>	<b>29,723</b>	<b>21,313</b>	<b>14,392</b>	<b>65,428</b>	<b>197,035<sup>13</sup></b>	<b>391,114</b>	<b>11,403</b>	<b>599,552</b>

<sup>13</sup> This number is significantly higher than in previous reporting years. The variance resulted from an improvement in collecting information. In previous years, deans requested non-credit activities from their colleges. For the 2014-2015 report, the Division of Continuing Education provided a description of "non-credit" as well as reached out to staff other than the deans' administrative support staff. This was particularly true for University College.

**2014-2015 CREDIT COURSE REGISTRATIONS BY LEVEL  
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total	Number of Credit Hours Regent Total			
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total		SUI	ISU	UNI	TOTAL
Agriculture & Related Sciences	0	0	2,028	1,366	0	0	2,028	1,366	3,394	5.2%	0	10,124	0	10,124
Natural Resources & Conservation	80	0	386	4	0	0	466	4	470	0.8%	237	926	0	1,163
Architecture & Related Services	0	19	39	115	0	0	39	134	173	0.3%	48	460	0	508
Ethnic, Cultural, & Gender Studies	46	8	967	11	15		1,028	19	1,047	1.6%	162	2,934	43	3,139
Communication & Journalism	1,252	107	746	31	260	28	2,258	166	2,424	3.7%	3,808	2,331	818	6,957
Computer & Information Sciences	241	12	517	419	28	69	786	500	1,286	2.0%	750	2,568	165	3,483
Education	384	482	178	1,108	1,081	3,055	1,643	4,645	6,288	9.6%	2,396	3,681	10,979	17,056
Engineering	698	22	824	754	0	0	1,522	776	2,298	3.5%	2,168	4,664	0	6,832
Foreign Languages & Linguistics	99	12	420	11	52	30	571	53	624	1.0%	319	1,312	244	1,875
Family And Consumer Sciences	0	0	3,008	588	1,711	73	4,719	661	5,380	8.2%	0	9,507	5,260	14,767
Technology Education/Ind. Arts	0	0	0	0	284	117	284	117	401	0.6%	0	0	1,061	1,061
Legal Professions and Studies	22	6	0	0	0	0	22	6	28	0.0%	78	0	0	78
English Language & Literature	334	16	523	38	96	198	953	252	1,205	1.8%	1,011	1,683	850	3,544
Liberal Arts And Sciences	2,459	507	100	0	340		2,899	507	3,406	5.2%	8,246	100	1,020	9,366
Library Science	0	91	0	0		219	0	310	310	0.5%	272	0	655	927
Biological & Biomedical Sciences	372	19	2,179	95	94	15	2,645	129	2,774	4.2%	1,129	6,617	278	8,024
Mathematics & Statistics	164	14	628	227	202	335	994	576	1,570	2.4%	514	2,758	1,401	4,673
Multi/Interdisciplinary Studies	1,339	1	29	3	511		1,879	4	1,883	2.9%	3,925	96	2,048	6,069
Recreation & Fitness Studies	2,220	28	0	0	1,257	513	3,477	541	4,018	6.1%	6,439	0	6,370	12,809
Basic Skills	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0
Health-Related Knowledge & Skills	0	0	0	0	1,177	91	1,177	91	1,268	1.9%	0	0	3,538	3,538
Leisure And Recreational Activities	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0
Personal Awareness	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0
Philosophy & Religious Studies	54	2	0	0	65		119	2	121	0.2%	168	0	195	363

2014-2015 CREDIT COURSE REGISTRATIONS BY LEVEL  
BY INSTITUTION AND SUBJECT AREA (CIP CODE)

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total	Number of Credit Hours Regent Total			
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total		SUI	ISU	UNI	TOTAL
Physical Sciences	123	6	452	8	207	168	782	182	964	1.5%	390	758	837	1,985
Psychology	1,325	55	546	8	501	36	2,372	99	2,471	3.8%	4,124	1,662	1,401	7,187
Public Administration	367	1,043	0	0	143	29	510	1,072	1,582	2.4%	3,925	0	902	4,827
Science Technologies/Technicians	1,414	11	194	6	0	0	194	6	200	0.3%	4,133	524	0	524
Social Sciences	0	0	1,532	53	582	63	3,528	127	3,655	5.6%	0	4,653	1,877	10,663
Visual & Performing Arts	486	34	351	8	309	92	1,146	134	1,280	2.0%	1,466	1,077	1,151	3,694
Health Professions	2,077	1,453	0	15	0	0	2,077	1,468	3,545	5.4%	10,121	43	0	10,164
Business, Management & Marketing	5,629	4,430	61	600	118	169	5,808	5,199	11,007	16.8%	28,755	1,905	836	31,496
History	160	0	134	3	58	1	352	4	356	0.5%	459	411	159	1,029
Residency Programs	0	0	0	0	0	0	0	0	0	0.0%	0	0	0	0
<b>Total Registrations</b>	<b>21,345</b>	<b>8,378</b>	<b>15,842</b>	<b>5,471</b>	<b>9,091</b>	<b>5,301</b>	<b>46,278</b>	<b>19,150</b>	<b>65,428</b>	<b>100.0%</b>	<b>85,043</b>	<b>60,794</b>	<b>42,088</b>	<b>187,925</b>

**2014-2015 NON-CREDIT COURSE REGISTRATIONS  
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

<b>Subject Matter</b>	<b>SUI</b>	<b>ISU</b>	<b>UNI</b>	<b>REGENT TOTAL</b>	<b>PERCENT OF REGENT TOTAL</b>
Agriculture & Related Sciences	428	176,593	0	177,021	29.5%
Natural Resources & Conservation	108	333	1,784	2,225	0.4%
Architecture & Related Services	0	1,388	0	1,388	0.2%
Ethnic, Cultural, & Gender Studies	525	0	120	645	0.1%
Communication & Journalism	204	0	249	453	0.1%
Communications Technologies	0	0	0	0	0.0%
Computer & Information Sciences	43	93	0	136	0.0%
Personal and Culinary Services	50	0	0	50	0.0%
Education	38,265	292	1,274	39,831	6.6%
Engineering	1,729	2,837	0	4,566	0.8%
Engineering Technologies/Technicians	213	0	0	213	0.0%
Foreign Languages & Linguistics	59	0	0	59	0.0%
Family And Consumer Sciences	68	79,272	0	79,340	13.2%
Technology Education/Industrial Arts	135	0	0	135	0.0%
Legal Professions & Studies	917	1,157	0	2,074	0.3%
English Language & Literature	5,942	0	335	6,277	1.0%
Liberal Arts And Sciences	962	670	172	1,804	0.3%
Library Science	56	0	0	56	0.0%
Biological & Biomedical Sciences	672	124	0	796	0.1%
Mathematics & Statistics	743	0	0	743	0.1%
Military Science, Leadership & Op. Art.	208	0	0	208	0.0%
Multi/Interdisciplinary Studies	2,877	1,429	0	4,306	0.7%
Parks, Recreation, Leisure & Fitness	0	231	757	988	0.2%
Health-Related Knowledge & Skills	57,657	0	0	57,657	9.6%
Interpersonal & Social Skills	14,618	4,940	0	19,558	3.3%
Leisure And Recreational Activities	80	212	0	292	0.0%
Basic Skills & Developmental Ed.	832	0	0	832	0.1%
Personal Awareness & Self-Improv.	18,461	98,880	0	117,341	19.6%
Philosophy & Religious Studies	275	0	65	340	0.1%
Theology and Religious Vocations	0	0	0	0	0.0%
Physical Sciences	119	0	1,427	1,546	0.3%
Science Technologies/Technicians	6	2,579	0	2,585	0.4%
Psychology	144	0	0	144	0.0%
Public Administration	1,951	12,015	456	14,422	2.4%
Social Sciences	2,984	2,543	35	5,562	0.9%
Trades & Industry	2,066	0	0	2,066	0.3%
Visual & Performing Arts	7,002	226	2,327	9,555	1.6%
Health Professions	33,736	0	0	33,736	5.6%
Business, Management & Marketing	2,319	5,300	2,402	10,021	1.7%
History	581	0	0	581	0.1%
<b>Total Registrations</b>	<b>197,035</b>	<b>391,114</b>	<b>11,403</b>	<b>599,552</b>	<b>100.0%</b>



ACADEMIC CREDIT PROGRAMS<sup>14</sup>  
2014-2015

UNIVERSITY OF IOWA

<b>Degree or Certificate<sup>15</sup></b>	<b>Program Major<sup>16</sup></b>	<b>Delivery Method/Site(s)</b>	<b>Requires on-campus component</b>
DNP	Nursing	Statewide via Web and on-site	X
Advance Practice Certificate AGNP	Nursing	Online course work; on-site clinical	
Advance Practice Certificate AGNP/Acute Care	Nursing	Online course work; on-site clinical	
Advance Practice Certificate FNP	Nursing	Online course work; on-site clinical	
Advance Practice Certificate FNP Acute Care	Nursing	Online course work; on-site clinical	
Advance Practice Certificate PNP Primary Care	Nursing	Online course work; on-site clinical	
Advance Practice Certificate Psych Mental Health	Nursing	Online course work; on-site clinical	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Des Moines, Quad Cities, and Hong Kong).	
MSN/CNL	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MA	Business Analytics	On-site (Cedar Rapids)	
MSW	Social Work	On-site and via Adobe Connect	
MA	Strategic Communications	On-site and via Adobe Connect	
MA	Educational Measurement and Statistics	Statewide via Web	
MA	Educational Administration	Statewide via Adobe Connect and on-site	
RN to BSN	Nursing	Statewide via Web	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	

<sup>14</sup> Note: Program requirements may include designated hours for residential (on-campus) registration.

<sup>15</sup> Certificate, B.A., B.S., M.B.A., Ph.D., etc.

<sup>16</sup> Business Administration; Computer Science, Dietetics; etc.

<b>Degree or Certificate<sup>17</sup></b>	<b>Program Major<sup>18</sup></b>	<b>Delivery Method/Site(s)</b>	<b>Requires on-campus component</b>
BA	Political Science	Statewide via Web	
BA	Social Work	On-site and via Adobe Connect	
BBA	Management & Entrepreneurial Studies	Statewide via Elluminate Live	
BS	Radiation Sciences	Statewide via Web	
Certificate	Non-Profit Management	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Leadership Studies	Statewide via Web	
Certificate	Business Analytics	On-site (Cedar Rapids and Des Moines)	
TAG Endorsement	Talented and Gifted Endorsement— Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	
Certificate in Online Teaching	College of Education	Statewide via Web	
Certificate in Teaching English as a Foreign Language	College of Education	Statewide via Web	
Special Education Teacher Program for International Students	College of Education	Web	
Endorsement	Superintendent Endorsement	Statewide via Web and on-site	
Licensure	Principal Licensure	Statewide via Web and on-site	

<sup>17</sup> Certificate, B.A., B.S., M.B.A., Ph.D., etc.

<sup>18</sup> Business Administration; Computer Science, Dietetics; etc.

**ACADEMIC CREDIT PROGRAMS  
2014-2015**

**IOWA STATE UNIVERSITY**

<b>Degree or Certificate</b>	<b>Program Major</b>	<b>Delivery Method/Site(s)</b>	<b>Requires on-campus component</b>
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Advanced Manufacturing	WWW	
Certificate	Biorenewable Resources and Technology	WWW	
Certificate	Computer Networking	WWW	
Certificate	Construction Management	WWW	
Certificate	Embedded Systems	WWW	
Certificate	Energy Systems Engineering	WWW	
Certificate	Environmental Engineering	WWW	
Certificate	Environmental Systems	WWW	
Certificate	Human Computer Interaction	WWW	
Certificate	Information Assurance	WWW	
Certificate	Literacy Coaching	WWW	
Certificate	Nondestructive Evaluation	WWW	
Certificate	Power Systems Engineering	WWW	
Certificate	Public Management	WWW	
Certificate	Seed Business Management	WWW	
Certificate	Seed Science Technology	WWW	
Certificate	Software Systems	WWW	
Certificate	Systems Engineering	WWW	
Certificate	Teaching English as a Second Language (TESL)	WWW	
Certificate	Youth Development Specialist	WWW	
Certificate	Youth Program Management and Evaluation	WWW	
Certificate	Veterinary Preventative Medicine	WWW	
Internship	Dietetics	On-site (various)	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	

<b>Degree or Certificate</b>	<b>Program Major</b>	<b>Delivery Method/Site(s)</b>	<b>Requires on-campus component</b>
Masters	Aerospace Engineering	WWW	
Masters	Agricultural Education	WWW & Streaming Media or CD	
Masters	Agronomy	WWW/CD	Practicum
Masters	Plant Breeding	WWW/CD	Practicum
Masters	Seed Technology & Business	WWW & Streaming Media or CD	
Masters	Systems Engineering	Streaming Media	
Masters	Computer Engineering	WWW	
Masters	Electrical Engineering	WWW	
Masters	Mechanical Engineering	WWW	
Masters	Industrial Engineering	WWW	
Masters	Civil Engineering	WWW	
Masters	Information Assurance	WWW	
Masters	Human Computer Interaction	WWW	
Masters	Family & Consumer Science - Comprehensive Educational Studies – Curriculum & Instruction; Educational Leadership & Policy Studies; Special Education Human Development and Family Studies – Family Financial Planning; Gerontology; Human Development & Family Studies Nutrition – Dietetics; Food Science & Human Nutrition	WWW	
Masters	Dietetics	WWW	
Masters	Family Financial Planning	WWW	
Masters	Gerontology	WWW	
Masters	Educational Studies (no new admits)	WWW/FF	
Masters	Interdisciplinary Studies, Comm. Dev. Specialization	WWW & Streaming Media	
Masters	Curriculum & Instructional Technology	WWW	
Masters	Statistics	WWW	
Masters	School Mathematics	WWW/On-Site	
Masters	Energy Systems Engineering	WWW	
Masters	Engineering Management	WWW	
Masters	Youth Development	WWW	
Masters	Higher Education – Community College	WWW	
Ph.D.	Foodservice & Lodging Management	WWW/FF	X
	<b>Available only in Iowa</b>		
Masters	Educational Administration	On-Site (Ankeny, Atlantic, Des Moines, Mason City, Ottumwa, Storm Lake)	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Ph.D.	Education Administration	WWW/On-site (Ames)	X
	<b>Available only in Greater Des Moines</b>		
Masters	Business Administration	On-site (Des Moines)/WWW	
Certificate	Advanced Studies – Superintendent Certification	WWW/On-site (Ames)	

**ACADEMIC CREDIT PROGRAMS  
2014-2015**

**UNIVERSITY OF NORTHERN IOWA**

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

<b>Degree or Certificate</b>	<b>Program Major</b>	<b>Delivery Method/Site(s)</b>	<b>Requires on-campus component</b>
Masters	Social Science for Teachers Grades 6-12	WWW	
Masters	Teaching English in Secondary Schools (TESS)	WWW	X
Masters	Teaching English to Speakers of Other Languages (TESOL)	WWW	
Masters	Technology	WWW	
Endorsement	Driver Education	On-site/WWW	X
Endorsement	Education of the Gifted	WWW	
Endorsement	English as a Second Language (ESL)	WWW	
Endorsement	Iowa Reading K-8	WWW	
Endorsement	Iowa Secondary School Health Education Teaching	On-site/WWW	X
Endorsement	Early Childhood – Special Education	WWW	



Distance Education at Iowa  
online · on course · on target

University of Iowa Student Course Evaluation  
Questionnaire  
Division of Continuing Education

Form  
Code: -99999

This questionnaire is designed to learn your reactions and suggestions for a distance learning course (or part of a blended course) in which you are currently enrolled through the Division of Continuing Education at the University of Iowa. Your reactions and suggestions will be kept confidential, and will be used to improve the course content and delivery of the course. The instructor will be given summary data across students, but your responses will not be shared with anyone outside the Division of Continuing Education. Please take a few minutes to complete the questionnaire. Return the completed questionnaire to me electronically by clicking on the "SUBMIT" button. If you have questions, please contact Monica Koch at [monica-koch@uiowa.edu](mailto:monica-koch@uiowa.edu) or (319)335-2578. Thanks for your help!

Anne Zalenski, Ph.D.  
Associate Dean  
Division of Continuing Education  
University of Iowa

000:000:EXW [COURSE TITLE]  
[INSTRUCTOR NAME]

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	Not Applicable
1. I learned a lot in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course requirements were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The syllabus for the course provided a good guide to course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The assigned readings were important for understanding the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The written assignments contributed to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The computer (on-line) resources were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The media usage was very helpful for learning the objectives of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The feedback I received on assignments improved my understanding of the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The exams were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Adequate time was allowed for the exams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Supplementary materials provided for the course were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Grading criteria were clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Important concepts were clarified by good examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



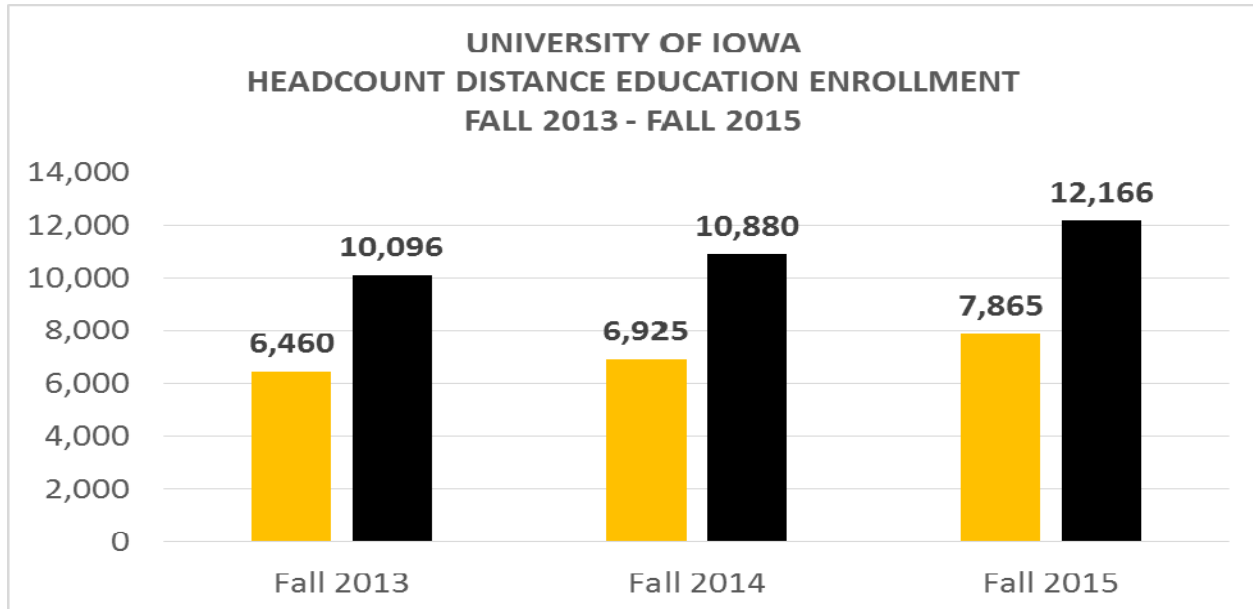
Welcome To Evaluation Form

Page 2 of 2

15. Help was available if I had questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor was interested in my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My questions about the material in the course were answered promptly by the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Overall, this was a valuable course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I would recommend this course taught by this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Overall, the instructor is an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I think I learned as much in this course as I would have if I had taken it on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I recommend a different type of delivery for this course. See my comments below.							
23. In the space below, list the things about the course that you disliked.							
24. In the space below, list the things about the course that you especially liked.							

Submit

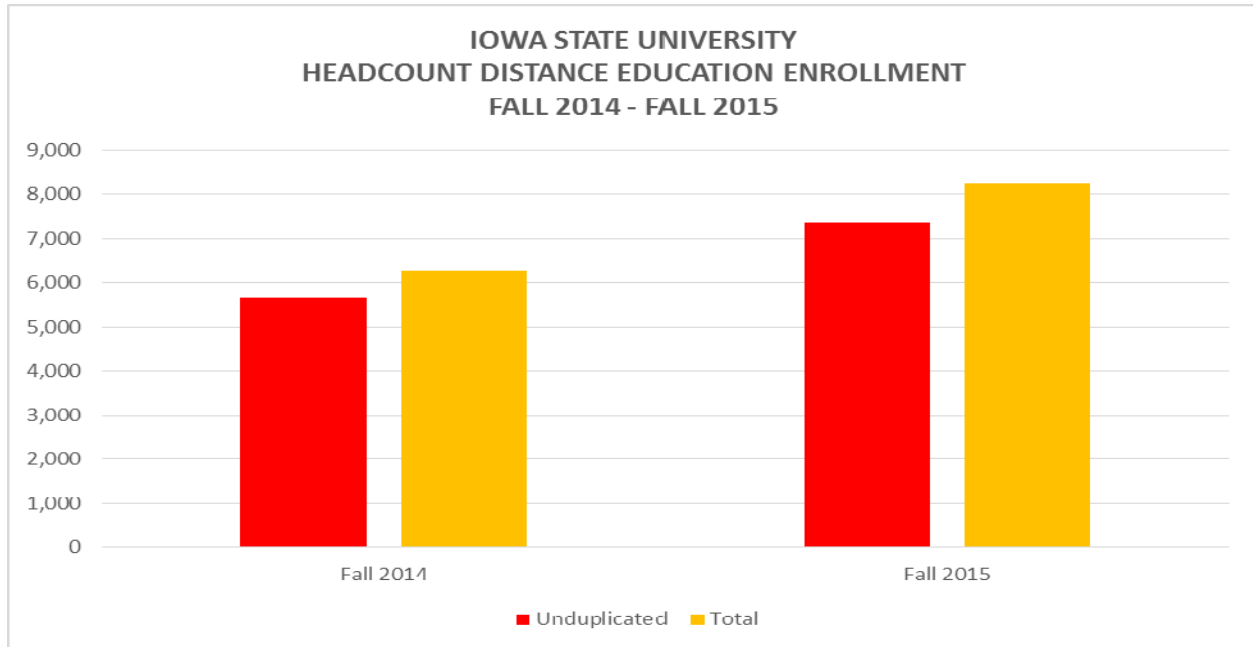




Fiscal Year	Undergraduate Courses			Graduate Courses			Total Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2010	577	12.9%	63.4%	333	7.1%	36.6%	910	10.7%
2011	624	8.2%	65.3%	332	-0.3%	34.7%	956	5.1%
2012	674	8.0%	64.1%	378	13.9%	35.9%	1,052	10.0%
2013	694	3.0%	63.1%	406	7.4%	36.9%	1,100	4.6%
2014	794	14.4%	66.6%	398	-2.0%	33.4%	1,195	8.4%
2015	846	6.6%	65.1%	454	14.1%	34.9%	1,300	9.1%

Year	Students Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Count	Total Unduplicated Count
	Total Student Enrollment	Unduplicated	Total Credit Hours	Total Student Enrollments	Unduplicated	Total Credit Hours		
Fall 2011								
Fall 2012								
Fall 2013	4,677	2,185	13,855	5,419	4,275	15,454	10,096	6,460
Fall 2014	4,910	2,343	14,545	5,970	4,582	16,711	10,880	6,925
Fall 2015	5,227	2,595	14,619	6,939	5,270	19,645	12,166	7,865

IOWA STATE UNIVERSITY



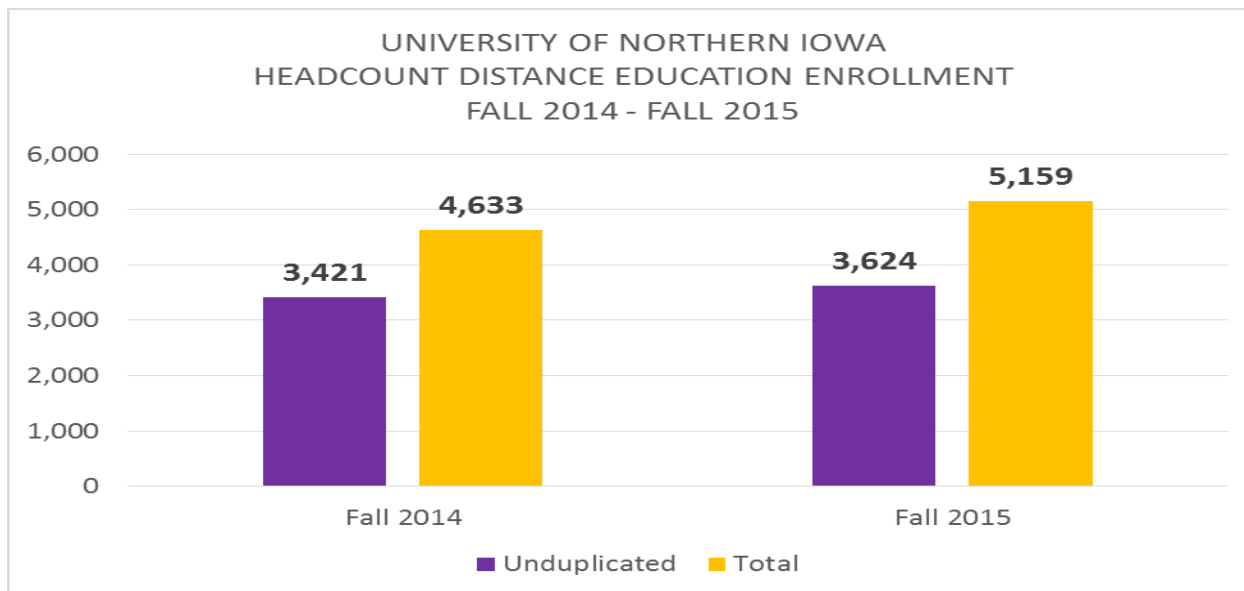
ISU continues to see consistent growth in the number of students taking distance education courses.

Fiscal Year	Undergraduate Courses			Graduate Courses			Total Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2010	254	5.8%	34.6%	481	9.3%	65.4%	735	8.1%
2011	295	16.1%	36.7%	508	5.6%	63.3%	803	9.3%
2012	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%
2013	411	8.4%	43.7%	529	1.1%	56.3%	940	4.2%
2014	373	-9.2%	41.2%	533	0.8%	58.8%	906	-3.6%
2015	417	11.8%	44.0%	530	-0.6%	56.0%	947	4.5%

Year	Student Enrollment – Taking only Distance Education Courses			Student Enrollment – Taking Combination of On Campus and DE Courses			Total Enrollment Count	Total Unduplicated Count
	Total	Unduplicated	Total Credit Hours	Total	Unduplicated	Total Credit Hours		
Fall 2011								
Fall 2012								
Fall 2013								
Fall 2014	2,320	1,501	6,871	5,025	4,162	13,680	7,345	5,663
Fall 2015	2,430	1,540	7,070	5,815	4,733	15,681	8,245	6,273

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

UNIVERSITY OF NORTHERN IOWA



Fiscal Year	Undergraduate Courses			Graduate Courses			Total Course Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses		
2010	360	2.9 %	49.7%	364	11.7 %	50.3%	724	7.1%
2011	382	6.1 %	52.1%	351	-3.6 %	47.9%	733	1.2%
2012	470	23.0 %	54.5%	393	12.0 %	45.5%	863	17.7%
2013	456	-3.0 %	52.4%	414	5.3 %	47.6%	870	0.8%
2014	486	6.6 %	52.9%	432	4.3 %	47.1%	918	5.5%
2015	470	-3.3%	51.1%	449	3.9%	48.9%	919	0.1%

Year	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Count	Total Unduplicated Count
	Total	Unduplicated	Total Credit Hours	Total	Unduplicated	Total Credit Hours		
Fall 2011								
Fall 2012								
Fall 2013								
Fall 2014	2,197	1,343	5,679	2,436	2,078	6,664	4,633	3,421
Fall 2015	2,319	1,424	6,266	2,840	2,200	7,987	5,159	3,624

## REGIONAL STUDY CENTERS

### SOUTHWEST IOWA REGENTS RESOURCE CENTER (SWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to undergraduate and graduate education and other public universities' resources for area residents. While the mission remains the same, the geographic region served by the Center has been expanded through the Southwest Iowa Educational Services Partnership which includes the Center, Iowa State University, the University of Iowa, the University of Northern Iowa, Iowa Western Community College, and Southwestern Community College. The creation of the partnership increases the service area for the Center from an eight county region to 15 counties.
  
- ◇ Key activities of Center. The main role of the Center is to serve as both a virtual and physical contact point for southwest Iowa residents for assistance with any matter concerning the Regent universities. The Center offers personal assistance to transfer students from Iowa Western Community College and Southwest Community College. The Center distributes program and transfer information to prospective students; it informs the general public and areas businesses of education opportunities through the website and semester mailings.

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

- ◇ Distribution of Center staff time. Dr. Michael Hero teaches math courses for the University of Iowa and Iowa Western Community College. This role represents 75% of his activities. In addition to teaching, he serves as a teaching assistant for a college preparatory math class at Iowa Western Community College. His role as SWIRRC Coordinator represents 25% of his activities. As both a University of Iowa and Iowa Western Community College instructor, Dr. Hero is in the unique position to develop relationships at both institutions. He attends community and civic events and coordinates promotional activities.

The Center secretary spends approximately 80% of her time promoting Regent university courses and programs. This involves maintaining the website and updating course and program information each semester, producing and distributing semester mailers, assisting Dr. Hero with promotional activities, and providing assistance to current and prospective students. Administrative duties are approximately 20% of her time and include monitoring the budget, processing payments and maintaining office equipment and supplies. She also schedules the ICN room and serves on the Regional Telecommunication Council of Regions 13 and 14.

- ◆ Accomplishments in 2014-2015. In August 2013, Dr. Michael Hero joined the Southwest Iowa Regents Resource Center. As a faculty member at both the University of Iowa and Iowa Western Community College, he further enhances the collaboration between the community colleges, the Regent Universities, and SWIRRC. His position also brings increased communication with students, faculty, and the administration of Iowa Western Community College. As Coordinator he attends community functions, where he represents the Regent universities. As a way to improve knowledge of Regent university programs, Dr. Hero arranged a meeting with advisors from the University of Iowa, Iowa State University, and Iowa Western Community College. The meeting provided extremely beneficial personal communication between the two advisor groups and enhanced their ability to guide potential transfer students. In July 2014, Dr. Hero offered a class at the annual Summer Technology Days. This is a program at Iowa Western Community College designed to expose middle school students to the role of technology in our society.

During 2014-2015, he taught online courses for both the University of Iowa and Iowa Western Community College; for the University of Iowa, he taught History of Mathematics, Calculus and Matrix Algebra for Business, and Mathematics for Business; and for Iowa Western Community College, he taught Differential Equations and Calculus 2. In addition, he developed two new online classes, Engineering Math 1 for the University of Iowa, and Calculus 2 for Iowa Western Community College. Dr. Hero also assisted students in the Developmental Math Program at IWCC. In May 2015, he submitted the paper "On Diffeomorphisms of Compact Two Manifolds With all Non-Wandering Points Being Periodic" to the International Journal of Bifurcation and Chaos.

This year, the SWIRRC participated in the annual May Celebrate Council Bluffs parade which brings together local schools, civic organizations, businesses, and dignitaries for one of the city's biggest events. Dr. Loyce Arthur, Associate Professor with the University of Iowa Theatre Arts Department, designed a topographical map of Iowa illustrating the locations of the Southwest Iowa Educational Partnership partners. The large crowd gathered along the downtown route was delighted by Cy and TC shaking hands and mingling with residents who snapped pictures and gave high fives. This year, the mascot for Iowa Western Community College joined with our group. It was an excellent opportunity to introduce the Center to an additional, diverse group of community residents and also an entertaining demonstration of the Regent universities' presence in Southwest Iowa.

Marketing efforts were increased this year to obtain a larger presence in social media, radio and print. We have started a marketing campaign that includes Facebook and Google, and are running ongoing radio advertising on the River, a public radio station operated by Iowa Western Community College. We continue mailings to businesses, hospitals, libraries and economic development agencies in our 15 county area and Area Education Agency van deliveries in 56 southwest Iowa school districts.

Administration of the Southwest Iowa Regents Resource Center budget has been moved from the University of Northern Iowa to the University of Iowa. New procedures have been put into place to carry out purchasing and bill paying.

- ◇ Key Center planning goals for 2015-2016. The Center will work to increase awareness of the Center on social media with promotions on the SWIRRC Facebook page. Additional advertising is planned to reach area residents and current community college students with advertising on Google and The River radio station.

The Southwest Iowa Regents Resource Center plans to repeat entry in the Celebrate Council Bluffs parade in May 2016 with increased involvement with the universities and area groups.

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

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



### NORTHWEST IOWA REGENTS RESOURCE CENTER (NWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to undergraduate and graduate education and other public universities' resources for area residents. The geographic region served by the Center through the Northwest Iowa Educational Services Partnership includes the Center, Iowa State University, the University of Iowa, the University of Northern Iowa, Western Iowa Tech Community College, and Northwest Iowa Community College.
- ◇ Distribution of Center staff time. The Center Coordinator ensured program offerings and website were developed and updated and held meetings with representatives of all Regent universities, community colleges. He also met with education and business communities to identify programs that meet the specific needs of the region. One transfer specialist provided outreach to area businesses and assistance to students by holding office hours in Denison and Sioux City, while the other transfer specialist provided similar outreach in Cherokee and Sheldon.
- ◇ Significant accomplishments during 2014-2015. The Center developed an agreement with Iowa State University College of Agriculture allowing students from the two community colleges to transfer credits, take two semesters online and two semesters in residence to complete a Bachelor of Science in Agricultural Studies. The Center also coordinated the presentation by an Iowa State University artist at an Arts Fair hosted by Northwest Iowa Community College. The University of Iowa provided an Information Technology Support Specialist to supervise two WITCC student interns in providing information technology services to small businesses in northwest Iowa, hired an instructor to conduct Entrepreneurship classes in Sioux City and completed the first of a two-year project by the Iowa Initiative for Sustainable Communities.

The Center also coordinated performances by the Latin Jazz Ensemble and Dancers in Company in Denison, and the Pan-American Steel Band in Sioux City through the UI Arts Share program. The University of Northern Iowa worked with the Center on its Regional Entrepreneurship Program. The Center was asked by city and chamber officials to participate in the recruitment presentation to a national technology company. Program brochures were produced and distributed, and enrollment outreach was developed for all three universities. The partnership with the community colleges has provided an opportunity to promote activities at each Regent institution, to include satellite campuses in Cherokee and Denison, as well as to increase awareness to high school students, adult learners and the wider community. Direct student transfer counseling for the first six months of the calendar year were 72% higher than during the previous year.

- ◇ Key Center planning goals for 2015-2016. The Center will facilitate outreach events from the state universities in northwest Iowa and conduct outreach activities with the education community and public at large. The Center will promote the UI business course and UI Partners internships offered on the WITCC campus. We will look to tie these services with the University of Northern Iowa's Business and Community Services Regional Entrepreneurship Project. The Center will assist in developing articulation agreements that allow students in northwest Iowa to minimize or eliminate the need to physically relocate to complete their education.

The Center will provide additional individual counseling to increase distance education and transfer students in each county served and overall by at least 5%. The Center will also partner with organizations to increase use of Iowa State University's Design West studio facility in Sioux City.

- ◆ Education needs of the geographic area. The region has a lower percentage of undergraduate and graduate degree holders than the statewide average. The region is served by several Iowa private colleges, along with public institutions in neighboring states, but lacks access to specialized areas that could be met by the Iowa Regent universities. The region has educational needs in manufacturing, agriculture, engineering, entrepreneurship, criminal justice, public service administration, education, and community/regional planning that can be served by the Regent universities; these needs are either not served or are underserved in the region. These needs can be partially addressed through online education; they can also be enhanced with a physical presence.

**QUAD CITIES GRADUATE STUDY CENTER**

- ◇ After a number of attempts to obtain information for this report, none was provided by the Center.

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

- ◇ Methods to identify needs for distance education offerings. Each public university has a system of ongoing data collection regarding distance education needs and uses the results to inform decisions about off-campus program offerings. Educational needs may be identified by any of the following at the public universities:
  - ☑ Student and employer market demand, including formal general market studies; informal general market studies; competitor market analyses; industry information; analyses of enrollment data and trends; and formal target market studies.
  - ☑ Assessments of educational needs, including academic research; professional and industry associations; and industry assessments.
  - ☑ Assessments of economic/workforce development requirements, including demographic data; studies (e.g., Battelle report); and industry groups.
  - ☑ Academic and institutional needs.
  - ☑ Information provided by advisory committees to the professional colleges.
  - ☑ Identification of needs through active liaisons with licensure boards.
  
- ◇ Selection of technology/delivery modes for program offerings. A number of factors are considered in assessing distance education delivery technology, including the following:
  - ☑ *Student access.* The institution selects the media that will provide students the best access to the distance education content; it considers geographic proximity and students' technological resources and skills.
  - ☑ *Pedagogical requirements.* The institution determines the best match between the content to be delivered, the teaching and learning experiences, and the devices that will best communicate the content.
  - ☑ *Market requirements.* The institution considers the expectations of students for quality, cost, convenience, interaction, and other competitive factors.
  - ☑ *Institutional capacity.* The institution considers the availability of the knowledge, technical resources, and skills of the academic unit, the instructor, and the content developer.
  - ☑ *Cost/value.* The institution considers the value to the course or program of more expensive modes of delivery and the budget constraints of the course to use a particular technology.
  - ☑ *Technology characteristics.* The institution considers capacity for asynchronous/synchronous delivery, allocation of capital cost, remote site cost, production cost, per-unit delivery cost, support cost, video quality, audio quality, presentation quality (digital materials), interactivity, reach, convenience, and use limitations.

◇ Key factors.

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