

## 4.0 INSTRUCTIONAL ENVIRONMENT

### All Regent Institutions

- Average [Undergraduate Class Size] (#5) Page 22
- Number and Percentage of General Assignment Technology-Equipped Classrooms (#7) Page 24
- Percentage of Course Sections Using Computers as Integral Teaching Aid (#8) Page 25

### Regent Universities

- Percentage of Undergraduate Student Credit Hours Taught by Tenured/Tenure Track Faculty (#1) Page 26

### Individual Universities

- Percentage of Senior Faculty Teaching Undergraduates (University of Iowa) (#2) Page 62
- Number, Total, and Percentage of Faculty Using Instructional Technology (University of Iowa, University of Northern Iowa) (#6) Page 27
- Percentage of Introductory Courses Taught by Senior Faculty (Iowa State University) (#3a) Page 27
- Percentage of Lower Division Courses Taught by Tenured/Tenure Track Faculty (University of Northern Iowa) (#3b) Page 72
- Percentage of Senior Faculty Teaching at Least One Undergraduate Course Yearly (Iowa State University) (#4) Page 29
- Percentage of Faculty Who Use Computers as a Teaching Aid (Iowa State University) (#9) Page 29

## 4.0 INSTRUCTIONAL ENVIRONMENT

For academic institutions, one of the most important areas to be monitored is the quality of classroom instruction. Key elements in the instructional environment are the size of the classroom, the experience of the faculty, and the resources used. In recent years, the institutions and the Board of Regents have paid particular attention to equipping classrooms with appropriate technological resources and assessing faculty use of computers in the academic enterprise.

### **Average Class Size Common Data Set (Indicator #5)**

#### **Universities**

At the university level, there are many sizes of classes, ranging from large lecture sections to small seminars. The purpose of a course and its related technology resources also result in various class sizes. To arrive at meaningful figures that are comparable at the Regent universities and peer institutions, the work group agreed upon three levels of classrooms and two data figures. The classroom size reported is on an "organized lecture-type class." As the data indicate, a class at the freshman or sophomore level (i.e., lower division), has more students than the same type class at the junior or senior level, i.e., upper division. The third category of data sums the lower and upper division. Realizing that the "average" number reported would represent both rather large classes and smaller number of courses, the institutions agreed to provide the median number of students per class. The median number represents the middle figure of the class size, with half of the students above and half below the figure. For the three universities, the data show only slight changes from year to year.

#### **Special Schools**

The average class size at the Iowa School for the Deaf changed slightly in the first four reporting years. Due to the addition of students from Nebraska, average class size has increased in FY99 and FY00. The average class size at Iowa Braille and Sight Saving School has shown a gradual decline. As noted elsewhere, IBSSS is working increasingly with students and their families at off-campus locations.

**Average Class Size – Universities' Undergraduate**

Related Action Step -- Quality	University of Iowa			Iowa State University			University of Northern Iowa		
1.1.1.2									
		<u>Avg.</u>	<u>Median</u>		<u>Avg.</u>	<u>Median</u>		<u>Avg.</u>	<u>Median</u>
Lower Division	94-95	NC	NC	94-95	37.3	24.0	94-95	33.7	26.0
	95-96	37.2	21.0	95-96	36.5	23.0	95-96	34.9	25.0
	96-97	36.5	21.0	96-97	36.5	24.0	96-97	35.5	26.0
	97-98	36.5	21.0	97-98	37.0	24.0	97-98	33.2	25.0
	98-99	37.1	21.0	98-99	36.9	24.0	98-99	32.9	25.0
	99-00	38.3	22.0	99-00	39.5	24.0	99-00	34.6	25.0
	Target	37.0	21.0	Target	37.0	24.0	Target	33.0	27.0
Upper Division	94-95	NC	NC	94-95	24.7	19.0	94-95	23.9	23.0
	95-96	28.0	19.0	95-96	24.7	20.0	95-96	22.8	21.0
	96-97	31.0	20.0	96-97	23.4	18.0	96-97	23.1	21.0
	97-98	27.3	18.0	97-98	24.2	19.0	97-98	23.3	22.0
	98-99	27.6	20.0	98-99	24.3	18.0	98-99	24.2	24.0
	99-00	26.1	18.0	99-00	24.5	18.0	99-00	22.8	23.0
	Target	28.0	20.0	Target	24.0	TBP	Target	23.0	25.0
Combined Lower and Upper Division	94-95	NC	NC	94-95	32.6	23.0	94-95	30.2	25.0
	95-96	32.5	20.0	95-96	32.7	22.0	95-96	30.1	24.0
	96-97	32.9	20.0	96-97	31.8	22.0	96-97	29.5	24.0
	97-98	32.1	21.0	97-98	32.2	22.0	97-98	28.9	24.0
	98-99	32.4	21.0	98-99	32.0	22.0	98-99	29.2	24.0
	99-00	32.3	20.0	99-00	32.7	22.0	99-00	28.9	25.0
	Target	32.0	21.0	Target	32.0	22.0	Target	28.0	24.0

**Average Class Size - Special Schools**

Related Action Step -- Quality	Iowa School for the Deaf		Iowa Braille and Sight Saving School	
1.1.1.2		<u>No.</u>		<u>No.</u>
	94-95	4.0	94-95	3.2
	95-96	3.5	95-96	3.3
	96-97	4.2	96-97	3.2
	97-98	3.2	97-98	3.2
	98-99	3.7	98-99	2.9
	99-00	4.2	99-00	2.6

**Number and Percentage of General Assignment  
Technology-Equipped Classrooms  
Common Data Set (Indicator #7)**

**Regent Universities**

For the Regent universities, general assignment classrooms are understood to be classrooms other than laboratories or other specialized rooms. They are to have the technological resources that are appropriate for the classes that meet in the room, typically computers, video production equipment, and Internet connection capability. The University of Iowa's target was to have 100, or one-half of its 200 general assignment classrooms, technologically-equipped by the fifth year of its 1995-2000 strategic plan. Its latest report is that 81 or, 40.5%, have been equipped. UNI did not collect data until 1999-2000, but was able to report that 248 of its 268 general assignment classrooms have been equipped. ISU did not set a target. It reports that 70 of 236 general assignment classrooms, almost 30%, are now equipped with appropriate technology.

Related Action Step - Quality	University of Iowa			Iowa State University			University of Northern Iowa					
		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>		<u>No.</u>	<u>Ttl.</u>	<u>Pct.</u>
1.1.1.4	95-96	22	200	11.0%	95-96	39	240	16.3%	95-96	NC	NC	NC
	96-97	36	200	18.0%	96-97	57	236	24.2%	97-98	NC	NC	NC
	97-98	42	200	21.0%	97-98	64	236	27.1%	97-98	NC	NC	NC
	98-99	63	200	31.5%	98-99	66	236	28.0%	98-99	NC	NC	NC
	99-00	81	200	40.5%	99-00	70	236	29.7%	99-00	248	268	93%
	Target	100	200	50.0%	Target	NP			Target	268	268	100%

**Number and Percentage of General Assignment  
Technology-Equipped Classrooms – Special Schools  
Common Data Set (Indicator #7)**

The two special schools have a limited number of classrooms. They report that all of their classrooms are equipped with the special technological equipment needed for their students. IBSSS has collected data for the past two years.

Related Action Step -- Quality	Iowa School for the Deaf			Iowa Braille and Sight Saving School		
		<u>No.</u>	<u>Pct.</u>		<u>No.</u>	<u>Pct.</u>
1.1.1.4	95-96	NC	NC	95-96	NC	10%
	96-97	56	75%	95-96	NP	50%
	97-98	56	80%	96-97	NP	75%
	98-99	61	100%	97-98	15	100%
	99-00	61	100%	99-00	15	100%

**Percentage of Course Sections Using  
Computers as Integral Teaching Aid  
Common Data Set (Indicator #8)**

**Regent Universities**

Originally, this indicator applied only to Iowa State University, since it was part of its strategic plan. The work group agreed to broaden it to include the other two universities. As noted in the data, both SUI and UNI have only reported data for the 1999-2000 year. SUI proposes to replace this common data set with another that will emphasize the instructional use of the computer. UNI will continue to report this common data set.

Related Action Step -- Quality	University of Iowa		Iowa State University		University of Northern Iowa	
1.1.1.4	95-96	NC	98-99	NC	97-98	NC
	96-97	NC	95-96	45.0%	95-96	NC
	97-98	NC	97-98	46.0%	97-98	NC
	95-96	NC	97-98	49.0%	97-98	NC
	99-00	40.4%	99-00	54.0%	99-00	35.2%
	SUI will no longer report		Target	50.0%	Target	46.0%

*"NC" indicates data was not collected.*

The special schools, as the data below indicate, make extensive use of computers.

Related Action Step -- Quality	Iowa School for the Deaf			Iowa Braille and Sight Saving School		
		<u>No.</u>	<u>Pct.</u>		<u>No.</u>	<u>Pct.</u>
1.1.1.4	95-96	NC	NC	98-99		10%
	96-97	56	75%	95-97	NP	50%
	97-98	56	80%	96-98	NP	75%
	98-99	61	100%	96-97	15	100%
	99-00	61	100%	99-00	15	100%

**Percentage of Undergraduate Student Credit Hours  
 Taught by Tenured/Tenure Track Faculty  
 Common Data Set (Indicator #1)**

**Regent Universities**

The Annual Report on Faculty Activities is the source of this data. That report contains many other dimensions of faculty teaching workload. At each institution, teaching of undergraduates is a high priority. At the two research universities, the percentage of student credit hours (SCHs) taught by tenured and tenure track faculty remains fairly stable from year to year. At UNI, the comprehensive regional university, the percentage of faculty teaching SCHs is higher, but also shows more change from year to year.

Related Action Step -- Quality	University of Iowa	Iowa State University	University of Northern Iowa
1.1.1.1	93-94 59.3%	93-94 63.0%	93-94 75.0%
	94-95 NC	94-95 64.0%	94-95 NC
	95-96 56.3%	95-96 63.0%	95-96 76.0%
	96-97 56.3%	96-97 64.0%	96-97 76.0%
	97-98 56.8%	97-98 60.0%	97-98 72.3%
	98-99 56.9%	98-99 62.0%	98-99 68.0%
	99-00 57.4%	99-00 60.0%	99-00 67.0%
	Target 60.0%	Target 61.0%	Target 75.0%

**University of Iowa  
 (Indicator #2)**

For the past two years, the University of Iowa has exceeded its target of 87.5% of senior faculty teaching undergraduates. SUI reported in 1999-2000 that 88.2% of the senior faculty taught undergraduates.

Related Action Step -- Quality	SUI
1.1.1.1	95-96 79.7%
	96-97 85.0%
	97-98 86.3%
	98-99 87.8%
	99-00 88.2%
	Target 87.5%

**Number, Total, and Percentage of Faculty  
Using Instructional Technology  
Performance Indicator #6**

**University of Iowa, University of Northern Iowa**

Two of the universities made this Regent indicator part of their strategic plans. The University of Iowa decided that this indicator could best be measured objectively by counting the number of professors and teaching staff that received a specific training program in the use of instructional technology in the classroom. As the data for SUI indicate, 438 faculty have received training, far exceeding the target of 300. The University of Northern Iowa did not collect data until recently. For the last reporting year, 542 of a total of 609 faculty members, or 89.0% are using instructional technology in their classrooms. The target of 83% has been met.

Related Action Step -- Quality	University of Iowa				University of Northern Iowa			
		No.	Total	Pct.		No.	Total	Pct.
1.1.1.4	95-96	NC			95-96	NC		
	96-97	93	93	31.0%	96-97	NC		
	97-98	120	213	71.0%	97-98	Est.		50.0%
	98-99	120	333	111.0%	98-99	Est.		66.0%
	99-00	105	438	146.0%	99-00	542	609	89.0%
	Target	300			Target			83.0%

**Percentage of Introductory Courses Taught by Senior Faculty  
Performance Indicators #3a and #3b**

**Iowa State University -- #3a**

At Iowa State University, the term "introductory courses" includes some upper division courses that are initial offerings in some professional programs. The term, "senior faculty," is defined as tenured associate and full professors.

As reported in ISU's strategic plan, the data indicate that this has been relatively stable for the past five years. However, the percentage has declined slightly in the past two years, from 62.0% in 1997-98 to 57.4%% in 1999-2000. ISU has identified two factors that contribute to the decline. One is increasing enrollments at the University, which require that more sections be offered, and the second is the retirement of many senior faculty (see Common Data Set #12).

**University of Northern Iowa -- #3b**

At the University of Northern Iowa, this indicator measures the percentage of lower division courses, i.e., typically first and second year courses, taught by tenured and tenure-track faculty. The percentage does include some assistant professors.

According to the two years of data now available, there has been a decline in the percentage of senior faculty teaching undergraduates. According to the UNI strategic plan, this drop is due to the enrollment increases and the high percentage of faculty retirements.

Indicator	Related Action Step – Quality	Iowa State University	University of Northern Iowa
#3a	1.1.1.1	95-96 62.0% 96-97 63.7% 97-98 62.0% 98-99 53.0% 99-00 57.4% Target 80.0%	Not Applicable
#3b		Not Applicable	95-96 NC 96-97 NC 97-98 NC 98-99 58.4% 99-00 54.4% Target 70.0%

**Percentage of Senior Faculty Teaching  
At Least One Undergraduate Course Annually  
Performance Indicator #4**

**Iowa State University**

For ISU, one measure of the commitment to undergraduate teaching is to compile data on the percentage of senior faculty who teach at least one undergraduate course annually. As the data indicate, the target has been exceeded each year of the strategic plan. The percentage from year to year has varied slightly, ranging from a low of 85.1% to a high of 86.3%.

Related Action Step – Quality	Iowa State University	
1.1.1.1	95-96	85.1%
	96-97	85.3%
	97-98	86.1%
	98-99	86.3%
	99-00	85.5%
	Target	80.0%

**Percentage of Faculty Who Use  
Computers as a Teaching Aid  
Performance Indicator #9**

**Iowa State University**

Originally, this Indicator read, “percentage of faculty who use computers.” In discussions with institutional representatives, it was felt that such wording was too broad. It was agreed that the use of the computer should be tied to the use of the computer as a teaching aid. The data provided reveal that the percentage of faculty who use the computer as a teaching aid has risen steadily and is so close to the target or goal that this measure can likely be considered met. Alternative wording is likely to be considered to replace this wording, so some assessment of computer use in instructional settings can continue to be evaluated.

Related Action Step – Quality	Iowa State University	
1.1.1.4	95-96	NC
	96-97	98.2%
	97-98	99.3%
	98-99	99.3%
	99-00	99.6%
	Target	100.0%

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