

Contact: Diana Gonzalez

2008-09 DISTANCE EDUCATION REPORT

Action Requested: Receive the report.

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

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

In 2008-09, there were 34,121 students enrolled in credit courses across 518 communities in 99 counties (Attachment A); this represents an increase of 2,673 (+8.5%) students from the prior year. In addition, there were 581,807 students enrolled statewide in non-credit offerings; this represents an increase of 17,190 (+3.0%) students from the prior year.

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

	03-04	04-05	05-06	06-07	07-08	08-09
Credit courses and programs¹						
No. of programs ²	61	67	179	192	222	209
No. of course sections	1,748	1,753	1,855	1,864	2,003	1,999
No. of student enrollments (dup)	25,210	25,343	25,933	28,202	31,448	34,121
Non-credit courses						
No. of student enrollments (dup)	479,676	478,230	524,713	568,551	564,617	581,807

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

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

- ☑ In 2008-09, the subject areas with the highest credit course registrations included business, management and marketing (6,647); education (5,481); leisure and recreational activities (2,821); health professions (2,719); and social sciences (2,014). These areas comprise approximately 58% of the total credit registrations.
- ☑ The subject areas with the highest non-credit course registrations were family and consumer sciences (190,920); agriculture and related sciences (133,919); and personal awareness (112,821). These three areas comprise more than 75% of the total non-credit registrations.

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





Delivery Mode	Undergrad. Credit	Grad. Credit	Credit Total	Non-Credit Total
ICN	664	1,433	2,097	1,945
Web				6,895
* Semester-based courses	6,686	4,318	11,004	204
* Guided independent study	4,663	428	5,091	6,662
On-Site	2,931	8,766	11,697	384,391
Mailed Media	280	127	407	2,005
Other Off-Campus	2,537	1,288	3,825	179,705
TOTAL	17,761	16,360	34,121	581,807

The Distance Education Report addresses the Board’s Strategic Plan strategy (1.2.1) to “monitor and enhance opportunities for qualified lowans to access postsecondary education.”






Background:

- ◆ The following were major trends related to distance education identified by the Regent universities in 2008-09.
 - ☑ University of Iowa.
 - 📖 More students are using online courses to supplement their programs either as entire courses or as parts of courses. On-campus students are taking guided independent courses or academic term-based online courses.
 - 📖 More courses are now conducted using real-time audiovisual software. While a faculty member teaches a cohort of on-campus students, the class is available to online distance learners. Students take advantage of their ability to participate from their home computer when illness, weather, or unplanned responsibilities prevent campus participation. Students may also view an archived version of the class session.
 - 📖 The University has the capacity to offer blended instruction at selected sites or using software for discussion groups or group planning sessions. Such activities provide an additional opportunity for faculty-student interaction.

Iowa State University.

-  The number of on-campus students in the College of Agriculture and Life Sciences who are taking distance education courses has doubled in the last three years and is now approximately 35%. Approximately 9% of the students use college distance education courses to complete a degree at another university. Seventy-five percent complete courses from home.
-  Colleges are using technology that allows for course capture from an Internet connection (Camtasia Relay). The Colleges of Agriculture and Life Sciences, Human Sciences, and Liberal Arts and Sciences have a partnership on Wimba Live Classroom, a live virtual classroom environment that includes audio, video, application sharing, and content display. Its pedagogical design and ease of use allows educators and students to engage as if they are in a face-to-face environment. Its advanced features, such as polling and white boarding, allow guest speakers to address classes without travel costs. It can also be used for meetings and other related events as well as for office hours for distance education instructors and their students.
-  The College of Human Sciences has experienced an increase in the use of Adobe Connect, Wimba, Skype, and WebCT and is exploring the use of Moodle.
-  There was a 22% increase in the use of technology for Extension program delivery in FY 2009 from the prior year and a corresponding decrease in ICN delivered programs. As Internet based software becomes more user friendly, this trend is expected to continue.

University of Northern Iowa.

-  Colleges and universities will continue to use distance education as a way to increase enrollments and revenues. One of the continuing challenges is how to stay competitive in a market in which there are many low cost options available to students.
-  As competition increases, the importance of effective marketing and promotion to attract students increases also. Additional resources may be needed for advertising.
-  In response to these challenges, UNI has adopted a strategy which emphasizes the high quality of courses and programs, strong support services to students, and the use of a variety of delivery methods and approaches that best match the expectations and needs of learners. Most degree programs are offered using a blended approach, including a mix of interactive video, online instruction, and, for some programs, face-to-face instruction. The blended approach has proven to be very effective in achieving desired learning outcomes and retaining students. While the ICN continues to be valued, online instruction is becoming increasingly important.
-  Distance education technologies and products are changing rapidly. UNI is currently reviewing options to upgrade its learning management system.
-  UNI continues to look for efficiencies in offering distance education programs and courses. Whenever possible, distance education programs fully integrate on- and off-campus audiences. By combining students at a distance with on-campus students, UNI maximizes its instructional resources.

- ◇ The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education and its focus on cooperation and collaboration. The Regent universities collaborate with each other and with other institutions to enhance distance education opportunities for Iowans.
 - ☑ The three Regent universities jointly developed an Iowa Teacher Intern Licensure Program for those individuals who already hold a bachelor's degree and who seek to become credentialed K-12 teachers. The program will be delivered through a combination of distance education and face-to-face course work. UNI will provide the coordination of the program, ISU will oversee the evaluation efforts, and SUI will oversee registrations and the distance delivery of the program.
 - ☑ The three Regent universities, in collaboration with the Iowa Department of Education, deliver online courses to individuals who seek to enter the graduate program in speech pathology. The purpose of this effort is to address the shortage of school-based speech-language pathologists, especially in rural areas of the state.
 - ☑ To maximize resources, the three Regent universities have developed an arrangement with transportation professionals from government, academia, and the private sector which allows participating institutions to access the content of specialized presentations through streaming video. The universities have the flexibility to use the material in a variety of ways to enrich the experience of students on each of their campuses.
 - ☑ The universities offer programming at the Iowa Lakeside Lab Regents Resource Center to provide science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The Regent universities have cooperated in developing the Center website available at www.continuetolearn.uiowa.edu/lakesidelab.
 - ☑ The Regent universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) and provide courses and programs at the Southwest Iowa Regents Resource Center, Tri-State Graduate Center, and the Quad-Cities Graduate Center. The following table describes the participation of students in the Bachelor of Liberal Studies and the Bachelor of Applied Studies Programs in 2008-09 at the Regent universities.









PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	261	285	175	721
Graduates	25	120	18	163
New Admissions	68	123	24	215
Liberal Studies Interest	19			19
Bachelor of Applied Studies (SUI)				
Enrollment	119			119
Graduates	7			7
New Admissions	37			37






- ☑ The College of Public Health at the University of Iowa offers a DVM/MPH³ Program in cooperation with Iowa State University. The students are practicing veterinarians who graduated from ISU and who are pursuing an MPH at SUI. The students spend two 3-week sessions on campus in Iowa City and complete the remainder of their coursework through distance education.


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


- ☑ University of Iowa.
 - 📖 The University has employed a full-time marketing director to promote existing programs and seek new opportunities. This has resulted in a revised, more easily accessible website for distance education and working with a new vendor, ed2go, which complements the existing non-credit product, SkillSoft, for individuals and small companies seeking increased skills but not traditional credit.
 - 📖 All continuing education administrative processes, including registration, enrollment, and payment, are integrated into the University system. The Regent universities cooperate in providing a seamless approach for students enrolling at Iowa Lakeside Lab and are developing procedures for the new teacher licensure program.
 - 📖 The University uses several methods to capture content for distance education delivery, including live taping of classroom presentation, studio taping of content presentation, and voice-over PowerPoint. These are in addition to Guided Independent Study materials and real-time simultaneous class sessions which are provided to onsite and distance learners.
 - 📖 The University's philosophy is that the faculty member is the discipline or program expert. While some faculty members develop their own materials, most request varying levels of technical support, such as using the classroom management system and various software and assistance in real-time simultaneous classes. Faculty members receive the service requested in addition to assistance from instructional designers.
 - 📖 The University developed the Bachelor of Applied Studies, patterned after the Bachelor of Liberal Studies, to meet the needs of place-bound technical graduates from community colleges. Certificates in Public Health, Nonprofit Management, and Entrepreneurial Management have also been developed. The University is in the early stages of discussing certificates in Museum studies, Human Rights, and Sustainability. Certificates may also be integrated into degree programs and are distance education versions of campus certificates.
 - 📖 An attempt to conduct a cooperative market analysis in the Council Bluffs area was unsuccessful. The University has partnered with community colleges and meets with community college administrators, advisors, and faculty to help guide program and course development.


³ Doctor of Veterinary Medicine/Master of Public Health.


-  While research on student learning in Regent university distance education programs has been limited to end of course evaluation, the University is currently developing a student course withdrawal instrument. There are also plans to study the success of students who enrolled in a lower level course through distance education as preparation for an on-campus course in the same discipline.
-  The University uses several methods of creating financial incentives for faculty to develop and teach distance education courses. The incentives are determined in cooperation with departmental goals and needs. The University also supports faculty with technical assistance and provides financial support for teaching assistants.
-  The University uses successful and innovative faculty as models for interested but inexperienced faculty. The Provost selected a faculty member with extensive experience in distance education as one of this year's provost fellows.
- Iowa State University.
 -  The University continues to offer opportunities for eligible high school students to enroll in and receive college credits for university courses. During FY 2009, 47% of the high school enrollments at ISU (97 out of 210) used courses offered through distance education. Sixty-five percent of the distance education course enrollments were offered on the Web, and approximately 33% of the course enrollments were through the ICN. Spring 2009 was the last term for ICN courses offered directly into the high schools. Beginning in Fall 2009, ICN course offerings are now offered on the Web.
 -  In FY 2009, ISU added several new graduate programs and certificates. Web-based course and program development dominate new program offerings. Since FY 2006, there has been an increase in web-based course enrollments from 53% to 71% of the total distance education enrollments.
 -  The College of Engineering distance education programs continue to focus on the bio-economy and environmental health sectors by ensuring that applicable courses are offered each semester. The Master of Science Program in Biorenewable Resources and Technology, Certificate in Biorenewable Resources and Technology, and Certificate in Environmental Engineering provide a means to offer relevant courses.
 -  In addition to the Master of Business Administration Program, the College of Business continues to partner with the College of Agriculture and Life Sciences in offering the Master of Science Program in Seed Technology and Business. Online courses are also offered for required Ph.D. courses in the interdisciplinary Human Computer Interaction (HCI) Program and the Management Information System courses for College of Engineering programs.
 -  The College of Human Sciences has opened a new facility that can reach out to students within and outside of Iowa. This facility has new and improved videoconferencing capabilities which allow the use of blended learning opportunities.


-  The College of Liberal Arts and Sciences (LAS) established the Center for Distance and Online Learning (CDOL) in July 2008 to enhance distance and online learning opportunities for undergraduate and graduate students. The Center helps LAS departments and faculty to develop and expand rigorous, high quality online instruction. The use of Distance Learning Curriculum Development Grants is increasing the number of online courses, improving campus classes through hybrid delivery, and expanding online degree programs. CDOL staff members are partnering with stakeholders to improve access to course information, improve registration and delivery processes, and expand support and marketing of ISU online course offerings.
-  ISU Extension's distance education efforts continue to support the Board's Distance Education Strategic Plan. Extension's five program areas reported a 1.1% increase in non-credit continuing education participation in FY 2009 from the prior year. In FY 2009, Extension focused on "providing continuing education or career development opportunities for professionals" in response to the economic difficulties. Extension's Continuing Education and Professional Development also implemented online courses aimed at giving new graduates added skills and credentials to make them more successful in a competitive job market.
- University of Northern Iowa.
 -  To the extent that resources allow and sufficient demand exists, UNI strives to develop and deliver high quality distance learning courses and programs that meet the needs of students in Iowa and beyond. Service to Iowans continues to be a high priority, especially to individuals who cannot attend classes on campus. In FY 2009, UNI offered courses in 87 counties and 185 cities and towns.
 -  UNI continues to seek opportunities to expand distance education programs. Recently, UNI began delivery of a graduate program designed to meet the needs of secondary school English teachers. In response to teacher shortage areas in Iowa, UNI offers a variety of endorsements through distance education, including Early Childhood, Education of the Gifted, Reading, Special Education, Multioccupations, and Teaching English to Speakers of Other Languages.
 -  Demand for on-going degree programs continues to be strong. The largest area of interest is in graduate education, especially for teachers who wish to advance professionally. In FY 2009, 51 students completed the Principalship program and 11 students completed the requirements to become a superintendent. The impact of this program on education in the state is significant. Of the 25 new superintendents that were hired from within the state in FY 2009, 11 (44%) completed UNI's program. UNI continues to offer Master's degree programs in other high need areas, including Science Education, Mathematics Education, School Library Media Studies, Early Childhood, Literacy, and Special Education.


-  In FY 2009, UNI partnered with several Iowa community colleges, including Des Moines Area CC, Indian Hills CC, Kirkwood CC, Northeast Iowa CC, Eastern Iowa CC, Southeastern CC, and Western Iowa Tech CC, to begin two new distance education cohorts for a 2+2 Elementary Education degree completion program. Sixty-five Iowa students are enrolled in the programs designed for non-traditional, place-bound adults who cannot attend classes on campus.


- ◇ The following describe web development efforts at the Regent universities.
 - ☑ University of Iowa.
 -  The University purchased a site license for CVS software that permits the university an easier manner to provide interactive instruction. This software can be used with both cohorts and individual students. This cooperative effort between the Division of Continuing Education and the University's Instructional Technology Services is an addition to current capability and will replace an existing software/hardware system.

 -  Most of the web infrastructure has been completed at the Iowa Lakeside Lab Regents Resource Center. Fiber has replaced the former wire system and increased capacity. The improved infrastructure and increased bandwidth will allow for faster data transfer and use of audiovisual real-time software.


 -  Through a grant from the John and Mary Pappajohn Foundation, equipment, software, and infrastructure have been upgraded in the John and Mary Pappajohn Education Center (JMPEC). This upgraded equipment on the 2nd and 3rd floors of the Center will be available for local business and University programming.


 -  A number of new courses were developed in FY 2009. As a part of the community college initiative, two new courses in political science were developed and offered in Fall 2008 – Globalization; and American Foreign Policy. Other newly developed courses included Medical Imaging and Radiology Information; Distributed Systems and Algorithms; Human Anatomy; Human Memory; Western Civilization; Leadership and Organizational Procedures; and Speaking and Reading. A new Master's degree program for special education teachers was developed for initiation in Fall 2009. Efforts are underway to develop a Master's degree in art education.

 -  The University uses voice-over PowerPoint technology to deliver lectures on campus and two virtual classroom environments (ElluminateLive and Adobe CONNECT) to deliver synchronous online courses which are also recorded for students to view asynchronously for the first time or for review. The University has also invested in Elluminate VCS, a video-conferencing technology which is compatible with other H.323 systems. Many community colleges use H.323 systems and this investment allows for easier access to their technical infrastructure.

 -  The University is rebuilding the network infrastructures of both Iowa Lakeside Lab and the JMPEC to make them compatible with campus network facilities so that coursework can be delivered to these locations using campus resources.

Iowa State University.

 ISU has a site license that provides students and faculty with access to a wide array of video tutorials covering a broad range of software titles on Lynda.com. This online technical training library of more than 660 video-based courses is available to enhance teaching and learning. Lynda.com and Wimba Live Classroom have been made available through the University Computation Advisory Council (CAC) Award.


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

➔ In 2008-09, approximately 3,200 ISU faculty, teaching assistants, and staff used the campus course management system WebCT/Blackboard to enhance face-to-face instruction or deliver online courses.


➔ In Spring 2009, approximately 2,100 credit and non-credit course sections and student activities used the course management system to deliver web-enhanced content or entire online classes.

➔ Five full-time staff positions in CELT are dedicated to providing technical and instructional design support to faculty using web and multimedia technology. Through a student computer fee grant, CELT has hired and trained eight graduate and undergraduate students to work directly with faculty in converting their course materials to web-based delivery. Another grant funded a campus-wide license for the virtual classroom software Wimba, which allows any ISU faculty member to teach a live interactive class over the web.

➔ More than 1,200 faculty and staff attended CELT workshops on improving teaching and learning, as well as developing technical skills in using the latest web and multimedia instructional technology. New workshops focus on developing faculty teaching skills with Google Tools, the virtual world Second Life, and social media tools like Twitter.

 In Spring 2009, a collaborative cross-college effort was begun to create an online course offering process, or common form, for course initiation. This effort will make it easier for departments to offer courses and for the Registrar's Office to process new course offerings. With the assistance of ISU's Center for Industrial Research and Service (CIRAS), an in-depth assessment of current processes and elimination of redundancies using LEAN theory was possible, resulting in better customer service for students and timely and accurate dissemination of course offering information.

University of Northern Iowa.

 The number of online enrollments, which included semester-based and guided independent study courses, increased by 31% in FY 2009 from the prior year. The growth is expected to continue and plans are underway to increase the number of online courses and programs during the next few years. A key strategy includes increasing the training opportunities and support provided to faculty members.

- Almost all ICN courses currently include an online component. Increasingly, UNI is offering courses that meet once or twice through the ICN with the rest of the instruction taking place online. UNI expects to see a shift to more online instruction and less time on the ICN as instructors become more familiar with the features and capabilities of other delivery modes.

- ◇ The following are highlights of the distance education programs at the Regent universities.
 - University of Iowa.
 - Two trends are emerging – (1) simultaneous instruction delivered real-time to on- and off-campus students; and (2) partnership programs with community colleges to deliver web-based instruction using a blended format to accommodate learners at distant sites. The Master’s degree in school administration has used simultaneous delivery for several years. The Master’s degree in special education uses a similar approach as does the RN to BSN completion program. This approach allows distant learners to participate with an on-campus cohort receiving a similar instruction “treatment.” Similar in many ways to the ICN delivery, newer software allows instruction to reach students at their home or work place and is easily archived for viewing by students who may have missed the original class session.

 - The community college partnership program takes advantage of cooperative program planning, shared advising, and complementary promotional materials. Currently, partnerships exist with Western Iowa Tech CC, Des Moines Area CC, Kirkwood CC, and Eastern Iowa CC District. Students will have the flexibility of web-based courses and the opportunity to meet with faculty on a regular basis for discussions and concept clarification on the community college site. The BLS, BAS, and RN to BSN programs are the initial ones offered with the partner community colleges. Discussions with additional community colleges are underway with the intent of expanding these partnerships in Fall 2010.

 - Iowa State University.
 - Since the decentralization of Continuing and Distance Education in 2008, significant efforts have occurred between the colleges to collaborate, conserve resources, and find effective ways to pool resources as described previously in this report.

 - University of Northern Iowa.
 - UNI continues to attract significant interest in more than 20 degree and certificate programs available by distance education.

 - The Office of Continuing and Distance Education continually monitors demand for distance education courses and programs. In recent years, a number of programs, such as the Master’s Program in Philanthropy and Nonprofit Development, designed in response to the needs of a specific audience, have been implemented. Similarly, a Master’s Program in Social Sciences for Secondary Teachers began in 2007. Twenty-five students are finishing the program and a new cohort of 25 students began in Fall 2009. UNI initiated a program in response to a need for a distance education program for secondary English teachers with an enrollment of 20 students.

- Providing strong student support services to distance learners has been essential in UNI's efforts to distinguish its courses and programs from the competition. Support services begin with recruitment and continue through completion of a course or program. Prospective students must clearly understand when and how courses will be offered so that they can make an informed decision at the outset. It is critical that students receive capable technical (help desk) support for their courses. In addition, students need timely, accurate information about services, such as registration, billing, financial aid, advising, academic support, and grade reports. The Office of Continuing and Distance Education provides many support services directly to students and works closely with other service providers across campus to ensure that the needs of distance education students are met.

- ◇ The following describe the evaluation processes used by the Regent universities for web-based instructional activities.
 - University of Iowa.
 - End of course evaluations similar to the evaluations conducted for campus courses are regularly administered. These evaluations are enhanced to account for the distance education aspects of the course.
 - The Division of Continuing Education administers the same end-of-course survey to all students who earned a grade in a semester-based distance learning course or a guided independent study course. The survey is administered electronically after the student's grade is recorded. After two reminder e-mail messages, the response rate for 2008-09 was between 65% and 75%. A summary of the student evaluations is sent electronically to the relevant instructor although student identifying information is removed.
 - The Division of Continuing Education established reference norms based on approximately 3,500 completed surveys. Beginning in Fall 2009, a one-page summary that compares the average ratings of each of the 21 multiple choice questions to the average response provided by the reference norms is sent to the appropriate instructor.
 - Beginning in Fall 2009, those students who enrolled in a distance education course and dropped the course are surveyed to determine the reasons why students withdraw from class and what can be done to improve student performance. These studies together with those of specific cohorts, such as veterans, who participate in online courses will provide key information to serve distant and campus learners better.
 - In cooperation with the Office of the Registrar, studies are being designed to assess the performance of students in higher level courses in the same discipline after they have taken online courses. This will supplement end of course data and student grades.

Iowa State University.

ISU evaluates web-based instructional activities based on standards established within each department or college.

The College of Agriculture and Life Sciences conducts electronic course evaluation for all courses taught through distance education. Departments and faculty are strongly encouraged to do their own course evaluations also.

The College of Liberal Arts and Sciences integrates dynamic student feedback mechanisms to adjust to their course delivery and resolve issues as courses are delivered. The college is developing course evaluation processes to collect information and measure quality of online and hybrid course offerings.

University of Northern Iowa.

All distance education courses and teaching assignments must be approved by the appropriate academic department head and dean. Regardless of delivery method, offerings are expected to meet the standards established by the corresponding academic department and college. One feature of web-based instruction is that it is possible to review the design and content of courses in great detail before courses are offered.



The potential demand for courses and programs is assessed before the development process begins. Faculty members consult with an instructional developer to determine the most effective delivery methods and approaches to reach the instructional objectives.

The Office of Continuing and Distance Education facilitates course evaluations for all distance education courses. Paper evaluations are administered for classes that incorporate face-to-face meetings. Students in online courses are given an opportunity to submit an evaluation form online. The results of both approaches are used to improve instruction and services to students.

At the program level, faculty and staff complete an academic program assessment for all majors, minors, emphases, and certificate programs, including those offered through distance education. The main purposes of this assessment process are to promote improvement and excellence, identify programs that might profit from reorganization, and identify high potential programs. While the primary emphasis of this effort is on programs offered on campus, the results are also used to enhance distance education activities.

Regional Study Centers.

In 2008-09, 38 Regent university programs, certificates, and endorsements were available through the Quad Cities Graduate Study Center (Rock Island, IL.); 66 were available through the Southwest Iowa Regents Resource Center (Council Bluffs); and 58 were available through the Tri-State Graduate Center (Sioux City).

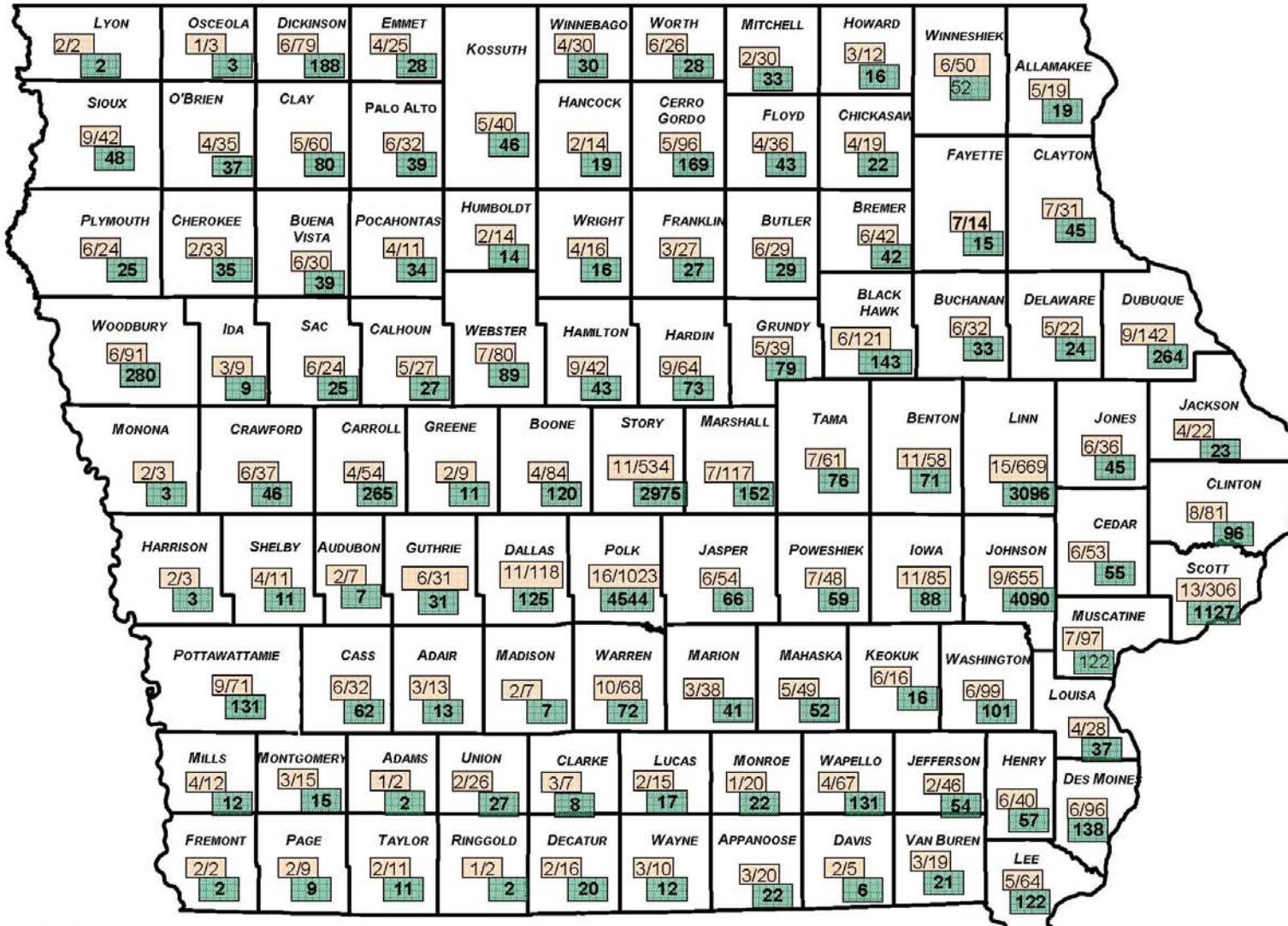
-  At the Quad Cities Graduate Study Center, ISU offered two new Master's degree programs – Biorenewable Resources and Technology; and Human Computer Interaction – and one new certificate program – Biorenewable Resources and Technology. UNI plans to offer three new Master's degree programs in 2009-10 – Early Childhood; Elementary Education; and Mathematics with Secondary Emphasis.
-  At the Southwest Iowa Regents Resource Center, UNI offered a new endorsement program in Early Childhood and a new bachelor's degree program in Elementary Education; ISU offered a new Master's degree program in Biorenewable Resources and Technology. UNI plans to offer a new endorsement program in Reading in 2009-10.
-  At the Tri-State Graduate Study Center, ISU offered four new Master's degree programs – Biorenewable Resources and Technology; Civil Engineering with emphasis in Construction Engineering and Management; Family and Consumer Sciences with specialization in Gerontology; and Family and Consumer Sciences with specialization in Family Financial Planning. UNI plans to offer a new Ed.D. program in Educational Leadership in 2009-10.
- More than 1,000 students were served by the Regent universities through the regional study centers in 2008-09. This represents a decrease of 547 students (-34.3%) although more Regent university programs were available at each center.

**ENROLLMENT OF REGENT UNIVERSITY STUDENTS AT REGIONAL STUDY CENTERS
1999-00 – 2008-09**

	QCGSC	SWIRRC	TSGSC	TOTAL
1999-00	1,066	445	233	1,744
2000-01	925	419	247	1,591
2001-02	1,298	426	196	1,920
2002-03	1,209	299	281	1,789
2003-04	1,165	188	252	1,605
2004-05	1,050	169	274	1,493
2005-06	945	141	314	1,400
2006-07	868	204	481	1,553
2007-08	925	314	355	1,594
2008-09	449	261	337	1,047

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

2008-2009 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 number of unique communities = 518. Total number of courses offered = 6,795.
 = Enrollments in credit courses by Iowa residents. Total enrollments = 20,861. 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
2008-09

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	8	34	622	664	20	26	1,387	1,433	28	60	2,009	2,097	845	1,100		1,945
World Wide Web																
• Semester based courses	2,662	3,275	749	6,686	1,455	2,333	530	4,318	4,117	5,608	1,279	11,004	204	5,999	896	5,999
• Guided independent study	4,315		348	4,663	371		57	428	4,686		405	5,091	5,579	1,083		6,662
On-site (face-to-face)	1,236	158	1,537	2,931	5,801	1,468	1,497	8,766	7,037	1,626	3,034	11,697	38,267	327,232	18,892	384,391
Mailed media (video/audio/tape, etc.)	0	104	176	280	0	106	21	127	0	210	197	407	95	1,910		2,005
Other off-campus	0	12	2,525	2,537	0	370	918	1,288	0	382	3,443	3,825	24,679	155,026		179,705
GRAND TOTAL	8,221	3,583	5,957	17,761	7,647	4,303	4,410	16,360	15,868	7,886	10,367	34,121	69,669	492,350	19,788	581,807

**2008-09 CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Total (Grad & UG)
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Grad & UG	
Agriculture & Related Sciences			873	473			873	473	1,346	3.9%
Natural Resources & Conservation			56	3			56	3	59	0.2%
Architecture & Related Services			11	161			11	161	172	0.5%
Ethnic, Cultural, & Gender Studies	166	2					166	2	168	0.5%
Communication & Journalism	177	2			127	23	304	25	329	1.0%
Computer & Information Sciences	5	16	45	133			50	149	199	0.6%
Education	464	845	27	1,323	878	1,944	1,369	4,112	5,481	16.1%
Engineering	1	19	165	768			166	787	953	2.8%
Foreign Languages & Linguistics	600	18	46	6	17	4	663	28	691	2.0%
Family And Consumer Sciences			318	482	561	15	879	497	1,376	4.0%
Technology Education/Industrial Arts					213	169	213	169	382	1.1%
English Language & Literature	542	10	75		31	147	648	157	805	2.4%
Liberal Arts And Sciences	51	2	18	1	312		381	3	384	1.1%
Library Science		14			15	187	15	201	216	0.6%
Biological & Biomedical Sciences	148	258	507	140			655	398	1,053	3.1%
Mathematics & Statistics	295	22	200	136	150	313	645	471	1,116	3.3%
Multi/Interdisciplinary Studies	94	6	8		133	2	235	8	243	0.7%
Recreation & Fitness Studies	319	6			188	95	507	101	608	1.8%
Basic Skills	54						54		54	0.2%
Health-Related Knowledge & Skills					237	12	237	12	249	0.7%
Leisure And Recreational Activities					2,054	767	2,054	767	2,821	8.3%
Personal Awareness										0.0%
Philosophy & Religious Studies	239	5	69	8	129		437	13	450	1.3%
Physical Sciences	7	6	62	1	333	227	402	234	636	1.9%
Psychology	536	27	27	5	50	29	613	61	674	2.0%
Public Administration	180	1,146			102	25	282	1,171	1,453	4.3%
Science Technologies/Technicians			64	2			64	2	66	0.2%
Social Sciences	617	5	984	95	212	101	1,813	201	2,014	5.9%
Visual & Performing Arts	89	89	11		137	69	237	158	395	1.2%
Health Professions	1,767	930	3	19			1,770	949	2,719	8.0%
Business, Management & Marketing	1,535	4,210	14	547	61	280	1,610	5,037	6,647	19.5%
History	296	8			17	1	313	9	322	0.9%
Residency Programs	39	1					39	1	40	0.1%
Total Registrations	8,221	7,647	3,583	4,303	5,957	4,410	17,761	16,360	34,121	100.0%

**2008-09 NON-CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Agriculture & Related Sciences	210	133,709		133,919	23.02%
Natural Resources & Conservation	566	28,448	29	29,043	4.99%
Architecture & Related Services		1,400		1,400	0.24%
Ethnic, Cultural, & Gender Studies	607	260		867	0.15%
Communication & Journalism	900		105	1,005	0.17%
Communications Technologies	87			87	0.01%
Computer & Information Sciences		320		320	0.06%
Education	2,729		249	2,978	0.51%
Engineering	301	3,346		3,647	0.63%
Foreign Languages & Linguistics		60		60	0.01%
Family And Consumer Sciences		190,920		190,920	32.82%
Technology Education/Industrial Arts		1,305		1,305	0.22%
Legal Professions & Studies	764			764	0.13%
English Language & Literature	1,168 ⁴			1,168	0.20%
Liberal Arts And Sciences	259		225	484	0.08%
Library Science	375			375	0.06%
Biological & Biomedical Sciences	1,766			1,766	0.30%
Mathematics & Statistics	400		1,746	2,146	0.37%
Multi/Interdisciplinary Studies	4,052			4,052	0.70%
Health-Related Knowledge & Skills	12,974			12,974	2.23%
Interpersonal & Social Skills	1,146			1,146	0.20%
Leisure And Recreational Activities	60			60	0.01%
Personal Awareness	1,133	111,688		112,821	19.39%
Phil. & Religious Studies	109			109	0.02%
Theology and Religious Vocations	112			112	0.02%
Physical Sciences	1,930		4,959	6,889	1.18%
Science Technologies/Technicians	443	5,828		6,271	1.08%
Psychology	67			67	0.01%
Security & Protective Services	2,650			2,650	0.46%
Public Administration	3,599	5,200	186	8,985	1.54%
Social Sciences	1,558	7,200	7,029	15,787	2.71%
Trades & Industry	382			382	0.07%
Visual & Performing Arts	1,241		812	2,053	0.35%
Health Professions	23,683 ¹	200		23,883	4.10%
Business, Management & Marketing	3,385	2,466	2,910	8,761	1.51%
History	1,013		1,538	2,551	0.44%
Total Registrations	69,669	492,350	19,788	581,807	100.00%

⁴ Due to the flood of 2008, the following registration were cancelled and are not included in the totals listed above – Iowa Summer Writing Festival (571); Dentistry conference (82); Otolaryngology Laser Course (29); Otolaryngology Head and Neck Cancer Course (59).
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**REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2008-09
UNIVERSITY OF IOWA**

Degree/Certificate	Program Major	QCGSC⁵	SWIRRC⁶	TSGC⁷
Certificate	Nonprofit Management		X	
Certificate	Entrepreneurship Management		X	
Certificate	Public Health	X	X	X
Endorsement	Talented and Gifted			X
Bachelors	Bachelor of Applied Studies		X	
Bachelors	Bachelor of Liberal Studies		X	
Bachelors	RN to BSN		X	
Masters	Business Administration	X		
Masters	Public Health			X
Masters	Computer Science			
Masters	Educational Administration	X	X	X
Masters	Electrical and Computer Engineering			
Masters	Library and Information Science			X
Masters	Nursing	X	X	X
Masters	Social Work	X		X

¹On-line.

⁵ Quad Cities Graduate Study Center, Rock Island, IL.

⁶ Southwest Iowa Regents Resource Center, Council Bluffs.

⁷ Tri-State Graduate Study Center, Sioux City.

**REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2008-09
IOWA STATE UNIVERSITY**

Degree/Certificate	Program Major	QCGSC	SWIRRC	TSGC
Certificate	Advanced Medical Nutrition Therapy		X	X
Certificate	Advanced Studies – Superintendent			X
Certificate	Biorenewable Resources and Technology	X (new)		
Certificate	Computational Fluid Dynamics	X		
Certificate	Dietetics Comm. & Counseling		X	X
Certificate	Dietetics Management		X	X
Certificate	Empowerment Skills for Family Workers		X	
Certificate	Environmental Engineering	X	X	X
Certificate	Family and Consumer Sciences		X	
Certificate	Family Financial Planning	X		X
Certificate	Financial Counselor			X
Certificate	Food Safety and Defense	X	X	X
Certificate	Gerontology	X		X
Certificate	Human Computer Interaction	X	X	X
Certificate	Information Assurance	X	X	X
Certificate	Power Systems Engineering	X	X	X
Certificate	Preparation for Leadership			X
Certificate	Public Management		X	X
Certificate	Systems Engineering	X	X	X
Bachelors	Bachelor of Liberal Studies		X	
Masters	Agriculture	X	X	X
Masters	Agricultural Education	X	X	X
Masters	Agronomy	X	X	X
Masters	Biorenewable Resources and Technology	X (new)	X (new)	X (new)
Masters	Civil Engineering	X	X	
Masters	Civil Eng. with Construct. Eng. & Mgt. emphasis			X (new)
Masters	Community Development	X		X
Masters	Community and Regional Planning	X		X
Masters	Computer Engineering	X	X	X
Masters	Curriculum & Instructional Technology		X	
Masters	Electrical Engineering	X	X	X
Masters	Family & Consumer Sciences Ed.			X
Masters	Family and Consumer Sciences	X	X	X
Masters	Fam. & Cons. Sci. with Geront. emphasis		X	X (new)
Masters	Fam. & Cons. Sci. with Fin. Plan. emphasis			X (new)
Masters	Human Computer Interaction	X (new)		
Masters	Industrial Engineering	X	X	X
Masters	Information Assurance	X	X	X
Masters	Interdiscip. Studies with Comm. Dev. sp.		X	
Masters	Mechanical Engineering	X	X	X
Masters	Public Administration		X	X
Masters	School Mathematics			X
Masters	Seed Technology and Business	X	X	X
Masters	Systems Engineering	X	X	X
Doctorate	Food Services & Lodging Management		X	

¹On-line.

**REGENT UNIVERSITY PROGRAMS AT REGIONAL STUDY CENTERS
2008-09
UNIVERSITY OF NORTHERN IOWA**

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

**ACADEMIC CREDIT PROGRAMS
2008-09**

UNIVERSITY OF IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
MSW	Social Work	On-site and via Adobe Connect	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MA	Educational Administration	Statewide via Web	
MSC	Computer Science	Statewide via Web	
RN to BSN	Nursing	Statewide via Web	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
TAG Endorsement	Talented and Gifted Endorsement—Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	

**ACADEMIC CREDIT PROGRAMS
2008-09**

IOWA STATE UNIVERSITY

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

**ACADEMIC CREDIT PROGRAMS
2008-09**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Masters	Business Administration	Hong Kong (on-site)	
Masters	Early Childhood Education	ICN/WWW – (Cedar Rapids, Clear Lake, Columbus Junction, Council Bluffs, Dubuque, Knoxville, Marshalltown, Montezuma, Tiffin, West Des Moines)	
Masters	Educational Leadership – Principalship	ICN/WWW – (Algona, Alta, Belmond, Burlington, Cedar Rapids, Charles City, Clarion, Conrad, Early, Eldridge, Emmetsburg, Fort Dodge, Johnston, Manly, Marion, Marshalltown, Mason City, New Sharon, Oakland, Ottumwa, Postville, Tama, Van Horne, Winthrop)	X
Masters	Educational Leadership – Principalship – UEN	ICN/WWW – (Cedar Rapids, Davenport, Des Moines, Dubuque, Fort Madison)	X
Masters	Elementary Education	ICN/WWW – (Bennett, Marion, Nashua, New Sharon)	
Masters	English – ESL/TESOL	ICN/WWW – (Bettendorf, Cedar Rapids, Glenwood, Marshalltown, Nora Springs)	
Masters	Instructional Technology	ICN/WWW – (Ackley, Avoca, Camanche, Cedar Rapids, Elkader, Johnston, Marshalltown, Okoboji, Riceville, Sumner)	X
Masters	Literacy Education	ICN/WWW – (Cedar Rapids, Clear Lake, Dubuque, Fort Dodge, Greene, Iowa City, Monona, Muscatine, Newton, Odebolt, Orange City, Sigourney, Spencer, Tama)	
Masters	Mathematics – Secondary Schools	WWW and summers on the UNI campus	X
Masters	Mathematics – Middle Schools	WWW and summers on the UNI campus	X
Masters	Music Education	ICN/WWW – (Cedar Rapids, Charles City, Clinton, Conrad, Fairfield, Johnston, Sumner)	
Masters	Philan. & Nonprofit Devel.	ICN/WWW – (Ackley, Des Moines, Independence, Okoboji)	
Masters	Physical Education	On-site (Grundy Center)	
Masters	Professional Development for Teachers	On-site (Cedar Rapids, Waterloo)	
Masters	School Library Studies	ICN/WWW – (Blairsburg, Burlington, Cedar Rapids, Correctionville, DeWitt, Dubuque, Eldridge, Hull, Keokuk, Martensdale, Norwalk, Victor, Waukee, Wellsburg, West Union)	
Masters	Science Education	ICN/WWW – (Cedar Rapids, Des Moines, Dubuque, Montezuma, Muscatine, Oakland)	X
Masters	Social Science for Teachers Grades 6-12	ICN/WWW – (Algona, Anamosa, Decorah, Eldora, LeGrand, Marion, Muscatine, Northwood, Tiffin, Urbandale)	
Masters	Special Education – Early Childhood	ICN/WWW – (Albia, Alta, Clinton, Creston, Grimes, Iowa Falls, Latimer, Maquoketa, Marion, Ottumwa, Seymour, Vinton)	X

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Masters	Teaching English in Secondary Schools (TESS)	ICN/WWW – (Calmar, Cedar Rapids, Conrad, Johnston, Lone Tree, Newton, Peosta, Sioux City, Spencer)	
Certificate	Advanced Studies in the Superintendency	ICN/WWW – (Aurelia, Blairsburg, Cedar Rapids, Cherokee, Clear Lake, Dubuque, Emmetsburg, Fairfield, Fort Madison, Greenfield, Lisbon, Muscatine, Ottumwa, Pella, Runnells, Stanwood, Winthrop)	
Certificate	Environmental Health	WWW	
Bachelors	Elementary Education 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Boone, Carroll)	
Bachelors	Elementary Education 2+2 Statewide	On-site, ICN, WWW – (Calmar, Cedar Rapids, Clinton, Davenport, Dubuque, Keokuk, Mason City, Sioux City, Spencer, West Burlington)	
Bachelors	Technology Management 2+2	On-site, ICN, WWW – (Carroll)	
Bachelors	Bachelor of Liberal Studies	WWW	

**CREDIT COURSE REGISTRATIONS AND ENROLLMENTS USING THE IOWA
COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2008-2009**

	SUI		ISU		UNI		TOTAL	
	C ¹	E ²	C	E	C	E	C	E
1999-00	53	2,126	78	1,109	72	1,268	203	4,503
2000-01	56	2,228	85	877	101	1,484	242	4,589
2001-02	48	1,988	67	722	106	1,631	221	4,341
2002-03	28	1,795	32	411	121	1,686	181	3,892
2003-04	29	963	23	276	131	1,768	183	3,007
2004-05	26	766	19	195	118	1,606	163	2,567
2005-06	13	126	13	115	128	1,719	154	1,960
2006-07	8	76	6	50	133	1,936	147	2,062
2007-08	5	93	4	52	130	2,070	139	2,215
2008-09	1	28	4	60	130	2,009	135	2,097

¹C = number of courses.

²E = number of enrollments.

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

- ◇ Methods to identify needs for distance education offerings. Each Regent university has a system of ongoing data collection regarding distance education needs and using the results to inform decisions about off-campus program offerings. Educational needs may be identified by any of the following at the Regent universities:
 - ☑ Student and employer market demand, including formal general market studies; informal general market studies; competitor market analyses; industry information; analyses of enrollment data and trends; and formal target market studies.
 - ☑ Assessments of educational needs, including academic research; professional and industry associations; and industry assessments.
 - ☑ Assessments of economic/workforce development requirements, including demographic data; studies (e.g., Battelle report); and industry groups.
 - ☑ Academic and institutional needs.
 - ☑ Information provided by advisory committees to the professional colleges.
 - ☑ Identification of needs through active liaisons with licensure boards.

- ◇ 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 unit, support cost, video quality, audio quality, presentation quality (digital materials), interactivity, reach, convenience, and use limitations.

◇ Key factors.

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