Contact: Diana Gonzalez

2012-2013 DISTANCE EDUCATION REPORT

Action Requested: Receive the 2012-2013 Distance Education Report.

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

The public universities address the Board's Distance Education Strategic Plan by providing distance education programming to citizens throughout the state and beyond 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 Iowa Communications Network (ICN), the worldwide web, and other digital and electronic media. Public university distance education programs continue to reach students who live and work in communities throughout Iowa.

In 2012-2013, the total duplicated enrollment in credit courses was 54,196, which is an increase of 5,672 (+11.7%) from the prior year. The total duplicated Iowa enrollment in credit courses was 42,341 across 762 communities in all 99 Iowa counties (Attachment A); this represents an enrollment increase of 11,295 (+36.4%) and an increase of 189 communities (+33.0%) from the prior year. The total statewide duplicated enrollment in non-credit offerings was 532,565 which is a decrease of 23,867 (-4.3%) from the prior year. While the University of Iowa had a 6.9% increase from the prior year, Iowa State University had a 3.9% decrease and the University of Northern Iowa had a 54.7% decrease[1] from the prior year.

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

Distance Education	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**
Credit courses and programs[2]						
No. of programs[3]	222	209	220	231	231	211
No. of course sections	2,003	1,999	2,168	2,304	2,460	2,910
No. of student enrollments (dup)	31,448	34,121	37,881	42,882	48,524	54,196
No. of student enrollment (undup)[4]						11,118
Total number of credit hours						157,902
Non-credit courses						
No. of student enrollments (dup)	564,617	581,807	537,555	513,066	556,432	532,565

[1] The decrease resulted primarily from closing the UNI Museums in July 2012 and reduced staffing levels.

[2] 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.

[3] 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.

[4] These students were taking distance education classes only.

- ☑ In 2012-2013, the subject areas with the highest credit course registrations included business, management and marketing (8,752); education (7,919); social sciences (3,999); family and consumer sciences (3,866); recreation and fitness studies (3,345); health professions (2,900); and agriculture and related sciences (2,989). These areas comprise 62.3% of the total credit registrations. (See Attachment B.)
- ☑ In 2012-2013, the subject areas with the highest non-credit course registrations were agriculture and related sciences (162,099); personal awareness (112,028); and family and consumer sciences (101,832). These three areas comprise 70.5% of the total non-credit registrations. (See Attachment C.)

The following table describes the duplicated 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
2010			
SUI	11,631	6,074	17,705
ISU	6,239	3,177	9,416
UNI	7,655	3,105	10,760
TOTAL	25,525	12,356	37,881
2011			
SUI	12,502	7,373	19,875
ISU	6,985	4,641	11,626
UNI	7,928	3,453	11,381
TOTAL	27,415	15,467	42,882
2012			
SUI	13,064	8,054	21,118
ISU	7,615	7,713	15,328
UNI	8,179	3,899	12,078
TOTAL	28,858	19,666	48,524
2013			
SUI	13,580	9,897	23,477
ISU	8,110	9,407	17,517
UNI	8,423	4,779	13,202
TOTAL	30,113	24,083	54,196

- ◈ The unduplicated headcount for Fall 2012 for students taking only distance education courses at the University of Iowa was 2,258; at Iowa State University, it was 1,464; and at the University of Northern Iowa, it was 1,330.
- ◈ The unduplicated headcount for Fall 2012 for on-campus students who also took at least one distance education course at the University of Iowa was 3,200; at Iowa State University, it was 2,507; and at the University of Northern Iowa, it was 2,087.

The following table 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 a close second.

Delivery Mode	UG Credit	Grad. Credit	Credit Total	Non-Credit Total
ICN	149	749	898	2
Web				337
* Semester-based courses	23,462	8,582	32,044	2,114
* Guided independent study	6,455	383	6,838	9,258
On-Site	2,695	8,528	11,223	361,054
Mailed Media	111	4	115	5,652
Other Off-Campus	1,754	1,324	3,078	154,148
TOTAL	34,626	19,570	54,196	532,565

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.
    - 🕮 In response to Goal 4 of the Board's Strategic Plan, enrollment of students in off-campus offerings continued to increase – from 21,118 in 2011-12 to 23,477 in 2012-2013.
    - 🕮 The Board of Regents approved the Master of Arts Program in Strategic Communications which is being offered as an online program initiated from the John and Mary Pappajohn Education Center in Des Moines.
    - 🕮 The University employed a lecturer in Political Science at the Des Moines Center and is advertising for a similar position in Sociology. This will provide necessary services to students in the Des Moines area and will provide high quality online courses with a high tech, high touch approach.
  - ☑ Iowa State University.
    - 🕮 In alignment with Goal 4 of the Strategic Plan for Distance Education,[5] online courses have been integral in assisting on-campus students to complete their degrees in four years because a larger number of students can take online courses than can fit in a physical classroom. In addition, online courses provide educational opportunities for those students who are place-bound with jobs and families. This is especially true for graduate students enrolled in online master's

[5] Providing continuing education or career development opportunities for professionals.

programs. In the College of Agriculture and Life Sciences, online students may be working professionals from Pioneer, Monsanto, Syngenta, or other high profile agriculture-based companies in Iowa and around the world. For undergraduates, the option to take online courses allows them to participate in internship programs and cooperative work experiences with less extension of time-to-completion in their specific academic program. The College of Business is experimenting with offering traditional MBA courses using blended delivery models to meet the needs of working professionals.

- 🕮 The Center for Agriculture and Life Sciences Plant Breeding online Master's program has experienced an enrollment growth from 15 to 53 in less than one year because of the quality of the program and the intensive marketing to promote the program. The College of Business is developing two new master's degree programs with a blended delivery model (primarily online, with some face-to-face instruction for selected courses). Through a course development mini-grant program, Engineering and Liberal Arts and Sciences Online (ELO) supported the development of more than 20 new online courses in the two colleges.

☑ University of Northern Iowa.

- 🕮 The University of Northern Iowa continues to expand and enhance its distance education offerings consistent with its mission and strategic plan. Service to Iowans who cannot attend classes on campus continues to be a priority. In FY 2013, UNI offered courses in 98 counties and 500 cities and towns.
- 🕮 UNI's Office of Continuing and Distance Education (OCDE) completed the third year of implementing a five-year strategic plan. The goals of the plan are aligned with the Board of Regents Strategic Plan for Distance Education, emphasizing the development of high-quality courses and programs, deployment of new educational technologies, professional development for faculty members, exemplary support services, and enhanced marketing efforts.
- 🕮 UNI continually seeks opportunities to expand access to offerings in academic areas of strength and in which capacity to deliver programs via distance education and strong demand exist. An example is a graduate program developed in cooperation with Waterloo Community Schools designed to support the development of teacher leaders in the district. The program, based on the Professional Development for Teachers (Master of Arts in Education) program, began in Summer 2012. Courses are taught in a blended approach with face-to-face and online instruction. Similarly, in response to a request from the Pella community, UNI's College of Business Administration began on-site delivery of the MBA program in Pella in Fall 2012.
- 🕮 Building on UNI's name recognition abroad and UNI's history of offering professional development opportunities to educators at a distance, UNI developed a strand within the Principalship Master of Arts in Education Program specifically for teachers who work at American International Schools. Delivery of the online program is underway to teachers located in India, Egypt, Kazakhstan, United Arab Emirates, Italy, Nepal, and Canada.
- 🕮 UNI's Instructional Development and Support Team received the 2013 Iowa Distance Learning Association's Innovators Award for an innovative, integrative team approach in providing comprehensive support services to faculty members

and students. An example of the effectiveness of the team has been a smooth transition from delivery of video through the Iowa Communications Network to desktop videoconferencing using Adobe Connect.

- 🕮 During 2013, UNI celebrated a "Century of Service" milestone regarding academic outreach. Beginning in 1913, the university established study centers to service the educational needs of teachers on a statewide basis – the first initiative of its kind in the country. While delivery methods have changed, the commitment to expand educational access has remained a core part of UNI's mission. UNI's Century of Service was the overarching theme for the 3rd Annual Distance Education Conference hosted by the Office of Continuing and Distance Education.

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

  - ☑ Currently, ISU Online collaboration with the other Regent universities on distance or online learning is under discussion. Requests to identify 3-5 key courses that could benefit the students at the other universities have been made to each college. Initial discussions by the College of Engineering may lead to sharing key courses with the University of Iowa – i.e., SUI's Bioengineering course and ISU's Sales Engineering course. ISU will implement the *Quality Matters* program for faculty development and course quality certification for online and blended learning. There has been initial discussion regarding potential collaboration with UNI and ISU in this area.

  - ☑ The public universities have collaborated in implementing a plan to improve services and educational access to Iowans residing in the western part of the state. The Southwest Iowa Educational Services Partnership between Southwestern Community College, Iowa Western Community College, and the three Regent universities was created and located on the campus of Iowa Western Community College. Discussions are underway for a similar partnership in northwest Iowa. Possible collaborations with Eastern Iowa Community College District are under discussion.

    - 🕮 Both educational partnerships will include offering upper division courses to community college students and will help to coordinate programs offered by the Regent universities to meet the needs of business and support economic development.

    - 🕮 One faculty member was hired to teach for both Iowa Western Community College and the Regent universities. A portion of the faculty member's time will be assigned to work with the local communities to plan programs which meet local needs.

  - ☑ Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). A new strategic plan was developed by an inter-institutional team during 2011-2012; the plan focused on improving the effectiveness and efficiency of the Center. 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.

- ☑ Inter-institutional collaboration among UNI, ISU, and SUI continues with a third cohort of the Regents Alternative Pathway to Iowa Licensure program. The program is designed to provide an avenue for professionals with a non-teaching degree to obtain a secondary education teaching license, usually in a high need content area. UNI provides the coordination of the program, ISU oversees the evaluation activities, and SUI supports the registration and delivery functions.

◈ The following major trends related to distance education were identified by the public universities in 2012-2013.

☑ University of Iowa.

- 🕮 The University provides professional continuing education units in many areas but is uniquely qualified in the health professions to offer both on-site and online experiences. Most on-site programs are offered on weekends on the University campus. The Colleges of Dentistry, Pharmacy, Public Health, and Medicine typically provide those programs. The College of Dentistry initiated online Dental Education Renewal units several years ago and the College of Pharmacy partners with the State Pharmacy Association. The Colleges of Medicine and Public Health offer workshops on topics of current interest to assist working professionals throughout the state. In addition, the College of Law, which offers continuing legal education on-site, is offering interactive online learning opportunities.

- 🕮 The Better Futures for Iowans initiative funded 13 projects representing eight academic colleges reviewed by a campus committee and approved by the Provost. The goal is to reach out across the state with creative new activities or to expand successful existing outreach/engagement activities. For example, the College of Dentistry provided basic dental examinations and services to elementary school children in northeast Iowa. This project was planned and conducted in cooperation with local dentists and school districts and is now a training experience included as a rotation for dental students.

- 🕮 The Iowa Initiative for Sustainable Communities Version 2.0 builds upon the successful program initiated by the University of Iowa School of Urban and Regional Planning. In the past three years, approximately 120 graduate students assisted eight Iowa communities with the development of sustainability plans and projects.

- 🕮 The Iowa Assistive Technology Professional Development Network created, coordinated, and delivered professional development in distance settings to professionals who work with individuals with disabilities, parents of individuals with disabilities, and individuals with disabilities across the state.

☑ Iowa State University.

- 🕮 ISU Distance and Online learning continues to experience enrollment increases. The College of Agriculture and Life Sciences Ag Online Learning had a 20%-25% increase in registration; a significant number of these students were Iowans. Continuing demands from working professionals have been seen by all the major colleges at the university.

- On-campus student enrollment in online courses continues to increase. Off-campus enrollment also continues to increase significantly. This has placed strain on off-campus delivery budgets as the cost to deliver and support quality online courses increases. These trends are expected to continue and demand does not appear to be slowing. (See Attachment H.)
  - In FY 13, the number of students taking only distance education courses increased by 6.5% from the prior year.
  - In FY 13, the number of students taking a combination of on-campus and distance education courses increased by 22% from the prior year.
  - Total enrollment increased by 14.3% in FY 13 from the prior year.

☑ University of Northern Iowa.

- The trend toward a more competitive distance education market continues. UNI's primary competitive strategies are to provide high-quality offerings and strong support services.
- Demand for UNI's distance education courses remained strong, increasing by 9.3% in 2012-13, the 7th consecutive year of increased enrollment.
- The phenomenon of massive open online courses (MOOCs) continues to attract attention. These courses make academic content available from highly reputable universities at little or no cost to students. A growing number of questions are being asked regarding the efficacy of the offerings, the financial model needed to sustain them, and the purpose MOOCs service in the overall systems of higher education.
- The capabilities and features of distance education technologies continue to change at a rapid pace. UNI closely monitors new developments and the costs and benefits of making changes.

◈ 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 2012-2013 at the universities.

PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	95	225	127	**447**
Graduates	20	114	14	**148**
New Admissions	29	127	29	**185**
Liberal Studies Interest (SUI)	4			**4**
Bachelor of Applied Studies (SUI)				
Enrollment	266			**266**
Graduates	62			**62**
New Admissions	123			**123**

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

  - ☑ University of Iowa.

    - The University continues to support a lecture capture technology called Panopto. This software facilitates the capture of lectures in the classroom including screen capture and video of the lecturer along with audio. The software has several pedagogical features including a search function on Power Point text used in the lecture and a notes feature. In addition, the software includes a reporting function to track individual student viewing of the lectures. The system is used for on-campus courses as well as distance courses. Since its implementation at the university, the usage of the service is near the 1,000,000 views mark.

    - The University completed construction of an Active Learning Classroom in the John and Mary Pappajohn Center (JMPEC) in Des Moines. The room is designed to facilitate group work and share live results with students in the room and online. The room includes five round tables with seating for nine students at each table. Each table has a 360° camera, interactive whiteboard, and three laptop computers. The room also includes two large projectors and a centralized 360° camera which focuses on the activity of the instructor. The room control system allows the activity at each table to be shared on the large screens as well as to webcast the class sessions.

    - The University continues to support three rooms designed specifically for online delivery (CEF 201, 204, and 212). Two of the rooms are arranged in seminar format and accommodate up to 16 local students; the third room holds 48 local students. All rooms use either robotic cameras to locate the speaker or a camera which electronically locates the speaker within a 360° panorama.

    - The university is evaluating video upload software called ShareStream. This software will facilitate the inclusion of video from faculty and students to a courses web site. The service will be Beta tested in Fall 2014.

    - The University also uses two virtual classroom environments (BlackBoard Collaborate and Adobe Connect). These facilitate the delivery of synchronous online courses which are also recorded for students to view asynchronously. These systems contain such teaching tools as a digital white board, web camera display, polling, and video and slide presentation areas. The University is in the process of upgrading Adobe Connect to the latest version (9).

  - ☑ Iowa State University.

    - The Horticulture Department is currently offering a series of topics which include credit and non-credit offerings. Examples of topics include (1) Green Roofs, a technology that can help solve a number of environmental concerns; and (2) Science of Gardening, know what you grow and grow what you know. The courses have on-campus and off-campus students completing them for credit as well as others from Iowa and surrounding states taking them as non-credit courses.

- 🕮 The College of Business is continuing its effort to make its website (http://www.business.iastate.edu/) more user friendly, providing richer information, and being the central point of access to all college programs, courses, faculty, and services.

☑ University of Northern Iowa.

- 🕮 UNI continues to seek opportunities to develop and deliver program via distance education in high demand academic areas that match the academic strengths and capacity of the university. While off-campus face-to-face instruction continues to provide important access to UNI's courses and programs, substantial progress has been made in expanding online opportunities.
- 🕮 The number of new online courses continues to increase; 59 new online courses were developed in FY 13, many in conjunction with new online degree program offerings. Online course enrollment increased by 22% in FY 13. Part of the increase in online enrollment is attributable to an intentional shift from using the ICN as a delivery system to online approaches, including a combination of eLearning and interactive desktop videoconferencing (Adobe Connect).
- 🕮 In addition to degree and certificate programs offered via distance education, specialized professional development coursework designed to provide teachers and school districts with strategies and methods to enhance student achievement continued to be a priority in UNI's outreach efforts. During AY 13, UNI's Center for Teaching and Learning Mathematics offered a series of "Making Sense" professional development courses to more than 180 participants. These courses are aligned with the Common Core State Standards and the Iowa Core Curriculum. Another example of professional development outreach is the work of the Jacobson Center for Comprehensive Literacy. More than 600 teachers enrolled in coursework through the Jacobson Center in workshops focused on improving literacy education and student achievement.
- 🕮 During the past two years, UNI increased the number of programs available entirely online from two to eight. During the past year, new online graduate programs were launched for teacher leaders in the American International School in Bombay, India and in Early Childhood Education.
- 🕮 New online degree programs, including a Master of Science in Technology and a second program for teacher leaders at American International schools, were developed in FY 13; program delivery began in FY 14.
- 🕮 Key strategies to increase offerings and enrollment include faculty development opportunities, individualized course design support for faculty members, deployment of new educational technologies, exemplary support services, and enhanced marketing efforts.
- 🕮 UNI continues to expand the *Quality Matters* initiative, a nationally recognized framework designed to promote continuous improvement in the quality of online courses and programs. The goals of this initiative is to increase access to high-quality online courses. A total of 137 faculty members have completed the professional development workshop and developed courses using the *Quality Matters* standards. Thirty-six faculty members have completed additional requirements to earn the Quality Matters Peer Review Certification.

- 🕮 UNI's Office of Continuing and Distance Education hosts an annual conference addressing issues pertaining to distance education. The 2013 conference celebrated UNI's 100th anniversary of providing academic outreach to the state of Iowa with a theme of "Perspectives in Quality Online Teaching and Learning." The event showcased innovative online teaching strategies and approaches by UNI faculty and staff.

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

☑ University of Iowa.

- 🕮 Every semester, during the final week of classes, the Division of Continuing Education (DCE) administers an electronic survey to students enrolled in distance education courses. Students respond to 21 multiple choice questions and are encouraged to submit narrative responses to four open-ended questions.
- 🕮 Two e-mail reminders were sent to increase the response rate, which is typically 60-75%. Upon receipt of student responses, course evaluation summary reports were prepared and sent to each instructor and the Executive Officer of the department offering the course. The summary report provides mean and median responses to each of the multiple choice questions and student responses to the open-ended questions. It also provides mean and median responses to the multiple choice questions collected from Fall 2008 to Spring 2013 to provide a larger reference group to instructors and administrators.
- 🕮 The DCE plans to make meaningful reference norms available to individual colleges or departments that have had at least 2,000 students responding to the course evaluation survey for courses offered in the host department or college.
- 🕮 The DCE is engaged in research to compare the achievement of students who take an online course to achievement of students who take the same course on-campus. The purpose is to examine the differences in achievement for two groups of students who were taught by the same instructor using very similar materials and identical examinations. In addition to comparing the achievement of the two groups of students in the host course, achievement will be compared in subsequent on-campus courses taken by many of the students. In order to make valid comparison, several covariates will be identified to equate the students in terms of ability and experience prior to taking the host course.
- 🕮 During winter of 2012-2013, DCE administered an online survey to recent distance education instructors regarding the support services provided to them by DCE. (Additional responses are included in Attachment G.)
  - ⊛ One hundred and forty-one instructors responded to the survey. Fifty-eight percent of the respondents were female and 40% were tenured faculty. Forty-six percent of the respondents were adjunct faculty, visiting faculty, or instructors; and 5% were graduate students. Seventy percent of the respondents had volunteered to teach a distance education course; the average number of years of teaching experience was 16.8; in general, the instructors who responded to the survey were experienced faculty.

☑ Iowa State University.

- The College of Agriculture and Life Sciences (CALS) course evaluations are done by the college and the results are shared with the teaching faculty and departments. CALS staff works with teaching faculty to make improvements to online courses. General findings are shared with new online teaching faculty to allow them to benefit from the findings when they develop their own online courses.
- The College of Engineering (COE) online courses are part of the continuous improvement processes in each department and they are evaluated in a manner similar to on-campus courses. Both COE and the College of Liberal Arts and Sciences (CLAS) have instituted Quality Guidelines for all new or updated online courses. In addition, ISU plans to implement the *Quality Matters* national benchmarking program for online education (www.qualitymatters.org). The Center for Excellence in Teaching and Learning will lead the implementation in Spring 2014.
- The College of Business uses student course evaluations as the primary assessment tool for online courses. Individual instructors have implemented their own mid-term and end of semester surveys to collect more information for improvement. In addition, the College of Business is developing program level assessment mechanisms for individual course assessments, including online and face-to-face courses.

☑ University of Northern Iowa.

- Distance education offerings are expected to meet the same high standards as face-to-face courses. All courses are approved by the appropriate academic department heads and deans. UNI continues to rely primarily on campus-based faculty to ensure the quality of distance education courses matches the quality of traditional offerings.
- Outcomes assessment for distance education programs mirrors outcomes assessment efforts for on-campus programs. Outcomes assessment plans have been developed by the respective academic areas for each program. The purpose of these plans is to provide a systematic way to collect data that can be used to make continuous improvements in teaching and learning.
- Support services for distance education students are assessed on an ongoing basis and compared with best practices. For example, feedback from students suggested they were confused by the number of information pieces they received from the university at various points. Based on the feedback, OCDE staff reviewed the communication package and collaborated with academic departments to develop a streamlined, student-friendly orientation packet for students admitted into cohort programs.

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

	SUI	ISU	UNI	REGENT TOTAL
Number of web-based programs	13	26	8	47
Number of web-based certificate programs	3	25	2	30
Number of faculty trained to use web-based technology	275	751	467	1,493
Number of faculty using web-based technology in their coursework	275	1,875	467	2,617

- The following are highlights of the distance education programs at the public universities.
  - ☑ University of Iowa.
    - DCE marketing builds the University and DCE brand identity through marketing, advertising, outreach, and collaboration with outside partners. Strategies include print, media, billboard, web, and electronic messaging. Marketing effectiveness is assessed by the number of prospective students who access the site, increases in enrollment in the BLS, BAS, and BBA programs, and by feedback from students and partners. The DCE continues to invest in marketing distance education offerings in an ongoing effort to attract students to the university.
    - Major marketing strategies focus on relationships with community college partners. Working with partner schools has been the most effective recruiting tool resulting in an increase in the number of community college partners and a volume increase in marketing efforts. DCE markets in the following ways:
      - Tracking all community college marketing activities, undergraduate and graduate degrees, certificate marketing, noncredit course marketing, and other outreach activities, such as Lakeside Laboratory, John and Mary Pappajohn Education Center, Southwest Iowa Regents Resource Center, Northwest Iowa Regents Resource Center, and Grad Center. Print and electronic strategies including print, e-banner, and social media advertisements in a variety of publications have been used.
      - Working with faculty to create individualized marketing plans for new courses that identify target audiences and develop mailing lists.
      - Continued tracing of information requests from the DCE website, including number of users, top programs, and how users find the website.
      - During Spring 2013, DCE marketing coordinated an extensive marketing campaign for the Southwest Iowa Educational Services Partnership which included billboard and radio in southwest Iowa extending into Nebraska. The graphic identity focused on the institutional mascots as a unified theme for working together.

☑ Iowa State University.

- CALS offers the Swine Science Online Program, the first ever online undergraduate program in swine science. This inter-institutional undergraduate certificate program is offered in cooperation with North Carolina State University, North Dakota State University, South Dakota State University, University of Nebraska-Lincoln, and University of Missouri. Swine Science Online provides education and training of future pork professionals to benefit the pork industry by inspiring a career interest through academic training and application. The Swine Science Online vision is to ensure that the Pork Industry is led and managed by individuals who have broad educational and production experiences which have prepared them for these roles. Swine Science Online teaches scientific principles and management skills involved in pork production for an efficient and sustainable operation; coursework revolves around practical pork production and current pork industry issues. After completing the appropriate courses, students may apply for a Swine Science Online Certificate administered by the U.S. Pork Center for Excellence.
- The College of Engineering (COE) continues to add new online graduate degree programs. Most recent additions include Master of Engineering in Engineering Management and the Energy Systems Engineering graduate certificate (approval is in process for a Master of Engineering). COE now has nine online master's degree programs and 15 graduate certificates.
- The College of Business has a strong culture of high-touch and high-quality teaching. This culture is cherished by students, faculty, and employers, which also distinguishes the college from other business programs in the country. In this type of culture, a large portion of courses involve team projects, presentations, and in-class case discussions and debates, which makes online teaching difficult if the same quality is to be maintained. However, the College has been experimenting with selected courses to use online or blended teaching pedagogy, and the results have been encouraging. With the national trend of more online degree programs, the College is carefully evaluating alternative delivery mechanisms, and blended delivery appears to be the best choice for degree programs that target primarily working professionals who are employed full-time but wish to pursue a graduate degree. The College will still be able to deliver high-touch and high quality education.
- CLAS will increase marketing efforts associated with the online Bachelor of Liberal Studies, especially for degree completion (i.e., for students who have one or two years of coursework completed but are no longer in residence). CLAS now has enough online courses for this program to be successfully completed by a large number of students.

☑ University of Northern Iowa.

- Demand for UNI's distance education courses remained strong, increasing by 9.3% in 2012-2013, marking the 7th consecutive year of increased enrollment.
- Service to Iowans who cannot attend classes on campus continues to be a priority. Students from 98 of Iowa's 99 counties enrolled in UNI distance education courses in 2012-2013.

- Trends include a substantial increase in online enrollment, while off-campus, face-to-face enrollment increased slightly. Contributing to the increase was a new MBA program on-site in Pella and the Professional Development Teachers program designed for Waterloo Community Schools.
- CDE's Instructional Development and Support Team received the Iowa Distance Learning Association's Innovators Award for 2013.

◈ Regional Study Centers.

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

STATE FUNDING AT REGIONAL STUDY CENTERS
2012- 2013

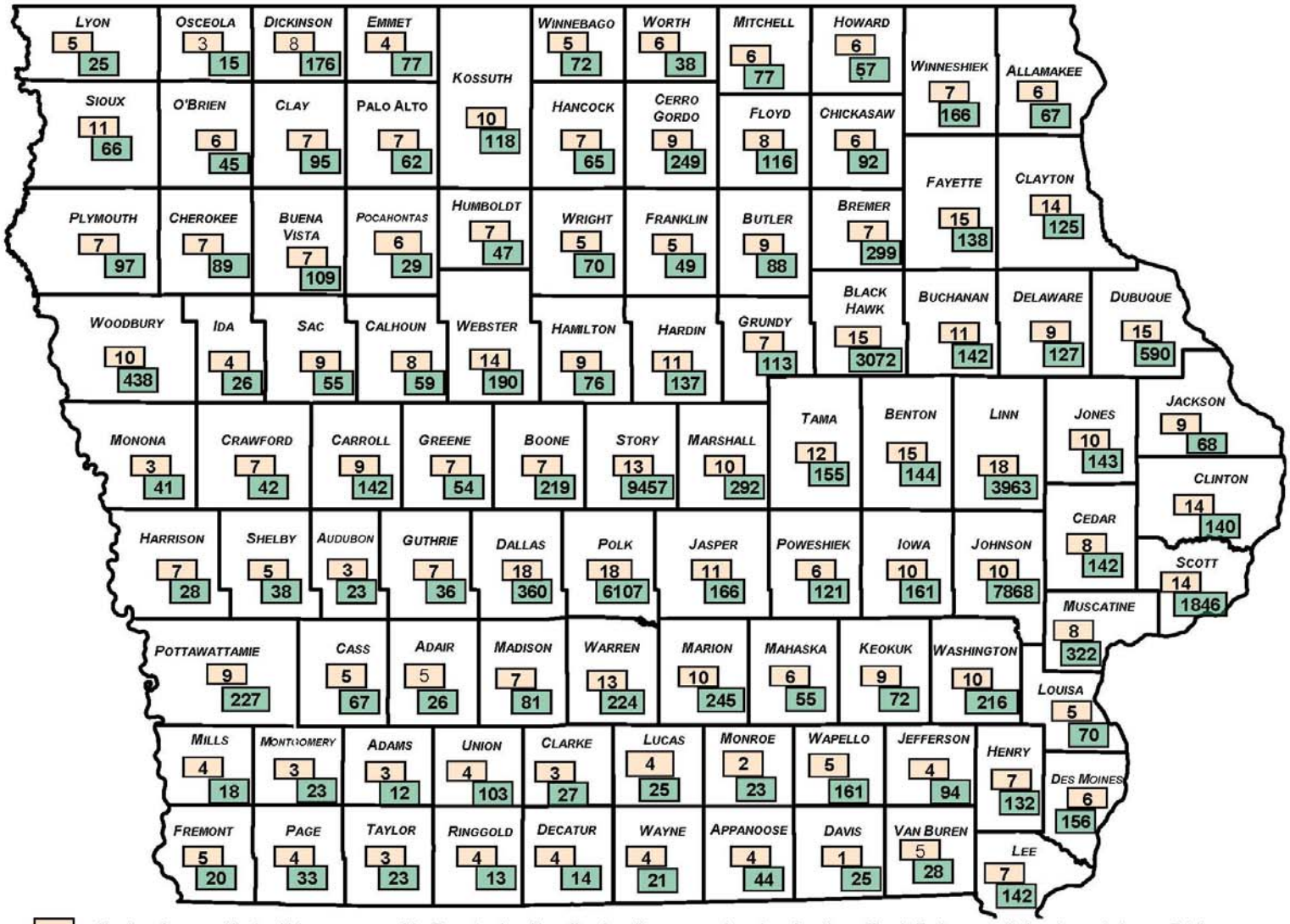
	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
SWIRRC				
State Funding	$182,734[6]	NA	NA	NA
TRI-STATE				
State Funding	$66,601	$0	$3,914	NA
GRADCENTER				
State Funding	$34,513	NA	NA	$83,900

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

[6] The increase allowed the center to implement the partnership with Iowa Western Community College and Southwestern Community College.

Attachment A

2013-2014 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 = 762 Iowa communities. Total number of courses = 16,455.

= Enrollments in credit courses by Iowa residents. Total = 42,341 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
2012-2013

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	149	**149**	0	0	749	**749**	0	0	898	**898**	2	0	0	**2**
World Wide Web														337		**337**
• **Semester based courses**	7,231	11,805	4,426	**23,462**	2,868	3,987	1,727	**8,582**	10,099	15,792	6,153	**32,044**	0	460	1,654	**2,114**
• **Guided independent study**	5,812	0	643	**6,455**	278	0	105	**383**	6,090	0	748	**6,838**	7,338	1,920	0	**9,258**
On-site (face-to-face)	1,513	22	1,160	**2,695**	5,775	1,222	1,531	**8,528**	7,288	1,244	2,691	**11,223**	56,645	294,663	7,906	**359,214**
Mailed media (video/audio/tape, etc.)	0	48	63	**111**	0	0	4	**4**	0	48	67	**115**	4,900	752	0	**5,652**
Other off-campus	0	0	1,754	**1,754**	0	433	891	**1,324**	0	433	2,645	**3,078**	35,085	119,063	0	**154,148**
GRAND TOTAL	**14,556**	**11,875**	**8,195**	**34,626**	**8,921**	**5,642**	**5,007**	**19,570**	**23,477**	**17,517**	**13,202**	**54,196**	**103,970**	**417,195**	**9,560**	**530,725**

2012-2013 CREDIT COURSE REGISTRATIONS BY LEVEL BY INSTITUTION AND SUBJECT AREA (CIP CODE)

	SUI		ISU		UNI		Regent Total			% of Regent Total	Number of Credit Hours Regent Total			
Subject Matter	**UG**	**Grad**	**UG**	**Grad**	**UG**	**Grad**	**Total**	**Grad**	**Total**		**SUI**	**ISU**	**UNI**	**TOTAL**
Agriculture & Related Sciences			1,916	1,073			1,916	1,073	2,989	5.5%		8,431		8,431
Natural Resources & Conservation			249	7			249	7	256	0.5%		610		610
Architecture & Related Services	3	40	12	174			15	214	229	0.4%	103	544		647
Ethnic, Cultural, & Gender Studies	192	1	703	12			895	13	908	1.7%	567	2,145		2,712
Communication & Journalism	332	48	464	19	260	46	1,056	113	1,169	2.2%	1,170	1,449	774	3,393
Computer & Information Sciences	3	3	180	391	69		252	394	646	1.2%	18	1,716	225	1,959
Education	1,753	739	111	1,665	954	2,697	2,818	5,101	7,919	14.6%	6,788	4,954	10,197	21,939
Engineering	17	13	1,114	838			1,131	851	1,982	3.7%	90	5,871		5,961
Foreign Languages & Linguistics	1,328	44	246	26	11	43	1,585	113	1,698	3.1%	3,911	860	158	4,929
Family And Consumer Sciences			2,433	359	1,066	8	3,499	367	3,866	7.1%		7,011	3,049	10,060
Technology Education/Ind. Arts					158	76	158	76	234	0.4%			673	673
Legal Professions and Studies														0
English Language & Literature	582	16	373	34	111	171	1,066	221	1,287	2.4%	1,824	1,221	851	3,896
Liberal Arts And Sciences	37	1	21		331		389	1	390	0.7%	68	63	990	1,121
Library Science	44	11				148	44	159	203	0.4%	77		440	517
Biological & Biomedical Sciences	387	246	1,058	79	67		1,512	325	1,837	3.4%	2,012	3,193	176	5,381
Mathematics & Statistics	374	18	477	203	204	316	1,055	537	1,592	2.9%	1,354	2,197	1,132	4,683
Multi/Interdisciplinary Studies	228	16	26	2	326	5	580	23	603	1.1%	726	84	1,726	2,536
Recreation & Fitness Studies	788	23			1,626	908	2,414	931	3,345	6.2%	2,451		9,134	11,585
Basic Skills	84						84		84	0.2%	265			265
Health-Related Knowledge & Skills					1,470	88	1,470	88	1,558	2.9%			4,667	4,667
Leisure And Recreational Activities														0
Personal Awareness	26						26		26	0.0%	58			58
Philosophy & Religious Studies	485	4		3	83		568	7	575	1.1%	1,369	6	220	1,595

2012-2013 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			480	6	221	123	701	129	830	1.5%		938	676	1,614
Psychology	892	14	378	5	358	16	1,628	35	1,663	3.1%	2,821	1,149	1,119	5,089
Public Administration	377	1,115			116	15	493	1,130	1,623	3.0%	4,206		573	4,779
Science Technologies/Technicians			160	1			160	1	161	0.3%		423		423
Social Sciences	2,112	31	1,232	127	447	50	3,791	208	3,999	7.4%	7,003	4,077	1,392	12,472
Visual & Performing Arts	35	116	185	8	150	27	370	151	521	1.0%	223	578	519	1,320
Health Professions	1,178	1,713		9			1,178	1,722	2,900	5.4%	8,512	29		8,541
Business, Management & Marketing	3,060	4,702	20	601	139	230	3,219	5,533	8,752	16.1%	22,250	1,813	1,000	25,063
History	239	7	37		28	40	304	47	351	0.6%	738	111	134	983
Residency Programs														
Total Registrations	**14,556**	**8,921**	**11,875**	**5,642**	**8,195**	**5,007**	**34,626**	**19,570**	**54,196**	**100.0%**	**68,604**	**49,473**	**39,825**	**157,902**

2012-2013 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		162,099		162,099	30.4%
Natural Resources & Conservation	40	9,402	2,107	11,549	2.2%
Architecture & Related Services	15			15	0.0%
Ethnic, Cultural, & Gender Studies	287			287	0.1%
Communication & Journalism	13		170	183	0.0%
Communications Technologies					0.0%
Computer & Information Sciences					0.0%
Personal and Culinary Services		11		11	0.0%
Education	1,167	385	418	1,970	0.4%
Engineering	76	13,339		13,415	2.5%
Engineering Technologies/Technicians					0.0%
Foreign Languages & Linguistics	356			356	0.1%
Family And Consumer Sciences		101,832		101,832	19.1%
Technology Education/Industrial Arts	153	21		174	0.0%
Legal Professions & Studies	1,347	133		1,480	0.3%
English Language & Literature	1,450			1,450	0.3%
Liberal Arts And Sciences	30	191	230	451	0.1%
Library Science	22,872			22,872	4.3%
Biological & Biomedical Sciences		362		362	0.1%
Mathematics & Statistics		429	102	531	0.1%
Multi/Interdisciplinary Studies	2,314	914		3,228	0.6%
Health-Related Knowledge & Skills	24,076			24,076	4.5%
Interpersonal & Social Skills	157			157	0.0%
Leisure And Recreational Activities	181	384	276	841	0.2%
Basic Skills & Developmental Ed.	787			787	0.1%
Personal Awareness	1,449	108,739	1,840	112,028	21.0%
Philosophy & Religious Studies	24		220	244	0.0%
Theology and Religious Vocations					0.0%
Physical Sciences		204	2,030	2,234	0.4%
Science Technologies/Technicians		933		933	0.2%
Psychology			40	40	0.0%
Security & Protective Services	37			37	0.0%
Public Administration		14,569		14,569	2.7%
Social Sciences	3,025			3,025	0.6%
Trades & Industry	576			576	0.1%
Visual & Performing Arts	11,810		2,195	14,005	2.6%
Health Professions	27,852			27,852	5.2%
Business, Management & Marketing	3,305	3,248	1,772	8,325	1.6%
History	571			571	0.1%
Total Registrations	**103,970**	**417,195**	**11,400**	**532,565**	**100.00%**

ACADEMIC CREDIT PROGRAMS[7]
2012-2013

UNIVERSITY OF IOWA

Degree or Certificate[8]	Program Major[9]	Delivery Method/Site(s)	Requires on-campus component
DNP	Nursing	Statewide via Web and on-site	X
MSW	Social Work	On-site and via Adobe Connect	
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	Strategic Communications	On-site and via Adobe Connect	
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	
BA	Social Work	On-site and via Adobe Connect	
BBA	Management & Entrepreneurial Studies	Statewide via Elluminate Live	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
TAG Endorsement	Talented and Gifted Endorsement—Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	
Endorsement	Superintendent Endorsement	Statewide via Web and on-site	X

[7] Note: Program requirements may include designated hours for residential (on-campus) registration.
[8] Certificate, B.A., B.S., M.B.A., Ph.D., etc.
[9] Business Administration; Computer Science, Dietetics; etc.

ACADEMIC CREDIT PROGRAMS
2012-2013

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Computational Fluid Dynamics	Streaming Media	
Certificate	Computer Networking	Streaming Media	
Certificate	Construction Management	Streaming Media	
Certificate	Embedded Systems	Streaming Media	
Certificate	Environmental Engineering	Streaming Media	
Certificate	Environmental Systems	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
Certificate	Information Assurance	Streaming Media	
Certificate	Literacy Coaching	WWW	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	WWW	
Certificate	Seed Business Management	WWW	
Certificate	Seed Science Technology	WWW	
Certificate	Software Systems	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
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 Internship	On-site (various)	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	
Masters	Agriculture	WWW & Streaming Media or CD	
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	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Masters	Systems Engineering	Streaming Media	
Masters	Computer Engineering	Streaming Media	
Masters	Electrical Engineering	Streaming Media	
Masters	Mechanical Engineering	Streaming Media	
Masters	Industrial Engineering	Streaming Media	
Masters	Civil Engineering	Streaming Media	
Masters	Information Assurance	Streaming Media	
Masters	Human Computer Interaction	Streaming Media	
Masters	MCFS Comprehensive Educational Studies – Curriculum & Instruction; Educational Leadership & Policy Studies; Special Education Human Development and Family Studies – Family Financial Planning; Gerontology; Human Development & Family Studies Nutrition – Dietetics; Food Science & Human Nutrition	WWW	
Masters	Dietetics	WWW	
Masters	Family Financial Planning	WWW	
Masters	Gerontology	WWW	
Masters	Educational Studies (no new admits)	WWW/FF	
Masters	Interdisciplinary Studies, Comm. Dev. Specialization	WWW & Streaming Media	
Masters	Curriculum & Instructional Technology	WWW	
Masters	Statistics	WWW	
Masters	School Mathematics	WWW/On-Site	
Ph.D.	Foodservice & Lodging Management	WWW/FF	X
	Dietetics Internship	On-site (various)	
	Available only in Iowa		
Masters	Educational Administration	On-Site (Ankeny, Atlantic, Des Moines, Mason City, Ottumwa, Storm Lake)	
Ph.D.	Education Administration	On-site (Ames)	X
	Available only in Greater Des Moines		
Masters	Business Administration	On-site (Des Moines)	
Certificate	Advanced Studies – Superintendent Certification	On-site (Ames)	

ACADEMIC CREDIT PROGRAMS
2011-2012

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Advanced Studies in Superintendency	WWW	
Certificate	Environmental Health	WWW	
Bachelors	Bachelor of Liberal Studies	WWW	
Bachelors	Elementary Ed. 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Carroll)	
Bachelors	Elementary Education 2+2 DMACC	On-site, WWW – (Ankeny, Carroll Davenport)	
Masters	Business Administration	On-site (Hong Kong)	
Masters	Business Administration	On-site (Pella)	
Masters	Early Childhood Education	WWW	
Masters/ ASC	Educational Leadership – Principalship	ICN/WWW	X
Masters	Educational Leadership – Principalship (for Teacher Leaders in American International Schools	WWW (India)	
Masters	Educational Leadership – Principalship – UEN	ICN/WWW	X
Masters	Elementary Education	WWW	
Masters	Instructional Technology	WWW	
Masters	Literacy Education	ICN/WWW	
Masters	Mathematics – Middle Grades (4-8)	WWW and summers on the UNI campus	X
Masters	Mathematics – Secondary Teaching Emphasis	WWW and summers on the UNI campus	X
Masters	Music Education	ICN/WWW	
Masters	Philan. & Nonprofit Devel.	WWW	
Masters	Physical Education Teaching/Coaching	WWW	
Masters	Prof. Devel. for Teachers	WWW	
Masters	Professional Development for Teachers – Waterloo Teacher Leader Program	On-site/WWW (Waterloo)	
Masters	School Library Studies	ICN/WWW	X
Masters	Science Education	ICN/WWW	X
Masters	Social Science for Teachers Grades 6-12	ICN/WWW	
Masters	Special Education – Early Childhood	ICN/WWW	X
Masters	Teaching English in Secondary Schools (TESS)	ICN/WWW	X
Masters	Teaching English to Speakers of Other Languages (TESOL)	WWW	

UNIVERSITY OF IOWA

Online Survey Results

Instructional Design Services. Approximately 57% of the instructors sought and received support from the Lead Instructional Design Team (LID) and they were very complementary of the assistance received in communication with the team members; help with instructional strategies; suggestions regarding course development; improvement in the educational content of the course to be offered, and overall satisfaction with the support received.

Instructional Support Services. Approximately 61% of the distance education instructors indicated that they had received help in creating an ICON site for their course, and/or help with enrollment and exam coordination issues. The respondents were very complementary of the communication with DCE staff; knowledge of DCE staff regarding course and instructional issues; assistance received to facilitate their course; and overall satisfaction of the help provided by the DCE staff.

Technology Support Services. Instructors provided favorable responses about the technical support available to them while offering constructive suggestions. In general, the instructor indicated that communication with DCE technical staff was very good and that staff was knowledgeable regarding technical support for the courses they taught. Specific comments were offered to help staff improve the support provided in the future.

Registration Services. Seventy percent of the respondents indicated they were "very satisfied" with the support provided by DCE for adding/dropping students in their course and 95% indicated they were either "very satisfied" or "satisfied" with the support of the Registration Services staff.

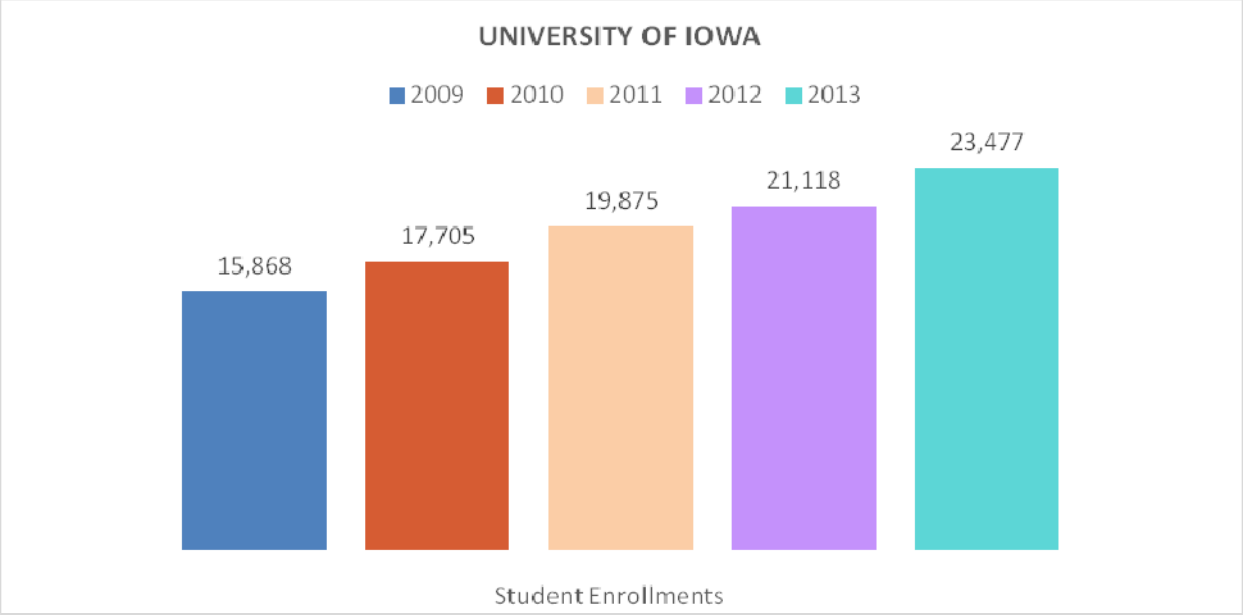
Exam Services. The respondents indicated strong satisfaction with the support provided by DCE for the arrangements, administration, and processing of exams for their courses – 93% of the respondents indicated they were "very satisfied" or "satisfied" with the exam services provided.

Division of Continuing Education Services Overall (on a scale of 1 = strongly agree to 6 = strongly disagree)

- I was provided with comprehensive information of the services provided by DCE 2.22
- I was assisted with the successful development of my course 2.03
- I received sufficient training in using the technology required for my course 2.27
- Additional training in online teaching would be beneficial 2.37
- The course evaluation report provided for the courses I teach was helpful 2.09
- I am satisfied with the assistance provided by the DCE staff 1.71
- I am satisfied with the communication I have had with the DCE staff 1.65

The respondents also identified areas of support for which they would like more help. DCE staff intend to follow-up on these suggestions to improve the course offerings provided by the university. The areas of interest include the following:

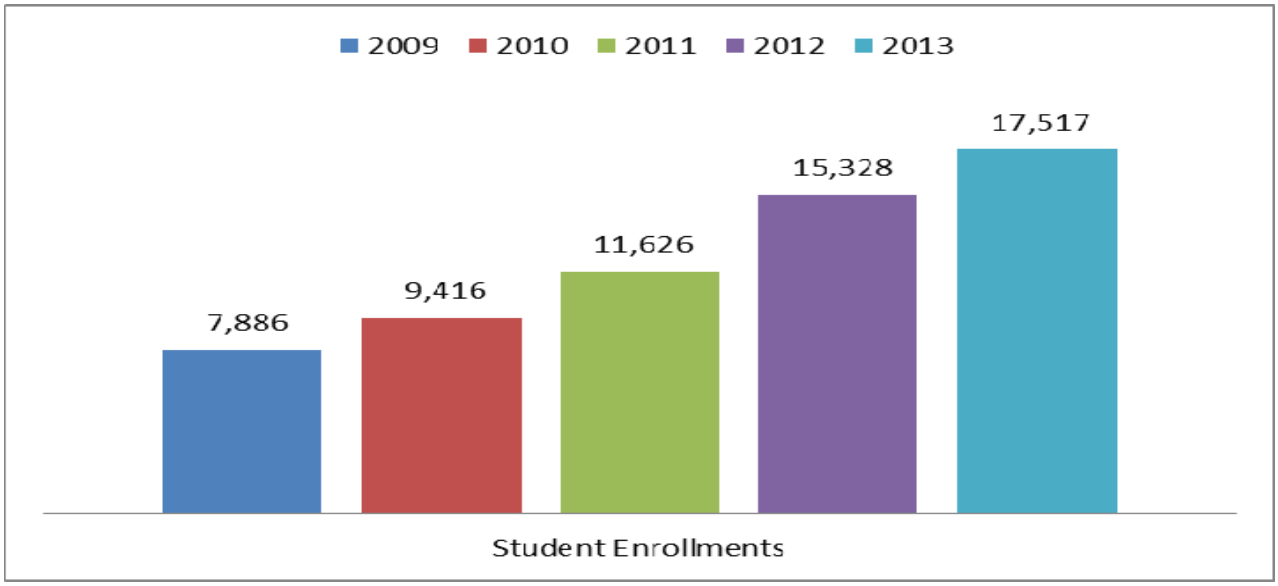
- Administer and grade tests electronically 35%
- Utilize technology to enhance my instruction 72%
- Keep records electronically 24%
- Improve my communication skills with students 34%
- Identify at-risk students early in the term 41%



	Undergraduate Courses			Graduate Courses				
Fiscal Year	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses	Total Courses Sections	% Increase over Prior Year
2009	511		62.2%	311		37.8%	822	
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%

	Students Enrollments - Taking only Distance Education Courses			**Student Enrollments - Taking Combination of On Campus and DE Courses**				
Fiscal Year	Student Enrollment	% Increase over Prior Year	% of Total Enrollments	Student Enrollments	% Increase over Prior Year	% of Total Enrollments	Total Count	% Increase over Prior Year
2009	10,618		66.9%	5,250		33.1%	15,868	
2010	11,631	9.5%	65.7%	6,074	15.7%	34.3%	17,705	11.6%
2011	12,502	7.5%	62.9%	7,373	21.4%	37.1%	19,875	12.3%
2012	13,064	4.5%	61.9%	8,054	9.2%	38.1%	21,118	6.3%
2013	13,580	4.0%	57.8%	9,897	22.9%	42.2%	23,477	11.2%

IOWA STATE UNIVERSITY



	Undergraduate Courses			Graduate Courses				
Fiscal Year	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses	Total Courses Sections	% Increase over Prior Year
2009	240	6.7%	35.3%	440	3.8%	64.7%	680	4.8%
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%

	Students Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses						
Fiscal Year	Student Enrollment	% Increase over Prior Year	% of Total Enrollments	Student Enrollments	% Increase over Prior Year	% of Total Enrollments	Total Count	% Increase over Prior Year	Unduplicated Students FY	% Increase over Prior Year
2007	5,141		70.6%	2,141		29.4%	7,282			
2008	5,674	10.4%	63.6%	3,243	51.5%	36.4%	8,917	22.5%		
2009	5,286	-6.8%	67.0%	2,600	-19.8%	33.0%	7,886	-11.6%		
2010	6,239	18.0%	66.3%	3,177	22.2%	33.7%	9,416	19.4%		
2011	6,985	12.0%	60.1%	4,641	46.1%	39.9%	11,626	23.5%	6,324	
2012	7,615	9.0%	49.7%	7,713	66.2%	50.3%	15,328	31.8%	8,586	35.7%
2013	8,110	6.5%	46.3%	9,407	22.0%	53.7%	17,517	14.3%	9,834	14.5%

UNIVERSITY OF NORTHERN IOWA

Total Student Enrollments	
2009	10,367
2010	10,760
2011	11,381
2012	12,078
2013	13,202

	Undergraduate Courses			Graduate Courses				
Fiscal Year	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses	Total Course Sections	% Increase over Prior Year
2009							676	
2010							724	7.1%
2011							733	1.2%
2012							863	17.7%
2013							870	0.8%

	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses				
Fiscal Year	Student Enrollments	% Increase over Prior Year	% of Total Enrollments	Student Enrollments	% Increase over Prior Year	% of Total Enrollments	Total Count	% Increase over Prior Year
2007								
2008								
2009							10,367	
2010	7,655		71.1%	3,105		28.9%	10,760	3.8%
2011	7,928	3.6%	69.7%	3,453	11.2%	30.3%	11,381	5.8%
2012	8,179	3.2%	67.7%	3,899	12.9%	32.3%	12,078	6.1%
2013	8,423	3.0%	63.8%	4,779	22.6%	36.2%	13,202	9.3%

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 that will be 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 Center provides a physical presence and point of contact for residents in southwest Iowa who seek information about educational opportunities available from the public universities. The Center offers degree program brochures, transfer guides, and proctoring services from its location on the campus of Iowa Western Community College. Personal assistance is available to current and prospective students seeking Regent university information.

  During 2012-13, a search was conducted to fill a position designed to strengthen connections and collaborative efforts with Iowa Western Community College, Southwestern Community College, prospective students, and communities in the region. The Center staff now includes Dr. Michael Hero who teaches online courses for the Regent universities and Iowa Western Community College, in addition to providing coordination for the Center. In his coordinator role, Dr. Hero attends community events and develops contacts with businesses, civic groups, school districts, and the two community colleges.

  The Center's website, recently changed to reflect the Southwest Iowa Educational Services Partnership, is continuously updated with current semester courses and program information, providing ready access to educational opportunities available to residents in southwest Iowa.

  The Center coordinates advertising and promotion in the area. Mailers highlighting new courses, degree program opportunities, and campus contacts, are distributed each semester to residents, businesses, school districts, libraries, health organizations and government groups. In addition, assistance is provided to campus-based admissions personnel during recruiting visits.

- Significant accomplishments during 2012-2013. This year, the Center worked with the Regent universities to create the Southwest Iowa Educational Services Partnership (SWIEP). The Center's marketing efforts were expanded to include the Southwest Community College service area, encompassing seven additional counties. Radio advertisements and billboards informing residents of online and on campus opportunities were placed in strategic locations throughout the 15 county service area. Semester mailings and Area Education Agency distributions were expanded to include schools, businesses, libraries, health organizations, and other groups in the additional seven counties. The SWIRRC website was moved to a dedicated URL, in addition to being updated and reorganized. The new web address is QualityEducationSWIA.org.

Dr. Michael Hero joined the Center in August 2013 as a Math Lecturer. During Fall 2013, he taught two online courses, "The History of Mathematics" for the University of Iowa and "Differential Equations" for Iowa Western Community College. In addition, Dr. Hero is assisting students in the Developmental Math Program at Iowa Western and has produced instructional videos for those courses. Dr. Hero is also attending legislative coffees, Chamber of Commerce events, and meeting with local school districts and other civic groups.

SWIRRC's visibility has been substantially increased due to its new location at Iowa Western Community College. The location and the addition of Dr. Hero have significantly increased contact with Regent university personnel, community college staff, and community college students.

- Issue highlights. The move to IWCC during 2011 enhanced the physical presence of the Regent universities in southwest Iowa. The office serves an important symbol of the commitment by the Board to this area of the state. The new location provides a closer connection with local residents and community groups. Students in the region have a substantial number of options to complete a bachelor's degree.

- Center's key planning goals for FY 2014. The Southwest Iowa Regents Resource Center will assist the Southwest Iowa Educational Services Partnership (SWIEP), including participation in a rollout event on November 5, 2013. Held at Iowa Western Community College's Student Center, the rollout included an education fair, ribbon cutting, and luncheon.

  The Center's marketing efforts will widen the focus into the additional seven counties of the Southwest Community College service area. Dr. Hero will continue reaching out to community groups to increase awareness of SWIRRC services and identify educational needs.

  Dr. Hero will continue to teach math courses applicable to community college students and bachelor's degree programs offered through the Regent universities. He is developing a new online course for the University of Iowa and another for Iowa Western Community College. He will produce more instructional videos and continue his work with the Developmental Math Program at Iowa Western. An online/onsite math support resource is also being developed.

  The Southwest Iowa Regents Resource Center will develop additional strategies to raise the awareness of area residents and prospective students to opportunities available from the Regent universities. As an example, work is underway to partner with students in Iowa Western's Culinary Arts program to engage students in an event designed to raise awareness of the Regent universities.

- Education needs of the geographic area. Iowa Western and Southwestern Community Colleges enroll nearly 9,000 students. The largest category of enrollment at Iowa Community Colleges is in college parallel programs designed for matriculation to a four-year university. Therefore, the need for bachelor's degrees in southwest Iowa remains. The number of community college students taking online courses has risen steadily so these students are comfortable with the technologies and mind set of online course work. The cooperative efforts of the Southwest Iowa Educational Services Partnership will help recruit community college graduates as transfer students and place-bound students to online bachelor's degree programs.

The Regent institutions face considerable competition from Nebraska institutions. Creighton University and the University of Nebraska at Omaha offer reduced tuition to southwest Iowa residents and Bellevue University offers many online programs. In addition, Buena Vista University and Nebraska Wesleyan University offer on-site programs at Iowa Western Community College. Increasing awareness of and access to the Regent universities bachelor's degree programs is essential so that students have multiple educational options available to them.

The University of Nebraska at Omaha (UNO) is working to improve parking and transit options for the benefit of its part-time student population who are already in the metropolitan area work force. UNO reports a waiting list for campus housing as a hindrance to growth of traditional students. The Omaha metro area's population is larger than the Des Moines metro area, and Omaha has five Fortune 500 companies. The challenge is to increase awareness of and attract students to the programming available both on campus and online at the Regent institutions.

QUAD CITIES GRADUATE STUDY CENTER

- Mission. The mission of the Center has been "to provide access to information on outstanding graduate education in the greater Quad Cities." During its January 2014 meeting, the governing board will formally approve the new mission – "To further and support collaborative efforts among higher education institutions and the Quad Cities community."

  - ☑ Formerly, the GradCenter focused its efforts in three areas – (1) providing information on graduate programs; (2) assessing unmet graduate education needs; and (3) marketing degree programs. It has become evident that there is now less of a need to focus on these activities and more of a need to focus on collaboration with the goal of leveraging the efforts and resources of the colleges and universities with the efforts and resources of the Quad Cities Chamber of Commerce, area employers, and the GradCenter. The following are key goals and activities:

    - 🕮 Link higher education resources with the needs of Quad Cities area employers.
    - 🕮 Collaborate with business representatives and other community organizations to maximize resource development opportunities.
    - 🕮 Serve as an information resource for Quad Cities employers in developing undergraduate and graduate internship opportunities.
    - 🕮 Serve as a resource for the Quad Cities University and College Presidents Council and the Quad Cities Chamber of Commerce.

- Significant activities, events, problems, and concerns during 2012-2013. Due to significant funding cuts, the GradCenter Outreach Coordinator position was eliminated. The staff now consists of a full-time director and a part-time (50%) administrative assistant. Ninety percent of the director's time will be spent on the new activities listed above. The other 10% will be spent in related activities, such as providing university contact information to prospective students. All of the administrative assistant's time is spent on bookkeeping, setting up meetings, and proctoring entrance exams.

- Key planning goals for FY 2014. The GradCenter's goals for FY 14 focus on the new mission and governance model, expanded efforts with and service to area employers, and partnering with Lumina to increase higher education attainment. The new governance model will provide strong support for these efforts. The Center will continue to link higher education resources with the interests and needs of area employers, expand resource development, support Chamber programs related to higher education attainment, and work closely with the Quad Cities University and College Presidents Council to continue the collaborative model of the delivery of post-secondary programs.

- Education needs of the geographic area. Feedback from area employers indicates that there is a need for more persons qualified in the areas of engineering, technology, advanced manufacturing, and supply chain management. This speaks to the need for more persons to complete post-secondary certificates, two-year programs, four-year programs, and graduate programs in these key areas. The Quad Cities University and College Presidents Council, the Quad Cities Chamber of Commerce, the GradCenter, and other community organizations are addressing these needs.

- Accomplishments and goals.

  - ☑ Priorities. During 2012-2013, the GradCenter completed an introspective process of examining mission, goals, key activities, and staffing needs. From that effort, it became clear that member institutions were interested in expanding collaborative efforts, area employers were eager to work with colleges and universities to expand undergraduate and graduate internship opportunities, and Chamber staff members wanted to "market" the Quad Cities and attract new employers by highlighting the diverse number and array of degree programs available. These efforts launched in 2012-2013 will continue in 2013-2014.

  - ☑ Governance. A new governance model was developed and will be implemented in January 2014. The model consists of an academic council populated by appointees (vice president, dean, or designee) from member institutions and a six-member community council whose members are appointed by the Quad Cities Chamber of Commerce and which will be chaired by the Chamber chief executive officer. The councils will meet quarterly.

  - ☑ Membership. The GradCenter governing board considered a proposal submitted by several board members to expand membership to include all of the not-for-profit higher education institutions in the Quad Cities. St. Ambrose University and Western Illinois University-Quad Cities, along with other current institutions, are long-standing members. The new members include Eastern Iowa Community College District, Palmer College of Chiropractic, Augustana College, Black Hawk College, and Trinity College of Nursing and Health Sciences.

  - ☑ Lumina Foundation Partnership. During 2012-2013, the GradCenter, area colleges and universities, the Community Foundation of the Great River Bend, Achieve Quad Cities, the Deere Foundation, the Quad Cities University and College Presidents Council, and the Quad Cities Chamber of Commerce began considering the possibility of partnering with the Lumina Foundation to increase the proportion of area residents with post-secondary certificates and degrees to 60% by the year 2025. After submitting an application, the Quad Cities was notified that it had been selected by Lumina to be one of only 20 communities in the country to receive funding devoted to increasing higher education attainment. Partnership activities have already begun and will continue through 2014 and beyond. The GradCenter Director serves as the Lumina project director.

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.