

Contact: Rachel Boon

2015-2016 DISTANCE EDUCATION REPORT






Action Requested: Receive the 2015-2016 Distance Education Report.

Executive Summary: The Board's Distance Education Strategic Plan aims to extend the campuses beyond their physical boundaries to meet the learning needs of state, regional, national and international audiences. The Distance Education Report addresses this objective and the Board of Regents' Strategic Plan priorities: 1) ensuring access to education and student success, 2) promoting and supporting innovation in teaching, research and economic development, and 3) promoting the effective use of resources to meet institutional missions.

In pursuit of the Board's strategic priorities, the public universities provide distance education programming to citizens throughout Iowa and beyond, including to many on-campus students who enroll in web-based courses. Distance education addresses the needs of place-bound and time-limited students through a variety of formats, including off-campus classes, guided independent study, the internet, and other digital and electronic media. As of 2015-16 public universities are no longer using the Iowa Communications Network (ICN) to deliver distance education across the state. Faculty development and university technological resources are necessary to continue providing high-quality distance education through the internet, extended campus locations, and any other distance medium that serves the needs of the public.

Table 1 summarizes high level measures of distance education activity over time. In 2015-16, the total duplicated enrollment in credit courses was 72,073, a total increase of 10.2% from the prior year (UNI +4%, ISU +10%, and SUI +12.6%). The growth is disproportionately from students taking both on-campus and online courses. Enrollment came from all 99 Iowa counties in 743 communities (Attachment A). Duplicated enrollment in non-credit offerings was 777,171, an increase of nearly 30% from prior year. Most of the increase is accounted for by improved tracking of non-credit activity at SUI in 2015-16 that more accurately represents annual participation.

Table 1: Distance Education Summary

Distance Education	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	% Change from Prior Yr
Credit courses and programs¹						
No. of programs ²	231	211	244	129 ³	169	31.0% 
No. of course sections	2,481	2,910	3,016	3,159	3,376	6.9% 
No. of student enrollments (dup)			59,542	65,428	72,013	10.2% 
Total number of credit hours			172,030	187,925	204,222	8.7% 
Non-credit courses						
No. of student enrollments (dup)	556,432	532,565	504,564	599,552	777,171 ⁴	29.6% 

¹ Only off-campus courses and programs are included. 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.

³ The decrease from the prior year resulted from a clarification of program count.

⁴ SUI made adjustments to non-credit course tracking that more accurately represent the breadth of activity in 2015-16 and account for the large increase.

- ☑ 2015-2016 top subject areas with highest credit enrollment:
 - Business, Education, Family and Consumer Sciences, Recreation and Fitness, and Health Professions. More than 46% of distance education enrollments are in those five fields. (See Attachment B.)
- ☑ 2015-2016 top subject areas with the highest non-credit enrollment:
 - Agriculture and related sciences, Engineering, Personal Awareness and Self-Improvement; and Health Professions. These three areas comprise nearly 70% of the non-credit enrollments. (See Attachment C.)

Table 2 displays 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 instruction at extended campus locations was higher than web at SUI with a majority coming from the Des Moines Pappajohn Center.

A snapshot of enrollment in a single term shows that much distance education growth is from students enrolled in both distance and on-campus courses in the same term. (unduplicated headcount, total enrollments and total credit hours) (Table 3).

Table 2: 2015-2016 Distance Education Enrollments by Level

Mode	UG Enrollment			Grad. Enrollment			Enrollment Total			Non-Credit Enroll. Total		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
ICN	0	0	0	0	0	0	0	0	0	0	0	0
Web											1,623	
1.Semester based courses	18,372	17,945	6,041	2,606	4,594	3,751	20,978	22,539	9,792	87	0	1,816
2. Guided independ study	3,709	1	783	184	307	99	3,893	308	882	25,138	8,450	0
On-Site	1,630	7	915	3,986	785	1,399	5,616	792	2,314	158,982	278,923*	8,945
Mailed Media	0	0	25	0	0	3	0	0	28	9,094	0	0
Other Off-Campus	0	0	1,538	0	0	408	0	0	1,946	173,617	110,496	0
TOTAL	23,711	17,953	16,126	6,776	5,686	9,510	30,487	23,639	25,636	366,918	399,492**	12,577

*Reported enrollments include both off- and on-campus face-to-face non-credit enrollments.

**N.B.: Total delivery mode is 18,269 more than the summary by CIP. There were educational materials distributed that were not connected to non-credit course registration—defined as educational “contacts.”

Table 3: Prior Year Comparison, Headcount, Enrollment and Credit Hours (End-of-term counts)

	Only Distance Ed courses			On-campus & Distance Ed courses			Total		
	Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours	Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours	Total Undup Hdcnt	Total Course Enrlmnts	Total Credit Hours
Fall 2015									
SUI	2,595	5,227	14,619	5,270	6,939	19,645	7,865	12,166	34,264
ISU	1,544	2,433	7,073	4,730	5,814	15,678	6,274	8,247	29,791
UNI	1,424	2,319	6,266	2,200	2,840	7,987	3,624	5,159	14,253
TOTAL	5,559	9,976	27,955	12,203	15,594	43,313	17,762	25,570	71,268
Fall 2014									
SUI	2,343	4,910	14,545	4,582	5,970	16,711	6,925	10,880	31,256
ISU	1,501	2,370	6,871	4,162	5,025	13,680	5,663	7,345	20,551
UNI	1,343	2,197	5,679	2,078	2,436	6,664	3,421	4,633	12,343
TOTAL	5,187	9,427	27,095	10,822	13,431	37,055	16,009	22,858	64,150

Background and Trends

Distance education is a fast-moving aspect of the postsecondary education sector and is important to the strategic priorities of the Board of Regents. The heavy reliance on technology in distance education means evolution of delivery mechanisms and related platforms is continuous, and the expectations of students often follow suit. The Regent universities are finding three major categories of trends in distance education, each with associated implications: 1) new technology and management trends, 2) accessibility (time- and place-, financial-, and disability-based), and 3) institutional financial models and cost issues.

New Technology and Management Trends

Understanding the trends in new technology is important to Board strategic priority 2, “promoting and supporting innovation in teaching, research, and economic development.” As is present in nearly every facet of modern life, technology is changing the way institutions operate in distance education. Increasing volume of distance education and technology-mediated course delivery for face-to-face courses mean universities cannot ignore these trends. Key areas of relevance now and in the near future include these examples:

- Cloud computing (servers housed and maintained by third-parties that support critical functions)
- Learning Management System (LMS) evolution and upgrades (the web-based platform enabling much distance education and student-faculty interaction for on-campus courses)
- Data analytics (more technology platforms means generation of a high-volume of data on student engagement and learning)
- Virtual Student Services (finding ways to serve distance education students needs in addition to course expectations)
- Competency-based education (CBE), Prior Learning Assessment (PLA), and adaptive learning (educational models to account for and enable learning outside the traditional classroom model)
- Hybrid courses and hybrid students (mixing face-to-face and distance education modalities both within a single course and across a program of study)

An example of responding to these trends is in the LMS platform. In 2016, SUI began to transition to a new platform (Canvas) that upgraded some core features of the course delivery process, but also included data analytic functionality that was limited in the prior platform. Similarly, ISU and UNI are slated to review and either upgrade or replace their platforms (both use Blackboard) in the next couple of years. For all institutions, the LMS evolution can encompass aspects of other technology trends such as cloud computing, data analytics and virtual student services in distance education and hybrid course delivery. The risks of these integrated tools include ensuring their maintenance and security protections meet university standards, getting faculty and staff acceptance and adoption, and locking institutions into a vendor contract with a product that may change in unexpected ways, or not change in necessary ways, over time.

Implications: Each of these trends requires additional resources to integrate into current university operations, but just as important are the changes to how faculty and staff operationalize and integrate the changes in their roles. Pedagogy, student affairs models, human resource management, information technology policy and management, and third-party contract management are all implicated in these shifts in the field. Regent universities are diligent in tracking these trends and making ongoing choices about prioritization of them in ways that can best support student learning, research advancement and effective resource allocation at the respective institutions.

Accessibility Trends

Priority 1 of the Board of Regents strategic plan 2016-2021 is “ensuring access to education and student success.” The growing distance education environment and other technology-mediated learning and research tools are critical to access for students with time- and place-bound limitations. Each of the Regent universities also employs face-to-face mechanisms throughout the state to assist place-bound students, relying on key trends of cohort-based programs and experiential learning. Cohorts permit students to develop relationships. Research points to the importance of experiential learning in student success.^{5,6}

For many students, financial access to education is enabled when tuition rates are contained and financial aid systems are in place. Technology and changes in free or low-cost availability of academic resources are pushing an international trend in open educational resources (OER). The United Nations Educational, Scientific and Cultural Organization (UNESCO) released guidelines for OER⁷ emphasizing its importance in increasing world-wide access to education.

The third trend in accessibility issues is the increased need for disability support services in distance education. Extensive use of captured and streaming video challenge students with hearing-impairments and are costly to accommodate through closed captioning. ISU began a massive push to identify ways of creating accessible content, including documents, videos, audio clips, and web sites. Efforts have been made centrally and in the colleges to educate faculty and course designers on how to create accessible materials, best practices for designing online courses, and to provide reviews of tools for creating accessible content. One approach is having student workers create closed caption tracks (.srt files) using Camtasia, that are uploaded and synced with the videos. Similarly, SUI received funds to initiate a closed captioning process and identified some large, high-enrollment courses to caption initially. The funds are available for two years with hopes there will be an articulated enterprise-wide solution at the conclusion. UNI is also working through these challenges on a course-by-course basis.

Implications: Developing cohorts and place-based experiential learning for extended campus activities is work intensive, but the cohorts, in particular, enable effective long-term planning by the institution. Technical and faculty development costs are important considerations in OER adoption, but the reduction in direct costs to students for textbooks and other educational materials stands as a benefit to this investment. In the critical area of accessibility to distance education for students with disabilities the implications are both legal and financial. Changes to video capture and closed captioning, for example, are very labor-intensive and time consuming, but student labor is relatively inexpensive compared to third-party vendors. On the legal front, many universities have exposed themselves to court challenges by not meeting the needs of students with disabilities in the distance education forum.

Institutional Financial Models and Cost Trends

Board strategic priority 3 is “promoting the effective use of resources to meet institutional missions.” Upgrades or new technology platforms to support distance education and technology-

⁵ Kolb, D.A. (2015). *Experiential learning: experience as the source of learning and development*, 2nd ed. Upper Saddle River, New Jersey: Pearson Education, Inc.

⁶ Coker, J.S. and D.J. Porter (2015). Maximizing experiential learning for student success. *Change: The Magazine of Higher Learning*. Vol. 47(1), pp. 66-72.

⁷ UNESCO (2015). *Guidelines for open educational resources (OER) in higher education*. Paris, France: UNESCO and Commonwealth of Learning.

mediated learning and research are important for student success, innovation and economic development, but are also cost drivers. Financial models that institutions use to manage this work to date are largely through traditional tuition and fee structures charged directly to students. In other instances at Iowa Regent universities and other states around the nation, large foundation grants are central to covering implementation and initial training costs.

Implications: The cost associated with student, staff and faculty development to appropriately manage and use these tools must be factored in to distance education planning. As courses, programs and students increasingly move to a mix of technology-mediated engagement and face-to-face engagement, the cost and importance of doing this well increase proportionally.






Collaborative Efforts Among Regent Universities

- ☑ The State Extension, Continuing and Distance Education Council (SECDEC) convenes monthly to discuss common areas of interest and potential areas of collaboration. Topics during the past year included the administration and promotion of the Regional Resource Centers, general trends being experienced in online courses locally, implications of the State Authorization Reciprocity Agreement (SARA), and the status of sharing online courses among the Regent universities.
- ☑ A course sharing pilot between UNI, Iowa and Iowa State was launched in Fall 2016 aligned with the recommendation from the 2015 Pappas report. Initially each university placed four to five courses on the course sharing list to enable students from any Regent institution to enroll and have the credits and grade automatically transferred and transcribed upon completion. Approximately twenty students enrolled across all three institutions. All three universities are examining what communications, course options and processes may be useful in making this a more useful option for students in future terms. SECDEC will continue to monitor this pilot project.
- ☑ The ISU College of Business has entered into a collaborative agreement with the University of Iowa for sharing nine credits. Students from either institution may take up to nine credits from the other institution to meet degree requirements at their home institution. Also, the two colleges meet annually during summer for faculty interactions and curriculum discussions. Under this agreement, students are sharing courses across institutions. Faculty completed their first annual meeting in Summer 2016.
- ☑ Quality Matters is a national non-profit organization focused on quality assurance in online education. All three public universities are members of Quality Matters and are using the core principles and rubrics to design and revise online courses. Nearly 300 faculty members who teach online at Regent institutions have received training in these standards.
- ☑ Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). The universities offer programming which includes science field courses and courses in teacher preparation, writing and entrepreneurial studies. The Center website is available at www.continuetolearn.uiowa.edu/lakesidelab. The Regent universities share the ILLRRC facility and summer session field courses. ILLRRC offers immersion field courses to students from the three universities – historically employing faculty from each. Facilities are available to research scientists from the Regent universities at minimal cost. A cross-institutional committee was assembled in 2016 to search for and hire a new Executive Director of ILLRRC. Dr. Mary Skopec started in this role on December 20, 2016.

- ☑ Regents Alternative Pathway to Iowa Licensure Partnership Program (<http://www.iowateacherintern.org/>) is entering its sixth year. Iowa State University, the University of Northern Iowa, and the University of Iowa continue to collaborate to deliver courses to help talented professionals answer the call to teach.

- ☑ To ensure access to a quality bachelor’s degree statewide, the public universities provide the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) Programs online. Table 4 describes the participation of students in the BLS and the BAS Programs in 2015-2016. Enrollment in BLS was up 28% over 2014-15, with a 10% increase in graduates and 22% increase in new admissions. BAS enrollment and graduates were down (10% and 26%, respectively), while new admissions are flat compared to 2014-15.

Table 4: 2015-2016 Bachelor of Liberal Studies and Bachelor of Applied Studies Participation

PROGRAM	SUI	ISU	UNI	TOTAL	% change from Prior Yr
Bachelor of Liberal Studies					
Enrollment	250	229	227	706	28% 
Graduates	30	78	37	145	10% 
New Admissions	124	125	91	340	22% 
Liberal Studies Interest (SUI)	3			3	
Bachelor of Applied Studies (SUI)					
Enrollment	241			241	10% 
Graduates	47			47	26% 
New Admissions	85			85	1%

Evaluation Processes

University of Iowa

- ☑ Through the summer of 2015, the Division of Continuing Education (DCE) provided distance education students with an online evaluation form to provide feedback to instructors. This online form used the same set of questions as the paper-based campus ACE (Assessing the Classroom Environment) form, but included an additional set of questions allowing students to address the aspects of the course and delivery that were mediated by technology. In fall 2016, Information Technology Services launched an ACE Online Course Evaluation system which allows the Division to maintain distance education student-specific evaluation services, but with an enterprise-wide application. Below are expanded descriptions of ACE Online features:
 - Allows for greater access to course evaluations for both students and faculty
 - Is flexibly configured and easy to distribute
 - Allows instructors to select a set of items from a question bank of approximately 200 evaluative statements

- Instructor generated items can require either a scaled response or open-ended comments
- Provides quick access to results and reporting features
- Provides reports promptly after the close of the evaluation period, such as:
 - **Ratings Report** - summarizes the means from questions used in the evaluations by instructor's questions, bank questions and core questions. This report includes instructor median and department median.
 - **Comments Report** - summarizes all of the written comments from questions used in the evaluations by each category: instructor's question, bank questions, and core questions.
 - **Individual Responses Report** - allows the instructor to view each individual student evaluation, which includes both Likert scale items and open-ended questions and responses.
 - **WebOptics** - a data visualization tool that allows the preparation of graphical representations of statistics. Faculty can compare their overall course summary to their departments. Types available include bar graphs of overall question ranking, longitudinal line graphs and heat maps.

The Division of Continuing Education will use the more nuanced and insightful data collected to continue to monitor courses for best practices in distance education delivery and student success.

Iowa State University

- ☑ Departments use standardized end-of-semester course evaluations in distance/online courses. These use the same outcome measures as evaluations in traditional courses. In addition, some courses still use individualized surveys created by the instructor to seek student input during the semester.
- ☑ Departments in the College of Agriculture & Life Sciences are encouraged to evaluate their online sections as they do their face-to-face course sections. The College completes evaluations of online sections that center on the overall student experience within the course. This includes instructor, course content, technology used to deliver the course, and support for the course to solve any problems during the semester. The results from the College evaluations have been used to help faculty improve their courses in the online environment. Professional development activities are available to online teaching faculty as well as one-on-one trainings with teaching faculty.

University of Northern Iowa

- ☑ Outcomes assessment and academic program reviews for distance education mirror the process for on-campus programs. Assessment plans have been developed by the respective academic areas for each program, and each program is expected to collect outcomes data. The purpose of these plans is to provide a framework to collect data that can be used to enhance the teaching and learning that takes place. Similarly, the process for administering student assessments for distance education courses follows the same protocols used for courses taught on-campus, using an online approach, rather than a paper and pencil approach.
- ☑ Student support services for distance education students are assessed systematically by the Office of Continuing and Distance Education. Results are used to make improvements in systems and processes. For example, as a result of feedback, a change was made in how course registration information is conveyed to students.

Another example involves the process of communicating information (CatID) to students. Currently, 96 percent of students indicate they are satisfied or highly satisfied with the process. Due to issues of security, the options for helping students who need a password reset has been limited. We will monitor satisfaction with this item to see if change in process has an impact on student perceptions and make adjustments if necessary.

New Programs and Courses

Web-based program and course development is active at all Regent universities. Below is a summary of activities at each institution (Table 5), as well as 2015-16 highlights from each university. Attachment D provides a list of all credit programs available fully or partially via distance education at each university, and Attachment E includes longitudinal data on the growth in distance education course sections and credit hours.

University of Northern Iowa

- ☑ During 2015-16, UNI expanded the scope of its distance education offerings through the development and delivery of new programs. Seven of the nine new programs help advance UNI's efforts to become a premier provider of what may be the most comprehensive set of graduate programs for educators available from one university in the nation.
 - Art Education (MA)
 - Early Childhood Education PK-3 Endorsement
 - Instructional Strategist II: Intellectual Disabilities Endorsement
 - Master of Social Work (MSW)
 - Master of Public Policy (MPP)
 - Special Education Inclusion Certificate
 - Special Education: Field Specialization (MAE)
 - Teacher Leadership for International Educators (MA) (Singapore American School)
 - Teacher Leadership for International Educators (MA) (Dubai, Abu Dhabi, Egypt, Doha)

University of Iowa

- ☑ The DCE continues to transition the EXZ (Guided Independent Study) courses to EXW (single semester online). This past year, 26 courses were transitioned leaving only 44 EXZ courses remaining and expect to complete the transitions by the close of summer 2017. There has been minimal student or faculty pushback on this endeavor. DCE plans to collect comparative data after all courses are transitioned to see if withdrawals are lower, or if there is any other impact on grades or student and faculty experiences.

Iowa State University

- ☑ The College of Business launched an online Master of Business Analytics in August 2015. The program requires 30 credits to complete, of which 24 credits are available online. In addition, the College also offers a 12 credit online certificate in business analytics. The target population for these two programs is working professionals. The Masters' program is now in its second year and has student enrollments of 45 and 32 in the first and second cohorts respectively. The program was developed in collaboration with six departments from four colleges at ISU and received enthusiastic reception from industry partners.

- ☑ Swine Science Online offered by ISU is the first ever online undergraduate program in swine science. 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. The program offers education and training to inspire a career interest through academic training and application.
- ☑ Two new hybrid ISU Doctoral programs were created:
 - Apparel, Merchandising, and Design Distance Doctor of Philosophy: For working professionals in preparation for success as professionals in industry, museums, or academia. This hybrid distance program features one or two short on-campus summer sessions (to meet the residency requirement).
 - Hospitality Management Distance Doctor of Philosophy: Designed to meet the needs of professionals employed in industry, education, and other hospitality-related professions who want to obtain a terminal degree for their career advancement. Students must participate on campus for two consecutive summer sessions (three weeks each) and enroll online during fall and spring semesters.
- ☑ The College of Business introduced the following courses in 2015-2016 as new online courses: MIS 536x MIS 539 MIS 544x, ACCT 581. FIN 501, ACCT 301, MGMT 566, MGMT 567, MGMT 503xe, BusAd 501. The courses were developed online to meet the needs of distance students and offer flexibility to on-campus students.
- ☑ Two new courses, NREM 270 (Foundations in Natural Resource Policy and History) and NREM 305 (Social Justice and Environmental Sustainability) are additions from Natural Resource Ecology and Management. The Biochemistry, Biophysics and Molecular Biology department added BBMB 505 Bioenergetics & Metabolism, BBMB506 Membrane Chemistry, and BBMB 507 Biochemistry of Nucleic Acids as part of a longer-term plan to offer an online certificate in BioChemistry.
- ☑ Engineering-Liberal Sciences Online (ELO) supported the Colleges of Liberal Sciences, Engineering and Business to develop new courses and improve/update existing courses at both undergraduate and graduate levels including examples below added in 2015-16.
 - CPRE 489, E E 522, E E 552, GER 371, HIST 370, I E 560X, I E 582, I E 602, JL MC 474, LD ST 322, MATH 104, M E 528, M E 550X, M E 563, M E 605X, MIS 536, MIS 547, POL S 340, POL S 508X, SOC 348, SPAN 322, STAT 451

Table 5: 2015-2016 Web-based Program Activity Summary

	SUI	ISU	UNI	REGENT TOTAL
Number of new courses added during 2015-2016	128	27	46	201
Number of undergraduate programs available entirely online	19	1	2	22
Number of graduate programs available entirely online	8	26	19	53
Number of certificate or endorsement programs available entirely online	9	22	6	37
Number of faculty trained to use Quality Matters principles	128	35	262	297
Total number of online courses in 2015-2016	617	826	525	1,968

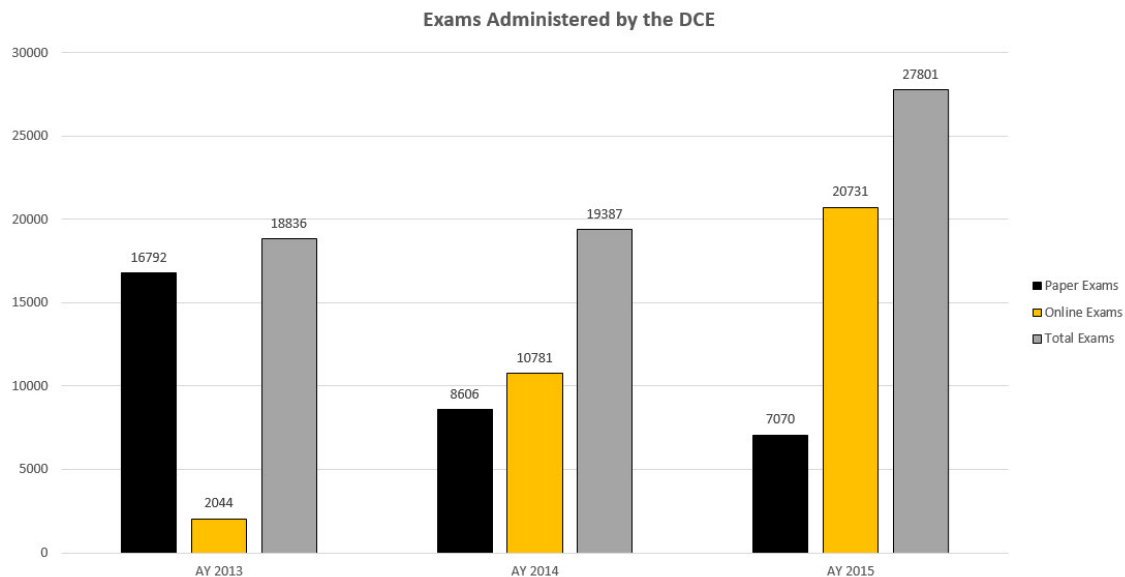
Distance Education Program Highlights

University of Iowa

- ☑ The Associate Provost and the Associate Dean for Distance Education have planned meetings with leaders in each of the colleges. The goal of these meetings is to develop a holistic and robust vision of online and distance education at SUI. Despite the decentralization of the campus, SUI expects to eliminate redundancies, maximize the investment in equipment and resources, and provide a centralized setting for support and training in the development of online courses.
- ☑ The Associate Dean of Distance Education at the DCE is collaborating actively with the Office of Teaching, Learning and Technology (OTLT). OTLT provides services primarily to faculty teaching on-campus, yet increasingly the needs of faculty intersect with the worlds of online and on-campus teaching. There are several workshops, collaborative activities and presentations jointly sponsored by the DCE and OTLT. Combining resources and knowledge brings efficiencies to the shared effort of providing an optimal student experience, regardless of the modality of the class.
- ☑ The Distance and Online Education iDev production team have recently added a lightboard to the list of resources for faculty to use to present content. A lightboard is a transparent surface where the subject can face the camera and annotate on the board while lecturing. The annotation appears suspended in midair thus allowing presenters to face their audience. The image is digitally reversed to place writing in the proper orientation. In addition, a camera and equipment upgrade in the DCE studio will allow the superimposition of any PowerPoint, computer screen or video source live as the instructor speaks. This will provide a completed video the faculty member can take with them when they have finished recording. A product of this quality would normally require several hours of editing.
 - Lightboard sample: <https://youtu.be/cvIU9DpkvQ>
- ☑ The upgrades have also increased efficiency when creating marketing videos. These videos are accessible through the MyUI course description.

Marketing video samples:

 - Classical Mythology <https://youtu.be/DdIASVIDo-M>
 - Italian for Travelers https://youtu.be/Yb_tXhY1D60
 - Engaging Museum Audiences <https://youtu.be/tzq2z2uPhdk>
- ☑ Administration of exams is an area of dramatic growth at SUI. An increasing number of students on campus are taking online courses, requiring them to use on-campus testing centers staffed by DCE. In addition, the number of students who need reduced distraction testing has increased significantly, and a large language department requires students to work online throughout the semester and take online exams.
 - DCE Exam Services administered a total of 27,801 proctored student exams in academic year 2015, an increase of 43.4% over the previous year. The department is continuing to transition courses to online exams to make the exam process more seamless and efficient for instructors and students.
 - Effective Fall 2016, DCE Exam Services will administer exams for a significant portion of students requiring disability services accommodations. During midterm and finals weeks, capacity is expanded to serve all students and courses.



Iowa State University

- ☑ Some of the online offerings in the College of Business are using the new lightboard technology, available in the library through the Center for Excellence in Learning and Teaching (CELT). (see description of lightboard technology above)
- ☑ The College of Agriculture & Life Sciences provides marketing, student services, and instructional support to faculty teaching in the online environment. Online master's program courses are filled to capacity each semester due to the rapid growth in enrollment.
- ☑ The College of Human Sciences Online and Distance Learning (ODL) unit provides one-on-one instructional technology consultation, training, and support to instructors. In addition, ODL,
 - Maintains technology-equipped classrooms, trains instructors to use them, and provides in-class technical support for courses that have a live broadcast component.
 - Provides support to distance education students who participate in live broadcast-style courses
 - Provides technical how-to documents through a website and weekly newsletter, one-on-one training, and workshops targeting specific topics.
 - Provides consultation and support for Computation Advisory Committee (CAC) and teaching grants involving educational technology, including facilities design, equipment estimates, software and hardware support and training.
 - Provides yearly grants to convert face-to-face courses to online courses, or to improve existing online courses to make them more accessible and improve design. Quality Matters (QM) is promoted heavily to support these efforts. ISU's CELT provides QM class opportunities.

University of Northern Iowa

- ☑ UNI has continued to expand its Quality Matters (QM) initiative that began in AY 2010-11. This initiative has been instrumental in supporting UNI's goal of increasing access to high-quality distance education offerings. More than 260 faculty and staff members have completed the professional development workshop and have developed online

courses using the QM standards. Forty-four faculty members have completed additional requirements to earn the Quality Matters Peer Review Certification. Faculty participants report a high degree of satisfaction with the professional development, with 99 percent indicating they are satisfied or highly satisfied with the experience.

- ☑ Best practices in online instruction are intertwined in the QM framework. UNI employs a model of individualized instructional development support provided by experts in the Office of Continuing and Distance Education who consult about course design and teaching and learning approaches that align with instructional objectives. Participants can also attend a “Strategies for Effective Online Teaching Workshop,” as well as a follow up QM workshop, “Improving Your Online Course.”
- ☑ UNI places strong emphasis on strategies and tools to actively engage learners at a distance. Few universities incorporate the use of desktop videoconferencing in distance education delivery to the extent that UNI does. While the system of support needed for both faculty members and students is substantial, the real-time interactions help in supporting and assessing program goals and outcomes, particularly in areas of professional dispositions, interpersonal communication and collaboration.
- ☑ UNI’s degree, certificate and endorsement programs are distinguished by the use of a cohort model. This approach helps foster a strong sense of community among students and the faculty members, while providing efficiencies in managing class sizes and reducing risks.
- ☑ Affordable professional development opportunities are made available to educators through a concerted effort to leverage external funding sources. These efforts cut across many disciplines and fields of study, tend to focus on current techniques and topics, and frequently include collaborative efforts with school districts and other agencies. In 2015-16, centers/programs involved in making credit courses available through outreach included:
 - Center for Holocaust and Genocide Education
 - Center for Teaching and Learning Mathematics
 - Geographic Alliance of Iowa
 - Iowa Writing Project
 - Regents Center for Early Developmental Education
 - Richard O. Jacobson Center for Comprehensive Literacy
- ☑ Strong collaborative partnerships continue with Iowa’s community colleges. During 2015-16, UNI reached agreement with 11 of Iowa’s community colleges to make online graduate course work available to help meet the criteria for liberal arts and sciences and concurrent enrollment faculty qualifications as prescribed by the Higher Learning Commission and the Iowa Department of Education. This partnership follows UNI’s successful effort in recent years to provide a seamless pathway for students from the community college’s career and technical programs to UNI’s Bachelor of Arts degree in Technology Management, available fully online. These efforts, in turn, should help foster closer ties as UNI moves forward with promoting recently approved online Bachelor of Applied Science (BAS) degrees. Additionally, UNI continues its strong relationship with Des Moines Area Community College in the delivery of a 2+2 program in Elementary Education that has run continuously for more than 20 years.

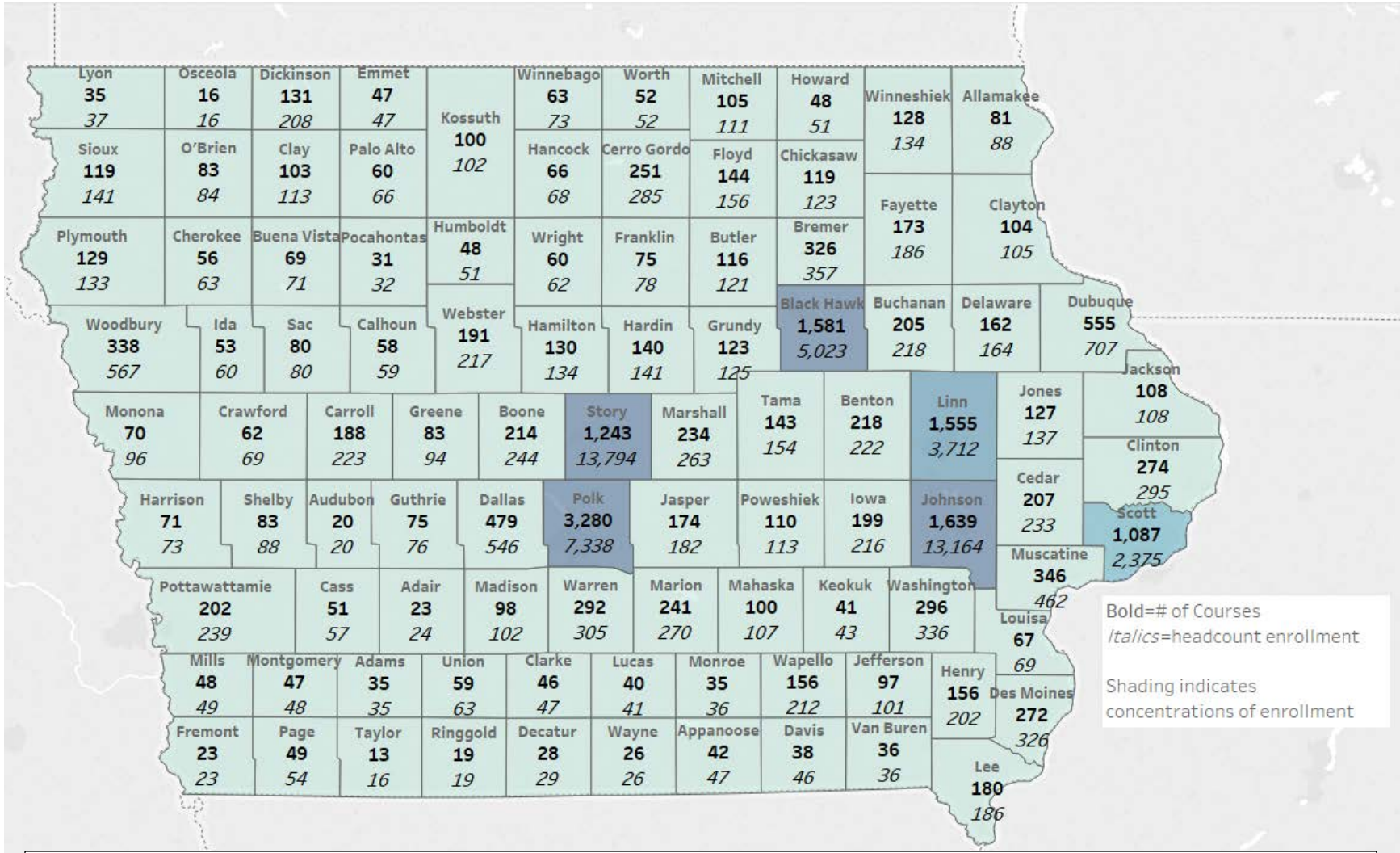
Regional Study Centers

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

**STATE FUNDING AT REGIONAL STUDY CENTERS
2015-2016**

	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
SWIRRC				
State Funding		NA	NA	NA
NWIRRC				
State Funding		NA	NA	NA
GRADCENTER				
State Funding	\$500	NA	NA	\$0

2015-16 Distance Education Credit Courses and Enrollment by Iowa County



Bold=# of Courses
Italics=headcount enrollment
Shading indicates concentrations of enrollment

Each community is counted once. Total Iowa communities: 793 Total courses: 21,699 Total Iowa resident enrollment: 58,200

2015-2016 CREDIT COURSE REGISTRATIONS BY LEVEL
BY INSTITUTION AND SUBJECT AREA (CIP CODE)

Subject Matter	Duplicated Headcount Enrollment										Number of Credit Hours			
	SUI		ISU		UNI		Regent Total			% of Regent Total	SUI	ISU	UNI	TOTAL
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total					
Agriculture & Related Sciences			1920	1434			1,920	1,434	3,354	4.7%		9989		9,989
Natural Resources & Conservation	112		527	3			639	3	642	0.9%	335	1368		1,703
Architecture & Related Services		12	2	115			2	127	129	0.2%	30	335		365
Ethnic, Cultural, & Gender Studies	26	5	1482	16	9		1,517	21	1,538	2.1%	87	4494	27	4,608
Communication & Journalism	1274	153	932	22	322	34	2,528	209	2,737	3.8%	4114	2714	1058	7,886
Computer & Information Sciences	272	7	641	424	106	116	1,019	547	1,566	2.2%	809	2985	478	4,272
Personal & Culinary Services	1						1	-	1	0.0%	3			3
Education	496	540	201	1019	1223	2998	1,920	4,557	6,477	9.0%	2879	3479	10768	17,126
Engineering	878	18	711	799			1,589	817	2,406	3.3%	2703	4481		7,184
Foreign Languages & Linguistics	110	25	553	10	17	5	680	40	720	1.0%	393	1756	82	2,231
Family And Consumer Sciences			3041	541	1677	65	4,718	606	5,324	7.4%		9473	5136	14,609
Technology Education/Ind. Arts					366	119	366	119	485	0.7%			1293	1,293
Legal Professions and Studies	13	27					13	27	40	0.1%	125			125

	Duplicated Headcount Enrollment										Number of Credit Hours			
	SUI		ISU		UNI		Regent Total			% of Regent Total	SUI	ISU	UNI	TOTAL
Subject Matter	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total					
English Language & Literature	336	11	763	42	90	255	1,189	308	1,497	2.1%	1005	2415	1004	4,424
Liberal Arts And Sciences	2807	473	244	3	352		3,403	476	3,879	5.4%	9093	601	1056	10,750
Library Science		133			1	196	1	329	330	0.5%	397		587	984
Biological & Biomedical Sciences	422	16	2504	92	98	14	3,024	122	3,146	4.4%	1283	7573	265	9,121
Mathematics & Statistics	177	15	564	312	181	443	922	770	1,692	2.3%	573	2835	1623	5,031
Multi/Interdisciplinary Studies	1229	2	33	1	448		1,710	3	1,713	2.4%	3615	102	1849	5,566
Recreation & Fitness Studies	2930	60			1,263	456	4,193	516	4,709	6.5%	8644		6250	14,894
Basic Skills	1						1	-	1	0.0%	3			3
Health-Related Knowledge & Skills					690	93	690	93	783	1.1%			1994	1,994
Leisure And Recreational Activities							-	-	-	0.0%				0
Personal Awareness							-	-	-	0.0%				0
Philosophy & Religious Studies	39	5	70		58		167	5	172	0.2%	133	210	174	517
Physical Sciences	126	11	718	5	266	250	1,110	266	1,376	1.9%	416	1097	1077	2,590
Psychology	1442	49	513	15	651	39	2,606	103	2,709	3.8%	4423	1584	1757	7,764

	Duplicated Headcount Enrollment										Number of Credit Hours			
	SUI		ISU		UNI		Regent Total			% of Regent Total				
Subject Matter	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total		SUI	ISU	UNI	TOTAL
Public Administration	433	1018			119	50	552	1,068	1,620	2.2%	4121		687	4,808
Science Technologies/Technician			226	8			226	8	234	0.3%		612		612
Social Sciences	1482	14	1695	74	865	168	4,042	256	4,298	6.0%	4353	5245	2973	12,571
Visual & Performing Arts	538	50	334	1	318	141	1,190	192	1,382	1.9%	1710	986	1293	3,989
Health Professions	2788	1576		6			2,788	1,582	4,370	6.1%	10699	16		10,715
Business, Management & Marketing	6781	4366	112	742	167	172	7,060	5,280	12,340	17.1%	31829	2496	989	35,314
History	170	3	167	2	15	46	352	51	403	0.6%	506	507	168	1,181
Total Registrations	24,883	8,589	17,953	5,686	9,302	5,660	52,138	19,935	72,073	100.0%	94,281	67,353	42,588	204,222

2015-2016 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		167,013		167,013	22.0%
Natural Resources & Conservation		15,118	1,060	16,178	2.1%
Architecture & Related Services		1,531		1,531	0.2%
Ethnic, Cultural, & Gender Studies	3,482	87		3,569	0.5%
Communication & Journalism	483	46	69	598	0.1%
Communications Technologies	2			2	0.0%
Computer & Information Sciences	5	4,551		4,556	0.6%
Education	2,382	385	1,287	4,054	0.5%
Engineering	138,873	3,056		141,929	18.7%
Engineering Technologies/Technicians				0	0.0%
Foreign Languages & Linguistics	45			45	0.0%
Family And Consumer Sciences	50	72,650	1,902	74,512	9.8%
Technology Education/Industrial Arts	177			177	0.0%
Legal Professions & Studies	1,603	997		2,600	0.3%
English Language & Literature	4,719		16	4,735	0.6%
Liberal Arts And Sciences	402	230	213	845	0.1%
Library Science	51			51	0.0%
Biological & Biomedical Sciences	639	198		837	0.1%
Mathematics & Statistics	20	115		135	0.0%
Military Science, Leadership & Op. Art.				0	0.0%
Multi/Interdisciplinary Studies	8,998	1,857		10,855	1.4%
Parks, Recreation, Leisure & Fitness		549	413	962	0.1%
Health-Related Knowledge & Skills	24,037			24,037	3.2%
Interpersonal & Social Skills	23,338	235		23,573	3.1%
Leisure And Recreational Activities	50	338		388	0.1%
Basic Skills & Developmental Ed.	19,581			19,581	2.6%
Personal Awareness & Self-Improv.	14,363	103,038		117,401	15.5%
Philosophy & Religious Studies	4		35	39	0.0%
Theology and Religious Vocations	120			120	0.0%
Physical Sciences	166	95	615	876	0.1%
Science Technologies/Technicians	26			26	0.0%
Psychology	1,836		173	2,009	0.3%
Public Administration	4,223	5,342	542	10,107	1.3%
Social Sciences	405	271	44	720	0.1%
Trades & Industry	3,207	30		3,237	0.4%
Visual & Performing Arts	6,654		2,432	9,086	1.2%
Health Professions	101,658			101,658	13.4%
Business, Management & Marketing	2,563	3,426	1,960	7,949	1.0%
History	34	65		99	0.0%
Total Registrations	366,918	381,223	10,761	758,902	

ACADEMIC CREDIT PROGRAMS⁸
2015-2016

UNIVERSITY OF IOWA

Degree or Certificate ⁹	Program Major ¹⁰	Delivery Method/Site(s)	Requires on-campus component
BA	Enterprise Leadership	Online Des Moines (Iowa Center for Higher Ed)	
BA	Political Science	Online Des Moines (Iowa Center for Higher Ed)	
BA	Social Work	Online Des Moines (Iowa Center for Higher Ed)	
BAS	Bachelor of Applied Studies	Online	
BAS	Bachelor of Applied Studies <i>Creative Writing Emphasis</i>	Online	
BAS	Bachelor of Applied Studies <i>Human Relations Emphasis</i>	Online	
BAS	Bachelor of Applied Studies <i>Justice Studies Emphasis</i>	Online	
BAS	Bachelor of Applied Studies <i>Political Science Emphasis</i>	Online	
BBA	Management <i>Entrepreneurial Management</i>	Online	
BLS	Bachelor of Liberal Studies <i>Global Studies</i>	Online	
BLS	Bachelor of Liberal Studies <i>Health and Human Studies</i>	Online	
BLS	Bachelor of Liberal Studies <i>Organizational Studies</i>	Online	
BS	Radiation Sciences <i>RT to BS</i>	Online	
BS	Sport and Recreation Mgmt	Online Des Moines (Iowa Center for Higher Ed)	
BS	Sport and Recreation Mgmt <i>Business Studies</i>	Online Des Moines (Iowa Center for Higher Ed)	
BS	Sport and Recreation Mgmt <i>Coaching and Sport Instruction</i>	Online Des Moines (Iowa Center for Higher Ed)	
BS	Sport and Recreation Mgmt <i>Entrepreneurship</i>	Online Des Moines (Iowa Center for Higher Ed)	
BS	Sport and Recreation Mgmt <i>Event Management</i>	Online Des Moines (Iowa Center for Higher Ed)	
BS	Sport and Recreation Mgmt <i>Student-Designed</i>	Online Des Moines (Iowa Center for Higher Ed)	
BSN	Nursing-RN	Online	x

⁸ Note: Program requirements may include designated hours for residential (on-campus) registration.

⁹ Certificate, B.A., B.S., M.B.A., Ph.D., etc.

¹⁰ Business Administration; Computer Science, Dietetics; etc.

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
BSN	Nursing-RN <i>Iowa Articulation Option EVC</i>	Online	x
BSN	Nursing-RN <i>Iowa Articulation Option TCV</i>	Online	x
CERT(GR)	Advanced Practice Nursing	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Adult Gerontology Nurse Practitioner - Primary Care</i>	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Adult/Gerontology Nurse Practitioner-Acute Care</i>	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Family Nurse Practitioner</i>	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Pediatric Nurse Practitioner-Acute Care</i>	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Pediatric Nurse Practitioner-Primary Care</i>	Hybrid	x
CERT(GR)	Advanced Practice Nursing <i>Psychiatric/Mental Health Nurse Practitioner.</i>	Hybrid	x
CERT(GR)	Business Analytics	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
CERT(GR)	Business Fundamentals	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
CERT(GR)	Finance	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
CERT(GR)	Leadership	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
CERT(GR)	Marketing	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
CERT(GR)	Online Teaching	Online	
CERT(GR)	Public Health	Online	
CERT(GR)	Teaching English as a Foreign Language	Online	
CERT(UG)	Entrepreneurial Management	Online	
CERT(UG)	Interscholastic Athletic/Activities Administration	Online	
CERT(UG)	Leadership Studies	Online	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
CERT(UG)	Non-Profit Management	Online	
CERT(UG)	Public Health	Online	
CERT(UG)	Writing	Online	
DNP	Nursing	Online	x
DNP	Nursing <i>Adult Gerontology Nurse Practitioner-Acute Care</i>	Hybrid	x
DNP	Nursing <i>Adult Gerontology Nurse Practitioner-Primary Care</i>	Hybrid	x
DNP	Nursing <i>Anesthesia Nursing</i>	Hybrid	x
DNP	Nursing <i>Family Nurse Practitioner</i>	Hybrid	x
DNP	Nursing <i>Pediatric Nurse Practitioner - Acute Care</i>	Hybrid	x
DNP	Nursing <i>Pediatric Nurse Practitioner - Primary Care</i>	Hybrid	x
DNP	Nursing <i>Pediatric Nurse Practitioner</i>	Hybrid	x
DNP	Nursing <i>Psychiatric/Mental Health Nurse Practitioner</i>	Hybrid	x
EDU (GR)	Educational Policy and Leadership Stud. <i>Educ Ldrsh Principal & Supervisor of Sp Educ Added Endorsmnt Prog PK-12</i>	Online	
EDU (GR)	Educational Policy and Leadership Stud <i>Educ Ldrsh Principal & Supervisor of Sp Educ Licensure Prep Prog PK-12</i>	Online	
EDU (GR)	Educational Policy and Leadership Stud <i>Evaluator Added Endorsement Program</i>	Online	
EDU (GR)	Talented and Gifted Education <i>Added Endorsement Program K-12</i>	Online	
EDU (UG)	Talented and Gifted Education <i>Added Endorsement Program K-12</i>	Online	
MA	Educational Policy and Leadership Studies <i>Educational Leadership</i>	Online	
MA	Psychological and Quantitative Foundations <i>Educational Measurement and Statistics</i>	Online	
MA	Strategic Communication	Online	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Check (√) this column if this program requires an on-campus component.
MBA	CIMBA Program--MBA	Paderno del Grappa, Italy	
MBA	MBA Executive Program	Des Moines (Pappajohn Education Ctr)	
MBA	MBA International Executive Program	Admiralty, Hong Kong	
MBA	Pre MBA Professional MBA Program	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr)	
MBA	Professional MBA Program	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr) Davenport (Birchwood Learning Ctr) Admiralty, Hong Kong	
MPH	MPH Program	Hybrid	x
MS	Business Analytics	Cedar Rapids (TCOB Cedar Rapids Ctr) Des Moines (Pappajohn Education Ctr)	
MSN	Nursing <i>Clinical Nurse Leader</i>	Online	x
MSW	Social Work	Sioux City (Briar Cliff University) Bettendorf (Scott Community College) Des Moines (Iowa Center for Higher Ed)	
MSW	Social Work <i>Accelerated Advanced Standing</i>	Des Moines (Iowa Center for Higher Ed)	
MSW	Social Work <i>Advanced Standing</i>	Sioux City (Briar Cliff University) Bettendorf (Scott Community College) Des Moines (Iowa Center for Higher Ed)	

Note: In 2016 the UI performed a thorough analysis of all Distance Ed programs at the institution to ensure accurate reporting across all colleges and recognition of all majors/tracks/subprograms. This increased number reflects that effort.

ACADEMIC CREDIT PROGRAMS
2015-2016

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Certificate in Occupational Safety	WWW & Streaming Media	
Certificate	Certificate of Family Financial Planning	WWW	
Certificate	Certificate in Gerontology	WWW	
Certificate	Certificate in Food Safety & Defense	WWW & Streaming Media	
Certificate	Certificate in Advanced Manufacturing	WWW	
Certificate	Certificate in Biorenewable Resources and Technology	WWW	
Certificate	Certificate in Computer Networking	WWW	
Certificate	Certificate in Construction Management	WWW	
Certificate	Certificate in Embedded Systems	WWW	
Certificate	Certificate in Environmental Systems	WWW	
Certificate	Certificate in Human Computer Interaction	WWW	
Certificate	Certificate in Information Assurance	WWW	
Certificate	Certificate in Literacy Coaching	WWW	
Certificate	Certificate of Nondestructive Evaluation	WWW	
Certificate	Certificate of Power Systems Engineering	WWW	
Certificate	Certificate of Seed Business Management	WWW	
Certificate	Certificate of Seed Science Technology	WWW	
Certificate	Certificate in Software Systems	WWW	
Certificate	Certificate in Systems Engineering	WWW	
Certificate	Certificate – Youth Development Specialist	WWW	
Certificate	Certificate – Youth Program Management and Evaluation	WWW	
Certificate	Certificate in Veterinary Preventative Medicine	WWW	
Internship	Dietetics Internship	On-site (various)	
	Available only in Iowa		
	Master of Science or Master of Education in Educational Administration	WWW/On-site (Ankeny, Atlantic, Des Moines, Mason City, Ottumwa and Storm Lake)	
	Doctorate of Philosophy in Education Administration	WWW/On-site (Ames)	X
	Available only in Greater Des Moines		
	Master of Business Administration	On-site (Des Moines)/WWW	
Certificate	Certificate of Advanced Studies – Superintendent Certification	WWW/On-site (Ames)	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
	Bachelor of Liberal Studies (Bachelor Completion Program)	WWW/On-site	
	Master of Business Analytics	WWW/On-site	
	Master of Education with specialization in Curriculum and Instructional Technology	WWW	
	Master of Engineering in Aerospace Engineering	WWW	
	Master of Engineering in Energy Systems Engineering	WWW	
	Master of Engineering in Engineering Management	WWW	
	Master of Family and Consumer Sciences – Comprehensive Educational Studies Curriculum & Instruction Educational Leadership & Policy Studies Special Education Human Development and Family Studies Family Financial Planning Gerontology Human Development and Family Studies Nutrition Dietetics Food Science & Human Nutrition	WWW	
	Masters of Family and Consumer Sciences-Dietetics	WWW	
	Masters of Family and Consumer Sciences-Family Financial Planning	WWW	
	Masters of Family and Consumer Sciences-Gerontology	WWW	
	Masters of Family and Consumer Sciences – Youth Development	WWW	
	Master of Science in Agricultural Education	WWW & Streaming Media or CD	
	Master of Science in Agronomy	WWW/CD	X-Practicum
	Master of Science in Civil Engineering	WWW	
	Master of Science or Master of Engineering in Computer Engineering	WWW	
	Master of Science or Master of Engineering in Electrical Engineering	WWW	
	Master of Science in Human Computer Interaction	WWW	
	Master of Science or Master of Engineering in Industrial Engineering	WWW	
	Master of Science in Information Assurance	WWW	
	Master of Science or Master of Engineering in Mechanical Engineering	WWW	
	Master of Science or Master of Education in Higher Education – Community College	WWW	
	Master of Science in Interdisciplinary Studies, Community Development specialization	WWW & Streaming Media	
	Master of Science in Plant Breeding	WWW/CD	X-Practicum
	Master of Science in Seed Technology & Business	WWW & Streaming Media or CD	
	Master of Science in Statistics	WWW	
	Master of School Mathematics	WWW/On-site	
	Doctorate of Philosophy in Hospitality Management	WWW/FF	X

**ACADEMIC CREDIT PROGRAMS
2015-2016**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Advanced Studies Certificate: Literacy Coach	On-site/WWW (various locations)	✓
Certificate	Advanced Studies Certificate: Reading Recovery Teacher Leader	On-site/WWW (various locations)	✓
Certificate	Advanced Studies Certificate in Superintendency	WWW	✓
Certificate	Special Education Inclusion Certificate	On-site – (Mount Pleasant)	
BLS	Bachelor of Liberal Studies	WWW	
BA	Elementary Education 2+2 DMACC	On-site/WWW – (Ankeny, Carroll)	
BA	Technology Management	WWW	
MA	Art Education	WWW	
MBA	Business Administration	On-site – (Guangzhou, China)	
MBA	Business Administration	On-site – (Hong Kong)	
MAE	Early Childhood Education	WWW	
MAE/ASC	Educational Leadership – Principalship (All-Iowa)	WWW	✓
MAE	Educational Leadership – Principalship (for Teacher Leaders in American International Schools)	WWW – (South Korea, Japan, Mumbai, Dubai)	
MAE	Educational Leadership – Principalship (for Teacher Leaders in American International Schools)	WWW – (South Korea, Philippines, Germany, Egypt, Saudi Arabia)	
MAE/ASC	Educational Leadership – Principalship (JEN)	WWW	✓
MA	Educational Leadership (Teacher Leadership for International Educators)	WWW – (Singapore American School)	
MA	Educational Leadership (Teacher Leadership for International Educators)	WWW – (Dubai, Abu Dhabi, Egypt, Doha)	
MAE	Elementary Education	WWW	
MA	Instructional Technology	WWW	
MAE	Literacy Education	WWW	
MA	Mathematics for the Middle Grades (4-8)	WWW and summers on UNI campus (2 weeks)	✓
MA	Mathematics: Community College Teaching Emphasis	WWW and summers on UNI campus (2 weeks)	✓
MA	Mathematics: Secondary Teaching Emphasis	WWW and summers on UNI campus (2 weeks)	✓
MM	Music Education	WWW	
MA	Philanthropy and Nonprofit Development	WWW	
MA	Physical Education: Teaching/Coaching	WWW	
MAE	Professional Development for Teachers	WWW	

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
MPP	Public Policy	WWW	
MA	School Library Studies	WWW	✓
MA	Science Education	WWW	
MA	Social Science for Teachers Grades 6-12	WWW	
MSW	Social Work	WWW	
MAE	Special Education: Field Specialization	WWW	
MA	Teaching English in Secondary Schools (TESS)	WWW	✓
MA	Teaching English to Speakers of Other Languages (TESOL)	WWW	
MS	Technology	WWW	
Endorsement	Driver Education	On-site/WWW	✓
Endorsement	Early Childhood Education PK-3	WWW	
Endorsement	Early Childhood-Special Education	WWW	
Endorsement	Education of the Gifted	WWW	
Endorsement	English as a Second Language (ESL)	WWW	
Endorsement	Instructional Strategist II: Intellectual Disabilities (Mental Disabilities)	WWW	
Endorsement	Iowa Reading K-8	WWW	
Endorsement	Iowa Secondary School Health Education Teaching	On-site/WWW	✓

UNIVERSITY OF IOWA

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	577	12.9%	63.4%	333	7.1%	36.6%	910	10.7%
2011	624	8.2%	65.3%	332	-0.3%	34.7%	956	5.1%
2012	674	8.0%	64.1%	378	13.9%	35.9%	1,052	10.0%
2013	694	3.0%	63.1%	406	7.4%	36.9%	1,100	4.6%
2014	794	14.4%	66.6%	398	-2.0%	33.4%	1,195	8.4%
2015	846	6.6%	65.1%	454	14.1%	34.9%	1,300	9.1%
2016	977	15.5%	67.2%	477	5.1%	32.8%	1,454	11.9%

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

*Fall term counts are end-of-term.

IOWA STATE UNIVERSITY

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	254	5.8%	34.6%	481	9.3%	65.4%	735	8.1%
2011	295	16.1%	36.7%	508	5.6%	63.3%	803	9.3%
2012	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%
2013	411	8.4%	43.7%	529	1.1%	56.3%	940	4.2%
2014	373	-9.2%	41.2%	533	0.8%	58.8%	906	-3.6%
2015	417	11.8%	44.0%	530	-0.6%	56.0%	947	4.5%
2016	446	7.0%	45.8%	528	-0.4%	54.2%	974	2.9%

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

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

*Fall term counts are end-of-term

UNIVERSITY OF NORTHERN IOWA

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Course Sections	% Increase over Prior Year
	Undergrad Courses	% Increase over Prior Year	% of Total DE Courses	Graduate Courses	% Increase over Prior Year	% of Total DE Courses		
2010	360	2.9 %	49.7%	364	11.7 %	50.3%	724	7.1%
2011	382	6.1 %	52.1%	351	-3.6 %	47.9%	733	1.2%
2012	470	23.0 %	54.5%	393	12.0 %	45.5%	863	17.7%
2013	456	-3.0 %	52.4%	414	5.3 %	47.6%	870	0.8%
2014	486	6.6 %	52.9%	432	4.3 %	47.1%	918	5.5%
2015	470	-3.3%	51.1%	449	3.9%	48.9%	919	0.1%
2016	470	0.0%	49.6%	478	6.5%	50.4%	948	3.2%

Year	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Course Enrlmts	Total Unduplicated Headcount
	Total Course Enrlmts	Unduplicated Headcount	Total Credit Hours	Total Course Enrlmts	Unduplicated Headcount	Total Credit Hours		
Fall 2011	2,014	1,365	5,895	2,053	1,799	5,884	4,067	3,164
Fall 2012	2,051	1,329	5,365	2,453	2,178	7,051	4,504	3,507
Fall 2013	2,410	1,459	6,427	2,418	2,089	6,820	4,828	3,548
Fall 2014	2,197	1,343	5,679	2,436	2,078	6,664	4,633	3,421
Fall 2015	2,319	1,424	6,266	2,840	2,200	7,987	5,159	3,624

*Fall term counts are end-of-term.

REGIONAL STUDY CENTERS

SOUTHWEST IOWA REGENTS RESOURCE CENTER (SWIRRC)

- ◇ Mission. The mission of the Southwest Iowa Regents Resource Center is to provide increased access to graduate and undergraduate education and other Regents Universities' resources for area residents.

The mission has remained unchanged but the area served expanded from eight counties to fifteen during 2012-2013 with the creation of the Southwest Iowa Educational Partnership.

- ◇ Key activities of Center. The main role of the Southwest Iowa Regents Resource Center is to serve as both a virtual and physical contact point for southwest Iowa residents for assistance with any matter concerning the Regents Universities. The Center offers personal assistance to transfer students from Iowa Western Community College and Southwest Community College. The Center distributes program and transfer information to prospective students. It informs the general public and area businesses of education opportunities through the website and semester mailings.

Dr. Michael Hero teaches online and onsite math courses for The University of Iowa and Iowa Western Community College and provides coordination for the Center. He attends community events and develops business, civic, school district, and community college contacts. Through his teaching position, he is strengthening connections and collaboration with the Community Colleges and prospective students.

- ◇ Distribution of Center staff time. Dr. Hero teaches math courses for both the University of Iowa and Iowa Western Community College. This role represents seventy-five percent of his activities. This year Dr. Hero taught The History of Mathematics, Engineering Math II, Elementary Statistics and Inference Mathematics for Business, and Calculus. In addition to teaching, he serves as a teaching assistant for a College Preparatory Math Class at the Iowa Western Community College. Twenty-five percent of his time is as the Coordinator for SWIRRC. As both a University of Iowa and Iowa Western Community College instructor, Dr. Hero is in the unique position to develop relationships at both institutions. He attends community and civic events and coordinates promotional activities. This year he became a member of the Advanced Manufacturing Sector Board of Southwest Iowa.

The secretary spends approximately eighty percent of her time promoting Regent university courses and programs. This involves maintaining the website and updating courses and programs each semester, producing and distributing semester mailers, assisting Dr. Hero with promotional activities, and assisting current and potential students. Administrative duties are approximately twenty percent of her time and include monitoring the budget, processing payments and maintaining office equipment and supplies. She also serves on the Regional Telecommunication Council of Regions 13 and 14.

- ◇ Accomplishments in 2015-2016. During the period of this report he taught online courses for both The University of Iowa and Iowa Western Community College including History of Mathematics, Calculus and Matrix Algebra for Business, and Mathematics for Business, for

the University of Iowa, and Differential Equations, and Calculus 2 for Iowa Western Community College. In addition, he developed two new online classes, Engineering Math 1 for the University of Iowa, and Calculus 2 for Iowa Western Community College. Dr. Hero also assisted students in the Developmental Math Program at Iowa Western. In 2016 his paper the "On Diffeomorphisms of Compact Two Manifolds With all Non-Wandering Points Being Periodic" was published by the International Journal of Bifurcation and Chaos. This year for the first time we participated in the Council Bluffs Career Fair. We thought this was a good activity and plan to participate in more Job Fairs next year. A particularly rewarding event this year was the ISU Extension Juntos event here at IWCC. We had a chance to meet and provide valuable information to a number Latino families with children in the 8th through 10th grade. This year we held an event here at IWCC to showcase the opportunities available at the regents universities for potential transfer students.

- ◇ Key Center planning goals for 2016-2017. The Center will work to increase awareness of the Center on social media with promotions on the SWIRRC Facebook page. Additional advertising is planned to reach area residents and current community college students with advertising on Google and The River radio station.

The Southwest Iowa Regent's Resource Center plans to repeat entry in the Celebrate Council Bluffs parade in May 2017 with increased involvement with the Universities and area groups.

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

We plan to increase our participation in Job fairs and other events to increase our exposure among non-traditional students.

- ◇ Education needs of the geographic area. The majority of educational needs of Southwest Iowa are being met. There is strong competition from the University of Nebraska at Omaha, Creighton University, Bellevue University, and Buena Vista and Nebraska Wesleyan's Iowa Western Community College locations. The Regents Universities are offering viable alternatives to this competition but increasing awareness of the online programming available and attracting students to on campus programs at the Regents institutions remains as the challenge.

NORTHWEST IOWA REGENTS RESOURCE CENTER (NWIRRC)

- ◇ Mission. To provide increased access to graduate and undergraduate education, as well as other Regents university resources for prospective students, business firms and organizations in northwest Iowa.
- ◇ Key activities of Center. The key activities and services of the center are to engage northwest Iowans to promote educational opportunities and increase access to Regents institutions. This is done by public engagement, marketing, and one-on-one interactions with potential students.
- ◇ Distribution of Center staff time. The Center Coordinator, Steve Warnstadt, is full-time. He ensures program offerings and website are updated and holds meetings with Regent university and community college representatives to ensure alignment and develop new opportunities. The Center Coordinator regularly meets with Siouxland business leaders and educational providers to assess the needs of the region. There are two transfer specialists supporting the Center (one manages Denison and Sioux City, the other manages Cherokee and Sheldon).
- ◇ Significant accomplishments during 2015-2016. NWIRRC hosted events such as Intern Connect with collaboration from all Regent universities. There were well-attended career academies in Culinary/Food Science and Women in Science in partnership with Iowa State University. NWIRRC assisted in the development of two new articulation agreements between Northwest Iowa Community College (NCC) and ISU and two with UNI. NWIRRC assisted in developing four articulation agreements between Western Iowa Tech Community College (WITCC) and ISU and three with UNI.

Additionally, a bachelor's program will be available in Fall 2017 through the Iowa State College of Design, using ISU Design West. This will include a full-time faculty member based in Sioux City. WITCC is working on an articulation agreement to align with this new design program.

The Center facilitated presentations by Dianne Finnerty, UI Assistant Provost for Faculty, at NCC for their Diversity Day event. The Center facilitated a presentation by Dr Luis Rico-Gutierrez, Dean of ISU College of Design to the Sioux City Rotary Club, and coordinated an outreach event by six ISU Colleges on the WITCC campus. The Center participated in a Small Business Expo, and conducted two live radio interviews.

The presence of a joint business faculty member for UI College of Business and WITCC has increased enrollment at both institutions and led to the creation of several businesses in the Sioux City area.

The two transfer specialists have been tracking advising meetings and are running more than 20% ahead of the same point-in-time of the prior year. This is a good signal that some of the marketing efforts are reaching the right audiences and triggering activity.

- ◇ Key Center planning goals for 2016-2017. NWIRRC is engaged with UNI Criminal Justice program faculty to build enrollment for the newly developed BAS degree, as well as with the Tactical Emergency Management for Vulnerable Populations BAS. In late March, NWIRRC

will facilitate a second annual Diversity Day at NCC. Additional workforce engagement and recruiting is planned for events at Tyson Foods and at an upcoming Air National Guard family event. Transfer advisors and Regent representatives will be present for this Air National Guard event. NWIRRC will expand engagement with the Sioux City Community School District Career Academies to facilitate distance education opportunities and campus visits.

- ◆ Education needs of the geographic area. Emphasis in the near future will be on the ISU Design program. Additional business and criminal justice program availability is of interest to the communities in the area as well.

QUAD CITIES GRADUATE STUDY CENTER

The mission of the Quad-Cities Graduate Study Center is to further and support collaborative efforts among higher education institutions and the Quad Cities community.

The Quad-Cities Graduate Study Center will contribute to community and institutional efforts to increase undergraduate and graduate degree attainment via the following strategic initiatives:

- Strengthen and expand the Quad-Cities Graduate Study Center's role to provide a centralized, accessible source for information about Quad Cities area graduate degree programs and pathways for prospective students, their families, and for area employers.
- Increase awareness opportunities by promoting graduate programs and pathways to high school guidance counselors and college/university academic advisors.
- Partner with the Quad Cities Chamber of Commerce to align graduate degrees with job and economic development goals.
- Coordinate opportunities to strengthen and diversify financial resources.
- Provide services or resources to evaluate effectiveness of collaborating institution's efforts to increase graduate degree attainment in the Quad Cities.

Distribution of Staff Time on Key Activities

The GradCenter has reduced their staff to one employee due to budget reductions from the State of Iowa and not receiving grant money from the State of Illinois for FY15-16. The GradCenter has been using their reserve money to keep operating. Staff duties include providing assistance to prospective and current graduate students in Illinois and Iowa (60%), and responding to the legal, fiduciary, and reporting responsibilities of the GradCenter (40%).

Significant Accomplishments During 2015-2016 or Projected for 2016-2017

- Strengthened and expanded the Quad-Cities Graduate Study Center's role to provide a centralized, accessible source for information about Quad Cities area graduate degree programs and pathways for prospective students, their families, and for area employers.
- Increased awareness opportunities by promoting graduate programs and pathways to high school guidance counselors and college/university academic advisors.
- Partnered with the Quad Cities Chamber of Commerce to align graduate degrees with job and economic development goals.
- Provided services and resources to evaluate effectiveness of collaborating institutions' efforts to increase graduate degree attainment in the Quad Cities.
- Providing assistance to prospective and current graduate students in the Illinois and Iowa Quad Cities was demonstrated by:

- Administering multiple graduate and professional school admissions tests (LSAT, MPRE, NBCC Counseling, GRE Subject and the Miller Analogy Tests) for prospective students throughout the year.
 - Responding to prospective and current student inquiries, and providing referrals to member institutions.
 - Providing logistical support to Drake University Master’s in Public Administration courses held at the New Ventures Center in Davenport, Iowa.
 - Maintaining currency of the GradCenter Website.
- Responding to the legal, fiduciary, and reporting responsibilities of the GradCenter was demonstrated by:
 - Developing and administering the GradCenter Budget.
 - Completing an annual external audit.
 - Responding to all state and federal reporting requirements.

Educational Needs of the Geographic Area that Need to be Addressed

It is important to pay attention to the needs of underserved high school students as well as the needs of adult learners. Through the collaboration of area businesses and education institutions, there is a need to develop further the paying internship program as well as establish scholarships that cover the student from freshman year to graduation. There is also a need for continued collaboration among high school counselors and education representatives to ensure that students are aware of certificate and degree programs that meet their skills and interests and that are innovative ways to finance certificate or degree completion.

Member Institutions

Augustana College, Black Hawk College, Drake University, Eastern Iowa Community Colleges, Palmer College of Chiropractic, St. Ambrose University, Trinity College of Nursing and Health Sciences, University of Iowa and Western Illinois University

Revenue

SOURCE	ACTUAL FY 2015-2016	BUDGETED FY 2016-2017
State allocation from Iowa	\$5,000	\$500
Other Revenue	0	\$41,000
Total Revenue	\$	\$41,500