






Contact: Rachel Boon

**2016-17 DISTANCE EDUCATION REPORT**

**Action Requested:** Receive the 2016-17 Distance Education Report.

**Executive Summary:** The Distance Education Report is submitted as required by Board Policy 3.12.D. The report demonstrates the universities' efforts to use distance, extension and continuing education to meet 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.

Table 1: Distance Education Summary

<b>Distance Education</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>% Change Over 5 Yrs</b>
<b>Credit courses and programs<sup>1</sup></b>						
No. of programs <sup>2</sup>	211	244	129 <sup>3</sup>	169	174	-17.5% 
No. of course sections	2,910	3,016	3,159	3,376	3,581	23.0% 
No. of student enrollments (dup)		59,542	65,428	72,013	78,383	31.6% <sup>4</sup> 
Total number of credit hours		172,030	187,925	204,222	222,397	29.3% <sup>5</sup> 
<b>Non-credit courses</b>						
No. of student enrollments (dup)	532,565	504,564	599,552	777,171 <sup>6</sup>	1,091,471	91.4% 

- 2016-2017 top subject areas with highest credit enrollment:
  - Business; Education; and Humanities, Arts & Sciences. More than 66% of distance education enrollments are in those three areas. (Attachment B)
- 2016-2017 top subject areas with the highest non-credit enrollment:
  - Agriculture and related sciences, Personal Awareness and Self-Improvement; and Human Sciences. These three areas comprise nearly 70% of the non-credit enrollments. (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.

<sup>1</sup> Only off-campus courses and programs are included. Registrations do not include Saturday and evening classes on campus.  
<sup>2</sup> Includes undergraduate and graduate degree, certificate and endorsement offerings. Certificates and endorsements serve to meet an agency's requirements to practice a profession or to show proficiency in a topic or subject area.  
<sup>3</sup> The decrease 2012 resulted from a clarification of program count in 2014. The trend since then is up 34.9%  
<sup>4</sup> 2012-2013 data is not available, so this displays a 4-year percent change.  
<sup>5</sup> 2012-2013 data is not available, so this displays a 4-year percent change.  
<sup>6</sup> 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.

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: 2016-2017 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
Web-based											2,450	
1. Semester based courses	24,597	20,283	5,534	2,926	4,496	3,321	27,523	24,779	8,855	0	0	292
2. Guided independent study	1,265	0	775	87	0	133	1,352	0	908	351,779	0	0
On-Site	1,440	23	1,067	5,120	747	1,223	5,560	770	2,290	169,053	430,656	11,659
Mailed Media	0	0	20	0	0	0	0	0	20	0	0	0
Other Off-Campus	0	22	1,353	0	392	364	0	414	1,717	53,795	245	0
Hybrid courses	1,160		607	1,029		381	2,189		988	0		0
<b>TOTAL</b>	<b>28,462</b>	<b>20,328</b>	<b>9,356</b>	<b>9,162</b>	<b>5,635</b>	<b>5,422</b>	<b>36,624</b>	<b>25,963</b>	<b>14,778</b>	<b>574,627</b>	<b>433,351**</b>	<b>11,951</b>

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

\*\*N.B.: Total delivery mode is 458 more than the summary by subject area. There were educational materials distributed that were not connected to non-credit course registration—defined as educational “contacts.”

Table 3: Three-Year Trend: 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 2016									
SUI	2,859	5,834	16,089	5,503	7,321	20,742	8,362	13,155	36,831
ISU	1,555	2,436	7,086	5,283	6,625	17,921	6,838	9,061	25,007
UNI	1,422	2,240	6,142	1,941	2,307	6,407	3,363	4,547	12,549
<b>TOTAL</b>	<b>5,836</b>	<b>10,510</b>	<b>29,317</b>	<b>12,727</b>	<b>16,253</b>	<b>45,070</b>	<b>18,563</b>	<b>26,763</b>	<b>74,387</b>
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	22,751
UNI	1,424	2,319	6,266	2,200	2,840	7,987	3,624	5,159	14,253
<b>TOTAL</b>	<b>5,559</b>	<b>9,976</b>	<b>27,955</b>	<b>12,203</b>	<b>15,594</b>	<b>43,313</b>	<b>17,762</b>	<b>25,570</b>	<b>71,268</b>
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
<b>TOTAL</b>	<b>5,187</b>	<b>9,427</b>	<b>27,095</b>	<b>10,822</b>	<b>13,431</b>	<b>37,055</b>	<b>16,009</b>	<b>22,858</b>	<b>64,150</b>







**Introduction**

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 means evolution of delivery mechanisms and platforms is continuous, and the expectations of students follow suit. Growth in programs, courses, and students seeking distance education has been strong, though leveling off somewhat, at all three Regent universities over the past decade. Competition with other providers has increased throughout this time, exerting pressures on both costs and price in the distance education market. A common denominator present in all Regent university distance education is an emphasis on quality. All efforts align across layers of planning – from the BOR Strategic Plan to the university-level and unit level plans - to ensure fidelity to goals of quality, access, innovation and efficiency.

**Collaborative Efforts Among Regent Universities**

- The State Extension, Continuing and Distance Education Council (SECDEC), representing all three universities and the Board office, convenes monthly to discuss common areas of interest and collaboration. Topics during the past year included the Regional Resource Centers, trends in on-campus students in distance education, and update of the Regents Distance Education Strategic Plan.
- From January to September 2017, SECDEC collaborated on a Distance Education Strategic Plan. The plan articulates a shared vision, mission, and values and provides guidance to the Regent Universities on key strategies. The plan emphasizes quality offerings and meeting the economic needs of the state and its citizens. <http://www.iowaregents.edu/plans-and-policies/strategic-plan/>
- To ensure statewide access to a quality bachelor’s degree, Regent universities provide the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) Programs online. Participation of students in 2016-2017 is displayed on Table 4. Regent universities have increased BLS enrollment, graduates and new admits.

Table 4: 2016-2017 Bachelor of Liberal Studies and Bachelor of Applied Studies Participation

PROGRAM	SUI	ISU	UNI	TOTAL	% change from Prior Year
<b>Bachelor of Liberal Studies</b>					
Enrollment	256	229	248	<b>733</b>	4% 
Graduates	50	92	45	<b>187</b>	31% 
New Admissions	125	124	135	<b>384</b>	13% 
Liberal Studies Interest (SUI)	3			<b>3</b>	
<b>Bachelor of Applied Studies (SUI)</b>					
Enrollment	223			<b>223</b>	-7% 
Graduates	52			<b>52</b>	10% 
New Admissions	95			<b>95</b>	12% 

- A course sharing pilot between UNI, SUI and ISU launched in fall 2016 prompted by the recommendation from the 2015 Pappas report. SECDEC evaluated this pilot in 2017. Based on very low demand from students, the pilot is ending in after the spring 2018 term. Some project outcomes will provide ongoing benefits, such as more efficient processes for students to enroll in distance education courses across Regent institutions, as well as strong department-level collaborations in course offerings.
- Regents Alternative Pathway to Iowa Licensure Partnership Program is entering its seventh year. ISU, UNI and SUI continue to collaborate to deliver courses to help talented professionals answer the call to teach. (<http://www.iowateacherintern.org/>)

### **Distance Education Program Highlights**

University websites describe programs that are fully or partially available via distance education.

#### University of Iowa

<https://distance.uiowa.edu/>

- The Distance and Online Education Office (DOE) significantly redesigned its website to more effectively communicate priorities and projects.
- Instructional designers developed and will offer in Fall 2018 an eight-week workshop for faculty interested in designing online courses.
- DOE staff members initiated a research project, collecting data from students to better understand the student experience in online classes. Results will be analyzed in 2018.
- The University College's Distance and Online Education Instructional Development (iDev) Team creates accessible media of online classes. Last year the iDev team worked with the IT Accessibility@Iowa team to make course materials accessible for all students. In Canvas (the ICON engine), instructional designers created instructionally sound, accessible course templates. While the templates were primarily designed for distance courses, they are available for use in any ICON course. Additionally, the iDev media team made closed captioning a priority.
  - FY 17 – 22,224 minutes captioned
  - FY 18 to date – 12,625 minutes captioned

#### Iowa State University

<http://www.distance.iastate.edu/>

- The Degree Completer outreach program initiated in early 2017 by the College of Liberal Arts and Sciences (CALs) contacting about 100 former students that did not complete degrees when they originally attended ISU. The initial results were encouraging with about 10% already restarting by pursuing a Bachelor of Liberal Studies online.
- The College of Human Sciences is developing a new certificate with the Iowa Department of Education to prepare high school teachers to lead courses in personal finance.
- Engineering Learning Online and Liberal Arts & Sciences (LAS) introduced "Discover Your Minor Online" in Summer 2017 to complement the successful effort in Summer 2016. LAS Online credit hours in Summer 2017 were 10% above 2016 and about 50% above 2015.
- CALs continued to work with BBMB department in FY17 towards their BBMB graduate certificate – 4 out of 7 courses now online. Certificate was approved for Fall 2018.
- The Department of Food Science and Human Nutrition (FSHN) will offer courses in the fall of 2018 for the new bachelors of science in nursing.

- ISU piloted around 947 course sections in Canvas in Fall 2017 in anticipation of the replacement of Blackboard Learn in the spring 2018. Representatives from every college meet regularly with CELT to discuss updates, bugs, issues and compare solutions.
  - This pilot run included 302 instructors with over 17,000 enrollments.
- TopHat replaced the TurningPoint interactive clicker system. Students no longer need to purchase 'clickers'. They respond from their computers, laptops, tablets and smartphones.

University of Northern Iowa

<https://continuinged.uni.edu/distance>

- Distance education served students in all 99 counties for the second consecutive year.
- Offered more than 40 degree, certificate, and endorsement programs.
- Reached a record number of enrollments of 10,751 in online courses.
- Assessment data indicated that 95% of students were satisfied or highly satisfied with UNI's eLearning system.
- More than 92% of students enrolled in distance education courses would recommend UNI's program to a friend or colleague.
- Non-credit enrollments increased 11% from last year, primarily in the field of business.

**New Programs and Courses**

University of Northern Iowa

During 2016-17, 46 new online courses were developed and reviewed that met Quality Matters (QM) standards, largely in support of more than 40 ongoing degree, certificate and endorsement programs that attract new students to the university. New courses provide increased options for students during summer sessions to help them stay on track for graduation.

Targeted to AmeriCorps members, the Nonprofit Leadership Alliance at UNI developed and facilitated the Certified Nonprofit Professional (CNP) Program. Completion of coursework and attendance at an Alliance Management Institute provides a nationally recognized designation of Certified Nonprofit Professional.

In collaboration with the Iowa Department of Education, UNI developed and offered coursework leading to Strategist II: Intellectual Disabilities (Mental Disabilities) to Iowa teachers. More than 150 teachers completed the endorsement during 2016-17.

A new graduate program, Special Education: Consultant Emphasis (MAE) was launched in Spring 2017. The program emphasizes an instructional coaching/consultation model to improve outcomes for students with disabilities and promotes pathways to increase the number of professional leaders in special education in Iowa.

UNI's MSW program added a track for students who cannot attend on-campus classes. In addition to the Foundation track, the program added an Advanced Standing track for those with a social work bachelor's degree from a Council on Social Work Education (CSWE) accredited program.

In addition, UNI developed curriculum proposals and received approval to offer Bachelor of Applied Science (BAS) programs in Technology, Criminal Justice, Tactical Emergency Services with Vulnerable Populations, and Management of Business and Organizations in 2016-17. These programs provide a pathway from community college A.A.S. programs to a bachelor's degree.

### University of Iowa

During 2016-17, the DOE completed the conversion of Guided Independent Study (GIS) courses to semester-based online courses (EXW). Students are better served by this format and faculty are better able to manage courses taught synchronously.

Instructional designers revised or developed 125 new courses during the reporting period. Many of these courses support new online certificates (Museum Studies, Writing and Aging Studies), as well as increase the number of electives available online for BAS/BLS students.

New degree programs include:

- CERT(GR) Advanced Practice Nursing *Health Systems* (Hybrid)
- DNP Nursing *Health Systems* (Hybrid)
- MA Library and Information Science (Online)
- MA Psychological and Quantitative Foundations *Learning Sciences* (Online)
- MA Teaching and Learning *Teaching, Leadership, and Cultural Competency* (Online)

### Iowa State University

The Certificate in Business Analytics builds the necessary competency to deploy analytic skills and capabilities in various areas of business such as marketing, supply chains, operations, forensics, and risk management. The certificate is designed for students currently employed or seeking job opportunities as business analysts, analytic systems designers, or data scientists.

The Certificate in Community College Teaching from the School of Education helps prepare those with advanced degrees to teach in community college settings. Those pursuing the certificate must have at minimum a master's degree or currently in a master's degree program.

The Certificate in Energy Systems Engineering in the Department of Mechanical Engineering, in partnership with Engineering-LAS Online Learning, is a new online graduate certificate in Energy Systems Engineering. Students take two core courses online and choose two electives.

The Infant and Early Childhood Mental Health Certificate at ISU will provide family service, education and mental health professionals a greater understanding of infant and early childhood mental health in the United States.

An advanced certificate in Certificate in Financial and Housing Counseling (FHC) opens up new opportunities in the finance industry including: insurance, real estate, investing, retirement planning, personal taxation, financial counseling, and community education. Completion of the FHC will prepare students to sit for the Accredited Financial Counselor examination offered by the Association for Financial Counseling and Planning Education (AFCPE).

The Doctor of Philosophy program in Apparel, Merchandising, and Design prepares students to succeed in industry, museums or academia. This hybrid distance program features short on-campus summer sessions.

### Regional Resource Centers

The University of Iowa serves as the administrative home for the Regents Resource Centers. State funding for the Northwest and Southwest Regional Resource Centers is below. In FY2018, the Board of Regents stopped providing funding to the Quad Cities Grad Center. Regent universities previously stopped using the center for any distance or continuing education course delivery due to student preference for web delivery courses.

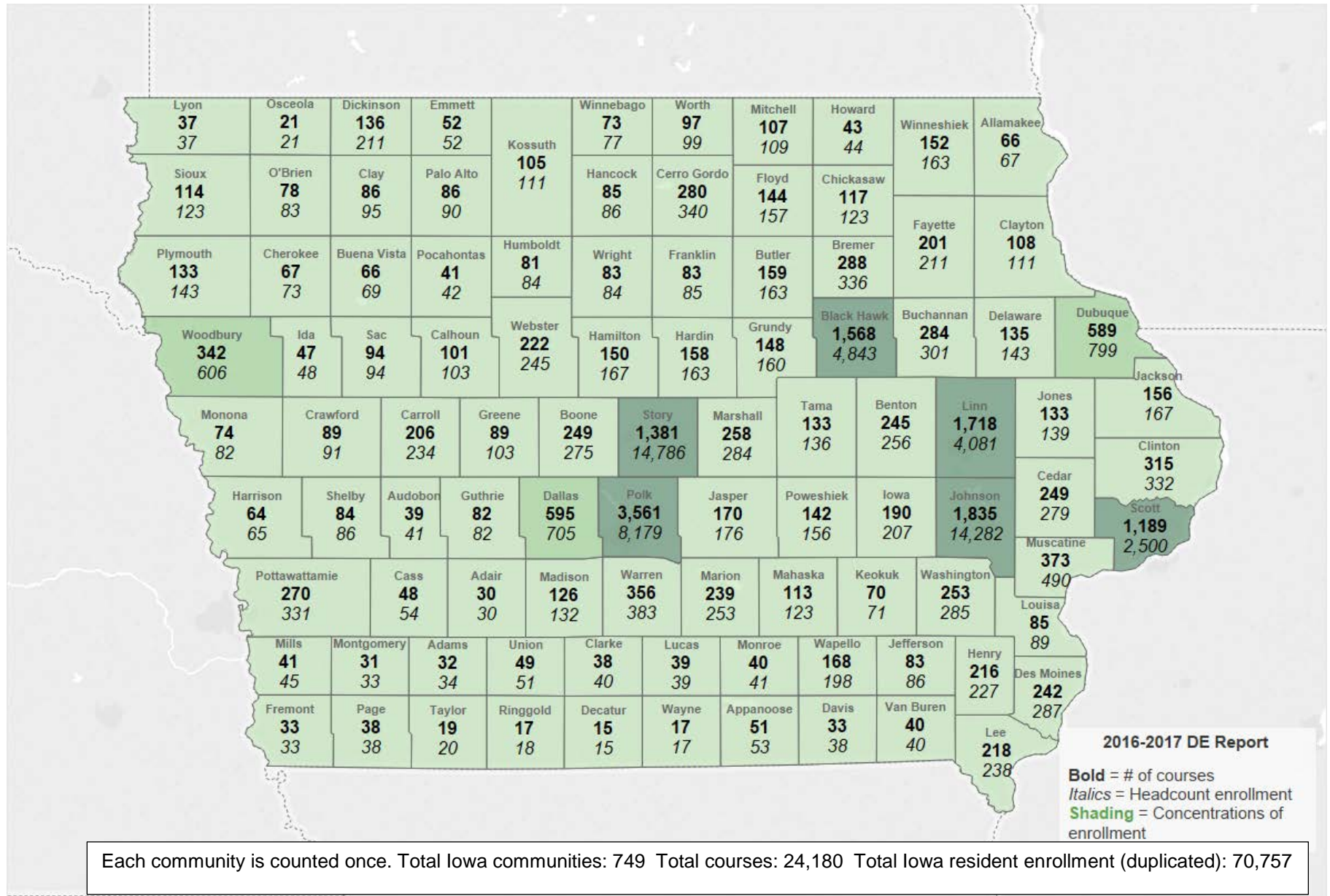
Highlights of the regional resource center activities in 2016-17 are in Attachment E. In Spring 2018, both SWIRRC and NWIRRC are undergoing full reviews of activities and operations under the guidance of SECDEC. Any recommendations based on these reviews will be brought to the Council of Provosts for consideration.

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. A cross-institutional committee met throughout this year to develop a new strategic plan. [www.continuetolearn.uiowa.edu/lakesidelab](http://www.continuetolearn.uiowa.edu/lakesidelab)  
The Board of Regents received the Lakeside Lab Annual Report on September 7, 2017.

<b>State Appropriation by Center</b>	<b>FY2017</b>
<b>SWIRRC</b>	
State Funding	\$187,734
<b>NWIRRC</b>	
State Funding	\$96,114



2016-17 Distance Education Credit Courses and Enrollment by Iowa County





**TOP 2016-2017 CREDIT COURSE REGISTRATIONS BY LEVEL, INSTITUTION AND ACADEMIC UNIT**

Academic Unit	Duplicated Headcount Enrollment									Number of Credit Hours			
	SUI		ISU		UNI		Regent Total Duplicated Headcount			SUI	ISU	UNI	TOTAL
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total				
Business	8,190	4,736	2,347	820	200	313	10,737	5,869	16,606	36,368	9,069	1,517	46,954
Interdisciplinary	1,187	193	16	832	401	0	1,604	1,025	2,629	3,002	2,321	1,945	7,268
Humanities, Arts & Sciences	12,154	1,497	6,566	207	2,355	1,085	21,075	2,789	23,864	40,534	19,017	9,028	49,562
Education	3,679	994			3,086	3,554	6,765	4,548	11,313	13,372		19,163	32,535
Engineering	348	0	3,020	1,008			3,368	1,008	4,376	1,015	11,783		12,798
Ag & Life Sciences			4,060	912			4,060	912	4,972		13,480		13,480
Design			668	49			668	49	717		2,040		2,040
Human Sciences			3,636	1,759			3,636	1,759	5,395		16,388		16,388
Veterinary Medicine			15	48			15	48	63		188		188
Social & Behavioral Sciences					3,314	470	3,314	470	3,784			10,875	10,875
Medicine	894	38					894	38	932	2,914			2,914
Nursing	1,793	1,336					1,793	1,336	3,129	6,730			6,730
Public Health	122	371					122	371	493	1,444			1,444
Pharmacy	57	6					57	6	63	63			63
Law	38	9					38	9	47	141			141
<b>GRAND TOTAL</b>	<b>28,462</b>	<b>9,180</b>	<b>20,328</b>	<b>5,635</b>	<b>9,356</b>	<b>5,422</b>	<b>58,146</b>	<b>20,237</b>	<b>78,383</b>	<b>105,583</b>	<b>74,286</b>	<b>42,528</b>	<b>222,397</b>

TOP FIVE 2016-2017 TOP NON-CREDIT COURSE REGISTRATIONS  
BY INSTITUTION AND SUBJECT AREA

	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Business, Management, Marketing & Related Services			3,706	3,706	0.3%
Visual & Performing Arts			2,486	2,486	0.1%
Family & Consumer Sciences/Human Sciences			1,735	1,735	0.1%
Education			1,045	1,045	0.1%
Physical Sciences			844	844	0.1%
Ag and Natural Resources		209,546		369,665	28.3%
Human Sciences		93,502		166,178	12.7%
4-H Youth Development		95,569		114,013	8.7%
Community & Economic Development		12,817		50,166	3.8%
Personal Awareness & Self-Improvement	342,224			342,224	26.2%
Health Professions & Related Clinical Services	114,191			114,191	8.7%
Health-Related Knowledge & Skills	48,521			48,521	3.7%
Interpersonal & Social Skills	16,553			16,553	1.3%
Multi/Interdisciplinary Studies	9,754			9,754	1.0%
All other non-credit registrations	43,348	21,459	2,135	66,942	5.1%
<b>Total Registrations</b>	<b>574,627</b>	<b>432,893</b>	<b>11,951</b>	<b>1,308,023</b>	<b>100%</b>

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%

	Students Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated	Total Credit Hours	Total Student Enrollment	Unduplicated	Total Credit Hours		
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 2016*	5,834	2,859	16,089	7,321	5,503	20,742	13,155	8,362

\*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%
2017	490	9.9%	47.4%	544	3.0%	52.6%	1,034	6.2%

	Student Enrollment – Taking only Distance Education Courses			Student Enrollment – Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours		
Fall 2013*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fall 2014*	2,320	1,501	6,871	5,025	4,162	13,680	7,345	5,663
Fall 2015*	2,430	1,544	7,070	5,815	4,730	15,681	8,245	6,274
Fall 2016*	2,436	1,555	7,086	6,625	5,283	17,921	9,061	6,838

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%
2017	462	-1.7%	50.5%	453	-5.2%	49.5%	915	-3.5%

	Student Enrollments - Taking only Distance Education Courses			Student Enrollments - Taking Combination of On Campus and DE Courses			Total Student Enrollment	Total Unduplicated Headcount
	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours	Total Student Enrollment	Unduplicated Headcount	Total Credit Hours		
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 2016*	2,240	1,422	6,142	2,307	1,941	6,407	4,547	3,363

\*Fall term counts are end-of-term.

### **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 Regent Universities' resources for area residents. The area served includes fifteen counties of southwest Iowa.

Activities and services of the Center. The main role of SWIRRC is as a physical and virtual contact point for Southwest Iowans for assistance with any matter concerning the Regents' Universities. The Center offers personal assistance to prospective and transfer students. It also keeps the public and area businesses informed about educational opportunities through the website, mailings and social media. The staff participates in education fairs and community activities to reach additional segments of the population.

SWIRRC's Coordinator, Dr. Mike Hero, teaches online math courses for The University of Iowa and in spring 2017 taught a class for Iowa Western Community College. Through his teaching and outreach he is strengthening connections and collaboration with the Community Colleges and prospective students.

Distribution of Center staff time. Dr. Hero's teaching role is 75% of his appointment. This year Dr. Hero taught Engineering Math I: Single Variable Calculus, Engineering Math II: Multivariable Calculus, and Mathematics for Business. The remaining 25% of his appointment is as Coordinator for SWIRRC. He attends community and civic events; coordinates promotional activities; develops business, school district and community college contacts; and serves on the Industrial Council.

The Center's secretary spends 80% of her time promoting Regent university courses and programs. This includes maintaining the website and updating courses and programs, producing and distributing mailers, assisting with promotional activities and assisting current and potential students. Administrative duties such as monitoring the budget, processing payments and maintaining office equipment and supplies are approximately 20% of her time. She also serves on the Regional Telecommunication Council of Regions 13 and 14.

Accomplishments in 2015-2016. The Center increased its exposure on Google, The River (local student-run radio station), Facebook, and campus-wide Iowa Western Community College monitor advertisements. Advertising in higher education related publications with the Council Bluffs Chamber of Commerce and the Daily Nonpareil was continued. Center staff initiated personal contacts with prospective students, veterans, school district employees, local business people and underserved populations at education fairs, special events, mailings, and business functions. Dr. Hero serves on the Industrial Council and attended community events to stay informed on local issues and interact with community leaders.

Key Center planning goals for 2016-2017. SWIRRC staff participated in a variety of events during 2016-17 to reach diverse groups of Southwest Iowans. The following events are examples: Iowa Western Community College Health Care Fair, Council Bluffs Schools district-wide Back to School Celebration and vendor fair, Army Reserve annual briefing, ISU West Pottawattamie County Extension Juntos, First National Bank Higher Education Fair, Celebrate Council Bluffs Parade, Bluffs Career Fair, Council Bluffs Education Foundation Networking Event and Luncheon, and a UNI alumni reception. The Center will continue to seek low cost and effective methods of informing Southwest Iowans about educational opportunities available from the Regents' Institutions.



## **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.

Activities and services of the Center. The Center engages Northwest Iowans to promote educational opportunities and increase access to Regents' institutions. Primary activities include public engagement, marketing, and one-on-one interactions with potential students. The Center also engages the private, non-profit and government sectors in the region to increase access to Regent institution services.

Distribution of Center staff time. The Center has three part-time staff. The Coordinator, Steve Warnstandt, ensures program offerings, website and social media are updated, and holds meetings with Regent university and community college representatives to ensure alignment and to develop new opportunities. He regularly meets with Siouxland business leaders and educational providers to assess the needs of the region. The two transfer specialists manage outreach in Denison and Sioux City, as well as Cherokee and Sheldon, respectively.

Significant accomplishments during 2016-2017. NWIRRC engaged with ISU College of Design to complete an articulation agreement with Western Iowa Tech Community College (WIT) allowing students to complete their first year core curriculum in Sioux City. The Center also promoted an ISU open house at Design West in downtown Sioux City.

The Center worked with area employers to conduct an event connecting regional businesses with universities in developing internship opportunities in the region. All three Regent universities participated. Over 30 Sioux City students participated in ISU's Young Women in Business program in Ames. Additionally, ISU's chair of Graphic Design led classroom discussions with the graphic design classes at Sioux City's Career Academy. The Center initiated discussion on opportunities for Northwest Iowa Community College students to attend classes and participate at Iowa Lakeside Laboratory Regents courses.

Key Center planning goals for 2016-2017. NWIRRC is working closely with Sioux City Community School's Career Academies to engage with faculty and students. Particular emphasis will be in the area of design, with programming for middle and high school students at Design West in Sioux City. The goal is to offer college classes applicable to the articulation agreement between ISU College of Design and WIT. The Academies also have weeklong engagements with professionals and faculty, providing an additional opportunity for engagement with Regent faculty and students.

ISU College of Design is planning to conduct a week-long classroom experience in Sioux City with assistance from the Center. NWIRRC is closely collaborating with the College of Design on promoting programs in the Sioux City area. The Center is also collaborating with ISU Extension and non-profits in promoting the hybrid Agricultural Studies degree program.

NWIRRC is working with UNI Criminal Justice faculty to build enrollment for the newly developed bachelor's degree in that field, as well as with the Tactical Emergency Management for Vulnerable Populations program. Future activities includes facilitating discussions between UNI's College of Education and regional community colleges regarding early childhood education programming.

The Center will continue to support business outreach programs such as the SUI Venture School that is coordinated by the part-time University of Iowa staff in Sioux City. Additional workforce engagement and recruiting will occur at events at Tyson Foods, other area businesses, and with member and family members of the Air National Guard based in Sioux City.