

Contact: Rachel Boon

**2018-19 DISTANCE EDUCATION REPORT**

**Action Requested:** Receive the 2018-19 Distance Education Report.

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

The five-year trends in areas related to credit-bearing courses and non-credit courses show demand remains strong. Delivering only high-quality coursework through distance education is the top priority, but the rates of growth in enrollments and credit hours suggest the universities are also effectively maximizing enrollments per section.

Table 1: Distance Education Summary

Distance Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	% Change Over 5 Yrs
<b>Credit courses and programs<sup>1</sup></b>						
No. of programs <sup>2</sup>	129	169	174	183	189	46.5% 
No. of course sections	3,159	3,376	3,581	3,383	3,707	17.35% 
No. of student enrollments (dup)	65,428	72,013	78,383	85,456	96,483	47.5% 
Total number of credit hours	187,925	204,222	222,397	241,206	267,371	42.28% 
<b>Non-credit courses</b>						
No. of student enrollments (dup)	599,552	777,171	1,091,471 <sup>3</sup>	745,229	723,004	20.6% 

- 2018-2019 top subject areas with highest credit enrollment:
  - Business; Education; and Humanities, Arts & Sciences. More than two-thirds of credit distance education enrollments are in these three areas. (Attachment B)
- 2018-2019 top subject areas with the highest non-credit enrollment:
  - Agriculture and related sciences, 4-H Youth Development, and Human Sciences. These three areas comprise 76% 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> In 2016-2017 the University of Iowa included training offered to university employees only

Table 2: 2018-2019 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
<b>Web-based</b>												
1. Semester based courses	37,519	25,345	7,505	3,795	4,389	2,960	41,314	29,734	10,465	203	0	1620
2. Guided independent study	0	0	695	0	0	112	0	0	807	0	0	0
3. Self-paced distance	0	0	0	0	0	0	0	0	0	15,948	112,623	0
<b>On-Site</b>	1,319	28	744	5,464	445	1,556	6,783	473	2,300	107,976	452,306	7,108
<b>Mailed Media</b>	0	0	10	0	0	0	0	0	10	0	0	0
<b>Other Off-Campus</b>	0	9	1,208	0	316	208	0	325	1,416	23,900	0	0
<b>Hybrid courses</b>	687	0	376	1,397	0	396	2,084	0	772	0	1320	0
<b>TOTAL</b>	<b>39,525</b>	<b>25,382</b>	<b>10,538</b>	<b>10,656</b>	<b>5,150</b>	<b>5,232</b>	<b>50,181</b>	<b>30,532</b>	<b>15,770</b>	<b>148,027</b>	<b>566,249</b>	<b>8,728</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.”

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

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

	Students in Only Distance Ed courses			Students in 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 2018									
SUI	2,961	6,370	18,521	12,069	14,966	35,807	15,030	21,336	54,328
ISU	1,443	2,311	6,812	6,825	8,833	24,466	8,268	11,144	31,278
UNI	1,407	2,254	6,131	2,440	3,098	9,148	3,847	5,352	15,279
<b>TOTAL</b>	<b>5,811</b>	<b>10,935</b>	<b>31,464</b>	<b>21,334</b>	<b>26,897</b>	<b>69,421</b>	<b>27,145</b>	<b>37,832</b>	<b>100,885</b>
Fall 2017									
SUI	3,015	6,029	16,903	6,300	8,490	23,567	9,315	14,519	40,470
ISU	1,606	2,493	7,246	5,228	6,562	17,748	6,834	9,055	24,994
UNI	1,623	2,529	6,480	2,208	2,750	7,450	3,831	5,279	13,930
<b>TOTAL</b>	<b>6,244</b>	<b>11,051</b>	<b>30,629</b>	<b>13,736</b>	<b>17,802</b>	<b>48,765</b>	<b>19,980</b>	<b>28,853</b>	<b>79,394</b>
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>

### **Introduction**

The vision for Iowa Board of Regents universities' distance education is to be,

"...Iowa's premier providers of distance education at the baccalaureate and post-baccalaureate levels in targeted programs and content areas. Regent distance education will leverage educational technology; encourage collaborative and complementary offerings by the three universities; and be known for providing distance education programs that are of the same high quality as on-campus programs." (Distance Education Strategic Plan, <https://www.iowaregents.edu/plans-and-policies/strategic-plan/>)

Although the landscape is continuously changing, the ongoing commitment of each university is to meet the needs of students who rely on distance education, and maximize the efficiency of academic resources wherever appropriate. Enrollment in distance education courses continues to grow, even as overall institutional enrollment curves have flattened in the past couple of years.

### **Collaborative Efforts Among Regent Universities**

The State Extension, Continuing, and Distance Education Council (SECDEC) meets monthly by phone, and semi-annually face to face, the latter meetings in conjunctions with Board of Regents meetings. Each institution has two committee members serving on the council. The general charge of the SECDEC is to provide guidance to the Regional Resource Centers (Western Iowa Regional Resource Center {WIRCC} and Iowa Lakeside Lab), to discuss institutional responses to state-wide initiatives (e.g. Future Ready Iowa, Degrees When Due) and to continually share ideas regarding regent institution-based efforts to maintain, support and strengthen the degree programs offered to place bound Iowans—specifically the Bachelor of Liberal Studies and the Bachelor of Applied Studies.

The face-to-face meeting held in Marshalltown on May 20, 2019 was dedicated to establishing Regent Benchmarking Practices for Distance Education in a series of areas important to high quality distance education. Each of the three institutions prepared information on the following items to discuss and compare collectively.

- Intellectual property
- Quality assurance and peer-review for online courses
- Course assessments
- The cycle and process of course review and revision
- Use of master courses
- Federal compliance for instructional time
- Practice and policy for paying development stipends
- Orientation for online students
- Orientation and professional development for faculty teaching online
- Open Education Resources
- Online exam proctoring
- Team structure and workload for instructional designers
- Development of a policy handbook or resource manual

While there are certainly some local practices, it was encouraging how similarly each institution manages distance and online education. SECDEC members agreed to continue this discussion.

The second face to face meeting, held in Cedar Falls on November 19, 2019, focused on:

- How the three institutions can enhance their opportunities for internships in western Iowa, as well as on honing the mission of WIRRC and increasing outreach efforts.
- Higher Learning Commission visits to each institution.

- Ensuring data consistency for the Annual Distance Education Report.
- Discussion of the Degrees When Due Initiative.
- Institutional issues with state authorization requirements.

Other collaborations are also reviewed and maintained by SECDEC. For example, Regent universities continue to deliver courses through the Regents Alternative Pathway to Iowa Licensure (RAPIL) program to help talented professionals answer the call to teach. <https://iowateacherintern.org/>. In 2019, the RAPIL program recommended 32 individuals for initial Iowa Teacher Licensure. The Bachelor of Liberal Studies (BLS) available online through all three universities is an ongoing collaboration (Table 4).

Table 4: 2018-2019 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	278	190	197	<b>665</b>	-0.2% ↓
Graduates	68	85	41	<b>194</b>	-7.2% ↓
New Admissions	147	81	106	<b>334</b>	14.8% ↑
Liberal Studies Interest (SUI)	4			<b>1</b>	
<b>Bachelor of Applied Studies (SUI only)</b>					
Enrollment	166			<b>166</b>	-15.7% ↓
Graduates	51			<b>51</b>	15.9% ↑
New Admissions	53			<b>53</b>	-20.9% ↓

**Distance Education Program Highlights**

See university websites for lists of programs that are fully or partially available via distance education. Other highlights are described below.

[University of Iowa  
https://distance.uiowa.edu/](https://distance.uiowa.edu/)

Distance and Online Education Office (DOE) Exam Services staff worked closely throughout 2019 with several UI departments to plan and construct the North Campus Test Center (NCTC), which will open in January 2020. This 48-seat test center, which is located on the UI’s Iowa City campus, was universally designed to provide a better test environment not only for students with SDS accommodations, but also for students in online courses who are completing exams in person rather than using Proctorio.

The DOE instructional design team recently concluded a second iteration of our award winning faculty training program, Design4Online. This comprehensive program assists instructors at all experience levels in designing or redesigning online courses through the implementation of best practices and leading online pedagogy.

Design4Online is a 9-week hybrid course where faculty interact with online pedagogy and practice. The course includes six bi-weekly face-to-face meetings where faculty members and DOE instructional designers address topics related to online learning strategies and challenges.

The bi-weekly meetings are complemented by required online modules, which provide content and activities that faculty complete to implement effective online pedagogy, as well as one-one instructional design consultations. Participants collaborate in a community of practice with faculty and designers to explore and create leading online pedagogy, practices and research.

Tippie College of Business administrators and faculty partnered with DOE online course administration, instructional designers, media specialists and exam staff to launch an Online MBA Program for fall 2019. Initiating the Online MBA was a substantial project with an aggressive timeline; DOE dedicated extensive effort and resources to this partnership.

DOE Exam Services staff is working with ITS application developers to move proctored exam information and student proctored exam scheduling from a database managed in DOE into MAUI (UI's central database) and ICON (UI's learning management system). Transitioning these functions into more robust central systems will allow DOE Exam Services to provide students and faculty with more efficient service, and provide DOE staff access to better reporting tools. Plans are to begin using this new tool to manage proctored exams beginning summer 2020.

[Iowa State University](http://www.distance.iastate.edu/)  
<http://www.distance.iastate.edu/>

AdmitHub Implementation: Engineering-LAS Online Learning (ELO) fully implemented the AdmitHub supported AI chat/texting service for LAS and Engineering online students. Students now receive relevant information related to their online experience in a more timely fashion via a platform that they use more regularly than email. Additionally, the AI supported chat service allows students to receive faster responses 24/7 to their common questions the majority of the time. When "Cy" is unable to answer a support person responds. Anecdotal results indicate a reduction in missed drop/refund deadlines, course "crisis" calls related to proctoring and improved response rates with the service.

Joint Services Transcript Conversion Project: Engineering-LAS Online Learning (ELO) was awarded a Board of Regents grant to lead a project that converts Joint Services Transcript (JST) courses to general education courses. This JST conversion project will impact how military credit is applied at Iowa State by making the process more consistent and more efficient with faster responses for the prospective or current students with JST credits. While the majority of the beneficiaries are on campus students, this project allows the distance BLS student adviser to leverage the results to improve the experience and ease the process for prospective distance BLS students with military credits.

Dietetics Internship Program Growth: The Dietetics program at ISU has been the largest, fully accredited Dietetics Internship (DI) program in the nation, with about 160 interns per year. For those that complete the internship, a new master's in professional practice degree in dietetics (MPP-D) was approved in 2017 and implemented in the fall of 2018. Two cohorts of about 30 students each have been enrolled. This is in anticipation of the Commission on Dietetic Registration's requirement for entry level Registered Dietitians to have a master's degree by January 1, 2024. The DI and MPP will enroll students through 2021, thereafter they will combine to form a seamless master's degree program with the required practicum experiences. The ISU program has been approved as a demonstration model for a combined practicum and graduate degree program. The transition period of concurrent DI and MPP will end in August 2021. Thereafter ISU will offer a master's in professional practice in dietetics that fulfills the accreditation requirements. The online format, which is ideal for working professionals, will continue.

Ed.D. in Education (School of Education): The School of Education now offers a Doctorate in Education (Ed.D.) with an emphasis in:

1. P-12 systems-level leadership (inclusive of recommendation for licensure as a superintendent)
2. Community college leadership

This program was approved by the Iowa Board of Regents in the fall of 2018, and is designed to prepare students as “transformational, equity-focused leaders for education systems across the P-20 continuum”. Students who complete the program are prepared to work as leaders in school districts, community colleges, state departments of education, Area Education Agencies, and a variety of other educational and youth development agencies. The inaugural cohort began in the fall of 2019. New cohorts will start every two years. To best meet the needs of students, cohorts will be capped at 24 students, 12 per emphasis. Cohort-based programs promote professional networks and provide real-world case studies. The courses are flexible, in that they blend a mix of face-to-face, video streaming and online delivery.

Initiative: Quality Matters Peer Review: The College of Human Sciences (CHS) supports faculty who wish to take their online teaching to a higher level, by offering a path to become a certified Quality Matters Reviewer. Quality Matters (QM) is an international organization of over 60,000 members that is recognized as a leader in quality assurance for the design of online education. ISU is an institutional member of QM. Faculty selected for this intensive program will set the College of Human Sciences on a course to excellence in online teaching. This process begins with participants learning about peer-review, nationally recognized course design standards, and then using these standards to improve their own courses. Participants are then encouraged to continue to build their professional skill-set by becoming certified Quality Matter Course Reviewers and assisting other instructors in the college in the review of their courses. This creates a cycle of online excellence. One professor has already started the process.

#### Implications

- Enhanced student learning
- Address key CHS Core Learning Outcomes <http://www.hs.iastate.edu/academics/core-learning-outcomes/>
- Address CHS key initiative/s <http://www.hs.iastate.edu/about/key-initiatives/>
- Increase recruitment of new students to CHS majors
- QM course certification is a valuable marketing tool for attracting students to online certificate and degree programs
- Provide trained reviewers for other ISU programs
- Professional certification in course design and review
- Benefit to instructor
- College sponsored professional development
- Skills learned cross over to all modes of teaching
- Opportunity to network with other college and ISU instructors
- Opportunity for modest external financial revenue

[University of Northern Iowa](https://continuinged.uni.edu/distance)  
<https://continuinged.uni.edu/distance>

Key Outcomes/Indicators for Distance Education – University of Northern Iowa

- Served students at a distance in all 99 Iowa counties for the fourth consecutive year.
- The total number of duplicated enrollments in distance education courses reached an all-time high of 15,770, an increase of 1.5% from last year.

- Student assessments of key support services and delivery methods indicated that 92% of students were highly satisfied/satisfied with their experiences.
- Overall, 92% of students indicated they would be likely to recommend UNI's distance education program to a friend or colleague.

UNI implemented Salesforce as a Constituent Relationship Management (CRM) system. Manual systems of tracking prospective non-traditional learners have been replaced with the CRM ("ConnectUNI") which has enhanced the ability to manage interactions in support of recruitment, enrollment and retention of students.

UNI continued a productive collaboration with Allen College in a 3+1 and 2+2 partnership in which students earn a Bachelor of Arts in Health Sciences through UNI's Individual Studies Program. More than 90 students have enrolled in the program.

Building upon a long-standing partnership with DMACC in delivering an Elementary Education 2+2 program to place-bound students, UNI and DMACC have collaborated to create "UNI at DMACC," with a primary goal of providing degree completion pathways for non-traditional students. In support of this effort, UNI will locate admissions and support staff at the Des Moines Area Community College Urban Campus.

As part of an on-going effort to provide professional development opportunities that highlight best practices, UNI's 6th Annual Distance Education Conference was held in November 2018, with the theme of "Designing for Success: Tips, Strategies, and Tools to Help Students Succeed in Distance Education." More than 80 people attended from UNI and colleges and universities across the state.

### **New Programs and Courses**

#### **University of Northern Iowa**

During 2018-19, UNI developed 20 new online courses that met Quality Matters (QM) Standards, supporting the 40 degree, certificate and endorsement programs available at a distance.

UNI continued to expand coursework designed to meet specific needs among Iowa school districts, including a series of computer science courses designed for K-12 educators and a sequence leading to the 5-12 Physics and All-Science Endorsements. In response to an urgent mental health need among adolescents, UNI's School Psychology program has partnered with Green Hills AEA in Council Bluffs and Prairie Lakes AEA in Pocahontas to deliver graduate coursework through distance education that will add 10 new school psychologists to rural Iowa. Program delivery begins spring 2020.

In alignment with the BOR's goal of increasing educational access and Future Ready Iowa's goal of elevating the state's workforce, a Bachelor of Applied Science (BAS) program in Managing Business and Organizations (MBO) has been developed for online delivery. The degree completion program, available beginning fall 2020, is designed for graduates of two-year Associate of Applied Science (A.A.S.) programs. Coursework offered as part of the MBO program will also be available to students in the Bachelor of Liberal Studies program.

#### **University of Iowa**

Several programs added online, hybrid or off-campus locations in 2018-19.

- Bachelor of Science in Sport and Recreation Management, emphasis: Communications, Public Relations and Journalism

- Bachelor of Science in Sport and Recreation Management, emphasis: Interscholastic Activities Administration
- Bachelor of Science in Sport and Recreation Management, emphasis: Sport and Diversity
- Bachelor of Science in Sport and Recreation management, emphasis: Student designed (online and at Des Moines Pappajohn location)
- Graduate certificate: Aging and Longevity Studies
- Graduate certificate: Healthcare Management (at Des Moines Pappajohn location)
- Master of Social Work (hybrid program with on-campus component)

#### Iowa State University

Several programs added online options in 2018-19.

- Master of Science in Apparel, Merchandising, and Design
- Master of Science in Event Management
- Certificate in Family Well-Being in Diverse Society
- Certificate in Developmental and Family Sciences Advanced Research Design and Methods
- Certificate in Lifespan
- Doctor of Education (Ed.D.) in Education

#### **Western Iowa Regional Resource Center**

The Western Iowa Regents Resource Center (WIRRC) operates in partnership with four community colleges serving a 25-county region of western and southern Iowa. WIRRC functions with one full-time secretary/transfer specialist in Council Bluffs, one part-time coordinator in Sioux City, and part-time transfer specialists in Creston, Harlan, Sheldon and Sioux City.

Throughout 2018-19, WIRRC operated on three lines of effort in support of the Board of Regents Strategic Plan, the Regents Distance Education Strategic Plan, and the strategic plans of the three universities.

1. Personalized interaction with potential students
  - a. Transfer specialists met with 157 students to discuss transfer opportunities. The specialists presented in 11 College Experience classes at the community colleges, and conducted 39 sessions with students at the Sioux City Career Academy.
2. Promote distance education options
  - a. Identify community engagements. The Coordinator and transfer specialists conducted over 20 meetings with regional employers, participated in seven radio interviews, met with several high school guidance counselors and leaders at Area Education Agencies, and local education association representatives across the region. WIRRC was represented at four college fairs, three National Guard and two Army Reserve outreach events, and one corporate higher education fair.
3. Coordinate educational, cultural, and economic development outreach
  - a. Academic outreach events. WIRRC coordinated the delivery of outreach activities by Iowa State University to the Culinary program and by the University of Iowa Health Care to the Health Services program at the Sioux City Career Academy. WIRRC supported the participation of over 20 Sioux City Career Academy Fashion Design program students at Iowa State University's "Behind the Scenes" event. WIRRC coordinated a presentation by the chair of Iowa State University's Art department to area high school students in Sheldon. WIRRC facilitated a visit by the University of Iowa's College of Medicine to Northwest Iowa Community College to encourage enrollment in the Radiation Tech to BS in Radiation Sciences degree.

- b. Other outreach events. Iowa State University's Forward Learning Experience provided support to the STEM festival in Harlan. WIRRC coordinated with the University of Iowa's College of Public Health to bring the Business Leadership Network program to conduct a workshop with nearly 40 community leaders in Sioux City. This event led to a grant opportunity to the Siouxland District Health Department from the College of Public Health.

WIRRC challenges, opportunities, and planned efforts for the next academic year: WIRRC will seek to increase engagement with cultural outreach from the universities, and will increase its outreach to STEM-related activities across the region. Increased marketing in non-major metropolitan areas will help highlight distance education opportunities in areas with low bachelor's degree attainment. WIRRC staff will sustain or increase engagement with high school and community college students, while exploring effective ways to engage with older, non-traditional students. WIRRC will also engage with regional businesses and non-profit organizations to identify the feasibility of internships and research activities.

The Center remains challenged in delivering outreach activities due to the distance that faculty and staff from institutions must travel, and in some instances, concerns over costs. We will work to identify appropriate venues for video teleconferencing of outreach; however, face-to-face interactions have had the greatest impact, both in terms of exchanged information as well as perceptions of the institutions by area residents.

The Center receives significant support from representatives on the SECDEC, and from the transfer admissions representatives at each of the institutions. WIRRC will build on these relationships, and facilitate outreach activities by the institutions and build collaboration between the transfer specialists and transfer admissions representatives.

<b>State Appropriation</b>	<b>FY2019</b>
<b>WIRCC</b>	<b>\$272,161</b>

2018-19 Distance Education Credit Courses and Enrollment by Iowa Count

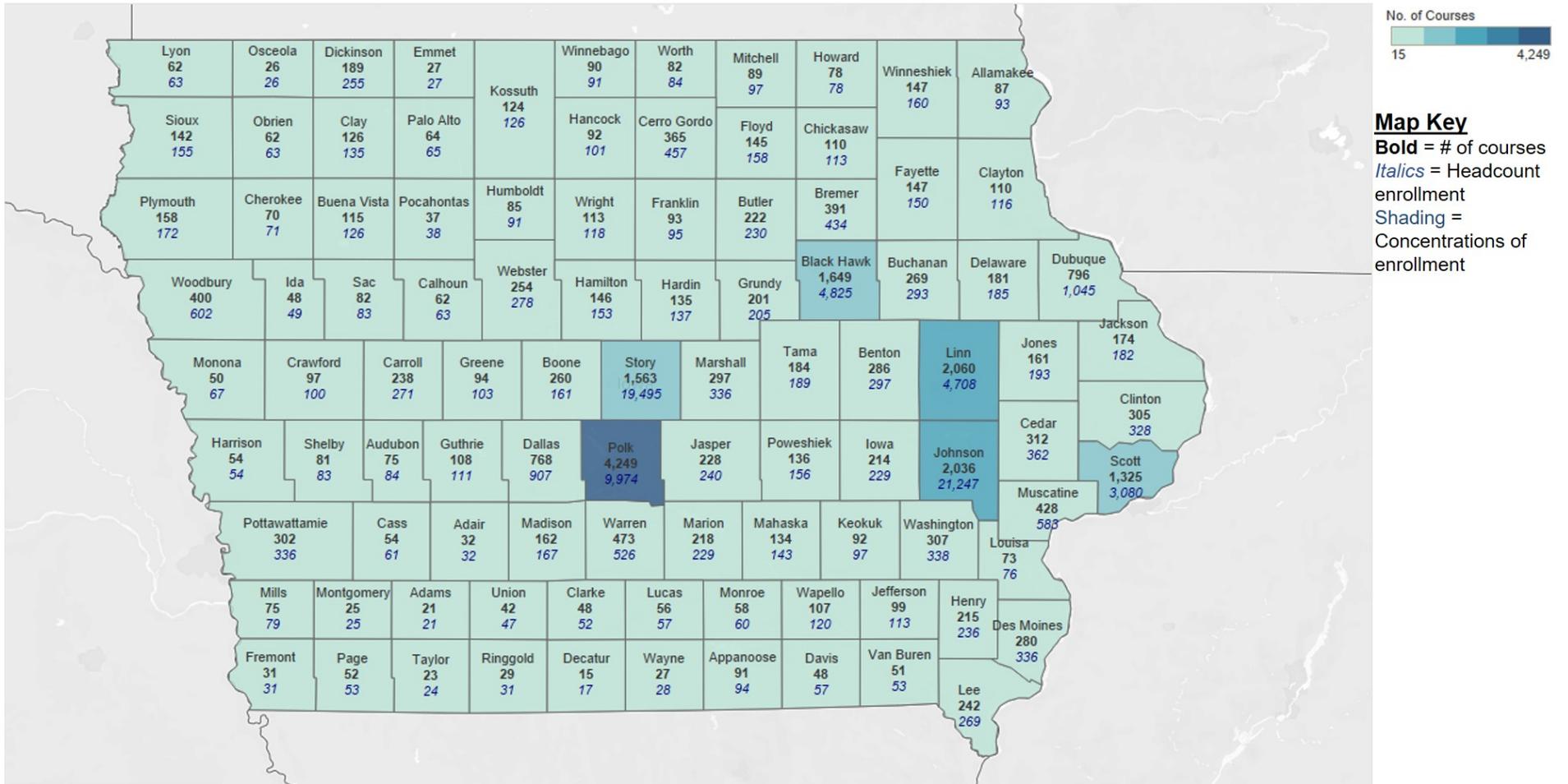


Figure 1: Each community is counted once. Total communities = 859, Total courses = 27136, total Iowa resident enrollment (duplicated) = 79,254

**TOP 2018-2019 CREDIT COURSE REGISTRATIONS BY LEVEL, INSTITUTION AND ACADEMIC UNIT**

<b>Academic Unit</b>	<b>SUI UG</b>	<b>SUI Grad</b>	<b>ISU UG</b>	<b>ISU Grad</b>	<b>UNI UG</b>	<b>UNI Grad</b>	<b>Total UG</b>	<b>Total Grad</b>	<b>Grand Total duplicated headcount</b>	<b>SUI Total Credit hours</b>	<b>ISU Total Credit hours</b>	<b>UNI Total Credit hours</b>	<b>Grand TOTAL Credit hours</b>
Humanities, Arts & Sciences	15,940	1,828	7,511	131	2,507	1,132	25,958	3,091	29,049	51,512	21,548	10,054	83,114
Business	8,069	5,625	3,737	670	235	633	12,041	6,928	18,969	38,725	12,737	2,367	53,829
Education	4,527	1,131	0	0	3,573	2,885	8,100	4,016	12,116	16,434	0	17,854	34,288
Engineering	504	33	4,550	991	0	0	5,054	1,024	6,078	1,482	16,405	0	17,887
Human Sciences	0	0	3,961	1,717	0	0	3,961	1,717	5,678	0	17,269	0	17,269
Ag & Life Sciences	0	0	4,601	905	0	0	4,601	905	5,506	0	14,884	0	14,884
Social & Behavioral Sciences	0	0	0	0	3,808	580	3,808	580	4,388	0	0	13,414	13,414
Nursing	1,112	1,455	0	0	0	0	1,112	1,455	2,567	7,051	0	0	7,051
Interdisciplinary	8,159	213	0	621	415	2	8,574	836	9,410	4,286	1,728	881	6,895
Medicine	1012	77	0	0	0	0	1,012	77	1,089	3,335	0	0	3,335
Design	0	0	1019	72	0	0	1,019	72	1,091	0	3,008	0	3,008
Public Health	109	282	0	0	0	0	109	282	391	1,149	0	0	1,149
Veterinary Medicine	0	0	6	40	0	0	6	40	46	0	136	0	136
Law	28	10	0	0	0	0	28	10	38	114	0	0	114
Pharmacy	65	2	0	0	0	0	65	2	67	67	0	0	67

TOP FIVE 2018-2019 TOP NON-CREDIT COURSE REGISTRATIONS  
BY INSTITUTION AND SUBJECT AREA

	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Ag and Natural Resources		197,682	1028	198,710	30.32%
4-H Youth Development		196,043		196,043	29.92%
Human Sciences		100,485		100,485	15.33%
Health Professions & Related Clinical Services	81,772			81,772	12.48%
Interpersonal & Social Skills	17,323			17,323	2.64%
Health-Related Knowledge & Skills	8,123			8,123	1.24%
Business, Management, Marketing & Related Services	5,448		2428	7,876	1.20%
All other non-credit registrations	5,793		0	5,793	0.88%
Community & Economic Development		4,345		4,345	0.66%
Education	0		1,743	1,743	0.27%
Family & Consumer Sciences/Human Sciences			902	902	0.14%
Physical Sciences			709	709	0.11%
Visual & Performing Arts			0	0	0.00%
Multi/Interdisciplinary Studies		0		0	0.00%
All other non-credit registrations	29,568		1,918	31,486	4.80%
<b>Total Registrations</b>	<b>148,027</b>	<b>498,555</b>	<b>8,728</b>	<b>655,310</b>	<b>100%</b>

UNIVERSITY OF IOWA

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Change from Prior Year
	Undergrad Courses	% Change from 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%
2017	1175	7.7%	67.61%	563	5.23%	32.39%	1,738	6.89%

	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 2017	6,029	3,015	16,903	8,490	6,300	23,567	14,519	9,315

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

**IOWA STATE UNIVERSITY**

Fiscal Year	Undergraduate DE Courses			Graduate DE Courses			Total DE Courses Sections	% Change from Prior Year
	Undergrad Courses	% Change from 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%
2018	502	2.4%	49.6%	511	-6.1%	50.4%	1,013	-2.0%

	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
Fall 2017*	2,493	1,606	7,246	6,562	5,228	17,748	9,055	6,834

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	% Change from Prior Year
	Undergrad Courses	% Change from 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%
2018	479	3.7%	51.5%	451	-0.4%	48.5%	930	1.6%

	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 2017*	2,529	1,623	6,480	2,750	2,208	7,450	5,279	3,831

\*Fall counts are end of term