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

2019-20 DISTANCE EDUCATION REPORT

Action Requested: Receive the 2019-20 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.

This report provides a deeper look into the pandemic-related impact on distance education that began in earnest in March 2020. Since much of the data reported reflects activities prior to that point in time, only data on areas like non-credit enrollment and bachelor of liberal studies (BLS) program admissions show signs of impact from the early stages of the pandemic in spring 2020. Each university also provides a summary of some aspects of the efforts and actions required to make the transition to nearly universal remote classrooms starting in mid-March 2020.

Table 1: Distance Education Summary

| Distance Education | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | % Change Over 5 Yrs |
|--|-----------|------------------------|-----------|-----------|-----------|--|
| Credit courses and programs¹ | | | | | | |
| No. of programs ² | 169 | 174 | 183 | 189 | 195 | 15.4%  |
| No. of course sections | 3,376 | 3,581 | 3,383 | 3,707 | 3,739 | 10.8%  |
| No. of student enrollments (dup) | 72,013 | 78,383 | 85,456 | 96,483 | 98,147 | 36.3%  |
| Total number of credit hours | 204,222 | 222,397 | 241,206 | 267,371 | 269,811 | 32.1%  |
| Non-credit courses | | | | | | |
| No. of student enrollments (dup) | 777,171 | 1,091,471 ³ | 745,229 | 723,004 | 589,013 | -24.2%  |

- 2019-2020 top subject areas with highest credit enrollment:
 - Humanities, Arts & Sciences; Business; and Education. Nearly two-thirds of credit distance education enrollments are in these three areas. (Attachment B)
- 2019-2020 top subject areas with the highest non-credit enrollment:
 - Agriculture and related sciences, Human Sciences, 4-H Youth Development and Health professions. These areas comprise 84% of the non-credit enrollments. (Attachment C)

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 In 2016-2017 the University of Iowa included training offered to university employees only

Introduction

Though in terms of distance education it started as a year much like most with expanded program offerings for students, faculty development and new technology and tool adoption, the 2019-2020 academic year ended like no one could have anticipated. As the institutions moved quickly to keep their communities safe, faculty, teaching assistants, instructional designers, help desk staff and so many others were asked to transition as many classes as was possible to distance delivery. This report includes some of data and metrics that reflect this shifted context, but it cannot possibly capture the thousands of hours, the creative solutions, the efforts which lost momentum, and the new opportunities to serve students that came as a result of the pandemic that interrupted the spring 2020 semester.

Looking ahead, all three institutions recognize that given the combination of enrollment uncertainties and a desire to leverage investments made in online teaching, it seems likely that a large segment of institutions will move aggressively in expanding online offerings and the competition for non-traditional students will continue to escalate. This assumption is integral to the long-range efforts of each institution individually, and in their collaborative work.

This report begins with a summary of some of the work and decisions that occurred at each university to enable the spring 2020 semester to be completed, and set the stage for numerous changes and efforts over the summer to prepare for the next academic year. The information and data on program outcomes and accomplishments can all be viewed with this context.

Covid-19 Response

Iowa State University

On March 11, 2020, Iowa State University announced it would move all classes online for the two-week period following Spring Break (March 23 – April 3). This decision pertained to lectures, discussion sections, seminars and similar learning activities conducted in classroom settings. This decision, and others related to the institutional changes due to COVID-19, were guided by two overarching principles:

1. Protecting the health and safety of faculty, staff, students, and visitors by reducing the transmission risk associated with COVID-19.
2. Ensuring academic continuity so that students continue making progress toward their degrees.

Within 10 days, Iowa State's faculty transitioned more than 6,000 courses/course sections to virtual instruction, ensuring students would be able to maintain progress toward their degrees. At the start of spring 2020 semester, only 528 (7%) courses/course sections were offered online. A majority of the spring courses were moved into Canvas, the university's learning management system, which required faculty to make changes to course content, pedagogical approach, assignments and exams. ISU resumed the spring 2020 semester with courses fully online the Monday following Spring Break. There were no delays to restarting the semester.

A subsequent decision was made to continue teaching all courses online for the remainder of spring semester and through summer sessions 2020. The Center for Excellence in Learning and Teaching (CELT) immediately expanded their online resources related to [teaching with technology](#) including: online course design, engaging students online, equity and inclusion in the online learning environment, instructional strategies and tools, and academic integrity in online courses. They also developed an extensive catalog of synchronous and self-paced virtual training sessions

on these topics, plus others, for faculty. As well, CELT implemented a CELT Response Team program where instructional design experts are available daily for individual consultations and assistance with online instruction. Many faculty have accessed CELT resources as noted below:

- Increased website usage and access of digital resources (March 2020, over 36,000 unique visitors, June 2020, over 41,000 unique visitors, September 2020, over 56,000 unique visitors)
- CELT received approximately 40% more emails and phone call during spring semester
- From March-December 2020 CELT offered 69 synchronous programs totally 91 hours of programming, and 787 faculty and staff participated in these
- Summer Course Re/Design Institute had 113 participants and the less intensive Course Re/Design Clinic had 27 participants

In April, ISU created the Academic Continuity Working Group (ACWG) as part of the university's Emergency Operations response. The ACWG is an institution-wide committee with members from the Provost's Office, each college, CELT, departmental chairs, student government leadership and the Dean of Students Office. The ACWG is led by the Associate Provost for Academic Programs and has been in continuous operation since April meeting weekly to address a myriad of issues that have arisen over the past nine months. ACWG developed and implemented university strategy, policies and processes related to COVID-19's impact on academics.

Student success and academic continuity was prioritized throughout the tumultuous spring, summer and fall semesters. Input from students was collected directly through surveys and discussion with student leaders, and indirectly through student service offices, the Dean of Students Office and faculty. This input guided action needed to support students. Examples of actions taken include:

- Adding WiFi access points around campus including the football stadium and county Extension Office for drive up access
- Implementing a long-term laptop loaner program and WiFi hot spot checkout through the ISU Library
- Creating some uniformity in how online courses are organized using a new ISU template for Canvas
- Increasing and promoting student mental health resources including tele-health, virtual appointments, and online resources
- Moving student support services such as academic advising, supplemental instruction, and tutoring to virtual formats
- Modifying university policies and deadlines to allow students maximum flexibility including a temporary student-centric Pass/Not Pass policy, allowing late course drops and temporarily relaxing parameters on academic standing such as warning and probation.

Student input also highlighted their support of our faculty and appreciation for how faculty navigated teaching and personal challenges brought on by the pandemic. Faculty have risen to the challenge of teaching online, though it is evident that engagement (student/instructor, student/student, and student/course content) is essential to student learning and our students highly value that as part of their educational experience.

Institutional policies and processes continued to evolve throughout 2020 response to COVID-19. Timely and widely distributed communication across the institution remained a priority as the pandemic continued. The [COVID-19 Response website](#) provides information for faculty, staff and students. Additionally, there has been increased communication to parents regarding students' academic experiences.

University of Northern Iowa

Overall, the University of Northern Iowa responded to COVID-19 and “emergency online teaching” in March 2020 by focusing on [transparency and open communication](#), [creating structures/processes](#) to make use of information/data to establish protocols and guide decisions, adjusting processes, and affirming our core values of supporting student success and providing engaged learning opportunities, regardless of delivery mode.

The increase in the time needed to prepare and teach online profoundly impacted the work of faculty. While instructional support systems were enhanced and work accommodations were implemented, faculty reported significant stress in both their professional and personal lives -- including concerns about teaching, promotion and tenure, health/safety, and balancing care for family members. The challenges have carried forward, especially for faculty currently teaching in-person courses which serve students who are quarantining. Faculty are essentially teaching a face-to-face class, an online class, and a hybrid/blended course – all within a single offering. Student absenteeism has presented challenges for which no easy answers exist.

Prior to COVID-19, comprehensive training in the use of educational technology tools was well established, as well as Quality Matters (QM) professional development workshops (best practices in online course design). However, the sudden shift from 90 percent in-person courses to 100 percent online delivery presented significant challenges for all faculty. In response to this need, a [comprehensive instructional resource page](#) was developed, additional professional development was delivered, and individual consultations were available to faculty.

Data about the impacts on students was collected through surveys, discussions with student leaders, and ongoing conversations with faculty members, support staff and administrators. Findings indicated that students were keenly aware of challenges faculty faced in the move to online instruction, and they consistently expressed appreciation for adjustments made. Evidence indicates that student cooperation with safety protocols on campus was high.

Challenges reported by students included:

- limited access to reliable high-speed WIFI and appropriate devices
- increased distractions and competing obligations within home environments
- struggles with staying motivated and keeping up with a full load of online courses and deadlines
- variations in course design and communication methods across online courses
- a sense of loss of in-person communication and face-to-face interactions
- challenges with group projects and group presentations in virtual environments
- time zone differences for international students

In response, wireless hotspots were added in local areas accessible by vehicle, and laptops were available to students for check out. [Faculty members were encouraged to convey understanding and provide flexibility for students who encountered challenges](#) -- in particular, for students who experienced challenges with technology or internet access. UNI’s Counseling Center services and resources, including tele-therapy were available to students. To help foster consistent communication, faculty were encouraged to make use of instructional support services/resources and to use a single channel for communication and content delivery (i.e., the Blackboard Learning Management System). The videoconferencing platform, Zoom, was widely used to help maintain

the structure and feel of in-person classes – though some students reported they lacked adequate bandwidth to participate in real time.

Comprehensive remote academic support was available to all students. In addition, temporary [changes to academic deadlines and policies](#) were made to help students navigate the challenges associated with COVID-19. In addition, [prorated adjustments were made to a variety of fees](#) based on the closure of campus in March.

Overall, COVID-19 required the creation of structures and processes to support rapid analysis and decision making. Key individuals served on working groups that were charged with analyzing data and making recommendations. The process was difficult as the guidelines and declarations made at the county, state and national levels were moving targets. Timely and accurate communication to faculty, staff, and students was identified as a critical strategy early in the process. A unified landing page, "[Forward Together](#)," was created to serve as a single source of information and as a repository for all COVID-19 communication. The site included updates and resources available to help keep students and employees informed and reduce stress.

Feedback from students consistently affirmed the value placed on in-person instruction and on-campus interactions. In addition, data suggested differences between the design and delivery of online courses taught in an emergency teaching mode vs. the more comprehensive (and time intensive) Quality Matters approach to the development of online courses that meet standards of best practice. While standards of practice were in place during emergency online teaching, the degree to which faculty effectively integrated technologies in their teaching was perceived by students to be uneven.

University of Iowa

In March 2020 the Critical Incident Management Team at SUI directed two units, Distance and Online Education (DOE) and the Office of Teaching, Learning and Technology (OTLT), to create a cross-functional team called the Remote Instruction Team (RIT). The RIT, which was comprised of three members each from DOE and OTLT, was charged with providing seamless support to faculty and instructors moving between in-person and online course-delivery modes.

The RIT, with the help of staff from DOE and OTLT, mobilized quickly, providing extensive support to faculty by:

- Creating the From Pandemic to Planned website ([Keep Teaching site](#))
- Offering customized support to faculty
- Offering Zoom drop-in sessions twice daily
- Providing training in use of the LMS template to help instructors organize content and delivery in a manner consistent across all courses: <https://teach.uiowa.edu/preparing-your-virtual-course>
- Providing topical workshops (e.g. Teaching Large Lectures Online)
- Offering college and department-specific training sessions on multiple topics (recorded and available for repeated viewings) <https://teach.uiowa.edu/recorded-webinars>.

Since mid-April, the RIT has provided more than 360 individual faculty and instructor consultations and training sessions, with 1,868 attendees. These resources have been critical to maintaining a

quality education for all students during the spring and fall semesters. For winter and spring session 2021, the RIT sent a reminder to all Associate Deans for Faculty as well as the IT Directors of each college to remind their faculty of the resources developed to support teaching during the pandemic. Trainings resume on January 5th: <https://teach.its.uiowa.edu/events/upcoming>.

Resources were also available for students to support their transition to online learning. The RIT developed a “Keep Learning at Iowa” website that had study resources as well as materials to help students prepare for online learning (<https://teach.uiowa.edu/keep-learning-iowa>). Additionally, “Success@Iowa,” an online course to help incoming first-year and transfer students successfully transition to the SUI, included a new module titled, “Virtual Learning Success Strategies,” to help students learn about successful academic behaviors for online learning. Finally, other academic support resources, such as Supplemental Instruction, tutoring, and Learning Assistants, went virtual as well.

Faculty and advisors were encouraged to support students to the greatest extent possible as they too transitioned into an online learning environment. Students were provided the opportunity to opt for Pass/No pass grades in the spring of 2020, and to drop classes until the last day of the semester in fall 2020.

Residence halls remained open for students unable to leave campus, and specific areas were set up for students needing to isolate or quarantine.

The University Counseling Service moved swiftly to acknowledge the mental health implications of COVID-19 on students; UCS accelerated tele-health services and provided continual public messages of the need for self-care and support during this unprecedented and challenging time.

Beginning in March 2020, the Associate Provost for Undergraduate Education and Dean of University College convened COVID-19 Updates and Academic Planning meetings so that Associate Deans, Directors and other campus partners could receive updates, raise concerns and ask questions regarding the impact of COVID-19 on all aspects of the academic enterprise.

A COVID-19 update was published three times per week, documenting the number of cases among students and faculty/staff, and providing updates on a range of topics including campus operations and planning, available resources, and information about the evolution of COVID-19. Faculty, students and staff were encouraged to be informed, to get help when needed, and to be mindful of our community—the trends, the needs, and the disparate impact of this pandemic.

Distance Education Student Enrollment

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; for graduate credit courses, on-site instruction at extended campus locations is a significant delivery mode as well. These courses are typically at locations in Des Moines, the Quad Cities, Sioux City and other communities around the state.

Table 2: 2019-2020 Distance Education Enrollments by Level

| Mode | UG Enrollment | | | Grad. Enrollment | | | Credit Enrollment Total | | | Non-Credit Enroll. Total | | |
|-----------------------------|---------------|---------------|---------------|------------------|--------------|--------------|-------------------------|---------------|---------------|--------------------------|----------------|---------------|
| | SUI | ISU | UNI | SUI | ISU | UNI | SUI | ISU | UNI | SUI | ISU | UNI |
| Web-based | | | | | | | | | | | 105,105 | |
| 1. Semester based courses | 36,408 | 27,316 | 9,057 | 5,292 | 4,194 | 2,648 | 41,700 | 31,510 | 11,705 | 6,293 | | 16,401 |
| 2. Guided independent study | | | 688 | | | 118 | | | 806 | 19,279 | | |
| On-Site | 1,187 | 28 | 589 | 4,586 | 635 | 1,217 | 5,773 | 663 | 1,806 | 104,973 | 315,317 | 4,036 |
| Other Off-Campus | | | 1,070 | | 200 | 116 | | 200 | 1,186 | 17,609 | | |
| Hybrid courses | 578 | | 451 | 1,305 | | 464 | 1,883 | | 915 | | | |
| TOTAL | 38,173 | 27,344 | 11,855 | 11,183 | 5,029 | 4,563 | 49,356 | 32,373 | 16,418 | 148,154 | 420,422 | 20,437 |

A snapshot of enrollment in just the fall term shows that overall growth in distance education continues, but it is predominantly because students enrolled in both distance and on-campus courses in the same term. This aligns with national data indicating that most distance education students (80% on average) at public institutions live in the state where the institution is located.⁴ Enrollment in only distance education courses has decreased at all three institutions for the second consecutive year (unduplicated headcount, total course enrollments and total credit hours) (Table 3). The fall 2019 term was not impacted by the Covid-19 pandemic, so it is not useful to infer future trends based on this data.

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 2019 | | | | | | | | | |
| SUI | 2,942 | 6,307 | 18,303 | 12,663 | 16,103 | 38,762 | 15,605 | 22,410 | 57,065 |
| ISU | 1,357 | 2,321 | 6,652 | 7,161 | 9,344 | 26,029 | 8,518 | 11,665 | 32,681 |
| UNI | 1,264 | 1,963 | 5,054 | 2,476 | 3,225 | 8,667 | 3,740 | 5,188 | 13,721 |
| TOTAL | 5,563 | 10,591 | 30,009 | 22,300 | 28,672 | 73,458 | 27,863 | 39,263 | 103,467 |
| 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 |
| TOTAL | 5,811 | 10,935 | 31,464 | 21,334 | 26,897 | 69,421 | 27,145 | 37,832 | 100,885 |
| 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 |
| TOTAL | 6,244 | 11,051 | 30,629 | 13,736 | 17,802 | 48,765 | 19,980 | 28,853 | 79,394 |

⁴ NC-SARA Data Report: Fall 2019 Distance Education Enrollment & 2019 Out-of-State Learning Placements. Accessed January 19, 2021 at: <https://nc-sara.org/sites/default/files/files/2020-12/NC-SARA.AnnualDataReport.December2020.pdf>

Collaborative Efforts Among Regent Universities

The State Extension, Continuing, and Distance Education Council maintained its schedule of monthly meetings in 2019-2020. This Council provides a collaborative and engaged space in which institutional representatives share best practices, address current topics and offer supportive feedback ensuring that all Regent institutions, while different in some respects, share a commitment to providing consistent and quality distance and online educational opportunities across the state.

Among the efforts during the reporting period, the universities:

- compared and benchmarked key processes
- collaborated in the development of distance education presentations requested by the BOR Advisory Group
- supported and coordinated efforts with Western Iowa Regents Resource Center and Lakeside Laboratory
- worked collaboratively on the Degrees When Due (DWD) initiative

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 2020, the RAPIL program recommended 26 individuals for initial Iowa Teacher Licensure, with an additional 57 currently enrolled in either classes or the internship year. The Bachelor of Liberal Studies (BLS) available online at all three universities is an ongoing collaboration, though variations exist in some program options and requirements (Table 4). The decrease in new enrollments in 2019-2020 is noteworthy and at least partially explained by the impact of a looming pandemic on recruitment into these programs starting as early as January 2020.

Table 4: 2019-2020 Bachelor of Liberal Studies and Bachelor of Applied Studies Participation

| PROGRAM | SUI | ISU | UNI | TOTAL | % change from Prior Year |
|---|-----|-----|-----|------------|--------------------------|
| Bachelor of Liberal Studies | | | | | |
| Enrollment | 268 | 188 | 205 | 661 | -0.1% |
| Graduates | 67 | 80 | 46 | 193 | -0.1% |
| New Admissions | 118 | 80 | 71 | 334 | -19.5% ↓ |
| Liberal Studies Interest (SUI) | 1 | | | 1 | 0.0% |
| Bachelor of Applied Studies (SUI only) | | | | | |
| Enrollment | 125 | | | 125 | -24.7% ↓ |
| Graduates | 30 | | | 30 | -41.1% ↓ |
| New Admissions | 31 | | | 31 | -60.0% ↓ |

Distance Education Program Offerings

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

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

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

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

New Distance Learning Programs

| Instit. | Degree or Certificate | Program Major*** | Delivery Method/Site(s) | Requires an on-campus component. |
|----------------|------------------------------|---|---|---|
| SUI | CERT (UG) | Event Management | Online | |
| SUI | MS | Engineering and Information Technology <i>Information Technology</i> | Davenport (John Deere Davenport Works) | |
| SUI | MS | Engineering and Information Technology <i>Mechanical Technology</i> | Davenport (John Deere Davenport Works) | |
| SUI | MSW | Social Work | Hybrid | x |
| ISU | MRED | Master of Real Estate Development | Hybrid | x – 3 times |
| ISU | Certificate | Supply Chain Management | Online | |
| ISU | MBA | Ivy Executive Master of Business Administration (EMBA) | Hybrid | x |
| UNI | Ed.S. | Educational Psychology: School Psychology | Hybrid | x |

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 part-time coordinator in Sioux City, one full-time secretary/transfer specialist in Council Bluffs, along with part-time transfer specialists in Creston, Harlan, Sheldon and Sioux City.

WIRRC operates 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. The lines of effort are:

- Personalized interaction with potential students,
- Promote distance education options, and
- Coordinate educational, cultural, and economic development outreach

Personalized Interaction

Transfer specialists met with 146 students to discuss transfer opportunities. This is a decline of 7% from the previous year, a decrease entirely due to the effects of the pandemic. Prior to the campus closures in March, the specialists had seen an increase of 15% in prospective students. The specialists interacted with 16 College Experience classes at the Community Colleges, five new student orientations, and 19 sessions with students at the Sioux City Career Academy.

Community Engagements

The Coordinator and transfer specialists conducted over 20 meetings with regional employers, participated in eight radio interviews, met with several high school guidance counselors, and leaders at Area Education Agencies. WIRRC representatives also delivered three service club presentations, participated in six transfer fairs, one Army Reserve outreach event, and two corporate or hospital higher education fairs.

Outreach Events

WIRRC coordinated the delivery of an outreach event by the Iowa Center for Agricultural Safety and Health to the Agricultural program at Southwestern Community College in Creston. A planned event in Mapleton was cancelled due to the pandemic. Transfer specialists helped implement and promote the visit by University of Northern Iowa transfer recruiters to campuses in Creston, Council Bluffs, Harlan, Sheldon, and Sioux City, resulting in over 100 potential student leads. The University of Iowa's Young Writers Workshop, aimed at both students and teachers, had been coordinated for Sioux City but cancelled due to the pandemic. The Center coordinated interaction between Iowa State University's Aerospace Engineering program and the Atlantic school district's Aviation STEM program. The Center had coordinated with the Northwest AEA for a professor from UNI to present at a professional development conference during the summer of 2020, but was cancelled due to the pandemic.

Iowa State University's Forward Learning Experience provided support to the STEM festival in Cherokee. Planned events in Avoca, Clarinda, Earlham, and Oakland were cancelled due to the pandemic. WIRRC coordinated with the University of Iowa's Grant Wood Art Colony to interact with Iowa Western Community College art students in Council Bluffs and to conduct printmaking art projects in Harlan.

Planning for Future

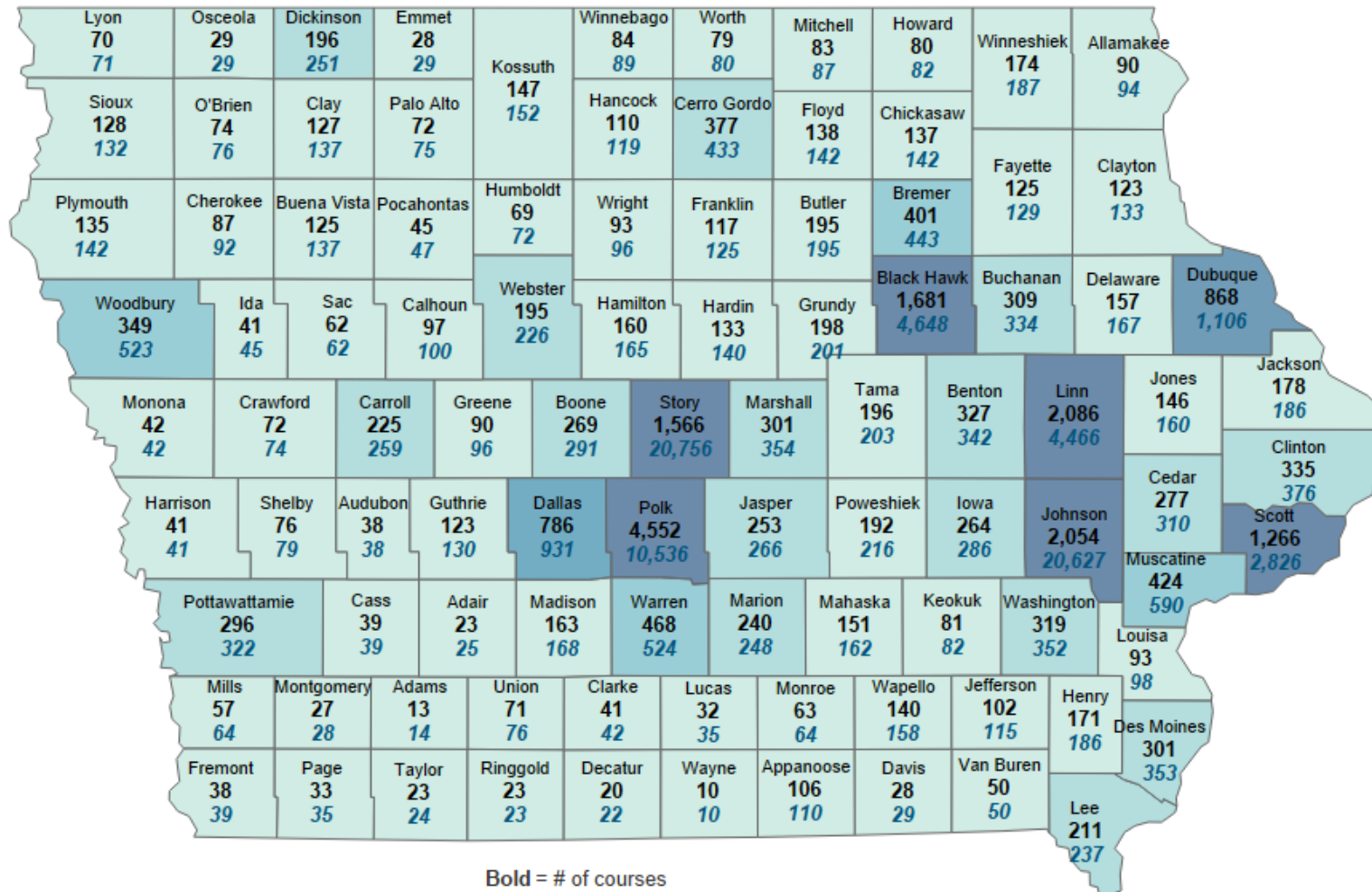
WIRRC will seek to increase virtual engagement with cultural opportunities from the universities given the limitations created by the pandemic. WIRRC will increase focus on marketing to existing community college students and alumni to generate more transfers, as well as maintaining a marketing presence in areas with low bachelor's degree attainment. WIRRC will coordinate with Lakeside Lab to generate greater collaboration with regional community colleges. In addition, staff will 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 the institutions must travel, and in some instances, concerns over costs. Staff will work to identify appropriate venues for web conferencing; 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. Ideally, web conferencing in the near-term will be a mechanism to generate increased face-to-face interactions for the succeeding academic year.

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

| State Appropriation | FY20 |
|----------------------------|------------------|
| WIRCC | \$272,161 |

2019-20 Distance Education Credit Courses & Enrollment by Iowa County



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

TOP 2019-2020 CREDIT COURSE REGISTRATIONS BY LEVEL, INSTITUTION AND ACADEMIC UNIT

| Academic Unit | SUI UG | SUI Grad | ISU UG | ISU Grad | UNI UG | UNI Grad | Total UG | Total Grad | Grand Total duplicated headcount | SUI Total Credit hours | ISU Total Credit hours | UNI Total Credit hours | Grand TOTAL Credit hours |
|------------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|---------------|--|---------------------------------|---------------------------------|---------------------------------|-----------------------------|
| Humanities, Arts & Sciences | 15,519 | 1,912 | 8,611 | 114 | 2,291 | 1,005 | 26,421 | 3,031 | 29,452 | 50,594 | 24,598 | 9,338 | 84,530 |
| Business | 7,269 | 5,836 | 4,359 | 904 | 437 | 480 | 12,065 | 7,220 | 19,285 | 37,091 | 15,242 | 2,458 | 54,791 |
| Education | 4,366 | 1,350 | 0 | 0 | 4,438 | 2,431 | 8,804 | 3,781 | 12,585 | 16,588 | 0 | 16,734 | 33,322 |
| Interdisciplinary | 8,614 | 204 | 17 | 668 | 569 | 58 | 9,200 | 930 | 10,130 | 15,948 | 1,925 | 1,489 | 19,362 |
| Engineering | 446 | 15 | 4,715 | 854 | 0 | 0 | 5,161 | 869 | 6,030 | 1,328 | 16,576 | 0 | 17,904 |
| Human Sciences | 0 | 0 | 3,719 | 1,647 | 0 | 0 | 3,719 | 1,647 | 5,366 | 0 | 15,848 | 0 | 15,848 |
| Ag & Life Sciences | 0 | 0 | 4,724 | 763 | 0 | 0 | 4,724 | 763 | 5,487 | 0 | 15,015 | 0 | 15,015 |
| Social & Behavioral Sciences | 0 | 0 | 0 | 0 | 4,120 | 589 | 4,120 | 589 | 4,709 | 0 | 0 | 14,627 | 14,627 |
| Nursing | 947 | 1,555 | 0 | 0 | 0 | 0 | 947 | 1,555 | 2,502 | 7,008 | 0 | 0 | 7,008 |
| Design | 0 | 0 | 1,189 | 42 | 0 | 0 | 1,189 | 42 | 1,231 | 0 | 3,419 | 0 | 3,419 |
| Medicine | 823 | 70 | 0 | 0 | 0 | 0 | 823 | 70 | 893 | 2,726 | 0 | 0 | 2,726 |
| Public Health | 92 | 239 | 0 | 0 | 0 | 0 | 92 | 239 | 331 | 990 | 0 | 0 | 990 |
| Veterinary Medicine | 0 | 0 | 10 | 37 | 0 | 0 | 10 | 37 | 47 | 0 | 144 | 0 | 144 |
| Pharmacy | 84 | 2 | 0 | 0 | 0 | 0 | 84 | 2 | 86 | 86 | 0 | 0 | 86 |
| Law | 13 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 13 | 39 | 0 | 0 | 39 |

TOP FIVE 2019-2020 TOP NON-CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA

| | SUI | ISU | UNI | REGENT TOTAL | PERCENT OF REGENT TOTAL |
|--|----------------|----------------|---------------|----------------|-------------------------|
| Ag, Natural Resources & Conservation | | 212,831 | 1,867 | 214,698 | 36.5% |
| 4-H Youth Development | | 97,888 | | 97,888 | 16.6% |
| Human Sciences | | 99,893 | | 99,893 | 17.0% |
| Health Professions & Related Clinical Services | 82,620 | | | 82,620 | 14.0% |
| Health-Related Knowledge & Skills | 8,332 | | | 8,332 | 1.4% |
| Business, Management, Marketing & Related Services | | | 14,990 | 14,990 | 2.5% |
| Community & Economic Development | | 9,810 | | 9,810 | 1.7% |
| Education | 9,172 | | 1,847 | 11,019 | 1.9% |
| Physical Sciences | | | 239 | 239 | 0.0% |
| Visual & Performing Arts | 6,555 | | 360 | 6,915 | 1.2% |
| Basic Skills | 14,784 | | | 14,784 | 2.5% |
| All other non-credit registrations* | 26,691 | | 1,134 | 27,825 | 4.7% |
| Total Registrations | 148,154 | 420,422 | 20,437 | 589,013 | 100.0% |

*ISU Extension and Outreach has four primary program units from which educational programs are offered: Agricultural and Natural Resources (ANR), Community and Economic Development (CED), Human Sciences, and Youth Development (4-H).

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 | | |
| 2010-11 | 577 | 12.9% | 63.4% | 333 | 7.1% | 36.6% | 910 | 10.7% |
| 2011-12 | 624 | 8.2% | 65.3% | 332 | -0.3% | 34.7% | 956 | 5.1% |
| 2012-13 | 674 | 8.0% | 64.1% | 378 | 13.9% | 35.9% | 1,052 | 10.0% |
| 2013-14 | 694 | 3.0% | 63.1% | 406 | 7.4% | 36.9% | 1,100 | 4.6% |
| 2014-15 | 794 | 14.4% | 66.6% | 398 | -2.0% | 33.4% | 1,195 | 8.4% |
| 2015-16 | 846 | 6.6% | 65.1% | 454 | 14.1% | 34.9% | 1,300 | 9.1% |
| 2016-17 | 977 | 15.5% | 67.2% | 477 | 5.1% | 32.8% | 1,454 | 11.9% |
| 2017-18 | 1175 | 7.7% | 67.61% | 563 | 5.23% | 32.39% | 1,738 | 6.89% |
| 2018-19 | 1,169 | -0.51% | 66.42% | 591 | 4.97% | 33.57% | 1,760 | 1.27% |
| 2019-20 | 1,138 | -2.65% | 64.55% | 625 | 5.75% | 35.45% | 1,763 | 0.17% |

| Term* | 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 2018 | 6,370 | 2,961 | 18,521 | 14,966 | 12,069 | 35,807 | 21,336 | 15,030 |
| Fall 2019 | 6,307 | 2,942 | 18,303 | 16,103 | 12,663 | 38,762 | 22,410 | 15,605 |

*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 | | |
| 2010-11 | 254 | 5.8% | 34.6% | 481 | 9.3% | 65.4% | 735 | 8.1% |
| 2011-12 | 295 | 16.1% | 36.7% | 508 | 5.6% | 63.3% | 803 | 9.3% |
| 2012-13 | 379 | 28.5% | 42.0% | 523 | 3.0% | 58.0% | 902 | 12.3% |
| 2013-14 | 411 | 8.4% | 43.7% | 529 | 1.1% | 56.3% | 940 | 4.2% |
| 2014-15 | 373 | -9.2% | 41.2% | 533 | 0.8% | 58.8% | 906 | -3.6% |
| 2015-16 | 417 | 11.8% | 44.0% | 530 | -0.6% | 56.0% | 947 | 4.5% |
| 2016-17 | 446 | 7.0% | 45.8% | 528 | -0.4% | 54.2% | 974 | 2.9% |
| 2017-18 | 490 | 9.9% | 47.4% | 544 | 3.0% | 52.6% | 1,034 | 6.2% |
| 2018-19 | 502 | 2.4% | 49.6% | 511 | -6.1% | 50.4% | 1,013 | -2.0% |
| 2019-20 | 556 | 4.9% | 52.0% | 514 | -5.2% | 48.0% | 1,070 | -0.2% |

| Term* | 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 |
| Fall 2018 | 2,311 | 1,443 | 6,812 | 8,833 | 6,825 | 24,466 | 11,144 | 8,268 |
| Fall 2019 | 2,321 | 1,357 | 6,652 | 9,344 | 7,161 | 26,029 | 11,665 | 8,518 |

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 | | |
| 2010-11 | 382 | 6.1 % | 52.1% | 351 | -3.6 % | 47.9% | 733 | 1.2% |
| 2011-12 | 470 | 23.0 % | 54.5% | 393 | 12.0 % | 45.5% | 863 | 17.7% |
| 2012-13 | 456 | -3.0 % | 52.4% | 414 | 5.3 % | 47.6% | 870 | 0.8% |
| 2013-14 | 486 | 6.6 % | 52.9% | 432 | 4.3 % | 47.1% | 918 | 5.5% |
| 2014-15 | 470 | -3.3% | 51.1% | 449 | 3.9% | 48.9% | 919 | 0.1% |
| 2015-16 | 470 | 0.0% | 49.6% | 478 | 6.5% | 50.4% | 948 | 3.2% |
| 2016-17 | 462 | -1.7% | 50.5% | 453 | -5.2% | 49.5% | 915 | -3.5% |
| 2017-18 | 479 | 3.7% | 51.5% | 451 | -0.4% | 48.5% | 930 | 1.6% |
| 2018-19 | 508 | 6.1% | 58.4% | 362 | -19.7% | 41.6% | 870 | -6.5% |
| 2019-20 | 563 | 10.8% | 62.4% | 339 | -6.4% | 37.6% | 902 | 3.7% |

| Term* | 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 2018 | 2,254 | 1,407 | 6,131 | 3,098 | 2,440 | 9,148 | 5,352 | 3,847 |
| Fall 2019 | 1,963 | 1,264 | 5,054 | 3,225 | 2,476 | 8,667 | 5,188 | 3,740 |

*Fall counts are end of term