

Contact: Diana Gonzalez

2011-2012 DISTANCE EDUCATION REPORT

Action Requested: Receive the 2011-2012 Distance Education Report.

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

The public universities address the Board’s Distance Education Strategic Plan by providing distance education programming to citizens throughout the state and beyond. For many people, attending classes on campus would be impossible. Distance education addresses those needs through a variety of formats, including off-campus classes, guided independent study, the Iowa Communications Network (ICN), the worldwide web, and other digital and electronic media. Public university distance education programs continue to reach students who live and work in communities throughout Iowa.

In 2011-2012, the total duplicated enrollment in credit courses was 48,524, which is an increase of 5,642 (+13.2%) from the prior year. The total duplicated enrollment in credit courses was 31,046 across 573 communities in all 99 Iowa counties (Attachment A); this represents an enrollment increase of 4,351 (+16.3%) and an increase of 37 communities (+6.9%) from the prior year. The total statewide duplicated enrollment in non-credit offerings was 556,432 which is an increase of 43,366 (+8.5%) from the prior year. While there was a significant enrollment decrease in Family and Consumer Science (-76,036) offerings, there was a major enrollment increase in Agriculture and Related Sciences (+92,181) offerings.

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

	07-08	08-09	09-10	10-11	11-12
Credit courses and programs¹					
No. of programs ²	222	209	220	231	231
No. of course sections	2,003	1,999	2,168	2,304	2,460
No. of student enrollments (dup)	31,448	34,121	37,881	42,882	48,524
Non-credit courses					
No. of student enrollments (dup)	564,617	581,807	537,555	513,066	556,432

¹ Only off-campus courses and programs are included. These are delivered in such formats as off-campus classes, guided independent study, ICN, WWW, and other digital, electronic, and print media. Registrations do not include Saturday and evening classes on campus.

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.

- ☑ In 2011-2012, the subject areas with the highest credit course registrations included business, management and marketing (8,001); education (6,639); social sciences (3,836); recreation and fitness studies (3,040); family and consumer sciences (3,018); health professions (2,678); and agriculture and related sciences (2,497). These areas comprise 61.2% of the total credit registrations.
- ☑ In 2011-2012, the subject areas with the highest non-credit course registrations were agriculture and related sciences (169,263); family and consumer sciences (120,375); and personal awareness (101,136). These three areas comprise 70.2% of the total non-credit registrations.

The following table includes a summary of enrollment by delivery mode, level, and credit. For undergraduate credit courses, the most frequently used delivery mode is the web (including guided independent study) and for graduate credit courses it is on-site face-to-face instruction.

Delivery Mode	UG Credit	Grad. Credit	Credit Total	Non-Credit Total
ICN	215	908	1,123	4
Web				344
* Semester-based courses	18,683	7,364	26,047	1,444
* Guided independent study	5,918	372	6,290	13,932
On-Site	3,030	8,491	11,521	392,491
Mailed Media	139	7	146	684
Other Off-Campus	2,106	1,291	3,397	147,533
TOTAL	30,091	18,433	48,524	556,432

The Distance Education Report addresses the Board of Regents’ Strategic Plan priorities – “access, affordability, and student success; educational excellence and impact; and economic development and vitality.”

Background:

- ◆ The following represent the responses of the universities to the Board of Regents Strategic Plan for Distance Education.
 - ☑ University of Iowa.
 - 📖 A new initiative was implemented at the John and Mary Pappajohn Educational Center (JMPEC) in Des Moines. The Department of Political Science is developing an internship program to encourage political science students to undertake internships at the State Capitol. One faculty member is based at JMPEC and is developing and teaching courses on state politics, and supervising the development of the internships. The program is on target to have 10 students from SUI in Des Moines in Spring 2013.
 - 📖 The Division of Continuing Education (DCE) is undertaking a review of the Bachelor of Applied Science Program which is in its 7th year as well as the Bachelor of Liberal Studies Program. The reviews are expected to be completed by Summer 2013.

- 📖 A significant national focus in distance education is the U. S. Department of Education's State Authorization rule which is still under discussion. While it will not affect the enrollment of Iowa residents, it has the potential to significantly affect the university's offerings out of state.
- 📖 The College of Nursing, with significant instructional design support from the DCE, moved all of its course work online. In addition to supporting graduate education, the College will double the size of the RN-BSN cohort to accommodate state need and student demand.
- 📖 The DCE advising staff make ongoing efforts to create as complete an educational experience as possible for distance education students. More students are choosing to attend graduation ceremonies; therefore the DCE will hold a graduation reception to provide an integrated campus connection to the university for graduates.
- 📖 A committee was convened by the associate provost and includes representation from all the colleges and DCE to evaluate the credit hour as part of ongoing accreditation hours. National conversation centers on how to address and acknowledge online, flipped, hybrid, and blended courses because they do not meet the strictest interpretation of the Carnegie unit. The committee is expected to complete its work in Fall 2012.
- 📖 The DCE continues to invest in marketing distance education offerings to attract students to the university by building the University of Iowa and DCE brand identity through marketing, advertising, outreach, and collaboration with outside partners. Strategies include print, media, billboard, web, and electronic messaging.
 - ### Marketing effectiveness is assessed through the number of prospective students that access the site, enrollment increases in the BAS and BLS programs, and feedback from students and partners. In 2011, 859 users requested information about distance education programs through the Info request site.
 - ### The top three ways users find out about DCE are Google, SUI homepage, and community college marketing.
- 📖 Marketing strategies continue to focus on relationships with community college partners as the most effective recruitment tool. There has been an increase in the number of community college partners and an increase in marketing efforts, including the following:
 - ### Tracking of information requests from the DCE website, including number of users, top programs, and sites accessed by users.
 - ### Design of a new DCE website that combined three department websites for easier access by prospective students. Project management software is used to track necessary changes to the site.
 - ### Working with faculty to create individualized marketing plans for new courses that identify target audiences and develop mailing lists.
 - ### Development of marketing plans to track all community college marketing activities, undergraduate and graduate activities, certificate marketing,

noncredit course marketing, and other outreach activities, such as the Lakeside Lab, John & Mary Pappajohn Education Center, SWIRRC, and the graduate centers. Print and electronic strategies, including print, e-banner, and social media advertisements in a variety of publications have been used.

- ### Enhanced student connections for current BAS and BLS students, including a new online orientation program, featured success stories on the web, and a graduation reception for online students.

Iowa State University.

📖 Iowa State University continues to experience a significant increase in course section offerings and student enrollment both from students who traditionally have enrolled in distance education programs as well as students who are enrolled in a combination of on-campus courses and courses offered through distance education.

- ### In FY 2012, there was a 28.0% increase in enrollment of students (n=8,970) taking only distance education courses and a 37.6% increase in enrollment of students (n=6,358) taking a combination of on-campus and distance education courses from the prior year. The overall increase was 31.8% (n=15,328) from the prior year.

- ### In FY 2012, there was an increase of 28.5% of undergraduate courses (n=379) and an increase of 3.0% of graduate courses (n=523) offered through distance education from the prior year. The number of course sections increased by 12.3% (n=902) from the prior year.

University of Northern Iowa.

📖 The University of Northern Iowa continues to expand and enhance its distance education offerings consistent with its mission and strategic plan. Service to Iowans who cannot attend classes on campus continues to be a priority. In FY 2012, UNI offered courses in 72 counties and 147 cities and towns.

📖 UNI's Office of Continuing and Distance Education (OCDE) completed the second year of implementing a five-year strategic plan. The goals of the plan are aligned with the Board of Regents Strategic Plan for Distance Education, emphasizing the development of high quality courses and programs, deployment of new educational technologies, professional development for faculty members, exemplary support services, and enhanced marketing efforts.

📖 In FY 2012, OCDE began delivery of six new online graduate programs (Elementary Education, Physical Education, Professional Development for Teachers, Teaching English to Speakers of Other Languages, Philanthropy and Nonprofit Development, and Instructional Technology) using a combination of eLearning and Adobe Connect.

📖 A new graduate program with emphasis on preparing teacher leaders was developed in collaboration with the Waterloo Community School District. Delivery of the program, which is based on the Professional Development for Teachers Master of Adult Education Program, began in Summer 2012.

- 📖 Building on UNI's name recognition abroad and UNI's history of offering professional development opportunities to educators at a distance, UNI developed a strand within the Principalship Master of Adult Education Program for teacher leaders who work at American international schools. Marketing for the program, which will be delivered almost entirely online, is underway. Interest in the program has been expressed by administrators overseeing American international schools in India, England, Egypt, Turkey, and the United Arab Emirates.
 - 📖 UNI's commitment to providing educational outreach opportunities to the state's school systems and educators is exemplified by services provided by UNI's Jacobson Center for Comprehensive Literacy including credit courses and non-credit development opportunities provided to teachers. The Center's work with the Partnerships in Comprehensive Literacy (PCL) model affects 20 network-affiliated schools, seven districts, and five area education networks. Through the Center's work with their Comprehensive Intervention Model (CIM), efforts extend to an additional 36 schools and 14 districts. The work of the Reading Recovery Center of Iowa affects 132 Iowa school districts. The coursework provided to teachers as part of these efforts has a substantial and direct impact on children. More than 15,500 students receive the benefits from the Partnerships in Comprehensive Literacy work, and more than 3,100 Iowa first-graders received Reading Recovery lessons during the past year.
 - 📖 UNI continues to expand the *Quality Matters* initiative, a nationally recognized framework designed to promote continuous improvement in the quality of online courses and programs and to increase the number of high quality online courses. Approximately 125 faculty members have completed the professional development training and developed courses using the *Quality Matters* standards. Twenty-five faculty members have completed additional requirements to receive *Quality Matters* Peer Review Certification. These peer reviewers will examine online courses to ensure offerings meet *Quality Matters* design standards.
 - 📖 In response to a request from the Pella community and demonstration of sufficient interest in the program, UNI's College of Business Administration began delivery of the Master of Business Administration (MBA) Program in Pella in Fall 2012.
- ❖ The following are strategic initiatives supporting the Board's Strategic Plan for Distance Education and its focus on cooperation and collaboration. The public universities collaborate with each other and with other institutions to enhance distance education opportunities for Iowans.
- ☑ The SUI Division of Continuing Education again offered a Latin class to students from SUI and ISU through Adobe Connect. Ongoing efforts to determine the most effective way to course share have included identifying existing distance education courses taught at each Regent institution primarily through the IRIDE³ web site. While there has been limited success with course sharing, issues have been identified, including the ongoing commitment to offer unique courses and identification of a continual student stream. Under discussion are the less commonly taught languages, selected engineering courses, and anthropology.

³ IRIDE = Iowa Regents Institutions Distance Education (<http://www.continuetolearn.uiowa.edu/iride/>).

- ☑ SUI, ISU, and UNI collaborate on supporting and maintaining regional centers. For FY 2013, the universities, as members of the State Extension, Continuing, and Distance Education Council (SECDEC), recommended to the Board of Regents that state appropriations be reallocated from the Quad Cities Graduate Study Center to the Southwest Iowa Regents Resource Center because higher education priorities had shifted to the western part of the state. The objective is to work with multiple community college districts in western Iowa to meet student and business needs.
 - 📖 One educational partnership includes Iowa Western Community College and may include Southwestern Community College; the center is located on the campus of Iowa Western Community College.
 - 📖 A second educational partnership in the planning phase will include Western Iowa Tech Community College and Northwest Iowa Community College.
 - 📖 Both educational partnerships will include offering upper division courses to community college graduates and will help to coordinate programs offered by the Regent universities to meet the needs of business and support economic development.
 - 📖 One faculty member will be hired at each site to teach for both the community college and the Regent universities. A portion of the faculty member's time will be assigned to work with the local communities to plan programs which meet local needs.
- ☑ UNI collaborated with ISU to implement ALEKS, an online mathematical placement exam in mathematics. ALEKS provides an economical and efficient way to provide review modules to help students improve weaknesses in specific areas.
- ☑ Regent collaboration continues at the Iowa Lakeside Laboratory Regents Resource Center (ILLRRC). A new strategic plan was developed by an inter-institutional team during 2011-2012; the plan focused on improving the effectiveness and efficiency of the Center. The universities offer programming to which includes science field courses and courses in teacher preparation, writing, and entrepreneurial studies. The public universities cooperated in developing the Center website available at www.continuetolearn.uiowa.edu/lakesidelab.
- ☑ Inter-institutional collaboration among UNI, ISU, and SUI continues with a second cohort of the Iowa Teacher Intern License Pathway program. The program is designed to provide an avenue for professionals with a non-teaching degree to obtain a secondary education teaching license, usually in a high need content area. UNI provides the coordination of the program, ISU oversees the evaluation activities, and SUI supports the registration and delivery functions.
- ◇ The following major trends related to distance education were identified by the public universities in 2011-2012.
 - ☑ University of Iowa.
 - 📖 The competition for students remains steady. For-profit institutions continue to enroll many students and typically offer shortened class sessions and a wide variety of majors sought by students.
 - 📖 Admission to the baccalaureate programs at SUI has grown modestly and students are graduating in fewer years.

- 📖 On-campus enrollment in distance education courses is steady; the DCE continues to work closely with campus administrators to protect campus enrollments and offer maximum flexibility for students.
- 📖 The university continues to explore ways to enhance the student experience and learning outcomes using new technologies. Some instructors are using TILE⁴ rooms, and others have explored “flipped”⁵ classrooms. Students are more adept with technology and are able to use it to learn material. Typical distance education technologies are more common on campus so that the lines between online classes and on-campus classes are increasingly blurred.
- 📖 Students with associate of arts degrees from Iowa community colleges are now eligible for the Bachelor of Applied Studies program; this has resulted in robust growth in that program.
- ☑ Iowa State University.
 - 📖 There is content integration with the university’s course management system including instructor use of publisher materials as part of the course content (e.g., course cartridges, publisher web site links, etc.).
 - 📖 Patterns in enrollment behaviors are changing (e.g., continued growth in the number of students who are supplementing their on-campus experience with coursework obtained through distance technology, both at their home institution and from other institutions).
 - 📖 There are increased trends in the use of various instructional delivery methods (blended courses), including a combination of face-to-face, live online, and/or asynchronous participation during the term.
 - 📖 Collaboration at all levels is increasing. (1) ISU colleges are collaborating to increase online enrollments efficiently. (2) The Regent universities are collaborating to share online courses. (3) Industry collaboration has resulted in preferred provider agreements with stakeholders.
 - 📖 Social media and portable technology continue to increase in use with online learners.
 - 📖 In FY 2011, the College of Engineering (COE) and the College of Liberal Arts and Sciences (LAS) merged their online education units. This collaborative effort is now spreading more widely across ISU. Bi-college and multi-college collaborations are leading to more efficient and effective delivery of distance education courses and programs by ISU.
 - 📖 ISU instructors are creating course content that publishers are distributing. This encourages the faculty to create content that can be distributed widely with mainstream textbooks which is a publishing and recognition opportunity.
 - 📖 In the College of Agriculture and Life Sciences (CALs), 86.3% of the online students will use their online course credits to complete a degree program (both online and on-campus) at ISU while the remaining students will transfer their course credits to another university.

⁴ TILE = Transform, Interact, Learn, Engage.

⁵ Flipped classrooms invert traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

- 📖 Approximately 83% of CALS online students are Iowa residents.
- 📖 Decreases in state support have affected distance education.
- ☑ University of Northern Iowa.
 - 📖 The trend toward a more competitive distance education market continues. In particular, the teacher education market has been flooded with low-cost courses from in-state and out-of-state colleges and universities.
 - 📖 The phenomenon of massive open online courses (MOOCs) has garnered substantial attention. These courses make academic content available from highly reputable universities at little or no cost to students. Questions remain with regard to how learning for academic credit is supported, assessed, and validated. In addition, the financial model necessary to sustain these offerings over time is unclear. The courses have the potential to provide rich content to supplement offerings that include the high degree of interaction between faculty members and students that is central to UNI's approach to distance learning.
 - 📖 The Iowa Department of Education recently released the final report from the Task Force on Teacher Leadership and Compensation. The report includes recommendations for developing a leadership and compensation framework which will result in providing a world-class education for all students. Among the recommendations is a "career pathway system" for teachers. The recommendations, if adopted, could affect enrollments in UNI's distance education courses.
 - 📖 Growth of distance education at UNI is limited by the availability of faculty members. Many program areas for which strong demand exists are currently operating at full capacity.
 - 📖 Demand for UNI's distance education courses remained strong, increasing by 6.1% in 2012. Enrollment in online courses increased significantly, while enrollment in face-to-face courses decreased. The trend toward increased demand for online courses among on-campus and off-campus students is expected to continue. Enrollment in ICN/blended courses declined significantly as part of a planned effort to convert the delivery of programs to alternative delivery modes.
 - 📖 UNI's primary strategy to compete in distance education is to provide high quality offerings and strong support services. To increase efficiencies and keep costs down, UNI integrates on- and off-campus students whenever possible.
 - 📖 The capabilities and features of distance education technologies continue to change at a rapid pace. UNI closely monitors new developments and is expanding the use of tools, such as Adobe Connect, Panopto, and Skype. UNI is evaluating a new set of innovative video conferencing services recently announced by Polycom that are based on a browser interface.
- ◇ The public universities provide coursework for the Bachelor of Liberal Studies (BLS) and the Bachelor of Applied Studies (BAS) Programs. The following table describes the participation of students in the Bachelor of Liberal Studies and the Bachelor of Applied Studies Programs in 2011-2012 at the public universities.

PROGRAM	SUI	ISU	UNI	TOTAL
Bachelor of Liberal Studies				
Enrollment	124	269	121	514
Graduates	24	112	14	150
New Admissions	45	153	25	223
Liberal Studies Interest (SUI)	4			4
Bachelor of Applied Studies (SUI)				
Enrollment	308			308
Graduates	36			36
New Admissions	145			145

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

☑ University of Iowa.

📖 The University supports a lecture capture technology called Panopto. This software facilitates the capture of lectures in the classroom including screen capture and video of the lecturer along with audio. The software has several pedagogical features including a search function on Power Point text used in the lecture and a notes feature. In addition, the software includes a reporting function to track individual student viewing of the lectures.

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

The control system in the room is unique from the system used in other classrooms of this type. It is based on a virtual classroom environment (Adobe Connect). The advantage to controlling the room in this manner is that configuration changes in signal routing or student grouping can be made on a moment's notice without any change to the infrastructure of the room. It also allows a faculty member who is familiar with the virtual classroom software to use the room without a need to learn the operation of new hardware.

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

- The university is evaluating video upload software called Kaltura. This software will facilitate the inclusion of video from faculty and students to a courses web site.
- Iowa State University.
 - The College of Agriculture and Life Sciences and the College of Engineering received \$300,000 in course development grants to support faculty and departments and encourage growth in web development. This support increased on-credit offerings to 12 “courses” in FY 2012. The grant allowed the colleges to collaborate with Information Technology Services to equip 38 mid- to large-size classrooms with lecture capture.
 - All distance courses in the College of Liberal Arts and Sciences are delivered via BlackBoard and contain audio and/or video clips of lectures.
- University of Northern Iowa.
 - The University is implementing a plan to increase the number of online courses and programs. Strategies to increase offerings include providing faculty development opportunities and individualized course design support for faculty members. The number of online courses increased; there were 52 new courses in FY 2012. Overall enrollment in online courses increased by 53% in FY 2012. Enrollment increases are expected to continue in the near future. Part of the increase in online enrollments can be attributed to an intentional shift from using the ICN as a delivery method to online approaches, including a combination of eLearning and desktop video conferencing using Adobe Connect.
 - The capacity and support to incorporate multiple instructional approaches in distance education offerings has increased. For example, faculty members who wish to incorporate synchronous instruction are provided training and on-going support in using Adobe Connect so that students can interact in real time with the instructor and other students. Faculty may record lectorettes using a tool called Panopto so that students can view content in preparation for class discussion. eLearning provides an environment for rich discussion to occur in an asynchronous mode.
 - UNI’s Office of Continuing and Distance Education implemented a new and enhanced distance education website. The site provides a welcoming point of entry for prospective students to view offerings and/or enroll. The site is integrated with a comprehensive database system that provides an efficient way to manage content and work flow.
- The following describe the evaluation processes used by the Regent universities for web-based instructional activities.
 - University of Iowa.
 - In FY 2012, the Distance Education Evaluation Team revised and improved a summary reporting system for student evaluations of distance education courses. A copy of the Student Evaluation survey is administered electronically to all students who complete a course (with two follow-up mailings to improve response rates). The summary report includes mean and median responses provided by students to 21 multiple choice questions and narrative comments to

three open-ended questions. The reports are stored in a password-protected database that is accessible by the instructor to review student reactions for courses taught by the instructor during the last five years.

- The Evaluation Team is in the process of developing a Faculty Opinion Survey that will be administered electronically to all instructors who have taught a distance learning course in the last two years. The goal is to gather instructor feedback on the services they received from Distance Education staff, including course coordination, instructional design services, and technical support. The Team will use the feedback to improve the support provided to both faculty and students.
- Next year, the division plans to survey graduates and non-graduates in the BAS/BLS programs offered by the university. The goal is to elicit information which will result in better serving distance education students who are pursuing a bachelor's degree following completion of an associate of arts/science program at an Iowa community college.
- The Evaluation Team is initiating a project to identify a sample of courses that require a prerequisite and to study the differences in achievement of students who did/did not take the prerequisite course as a distance education course. The goal is to learn if students with similar educational backgrounds achieve equally well regardless of course delivery method of the prerequisite.
- Iowa State University.
 - The use of Class Climate (a web-based course evaluation tool) has grown to encompass the majority of distance education offered by all colleges at ISU. Class Climate has resulted in uniformity related to course evaluation for distance education courses.
 - The College of Human Sciences Office of Distance Education and Educational Technology (ODEET) provides a start and end of semester student survey.
 - In addition to Class Climate, the College of Engineering and the College of Liberal Arts and Sciences (ELO) require an evaluation focused specifically on online delivery; the results are shared with the instructor and department offering the course. New online courses must meet ELO Quality Guidelines. Undergraduate engineering programs have continuous improvement processes in which course evaluations and student performance are important components.
 - The College of Liberal Arts and Sciences continues to conduct instructor and course evaluations each semester; the results are shared with the teaching department.
- University of Northern Iowa.
 - Distance education offerings are expected to meet the same high standards as face-to-face courses. All courses are approved by the appropriate academic department heads and deans. UNI continues to rely primarily on campus-based faculty to ensure the quality of distance education courses matches the quality of traditional offerings.
 - Outcomes assessment for distance education programs mirrors outcomes assessment efforts for on-campus programs. Outcomes assessment plans

have been developed by the respective academic areas for each program. The purpose of these plans is to provide a systematic way to collect data that can be used to improve teaching and learning. This process is a critical component in continuous improvement efforts.

📖 UNI's Office of Continuing and Distance Education (OCDE) provides the opportunity for end-of-course assessments for distance education offerings. An online assessment is administered that includes aspects of both instruction and support services. Paper evaluations are used for classes that incorporate face-to-face meetings or proctored exams. The results are shared with the respective academic departments and are used to improve the quality of instruction and support services.

📖 The OCDE works to align structures and processes with the "Best Practices for Electronically Offered Degree and Certificate Programs." Providing exemplary support services is a core strategy in distinguishing UNI's offerings.

◇ The following are highlights of the distance education programs at the public universities.

☑ University of Iowa.

📖 The Division of Continuing Education recently completed an online student orientation. The orientation is designed for students in the BAS and BLS degree programs. The presentations consist of six video modules with a total duration of approximately 70 minutes. The modules are available on the university's learning management system (ICON) together with resource links and online evaluations with reinforcing content to monitor the student's comprehension of the information.

📖 The Division of Continuing Education continues to enlarge the ability to accommodate the examination needs of students who take distance education courses with the addition of a second testing room with 48 seats. This room, combined with the first 70-seat room, makes a total of 118 seats available to students for testing throughout the day. There is a staff of application developers and database administrators who are constantly refining the web portal presented to students and faculty to facilitate examination planning. Due to the need for scalability in meeting examination needs, the division is pursuing an arrangement with online exam services, such as Proctor-U, to administer exams. The division is also hiring an examination services manager whose sole responsibility will be to ensure that the division can meet examination needs as they continue to grow.

☑ Iowa State University.

📖 The College of Human Sciences (CHS) has the largest and most active and diverse distance education program among ISU's colleges. An average of more than 2,800 students have enrolled each year in more than 260 courses, which are delivered through a variety of formats, including 100% on-line. Courses are offered by multiple departments in the college; a Master in Curriculum and Educational Technology Program has been offered online for several years. Two new online programs, a Master in Principal Preparation and a Certificate in Literacy Coaching, will be added in the future. The CHS is an active participant in the Great Plains Interactive Distance Education Alliance (GP-IDEA)

participating in four Master's degree programs. The College of Liberal Arts and Sciences also participates actively in GP-IDEA and AG-IDEA programs.

-  The College of Liberal Arts and Sciences has an active online marketing campaign that uses Google Adwords, FaceBook, Twitter, and other types of social media. This continues to be an appealing option for distance education programs to reach both potential and current students. Evaluating the success of an online marketing campaign can be challenging as the university uses best practices when providing distance student data to internal stakeholders.
-  There is a continuing focus at ISU to develop and deliver professional master's degree programs and graduate certificates in response to market demand, as well as growing an infrastructure to support blended learning in on-campus courses through online delivery of learning environments.

Students Enrollments - Taking only Distance Education Courses				Student Enrollments - Taking Combination of On Campus and DE Courses					
Fiscal Year	Student Enrollment	% Increase over Prior Year	% of Total Enrollments	Student Enrollments	% Increase over Prior Year	% of Total Enrollments	Total Count	% Increase over Prior Year	
2007	5,141		70.6%	2,141		29.4%	7,282		
2008	5,674	10.4%	63.6%	3,243	51.5%	36.4%	8,917	22.5%	
2009	5,286	-6.8%	67.0%	2,600	-19.8%	33.0%	7,886	-11.6%	
2010	6,239	18.0%	66.3%	3,177	22.2%	33.7%	9,416	19.4%	
2011	7,004	12.3%	60.2%	4,622	45.5%	39.8%	11,626	23.5%	
2012	8,970	28.0%	58.5%	6,358	37.6%	41.5%	15,328	31.8%	

Undergraduate Courses				Graduate Courses				
Fiscal Year	Undergrad Courses	% Increase over Prior Year	% of Total Courses	Graduate Courses	% Increase over Prior Year	% of Total Courses	Total Courses Sections	% Increase over Prior Year
2007	207		34.0%	401		66.0%	608	
2008	225	8.7%	34.7%	424	5.7%	65.3%	649	6.7%
2009	240	6.7%	35.3%	440	3.8%	64.7%	680	4.8%
2010	254	5.8%	34.6%	481	9.3%	65.4%	735	8.1%
2011	295	16.1%	36.7%	508	5.6%	63.3%	803	9.3%
2012	379	28.5%	42.0%	523	3.0%	58.0%	902	12.3%

University of Northern Iowa.

-  UNI will celebrate 100 years of academic outreach in 2013. Beginning in 1913, the university established study centers to serve the educational needs of teachers on a statewide basis, which was the first initiative of its kind in the country. While delivery methods have changed, the commitment to provide innovative and accessible professional development opportunities to educators has remained a core component of UNI's mission. Promotional materials for

distance education will include “A Century of Service” logo and messaging will include an emphasis on UNI’s experience in delivering programs at a distance and the commitment to academic outreach as part of the university’s mission.

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 UNI actively seeks opportunities to develop and deliver programs through distance education in areas of high demand that match the academic strengths of the university and its capacity. Criteria have been developed to guide the process of deciding whether to move forward with the delivery of new programs because the cost of developing and offering distance education programs is substantial. The criteria include the following – the degree to which the proposed program is aligned with UNI’s Strategic Plan and priorities; the level of commitment from key stakeholders; evidence of demand; adequate levels of staffing and support; analysis of financial impact; and a plan for assessment. Following a decision to move forward, a marketing plan is developed and implemented. If interest is sufficient, UNI commits to the delivery of the program sequence in its entirety.

- 
 The majority of programs offered at a distance are structured using a cohort model in which a group of students moves through a prescribed set of courses in unison. One advantage of this approach is a reduction of risk because the university commits to a specific set of courses within a defined time frame, rather than to an open-ended approach. The cohort model also provides predictability with regard to class sizes, which increases efficiency. The model also help to build a strong sense of community and support among the students which improves retention.

◇ Regional Study Centers.

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

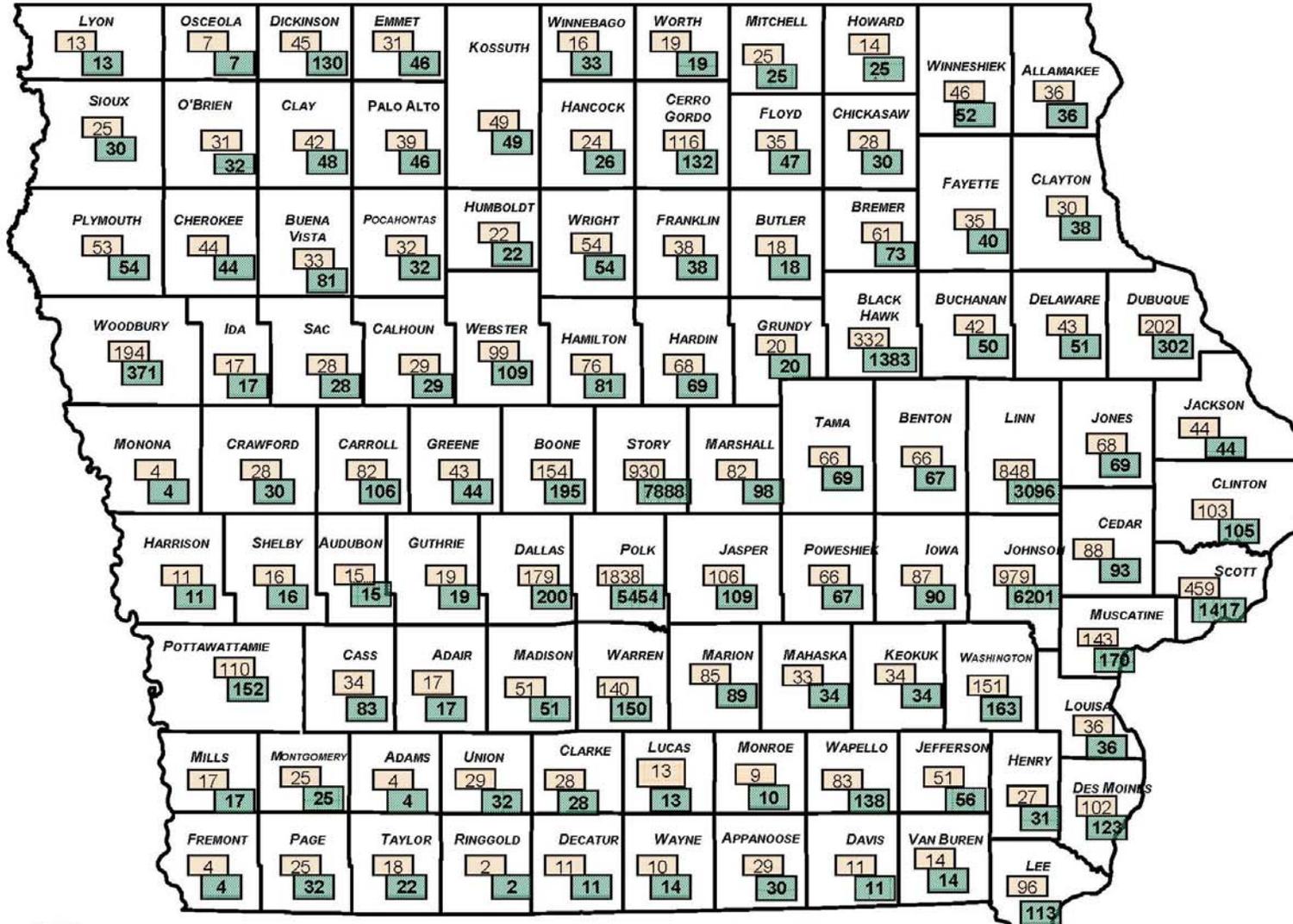
**STATE FUNDING AT REGIONAL STUDY CENTERS
2011- 2012**

	IOWA	NEBRASKA	S. DAKOTA	ILLINOIS
SWIRRC				
State Funding	\$87,471	NA	NA	NA
TRI-STATE				
State Funding	\$66,601	\$0	\$3,914	NA
GRADCENTER				
State Funding	\$129,776	NA	NA	\$65,000 ⁶

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

⁶ The Illinois allocation represents a \$155,000 reduction (-70.5%) from the amount contributed through 2008-2009 (\$220,000).

Attachment A
2011-2012 Distance Education Credit Courses By Iowa County: Communities and Enrollments



= Number of communities in which one or more of the Regent universities offered credit courses and number of sections offered. Each community is only counted once. Total = 573 Iowa communities. Total number of courses = 11,766.
 = Enrollments in credit courses by Iowa residents. Total = 30,993 enrollments. Note: The Regent universities enroll many non-Iowa residents in distance education courses. Out-of-state enrollments are not shown on this map.

SUMMARY OF ENROLLMENT BY DELIVERY, LEVEL, AND CREDIT/NON-CREDIT CATEGORY
2011-2012

DELIVERY MODE	UNDERGRADUATE CREDIT				GRADUATE CREDIT				CREDIT TOTAL				NON-CREDIT TOTAL			
	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL	SUI	ISU	UNI	TOTAL
ICN	0	0	215	215	0	0	908	908	0	0	1,123	1,123	4	0	0	4
World Wide Web														344		344
• Semester based courses	5,409	9,780	3,494	18,683	2,334	3,483	1,547	7,364	7,743	13,263	5,041	26,047	0	0	1,444	1,444
• Guided independent study	5,416	0	502	5,918	280	0	92	372	5,696	0	594	6,290	13,809	123	0	13,932
On-site (face-to-face)	1,731	17	1,282	3,030	5,948	1,449	1,094	8,491	7,679	1,466	2,376	11,521	48,330	320,446	23,715	392,491
Mailed media (video/audio/tape, etc.)	0	81	58	139	0	2	5	7	0	83	63	146	559	125	0	684
Other off-campus	0	3	2,103	2,106	0	513	778	1,291	0	516	2,881	3,397	34,590	112,943	0	147,533
GRAND TOTAL	12,556	9,881	7,654	30,091	8,562	5,447	4,424	18,433	21,118	15,328	12,078	48,524	97,292	433,981	25,159	556,432

**2011-2012 CREDIT COURSE REGISTRATIONS BY LEVEL
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI		ISU		UNI		Regent Total			% of Regent Total
	UG	Grad	UG	Grad	UG	Grad	UG	Grad	Total	
Agriculture & Related Sciences			1,580	917			1,580	917	2,497	5.1%
Natural Resources & Conservation			211	9			211	9	220	0.5%
Architecture & Related Services	5	29	5	204			10	233	243	0.5%
Ethnic, Cultural, & Gender Studies	178	1	622	6			800	7	807	1.7%
Communication & Journalism	456	63	274	3	124	3	854	69	923	1.9%
Computer & Information Sciences	2	4	112	363	32		146	367	513	1.1%
Education	1,309	570	123	1,703	972	1,962	2,404	4,235	6,639	13.7%
Engineering	21	49	701	733			722	782	1,504	3.1%
Foreign Languages & Linguistics	1,202	43	197	13	3	130	1,402	186	1,588	3.3%
Family And Consumer Sciences			1,952	396	658	12	2,610	408	3,018	6.2%
Technology Education/Ind. Arts					188	160	188	160	348	0.7%
Legal Professions and Studies							0	0	0	0.0%
English Language & Literature	629	11	420	32	111	235	1,160	278	1,438	3.0%
Liberal Arts And Sciences	59		2		1,060		1,121	0	1,121	2.3%
Library Science	50	37				210	50	247	297	0.6%
Biological & Biomedical Sciences	402	195	726	82	56		1,184	277	1,461	3.0%
Mathematics & Statistics	324	24	399	162	129	245	852	431	1,283	2.6%
Multi/Interdisciplinary Studies	194	8	22	3	204	4	420	15	435	0.9%
Recreation & Fitness Studies	624	26			1,671	719	2,295	745	3,040	6.3%
Basic Skills	46						46	0	046	0.1%
Health-Related Knowledge & Skills					1,128	130	1,128	130	1,258	2.6%
Leisure And Recreational Activities							0	0	0	0.0%
Personal Awareness	22	1					22	1	23	0.0%
Philosophy & Religious Studies	459	8	81	3	25		565	11	576	1.2%
Physical Sciences	2	3	369	6	210	217	581	226	807	1.7%
Psychology	703	23	246	7	324	58	1,273	88	1,361	2.8%
Public Administration	358	1,097			104	14	462	1,111	1,573	3.2%
Science Technologies/Technicians			120	7			120	7	127	0.3%
Social Sciences	1,656	17	1,575	146	357	85	3,588	248	3,836	7.9%
Visual & Performing Arts	58	80	58	7	193	51	309	138	447	0.9%
Health Professions	1,139	1,523		16			1,139	1,539	2,678	5.5%
Business, Management & Marketing	2,397	4,738	15	629	76	146	2,488	5,513	8,001	16.5%
History	252	12	71		29	43	352	55	407	0.8%
Residency Programs	9						9	0	9	0.0%
Total Registrations	12,556	8,562	9,881	5,447	7,654	4,424	30,091	18,433	48,524	100.00%

**2011-2012 NON-CREDIT COURSE REGISTRATIONS
BY INSTITUTION AND SUBJECT AREA (CIP CODE)**

Subject Matter	SUI	ISU	UNI	REGENT TOTAL	PERCENT OF REGENT TOTAL
Agriculture & Related Sciences	266	168,997		169,263	30.4%
Natural Resources & Conservation	36	9,536	5,790	15,362	2.8%
Architecture & Related Services	51	3		54	0.0%
Ethnic, Cultural, & Gender Studies	1,108		140	1,248	0.2%
Communication & Journalism	39	420		459	0.1%
Communications Technologies	4			4	0.0%
Computer & Information Sciences		36		36	0.0%
Personal and Culinary Services	19	134		153	0.0%
Education	2,128	618	1,993	4,739	0.9%
Engineering	58	11,237		11,295	2.0%
Engineering Technologies/Technicians		1,710		1,710	0.3%
Foreign Languages & Linguistics	68	122		190	0.0%
Family And Consumer Sciences		120,375		120,375	21.6%
Technology Education/Industrial Arts	86	134		220	0.0%
Legal Professions & Studies	1,931	222		2,153	0.4%
English Language & Literature	1,516	19		1,535	0.3%
Liberal Arts And Sciences	89		495	584	0.1%
Library Science	16,650			16,650	3.0%
Biological & Biomedical Sciences	62	330		392	0.1%
Mathematics & Statistics		47	231	278	0.0%
Multi/Interdisciplinary Studies	4,645	884		5,529	1.0%
Health-Related Knowledge & Skills	26,282	366		26,648	4.8%
Interpersonal & Social Skills	21	240		261	0.0%
Leisure And Recreational Activities	215	1,069	291	1,575	0.3%
Basic Skills & Developmental Ed.	758			758	0.1%
Personal Awareness	106	101,030		101,136	18.2%
Philosophy & Religious Studies	63			63	0.0%
Theology and Religious Vocations	59			59	0.0%
Physical Sciences	90		6,944	7,034	1.3%
Science Technologies/Technicians		2,074		2,074	0.4%
Psychology				0	0.0%
Security & Protective Services				0	0.0%
Public Administration	2,537	12,034		14,571	2.6%
Social Sciences	8	18	4,217	4,243	0.8%
Trades & Industry	567	126		693	0.1%
Visual & Performing Arts	10,447		2,753	13,200	2.4%
Health Professions	24,584			24,584	4.4%
Business, Management & Marketing	2,354	2,200	1,824	6,378	1.1%
History	445		481	926	0.2%
Total Registrations	97,292	433,981	25,159	556,432	100.00%

ACADEMIC CREDIT PROGRAMS⁷
2011-2012

UNIVERSITY OF IOWA

Degree or Certificate⁸	Program Major⁹	Delivery Method/Site(s)	Requires on-campus component
MSW	Social Work	On-site and via Adobe Connect	
MBA	Business Administration	On-site and via Polycom/ElluminateLive (Cedar Rapids, Des Moines, Quad Cities, and Hong Kong).	
MSN	Nursing	Statewide via Web, on-site in Des Moines (Mercy Hospital)	
MA	Educational Administration	Statewide via Adobe Connect	
RN to BSN	Nursing	Statewide via Web	
BLS	Liberal Studies	Statewide via Web	
BAS	Applied Studies	Statewide via Web	
BA	Social Work	On-site and via Adobe Connect	
BBA	Management & Entrepreneurial Studies	Statewide via Elluminate Live	
Certificate	Non-Profit Organization	Statewide via Web	
Certificate	Public Health	Statewide via Web	
Certificate	Entrepreneurship	Statewide via Web	
TAG Endorsement	Talented and Gifted Endorsement—Belin-Blank International Center for Talented and Gifted Development	On-campus and selected ICN sites throughout the state.	

⁷ Note: Program requirements may include designated hours for residential (on-campus) registration.

⁸ Certificate, B.A., B.S., M.B.A., Ph.D., etc.

⁹ Business Administration; Computer Science, Dietetics; etc.

**ACADEMIC CREDIT PROGRAMS
2011-2012**

IOWA STATE UNIVERSITY

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Certificate of Family Financial Planning	WWW	
Certificate	Gerontology	WWW	
Certificate	Food Safety & Defense	WWW & Streaming Media	
Certificate	Occupational Safety	WWW & Streaming Media	
Certificate	Biorenewable Resources and Technology	Streaming Media	
Certificate	Power Systems Engineering	Streaming Media	
Certificate	Public Management	WWW	
Certificate	Information Assurance	Streaming Media	
Certificate	Systems Engineering	Streaming Media	
Certificate	Human Computer Interaction	Streaming Media	
Certificate	Computational Fluid Dynamics	Streaming Media	
Certificate	Environmental Engineering	Streaming Media	
Certificate	Computer Networking	Streaming Media	
Certificate	Construction Management	Streaming Media	
Certificate	Software Systems	Streaming Media	
Certificate	Embedded Systems	Streaming Media	
Certificate	Environmental Systems	Streaming Media	
Certificate	Teaching English as a Second Language (TESL)	WWW	
Certificate	Public Management	WWW	
Certificate	Veterinary Preventative Medicine	WWW	
Bachelors	Bachelor of Liberal Studies	WWW/On-site	
Masters	Agriculture	WWW & Streaming Media or CD	
Masters	Agricultural Education	WWW & Streaming Media or CD	
Masters	Agronomy	WWW/CD	Practicum
Masters	Plant Breeding	WWW/CD	Practicum
Masters	Seed Technology & Business	WWW & Streaming Media or CD	
Masters	Systems Engineering	Streaming Media	
Masters	Computer Engineering	Streaming Media	
Masters	Electrical Engineering	Streaming Media	
Masters	Mechanical Engineering	Streaming Media	
Masters	Industrial Engineering	Streaming Media	

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

**ACADEMIC CREDIT PROGRAMS
2011-2012**

UNIVERSITY OF NORTHERN IOWA

Degree or Certificate	Program Major	Delivery Method/Site(s)	Requires on-campus component
Certificate	Advanced Studies in Superintendency	ICN/WWW – (Algona, Bennett, Burlington, Calmar, Carroll, Davenport, Des Moines, Garnavillo, Johnston, Keokuk, Postville, Tiffin)	
Certificate	Environmental Health	WWW	
Bachelors	Bachelor of Liberal Studies	WWW	
Bachelors	Elementary Ed. 2+2 DMACC	On-site, ICN, WWW – (Ankeny, Carroll)	
Bachelors	Elementary Education 2+2 Statewide	On-site, ICN, WWW – (Cedar Rapids, Davenport, Dubuque, Ottumwa, Sioux City, Spencer)	
Masters	Business Administration	On-site (Hong Kong)	
Masters	Early Childhood Education	ICN/WWW – (Bettendorf, Cedar Rapids, Denison, Elgin, Fairfield, Grinnell, Johnston, Sioux City, West Burlington)	
Masters	Educational Leadership – Principalship	ICN/WWW – (Algona, Bondurant, Cedar Rapids, Delhi, Elgin, Fairfield, Fort Dodge, Iowa City, Johnston, Knoxville, Marion, Marshalltown, Mason City, Maynard, Montezuma, Postville, Tama, Waukee, Wilton)	X
Masters	Educational Leadership – Principalship – UEN	ICN/WWW – (Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Johnston, Sioux City)	X
Masters	Elementary Education	WWW	
Masters	Instructional Technology	WWW	
Masters	Literacy Education	ICN/WWW – (Bettendorf, Cedar Rapids, Coon Rapids, Davenport, Dubuque, Farmington, Johnston, Knoxville, Tama)	
Masters	Mathematics – Middle Grades (4-8)	WWW and summers on the UNI campus	X
Masters	Mathematics – Secondary Teaching Emphasis	WWW and summers on the UNI campus	X
Masters	Music Education	ICN/WWW – (Ackley, Albia, Cascade, Davenport, Garner, Martensdale, Melcher, Orange City, Sioux City)	
Masters	Philan. & Nonprofit Devel.	WWW	
Masters	Physical Education Teaching/Coaching	WWW	
Masters	Prof. Devel. for Teachers	WWW	
Masters	School Library Studies	ICN/WWW – (Creston, Davenport, Donnellson, Iowa City, Lisbon, Marshalltown, Nashua, Newell, West Des Moines, Wheatland)	X
Masters	Science Education	ICN/WWW – (Cedar Rapids, Davenport, Donnellson, Eddyville, Independence, Johnston)	X
Masters	Social Science for Teachers Grades 6-12	ICN/WWW – (Ames, Brooklyn, Fredericksburg, Guttenberg, Lake City, Manson, Marshalltown, Wayland, West Des Moines)	
Masters	Special Education – Early Childhood	ICN/WWW – (Charles City, Des Moines, Decorah, Dyersville, Iowa Falls, Keokuk, Murray, Muscatine, Sully)	X
Masters	Teaching English in Secondary Schools (TESS)	ICN/WWW – (Burlington, Calmar, Clarion, Carroll, Dubuque, Gilbert, Glenwood, Johnston, Marion, Monticello, Mason City)	X
Masters	Teaching English to Speakers of Other Languages (TESOL)	WWW	
Ed.D.	Educational Leadership	ICN/WWW/On-site (Carroll, Des Moines, Fayette, Garnavillo, Lone Tree, Pella, Shenandoah, Vinton)	X

CREDIT COURSE REGISTRATIONS AND ENROLLMENTS USING THE
IOWA COMMUNICATIONS NETWORK (ICN)
1999-2000 – 2010-2011

	SUI		ISU		UNI		TOTAL	
	C ¹	E ²	C	E C E C				E
1999-2000	53	2,126	78	1,109	72	1,268	203	4,503
2000-2001	56	2,228	85	877	101	1,484	242	4,589
2001-2002	48	1,988	67	722	106	1,631	221	4,341
2002-2003	28	1,795	32	411	121	1,686	181	3,892
2003-2004	29	963	23	276	131	1,768	183	3,007
2004-2005	26	766	19	195	118	1,606	163	2,567
2005-2006	13	126	13	115	128	1,719	154	1,960
2006-2007	8	76	6	50	133	1,936	147	2,062
2007-2008	5	93	4	52	130	2,070	139	2,215
2008-2009	1	28	4	60	130	2,009	135	2,097
2009-2010	0	0	0	0	127	1,967	127	1,967
2010-2011	0	0	0	0	113	1,856	113	1,856
2011-2012	0	0	0	0	83	1,123	83	1,123

¹C = number of courses.

²E = number of enrollments.

**2005 STUDY OF DISTANCE EDUCATION AT THE PUBLIC UNIVERSITIES
DISTANCE EDUCATION FACTORS**

- ◇ Methods to identify needs for distance education offerings. Each public university has a system of ongoing data collection regarding distance education needs and uses the results to inform decisions about off-campus program offerings. Educational needs may be identified by any of the following at the public universities:
 - ☑ Student and employer market demand, including formal general market studies; informal general market studies; competitor market analyses; industry information; analyses of enrollment data and trends; and formal target market studies.
 - ☑ Assessments of educational needs, including academic research; professional and industry associations; and industry assessments.
 - ☑ Assessments of economic/workforce development requirements, including demographic data; studies (e.g., Battelle report); and industry groups.
 - ☑ Academic and institutional needs.
 - ☑ Information provided by advisory committees to the professional colleges.
 - ☑ Identification of needs through active liaisons with licensure boards.

- ◇ Selection of technology/delivery modes for program offerings. A number of factors are considered in assessing distance education delivery technology, including the following:
 - ☑ *Student access.* The institution selects the media that will provide students the best access to the distance education content; it considers geographic proximity and students' technological resources and skills.
 - ☑ *Pedagogical requirements.* The institution determines the best match between the content to be delivered, the teaching and learning experiences, and the devices that will best communicate the content.
 - ☑ *Market requirements.* The institution considers the expectations of students for quality, cost, convenience, interaction, and other competitive factors.
 - ☑ *Institutional capacity.* The institution considers the availability of the knowledge, technical resources, and skills of the academic unit, the instructor, and the content developer.
 - ☑ *Cost/value.* The institution considers the value to the course or program of more expensive modes of delivery and the budget constraints of the course to use a particular technology.
 - ☑ *Technology characteristics.* The institution considers capacity for asynchronous/synchronous delivery, allocation of capital cost, remote site cost, production cost, per-unit delivery cost, support cost, video quality, audio quality, presentation quality (digital materials), interactivity, reach, convenience, and use limitations.

◇ Key factors.

- ☑ The goal of the public universities is to provide accessible and affordable educational opportunities to the citizens of Iowa. However, while distance education supports that goal, it is not feasible to offer all on-campus programs off-campus.
- ☑ The public universities strive to meet institutional and departmental goals within the constraints of available funding, including tuition. The quality standards established by the universities generally require the use of campus-based faculty, rather than off-campus temporary faculty, to develop and teach distance education. This affects the overall costs of delivering distance education. In some instances, tenure-track, clinical and/or adjunct faculty are used to provide local instruction and contact with distance learners; in other instances, such appointments are made to provide specific expertise.
- ☑ To the extent possible, responsiveness to stakeholders is factored into distance education program selection and content decisions.
- ☑ The role played by the public universities in the use of leading-edge distance education technologies is reflected by the choice of distance education technologies that support program offerings.

REGIONAL STUDY CENTERS

SOUTHWEST IOWA REGENTS RESOURCE CENTER (SWIRRC)

- ◇ Mission. The mission of the Center is to provide increased access to graduate and undergraduate education and other public universities' resources for area residents.
- ◇ Key activities of Center. The Center serves as a focal point for the Regent universities in southwest Iowa. Through the new location at Iowa Western Community College (IWCC) (as of August 2011), information and personal assistance are now readily available to current and prospective students. Degree brochures, transfer guides, and proctoring services are available in the office.

The Center's website promotes courses and programs available in southwest Iowa. It is updated on an ongoing basis and provides current information to potential students. Each semester, 8,000 brochures are distributed through the mail and through the AEA delivery system to residents, businesses, school districts, government groups, public libraries, health organizations, and other pertinent groups. The mailers highlight new courses, degree opportunities and campus contacts. The Center also coordinates advertising and promotions and schedules and maintains an ICN room.
- ◇ Significant accomplishments during 2011-2012. In August 2011, the Center changed locations from Iowa School for the Deaf to IWCC. The move placed the Center in the educational and community hub of southwest Iowa. This has enhanced SWIRRC's relationship with the academic community and improved the connection to students. IWCC staff, instructors, and advisors are increasingly aware of SWIRRC's services which has resulted in more referrals to the office. Another benefit provided by the new location is an increase in the contacts with university campus personnel visiting IWCC for college and transfer fairs. Low or no cost marketing opportunities are now possible with the increased visibility. Hallway displays and a logo banner are used outside the office to promote the Regent universities. The new location also resulted in a redesigned website and updated logo, providing better functionality and a fresh look. The new logo's design better reflects the Center's mission and connection to the Regent universities.
- ◇ Issue highlights. The move to IWCC during 2011 enhanced the physical presence of the Regent universities in southwest Iowa. The office serves an important symbol of the commitment by the Board to this area of the state. The new location provides a closer connection with local residents and community groups. Students in the region have a substantial number of options to complete a bachelor's degree. SWIRRC is now more competitive with other institutions located at IWCC, including Bellevue University, Buena Vista University, and Nebraska Wesleyan University.
- ◇ Center's key planning goals new FY 2013. The budget for the Center was increased for FY 2013 as a result of reallocated funding. This additional funding will be used to enhance and expand educational services in southwestern Iowa. Efforts are under way to include Southwest Iowa Community College and its service area into the partnership with IWCC. A lecturer/coordinator will be hired to teach six courses per year, identify educational needs, and build collaborative relationships with community groups and local businesses.

The Center's primary goal is to improve seamless access to courses and programs and thus assist the Regent universities to increase the number of distance education students and transfer students. The Center will continue to recruit new students through its website and semester flyers. It will use the AEA distribution system to promote programs to teachers and administrators in southwest Iowa. The Center will continue to promote programs and services to the business community and local employers. The lecturer/coordinator will facilitate this connection through contacts with civic groups and participation in community events. The Center will continue to facilitate opportunities to connect with community college students.

- ◇ Education needs of the geographic area. As Iowa community college enrollments increase, the need for baccalaureate degree continues for southwest Iowa residents. Therefore, the potential for cooperative programs between the Regent universities and Iowa Western Community College and Southwestern Community College is significant. The distance education offerings available from the Regent universities, combined with a strong effort to ensure a seamless pathway for students who wish to transfer to on-campus programs, will address this need.

TRI-STATE GRADUATE STUDY CENTER

- ◇ Mission. The mission of the Center is to serve as a resource for and offer graduate education referrals to Siouxland residents and businesses in an effort to support the region's economic vitality.
- ◇ Significant activities, events, problems, and concerns during 2011-2012. The Center's mission was revisited and reformed to better the Center's purpose and value to the communities served. There is a lack of a second employee; the Center hopes to make use of a graduate assistant from a local member institution in Spring 2013 if an appropriate candidate can be found.
- ◇ Issue highlights. None.
- ◇ Center's key planning goals for FY 2013. The City of Sioux City drafted a strategic plan for development concentrating on the downtown area. One initiative suggestion is to create a university center downtown. The Tri-State Center will be key in this committee, as well as in others to a lesser degree.

At the urging of a member institution, funding was set aside for a graduate assistant to work at the Center for one semester. It is expected that this individual could help develop a marketing plan and materials, create social media content, refresh the website, collect and manage data, and assist with rewriting the bylaws. The ideal candidate would be in a nonprofit, public administration, or other management/administrative program. The Center will continue marketing and outreach to raise awareness of services and value, and continue personalized attention to those using the service.

- ◇ Education needs of the geographic area. Siouxland's economic base is in food processing and light manufacturing. The desire for graduate programs is steady, and the need for trusted referral services at all levels is strong. The graduate center helps ensure the individual understands all options available prior to choosing a path that will lead to a steady, well-paying job in the area upon graduation.

QUAD CITIES GRADUATE STUDY CENTER

- ◇ Mission. The mission of the Center is to provide access to information on outstanding graduate education programs to residents of the greater Quad Cities. In the coming year, a governing board subcommittee will review the mission and seek feedback from member institutions, area employers, and economic growth and development professionals. This feedback may result in a revised mission. Any changes will be presented to the Board of Regents Office and the Illinois Board of Higher Education. The GradCenter continues to serve the region by providing key activities and services, including an annual GradCenter Night, promoting graduate programs to targeted populations, working with member institutions to assess the need for new programs, marketing the GradCenter as an information resource for prospective graduate students.

- ◇ Significant activities, events, problems, and concerns during 2011-2012. GradCenter staff, in conjunction with its Governing Board, develop and implement strategic activities to foster and support graduate education in the Quad Cities. The GradCenter continues to serve as a resource for both prospective students and area employers. In addition, the GradCenter participate in area economic growth and development efforts as new companies are recruited to locate in the region. GradCenter staff members assist prospective students in providing information on graduate programs as well as the appropriate contact persons on the respective campuses. In short, the GradCenter serves as the “one stop shop” for information on graduate education in the Quad Cities. The GradCenter holds GradCenter Night annually and also provides access to workshops on GRE and GMAT preparation workshops. Information sessions on current and proposed graduate programs are held in collaboration with member institutions. Problems and concerns arise when there are not sufficient staff members or budget to increase the kinds and numbers of services provided. As such, the GradCenter is no different from other higher education centers as well as colleges and universities. The goal is always to do more with less and to maintain the highest caliber of services provided.

- ◇ Issue highlights. Given recent funding reductions, the GradCenter staff and board are working with area economic development personnel, the Rock Island Arsenal, both large and small corporations, and school districts to ensure that services may continue. This has required eliminating a staff position (half-time outreach coordinator) and severely cutting expenditures. This has been an exercise in determining how the GradCenter can best service the Quad Cities community. The Governing Board and staff of the Quad Cities Graduate Center are grateful for the funding provided by the Board of Regents, State of Iowa and look forward to working with the Board Office staff as graduate education opportunities in the Quad Cities continue to grow.

- ◇ Key planning goals for FY 2013. The following are key planning goals for the Center:
 - ⇒ Continue to strengthen the GradCenter’s capacity serve as a one-stop-shop for information on graduate programs available to the greater Quad Cities residents.
 - ⇒ Review current services offered and, based on feedback from the community, revise and strengthen services as needed.
 - ⇒ Continue to offer events and services to prospective graduate students and area employers.

- ⇒ Serve member institutions by assessing the need for additional graduate programs and marketing current programs.
 - ⇒ Seek additional sources of funding to supplement funding received by the State of Iowa and the State of Illinois.
 - ⇒ Continually evaluate operations, budget, and planning goals so that the GradCenter may continue to provide services to the Quad Cities.
- ◇ Educational needs of the geographic area. There are a number of post-baccalaureate education needs in the greater Quad Cities. Employers need graduate programs that serve the interests of their employees. This may be a small group of employees or, perhaps, a need that occurs periodically. Quad Citians need graduate programs that are accessible. This may mean courses that are offered during evening hours, weekends, or online. In addition, prospective graduate students are interested in earning a graduate degree that is offered by a university of the highest caliber. All 10 GradCenter member universities are non-profit, fully-accredited institutions. Some in the community need accelerated degree programs or hybrid programs that combine face-to-face as well as online learning. GradCenter member institutions are sensitive to these needs and go a long way toward ensuring quality programs and access to those programs.