

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Annual Governance Report on Regional Study Centers
Date: May 7, 2001

Recommended Action:

Receive the report.

Executive Summary:

The Regent universities participate in independent graduate study centers located in the Quad Cities and in Sioux City. The universities also cooperate to provide a resource center in Council Bluffs for citizens in the southwest area of the state. These efforts are part of the institutional activities which help the Board of Regents achieve its objective to improve access to the Regent institutions as stated in its Strategic Plan:

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.2.2.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy 2.2.2.0 Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension, and services provided by the special schools.

Action Step 2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served.

The Quad Cities Graduate Study Center, in Rock Island, Illinois, is a consortium of 13 educational institutions in Iowa and Illinois which cooperate with business and industry leaders from Scott County in Iowa (Davenport and Bettendorf) and Rock Island and Henry Counties in Illinois (Rock Island and Moline). During the 2000-2001 academic year, unduplicated headcount enrollment increased by 84

(+1.5%) students (from 5,444 to 5,528) and total registrations¹ increased by 1,063 (+11.6%) students (from 9,176 to 10,239). The proportion of Iowa residents enrolled in the GradCenter grew from 35.7% (1,228 students) in FY 1995 to 50.6% (2,798 students) in FY 2001. The Quad Cities Graduate Study Center added 11 degree programs and three certificate programs to its offerings during 2000-2001. Two of the new degree programs and all three of the new certificate programs were from Iowa Regent universities. The total enrollment at Regent universities was 925 students, a decrease of 159 (-14.7%) students from the prior year.

The Tri-State Graduate Center in Sioux City brings together business and community leaders and the leadership of 17 educational institutions and agencies in three states to provide graduate education to northwestern Iowa, northeastern Nebraska, and southeastern South Dakota. Total student headcount enrollment for FY 2001 was 2,652, which was an increase of 542 (+25.7%) students over FY 2000 enrollment. The increase resulted primarily from additional education offerings by the University of Northern Iowa and Wayne State College. Iowans accounted for 47.6% of the enrollments. The total enrollment, which includes professional development courses offered by AEA 4 and AEA 12, was 4,247 during 2000-2001; this represented a decrease of 482 (-10.2%) students from the prior year. The Tri-State Graduate Center added five degree programs and two certificate programs to its offerings during 2000-2001. One new degree program and one new certificate program were from Regent universities. The total enrollment at Regent universities during 2000-2001 was 590, an increase of 159 students (+36.9%) from the prior year.

Located on the Iowa School for the Deaf campus in Council Bluffs, the Southwest Iowa Regents Resource Center provides citizens in southwest Iowa an opportunity to receive access to services provided by the universities. Enrollment for FY 2001 totaled 467, which was a decrease of 61 (-11.6%) students from the enrollment reported in FY 2000. This is the second year of enrollment decreases at the Center². The Southwest Iowa Regents Resource Center offers a variety of programming; unlike the other two centers, however, the Resource Center offers a baccalaureate program in addition to graduate and certificate programs. During 2000-2001, the Resource Center added four new degree programs and six new certificate or endorsement programs. The Regent universities offer all of the programs.

Due to budget uncertainties for FY 2002, the Centers were not able to indicate with certainty the State of Iowa's contribution to their budgets.

The Regent Exhibit Book contains the full reports of the Regional Study Centers.

¹ Enrollment by delivery format.

² The first cohort in UNI's Elementary Reading and Language Arts masters program completed the program in 1999-2000; the second cohort completed the program in 2000-2001.

Chart 1 on page 24 shows the service areas of the Regional Study Centers. These are the areas which provide the largest number of Iowa students to each respective center. The service areas do not restrict students in other parts of the state from attending classes; however, for face-to-face classes, which generate a large proportion of the enrollments at the centers, students normally will not travel long distances to attend classes.

Background:

QUAD CITIES GRADUATE STUDY CENTER

The GradCenter, as it is known locally, is a consortium of 13³ colleges and universities in Iowa and Illinois whose mission is to provide graduate-level educational opportunities to the Quad Cities area. The GradCenter maintains offices on the Augustana College campus. Although Augustana provides no graduate education programs, it provides the library, classrooms, and computer labs to the GradCenter and its participating institutions.

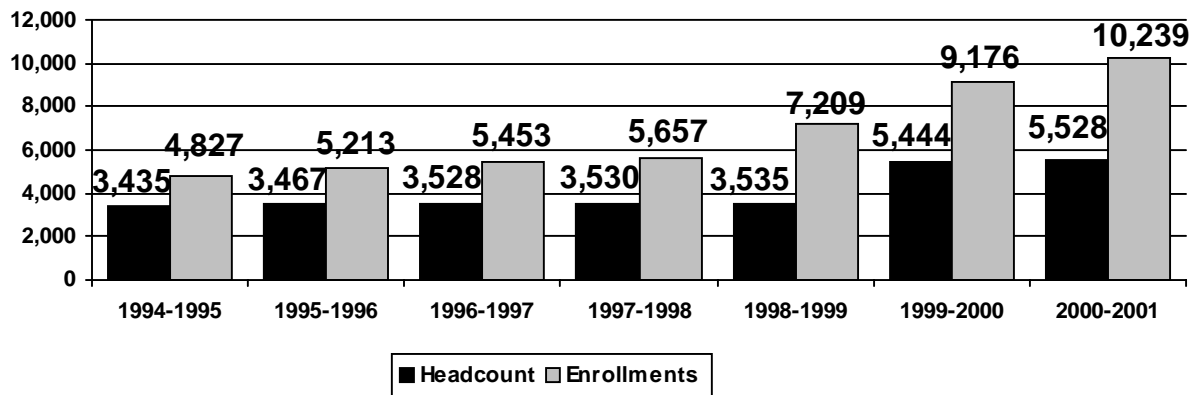
Member Institutions of the Quad Cities Graduate Study Center

Illinois	Iowa
Augustana College Rock Island	Iowa State University Ames
Bradley University Peoria	Marycrest International University Davenport
Illinois State University Normal	St. Ambrose University Davenport
Northern Illinois University DeKalb	Drake University Des Moines
St. Xavier University Chicago	University of Iowa Iowa City
University of Illinois Chicago and Urbana	University of Northern Iowa Cedar Falls
Western Illinois University Macomb	

During the 2000-2001 academic year, unduplicated headcount enrollment in the GradCenter increased by 84 (+1.5%) students (from 5,444 to 5,528). Total registrations increased by 1,063 students (from 9,176 to 10,239); this represents an 11.6% increase and an all-time high enrollment. Improved marketing including print advertisements, radio spots, feature articles, and the coordinated efforts with member institutions helped increase overall enrollments.

³ In January 2001, the consortium, which has been in existence for more than 30 years, approved the inclusion of Drake University.

UNDUPLICATED HEADCOUNT AND ENROLLMENTS



The following six planning goals, which were approved by the GradCenter's Governing Board, guided 2000-2001 activities:

Goal 1. Work with the GradCenter Governing Board to operationalize the findings of the graduate education community needs survey.

The results of the survey completed by the GradCenter in 1999-2000 were communicated through newspapers, special reports, and web sites to board members, area chambers of commerce, the Quad City Development Group, area community colleges, K-12 school administrators, and the project's funding sources. The Governing Board developed and implemented a strategic action plan for calendar year 2001 based on the survey results.

Goal 2. The Center staff will identify and update the Center's current quality measures to supplement and complement those of the institutions.

The GradCenter's Governing Board established a Quality subcommittee to review periodically such Center documents as the GradCenter Quality Document (which outlines quality processes and procedures used in GradCenter operations), the investment policy, the personnel handbook, and various operations manuals.

Goal 3. The Center will promote student access to selected student services provided to campus students.

During 2000-2001, the GradCenter completed a number of activities designed to promote access to students. The Governing Board appointed the GradCenter's first Student Advisory Council, and the president of the Council is a voting member of the GradCenter's

Governing Board. In addition, the Center's web site was streamlined and expanded to provide students with up-to-date information on course offerings, advising opportunities, and registration procedures. The web site also serves as a vehicle for surveying current and former students on matters related to part-time, off-campus graduate study, and provide a link to the web sites of member institutions.

- Goal 4. **The Center, working in cooperation with a board committee on diversity, will research marketing approaches resulting in locating, recruiting, and enrolling a diverse student body that is baccalaureate prepared.**

Center staff worked with member institutions to develop target mailings to African-American, Hispanic-American, and Latino(a) students regarding GradCenter Night. In addition, the Board chair established a Diversity subcommittee to guide the Board, staff, and the Student Advisory Council in striving continually to increase minority participation.

- Goal 5. **The Center will seek to establish or strengthen three partnerships that will provide for assistance, as needed, in carrying out the mission of the Center.**

During 2000-2001, the GradCenter continued to partner with the Quad City Development Group to ensure that persons and businesses considering relocation to the Quad Cities became aware of the diversity of graduate-level programming available in the Quad Cities. In addition, in order to provide educators with up-to-date information on changes in teacher certification and degree program requirements, the GradCenter partnered with the chief administrator of the Mississippi Bend Area Education Agency and the Rock Island County regional superintendent.

- Goal 6. **The Center will seek to identify current tasks, goals, and objectives that inhibit the Center's efficiency and productivity.**

During 2000-2001, the GradCenter restructured and streamlined its reporting procedures which resulted in working more efficiently and increasing productivity. The new staffing pattern resulted in the elimination of identified duplication of work and clarified reporting relationships. In addition, each staff member completed a personal position inventory to locate and remove procedures that inhibited work productivity and creativity.

Three planning goals currently guide the GradCenter's activities. These planning goals are (1) to increase the community's awareness of the GradCenter; (2) to

identify unmet graduate education needs in the Quad Cities community; and (3) to identify unmet service needs of member institutions. In striving to meet these goals, GradCenter staff, with the support of the Governing Board, developed a transitional plan to move from 2000 to 2001 by launching the following activities:

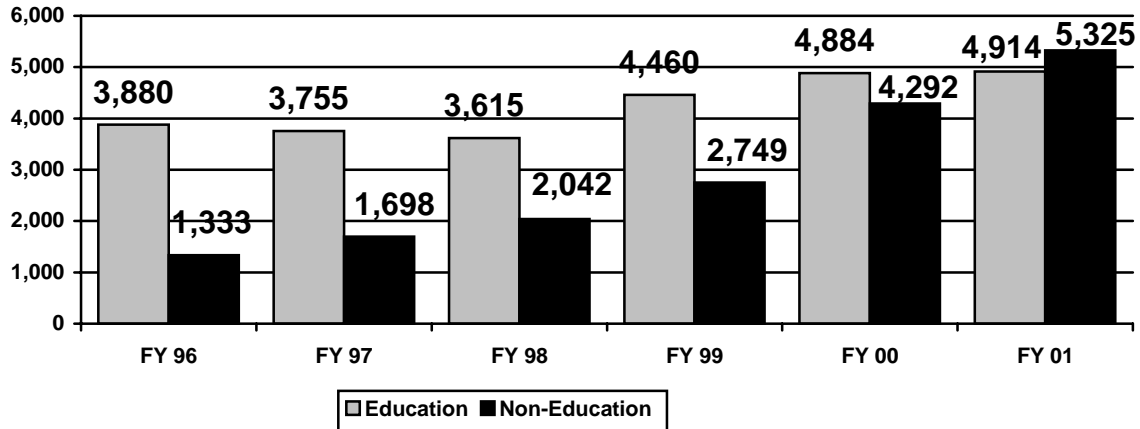
1. *Development of a Strategic Action Plan.* Based on the results of the Graduate Education Community Needs Survey Project (completed in June 2000), the GradCenter's Governing Board requested that staff draft a strategic action plan. The strategic plan will be submitted to the Governing Board at its June 1, 2001 meeting.
2. *Creation of a Student Advisory Council.* In an effort to provide a vehicle for obtaining student input, the Governing Board requested that staff develop plans for a student advisory council. This council, consisting of individuals who are currently enrolled or who have graduated from a member institution, now meets three times a year. The president of the student advisory council is a voting member of the GradCenter Governing Board.
3. *Increased Access to a Diverse Array of Graduate Programming.* For the sixth consecutive year, the number of persons served and the number of persons enrolled in the graduate degree programs through the GradCenter increased to new highs. The total headcount during 2000-2001 reached a new high of 5,528 while the total student enrollment increased to 10,239. These numbers suggest to Center staff that either the comprehensiveness of the degree programs is appealing to the students or that they are attracted by the programs' applicability or portability in the current job market.

Over the years, enrollments in education programs, which are offered by the colleges of education at member institutions, have accounted for a significant proportion of enrollments. During FY 2001, enrollments in education programs accounted for 48.0% of the total enrollment. The FY 2001 enrollment in education programs represents an increase of 30 (+0.6%) students from last year from 4,884 to 4,914.

- * During FY 2001, enrollments in non-education programs (accounting, business administration, and others) increased by 1,033 (+24.1%) students from 4,292 to 5,325.
 - ◆ One of the reasons for the increase in non-education enrollments is the increased level of course and program offerings. For example, in the area of business administration, enrollments increased by 15.6% from 2,254 to 2,605.
 - ◆ Another reason for the increase has to do with delivery format. Regent institutions are offering more courses through ICN. Without a strict

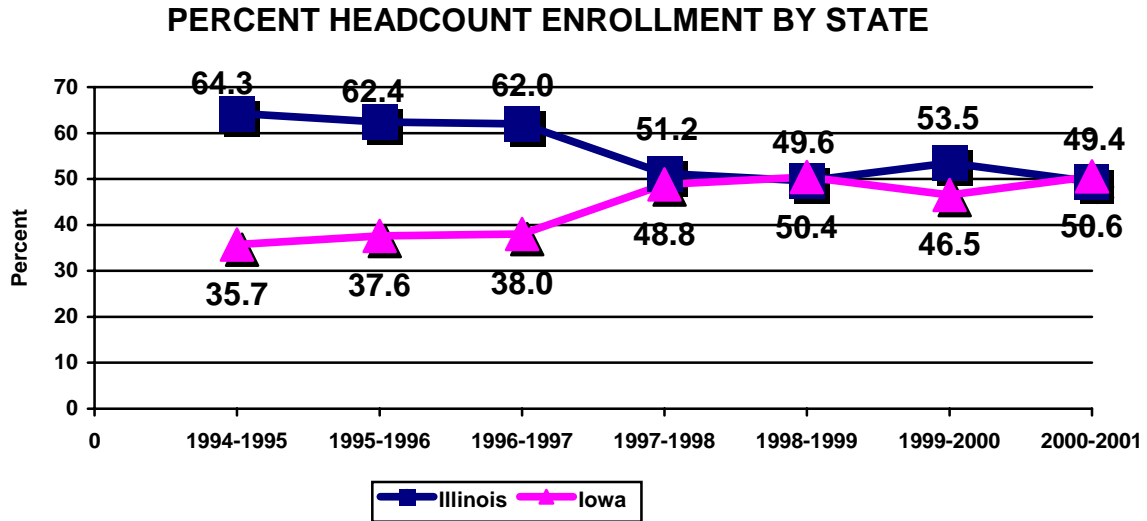
class size minimum which is required with on-site courses, more students have been served in a variety of courses.

EDUCATION AND NON-EDUCATION ENROLLMENTS



Of the eleven degree programs added at the GradCenter during 2000-2001, ten were from Iowa institutions, and two were offered by Regent institutions. The Regent universities offered a total of 20 programs at the GradCenter. The three universities also offered five certificate programs, three of which were new in 2000-2001.

- * Iowa State University added three certificate programs for financial counselor, public management, and superintendency at the GradCenter. Other ISU programs offered through the GradCenter include agriculture, computer engineering, electrical engineering, family and consumer sciences, mathematics education, microbiology, and systems engineering. The total enrollment was 73 students; this represents an increase of 28 (+62.2%) students from the prior year.
- * The University of Iowa offered one new program during FY 2001 in public health. The University also offered programs in business administration, community college teaching licensure (certificate), nursing, library science, pharmacy (Pharm. D.), and social work. The total enrollment was 722 students; this represents a decrease of 266 (-26.9%) students from the prior year.
- * The University of Northern Iowa added one new program in secondary science education during FY 2001. UNI also offered programs in educational technology, educational administration, gerontology (certificate), library science, middle school education, music education, and public relations. The total enrollment was 130 students; this represents an increase of 79 (+154.9%) students from the prior year.



The Governing Board of the GradCenter formulated the following planning goals for 2001-2002:

Goal 1. Increase community awareness of the GradCenter and its role for bringing the graduate programs of member institutions to the attention of the Quad Cities.

A strategic/marketing plan is being developed and implemented. The plan includes a framework for increased marketing efforts and a series of assessment procedures designed to provide the GradCenter and its member institutions with information on area demographic and economic trends, student feedback, and feedback from the business, education, and governmental communities. A progress report on these activities will be presented to the Governing Board in June 2001.

Goal 2. Identify unmet service needs of consumers and member institutions and develop strategies to satisfy those needs.

The Student Advisory Council has developed and implemented the first in a series of web-based surveys to assess current satisfaction with student and academic support services provided by the GradCenter. A new survey may be placed on the web each month. Member institutions will also provide items for future surveys.

Goal 3. Identify unmet graduate education needs in the communities served and negotiate with appropriate program providers to meet these needs.

Building upon the results of the GradCenter's community needs survey, GradCenter staff is working with members of the business and education communities to host informal breakfast meetings with human resource directors. Meetings are also being scheduled with the Quad

City Development Group and the Bi-State Regional Authority to study census information for the geographical area served by the GradCenter. It is anticipated that these statistics will assist the Center in better meeting the needs of the area's diverse student population.

Less than 50% of the programs were delivered by a traditional format; however, almost 90% of the enrollments were obtained from traditional delivery format. Approximately 53% of the programs were delivered by distance education technologies but they accounted for only 13% of the enrollments.

The current budget for the GradCenter is \$388,932. The State of Iowa appropriated \$175,686 toward that budget (45.2%); this represents an increase of \$4,304 (+2.5%) from the prior year. The State of Illinois provided \$211,800 (54.5%) for the operation of the GradCenter. Earnings generated by the GradCenter (\$1,446) provided the remaining portion of the budget.

TRI-STATE GRADUATE CENTER

The Tri-State Graduate Center was founded in 1990 to facilitate delivery of graduate education and other training opportunities to the residents of Siouxland. Seventeen educational agencies cooperate to provide educational experiences to the area.

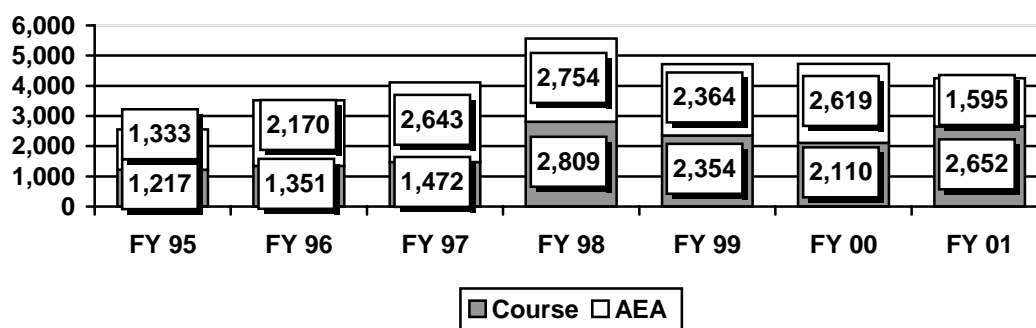
Membership in the Tri-State Graduate Center

Iowa	Nebraska
Briar Cliff College Sioux City	Creighton University Omaha
Des Moines University Des Moines	University of Nebraska Lincoln
Drake University Des Moines	University of Nebraska Omaha
Iowa State University Ames	Wayne State College Wayne
Morningside College Sioux City	
Northwest Iowa Community College Sheldon	South Dakota
University of Iowa Iowa City	South Dakota State University Brookings
University of Northern Iowa Cedar Falls	University of South Dakota Vermillion
Area Education Agency 4 Sioux Center	
Western Hills Education Agency 12 Sioux City	
Western Iowa Tech Community College Sioux City	

From FY 1991 to FY 1994, credit enrollments included enrollments in professional development courses offered by the Western Hills AEA and for which several local colleges granted academic credit. Beginning with FY 1995, the Tri-State Graduate Center has also reported credit enrollments specifically for courses offered by the participating colleges and universities.

Program headcount enrollment increased by 542 (+25.7%) students from 2,110 to 2,652 over FY 2000 enrollment. The increase resulted primarily from increased offerings at the University of Northern Iowa, which accounted for an increase of 149 students, and Wayne State College, which accounted for an increase of 784 students. During 2000-2001, the total headcount enrollment, which includes professional development offerings by AEA 4 and AEA 12, decreased by 482 (-10.2%) students from 4,729 to 4,247.

TOTAL ENROLLMENT DURING 2000-2001



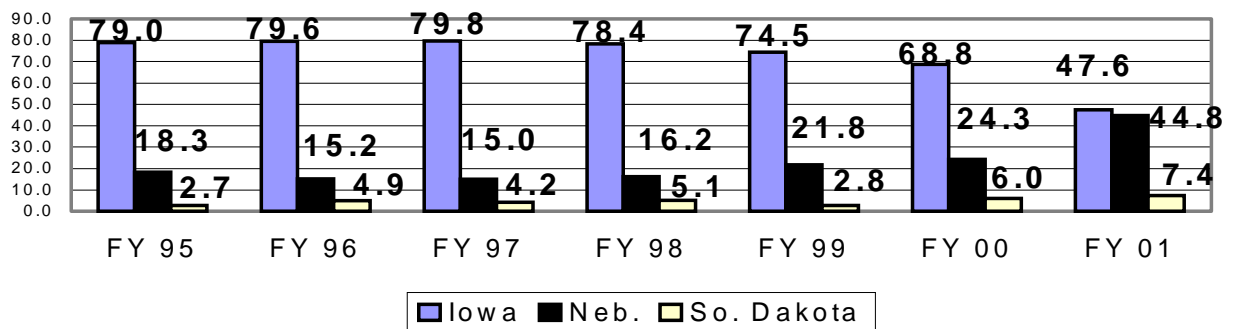
- * During 2000-2001, Wayne State College had the highest enrollment (1,228), primarily in education; Morningside College's enrollment of 339 was the second highest in the consortium, all of which was in education.
- * During 2000-2001, enrollments at Regent universities increased by 159 (+36.9%) students from 431 to 590. At Iowa State University, the enrollment decreased by 23 (-24.5%) students from 94 to 71. At the University of Iowa, the enrollment increased by 33 (+13.8%) students from 239 to 272, primarily in the social work program. At the University of Northern Iowa, the enrollment increased by 149 (+52.0%) students from 98 to 247, primarily in the field of education.

Seventy-nine percent of the programs made available through the Tri-State Graduate Center during the current fiscal year were delivered through distance education technologies and accounted for 26.3% of the enrollment. Twenty-one percent of the programs were delivered through traditional format and accounted for 73.7% of the enrollment.

- * Many of the courses within the programs are open to students who are not pursuing a graduate degree. Either the university notifies the Center that enrollment is open or the student has the option to speak to the instructor.
- * All programs offered by Regent universities make use of the distance education technologies to offer the programs.

Iowa continues to provide the largest number of enrollments in the Tri-State Graduate Center. There were 1,263 Iowa residents enrolled at the Center, which accounted for 47.6% of the enrollment. However, the proportion of Iowa residents enrolled at the Center has decreased annually from a high of 79.8% in FY 1997 to a low of 47.6% this year. Nebraska residents accounted for 44.8% of the enrollment (1,188); the proportion of Nebraska residents enrolled at the Center has increased annually from a low of 15.0% in FY 1997 to a high of 44.8% this year. South Dakota residents accounted for 7.4% of the enrollment (197) and individuals from other states accounted for the remaining 0.2% of enrollments (4).

PERCENT ENROLLMENT BY STATE



During 2000-2001, 34 degree programs and five certificate or endorsement programs were available at the Tri-State Graduate Center; 24 degree programs had enrollments. Courses in 43 academic areas that were not part of a degree program were also available at the Center. Iowa Regent universities offered 12 degree programs and four certificate or endorsement programs. In addition, Regent universities offered courses in 28 academic areas.

- * ISU offered masters programs in agriculture, agronomy, systems engineering, computer engineering, electrical engineering, mechanical engineering, family and consumer sciences, school mathematics, and microbiology. The University also offered certificate programs in public management, school superintendency, and financial counselor (new in 2000-2001) as well as courses in English, higher education, landscape architecture, linguistics, public administration, public management, special

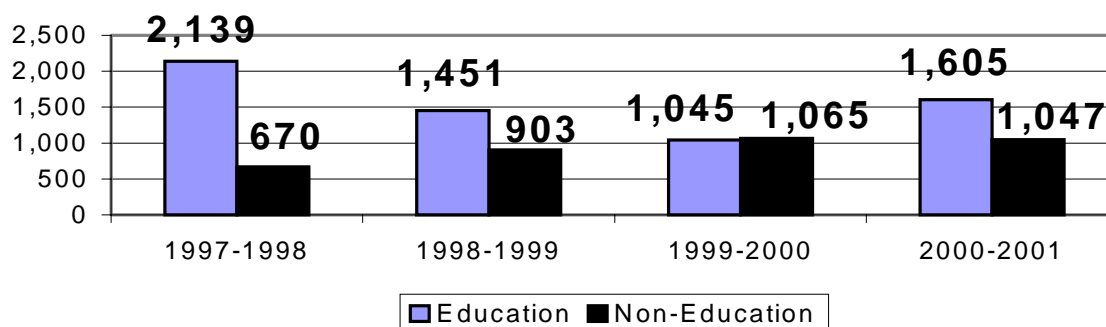
education, and veterinary medicine. The total enrollment was 71; this represents a decrease of 23 (-24.5%) students.

- * SUI offered masters programs in library and information science, social work, and advanced adult and adult nursing (new in 2000-2001); the University also offered a doctor of pharmacy program. The University also offered courses in aging studies, anthropology, community college licensure, education, civil engineering, environmental engineering, geology, global studies, higher education, museum studies, philosophy, psychology, public health, science education, and sports, health, leisure, and physical studies. The total enrollment was 272; this represents an increase of 33 (+13.8%) students.
- * UNI offered masters programs in school library media studies and educational leadership. The University also offered a superintendency endorsement program as well as courses in accounting, communication education, education, educational technology, public relations, and technology management. The total enrollment was 247; this represents an increase of 149 (+52.0%) students.

The Center further expanded its educational offerings with masters programs in health care administration and public health from Des Moines University; a masters program in adult learning performance and development from Drake University; a certificate program in educational technology from the University of Nebraska–Lincoln; and an education specialist program in school administration/education leadership from Wayne State College.

During 2000-2001, enrollments in education programs, which are offered by the colleges of education at participating colleges and universities, once again accounted for a significant majority of enrollments. There was an increase of 560 (+53.6%) students in education program enrollments from the prior year. This resulted primarily from an increase of 693 (+199.7%) students in education programs at Wayne State College. During FY 2001, enrollments in non-Education programs decreased by 18 (-1.7%) students.

EDUCATION AND NON-EDUCATION ENROLLMENTS



The Center made the following progress toward achieving its 2000-2001 goals:

Goal 1. Facilitate transition of the newly appointed executive director to the Tri-State Graduate Center.

Since August 2000, the new executive director has met with the previous director as well as with staff from the Quad Cities Graduate Center and members of the Tri-State Graduate Center executive committee to learn about graduate center operations. The director also attended the Tri-State Governor's Day conference.

Goal 2. Expand marketing programs and increase visibility of the Center as an educational resource in the community.

Center staff presented information about the Center to a variety of organizations, including the local chapter of the Society for Human Resource Management, the Sioux City Tri-State Legislative Conference, Des Moines University, the Sioux City Suburban Rotary Club, and AEA 12 school superintendents; prepared 12 newspaper ads, two flyers, and eight press releases; hosted a GRE preparation seminar; attended the University Continuing Education Association national marketing seminar; attended a marketing seminar presented by a consultant; obtained name badges with the Center's logo; met the 1088 Sioux City Chamber of Commerce; placed two articles in the Society for Human Resource Management newsletters; placed three articles in AEA 12 and AEA 4 newsletters; met with hospital human resource directors about current programs and requested information to identify employee degree needs; designed and sent flyers which identified health care programs to human resource directors of local health care facilities; participated in meetings of the Sioux City and South Sioux City chambers of commerce legislative affairs committees; joined professional and service clubs in the Sioux City area; participated in a number of ribbon cutting events; produced and distributed course schedules each semester; participated in two career fairs; participated in the Boys and Girls Home employee benefits extravaganza; conducted lunchtime information sessions for Mercy Medical Center, St. Luke's, Kind and Knox, Western Iowa Tech Community College, and Great West Casualty; and served on the board of the local chapter of Quota International.

Goal 3. Continue to identify graduate education needs for prospective students in Siouxland.

Center staff developed inquiries to employees to assess interest in a master of science in industrial management; included a response form in each course schedule asking prospective students for information

about their degree interests; requested feedback about degree interests in newspaper ads; met with the Wayne State College graduate dean and director of continuing education as well as a community representative regarding the need for a degree in alternative education; reviewed survey questions for placement in the South Sioux City Community Survey; served as chair of the Social Work Advisory Committee; worked with students from the University of Iowa's Social Work program on a needs assessment survey; and met with members of the Society of Safety Engineers to explain the proposed master of science program in industrial management and to assess members' interest in the program.

Goal 4. **Build a base of support uniting students, member institutions, employers, and community groups.**

Center staff visited a number of institutions, including Creighton University, University of Nebraska-Omaha, University of Nebraska-Lincoln, Wayne State College, University of South Dakota, Dakota State University, and South Dakota State University; initiated telephone contact with representatives from member institutions in Iowa; participated in a focus group of community leaders for the Sioux City public library; participated in a reception for area legislators at the University of Iowa; participated in meetings of the Sioux City and South Sioux City chambers of commerce legislative affairs committees; attended candidate interviews for the position of distance education coordinator in SUI's department of social work; attended the Missouri Valley Education Association regional conference; hosted a meeting of the Siouxland Educational Community Development Council; and attended the annual conference of the Iowa Association of Lifelong Learners.

The Center identified the following goals for 2001-2002:

Goal 1. **Expand marketing programs and increase visibility of the Tri-State Graduate Center as an educational resource in the community.**

- Begin development of a marketing database by collecting data on current students and use the data to develop a student profile to inform marketing decisions.
- Investigate the use of a variety of media to reach prospective students and to identify their educational needs.
- Investigate additional funding for the Center.
- Continue to develop a working relationship with local human resource directors and community and business leaders.

- Continue to participate regularly in community organizations.

Goal 2. **Continue to identify graduate education needs for prospective students in Siouxland.**

- Develop a mailing list of local human resource directors to use for needs assessment surveys.

Goal 3. **Build a base of support utilizing students, member institutions, employers, and community groups.**

- By expanding marketing programs and increasing the visibility of the Center, the base of support among business and community leaders also increases.
- Center staff will continue to solidify the base of support among member institutions by sending periodic activity updates to institutional representatives, program directors, and academic deans; and by visiting member institutions once a year.
- Consider the expansion of the board of directors to include student representatives.
- Expand awareness among current students of the mission of the Center and the services provided.

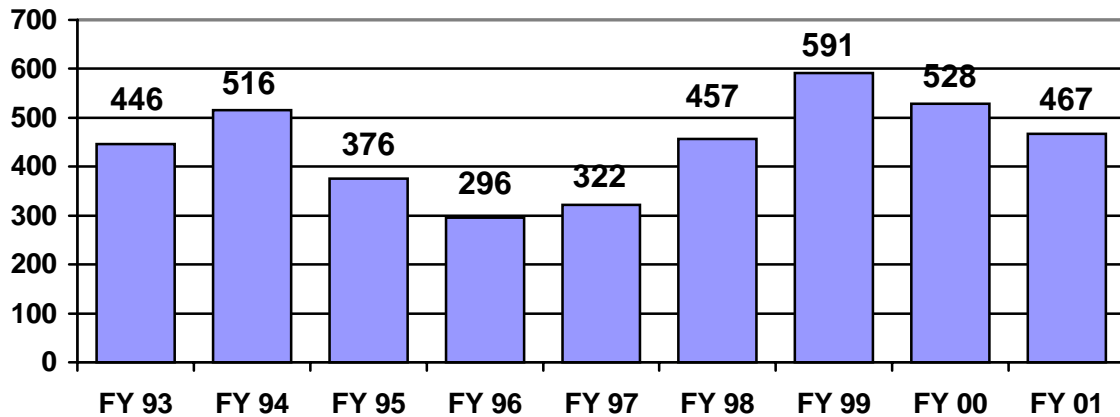
The Tri-State Graduate Center has a FY 2001 budget of \$146,092. The State of Iowa appropriated \$85,936 toward that budget (58.8%). The State of Nebraska provided \$45,019 (30.8%) and the State of South Dakota provided \$3,377 (2.3%). The Center also generated some earnings (\$11,760) for its FY 2001 budget.

SOUTHWEST IOWA REGENTS RESOURCE CENTER

The Southwest Iowa Regents Resource Center is completing its tenth year of service to the people in eight counties in the southwest corner of Iowa by offering programs and services provided by the three Regent universities. The Regents Resource Center maintains offices on the campus of the Iowa School for the Deaf in Council Bluffs and uses facilities throughout the southwest corner of the state.

Total enrollment through the Regents Resource Center decreased by 61 (-11.6%) students from 528 to 467 from the previous year. A large share of the decrease resulted from the conclusion of a cohort in the Elementary Reading and Language Arts program offered by the University of Northern Iowa.

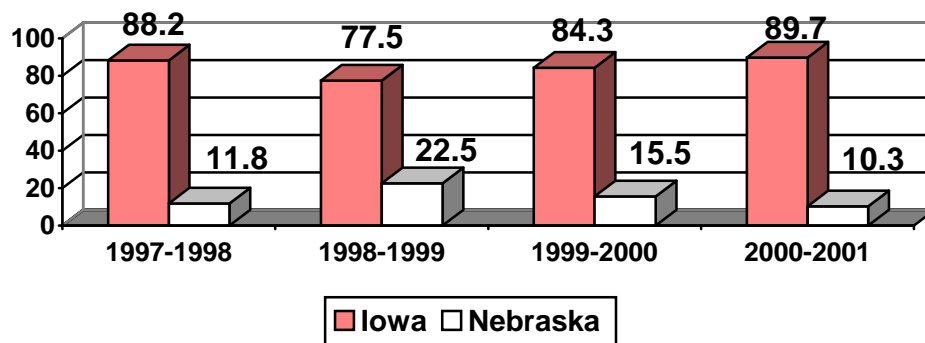
SOUTHWEST IOWA REGENTS RESOURCE CENTER ENROLLMENT



UNI's enrollment of 269 was the highest of the three universities; however, this enrollment represented a decrease of 74 (-21.6%) students from the previous year. ISU reported an enrollment of 71, which was a decrease of 10 (-12.3%) students; and SUI reported an enrollment of 127, which was an increase of 23 (+22.1%) students.

- * Iowa residents accounted for 419 (89.7%) of the enrollments during the current year. Nebraska residents accounted for 48 (10.3%) of the enrollments. During the current year, the proportion of Iowa residents increased from 84.3% to 89.7%.

PERCENT HEADCOUNT ENROLLMENT BY STATE

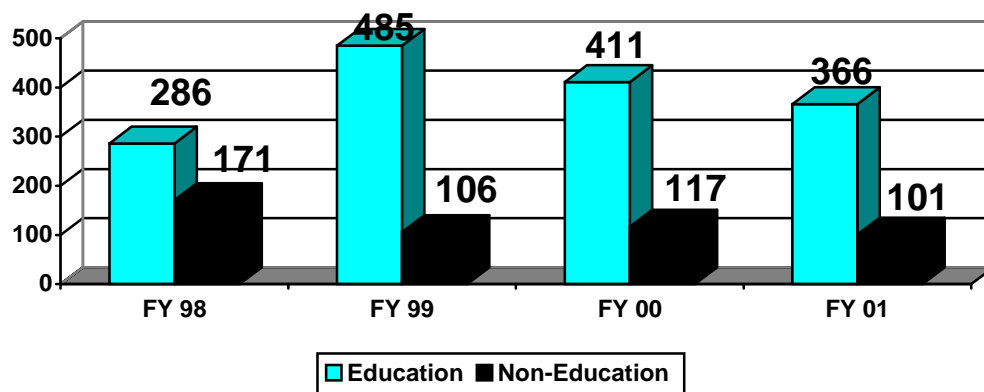


During 2000-2001, the Regents Resource Center offered four undergraduate programs, 20 graduate programs, and 14 certificate/endorsement programs. Four new degree programs and six new certificate or endorsement programs were initiated; in addition, one endorsement program and one masters program were concluded.

- * The offerings at the University of Northern Iowa include the bachelor of liberal studies; certificate programs in technology management, gerontology, and higher education community college; endorsement programs in driver education, early childhood special education, English as a second language/masters (new), and talented and gifted (new); and masters programs in early childhood education, educational administration, elementary reading and language arts, middle level education, mathematics for the middle grades, and music education.
- * The offerings at the University of Iowa include the bachelor of liberal studies; doctor of pharmacy; higher education community college certificate; and masters programs in library science, public health (new), and nursing (new).
- * The offerings at Iowa State University include bachelors program in liberal studies and professional agriculture; certificate programs in advanced studies (superintendency), advanced medical nutrition therapy (new), dietetics communication and counseling (new), dietetics management (new), public management, and financial counseling (new); and masters programs in agriculture, educational leadership (new), systems engineering, family and consumer sciences, school mathematics, agronomy, computer engineering, electrical engineering, mechanical engineering (new), and microbiology.

Over the years, enrollments in Education programs, which are offered by the Regent colleges of education, have accounted for a significant majority of enrollments. During FY 2001, enrollments in education programs accounted for 78.4% of the total enrollment.

EDUCATION AND NON-EDUCATION ENROLLMENTS



Thirty-seven of the programs and certificates (97.4%) were delivered through distance education formats during 2000-2001 and accounted for 63.0% of the enrollments through the Regents Resource Center. On-site, face-to-face

instruction occurred in only 2.6% of the courses offered, but accounted for 37.0% of the enrollments. A variety of distance education formats were used in 2000-2001, including the ICN, World Wide Web, Iowa Public Television, videotapes, and satellite transmissions.

The mission of the Regents Resource Center is to provide increased access to graduate and undergraduate education and other Regent universities' resources for area residents. The Center made the following progress toward accomplishing its 2000-2001 goals:

Goal 1. Continue implementation of the Center marketing plan for the purpose of increasing enrollments and awareness of Regents educational opportunities available in the region.

- The Center web site was launched in summer 2000. The site is regularly updated and promoted. Links on the web site were made with southwest Iowa communities, schools, and chambers of commerce. Upcoming educational events, informational meetings, and current course and program offerings are provided on the web site. Links to the continuing education units of the Regent universities assist area residents to obtain more information and facilitate enrollment. Web traffic has increased throughout the year.
- A survey was placed on the Center web site for input on the programs, courses, and services sought by web visitors.
- The Center database is continually updated; targeted mailings were used for specialized promotions.
- Cooperation with Iowa Western Community College, AEA 13, and Regional Telecommunications Councils 13 and 14 enabled the Center to reach potential audiences, such as teachers, at moderate cost.
- Cooperation with Omaha Public Schools (OPS) resulted in periodic announcements of upcoming course and program opportunities through electronic delivery to all OPS teachers, reaching many Iowa residents who work in that school system.
- With increasing printing and postage costs, cost-effective marketing strategies for the Center and the Regent universities' educational programs will continue to be explored.

Goal 2. Assist Regent universities with outreach and continuing education initiatives consistent with their strategic plans.

- The Regent universities' Bachelor of Liberal Studies was promoted through periodic, staffed displays at an Iowa Western Community College kiosk. These efforts reached a group of traditional and non-

traditional students, as well as community college staff members, with information about the BLS. They also provided visibility to Regent university distance education opportunities.

- The Center is helping to launch the *BLS Across Iowa* initiative at Iowa Western Community College in Council Bluffs and at Western Iowa Tech in Sioux City. This initiative will provide additional course options through the Iowa Communications Network for BLS students. Contacts with community college personnel, media announcements, and information meetings are currently being conducted. Student orientation programs, study skill workshops, and other support programs will take place throughout the academic year.
- A survey of major employers in southwest Iowa was conducted regarding credit and non-credit program needs. This group of employers requested credit programs in business areas and computer technology. These businesses also reported the ways in which they would like to receive information on Center educational opportunities, and if they have tuition reimbursement programs. This information was shared with the Center program team and is being incorporated into programming and marketing efforts.
- The Center initiated programming with the Council Bluffs Chamber of Commerce Small Business Council, with the first program, *Violence in the Workplace*, provided by the University of Iowa's Speakers' Bureau. Additional programs on topics of interest to the business community will be planned for the coming year.
- The Center provided logistical support for on-site courses, ICN courses, and telecourses, including arrangements for computer labs, resource material checkout, library checkout privileges at the University of Nebraska-Omaha, and test administration.

Goal 3. Assist Regent universities in expansion of graduate program offerings in a wide range of curricular areas.

- Regent university continuing education units are kept apprised of trends in the area through the Center programming team. A summary of graduate program offerings and costs in the region as well as enrollment and job placement data at Iowa Western Community College are examples of data provided.
- The Center assisted promotion efforts to launch several new graduate programs during the year, including UNI's English as a Second Language Endorsement/Masters, Early Childhood Education Masters, Talented and Gifted Endorsement, and the University of Iowa's Master of Public Health. Several graduate programs proposed for Fall 2001 are currently being promoted – the UNIfied

masters program and science education masters from the University of Northern Iowa.

- There was a net increase of seven new graduate programs or program cycles. Area residents have access to an increasing array of program options, most of which have been made possible through the use of the Iowa Communications Network and the World Wide Web.
- SUI's Master of Public Health and Master of Science in Nursing were new programs/program cycles this year. Additional promotion efforts will be employed to develop audiences for these programs.

Goal 4. **Expand opportunities for cultural arts programming, including non-credit educational programs such as workshops and conferences.**

The Center is co-sponsoring a performance of the University of Iowa's *Pan American Steel Band* as part of the Southwest Iowa Performing Arts Center opening performances. A University of Iowa alumni gathering is also to be held in conjunction with this event.

- The Center promoted university cultural arts and humanities opportunities with area organizations, resulting in increased awareness of opportunities, and additional programming, such as a presentation by poet laureate Marvin Bell at the Council Bluffs public library in April. Center staff periodically assists the programming committee of the Southwest Iowa Performing Arts Center with ideas on university cultural outreach possibilities.
- There is strong interest among several area businesses in the Iowa State University Latino Cultural Communications workshops, with preliminary planning for these underway.
- The Center facilitated a placement of a University of Iowa student intern with the Bluffs Arts Council for Summer 2001.

Goal 5. **Serve as an advocate for the educational needs of the citizens of western Iowa.**

- Center staff communicated regularly with staff of the continuing education units of the three Regent universities and members of the State Extension and Continuing Education Council to update them on program needs and concerns of southwest Iowa citizens.
- The Center periodically informed area leaders about Regent university programs and activities available through the Center.

During 2000-2001, the Center developed and implemented a number of activities which supported its goals.

- *Informational Meetings.* The Center promoted new program opportunities and assisted with informational meetings for the following proposed programs from the University of Northern Iowa - MAE in Middle Level Education, Master of Arts in Elementary Reading and Language Arts, English as a Second Language endorsement/masters and from the University of Iowa - Master of Public Health and Master of Arts in Science Education.
- *Elementary Reading and Language Arts.* The second cohort in the University of Northern Iowa Elementary Reading and Language Arts masters program concluded this year. This on-site program had a large enrollment, and is the primary reason for a decrease in overall enrollments during the year. A third cohort was promoted this year, but the program implementation was delayed one year. A masters program in Literacy is now being promoted for Fall 2001 as part of the University of Northern Iowa's UNified Masters Program.
- *Science Education.* Five students were recruited for a University of Iowa Science Education masters program. Ultimately, the program was not offered through distance education to southwest Iowa. The University of Northern Iowa is currently proposing a science education masters program to begin in Fall 2001; some these students have indicated interest in continuing with this option.
- *Iowa Communications Network.* The Center became the ICN scheduler for ISD#1 and ISD#2 in August, providing all ICN scheduling functions and on-site support for the ICN at the Iowa School for the Deaf. During the year, Center staff has devoted more than 120 hours to ICN scheduling and classroom management. The two classrooms are used primarily for delivery of credit courses. Currently, the ICN system is working well for delivery of credit coursework to the region. The universities delivering programs use ICN classrooms throughout southwest Iowa, depending upon interest and enrollment. The Center director serves on two Regional Telecommunications Councils, assisting with the educational use of the ICN in AEA 13 and AEA 14. Center staff worked with the University of Northern Iowa and the Iowa School for the Deaf in securing Internet access and upgraded computers for the two ICN rooms.
- *Correspondence Courses Available Through the World Wide Web.* The Center promotes the University of Iowa and the University of Northern Iowa correspondence courses available over the World Wide Web. Enrollments for these courses are not included in the Center enrollment report.

- *Cultural Outreach.* The Center's broad role includes support for cultural outreach from the Regent universities. The Center regularly supports efforts of area arts organizations by providing information on university cultural arts outreach opportunities. The University of Iowa Arts Share participated in the grand opening of the Southwest Iowa Arts Center on the campus of Iowa Western Community College by facilitating a performance of the *Pan American Steel Band* in cooperation with the Southwest Iowa Regents Resource Center and Iowa Western Community College Student Senate.

The Center formulated the following goals for 2001-2002:

- Goal 1. Continue implementation of the Center marketing plan for the purpose of increasing enrollments and awareness of Regent university educational opportunities available in the region.
- Goal 2. Assist Regent universities with outreach and continuing education initiatives consistent with their strategic plans. Priority for FY 2002 will be to support the *BLS Across Iowa* initiative in the Western Iowa Community College and Western Iowa Tech regions.
- Goal 3. Expand graduate program offerings in a wide range of curricular areas.
- Goal 4. Expand opportunities for cultural arts programming, including non-credit educational programs such as workshops and conferences.
- Goal 5. Serve as an advocate for the educational needs of the citizens of western Iowa.

The Southwest Iowa Regents Resource Center has a budget of \$148,600 for FY 2001. The State of Iowa appropriation for the Center was \$117,546 (79.1%). The State Extension and Continuing Education Council provided \$31,054 (20.9%) in support.

Special Problems or Concerns

- * Currently, the Quad Cities Graduate Center obtains the names and addresses of enrolled students from member institutions. Several information exchange models have been developed to serve the unique needs of each member institution. This database of names and addresses of current and former students is used to market degree programs, assess interest in new programs, and, in general, to keep the Quad Cities communities up-to-date on the GradCenter.

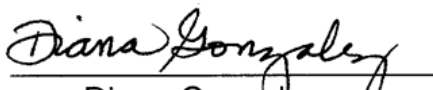
To build on this, and to improve accountability to the Quad Cities community, the GradCenter is requesting from member institutions the names of individuals who graduate from degree programs offered in the Quad Cities.

In this way, the Center will be able to work with the Quad City Development Group to assess the extent to which persons who are able to complete graduate work in the Quad Cities, remain in the Quad Cities.

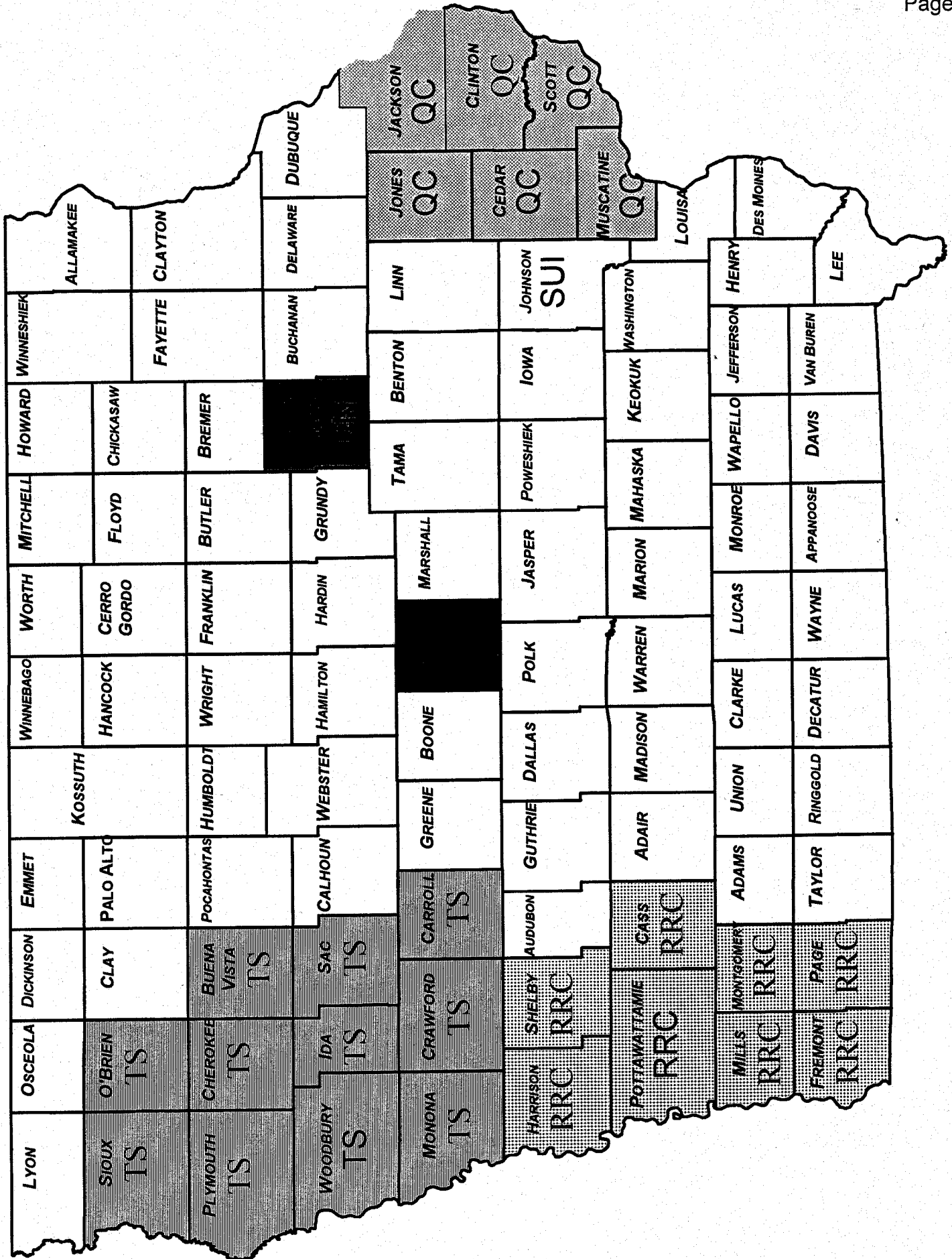
- * At the Tri-State Graduate Center, the primary problem area for next year concerns finding ways to accomplish goals with less money. Last year, the strategic planning committee identified the expansion of marketing activities as a goal and this remains as a goal for FY 2002. However, in order to hire a full-time Center director, the advertising/marketing budget was reduced from \$11,000 in 1999-2000 to \$4,500 in 2000-2001. Without additional revenues, the budget in this area will shrink further over the next three years.

Expenses in other areas, especially in organization dues and travel, have increased with a full-time director actively pursuing the goals set by the strategic planning committee. Furthermore, increased printing, postage, and supply costs have placed additional strain on the budget.

- * The Southwest Iowa Regents Resource Center has identified the following concerns related to its operation:
 - Current Internet access through the Iowa State University Extension has worked well; however, the Center is limited in its ability to use video conferencing, due to the speed that is required (56K frame relay). There is interest in installing video conferencing equipment in the Center's computer lab and options to increase the speed need to be explored.
 - A continuing challenge is the expansion of programming beyond the field of education. Business courses and programs at the undergraduate and graduate level are frequently requested.
 - Budget limitations and increasing costs will curtail some marketing and advertising activities and necessitate continued exploration of other mechanisms for program promotion.


Diana Gonzalez

Approved: 
Frank J. Stork



REGENT UNIVERSITIES AND REGIONAL STUDY CENTERS SERVICE AREAS