

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Distance Education  
**Date:** October 6, 2003

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**Recommended  
Action:**

Receive the Annual Report on Distance Education, which concerns the distance education activities of the three Regent universities and the three regional study centers. The annual report also incorporates reports from the Coordinating Council for Virtual Learning (CCVL), the 2 + 2 Council, and State Extension and Continuing Education Council (SECEC).

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**Executive  
Summary:**

Board Policy

The Board of Regents Policy Manual §6.29 states:

Distance education initiatives are included within the missions of Regent institutions and the Board strongly encourages Regent institutions to anticipate and meet consumer needs by offering courses and programs through distance education technology.

The Policy Manual § 6.29 also directs the Regent institutions to "present to the Board an annual comprehensive report on distance education."

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Distance  
Education  
Defined

The Board adopted guidelines of the North Central Association to facilitate the evaluation of Regent university distance education programs. One of these guidelines provides this common definition:

Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies. (*Policy Manual* § 6.29)

In synchronous instruction, teacher and student work together at the same time, whether at the same location or by communicating via some electronic technology. In asynchronous instruction, by contrast, teachers provide instruction and learning support that can be accessed by students at a later time, such as through e-mail or regular mail correspondence.

For the purposes of this report, and in common usage among Regent institutions, distance education also refers to the face-to-face instruction provided at off-campus locations (i.e., including when student and instructor are in the same place).

Institutional Reports  
in the Regent  
Exhibit Book

The reporting year covered in this report includes summer 2002, fall 2002, and spring 2003. The report also provides Regent university off-campus enrollment figures for fall 2003. Copies of the individual reports from the Regent Universities and from the regional study centers are included in the Regent Exhibit Book.

Summary of Key  
Findings

Some key findings concerning distance education provided by the Regent Universities in 2002-03 [2001-02 figures] include the following:

Credit courses and programs:

- 59 credit programs (degree, certificate, and endorsement) [60]
- 3,039 individual courses/sections [3,496]
- 49,981 total student enrollments [45,154]

Bachelor of Liberal Studies program:

- 1,103 students enrolled in coursework [1,160]
- 163 students graduated [139]
- 354 students newly admitted [328]
- 18 students in SUI's Liberal Studies Interest program [17]

Non-credit continuing education courses:

- 474,957 total student enrollments [474,757]

Iowa Communications Network (ICN):

- 3,892 total student enrollments [4,341]
- 181 courses [221]

Iowa Counties and Communities Served:

- 98 Iowa counties [99]
- 397 Iowa communities [357]

Off-Campus  
Enrollment in Fall  
2003

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Off-campus offerings are a measure of the extent to which Regent universities provide educational opportunities in non-traditional settings. During Fall 2003, students have been able to access undergraduate, graduate, and professional school coursework across the state through the use of videotapes, face-to-face classes, and the ICN. Additional opportunities are available through independent study, the Internet, and Iowa Public Television.

Regent universities are doing an excellent job of reaching out to meet the needs of lowans through off-campus offerings. The off-campus unduplicated headcount enrollment is 3,236 for Fall 2003, an increase of 33 students (+1.0%) from the prior year. More than 5,000 students are enrolled in off-campus coursework during Fall 2003. This represents an increase of 365 (+7.8%) from Fall 2002.

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Regent University  
Collaborations

In 2002-2003, the three Regent universities continued their efforts at collaboration with the objective of eliminating unnecessary duplication and reducing programming costs. A major collaborative effort is exemplified in the Bachelor of Liberal Studies (BLS) degree program. The three Regent institutions, several community colleges, and the Southwest Iowa Regents Resource Center partner to offer the collaborative BLS degree program which meets at 8 ICN sites around the state. The Board of Regents created the BLS degree program in 1977 to provide statewide access for Iowa residents to upper division courses needed to complete a general undergraduate liberal arts degree.

Another example of collaboration among Regent institutions is the Executive MBA and Master of Engineering dual degree offered collaboratively by SUI and ISU. This program initiated its second cohort in August, 2003.

Regional Study  
Centers

The report also summarizes information provided in the annual reports of the Regional Study Centers. These are: Quad Cities Graduate Study Center; Tri-State Graduate Center; and Southwest Iowa Regents Resource Center. Some key findings concerning the Regional Study Centers in 2002-03 [2001-02 figures] include the following:

Enrollments and Programs:

- 15,693 total student enrollments [15,092]
- 1,929 enrollments in Regent university programs [2,273]
- 80 programs offered by the Regent universities at the three regional study centers [86]

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Three Councils

Three councils work to support communication and collaboration related to continuing education in the state. Summaries of the recent work of these three councils can be found on pages 17-22.

The State Extension and Continuing Education Council [SECEC] was established by the Board in 1962. Its primary purpose is to serve as a medium for information exchange on off-campus programming initiatives of the individual colleges on each campus in order to avoid unnecessary duplication of offerings. SECEC meets regularly to conduct collaborative program planning and to discuss issues of mutual concern.

The Distributed Learning Priority Study Group created the Coordinating Council for Virtual Learning (CCVL) in February 2001 to facilitate further discussion and planning for a virtual presence among the Regent universities. The Web-based virtual learning activities of the Regent universities, whether direct instruction or instructional support, are described in the summary of CCVL work beginning on page 17.

The 2 + 2 Council was formed in December 2001 to enhance and increase articulation agreements and collaborative programs between the Iowa community colleges and Regent universities. The 2002-03 achievements of the council, including co-sponsorship of an articulation conference in April 2003, are described below.

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**Link to Strategic Plan:**

Board of Regents Strategic Plan

Distance education activities assist the Board in achieving its aim of improving access to the Regent institutions. Key Result Area (KRA) 2.0.0.0, Access (which reads: "Provide access to educational, research, and service opportunities within the missions of the Regent institutions."), is the primary KRA to which this memorandum relates.

Specific Action Steps related to distance education include:

- 1.1.4.3 Each institution increase its service to Iowans, nation, and world;
- 2.1.1.1 Annually assess access to Regent institutions;
- 2.1.1.3 Adopt and implement policy on distance education;
- 2.1.1.5 Raise the percentage of Iowans possessing baccalaureate degrees to the national average;
- 2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa;
- 2.2.1.3 Increase distance education enrollment substantially;
- 4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board; and
- 4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.

University of Iowa Strategic Plan

SUI is committed to maintaining and enhancing strong ties between the University and external constituencies. SUI has developed indicators to measure the number of educational and professional outreach and service programs for Iowans and the number of outreach programs for K-12 students in Iowa.

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Iowa State  
University  
Strategic Plan

ISU has developed indicators to measure distance education enrollment and non-credit continuing education enrollment. ISU also has developed a benchmark regarding the number of clients served in the state and as a fraction of state's population served by engagement.

University of  
Northern Iowa  
Strategic Plan

UNI has developed indicators to measure the availability of distance learning and continuing education, specifically headcount enrollments in credit/non-credit courses offered through extension and continuing education, and off-campus student enrollment in degree programs offered through distance learning.

**Analysis:**

Memorandum  
Outline

The 2002-03 distance education reports from the Regent universities and the regional study centers provide descriptions of off-campus credit and non-credit programming activities, including current course offerings and detailed enrollment statistics in credit and non-credit courses and programs. These reports are summarized in this docket item. Major sections of this report and their beginning page numbers are listed in the table "Memorandum Major Sections" on the following page.

<b>Memorandum Major Sections</b>	<b>Page</b>
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**Credit Courses, Programs, and Enrollments**

Credit Programs

The University of Iowa, Iowa State University, and the University of Northern Iowa, collectively, offered 59 credit programs (degree, certificate, and endorsement) in 2002-03, one fewer than the number offered in 2001-02. See Table 1, pp. 25-27, for specific programs and sites. Students are able to access undergraduate, graduate, and professional school coursework across the state through a variety of delivery methods. Instructional delivery methods include on-site delivery at a variety of in-state and out-of-state sites, ICN, WWW, microwave relay, streaming media, videotape, CD Rom, DVD, and guided correspondence study.

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University of Iowa SUI offered 13 credit programs or certificates at 12 off-campus sites in Iowa, utilizing a variety of delivery methods. SUI also reported offering distance education programs in Hong Kong and Beijing.

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Iowa State University ISU offered 28 credit programs or certificates. Eighteen programs or certificates were offered in the United States and Canada, seven programs or certificates were offered only in Iowa, and three were available only in the Greater Des Moines area.

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University of Northern Iowa UNI offered 18 degree or certificate programs, including 15 graduate degree programs, 2 undergraduate degree programs, and one certificate program. In addition, the University regularly offers off-campus certification courses in special education, driver education, and community college teaching licensure. Like SUI and ISU, UNI uses a variety of delivery modes. In 2002-03, UNI also delivered instruction at a variety of delivery sites throughout the State of Iowa and in Hong Kong.

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Credit Course Enrollments There were 49,981 total student enrollments in credit courses and programs in 2002-03, compared to 45,154 in 2001-02, an increase of roughly 11%. See Table 2, p. 28, for more specific details on enrollments by subject area.

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University of Iowa	<u>2002-03</u>	<u>2001-02</u>
• Off-campus	7,875	7,001
• Guided Correspondence Study	2,963	3,842
• Saturday & Evening Enrollments	<u>13,798</u>	<u>9,825</u>
TOTAL	24,636	20,668

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Iowa State University	<u>2002-03</u>	<u>2001-02</u>
• Off-campus	5,996	5,298
• Saturday & Evening Enrollments	<u>9,146</u>	<u>9,369</u>
TOTAL	15,142	14,667

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University of Northern Iowa	<u>2002-03</u>	<u>2001-02</u>
• Off-campus	5,543	5,579
• On-campus	809	689
• ICN	1,686	1,631
• World Wide Web	1,260	828
• Iowa Public Television Telecourses	0	38
• Guided Correspondence Study	<u>905</u>	<u>1,054</u>
TOTAL	10,203	9,819

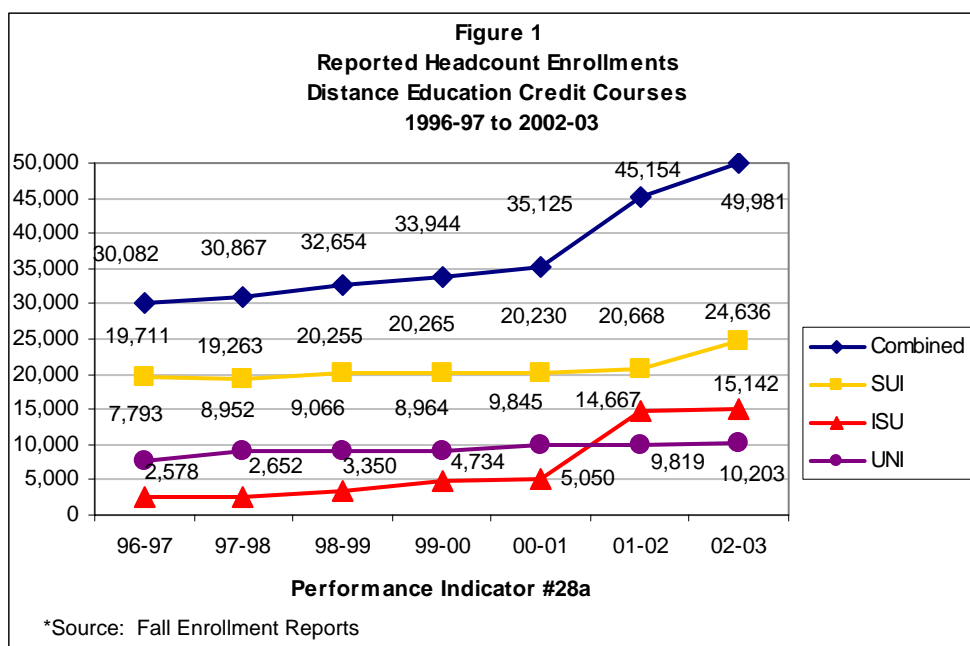
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Enrollment  
Trend  
in Credit  
Courses

Figure 1 shows that the total headcount enrollment in distance education credit courses has risen significantly, from 30,082 in 1996-97 to 45,154 in 2001-02. All three Regents Universities experienced increases in headcount enrollment between 2001-02 and 2002-03.

Note that 2001-02 was the first reporting year in which ISU reported Saturday and evening course enrollments (some 9,369 enrollments in 01-02 and 9,146 enrollments in 02-03), accounting for much of the increase in reported headcount enrollment in distance education credit courses between 2000-01 and 2001-02.

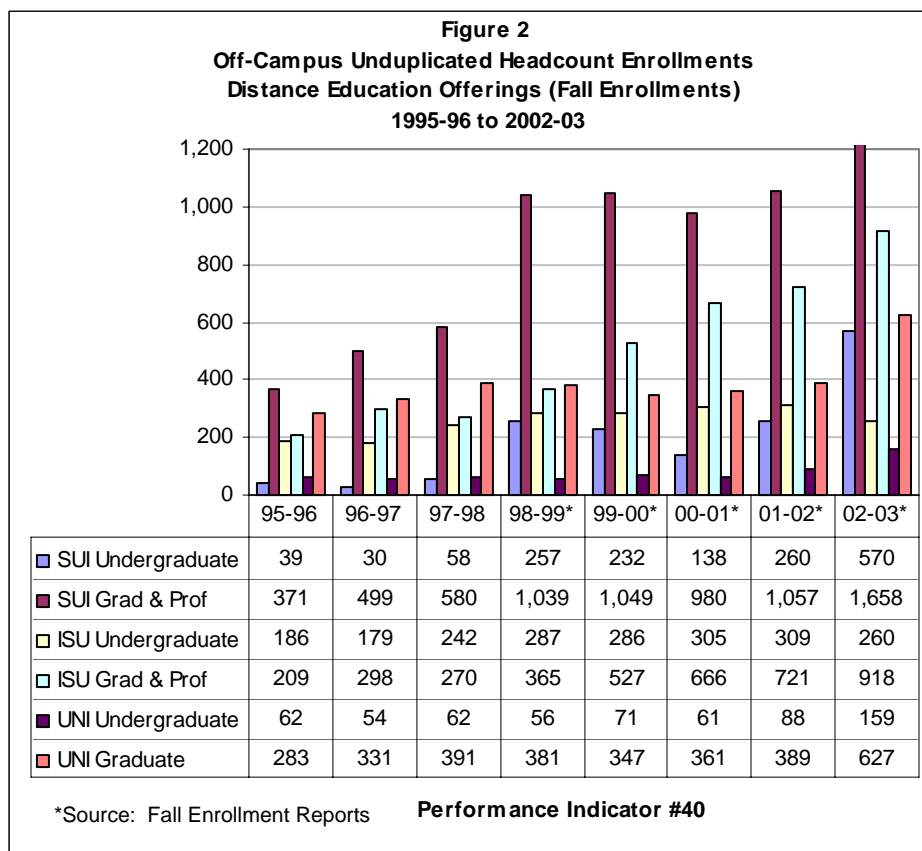
These data reflect progress with respect to Action Step 1.1.4.3 of the Board's Strategic Plan, which reads, "Each institution increase its service to lowans, nation, and world."



Off-campus  
Unduplicated  
Headcount  
Enrollments

Another measure of the service/outreach activity of the Regent universities is data on off-campus unduplicated headcount enrollments for distance education offerings. Off-campus offerings are a measure of the extent to which Regent universities provide educational opportunities in non-traditional settings.

Figure 2 provides the number of fall enrollments from 1995-96 to 2002-03 by institution and program level.





### Bachelor of Liberal Studies Program

#### BLS Background

The Bachelor of Liberal Studies (BLS) degree program is a collaborative effort of the Regent universities. The Board established the program in 1977 for the purpose of providing statewide access to upper division courses for Iowa residents interested in completing a general undergraduate liberal arts degree. The BLS program makes maximum use of transfer credits, correspondence courses, and distance education offerings.

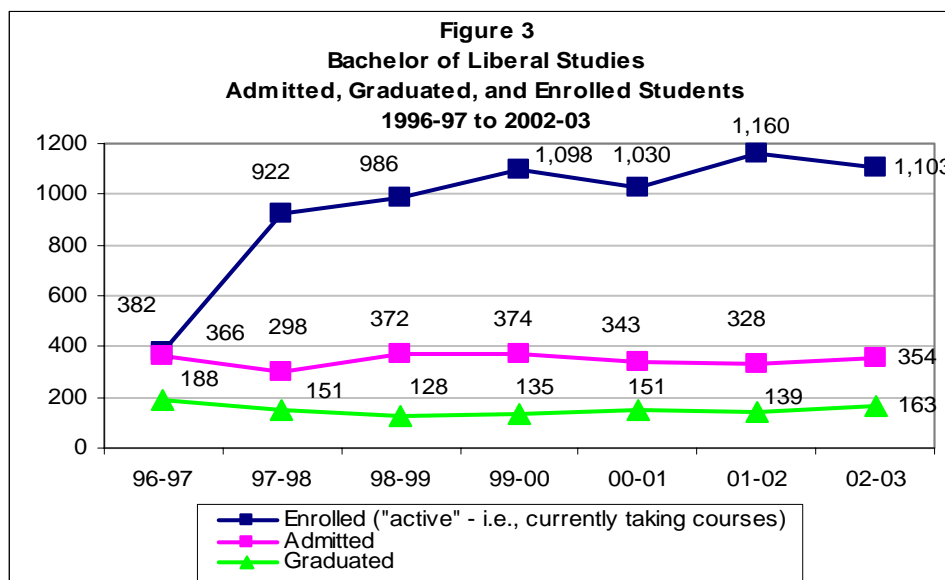
#### BLS Enrollment

The total number of BLS students in 2002-03 was 1,103. The historical high BLS enrollment level of 1,160 was reached in 01-02. The table below provides comparisons of BLS enrollment by year (from 2000-01 through 2002-03) and institution.

	<u>2002-03</u>	<u>2001-02</u>	<u>2000-01</u>
SUI	580	650	549
ISU	285	316	312
UNI	238	194	169
<b>TOTAL</b>	<b>1,103</b>	<b>1,160</b>	<b>1,030</b>

#### Trend in BLS Enrollments

Figure 3 provides seven-year data from the Regent universities on the number of students enrolled in, admitted to, and graduating from the BLS degree program. Table 3, p. 29, provides additional details on the number of admitted, graduated, and enrolled students in the BLS degree program for each Regent university from 1996-97 to 2002-03.



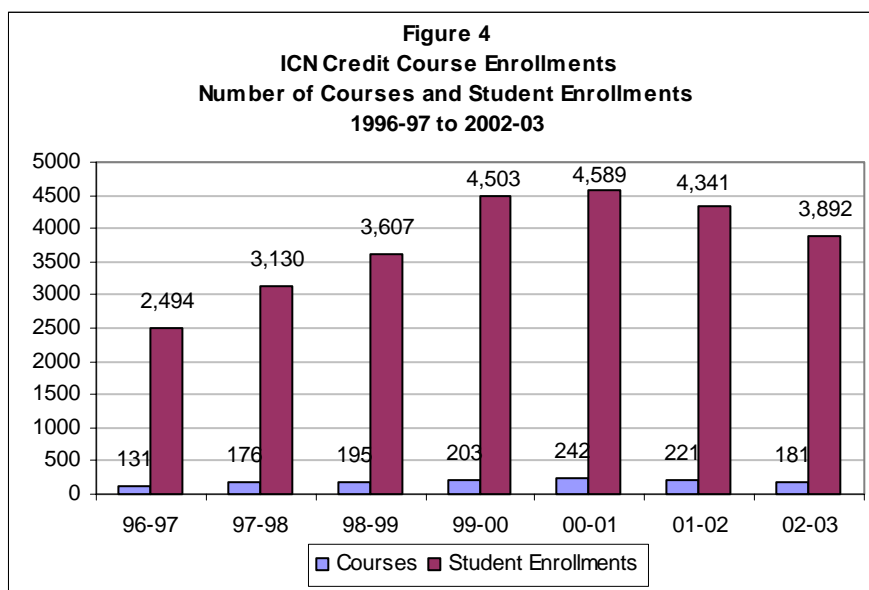
### ICN Credit Courses and Enrollments

#### Number of Courses and Enrollments

The use of the Iowa Communications Network (ICN) to deliver credit courses is one way that the Regent universities address the Board's Key Result Area 2.0.0.0, Access. The total enrollment in ICN classes, however, continued its downward trend in 2002-2003. The total enrollment in ICN classes in 2002-03 was 3,892 students, a decrease of 449 students, or 10.3%, from the 4,341 enrollment figure in 2001-02 and a decrease of 15% from the enrollment level of two years ago. In spite of the overall decline in ICN enrollments among Regent institutions collectively, UNI experienced a slight increase in enrollment in its ICN courses.

Institutions attribute the overall decline to two related factors: the relative expense of the ICN in the face of university budgetary constraints, and the availability and relative affordability of web-based instructional delivery as an alternative. In addition, institutions report that these factors will likely continue to reduce ICN enrollments in future years. Nevertheless, the institutions appear to regard the ICN as a valuable tool for course delivery.

Table 4, p. 29, and Figure 4 present the trend in ICN use by the Regent universities from 1996-97 to 2002-03.



**Non-Credit Courses and Enrollments**

Courses and Enrollments

Collectively, the Regent universities offered non-credit courses in 25 broad subject areas (by HEGIS or CIP code) in 2002-03. As Table 5, p. 30, indicates, the total number of enrollments was 474,957 in 2002-03, just slightly greater than the number of non-credit course enrollments, 474,757, in 2001-02.

University of Iowa

SUI non-credit course enrollments for 2002-03 totaled 47,520, an increase of 4,853 enrollments, 11%, over the 2001-02 figure of 42,667. Health professions and related clinical sciences courses account for some 57% of non-credit course enrollments at SUI.

Iowa State University

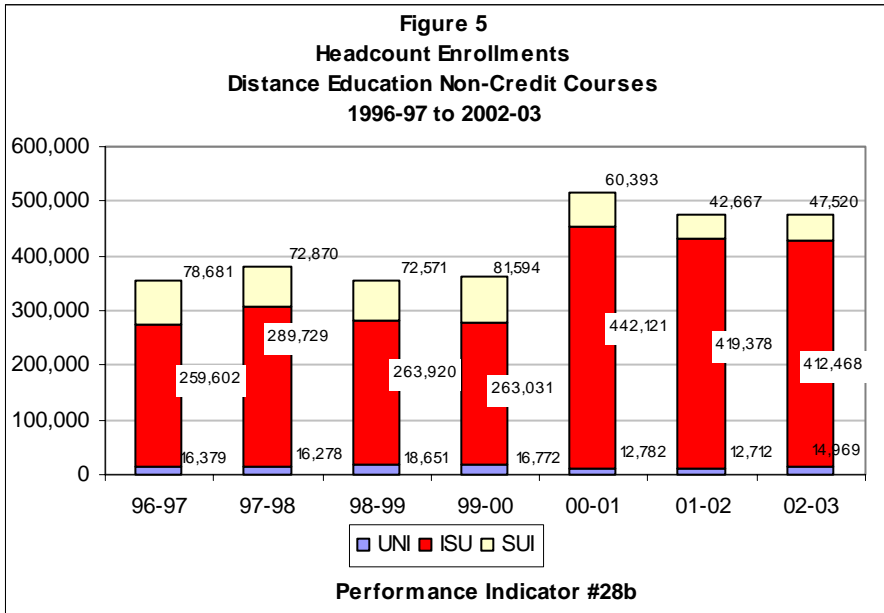
ISU non-credit course enrollments for 2002-03 amounted to 412,468, a decrease of about two percent from the 2001-02 value of 419,378. This decrease in the number of calculated enrollments is largely due to the university's update of its operational definitions of "non-credit course" and "extension contact". Courses in agriculture and veterinary medicine, family and consumer sciences, and personal and social development together accounted for 90% of non-credit enrollments at ISU in 2002-03.

University of Northern Iowa

In 2002-03, UNI non-credit courses enrolled 14,969 students, an increase of 18% over the 2001-02 figure of 12,712. Courses in business (4,165), parks and recreation (3,471), and the visual and performing arts (2,376) together accounted for 67% of non-credit course enrollments.

Trend Data

Figure 5 shows historical trend data for enrollments in non-credit courses offered by the three universities.



Performance Indicator #28b

### Regional Study Centers

Regional Study Centers      The Regent universities participate in two independent graduate study centers located in the Quad Cities and Sioux City. The universities also cooperatively provide a resource center in Council Bluffs for citizens in the southwest area of the state.

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Quad Cities Graduate Study Center      The Quad Cities Graduate Study Center, in Rock Island, Illinois, is an independent consortium of twelve educational institutions in Iowa and Illinois that collaborates 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). The center is supported by appropriations from Iowa and Illinois.

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Enrollment and Programs at Quad Cities      The Quad Cities Graduate Study Center increased its total student enrollments (duplicated headcount) from 11,006 in 2001-02 to 11,628 in 2002-03, an increase of 622 enrollments (+5.7%). During 2002-03, the Regent universities offered 24 degree and certificate or endorsement programs at the Center. Of the total number of students enrolled, 1,209 were Regent students, a decrease of 103 students, or 7.8%, from the 1,312 Regent students in 2001-02.

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Budget for the Quad Cities Graduate Study Center      The Quad Cities Graduate Study Center is funded by line appropriations from the State of Iowa (administered through the Board of Regents), and by funding from the State of Illinois (administered through the Board of Higher Education). The current (2003-04) budget for the Grad Center is \$382,673. The State of Iowa appropriated \$161,173 (42.1%) toward that budget; a marginal decrease in Iowa's funding from the prior year but some 8.2% below the 2001-02 funding level of \$175,686.

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#### Member Institutions of the Quad Cities Graduate Study Center

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

Tri-State Graduate Center	<p>The Tri-State Graduate Center in Sioux City, an independent consortium, brings together business and community leaders and the leadership of 19 educational institutions and agencies in three states to provide graduate education to northwestern Iowa, northeastern Nebraska, and southeastern South Dakota. The center is supported by funding from Iowa, Nebraska, and South Dakota.</p> <hr/>
Enrollment and Programs at Tri-State	<p>In 2002-03, overall student enrollment (duplicated headcount) at the Tri-State Graduate Center in Sioux City increased by 108 students over the previous year, to 3,694, suspending a general downward trend since the center's enrollment peak (at 5,563) in 1997-98. Enrollment of Regent students fell for the third consecutive year to 349, from 461 in 2001-02, and 590 in 2000-01.</p> <hr/>
Budget for Tri-State Graduate Center	<p>The Tri-State Graduate Center is funded by the State of Iowa line appropriations (administered through the Board of Regents), the State of Nebraska, and participating institutions in South Dakota. For both graduate centers, the Board of Regents is the conduit of funds appropriated by the state legislature. The Tri-State Graduate Center has a 2003-04 budget of \$147,000, a decrease of \$1,448 (-0.9%) from the prior year. As in the prior year, the State of Iowa appropriated 54% (in 2003-04, \$79,940) towards that budget.</p> <hr/>
Member Institutions	<p>The member institutions of the Tri-State Graduate Center are listed on the following page by state.</p>

**Member Institutions of the Tri-State Graduate Center**

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

Southwest Iowa  
Regents  
Resource  
Center

Located on the Iowa School for the Deaf campus in Council Bluffs, the Southwest Iowa Regents Resource Center coordinates the offering of selected Regent university undergraduate and graduate programs. The center is sponsored by the three Regent Universities. Its mission is to provide increased access to graduate and undergraduate education and other Regents Universities resources for area residents.

Enrollment and  
Programs at  
Southwest Iowa  
Regents  
Resource Center

During 2002-03, there were 38 Regent university degree and certificate or endorsement programs offered at the Center. In 2002-03, the number of Regent students enrolled fell to 371, its lowest level since 1996-97, and down from 500 in 2001-02. See Table 6, p. 31, for additional program and enrollment data.

This past year, an effort was made to reduce administrative costs and consideration is being given to relocating this center in the Council Bluffs area.

Budget for  
SWIRRC

For 2003-04, the Southwest Iowa Regents Resource Center has a budget of 108,673, a decrease of \$31,025 from the center's 2002-03 budget of \$139,698. The State of Iowa's appropriation, however, remained the same for both years. However, the center received no additional support in 2003-04 from the Regent universities, who, in 2002-03, provided \$31,054 (22.2%) in budgetary support through the State Extension Council, and similar support in prior years.

The Southwest Iowa Regents Resource Center is funded by state appropriations. In previous years, the center was also partially funded by contributions from the Regent universities. This funding was not provided for the current (2003-04) year.

Summary of  
Programs  
Offered at the  
Regional Study  
Centers

For a complete listing of the specific degree, certificate, and endorsement programs offered in 2002-03 at each of the Centers, see Table 7, p. 32. A summary of the number of 2002-03 program offerings follows [2001-02 figures]:

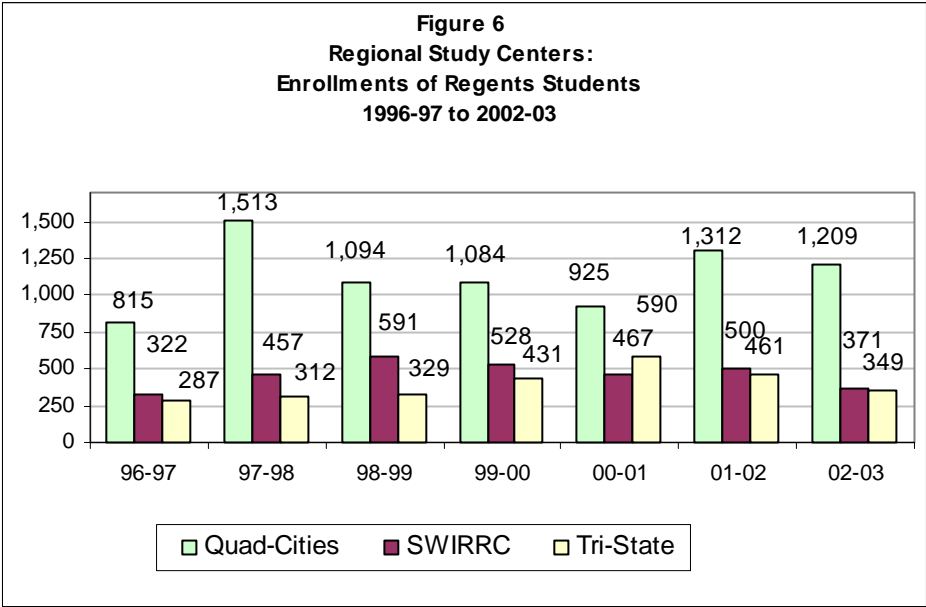
	<u>Quad Cities</u>	<u>Tri-State</u>	<u>Southwest</u>
• SUI	6	3	7
• ISU	11	11	20
• UNI	7	4	11
TOTALS	24 [24]	18 [20]	38 [42]

Special Problems  
or Concerns at the  
Regional Study  
Centers

The limitations of funding were the key ongoing concerns in the 2002-03 academic year for all three Regional Study Centers.

Trend Data

Figure 6 illustrates seven-year Regent program enrollment data from the three Regional Study Centers (from 1996-97 to 2002-03). It should be noted that, for the Study Centers, “program” refers not only to degree curricula but also to certificate and endorsement offerings.





### **State Extension and Continuing Education Council**

**SECEC Purpose** The Board established the State Extension and Continuing Education Council [SECEC] in 1962. Its primary purpose is to serve as a medium for information exchange related to off-campus programming initiatives of the individual colleges on each campus in order to avoid unnecessary duplication of offerings. SECEC meets regularly to conduct collaborative program planning and to discuss issues of mutual concern.

**2002-03 SECEC Initiatives** In 2002-03, the SECEC engaged in the following initiatives:

- Continued to offer the collaborative Bachelor of Liberal Studies Across Iowa [BLSAI] degree at a number of off-campus sites. This is the second year in a three-year schedule of classes. The three Regents universities continue to offer the courses on a rotating basis. The primary delivery method of these courses is in set ICN locations around the State of Iowa.
- The SECEC set up links with community colleges regarding distance delivery of the BLS program to students who completed their AA degree online. With the Regents' IRIDE site as a central listing of distance courses, students from community colleges and elsewhere can work towards their degree completion at a distance.
- With the retirement of the director of the Southwest Iowa Regents Resource Center in April, the SECEC has re-evaluated center organization and location. SECEC is currently studying location options and alternatives for program design and operation.

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### **Coordinating Council for Virtual Learning**

**Council** The Distributed Learning Priority Study Group created the Coordinating Council for Virtual Learning in February 2001 with the purpose of facilitating further discussion and planning for a virtual presence among the Regent universities

**Definition** The Council defined virtual learning as any activity, whether direct instruction or instructional support, that uses Web-based technology.

Membership

The Council includes institutional representatives from the Regent universities and the Board Office.

Distance Education Courses and Enrollments Using Web Technology

	SUI <sup>1</sup>	ISU <sup>2</sup>	UNI <sup>3</sup>
Number of Web Based Courses	113	158	81
Semester courses	19	158	37
Number of students	280	2,318	1,109
Guided correspondence study	94	0	44
Number of students	1,117	0	450
Number of Web Based Programs	2	8	0
Number of Web Based Certificate Programs	1	8	2
Number of faculty using Web based technology in their course work	113	1,300	62
Number of faculty trained to use Web based technology	113	858	62

Web Development Efforts

These efforts could include major grants as well as blending credit and non-credit opportunities.

University of Iowa

- Approximately ten additional Guided Independent Study (GIS) courses were converted for web delivery during 2002-2003. Five courses were dropped because of low enrollments.
- All GIS courses will be web-available by October 1, 2003. In addition, by that date, all course study guides will be available on-line in an e-Book format. In this format, GIS courses will meet most federal accessibility guidelines.
- The College of Nursing developed an on-line Master of Science in Nursing program. Core courses and web portal were developed during FY 2002 and became available in Fall 2002.
- The College of Public Health developed a Certificate in Public Health program that includes courses offered on the WWW. Additional courses are available on the ICN.

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<sup>1</sup> The data reflect the use of web technology only in distance education courses conducted on the WWW. They do not reflect web technology used for on-campus courses nor ICN or other courses supported by Web materials

<sup>2</sup> ISU totals include media streaming done through the web and traditional WWW course offerings. These numbers do not reflect web technology used for on-campus courses nor courses combining other delivery methods with the web.

<sup>3</sup> These numbers refer only to distance education courses; they do not reflect web technology used for on-campus courses or for ICN courses.

Iowa State  
University

- A graduate degree program in Family Consumer Science Education, The Leadership Academy, is beginning its second year. The program combines face-to-face courses in the summer with web-based offerings the remainder of the year. There are currently 24 doctoral students and nine master's candidates enrolled in the Academy. It is one of two Ph.D. programs in this field in the country.
- ISU's Center for Technology in Learning and Teaching (CTLT) in the College of Education is collaborating with Iowa Public Television on a project funded by the Roy J. Carver Charitable Trust. CTLT is researching a range of good practices, including the problematic topic of lab activities, to inform development of the Iowa Virtual Academy and related practice in high schools and colleges across the state.
- The Colleges of Business and Family Consumer Science are collaborating on a new minor for MBA students. The certificate in Family Financial Planning can be used as a minor. This program is completely web-based and allows the students another area of expertise.
- The Crop Adviser Institute (CAI), through the College of Agriculture, has reached over 700 learners throughout North America, with clients in 42 states and 5 Canadian provinces. Currently, 16 computer-based continuing education modules are available from the CAI website, and content development has involved faculty and staff from three departments in the College of Agriculture at ISU, as well as collaborators from private industry and other universities in the U.S. and abroad. CAI course modules won all three Educational Excellence awards given by the American Society of Agronomy in 2002. The CAI has been able to respond rapidly to dynamic conditions and provide educational materials on emerging issues, including working with leading researchers to produce a course on a high-risk crop disease that has not yet entered the mainland United States.
- The Master of Family Consumer Science, an ICN degree program, is being converted to a web-based program. Four of the courses have been developed and offered on the web with future development for the remaining courses underway.
- The Master of Agriculture is being converted from an ICN offering to a web-based program. At this time, seven new courses have been developed and five courses in the program have been web enhanced.
- The NRCS division of the USDA contracted with ISU to deliver a course to agronomists in Global Change. This web-based delivery was completed for 14 NCRS employees and is expected to be delivered for additional employees in Spring 2004.
- The Information Security Graduate Certificate Program, delivered on-line through ISU's College of Engineering, reported 129 off-campus enrollments in FY 2003. Students from throughout the country are choosing this program because ISU faculty have a national

reputation for education in computer security. In 1999, the National Security Agency named ISU one of the seven charter Centers of Academic Excellence in Information Assurance Education.

- ConAgra Black Belt Training for meat and poultry processing was offered on the web for the first time in FY 2003. This is an on-line training module that teaches students the science of meat and poultry processing. The interactive training offers students the options of written notes, audio lectures, and power point presentations. On-line quizzes provide the instructor continuous monitoring of student progress. Upon completion of the course, students earn 16.2 ISU continuing education units. Forty-two participants graduated from the program in FY 2003.

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University of Northern Iowa

- UNI continues to offer a Certificate in Gerontology entirely over the web. The program consists of 15 credit hours from several academic areas, including sociology, psychology, and social work.
- An 18-credit hour web-based certificate in criminology has been developed and the courses are available through Guided Independent Study.
- While the ICN continues to be UNI's primary method of delivering distance education degree and certificate programs to lowans, the WWW was a supplemental resource for approximately 130 ICN class sections during the past year. In most cases, WebCT is used with ICN courses.

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Evaluation Processes for Web-Based Instructional Activities

The off-campus program activities are held to the same standards of quality and achievement as the on-campus activities, and the processes used to evaluate a program and its offerings are similar.

University of Iowa

A basic element of the evaluation process is academic review, which assesses both on- and off-campus instruction and delivery in a program. Programs may also be evaluated by specialized accrediting agencies.

Furthermore, all programs that provide off-campus locations to students use a variety of evaluation activities to assess program quality and examine opportunities for improvement, including assessments by faculty, students, and alumni. Student evaluations are reviewed by departmental administrators, shared with the faculty member teaching the course, and used as a basis for reviewing and developing strategies to improve instruction and delivery.

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Iowa State University

ISU programs develop strategic goals, outcomes, and measures. Off-campus programs and web-based courses are handled in a manner consistent with evaluation of on-campus programs and courses. The Continuing Education unit has used benchmarks outlined in a report titled "Quality on the Line: Benchmarks for Success in Internet-Based Distance Education," prepared by the Institute for Higher Education Policy.

At the end of a course, a faculty member collects course evaluations according to the process established by the department/college. Student evaluations are reviewed, shared with faculty, and used as a basis for improving teaching and learning. In addition, every student taking an off-campus course through Continuing Education is asked to complete a form evaluating the services.

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University of  
Northern Iowa

Each Web-based course is expected to meet the academic standards of the sponsoring department/college. Colleges and departments approve any courses offered on the web.

Students are given the opportunity to evaluate Web-based courses and instructors. Web-based instructors are assisted by an experienced instructional developer who facilitates WWW teaching methods and content delivery.

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### **2 + 2 Council**

Council

The Distributed Learning Priority Study Group created the 2 + 2 Council in December 2001 to enhance current articulation agreements between the Regent universities and the Iowa community colleges and, where feasible, to encourage the development of new agreements; and to make the transition for both transferring students and place-bound students more seamless.

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Definition

Traditionally, "2 + 2" has been used to refer to articulation agreements between community colleges and universities in which students in specific curricula or programs take the first two years of study at the community college and the final two years at the university. Generally, and more recently, there are increasing variations to "2 + 2," including delivery of the final two years by universities to place-bound students through a combination of face-to-face classes, internet courses, and/or distance education programs.

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Council  
Membership in  
2002-03

The Council includes institutional representatives from the Regent Universities, the Board Office, Iowa Department of Education, and Iowa Community Colleges.

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Major Activities  
During 2002-2003

Update of  
Articulation  
Agreements  
Brochures

In Fall 2002, the Liaison Advisory Committee for Transfer Students (LACTS) prepared and distributed two new brochures on transfer activities and programs in the state.

- The first brochure, *The Public Connection: Requirements for Undergraduate Transfer Admission to the Iowa Regent Universities*, identifies all statewide agreements between the Regent universities and Iowa public community colleges. A major enhancement this year was the inclusion of the history and ongoing development of statewide agreements benefiting transfer students.
- The second brochure, *The Public Connection: Statewide Articulation Agreements Between Iowa's Community Colleges and the Regent Universities*, identifies all existing program-to-program articulation agreements between each Regent university and each Iowa public community college. This is a critical guide for students, advisors, parents, and counselors on transfer articulation opportunities for specific programs of study at Iowa public community colleges.

The first document is available on the Board of Regents website. The URL is <http://www2.state.ia.us/regents/HigherEd/lacts02.pdf>. The second document will be available on the Board of Regents website during Fall 2003.

Articulation  
Conference

The 2 + 2 Council co-sponsored an articulation conference in April 2003. The purpose of the conference was to identify key strategic issues relating to enhancing and promoting articulation between Iowa community colleges and the Regent universities. The group's focus was on the development of an integrated educational system that fosters the academic growth and attainment of students.

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Strategies for  
2003-2004

The Council identified the following strategies for 2003-2004:

- Investigate development of a common website for advising and articulation. One evaluative criterion will be the ease with which users (students, parents, the public) can access the information they need.
  - Investigate the development of a "Bachelor of Applied Science" at the Regent universities. The prototypes for this kind of program are the Bachelor of Liberal Studies program offered by the three Regent universities and the Technology Management program offered by the University of Northern Iowa. The purpose of this program would be to meet the needs of Associate of Applied Science (AAS) graduates from Iowa public community colleges who seek to further their education for promotion and enhanced work opportunities. A significant issue relating to the development of this program will be to identify need/demand for the program.
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**Regent Universities' Scope of Service and Outreach to Iowans**

Counties and Communities Served

One measure of the extent of service and outreach provided by the three Regent universities is to examine the number of Iowa counties and communities in which distance education programs are offered. In 2002-03, the three universities collectively offered courses/sections in 98 Iowa counties and in 397 Iowa communities, 40 more communities than in 2001-02. A total of 3,039 courses/sections were offered. Table 8, pp. 34-40, contains detailed information on the counties and communities in which one or more of the Regent universities offered semester-based courses (including course sections and residence locations of individuals completing individually-delivered courses) in 2002-03. A summary of each university's distance education offerings in 2002-03 follows [2001-02 figures]:

Courses Offered

	Counties	Communities	Courses
• SUI	78 [73]	152 [143]	700 [743]
• ISU	93 [95]	284 [263]	1,606 [2,017]
• UNI	70 [75]	130 [140]	733 [736]
<b>TOTALS</b>	<b>98* [99]</b>	<b>397* [357]</b>	<b>3,039 [3,496]</b>

\*Unduplicated totals

Map of Iowa

The map of Iowa on the last page of this memorandum graphically presents data concerning service to Iowa counties. On the map, the top number in each county represents the number of communities in which one or more of the Regent universities offered courses in 2002-03. The bottom number represents the total number of student enrollments in the courses/sections offered in that county. In cases where more than one university offered a course in the same city, that community was counted only once.

**Performance Indicators:**

Throughout this report, charts, graphs, and tables have been used to illustrate trends associated with distance education at the Regent universities. Many of the charts, graphs, and tables contained in this report are based on data collected for performance indicators that the Board has adopted to assist in meeting Key Result Area 4.0.0.0, Accountability.

The performance indicators referenced in this report include:

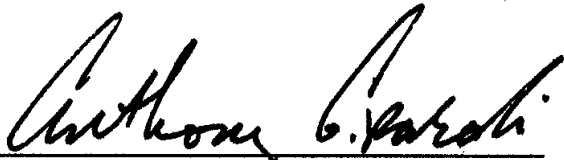
- #28a Headcount Enrollments (Duplicated) in Distance Education Credit Courses – SUI, ISU, UNI
- #28b Headcount Enrollments (Duplicated) in Distance Education Non-credit Courses – SUI, ISU, UNI
- #30 Availability of Off-campus Credit Courses (Student Enrollments) – UNI

- #40 Off-campus Student Headcount Enrollments (Unduplicated Fall Enrollment) for Distance Education Offerings – SUI, ISU, UNI

Regent Exhibit  
Book

The individual distance education reports of the three universities and of the three regional study centers are available in the Regent Exhibit Book.

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Anthony Girardi

Approved:   
Gregory S. Nichols



**Table 1**  
**Off-Campus Academic Credit Programs**  
**(Including ICN-Delivered Courses)**  
**2001-02**

**University of Iowa**

<b>Program</b>	<b>Delivery/Site(s)</b>
Master of Social Work	On-site & ICN (Des Moines, Quad Cities, Sioux City)
Master of Business Administration	On-site & ICN (Cedar Rapids, Quad Cities, Newton, Des Moines, Hong Kong)
Master of Public Health*	ICN & Web (Cedar Rapids, Council Bluffs, Des Moines, Quad Cities)
Master of Science in Computer Science	Microwave relay system (Cedar Rapids)
Master of Science in Electrical & Computer Engineering*	Microwave relay system (Cedar Rapids)
Master of Science in Nursing*	Statewide via ICN & Web
Bachelor of Science in Nursing	ICN (Fort Dodge, Iowa City, Mason City, Emmetsburg/Spencer, Orange City)
Bachelor of Science in Nursing—VA Hospitals	ICN (Des Moines, Iowa City, Knoxville)
Doctor of Pharmacy (Pharm. D.)	Statewide via videotape
Community College Teaching Licensure	Statewide via ICN
Master of Arts in Library Science*	Statewide via ICN
Bachelor of Liberal Studies	Statewide via ICN and Guided Independent Study
Certificate in Public Health	Statewide via ICN and Web

\*Program requirements may include designated hours for residential (on-campus) registration.

Iowa State University

<b>Program (in U.S.A. and Canada)</b>	<b>Delivery/Site(s)</b>
Bachelor of Science in Professional Agriculture (no new admissions)	WWW/CD/Videotape/ICN
Certificate of Advanced Medical Nutrition Therapy	WWW
Certificate of Dietetics Communication and Counseling	WWW
Certificate of Dietetics Management	WWW
Certificate of Family Financial Planning	WWW
Financial Counselor Certification	WWW
Master of Agriculture	WWW/CD/Videotape
Master of Engineering in Systems Engineering	Streaming Media /CD/Videotape
Master of Science in Agronomy	WWW/CD
Master of Science in Computer Engineering	Streaming Media /CD/Videotape
Master of Science in Electrical Engineering	Streaming Media /CD/Videotape
Master of Science in Mechanical Engineering	Streaming Media /CD/Videotape
Master of Family & Consumer Sciences MFCS Specializations: Family Financial Planning, Food Science & Human Nutrition, Textiles & Clothing, Food Service & Lodging Management, Human Development & Family Studies	WWW
Master of Community and Regional Planning	DVD
Master of Science in Statistics	WWW/CD
M.S., M.Ed., or Ph.D. in Family & Consumer Science Education	WWW/FF
Certificate of Power Systems Engineering	Streaming Media/CD/Videotape
Certificate in Information Assurance	Streaming Media /CD/Videotape
<b>Available only in Iowa</b>	
Bachelor of Liberal Studies	On-site (Ankeny) or ICN
Certificate of Public Management	DVD/ICN/On-site (Des Moines)
Dietetics Internship	On-site (various)
Master of Education in Educational Leadership	On-site (Mason City, Des Moines, Oskaloosa)
Master of School Mathematics	ICN/On-site
Master of Public Administration	DVD/ICN/On-site (Des Moines)
Certificate of Advanced Studies – Superintendent Certification	ICN
<b>Available only in Greater Des Moines</b>	
Master of Business Administration	On-site (Des Moines)
Master of Education in Higher Education	On-site (Ankeny)
Certificate in Empowerment Skills for Family Workers	On-site (Various)

**University of Northern Iowa**

<b>Program</b>	<b>Delivery/Site(s)</b>
Business Administration (MBA)	Waterloo (John Deere), Hong Kong
Communication Education (MA)	ICN (Carroll, Cedar Rapids, Council Bluffs, Decorah, Ottumwa, W. Des Moines)
Educational Leadership (MAE)	ICN (Cedar Rapids, Colfax, Council Bluffs, Davenport, Des Moines, DeWitt, Dubuque, Elkader, Maquoketa, Mt. Pleasant, Winthrop)
Educational Technology (MA)	ICN (Cedar Rapids, Council Bluffs, Dubuque, Elk Horn, Johnston, Mason City, Wayland)
Elementary Education (MAE)	ICN (Delhi, DeWitt, Harlan, Melcher, Northwood, Wellman)
Elementary Education (BA)	Carroll (On Site and ICN)
English - ESL/TESOL (MA)	ICN (Bettendorf, Cedar Falls, Cedar Rapids, Council Bluffs, W. Des Moines, Van Horne)
English - (MA)	Cedar Rapids (On Site)
Industrial Technology - Metal Casting (MA)	Waterloo (John Deere)
Library Science (MA)	ICN (Cedar Rapids, Des Moines, Forest City, Quad Cities, Storm Lake)
Literacy Education (MAE)	ICN (Atlantic, Cedar Rapids, Council Bluffs, Des Moines, Fort Dodge)
Middle School Education (MAE)	ICN (Harlan, Monticello, Ottumwa)
Middle School Mathematics (MA)	ICN (Iowa City, Mason City)
Music Education (MM)	ICN (Cedar Rapids, Clear Lake, Davenport, Epworth, Johnston, Seymour)
Public Relations (MA)	ICN (Clear Lake, Davenport, Muscatine, Sioux City)
Science Education (MA)	ICN (Cedar Rapids, Council Bluffs, Dubuque, Elkader, Independence)
Superintendency Certificate	ICN (Calmar, Cedar Rapids, Donnellson, Mason City, W. Des Moines, Wilton)
Technology Management (BA)	Carroll (On Site and ICN)

**Table 2**

**2002-03 Credit Course Registrations (Graduate and Undergraduate)  
by Institution and Subject Area (Hegis Code)**

<u>Code</u>	<u>Subject Area</u>	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>Total</u>	<u>% of Total</u>
01	Agriculture	401	1,007		1,408	2.8%
02	Architecture and Environmental Design		76		76	0.2%
03	Area and Ethnic Studies			403	403	0.8%
04	Business	4,213	746	449	5,408	10.8%
05	Communications	1,220	16	144	1,380	2.8%
06	Computer and Information Sciences	306		17	323	0.6%
07	Consumer, Personal, and Misc. Services				0	0.0%
08	Education	2,906	1,099	3,254	7,259	14.5%
09	Engineering	104	679		783	1.6%
10	Foreign Languages	767		105	872	1.7%
11	Health	1,518		118	1,636	3.3%
12	Family & Consumer Sciences		1,155	428	1,583	3.2%
13	Industrial Arts			233	233	0.5%
14	Law	94			94	0.2%
15	Letters	1,600		434	2,034	4.1%
16	Liberal/General Studies		423		423	0.8%
17	Library and Archival Sciences	126	5	93	224	0.4%
18	Life Sciences	146	151	58	355	0.7%
19	Mathematics	854	376	334	1,564	3.1%
20	Military Sciences				0	0.0%
21	Multi/Interdisciplinary Studies	239		62	301	0.6%
22	Parks and Recreation	2,794		2,344	5,138	10.3%
23	Personal and Social Development		27		27	0.1%
24	Philosophy, Religion, and Theology	742	32	104	878	1.8%
25	Physical Sciences	917		722	1,639	3.3%
26	Psychology	798		148	946	1.9%
27	Public Affairs and Protective Service	1,551	110		1,661	3.3%
28	Social Sciences	1,787	94	548	2,429	4.9%
29	Trade and Industrial				0	0.0%
30	Visual and Performing Arts	1,553		205	1,758	3.5%
31	Communities				0	0.0%
32	Veterinary Medicine				0	0.0%
	Off-Campus courses*		5,996		5,996	12.0%
	Saturday/Evening Enrollments*		9,146		9,146	18.3%
	<b>Total Registrations/Enrollments</b>	<b>24,636</b>	<b>15,142</b>	<b>10,203</b>	<b>49,981</b>	<b>100.0%</b>

\* Off-campus course and Saturday/evening enrollments are separated for ISU only.

**Table 3**  
**Bachelor of Liberal Arts – Student Enrollments**  
**1997-98 to 2002-03**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
<b>SUI</b>						
Admitted	175	205	174	123	134	114
Graduated	49	26	31	25	20	23
Enrolled	600	680	687	549	650	580
LSI Admits*				26	17	18
<b>ISU</b>						
Admitted	103	140	119	139	124	146
Graduated	92	97	89	107	107	113
Enrolled	262	267	277	312	316	285
<b>UNI</b>						
Admitted	20	27	81	81	70	94
Graduated	10	5	15	19	12	27
Enrolled	60	39	134	169	194	238
<b>Totals</b>						
Admitted	298	372	374	343	328	354
Graduated	151	128	135	151	139	163
Enrolled	922	986	1,098	1,030	1,160	1,103

\*LSI was a new category for SUI in 2000-01. LSI enrollments are not included in the totals.

**Table 4**  
**ICN Credit Courses (C) and Student Enrollments (E)**  
**1997-98 to 2002-03**

	1997-98		1998-99		1999-00		2000-01		2001-02		2002-03	
	C	E	C	E	C	E	C	E	C	E	C	E
<b>SUI</b>	38	1,538	46	1,644	53	2,126	56	2,228	48	1,988	32	411
<b>ISU</b>	80	748	78	911	78	1,109	85	877	67	722	28	1,795
<b>UNI</b>	58	844	71	1,052	72	1,268	101	1,484	106	1,631	121	1,686
<b>Totals</b>	176	3,130	195	3,607	203	4,503	242	4,589	221	4,341	181	3,892

**Table 5**  
**2002-03 Non-Credit Course Registrations**  
**by Institution and Subject Matter (Hegis Code)**

<u>Code</u>	<u>Subject Area</u>	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>Total</u>	<u>% of Total</u>
01	Agriculture		113,493	109	113,602	23.92%
02	Architecture and Environmental Design		5		5	0.00%
03	Area and Ethnic Studies					
04	Business	4,165	8,568		12,733	2.68%
05	Communications	24		581	605	0.13%
06	Computer and Information Sciences	735	786		1,521	0.32%
07	Consumer, Personal, and Misc. Services					
08	Education	1,560	1,468	1,833	4,861	1.02%
09	Engineering		9,178	209	9,387	1.98%
10	Foreign Languages			136	136	0.03%
11	Health		255	26,983	27,238	5.73%
12	Family & Consumer Sciences		106,589		106,589	22.44%
13	Industrial Arts					
14	Law			770	770	0.16%
15	Letters	222		1,761	1,983	0.42%
16	Liberal/General Studies		233		233	0.05%
17	Library and Archival Sciences			561	561	0.12%
18	Life Sciences					
19	Mathematics	456		606	1,062	0.22%
20	Military Sciences					
21	Multi/Interdisciplinary Studies			869	869	0.18%
22	Parks and Recreation	3,471	15,000		18,471	3.89%
23	Personal and Social Development		151,428		151,428	31.88%
24	Philosophy, Religion, and Theology	1,500			1,500	0.32%
25	Physical Sciences	51		1,450	1,501	0.32%
26	Psychology			127	127	0.03%
27	Public Affairs and Protective Service		562	3,121	3,683	0.78%
28	Social Sciences	225		147	372	0.08%
29	Trade and Industrial	184			184	0.04%
30	Visual and Performing Arts	2,376		8,257	10,633	2.24%
31	Communities		4,903		4,903	1.03%
32	Veterinary Medicine					
	<b>Total Registrations/Enrollments</b>	14,969	412,468	47,520	474,957	100.00%

Table 6

**Regional Study Centers Enrollment and Program Data  
1996-97 to 2002-03 (Summer, Fall and Spring)**

	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>Seven Year Total</b>
	<b>(96-97)</b>	<b>(97-98)</b>	<b>(98-99)</b>	<b>(99-00)</b>	<b>(00-01)</b>	<b>(01-02)</b>	<b>(02-03)</b>	
<b>Quad Cities</b>								
Total Student Enrollments	5,283	5,186	7,151	9,264	10,239	11,006	11,628	59,757
Regent Students	815	1,513	1,094	1,084	925	1,312	1,209	7,952
# Regent Programs	12	NA	20	22	25	24	24	--
<b>Tri-State</b>								
Total Student Enrollments	4,115	5,563	4,718	4,729	4,247	3,586	3,694	30,652
Regent Students	287	312	329	431	590	461	349	2,759
# Regent Programs	11	12	11	21	19	20	38	--
<b>Southwest IA</b>								
Total Student Enrollments	322	457	591	528	467	500	371	3,236
Regent Students	322	457	591	528	467	500	371	3,236
# Regent Programs	24	25	26	28	38	42	18	--
<b>Totals</b>								
Total Student Enrollments	9,720	11,206	12,460	14,521	14,953	15,092	15,693	93,645
Regent Students	1,424	2,282	2,014	2,043	1,982	2,273	1,929	13,947
# Regent Programs	47	NA	57	71	82	86	80	--

[Note: These figures are based on full academic years. Total Student Enrollments represents total enrollments, i.e., an individual student taking three courses is counted three times.]

**Table 7**  
**Regent University Programs at Regional Study Centers**  
**2002-03**

	<u>Quad-Cities</u>	<u>Tri-State</u>	<u>SWRRC</u>
<b>University of Iowa</b>			
Bachelor of Liberal Studies			Y
Doctor of Pharmacy (Pharm.D.)			Y
Master of Arts in Library Science	Y	Y	Y
Master of Arts in Nursing	Y		Y
Master of Business Administration	Y		
Master of Public Health	Y		Y
Master of Science in Nursing		Y	
Master of Social Work	Y	Y	
Community College Teaching Certificate	Y		Y
Public Health Certificate			Y
<b>Iowa State University</b>			
Bachelor of Liberal Studies			Y
Bachelor of Science in Professional Agriculture			Y
Master of Agriculture	Y	Y	Y
Master of Community and Regional Planning		Y	Y
Master of Education in Educational Leadership			Y
Master of Engineering in Systems Engineering	Y	Y	Y
Master of Family and Consumer Sciences	Y	Y	Y
Master of School Mathematics/Mathematics Ed.	Y	Y	Y
Master of Science in Agronomy	Y	Y	Y
Master of Science in Computer Engineering	Y	Y	Y
Master of Science in Electrical Engineering	Y	Y	Y
Master of Science in Mechanical Engineering		Y	Y
Master of Science in Microbiology	Y	Y	
Advanced Medical Nutrition Therapy Certificate			Y
Dietetics Communication/Counseling Certificate			Y
Dietetics Management Certificate			Y
Electric Power Systems Certificate			Y
Financial Counseling Certificate	Y		Y
Information Assurance Certificate			Y
Public Management Certificate	Y		Y
Superintendency Certificate	Y	Y	Y
<b>University of Northern Iowa</b>			
Bachelor of Liberal Studies			Y
Master of Arts English (ESL/TESOL)		Y	
Master of Arts in Communication Education			Y
Master of Arts in Education in Early Childhood Education			
Master of Arts in Education in Educational Leadership			
Master of Arts in Education in Educational Leadership/Administration	Y	Y	Y
Master of Arts in Education in Elementary Education			Y
Master of Arts in Education in Literacy Education			Y
Master of Arts in Education in Middle School Education	Y		Y
Master of Arts in Educational Technology	Y		Y
Master of Arts in Library Science (K-12)	Y	Y	
Master of Arts in Middle School Mathematics			



**Table 7 (continued)**  
**Regent University Programs at Regional Study Centers**  
**2002-03**

	<b>Quad-Cities</b>	<b>Tri-State</b>	<b>SWRRC</b>
Master of Arts in Public Relations	Y	Y	
Master of Arts in Science Education			Y
Master of Music Education	Y		
Community College Teaching Certificate			Y
Gerontology Certificate	Y		
Superintendency Certificate			
Technology Management Certificate			
Drivers Education Endorsement			Y
ESL Endorsement			Y
Talented and Gifted Endorsement			

"Y" indicates program is offered.

**Table 8**  
**Regent University Distance Education Courses/Sections**  
**Number of Communities and Enrollments by County**  
**2002-03**

<b>County</b> Cities	<b>No. of</b> <b>Cities</b>	<b>No. of</b> <b>Enroll-</b> <b>ments</b>	<b>County</b> Cities	<b>No. of</b> <b>Cities</b>	<b>No. of</b> <b>Enroll-</b> <b>ments</b>
<b>Adair</b>	<b>4</b>	<b>7</b>	<b>Bremer</b>	<b>5</b>	<b>14</b>
Adair			Janesville		
Fontanelle			Plainfield		
Greenfield			Sumner		
Orient			Tripoli		
<b>Adams</b>	<b>1</b>	<b>18</b>	Waverly		
Corning			<b>Buchanan</b>	<b>5</b>	<b>49</b>
<b>Allamakee</b>	<b>2</b>	<b>10</b>	Independence		
Postville			Brandon		
Waukon			Jesup		
<b>Appanoose</b>	<b>4</b>	<b>9</b>	Quasqueton		
Centerville			Winthrop		
Moravia			<b>Buena Vista</b>	<b>3</b>	<b>17</b>
Numa			Newell		
Plano			Rembrandt		
<b>Audubon</b>	<b>2</b>	<b>4</b>	Storm Lake		
Audubon			<b>Calhoun</b>	<b>4</b>	<b>6</b>
Exira			Manson		
<b>Benton</b>	<b>6</b>	<b>15</b>	Manson		
Belle Plaine			Pomeroy		
Norway			Somers		
Van Horne			<b>Carroll</b>	<b>3</b>	<b>394</b>
VanHorne			Carroll		
Vinton			Coon Rapids		
Walford			Manning		
<b>Black Hawk</b>	<b>5</b>	<b>2,239</b>	<b>Cass</b>	<b>2</b>	<b>57</b>
Cedar Falls			Anita		
Hudson			Atlantic		
La Porte City			<b>Cedar</b>	<b>4</b>	<b>20</b>
Raymond			Durant		
Waterloo			Lowden		
<b>Boone</b>	<b>5</b>	<b>32</b>	Tipton		
Boone			West Branch		
Luther			<b>Cerro Gordo</b>	<b>5</b>	<b>255</b>
Madrid			Clear Lake		
Ogden			Mason City		
Pilot Mound			Swaledale		
			Thornton		
			Ventura		

County Cities	No. of Cities	No. of Enroll- ments	County Cities	No. of Cities	No. of Enroll- ments
<b>Cherokee</b> Aurelia Cherokee Larrabee Marcus	<b>4</b>	<b>8</b>	<b>Delaware</b> Colesburg Earlville Greeley Hopkinton Manchester Masonville	<b>6</b>	<b>13</b>
<b>Chickasaw</b> Fredericksburg Nashua New Hampton	<b>3</b>	<b>10</b>	<b>Des Moines</b> Burlington Danville Mediapolis West Burlington	<b>4</b>	<b>33</b>
<b>Clarke</b> Osceola Murray	<b>2</b>	<b>6</b>	<b>Dickinson</b> Lake Park Milford Spirit Lake	<b>3</b>	<b>16</b>
<b>Clay</b> Peterson Spencer	<b>2</b>	<b>98</b>	<b>Douglas</b> Omaha	<b>1</b>	<b>1</b>
<b>Clayton</b> Elkader Farmersburg Guttenberg	<b>3</b>	<b>21</b>	<b>Dubuque</b> Asbury Cascade Dubuque Dyersville Epworth Holy Cross Peosta	<b>7</b>	<b>209</b>
<b>Clinton</b> Camanche Clinton Dewitt Goose Lake Wheatland	<b>5</b>	<b>78</b>	<b>Emmet</b> Armstrong Estherville	<b>2</b>	<b>14</b>
<b>Crawford</b> Denison Manilla	<b>2</b>	<b>15</b>	<b>Fayette</b> Arlington Clermont Elgin Fayette Oelwein Waucoma West Union	<b>7</b>	<b>22</b>
<b>Dallas</b> Adel Dallas Center Dexter Minburn Perry Waukee Woodward	<b>7</b>	<b>34</b>	<b>Floyd</b> Charles City Nora Springs Rockford Rudd	<b>4</b>	<b>17</b>
<b>Davis</b> Bloomfield	<b>1</b>	<b>6</b>	<b>Franklin</b> Hampton Sheffield	<b>2</b>	<b>2</b>
<b>Decatur</b> Lamoni Leon	<b>2</b>	<b>6</b>			

<b>County</b> Cities	<b>No. of</b> <b>Cities</b>	<b>No. of</b> <b>Enroll-</b> <b>ments</b>	<b>County</b> Cities	<b>No. of</b> <b>Cities</b>	<b>No. of</b> <b>Enroll-</b> <b>ments</b>
<b>Fremont</b> Sidney Hamburg Tabor	<b>3</b>	<b>7</b>	<b>Henry</b> Mt. Pleasant Mount Pleasant Wayland	<b>3</b>	<b>31</b>
<b>Greene</b> Churdan Coon Rapids Jefferson Paton Rippey Scranton	<b>6</b>	<b>21</b>	<b>Howard</b> Cresco Lime Springs Riceville	<b>3</b>	<b>7</b>
<b>Grundy</b> Beaman Conrad Dike Grundy Center	<b>4</b>	<b>8</b>	<b>Humboldt</b> Bode Bradgate Humboldt	<b>3</b>	<b>5</b>
<b>Guthrie</b> Bagley Guthrie Center Menlo Panora Stuart	<b>5</b>	<b>17</b>	<b>Ida</b> Ida Grove	<b>1</b>	<b>1</b>
<b>Hamilton</b> Blairsburg Jewell Stanhope Stratford Webster City	<b>5</b>	<b>41</b>	<b>Iowa</b> Amana Conroy Marengo Millersburg South Amana Williamsburg	<b>6</b>	<b>18</b>
<b>Hancock</b> Britt Garner Kanawha Woden	<b>4</b>	<b>9</b>	<b>Jackson</b> Bellevue Maquoketa Preston	<b>3</b>	<b>13</b>
<b>Hardin</b> Eldora Hubbard Iowa Falls Radcliffe	<b>4</b>	<b>6</b>	<b>Jasper</b> Baxter Colfax Mingo Newton Prairie City Sully	<b>6</b>	<b>166</b>
<b>Harrison</b> Dunlap Logan Missouri Valley Mondamin Woodbine	<b>5</b>	<b>29</b>	<b>Jefferson</b> Fairfield Libertyville	<b>2</b>	<b>14</b>
			<b>Johnson</b> Coralville Iowa City Lone Tree North Liberty Oxford Solon Swisher Tiffin	<b>8</b>	<b>1,674</b>

County Cities	No. of Cities	No. of Enroll- ments	County Cities	No. of Cities	No. of Enroll- ments
<b>Jones</b> Anamosa Martelle Monticello Olin	4	30	<b>Madison</b> Earlham Peru St. Charles Truro Winterset	5	20
<b>Keokuk</b> Algona Burt Keota Lakota Ollie Sigourney	6	17	<b>Mahaska</b> Oskaloosa New Sharon	2	40
<b>Kossuth</b> Bancroft Algona Fenton Swea City	4	16	<b>Marion</b> Bussey Knoxville Melcher Pella Pleasantville	5	91
<b>Lee</b> Donnellson Keokuk West Point	3	7	<b>Marshall</b> Gilman LeGrand Marshalltown Rhodes	4	50
<b>Linn</b> Alburnett Cedar Rapids Center Point Central City Ely Fairfax Hiawatha Lisbon Marion Robins Walker	11	2,066	<b>Mills</b> Glenwood Malvern	2	5
<b>Louisa</b> Columbus Junction Letts Morning Sun Wapello	4	23	<b>Mitchell</b> Osage Riceville St. Ansgar	3	22
<b>Lucas</b> Chariton Lucas Russell	3	22	<b>Monona</b> Onawa	1	4
<b>Lyon</b> Inwood George Rock Rapids	3	6	<b>Monroe</b> Albia	1	2
			<b>Montgomery</b> Elliott Red Oak Stanton Villisca	4	16
			<b>Muscatine</b> Atalissa Moscow Muscatine Nichols West Liberty Wilton	6	40

County Cities	No. of Cities	No. of Enroll- ments	County Cities	No. of Cities	No. of Enroll- ments
<b>O'Brien</b>	<b>3</b>	<b>3</b>	<b>Pottawattamie</b>	<b>5</b>	<b>128</b>
Calumet			Avoca		
Hartley			Council Bluffs		
Sheldon			Minden		
<b>Osceola</b>	<b>2</b>	<b>5</b>	Neola		
Ashton			Oakland		
Sibley			<b>Poweshiek</b>	<b>3</b>	<b>9</b>
<b>Page</b>	<b>5</b>	<b>11</b>	Brooklyn		
Braddyville			Grinnell		
Clarinda			Montezuma		
Essex			<b>Ringgold</b>	<b>1</b>	<b>2</b>
Shenandoah			Diagonal		
Shenandoah			<b>Sac</b>	<b>1</b>	<b>5</b>
<b>Palo Alto</b>	<b>3</b>	<b>16</b>	Sac City		
Cylinder			<b>Scott</b>	<b>7</b>	<b>1,144</b>
Emmetsburg			Bettendorf		
Graettinger			Blue Grass		
<b>Plymouth</b>	<b>5</b>	<b>30</b>	Davenport		
Akron			Eldridge		
Hinton			New Liberty		
Kingsley			Pleasant Valley		
LeMars			Walcott		
Remsen			<b>Shelby</b>	<b>3</b>	<b>17</b>
<b>Pocahontas</b>	<b>6</b>	<b>18</b>	Elk Horn		
Fonda			Harlan		
Havelock			Shelby		
Laurens			<b>Sioux</b>	<b>5</b>	<b>61</b>
Palmer			Hawarden		
Pocahontas			Ireton		
Rolfe			Orange City		
<b>Polk</b>	<b>15</b>	<b>3,718</b>	Rock Valley		
Alleman			Sioux Center		
Altoona			<b>Story</b>	<b>11</b>	<b>1,797</b>
Ankeny			Ames		
Bondurant			Cambridge		
Clive			Collins		
Des Moines			Colo		
Johnston			Gilbert		
Mitchellville			Huxley		
Pleasant Hill			Kelley		
Polk City			Nevada		
Sheldahl			Roland		
Urbandale			Slater		
W. Des Moines			Story City		
West Des Moines					
Windsor Heights					

County Cities	No. of Cities	No. of Enroll- ments	County Cities	No. of Cities	No. of Enroll- ments
<b>Tama</b>	<b>6</b>	<b>11</b>	<b>Winneshiek</b>	<b>4</b>	<b>78</b>
Dysart			Calmar		
Garwin			Decorah		
Lincoln			Jackson Jct.		
Tama			Ossian		
Toledo			<b>Woodbury</b>	<b>5</b>	<b>242</b>
Traer			Correctionville		
<b>Taylor</b>	<b>2</b>	<b>12</b>	Lawton		
Bedford			Moville		
Lenox			Salix		
<b>Union</b>	<b>1</b>	<b>14</b>	Sioux City		
Creston			<b>Worth</b>	<b>7</b>	<b>25</b>
<b>Van Buren</b>	<b>4</b>	<b>5</b>	Belmond		
Birmingham			Clarion		
Bonaparte			Eagle Grove		
Farmington			Hanlontown		
Keosauqua			Manly		
<b>Wapello</b>	<b>1</b>	<b>46</b>	Northwood		
Ottumwa			Woolstock		
<b>Warren</b>	<b>5</b>	<b>21</b>	<b>Wright</b>	<b>3</b>	<b>12</b>
Carlisle			Belmond		
Indianola			Clarion		
Lacona			Eagle Grove		
New Virginia					
Norwalk					
<b>Washington</b>	<b>5</b>	<b>35</b>			
Ainsworth					
Kalona					
Riverside					
Washington					
Wellman					
<b>Wayne</b>	<b>2</b>	<b>3</b>			
Allerton					
Wayne					
<b>Webster</b>	<b>4</b>	<b>123</b>			
Callender					
Dayton					
Fort Dodge					
Harcourt					
<b>Winnebago</b>	<b>4</b>	<b>10</b>			
Buffalo Center					
Forest City					
Lake Mills					
Thompson					

**2002-03 Individual University Totals:**

[2001-02 figures]

**SUI**

Counties	<b>78</b>	[73]
Communities	<b>152</b>	[143]
Enrollments	<b>6,669</b>	[6,740]
Courses/sections	<b>700</b>	[743]

**ISU**

Counties	<b>95</b>	[95]
Communities	<b>284</b>	[263]
Enrollments	<b>5,039</b>	[4,628]
Courses/sections	<b>1,606</b>	[2,017]

**UNI**

Counties	<b>70</b>	[75]
Communities	<b>131</b>	[140]
Enrollments	<b>4,192</b>	[4,415]
Courses/sections	<b>733</b>	[736]

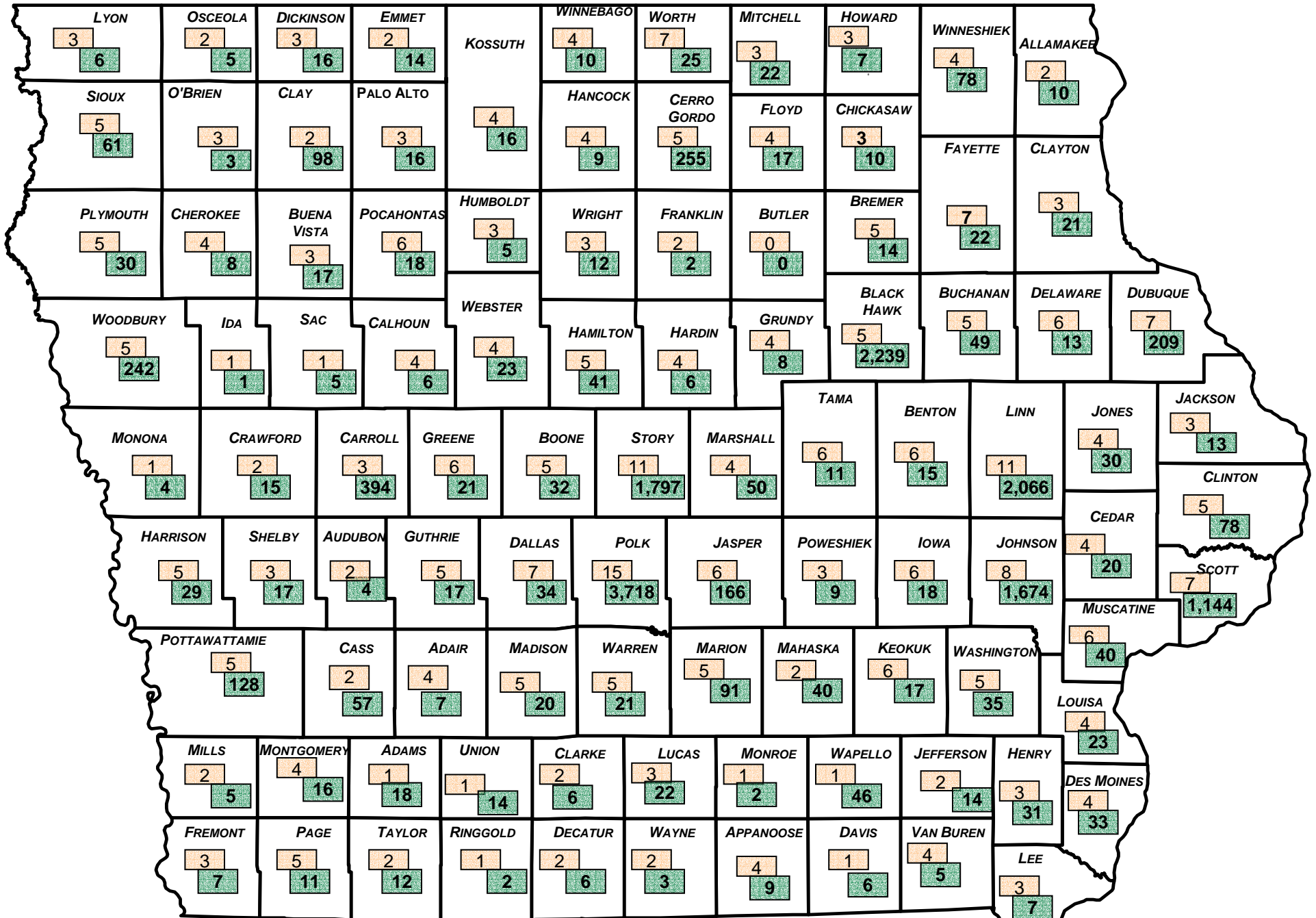
**2002-03 Regent Totals:**

[2001-02 figures]

Counties	<b>98</b>	[99]
Communities	<b>397</b>	[357]
Enrollments	<b>15,900</b>	[15,783]
Courses/sections	<b>3,039</b>	[3,496]



# REGENT UNIVERSITIES DISTANCE EDUCATION – IOWA COMMUNITIES & ENROLLMENTS 2002-2003



= Number of communities in which one or more of the Regent universities offered courses, including course sections and residence locations of individuals completing individually-delivered courses.  
 = Enrollments by Iowa Residents. Total = 15,900