

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Annual Report on Distance Education
Date: October 9, 2000

Recommended Actions:

1. Receive this report on distance education and the university reports.
2. Change the name of the Priority Study Group (PSG) on Distance Education to the Priority Study Group on Distributed Education.
3. Request that the universities gather data for next year's report that will include information about: (a) the proportion of each university's operating budget related to distance education (expenses and revenues); and (b) the extent to which Regent universities are serving all areas of the state.

Executive Summary:

The Board of Regents *Procedural Guide*, Section 6.32, directs Regent institutions to "present to the Board annual comprehensive reports on distance education activity, including but not limited to the number of courses, and programs currently offered, collaborative outcome assessments, enrollment statistics, and associated incremental costs."

This memorandum summarizes data from the institutional reports and analyzes trends in distance education programming provided by the three universities. The reporting year includes Summer 1999, Fall 1999, and Spring 2000. The full university reports are found in the Regent Exhibit Book.

In 1999-2000, Regent universities responded to the needs of the citizens of Iowa by offering:

- a) Credit courses and programs:
 - 55 credit programs (degree, certificate, endorsement)
 - 2,542 individual courses/sections
 - 33,944 total student registrations

- b) Bachelor of Liberal Studies program:
 - 1,098 students enrolled in coursework
 - 135 students graduated
 - 394 students newly admitted to the program

- c) Non-credit continuing education courses:
 - 361,757 participants
 - increase of 6,615 participants over 1998-99

- d) Classes using the Iowa Communications Network (ICN):
 - 4,503 student registrations
 - an increase of 896 in student enrollments over 1998-99

The total incremental cost of distance education for the three universities in 1999-2000 was \$9,075,699. Of that amount, \$5,785,090 (63.7 percent) was for instructional costs, \$866,452 (9.6 percent) was for delivery-associated expenses (technology), and \$2,424,157 (26.7 percent) was for administrative costs.

The universities continued their extensive efforts at collaboration, which help to reduce programming costs. In addition to cooperating in a number of joint projects, reported to the Board in February 2000, the institutions have instituted or further implemented a number of new projects. Examples include: (1) The University of Iowa's Masters in Social Work degree in Sioux City has been supported significantly by Briar Cliff College and a wide range of social service agency representatives; (2) the three Regent universities have had discussions to offer a large portion of the BLS degree program at selected ICN sites; and (3) a symposium of the three universities across the state promote a development of small businesses and entrepreneurial activities.

The Board of Regents has increased its commitment to distance education during the past several years. In 1998, the Board reexamined its policies and in 1999 appointed a Priority Study Group. In 1999, the Board adopted recommendations in its statement on Distance Education policy and practices. Essentially, the policy of providing distance education programs of quality equal to those on campus was reiterated. The most important change was a clarification of the procedure of reporting "old" programs in a new location. The revised policy is that different locations do not need to be located as new programs. However, the Board expects periodic updates on where courses and programs are offered.

Distance education continues to change rapidly. Regents, institutional leaders, and the Board Office will need to keep abreast of the dynamic changes in this area. In addition to distance education programming and technology issues, the future of institutional roles in distance education are likely to be shaped by the following:

- Resources -- What proportion of the universities' general budgets are/should be distance education and what are appropriate sources/levels of revenue?

- Access -- To what extent should/can Regent universities serve all areas of the state?

This report presents an initial review relating to the second item. The Board Office recommends to the Board that it request the universities to continue to compile data that would address the first item.

Background:

The Board of Regents, in October 1997, clarified its long-standing commitment to off-campus education by adopting a new policy on distance education, which is consistent with aspects of the Board's strategic plan to assure and improve access (Key Result Area 2.0.0.0). Specific Action Steps related to distance education include:

- 1.1.4.3 "Each institution increase its service to lowans, nation, and the world"
- 2.1.1.1 "Annually assess access to Regent institutions"
- 2.1.1.3 "Implement policy on distance education"
- 2.1.1.4 "Evaluate differential tuition policy for distance education"
- 2.1.1.5 "Raise the percentage of lowans 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"
- 4.4.2.3 "Explore opportunities for partnership among the Regent institutions and with other sectors of education"

At its October 1998 meeting, the Board received an extensive background report on distance education and began a series of initiatives. Specifically, the Board: (1) approved the institutional distance education strategic plans; (2) established a Regent committee to explore the possible participation in a virtual university; and, (3) approved a set of principles for off-campus credit programming. At that time, the Board also established a Priority Study Group on Distance Education. The Priority Study Group proposed further revisions of the Distance Education Policy, which the Board approved in December 1999.

At its February 2000 meeting, the Board received progress reports from the universities on their strategic plans for distance education. Those reports presented evidence of progress made toward meeting the targets and benchmarks established for outreach and service goals. The reports included descriptions of numerous collaborative efforts in distance education.

Under its current policy, the Board reviews and approves distance education program proposals, and annually receives reports on distance education activities. Significant areas for Board review may include interinstitutional cooperation and collaboration, and the impact of incremental costs for delivery of distance education.

Summary of Findings from the Report and Analysis of Data

The reports from the Regent universities provide extensive descriptions of off-campus programming activities, including lists of current and projected offerings, and detail 1999-2000 enrollment statistics in credit and non-credit courses and programs, including the three regional study centers.

The major sections and subsections of this report are:

- Credit and Non-Credit Courses and programs (page 4)
 - Credit Courses and Programs (page 4)
 - Bachelor of Liberal Studies program (page 7)
 - ICN Credit Courses and Registrations (page 8)
 - Non-credit Course Registrations (page 10)
- Cooperative Regent University Activities (page 11)
 - Regional Study Centers (page 11)
 - Des Moines Higher Education Center (page 12)
 - Collaborative Regent Activities (page 12)
 - Scope of Service and Outreach to Iowans (page 14)
- Incremental Costs of Delivery (page 14)
- Analysis of Distance Education Trends (page 19)
 - National Trends (page 19)
 - Enrollments Statewide (page 19)
 - Program Evaluations and Learner Outcomes (page 20)
 - Performance Indicators (page 21)
- Recommendations (page 22)

Credit and Non-Credit Courses and Programs

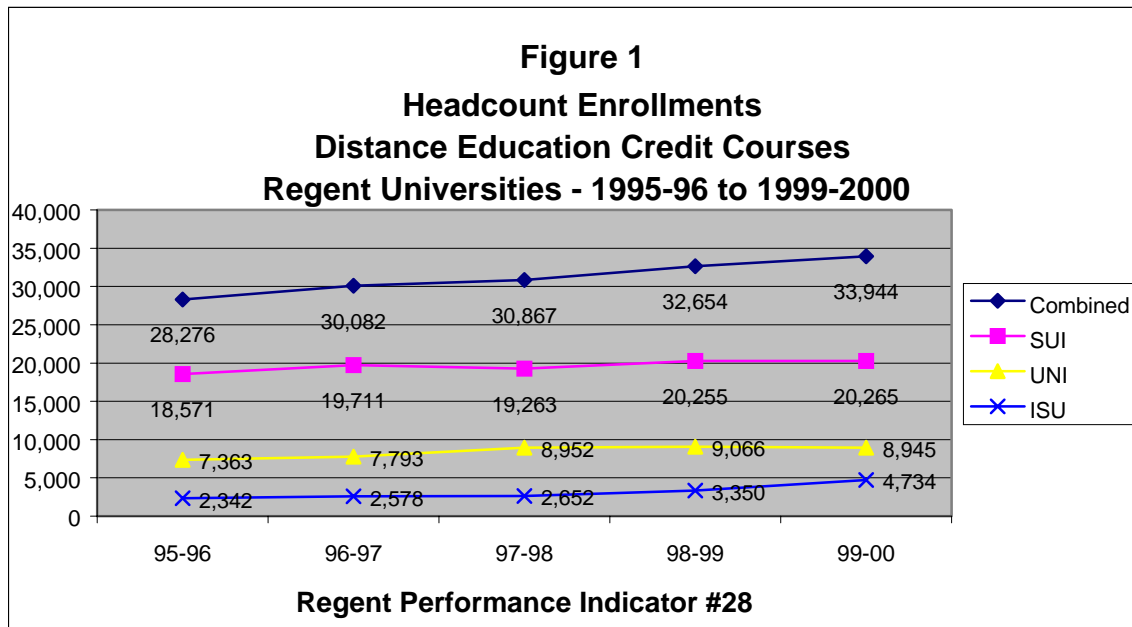
Credit Courses and Programs

The University of Iowa, Iowa State University, and the University of Northern Iowa offered 55 credit programs (degree, endorsements, certificates) in 1999-2000.

The University of Iowa offered 12 programs at 19 sites off campus, utilizing a variety of delivery methods, including ICN, microwave relay, videotape, and correspondence study. Iowa State University provided 24 programs or certificates in 1999-2000, delivered via ICN, Web, videotape, and face to face at other locations. That contrasts with nine programs offered in 1995-96. During the reporting year, the University of Northern Iowa had 19 degree and certificate programs at multiple sites. UNI also used a variety of delivery modes, including the World Wide Web. See Table 1, pages 23-25, for specific programs and sites.

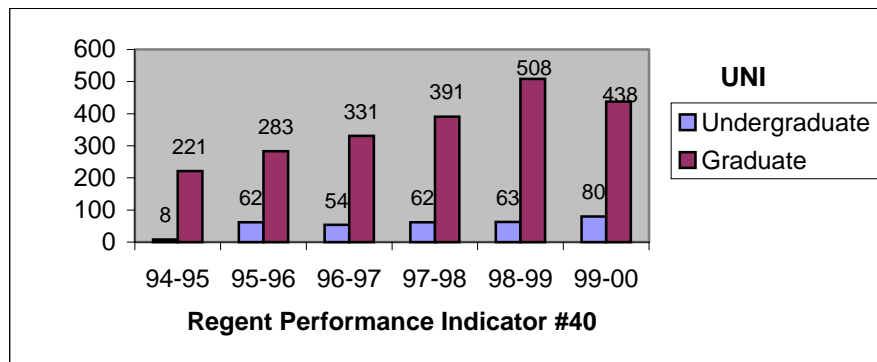
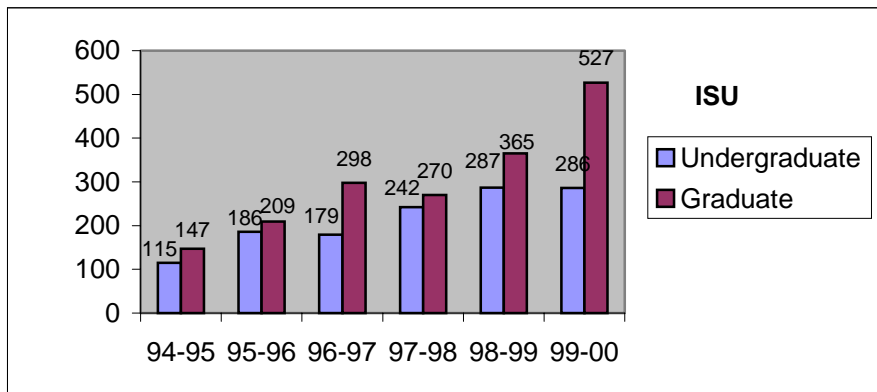
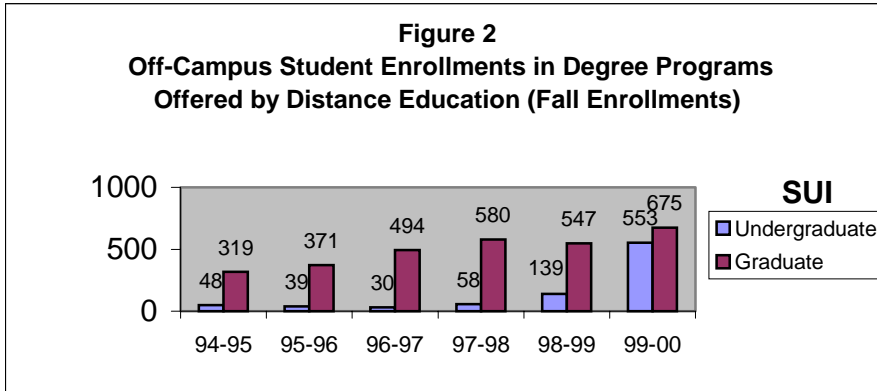
There were 33,944 total enrollments in credit courses and programs in 1999-2000. The University of Iowa registrations totaled 20,265, based on student enrollments in the following programs: Off-campus (6,106) Guided Correspondence Study (4,561), and Saturday and Evening Classes (9,598). Iowa State University enrolled 4,734 in its credit offerings at off-campus locations. The University of Northern Iowa had 8,945 students in distance education credit programs. Of that number, 5,491 were at off-campus locations, 823 were on campus (mainly, summer workshops offered by Continuing Education), 1,268 participated through ICN, 40 through Iowa Public Television courses, and 818 used correspondence study. See Table 2, page 26, for more specific details on registrations by subject area.

Figure 1 shows that the total enrollment in credit courses has risen 20 percent during the past five years. These data are taken from Regent Performance Indicator #28, which reflects Action Step 1.1.4.3 of the Board's Strategic Plan, "each institution [will] increase its service to lowans, nation, and the world."

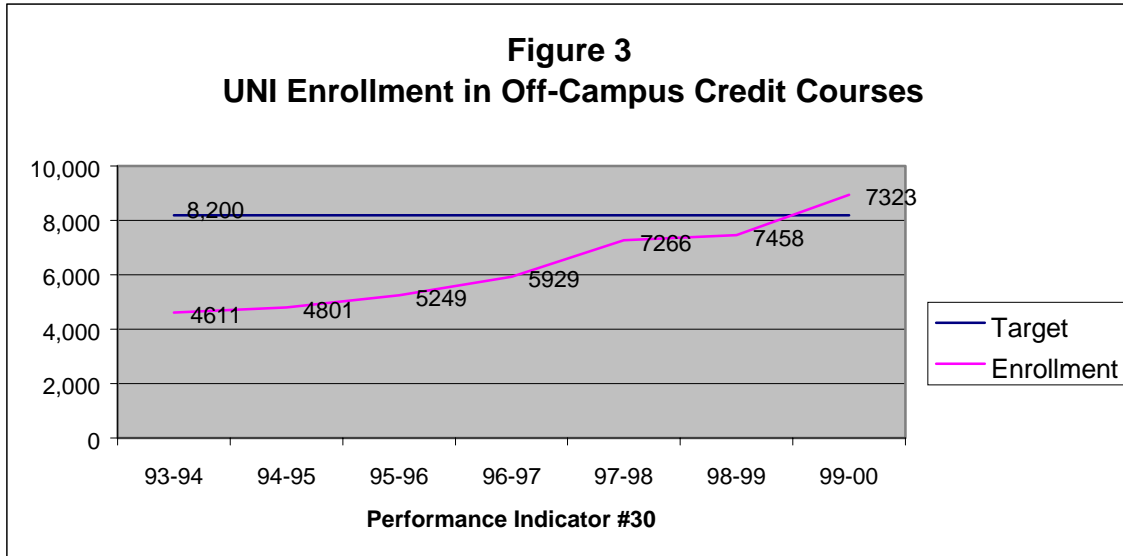


Another measure of the service/outreach activity of the universities is Regent Performance Indicator (#40), which compiles the statistics of undergraduate and graduate students in degree programs offered through distance education. Figure 2 displays the number of fall enrollments over the past six years. At all

three universities, the number of both the undergraduate and graduate students has increased markedly. In the five-year period from 1994-95 to 1998-99, at SUI, the undergraduate enrollment tripled and the graduate enrollments almost doubled. At ISU during that same five-year period, the enrollment of both undergraduates and graduate students in distance education programs more than doubled. At UNI, the undergraduate enrollments increased seven-fold, while the graduate enrollments almost doubled.



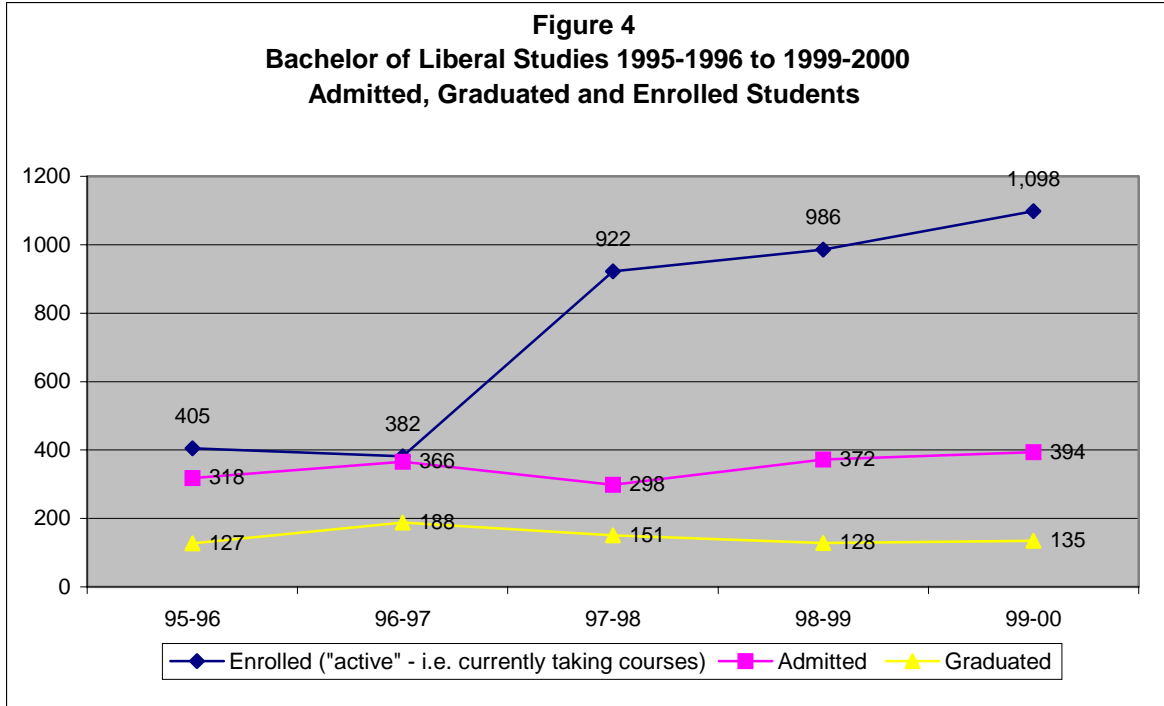
Specifically, the University of Northern Iowa has monitored the availability of its off-campus classes by calculating the enrollment in those courses. Consistent with other data regarding credit enrollments, the six years of available statistics show a significant rise in enrollments, from 4,611 in 1993-94 to 7,323 in 1999-2000. As Figure 3 indicates, UNI has set a target of 8,200 student enrollments for Indicator (#30).



Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies (BLS) degree program is a cooperative effort of the three universities. The Board established the program in 1977 for the purpose of providing statewide access to upper division courses for Iowa students interested in completing an undergraduate liberal arts degree. The total number of active enrollees for 1999-2000 is 1,098. Of that total, SUI had 687 students, ISU 277, and UNI 134. See Table 3, page 27, for additional details.

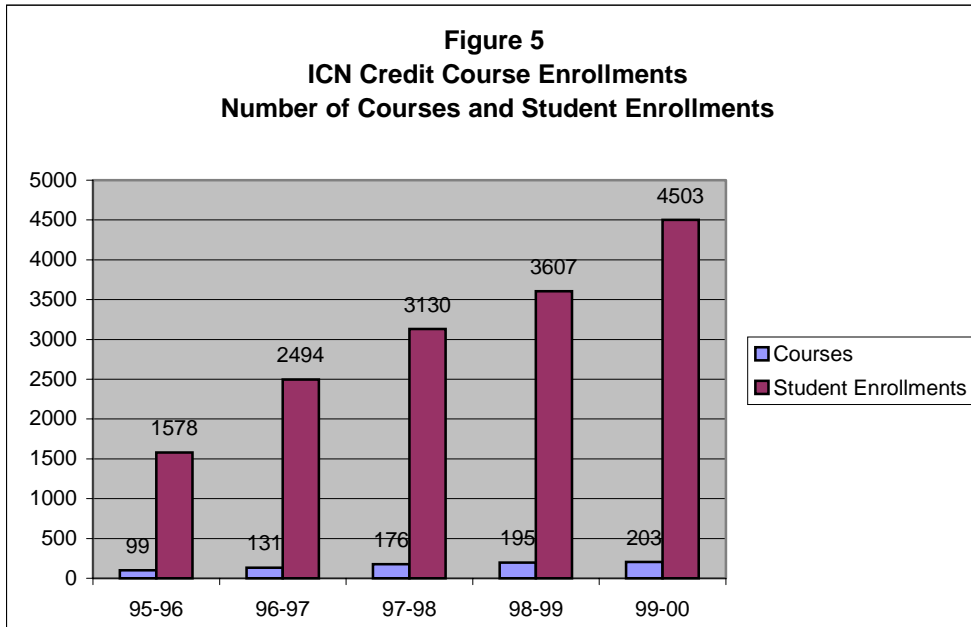
Figure 4 indicates recent five-year trends regarding the numbers of students (1) admitted to the three universities, (2) graduating each year, and (3) actively enrolled in 1999-2000. While the program has definitely grown in the past three years, the previous two years' data are incomplete, because figures were not compiled by SUI for those years. Also, UNI changed to a more precise definition of enrollment, i.e., "active" students, which has resulted in a reduction in its number in that category. See Table 3, page 27.



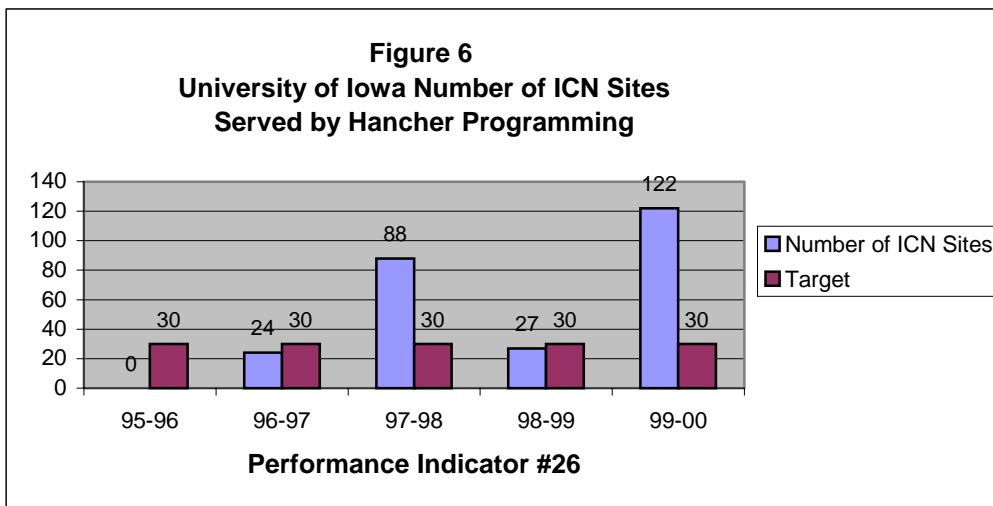
ICN Credit Courses and Registration

The extensive use of the Iowa Communications Network (ICN) to deliver credit courses is one way that the Regent universities meet the Board's Key Result Area (KRA) of access. The data from Table 4, page 28, and Figure 5, page 9, indicate that during the past five years the use of the ICN has increased markedly. For example, SU's enrollment was 1,113 students in 1995-96 and rose to 2,126 in 1999-2000, a 91 percent increase over the five-year period.

One contributing factor has been the expansion of ICN sites. Another has been the nature and number of new programs being offered. For example, the University of Iowa's College of Nursing offered, for the first time in 1999-2000, an interactive television course that utilized compressed video transmission. The course included students located at universities in Iceland, Norway, and Sweden.

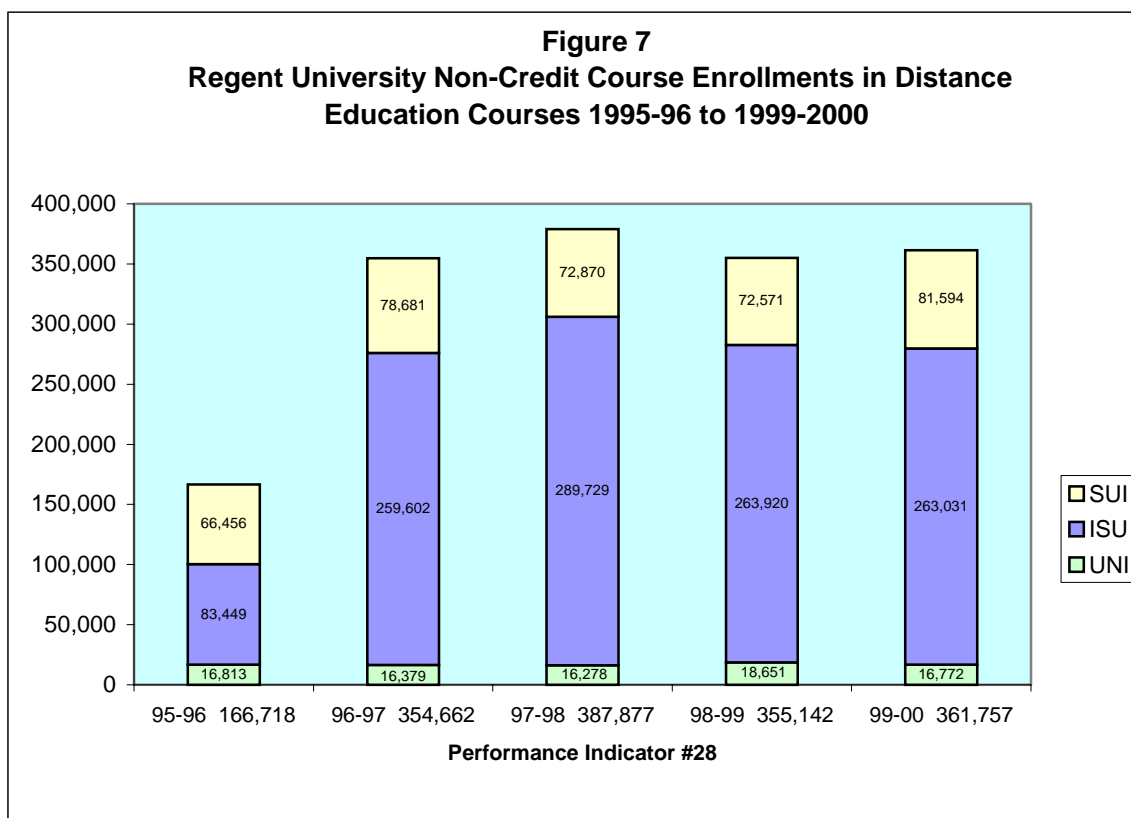


Another example of the use of the ICN has been the University of Iowa's efforts to distribute programming in the arts, which involves broadcasting events from Hancher Auditorium. The data from Regent Performance Indicator #26 indicate that the target set by the University -- 30 sites -- has been exceeded by considerable margins in two recent years. See Figure 6.



Non-credit Course Registrations

The Regent universities offered noncredit courses in 29 subject areas in 1999-2000. As Table 5, page 28, illustrates, the total number of enrollments was 361,757. For this indicator, enrollment is "duplicated headcount," i.e. the same person participating in two courses is counted twice. Of the total, SUI had 81,954 enrollees, with health as the predominant area (35,748). Visual and Performing Arts (9,780) and Public Affairs and Protective Service (8,647) provided programs and conferences for large numbers of participants. ISU had 263,031 attendees at its noncredit courses. By far, agricultural programs have the largest number of participants (152,259), although Family & Consumer Sciences programs accounted for 94,338 attendees. For the University of Northern Iowa, the communications area provided the largest number of its 16,772 participants at noncredit events. Figure 7 shows the five-year trend for the three universities.



Cooperative Regent University Activities Related to Distance Education

The individual University reports are filled with numerous illustrations of collaborative activities between the three institutions, and between one or more of them and other institutions of higher education in the state. In addition, the reports contain accounts of projects which reflect the support of business and community leaders. While distance education courses may be delivered face-to-face, they are also delivered through ICN, videotapes, and the World Wide Web.

Regent Regional Study Centers

The Quad Cities Graduate Study Center increased its total student enrollment to 9,264 for 1999-2000. Five new degree programs were offered by Regent universities at the Center during the year. Of the total number of students, 1,084 were in 22 Regent programs. As Table 6, page 29, indicates, the highest number of Regent students was in 1997-98, when the total student enrollment was 1,513. According to Study Center officials, a contributing factor may be that the tuition rate of the Regent universities is higher than those of other universities providing courses at the Graduate Center.

Student enrollment at the Tri-State Graduate Study Center in Sioux City declined from 5,563 in 1997-98 to 4,718 in 1998-99, but rose in 1999-2000 to 4,729. While the number of degree programs offered at Tri-State has declined in recent years, the number of Regent university programs has increased. In 1995-96, only six programs were offered. The three universities report 21 courses offered during 1999-2000.

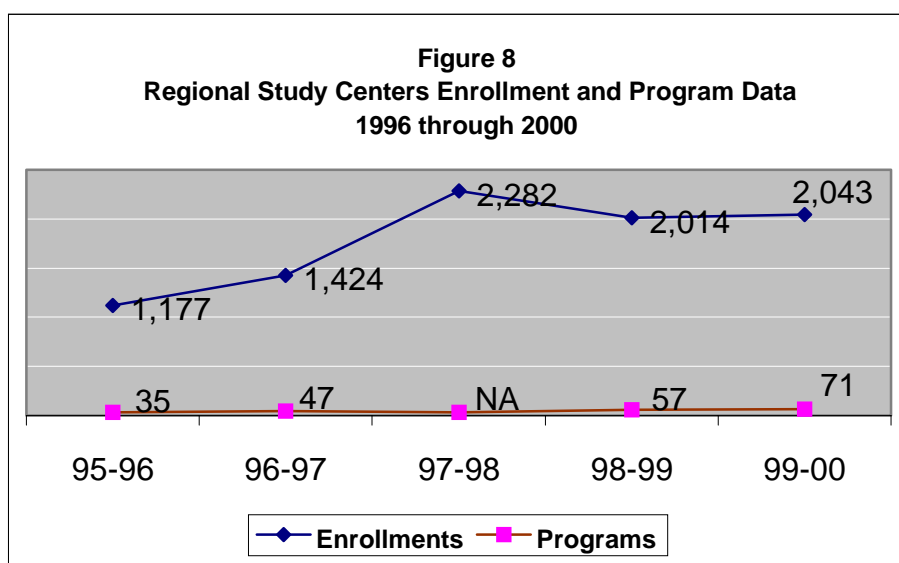
The Southwest Iowa Regents Resource Center, located on the campus of the Iowa School for the Deaf, coordinates the offering of selected undergraduate Regent university programs as well as graduate course offerings. Nine new graduate programs or program cycles were started in 1999-2000. For the second year in a row, student enrollments have been more than 500. In 1998-99, the enrollment was 591; in 1999-2000 the enrollment was 528.

For a complete listing of the specific degree programs offered in 1999-2000 at each of the centers, see Table 7, page 30. The degree programs range from engineering to nursing to social work and certificate programs for school superintendents. A summary of the number of offerings is:

	<u>Quad Cities</u>	<u>Tri-State</u>	<u>Southwest</u>
SUI	7	5	5
ISU	10	10	12
UNI	5	6	11
Totals	22	21	28

Programs are added or dropped as cohorts of students complete their programs. On occasion, advertised programs do not have adequate enrollments and are not begun. In addition to programs, both degree and certificate, the Universities offer special programs from time to time. For example, this past year ISU offered two free ICN seminars for adults thinking of returning to graduate school, "Graduate Record Examination Strategy and Admissions Seminar," at all three regional study centers.

Figure 8 illustrates five-year data from the three centers. A more complete report on the centers is made to the Board annually in May. It should be noted that "program" includes more than degree curriculum; for the Study Centers, it includes endorsement and certificate offerings as well.



Des Moines Higher Education Center

After several years of discussion and planning, the Des Moines Higher Education Center (DMHEC) has become a reality. The DMHEC Board has recently named a Director, M. D. Isley. A Liaison Committee is in place, with representatives of each participating institution. In addition to the three Regent universities, participating institutions include Drake University, Simpson College, Grand View College, and the Des Moines Area Community College. A variety of courses is being offered this fall.

Collaborative Regent Activities

The Board established the State Extension and Continuing Education Council (SECEC) in 1962. Its chief purpose is to serve as a medium for the exchange of information regarding the off-campus programming initiatives of the individual colleges on each campus, which helps to avoid unnecessary duplication in offerings and also serves to indicate areas of potential cooperation in program initiatives. Some examples of collaboration are:

- Academic programs. Current cooperative programs, in addition to the BLS degree program, are the Regents Graduate Inclusion Program in Special Education (SUI, ISU and UNI), the M.A. in Library Science (UNI and SUI), the M.A. in Higher Education (SUI and ISU), the Reading Recovery Program (SUI and ISU), and the M.S. in Electrical Engineering (SUI and ISU). Faculty and staff continue to discuss collaborative efforts for programs in English as a Second Language (ISU, UNI, and SUI), and Social Work (SUI and UNI). ISU and SUI are exploring the offering of a joint Executive MBA and Master of Engineering in Systems Engineering program. UNI and SUI are engaged in developing a public health program.
- ICN Classrooms. The institutions work collaboratively for the scheduling and usage of the ICN classrooms. Regent ICN classrooms have been constructed at nine sites throughout the state.
- Graduate Study Centers. Members of the SECEC serve on the boards of the Tri-State Graduate Study Center in Sioux City and the Quad Cities Graduate Study Center.
- Regional Telecommunications Councils (RTCs). Continuing education staff at the three Regent universities serve as representatives to the RTCs that establish regional scheduling policies, determine local needs, and approve scheduled use of the regional ICN classrooms. The SECEC coordinates the assignment and reporting of these representatives.

Some examples of collaboration with other institutions include:

- The three universities have participated in the development of a web page coordinated by Iowa Public Television. The site provides a listing of and easy access to descriptions of the courses offered by accredited institutions of higher education in Iowa.
- The University of Iowa works closely with Briar Cliff College in the delivery of its Master of Social Work program.
- SUI will take its Bachelor of Science in Nursing program to the Calmar campus of Northeast Iowa Community College.
- Iowa State University instructors teach courses on DMACC campuses. Three master's programs are delivered in Des Moines at three different locations. SUI and UNI also offer numerous programs at community college sites.

Scope of Service and Outreach to Iowans

One measure of the extent of outreach provided by the three Regent universities is to determine where the institutions have offered distance education programs. The results of a new survey this year show that the three universities, combined, offered courses in all of Iowa's 99 counties. A total of 2,542 courses were offered in 356 communities in the state. Table 8, pages 31-38, contains detailed information on the counties where programs were held in 1999-2000, and the communities in which courses were offered. A summary of each university's offerings in 1999-2000 are:

	<u>Counties</u>	<u>Communities</u>	<u>Courses</u>
University of Iowa	75	133	703
Iowa State University	92	275	1,242
University of Northern Iowa	<u>74</u>	<u>126</u>	<u>595</u>
Totals	99*	356*	2,542
(Unduplicated totals)	(241)	(534)	

*Totals reflect a reduction in duplications.

In Table 9, page 39, two numbers appear in a rectangle in each Iowa county. The top number represents the number of communities in which one or more Regent universities offered courses in 1999-2000. The bottom number represents the number of courses offered in a county by the three universities. It should be noted that if two or three universities offered a course in the same city, e.g., Cedar Rapids, that community is counted only once.

Incremental Costs of Delivery

The Board, as well as its institutions, and the Priority Study Group on Distance Education have devoted much time to improving their understanding of the incremental costs of delivery of distance education courses and programs. Since last year, the universities and the Board Office have developed a new format for reporting of incremental costs. Each university's cost summary sheet uses the same three general categories and sub-categories. However, each university was given the option of providing supporting materials which explain, in light of individual missions and accounting practices, why certain expenditures are incurred. Additional material is found in each institution's report in the Regent Exhibit Book. ISU, in particular, provides detailed explanations of their procedures. The instructional costs category includes faculty compensation, promotional materials, course materials, travel, and instructional services. Instructional services covers such items as the payment of mentors and on-site technicians. The technology costs category includes ICN line charges, ICN room use fees (sometimes identified as Site Access), on-campus media staff, and equipment. The category of administrative costs includes office expenses, personnel, facility rentals, and student support services. The total for the three universities in all three cost areas was \$9,075,699.

Caution must be taken to avoid inappropriate comparisons in the following figures. They are presented here merely as summary figures. To better understand how the specific items in each chart were determined, one needs to examine the institutional reports. The comments at the bottom of each institution's figures describe what may be included or excluded. Dollar amounts have been rounded in the figures below.

	Instructional Costs	Technical Costs	Administrative Costs	Totals
SUI	\$2,407,711	\$201,321	\$1,366,790	\$3,975,822
ISU	\$2,620,929	\$356,923	\$ 612,671	\$3,590,523
UNI	\$ 756,450	\$308,208	\$ 444,696	\$1,509,354
Ttl.	\$5,785,090	\$866,452	\$2,424,157	\$9,075,699

Incremental Costs of Distance Education -- 1999-2000

The University of Iowa

Instructional Costs	Total	\$	2,407,710.58
• Faculty compensation (on load)		\$	838,102.12
• Faculty compensation (over load)		\$	887,236.74
• Faculty compensation (ICN course, on load)		\$	119,389.21
• Faculty compensation (ICN course, over load)		\$	125,326.63
• Course development (paid to faculty/staff)		\$	7,950.00
• Travel expenses (course related)		\$	50,740.23
• Instructional services (mentors, technicians)		\$	242,064.45
• Other: course materials/mailings		\$	136,901.20
Technology Costs	Total	\$	201,320.66
• ICN line charges		\$	72,276.34
• ICN site access		\$	12,863.82
• On campus media staff		\$	58,851.50
• Other: equipment		\$	57,329.00
Administrative Costs	Total	\$	1,366,790.15
• Office expenses		\$	141,902.87
• Personnel		\$	777,932.57
• Promotional materials/mailings		\$	100,314.55
• Facility rentals (for classes)		\$	226,101.16
• Student support services		\$	120,539.00
Total of Incremental Costs of Distance Education		\$	3,975,821.39

Supplemental Information:

The above Incremental Costs do not include expenses for guided correspondence study.

Incremental Costs of Distance Education -- 1999-2000

Iowa State University

Instructional Costs	Total	\$	2,620,929.17
• Faculty compensation (on load)		\$	2,191,127.22
• Faculty compensation (over load)		\$	301,971.74
• Faculty compensation (ICN course, on load)			
• Faculty compensation (ICN course, over load)			
• Course development (paid to faculty/staff)		\$	
• Travel expenses (course related)		\$	39,705.41
• Instructional services (mentors, technicians)		\$	32,506.99
• Other: course materials		\$	55,617.81
Technology Costs	Total	\$	356,922.81
• ICN line charges		\$	78,962.89
• ICN site access		\$	66,464.54
• On campus media staff		\$	84,925.65
• Off-campus media staff		\$	
• Other: equipment		\$	18,441.29
• Other: tape Dup., server, equip charge		\$	108,128.44
Administrative Costs	Total	\$	612,671.21
• Office expenses (Continuing Ed.)		\$	92,893.55
• Personnel (Continuing Ed.)		\$	424,447.45
• Promotional materials/mailings		\$	71,733.54
• Facility rentals (for classes)		\$	23,596.67
• Student support services		\$	
Total of Incremental Costs of Distance Education		\$	3,590,523.19

Supplemental Information:

Iowa State University's report provides costs for four modes of delivery: ICN, Web, videotape, and face-to-face delivery at distance sites. Further, the report includes the number of Student Credit Hours (SCH) for each mode of delivery. Because participation in distance education is a system-wide ISU expectation, no specific reimbursement is made for course development of an ICN, Web, videotape, or face-to-face distance education course.

The Iowa State University report on incremental costs provides extensive information and analysis of how its figures were determined.

Incremental Costs of Distance Education -- 1999-2000

University of Northern Iowa

Instructional Costs	Total	\$	756,450
• Faculty compensation (on load)			
• Faculty compensation (over load except ICN)		\$	559,181
• Faculty compensation (ICN course, on load)			
• Faculty compensation (ICN course, over load)		\$	116,141
• Course development (paid to faculty/staff)		\$	5,482
• Travel expenses (course related)		\$	40,839
• Instructional Services (mentors, technicians)		\$	4,926
Technology Costs	Total	\$	308,208
• ICN line charges		\$	118,450
• ICN Site charges		\$	97,907
• On campus media staff		\$	91,072
• Other: Video Conferences/License Fees		\$	779
Administrative Costs	Total	\$	444,696
• Office expenses (Continuing Ed.)		\$	5,823
• Personnel (Continuing Ed.)		\$	405,913
• Promotional materials/mailings		\$	25,308
• Facility rentals (for classes)		\$	5,925
• Student support services		\$	65
• Other: Parking/Reception/Wellness/Snacks/ Wire Fee		\$	1,662
Total Incremental Costs of Distance Education		\$	1,509,354

Supplemental Information:

The above incremental costs do not include expenses for correspondence study.

Analysis of Enrollment Trends and Outreach Activities

National Trends in Distance Education

As noted in a National Alliance of Business publication earlier this year, the demands of the workforce have made training and education a priority for an increasing number of people. Not only academic institutions, but businesses and the military are making increased use of electronic technology for learning opportunities. Some examples of the growth of distance education are:

- The percentage of higher education institutions offering distance education courses and programs increased from 33 percent to 44 percent between 1994-95 and 1997-98;
- Enrollment in higher education distance education courses increased by 117 percent in those same years;
- Participants in distance education programs include more than half of the adults with at least some college experience or with household incomes of \$50,000.

(Workforce Economic Trends, February 2000)

According to the Center for Academic Transformation, an increasing number of institutions are attempting to improve access and the quality of learning while lowering costs of distance education. See the web site <http://www.center.rpi.edu/>. The ISU report provides a bibliography of resources on the topics of balancing quality and access as well as cost containment.

National data reveal that, although high school enrollments have been rising, the percentage of graduates from high schools immediately beginning a postsecondary educational program is rising at a slower rate. This suggests that, rather than going to residential campuses for all or a majority of their instruction, more persons may be turning to a variety of modes to obtain advanced training and education. UNI's statistics in distance education for the year are indicative of this growing trend: Of those taking distance education courses, 823 were on-campus students, i.e., primarily in summer workshops offered through Continuing Education, 5,510 were off-campus students, 1,268 registered through ICN classes, 505 were enrolled through the Web, 818 engaged in correspondence courses, and 40 were enrolled through Iowa Public Television (IPT). Another illustration of change is ISU's "Life in Iowa" project. Students spend part of their academic career as interns in various communities. While they reside in those communities, they will enroll in some distance education courses.

Enrollments Statewide

The Regent institutions mirror some of the national trends just described. UNI, for example, experienced a 38.5 percent increase in off-campus enrollment over the past five years. More specifically, the institutional reports indicate that the combined credit course enrollments for the three universities for 1999-2000 was 33,944, an increase of 1,290 over 1998-1999. The increase in 1997-1998 was

1,787. In 1996-97, the total enrollment for credit courses was 30,082. Combined registrations in Iowa Communications Network (ICN) credit course registrations increased from 2,494 in 1996-97 to 3,130 in 1997-98, 3,607 in 1998-99, and 4,503 in 1999-2000. Non-credit continuing education registrants for 1999-2000 rose to 361,757, an increase of 6,615 over 1998-99, when it totaled 355,142. There had been a larger number of participants (378,877) in 1997-98. That decline is explained, in part, by the absence of a major workshop or conference and the offering of fewer courses for nurses at SUI.

The Fall Enrollment Report, Part II, for 2000 will contain more detailed enrollment information and analysis regarding off-campus courses.

The Regent institutions appear to be making significant progress in the Board's Key Result Area of access through distributed learning activities. The strategic plan of the Board and the 1998 governance document report do, however, speak about raising the percentage of Iowans who have a bachelor's degree to the national average. Institutional representatives and the Board Office will continue to discuss efforts that the Regent universities can engage in to support the Action Step 2.1.1.5.

Program Evaluations and Learner Outcomes

The Board of Regents, as well as each of the Regent universities, is committed to offering only high quality distance education programs and courses. Regent policy establishes that off-campus courses should match courses on-campus, in terms of faculty competency, resources, and expectations of student work (Strategic Plan for Off-Campus Credit Programming, June 1990, p. 18). To reinforce that policy, the Board adopted, at its October 1998 meeting, a set of principles on quality, first prepared by the Western Interstate Commission for Higher Education (WICHE) and later adopted by the North Central Association of Colleges and Universities.

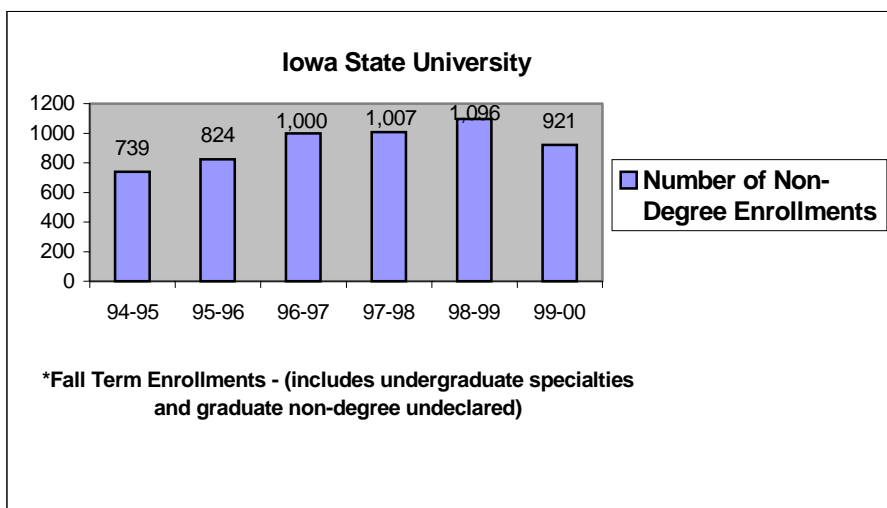
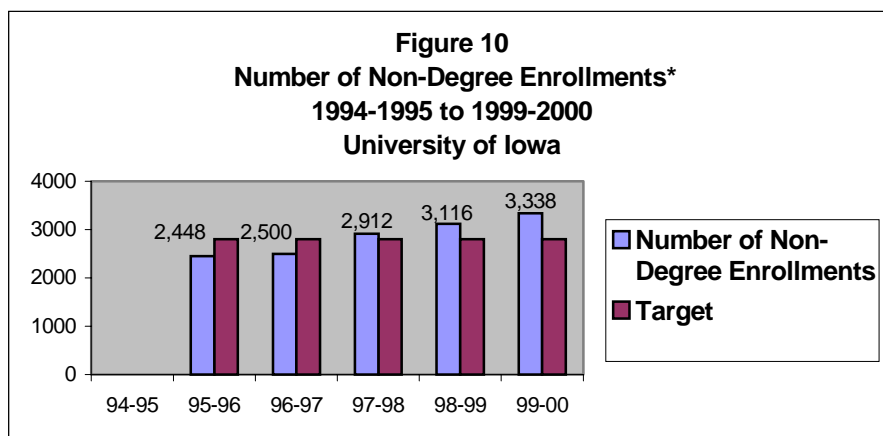
The Universities each reported that the program evaluations reflect the commitment to quality. Typically, the same faculty teaching the on-campus class will teach the off-campus course. The same textbooks will be used. The University of Iowa noted that a distance education librarian visits off-campus sites to provide a comprehensive orientation to on-line and other electronic library services. Ultimately, program evaluations of off-campus classes are part of the stringent academic review process.

Learner outcomes are assessed in a variety of ways, beginning with course evaluations. ISU reported that 1,260 forms were returned from students last year. This report (page 19) contains a brief description of a new project, named "Flashlight," which attempts to provide a comprehensive evaluation of what students know and are able to do. The SUI report contained several examples of diverse methods used by such programs as the MBA to better measure learner outcomes as well as satisfaction with the program.

Performance Indicators Related to Distance Education

Throughout this report, charts and graphs have been used to illustrate trends in distance education efforts at the Regent universities. Many of the charts are based upon data collected for performance indicators which the Board has adopted to assist in meeting the Key Result Area of accountability. The data for all the indicators referred to in this report is found in Table 10, pages 40-41. The first two, indicators #28 and #40, apply to the three universities. The remainder, indicators #25, #26, and #30, relate to one or two of the institutions. Although not referred to in the text to date, the number of extension clients served by Iowa State University (#29), is also provided.

One Regent Performance Indicator which can be added here is Performance Indicator #25. It applies to the University of Iowa and Iowa State University. See Figure 10. It is a slightly different measure, in that it compiles numbers of non-degree seeking students.



Performance Indicator #25

Recommendations

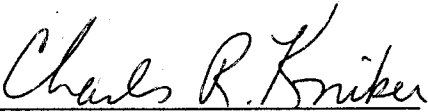
At its November 1999 meeting, the Board approved two recommendations from the Interinstitutional Committee on Educational Coordination (ICEC). The first recommendation requested that a review of the program approval process be made. The second recommendation was that differential tuition for distance education courses be explored, in light of the perspective that delivery of off-campus courses and programs is generally viewed to be more expensive than the delivery of on-campus courses and programs.

Regarding the first recommendation, the Board learned that the Iowa Coordinating Council for Post High School Education (ICCPHSE) had created a committee to revise the program approval procedure. That committee has prepared its recommendations. G.D. 20 of this month's docket agenda recommends that the Board approve a policy on new programs with respect to actions by the ICCPHSE.

A work group of institutional representatives and the Board Office staff, which developed the template for the incremental costs of distance education costs found in this report, also discussed differential tuition. That matter is still under discussion, as is the topic of how to report incremental revenue from distance education courses.

Recommendations for Action

- The Priority Study Group (PSG) on Distance Education proposes that the name of that PSG be changed to the Priority Study Group on Distributed Education.
- The Board Office and the PSG on Distance Education recommend to the Board that the universities be asked to gather data for next year's report that will answer the issues raised earlier:
 - Resources -- What proportion of the universities' general budgets are/should be distance education and what are appropriate sources/levels of revenue?
 - Access -- To what extent should/can Regent universities serve all areas of the state?



Charles R. Kniker

Approved:



Frank J. Stork

Table 1

**Off-campus Academic Credit Programs by Regent University
1999-2000
(Including Those Courses Offered Via ICN Delivery)**

University of Iowa

<u>Program (Degree)</u>	<u>Delivery/Site(s)</u>
Master of Social Work (MSW)	On site and ICN (Des Moines, Quad Cities, Sioux City)
Master of Business Administration (MBA)	On site and ICN (Cedar Rapids, Quad Cities, Newton, and Des Moines)
Master of Science in Computer Science* (MS)	Microwave Relay System (Cedar Rapids)
Master of Science in Electrical & Computer Engineering* (MS)	Microwave Relay System (Cedar Rapids)
Master of Science in Nursing* (MSN)	ICN (statewide)
Bachelor of Science in Nursing (BSN)	ICN (Fort Dodge, Iowa City, Mason City, Orange City, Emmetsburg/Spencer)
Bachelor of Science in Nursing (BSN) -- VA Hospitals	ICN (Des Moines, Iowa City, Knoxville)
Doctor of Pharmacy (Pharm.D.)	Videotape, Web, ICN (statewide)
Community College Teaching Licensure	ICN (statewide)
Master of Arts in Library Science*(MA)	ICN (statewide)
Master of Arts in Educational Administration (MA)	On site (Quad Cities)
Bachelor of Liberal Studies (BSL)	ICN, correspondence study (statewide)

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

Iowa State University

<u>Program</u>	<u>Delivery/Site(s)</u>
Bachelor of Liberal Studies (BLS)	On-site (Ankeny)
Bachelor of Science in Professional Agriculture (BS)	ICN & videotape (state wide)
Master of Agriculture (MS)	ICN & videotape (state wide)
Master of Science in Agronomy (MS)	WWW & CD Rom (U.S. & Canada)
Master of Business Administration (MBA)	On-site (Des Moines)
Master of Education in Educational Leadership (Ed.M)	Selected sites (state wide)
Master of Education in Educational Leadership with emphasis In Organizational Leadership & Human Resource Development (Ed.M)	On-site (Ankeny)
Master of Education in Higher Education(Ed.M)	On-site (Ankeny)
Bachelor of Science in Electrical Engineering (BS)	ICN (Cedar Rapids)
Master of Science in Computer Engineering (MS)	Videotape (state wide)

Master of Science in Electrical Engineering (MS)	Videotape (state wide)
Master of Science in Mechanical Engineering (MS)	ICN (state wide)
Master of Engineering in Systems Engineering (ME)	Videotape (state wide)
Master of Family & Consumer Sciences Consumer Sciences (MFCS)	ICN (state wide)
Master of School Mathematics (MSM)	ICN (state wide)
Master of Science in Microbiology (MS)	Videotape (world wide)
Master of Science in Statistics (MS)	Videotape (world wide)
Master of Science in Veterinary Medicine With emphasis in Advanced Dairy Production Medicine (MS)	WWW to selected sites (state wide)
Community College Induction Mentoring Certificate of Advanced Studies	On-site (Ankeny, Boone, Carroll) ICN (state wide)
Certificate of Public Management	ICN (state wide) and On-site at Des Moines
Master of Public Administration (MPA)	ICN (state wide) and On-site at Des Moines
Empowerment Skills for Family Workers	On-site (Ankeny)

University of Northern Iowa

<u>Program</u>	<u>Delivery/Site(s)</u>
Master of Business Administration (MBA)	Waterloo (John Deere)
Early Childhood Education (MAE)	ICN (Clarinda, Council Bluffs, Mason City, Webster City)
Educational Administration (MAE)	ICN (Aurelia, Cedar Rapids, Charles City, Council Bluffs, Independence, Johnston, Maquoketa, Marion, Sioux City)
Educational Technology (MA)	ICN (Cedar Rapids, Centerville, Des Moines, Elkader, Fort Dodge, New London, Pleasant Valley, Sioux City)
Elementary Reading and Language Arts (MAE)	Council Bluffs (on site)
Gifted Education (MAE)	ICN (Council Bluffs, Des Moines, Dubuque, Newell-Fonda)
Library Science (MA)	ICN (Carroll, Cedar Rapids, Davenport, Lenox, Oelwein, Ottumwa, Sioux City, West Des Moines)
Middle School Education (MAE)	ICN (Calmar, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Quad Cities, Shelby, Sioux City, West Des Moines)
Drivers Education (endorsement)	ICN (various sites)

Special Education (MAE)	ICN (Carroll, Council Bluffs, Nora Springs, Storm Lake)
English (MA)	Cedar Rapids (on site)
Communication Education (MA)	ICN (Paullina-South O'Brien, Pekin-Packwood, Waukon)
Music Education (MM)	ICN (Ankeny, Clinton, Council Bluffs, Decorah, Dubuque, Farragut, Garner, Jewell-South Hamilton)
Public Relations (MA)	ICN (Clear Lake, Davenport, Sioux City)
Middle School Mathematics (MA)	ICN (Council Bluffs, Johnston, Spirit Lake)
Elementary Education (BA)	Carroll (on site and ICN)
Advanced Studies Certificate in The Superintendency	ICN (Central City, Cylinder, Dubuque, Johnston, Manson, Merville, Postville)
General Industry and Technology Certificate	ICN (Council Bluffs, Davenport, Early, Mason City, New London, Sioux City)
Gerontology Certificate	World Wide Web
Training and Development in Business Certificate	Waterloo (John Deere)

Table 2

**1999-2000 Credit Course Registrations*
By Institution and Subject Area
(by Hegis Code)**

Code	Subject Area	SUI	ISU	UNI	Total	%
01	Agriculture and Veterinary Medicine		1100		1100	42.1%
02	Architecture and Environmental Design		76		76	
03	Area and Ethnic Studies			426	426	
04	Business	2715	443	250	3408	
05	Communications	998	195	174	1367	
06	Computer and Information Sciences	209		26	235	
07	Consumer, Personal, and Misc. Services				0	
08	Education	3781	1269	2338	7388	
09	Engineering	60	453		513	
10	Foreign Languages	286	18	30	334	
11	Health	1621		170	1791	
12	Family & Consumer Sciences		501	233	734	
13	Industrial Arts			322	322	
14	Law				0	
15	Letters	1372		290	1662	
16	Liberal/General Studies		11		11	
17	Library and Archival Sciences	158		141	299	
18	Life Sciences	88	253	264	605	
19	Mathematics	1041	174	238	1453	
20	Military Sciences				0	
21	Multi/Interdisciplinary Studies	344			344	
22	Parks and Recreation			2329	2329	
23	Personal and Social Development				0	
24	Philosophy, Religion, and Theology	652	45	96	793	
25	Physical Sciences	297		615	912	
26	Psychology	968	17	206	1191	
27	Public Affairs and Protective Service	1543	106		1649	
28	Social Sciences	2746	64	599	3409	
29	Trade and Industrial				0	
30	Visual and Performing Arts	1386		198	1584	
31	Communities		9		9	
Total Registrations		20265	4734	8945	33944	

*Iowa State University registrations include Off-campus Classes (8945). The University of Iowa registrations include: Off-campus (6,106); Guided Correspondence Study (4,561); and Saturday and Evening Classes (9,598). University of Northern Iowa registrations include: Off campus (5,491); On campus (823); ICN (1,268); WWW (505); IPT telecourses (40); and Correspondence Study (818).

Table 3
Bachelor of Liberal Studies -- Student Enrollments*
1995-96 through 1999-2000

	1995-96	1996-97	1997-98	1998-99	1999-2000
SUI					
Admitted	163	221	175	205	174
Graduated	39	76	49	26	31
Enrolled	--	--	600	680	687
ISU					
Admitted	144	125	103	140	119
Graduated	78	102	92	97	89
Enrolled	288	264	262	267	277
UNI					
Admitted	11	20	20	27	81
Graduated	10	10	10	5	15
Enrolled	117	118	60	39	134
Totals					
Admitted	318	366	298	372	374
Graduated	127	188	151	128	135
Enrolled	**405	**382	922	986	1,098

*Total active enrollments (students currently taking courses)

**Total does not include students from the University of Iowa

Table 4
ICN Credit Course Registrations 1995-96 to 1999-2000
Number of Courses and Student Enrollments

	1995-96		1996-97		1997-98		1998-99		1999-2000	
	C	E	C	E	C	E	C	E	C	E
SUI	36	1,113	37	1,308	38	1,538	46	1,644	53	2,126
ISU	34	427	52	541	80	748	78	911	78	1,109
UNI	29	418	42	645	58	844	71	1,052	72	1,268
Total	99	1,578	131	2,494	176	3,130	195	3,607	203	4,503

Table 5
1999-00 Noncredit Course Registrations
By Institution and Subject Matter
(by Hegis Code)

Code	Subject Area	SUI	ISU	UNI	Total	%
01	Agriculture		152259		152259	
02	Architecture and Environmental Design	44	18		62	
03	Area and Ethnic Studies	311		14	325	
04	Business	1674	887	2563	5124	
05	Communications	946	303	4400	5649	
06	Computer and Information Sciences	365	1569	36	1970	
07	Consumer, Personal, and Misc. Serv.	1110		2270	3380	
08	Education	2431	784	2868	6083	
09	Engineering	1400	7778		9178	
10	Foreign Languages			87	87	
11	Health	35748			35748	
12	Family & Consumer Sciences		94338		94338	
13	Industrial Arts				0	
14	Law	1412			1412	
15	Letters	1851			1851	
16	Liberal/General Studies	617			617	
17	Library and Archival Sciences	438			438	
18	Life Sciences	273			273	
19	Mathematics	676		264	940	
20	Military Sciences				0	
21	Multi/Interdisciplinary Studies	38			38	
22	Parks and Recreation	90			90	
23	Personal and Social Development	786	3656	543	4985	
24	Philosophy, Religion, and Theology	73			73	
25	Physical Sciences	438	66	2028	2532	
26	Psychology	5102			5102	
27	Public Affairs and Protective Service	8647	30	317	8994	
28	Social Sciences	2805		623	3428	
29	Trade and Industrial	46		296	342	
30	Visual and Performing Arts	9780		463	10243	
31	Communities	4853	1343		6196	
Totals		81954	263031	16772	361757	

Note: Registrations for the University of Iowa include 12,669 enrolled by Conferences & Institutes; 69,285 enrolled by other entities.

Table 6

**Regent University Programs at Regional Study Centers
1999-2000**

<u>University of Iowa</u> (17 offerings)	<u>QC</u>	<u>TriS</u>	<u>SWRRC</u>
Master of Business Administration	Y		
Master of Social Work	Y	Y	
Master of Arts in Library & Information Science	Y	Y	Y
Master of Arts in Educational Administration	Y		
Master of Arts in Nursing	Y	Y	Y
Community College Teaching Certification	Y	Y	Y
Doctor of Pharmacy (Pharm.D.)	Y	Y	Y
Bachelor of Liberal Studies			Y
<u>Iowa State University (32 offerings)</u> (32 offerings)			
Master of Agriculture	Y	Y	Y
Master of Science in Agronomy	Y	Y	Y
Master of Engineering in Systems Engineering	Y	Y	Y
Master of Science in Computer Engineering	Y	Y	Y
Master of Science in Electrical Engineering	Y	Y	Y
Master of Family and Consumer Sciences	Y	Y	Y
Master of School Mathematics	Y	Y	Y
Master of Science in Microbiology	Y	Y	Y
Superintendency Certification Program	Y	Y	Y
Certificate of Public Management	Y	Y	Y
Bachelor of Liberal Studies			Y
Bachelor of Science in Professional Agriculture			Y
<u>University of Northern Iowa</u> (22 offerings)			
Educational Leadership MAE	Y	Y	Y
Educational Technology MA	Y	Y	
Library Science (K-12) MA	Y	Y	
Middle School Education MAE	Y	Y	Y
Public Relations MA	Y	Y	
Superintendency Certificate		Y	
Early Childhood Education MAE			Y
Elementary Reading and Language Arts MAE			Y
Gifted Education MAE			Y
Middle School Mathematics MA			Y
Music Education MM			Y
Special Education MAE			Y
Bachelor of Liberal Studies			Y
Certificate in Technology Management			Y
Drivers Education Endorsement			Y
Totals of Regional Study Centers	22	21	28
"Y" -- Yes. Indicates program is available at the center.			

Table 7

**Regional Study Centers Enrollment and Program Data
1995-96 Through 1999-2000 (Summer Fall and Spring)***

	FY 96	FY 97	FY 98	FY 99	FY 00	Five Year Total
	(95-96)	(96-97)	(97-98)	(98-99)	(99-00)	
Quad Cities						
Total Students**	5,014	5,283	5,186	7,151	9,264	31,898
Regent Students	745	815	1,513	1,094	1,084	5,251
# Reg. Programs	8	12	NA	20	22	--
Tri-State						
Total Students*	3,521	4,115	5,563	4,718	4,729	22,646
Regent Students	136	287	312	329	431	1,495
# Reg. Programs	6	11	12	11	21	--
Southwest IA						
Total Students*	296	322	457	591	528	2,194
Regent Students	296	322	457	591	528	2,194
# Reg. Programs	21	24	25	26	24	--
Totals						
Total Students	8,831	9,720	11,206	12,460	14,521	56,738
Regent Students	1,177	1,424	2,282	2,014	2,043	8,940
# Reg. Programs	35	47	NA	57	67	--

*These survey data are based on a full year rather than Academic Year (Fall and Spring Semesters). The three semesters for FY 00, for example, include Summer 1999, Fall 1999, and Spring 2000.

**Total Student Enrollments represents total enrollments, e.g., an individual student taking 3 courses is counted 3 times. Also, some numbers are different than those reported in the Governance Reports on Regional Study Centers, due to additional reporting data. For example, for the Quad Cities Graduate Center in FY 99, the number in the Governance Report is 6,885; the 7,151 number is the "final" number.

Table 8

**Number of Cities and Counties Where Regent University
Distance Education Courses/Sections Were Offered -- 1999-2000**

The first number following the name of each county is the total number of cities within the county in which courses from one or more of the Regent universities was offered. The second number is the total number of courses/sections offered by the three universities. Sections of courses are counted as courses.

Collectively, Regent universities offered courses in all 99 Iowa counties. A total of 2,542 courses/sections were offered in 356 different cities.

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Adair	1	1	Boone	2	29
Adair		1	Boone		19
			Ogden		10
Adams	2	3	Bremer	4	14
Corning		2	Denver		1
Nodaway		1	Janesville		8
			Sumner		2
Allamakee	2	6	Waverly		3
Lansing		2			
Postville		4	Buchanan	3	7
			Independence		2
Appanoose	3	14	Quasqueton		2
Centerville		9	Winthrop		3
Moravia		3			
Moulton		2	Buena Vista	3	17
			Albert City		7
Audubon	1	2	Sioux Rapids		1
Audubon		2	Storm Lake		9
Benton	6	17	Butler	2	3
Belle Plaine		2	Clarksville		1
Norway		1	Greene		2
Van Home		1			
Vinton		11	Calhoun	5	15
Walford		1	Farnhamville		2
Watkins		1	Lake City		1
			Manson		8
Black Hawk	4	215	Pomeroy		1
Cedar Falls		102	Somers		3
Hudson		2			
La Porte City		3			
Waterloo		108			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Carroll	3	30	Clayton	6	22
Carroll		27	Elkader		14
Glidden		2	Garnavillo		1
Manning		1	Guttenberg		1
			Luana		1
Cass	5	17	Manona		2
Anita		1	Strawberry Point		3
Atlantic		6			
Griswold		1	Clinton	6	23
Massena		8	Camanche		1
Wiota		1	Clinton		16
			Delmar		3
Cedar	3	7	DeWitt		2
Stanwood		1	Grand Mound		1
Tipton		4			
West Branch		2	Crawford	3	10
			Charter Oak		4
Cerro Gordo	7	68	Denison		5
Clear Lake		10	Schleswig		1
Dougherty		2			
Mason City		50	Dallas	8	26
Meservey		1	Adel		2
Rockwell		2	Dallas Center		5
Thornton		1	Dexter		4
Ventura		2	Granger		1
			Perry		2
Cherokee	4	22	Van Meter		2
Aurelia		4	Waukee		9
Cherokee		15	Woodward		1
Larabee		1			
Marcus		2	Davis	1	1
			Bloomfield		1
Chickasaw	4	5			
Fredericksburg		1	Decatur	2	5
Lawler		1	Lamoni		1
Nashua		1	Van Wert		4
New Hampton		2			
			Delaware	3	5
Clarke	1	7	Edgewood		1
Osceola		7	Manchester		3
			Masonville		1
Clay	1	21			
Spencer		21			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Des Moines	4	39	Greene	5	17
Burlington		20	Churdan		4
Mediapolis		5	Grand Junction		2
Sperry		3	Jefferson		6
West Burlington		11	Paton		2
			Scranton		3
Dickinson	2	6	Grundy	2	4
Milford		2	Conrad		1
Spirit Lake		4	Grundy Center		3
Dubuque	5	54	Guthrie	4	10
Dubuque		37	Adair		3
Dyersville		2	Guthrie Center		4
Epworth		3	Stuart		2
Farley		3	Yale		1
Peosta		9			
Emmet	3	13	Hamilton	5	23
Armstrong		5	Blairsburg		5
Estherville		6	Ellsworth		4
Wallingford		2	Jewell		5
			Stanhope		2
Fayette	4	10	Webster City		7
Arlington		2	Hancock	3	11
Jackson Junction		1	Corwith		7
Oelwein		3	Garner		3
West Union		4	Klemme		1
Floyd	4	12	Hardin	7	24
Charles City		4	Alden		4
Floyd		4	Eldora		5
Nora Springs		3	Hubbard		5
Rockford		1	Iowa Falls		4
			New Providence		1
Franklin	3	12	Radcliffe		4
Dows		1	Union		1
Hampton		6	Harrison	2	4
Sheffield		5	Logan		3
			Mondamin		1
Fremont	2	3			
Farragut		2			
Percival		1			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Henry	3	15	Jones	4	15
Mt. Pleasant		7	Anamosa		4
New London		4	Center Junction		1
Winfield		4	Monticello		7
			Scotch Grove		3
Howard	1	1	Keokuk	3	8
Cresco		1	Keota		3
Humboldt	3	10	Sigourney		4
Bode		2	South English		1
Dakota City		1	Kossuth	6	13
Humboldt		7	Algona		8
Ida	3	17	Bancroft		1
Galva		3	Fenton		1
Holstein		2	Ledyard		1
Ida Grove		12	Luverne		1
			Swea City		1
Iowa	2	10	Lee	1	1
Marengo		2	Donnellson		1
Williamsburg		8	Linn	9	170
Jackson	2	13	Cedar Rapids		125
Bellevue		4	Hiawatha		4
Maquoketa		9	Central City		4
Jasper	4	23	Lisbon		2
Colfax		5	Marion		25
Mingo		1	Mt Vernon		3
Newton		16	Robins		2
Prairie City		1	Springfield		3
			Walker		2
Jefferson	2	11	Louisa	3	6
Fairfield		10	Columbus		
Packwood		1	Junction		1
			Letts		3
Johnson	7	83	Wapello		2
Coralville		13	Lucas	3	9
Iowa City		62	Chariton		6
North Liberty		2	Lucas		1
Oxford		1	Russell		2
Solon		2			
Swisher		2			
Tiffin		1			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Lyon	2	2	Montgomery	2	10
George		1	Red Oak		9
Little Rock		1	Villisca		1
Madison	4	13	Muscatine	4	32
Earlham		4	Atalissa		4
St. Charles		2	Muscatine		25
Truro		2	West Liberty		2
Winterset		5	Wilton		1
Mahaska	3	10	O'Brien	4	11
Fremont		2	Hartley		3
New Sharon		1	Paullina		3
Oskaloosa		7	Sheldon		3
Marion	1	5	Sutherland		2
Knoxville		5	Osceola	1	3
Marshall	5	21	Sibley		3
Laurel		1	Page	3	13
LeGrand		1	Clarinda		8
Marshaltown		16	Essex		1
Melbourne		1	Shenandoah		4
State Center		2	Palo Alto	2	18
Mills	4	7	Cylinder		3
Glenwood		3	Emmetsburg		15
Hastings		1	Plymouth	2	3
Pacific Junction		2	Kingsley		1
Silver City		1	Remsen		2
Mitchell	4	14	Pocahontas	4	11
Orchard		2	Fonda		1
Osage		6	Gilmore City		2
Riceville		4	Laurens		4
St. Ansgar		2	Pocahontas		4
Monona	2	6			
Mapleton		1			
Onawa		5			
Monroe	2	3			
Albia		2			
Melrose		1			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Polk	13	360	Shelby	3	10
Alleman		3	Defiance		1
Altoona		2	Harlan		5
Ankeny		101	Shelby		4
Bondurant		6	Sioux	7	33
Clive		8	Boyden		2
Des Moines		126	Hull		1
Grimes		4	Ireton		1
Johnston		34	Maurice		2
Mitchellville		3	Orange City		23
Pleasant Hill		1	Rock Valley		1
Polk City		4	Sioux Center		3
Urbandale		17	Story	12	174
West Des Moines		51	Ames		111
Pottawattamie	5	79	Cambridge		1
Avoca		1	Collins		5
Carson		1	Colo		1
Council Bluffs		73	Gilbert		9
Minden		2	Huxley		11
Oakland		2	Kelley		4
Poweshiek	3	8	Maxwell		3
Brooklyn		2	Nevada		4
Grinnell		4	Roland		6
Montezuma		2	Slater		1
Ringgold	1	3	Story City		18
Mount Ayr		3	Tama	5	13
Sac	4	10	Buckingham		2
Auburn		2	Garwin		1
Early		4	Gladbrook		7
Lytton		1	Tama		1
Sac City		3	Toledo		2
Scott	7	133	Taylor	1	4
Bettendorf		48	Lenox		4
Blue Grass		1	Union	2	13
Davenport		72	Afton		1
Eldridge		4	Creston		12
Long Grove		1			
Pleasant Valley		5			
Walcott		2			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Van Buren	3	5	Woodbury	6	56
Douds		1	Correctionville		1
Farmington		1	Moville		4
Keosauqua		3	Salix		3
			Sergeant Bluff		3
Wapello	1	36	Sioux City		43
Ottumwa		36	Sloan		2
Warren	4	24	Worth	3	4
Indianola		10	Joice		1
Lacona		3	Manly		1
New Virginia		5	Northwood		2
Norwalk		6	Wright	4	13
Washington	3	16	Clarion		6
Kalona		4	Eagle Grove		3
Washington		10	Rowan		1
Wellman		2	Woolstock		3
Wayne	1	2			
Corydon		2			
Webster	6	64			
Callender		4			
Dayton		2			
Duncombe		1			
Fort Dodge		54			
Gowrie		2			
Lehigh		1			
Winnebago	4	13			
Buffalo Center		1			
Forest City		8			
Lake Mills		1			
Thompson		3			
Winneshiek	3	28			
Calmar		15			
Decorah		11			
Jackson Junction		2			

Summary

State-wide Totals

Total Counties in Iowa	99
Counties where courses were offered by Regent universities	99
Number of Cities in which Regent courses were offered (unduplicated)	356
Total No. of Courses	2,542

Individual University Offerings

SUI

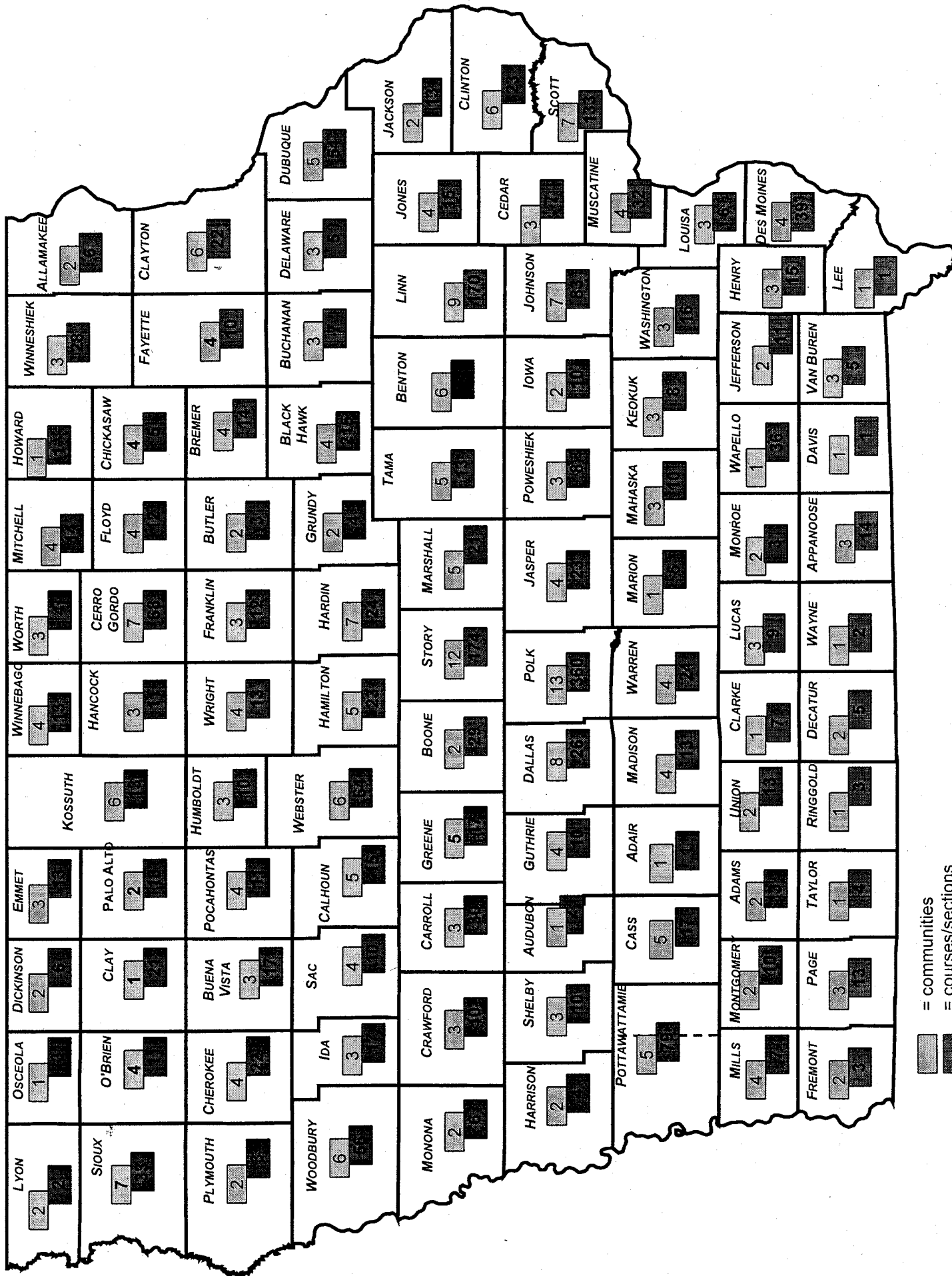
Counties	75
Cities	133
Courses	703

ISU

Counties	92
Cities	276
Courses	1,244

UNI

Counties	74
Cities	26
Courses	595



 = communities
 = courses/sections

Table 10

Regent Performance Indicators Related to Distance Education

The following indicators apply to all Regent universities:

MGT No.	Performance Indicator	Related Action Step	University of Iowa		Iowa State University		University of Northern Iowa		Gov. Rpt.				
			Credit	Non-credit	Credit	Non-credit	Credit	Non-credit					
28	<i>Headcount enrollments in credit/non-credit courses offered through extension and continuing education</i> [SUI -- includes off-campus; Saturday and Evening classes; correspondence study; ISU -- off-campus classes only; UNI -- off-campus; on-campus; and correspondence study]	1.1.4.3	93-94	NP	NP	93-94	NP	NP*	93-94	6,526	16,357	SE DE	
			94-95	NP	NP	94-95	NP	NP*	94-95	6,985	16,720		
			95-96	18,571	66,456	95-96	2,342	83,449	95-96	7,363	16,813		
			96-97	19,711	78,681	96-97	2,578	259,602	96-97	7,793	16,379		
			97-98	19,263	72,870	97-98	2,652	289,729	97-98	8,952	16,278		
			98-99	20,255	72,571	98-99	3,333	289,729	98-99	TBP	TBP		
			99-00	20,265	TBP	99-00	TBP	TBP	99-00	TBP	TBP		
			Target	NP	Not requested	Target	4,300	300,000	Target	10,000	Not requested		
							*In prior years, enrollments in programs not implemented by Extended and Continuing Education were not available for systematic reporting.						
			40	Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)	2.2.1.3	<u>Undergrad.</u>		<u>Graduate</u>		<u>Undergrad.</u>			<u>Graduate</u>
94-95	48	319				94-95	115	147	94-95	8	221		
95-96	39	371				95-96	186	209	95-96	62	283		
96-97	30	499				96-97	179	298	96-97	54	331		
97-98	58	580				97-98	242	270	97-98	62	391		
98-99	139	547				98-99	287	365	98-99	TBP	TBP		
99-00	TBP	TBP				99-00	TBP	TBP	99-00	TBP	TBP		
Target	NP	NP				Target	NP	NP	Target	75	550		

The following indicators apply to a specific university:

MGT No.	Performance Indicator	Related Action Step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.																																
25	Number of non-degree enrollments (includes undergraduate specialties and graduate non-degrees undeclared) (SUI/ISU)	1.1.4.3	<table border="0"> <tr> <td><u>Fall term</u></td> <td><u>No.</u></td> </tr> <tr> <td>94-95</td> <td>NC</td> </tr> <tr> <td>95-96</td> <td>2,448</td> </tr> <tr> <td>96-97</td> <td>2,500</td> </tr> <tr> <td>97-98</td> <td>2,912</td> </tr> <tr> <td>98-99</td> <td>3,116</td> </tr> <tr> <td>99-00</td> <td>3,338</td> </tr> <tr> <td>Target</td> <td>2,800</td> </tr> </table>	<u>Fall term</u>	<u>No.</u>	94-95	NC	95-96	2,448	96-97	2,500	97-98	2,912	98-99	3,116	99-00	3,338	Target	2,800	<table border="0"> <tr> <td><u>Fall term</u></td> <td><u>No.</u></td> </tr> <tr> <td>94-95</td> <td>739</td> </tr> <tr> <td>95-96</td> <td>824</td> </tr> <tr> <td>96-97</td> <td>1,000</td> </tr> <tr> <td>97-98</td> <td>1,007</td> </tr> <tr> <td>98-99</td> <td>1,096</td> </tr> <tr> <td>99-00</td> <td>TBP</td> </tr> <tr> <td>Target</td> <td>TBP</td> </tr> </table>	<u>Fall term</u>	<u>No.</u>	94-95	739	95-96	824	96-97	1,000	97-98	1,007	98-99	1,096	99-00	TBP	Target	TBP	Not Applicable	SE DE
<u>Fall term</u>	<u>No.</u>																																					
94-95	NC																																					
95-96	2,448																																					
96-97	2,500																																					
97-98	2,912																																					
98-99	3,116																																					
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97-98	1,007																																					
98-99	1,096																																					
99-00	TBP																																					
Target	TBP																																					
26	Number of ICN sites served by Hancher programming (SUI)	1.1.4.3	<table border="0"> <tr> <td>95-96</td> <td>0</td> </tr> <tr> <td>96-97</td> <td>24</td> </tr> <tr> <td>97-98</td> <td>88</td> </tr> <tr> <td>98-99</td> <td>27</td> </tr> <tr> <td>99-00</td> <td>122</td> </tr> <tr> <td>Target</td> <td>30</td> </tr> </table>	95-96	0	96-97	24	97-98	88	98-99	27	99-00	122	Target	30	Not Applicable	Not Applicable	SP																				
95-96	0																																					
96-97	24																																					
97-98	88																																					
98-99	27																																					
99-00	122																																					
Target	30																																					
27	Number of annual visits to UI health sciences centers (SUI)	1.1.4.3	<table border="0"> <tr> <td>95-96</td> <td>701,900</td> </tr> <tr> <td>96-97</td> <td>735,500</td> </tr> <tr> <td>97-98</td> <td>781,500</td> </tr> <tr> <td>98-99</td> <td>805,786</td> </tr> <tr> <td>99-00</td> <td>TBP</td> </tr> <tr> <td>Target</td> <td>750,000</td> </tr> </table>	95-96	701,900	96-97	735,500	97-98	781,500	98-99	805,786	99-00	TBP	Target	750,000	Not Applicable	Not Applicable	SP																				
95-96	701,900																																					
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97-98	781,500																																					
98-99	805,786																																					
99-00	TBP																																					
Target	750,000																																					
29	# of extension clients served (ISU)	1.1.4.3	Not Applicable	<table border="0"> <tr> <td>95-96</td> <td>377,036</td> </tr> <tr> <td>96-98</td> <td>353,361</td> </tr> <tr> <td>97-99</td> <td>468,043</td> </tr> <tr> <td>99-00</td> <td>499,537</td> </tr> <tr> <td>Target</td> <td>500,000</td> </tr> </table>	95-96	377,036	96-98	353,361	97-99	468,043	99-00	499,537	Target	500,000	Not Applicable	SE DE SP																						
95-96	377,036																																					
96-98	353,361																																					
97-99	468,043																																					
99-00	499,537																																					
Target	500,000																																					
30	Availability of off-campus credit courses (n = Student enrollments) (UNI)	1.1.4.3	Not Applicable	Not Applicable	<table border="0"> <tr> <td>93-94</td> <td>4,611</td> </tr> <tr> <td>94-95</td> <td>4,801</td> </tr> <tr> <td>95-96</td> <td>5,249</td> </tr> <tr> <td>96-97</td> <td>5,929</td> </tr> <tr> <td>97-98</td> <td>7,266</td> </tr> <tr> <td>98-99</td> <td>7,458</td> </tr> <tr> <td>99-00</td> <td>TBP</td> </tr> <tr> <td>Target</td> <td>8,200</td> </tr> </table>	93-94	4,611	94-95	4,801	95-96	5,249	96-97	5,929	97-98	7,266	98-99	7,458	99-00	TBP	Target	8,200	SE DE																
93-94	4,611																																					
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