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IOWA STATE BOARD OF REGENTS

**PROPOSED CHARACTERISTICS AND LOCATION  
OF A NEW STATE INSTITUTION OF HIGHER  
EDUCATION IN WESTERN IOWA**

Volume I

Educational Considerations Regarding A New Institution

**CRESAP, McCORMICK and PAGET**

*in collaboration with*

**THE PERKINS & WILL PARTNERSHIP, ARCHITECTS**

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November 8, 1968

Mr. R. Wayne Richey  
Executive Secretary  
State Board of Regents  
Grimes State Office Building  
Des Moines, Iowa 50319

Dear Mr. Richey:

In accordance with our contract with the Board of Regents dated December 15, 1967, we submit herewith, in two volumes, the report on our study of the role and scope, and location of a new Regents' institution of higher education in Western Iowa. A third volume prepared by The Perkins and Will Partnership, covers aspects dealing with specific site and capital cost considerations.

The primary objectives of our phase of the study were to provide answers to the following questions:

- What educational programs should the new institution offer to best satisfy the needs of the State and of Western Iowa?
- How many and what type of student should the new institution serve?
- What is the projected effect of a new public institution upon existing institutions of higher education?
- When should the institution be opened?
- Where should the new institution be located?
- How much would the new institution cost in terms of capital investment requirements and operating expenditures?
- What problems, if any, could be anticipated in faculty recruitment for the new institution?

On the basis of the questions to be answered, the assignment was conducted in three major phases. The first phase dealt primarily with a study of the background of higher education in Iowa, economic considerations pertaining to the State and Western Iowa in particular, development of enrollment projections and the identification of role and scope. In this latter area, we collaborated with Heald, Hobson and Associates of New York City. The results of this study phase are contained in Volume I, entitled Educational Considerations Regarding A New Institution.

The second study phase, the results of which are contained in Volume II, entitled Location Of A New Institution And Cost Considerations, dealt with the development and application of location criteria, development of cost projections and the study of factors having a potential effect on other institutions in Iowa and on faculty recruitment for the new institution.

Our involvement in the third study phase was directed toward collaborating with The Perkins And Will Partnership in the final selection of a site for the new institution. The results of this phase are contained in Volume III, prepared by the architectural firm and entitled Planning, Site And Development Characteristics. Projected capital cost data and site development plans are also contained in this third volume.

In summary, the key recommendations resulting from the study indicate that the new institution should provide a basic four-year liberal arts program, and be located in Atlantic, Iowa. From the standpoint of potential enrollments, it is projected that an opening student population which would make the institution viable, could be expected coincident with construction completion, with the earliest opening projected to be the fall of 1973. It is also expected that growth to a medium-sized institution is possible within the next 10 years.

The question of whether the institution should be opened, however, is open to discussion since this matter is a function of need within the State for a new college or university, a matter which was beyond the scope of this project. The capacities of the existing Regents' universities to absorb additional students, the availability of State funds, plans for the future growth of Area Schools and the potential for public support for private higher education would certainly have a direct influence on the subject of need, and should be the subject for a separate and intensive study.

During the conduct of the entire study, we received outstanding cooperation and assistance from all individuals and organizations we contacted. Specifically, we would like to express our appreciation to the members of the Professional Advisory Committee for their guidance and to the administration of the Regents' institutions, the Department of Public Instruction, the Iowa Association of Private Colleges and Universities, the private colleges and universities, various State agencies and your organization for their cooperation.

If you or the Board of Regents should have any questions pertaining to this report, please do not hesitate to call on us for clarification.

Very truly yours,

*Cresap, McCormick and Paget*

CRESAP, McCORMICK and PAGET

IOWA STATE BOARD OF REGENTS

PROPOSED CHARACTERISTICS AND LOCATION  
OF A NEW STATE INSTITUTION OF HIGHER  
EDUCATION IN WESTERN IOWA

Volume I

Educational Considerations Regarding A New Institution

This report is confidential and intended solely for the  
information and benefit of the immediate recipient hereof.

IOWA STATE BOARD OF REGENTS  
PROPOSED CHARACTERISTICS AND LOCATION  
OF A NEW STATE INSTITUTION OF HIGHER  
EDUCATION IN WESTERN IOWA

Volume I  
Educational Considerations Regarding A New Institution

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## I - INTRODUCTION

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## INTRODUCTION

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This brief chapter outlines the purpose and scope of the study, details the approach and describes the contents of the report.

### PURPOSE AND SCOPE OF THE STUDY

- In 1967, the Sixty-Second General Assembly of the State of Iowa enacted legislation calling for the establishment of a State institution of higher education in Western Iowa and the engagement of consultants to plan its location, establishment, construction and operation.
- Specific areas of study were further outlined by the State Board of Regents in the following series of questions.
  - What educational programs should the new institution offer to best satisfy the needs of the State and of Western Iowa?
  - How many and what type of students should the new institution serve - both in the immediate future and long range?
  - What is the projected effect upon existing institutions of higher education - public, private, two-year and four-year - in the major areas of enrollments, programs and financing?
  - When should the institution be opened for classes, in view of desired lead time and capacities of existing institutions?
  - Where should the institution be located?
  - How much would the institution cost - operating and capital - on an immediate and long-range basis?
  - What, if any, faculty recruitment problems might arise?
- Projections and estimates were to be based on a period of 20 years.
- The consultants were specifically directed to omit conclusions and recommendations regarding the feasibility of a new Western Iowa institution.

APPROACH

- A historical overview of Iowa higher education was undertaken to place present and projected future conditions in proper perspective.
  - Various reports on higher education were reviewed - among them:
    - Survey of the Institutions of Higher Learning in the State of Iowa, Strayer, 1950
    - A Factual Survey of Public and Privately Supported Colleges in Iowa, Doud, 1954
    - Resources and Needs for Higher Education in Iowa, Gibson, 1960
    - Education Beyond High School Age and the Community College, State Department of Public Instruction, 1962
    - Proposal for Progress, Cooperative Study of Post High School Education, 1967.
- who?* ✓ | - Leaders in higher education were interviewed for the purpose of determining past problems and practices.
- Written statements regarding the history of public and private institutions were reviewed.
- Economic and demographic considerations for the State were considered necessary background to the study.
  - Reports of the Bureau of Census were analyzed.
  - Publications concerned with economics and demography, especially those emanating from Iowa State University, were reviewed.
  - Reports of the Iowa Development Commission and the Office of Planning and Programming were evaluated.
  - Specialists in economics and population for the State were interviewed.

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INTRODUCTION (Cont'd)

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- The current status of higher education in Iowa, with emphasis on institutions in Western Iowa, was examined, with especial attention to enrollments, tuition, programs, control and location.
  - Private institutions were visited; recent reports, such as the Proposal for Progress, as well as the catalogs were reviewed; and meetings were held with the President of the Iowa Association of Private Colleges and Universities.
  - Selected area schools were studied through personal visits; interviews were held with numerous personnel of the Department of Public Instruction; data supplied by the Department were analyzed; and the various schools were surveyed in a mail questionnaire.
  - haw? ✓ | - The current status of the Regents' schools was ascertained through personal interviews with the Presidents of the institutions, data supplied by the Registrars and other administrative personnel, records of the State Board of Regents, and catalogs of the schools.
  - Pertinent data were extracted from publications of the U. S. Office of Education.
- Enrollment projections for higher education in Iowa, with specific emphasis upon the projected Western Iowa institution were then developed.
  - Recent population projection studies sponsored by the Office of Planning and Programming were utilized to develop Statewide and county enrollment projections through 1988.
  - The effects of out-migration to colleges in other states were studied through a survey of 25 schools in surrounding states, as well as interviews with selected representatives of higher education in those states.
  - Numerous administrative personnel in all sectors of Iowa higher education were also interviewed in the analysis of enrollment projections.

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INTRODUCTION (Cont'd)

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- Broad educational programs of the proposed institution were studied with the assistance of Heald, Hobson and Associates.
- 7 {
  - The Presidents of the three Regents' institutions, as well as representatives of selected private schools, were interviewed.
  - Current program offerings in all sectors of Iowa higher education were analyzed from materials collected and prepared by Cresap, McCormick and Paget.
  - Recent studies conducted by Heald, Hobson and Associates throughout the U. S. were considered to arrive at an understanding of current educational philosophies.
- Criteria for the location of the proposed location were developed for the approval of the State Board of Regents.
  - Present generally accepted guidelines were reviewed and applied to the special requirements of the State.
  - The assistance of acknowledged specialists in college location was employed.
- The approved location criteria were applied to Western Iowa.
  - Material gathered in the early stages of the study was analyzed statistically, and many Western Iowa communities were informally visited.
- Communities in the general location recommended by the Board of Regents were surveyed by means of a comprehensive questionnaire.
- Specifications for engineering and architectural work were drawn up and reviewed with a technical advisory committee appointed by the Board of Regents, and assistance was given in the selection of a firm for this phase of the project.
- Community and site evaluations were conducted in cooperation with The Perkins and Will Partnership, the architectural and engineering firm selected with the approval of the Board of Regents.

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INTRODUCTION (Cont'd)

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- A separate report covering this phase has been prepared by Perkins and Will.
- Capital and operating cost calculations were developed on the basis of the approved characteristics of the new institution, its location and projected enrollments.
  - In the calculation of costs, established and generally accepted guidelines were utilized; guidelines developed from the experience of existing Iowa institutions also were taken into consideration.
- During all stages of the study, findings, recommendations and conclusions were reviewed by a professional advisory committee appointed by the Board of Regents.
  - The committee's role was to determine and advise on the accuracy and comprehensiveness of data collected.
  - The members of the committee (Exhibit I-1) also served as valuable sources of data and viewpoints, both individually and in the formal meetings held with the consultants during the study.

*Not approve  
recalculations  
or conclusions.*

ORGANIZATION  
OF THIS REPORT

- The overall report, entitled Proposed Characteristics And Location Of A New State Institution Of Higher Education In Western Iowa, is being prepared in three volumes.
  - Volume I (this volume), entitled Educational Considerations Regarding A New Institution, discusses the background and current situation of higher education in Iowa, the population and other factors affecting enrollments, and the recommended profile of the new institution and its probable size.
  - Volume II, entitled Location Of A New Institution And Cost Considerations, will discuss the recommended location and site, projected operating and capital costs, and the anticipated effect of the new school on institutions already in existence.



MEMBERS OF THE PROFESSIONAL ADVISORY  
COMMITTEE FOR THE STUDY OF THE NEW  
INSTITUTION OF HIGHER EDUCATION IN WESTERN IOWA

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Alvin H. Scaff, Associate Dean of the Graduate College, University of Iowa

Dean Zenor, Director of the Institute of Public Affairs, University of Iowa

- A third volume, prepared by The Perkins and Will Partnership, the architectural and engineering firm selected to cooperate in the study, presents the architectural concepts together with development and capital costs.
- Various working papers - notably the location studies of the various communities evaluated as possible sites of the new institution - have been placed on file in the Board of Regents office in Des Moines, Iowa.
- The chapters included in Volume I are as follows:
  - I - Introduction (this chapter)
  - II - Legislative And Historical Background, which describes the 1967 Legislative Enactment authorizing the new institution and which briefly outlines the history, organization and constituent sectors of higher education in Iowa
  - III - The Current Status Of Higher Education, which summarizes enrollments, growth and programs in the private institutions, the Regents' institutions and the area schools, and which discusses regional differences in the opportunities for higher education in the State
  - IV - Demographic Factors And Student Projections, which develops, on the basis of population projections, the Iowa college population potential, and which presents Statewide enrollment forecasts and which discusses in detail the effects of student migration
  - V - Important Considerations Affecting Student Choice Of College, which assesses the effects of admissions and tuition policies and the influences of policies in bordering states
  - VI - Original Conclusions And Recommendations, which records the consultants' thinking regarding the role, scope and mission of a new institution in terms of Iowa's educational background and needs, and the enrollment such a school might attract on the basis of that mission.
  - VII - Decisions Of The Regents, which notes the extent to which the consultants' recommendations were accepted, a key modification requested, and the implications of this modification for the projected enrollment.

## II - LEGISLATIVE AND HISTORICAL BACKGROUND

- The 1967 Legislative Enactment
- Background And Organization Of  
Higher Education In Iowa

This chapter discusses the legislative enactment which led to this study and briefly outlines the history of higher education in Iowa, to give the proposed Western Iowa institution of higher education its proper legislative and historical context.

## THE LEGISLATION

- House File 747, approved by the Sixty-Second General Assembly, was an appropriation bill authorizing funds for capital improvements for the institutions under the Board of Regents.
  - Sections 1, 2 and 3 of the bill were concerned with a general appropriation of \$34 million for capital improvement items at the State universities.
  - Section 5 appropriated funds for construction of a veterinary medicine facility at Iowa State University.
  - Section 4 appropriated funds for planning studies for a State institution of higher education in Western Iowa; this is the section of major interest for the present study.
- Section 4 of House File 747 directed the State Board of Regents to "engage consultants acknowledged to be experienced in the field of planning for institutions of higher education, and therewith to proceed to initiate plans for the location, establishment, construction and operation of a State institution of higher education in Western Iowa. "
- Section 4 further directed the State Board of Regents, "upon its selection of the location, " to "purchase, acquire, lease, option, or accept as a gift any real property necessary for the establishment and growth of this institution. "
  - A sum of money was then appropriated "to be used to carry out the study, planning and establishment of this institution of higher education to be established in Western Iowa. "

DISCUSSION

- The passage of House File 747 represented the culmination of a vigorous campaign conducted by a group of legislators, primarily from the Western areas of the State.
  - Attempts in previous legislative sessions had failed to get sufficient support for passage.
- Among the major reasons advanced in favor of the new institution were the following:
  - The establishment of a new institution of higher education in Western Iowa would balance a Statewide public higher educational system which historically has located its facilities in the Eastern part of the State
    - o Many potential students in Western Iowa now live outside of commuting distance of public and private schools, and therefore, are unable to attend college for financial reasons.
    - o While the tax burden in support of the State universities is equally shared by all residents, Western Iowans do not receive their fair share of benefits from the Regents' institutions.
  - The lack of colleges and universities in Western Iowa, and especially Southwestern Iowa, has created an educational void, which has adversely affected that part of the State.
    - o It was felt that Western Iowa, suffering from an economic and population decline in relation to the rest of the State, would benefit economically from the presence of a new institution of higher education.
    - o A new institution in Western Iowa would also provide cultural benefits to an area relatively lacking in such facilities.

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## BACKGROUND AND ORGANIZATION OF HIGHER EDUCATION IN IOWA

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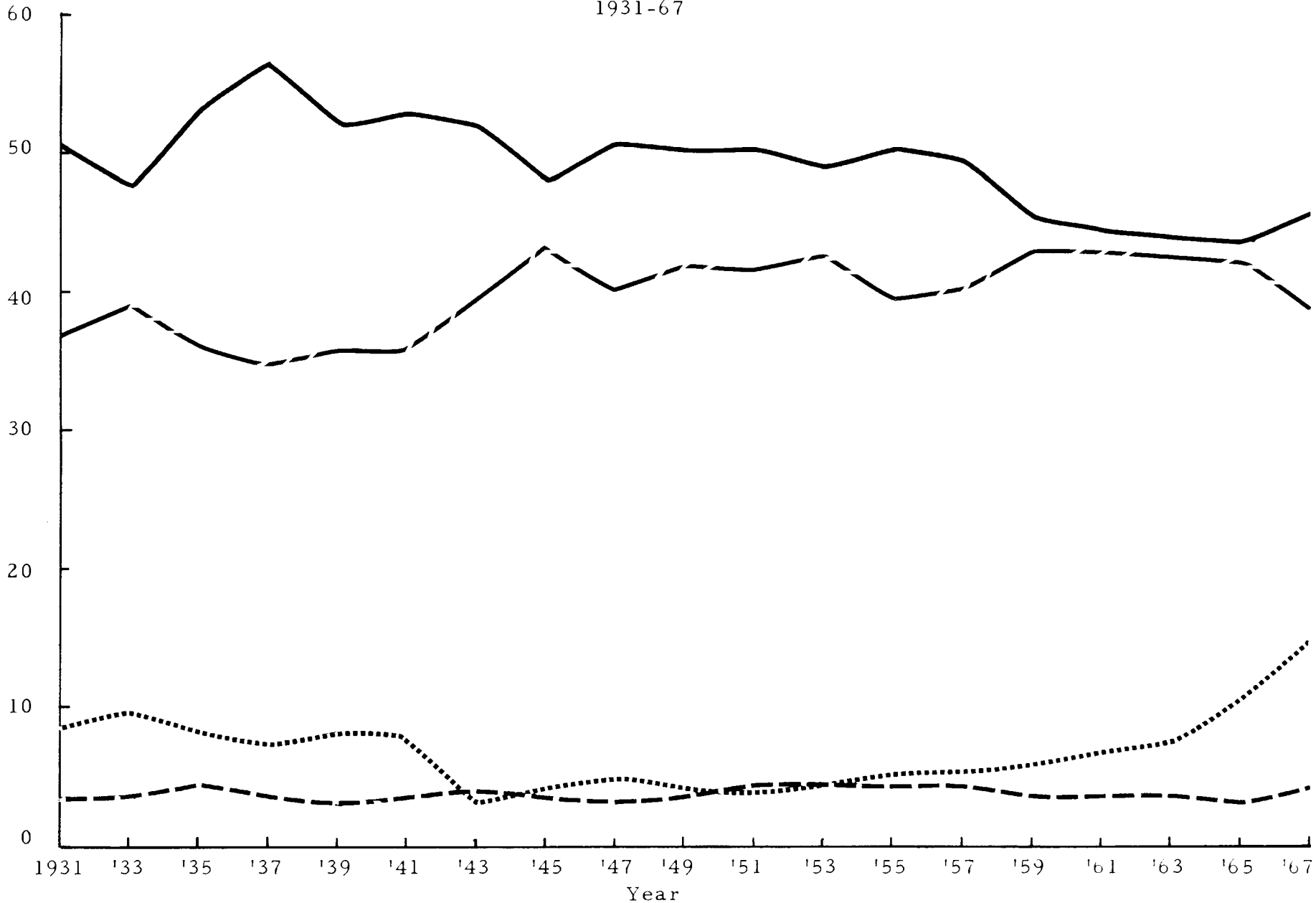
Higher education in Iowa has had a long and distinguished history in both the public and the private sector. Even before Iowa was admitted to the Union in 1846, several private colleges were in existence. Shortly after Iowa became a State, public higher education was given birth there with the establishment of the State University of Iowa in 1847. Enrollment relationships between the public and private sectors, as illustrated in Exhibit II-1, show a balance that is uncharacteristic of most Midwestern states, where public colleges and universities traditionally have reflected a higher percentage of enrollments as compared with private. Some of the major points of interest in the history of higher education in Iowa are briefly reviewed below.

### PRIVATE INSTITUTIONS

- Private institutions in Iowa, created for diverse reasons, offer a wide range of programs and experiences in the liberal arts tradition.
  - While a high percentage were created by various religious denominations, many are today only loosely church affiliated, and some have become independent of any denomination.
  - Only a few have programs beyond the Baccalaureate degree; Drake University is the outstanding private institution offering a wide variety of graduate instruction.
- The relatively high proportion of enrollments in private colleges and universities carries on a long tradition.
  - Of the 26 private colleges in Iowa, 21 were established before the turn of the century, and 12 are over 100 years old.
  - Many of the private schools enjoy a national reputation for excellence and for innovative contributions to higher educational policies and programs.
- In 1967, slightly over 42 per cent of students enrolled in higher education in the State were in private schools, a figure somewhat lower than in recent years but still significantly higher than in most states.

ENROLLMENT AS A PERCENTAGE OF  
TOTAL ENROLLMENT IN THE FOUR  
MAJOR SECTORS OF HIGHER EDUCATION  
1931-67

Per Cent



LEGEND:

— Regents' Institutions  
- - - Private Colleges

..... Public Junior Colleges  
- - - Private Junior Colleges

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BACKGROUND AND ORGANIZATION OF  
HIGHER EDUCATION IN IOWA (Cont'd)

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- There has been a steady decline since 1960, when 49 per cent of Iowa's students attended private colleges.
- Historically, private students in Iowa have represented a wide geographical range, with more than half coming from outside the State.
  - o In 1967, for example, 57 per cent of the students enrolled in private higher education came from other states.
- Six private junior colleges existed at the time of the study.
  - While some have an excellent tradition of service, most of them are of later date.
  - Several of the present four-year institutions, also, began as junior colleges.
- The great majority of private institutions are members of the Iowa Association of Private Colleges and Universities.
  - The Association acts primarily as a public relations clearing house on broad issues affecting the private schools; it does not attempt to coordinate or evaluate individual institutional policies regarding enrollments, programs, construction plans, etc., except on an informal basis.

PUBLIC  
INSTITUTIONS

- Established by the legislature in 1909 as the State Board of Education, the State Board of Regents (the name was changed in 1955) is responsible for the coordination, development and governance of the three public State Universities.
  - The nine-member Board, politically balanced by statute, includes among its responsibilities:
    - o Establishment of admissions policies and government of the individual institutions



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BACKGROUND AND ORGANIZATION OF  
HIGHER EDUCATION IN IOWA (Cont'd)

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- o Control of all properties
  - o Direction of expenditures
  - o Approval of faculty and administrative appointments
  - o Administration of trusts, gifts and grants
  - o Approval of programs and curricular offerings.
- Each of the three institutions of higher education governed by the State Board of Regents is nationally recognized and has made major contributions to the State and nation in implementing its educational goals.
    - The State University of Iowa, founded in 1847, offers the professional schools of law, medicine, dentistry and pharmacy, while emphasizing graduate-level programs in the humanities, social sciences, science and technology.
    - Iowa State University of Science and Technology, chartered in 1858, is a land grant college which retains outstanding offerings in agriculture, veterinary medicine, home economics and engineering while broadening its role in science and the humanities.
    - The University of Northern Iowa (formerly State College of Iowa) was founded in 1876; it has attained a national reputation in the field of teacher education and is currently expanding its undergraduate and graduate offerings as its educational mission expands.
  - While in absolute numbers, enrollments have been undergoing explosive growth in keeping with the Statewide expansion of higher education, the percentage of students enrolled in the three Regents' schools has fallen in recent years.
    - The 1960's have reflected a small, but steady, decrease in percentage of enrollees from the former 50 per cent share, although a slight upturn was experienced in 1967.

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BACKGROUND AND ORGANIZATION OF  
HIGHER EDUCATION IN IOWA (Cont'd)

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- Public junior colleges have been under the governance of the State Department of Public Instruction since 1965.
  - Legislation enacted in that year placed under one system the 16 public junior colleges which previously had been under local community control.
  - The new organization, which divides the State into educational areas, is designed to provide community colleges (area schools) for all sections of the State, incorporating technical-vocational and continuing education programs with the existing liberal arts offerings.
  - Before the Statewide system was established, many public junior colleges had made important educational contributions.
  - Since becoming a Statewide system, this sector has shown the greatest growth in enrollments.

### III - THE CURRENT STATUS OF HIGHER EDUCATION IN IOWA

- Private Colleges And Universities
- Regents' Institutions
- Area Schools
- Regional Differences In Higher Education

This chapter considers the status of higher education in Iowa, with attention to regional differences which may exist within the State, as a background for correlating programs, enrollments, and other factors of the proposed institution in Western Iowa with the existing situation.

The three major sectors of higher education - private colleges, Regents' schools and area schools - are examined, with first attention devoted to the private sector. Exhibit III-1 summarizes information on numbers, control, enrollment, accreditation and student charges for Iowa's private colleges.

#### INSTITUTIONAL DATA AND TRENDS

- There are 25 private four-year colleges in the State plus one university (Drake in Des Moines).
  - In the fall of 1967, approximately 65 per cent of private enrollments were in church-affiliated schools, although many church relationships have developed into extremely loose affiliations.
- Overall enrollment growth has been substantial, with increases averaging 7 per cent per year since 1950.
  - Enrollments increased 126 per cent from 1950 to 1967; in the period 1960-67, enrollments increased 50 per cent.
  - Recently, however, growth has been at a slower rate, with only a 3 per cent increase in numbers of students from 1965 to 1967.
    - This sudden drop in annual growth can be attributed in part to a large loss in enrollment at one institution, Parsons College, since enrollments at most of the other schools increased.
- The great majority of the private institutions are coeducational.
  - Even the three women's schools and one men's school each list a small number of enrollees of the other sex.

PROFILE OF IOWA PRIVATE COLLEGES AND UNIVERSITIES

Institution	Affiliation	Date Founded	Enrollment History						Fall 1967 Per Cent Out Of State	Education Beyond Bachelor's Degree	1966		North Central Accred- itation	Annual Charges		
			Fall 1950	Fall 1960	Fall 1965	Fall 1967		Total			Bacca- laureate	Advanced		Room And		
						Male	Female							Tuition	Board	Total
Briar Cliff	Roman Catholic	1930	327	420	733	299	773	1,072	44%	No	98	-	Yes	\$ 775	\$ 770	\$1,545
Buena Vista	United Presbyterian	1891	425	712	824	543	408	951	34	Yes	187	-	Yes	1,300	770	2,070
Central	Reformed Church	1853	420	504	865	619	529	1,148	53	No	91	-	Yes	1,250	730	1,980
Clarke	Roman Catholic	1843	484	911	1,018	38	1,051	1,089	48	Yes	157	-	Yes	1,100	1,050	2,150
Coe	United Presbyterian	1851	684	833	1,022	566	517	1,083	62	No	167	-	Yes	1,680	950	2,630
Cornell	Methodist	1883	691	738	959	518	465	983	70	No	160	-	Yes	2,000	890	2,890
Dordt	Christian Reformed	1955	-	161(a)	545	345	348	693	66	No	60	-	No	750	560	1,310
Drake	Independent	1881	4,061	5,857	7,521	3,967	3,343	7,310	30	Yes	1,023	216	Yes	1,400	880	2,280
Graceland	Reorganized LDS	1895	581(a)	789	1,047	576	589	1,165	78	No	93	-	Yes	1,020	800	1,820
Grinnell	Independent	1846	1,026	1,148	1,168	648	543	1,191	80	No	229	-	Yes	2,240	860	3,100
Iowa Wesleyan	Methodist	1842	431	583	844	549	388	937	59	No	184	-	Yes	1,220	820	2,040
Loras	Roman Catholic	1839	990	1,274	1,629	1,616	8	1,624	32	No	241	5	Yes	1,185	1,000	2,185
Luther	American Lutheran	1861	794	1,239	1,694	1,041	959	2,000	69	No	252	-	Yes	1,525	835	2,360
Marycrest	Roman Catholic	1939	(b)	748	1,009	47	1,119	1,166	59	No	202	-	Yes	970	930	1,900
Midwestern	Independent	1966	-	-	-	n. a.	n. a.	791	81	No	-	-	No	1,000(c)	950	1,950
Morningside	Methodist	1894	826	1,043	1,367	766	602	1,368	29	Yes	208	-	Yes	1,330	750	2,080
Mount Mercy	Roman Catholic	1928	94	322	553	4	647	651	30	No	48	-	Yes	750	900	1,650
Northwestern	Reformed Church	1882	156(a)	338(a)	568	367	340	707	35	No	71	-	Yes	985	690	1,675
Parsons	Independent	1875	314	1,610	4,300	1,806	525	2,331	90	No	566	-	No	1,340	1,080	2,420
St. Ambrose	Roman Catholic	1882	1,274(d)	1,334	1,472	1,267	168	1,435	59	No	191	-	Yes	1,110	960	2,070
Simpson	Methodist	1860	596	675	909	535	408	943	39	No	136	-	Yes	1,340	800	2,140
University of Dubuque	United Presbyterian	1852	585	610	788	511	318	829	51	No	135	-	Yes	1,330	870	2,200
Upper Iowa	Independent	1857	296	646	913	735	354	1,089	33	No	186	-	Yes	1,420	840	2,260
Wartburg	American Lutheran	1852	591	1,050	1,326	701	659	1,360	37	No	265	-	Yes	1,190	750	1,940
Westmar	EUB	1890	341	552	954	599	441	1,040	44	No	154	-	Yes	1,170	830	2,000
William Penn	Society of Friends	1873	146	389	999	663	363	1,026	52	No	110	-	Yes	1,123	920	2,043
Total			15,396	23,987	35,027			35,982			5,214	221				

n. a. - Not available.

(a) Junior college.

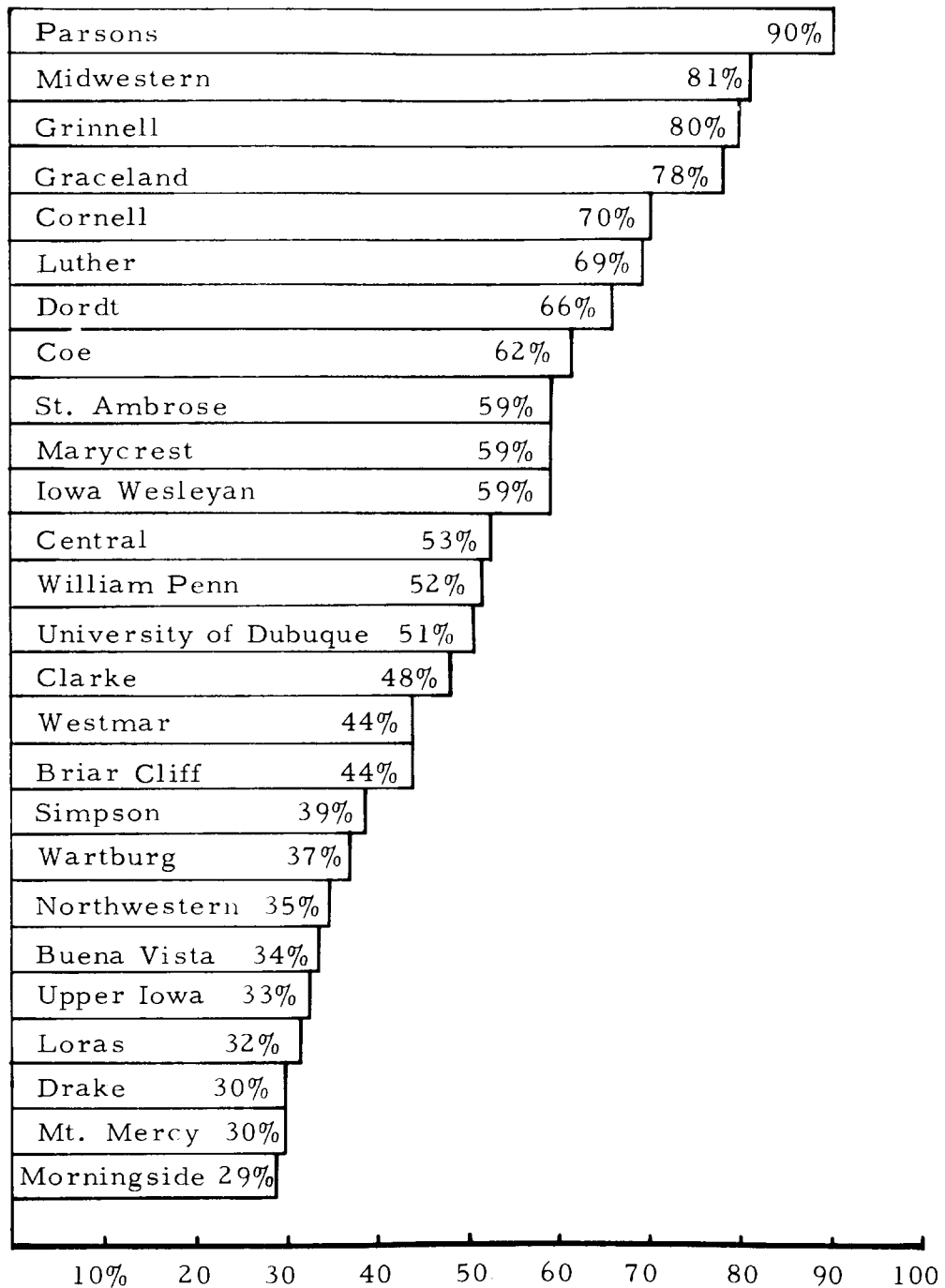
(b) Included in St. Ambrose enrollment figures.

(c) Resident tuition is \$600.

(d) Includes Marycrest enrollment.

- The private schools enroll the great bulk of students coming into the State from outside.
  - In 1963, the private colleges enrolled 64 per cent of all non-Iowans in the State, and 78 per cent of all nonresident undergraduates.
  - As shown in Exhibit III-2, the schools vary in percentage of out-of-State enrollees, ranging from 90 per cent at Parsons College to 29 per cent at Morningside College in the fall of 1967.
  - In total, out-of-State students represented 57 per cent of private enrollments in the fall of 1967.
  
- At present, three schools are not accredited by the North Central Association: Dordt, Midwestern and Parsons.
  
- As shown in Exhibit III-1, tuition and room and board charges vary from school to school.
  - The average tuition at the 26 schools is \$1,250 and room and board averages \$853, for a total annual average cost of \$2,103.
    - This figure is somewhat higher than national averages.
  - In line with national trends, tuition increases have been fairly regular in recent years.
    - A recent survey by the Iowa Association of Private Colleges and Universities shows that total student charges have increased 96 per cent from 1957 to 1968; during the same period, tuition alone has increased 152 per cent.
  
- Trends in the growth of private junior colleges are difficult to trace because in the past many have been the nucleus for the development of four-year institutions.
  - As shown in Exhibit III-3, the four oldest of these schools have had a substantial enrollment growth of almost 400 per cent from 1950-67.

RANKING OF PRIVATE COLLEGES -  
OUT-OF-STATE STUDENTS AS A  
PERCENTAGE OF TOTAL ENROLLMENTS



PROFILE OF PRIVATE JUNIOR COLLEGES

Institution	Affiliation	Date Established	Enrollment Trends						Fall 1967 Per Cent Out Of State	North Central Accreditation	Annual Tuition	Room And Board Charges	
			Fall 1950	Fall 1960	Fall 1965	Fall 1967		Total				Total	
Charles City(a)	Independent	1967	-	-	-	98	9	107	n. a.	No	n. a.	n. a.	n. a.
Grand View	Lutheran	1896	230	618	1,277	989	469	1,458	2%	Yes	\$ 800	\$800	\$1,600
Mount Saint Clare	Roman Catholic	1918	93	151	344	13	267	280	45	Yes	550	750	1,300
Ottumwa Heights	Roman Catholic	1925	120	290	350	58	331	389	4	Yes	395	870	1,265
Palmer Sioux	Independent	1966	-	-	-	491	138	629	29	n. a.	n. a.	n. a.	n. a.
Empire Waldorf	Independent Lutheran	1967 1903	- 249	- 357	- 565	63 325	11 318	74 643	n. a. 53	No Yes	680 1,177	720 780	1,400(b) 1,957
Total			692	1,416	2,536			3,580					

n. a. - Not available.

(a) This institution closed at the end of the second semester in 1968.

(b) Tuition charges apply to students within a 75-mile radius;  
outside the 75-mile radius, the tuition charge is \$820.



- Their enrollments, however, represent a small percentage of the State's total.
- The difficulties of establishing a new private institution in this sector are represented by the experience of Charles City Junior College, which closed in June, 1968, after one year of operation.

PROGRAM  
OFFERINGS

- Iowa private institutions are primarily oriented to the liberal arts, with few offering advanced degrees.
- The wide range of undergraduate degree programs currently offered is summarized in Exhibit III-4.
  - The most commonly offered programs are the following:
    - Biology
    - Business administration
    - Elementary and secondary education
    - English
    - Fine arts - art, music and drama
    - Foreign languages - especially French, German and Spanish
    - Mathematics
    - Physical sciences - especially chemistry and physics
    - Social sciences - especially history, economics, sociology and political science
    - Physical education.



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PRIVATE COLLEGES AND UNIVERSITIES (Cont'd)

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- Degree programs offered by fewer institutions include:
  - o Speech correction
  - o Foreign languages such as Russian, Greek and Latin
  - o Geography
  - o Health professions (medical technology and nursing)
  - o Library science
  - o Physical sciences of astronomy and earth sciences
  - o Anthropology.
  
- Among unique degree offerings of individual institutions are Norwegian and Latin American studies.
  
- Professional courses in law, pharmacy and journalism are offered only at Drake University.
  
- As noted, Drake University provides the most comprehensive graduate programs of the private institutions; but several colleges offer Master's programs for teachers.
  - Buena Vista College grants Master's degrees in education in cooperation with Drake University.
  
  - Clarke, Loras and Morningside Colleges also offer Master's degrees in education.
  
- Teacher preparation is one of the major functions of the private colleges, as Exhibit III-5 makes clear.
  - Twenty-four of the 26 private colleges prepared 58.3 per cent of the teachers trained in the State in 1965-66.
  
  - In 1966, slightly over 41 per cent of the graduates of private colleges were in teacher training programs.

TEACHER PREPARATION IN IQWA SCHOOLS

1965-66

Colleges And Universities	Prepared New Teachers		1965-66 Total	Per Cent Of Total Degrees	Degrees 1966
	Elementary	Secondary			
Briar Cliff	73	23	96	98.0%	98
Buena Vista	21	62	83	44.4	187
Central	15	27	42	46.2	91
Clarke	33	26	59	37.6	157
Coe	13	45	58	34.7	167
Cornell	9	36	45	28.1	160
Drake	259	232	491	48.0	1,023
University of Dubuque	11	35	46	34.1	135
Graceland	31	29	60	64.5	93
Grinnell	4	10	14	6.1	229
Iowa Wesleyan	24	42	66	35.9	184
Loras	-(a)	60	60	24.9	241
Luther	65	73	138	54.8	252
Marycrest	42	40	82	40.6	202
Morningside	21	73	94	45.2	208
Mt. Mercy	14	20	34	70.8	48
Northwestern	35	34	69	97.2	71
Parsons	54	67	121	21.4	566
St. Ambrose	4	24	28	14.7	191
Simpson	23	33	56	41.2	136
Upper Iowa	22	61	83	44.6	186
Wartburg	33	90	123	46.4	265
Westmar	41	66	107	69.5	154
William Penn	31	33	64	58.2	110
Total Private Colleges	<u>878</u>	<u>1,241</u>	<u>2,119</u>	41.1%	<u>5,154</u>
University of Northern Iowa	242	520	762	}	<u>4,650</u>
Iowa State University	78	264	342		
State University of Iowa	<u>160</u>	<u>250</u>	<u>410</u>		
Total Public Colleges	<u>480</u>	<u>1,034</u>	<u>1,514</u>		
Grand Total	<u>1,358</u>	<u>2,275</u>	<u>3,633</u>		<u>9,804</u>

(a)Loras does not prepare elementary teachers.

Source: Data on Schools, Department of Public Instruction, 1966-67;

Iowa Association of Private Colleges and Universities, 1967.

CURRENT  
MAJOR  
CONSIDERATIONS

- Iowa's private colleges resemble their counterparts in other states in their diversity in financial strength, enrollment and student recruitment policies, and quality of faculty and program offerings.
  - Certain institutions are nationally recognized as being of the highest quality and can be highly selective in their choice of students.
  - Some weaker institutions would suffer greatly from the slightest changes in any of the numerous factors contributing to their continuing existence.
- The private schools have played a large part in the accommodation of increasing numbers of students in recent years.
  - In the period 1950-67, private college enrollments in Iowa increased 121 per cent; nationally, the increase was 87 per cent for the same period.
- To meet increasing enrollments, these schools have made large capital expenditures for the replacement or repair of obsolete buildings, new classroom and library construction and dormitories.
  - Recent data collected by the Iowa Association of Private Colleges and Universities (IAPCU) indicate that over \$65 million in loans are outstanding for 108 building projects; annual principal and interest payments approximate \$4.9 million.
  - There are indications of some current overcapacity as measured by vacant dormitory beds.
    - A recent IAPCU survey of private institutions indicated over 5,500 vacant beds in the spring of 1968, with an additional 1,383 under construction for availability in the fall of 1968.

- o While the definition of vacant dormitory beds may be open to varying interpretation, it is probable that substantial vacancies do exist.\*
- In view of these developments, the prime concerns of Iowa's private institutions of higher education may be summarized as follows:
  - The slowing of enrollment growth in recent years with a resultant decrease in the proportion of students attending private institutions
  - The potential of actual decreases in enrollment because of several competitive factors:
    - o Expansion of public educational opportunities, especially in Iowa's new system of area schools
    - o Expansion of public higher education in other states that traditionally have sent large numbers of students to Iowa
    - o The growing practice of tuition grants and tuition equalization programs for private education in other states that increasingly induces students to remain in their home states who might otherwise have come to Iowa
    - o The increase in operating expenditures which must be met in great part by tuition increases that could soon price private schools out of their traditional markets.

\*Several thousand vacancies exist at one institution, Parsons College.

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## REGENTS' INSTITUTIONS

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This section presents findings concerning the three institutions under the governance of the State Board of Regents. Pertinent data are summarized in Exhibit III-6.

### INSTITUTIONAL DATA AND TRENDS

- The three Regents' schools - State University of Iowa, Iowa State University and University of Northern Iowa (UNI) - have experienced substantial expansion in enrollment.
  - Overall enrollments increased 119 per cent from 1950 to 1967, averaging 6.6 per cent annually.
    - o Growth was slightly less than the 126 per cent in the private schools during the same period.
  - In the 1960-67 period, growth in enrollments was 77 per cent; private school enrollments increased 50 per cent in the same period.
  - Annual growth appears to be continuing at about the same rate, while private school enrollments have tended to slow.
  - During the years 1950-67, enrollments in public higher education in the United States increased 283 per cent.
- The individual institutions have experienced differing rates of expansion.
  - The enrollment increase at the University of Northern Iowa has been double that of its sister institutions.
    - o UNI has more than tripled its student body since 1950.
- In the fall of 1967, 20.6 per cent of the Regents' enrollees came from out of the State.
  - This compares with 57 per cent for private schools.
  - UNI, with 2.5 per cent nonresidents, had the smallest proportion of this group.

PROFILE OF THE THREE REGENTS' INSTITUTIONS

<u>Institution</u>	<u>Date Founded</u>	<u>Enrollment Trends</u>						<u>1967 Graduate Students</u>	<u>Fall 1967 Per Cent Out Of State</u>	<u>1968 Annual Charges</u>		
		<u>Fall 1950</u>	<u>Fall 1960</u>	<u>Fall 1965</u>	<u>Fall 1967</u>		<u>Tuition Resident (Under- graduate)</u>			<u>Room And Board (August)</u>	<u>Total</u>	
					<u>Male</u>	<u>Female</u>	<u>Total</u>					
State University of Iowa	1847	9,125	11,113	16,355	11,695	6,964	18,659	6,224	25.4%	\$410	\$950	\$1,360
Iowa State University	1858	8,135	9,726	14,014	12,284	4,557	16,841	2,733	24.2	405	800	1,205
University of Northern Iowa	1876	<u>2,675</u>	<u>3,613</u>	<u>6,401</u>	3,788	4,451	<u>8,239</u>	683	2.5	402	750	1,152
Total		19,935	24,452	36,770			43,739					



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REGENTS' INSTITUTIONS (Cont'd)

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- The great majority of the graduate students studying in Iowa are at the Regents' schools.
  - The 9,645 graduate students at the three schools in fall 1967 represented 22 per cent of the students.
    - One-third of the students at the State University of Iowa are engaged in graduate study.
    - Iowa State University graduate students constitute 16 per cent of enrollments.
    - The University of Northern Iowa had the smallest percentage in graduate study, 8 per cent.
- Average annual undergraduate student charges are lower than those at Iowa's private institutions.
  - At all three institutions, tuition charges for nonresident students are two-and-one-half times those for Iowa students.
- All three institutions are accredited by the North Central Association.

BROAD  
PROGRAM  
OFFERINGS

- The degree programs of the Regents' institutions represent a broad selection for the prospective student, and reflect continuing support on the part of the residents of Iowa for comprehensive higher education of high quality.
- 7 ● The present educational role and future direction for each institution are best expressed in statements drafted by the three Presidents and adopted by the Board in January, 1967.
  - State University of Iowa: "The State University of Iowa at Iowa City is recognized as having a broad mandate in order that it may continue to be a distinguished State university, offering preprofessional courses, the full panoply of undergraduate liberal arts and science courses, graduate and professional work in law,

medicine, dentistry, pharmacy, nursing, engineering, and allied fields related to these professional disciplines, as well as social work, business administration, journalism, education (elementary, secondary and higher), library science, and all the liberal arts and sciences, with research, extension and public service functions clearly recognized and generously supported. It is recognized as having a continuing special responsibility for upper-level undergraduate and for graduate education within the limitation of its subject matter fields. It will offer no major programs in agriculture, architecture, forestry, industrial arts, veterinary medicine, agricultural, aeronautical or ceramic engineering. It will be characterized by a somewhat different emphasis from the university at Ames, based on its general orientation toward human growth, the health sciences, the humanities, the fine arts and the social sciences. However, it will continue to maintain a strong program in the physical and biological sciences and engineering. "

- Iowa State University: "Iowa State University of Science and Technology at Ames is recognized as a broad-based university with an orientation around science and technology which has sufficient scope and depth in its undergraduate and graduate instruction, its research, and its extension and public service functions to enable it to continue to be a distinguished land-grant university. In addition to its graduate and undergraduate work in the physical, biological and social sciences, it will maintain strong undergraduate programs in the liberal arts, and will offer such Master's and Ph. D. programs in this area as are justified to meet the needs of the State and to maintaining the overall strength and desirable balance of the university as a whole. Although a majority of the degrees offered will continue to be Bachelor of Science and Master of Science degrees, the degrees offered in those major programs which are more closely related to the arts than to the sciences may be designated as Bachelor of Arts or Master of Arts degrees. In its professional programs, principal emphasis will be given to the maintenance of strong programs in the sciences, agriculture, engineering, veterinary medicine, environmental design, education, and home economics with graduate instruction, research, extension and public service functions in these subject matter areas clearly recognized and generously supported. There will be no major programs in law, library science, human medicine, dentistry, pharmacy, nursing, social work, hospital administration, occupational therapy, physical therapy, speech pathology or hydraulics engineering. "

- University of Northern Iowa: "Iowa Northern University (presently State College of Iowa) at Cedar Falls is recognized as having a mandate of sufficient scope to enable it to become an outstanding arts and sciences university, strongly oriented toward teacher education. It will provide leadership in the development of programs for the preservice and inservice preparation of teachers and other educational personnel for schools, colleges and universities. It will offer undergraduate and graduate programs and degrees in the liberal and practical arts and sciences, including selected areas of technology; offer preprofessional courses; and conduct research and extension programs to strengthen the educational, social, cultural and economic development of Iowa. Its evolution from State college to university will entail a broadening of its offerings, development of more specialized undergraduate and graduate courses, and considerably greater emphasis on research and public services than have characterized the institution in the past. At the same time, it is imperative that the quality of all its instruction be maintained and enhanced through increasingly strong emphasis on: 1) general or liberal education as the most essential ingredient for the undergraduate students, 2) faculty personnel policies which recognize the central importance of the teaching function, 3) enrichment of instruction through extensive clinical, laboratory and field experience and independent study, and 4) development of the life of the university community itself as an effective educational force. In the initial years of this development, its instructional and research programs will be expected to be less comprehensive, and most of its advanced curricula less specialized, than those of the universities at Iowa City and Ames. It will offer no major programs in law, medicine, dentistry, pharmacy, hospital administration, architecture, forestry, engineering, agriculture, or veterinary medicine."

## AREA SCHOOLS

This section presents findings regarding the area schools that are relevant to the study of a Western Iowa institution. Particular emphasis is given to the liberal arts-college transfer sector in the area schools' programs.

### INSTITUTIONAL DATA AND TRENDS

- At present, the State is divided into 15 areas (shown in Exhibit III-7) for the purpose of providing higher education at the junior college level and vocational-technical education.
  - Many of the schools in the various areas were in existence before the establishment of the Statewide system in 1965 - operating as locally supported junior colleges.
  - Since many of the schools have existed for a long time, some areas have campuses in several communities.
  - Seven counties as yet have not elected to attach themselves to a particular area.
- Responsibility for the overall governance of the area schools resides in the State Board of Public Instruction.
  - The State Superintendent of Schools, appointed by the Board, has broad supervisory and regulatory responsibility for the area schools exercised through several officials in various divisions of the Department of Public Instruction.
  - Locally elected Area Boards are charged with determination of local policy and implementation of State and local plans.
  - Area superintendents, appointed by their respective Area Boards, are the primary administrative officers at the area school level.
- By law, standards for the area schools are jointly determined by the State Board of Public Instruction and the State Board of Regents through its Regents Committee on Educational Relations.
  - The two Boards have jointly participated in determining standards for vocational-technical programs, as well as college transfer courses, even though recent legislation has made the Regents' responsibility voluntary.



## AREA SCHOOLS (Cont'd)

- Exhibit III-8 indicates that the area schools have experienced the largest growth of any of the major sectors of Iowa higher education.
  - Enrollments have increased 725 per cent since 1950.
  - In the period 1960-67, enrollments increased 278 per cent.
- Reflecting a history of being locally supported and locally oriented institutions, the area schools have a relatively small percentage of enrollees from other states.
  - ✓ - A survey of institutions offering college transfer programs indicates that 6.4 per cent of the students enrolled come from outside of Iowa.
  - Several schools - notably Area XVI, with 16.9 per cent - enroll a significant number of nonresidents.
- Several institutions provide dormitory facilities.
  - All dormitories existed before the Statewide system was established in 1965, although two institutions surveyed indicate future plans for additional dormitories.
- Tuition rates are lower than those in other sectors of Iowa higher education, reflecting the desire to make the institutions easily accessible to the State's residents.
  - Resident tuition cannot exceed the lowest rate per semester charged by a Regents' institution.
  - Nonresident tuition cannot be less than 150 per cent or more than 200 per cent of the rate established for Iowa residents.

### PROGRAM AND PHILOSOPHY

- The Statewide system of public community colleges was undertaken in part to overcome several major factors affecting the development of the local junior colleges.

AREA SCHOOLS OFFERING COLLEGE TRANSFER PROGRAMS

Institution	Location	Date Estab- lished	Fall 1950	Fall 1960	Fall 1965	Fall 1967			Fall 1967 Per Cent Out Of State	Annual Charges		
						Male	Female	Total		Resident Tuition	Room And Board	Total
Area II												
North Iowa	Mason City	1918	105	544	1,535	1,289	508	1,797	n. a.	\$300	\$ -	\$ 300
Area III	Estherville	1924	80	130	486	475	269	744	9.3%	300	720	1,020
Iowa Lakes	Emmetsburg	1930	43	84	146	103	75	178		300	750	1,050
Area V	Fort Dodge	1921	149	292	865	785	443	1,228	3.7	335	-	335
Iowa Central	Webster City	1926	70	109	252	162	100	262				
	Eagle Grove	1928	144	107	187	143	84	227				
Area VI	Marshalltown	1927	87	283	867	797	407	1,198	1.6	300	-	300
	Iowa Falls	1929	94	186	830	688	339	1,029		280	580	860
Area IX	Clinton	1946	47	139	555	450	205	655	9.9	300	-	300
Eastern Iowa	Muscatine	1929	78	248	663	511	210	721				
Area X	Cedar Rapids	1967	-	-	-	385	123	508	0.7	270	-	270
Area XI	Boone	1927	61	124	285	271	148	419	n. a.	270	-	270
Area XIII												
Iowa Western	Clarinda	1923	54	114	491	430	252	682	6.6	320	725	1,045
Area XIV												
Southwestern	Creston	1926	123	108	311	231	127	358	3.7	300	-	300
Area XV	Centerville	1930	57	97	516	602	165	767	n. a.	150	-	150
Area XVI	Burlington	1920	238	419	821	468	269	737	16.9	300	n. a.	300
Southeastern Iowa	Keokuk	1953	-	164	346	266	126	392				
Total			1,430	3,148	9,156			11,902				

n. a. - Not available.

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AREA SCHOOLS (Cont'd)

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- As a product of the high school system, they had been affected in growth and development by the double responsibilities of staff, facilities, finance and administration.
- With taxing authority limited to the local high school district, students in attendance from outside the district were supported only by the tuition they paid.
- The bonding capacity for capital construction was limited to the single local high school district.
- Prospective limitations on State aid for students outside the district restricted the entry of students.
- The development of the area schools also reflected the needs to expand and upgrade vocational education in the State.
  - Previously, vocational-technical education received emphasis at the high school level; the limited size of the high school district resulted in a course approach rather than a comprehensive program approach.
- The educational mission of the area schools is expressed in the legislation enacted by the General Assembly when the system was established; the schools were to offer:
  - The first two years of college work, including preprofessional education
  - Vocational and technical education
  - Programs for inservice training and retraining of workers
  - Programs whereby older students might complete high school
  - Programs for selected high school students in vocational-technical education
  - Student personnel services
  - Community services



AREA SCHOOLS (Cont'd)

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- Vocational education for persons with academic, socioeconomic, or other handicaps
- Training, retraining, and all necessary preparation for productive employment of all citizens
- Vocational and technical training for persons who are not enrolled in high school and who have not completed high school.
- ✓ ● Eleven of the 15 area schools currently offer college transfer programs.
  - Program offerings reflect the courses generally required for transfer to other colleges at the end of the sophomore year.
- All 15 areas are developing and expanding vocational-technical offerings.
  - A late start in this segment of education has resulted in a finding on the part of the Post High School Study (1967) of a great need for increasing the number and quality of vocational-technical programs.
  - To date, legislative emphasis has been in the vocational-technical area.
- The basic philosophy of the area schools, as recently stated in a paper presented to the Iowa Coordinating Council for Post High School Education by the Department of Public Instruction, can be summarized as follows:
  - Statewide administration can best be accomplished through coordination and cooperation of the State Board of Public Instruction and the State Board of Regents rather than through establishment of a separate board.
  - ✓ - While the State should be the major source of funds for the system, organization and administration in an area should be channeled through a locally elected board so that significant local involvement and control is maintained.
  - Tuition charges should be at sufficiently low levels so that those with inadequate financial resources will not be excluded from attending.

## AREA SCHOOLS (Cont'd)

- A comprehensive institution can best meet the educational requirements of individual students rather than several single-purpose schools.
- The school must be accessible to the student in terms of cost, travel and admissions.
  - o An "open door" admissions policy is essential in order to give everyone an opportunity to further his education.
- ✓ - Area schools should not usurp the educational responsibilities of the high schools and the Regents' institutions; compatibility and articulation with existing programs is essential.
- Major educational efforts will be directed to post high school students; the area schools, therefore, should be regarded as institutions of higher education.
- As a major source of occupational education in the State, area schools must supplant traditional high school occupational programs, which in turn must be revamped.
- Occupation-oriented programs should also give students the opportunity - through course offerings and student activities - to develop broad general abilities needed for responsible participation in modern life.

### IMPORTANT CONSIDERATIONS

- The recent development of the area school system in Iowa, like any development of such wide scope, is not without its controversy and its problems.
  - The ability to project future trends with any certainty is clouded by numerous political, financial and educational factors which currently are under vigorous discussion.
  - Results to date cannot effectively be assessed because of constant changes in the system, which is in the process of adjusting to newly discovered needs and modifying its goals in response to both internal and external pressures.

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AREA SCHOOLS (Cont'd)

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- Financing of the area schools is currently a major problem that will affect both their future expansion and their accomplishment of their goals.
  - Legislative attention has been directed to the development of the vocational-technical programs at the expense of the college-transfer curriculums.
  - Funds for operation and capital construction have been limited, with resulting program modifications and potential limitations on expansion of enrollments.
  - The problems of financing, recognized and widely discussed, will undoubtedly be thoroughly considered in the next session of the General Assembly.
- Accreditation, with its relationship to quality of education, is currently a primary topic of concern.
  - The recent revoking of accreditation of two schools by the North Central Association (NCA) involved major areas of the philosophy and goals of the system, although one school was reaccredited upon appeal.
  - The NCA's concern with the quality of the total institution brought to light certain shortcomings.
    - The question of control, local vs. centralized, was viewed as a prime problem; lack of local autonomy regarding programs and selection of faculty was viewed by the NCA negatively.
    - The absence of general education content in the vocational-technical areas was cited by the NCA as another reason for withdrawal of accreditation.
  - Leaders in the Department of Public Instruction have pointed out that the legislation concerning the area schools may restrict their ability to make the changes necessary to satisfy the NCA.

## REGIONAL DIFFERENCES IN HIGHER EDUCATION

The discussion of the current status of each segment of Iowa higher education was designed as a meaningful background to the considerations of the role and scope of a proposed Western Iowa institution. This section compares the opportunities in higher education open in various regions of the State.

### INTRODUCTION

- As the study developed, it became clear that the locations of the State's institutions of higher education should be given more than cursory attention for the following reasons.
  - The 1967 legislation called for an institution in Western Iowa on the basis of important regional considerations.
  - The generally accepted thinking that most institutions service a large number of students within a relatively small distance from their campus indicates that a regional approach to the current situation is valid.
- Since the study is specifically directed to Western Iowa, the following analysis compares that portion of the State with the rest of the State.
  - The 38 counties defined as Western Iowa were further divided into two parts - southwest and northwest - and comparisons between them were made.

### PROFILE OF HIGHER EDUCATION IN EASTERN IOWA

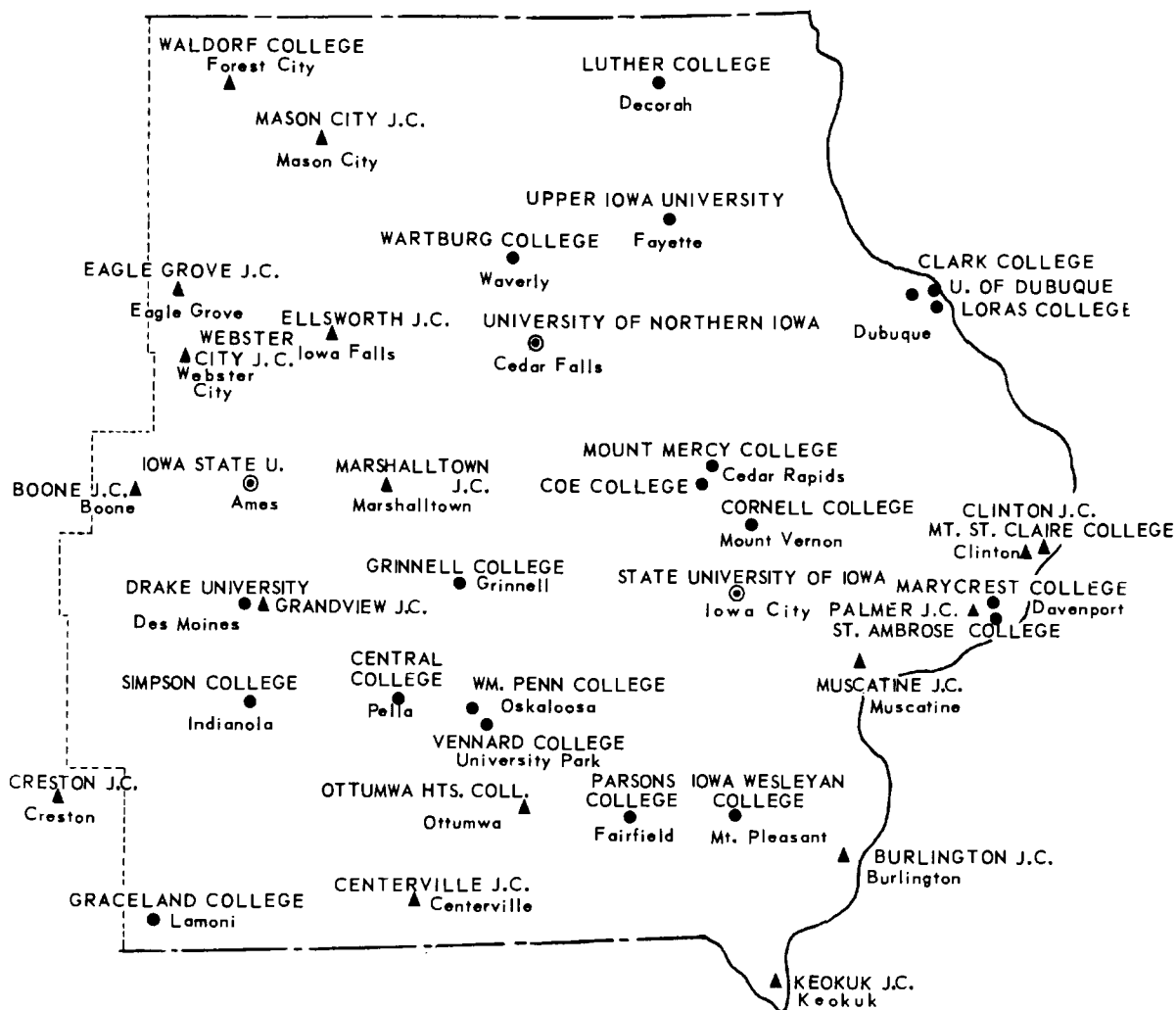
- Over 70 per cent of the State's population is in Eastern Iowa.
  - In 1960, the 61 counties in Eastern Iowa contained 71.6 per cent of the population.
  - High school graduates in 1965 in this region represented 71.1 per cent of the total in the State.

- Almost 91 per cent of the State's 1967 enrollments were in this region (see Exhibit III-9 for the distribution of institutions in Eastern Iowa).
  - The three Regents' institutions enrolled 43,739.
  - Twenty private colleges enrolled 29,528.
  - Five private junior colleges enrolled 3,399.
  - Eleven area school campuses enrolled 9,007.
- Vocational-technical programs included 80.8 per cent of the State's enrollments in these fields.
- Adult education enrollments in the area schools were 82.5 per cent of the State's total.

PROFILE OF  
HIGHER EDUCATION IN  
NORTHWESTERN IOWA

- The 19 counties in Northwestern Iowa contained 16.2 per cent of the State's 1960 population (Exhibit III-10).
  - High school graduates in this region in 1965 constituted 15.7 per cent of the State total.
- Slightly over 7 per cent of 1967 enrollments in higher education were in this region.
  - There are no Regents' institutions in the area.
  - Six private colleges enrolled 5,831.
  - One private junior college enrolled 74.
  - Three area school campuses enrolled 2,150.
- Vocational-technical programs represented 12.1 per cent of the State's enrollments.
- Nine and two-tenths per cent of the State's enrollments in adult education in the area schools were in this region.

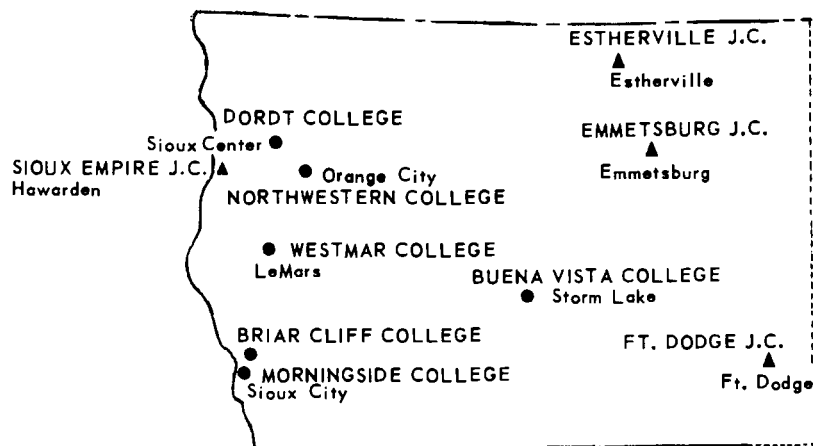
REGIONAL PROFILE OF HIGHER EDUCATION IN EASTERN IOWA



	Total State	Eastern Iowa	Per Cent Eastern Iowa
1960 population	2,757,537	1,973,670	71.6%
1965 high school graduates	40,927	29,088	71.1
Enrollment, higher education, fall 1967	95,264	86,606	90.9
Cumulative FTE(a) enrollment, vocational-technical programs, area schools, 1st and 2nd quarters, 1967-68	2,020	1,632	80.8
Cumulative FTE(a) enrollment, adult education programs, area schools, 1st and 2nd quarters, 1967-68	753	621	82.5

(a)FTE full-time equivalent.

REGIONAL PROFILE OF HIGHER EDUCATION  
IN NORTHWESTERN IOWA



	Total State	Northwestern Iowa	Per Cent Northwestern Iowa
1960 population	2,757,537	445,597	16.2%
1965 high school graduates	40,927	6,431	15.7
Enrollment, higher education, fall 1967	95,264	6,827	7.2
Cumulative FTE(a) enroll- ment, vocational-technical programs, area schools, 1st and 2nd quarters, 1967-68	2,020	245	12.1
Cumulative FTE(a) enroll- ment, adult education programs, area schools, 1st and 2nd quarters, 1967-68	753	69	9.2

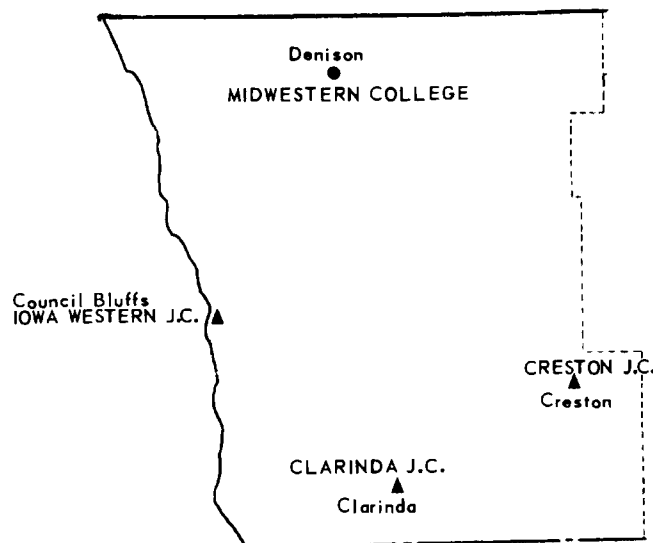
(a) FTE full-time equivalent.

PROFILE OF  
HIGHER EDUCATION IN  
SOUTHWESTERN IOWA

- The 19 counties in Southwestern Iowa represented 12.2 per cent of Iowa's 1960 population (Exhibit III-11).
  - Of the State's 1965 high school graduates, 13.2 per cent were in this region.
- Fewer than 2 per cent of Iowa's enrollments in higher education were in this area.
  - There are no Regents' schools.
  - One private college enrolled 791 students.
  - There were no private junior colleges.
  - Three area school campuses enrolled 1,040.
- Vocational-technical programs represented 7.1 per cent of the State's enrollments.
- Eight and three-tenths per cent of area school adult education enrollments were in this region.



REGIONAL PROFILE OF HIGHER EDUCATION  
IN SOUTHWESTERN IOWA



	Total State	Southwestern Iowa	Per Cent Southwestern Iowa
1960 population	2,757,537	338,270	12.2%
1965 high school graduates	40,927	5,408	13.2
Enrollment, higher education, fall 1967	95,264	1,831	1.9
Cumulative FTE(a) enrollment, vocational-technical programs, area schools, 1st and 2nd quarters, 1967-68	2,020	143	7.1
Cumulative FTE(a) enrollment, adult education programs, area schools, 1st and 2nd quarters, 1967-68	753	63	8.3

(a) FTE full-time equivalent.

#### IV - DEMOGRAPHIC FACTORS AND STUDENT PROJECTIONS

- Population Overview And Projections
- Iowa College Population Potential
- Statewide Enrollment Forecasts
- Student Migration Characteristics
- Summary And Conclusions

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## POPULATION OVERVIEW AND PROJECTIONS

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This chapter presents a population overview for the State of Iowa and, on the basis of population factors and movements, develops student projections for the State. The potential enrollment for a college in Western Iowa is evaluated in the light of a special study of student migration patterns.

Publication of the 1960 census data confirmed a trend, suspected by many, that Iowa's population in the previous decade had remained relatively static. After the publication of the 1960 census, many special studies were devoted to an examination of the 1950-60 trends and to projections of future population characteristics. This first section reviews pertinent findings and projections regarding the makeup of the State's population.

### U.S. GOVERNMENT POPULATION STATISTICS

- When the 1960 census was published by the U. S. Department of Commerce, many Iowans were concerned over the high out-migration from the State shown there, which had severely retarded growth of the State's population.
  - For the State of Iowa, the 1950 population of 2,621,073 had increased to only 2,757,537 by 1960, or less than 0.4 per cent per year.
  - This increase was far smaller than the national growth in population over this period, of slightly above 1.7 per cent per year.
- The 1960 census generated much comment, political and otherwise, on how best to retain native Iowans in the State and to attract others from adjoining states.
- Because of this Statewide interest in population, more than 600 Iowa communities had special censuses conducted between 1960 and 1965 by the Bureau of Census, U. S. Department of Commerce.
- Population changes from 1950 to 1960 were not evenly distributed in the State, as Exhibit IV-1 shows.
  - While Iowa's population increased 5.2 per cent, the 38 counties defined as Western Iowa showed a loss of 1.1 per cent.

SIGNIFICANT POPULATION CHANGES IN IOWA  
1950-60

<u>County</u>	<u>1950 Population</u>	<u>1960 Population</u>	<u>Per Cent Change 1950-60</u>
Northwestern Iowa			
Buena Vista	21, 113	21, 189	0. 4%
Calhoun	16, 925	15, 923	-5. 9
Cherokee	19, 052	18, 598	-2. 4
Clay	18, 103	18, 504	2. 2
Dickinson	12, 756	12, 574	-1. 4
Emmet	14, 102	14, 781	5. 5
Humboldt	13, 117	13, 156	0. 3
Ida	10, 697	10, 269	-4. 0
Kossuth	26, 241	25, 314	-3. 5
Lyon	14, 697	14, 468	-1. 6
O'Brien	18, 970	18, 840	-0. 7
Osceola	10, 181	10, 064	-1. 1
Palo Alto	15, 891	14, 736	-7. 3
Plymouth	23, 252	23, 906	2. 8
Pocahontas	15, 496	14, 234	-8. 1
Sac	17, 518	17, 007	-2. 9
Sioux	26, 381	26, 375	-
Woodbury	103, 917	107, 849	3. 8
Webster	44, 241	47, 810	8. 1
Total	<u>442, 650</u>	<u>445, 597</u>	0. 7
Southwestern Iowa			
Adair	12, 292	10, 893	-11. 4
Adams	8, 753	7, 468	-14. 7
Audubon	11, 579	10, 919	-5. 7
Carroll	23, 065	23, 431	1. 6
Cass	18, 532	17, 919	-3. 3
Crawford	19, 741	18, 569	-5. 9
Fremont	12, 323	10, 282	-16. 6
Greene	15, 544	14, 379	-7. 5
Guthrie	15, 197	13, 607	-10. 5
Harrison	19, 560	17, 600	-10. 0
Mills	14, 064	13, 050	-7. 2
Monona	16, 303	13, 916	-14. 6
Montgomery	15, 685	14, 467	-7. 8
Page	23, 921	21, 023	-12. 1
Pottawattamie	69, 682	83, 012	19. 3
Ringgold	9, 528	7, 910	-17. 0
Shelby	15, 942	15, 825	-0. 7
Taylor	12, 420	10, 288	-17. 2
Union	15, 651	13, 712	-12. 4
Total	<u>349, 782</u>	<u>338, 270</u>	-3. 3
Total Western Iowa	792, 432	783, 867	-1. 1
Total Eastern Iowa	<u>1, 828, 641</u>	<u>1, 973, 670</u>	7. 9
Total Iowa	<u>2, 621, 073</u>	<u>2, 757, 537</u>	5. 2

## POPULATION OVERVIEW AND PROJECTIONS (Cont'd)

- o The 19 counties in Northwest Iowa showed a slight gain of 0.7 per cent, although 11 counties lost population.
- o The 19 counties in Southwest Iowa lost 3.3 per cent of their inhabitants, with all but two counties showing losses.
- The remaining 61 counties in Eastern Iowa had a population gain of 7.9 per cent.

### U.S. GOVERNMENT POPULATION PROJECTIONS

- The U.S. Department of Commerce has made four projections of Iowa population through 1985, which are labeled, respectively, as I-B, II-B, I-D and II-D.
  - The "B" and "D" refer to the fertility assumptions employed, which project the average number of children per 1,000 women at the end of child-bearing.
    - o Series "B" assumes fertility rates at about the level of the average for the calendar year 1964-65 (or 3,100), while series "D" uses a rate observed in the early forties (or 2,450 children per 1,000 women).
  - The "I" and "II" designations "refer to the interstate migration assumption used, with series I representing a continuation of the migration rates observed in 1955-60 and 1960-65, whereas series II assumes a change in the rates of that period toward national levels."
    - o The series II migration assumption considers that "over the next 50 years the recent levels of migration will equalize and there will be no net migration among the states."
    - o In view of Iowa's currently heavy out-migration, the effect of the series II migration assumption would be to inflate the long-range population estimates.

POPULATION OVERVIEW AND PROJECTIONS (Cont'd)

- The projections of Iowa population by the Federal Government resulting from application of the varying fertilization and migration rates are:

<u>Year</u>	Series			
	I-B	II-B	I-D	II-D
	←—————(000)—————→			
1970	2,748	2,760	2,718	2,730
1975	2,807	2,839	2,706	2,736
1980	2,921	2,975	2,741	2,791
1985	3,078	3,152	2,822	2,889

- By 1985, the spread between the most optimistic and least optimistic projections (series II-B and I-D) is a total of 330,000 persons.
- In view of the current trend toward a low birthrate and the relatively high migration from Iowa historically, the I-D projections may represent the most realistic forecast of current trends.
- This forecast indicates a total Iowa population of 2,822,000 by 1985.

IOWA'S  
POPULATION  
PROJECTIONS

- While projections of population by the Bureau of Census are well-documented bench marks for estimating future trends, they do not provide the data on age, sex and residence by county required for estimating student potential for a new college.
- Since 1960, the various agencies and departments of the State have tended to develop their own projections of population, as a means of projecting their future trends, needs and plans.
- Three of the more prominent persons who have undertaken population work for the State agencies are Dr. Jon Doerflinger, Dr. Wilbur R. Maki, and Dr. John J. Hartman, all from Iowa State University.
- Both Doerflinger and Hartman use a standard demographic approach for projections; Maki, an economist, has developed a new system.

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POPULATION OVERVIEW AND PROJECTIONS (Cont'd)

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- Dr. Doerflinger's basic population work appears in Iowa's Population: Recent Trends and Future Prospects, a special report published at Iowa State University by the Agricultural and Home Economics Experiment Station.
  - Dr. Doerflinger was also retained by the State to make the population projection for the Cooperative Study of Post High School Education, known as the Proposal for Progress.
- An economic approach to population forecasting was developed by Dr. Wilbur R. Maki, whose basic work appears in Iowa's River Basins, a report sponsored by the Iowa Natural Resources Council.
  - The Maki approach, which is still in the development stage, is to forecast the economic environment and from this to determine the level of employment and the population which this economy will sustain.
    - The Maki approach can be applied only to large areas such as a state or a major subdivision of a state.
- In 1967, the State Executive Office authorized the Department of Planning and Programming to develop a single forecast of Iowa population by age, group, sex and county through 1980, to provide population base data which all State agencies could use in their future planning.
  - The Department of Planning and Programming contracted with Dr. John J. Hartman, a sociologist at Iowa State University, to develop a computer program for a projection of the Iowa population.
  - This recently completed study uses a standard demographic approach to population forecasting.

POPULATION OVERVIEW AND PROJECTIONS (Cont'd)

- The following table shows the population projections for Iowa developed by Doctors Doerflinger, Maki and Hartman:

<u>Year</u>	<u>Wilbur Maki(a)</u>	<u>Jon Doerflinger(b)</u>	<u>John Hartman(c)</u>
	←—————(000)—————→		
1970	2,937	2,821	2,793
1975	3,033	2,856	2,803
1980	3,150	2,890	2,814

Source: (a)Iowa's River Basins.  
 (b)Proposal for Progress.  
 (c)State Population Projection.

- Since the Hartman projections are semiofficial and since the output can be computerized, Dr. John Hartman was retained by Cresap, McCormick and Paget to provide the population statistics for this study.

- Two copies of the Hartman population data are on permanent file in the State Board of Regents office in Des Moines, and one copy is on file at the Office of Planning and Programming in the State Capitol.

ASSUMPTIONS  
 USED IN THE  
 HARTMAN  
 PROJECTIONS

- Any population estimate or projection is based on certain assumptions regarding the three major components of population structure: birth, death and migration.
- Historical records show that birth and death statistics are somewhat more stable than population change due to migration.



Birthrate Assumptions

- Actual birthrate data were obtained from the Iowa Department of Records and Vital Statistics from 1950 through 1965.
  - The most recent six-year birthrate history, 1960-65, was used as basis for the projection and is assumed to be constant over the forecast period.
    - Since the average birthrate for the 1960-70 decade is trending considerably lower than in the 1950's, the projection is somewhat more conservative than those using the higher 1950-60 birthrates.
  - A sex adjustment is included in the birthrates, since historically more males than females are born in Iowa - about 106 males per 100 female babies.

Death Rate Assumptions

- Mortality rates for the most recent period of time available were taken from the Iowa State life tables for 1959-61, which provided abridged (5-year) survival rates by sex and specific age cohorts.
  - Survival rates indicate the number of a population expected to remain alive at the end of a projected period.
- Mortality rates are relatively high for the first year of life, then decrease for both sexes until the 10-14 years age cohort, and finally increase throughout the remaining life expectancy of an individual.
  - In all cohorts, females have lower mortality rates than males.

Migration Rate Assumptions

- The most recent migration data available are for the census decade 1950-60; these were used to obtain migration rates for each sex and each age cohort studied.

- Sixteen migration rates have been computed for each sex, so that a total of 32 migration rates were computed and applied to each of the 99 counties, for the State as a whole and for 26 cities in the 10,000-and-over population category between 1940 and 1960.
  - Each of the five-year age cohorts was represented by two migration rates - one for males and one for females.
- The total population of a unit measured - either the State as a whole or a county - will be the resultant of the natural increase (births), less the mortality rate and the migration factor, which can be either positive or negative.
  - It is not unusual for a county with a total migration in one direction to have several of the 32 migration rates in the opposite direction.
- The formula used to determine the basic migration rate is:

$$M = \frac{Z}{X - X \cdot D} \times \frac{J}{L}$$

Where: M = migration rate                      J = number of years migration  
          X = 1950 population                      rate covers (5 years)  
          Z = 1960 population                      L = number of years between  
          D = 10-year death rate                      census periods (10 years)

### PROJECTION OF POPULATION

- The basic population projection utilizes the three components elaborated above in the following formula:

$$P = B - (B \times D) + M(B - B \times D)$$

Where: B = base population  
          M = migration rate  
          D = death rate or survival rate

- This formula is applied to all age cohorts alive in the year of the base projection.

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POPULATION OVERVIEW AND PROJECTIONS (Cont'd)

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- The 0-4 years age cohort incorporates additional formulation, involving the birthrate, migration rate, and survival rate for males and females.
- The U. S. Census data, on which the projection is based, include a factor of net Statewide migration.
  - For example, if in 1960 a student from Indiana was attending a college in Iowa, he was included in the Iowa population; conversely, an Iowa student who was in another state was not included in the State's population.
- The effect of this net migration in the population forecast is that non-State residents in the 18-21 years and 22-25 years age group will be included in the population forecasts.
  - Their forecast number and location will reflect the present situation as reported in the 1950 and 1960 censuses.

This section presents the forecasts of college population potential in the State based upon the foregoing assumptions and methods utilized by Dr. John Hartman. The forecasts of college population potential were prepared by Dr. Hartman for Cresap, McCormick and Paget.

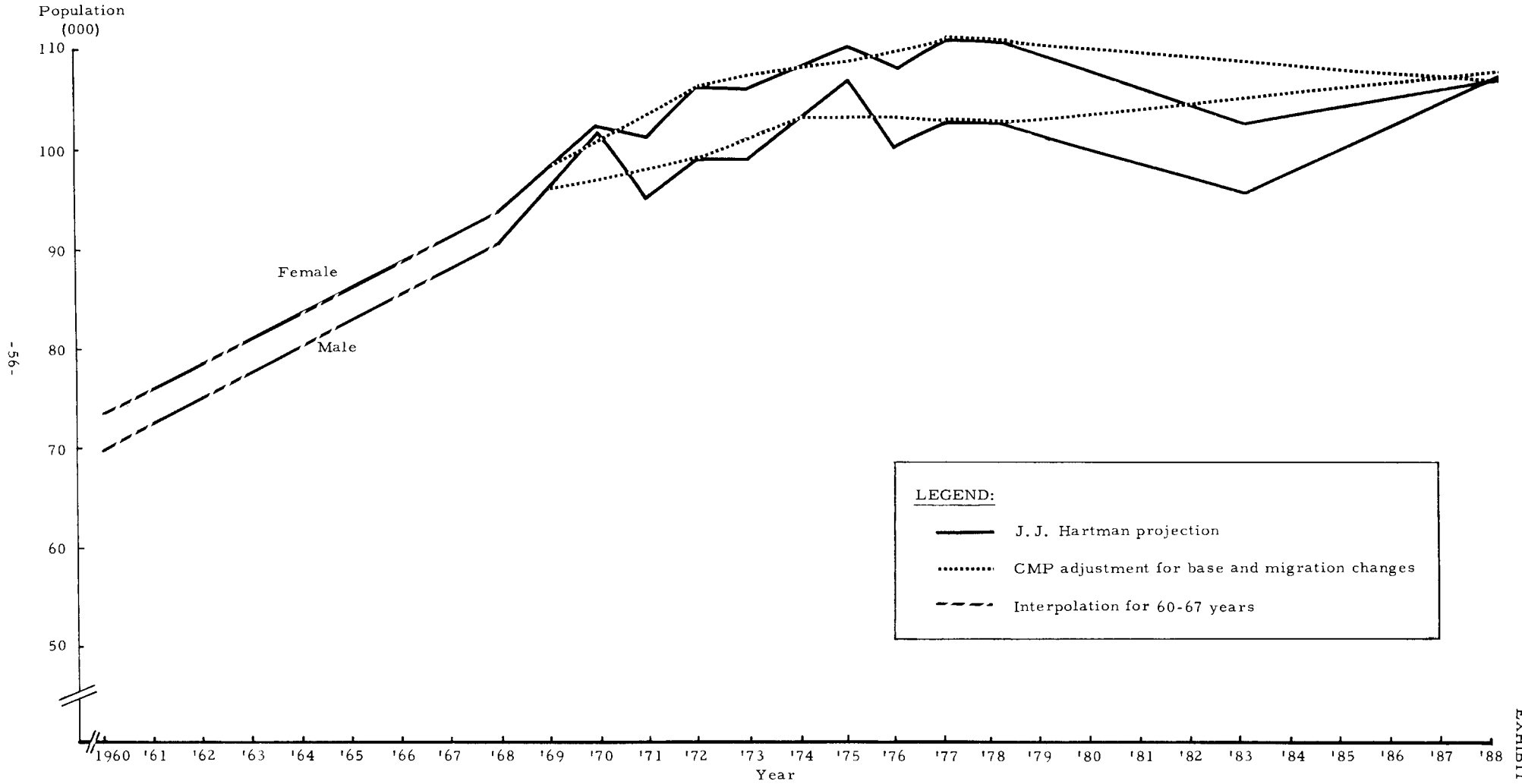
BASIS FOR  
FORECAST OF  
COLLEGE-GOING  
POTENTIAL

- The forecasts of college population potential are based on the 18-21 years and 22-25 years age cohorts, taken as representing the college-going potential for undergraduate and graduate schools respectively.
  - Forecasts of these age cohorts were made by sex and by county for the target years 1968 through 1978, 1983 and 1988.
- Whereas the population forecasts made for the Department of Planning and Programming used the standard five-year census age cohorts (i. e. , 0-4, 5-9, 10-14, 15-19, etc. ), in this study it was necessary to divide the 15-19, 20-24 and 25-29 cohorts into individual year cohorts so that the 18-21 years and 22-25 years age cohorts could be constructed.
  - A straight linear assumption was made that each one-year age cohort was equal in number to the other four one-year cohorts within the original five-year groups.
    - For example, a five-year age cohort containing 100 persons would be assumed to have an equal number (20 persons) in each one-year cohort.
- A further assumption is in the linear migration probability, where the one-year projections assume that migration rates remain the same for each one-year period within a base figure period.
- This points up the more inclusive effect of the change in population base every five years.

- For example, migration, mortality and birth projections for 1968, 1969 and 1970 are established from a 1965 population base, while figures for 1971 through 1975 stem from projections of a 1970 base.
  - o Because the original projections estimated only to 1980, no base adjustments were made for 1985; hence, the 1988 projection is the most tenuous, since it is merely a continuance of the 1980 base.
- The adjustments of the base at five-year increments can cause especially sharp fluctuations where heavy migration changes are included.
  - These sharp fluctuations are unadjusted in the basic population data but have been compensated for in the forecasts of the college-going segment of this total potential.
- Mortality and migration rates apply to all calculations; however, birthrates were applied only to the 1965-70 period to determine the undergraduate college potential in 1988.
  - All college students for the years 1968 through 1983 have already been born.
- Of major impact on the college projection are the migration rates, which are based on the 1950-60 historical pattern.
  - These rates are highest for the 15-35 years age cohort, which includes the age cohorts in the study.
- The Hartman projections for the State in total fall near the I-D Census estimates made by the U. S. Department of Commerce for Iowa.
  - Even the most optimistic Census projections still contain high outmigration for Iowa.
- Exhibits IV-2 and IV-3 illustrate Dr. Hartman's forecast of the 18-21-year-old and 22-25-year-old population in Iowa.
  - The detailed forecast on file in the State Board of Regents office in Des Moines expands this forecast by sex, age and county residence breakdowns for the years 1968-78, 1983 and 1988.

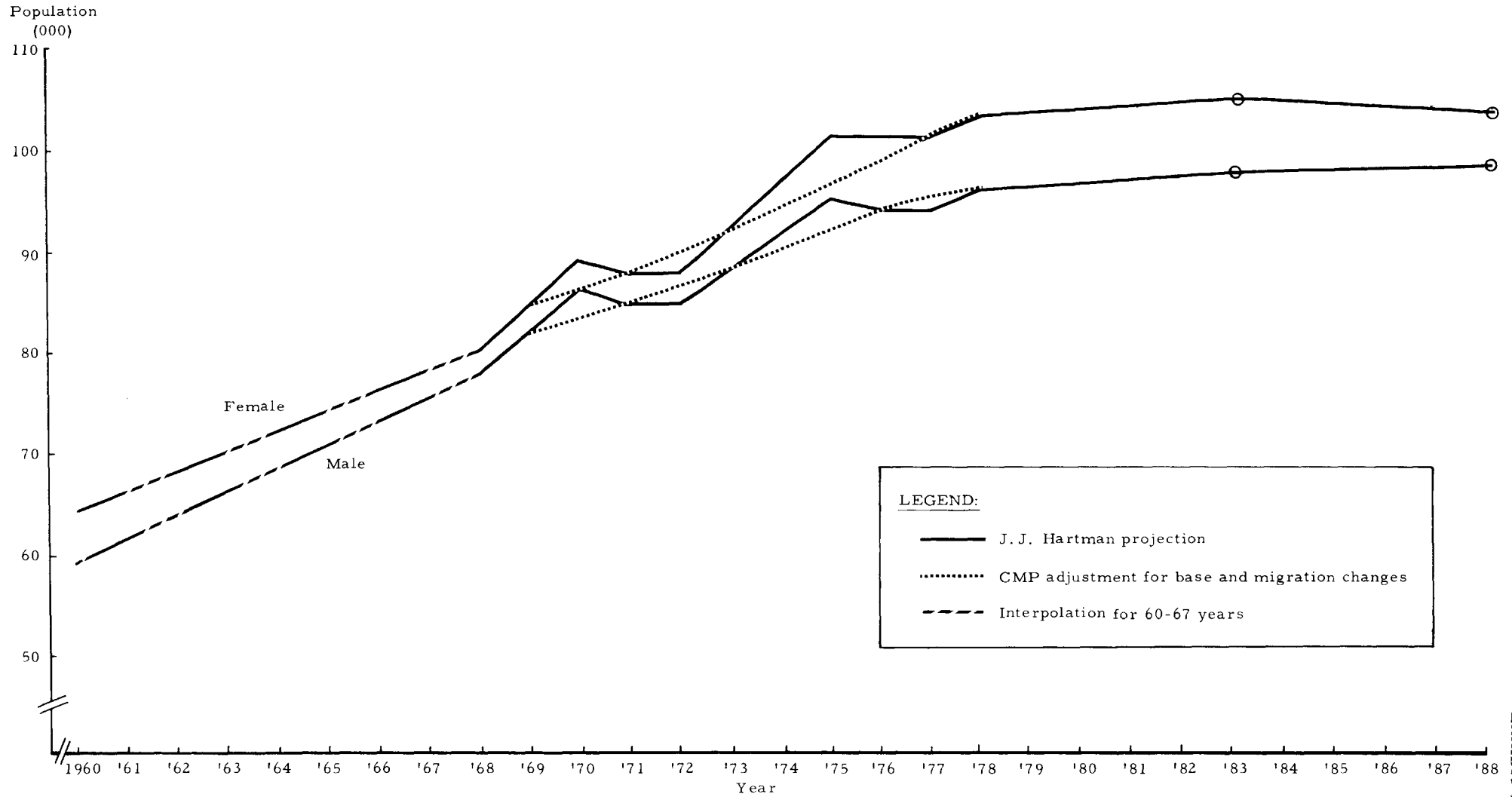
STATE OF IOWA POPULATION FORECAST

18-21-Year-Olds By Sex



STATE OF IOWA POPULATION FORECAST

22-25-Year-Olds By Sex



- As illustrated in the exhibits, there is a marked decrease in the rate of growth of the State's population in these two age groups, caused by the sharply decreased birthrate in the 1960-65 period.

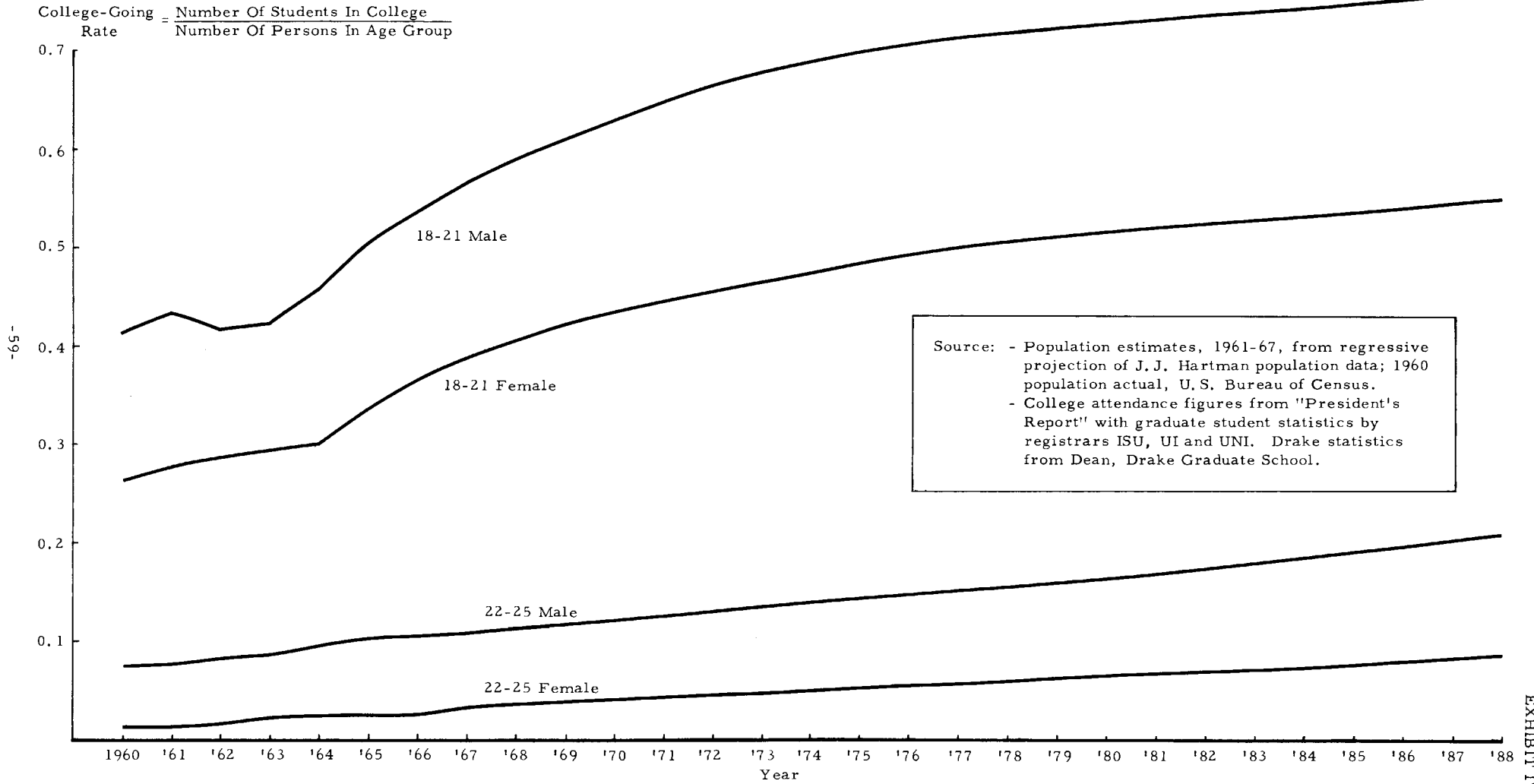
FORECAST OF  
COLLEGE-GOING  
POTENTIAL

- The Iowa population of 18-21 and 22-25-year-olds from 1960 through 1968 was developed from interpolation of the 1960 Census figures and the Hartman population projection for 1968.
  - Total population for these age cohorts was broken down by sex for each of the seven intervening years.
- Statewide college fall enrollment figures by sex were obtained from the "President's Report" published yearly by the Registrar of the University of Iowa.
  - These figures were adjusted, using the fall enrollment reports of the State and private schools to reflect the breakdown into graduate and undergraduate enrollment by sex.
- It was assumed that the college potential for undergraduate schools could be fairly represented by the 18-21 years age group and graduate students by the 22-25 years age group.
- From the 1960-67 population estimates for 18-21 and 22-25-year-olds and the corresponding total college enrollments within the State, the rise in the college-going ratio for the period was developed.
  - This ratio was developed separately for male and female students in graduate and undergraduate schools.
- Based on this eight-year history, the ratio of college-going students was forecast through 1988.
  - Exhibit IV-4 shows the anticipated trend in the college-going segment of the population.



PROJECTION OF COLLEGE-GOING RATIOS

18-21- And 22-25- Year-Olds By Sex



- It is of critical importance to understand that such a ratio is not a "real" number.
  - For instance, the students in undergraduate school at any college will actually include people from age 16 to age 60, not just 18-21-year-olds.
    - However, as long as the ratio is used consistently, the projection will reflect these students of differing ages.
  - Just as the population projection includes students from other states going to school in Iowa, the school enrollment figures include non-Iowa residents in the universities.
    - The college-going ratio, thus, cannot be used to determine the ratio of Iowa high school graduates who continue with higher education in Iowa.
- Application of the forecast college-going ratio to the corresponding age groups in the population gives a projection of college-going students, as summarized in Exhibit IV-5, broken down by sex and age for the target years.
  - The total potential increases from a forecast 102,370 in 1968 to over 170,000 by 1988, a 66.8 per cent increase over the 20-year period.

RESIDENCE  
BY COUNTY

- The projections of Iowa population of 18-21 and 22-25-year-olds show the number of these age groups forecast to reside in each of the 99 counties in the State.
  - Through application of the college-going ratio by sex and by year to each of the 99 counties, the total college-going potential for each county can be developed, as shown in Exhibit IV-6.

PROJECTION OF STUDENTS GOING TO COLLEGE

<u>Year</u>	<u>18-21- Year-Old Males</u>	<u>18-21- Year-Old Females</u>	<u>22-25- Year-Old Males</u>	<u>22-25- Year-Old Females</u>	<u>Total</u>
1968	53,220	37,700	8,690	2,760	102,370
1969	56,750	41,140	9,650	3,200	110,740
1970	60,990	42,920	9,980	3,460	117,350
1971	62,660	45,640	10,710	3,490	122,500
1972	65,110	47,380	10,960	4,010	127,460
1973	66,660	48,920	11,860	4,410	131,850
1974	69,220	50,120	12,240	4,920	136,500
1975	70,440	52,120	12,990	5,250	140,800
1976	72,210	53,720	13,550	5,520	145,000
1977	73,430	55,140	14,210	6,020	148,800
1978	74,200	56,020	15,110	6,170	151,500
1983	79,160	58,880	17,550	7,560	163,150
1988	82,020	58,990	20,690	9,120	170,820

Source: Population (from J. J. Hartman projection)  
times forecast college-going ratio, rounded  
to nearest 10.

20-YEAR PROJECTION OF 18-21-YEAR-OLD STUDENTS BY COUNTY

County	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1983	1988
Adair	261	287	321	254	268	278	300	317	242	249	255	230	337
Adams	272	195	220	172	181	187	198	206	151	154	155	124	175
Allamakee	357	502	558	472	496	513	567	609	503	528	533	502	659
Appanoose	341	361	389	279	288	298	339	375	275	297	300	286	403
Audubon	291	324	365	308	326	337	360	376	300	307	310	251	340
Benton	713	771	847	778	807	836	895	938	831	852	861	826	1,041
Black Hawk	4,997	5,215	5,542	6,666	6,975	7,225	7,249	7,163	8,075	8,166	8,258	8,906	8,143
Boone	841	893	966	903	943	978	1,021	1,049	943	970	980	932	1,118
Bremer	755	802	865	951	1,029	1,066	1,086	1,087	1,120	1,173	1,184	1,194	1,205
Buchanan	738	786	850	760	784	812	881	932	822	857	867	912	1,174
Buena Vista	654	700	762	722	757	785	826	853	777	802	810	722	850
Butler	525	560	607	541	556	576	618	648	564	581	586	536	688
Calhoun	439	476	523	441	458	474	503	525	425	433	438	382	497
Carroll	723	786	865	761	800	828	906	969	830	875	885	894	1,118
Cass	498	530	572	529	549	568	592	605	536	543	549	548	649
Cedar	583	608	648	613	621	643	686	717	671	691	699	646	740
Cerro Gordo	1,573	1,708	1,882	1,901	2,000	2,072	2,162	2,219	2,112	2,152	2,177	2,085	2,413
Cherokee	540	587	650	600	624	647	671	684	592	590	597	546	677
Chickasaw	458	587	528	453	470	486	532	569	484	511	516	534	687
Clarke	200	216	235	187	194	201	215	226	173	179	181	158	211
Clay	538	594	662	604	625	647	684	708	610	709	615	547	690
Clayton	635	681	740	640	661	684	748	979	681	712	720	706	895
Clinton	1,723	1,850	2,018	2,003	2,059	2,132	2,293	2,414	2,335	2,398	2,425	2,513	2,964
Crawford	529	570	623	511	529	547	594	631	508	526	531	565	729
Dallas	724	765	824	754	769	796	854	896	805	829	837	837	1,035
Davis	251	266	287	233	239	248	274	295	241	254	257	220	296
Decatur	281	303	330	276	307	318	326	330	253	272	274	233	272
Delaware	562	615	683	608	635	657	727	784	683	716	723	747	954
Des Moines	1,431	1,510	1,620	1,661	1,708	1,769	1,825	1,851	1,811	1,825	1,845	2,070	2,284
Dickinson	341	373	414	346	359	371	400	421	339	345	349	316	438
Dubuque	2,944	3,149	3,424	3,911	4,247	4,398	4,527	4,584	4,920	5,188	5,245	6,166	5,912
Emmet	488	529	582	536	563	583	612	630	554	565	572	532	667
Fayette	874	944	1,036	956	1,005	1,041	1,108	1,155	1,023	1,062	1,073	1,071	1,282
Floyd	245	680	730	657	671	695	736	764	671	687	694	699	840
Franklin	442	473	516	454	469	485	506	518	436	439	444	399	504
Fremont	258	271	290	216	216	224	250	271	204	214	216	190	263
Greene	392	425	469	386	403	417	444	462	366	374	379	361	487
Grundy	433	457	491	455	463	479	506	525	473	481	486	471	582
Guthrie	346	378	420	327	341	353	379	397	298	305	309	284	403
Hamilton	632	665	712	651	672	695	742	776	699	726	734	670	798
Hancock	410	450	499	414	428	444	482	512	411	423	426	384	517
Hardin	650	716	799	737	788	816	857	881	766	790	798	781	943
Harrison	457	501	556	417	434	450	500	541	399	418	422	380	565
Henry	567	587	620	607	638	561	672	673	629	652	658	676	728
Howard	345	377	418	332	344	356	398	434	339	356	359	359	512

County	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1983	1988
Humboldt	362	406	459	405	431	444	474	496	413	423	427	381	506
Ida	313	307	338	281	289	299	320	336	269	273	276	228	309
Iowa	525	552	590	557	569	590	632	662	616	639	645	632	732
Jackson	655	705	770	773	799	828	907	970	958	1,002	1,013	1,111	1,298
Jasper	1,126	1,200	1,301	1,319	1,358	1,406	1,480	528	1,492	1,517	1,533	1,412	1,644
Jefferson	541	563	600	631	681	705	702	688	673	699	706	762	756
Johnson	2,720	2,677	2,690	4,674	5,104	5,287	4,836	4,313	6,447	6,517	6,587	7,483	4,138
Jones	761	796	850	907	939	972	978	966	970	965	975	1,002	1,058
Keokuk	414	450	495	414	432	447	480	505	407	420	424	405	526
Kossuth	775	832	907	759	782	809	881	938	771	800	809	733	975
Lee	1,365	1,445	1,559	1,510	1,549	1,604	1,677	1,722	1,606	1,627	1,644	1,679	1,933
Linn	5,444	5,654	5,985	7,843	8,064	8,352	8,438	8,395	10,419	10,437	10,553	13,204	12,013
Louisa	291	312	341	286	295	306	327	342	278	284	286	299	372
Lucas	257	279	309	256	268	277	297	313	251	259	261	249	333
Lyon	439	477	524	450	471	487	527	558	465	485	490	405	530
Madison	317	344	378	407	318	330	361	387	307	320	324	287	395
Mahaska	679	724	786	719	752	778	812	832	727	746	755	696	845
Marion	755	803	867	827	872	904	947	973	894	931	941	958	1,076
Marshall	1,146	1,231	1,342	1,370	1,411	1,462	1,516	1,547	1,500	1,499	1,515	1,581	1,811
Mills	421	439	465	398	405	420	440	453	380	389	393	383	505
Mitchell	421	457	504	439	462	478	521	556	472	498	503	478	609
Monona	330	370	419	319	341	353	377	393	283	291	293	252	362
Monroe	247	274	306	234	244	253	284	309	232	243	246	229	332
Montgomery	651	399	427	354	356	368	395	417	342	349	353	297	396
Muscatine	1,085	1,130	1,200	1,190	1,218	1,262	1,344	1,403	1,376	1,432	1,447	1,605	1,805
O'Brien	544	588	645	572	594	614	662	698	601	621	627	542	689
Osceola	282	312	349	298	316	326	355	378	311	325	328	269	364
Page	525	557	599	519	530	559	583	598	498	512	517	476	583
Palo Alto	402	451	511	405	427	443	486	522	397	412	416	356	515
Plymouth	777	839	921	860	911	943	994	1,028	917	951	962	891	1,058
Pocahontas	374	415	467	363	381	395	435	468	354	369	373	319	456
Polk	9,768	10,190	10,826	12,961	13,369	13,846	14,021	13,980	15,857	15,920	16,097	17,060	16,537
Pottawattamie	3,010	3,191	3,440	3,729	3,836	3,973	4,188	4,335	4,554	4,658	4,709	5,381	5,848
Poweshiek	657	705	769	782	871	902	919	922	870	934	944	871	924
Ringold	189	206	225	162	166	104	191	207	146	152	154	120	181
Sac	474	517	571	480	498	516	559	601	481	496	501	435	593
Scott	4,525	4,692	4,961	5,788	5,911	6,122	6,268	6,313	7,082	7,136	7,213	8,336	8,227
Shelby	451	500	562	480	511	529	586	633	525	557	563	491	645
Sioux	805	903	1,021	922	1,001	1,036	1,097	1,139	958	1,000	1,011	941	1,151
Story	2,437	2,389	2,394	3,675	4,025	4,166	3,853	3,476	4,727	4,872	4,920	5,329	3,168
Tama	596	651	722	628	652	675	736	783	659	682	690	648	840
Taylor	230	248	270	196	202	209	231	249	178	186	188	150	219
Union	343	372	409	333	348	361	391	416	330	344	348	335	439
Van Buren	260	274	292	232	240	250	271	287	228	244	246	271	355
Wapello	1,299	1,405	1,544	1,384	1,440	1,491	1,567	1,618	1,381	1,401	1,417	1,297	1,623
Warren	783	823	880	960	1,005	1,041	1,088	1,118	1,179	1,227	1,240	1,447	1,517
Washington	572	614	787	590	623	644	686	716	618	637	644	626	784
Wayne	204	223	247	185	196	203	223	239	174	185	186	158	224
Webster	1,501	1,628	1,793	1,801	1,883	1,951	2,050	2,117	2,022	2,060	2,082	2,123	2,492
Winnebago	378	415	463	405	440	456	486	507	422	449	454	415	522
Winneshiek	712	762	829	850	930	963	1,002	1,024	998	1,068	1,080	993	1,041
Woodbury	3,543	3,782	4,104	3,258	4,481	4,641	4,727	4,740	4,598	4,652	4,704	4,644	4,983
Worth	292	311	339	277	285	296	316	330	261	268	271	222	303
Wright	561	611	677	604	631	654	698	732	626	644	650	529	673

## STATEWIDE ENROLLMENT FORECASTS

Based upon the foregoing estimates of college-going potential, fall enrollment characteristics of the three major sectors of higher education are presented in this section.

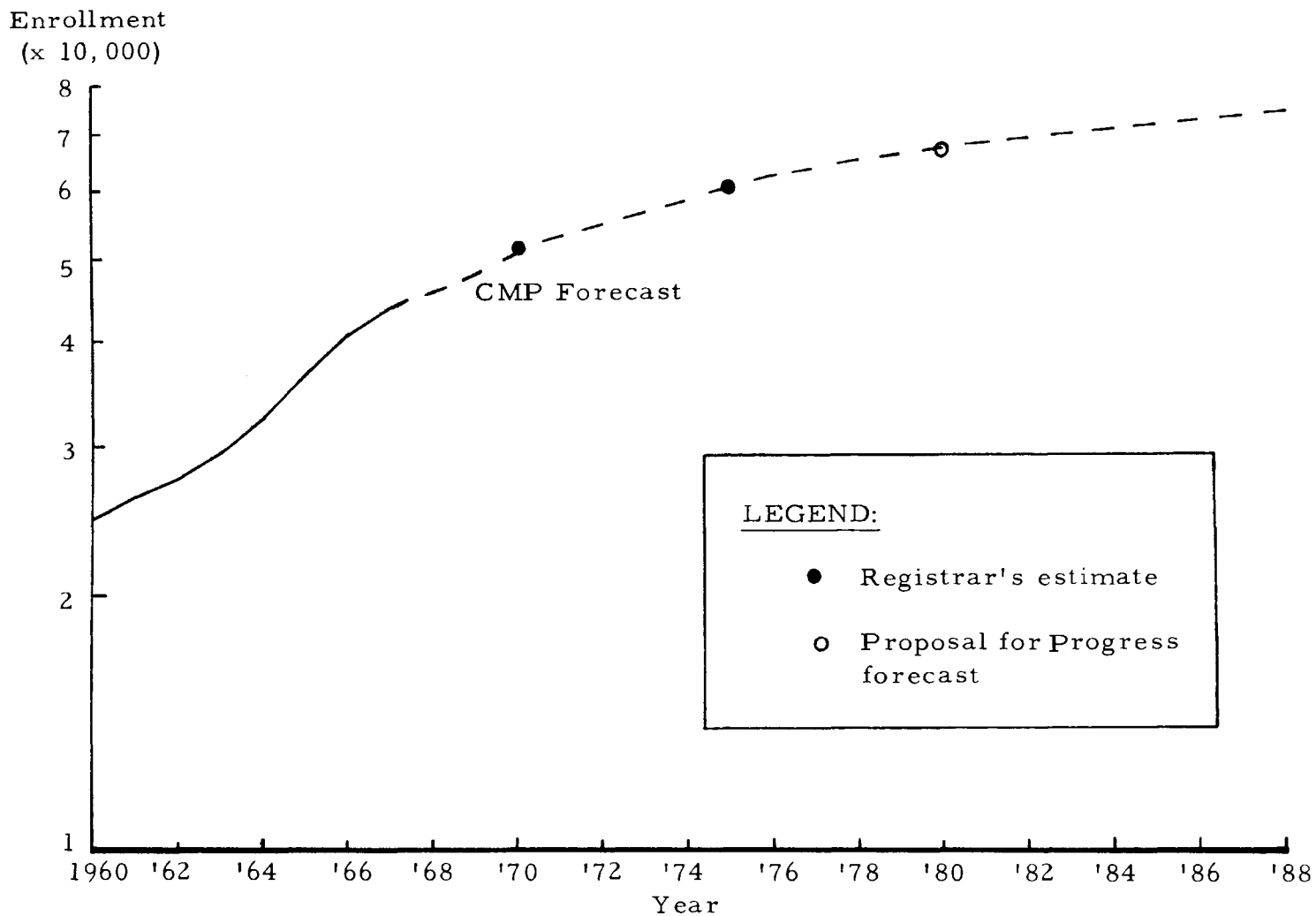
### ENROLLMENT IN STATE INSTITUTIONS

- Total fall enrollment in the State institutions increased from 24,451 in 1960 to 43,739 in 1967, an increase of over 78 per cent.
  - The 1967 enrollment accounts for approximately 46 per cent of the total college-going students in Iowa.
  - The 1967 enrollment in these schools comprises 9,639 graduate students and 34,100 undergraduates.
- Registrars of the three institutions supplied detailed statistics on past enrollments and forecasts for their individual schools; the State Board of Regents in estimating the future size of the three schools has set a planning goal of 65-75 thousand.
- The forecast of future enrollment in the State institutions, based on the State Board of Regents policy, the forecasts of the Registrars of the three schools and an analysis of educational trends within the State, is shown in Exhibit IV-7.
  - The exhibit shows total enrollment in the three State schools reaching the maximum of approximately 75,000 by 1988.
    - The exhibit includes the combined estimates made by the individual school Registrars for 1970 and 1975, and a 1980 estimate which appears in the Proposal for Progress.

### ENROLLMENT IN PUBLIC JUNIOR COLLEGES

- The fall enrollment in the public junior colleges increased from 3,148 students in 1960 to 11,900 in 1967 - a 278 per cent increase.

STATE INSTITUTIONS  
(State Board Of Regents' Schools)



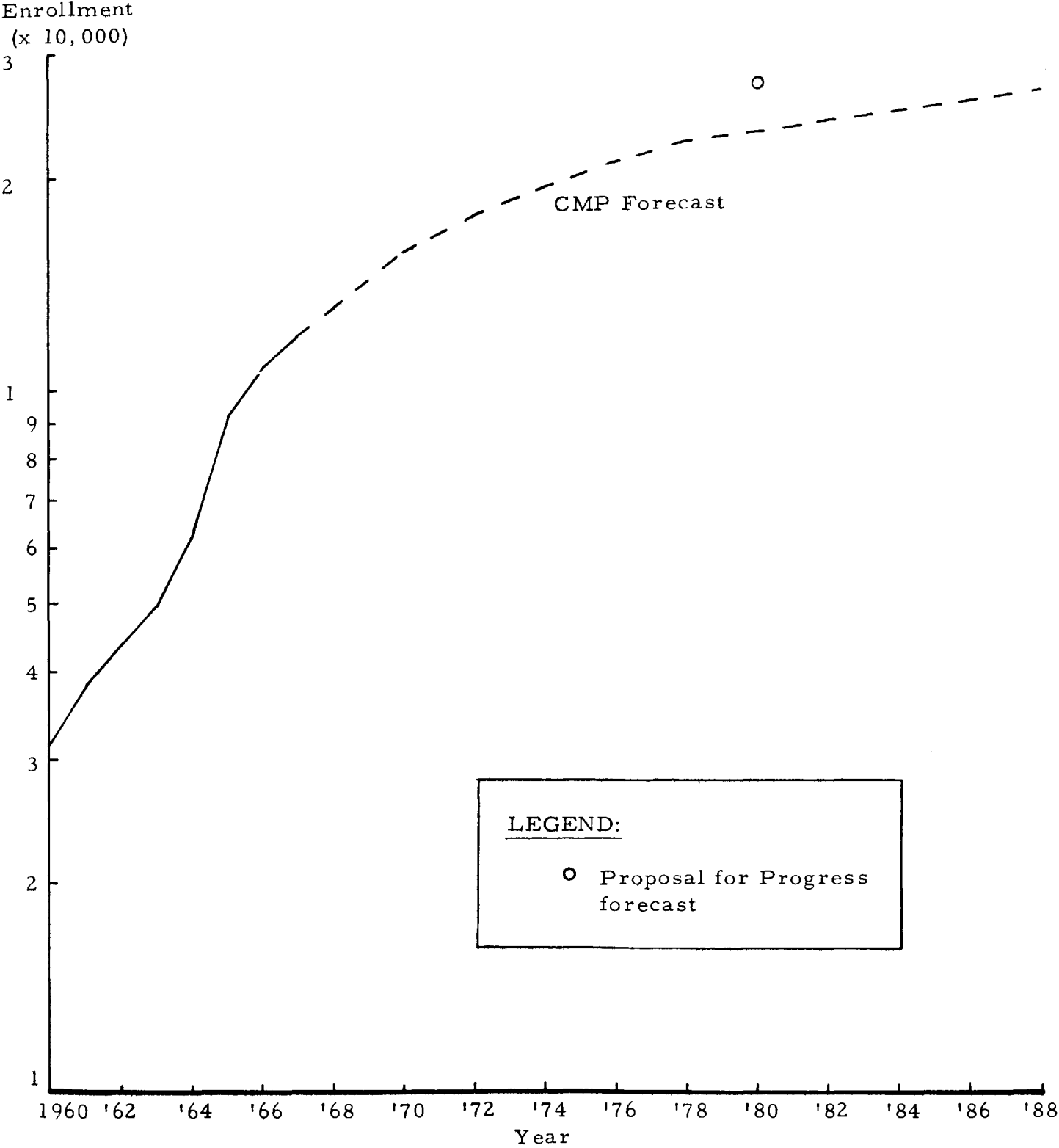
- The growth of these schools has been far greater than that of the State institutions, and indications are that their rapid growth will continue.
- Exhibit IV-8 shows a forecast of the estimated future enrollment trends in the public junior colleges.
  - As the exhibit indicates, the forecast, while optimistic, is about 4,000 students below the 1980 forecast for public junior colleges made in the Proposal for Progress.
  - Total enrollment in these schools by 1988 is forecast at a level of 26,500 students.

ENROLLMENT  
IN PRIVATE  
COLLEGES-UNIVERSITIES

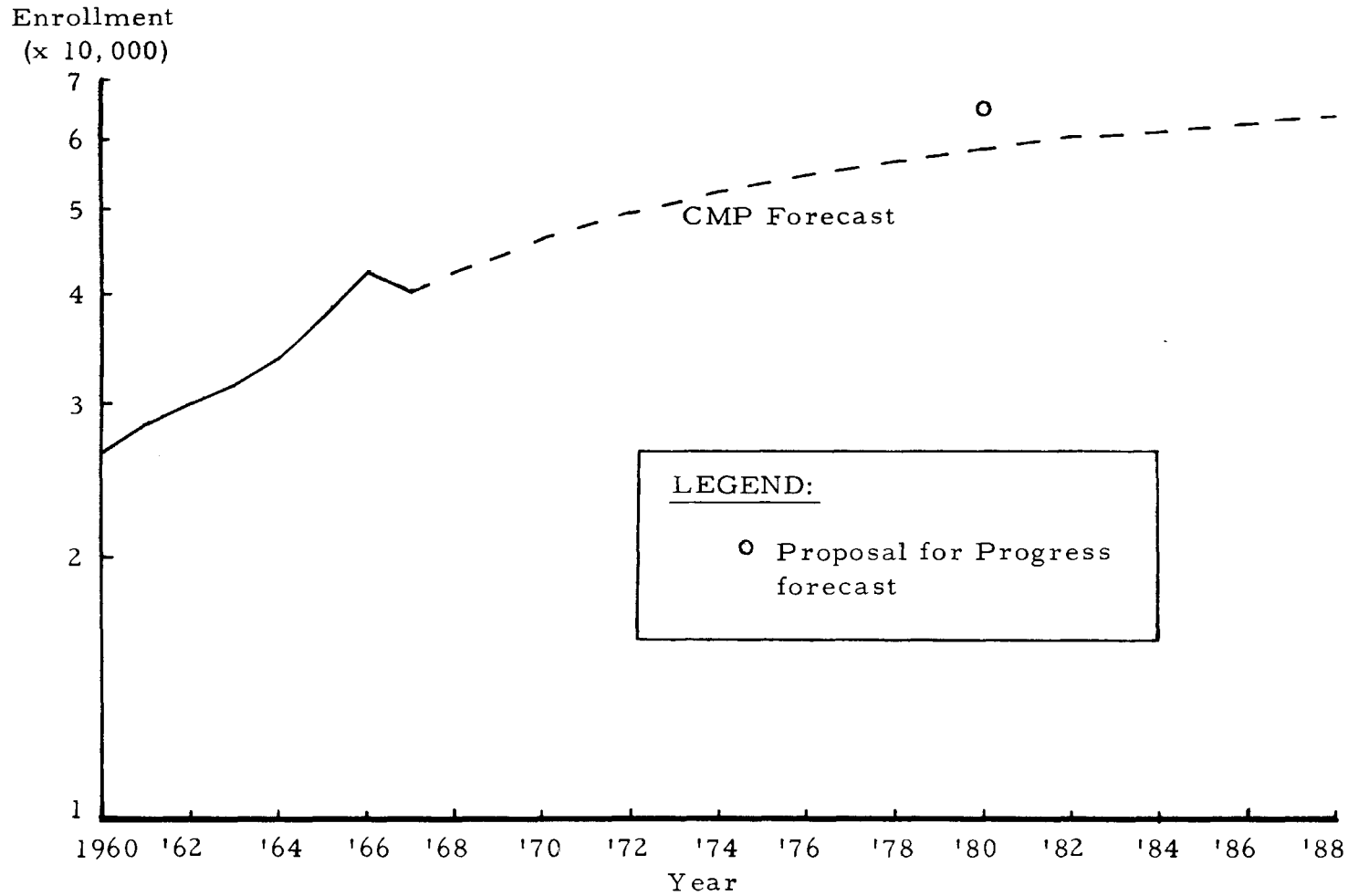
- Enrollment in private colleges and universities in Iowa grew consistently from 1960 through 1966, but dropped off slightly in 1967.
  - Over the eight-year period, fall enrollment increased from 26,197 in 1960 to 40,085 in 1967, an increase of over 54 per cent.
    - o These figures differ slightly from totals quoted elsewhere because, for purposes of enrollment analysis, several small private specialty schools have been included.
  - Although the rate of growth has been significant, it has been less than the growth rate of either the State institutions or the public junior colleges.
    - o It seems probable that in the future, these schools will continue to grow less rapidly than the other two groups of schools.
- Exhibit IV-9 illustrates the forecast enrollment for these schools through 1988.
  - This exhibit shows total enrollment by 1988 of over 63,000
  - This estimated enrollment is 6,500 students fewer than the 1980 estimate made in the Proposal for Progress.



PUBLIC JUNIOR COLLEGES



PRIVATE COLLEGES AND UNIVERSITIES  
(Including Private Junior Colleges)



COMBINED  
FORECASTS OF  
SCHOOL ENROLLMENT

- The individual forecasts for the three categories of Iowa colleges and universities are combined in Exhibit IV-10.
  - This exhibit shows a combined enrollment in 1968 of 102,000, increasing to a level of 163,620 by 1988.
  - The yearly rate of growth of State institutions is exceeded by the growth rates of the public junior colleges but not by the private colleges and universities.

FORECAST OF SCHOOL ENROLLMENT  
(Existing Institutions)

<u>Year</u>	<u>Public Junior Colleges</u>	<u>Increase Over Previous Year</u>	<u>State Institutions</u>	<u>Increase Over Previous Year</u>	<u>Private Colleges And Universities</u>	<u>Increase Over Previous Year</u>	<u>Total</u>
1968	13,500		46,000		42,500		102,000
1969	14,700	9.0%	48,300	5.0%	44,740	4.6%	107,740
1970	15,700	7.0	50,500	4.5	46,200	4.0	112,400
1971	16,700	6.5	52,500	4.0	47,800	3.5	117,000
1972	17,700	6.0	54,400	3.5	49,460	3.0	121,560
1973	18,700	5.5	56,300	3.5	50,700	3.0	125,700
1974	19,600	5.0	58,300	3.5	52,200	2.8	130,100
1975	20,500	4.5	60,200	3.2	53,500	2.5	134,200
1976	21,300	4.0	62,100	3.2	54,800	2.5	138,200
1977	22,000	3.5	64,000	3.0	55,900	2.0	141,900
1978	22,500	2.5	65,300	2.0	56,700	1.5	144,500
1983	24,800	10.0	70,500	8.0	60,700	7.0	156,000
1988	26,500	7.0	74,000	5.0	63,120	4.5	163,620
1968	13.2%		45.1%		41.7%		100.0%
1988	16.1%		45.2%		38.7%		100.0%

NOTE: These forecasts do not reflect changes in forecast migration patterns.

Source: - Forecasts all schools, Proposal for Progress.  
 - Statewide population estimates.  
 - Enrollment projections by registrars of State institutions.  
 - Projections of 1960-67 enrollment trends via "President's Reports."  
 - State Board of Regents' policy per Regents' Board Minutes, March 1967, p. 427.  
 - CMP analysis of foregoing data together with trends caused by opening a new Western Iowa institution.

## STUDENT MIGRATION CHARACTERISTICS

This section discusses the pertinent characteristics of student migration as it might affect enrollments at a new public institution in Western Iowa. Included is a discussion of the latest government study and the results of a special survey conducted by Cresap, McCormick and Paget.

### THE 1963 OFFICE OF EDUCATION MIGRATION STUDY

- The most recent study of residence and migration of college students, conducted by the U. S. Office of Education in 1963, produced some significant findings regarding student migration to and from Iowa.
- The study as a whole revealed that Iowa had a net in-migration with 22,032 students coming into the State and 15,424 Iowans leaving to pursue higher education in other states.
  - Twenty-six per cent of the students who listed Iowa as their home State were enrolled in schools in other states; this compared with a 19 per cent average for the U. S.
  - Thirty-three per cent of students enrolled in Iowa institutions came from other states; this compared with a 20 per cent average for the U. S.
- A significant amount of in-migration to Iowa was to private institutions.
  - + (- Twice as many students entered the State to attend private institutions as left the State to attend private institutions.
  - About the same number entered public institutions in Iowa as left the State to attend public institutions elsewhere.
- The 1963 Office of Education study gave some insights into the out-migration characteristics of Iowa students.
  - √ (- As Exhibit IV-11 shows, 63 per cent of the 15,424 Iowa out-migrants in the survey attended institutions in the bordering states of Missouri, Nebraska, Illinois, Minnesota and South Dakota.

DISTRIBUTION OF IOWA OUT-OF-STATE STUDENTS, FALL 1963

<u>State</u>	<u>Total All Institutions</u>	<u>Publicly Controlled University</u>	<u>Publicly Controlled 4-Year Institution Other Than University</u>	<u>Privately Controlled University</u>	<u>Privately Controlled 4-Year Institution Other Than University</u>	<u>Other(a)</u>
Missouri	2,863	175	2,030	151	421	86
Nebraska	2,600	260	1,107	612	572	49
Illinois	1,554	116	88	252	795	303(b)
Minnesota	1,522	216	388	-	756	162
South Dakota	<u>1,162</u>	<u>780</u>	<u>32</u>	<u>-</u>	<u>341</u>	<u>9</u>
Subtotal	9,701	1,547	3,645	1,015	2,885	609
All other	<u>5,723</u>	<u>1,807</u>	<u>637</u>	<u>1,055</u>	<u>1,779</u>	<u>445</u>
Total	<u>15,424</u>	<u>3,354</u>	<u>4,282</u>	<u>2,070</u>	<u>4,664</u>	<u>1,054</u>
5-state per cent of total	63%	46%	85%	49%	61%	57%
5-state per cent by insti- tution type	100%	16%	37%	11%	30%	6%
In-State	<u>44,311</u>	<u>16,917</u>	<u>4,904</u>	<u>5,266</u>	<u>11,025</u>	<u>6,199</u>
In-State per cent of total	100%	39%	11%	12%	24%	14%
		50%		36%		14%
Grand Total	<u>59,735</u>	<u>20,271</u>	<u>9,186</u>	<u>7,336</u>	<u>15,689</u>	<u>7,253</u>

(a)Includes junior colleges.

(b)Of the 303,265 attended publicly-controlled junior colleges.

Source: Residence and Migration of College Students, Office of Education.

## STUDENT MIGRATION CHARACTERISTICS (Cont'd)

- Each of these states differed in the number and percentage of Iowa students enrolled in higher education.
  - o Missouri received the largest number of Iowa students, and 77 per cent were enrolled in public institutions - primarily the state colleges.
  - o Nebraska was the second largest recipient, enrolling about one-half (52.6 per cent) in public institutions - primarily the state colleges.
  - o Illinois ranked third in number of Iowa students, with nearly 70 per cent of these enrolled in private institutions.
  - o Fourth ranking recipient of Iowa students was Minnesota; 60 per cent attended private institutions.
  - o South Dakota was the fifth largest recipient of Iowa students, with 70 per cent attending public institutions, mainly its universities.

### OBJECTIVES AND METHODOLOGY OF CMP SURVEY

- Since the Office of Education study did not list specific institutions that Iowa out-migrants attended, nor did it analyze their origins within the State, a study in greater depth was conducted by Cresap, McCormick and Paget.
- The Cresap, McCormick and Paget survey attempted to answer the following questions.
  - Is there a regional pattern of out-migration of students from Iowa?
  - Do certain institutions in bordering states attract significant numbers of Iowa students and, if so, what reasons may tentatively be identified for their heavy Iowa enrollments?

STUDENT MIGRATION CHARACTERISTICS (Cont'd)

- Twenty-four selected institutions within 50 miles of the Iowa border were surveyed, in the states of Missouri, Nebraska, South Dakota and Minnesota.

✓ The survey covered 90.6 per cent of the enrollments of schools within 50 miles of Iowa's borders, and represented 23.2 per cent of total enrollments in the four states.

- Exhibit IV-12 indicates the schools surveyed and their location.
- A visit was made to the Missouri Commission on Higher Education, and data on Iowa students in all public and private institutions in that state were collected.
- Results of a study of out-of-state students in Minnesota public institutions were secured.
- The combination of the Missouri and Minnesota data with the information collected by direct institutional contact therefore included 61.8 per cent of the enrollments in the four states.
- Excluded from the survey were the bordering states of Illinois and Wisconsin.
  - The greatest number of Iowa students enrolled in Illinois schools, according to the 1963 survey, were in private institutions.
    - The 100 private Illinois schools enrolled 800 Iowans in 1963, and it was concluded that a survey of these schools would not be fruitful within the time limitations of the study.
    - These conclusions also applied to the relatively small enrollments in Illinois public institutions.
    - There is no centralized data collection on student origins in Illinois.
  - Wisconsin was the recipient of only a small number of Iowa students in 1963, and it was assumed that this state continued to be a relatively minor factor in Iowa out-migration.



Gustavus Adolphus •  
• Mankato State

• St. Olaf College  
• Carleton College

• Rochester State

• College of St. Teresa  
• St. Mary's College

• Augustana  
• Sioux Falls College  
• Worthington State

• Austin State

SCHOOLS WITHIN 50 MILES OF IOWA'S NORTHERN,  
WESTERN AND SOUTHERN BORDERS ENROLLING  
THE BULK OF IOWA OUT-MIGRANT STUDENTS

• Yankton College  
• University of South Dakota

• Wayne State

-75-

• Dana

• Creighton University of Omaha

• Concordia  
• University of Nebraska  
• Nebraska Wesleyan

• Peru State

• Tarkio

• Northwest Missouri State

• Northeast Missouri State

PROFILES OF  
RECEIVING STATES

- The schools in the survey represent an enrollment of 80,836 and report 8,281 Iowa students.
- Additional data from Missouri and Minnesota bring the total of enrollments covered to 238,746, of which 9,453 students are reported to be from Iowa.
- Exhibit IV-13 ranks the reporting schools in descending order of Iowa students enrolled and indicates the percentage in each school, while Exhibit IV-14 presents a profile of the major receiving states.
- Missouri is the largest recipient of Iowa students with a total of 3,643.
  - Public institutions are attended by 3,260, or 89.5 per cent of these; and 2,822, or 77.5 per cent of the total are enrolled in Northeast Missouri State and Northwest Missouri State.
  - Private institutions enrolled 383, or 10.5 per cent; Tarkio College, Tarkio, Missouri (the closest private school to the Iowa border) leads private institutions with an enrollment of 63 Iowa students.
  - Of the 262 Iowa students attending the four campuses of the University of Missouri, 104 are graduate students.
- Nebraska ranks second as a recipient of Iowa students, with a total of 2,602.
  - Approximately one-half (1,243) of the Iowa students in the survey attended two state colleges (Peru State and Wayne State) and the Municipal University of Omaha.
  - The balance attended four private institutions, with Creighton University, Omaha, leading with 613.
- Third ranking recipient is Minnesota, with 1,918 Iowa students reported in the survey.

MAJOR INSTITUTIONS IN BORDERING STATES RECEIVING STUDENTS FROM IOWA

Institution	Location	Affiliation	Type	Fall 1967		Per Cent Iowa Enroll- ment
				Total Enroll- ment	Iowa Enroll- ment	
Northwest Missouri State	Maryville	State	4-year	4,194	1,473	35.1%
Northeast Missouri State	Kirksville	State	4-year	5,335	1,349	25.3
University of South Dakota	Vermillion	State	University	4,602	934	20.3
Mankato State College	Mankato, Minn.	State	4-year	11,304	880	7.8
Wayne State College	Wayne, Nebr.	State	4-year	2,961	659	22.3
Creighton University	Omaha, Nebr.	Church	University	4,114	613	14.9
Municipal University of Omaha	Omaha, Nebr.	Municipal(a)	University	9,400	422	4.5
Dana College	Blair, Nebr.	Church	4-year	1,221	367	30.1
Augustana College	Sioux Falls, S. D.	Church	4-year	2,017	228	11.3
University of Nebraska	Lincoln	State	University	18,000	199	1.1
St. Olaf College	Northfield, Minn.	Church	4-year	2,536	192	7.6
Peru State College	Peru, Nebr.	State	4-year	1,006	162	16.1
Rochester State College	Rochester, Minn.	State	2-year	2,039	123	6.0
College of St. Teresa	Winona, Minn.	Church	4-year	1,136	115	10.1
Sioux Falls College	Sioux Falls, S. D.	Church	4-year	1,053	107	10.9
Concordia Teachers College	Seward, Nebr.	Church	4-year	1,346	106	7.9
Nebraska Wesleyan University	Lincoln	Church	4-year	1,400	74	5.3
Tarkio College	Tarkio, Mo	Church	4-year	687	63	9.2
Worthington State College	Worthington, Minn.	State	2-year	627	60	9.6
St. Mary's College	Winona, Minn.	Church	4-year	1,138	44	3.9
Carleton College	Northfield, Minn.	Independent	4-year	1,376	39	2.8
Austin State College	Austin, Minn.	State	2-year	983	28	2.8
Gustavus Adolphus College	St. Peter, Minn.	Church	4-year	1,785	23	1.3
Yankton College	Yankton, S. D.	Church	4-year	576	21	3.6
Total Institutions Surveyed				80,836	8,281	10.2
All other Missouri public				66,248	438	0.7
All other Missouri Private				18,284	320	1.8
All other Minnesota public				73,378	414	0.6
Total				238,746	9,453	4.0

(a)Merging with the University of Nebraska.

PROFILE OF MAJOR STATES AND INSTITUTIONS  
RECEIVING IOWA STUDENTS

Institution	Enrollment		Iowa Students	
	Public	Private	Public	Private
<b>Nebraska</b>				
Concordia Teachers College		1,346		106
Creighton University		4,114		613
Dana College		1,221		367
Nebraska Wesleyan		1,400		74
Municipal University of Omaha	9,400		422	
Peru State	1,006		162	
Wayne State	2,961		659	
University of Nebraska	18,000		199	
Subtotal	31,367	8,081	1,442	1,160
	39,448		2,602	
<b>South Dakota</b>				
Augustana College		2,017		228
Sioux Falls College		1,053		107
Yankton College		576		21
University of South Dakota	4,602		934	
Subtotal	4,602	3,646	934	356
	8,248		1,290	
<b>Minnesota</b>				
Carleton College		1,376		39
College of St. Teresa		1,136		115
Gustavus Adolphus		1,785		23
St. Mary's College		1,138		44
St. Olaf College		2,536		192
Austin State	983		28	
Mankato State	11,304		880	
Rochester State	2,039		123	
Worthington State	627		60	
All other public institutions	73,378		414	
Subtotal	88,331	7,971	1,505	413
	96,302		1,918	
<b>Missouri</b>				
Tarkio College		687		63
Northeast Missouri State	5,335		1,349	
Northwest Missouri State	4,194		1,473	
All other private schools		18,284		320
All other public institutions	66,248		438	
Subtotal	75,777	18,971	3,260	383
	94,748		3,643	
<b>Grand Total (Four States)</b>	200,077	38,669	7,141	2,352
	238,746		9,453	

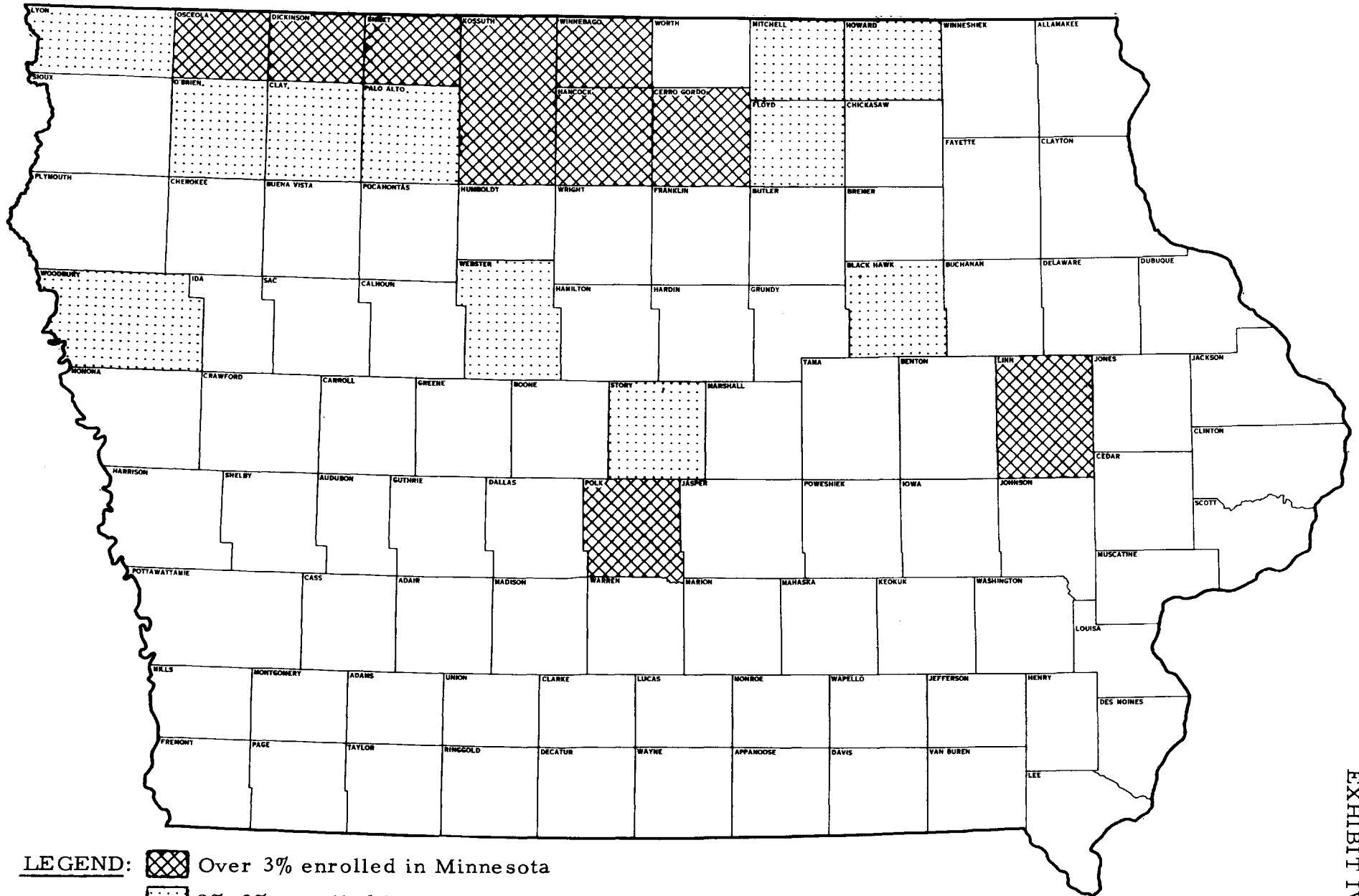
STUDENT MIGRATION CHARACTERISTICS (Cont'd)

- The great majority, 78.5 per cent, attend public institutions, primarily the state colleges and state junior colleges; Mankato State College enrolled the largest number - 880 Iowans.
- Private institutions in the survey enrolled 21.5 per cent of the Iowa students.
- Out of 113,879 students in higher education in Minnesota, 96,302 were covered by the survey; not covered were private schools over 50 miles from the Iowa border, which had 17,577 students enrolled.
- South Dakota institutions in the survey enrolled 1,290 Iowa students.
  - The University of South Dakota enrolled 934 Iowans, 20.3 per cent of its 4,602 students.
  - Three private colleges, led by Augustana in Sioux Falls with 228, enrolled the remaining 365 students.
  - The four schools within 50 miles of the Iowa border represented 32.1 per cent of South Dakota college enrollments; comparison of data collected with the results of the 1963 Office of Education survey indicates that the great bulk of Iowa students in the state are concentrated in these institutions.



ORIGIN  
OF IOWA  
OUT-MIGRANTS

- The 24 schools surveyed were requested to give residence information on their Iowa students.
  - Three schools, representing 701 Iowa students, were unable to supply the requested information.
  - Data from the remaining 21 institutions were converted into Iowa county locations and are shown graphically in Exhibits IV-15, IV-16, IV-17 and IV-18.

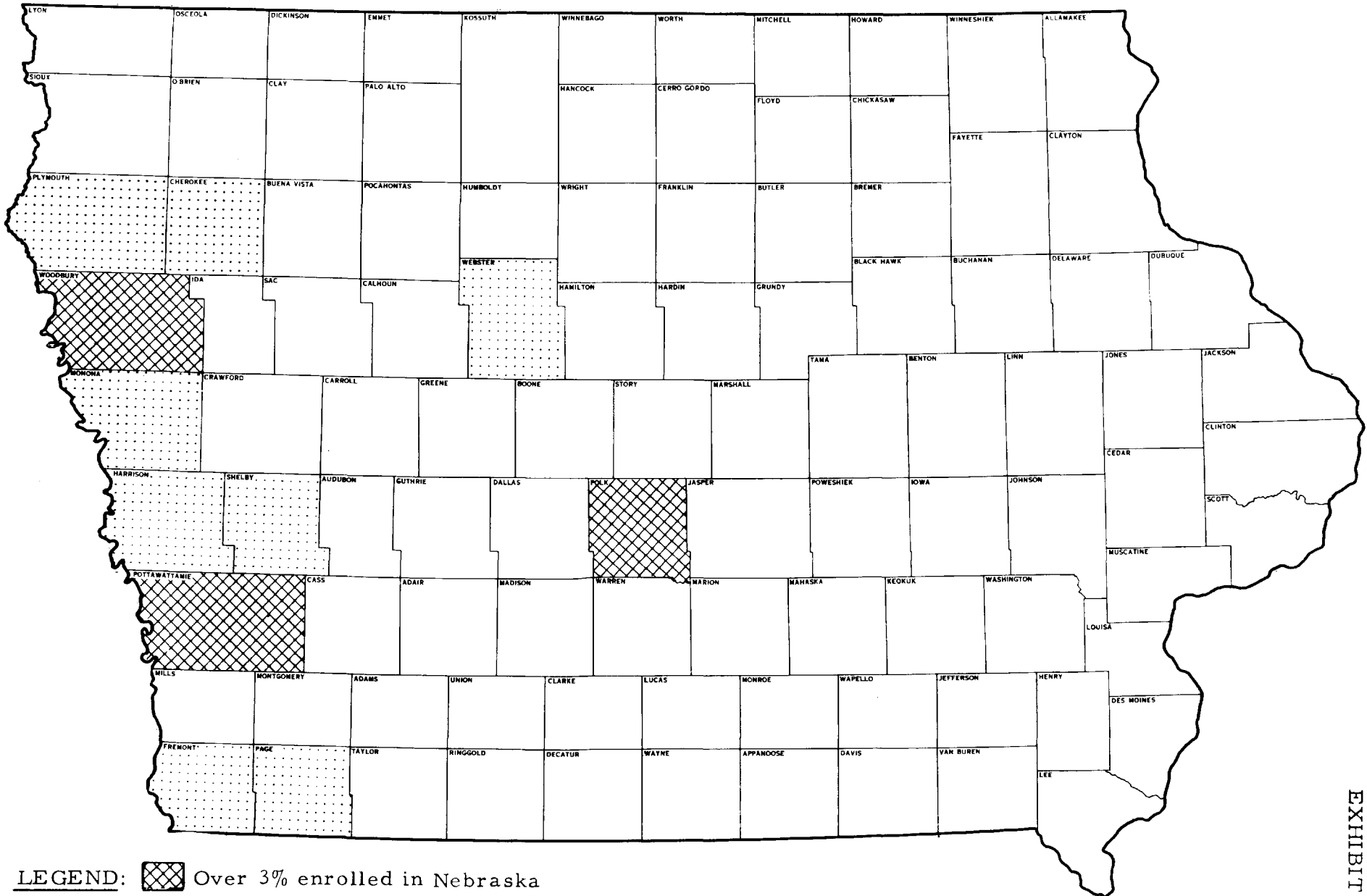
MAJOR COUNTY ORIGINS OF IOWA STUDENTS  
ENROLLED IN MINNESOTA HIGHER EDUCATION





- 80 -

**LEGEND:**  Over 3% enrolled in Minnesota  
 2% - 3% enrolled in Minnesota

# MAJOR COUNTY ORIGINS OF IOWA STUDENTS ENROLLED IN NEBRASKA HIGHER EDUCATION

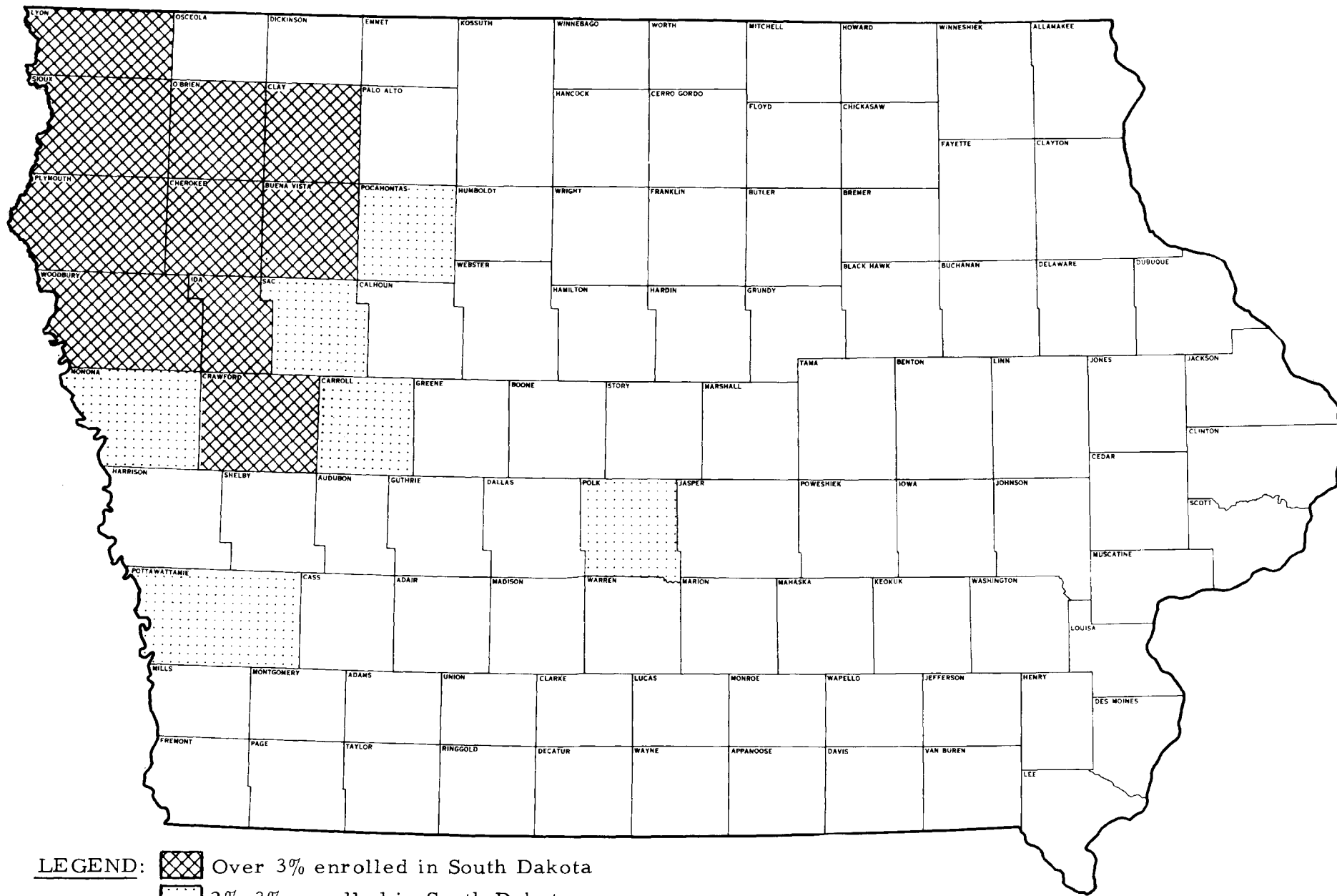


**LEGEND:**  Over 3% enrolled in Nebraska  
 2% - 3% enrolled in Nebraska





## MAJOR COUNTY ORIGINS OF IOWA STUDENTS ENROLLED IN SOUTH DAKOTA HIGHER EDUCATION

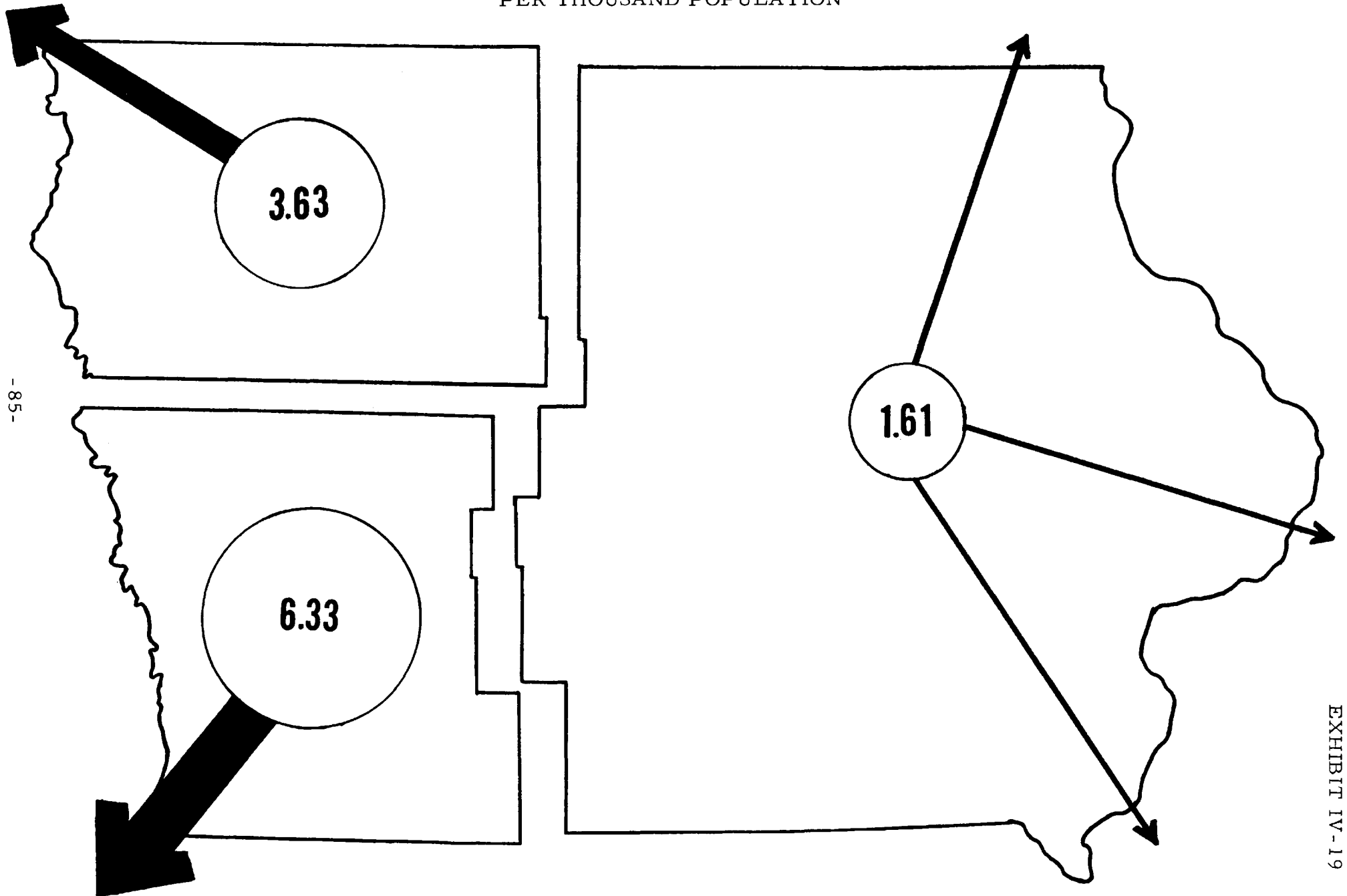


**LEGEND:**  Over 3% enrolled in South Dakota  
 2%-3% enrolled in South Dakota

STUDENT MIGRATION CHARACTERISTICS (Cont'd)

- The data indicate a definite tendency for Iowa out-migrants to attend schools in the proximity of their home residences.
  - Twenty-one Iowa counties may be classed as heavy senders of students to Minnesota.
    - Of these 21 counties, 15 are in the northern top tiers of Iowa counties (Exhibit IV-15).
  - Eleven Iowa counties are large exporters of students to Nebraska; 10 of these 11 are on the western border of the State (Exhibit IV-16).
  - Twenty-eight Iowa counties send large numbers of students to Missouri; 22 of these counties may be classed as being in the southern third of the State, bordering Missouri (Exhibit IV-17).
  - Sixteen Iowa counties export the largest number of students to South Dakota.
    - The bulk of these counties are in the northwestern part of the State adjacent to the South Dakota border (Exhibit IV-18).
- There is a tendency for greater out-migration from Western Iowa, and especially Southwestern Iowa, than from the rest of the State.
  - Exhibit IV-19 shows three regions of the State and the number of student out-migrants per thousand population from each region.
    - While the population of Southwest Iowa is less than that of Northwest Iowa, more students left the southwest region to attend schools in other states.
    - A larger number of students in Western Iowa left the State than in the balance of the State, although Western Iowa's population represents only slightly over one-quarter of the total population.

REGIONAL DISTRIBUTION OF IOWA STUDENT OUT-MIGRATION  
PER THOUSAND POPULATION



- Exhibit IV-20 more clearly defines the regional variations in student out-migration.
  - o Southwestern Iowa, with 12.2 per cent of the population, exports 31.2 per cent of the total out-migrating students.
  - o Northwestern Iowa, with 16.2 per cent of the population, exports 28.1 per cent of the students.
  - o The schools, and states, chosen by residents of the two western regions are those which are close to the borders of the respective states.

RESULTS OF  
HIGH SCHOOL  
FOLLOW-UP ANALYSIS

- As a means of further identifying regional differences in college out-migration, data from the most recently available (1965) high school graduate follow-up study conducted by the Department of Public Instruction was analyzed; significant findings, shown in Exhibit IV-21, can be summarized as follows:
  - The percentage of high school graduates in 1965 who went on to college is similar for all areas of the State except Southwest Iowa, which appears significantly lower.
  - While the regional percentages of those who attend college in the State vary somewhat, Southwest Iowa appears to send a significant number of its high school graduates to other states in comparison with other regions of the State.

REGIONAL  
DIFFERENCES  
IN IOWA  
ENROLLMENTS

- Estimates of the 18-21 years age-group prepared for this study were compared with the 1967 fall enrollments of Iowa residents in Iowa schools by county in order to identify any regional differences in college enrollment within the State.

REGIONAL DISTRIBUTION OF IOWA STUDENT OUT-MIGRATION

Receiving State	Northwest		Southwest		Total West		Balance Of State		Total
	Number To	Per Cent To	Number To	Per Cent To	Number To	Per Cent To	Number To	Per Cent To	
	Receiving State	Receiving State	Receiving State	Receiving State	Receiving State	Receiving State	Receiving State	Receiving State	
Minnesota	514	40.8%	33	2.6%	547	43.4%	713	56.6%	1,260
Missouri	98	3.6	926	34.4	1,024	38.0	1,665	62.0	2,689
Nebraska	617	28.9	1,134	53.2	1,751	82.1	381	17.9	2,132
South Dakota	<u>781</u>	73.5	<u>137</u>	12.9	<u>918</u>	86.4	<u>144</u>	13.6	<u>1,062</u>
Total	2,010		2,230		4,240		2,903		7,143
Per Cent Of Total Outmigrants	28.1%		31.2%		59.4%		40.6%		100.0%
Regional Population Per Cent (1960 Census)	16.2%		12.2%		28.4%		71.6%		100.0%

MIGRATION OF IOWA HIGH SCHOOL GRADUATES(a)

<u>Region</u>	<u>Total Graduates Surveyed</u>	<u>Per Cent Attending College</u>	<u>Per Cent Attending In State</u>	<u>Per Cent Attending Out Of State</u>
Total State	40,927	45.4%	77.5%	22.5%
Eastern Iowa(b)	29,087	45.7	81.5	18.5
Western Iowa(b)	11,840	44.6	67.4	32.6
Northwestern Iowa(b)	6,431	47.9	72.9	27.1
Southwestern Iowa(b)	5,409	40.6	59.7	40.3

(a)Source: Graduate Follow-Up, 1965 High School Graduates,  
Data On Schools, 1966 Edition, Department of  
Public Instruction.

(b)These regional delineations are identical to those  
referred to in previous discussions.

STUDENT MIGRATION CHARACTERISTICS (Cont'd)

- The figures, as shown in Exhibit IV-22, while not exactly comparable, indicate regional differences which can be summarized as follows.
  - Of the 18-21 years age-group in Western Iowa, 60.4 per cent attended Iowa schools as compared with a Statewide average of 66.6 per cent.
  - The percentage in Northwest Iowa, 69.7 per cent, was higher than the average for the State.
  - The percentage in Southwest Iowa, 48.0 per cent, is significantly lower than other regions in the State.

PERCENTAGE OF ESTIMATED 18-21 AGE-GROUP (1968)  
ENROLLED IN ALL IOWA INSTITUTIONS, FALL 1967

	<u>Estimated 18-21- Year-Olds, 1968</u>	<u>Enrollment In All Iowa Higher Education, Fall, 1967</u>	<u>Percentage Of 1968 18-21 Age-Group Enrolled In Iowa Schools</u>
Total State	<u>91,188</u>	<u>60,683</u>	<u>66.6%</u>
Western Iowa	23,768	14,365	60.4
Northwest Iowa	13,591	9,477	69.7
Southwest Iowa	10,177	4,888	48.0
Balance of State	67,420	46,318	68.7



## SUMMARY AND CONCLUSIONS

This section summarizes the foregoing discussion and presents conclusions relevant to a study of a new institution in Western Iowa.

### IOWA'S POPULATION

- Iowa's population growth from 1950 to 1960 was at a lesser rate than that for the U. S.
  - Iowa's annual growth of 0.4 per cent compared with a national average of 1.7 per cent during the decade.
- The rate of population increase varied regionally within the State.
  - Western Iowa grew less rapidly than the balance of the State, and Southwestern Iowa actually lost population.
- The most realistic Federal projection of Iowa's population to 1985 indicates that the trend toward stability of population will continue, with but a small increase in number.
  - Primary contributing factors are a continuation of the high rate of out-migration and the current trend toward a low birthrate.

### IOWA COLLEGE-GOING POTENTIAL

- The recent population studies by Dr. John Hartman, conducted for the office of Planning and Programming, were adopted by Cresap, McCormick and Paget as the basis for further investigations of college-going potential in the State.
- The 18-21 years and 22-25 years age cohorts developed from the Hartman projections were taken to represent the college-going potential for undergraduate and graduate enrollments respectively.
- Forecasts of these age cohorts were made by sex and by county for the years 1968 through 1978, 1983 and 1988.

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## SUMMARY AND CONCLUSIONS (Cont'd)

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- An eight-year history, 1960-67, of college going by Iowa students was developed and applied to the college potential forecasts through 1988.
  - The college-going potential increases from 102,370 in 1968 to over 170,000 in 1988, an increase of 66.8 per cent in the period.

### STATEWIDE ENROLLMENT FORECASTS

- Enrollment forecasts in the three major sectors of higher education were made on the basis of the foregoing analysis of college-going potential and special studies and interviews with representatives of many of the State's colleges and universities.
  - Total enrollment in the Regents' schools in 1988 is forecast at 75,000.
  - Enrollment in the area schools in 1988 is seen at 26,500.
  - Private enrollment (including junior colleges) is forecast at 63,000 in 1988.
- The combined enrollment in higher education in 1988 is forecast at 163,620.

### STUDENT MIGRATION CHARACTERISTICS

- This analysis and the forecasts for enrollments in higher education by 1988 represent a pure statistical exercise unmodified by the important factor of student out-migration.
- A survey conducted by Cresap, McCormick and Paget found a definite tendency for Iowans to migrate to schools in the bordering states to the south, west and north - and furthermore, to concentrate their enrollments in these states in schools near the borders of Iowa.

- The four heaviest recipients of out-migrating Iowa students were the states of Missouri, Nebraska, South Dakota and Minnesota.
  - The survey covered over 238,000 students enrolled in these states and identified almost 9,500 as coming from Iowa.
  - Iowa students in these four states were enrolled in public institutions over private schools in a ratio of three to one, and tended to gravitate to state colleges rather than state universities.
- A regional pattern of student out-migration has been identified that appears closely related to the proximity of the receiving schools in the bordering states of Missouri, Nebraska, South Dakota and Minnesota.
- Western Iowa, and especially Southwest Iowa, exports students in a higher ratio to its population than the rest of the State.

OVERALL  
CONCLUSIONS

- While Iowa's population will remain relatively stable in the next 20 years, college enrollments in all sectors will increase significantly, although at different rates.
- Present student out-migration in Southwestern Iowa indicates this region as the primary candidate for a new institution, and potential enrollments could be bolstered by the return of students who are now going elsewhere, out of the State.

V - IMPORTANT CONSIDERATIONS AFFECTING  
STUDENT CHOICE OF COLLEGE

## IMPORTANT CONSIDERATIONS AFFECTING STUDENT CHOICE OF COLLEGE

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The preceding chapter has identified student out-migration from Western Iowa, and especially Southwestern Iowa as a significant factor in enrollments. This chapter discusses some of the factors that could affect a student's decision to leave the State, and points out important policies that might contribute to the potential of a new school in Western Iowa.

### ADMISSIONS AND TUITION POLICIES

- A summary of tuition and admissions policies, shown in Exhibit V-1, indicates major differences among some of the major recipients of Iowa students.
  - The two Missouri state colleges, Northeast and Northwest, have the largest number of Iowa students and charge nonresident tuition comparable to the Regents' institutions.
    - While their admissions policies are comparable to those in Iowa, it is reliably reported that they were much less stringent just a short time ago.
  - Mankato State College, which ranks fourth in number of Iowa students, charges nonresident tuition comparable to that charged in Iowa, and will consider graduates of Northern Iowa high schools who are in the upper two-thirds of their class.
  - Tuition at the University of South Dakota is high compared with that of the Regents' institutions; it is reported that Sioux City students (a large source of Iowa enrollments) may be given some special admissions consideration regarding their class standing.
- A survey of Iowa private colleges indicates that the mean figure for 1968-69 tuition approaches \$1,250.
  - Admissions policies vary from school to school, but generally are regarded as somewhat less stringent than in the Regents' institutions.

SUMMARY OF UNDERGRADUATE TUITION AND ADMISSIONS  
POLICIES FOR SELECTED INSTITUTIONS

<u>Institution</u>	<u>Tuition- Nonresident</u>	<u>Admissions Policies-Nonresident</u>	<u>Iowa Students</u>
University of Northern Iowa	\$402 (resident)	Upper 1/2 of class (8.7% in lower 1/2 admitted, fall, 1967)	
State University of Iowa	\$410 (resident)	Upper 1/2 of class (8.8% in lower 1/2 admitted, fall, 1967)	
Iowa State University	\$405 (resident)	Upper 1/2 of class (4% in lower 1/2 admitted, fall, 1967)	
University of South Dakota	\$750	Upper 1/2 of class (but occasionally will take Sioux City students in lower 1/2 if test scores indicate promise)	934
University of Omaha	\$840	No cutoff on class rank	422
University of Nebraska	\$933	Upper 1/2 of class (but liberal admissions policy reported)	199 (Under- graduate)
Creighton University	\$1,230	Upper 1/2 of class (but about 15% are in lower 1/2 of class)	613
Wayne State-Peru State	\$630	Upper 1/2 of class or 50th percentile on ACT	821
Northwest-Northeast Missouri State	\$440	Upper 1/2 with a lee- way of 5% below	2,822
University of Minnesota	\$921	Not available (but 80% of freshmen reported to be in upper 2/5 of class)	44 (Under- graduate)
Mankato State	\$444	Graduates of Northern Iowa high schools in upper 2/3 of class	880

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IMPORTANT CONSIDERATIONS AFFECTING  
STUDENT CHOICE OF COLLEGE (Cont'd)

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INFLUENCE OF  
POLICIES IN  
BORDERING STATES

- Recruiting of Iowa students has been undertaken by some public institutions in surrounding states, especially in Missouri.
  - Until recently, Northwest Missouri State College actively recruited Iowa students; however, according to the Missouri Commission on Higher Education, recruiting no longer takes place.
  - Public policy in Missouri regarding out-of-state students, primarily from Iowa, has recently moved toward restricting the inflow of Iowa students.
    - The state colleges are at present committed to a 2 per cent annual reduction in numbers of nonresident students, according to the Missouri Commission on Higher Education.
  - Admissions standards and tuition charges for nonresidents have been raised recently at the state colleges.
  - The Missouri Commission, moreover, is considering a quota system for nonresidents which would drastically restrict nonresident enrollments at the state college.
    - As an alternative to quotas, Missouri would look favorably upon a cooperative arrangement whereby part of the cost of educating Iowa students would be borne by their home State.
- Formal extension classes have been conducted in Iowa by some out-of-State institutions.
  - The University of South Dakota currently offers several extension courses in Northwest Iowa, especially in Sioux City.
  - Northwest Missouri State College offered extension courses in Southwest Iowa in past years; however, at this time it is asserted that extension offerings in Iowa are prohibited.

IMPORTANT CONSIDERATIONS AFFECTING  
STUDENT CHOICE OF COLLEGE (Cont'd)

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- It is generally agreed that in certain areas of Iowa, there is a historic orientation to specific institutions in bordering states.
  - It has been stated that many in Southwestern Iowa look to Northwest Missouri State College as their primary institution and identify closely with it.
  - Somewhat the same attitude prevails among Northwest Iowans toward the University of South Dakota.



## VI - ORIGINAL CONCLUSIONS AND RECOMMENDATIONS

- Introduction
- Higher Education In Iowa
- Role, Scope And Mission Of A  
New Institution In Western Iowa
- Forecast Of Enrollment

## INTRODUCTION

This chapter presents the consultants' original conclusions and recommendations regarding higher education as it currently exists in Iowa; proposes the role, scope and mission of a new Western Iowa institution; and broadly forecasts the enrollments that it can expect, on the basis of its recommended character.

This first section reviews the major areas of inquiry in the study of a new Western Iowa institution.

- The 1967 legislation establishing a new institution of higher education in Western Iowa called for a planning study regarding its location, establishment, construction and operation.
  - The question of need was not within the scope of the study.
- In addition to the broad wording of the legislation, the State Board of Regents further charged the consultants with several specific areas of study:
  - Educational programs to be offered to best satisfy the needs of the State and of Western Iowa
  - The number and type of students to be served, immediately and in the long range
  - The target date for the opening of the new institution
  - The location of the new institution
  - The projected effect upon existing institutions of higher education
  - The cost of the new institution
  - Faculty recruitment problems that might arise from the establishment of the institution.
- The foregoing chapters have been concerned with necessary background information and enrollment projections; the conclusions and recommendations that follow concern the broad questions of educational programs and student enrollment projections.
  - Location and the three factors most directly affected by location - effect upon existing institutions, cost, and faculty recruitment problems - are treated in Volume II.

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## HIGHER EDUCATION IN IOWA

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This section presents conclusions regarding major program areas in Iowa higher education and other important factors that would affect the role, scope and mission of a proposed school in Western Iowa.

- The absence of a Statewide planning and coordinating agency, such as a Board of Higher Education, has hampered effective planning for higher education.
  - The recent establishment of the Coordinating Council for Higher Education represents a forward step, but the fact that the group is voluntary hampers its effectiveness.
  - The absence of a central repository of current institutional data for all Iowa colleges and universities makes it difficult to secure the educational overview that is necessary to plan effectively.
- Despite the lack of a central coordinating body, Iowa's institutions of higher education have generally been able to meet the needs of the State.
  - The State's long tradition of higher education and the commitment of its people to quality public and private education have won a high national reputation for Iowa's colleges and universities.
- The enrollment balance between the public and private areas, unusual in comparison with other Midwestern states, has brought about a favorable relationship between the two sectors and a mutual awareness and sensitivity to the goals and problems of each.
  - These circumstances have led to the development of comprehensive program offerings to meet Iowa's needs.
  - The liberal arts program is offered in all areas of higher education.
    - Eleven area schools offer two-year liberal arts programs aimed to prepare students for transfer to other institutions.
    - The six private junior colleges emphasize the liberal arts transfer curriculum.
    - The 26 private colleges reflect the liberal arts tradition and offer a comprehensive program.
    - Liberal arts is a major offering of the three Regents' institutions.

HIGHER EDUCATION IN IOWA (Cont'd)

- Graduate and professional education is concentrated at the three Regents' schools and at Drake University.
  - o In 1963, Iowa, with 1.5 per cent of the nation's population, granted 3 per cent of all United States Doctor's degrees and 1.2 per cent of the Master's degrees.
  - o The channeling of graduate and professional education to the three public universities and Drake University is generally considered to be an efficient utilization of the State's educational resources.
- The recent expansion of vocational-technical offerings through the new Statewide system of area schools should result in the closing of a serious gap in the State's educational programs.
  - o The consolidation of vocational-technical education with the existing and planned public junior colleges has not been without problems and controversy.
  - o The expected accelerated growth of the area schools is viewed by many, especially in the private colleges, as deeply affecting the well-being of existing institutions.
- If any gap in Iowa higher education exists, it is in the area of degree credit extension offerings.
  - The Proposal for Progress found degree credit extension courses in short supply, especially in Western Iowa.
    - o The Regents' institutions have traditionally offered a wide variety of short courses and conferences throughout the State.
    - o Most degree credit courses have been directed toward graduate education for teachers.
  - Until recently, Drake University offered many credit courses throughout the State.
    - o Many Western Iowans considered that Drake filled extension needs to a greater degree than the Regents' schools.

- The University of South Dakota and, until recently, Northwest Missouri State College, cross state lines to offer courses in Western Iowa.
  - o In the fall of 1967, for example, the University of South Dakota offered six credit courses in Northwest Iowa.
  - o Courses offered by the University of South Dakota included American Foreign Policy and The British Novel, as well as graduate education courses for teachers.

ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA

On the basis of study findings and conclusions regarding the needs of Iowa higher education, the following general design objectives, specific design considerations, academic characteristics and admissions policies were originally developed for a new institution in Western Iowa by Heald, Hobson and Associates, educational consultants.

GENERAL  
DESIGN  
OBJECTIVES

- The new State-supported institution of higher education to be located in Western Iowa should be designed to meet the following objectives.
  - It should offer educational opportunities to students from the entire State, particularly certain opportunities which may not be available in existing public institutions.
  - It should meet the desires and needs of the many students in Western Iowa now leaving Western Iowa to attend institutions of higher education in other states.
  - It should serve as a center for culture, cultural development and cultural stimulation in Western Iowa.
  - V - It should provide special inservice programs for teachers in Western Iowa, with opportunities for Master's-level work in education.
  - It should serve as a center of continuing education by initiating or cooperating with existing institutions in the development of both credit and noncredit programs in undergraduate, graduate and adult education.
  - V - It should create and maintain a major library resources and services center that would be utilized by the faculties and students of all levels of educational insitutions in Western Iowa as well as by the general public.

ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA (Cont'd)

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- It should cooperate and coordinate with, and support, public and private colleges, universities, area schools and private junior colleges, with a minimum of duplication and competition.
  - o Every effort should be made to work with area schools and private junior colleges to develop sound transfer programs.
- It should support, strengthen and supply students to the existing Regents' institutions, and compete as little as possible with them for funds, students and programs.
- Finally, it should stimulate a higher percentage of high school graduates in Western Iowa to seek a college education.

SPECIFIC DESIGN  
CONSIDERATIONS

- Every attempt should be made to minimize competition in special program areas and special services.
  - It should be accepted, however, that some competition for funds and students encourages more effective use of resources and is, therefore, healthy.
- ✓ ● The new institution should differ in emphasis from the graduate-level, research-oriented Regents' universities with their nationally recognized programs of advanced studies and research.
  - The new institution should offer special and flexible programs, differing from those currently offered in other institutions and these programs should be designed to attract students Statewide.
- The new institution should serve a wide range of students.
  - Attention should be given to students who may have marginal or deficient qualifications for admissions to the three Regents' institutions but who may still seek Baccalaureate-level academic and preprofessional education, and deserve an opportunity to attain such education.

ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA (Cont'd)

- The school should also serve the above-average or superior student who would be readily admitted elsewhere but who prefers to remain in Western Iowa or who desires the unique and special opportunities available at the new institution.
- The new institution should attract and provide a satisfactory environment for a faculty oriented to teaching.
  - Primary interest should be in innovation and experimentation, and in the development of an undergraduate educational experience that offers maximum opportunity, assistance and motivation for superior and average students as well as for those with deficient preparation and qualifications for admission to the existing Regents' institutions.
  - ✓ - Emphasis should be on teaching and educational experimentation rather than on research and advanced scholarly effort.
- The new institution should be free to develop its own character and image.
  - It should establish its own traditions and approach, within general guidelines established by its governing body.
  - Initial plans should be broadly general, leaving most of the program details and organizational structure to the President and his staff, who would be assisted by an advisory committee and its governing body.
  - Specific program areas and levels that are to be excluded should be clearly defined at the outset.
    - A competent administrative staff and faculty would be much easier to attract if plans can be developed within broad but clear guidelines.
- A period of two to four years should be allowed after selection of the president, his senior staff and academic leadership for detailed program and facility planning.



ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA (Cont'd)

ACADEMIC  
CHARACTERISTICS

- The following academic characteristics are recommended.
  - The basic framework should be that of a four-year residential undergraduate school with a broadly based and comprehensive liberal arts curriculum covering the humanities, the arts, the social sciences and the natural sciences, with programs adapted to four major groups of students:
    - The student in the lower half of his high school graduating class
    - The regular student meeting present admission standards of the three Regents' institutions
    - The exceptional student having academically superior and specialized abilities (e. g. , in the performing arts, certain areas of science, and design)
    - Transfer students from the area schools entering in the junior year.
  - Flexible programs of study throughout the four years should be developed so that students can move through the degree requirements at their own pace.
    - An unusual amount of counseling, guidance and flexibility of program would be required to meet the student's needs, interests and abilities.
  - Professional programs to the terminal degree (engineering, agriculture, medicine, dentistry, law and business at the Master's level) should be limited or excluded, and there should be no professional schools or colleges (e. g. , School of Education, School of Business).
    - However, students should be given the opportunity to complete certification requirements for teaching.

ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA (Cont'd)

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- Degrees beyond the B. A. or B. S. should not be offered, with the following exceptions:
  - o Programs toward the M. A. , M. S. or M. A. T. in Education for inservice teachers, drawing upon the relevant faculties and offerings of the entire institution
  - o Graduate level continuing education in cooperation with the existing Regents' institutions that could, for some individuals, lead to graduate degrees granted by these institutions.
- Specialization in areas of business and management at the undergraduate level should be offered in order to prepare graduates for work in business and industry in the region.
- Consideration should be given to the clustering of students in groups of 800 to 1,000, preferably in one residential area for each group.
  - o The groups would be clustered in special areas of academic emphasis, with a nucleus of faculty advisers and academic program leaders.
  - o Common libraries, laboratories and major facilities would, however, be utilized.
- Two year terminal programs (vocational-technical or other) should be excluded, except for the possibility of an Associate of Arts degree for the student who chooses not to continue to the Baccalaureate degree but who can still meet minimum academic standards.
  - o Students with aptitudes for vocational-technical training should be encouraged to transfer to an area school.
- Particular emphasis should be placed on continuing education.
  - o Noncredit cultural, professional or technical programs should be developed for adults with emphasis on self-study to supplement group or class presentations in Western Iowa.
  - o Vocational-technical programs available in area schools should not be offered as part of continuing education.

ROLE, SCOPE AND MISSION OF A NEW  
INSTITUTION IN WESTERN IOWA (Cont'd)

- Particular attention to the performing and creative arts should be a major undertaking of the new institution.
  - o Means of bringing individual artists and groups (faculty, student and visiting) in drama, opera, ballet and the visual arts to the centers of Western Iowa population should be developed.
  - o Carrying the arts to the communities should be stressed, rather than setting up an elaborate and expensive arts center at the institution.

ADMISSIONS  
POLICIES

- Policies for admission, while partly paralleling the present Regents' standards, should have more flexibility, and a special admissions and counseling staff should be provided to implement them.

- How differ from here?*
- Iowa high school students with lower test scores, and in the lower half of their class, should be admitted upon evidence or judgment that they possess latent ability and motivation and have a reasonable chance of satisfactory performance with the aid of expanded counseling and special programs.
  - Policies should be predicated upon a flexible time of residence within the freshman and sophomore years.
  - Reasonable standards for admission by transfer to the junior year should be maintained, but should be sufficiently flexible to give the late maturing, less well-motivated, or marginal student every chance for success.

GOVERNANCE

- The responsibility for the overall governance of the new institution should be vested with the Board of Regents.
  - The institution should have its own President and administrative staff capable of successfully implementing and furthering its unique mission.

## FORECAST OF ENROLLMENT

This section outlines the factors involved in a forecast of enrollments for the type of institution recommended, and tentatively projects enrollments for planning purposes.

### BASIC POTENTIAL FOR A NEW INSTITUTION

- While Iowa's population is projected to grow only slightly through 1985, the increased rate of college going is expected to increase enrollments in higher education substantially.
- The projection of college-going students in the population, combined with enrollment forecasts in Iowa's colleges and universities, is found in Exhibit VI-1.
  - The net differential in the two estimates constitutes basic potential for a new college.
    - The student potential increases from an estimated 370 students in 1968 to 7,200 by 1980.
    - Only a slight growth in enrollment potential is forecast from 1978 to 1988.

### THE OUT-MIGRATION FACTOR

- To the estimated student potential of a new institution must be added the enrollment that could accrue from a greater retention of students who are now out-migrating.
  - The study of student out-migration indicates that there are significant numbers of students who choose schools near their homes, even if the schools are in other states.
  - In addition to the proximity factor, the choice of school tends to be related to tuition costs and admissions policies.
    - Tuition charges of popular out-of-State institutions are generally competitive with the Regents' schools.

STUDENTS AVAILABLE FOR WESTERN IOWA UNIVERSITY

<u>Year</u>	<u>Projection Of College-Going Students(a)</u>	<u>Forecast Enrollment, Present Schools(b)</u>	<u>Student Potential For A School In Western Iowa(c)</u>
1968	102,370	102,000	370
1969	110,740	107,740	3,000
1970	117,350	112,400	4,950
1971	122,500	117,000	5,500
1972	127,460	121,560	5,900
1973	131,850	125,700	6,150
1974	136,500	130,100	6,400
1975	140,800	134,200	6,600
1976	145,000	138,200	6,800
1977	148,800	141,900	6,900
1978	151,500	144,500	7,000
1983	163,150	156,000	7,150
1988	170,820	163,620	7,200

NOTE: This student potential does not include a factor for resultant changes in forecasts.

(a) From population forecast.

(b) From CMP forecasts.

(c) Net difference between columns one and two.

- o Admissions policies of several popular out-of-State schools, as discovered through available data and interviews, can be considered less stringent than those of the Regents' institutions.
- Potential exclusion policies of bordering states, such as those discussed for the State of Missouri, would have some effect upon Iowa students who now cross the borders.

OTHER  
CONSIDERATIONS

- The recommendation that the institution not offer comprehensive graduate programs, but that it emphasize the liberal arts and special programs for undergraduate students, must be taken into account when forecasting enrollments.
- Slight variations in estimates of enrollment potential could occur because of variations of drawing power of the communities under final consideration for the location of the institution.

ENROLLMENTS  
FOR PLANNING

- Exhibit VI-2 presents two estimates of enrollment for the proposed institution.
- The calculated enrollment potential is derived from the foregoing analysis of students available in the State.
  - The figures assume that all present student out-migrants will continue to attend out-of-State schools.
  - The figures reflect undergraduate student potential only, since it is assumed that the new institution will offer few graduate programs.
  - The projected enrollments assume that a new school could be opened in the fall of 1968 from the standpoint of student availability only.

COMPARISON OF BASIC ENROLLMENT PROJECTIONS  
WITH RECOMMENDED ENROLLMENT PROJECTIONS

A - Calculated Enrollment Potential For A New Institution(a)		B - Recommended Enrollment For Planning The New Institution(b)	
<u>Year</u>	<u>Enrollment</u>	<u>Year Of Operation</u>	<u>Enrollment</u>
1968	370	1st	1,250
1973	6,150	5th	5,500
1978	7,000	10th	8,400
1983	7,150	15th	8,550
1988	7,200	20th	8,550

(a)Based on the assumption that the school could open in the fall of 1968 and that enrollments would not be affected by changes in current out-migration patterns, etc.

(b)Based on the assumption of a reasonable delay of at least three years for funding and construction of facilities and adherence to a program of planned growth.

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FORECAST OF ENROLLMENT (Cont'd)

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- The recommended enrollment potential is derived from the calculated potential and is modified by several factors:
  - An estimate of students enrolling in the new institution who would otherwise attend schools in Missouri, Nebraska, South Dakota and Minnesota
  - An evaluation of balanced growth necessary to implement the educational goals of the institution effectively.
  - An assumption that the new campus would realistically be opened within three to five years rather than immediately, because of lead times required in appropriation of funds and construction of buildings.
- The recommended enrollment projections, therefore, should be used as the basis for planning even though this may require initial control of enrollment to ensure manageable growth.
- It is further recommended that, while a maximum of 8,550 students is projected for the 20th year, the campus be located and designed for at least 10-12 thousand students in the decades beyond the scope of this report.



VII - DECISIONS OF THE REGENTS

This chapter discusses the actions of the Board of Regents regarding the key recommendations. The modifications resulting from the Board's decisions are then outlined.

### INTRODUCTION

- During the study, representatives of Cresap, McCormick and Paget met with the State Board of Regents several times in order to review progress and secure Board approval of certain key recommendations.
- In order to begin location evaluation studies, the consultants met with the Board in June 1968, to secure approval of two major recommendations:
  - The role and scope of the proposed institution
  - Its general location.
- Approval of the recommended role and scope of the institution was required in order to guide the consultants in their estimates of enrollment which, when developed, would be an important determinant in the design of physical facilities.
- A discussion of the Board's decisions regarding location will be presented in Volume II.

### REVIEW OF ROLE AND SCOPE RECOMMENDATIONS

- The presentation to the Board of the recommendations regarding role and scope, discussed in greater detail in Chapter VI, can be summarized as follows.
  - There are no major gaps in higher educational offerings in Iowa.
    - o However, there is a lack of educational opportunity in the Regents' institutions for students graduating in the lower half of their high school classes.
  - The proposed institution should be a four-year residential liberal arts school.

- The school should offer a broadly-based liberal arts curriculum with special programs for four groups of students:
  - o The student in the lower half of his high school graduating class
  - o The student who can meet the present admission standards of the three Regents' institutions
  - o The exceptional student having academically superior and specialized abilities
  - o The transfer student from area schools entering in the junior year.
- Flexible programs of study should be developed so that the degree requirements could be met at a faster than average rate for some and a slower than average rate for others.
- In line with its recommended role and mission, the school should be designed for a maximum of 10-12 thousand students in 1988, or the 20th year of its operation.

ACTION OF  
THE BOARD

- Considerable discussion followed the presentation of the recommendations, the salient points of which can be summarized as follows.
  - Some Board members felt that the recommendation that the new school offer a flexible admissions policy in order to meet the needs of students in the lower half of their high school classes is inconsistent with the historical mission of the Regents' institutions.
    - o One Board member stated that "... this mission had been to serve the upper half of the high school graduating class with some exceptions and [the mission] had been acquiesced [in] by the legislature. "
    - o It was further stated that the recommended lowering of admission standards could result in the eventual lowering of standards at existing Regents' schools.

DECISIONS OF THE REGENTS (Cont'd)

- Under questioning by the Board, the consultants offered the following observations.
  - o The proposed innovative aspects would assist in attracting faculty.
  - o The innovative aspects could require a lower faculty-student ratio and thus result in higher cost.
  - o The broad programs aimed at the four types of students are designed to complement one another, and the exclusion of one or more would result in a significant change in the character of the institution.
- At the conclusion of the discussion, the Board approved a motion stating that "if there is to be a new State institution of higher learning in Western Iowa, it should be a four-year liberal arts college of high quality. "
- In the following month, at its July meeting, the Board voted to change the role and scope recommendations included in a memorandum of understanding with the architectural consultants, and the following motion was unanimously approved:
  - "This institution shall have admission policies conforming to present rules and regulations of the Board of Regents. "

DISCUSSION

- The actions of the Board of Regents at the June and July meetings clearly changed the character of the proposed institution from that recommended by the consultants.
  - The decision of the Board to establish admission standards identical with existing standards will exclude the recommended special program for students in the lower half of their high school classes.

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DECISIONS OF THE REGENTS (Cont'd)

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- In line with the Board's actions, the projections of enrollment, operating and capital costs, and considerations of faculty recruitment have been modified accordingly.
  - The enrollments projected in Chapter VI have been scaled down to a maximum of 8,500 students rather than the 10-12 thousand originally estimated.
  - Operating and capital costs presented in Volume II of this report are based upon an institution similar to existing Regents' institutions, and the proposed campus plan is presented on this basis.

