

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Annual Report on Distance Education  
**Date:** October 7, 2002

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**Recommended Action:** Receive the Annual Report on Distance Education, which includes reports from the Coordinating Council for Virtual Learning and the 2 + 2 Council.

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**Executive Summary:**

Board Policy

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

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Distance Education Defined

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

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

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Key Findings

The reporting year includes Summer 2001, Fall 2001, and Spring 2002. The individual university reports are found in the Regent Exhibit Book.

In 2001-02, the Regent universities responded to the needs of the citizens of Iowa by offering the following [2000-01 figures]:

**Credit courses and programs:**

- 60 credit programs (degree, certificate, and endorsement) [60]
- 3,496 individual courses/sections [2,586]
- 45,154 total student enrollments [35,125]

**Bachelor of Liberal Studies program:**

- 1,160 students enrolled in coursework [1,030]
- 139 students graduated [151]
- 328 students newly admitted [343]
- 17 students in SU1's Liberal Studies Interest program [26]

Non-credit continuing education courses:

- 474,757 total student enrollments [515,296]

Iowa Communications Network (ICN):

- 4,341 total student enrollments [4,589]
- 221 courses [242]

Iowa Counties and Communities Served:

- 99 counties [98]
  - 357 communities [339]
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Regent University  
Collaborations

The three Regent universities continued their extensive efforts at collaboration, which reduces unnecessary duplication and programming costs. In addition to collaborating on a number of joint projects, the universities have implemented or further developed a number of projects. A few examples include:

- The SUI Tippie College of Business and the ISU College of Engineering partnered to offer a dual-degree Master of Business Administration/Master of Engineering program, conducted in Cedar Rapids for the benefit of practicing engineers. Students completing the program earn an MBA from SUI and an ME in systems engineering from ISU. This collaboration marks the first dual-degree program in the history of the two institutions.
  - The three Regent institutions, several community colleges, and the Southwest Iowa Regents Resource Center partnered to offer a collaborative BLS degree cohort. This collaborative program meets over 8 ICN sites around the state.
  - SUI and ISU collaborated in the delivery of courses for ISU's Masters degree program in educational administration.
  - SUI and UNI collaborated in the delivery of courses for UNI's Masters degree program (and endorsement) in special education.
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Regional Study  
Centers

The number of programs offered by the Regent universities at the three Regional Study Centers (Quad Cities Graduate Study Center, Tri-State Graduate Center, and Southwest Iowa Regents Resource Center) increased from 82 in 2000-01 to 86 in 2001-002 (+4.9%). The number of Regent student enrollments increased from 1,982 in 2000-01 to 2,213 in 2001-02 (+11.7%).

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Two Councils

Acting upon the recommendation of the Distributed Learning Priority Study Group (PSG), the Board appointed a Coordinating Council for Virtual Learning in February 2001 to examine the role of the Regent universities in increasing on-line courses. A second council, the 2 + 2 Council, was formed in December 2001 to enhance and increase articulation agreements and collaborative programs between the Iowa community colleges and Regent Universities. A summary of the activities of the Coordinating Council for Virtual Learning is found on pp. 17-20. A summary of the activities of the 2 + 2 Council is found on pp. 21-22.

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**Link to Strategic Plan:**

Board of Regents Strategic Plan

Distance education activities are part of the overall institutional activities designed to assist the Board in achieving its aim of improving access to the Regent institutions. Key Result Area (KRA) 2.0.0.0, Access, is the primary KRA to which this memorandum relates. Specific Action Steps related to distance education include:

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

The 2000-2005 Strategic Plan for the University of Iowa, *New Century Iowa: Bridges to the Next Horizon*, emphasizes the University's aspiration to become one of the ten most distinguished public research universities in the nation. SUI is committed to maintaining and enhancing strong ties between the University and external constituencies. SUI has developed indicators to measure the number of educational and professional outreach and service programs for Iowans and the number of outreach programs for K-12 students in Iowa.

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Iowa State  
University  
Strategic Plan

The 2000-2005 Strategic Plan for Iowa State University, *Pursuing Excellence as Iowa's Engaged Land-Grant University*, emphasizes the concept of responsible engagement to become the nation's premier land-grant institution. ISU is committed to "enhancing learning through exceptional learner-centered teaching, services, and enrichment opportunities; and [focusing] attention to lifelong learning needs of a learning society." ISU has developed indicators to measure distance education enrollment and non-credit continuing education enrollment. ISU also has developed a benchmark regarding the number of clients served in the state and as fraction of state's population served by engagement.

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University of  
Northern Iowa  
Strategic Plan

The 2001-2006 Strategic Plan for the University of Northern Iowa, *Focused on Excellence*, commits the University to serve the citizens of Iowa and to "expand the involvement of the University in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the University." UNI has developed indicators to measure the availability of distance learning and continuing education, specifically headcount enrollments in credit/non-credit courses offered through extension and continuing education, and off-campus student enrollment in degree programs offered through distance learning.

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**Background:**

Policy Revisions

The Board of Regents, State of Iowa, has demonstrated an increased commitment to distance education over the past several years. In 1998, the Board reexamined its policies related to distance education, and in 1999, appointed a Distributed Learning Priority Study Group (PSG). The Board adopted the recommendations of the PSG in its statement on distance education policy and practices. The Board's commitment to provide distance education programs of quality equal to on-campus programs was reinforced.

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**Analysis:**

Memorandum  
Outline

The 2001-02 distance education reports from the Regent universities provide detailed descriptions of off-campus credit and non-credit programming activities, including current course offerings and detailed enrollment statistics in credit and non-credit courses and programs, including the three regional study centers. The major sections of this report include:

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**Credit Courses, Programs, and Enrollments**

**Credit Programs**      The University of Iowa, Iowa State University, and the University of Northern Iowa, collectively, offered 60 credit programs (degree, certificate, and endorsement) in 2001-02, the identical number offered in 2000-01. See Table 1, pp. 25-27, for specific programs and sites.

**University of Iowa**      SUI offered 12 credit programs or certificates at 12 off-campus sites in Iowa, utilizing a variety of delivery methods including face-to-face courses, ICN, WWW, microwave relay, videotape, and guided correspondence study. SUI also reported offering distance education courses at a variety of sites in the United States, as well as Canada, Hong Kong, and Iceland.

**Iowa State University**      ISU offered 29 credit programs or certificates, delivered via ICN, WWW, CD Rom, DVD, videotape, streaming video, and face-to-face at a variety of in-state and out-of-state sites. ISU reported that 14 programs or certificates were offered in the United States and Canada, ten programs or certificates were offered only in Iowa, and five were available only in the Greater Des Moines area.

University of Northern Iowa      UNI offered 19 degree or certificate programs, in addition to regularly offering off-campus certification courses in special education and community college teaching licensure. UNI also used a variety of delivery modes (ICN, WWW, and face-to-face) and a variety of delivery sites throughout the state of Iowa and in Hong Kong.

Credit Course Enrollments      There were 45,154 total student enrollments in credit courses and programs in 2001-02, compared to 35,125 in 2000-01 (+28.5%). The significant increase is the result of ISU including 9,369 Saturday and evening enrollments, which previously had not been included in the credit course enrollment total. See Table 2, p. 28, for more specific details on enrollments by subject area.

University of Iowa	<u>2001-02</u>	<u>2000-01</u>
• Off-campus	7,001	6,417
• Guided Correspondence Study	3,842	4,379
• Saturday & Evening Enrollments	<u>9,825</u>	<u>9,434</u>
TOTAL	20,668	20,230

Iowa State University	<u>2001-02</u>	<u>2000-01</u>
• Off-campus	5,298	5,050
• Saturday & Evening Enrollments	<u>9,369</u>	<u>[not reported]</u>
TOTAL	14,667	5,050

Note: The 2001-02 total enrollment figure includes both off-campus and Saturday/evening enrollments; the 2000-01 figure did not include Saturday and evening enrollments.

University of Northern Iowa	<u>2001-02</u>	<u>2000-01</u>
• Off-campus	5,579	6,366
• On-campus	689	645
• ICN	1,631	1,484
• World Wide Web	828	481
• Iowa Public Television Telecourses	38	55
• Guided Correspondence Study	<u>1,054</u>	<u>844</u>
TOTAL	9,819	9,845

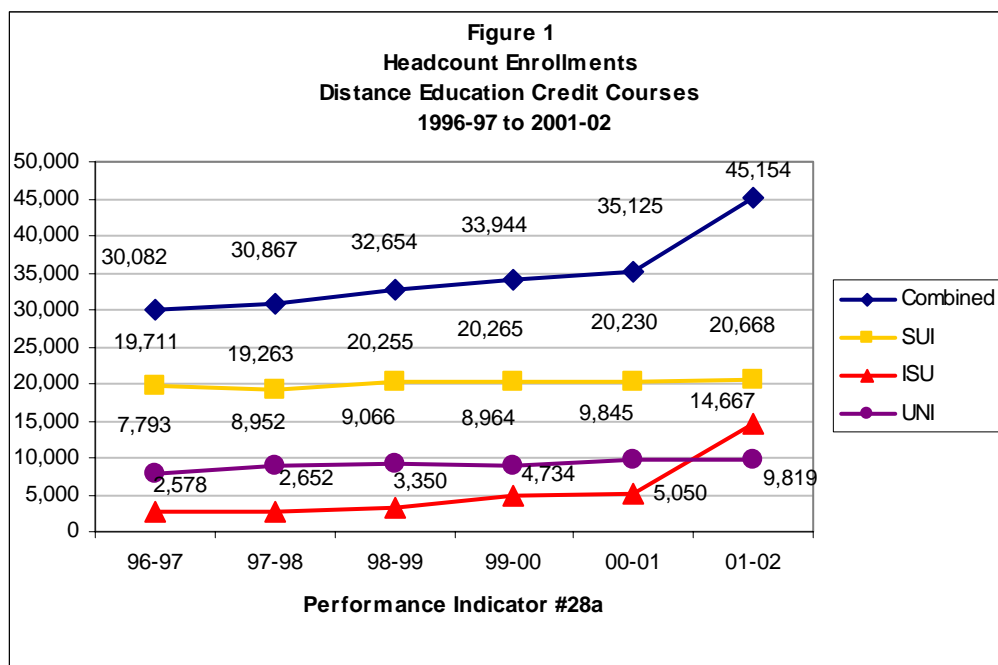
SUI – Guided  
Correspondence  
Study Enrollment  
Decline

Guided Correspondence Study enrollments have declined for a few consecutive years. Factors contributing to the decline include increased competition in the correspondence/independent study market and, at the same time, the wider availability of distance education courses through diverse delivery modes in Iowa and nationally. These factors are likely to affect Guided Correspondence Study course enrollments, and perhaps enrollments in other distance education delivery systems into the near future.

Enrollment Trend  
in Credit Courses

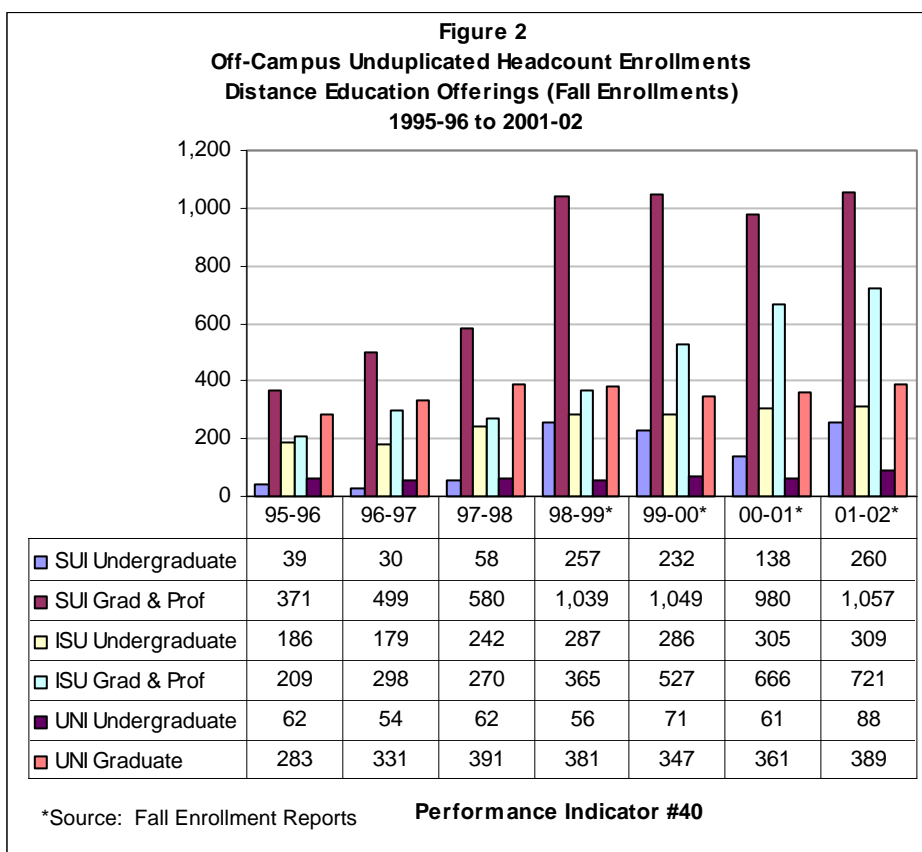
Figure 1 shows that the total headcount enrollment in distance education credit courses has risen significantly, from 30,082 in 1996-97 to 45,154 in 2001-02. From 2000-01 to 2001-02, SUI increased by 438 (+2.2%); ISU increased by 9,617 (248 off-campus plus 9,369 Saturday and evening enrollments), an increase of 4.9% when comparing only off-campus figures; and UNI decreased by 26 (-0.3%).

These data correspond with Regent Performance Indicator #28a, which reflects Action Step 1.1.4.3 of the Board's Strategic Plan, "Each institution increase its service to Iowans, nation, and world."



Off-campus  
Unduplicated  
Headcount  
Enrollments

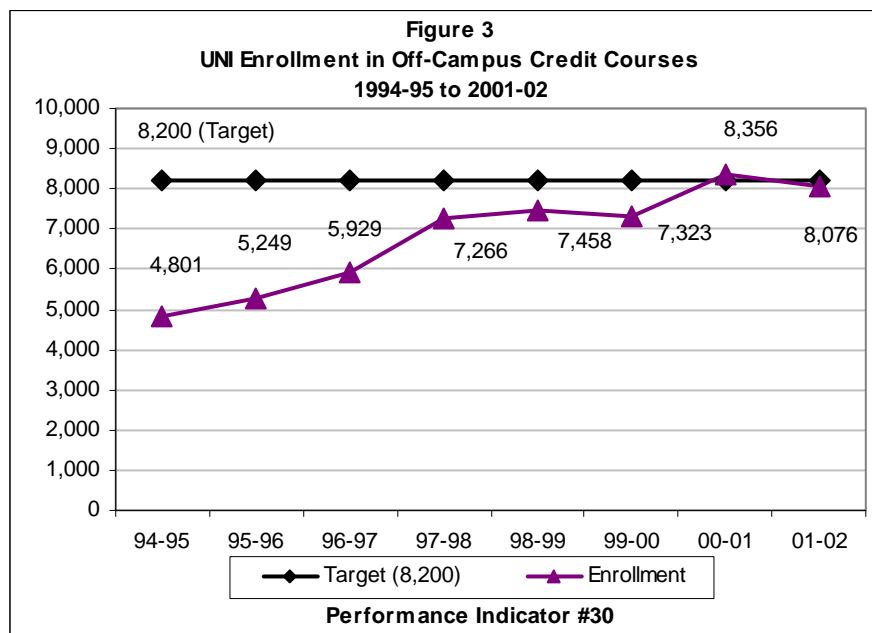
Another measure of the service/outreach activity of the Regent universities is data on off-campus unduplicated headcount enrollments for distance education offerings. Figure 2 provides the number of fall enrollments from 1995-96 to 2001-02. In 2001-02 at SUI and ISU, both the number of undergraduates (SUI-260; ISU-309) and the number of graduate and professional students (SUI-1,057; ISU-721) reached record highs. In 2001-02, UNI experienced a record number of off-campus undergraduate student enrollments (88) and a near record number of off-campus graduate student enrollments (389).





UNI Enrollment -  
Off-campus Credit  
Programs

The University of Northern Iowa monitors enrollment data in off-campus credit courses. Consistent with other data regarding credit enrollments, the data in Figure 3 show a significant rise in enrollments, from 4,801 in 1994-95 to 8,076 in 2001-02. The 2001-02 data (8,076 enrollments) reflect a decrease of 280 enrollments (-3.4%) from the 2000-01 data (8,356 enrollments).



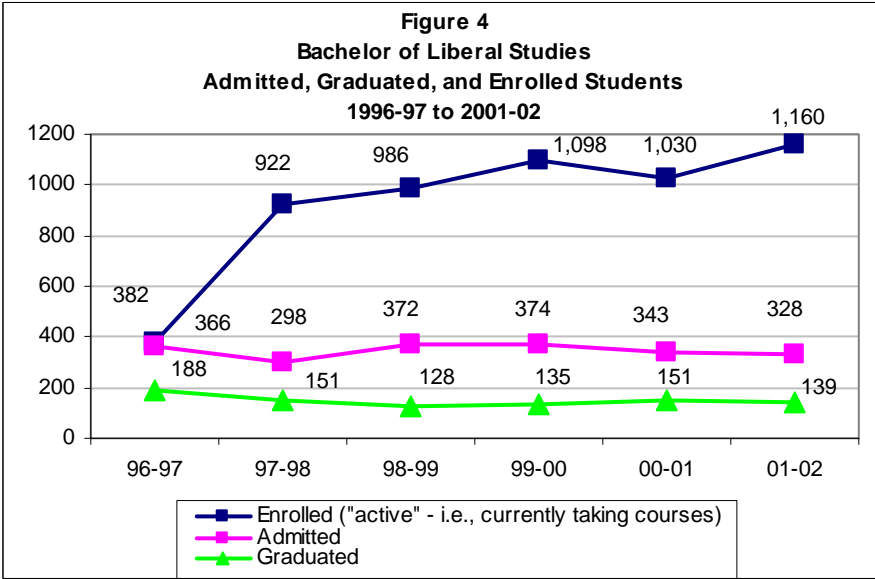
**Bachelor of Liberal Studies Program**

**BLS Background** The Bachelor of Liberal Studies (BLS) degree program is a collaborative effort of the Regent universities. The Board established the program in 1977 for the purpose of providing statewide access to upper division courses for Iowa residents interested in completing an undergraduate liberal arts degree.

**BLS Enrollment** The total number of students for 2001-02 was 1,160, a record number. The previous high was 1,098 in 1999-00. The 2001-02 enrollment figure (1,160) represented an increase of 130 students (+12.6%) from the 2000-01 enrollment figure (1,030). The 2001-02 enrollment totals for each university follow along with the 2000-01 comparisons:

	<u>2001-02</u>	<u>2000-01</u>
• SUI	650	549
• ISU	316	312
• UNI	194	169
<b>TOTAL</b>	<b>1,160</b>	<b>1,030</b>

**Trend in BLS Enrollments** Figure 4 provides six-year data from the Regent universities on the number of students enrolled in, admitted to, and graduating from the BLS degree program. Table 3, p. 29, provides additional details on the number of admitted, graduated, and enrolled students in the BLS degree program for each Regent university from 1996-97 to 2001-02.



**ICN Credit Courses and Enrollments**

Number of Courses and Enrollments

The use of the Iowa Communications Network (ICN) to deliver credit courses is one way that the Regent universities meet the Board's Key Result Area 2.0.0.0, Access. The total enrollment in ICN classes in 2001-02 was 4,341 students, a decrease of 248 students (-5.4%) from the 4,589 enrollment figure in 2000-01. The total number of ICN courses offered in 2001-02 was 221, a decrease of 21 courses (-8.7%) from the 242 courses offered in 2000-01. Data from Table 4, p. 29, and Figure 5 reflect the trend in ICN use by the Regent universities from 1996-97 to 2001-02.

SUI and ISU Enrollment Decline

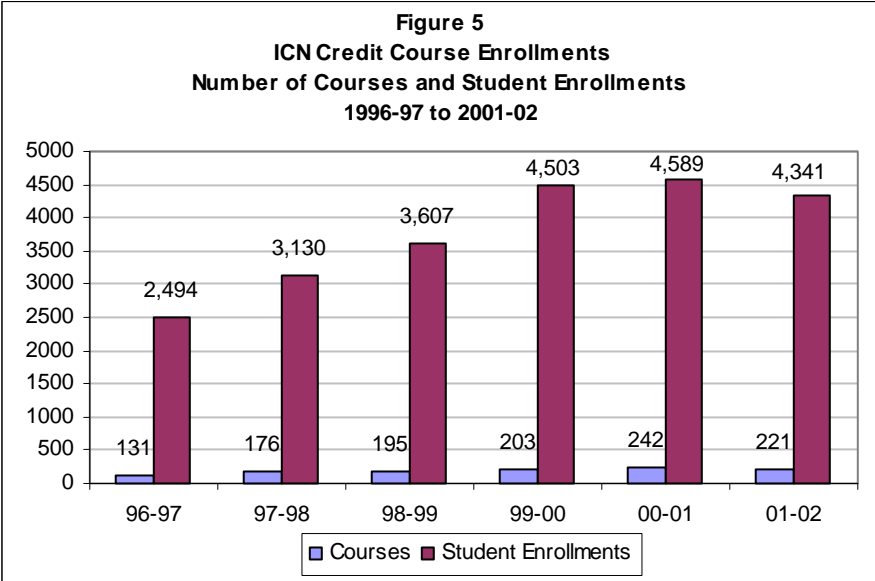
Factors contributing to the decline include the reduction in the number of courses offered; in some instances, the availability of a more preferable option for delivery, including face-to-face instruction and Web-based instruction; and elevated ICN usage costs combined with university budgetary constraints.

UNI Enrollment Growth

While both SUI and ISU have experienced a decrease in ICN enrollment and in ICN course offerings the last two years, UNI has experienced growth each year. Contributing factors include the expansion of ICN sites and continuation of successful courses. UNI added two new ICN classrooms in 2000-01.

Concern

A growing concern of the Regent universities is that the higher cost of ICN programming may eventually result in decisions in favor of Web-based course delivery.



**Non-Credit Courses and Enrollments**

Courses and Enrollments

Collectively, the Regent universities offered non-credit courses in 30 subject (Hegis Code) areas in 2001-02. As Table 5, p. 30, illustrates, the total number of enrollments was 474,757 in 2001-02, compared to 515,296 in 2000-01 (-7.9%). For this performance indicator (#28b), enrollment is “duplicated headcount,” i.e., one person enrolling in two courses is counted twice.

University of Iowa

SUI non-credit course enrollments for 2001-02 totaled 42,667 enrollments, a decrease of 17,726 (-29.4%) from the 60,393 enrollments in 2000-01. Health areas are still predominant (24,188 enrollments) for SUI.

Iowa State University

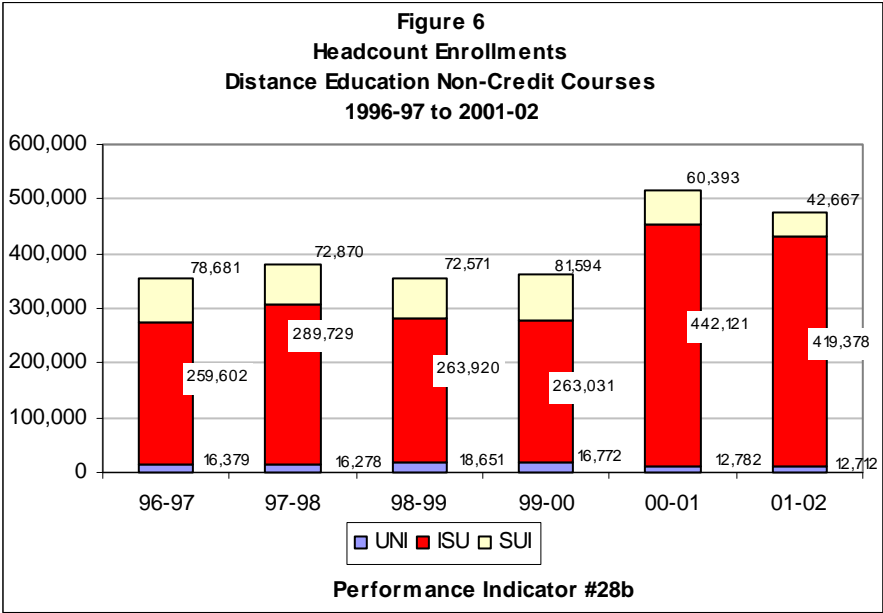
ISU non-credit course enrollments for 2001-02 totaled 419,378, a decrease of 22,743 (-5.1%) from the 442,121 enrollments in 2000-01. Agriculture and Veterinary Medicine (274,429 enrollments) and Family and Consumer Sciences (93,669 enrollments) are still predominant for ISU.

University of Northern Iowa

UNI non-credit course enrollments for 2001-02 totaled 12,712, a decrease of 70 (-0.6%) from the 12,782 enrollments in 2000-01. Business (3,541), Education (2,460), and Physical Sciences (2,344) experienced the most enrollments.

Trend Data

Figure 6 shows historical trend data for non-credit course enrollments of the three universities.



### Cooperative Regent University Activities Related to Distance Education

Collaborations:  
Postsecondary  
Institutions and  
Public and Private  
Sectors

The individual distance education reports of the three Regent universities detail the collaborative activities among the three institutions and among one or more of them with other in-state or out-of-state postsecondary institutions. In addition, the reports contain accounts of projects that reflect increasing collaboration with business and industry to meet the needs of public and private sector organizations.

A few examples of collaborative activities include:

University of Iowa

<b>Program (Partners)</b>	<b>Description</b>
<b>Iowa Geriatric Center</b> (SUI is lead institution; others include Palmer College of Chiropractic in Davenport, Des Moines University, Northern Iowa Medical Center, and Liberty Country Living in North Liberty)	Provides statewide geriatric education & training opportunities for health care providers. Recognized by the Iowa Distance Learning Association with its 2001 Innovators award.
<b>RN to BSN Program</b> (Iowa Central CC, Iowa Lakes CC, North Iowa Area CC, Northeast Iowa CC, and Orange City Hospital)	Allows a nurse with a RN degree to pursue a Bachelor of Science in Nursing degree.
<b>Vocology Institute</b> (University of Idaho, University of Wisconsin-Madison, and the Denver Center for Performing Arts)	Provides educational opportunities for performing artists, vocal arts teachers, and voice rehabilitation clinicians and professionals from around the world.
<b>Rockwell Collaborative</b> (Rockwell, Cedar Rapids)	Involves the planning and delivery of coursework leading to a Master of Science degree in Computer Science and a Master of Science degree in Electrical and Computer Engineering. While this program benefits primarily employees of Rockwell, non-employees may attend classes and participate as students in the program on a space available basis.
<b>IDC Personnel Training</b> (Iowa Department of Corrections – IDC)	SUI Department of Counseling, Rehabilitation, and Student Development provided two-credit workshops in conjunction with personnel training conducted by the IDC.

Iowa State  
University

<b>Program (Partners)</b>	<b>Description</b>
<b>Masters Degree in Family Financial Management</b> (Kansas State University, Montana State University, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University)	These universities offer a strong, coherent Masters degree program in Family Financial Matters, which is regarded as the highest quality program of its kind in the nation. Upon completion of the curriculum, students are eligible to sit for the CFP™ Certification Examination.
<b>Iowa General Chemistry Network</b> (consortium including 10 Iowa community colleges, four private colleges, SUI, and UNI)	Focuses on improving the learning and teaching of general chemistry in the first year of a college curriculum.
<b>The Life in Iowa Program</b> (various Iowa communities)	Provides students with meaningful internship and service learning experiences in various Iowa communities. A program goal is to create awareness in students that they can be successful and happy remaining in Iowa.

University of  
Northern Iowa

<b>Program (Partners)</b>	<b>Descriptions</b>
<b>Management and Professional Development Center</b> (various corporations and organizations)	Provides education and training tailored to the individual needs of public and private sector organizations. Enrolls more than 3,000 corporate students per year.
<b>Ag-Based Industrial Lubricants Research Program</b> (university-state-industry)	Studies and promotes agricultural-based oils such as soybean, corn, canola, and sunflowers for use in hydraulic and industrial applications.
<b>John Pappajohn Entrepreneurial Center</b> (public and private sector organizations)	Assists entrepreneurs in launching new firms. Provides a variety of educational program opportunities with several UNI program units.

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### Regional Study Centers

Quad Cities  
Graduate  
Study Center

The Quad Cities Graduate Study Center increased its total student enrollments (duplicated headcount) from 10,239 in 2000-01 to 10,939 in 2001-02, an increase of 700 enrollments (+6.8%). During 2001-02, 24 (19 degree and 5 certificate or endorsement) programs were offered by the Regent universities at the Center. Of the total number of students enrolled, 1,252 were Regent students, an increase of 327 students (+35.4%) from the 925 Regent students in 2000-01. As Table 6, p. 31, indicates, the largest number of Regent students enrolled was in 1997-98, when enrollment was 1,513; 2001-02 marked the next largest Regent student enrollment with 1,252.

Tri-State  
Graduate  
Study Center

Student enrollment at the Tri-State Graduate Study Center in Sioux City has been declining for several years. As Table 6, p. 31, indicates, total student enrollments (duplicated headcount) were highest (5,563) in 1997-98 and reached a low (3,466<sup>1</sup>) in 2001-02. During 2001-02, 20 (16 degree and 4 certificate or endorsement) programs were offered by the Regent universities at the Center. Of the total number of students enrolled, 461 were Regent students, a decrease of 129 students (-21.9%) from the 590 Regent students enrolled in 2000-01.

Southwest Iowa  
Regents  
Resource Center

The Southwest Iowa Regents Resource Center, located on the campus of the Iowa School for the Deaf, coordinates the offering of selected Regent university undergraduate and graduate programs, as well as additional course offerings. During 2001-02, 42 (28 degree and 14 certificate or endorsement) programs were offered by the Regent universities at the Center. From 2000-01 to 2001-02, the number of Regent students enrolled increased by 33 students, from 467 to 500 (+7.1%). See Table 6, p. 31, for additional program and enrollment data.

Summary of  
Programs  
Offered

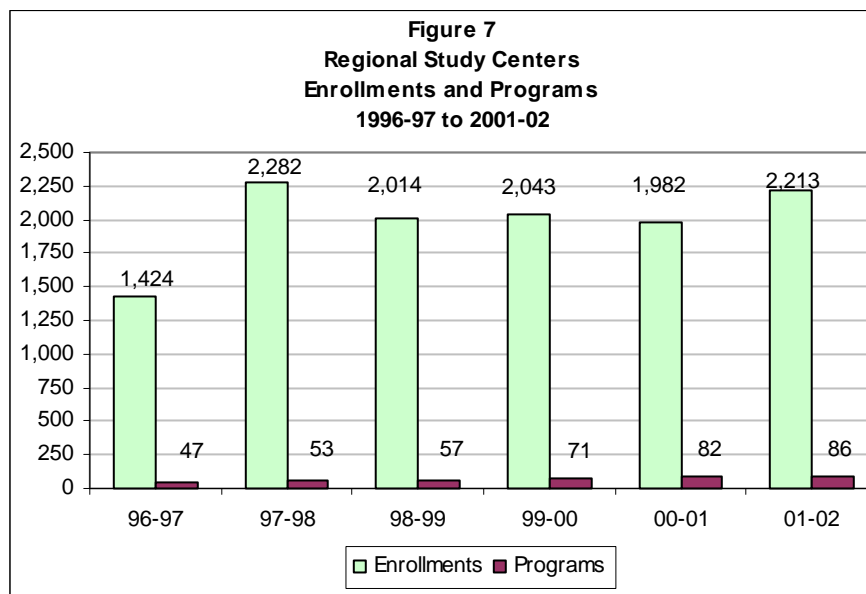
For a complete listing of the specific degree, certificate, and endorsement programs offered in 2001-02 at each of the Centers, see Table 7, p. 32. A summary of the number of program offerings follows [2000-01 figures]:

	Quad Cities	Tri-State	Southwest
• SUI	7	4	6
• ISU	10	11	20
• UNI	7	5	16
TOTALS	24 [25]	20 [19]	42 [38]

<sup>1</sup> Does not include AEA 4 Winter/Spring 2002 data.

Trend Data

Figure 7 illustrates six-year data from the three Regional Study Centers from 1996-97 to 2001-02. A more complete report on the Centers is presented annually to the Board in May. Again, it should be noted that “program” includes more than degree curriculum; for the Study Centers, it includes certificate and endorsement offerings as well.



**Des Moines Centers**

Learning Connection

The Learning Connection is located in downtown Des Moines, at the Locust Mall. The high tech meeting facilities are used to deliver conferences and seminars. The facility offers space for a variety of ISU resources, including admissions, athletics, the alumni association, the academic colleges, Continuing Education and Communication Services, the seniors college, WOI radio, and others.

Des Moines Higher Education Collaborative

The Regent universities and several Des Moines-area higher education institutions provide educational offerings at the Des Moines Higher Education Collaborative. A new facility, which will be located in a downtown complex near the future Des Moines Public Library, is scheduled to be operational in 2004.

In 2001-02, the enrollment for University of Iowa programs was 36; the enrollment for Iowa State University programs was 307. Together, these enrollments represented 48.7% of the total Des Moines Higher Education Collaborative enrollment.



### Coordinating Council for Virtual Learning

**Council**                      The Distributed Learning Priority Study Group created the Coordinating Council for Virtual Learning in February 2001.

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**Purpose**                      To facilitate further discussion and planning for a virtual presence among the Regent universities, based on the general concepts contained in the report to the Distributed Learning Priority Study Group.

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

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**Membership**                The Council includes the following institutional representatives:

- SUI – Chet Rzonca
- ISU – Stan Johnson
- UNI – James Bodensteiner and Sharon Smaldino
- Board Office – Diana Gonzalez

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**Distance Education Courses and Enrollments Using Web Technology**

	SUI <sup>2</sup>	ISU <sup>3</sup>	UNI <sup>4</sup>
<b>Number of Web-Based Courses</b>			
Semester courses	14	119	59
Number of students	280	1,262	828
Guided correspondence study	89		37
Number of students	1,156		353
<b>Number of Web-Based Programs</b>		3	
<b>Number of Web-Based Certificate Programs</b>		5	1
<b>Number of faculty using Web-based technology in their course work</b>	103	731	57
<b>Number of faculty trained to use Web-based technology</b>	103	836	57

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<sup>2</sup> The data reflect the use of Web technology only in distance education courses conducted via the World Wide Web. They do not reflect Web technology used for on-campus courses nor ICN or other courses supported by Web materials.

<sup>3</sup> These numbers do not reflect Web technology used for on-campus courses nor courses combining other delivery methods with the Web. Students enrolled in off-campus courses using Web technology plus another delivery method totaled 142.

<sup>4</sup> These numbers refer only to distance education courses; they do not reflect Web technology used for on-campus courses or for ICN courses.

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

- University of Iowa
- Approximately 34 Guided Correspondence Study courses were converted for Web delivery last year.
  - Semester-based Web courses were offered by the Colleges of Liberal Arts and Sciences, Engineering, Nursing, Pharmacy, Business, and Public Health.
  - The College of Nursing is developing an online Master of Science in Nursing program. Core courses and a Web portal were developed during FY 2002 and made available in Fall 2002.
  - The College of Public Health developed a Certificate in Public Health program that will include courses offered via the World Wide Web. Course development is underway.
  - The Connie Belin-Jacqueline N. Blank International Center for Gifted Education and Talent Development developed a Web portal for use by Iowa teachers and students to access online Advanced Placement courses and related services. The work, done in cooperation with Apex Learning, was funded as part of a \$1.6 million grant from the Iowa Department of Education in Spring 2001.
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- Iowa State University
- The Great Plains-Internet Distance Education Alliance Program in Family Financial Counseling has completed its second year. As part of this collaborative, graduate degree program, courses are taught by Iowa State University, Kansas State University, Montana State University, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University.
    - This program received the American Distance Education Consortium (ADEC) distance education award this year. It also received an award at the University Continuing Education Association (UCEA) conference.
    - Seventy-seven students have been admitted to the program as of June 2002, including 12 ISU students.
    - The alliance schools have developed two additional programs that will be offered during FY 2003 – Master in Gerontology and Master in Youth Development.
  - The Continuing Education and Communication Services unit received a grant from ISU's Professional and Scientific Council to develop a participatory online Web demo, titled "You Can Do It." This demo Web-based course uses ISU trivia as individuals have the opportunity to try actual Web-based instruction online before deciding to take a Web-based course.
  - The Crop Advisor Institute (CAI), which was developed in FY 2001, tested its initial Web module with 200 certified Crop Advisors.
    - One hundred and ten individuals completed their online exams.

- Seven modules are currently available online. They are the first fully-enabled e-commerce sites at ISU to use the new ISU TouchNet payment gateway where a user can purchase and receive credit card authorization in real-time without leaving the Website.
- The Website also provides up-to-date information on crops and weather during the growing season and links to other online resources as well as industry news of interest to crop consultants.
- Students who complete a prescribed number of continuing education units in the specific areas of nutrient management, soil management, water management, pest management, and crop management will receive a certificate.
- Two instructors in the College of Veterinary Medicine received a Coleman Foundation Grant to develop Web-based instructional modules for veterinarians regarding business practices. They provided the instruction as both credit and non-credit Web-based modules. The non-credit modules enrolled 248 individuals.
- A graduate degree program in Family Consumer Science Education was developed and approved for instruction. Eighteen individuals began their degree programs with a face-to-face course in Ames and will complete the remainder of the degree via the Web.
- The Center for Online Learning in the College of Liberal Arts and Sciences was developed to integrate scholarship with support for the development, use, and evaluation of online instructional materials. During FY 2002, seven new online courses were developed and offered.
- The following are currently under development:
  - Master of Agriculture – a conversion of a traditional ICN degree program to Web-based delivery.
  - Master of Family and Consumer Sciences – a conversion of an ICN degree program to Web-based delivery.
  - Online Global Change Seminar – a Web-based course, which will be offered in conjunction with the Natural Resources Conservation Services (NRCS) to federal employees.

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University of  
Northern Iowa

- A Web-based Certificate in Criminal Justice is under development.
  - The Certificate of Gerontology is offered entirely over the Web.
  - Through the Department of Teaching, UNI offers a number of Web-based professional development courses; some of the print-based correspondence courses are being converted to Web courses.
-

Evaluation Processes for Web-Based Instructional Activities      The off-campus program activities are held to the same standards of quality and achievement as the on-campus activities, and the processes used to evaluate a program and its offerings are similar.

- University of Iowa
- A basic element of the process is academic review, which assesses both on- and off-campus instruction and delivery in a program.
  - Programs may also be evaluated by specialized accrediting agencies.
    - Furthermore, all programs that provide off-campus locations to students use a variety of evaluation activities to assess program quality and examine opportunities for improvement, including assessments by faculty, students, and alumni. Student evaluations are reviewed by departmental administrators, shared with the faculty member teaching the course, and used as a basis for reviewing and developing strategies to improve instruction and delivery.
- 

Iowa State University

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

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

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- University of Northern Iowa
- Students are given the opportunity to evaluate Web-based courses and the instructors.
  - Because not every course lends itself to Web delivery, academic departments and instructors make the decision regarding the effectiveness of Web delivery for certain courses. If a course lends itself to Web delivery, the instructors work with the instructional developer to put it together.
-

## 2 + 2 Council

Council	The Distributed Learning Priority Study Group created the 2 + 2 Council in December 2001.
Purpose	To enhance current articulation agreements between the Regent universities and the Iowa community colleges and, where feasible, to encourage the development of new agreements; and to make the transition for both transferring students and place-bound students more seamless.
Definition	For the purposes of the Council, the term “2 + 2” is used both specifically and generally. Specifically, and more traditionally, “2 + 2” has been used to refer to articulation agreements between community colleges and universities in which students in specific curricula or programs take the first two years of study at the community college and the final two years at the university. Generally, and more recently, there are increasing variations to “2 + 2,” including universities delivering the final two years to place-bound students through a combination of face-to-face classes, internet courses, and/or distance education programs.
Membership	<p>The 2001-02 Council membership included the following institutional representatives:</p> <ul style="list-style-type: none"><li>• SUI – Lola Lopes, Wayne Prophet, and Chet Rzonca</li><li>• ISU – Howard Shapiro</li><li>• UNI – Jim Bodensteiner and Susan Koch</li><li>• Board Office – Charles Kniker</li><li>• Department of Education – Evelyn Anderson</li><li>• Iowa Community Colleges – Carol Brobst (Hawkeye), Barb Crittenden (Southwestern), Ellengray Kennedy (Iowa Lakes), Kim Linduska (DMACC), Terry Moran (Kirkwood), Michael Morrison (NIACC), and Tim Wynes (formerly Indian Hills/currently Iowa Valley)</li></ul>
Initiative: Communications Inventory	A communications inventory survey was distributed to representatives of the three Regent universities and the 15 Iowa community college districts requesting information both on materials sent and materials received that relate to students transferring from Iowa community colleges to the Regent universities. The purpose of the inventory was to determine how and on what issues community college staff and university staff are communicating and to recommend areas for enhanced communication to make the transfer process more seamless.

Responses were received from the three Regent universities and from 12 community college districts. A draft of the inventory results has been completed; final copy is scheduled for distribution in Fall 2002. Out of this initiative, it also was determined that a directory of key, involved institutional representatives would be compiled and distributed along with the inventory results.

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Initiative:  
Place-Bound  
Students

A subcommittee of the Council was formed to examine the articulation and transfer issues that are unique to place-bound community college students. This group began its work in Summer 2002 and will recommend to the entire Council in Fall 2002 specific strategies to benefit place-bound students.

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Initiative:  
Update of  
Articulation  
Agreements  
Document

In Fall 2001, the Board Office compiled a document listing all of the articulation agreements between the Regent universities and the Iowa community colleges. During Summer 2002, a request was made to the Regent universities to update the document. Currently, the articulation agreements document is being revised; the revised document is scheduled for distribution in Fall 2002.

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

SECEC Purpose

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

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SECEC  
Initiatives

- Guided the launching of a three-year schedule of classes delivered at selected sites via the Iowa Communications Network (ICN), which will lead to earning a Bachelor of Liberal Studies (BLS) degree at a number of off-campus sites. Known as BLSAI – Bachelor of Liberal Studies Across Iowa – classes in this program (two each fall and spring term and one each summer term) are offered on a rotating basis by the three Regent universities.
- Extending beyond the BLSAI, the SECEC commenced information exchange and discussion with a number of Iowa community college leaders regarding the delivery of the BLS program via courses delivered on the World Wide Web. A number of Iowa community colleges provide Associate of Arts degrees entirely online, and the Regent universities collectively can provide online upper division courses associated with the BLS program granted by each of the universities.

- Continuing Education staff from the Regent universities participated in numerous activities in support of the BLS program in 2001-02, including visits to community colleges, educational centers, conferences, and educational and employment fairs associated with business and industry.
- Members of the SECEC serve on the boards of the Tri-State Graduate Study Center in Sioux City and the Quad Cities Graduate Study Center.

### Scope of Service and Outreach to Iowans

Counties and Communities Served

One measure of the extent of service and outreach provided by the three Regent universities is to examine the number of Iowa counties and communities in which distance education programs are offered. In 2001-02, the three universities collectively offered courses/sections in all 99 Iowa counties and in 357 Iowa communities; a total of 3,496 courses/sections were offered. Table 8, pp. 33-39, contains detailed information on the counties and communities in which distance education programs were held in 2001-02, and the enrollments in courses/sections. A summary of each university's distance education offerings in 2001-02 follows [2000-01 figures]:

Courses Offered

	Counties		Communities		Courses	
• SUI	73	[67]	143	[116]	743	[632]
• ISU	95	[94]	263	[271]	2,017	[1,301]
• UNI	75	[67]	140	[127]	736	[653]
TOTALS	*99	[98]	*357	[339]	3,496	[2,586]

\*Unduplicated totals

Map of Iowa

On the map of Iowa (p. 40) included with this memorandum, two numbers appear in each Iowa county. The top number represents the number of communities in which one or more of the Regent universities offered courses in 2001-02. The bottom number represents the total number of student enrollments in the courses/sections offered in that county. It should be noted that if more than one university offered a course in the same city, that community was counted only once.

**Performance Indicators:**

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

The performance indicators referenced in this report include:

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

A complete report of the performance indicators will be presented in the Annual Report on Performance Indicators in January 2003.

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**Conclusion:**

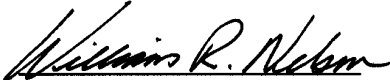
The Annual Report on Distance Education and the individual university reports for 2001-02 demonstrate that there are many more aspects of distance education, or distributed education, than continuing education and credit course offerings. Each university report included narratives and/or lists of a variety of programs designed to reach the citizens of Iowa. The university reports should continue to expand the narrative sections describing more of the collaborative distance education activities among the three Regent universities, as well as distance education activities involving the Regent universities with other in- and out-of-state higher education institutions and the public and private sectors.

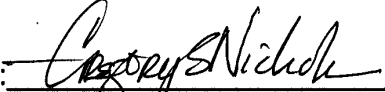
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Regent Exhibit Book

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

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William R. Nelson

Approved:   
Gregory S. Nichols



**Table 1**

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

**University of Iowa**

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

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

Iowa State University

<b>Program (in U.S.A. and Canada)</b>	<b>Delivery/Site(s)</b>
Bachelor of Science in Professional Agriculture	Videotape
Certificate of Advanced Medical Nutrition Therapy	WWW
Certificate of Dietetics Communication and Counseling	WWW
Certificate of Dietetics Management	WWW
Family Counselor Certification	WWW
Master of Agriculture	Videotape
Master of Engineering in Systems Engineering	Streaming Video/DVD/Videotape
Master of Family & Consumer Science – Family Financial Planning	WWW
Master of Science in Agronomy	WWW & CD Rom
Master of Science in Computer Engineering	Videotape
Master of Science in Electrical Engineering	Videotape
Master of Science in Mechanical Engineering	Streaming Video/DVD/Videotape
Master of Science in Microbiology	Videotape
Master of Science in Statistics	Videotape
<b>Available only in Iowa</b>	
Bachelor of Liberal Studies	On-site (Ankeny) or ICN
Bachelor of Science in Community & Regional Planning	ICN/DVD
Bachelor of Science in Electrical Engineering	ICN
Certificate of Public Management	ICN
Community College/Induction Mentoring	On-site (Des Moines)
Dietetics Internship	On-site (various)
Master of Community & Regional Planning	ICN/DVD
Master of Education in Education Leadership (Leadership Emphasis)	On-site (Mason City, Atlantic)
Master of Family & Consumer Sciences	ICN/WWW
Master of School Mathematics	ICN/On-site
<b>Available only in Greater Des Moines</b>	
Master of Business Administration	On-site (Des Moines)
Master of Education in Educational Leadership (Organizational Leadership and Human Resource Development emphasis)	On-site (Ankeny)
Master of Education in Higher Education	On-site (Ankeny)
Master of Family & Consumer Sciences – Family Financial Planning	WWW
Master of Public Administration	On-site (Des Moines)

**University of Northern Iowa**

<b>Program</b>	<b>Delivery/Site(s)</b>
Business Administration (MBA)	Waterloo (John Deere), Hong Kong
Communication Education (MA)	ICN (Decorah, Eagle Grove, Marcus)
Driver Education Certificate	Various Sites
Early Childhood Education (MAE)	ICN (Clarinda, Council Bluffs, Mason City, Webster City)
Educational Leadership (MAE)	ICN (Aurelia, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Maquoketa, Mt. Pleasant, Norwalk, Tipton, Sioux City)
Educational Technology (MA)	ICN (Aurelia, Cedar Rapids, Council Bluffs, Davenport, Denison, Des Moines, Dubuque, Elk Horn, Manilla, Mason City, Mt. Pleasant, New Sharon)
Elementary Education (MAE)	ICN (Blairsburg, Delhi, DeWitt, Liberty Center, Northwood, Shelby)
Elementary Education (BA)	Carroll (On-site & ICN)
English – ESL/TESOL (MA)	ICN (Bedford, Hinton, Johnston, Murray, Shenandoah, Wappello, Webster City)
Industrial Technology – Metal Casting (MA)	Waterloo (John Deere)
Library Science (MA)	ICN (Cedar Rapids, Forest City, Norwalk, Quad Cities, Storm Lake)
Literacy Education (MA)	ICN (Council Bluffs, Des Moines, Manson)
Middle School Education (MAE)	ICN (Bettendorf, Des Moines, Dubuque, Glenwood, Ottumwa, Shelby)
Middle School Mathematics (MA)	ICN (Cedar Rapids, Des Moines, Dubuque)
Music Education (MM)	ICN (Ankeny, Charles City, Clinton, Council Bluffs, Decorah, Dubuque)
Public Relations (MA)	ICN (Clear Lake, Davenport, Muscatine, Sioux City)
Science Education (MA)	ICN (Cedar Rapids, Council Bluffs, Dubuque, Elkader, Independence)
Superintendency Certificate	ICN (Corning, Cylinder, Goose Lake, Manson, Newell-Fonda, Panora)
Technology Management (BA)	ICN (Council Bluffs, Early, Fairfield, George)

**Table 2**  
**2001-02 Credit Course Registrations**  
**by Institution and Subject Area (Hegis Code)**

<u>Code</u>	<u>Subject Area</u>	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>Total</u>	<u>% of Total</u>
01	Agriculture		873		873	2.4%
02	Architecture and Environmental Design		45		45	0.1%
03	Area and Ethnic Studies			404	404	1.1%
04	Business	4,230	765	399	5,394	15.1%
05	Communications	1,550	47	250	1,847	5.2%
06	Computer and Information Sciences	265		21	286	0.8%
07	Consumer, Personal, and Misc. Services					0.0%
08	Education	3,802	1,330	2,855	7,987	22.3%
09	Engineering	82	667		749	2.1%
10	Foreign Languages	397	2	100	499	1.4%
11	Health	1,714		131	1,845	5.2%
12	Family & Consumer Sciences		629	301	930	2.6%
13	Industrial Arts			195	195	0.5%
14	Law					0.0%
15	Letters	857		437	1,294	3.6%
16	Liberal/General Studies		202		202	0.6%
17	Library and Archival Sciences	87		133	220	0.6%
18	Life Sciences	37	194	296	527	1.5%
19	Mathematics	740	334	225	1,299	3.6%
20	Military Sciences					0.0%
21	Multi/Interdisciplinary Studies	287		106	393	1.1%
22	Parks and Recreation			2,268	2,268	6.3%
23	Personal and Social Development		28		28	0.1%
24	Philosophy, Religion, and Theology	590	43	124	757	2.1%
25	Physical Sciences	277		560	837	2.3%
26	Psychology	774	23	162	959	2.7%
27	Public Affairs and Protective Service	1,367	86		1,453	4.1%
28	Social Sciences	2,085	29	670	2,784	7.8%
29	Trade and Industrial					0.0%
30	Visual and Performing Arts	1,527		182	1,709	4.8%
31	Communities		1		1	0.0%
32	Veterinary Medicine					0.0%
		20,668	5,298	9,819	35,785	100.0%
			(+ *9,369			Sat/eve enrollments)

**Total Registrations/Enrollments** **20,668 + 14,667 + 9,819 = 45,154**

\*ISU reported that the 9,369 Saturday and evening enrollments could not be reported by Hegis Code.

- SUI registrations include: Off-campus (7,001), Guided Correspondence Study (3,842), and Saturday & Evening Enrollments (9,825).
- ISU registrations include: Off-campus (5,298) and Saturday & Evening Enrollments (9,369).
- UNI registrations include: Off-campus (5,579), On-campus (689), ICN (1,631), WWW (828), IPT Telecourses (38), and Guided Correspondence Study (1,054).

**Table 3**  
**Bachelor of Liberal Arts – Student Enrollments**  
**1996-97 to 2001-02**

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
<b>SUI</b>						
Admitted	221	175	205	174	123	134
Graduated	76	49	26	31	25	20
Enrolled		600	680	687	549	650
*LSI Admits					26	17
<b>ISU</b>						
Admitted	125	103	140	119	139	124
Graduated	102	92	97	89	107	107
Enrolled	264	262	267	277	312	316
<b>UNI</b>						
Admitted	20	20	27	81	81	70
Graduated	10	10	5	15	19	12
Enrolled	118	60	39	134	169	194
<b>Totals</b>						
Admitted	366	298	372	374	343	328
Graduated	188	151	128	135	151	139
Enrolled	**382	922	986	1,098	1,030	1,160

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

**Table 4**  
**ICN Credit Courses (C) and Student Enrollments (E)**  
**1996-97 to 2001-02**

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02	
	C	E	C	E	C	E	C	E	C	E	C	E
<b>SUI</b>	37	1,308	38	1,538	46	1,644	53	2,126	56	2,228	48	1,988
<b>ISU</b>	52	541	80	748	78	911	78	1,109	85	877	67	722
<b>UNI</b>	42	645	58	844	71	1,052	72	1,268	101	1,484	106	1,631
<b>Totals</b>	131	2,494	176	3,130	195	3,607	203	4,503	242	4,589	221	4,341

**Table 5**  
**2001-02 Non-Credit Course Registrations**  
**by Institution and Subject Matter (Hegis Code)**

<u>Code</u>	<u>Subject Area</u>	<u>SUI</u>	<u>ISU</u>	<u>UNI</u>	<u>Total</u>	<u>% of Total</u>
01	Agriculture	147	274,429		274,576	57.8%
02	Architecture & Environ. Design	44	3		47	0.0%
03	Area and Ethnic Studies	8			8	0.0%
04	Business	149	681	3,541	4,371	0.9%
05	Communications	161		134	295	0.1%
06	Computer & Inform. Sciences	68	1,333	233	1,634	0.3%
07	Consumer, Personal, & Misc. Serv.	164			164	0.0%
08	Education	401	451	2,460	3,312	0.7%
09	Engineering	2,650	7,025		9,675	2.0%
10	Foreign Languages	136			136	0.0%
11	Health	24,188	147	563	24,898	5.2%
12	Family & Consumer Sciences		93,669		93,669	19.7%
13	Industrial Arts	162		150	312	0.1%
14	Law	967			967	0.2%
15	Letters	1,663		25	1,688	0.4%
16	Liberal/General Studies	73	438		511	0.1%
17	Library and Archival Sciences	456			456	0.1%
18	Life Sciences	1,045			1,045	0.2%
19	Mathematics			363	363	0.1%
20	Military Sciences					0.0%
21	Multi/Interdisciplinary Studies	1,116	109		1,225	0.3%
22	Parks and Recreation		24,800	852	25,652	5.4%
23	Personal and Social Development	753	14,717	108	115,578	3.3%
24	Philosophy, Religion, and Theology	26	400	1,000	1,426	0.3%
25	Physical Sciences	246		2,344	2,590	0.5%
26	Psychology	530			530	0.1%
27	Public Affairs and Protect. Serv.	6,047	408		6,455	1.4%
28	Social Sciences	880		313	1,193	0.3%
29	Trade and Industrial	171		50	221	0.0%
30	Visual and Performing Arts	416		576	992	0.2%
31	Communities		768		768	0.2%
32	Veterinary Medicine					0.0%
<b>Total Registrations/Enrollments</b>		<b>*42,667</b>	<b>419,378</b>	<b>12,712</b>	<b>474,757</b>	<b>100.0%</b>

\*SUI registrations include 11,764 enrolled by Conferences & Institutes; 30,903 enrolled by other entities.

**Table 6**  
**Regional Study Centers Enrollment and Program Data**  
**1995-96 to 2001-02 (Summer, Fall and Spring)**

	<b>FY 96</b>	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>Seven Year Total</b>
	<b>(95-96)</b>	<b>(96-97)</b>	<b>(97-98)</b>	<b>(98-99)</b>	<b>(99-00)</b>	<b>(00-01)</b>	<b>(01-02)</b>	
<b>Quad Cities</b>								
Total Student Enrollments	5,014	5,283	5,186	7,151	9,264	10,239	10,939	53,076
Regent Students	745	815	1,513	1,094	1,084	925	1,252	7,428
# Regent Programs	8	12	NA	20	22	25	24*	--
<b>Tri-State</b>								
Total Student Enrollments	3,521	4,115	5,563	4,718	4,729	4,247	3,466 <sup>5</sup>	30,359
Regent Students	136	287	312	329	431	590	461	2,546
# Regent Programs	6	11	12	11	21	19	20**	--
<b>Southwest IA</b>								
Total Student Enrollments	296	322	457	591	528	467	500	3,161
Regent Students	296	322	457	591	528	467	500	3,161
# Regent Programs	21	24	25	26	28	38	42***	--
<b>Totals</b>								
Total Student Enrollments	8,831	9,720	11,206	12,460	14,521	14,953	14,905	86,596
Regent Students	1,177	1,424	2,282	2,014	2,043	1,982	2,213	13,135
# Regent Programs	35	47	NA	57	71	82	86	--

\*19 degree programs and 5 certificate/endorsement programs

\*\*16 degree programs and 4 certificate/endorsement programs

\*\*\*28 degree programs and 14 certificate/endorsement programs

[Note: These figures are based on full year data rather than on academic year data (Fall and Spring Semesters). The three semesters for FY 02 include Summer 2001, Fall 2001, and Spring 2002. Total Student Enrollments represents total enrollments, i.e., an individual student taking three courses is counted three times. In addition, the data reported from FY96 through FY00 may be different than the data reported in the Annual Governance Reports on Regional Study Centers due to the exact timing of the reporting period.]

*FY01 and FY02 Source: Annual Governance Reports on Regional Study Centers*

<sup>5</sup> Does not include AEA 4 Winter/Spring 2002 data.

**Table 7**  
**Regent University Programs at Regional Study Centers**  
**2001-02**

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

"Y" indicates program is offered. Source: 2002 Annual Governance Report on Regional Study Centers



**Table 8**

**Regent University Distance Education Courses/Sections  
Number of Communities and Enrollments by County  
2001-02**

The first number following each county is the total number of communities within the county in which distance education courses/sections were offered by one or more of the Regent universities. The second number is the total number of student enrollments. In addition, the individual communities are listed.

Collectively, Regent universities offered distance education courses/sections in all 99 Iowa counties, compared to 98 counties in 2000-01. The total number of communities in which distance education courses/sections were offered was 357, compared to 339 in 2000-01 (+5.3%). The total number of student enrollments was 15,783.

Not presented in Table 8, but noteworthy is that the total number of distance education courses/sections offered in 2001-02 was 3,496, compared to 2,586 in 2000-01 (+35.2%). Table 8 concludes with the collective and individual totals of the three Regent universities.

<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Adair</b> Orient	1	3	<b>Buena Vista</b> Albert City Alta Newell Storm Lake	4	20
<b>Adams</b> Corning	1	17	<b>Butler</b> Greene Parkersburg	2	3
<b>Allamakee</b> Lansing Postville Waukon	3	14	<b>Calhoun</b> Farnhamville Lake City Lohrville Manson Pomeroy Rockwell City Somers	7	34
<b>Appanoose</b> Centerville	1	6	<b>Carroll</b> Carroll Coon Rapids Glidden Manning	4	173
<b>Audubon</b> Audubon	1	6	<b>Cass</b> Atlantic Cumberland Durant Massena West Branch	5	81
<b>Benton</b> Mt. Auburn Norway Shellsburg	3	11	<b>Cedar</b> Tipton West Branch	2	19
<b>Black Hawk</b> Cedar Falls Evansdale Hudson Waterloo	4	2,421	<b>Cerro Gordo</b> Clear Lake Dougherty Mason City Rockwell Ventura	5	283
<b>Boone</b> Boone Madrid Ogden	3	45	<b>Cherokee</b> Aurelia Cherokee Marcus	3	32
<b>Bremer</b> Janesville Plainfield Sumner Waverly	4	18			
<b>Buchanan</b> Fairbank Independence Jesup Winthrop	4	22			

<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Chickasaw</b>	<b>4</b>	<b>24</b>	<b>Delaware</b>	<b>4</b>	<b>16</b>
Ionia			Delhi		
Lawler			Edgewood		
Nashua			Manchester		
New Hampton			Masonville		
<b>Clarke</b>	<b>2</b>	<b>14</b>	<b>Des Moines</b>	<b>4</b>	<b>29</b>
Murray			Burlington		
Osceola			Mediapolis		
<b>Clay</b>	<b>2</b>	<b>157</b>	Middletown		
Spencer			West Burlington		
Webb			<b>Dickinson</b>	<b>5</b>	<b>39</b>
<b>Clayton</b>	<b>5</b>	<b>99</b>	Lake Park		
Elkader			Milford		
Farmersburg			Okoboji		
Guttenberg			Spirit Lake		
Monona			Wahpeton		
Strawberry Point			<b>Dubuque</b>	<b>5</b>	<b>217</b>
<b>Clinton</b>	<b>5</b>	<b>62</b>	Dubuque		
Camanche			Dyersville		
Clinton			Epworth		
DeWitt			Peosta		
Goose Lake			Worthington		
Wheatland			<b>Emmet</b>	<b>1</b>	<b>7</b>
<b>Crawford</b>	<b>4</b>	<b>18</b>	Estherville		
Charter Oak			<b>Fayette</b>	<b>4</b>	<b>29</b>
Denison			Elgin		
Manilla			Fairbank		
Schleswig			Oelwein		
<b>Dallas</b>	<b>5</b>	<b>35</b>	West Union		
Adel			<b>Floyd</b>	<b>3</b>	<b>22</b>
Dallas Center			Charles City		
Perry			Marble Rock		
Urbandale			Rudd		
Waukee			<b>Franklin</b>	<b>3</b>	<b>15</b>
<b>Davis</b>	<b>1</b>	<b>2</b>	Ackley		
Bloomfield			Hampton		
<b>Decatur</b>	<b>3</b>	<b>7</b>	Sheffield		
Garden Grove			<b>Fremont</b>	<b>3</b>	<b>15</b>
Leon			Farragut		
Lamoni			Sidney		
			Tabor		

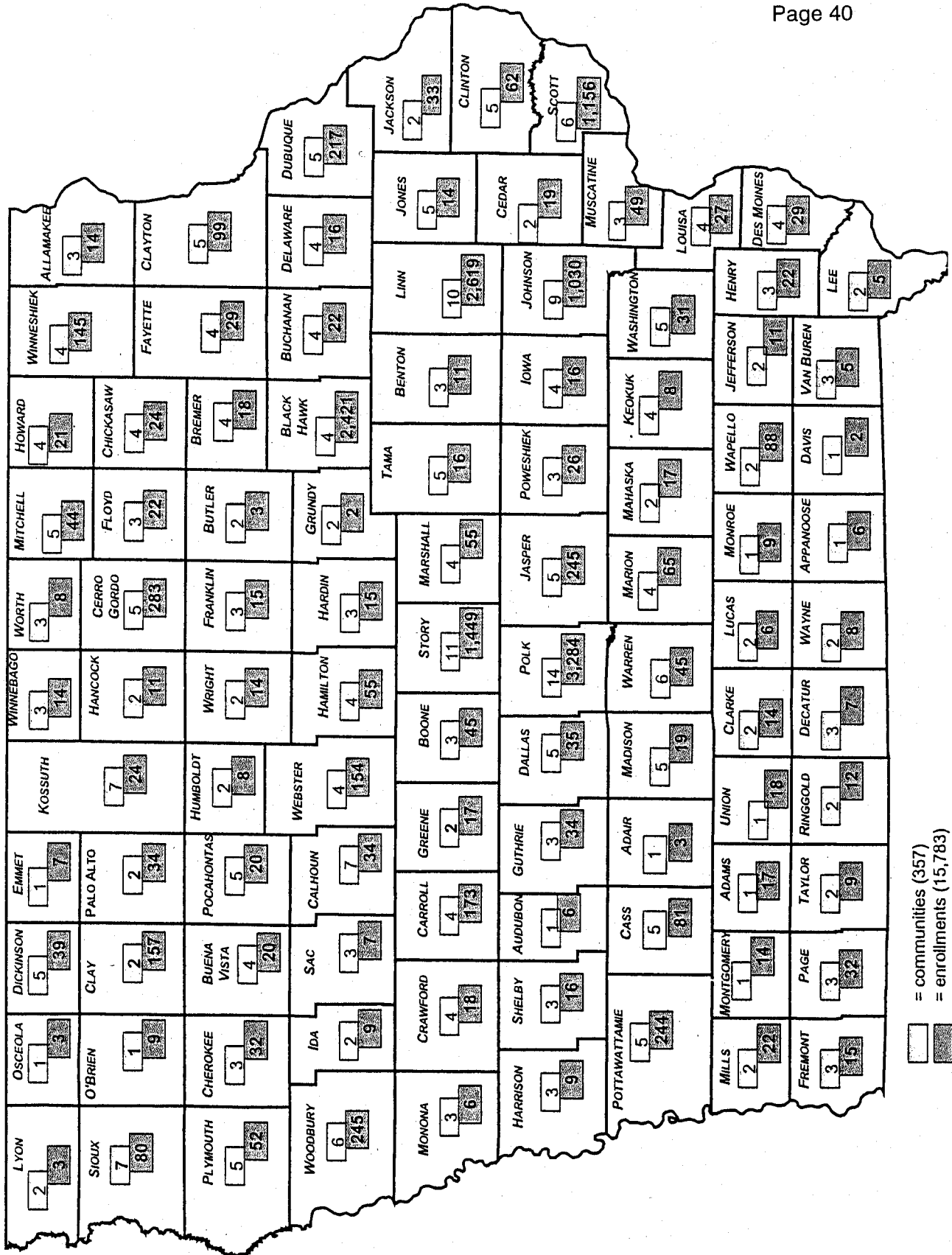
<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Greene</b>	2	17	<b>Ida</b>	2	9
Grand Junction			Holstein		
Jefferson			Ida Grove		
<b>Grundy</b>	2	2	<b>Iowa</b>	4	16
Beaman			Amana		
Wellsburg			Marengo		
<b>Guthrie</b>	3	34	Millersburg		
Guthrie Center			Williamsburg		
Menlo			<b>Jackson</b>	2	33
Panora			Bellevue		
<b>Hamilton</b>	4	55	Maquoketa		
Blairsburg			<b>Jasper</b>	5	245
Jewell			Colfax		
Stanhope			Mingo		
Webster City			Monroe		
<b>Hancock</b>	2	11	Newton		
Britt			Prairie City		
Garner			<b>Jefferson</b>	2	11
<b>Hardin</b>	3	15	Fairfield		
Eldora			Packwood		
Hubbard			<b>Johnson</b>	9	1,030
Iowa Falls			Coralville		
<b>Harrison</b>	3	9	Hills		
Dunlap			Iowa City		
Missouri Valley			Lone Tree		
Woodbine			North Liberty		
<b>Henry</b>	3	22	Oxford		
Mount Pleasant			Solon		
New London			Swisher		
Wayland			Tiffin		
<b>Howard</b>	4	21	<b>Jones</b>	5	14
Chester			Anamosa		
Cresco			Center Junction		
Elma			Monticello		
Riceville			Onslow		
<b>Humboldt</b>	2	8	Wyoming		
Dakota City			<b>Keokuk</b>	4	8
Humboldt			Keota		
			Pekin-Packwood		
			Sigourney		
			Thornburg		

<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Kossuth</b>	<b>7</b>	<b>24</b>	<b>Marion</b>	<b>4</b>	<b>65</b>
Algona			Knoxville		
Bancroft			Melcher		
Burt			Pella		
Fenton			Pleasantville		
LuVerne					
Swea City			<b>Marshall</b>	<b>4</b>	<b>55</b>
Titonka			Gilman		
			LeGrand		
<b>Lee</b>	<b>2</b>	<b>5</b>	Marshalltown		
Keokuk			State Center		
Fort Madison					
			<b>Mills</b>	<b>2</b>	<b>22</b>
<b>Linn</b>	<b>10</b>	<b>2,619</b>	Glenwood		
Alburnett			Malvern		
Cedar Rapids					
Center Point			<b>Mitchell</b>	<b>5</b>	<b>44</b>
Central City			Orchard		
Ely			Osage		
Fairfax			Riceville		
Hiawatha			St. Ansgar		
Lisbon			Stacyville		
Marion					
Robins			<b>Monona</b>	<b>3</b>	<b>6</b>
			Mapleton		
<b>Louisa</b>	<b>4</b>	<b>27</b>	Onawa		
Columbus Junction			Whiting		
Grandview					
Morning Sun			<b>Monroe</b>	<b>1</b>	<b>9</b>
Wapello			Albia		
<b>Lucas</b>	<b>2</b>	<b>6</b>	<b>Montgomery</b>	<b>1</b>	<b>14</b>
Lucas			Red Oak		
Russell					
			<b>Muscatine</b>	<b>3</b>	<b>49</b>
<b>Lyon</b>	<b>2</b>	<b>3</b>	Muscatine		
George			West Liberty		
Rock Rapids			Wilton		
<b>Madison</b>	<b>5</b>	<b>19</b>	<b>O'Brien</b>	<b>1</b>	<b>9</b>
Earlham			Sheldon		
Peru					
St. Charles			<b>Osceola</b>	<b>1</b>	<b>3</b>
Truro			Sibley		
Winterset					
			<b>Page</b>	<b>3</b>	<b>32</b>
<b>Mahaska</b>	<b>2</b>	<b>17</b>	Clarinda		
New Sharon			Essex		
Oskaloosa			Shenandoah		

<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Palo Alto</b>	<b>2</b>	<b>34</b>	<b>Sac</b>	<b>3</b>	<b>7</b>
Cylinder			Auburn		
Emmetsburg			Early		
			Sac City		
<b>Plymouth</b>	<b>5</b>	<b>52</b>	<b>Scott</b>	<b>6</b>	<b>1,156</b>
Akron			Bettendorf		
Hinton			Blue Grass		
Kinsley			Davenport		
Le Mars			Eldridge		
Remsen			Parkview		
			Princeton		
<b>Pocahontas</b>	<b>5</b>	<b>20</b>	<b>Shelby</b>	<b>3</b>	<b>16</b>
Fonda			Elk Horn		
Laurens			Harlan		
Palmer			Shelby		
Pocahontas					
Rolfe					
<b>Polk</b>	<b>14</b>	<b>3,284</b>	<b>Sioux</b>	<b>7</b>	<b>80</b>
Altoona			Granville		
Ankeny			Hawarden		
Bondurant			Hull		
Clive			Ireton		
Des Moines			Maurice		
Grimes			Orange City		
Johnston			Sioux Center		
Mitchellville					
Pleasant Hill			<b>Story</b>	<b>11</b>	<b>1,449</b>
Polk City			Ames		
Sheldahl			Cambridge		
Urbandale			Collins		
West Des Moines			Colo		
Windsor Heights			Gilbert		
			Huxley		
<b>Pottawattamie</b>	<b>5</b>	<b>244</b>	Kelley		
Avoca			Maxwell		
Council Bluffs			Nevada		
Crescent			Roland		
Minden			Story City		
Oakland					
<b>Poweshiek</b>	<b>3</b>	<b>26</b>	<b>Tama</b>	<b>5</b>	<b>16</b>
Brooklyn			Buckingham		
Grinnell			Chelsea		
Montezuma			Dysart		
			Garwin		
			Gladbrook		
<b>Ringgold</b>	<b>2</b>	<b>12</b>			
Diagonal					
Mount Ayr					

<u>County</u>	<u>Cities</u>	<u>Enrollments</u>	<u>County</u>	<u>Cities</u>	<u>Enrollments</u>
<b>Taylor</b>	<b>2</b>	<b>9</b>	<b>Winneshiek</b>	<b>4</b>	<b>145</b>
Lenox			Calmar		
Bedford			Decorah		
<b>Union</b>	<b>1</b>	<b>18</b>	Jackson Junction		
Creston			Spillville		
<b>Van Buren</b>	<b>3</b>	<b>5</b>	<b>Woodbury</b>	<b>6</b>	<b>245</b>
Bonaparte			Correctionville		
Keosauqua			Hornick		
Milton			Menville		
<b>Wapello</b>	<b>2</b>	<b>88</b>	Salix		
Eldon			Sergeant Bluff		
Ottumwa			Sioux City		
<b>Warren</b>	<b>6</b>	<b>45</b>	<b>Worth</b>	<b>3</b>	<b>8</b>
Indianola			Grafton		
Lacona			Manly		
Martensdale			Norwood		
New Virginia			<b>Wright</b>	<b>2</b>	<b>14</b>
Norwalk			Belmond		
Prole			Eagle Grove		
<b>Washington</b>	<b>5</b>	<b>31</b>	<b><u>2001-02 Regent Totals:</u></b> [2000-01 figures]		
Ainsworth			Counties	<b>99</b>	[98]
Kalona			Communities	<b>357</b>	[339]
Washington			Enrollments	<b>15,783</b>	[NA]
Wellman			Courses/sections	<b>3,496</b>	[2,586]
West Chester			<b><u>2001-02 Individual University Totals:</u></b>		
<b>Wayne</b>	<b>2</b>	<b>8</b>	[2000-01 figures]		
Corydon			<b>SUI</b>		
Seymour			Counties	<b>73</b>	[67]
<b>Webster</b>	<b>4</b>	<b>154</b>	Communities	<b>143</b>	[116]
Clare			Enrollments	<b>6,740</b>	[NA]
Dayton			Courses/sections	<b>743</b>	[632]
Fort Dodge			<b>ISU</b>		
Gowrie			Counties	<b>95</b>	[94]
<b>Winnebago</b>	<b>3</b>	<b>14</b>	Communities	<b>263</b>	[271]
Forest City			Enrollments	<b>4,628</b>	[NA]
Lake Mills			Courses/sections	<b>2,017</b>	[1,301]
Thompson			<b>UNI</b>		
			Counties	<b>75</b>	[67]
			Communities	<b>140</b>	[127]
			Enrollments	<b>4,415</b>	[NA]
			Courses/sections	<b>736</b>	[653]

REGENT UNIVERSITIES DISTANCE EDUCATION – COMMUNITIES & ENROLLMENTS  
2001-02



□ = communities (357)  
 ■ = enrollments (15,783)