

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Annual Report on Distance Education
Date: October 8, 2001

Recommended Actions:

1. Receive this report on distance education and the university reports.
2. Receive a status report on the Virtual University Council.

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

Board Policy

Key Findings

Enrollments The reporting year includes Summer 2000, Fall 2000, and Spring 2001. The full university reports are found in the Regent Exhibit Book.

In 2000-2001, Regent universities responded to the needs of the citizens of Iowa by offering [figures from previous year]:

Credit courses and programs:

- 60 credit programs (degree, certificate, endorsement) [55]
- 2,586 individual courses/sections [2,542]
- 35,125 total student registrations [33,944]

Bachelor of Liberal Studies program:

- 1,030 students enrolled in coursework [1,098]
- 147 students graduated [135]
- 343 students newly admitted to the program [343]
- 25 additional students in SUJ's new LSI program

Non-credit continuing education courses:

- 515,296 participants [361,757]

Classes using the Iowa Communications Network (ICN):

- 4,589 student registrations [4,503]
- 242 courses [up from 203]

Costs

The total incremental cost of distance education for the three universities in 2000-2001 was \$10,264,292 [\$9,002,842]. By category, they were:

- Instructional costs \$6,615,901. (64.5%)
- Technology \$1,313,624. (12.8%)
[This includes two new ICN rooms at UNI.]
- Administrative expenses \$2,334,767. (22.7%)

Collaborations

The universities continued their extensive efforts at collaboration, which help to reduce programming costs. In addition to cooperating in a number of joint projects, the institutions have instituted or further implemented a number of projects. Examples include:

- The Tippie School of Management at SUI and the ISU College of Engineering partnered to offer an Executive Engineer Dual Masters Program taught on-site in Cedar Rapids.
- ISU's College of Design's Department of Community and Regional Planning developed articulation agreements with all 15 Iowa community colleges and districts.
- UNI's Institute for Decision Making worked with 390 communities in the state, focusing on economic and community development.
- The three Regent institutions, several community colleges, and the Southwest Iowa Regents Resource Center have joined to recruit students into an off-campus BLS degree cohort. The program will begin in Fall 2001 with about 20 students at eight ICN sites.

Regional Study Centers

The number of programs offered at the three Regional Study Centers (Quad Cities Graduate Center, Tri-State Graduate Center, and Southwest Iowa Regents Resource Center) has increased from 71 to 82. While the total number of students at the three centers grew, the number of Regent students declined, from 2,043 in 1999-2000 to 1,982 in 2000-2001.

Two Councils

At its June 2000 meeting, the Board received the final report of the Priority Study Group (PSG) on Distributed Education. Acting upon the recommendation of the PSG, the Board appointed a Coordinating Council on Virtual Learning, which was to examine the role of the universities in increasing on-line courses. A second council, the 2+2 Council, was formed to increase articulation agreements and collaborative programs with community colleges. The 2+2 Council is in the final stages of naming its community college members. A summary of the findings of the Coordinating Council on Virtual Learning is found on pages 14-17.

Other Distributed Education Activities

Distance education, or distributed education, must be understood as more than continuing education credit courses. The activities of ISU's Continuing Education and Communication Services (CECS) unit provide numerous examples. During 2000-2001, CECS:

- Produced over 2,000 print, web, video, and radio segments

- Distributed over 5 million publications to 23 countries
 - Met the information technology needs for providing non-credit programming to 442,121 Iowans.
-

Link to Board's Strategic Plan:

The Board's strategic plan to assure and improve Access (Key Result Area 2.0.0.0) 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 the world"
- 2.1.1.1 "Annually assess access to Regent institutions"
- 2.1.1.3 "Implement policy on distance education"
- 2.1.1.4 "Evaluate differential tuition policy for distance education"
- 2.1.1.5 "Raise the percentage of 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 and collaborative programs to form baseline data and develop a reporting format to the Board"
- 4.4.2.3 "Explore opportunities for partnership among the Regent institutions and with other sectors of education."

Institutional Strategic Plans

University of Iowa

The strategic plans at the University of Iowa have historically included increasing the number and quality of courses offered to students off-campus. Such a goal is a direct implication of one of the five fundamental principles outlined in *New Century Iowa: Bridges to the Next Horizons*; specifically, "maintain and enhance strong ties between the University and external constituencies." For assessment purposes, SUI has developed: Indicator 23: Number of educational and professional outreach and service programs for Iowans; number of outreach programs for K-12 students in Iowa, and Target 23a – Increase the number of Iowans served by educational and professional outreach and service programs on-campus and in communities statewide.

Iowa State University

ISU continues to follow the goals and objectives of *Fulfilling the Promise: A Strategic Plan for Off-Campus Credit Programming by the Iowa Regent Universities* (1996), which included specific performance standards related to quality, access, and cost. The ISU Strategic Plan for 2000-2005 emphasizes the concept of the engaged university. Specific goals are described in the ISU Distance Education report, pages 3-4. Provost Rollin Richmond has established a Provost's Distance Educational Council. The Council proposed a policy for providing incentives for colleges, department, and faculty to engage in distance education, oversaw the application of North Central Association (NCA) standards for electronically offered course, and initiated a technology-enhanced learning (TEL) program.

University of
Northern Iowa

One of the values of UNI found in its strategic plan for 2001-2006, *Focused on Excellence*, is "service to the citizens of the State of Iowa, the nation and the world." Objective 3.2 proposes that UNI "increase availability of distance learning, continuing education and international academic and professional development opportunities to meet the demands of students."

Background:

Policy Revisions

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

Analysis:

Memorandum
Outline

The 2000-2001 reports from the Regent universities provide extensive descriptions of off-campus programming activities, including lists of current and projected offerings, and detailed enrollment statistics in credit and non-credit courses and programs, including the three regional study centers. The major sections and subsections of this report are:

- Credit and Non-Credit Courses (page 5)
- Credit Courses and Programs (page 5)
- Bachelor of Liberal Studies Program (page 7)
- ICN Credit Courses/Registrations (page 9)
- Non-credit Course Registrations (page 10)
- Cooperative Regent Activities (page 11)
- Regional Study Centers (page 12)
- Des Moines Centers (page 14)
- Report of the Coordinating Council on Virtual Learning (page 14)
- Collaborative Regent Activities (page 17)
- Scope of Service and Outreach to Iowans (page 19)
- Incremental Costs of Delivery (page 19)
- Analysis of Enrollment Trends and Outreach Services (page 24)
- National Trends and Enrollments Statewide (page 24)
- Program Evaluations and Learner Outcomes (page 25)
- Performance Indicators (page 26)
- Conclusions (page 27)

Credit and Non-Credit Courses and Programs

Credit Courses The University of Iowa, Iowa State University, and the University of Northern Iowa offered 60 credit programs (degree, endorsement, certificate) in 2000-2001. See Table 1, pages 28-30, for specific programs and sites.

Delivery Methods and Sites The **University of Iowa** offered 12 programs at 13 sites off-campus, utilizing a variety of delivery methods, including face-to-face courses, ICN, microwave relay, videotape, and correspondence study. **Iowa State University** provided 28 programs or certificates in 2000-2001, delivered via ICN, Web, videotape, video-conferencing, and face-to-face at nine in-state sites, plus other locations. The ISU report noted that 14 programs were offered in the U.S.A. and Canada, eight only in Iowa, and six were available only in the greater Des Moines area. The **University of Northern Iowa** had 20 degree and certificate programs at 51 sites. UNI also used a variety of delivery modes, including the World Wide Web.

Enrollments There were 35,125 total enrollments in credit courses and programs in 2000-2001, compared to 33,944 the previous reporting year. See Table 2, page 31, for more specific details on registrations by subject area.

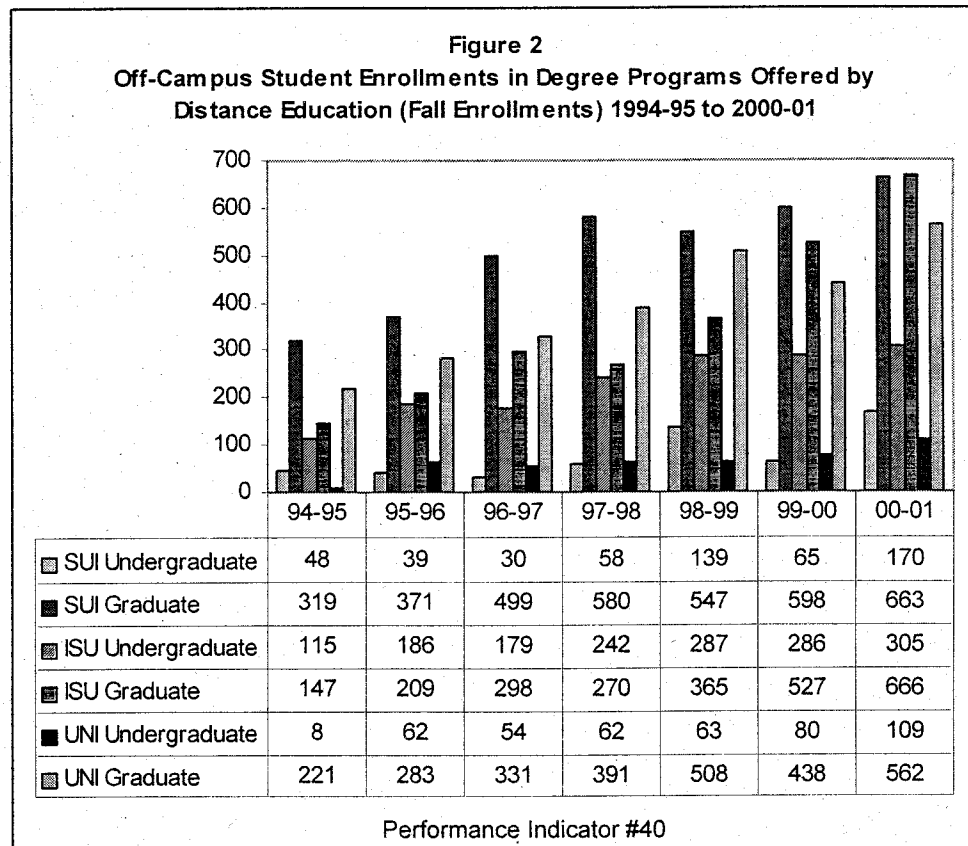
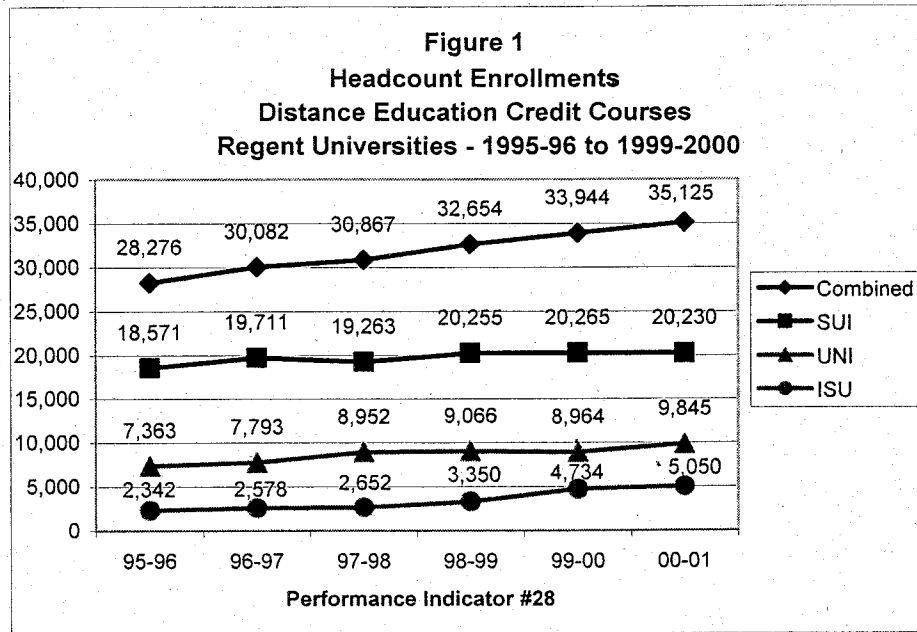
- University of Iowa -- Total 20,230 [20,265]
- Off-campus (6,417)
- Guided Correspondence Study (4,379)
- Saturday and Evening Classes (9,434)

- Iowa State University -- Total 5,050 [4,734]

- University of Northern Iowa -- Total 9,845 [8,964]
- Off-campus (6,366)
- On-campus (645)
- ICN (1,484)
- World Wide Web (481)
- Iowa Public Television Telecourses (55)
- Correspondence Study (844)

Trend in Credit Courses Figure 1 shows that the total enrollment in credit courses has risen almost 25 percent during the past six years. These data are taken from Regent Performance Indicator #28, which reflects Action Step 1.1.4.3 of the Board's Strategic Plan, "each institution [will] increase its service to Iowans, nation, and the world."

The data indicate that the total enrollment has continued its upward trend, from 33,944 in 1999-2000 to 35,125 in 2000-2001. SUI remained at the same level, while ISU increased from 4,734 to 5,050 and UNI increased from 8,964 to 9,845.

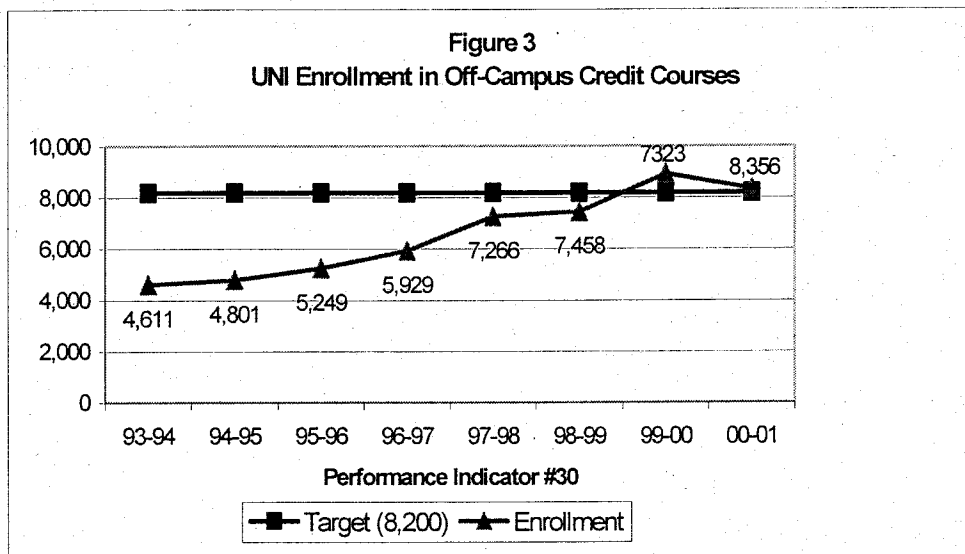


Degree program enrollments

Another measure of the service/outreach activity of the universities is Regent Performance Indicator (#40), which compiles the statistics of undergraduate and graduate students in degree programs offered through distance education. Figure 2 on page 6 displays the number of fall enrollments over the past seven years. At all three universities, the number of both undergraduate and graduate students has increased markedly. In the seven-year period from 1994-95 to 2000-2001, at SUI, the undergraduate enrollment more than tripled and the graduate enrollments almost doubled. At ISU during that same seven-year period, the enrollment of both undergraduates and graduate students in distance education programs more than quadrupled. At UNI, the undergraduate enrollments increased from 8 to 109, while the graduate enrollments more than doubled.

UNI enrollment

Specifically, the University of Northern Iowa has monitored the availability of its off-campus classes by calculating the enrollment in those courses. Consistent with other data regarding credit enrollments, the seven years of available statistics show a significant rise in enrollments, from 4,611 in 1993-94 to 8,356 in 2000-2001 [7,323]. As Figure 3 indicates, UNI has set a target of 8,200 student enrollments for Indicator (#30). These data reflect an 11.6% increase per year during this period.



Bachelor of Liberal Studies Program

BLS background

The Bachelor of Liberal Studies (BLS) degree program is a cooperative effort of the three universities. The Board established the program in 1977 for the purpose of providing statewide access to upper division courses for Iowa students interested in completing an undergraduate liberal arts degree. The total number of active enrollees for 2000-2001 is 1,030, a decline from 1,098 the previous year. Some of that decline can be offset by including the 25 students SUI now places in its Liberal Studies Interest category, i.e., expressing interest in the program. SUI notes in its report (page 1) that while 549 students were active in the program, another 55 were taking course work in order to meet BLS admission requirements. In all, then, 753 students (549 previous admitted, 149 new admission to BLS

and LSI status, and 55 completing course work to become eligible for BLS admission) was the SUI total for this year. More narrowly defined, in terms of active students, the 2000-2001 totals were:

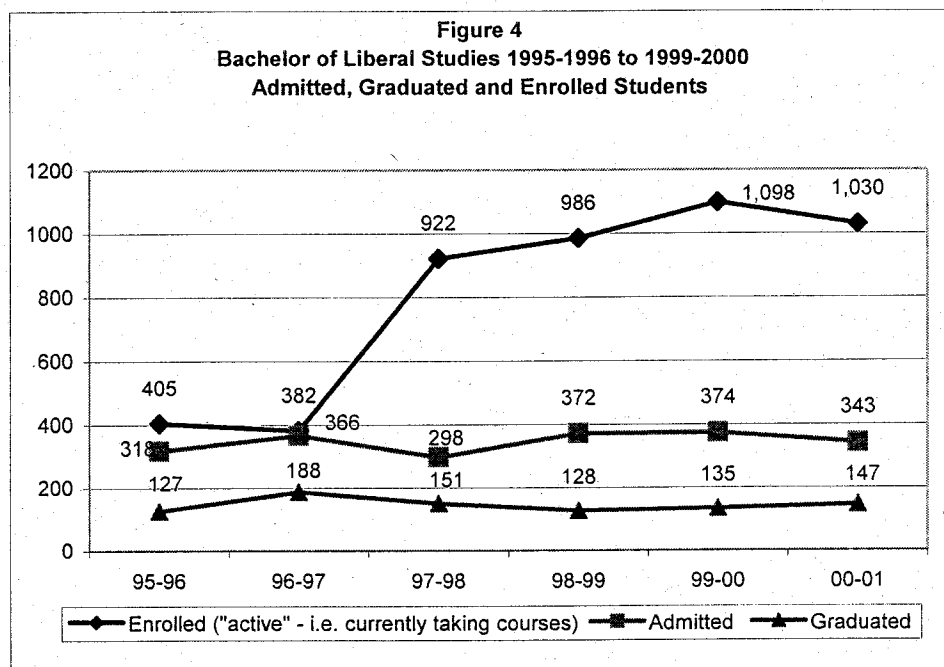
- SUI 549 [687]
- ISU 312 [277], and
- UNI 169 [134].

See Table 3, page 32, for additional details.

The universities have been exploring the idea of increasing the number of courses for the BLS that are available on-line. See the Virtual Learning Coordinating Council report on page 14-17 for further details.

Trend in BLS
Enrollments

Figure 4 indicates recent six-year trends regarding the number of students (1) admitted to the three universities, (2) graduating each year, and (3) actively enrolled in 2000-2001. The total enrollment dropped slightly this year, to 1,030 [1,098]. As noted above, some changes in numbers are attributed to reclassification of students into new categories. Previously, UNI changed to a more precise criterion of a student enrollment, i.e., who was considered an "active" student. See Table 3, page 32, for more details.



ICN Credit Courses/Registrations

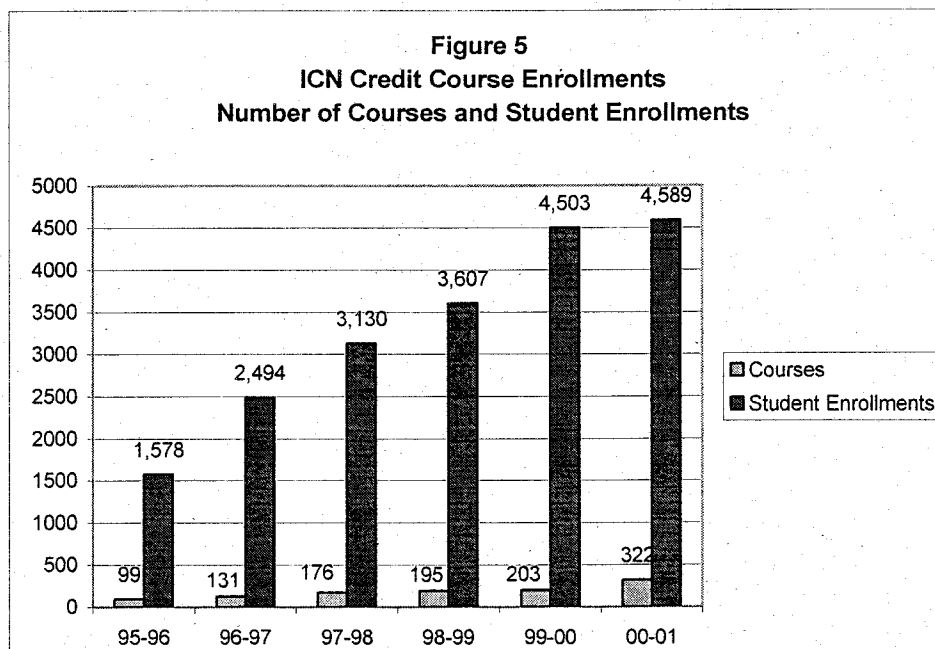
Regent University courses are a significant part of ICN Credit Courses.

The extensive use of the Iowa Communications Network (ICN) to deliver credit courses is one way that the Regent universities meet the Board's Key Result Area (KRA) of access. According to figures in an ICN study, at one point in time last year, the Regent universities were offering below 20-25% of the classes provided over ICN. The enrollment in these classes was 4,589 students. The data from Table 4, page 32, and Figure 5, page 9, indicate that during the past six years the use of the ICN has increased markedly. For example, SUI's enrollment in ICN courses was 1,113 students in 1995-96 and rose to 2,228 in 2000-2001, virtually a 100 percent increase over the six-year period. ISU also doubled its enrollments in ICN courses. At the University of Northern Iowa, enrollment during the six-year period rose from 418 to 1484.

Contributing factors include the expansion of ICN sites and continuation of successful courses. UNI added two new ICN classrooms in 2000-2001. The University of Iowa's College of Nursing continued a program that utilized compressed video transmission. An ongoing program is SUI's Computer Science and Electrical and Computer Engineering graduate program at Rockwell, Inc. in Cedar Rapids.

A growing concern for the universities is that the higher cost of ICN programming may eventually result in decisions in favor of developing courses using websites.

ICN course and participant data



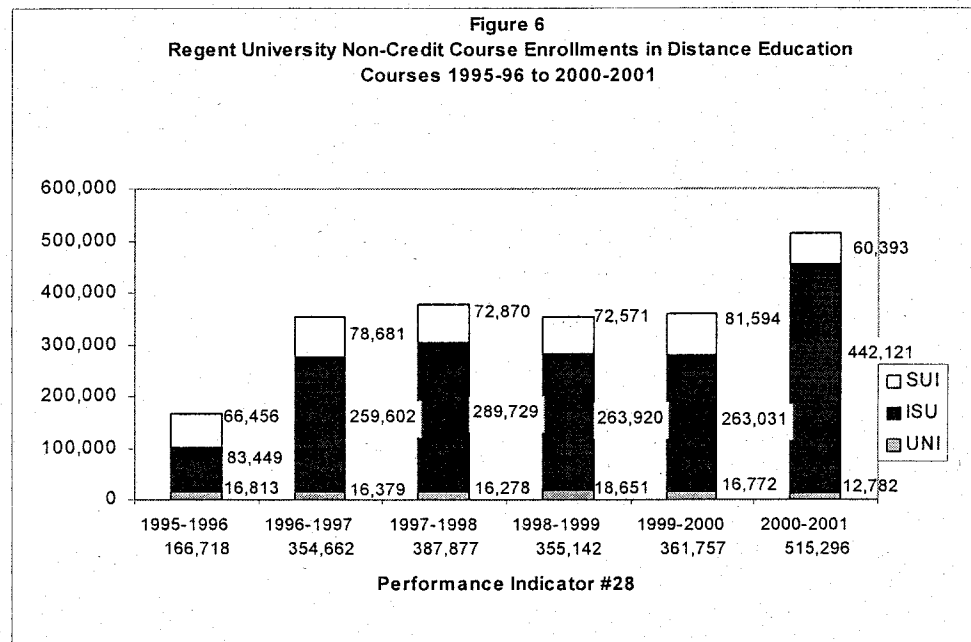
Non-Credit Course Registrations

Non-Credit Course Registrations

The Regent universities offered non-credit courses in 28 subject areas in 2000-2001. As Table 5, page 33, illustrates, the total number of enrollments was 515,296, [compared to 361,757 the previous year]. For this indicator, enrollment is "duplicated headcount," i.e., the same person participating in two courses is counted twice. Of the total, SUI had 60,393 enrollees [a decline from 81,954], with health still the predominant area 32,315 [35,748]. Visual and Performing Arts (9,225) and Public Affairs and Protective Service 4,821 [a decline from 8,647] provided programs and conferences for large numbers of enrollees. In the non-credit area, ISU non-credit course registrations for 2000-2001 totaled 442,121; the areas that represent the vast majority of these non-credit learners are agriculture and veterinary medicine (278,663) and family and consumer sciences (129,231). For the University of Northern Iowa, the communications area provided the largest number of its 12,782 enrollees at noncredit events [a decline from 16,772]. Figure 6, below, shows the six-year trend for the three universities.

Trend in Non-credit Enrollments

Overall, the area of non-credit enrollments will continue to grow. The question is in what areas. At ISU, non-credit programming will continue to increase with the development of the ISU Academy of Outreach Institutes, a program to support the development of timely, learner-focused education to meet the changing needs of Iowa businesses and industries. See Sections 1.6A and 1.6B of the ISU report on the Academy and accounts of the programs offered. A website has also been developed that provides more information.



**Cooperative Regent University Activities
Related to Distance Education**

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

The SUI report stated that it offers approximately 400 cooperative programs, many of them related to health care, through the University Hospitals and Clinics. The University's Community Partnerships and Outreach database may be accessed at <http://www.uiowa.edu/outreach>. Appendix B of the SUI report provides descriptions of the listed programs or services.

Examples:

SUI – Program (Partners)	Description
Iowa Geriatric Center (SUI is lead institution; other members 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 and training opportunities for health providers. It was recognized by the Iowa Distance Learning Association with its 2001 Innovators award.
ICN courses (Iowa State University and University of Northern Iowa)	Classes taught collaboratively: Legal Aspects of School Personnel (taken also by ISU students); Global Health Studies (taken by UNI students).
RN-to-BSN Program (3 community colleges: Northeast, North Iowa Area, Iowa Central, Iowa Lakes. Also Orange City Hospital.)	Assists nurses with R.N. degree to obtain a Bachelor of Science in Nursing degree.
ISU – Program (Partners)	Description
Early Childhood Special Education Program (SUI and UNI)	Designed to respond to a documented need for early childhood special educators. Funded with over a million dollars.
Masters in Family Financial Management (Kansas State, Montana State, University of Nebraska, North Dakota State, Oklahoma State, and South Dakota State)	Partners offer a web-based Masters degree regard as the highest quality program of its kind in the nation.

Iowa General Chemistry Network (a consortium including 10 Iowa community colleges, 4 private colleges, UNI, and UI.)	Focuses on improving the learning and teaching of general chemistry in the first year of a college curriculum.
UNI – Program (Partners)	Descriptions
Management and Professional Development Center (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.
Ag-Based Industrial Lubricants Research Program (university-state-industry)	Studies and promotes agricultural-based oils such as soybean, corn, canola, and sunflowers for use in hydraulic and industrial applications.
John Pappajohn Entrepreneurial Center (public and private sector organizations)	Assists entrepreneurs in launching new firms. Provides a variety of educational program opportunities with several UNI program units.

Regent Regional Study Centers

Quad Cities
Graduate Center

The Quad Cities Graduate Study Center increased its total student enrollment to 10,239 in 2000-2001 [9,264]. Three new degree programs were offered by Regent universities at the Center during the year. Of the total number of students, 1,084 were in 25 Regent programs. As Table 6, page 34, indicates, the highest number of Regent students was in 1997-98, when the total student enrollment was 1,513. According to Study Center officials, a contributing factor may be that the tuition rate of the Regent universities is higher than those of other universities providing courses at the Graduate Center.

Tri-State Graduate
Study Center

Total student enrollment at the Tri-State Graduate Study Center in Sioux City has been declining for several years. It was highest (5,563) in 1997-98, lower in 1999-2000 (4,729), and dropped to 4,247 in 2000-2001. The decline in the number of degree programs offered at Tri-State in recent years is the most likely cause. Actually, the number of Regent university programs offered through the Center has increased over the years, and the number of students classified as Regent students has also shown an increase. In FY96 there were 136 students; in FY01, 590 students were classified as Regent students. In FY 96 only six Regent university programs were offered; this reporting year, the three universities offered 19 courses. Compared to 1999-2000, two less courses were offered.

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 undergraduate Regent university programs as well as graduate course offerings. Ten new graduate programs or program cycles were started in 2000-2001. Last year, the report indicated that for the second year in a

Summary of
Programs Offered

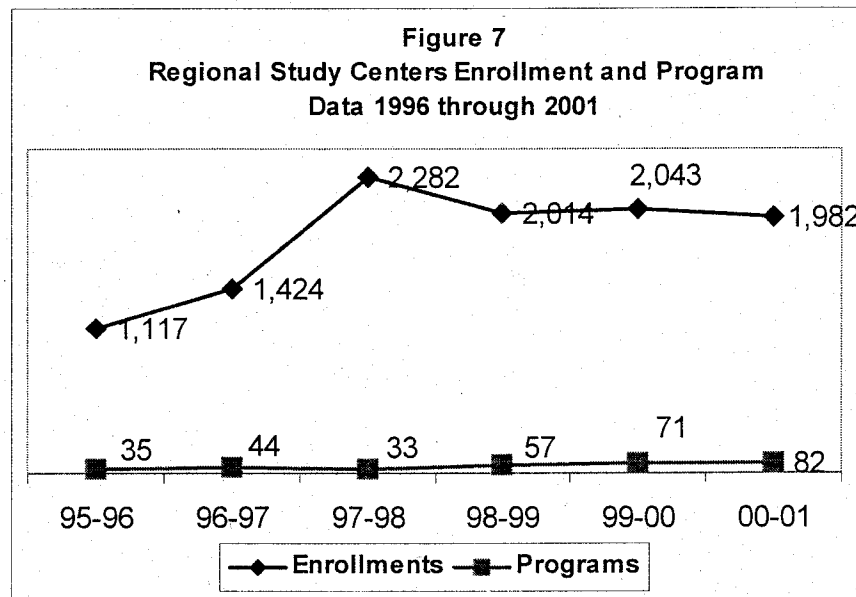
row, student enrollments have been more than 500. This reporting year, the number of Regent students dropped from 528 to 467.

For a complete listing of the specific degree programs offered in 2000-2001 at each of the centers, see Table 7, page 35. The degree programs range from engineering to nursing to social work and certificate programs for school superintendents. A summary of the number of offerings is:

	Quad Cities	Tri-State	Southwest
SUI	7	5	5
ISU	20	20	20
UNI	6	9	10
Totals	33	34	35

Programs are added or dropped as cohorts of students complete their programs. On occasion, advertised programs do not have adequate enrollments and are not begun. In addition to programs, both degree and certificate, the Universities offer special programs from time to time. As noted earlier, the Regent universities have been working to develop a cohort of students who will begin the BLS program at the Regional Study Center sites and other locations in Fall 2001.

Figure 7 illustrates six-year data from the three centers. A more complete report on the centers is made to the Board annually in May. It should be noted that "program" includes more than degree curriculum; for the Study Centers, it includes endorsement and certificate offerings as well.



Des Moines Centers

**Learning
Connection**

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

**DMHEC Courses
Offered**

The Regent universities, along with several private colleges and Des Moines Area Community Center (DMACC), offer courses at the Center. A new facility, to be located in the Des Moines Gateway Plaza, is planned to open in 2003. The current facility does not have ICN capacity. In 2000-2001, SUI offered on-site courses from the Tippe College of Business (MBA classes) and the College of Education (community college teaching licensure courses). The University of Iowa is considering the relocation of its Des Moines-based Social Work program to the permanent facility.

Coordinating Council on Virtual Learning

Purpose

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

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.

Definition

Virtual Learning was defined by the Council as any activity, whether direct instruction or instructional support, that uses web-based technology.

Membership

- University of Iowa – Chet Rzonca, Cordell Jeppsen
- Iowa State University – Rollin Richmond, Ann Hill Duin
- University of Northern Iowa – James Bodensteiner, Sharon Smaldino
- Board Office – Diana Gonzalez

Report for 2000-2001

Distance Education Courses and Enrollment Using Web Technology	SUI ¹	ISU ²	UNI ³
Number of Web Based Courses			
Semester courses	5	72	37
Number of students	225	699	481
Guided correspondence study	72	0	34
Number of students	384	0	300
Number of Web Based Programs	0	2 ⁴	1 ⁵
Number of faculty using web based technology in their course work	77	38	70
Number of faculty trained to use web based technology	77		70

Web Development Efforts

University of Iowa

- Approximately 50 guided correspondence courses were converted for web delivery last year.
- The College of Public Health, in cooperation with the University of Northern Iowa, offered web-based courses during Spring 2001.
- The College of Nursing offered two web-based courses. A professional degree program is currently being planned.
- The College of Engineering offered a web-based course in winter highway maintenance.
- The Belin and Blank International Center for Gifted Education and Talent received a grant to develop and offer web-based advanced placement courses.

Iowa State University

- The new Center for Technology-Based Instruction supports the development and use of technology-based instructional materials and foster and supports distance education scholarship.
- The Great Plains-IDEA Alliance has developed an on-line family financial planning curriculum that provides a 42-semester credit hour program at convenient times for learners. 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.

¹ The data reflect the use of Web technology only in distance education. They do not reflect Web technology used for on-campus courses nor ICN courses supported by Web materials.

² These numbers do not reflect Web technology used for on-campus courses nor ICN courses supported by Web materials.

³ The data include courses offered entirely on-line and ICN courses with a web component. They do not include any faculty who are using the web for on-campus courses.

⁴ One of the programs is a web-based certificate program.

⁵ The program is a 15-credit hour Certificate in Gerontology. Three courses (9 credit hours) were offered in this program with an average enrollment of 10.

- The College of Engineering and College of Education developed parallel courses in Engineering Mechanics (delivered on the World Wide Web) and in Teaching Methods (delivered on the ICN) for secondary education teachers in Iowa. Twenty teachers completed the courses and more than 170 teachers are on a waiting list.
- The Crop Advisory Institute (CAI) began development to offer 30 courses as web-based self-study modules. The website will also provide up-to-date information on crops and weather during the growing season, links to other on-line resources, and 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.
- Web-based programs under development include the following:
 - Distance Education for Veterinarians (funded with a USDA Higher Education Challenge Grant)
 - Information Assurance Certificate Program
 - Master of Education Program in Technology and Learning for Iowa Teachers
 - On-line Global Change Seminar
- A web-based Certificate in Criminal Justice is under development.

University of
Northern Iowa

Evaluation Process for Web-based Instructional Activities

The off-campus program activities are held to the same standards of 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 of a program.
- Programs may also be evaluated by specialized accrediting agencies.
- All programs that provide off-campus offerings 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

- All ISU programs develop strategic goals, outcomes, and measures.
- All off-campus programs and web-based courses are handled in a manner consistent with evaluation of on-campus programs and courses.
- The Continuing Education and Communication Services unit uses 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.

University of
Northern Iowa

- At the end of a course, faculty members distribute and collect course evaluations according to the process established by the department/college offering the course.
- Student evaluations are reviewed, shared with faculty, and used as a basis for improving teaching and learning.
- Every student taking an off-campus course through Continuing and Communication Services is also asked to complete a form evaluating the Continuing Education services.
- Students are given an opportunity to evaluate web-based courses/instruction.

Additional details of web activities being provided by the Regent universities are included in the Regent Exhibit Book.

Collaborative Regent Activities

Purpose

The Board established the State Extension and Continuing Education Council (SECEC) in 1962. Its chief purpose is to serve as a medium for the exchange of information regarding the off-campus programming initiatives of the individual colleges on each campus, which helps to avoid unnecessary duplication in offerings and also serves to indicate areas of potential cooperation in program initiatives. Some examples of collaboration coordinated through the SECEC in 2000-2001 include:

SECEC Activities

- The initiation of a plan to deliver via the Iowa Communications Network (ICN) a sequence of courses leading to the Bachelor of Liberal Studies degree at a number of off-campus sites. It will be known as BLSAI (Bachelor of Liberal Studies Across Iowa).
- The development of IRIDE, a website displaying the Distance Education programs, courses, and services of the three Iowa Regents universities.
- 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.

Continuing Degree
Programs

- The continuation of other cooperative academic programs. In addition to the BLS degree program, the Regents universities offer a Graduate Inclusion Program in Special Education (SUI, ISU and UNI), the M.A. in Higher Education (SUI and ISU), the Reading Recovery Program (SUI and ISU), and the M.S. in Electrical Engineering (SUI and ISU). Faculty and staff continue to discuss collaborative efforts for programs in English as a Second Language (ISU, UNI, and SUI), and Social Work (SUI and UNI). ISU and SUI are exploring the offering of a joint Executive MBA and Master of Engineering in Systems Engineering program. UNI and SUI are engaged in developing a public health program.

Collaborations with
Other Higher
Education
Institutions and
Public Agencies

Some examples of collaboration with other institutions, in-state and out-of-state, include:

- The Regent universities gained invitations from eight community colleges to extend BLS program classes to their districts: Clinton, Muscatine, Scott Community College of the Eastern Iowa Community College District, Northeast Iowa, Iowa Lakes, Western Iowa Technical, Iowa Western, and DMACC.
- Regional Telecommunications Councils (RTCs). Continuing education staff at the three Regent universities serve as representatives to five RTCs. The RTCs establish regional scheduling policies, determine local needs, and approve scheduled use of the regional ICN classrooms. The five areas are: Area 3 (Iowa Lakes Community College), Area 9 (Eastern Iowa Community College District), Area 10 (Kirkwood Community College), Area 15 (Indian Hills Community College) and Area 16 (Southeastern Community College). The SECEC coordinates the assignment and reporting of these representatives.
- The three universities have participated in the development of a web page coordinated by Iowa Public Television. The site provides a listing of and easy access to descriptions of the courses offered by accredited institutions of higher education in Iowa.
- Last year, the University of Iowa worked with Briar Cliff College in the delivery of the SUI Master of Social Work program. Program delivery began in Sioux City, classroom facilities of Briar Cliff, and an ICN classroom at Western Iowa Technical Community College.
- ISU offered a Food Safety project in partnership with Purdue University, through a USDA grant.
- ISU Extension is a member of the Midwest Child Care Research Consortium, a four-year state-wide research project with Iowa, Nebraska, Missouri, and Kansas.
- The ISU Financial counseling program assisted students and faculty at Grandview College, Maharishi, University of Management and Des Moines University.
- UNI has collaborated with Iowa's community colleges in the development and refinement of more than 120 articulation agreements. For example, these agreements allow graduates of selected two-year technical programs to transfer credit into the Technology Management major at UNI.

Scope of Service and Outreach to Iowans

Counties and
Communities
Served, and
Courses Offered

One measure of the extent of outreach provided by the three Regent universities is to determine where the institutions have offered distance education programs. The results of this year's survey show that the three universities, combined, offered courses in 98 of Iowa's 99 counties. A total of 2,586 courses were offered in 339 communities in the state. Table 8, pages 36-43, contains detailed information on the counties where programs were held in 1999-2000, and the communities in which courses were offered. A summary of each university's offerings in 1999-2000 are:

	Counties	Communities	Courses
University of Iowa	67	116	632
Iowa State University	94	271	1,301
University of Northern Iowa	67	127	653
Totals (duplicated)	(228)	(514)	2,586
unduplicated total	98	339	

In Table 9, page 44, two numbers appear in a rectangle in each Iowa county. The top number represents the number of communities in which one or more Regent universities offered courses in 2000-2001. The bottom number represents the number of courses offered in a county by the three universities. It should be noted that if two or three universities offered a course in the same city, e.g., Cedar Rapids, that community is counted only once.

Incremental Costs of Delivery

The Board, as well as its institutions, and the Priority Study Group on Distance Education have devoted much time to improving their understanding of the incremental costs of delivery of distance education courses and programs. The universities and the Board Office have developed a new format for reporting incremental costs. There was discussion about moving ICN site rental to the Instructional Costs category, but it was not done this year, in all cases. Each university's cost summary sheet uses the same general categories and sub-categories.

However, each university was given the option of providing supporting materials that explain, in light of individual missions and accounting practices, why certain expenditures are incurred. ISU, in particular, provides detailed explanations of their procedures. This year there was some modification in the categories that were developed last year. The instructional costs category includes faculty compensation, promotional materials, course materials, travel, and instructional services. Instructional services cover such items as the payment of mentors and on-site technicians. The technology costs category includes ICN line charges, ICN room use fees (sometimes identified as Site Access), on-campus media staff, and equipment. The category of administrative costs includes office expenses, personnel, and student support services. The total for the three universities in all three cost areas was \$10,264,292.

Cost Summaries use same categories, but data reflect different accounting procedures used.

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

The figures found in the institutional tables were adjusted slightly so that identical categories were used in the three tables.

	Instructional Costs	Technology Costs	Administrative Costs	Total
SUI	\$2,831,096.	\$359,419.	\$1,211,675.	\$4,402,190.
ISU	\$2,839,069.	\$346,867.	\$ 595,284.	\$3,781,220.
UNI	\$ 945,736.	\$607,338.	\$ 527,808.	\$2,080,882.
Total	\$6,615,901.	\$1,313,624.	\$2,334,767.	\$10,264,292.
	(64.5%)	(12.8%)	(22.7%)	(100.0%)

Revenue Data included this year.

At the request of the Board, figures were included this year for the revenue generated for credit courses through tuition and fees. As is explained in the Iowa State University chart, a different accounting procedure is used at ISU than is used at the University of Iowa and the University of Northern Iowa.

Determining Costs and Revenue of Distance Education

Several national publications in 2000 and 2001 had articles on the costs of distance education. As has been stated earlier by the Regent university presidents, the authors frequently state that it is extremely difficult to calculate costs and revenue of distance education. The consensus of authors is that the development costs of on-line courses are greater than for similar campus-based courses. According to several authors, the costs of on-line courses is less than campus-based instruction only when student enrollments for the on-line courses reach several hundred learners.

Figure 8a

Incremental Costs of Distance Education

University of Iowa

Instructional Costs	Total dollars	\$ 2,831,096.
• Faculty compensation (on load)		883,288.
• Faculty compensation (over load)		965,771.
• Faculty compensation (ICN-course, on load)		110,316.
• Faculty compensation (ICN course, over load)		125,604.
• Course development (paid to faculty/staff)		14,300.
• Travel expenses (course related)		49,647.
• Instructional services (mentors, technicians)		171,048.
• Promotional materials/mailings		170,679.
• Facility Rental (for classes)		
• Des Moines Airport		25,000.
• Social Work		19,289.
• Cedar Rapids Center – Business		163,018.
• Other: (course materials; mailings)		133,136.
Technology Costs	Total dollars	\$ 359,419.
• ICN line charges		64,722.
• ICN site access		13,928.
• On-campus media staff		69,415.
• Other: (equipment)		211,354.
Administrative Costs	Total Dollars	\$ 1,211,675.
• Office expenses		134,970.
• Personnel		763,221.
• Student support services		296,798.
• Other: (administrative travel)		16,686.
Total of Incremental Costs of Distance Education		\$ 4,402,190.
4.0 Revenue (tuition, fees, and contracts/grants*)		\$ 4,128,418.

(*Contract/grant income provides tuition support.)

Figure 8b

Incremental Costs of Distance Education

Iowa State University

Instructional Costs	Total dollars	\$ 2,839,069.
• Faculty compensation (on load)		2,005,717.
• Faculty compensation (over load)		199,250.
• Faculty compensation (ICN-course, on load)		425,642.
• Faculty compensation (ICN course, over load)		40,500.
• Course development (paid to faculty/staff)		14,300.
• Travel expenses (course related)		59,441.
• Instructional services (mentors, technicians)		40,389.
• Promotional materials/mailings		170,679.
• Facility Rental (for classes)		13,124.
• Other: (course materials; mailings)		55,006.
Technology Costs	Total dollars	\$ 346,867.
• ICN line charges		95,136.
• ICN site access		84,350.
• On-campus media staff		87,930.
• Other: (equipment, tape duplication)		79,451.
Administrative Costs	Total Dollars	\$ 595,284.
• Office expenses (CECS)		101,148.
• Personnel (CECS)		444,258.
• Promotional materials/mailings)		49,878.
Total of Incremental Costs of Distance Education		\$ 3,781,220.
4.0 Revenue (tuition and fees)		\$ 1,948,013.

Note: At ISU, the off-campus distance education tuition revenue is distributed to the colleges. This revenue is allocated into general fund accounts. Because the revenue is not deposited into revolving accounts, the entire tuition revenue must be spent by the end of the fiscal year, i.e., 6/30/01. In the ISU report, the collegiate expenses represent the total tuition revenue less direct course expenses assigned to the detailed categories in the incremental costs summary above.

Figure 8c

Incremental Costs of Distance Education

University of Northern Iowa

Instructional Costs	Total dollars \$	945,736.
• Faculty compensation (on load)		0.
• Faculty compensation (over load)		615,235.
• Faculty compensation (ICN-course, on load)		2,368.
• Faculty compensation (ICN course, over load)		246,642.
• Course development (paid to faculty/staff)		2,912.
• Travel expenses (course related)		20,913.
• Instructional services (mentors, technicians)		9,472.
• Promotional materials/mailings		18,198.
• Facility Rental (for classes)		5,729.
• Other: (course materials; mailings)		24,266.
Technology Costs	Total dollars \$	607,338.
• ICN line charges		141,049.
• ICN site access		99,561.
• On-campus media staff		82,801.
• Other: (equipment, tape duplication)		21,228.
• Two new ICN rooms on-campus		262,699.
Administrative Costs	Total Dollars \$	527,808.
• Office expenses		7,744.
• Personnel		520,065.
Total of Incremental Costs of Distance Education	\$	2,080,882.
Revenue (tuition and fees)	\$	2,299,079.

Note: The UNI figures do not include correspondence study or on-campus courses.

Analysis of Enrollment Trends and Outreach Activities

Briefly, the literature on distance education has indicated some of the following trends that are of interest to Regent universities:

National Trends in Distance Education

- Demand for distance education will increase from 5 percent of all higher education students in 1998 to 15 percent by 2002.
- To cope with teacher shortages, the California State University system is now offering an opportunity for undergraduates to earn their liberal studies degree through Liberal Studies Online, an online degree completion program for individuals working toward a California teaching credential.
- Colleges of Businesses on many campuses are making increasing use of virtual learning activities, just as corporations are using electronic training more frequently.
- The for-profit distance learning ventures begun by such institutions as Harvard, Cornell, Stanford, and Columbia are focusing on quality control. For example, Fathom, the Columbia University company, is turning to such institutions as the London School of Economics and Political Science, The British Library, the University of Chicago, and the Smithsonian Institution, RAND, and the Woods Hole Oceanographic Institution for resources.
- More than 190 traditional higher education institutions have developed flexible programs with accelerated formats, evening and weekend course, for adult learners. According to some estimates, more than 40% of students enrolled in degree-granting higher education institutions are age 25 or older.
- Financial aid restrictions for adult learners studying by distance education have been eased by federal legislation. One new provision in the Internet Equity and Education Act of 2001 would abolish the 12-hour rule that defines a full-time student as one registered for at least 12 hours of classroom instruction per week.
- The trend of distributed learning is growing. One example: increased numbers of on-campus students are enrolling in distance education courses.
- National data reveal that, although high school enrollments have been rising, the percentage of graduates from high schools immediately beginning a postsecondary educational program is rising at a slower rate.

Enrollments Statewide

Some pertinent data released in the Census 2000 Supplemental Survey:

State of Iowa Trends

- 88.4% of Iowans age 25 and older have completed a high school education. (National state average: 81.6%; Iowa ranks 5th)
- Iowa ranks 38th for the percentage of persons age 25 and older who have a bachelor's degree (23.2% hold degrees)

The Regent institutions mirror some of the national trends just described. UNI, for example, experienced a 58 percent increase in off-campus enrollment over the past five years (from 5,249 to 8,356). The credit course enrollments increased 9.8 percent in 2000-2001 over the previous year.

Distance Education
Data Summary for
Regent universities

The combined credit course enrollments for the three universities for 1999-2000 was 35,125, an increase from 33,944 over 1999-2000. Combined registrations in Iowa Communications Network (ICN) credit course registrations increased from 4,503 in 1999-2000 to 4,589 in 2000-2001. The most significant increase was in non-credit continuing education registrants, from 361,757 to 515,296.

The Fall Enrollment Report, Part II, for 2001 will contain more detailed enrollment information and analysis regarding off-campus courses.

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

Program Evaluations and Learner Outcomes

Program
Evaluations

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

As noted earlier, the new strategic plans of the universities imply that greater attention will be paid to program evaluations. SUI, for example has a new indicator (23) and a new target (23a) related to outreach and service programs. See page 22 of the SUI report. UNI has reported that it is using on-line surveys of recent graduates to ascertain their reactions to their programs of study.

The advent of on-line instruction has moved accrediting bodies and certain organizations to develop guidelines. Iowa State University reports it is using a resource from the Institute for Higher Education Policy, *Quality on the Line: Benchmarks for Success in Internet-Based Distance Education* (April 2000). See pages 35-36 of the ISU report for specific details.

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

Learner Outcomes

The ISU report contains examples of the processes used to measure student outcomes, as well as the results of a survey of students (pp. 38-40). Learner outcomes are assessed in a variety of ways, beginning with course evaluations. The SUI and UNI reports indicate that learner outcomes are assessed much the same way as they are in on-campus courses. Also, when academic program reviews and accreditation reviews are done, learner outcomes in distance education courses are included.

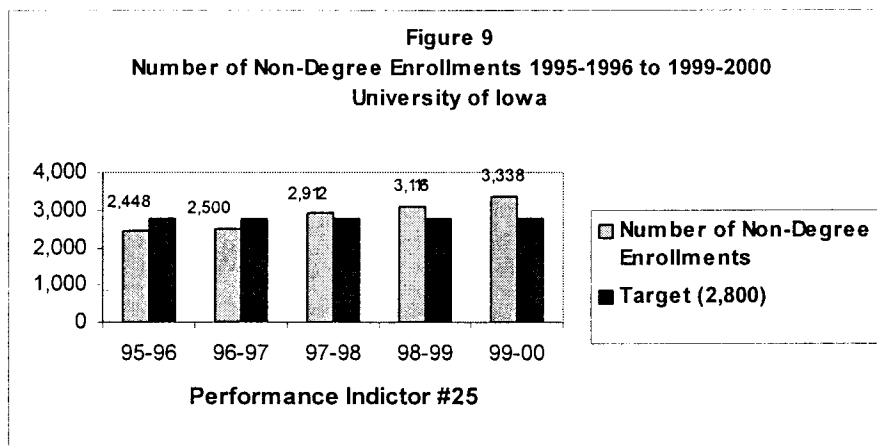
Performance Indicators Related to Distance Education

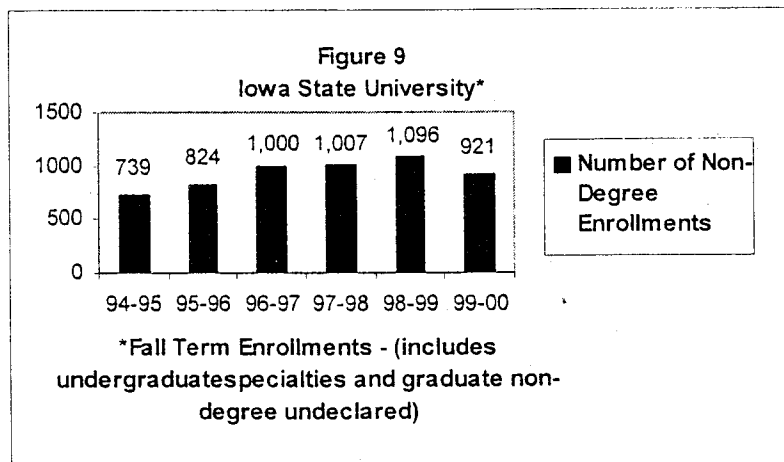
Performance Indicators

Throughout this report, charts and graphs have been used to illustrate trends in distance education efforts at the Regent universities. Many of the charts are based upon data collected for performance indicators that the Board has adopted to assist in meeting the Key Result Area of accountability. The data for all the indicators referred to in this report is found in Table 10, pages 45-46. They include:

- Indicators #28 and #40 (applies to all three universities)
- Indicators #25 (SUI and ISU)
- Indicator #29 (ISU)
- Indicator #30 (UNI)

See Figure 9 for SUI and ISU (page 27). It is a slightly different measure, in that it compiles numbers of non-degree seeking students. This chart is the same figure as provided last year. Data has not been completed this year. It will be available for the Annual Report on Performance Indicators in December 2001.





Conclusions

The university reports for Academic Year 2000-2001, compared to previous years, emphasized that there are many more aspects of distance education, or distributed education, than credit course offerings. Each report included narratives and/or extensive lists of a large variety of programs for the citizens of the state. That feature should be retained and refined.

Another addition this year was the inclusion of revenue figures (tuition and fees) associated with credit courses. This, too, is an ongoing reporting effort.

The inclusion of the report of the Coordinating Council on Virtual Learning and the formation of the 2+2 Council suggest that next year's report will be more extensive in the areas that these two groups explore. Based on the reports of these two groups, the Board may wish to reconvene a Priority Study Group on Distributed Education.

The reports of the three universities are in the Regent Exhibit Book.

Charles R. Kniker
Charles R. Kniker

Approved:

Robert J. Barak
Robert J. Barak

Table 1
Off-Campus Academic Credit Programs, 2000-2001
(Including ICN-Delivered Courses)

University of Iowa

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

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

Iowa State University

Program (in U.S.A. and Canada)	Delivery/Site(s)
Bachelor of Science in Professional Agriculture	Videotape
Financial Counselor Certification	World Wide Web
Master of Agriculture	Videotape
Certificate in Advanced Medical Nutrition Therapy	World Wide Web
Certificate in Dietetics Communication and Counseling	World Wide Web
Certificate in Dietetics Management	World Wide Web
Certificate in Information Assurance (Grad.)	World Wide Web, Videotape
Master of Engineering in Systems Engineering	Videotape, World Wide Web
Master of Science in Agronomy	World Wide Web and CD Rom
Master of Science in Computer Engineering	Videotape, World Wide Web
Master of Science in Electrical Engineering	Videotape, World Wide Web
Master of Science in Mechanical Engineering	2-way Videoconference, World Wide Web, Videotape
Master of Science in Microbiology	Videotape
Master of Science in Statistics	Videotape
Available only in Iowa	
Bachelor of Liberal Studies	On-site (Ankeny)
Bachelor of Science in Electrical Engineering	ICN (Cedar Rapids, Ft. Dodge, Marshalltown, Burlington, Davenport)
Certificate of Public Management	ICN
Master of Education in Educational Leadership (Preparation for Leadership emphasis)	On-site (Mason City, Atlantic)
Master of Family and Consumer Sciences	ICN
Master of School Mathematics	ICN
School Superintendent Certification	ICN
Executive Engineer Dual Masters Degree Program	On-site (Cedar Rapids)
Available only in Greater Des Moines	
Certificate in Empowerment Skills for Family Workers	Not Provided
Master of Business Administration	On-site (Des Moines)
Master of Education in Educational Leadership (Organizational Learning and Human Resource Development emphasis)	On-site (Ankeny)
Master of Education in Higher Education	On-site (Ankeny)
Master of Public Administration	On-site (Des Moines)
Occupational Voc-Tech teaching endorsement	On-site (Ankeny)

University of Northern Iowa

Program	Delivery/Site(s)
Master of Business Admin. (MBA)	Waterloo (John Deere)
Early Childhood Education (MAE)	ICN (Clarinda, Council Bluffs, Mason City, Webster City)
Educational Administration (MAE)	ICN (Aurelia, Cedar Rapids, Council Bluffs, Davenport, Des Moines, Dubuque, Maquoketa, Marion, Mount Pleasant, Tipton, Sioux City)
Educational Technology (MA)	ICN (Cedar Rapids, Davenport, Des Moines, Elgin)
Elementary Reading and Language Arts (MAE)	On-site (Council Bluffs)
Gifted Education (MAE)	ICN (Council Bluffs, Crystal Lake, Des Moines, Dubuque)
Library Science (MA)	ICN (Carroll, Cedar Rapids, Davenport, Lenox, Oelwein, Ottumwa, Sioux City, West Des Moines)
Middle School Education (MAE)	ICN (Bettendorf, Clarion, Des Moines, Dubuque, Malvern, Westside)
Special Education (MAE)	ICN (Carroll, Council Bluffs, Nora Springs, Storm Lake)
English (ESL/TESOL) (MA)	ICN (Bedford, Hinton, Hudson, Johnston, Murray, Shenandoah, Wappello, Webster City)
Communication Education (MA)	ICN (Decorah, Fairfield, Marcus)
Music Education (MM)	ICN (Ankeny, Clinton, Council Bluffs, Decorah, Dubuque, Farragut, Hubbard-Radcliffe)
Public Relations (MA)	ICN (Clear Lake, Davenport, Muscatine, Sioux City)
Middle School Mathematics (MA)	ICN (Council Bluffs, Cresco, Des Moines, Dubuque, Johnston, Marion)
Industrial Technology (MA) (Metal Casting)	Waterloo (John Deere)
Elementary Education (BA)	On-site (Carroll) and ICN
Advanced Studies Certificate in the Superintendency	ICN (Central City, Cylinder, Dubuque, Johnston, Manson, Merville, Postville)
General Industry and Technology Certificate	ICN (Ankeny, Council Bluffs, Davenport, Early, Mason City, New London, Sioux City)
Gerontology Certificate	World Wide Web
Driver Education	Various Sites

Table 2
2000-2001 Credit Course Registrations*
By Institution and Subject Area
(by Hegis Code)

Code	Subject Area	SUI	ISU	UNI	Total	%
01	Agriculture and Veterinary Medicine			938	938	2.7%
02	Architecture and Environmental Design			35	35	0.0%
03	Area and Ethnic Studies			475	475	1.4%
04	Business	3,728	640	284	4,652	13.2%
05	Communications	1,219	16	200	1,435	4.0%
06	Computer and Information Sciences	446			446	1.3%
07	Consumer, Personal, and Misc. Services		18		18	0.0%
08	Education	3,914	1,442	2,261	7,617	21.8%
09	Engineering	78	523		601	1.7%
10	Foreign Languages	314	6	76	396	1.1%
11	Health	1,507		71	1,578	4.5%
12	Family & Consumer Sciences		389	250	639	1.8%
13	Industrial Arts			413	413	1.2%
14	Law				0	0.0%
15	Letters	1,254		380	1,634	4.7%
16	Liberal/General Studies		238		238	0.7%
17	Library and Archival Sciences	98		141	239	0.7%
18	Life Sciences	136	193	364	693	2.0%
19	Mathematics	694	342	250	1,286	3.7%
20	Military Sciences		2		2	0.0%
21	Multi/Interdisciplinary Studies	345		84	429	1.2%
22	Parks and Recreation			2,923	2,923	8.3%
23	Personal and Social Development				0	0.0%
24	Philosophy, Religion, and Theology	546	67	72	685	2.0%
25	Physical Sciences	244		760	1,004	2.9%
26	Psychology	874	37	144	1,055	3.0%
27	Public Affairs and Protective Service	1,313	87		1,400	4.0%
28	Social Sciences	2,112	47	525	2,684	7.6%
29	Trade and Industrial				0	0.0%
30	Visual and Performing Arts	1,408		172	1,580	4.5%
31	Communities		20		20	0.0%
32	Veterinary Medicine		10		10	0.0%
Total Registrations		20,230	5,050	9,845	35,125	100.0%

*Iowa State University registrations include only Off-campus Classes (5,050). The University of Iowa registrations include: Off-campus (6,417); Guided Correspondence Study (4,379); and Saturday and Evening Classes (9,434). University of Northern Iowa registrations (9,845) include: Off-campus (6,336); On-campus (645); ICN (1,484); WWW (481); IPT telecourses (55); and Correspondence Study (844).

Table 3
Bachelor of Liberal Arts – Student Enrollments*

	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001
SUI						
Admitted	163	221	175	205	174	123
Graduated	39	76	49	26	31	25
Enrolled	--	--	600	680	687	549
LSI Admits						25
ISU						
Admitted	144	125	103	140	119	139
Graduated	78	102	92	97	89	107
Enrolled	288	264	262	267	277	312
UNI						
Admitted	11	20	20	27	81	81
Graduated	10	10	10	5	15	15
Enrolled	117	118	60	39	134	169
Totals						
Admitted	318	366	298	372	374	343
Graduated	127	188	151	128	135	147
Enrolled	**405	**382	922	986	1,098	1,030

*See text for definitions on active student. LSI is a new category. It is not included in the totals for this year.

Table 4
2000-2001 ICN Credit Course Registrations/Enrollments (update)

	1995-96		1996-97		1997-98		1998-99		1999-2000		2000-01	
	C	E	C	E	C	E	C	E	C	E	C	E
SUI	36	1,113	37	1,308	38	1,538	46	1,644	53	2,126	56	2,228
ISU	34	427	52	541	80	748	78	911	78	1,109	85	877
UNI	29	418	42	645	58	844	71	1,052	72	1,268	101	1,484
Total	99	1,958	131	2,494	176	3,130	195	3,607	203	4,503	242	4,589

Table 5
2000-2001 Noncredit Course Registrations
By Institution and Subject Matter
(by Hegis Code)

Code	Subject Area	SUI	ISU	UNI	Total	%
01	Agriculture	0	278,663	0	278,663	54.1%
02	Architecture and Environmental Design	0	33	0	33	0.0%
03	Area and Ethnic Studies	0	0	0	0	0.0%
04	Business	283	899	2,878	4,060	0.8%
05	Communications	70	107	819	996	0.2%
06	Computer & Inform. Sciences	447	409	308	1,164	0.2%
07	Consumer, Persl., Misc. Serv.	22	0	1,650	1,672	0.3%
08	Education	1,095	1,185	2,480	4,760	0.9%
09	Engineering	985	13,184	0	14,169	2.7%
10	Foreign Languages	0	31	0	31	0.0%
11	Health	32,315	0	66	32,381	6.3%
12	Family & Consumer Sci.	307	129,231	0	129,538	25.1%
13	Industrial Arts	119	0	0	119	0.0%
14	Law	519	0	0	519	0.1%
15	Letters	2,444	0	0	2,444	0.5%
16	Liberal/General Studies	693	0	132	825	0.2%
17	Library and Archival Sciences	233	0	0	233	0.0%
18	Life Sciences	505	1,500	0	2,005	0.4%
19	Mathematics	486	0	283	769	0.1%
20	Military Sciences	0	0	0	0	0.0%
21	Multi/Interdisciplinary Studies	0	0	0	0	0.0%
22	Parks and Recreation	242	0	200	442	0.1%
23	Personal and Social Develpt.	215	6,091	141	6,447	1.3%
24	Philosophy, Religion, and Theo.	0	3,042	0	3,042	0.6%
25	Physical Sciences	479	786	2,269	3,534	0.7%
26	Psychology	2,385	0	0	2,385	0.5%
27	Public Affairs and Prot. Service	4,821	177	489	5,487	1.1%
28	Social Sciences	1,189	0	103	1,292	0.3%
29	Trade and Industrial	306	0	399	705	0.1%
30	Visual and Performing Arts	9,225	356	565	10,146	2.0%
31	Communities	1,008	6,427	0	7,435	1.4%
Total Registration		60,393	442,121	12,782	515,296	100.0%

Note: Registrations for the University of Iowa include 9,649 enrolled by Conferences & Institutes; 50,744 enrolled by other entities.

Table 6

**Regional Study Centers Enrollment and Program Data
1995-96 Through 2000-2001 (Summer, Fall and Spring)**

	FY 96 (95-96)	FY 97 (96-97)	FY 98 (97-98)	FY 99 (98-99)	FY 00 (99-00)	FY 01 (00-01)	Six Year Total
Quad Cities							
Total Students**	5,014	5,283	5,186	7,151	9,264	10,239	42,137
Regent Students	745	815	1,513	1,094	1,084	925	6,176
# Regent Programs	8	12	NA	20	22	25*	--
Tri-State							
Total Students*	3,521	4,115	5,563	4,718	4,729	4,247	26,893
Regent Students	136	287	312	329	431	590	2,085
# Regent Programs	6	11	12	11	21	19**	--
Southwest IA							
Total Students*	296	322	457	591	528	467	2,661
Regent Students	296	322	457	591	528	467	2,661
# Reg. Programs	21	24	25	26	28	38***	--
Totals							
Total Students	8,831	9,720	11,206	12,460	14,521	14,953	71,691
Regent Students	1,177	1,424	2,282	2,014	2,043	1,982	10,922
# Regent Programs	35	47	NA	57	71	82	--

[Note: These survey data are based on a full year rather than Academic Year (Fall and Spring Semesters). The three semesters for FY 01, for example, include Summer 2000, Fall 2000, and Spring 2001. Total Student Enrollments represents total enrollments, e.g., an individual student taking 3 courses is counted 3 times. Also, some numbers are different than those reported in the Governance Reports on Regional Study Centers, due to additional reporting data. For example, for the Quad Cities Graduate Center in FY 99, the number in the Governance Report is 6,885; the 7,151 number is the "final" number.

*20 degree programs, five certificate/endorsement programs

**15 degree programs, 4 certificate/endorsement programs

***24 degree programs, 14 certificate/endorsement programs

Table 7
Regent University Programs at Regional Study Centers
2000-2001

<u>University of Iowa</u>	<u>QC</u>	<u>TriS</u>	<u>SWRRC</u>
(17 offerings) (*new program)			
Master of Business Administration	Y		
Master of Social Work	Y	Y	
Master of Arts in Library & Information Science	Y	Y	Y
Master of Arts in Nursing	Y	Y	Y
Community College Teaching Certification	Y	Y	Y
Doctor of Pharmacy (Pharm.D.)	Y	Y	Y
Bachelor of Liberal Studies*			Y
Master of Public Health*	Y		
<u>Iowa State University</u>			
(60 offerings) (*new programs)			
Master of Agriculture	Y	Y	Y
Master of Science in Agronomy	Y	Y	Y
Master of Engineering in Systems Engineering	Y	Y	Y
Master of Science in Computer Engineering	Y	Y	Y
Master of Science in Electrical Engineering	Y	Y	Y
Master of Family and Consumer Sciences	Y	Y	Y
Master of School Mathematics	Y	Y	Y
Master of Science in Microbiology	Y	Y	Y
Superintendency Certification Program	Y	Y	Y
Certificate of Public Management	Y	Y	Y
Bachelor of Liberal Studies*	Y	Y	Y
Bachelor of Science in Professional Agriculture*	Y	Y	Y
Master of Science in Statistics*	Y	Y	Y
Master of Community and Regional Planning *	Y	Y	Y
Master of Education in Educational Leadership*	Y	Y	Y
Bachelor of Science in Professional Agriculture*	Y	Y	Y
Bachelor of Science in Electrical Engineering*	Y	Y	Y
Financial Counselor Certification*	Y	Y	Y
Certificate of Advanced Medical Nutrition Therapy*	Y	Y	Y
Certificate in Dietetics Management*	Y	Y	Y
<u>University of Northern Iowa</u>			
(25 offerings) (*new program)			
Educational Leadership MAE	Y	Y	Y
Educational Technology MA	Y		
Library Science (K-12) MA	Y	Y	
Middle School Education MAE	Y	Y	Y
Public Relations MA	Y	Y	
Superintendency Certificate		Y	
Early Childhood Education MAE			Y
Elementary Reading and Language Arts MAE			Y
Gifted Education MAE			Y
Middle School Mathematics MA			Y
Music Education MM			Y
Special Education MAE		Y	Y
Graduate Industry & Technology*	Y	Y	Y
Communication Education (MA)*		Y	
English (ESL/TESOL) (MA)*		Y	Y
Totals of Regional Study Centers	33	34	35

"Y" -- Yes. Indicates program is available at the center.

Table 8

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

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

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

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Adair	3	4	Bremer	6	12
Adair		1	Denver		1
Greenfield		1	Janesville		3
Orient		2	Readlyn		1
			Sumner		1
Adams	2	13	Tripoli		1
Corning		12	Waverly		5
Prescott		1			
Allamakee	3	9	Buchanan	2	5
Harpers Ferry		1	Aurora		1
Lansing		1	Winthrop		4
Postville		7			
Appanoose	1	12	Buena Vista	5	9
Centerville		12	Albert City		3
			Alta		2
Audubon	1	5	Newell		1
Audubon		5	Sioux Rapids		1
			Storm Lake		2
Benton	6	15	Butler	2	4
Belle Plaine		5	Aplington		3
Newhall		1	New Hartford		1
Van Horne		1			
Vinton		5	Calhoun	4	9
Walford		2	Farnhamville		2
Watkins		1	Manson		4
			Rockwell City		1
Black Hawk	4	215	Somers		2
Cedar Falls		54			
Dunkerton		3	Carroll	2	31
Hudson		4	Carroll		30
Waterloo		111	Coon Rapids		1
Boone	3	29	Cass	4	14
Boone		17	Anita		1
Madrid		4	Atlantic		10
Ogden		8	Cumberland		1
			Griswold		2
			Cedar	4	8
			Clarence		1
			Stanwood		1
			Tipton		3
			West Branch		3

County	Cities	Courses
Cerro Gordo	5	71
Clear Lake		11
Dougherty		4
Mason City		50
Rockwell		5
Thornton		1
Cherokee	3	16
Aurelia		3
Cherokee		9
Marcus		4
Chickasaw	3	10
Ionia		1
Nashua		3
New Hampton		6
Clarke	2	3
Murray		2
Osceola		1
Clay	1	24
Spencer		24
Clayton	4	20
Elkader		13
Luana		1
Monona		3
Strawberry Point		3
Clinton	4	24
Clinton		15
DeWitt		5
Goose Lake		1
Wheatland		3
Crawford	2	18
Denison		14
Manilla		4

County	Cities	Courses
Dallas	6	25
Adel		2
Dallas Center		3
Perry		1
Van Meter		1
Waukee		17
Woodward		1
Davis	1	3
Bloomfield		3
Decatur	2	9
Leon		4
Lamoni		5
Delaware	4	9
Delhi		2
Edgewood		2
Manchester		4
Ryan		1
Des Moines	3	28
Burlington		14
Mediapolis		2
West Burlington		12
Dickinson	4	14
Lake Park		2
Milford		3
Okoboji		2
Spirit Lake		7
Dubuque	6	70
Asbury		1
Dubuque		53
Dyersville		1
Farley		1
Peosta		12
Sherrill		2

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Emmet	3	8	Hamilton	4	20
Armstrong		3	Blairsburg		2
Estherville		2	Jewell		1
Ringsted		1	Stanhope		2
Wallingford		2	Webster City		15
Fayette	4	6	Hancock	4	24
Arlington		2	Britt		8
Clermont		1	Crystal Lake		3
Elgin		2	Corwith		9
West Union		1	Garner		3
			Kanawha		1
Floyd	4	10	Hardin	5	21
Charles City		4	Eldora		4
Floyd		1	Hubbard		4
Nora Springs		3	Iowa Falls		6
Rockford		2	Radcliffe		5
			Union		2
Franklin	3	9	Harrison	1	1
Ackley		3	Missouri Valley		1
Hampton		5			
Latimer		1			
Fremont	1	5	Henry	3	13
Tabor		5	Mount Pleasant		6
			New London		6
Greene	2	13	Wayland		1
Churdan		3			
Jefferson		10	Howard	1	2
			Cresco		2
Grundy	4	6	Humboldt	2	8
Beaman		2	Bode		4
Conrad		1	Humboldt		4
Grundy Center		1			
Wellsburg		2	Ida	1	5
			Ida Grove		5
Guthrie	3	7	Iowa	2	4
Guthrie Center		3	Marengo		2
Menlo		2	Williamsburg		2
Panora		2			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Jackson	2	16	Linn	10	208
Bellevue		9	Alburnett		2
Maquoketa		7	Cedar Rapids		152
Jasper	4	22	Center Point		3
Colfax		1	Central City		10
Baxter		2	Coggon		2
Newton		16	Ely		1
Prairie City		3	Hiawatha		6
Jefferson	2	17	Lisbon		1
Fairfield		11	Marion		29
Packwood		6	Robins		2
Johnson	8	103	Louisa	3	8
Coralville		11	Columbus		2
Iowa City		83	Junction		2
Lone Tree		1	Grandview		2
North Liberty		2	Wapello		4
Oxford		1	Lucas	2	4
Solon		1	Lucas		1
Swisher		1	Russell		1
Tiffin		3	Lyon	2	2
Jones	3	5	George		2
Anamosa		1	Rock Rapids		2
Center Junction		1	Madison	4	8
Monticello		3	Earlham		2
Keokuk	2	5	Peru		2
Keota		3	St. Charles		3
Sigourney		2	Winterset		1
Kossuth	5	16	Mahaska	3	5
Algona		4	Fremont		1
Ledyard		1	New Sharon		2
Luverne		3	Oskaloosa		2
Swea City		4	Marion	3	19
Titonka		4	Knoxville		9
Lee	3	6	Pella		9
Burlington		1	Pleasantville		1
Donnellson		3			
Fort Madison		2			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Marshall	5	29	Page	2	10
Gilman		1	Clarinda		6
Haverhill		1	Shenandoah		4
LeGrand		3			
Marshalltown		23	Palo Alto	2	12
State Center		1	Cylinder		6
			Emmetsburg		6
Mills	3	10	Plymouth	4	12
Glenwood		7	Akron		5
Malvern		2	Hinton		3
Pacific Junction		1	Le Mars		3
			Remsen		1
Mitchell	3	13	Pocahontas	3	8
Osage		7	Havelock		1
Staceyville		1	Laurens		5
St. Ansgar		5	Rolfe		2
Monona	3	9	Polk	14	397
Mapleton		1	Alleman		1
Onawa		5	Ankeny		100
Whiting		3	Bondurant		5
			Clive		6
Monroe	1	1	Des Moines		188
Albia		1	Grimes		3
			Johnston		34
Montgomery	2	8	Mitchellville		3
Red Oak		6	Pleasant Hill		3
Villisca		2	Runnels		1
			Sheldahl		1
Muscatine	2	11	Polk City		4
Muscatine		8	Urbandale		9
Wilton		3	West Des Moines		39
			Pottawattamie	4	88
O'Brien	2	13	Carson		1
Hartley		7	Council Bluffs		85
Sheldon		6	Macedonia		1
			Oakland		1
Osceola	2	2			
Ashton		1			
Sibley		1			

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>County</u>	<u>Cities</u>	<u>Courses</u>
Poweshiek	3	8	Story	9	188
Grinnell		3	Ames		140
Montezuma		1	Collins		3
Victor		4	Colo		1
Ringgold	2	2	Gilbert		9
Ellston		1	Huxley		3
Tingley		1	Kelley		4
Sac	5	14	Nevada		13
Early		4	Roland		2
Lake View		5	Story City		13
Nemaha		1	Tama	3	11
Odebolt		3	Dysart		3
Sac City		1	Gladbrook		7
Scott	6	129	Tama		1
Bettendorf		44	Taylor	2	6
Blue Grass		1	Lenox		3
Davenport		76	Bedford		3
Eldridge		2	Union	2	17
Le Claire		3	Afton		2
Pleasant Valley		3	Creston		15
Shelby	4	9	Van Buren	1	1
Elk Horn		1	Keosauqua		1
Harlan		1	Wapello	2	36
Panama		4	Blakesburg		1
Shelby		3	Ottumwa		35
Sioux	5	21	Warren	6	28
Boyden		1	Indianola		5
Hull		2	Lacona		3
Hawarden		1	Martensdale		1
Orange City		15	New Virginia		4
Sioux Center		2	Norwalk		9
			Runnells		6

<u>County</u>	<u>Cities</u>	<u>Courses</u>	<u>Summary</u>	
Washington	4	13	State-wide Totals	
Kalona		1	Total Counties in Iowa	99
Riverside		2	Counties where courses were offered by Regent universities	98
Washington		6		
Wellman		4		
Webster	6	52	Number of Cities in which Regent courses were offered (unduplicated)	514 (339)
Burnside		2	Total No. of Courses	2,586
Callender		1		
Clare		4		
Fort Dodge		44		
Harcourt		1		
Winnebago	3	9	Individual University Offerings	
Forest City		7	SUI	
Lake Mills		1	Counties	67
Thompson		1	Cities	1116
Winneshiek	5	46	Courses	632
Calmar		16	ISU	
Decorah		20	Counties	94
Fort Atkinson		2	Cities	271
Jackson Junction		7	Courses	1,301
Ridgeway		1	UNI	
Woodbury	6	66	Counties	67
Correctionville		4	Cities	127
Lawton		1	Courses	653
Merville		4		
Salix		4		
Sergeant Bluff		4		
Sioux City		46		
Sloan		3		
Worth	1	4		
Manly		4		
Wright	5	11		
Belmond		4		
Clarion		2		
Eagle Grove		3		
Rowan		1		
Woolstock		1		

Table 10
Regent Performance Indicators Related to Distance Education

The following indicators apply to all Regent universities:

MGT No.	Performance Indicator	Related Action Step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.																																																																																										
28	Headcount enrollments in credit/non-credit courses offered through extension and continuing education [SU -- includes off-campus; Saturday and Evening classes; correspondence study; ISU -- off-campus classes only; UNI -- off-campus; on-campus; and correspondence study]	1.1.4.3	<table border="1"> <thead> <tr> <th>Year</th> <th>Credit</th> <th>Non-credit</th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>NP</td> <td>NP</td> </tr> <tr> <td>94-95</td> <td>NP</td> <td>NP</td> </tr> <tr> <td>95-96</td> <td>18,571</td> <td>66,456</td> </tr> <tr> <td>96-97</td> <td>19,711</td> <td>78,681</td> </tr> <tr> <td>97-98</td> <td>19,263</td> <td>72,870</td> </tr> <tr> <td>98-99</td> <td>20,255</td> <td>72,571</td> </tr> <tr> <td>99-00</td> <td>20,265</td> <td>81,954</td> </tr> <tr> <td>00-01</td> <td>20,230</td> <td>60,393</td> </tr> <tr> <td>Target</td> <td>NP</td> <td>Not requested</td> </tr> </tbody> </table>	Year	Credit	Non-credit	93-94	NP	NP	94-95	NP	NP	95-96	18,571	66,456	96-97	19,711	78,681	97-98	19,263	72,870	98-99	20,255	72,571	99-00	20,265	81,954	00-01	20,230	60,393	Target	NP	Not requested	<table border="1"> <thead> <tr> <th>Year</th> <th>Credit</th> <th>Non-credit</th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>NP</td> <td>NP*</td> </tr> <tr> <td>94-95</td> <td>NP</td> <td>NP*</td> </tr> <tr> <td>95-96</td> <td>2,342</td> <td>83,449</td> </tr> <tr> <td>96-97</td> <td>2,578</td> <td>259,602</td> </tr> <tr> <td>97-98</td> <td>2,652</td> <td>289,729</td> </tr> <tr> <td>98-99</td> <td>3,350</td> <td>263,920</td> </tr> <tr> <td>99-00</td> <td>4,734</td> <td>263,031</td> </tr> <tr> <td>00-01</td> <td>5,050</td> <td>442,121</td> </tr> <tr> <td>Target</td> <td>4,300</td> <td>300,000</td> </tr> </tbody> </table> <p>*In prior years, enrollments in programs not implemented by Extended and Continuing Education were not available for systematic reporting.</p>	Year	Credit	Non-credit	93-94	NP	NP*	94-95	NP	NP*	95-96	2,342	83,449	96-97	2,578	259,602	97-98	2,652	289,729	98-99	3,350	263,920	99-00	4,734	263,031	00-01	5,050	442,121	Target	4,300	300,000	<table border="1"> <thead> <tr> <th>Year</th> <th>Credit</th> <th>Non-credit</th> </tr> </thead> <tbody> <tr> <td>93-94</td> <td>6,526</td> <td>16,357</td> </tr> <tr> <td>94-95</td> <td>6,985</td> <td>16,720</td> </tr> <tr> <td>95-96</td> <td>7,363</td> <td>16,813</td> </tr> <tr> <td>96-97</td> <td>7,793</td> <td>16,379</td> </tr> <tr> <td>97-98</td> <td>8,952</td> <td>16,278</td> </tr> <tr> <td>98-99</td> <td>9,066</td> <td>18,851</td> </tr> <tr> <td>99-00</td> <td>8,964</td> <td>16,772</td> </tr> <tr> <td>00-01</td> <td>9,845</td> <td>12,782</td> </tr> <tr> <td>Target</td> <td>10,000</td> <td>Not requested</td> </tr> </tbody> </table>	Year	Credit	Non-credit	93-94	6,526	16,357	94-95	6,985	16,720	95-96	7,363	16,813	96-97	7,793	16,379	97-98	8,952	16,278	98-99	9,066	18,851	99-00	8,964	16,772	00-01	9,845	12,782	Target	10,000	Not requested	SE DE
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40	Off-campus student enrollment in degree programs offered through distance learning (Fall Semester only)	2.2.1.3	<table border="1"> <thead> <tr> <th>Year</th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>94-95</td> <td>48</td> <td>319</td> </tr> <tr> <td>95-96</td> <td>39</td> <td>371</td> </tr> <tr> <td>96-97</td> <td>30</td> <td>499</td> </tr> <tr> <td>97-98</td> <td>58</td> <td>580</td> </tr> <tr> <td>98-99</td> <td>139</td> <td>547</td> </tr> <tr> <td>99-00</td> <td>65</td> <td>598</td> </tr> <tr> <td>00-01</td> <td>170</td> <td>663</td> </tr> <tr> <td>Target</td> <td>NP</td> <td>NP</td> </tr> </tbody> </table>	Year	Undergrad.	Graduate	94-95	48	319	95-96	39	371	96-97	30	499	97-98	58	580	98-99	139	547	99-00	65	598	00-01	170	663	Target	NP	NP	<table border="1"> <thead> <tr> <th>Year</th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>94-95</td> <td>115</td> <td>147</td> </tr> <tr> <td>95-96</td> <td>186</td> <td>209</td> </tr> <tr> <td>96-97</td> <td>179</td> <td>298</td> </tr> <tr> <td>97-98</td> <td>242</td> <td>270</td> </tr> <tr> <td>98-99</td> <td>287</td> <td>365</td> </tr> <tr> <td>99-00</td> <td>286</td> <td>527</td> </tr> <tr> <td>00-01</td> <td>305</td> <td>666</td> </tr> <tr> <td>Target</td> <td>NP</td> <td>NP</td> </tr> </tbody> </table>	Year	Undergrad.	Graduate	94-95	115	147	95-96	186	209	96-97	179	298	97-98	242	270	98-99	287	365	99-00	286	527	00-01	305	666	Target	NP	NP	<table border="1"> <thead> <tr> <th>Year</th> <th>Undergrad.</th> <th>Graduate</th> </tr> </thead> <tbody> <tr> <td>94-95</td> <td>8</td> <td>221</td> </tr> <tr> <td>95-96</td> <td>62</td> <td>283</td> </tr> <tr> <td>96-97</td> <td>54</td> <td>331</td> </tr> <tr> <td>97-98</td> <td>62</td> <td>391</td> </tr> <tr> <td>98-99</td> <td>63</td> <td>508</td> </tr> <tr> <td>99-00</td> <td>80</td> <td>438</td> </tr> <tr> <td>00-01</td> <td>109</td> <td>562</td> </tr> <tr> <td>Target</td> <td>75</td> <td>550</td> </tr> </tbody> </table>	Year	Undergrad.	Graduate	94-95	8	221	95-96	62	283	96-97	54	331	97-98	62	391	98-99	63	508	99-00	80	438	00-01	109	562	Target	75	550	SE DE FE									
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The following indicators apply to a specific university:

MGT No.	Performance Indicator	Related Action Step	University of Iowa	Iowa State University	University of Northern Iowa	Gov. Rpt.																																				
25	Number of non-degree enrollments (includes undergraduate specialties and graduate non-degrees undeclared) (SUI/ISU)	1.1.4.3	<table border="1"> <thead> <tr> <th>Fall term</th> <th>No.</th> </tr> </thead> <tbody> <tr><td>94-95</td><td>NC</td></tr> <tr><td>95-96</td><td>2,448</td></tr> <tr><td>96-97</td><td>2,500</td></tr> <tr><td>97-98</td><td>2,912</td></tr> <tr><td>98-99</td><td>3,116</td></tr> <tr><td>99-00</td><td>3,338</td></tr> <tr><td>00-01</td><td>TBP</td></tr> <tr><td>Target</td><td>2,800</td></tr> </tbody> </table>	Fall term	No.	94-95	NC	95-96	2,448	96-97	2,500	97-98	2,912	98-99	3,116	99-00	3,338	00-01	TBP	Target	2,800	<table border="1"> <thead> <tr> <th>Fall term</th> <th>No.</th> </tr> </thead> <tbody> <tr><td>94-95</td><td>739</td></tr> <tr><td>95-96</td><td>824</td></tr> <tr><td>96-97</td><td>1,000</td></tr> <tr><td>97-98</td><td>1,007</td></tr> <tr><td>98-99</td><td>1,096</td></tr> <tr><td>99-00</td><td>997</td></tr> <tr><td>00-01</td><td>981</td></tr> <tr><td>Target</td><td>TBP</td></tr> </tbody> </table>	Fall term	No.	94-95	739	95-96	824	96-97	1,000	97-98	1,007	98-99	1,096	99-00	997	00-01	981	Target	TBP	Not Applicable	SE DE
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29	# of extension clients served (ISU)	1.1.4.3	Not Applicable	<table border="1"> <tbody> <tr><td>95-96</td><td>377,036</td></tr> <tr><td>96-97</td><td>353,361</td></tr> <tr><td>97-98</td><td>468,043</td></tr> <tr><td>99-00</td><td>499,537</td></tr> <tr><td>00-01</td><td>TBP</td></tr> <tr><td>Target</td><td>500,000</td></tr> </tbody> </table>	95-96	377,036	96-97	353,361	97-98	468,043	99-00	499,537	00-01	TBP	Target	500,000	Not Applicable	SE DE SP																								
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30	Availability of off-campus credit courses (n = Student enrollments) (UNI)	1.1.4.3	Not Applicable	Not Applicable	<table border="1"> <tbody> <tr><td>93-94</td><td>4,611</td></tr> <tr><td>94-95</td><td>4,801</td></tr> <tr><td>95-96</td><td>5,249</td></tr> <tr><td>96-97</td><td>5,929</td></tr> <tr><td>97-98</td><td>7,266</td></tr> <tr><td>98-99</td><td>7,458</td></tr> <tr><td>99-00</td><td>7,323</td></tr> <tr><td>00-01</td><td>8,356</td></tr> <tr><td>Target</td><td>8,200</td></tr> </tbody> </table>	93-94	4,611	94-95	4,801	95-96	5,249	96-97	5,929	97-98	7,266	98-99	7,458	99-00	7,323	00-01	8,356	Target	8,200	SE DE																		
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