

University College
2023 Collegiate Review

What is a University College Charged to Do?

In 2011, the Education Advisory Board (EAB), a national entity dedicated to helping University presidents, provosts, and chief business officers review peer-tested research that answers the most pressing issues in education, wrote a short, custom research brief entitled “Forming a University College.” Rather than this being a “how-to” manual, the brief instead summarized a study of seven University Colleges established in universities across the country. Dr. Scott Evenbeck and Dr. Dorothy Ward, authors of the monograph “Organizing for Success: The University College Model,” describe the mission of University Colleges this way:

“The model [University College Model] that has emerged contains a number of essential features, including collaboration among and within units serving entering students; strong links to the undergraduate curriculum; holistic support for student learning and development; and a commitment to assessment. Yet, each of these features is uniquely defined within the contexts of individual campuses. Just as there is no single iteration for the units making up a liberal arts college or the college of science and math, there is no one definition or operationalization of the University College.”

This provides a framework within which to assess and evaluate our own University College (UC) at the University of Iowa (UI), although it also suggests significant latitude if not ambiguity in mission at different institutions. The seven University Colleges studied in the above report focus on services oriented to supporting new students, yet they differ, albeit subtly, in the enrolled student body and administrative reporting structures. While many University Colleges focus on the first-year experience, others are home to non-traditional students or off-cycle programs, including distance education degree programs, adult or geographically committed students, summer and winter programs and classes meeting outside of the typical academic calendar. Iowa’s UC has a split mission that is perhaps less common than models that are either oriented to the new or the non-traditional student and adds some complexity when defining the mission.

Therefore, the tendencies of Iowa’s UC to develop an integration of these two structures—even if from independent forces and unforeseen precipitating conditions— make us both typical of other University Colleges and somewhat different in that we need to observe multiple sets of needs from our mixed constituencies.

Although the development of Iowa’s UC was initially unsystematic and fortuitous, its recent past and its foreseeable future both show an emerging coherence that can best be illustrated by an historical introduction. Then, setting aside coincidences, emergencies, budgetary exigencies, and changes brought about by adventitious personnel adjustments, an emerging strategic landscape begins to be visible.

History of Iowa ‘s University College (UC)

A confluence of several factors led to the establishment of Iowa’s UC in 2005. Most significantly, that year the Board of Regents (BOR) approved a new distance degree program, the Bachelor of Applied Studies (hereafter BAS).

In 2002, the BOR asked the three Regent institutions to form a Priority Study Group to determine a way to meet the educational needs of students graduating from Iowa Community Colleges each year with associate in applied science (AAS) degrees. There are between 3500-4500 such graduates each year. While many do not plan to pursue a baccalaureate degree, those who do find themselves at a distinct

disadvantage when applying to four-year institutions in that only 16 credits of the 60 earned transferred.

The BAS was designed for a specific population of students; to be eligible for admission students must be place bound and graduates of an Iowa community college. The BAS was originally designed to assist only students with AS or AAS degrees earn baccalaureate degrees, however, students with AA degrees are now admissible. Iowa was designated as the regent institution to offer the BAS and the Division of Continuing Education (DCE) was designated to support students in the online degree program. Finally, because this degree did not require a world language the College of Liberal Arts and Sciences (CLAS) would not confer this degree. The Registrar at the time worked with the Provost and established a college that would—today's UC.

In addition to being the conferring college for the BAS degree, the administration considered UC to be the administrative home for academic programs that served all undergraduates. With support from both the Provost and the Dean of CLAS, the University Honors Program, Military Studies Program, Aerospace Studies, and Lifetime Leisure Skills were moved from CLAS to UC. The rationale for the move was that the departments were open to all undergraduates, not just students in CLAS.

During this same time, the administration aspired to improve the persistence and success of its students. At the time, the institution retained 83% of students for their second year and graduated 64% within six years. In 2005-2006, the Center for Research on Undergraduates (CRUE), conducted a review of the undergraduate experience at Iowa. The Report of *Research on Iowa Student Experiences (RISE)* concluded that engagement in educationally purposeful activities had a significant positive impact on student success and persistence, but the opportunities were not widely or evenly distributed among the student body. Additionally, the researchers concluded that a significant portion of the students experienced negative consequences from a culture of excessive drinking.

In 2006 under the leadership of Associate Provost Tom Rocklin, the Student Success Team (SST) was formed. The cross-functional group of faculty and staff was created to “bring attention and action to issues that influence undergraduate student success.” Building on the recommendations from the *RISE* report, SST created a First-Year Experience Task Force to examine practices to support first-year students and an Early Intervention Taskforce to identify successful practices in comprehensive early intervention systems for students in difficulty.

In 2008 Beth Ingram was appointed to lead UC. Working with the Dean of DCE (Chet Rzonca) and his Associate Dean, Anne Zalenski, they further refined the mission of UC, developed a course and instructor approval process, and created a faculty advisory group to assist in identifying unmet student needs. Leveraging the funding model provided by DCE, additional first-year experience, leadership and skills-based coursework were created through the Pomerantz Career Center, Academic Advising Center, and the Division of Student Life.

In March 2009 the First-Year Experience Task Force completed their report. They recommended establishing a comprehensive first-year experience program that would integrate existing programs and create a new first-year immersion program, which would eventually be known as OnIowa. Several months later the Early Intervention Taskforce's final report recommended purchasing an early-warning system to identify at-risk students and a hiring director and assistant director of retention to coordinate campus communication resolve student issues.

Based on the committees' recommendations, in 2010 the Office of the Provost created the first fulltime positions in UC. An Assistant Dean, Andrew Beckett, was appointed to oversee the expansion of living-learning communities and first-year programs. A director was hired to offer supplemental instruction

and tutoring in gateway courses and develop a first-year immersion program which would be known as Onlowa. Another director was hired to assist in the institution's early intervention initiatives. Orientation Services was moved from Admissions to UC to better align current transition programs with emerging ones.

From 2010 to 2015, UC saw significant development in all the foregoing efforts. Additional resources were provided to expand academic support, transition programs, and first-year experience courses. In 2016, coinciding with the retirement of the Dean of Continuing Education, DCE was formerly moved to UC. The 2016-17 collegiate review provided recommendations for further advancing the college's mission, and strategies for collaboration among its various units.

Changes Since the 2017 Review

Many of the recommendations from the 2016-17 collegiate review involved reorganizing departments and reporting lines within the college with the goals of better aligning functional areas and reducing the overall number of the Dean's reporting lines. Specific recommendations that were implemented include:

- Moving the reporting lines of the Iowa Writing Festival, Center for Conferences, Iowa Lakeside Lab, and John and Mary Pappajohn Education Center from the Dean to an Associate Dean.
- Expanding the roles of the Associate Deans to take on more collegiate responsibilities, including curriculum development, course management, and student appeals.
- Consolidating the Orientation and Onlowa staff under one unit.
- Providing additional staff to support the expansion of academic support.
- Creating a position to oversee collegiate operations.
- Creating an Academics Policies and Practice committee.
- Moving the Center for Teaching to the Office of the Provost from Information Technology Services (instead of to University College which was recommended in the previous review).

Since the 2016-17 collegiate review other changes have occurred at the institution that impacted the organization and operations of the college.

- In 2018 Tanya Uden-Holman was appointed as Associate Provost for Undergraduate Education and Dean of the UC. The institution implemented a new collegiate-focused budgeting model. UC was considered both a central-service unit, an organization designated to support the overall campus, and a collegiate unit, an organization that houses academic programs and courses. This provided the college an opportunity to review curricular initiatives and allocate resources to institutional priorities.
- In January 2019, the Iowa Summer Writing Festival was moved to the Magid Center in CLAS. This was a recommendation in the 2016-17 review to better align the institution's writing departments.
- In March 2020 the institution moved all courses online due to COVID. The abrupt change placed pressure on many units. Peer leaders from Academic Support and Retention were provided university-owned laptops to continue to support students via Zoom. Instructional designers and other staff involved in Distance and Online Education (DOE) played critical roles as they assisted faculty in quickly pivoting to online instruction. Orientation Services quickly moved to change the modality of advising, registration, and orientation for the incoming Fall 2020 class. Additional UC off-cycle courses were created to provide options for students needing to adjust their spring

schedule. Liberal Arts Beyond Bars (UI LABB), the institution's college in prison program, was suspended.

- In 2021, the Center for Conferences was closed due to financial challenges.
- In July 2022 the Iowa Veteran Education, Transition, and Support (IVETS) moved from the Office of the Registrar to UC.
- In May 2023 the college was able to relocate many of its units to Calvin Hall, providing opportunities for further collaboration among staff.

Today UC oversees two online degree programs, four certificates, and offers courses from thirteen academic departments. It employs 73 full-time staff, 12 graduate students, 280 adjunct instructors, and 204 undergraduates. Much of the college's work is tied to the institution's strategic plan. UC plays a key role in facilitating the UI strategic plan and associated P3 projects. Student success is interwoven throughout all five goals of the strategic plan and implementation approaches seek to connect with existing campus units and groups, including leveraging the expertise in UC. DOE is critical for leading tactics related to online learning and partnering with campuswide efforts to advance innovative and inclusive teaching and learning approaches. Student success units in UC lead various tactics (examining equitable student usage of academic support and integrating systems/approaches that use student data to inform outreach/support), and partner with multiple P3 projects (Excellence in Teaching and Learning/Hawkeye Introductory Course project, Learning at Iowa, Closing the Gap, Examination of Academic Policies, and more). UC will continue to serve as a critical lever in advancing strategic priorities that span all goal areas and to facilitate the success of faculty, staff, and students.

The following is an overview of each of the programs and/or departments within UC. While listed as separate units, their success is dependent on collaboration with each other.

Academic Support & Retention (AS&R)

AS&R's advances the UI's priority of academic excellence through transformative student learning and success. Through collaborative partnerships, AS&R serves the campus community by leading innovative, research-informed, and equity-based educational opportunities to help undergraduate students thrive. AS&R's work can be categorized in four areas: academic success initiatives, student initiatives, course-based initiatives, training, and consultations.

Academic Success Initiatives: entail services and resources that help students in the learning process.

- **Tutor Iowa** is the centralized online resource to find academic assistance for UI courses, including information on Supplemental Instruction (SI) sessions, help centers across campus, and private tutors. Additionally, Tutor Iowa offers a wide variety of academic tips worksheets and videos and serves as a platform to request academic success workshops.
 - In 2022-2023, 255 courses were supported by over 115 private tutors. There were 1,164 requests for a private tutor.
- **Supplemental Instruction (SI)** is a free, voluntary, course-specific, peer-facilitated group study session that was developed to improve retention and academic success within historically challenging courses (those with high DFW rates). Located in the Academic Resource Center (ARC) at the Iowa Memorial Union, SI is a non-remedial approach to learning that supports students' academic success by integrating "what to learn" (or course content) with "how to learn" (or study strategies).
 - Since 2017, the ARC has averaged 17,363 visits per AY and support more than 20 courses. While there was a dip during the COVID-19 pandemic, student usage is climbing

back up. There is an average gain in .5 of final grade for students who attend SI on average once per week.

Student Success Initiatives: entail retention-based initiatives that engage students in informal and informal initiatives that foster key areas of retention, such as mattering, early intervention, identity-based programming, and college readiness.

- **Excelling@Iowa** provides staff and faculty with an actionable platform to support undergraduate student success through integrated, coordinated, and proactive support. In addition to housing information about the new student transition gathered through the Excelling@Iowa Transition Survey, the Excelling@Iowa platform also supports an institution-wide referral platform, mass emailing capabilities, some MAUI records, and additional campus integrations.
 - 100% of first year and new transfer students completing the Excelling@Iowa survey received outreach based on their response by 667 staff and faculty users.
- The **1stGen@Iowa** initiative aims to bring awareness to campus and work towards a strategic, collective approach to celebrating and supporting first-generation students. The First-Generation Task Force serves as the foundational basis of this important initiative.
- AS&R staff serve as one entry point for **individualized student support**. Most often, students are referred to AS&R for academic skills needs, like time management, study skills, or communicating with instructors. Occasionally these meetings result in higher-level student needs, such as mental health concerns, disability accommodation needs, or lack of access to basic needs, which are referred to the Early Intervention Team, which is co-coordinated by AS&R and Student Care & Assistance in the Office of the Dean of Students.
- Iowa College Aid has received a series of grants to support the establishment of **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Iowa**, a program supporting underserved students to prepare, enroll and persist through college. Through these grants, UI partners to support GEAR UP students in preparing them to enroll and succeed in college and supporting them if they attend the UI.

Course Based Initiatives: entail programs and services that are embedded directly into specific courses at the UI.

- **Learning at Iowa** is an initiative that focuses on improving learning through Mindset, Metacognition, and Memory (3Ms). It focuses on how instructors can implement the 3Ms in their courses, as well as how educating students about the cognitive science of learning and how to approach their course work.
- **Peer Led Undergraduate Study (PLUS)** is a course designed to provide additional chemistry support for students dually enrolled in General Chemistry I (CHEM:1070) and College Algebra (MATH:1005). PLUS is a required 0-credit course and meets twice per week for 50 minutes throughout the semester.
 - 288 students were served in PLUS in 2022-2023.
- The **Learning Assistant (LA)** program provides additional support to students through the integration of LAs (peer leaders) into classrooms. LAS are undergraduate students who, with training and support, help facilitate activities during class sessions to increase active collaboration to improve student learning.
 - The LA program started in Fall 2020 in one chemistry course over zoom. In 2022-2023, six classes incorporated 132 LAs across three departments (chemistry, math, and health & human physiology).

- **First-Year Seminars (FYS)** are topic-based courses that are specifically designed to introduce new, first year students to important principles and academic expectations that will help them be successful in college. Classes are small (capped around 20 students), taught by faculty and instructional staff, and offered for 1 credit hour during only the fall semester.
 - 1,606 first-year students enrolled in a FYS in fall 2021. Those students had a 2.5% higher retention rate compared to their peers who did not take a FYS.
- **Metacognition Mentors (MMs)** review students' metacognitive journals and provide individualized written feedback. MMs promote student learning by asking follow-up questions, providing ideas for effective learning strategies, trouble-shooting obstacles to implementation, and encouraging student engagement with the learning process. MMs were piloted in fall 2022 and have continued to be a support for students in College Algebra (MATH:1005).

Trainings and Consultations: AS&R offers centralized training and development regarding academic success and retention practices. Additionally, AS&R staff serve as consultants to leaders or departments, staff, and faculty that will directly impact the experience, learning, and retention of undergraduate students.

- The **Tutor Collaborative** brings together campus tutor center supervisors for continued communication regarding campus offerings, to brainstorm and problem-solve, and foster campus partnerships.
- The **Tutor Certification Program** provides professional development workshops and recognition for campus tutors. Workshops cover a variety of topics and change each semester.
- AS&R staff serve as **consultants** to leaders or departments, staff, and faculty that will directly impact the experience, learning, and retention of undergraduate students.
- AS&R facilitates **academic success workshops** focusing on a variety of topics that are available to student groups, student organizations, university departments, and course instructors. Each interactive workshop is about 45-60 minutes and can be requested through Tutor Iowa.

AS&R has experienced tremendous growth in staffing and scope. The unit is currently co-directed by two staff with 12 fulltime staff and 10 Graduate Interns. In 2023 the unit was relocated to the first floor of Calvin Hall, which increased their overall space but reduced the number of private meeting space.

Orientation Services

Orientation Services facilitates the successful matriculation and transition of undergraduate first-year and transfer students to the UI. It fulfills an essential function in support of the retention of new students to the university. This function is fulfilled through the development of current students into peer leaders and mentors and in collaboration with student life and academic partners. Orientation Services creates and facilitates the following programming:

- **Orientation Registration Advising (ORA)** – virtual academic preparation via the Orientation Tile in MyUI (our student information system), and virtual advising and course registration for undergraduate, domestic, degree-seeking, on-campus students for the first semester enrolled. Orientation Services assists but does not lead the process for new undergraduate international students. ORA is facilitated in collaboration with the 8 undergraduate colleges and additional campus partners that admit new first-year and transfer students. Programs occur in December and January for winter and spring semester enrollment, and May – August for summer and fall enrollment. Last summer the program served over 6000 students.
- **Becoming A Hawkeye (BAH)** - on campus 1-day programming for new first-year and transfer students and their families that introduces resources, policies, and expectations and familiarizes

students with campus (13 programs held in June and July). BAH is supported by over 50 campus departments. In 2023 the program served over 3100 students and 4500 guests

- **On Iowa! welcome week** - a community immersion experience where students meet other new students, discover expectations, traditions, and resources, prepare to excel academically, explore activities and student organizations, and commit to the IOWA CHALLENGE (held for 7 days in August with a smaller 1-day event held in January for spring semester students). On Iowa! is planned and facilitated with the assistance of 10 campus committees as well as additional campus partnerships and relies on strong collaboration between the Provost Office and the Division of Student Life. This past year OnIowa! offered over 200 events serving over 4600 students.
- **Success at Iowa** – A required, 2 credit hour online course that course provides students with information at each stage of their transition to help them reach their goals and get the most out of their experiences at the UI (delivered in the first 6 weeks of the spring and fall semesters).

Orientation Services employs 9 full-time staff (1 Director, 2 Associate Directors, 2 Assistant Directors, 1 Marketing Coordinator, 1 Program Coordinator, 1 Program Assistant, 1 Office Manager), 2 graduate students (for FGH), approximately 40 undergraduate students, and oversees approximately 200 undergraduate student volunteers.

Current challenges include recruiting student leaders for summer employment at a time when students have many other opportunities, overlap and confusion between the admission's profile and the Orientation Tile, and upcoming facility renovations to the IMU.

Iowa Veteran Education, Transition, and Support (IVETS)

IVETS supports Veterans, the military connected (VMC) community, and their families. Support is provided through academic programming, transitional resources, and educational benefit utilization. Housed on the 2nd floor of Calvin Hall, IVETS space includes a computer lab and student lounge for VMC students. IVETS has two branches. IVETS Students Services (UC) provides academic programming and transitional support, while IVETS Financial (Registrar's Office) processes the education benefits for VMC students. Within IVETS Student Services there are two full-time staff members, one part-time student worker, and several work study students. In fall 2023, 2232 students are eligible for services through IVETS, of which 544 are identified as veterans (versus family members of veterans). Last year the office supported over 200 unique students with over 2500 total student visits.

The office provides academic support through partnered tutoring in chemistry, math, biology, and psychology. Staff assist students in navigating academic interruptions due to service obligations. Student programs include career opportunities, stress management, and social opportunities to connect with other students. Starting this fall, an embedded counselor is housed in the office specifically to address mental health concerns of students. Additionally, the staff provide professional development opportunities for the campus to bring awareness of veteran specific issues.

A current challenge is organizational and communication difficulties with two reporting units (UC and Office of the Registrar) and outdated space. The latter issue will be addressed through a generous donation to expand and renovate the physical space.

First Gen Hawks (FGH)

FGH, which is coordinated by AS&R and Orientation Services, provides new first-generation Hawkeyes a way to engage in activities that enhance the college experience within and beyond the classroom through experiential learning or learning by doing. Started in fall 2020, FGH is dedicated to improving sense of belonging, academic self-efficacy, perceived value of the curriculum, retention rates, and graduation rates. The program focuses on bundling high impact practices including academic coaching, fall seminar courses, spring experiential courses, peer mentoring, events and community building, and the opportunity for mentored on-campus employment.

Students meet regularly with an academic coach in the fall and spring semesters. This allows students to have a consistent point of contact with the program who can also provide ongoing support and help students develop skills necessary for collegiate success.

The fall seminar courses are taught by faculty members that provide students an opportunity to explore themselves and the three experiential learning tracks: undergraduate research, leadership and engagement, and career design essentials. In the spring semester, students enroll in an Experiential Learning Course they choose based on their specific interest. Students across program tracks report developing essential career development skills such as resume building, mock interviews, and networking.

Each student is paired with a peer mentor beginning during On Iowa! Mentors are embedded in courses in the fall and spring and meet bi-weekly with students. Mentors are often previous program participants who can provide unique support relative to the first-generation student identity. Peer mentors also assist with specialized events and community building that take place throughout the year, fostering student connections with faculty, staff, administration, and other students.

A unique part of FGH is optional on-campus employment, which is available to any student in the program. First Gen Hawks partners with the Pomerantz Career Center to identify employers who are willing to mentor and help develop students.

Outcomes: Students attribute a heightened awareness of academic resources and the development of concrete study skills to the FGH program, indicating that they can self-regulate and adjust ineffective study habits. Students report having strong interpersonal relationships with peer mentors, course instructors, academic coaches, employers, and peers. This helps in facilitating FGH students' academic and social adjustment to college. First-year students who participate in the FGH program are **substantially** more likely to continue their education into the second year at Iowa. These differences are consistent across multiple statistical approaches that account for students' precollege characteristics and academic preparation. Across all cohorts since 2020 the first fall to spring retention rate for First Gen Hawk participants is 96.2% while First Gen Students who are not in a support program (FGH, GEAR UP, TRIO) were retained at 90.6%, and all first-year students at 95.3%.

While current data about FGH participants' academic performance metrics on their first year of college are positive, when following previous cohorts, these positive effects seem to diminish the longer they are away from the program. Therefore, starting in the 2023-24 academic year FGH is providing coaching to participants in their second year. Currently almost half of the 2022-2023 cohort has requested to participate in regularly academic coaching. Additionally, there is an optional course for second year students to further develop career relevant opportunities for experiential learning. This is done in partnership with the Pomerantz Career Center. It is the goal of FGH to continue to expand in services to the entirety of participants' undergraduate experience.

Office of Scholar Development (OSD)

OSD is an academic support unit tasked with guiding students and their communities of support through the process of applying for national scholarships and experiential learning opportunities. OSD engages and collaborates with:

- prospective applicants, academic units, and campus organizations as they consider how specific experiential and funding opportunities may support their own or their constituencies' intellectual, professional, and creative goals.
- current candidates and institutional nominees as they build cohesive applications, craft original essays, create video content, communicate with recommenders, and prepare for interviews.
- faculty, staff, and community mentors as they develop letters of recommendation informed by the funder's mission, selectors' expectations, and national standards.

OSD manages the institutional nomination processes for nine national awards including the Rhodes, Marshall, Mitchell, Churchill, Gaither Jr. Fellows, Goldwater, Truman, Udall, and Beinecke scholarships, but actively recruits for and advises on an average of thirty-five opportunities each cycle.

If it is a part of an application process, OSD can help with it, including opportunity exploration, pre-writing exercises, essay development, application strategy, recommender support, draft review, and post-graduate planning.

OSD is staffed by a full-time director, a part-time student assistant who works up to five hours per week (June through November 2023), and a faculty writing fellow, who is contracted to work six to eight hours per month for two consecutive application cycles. The office's placement in UC provides students a "neutral" party when it comes to prioritizing students and programs. Current challenges include being an "office of one" and balancing scholar development with fellowship advising.

Honors

The Honors Program at Iowa was created in 1958 as a college-centered program under what is now CLAS. Beginning in the early 1980s, the program began to expand outside CLAS, with the director reporting to both the Dean of CLAS and the Provost. In 2005, the Honors Program moved under UC and became a university-wide program.

The mission of the Honors Program is to enrich the undergraduate experience by cultivating intellectual curiosity, promoting academic skill building and engaged, active learning, and developing students' self-efficacy. Central to this enrichment is the honors community fostered by the program, which allows students to share engaging coursework, co-curricular involvement, and experiential learning.

The Honors Program is supported by a staff that includes a 75%-time faculty director, a full-time associate director, and 4.5 full-time equivalent positions. The 100%-time FTEs include an Advising Director, a Records, Enrollment & Analytics Specialist, a Student Engagement Coordinator, and an Administration and Communications Coordinator. The 50% FTE position supports a Scholarship Coordinator. The program currently supports a graduate assistant in the Higher Education program as a Student Engagement Intern.

This Honors Program supports approximately 2300 students, which is 11% of all UI students. The overwhelming majority of these students (89%) enter as first-time, first-year students. Of the remaining students, most (10%) enter once they have enrolled at the university. The Honors Program has its own admissions process and curriculum and had a comprehensive review in 2021. Strengths of the program include an experienced, dedicated staff, engaged student ambassadors, and partnerships with

admissions and the Center for Advancement. Current challenges include recruiting diverse students, serving transfer students, and confusion between University Honors and Honors in the Major.

A. Craig Baird Debate Forum

The A. Craig Baird Debate Forum (ACBDF) provides a forum for advancement in argumentation theory and practice. The ACBDF provides nationally renowned advocacy training on issues of public concern. It also houses the UI intercollegiate debate program, which dates back more than 160 years and is nationally competitive in national intercollegiate debate tournament. The program is supported by a director, who serves as the Coordinator of Forensics, an additional full-time staff who serves as the Debate Coach, a graduate teaching assistant and additional part-time staff who serve as coaches.

ACBDF promotes university goals through several programs, such as:

- Public debate and international debate series
- Speaker's series which invites academics, entrepreneurs, and government officials, who have competed in intercollegiate debate, to discuss modern-day controversies showcasing the benefits of civility to address differences and produce solutions to important issues.
- High school outreach: Consultant for the National Speech and Debate Association; administer and host the Iowa High School Forensics League state speech and debate tournament.
- Alumni outreach: Secure alumni support through engagement activities that inspire and motivate financial giving.

Program strengths include the program's leadership, its national recognition and competitive ranking, and generous alumni who donate to the program. Current challenges include the funding of scholarships to better cover tuition costs and declining high school participants due to COVID.

Distance and Online Education (DOE)

Distance and Online Education (DOE) combines nationally recognized faculty with leading edge technology to provide the best experience in teaching and learning possible. The staff supports all aspects of designing and teaching an online course: administration, instructional design, media development, technical support, and exam services. The staff conducts research, publishes, and maintains a commitment to best practices in alignment with national standards. The fundamental mission of DOE is to maintain excellence in online teaching and learning. Leveraging its expertise, the DOE team played a critical role supporting faculty as they pivoted to online instruction during the pandemic. The units within DOE are described below.

Instructional Design

The DOE Instructional Design (ID) team works with media, exams, and course administration staff on the design, development, and delivery of online courses and advocates for excellence in teaching and learning in an online environment. The five-person ID team, which has extensive experience with online, hybrid, blended, and hyflex course design models, works directly with faculty, focusing on the pedagogical work of learning design to support online courses and students. Their work connects to the following strategies:

- Partner with faculty to develop effective online courses and prepare them to teach online.
- Advocate for effective online course design using industry standard best practices.
- Empower students to achieve course objectives and participate in a robust learning community.

- Pursue innovative approaches to online teaching and learning and practice-oriented research.

The ID team works with instructors and courses across all colleges. In the last calendar year, approximately 120 course development projects were completed. The ID team also works on projects to support excellence in teaching and learning in an online environment. Examples of ID team projects include:

- [Online Course Review](#)—project reviewed all online courses using a customized rubric, data were shared with colleges, resources and support materials were developed, including “ICON best practices.”
- [Innovations in technology course](#) – a virtual and augmented reality course design project, met in VR for synchronous meetings and used Flipgrid to boost student-student connection.
- [ICON template](#) - used widely across campus for online/hybrid courses, builds consistency and clarity for students, and simplifies the course design process for faculty (73% of online courses use full/partial template according to the latest online course review data).
- [Online Instructor Example course](#) and [Online Student Example course](#)—Developed to model best practices for instructors and enable students to get a sneak-peak at what to expect when learning online.
- [Teaching Online Preparation Course](#) - Self-paced, self-enroll course includes a curated library of teaching resources and tips to benefit new and seasoned online instructors.
- [Design4Online Faculty Training Program](#) - comprehensive faculty development program that assists instructors at all experience levels in the design, or redesign of an online course through the implementation of best practices and leading online pedagogy. Since 2018, 75 faculty have participated from across campus.

Course Administration

The Course Administration team includes five course coordinators who serve as the faculty member's main point of contact during course delivery, assisting with technology and any other issues that arise so that faculty can focus on teaching. Examples include assisting with course import and setup, quiz and exam question upload, gradebook configurations, and instructions for student activities. They also routinely design, review, and update, as needed, online teaching resources. The Course Administration team also played an important role in the review of all online courses at the UI and helping to synthesize the information for colleges. The Course Administration team has extensive knowledge of best practices and have strong collaborations with campus partners. Challenges to the team are mostly due to lack of authority over the courses which are managed by departments and colleges.

Media

The Media Services Team supports the University's academic endeavors by blending professional expertise and technology with educational principles to support online learning and advancing instructional media delivery. The Media Services team consists of seven members, including the Director of Media Services, Studio Manager, Media Specialists, Media Coordinators, and student employees. The Media Services Team collaborates with faculty to design and implement effective online media and equips them for internal studio-based presentations with the goal of creating engaging online

experiences. The team also pioneers novel media approaches to align with diverse teaching and learning styles and stays abreast of developments in the field, such as immersive media. A core component of the work of the Media Services Team are their recording studios. A brief description of each is below.

- Studio A: Spanning 705 square feet, Studio A boasts features such as a spacious cyclorama, adaptable curtain, lighting grid, and acoustically treated walls. Its purpose ranges from greenscreen applications and virtual production to innovative tools such as a lightboard. This studio also supports interviews and allows faculty interaction with content through annotation tools.
- Studio B: With an area of 170 square feet, Studio B features a movable curtain, greenscreen capabilities, a lighting grid, and an interactive touchscreen. The studio is tailored for on camera and voice over PowerPoint presentations and podcasts, enabling direct recording to camera/computer setups. Faculty members can engage with material through touch-based annotation.

Exams

The Exam Services Team supports instructors in the development and delivery of proctored exams to facilitate an efficient and secure exam process for both instructors and students. The also play a key role in collaborating with Student Disability Services (SDS) and departments/instructors to support students who have testing-related accommodations. The team includes four full-time employees and between 10 to 15 graduate student and temporary part-time proctors, at any given time. Examples of support provided by the Exam Services Team are provided below.

- Gather and verify instructors' exam needs and help instructors prepare online proctored exams (requests are made via the [Proctored Exams Portal \(PEP\)](#) in ICON).
- Oversee daily testing and exam integrity review for exams administered both on-and off-campus.
 - The Exam Services Team operates the [North Campus Test Center \(NCTC\)](#), a 48-seat, reduced distraction space which is considered a campus resource. Testers can complete (paper or online) exams for online courses, makeup exams and exams with SDS accommodations for face to face courses, and [Non-UI Exams](#) at the NCTC.
 - Any [suspicious behaviors](#) observed (at the Test Center or in Honorlock recordings) are documented and reported to the instructor.
- Provide instructions, documentation, consultations and technical support to instructors, staff, and students (online resources can be found at <https://teachonline.uiowa.edu/services/exams> and <https://distance.uiowa.edu/exams>).
- Identify and implement better ways to serve students and faculty without compromising exam integrity.
 - Worked with ITS to create the Proctored Exam Portal (PEP), which instructors and students access directly from ICON, and staff and administrators can access from ICON and MAUI.
 - Partnered with SDS to fold their processes into the portal—making it easier for faculty and students to manage SDS accommodations within ICON/the PEP.

Operational Services

Operational Services combines leading-edge technology and support that aligns with university and collegiate strategic plans. This team works collaboratively to provide a cohesive and consistent experience for UC staff, while maximizing the use of centrally provided services. The collegiate IT department within UC consists of a Director of Operational Services and two application developers. This unit provide oversight for all aspects of IT for UC, working closely with central ITS. It also ensures UC keeps abreast of emerging technologies. The application team builds systems to provide real-time data that directly relates to academics, student success, and workflow processes. The team also supports Dispatch (communication campaigns), Digital Signage, online payment system for collegiate transactions, an internal academic advising system, and PowerBI development and dashboards.

ROTC (AERO and Military Science)

Given the structural commonalities and collaboration and between AERO and MILS, the review committee chose to submit one report for both units. For the purposes of this report, Reserve Officer Training Corps (ROTC) will be used to refer to both programs. The Aerospace Studies (AERO) and Military Science (MILS) departments underwent a review in the spring of 2020 which provided more detailed information on the programs.

Each program is staffed with an administrative position funded through the university. The civilian personnel have been in their positions for many years and provide continuity for their respective programs. Although the unit leaders and faculty rotate on average every 3 years. While the influx of new Cadre provides innovative perspectives for the program, the shorter tenure of the CADRE also presents challenges in forming relationships with internal and external constituents. After nearly 40 years, both ROTC programs were recently relocated due to hospital expansion and growing university health education needs. Renovations to their current space are in the final stages of completion. Discussions regarding space planning for ROTC continue with UC and the UI.

Students are financially supported via scholarships and as expected, learn leadership skills through experiential education that prepare them to be commissioned at graduation. Additionally, many program participants find their “home” at the university through ROTC. Based on discussions with both faculty and students, these connections often mean that the Cadre are the university’s “front line” staff for assisting students both academically and personally. Given the overall enrollment of the programs, the student to faculty ratio provides cadets the opportunity to form meaningful relationships with the Cadre.

Both AERO and MILS are exceptional programs with strong students and dedicated faculty. Ongoing opportunities for programming and collaborations with the broader university campus are important; leadership in the ROTC and UC meet regularly to explore possibilities.

University College Courses

Since its establishment in 2005, UC has provided students courses in a variety of interdisciplinary areas. During the 2022-23 academic year, 19,028 students enrolled in a course offered through UC.

Most courses are taught by adjunct instructors, many of whom are staff employed in student-facing roles at the institution. Fulltime staff can teach no more than three credit hours per semester and must be approved by their supervisor each semester.

Most enrollments are offered through College Success Initiatives (53%), Career Center Programs (17%), Lifetime Leisure Studies (10%), Leadership Studies (7%), and Undergraduate Research Experiences (5%). Many of the courses are “off-cycle” providing students opportunities to add a course mid-semester. These courses are particularly helpful to students and their advisor when students drop a course mid-semester. During the spring 2020 semester, many departments were able to add additional course sections in the last half of the semester to accommodate students needing to make schedule changes due to COVID.

As previously discussed under “Orientation Services” all degree-seeking, on-campus undergraduates are required to take CSI:1600, Success at Iowa. This online course provides ongoing orientation and transition support to students their first semester. Topics include safety, suicide-prevention, academic integrity, financial literacy, and student support services. The course has been particularly helpful to the institution when implementing new mandates, such as the Iowa Board of Regents’ free speech training. In addition to Success at Iowa, a variety of other first-year experience transition courses are offered through the College Success Initiatives.

Career Center Programs and Leadership Studies, both administered by staff from the Pomerantz Career Center, have expanded course offerings in recent years to meet the changing needs of students. Courses range from major and career exploration for new students to job search skills for graduating seniors. Leadership studies provides both individual courses, as well as a sequence of classes that meet the requirements the Certificate in Leadership Studies. Recently the Division of Student Life has partnered with staff to expand credit-bearing alternative spring break service trips.

Undergraduate Research Experiences (URES) courses are sponsored by the Office of Undergraduate Research. Students can learn about research in designated First-Year Seminars and can later earn credit by working with faculty in their respective disciplines.

Lifetime Leisure Studies (LLS) offers courses ranging from outdoor recreation (hiking, rock climbing, cycling) to indoor activities (ballroom dancing, kickboxing, knitting). Most are off-cycle and taught on a S/U basis.

IowaLINK

IowaLink is a year-long academic support program for first-year students. The program targets students who show potential for academic success but who did not meet the UI’s minimum admission standards. Students are admitted as Open Majors in UC and provided support. If successful, they transition to one of the other colleges after their first year.

IowaLink helps students develop the knowledge and skills essential for academic success at the college level. The program is delivered through instructional and academic support components designed to provide social support as well. Each semester, IowaLink students enroll in two required credit bearing courses:

- Academic Seminar I and II, fall and spring semesters respectfully. Academic Seminar combines the elements of a traditional first-year experience course with the reading, writing and critical thinking skills.
- A study group course. A large lecture, General Education (GE) class to which a required Supplemental Instruction (SI) study group is attached. Study groups are led by Honors undergraduates who attend the lectures, read course materials, and decide what study techniques and strategies will help Link students master course content. Study groups serve as

a “link” between Academic Seminar and the GE course; a portion of students’ grades in Academic Seminar is based on their participation in study group.

Each student works with an academic support team comprised of an Academic Advisor, an Academic Seminar instructor, a study group leader, and the IowaLink Program Coordinator. Other members may include departmental faculty, athletic counselors, an embedded psychologist, and Student Disability Service personnel. Members of a student’s academic support team maintain frequent contact with the student. They also maintain frequent contact with each other, working collaboratively to ensure that students get the help they need.

The academic support component includes early intervention and monitoring systems. IowaLink students attend a special half-day orientation program the Friday before school starts. During the program, students complete a learning history which they review in an individual conference helping to target specific academic supports to their individual needs. Each semester, support teams receive three formal performance reports, a mid-semester delinquency report (as applicable), and bi-weekly attendance reports.

Bachelor of Applied Studies and Bachelor of Liberal Studies

The UC collegiate review also includes a review of the two degree programs it administers, the Bachelor of Applied Studies and Bachelor of Liberal Studies,

Introduction to the Degrees

The Bachelor of Applied Studies (hereafter BAS) and the Bachelor of Liberal Studies (hereafter BLS) are the two degree completion programs awarded by UC. The mission and goals of each of these programs are clear: To increase access to the services and resources of the UI beyond the physical borders of the campus. These programs provide a pathway for degree completion at the UI for students who require the flexibility of online learning or prefer the online modality. In partnership with UI colleges and departments, the BAS and BLS programs provides high-quality online courses to students using a variety of course delivery modes and technologies. UC provides both virtual and in-person student support services through the entire lifecycle of the student, from Online Orientation to the UC Virtual Commencement Ceremony.

The [BLS and BLS Comparison Chart](#) is a side-by-side comparison of these two programs.

History

Bachelor of Applied Studies

In 2002, the Board of Regents asked the Regent institutions to form a Priority Study Group to determine a way to meet the educational needs of students graduating from Iowa Community Colleges each year with Associate in Applied Science (AAS) degrees. Students who earn an AAS degree found themselves at a disadvantage when applying to four-year institutions in that only 16 credits of the 60 earned transferred.

The BAS degree proposed was designed as an “inverted” degree with students earning an AAS in their intended area of future employment. Upon transfer to the University, students would complete 60 hours, including any unfinished General Education requirements, a minimum of 45 upper-level hours,

and develop a plan of study allowing them to meet their career goals. The BAS curriculum noted in Section 2 is the current plan of study for this program.

The program has successfully attracted the students for whom it is intended. They are geographically committed, working at least half if not full time, and have the expected set of family and community commitments anticipated for people in the 25–44-year-old age range. Most are not planning to change careers, but to enhance their positions, and have significant work experience.

Bachelor of Liberal Studies

The history of the Bachelor of Liberal Studies program dates to 1967. That year, the State Extension Council (SEC) raised the issue of the need for an external undergraduate degree that would be shared among the Regent Universities. The initial impetus for the shared degree was because there were not enough courses offered via distance education at each institution to allow a student to earn all their course work from any single institution. The Regents settled on an interdisciplinary degree that would pick up where the community college education left off: students could be admitted into the BLS with 60 hours of academic credit earned with an Associate's degree, or from some other combination of earned hours. The first BLS students were admitted in 1978.

In 2013, the former Associate Provost for Undergraduate Education reviewed the original BLS degree and judged it outdated. The BLS curriculum noted in Section 2 is the outcome of the 2013 revision of the BLS degree.

The BLS attracts the students for whom it is intended. Students typically have degrees from the Iowa Community College system and have multiple local commitments that prevent them from doing a residential degree program. In addition, the BLS serves students who must leave campus for personal reasons, including family or health reasons, or deployment. In recent years, the BLS program has seen an increase in traditional aged students and provides an opportunity for on-campus students who need to shift their educational path to an online option.

BAS/BLS Program Details

Admission Requirements

Bachelor of Applied Studies

- 60 s.h. of transferable college credit, including all career/technical credits.
- An associate degree from an accredited institution.
 - Cumulative GPA of 2.00 or above for graduates of Iowa community colleges.
 - Cumulative GPA of 2.50 or above for graduates of community colleges outside of Iowa.

Bachelor of Liberal Studies

- Students must have earned 24 semester hours of transferable college credit, including a maximum of 16 semester hours career/technical credits, or,
- Earned an AAS, or AS from an accredited institution.
- Cumulative GPA of 2.00 or above on all transfer credit.

Degree Requirements

Bachelor of Applied Studies

To graduate from the UI with a BAS a student must have at least 120 semester hours from all sources with a maximum of 60 semester hours, including career-technical course work, from the student's associate degree or two-year institution.

The 120 semester hours must include:

- Completion of the [BAS core general education requirements](#)
- Completion of the [Distribution Area requirements](#)
- 45 semester hours of [upper-level course work](#)
- After admission to the UI, one of the following residence requirements must be met—at least 90 s.h. completed at the UI, or 45 of the final 60 s.h. completed at the UI, or the final 30 s.h. completed at the UI.

The student must also have a minimum cumulative grade-point average (GPA) of 2.00 in the following calculations:

- Overall GPA (combined transfer and UI work)
- UI GPA
- Upper-Level GPA

OPTIONAL:

- [Completion of Emphasis Areas](#): Creative Writing, Human Relations, Justice Studies, Political Science.
- Completion of Minors and [Certificates](#).

Bachelor of Liberal Studies

To graduate from the UI with a BLS the student must have at least 120 semester hours from all sources, with a maximum of 60 semester hours credit from two-year institutions or as part of an associate degree program.

Your 120 semester hours must include:

- Completion of [BLS Common Core Requirements](#)
- Completion of at least one Track
 - [Expression in Writing and Arts](#)
 - [Family, Community and Social Support](#)
 - [Global Studies](#)
 - [Health and Human Studies](#)
 - [Justice and Ethics](#)
 - [Organizational Studies](#)
- 30 semester hours of [Upper-Level Course Work](#)

- After admission to the UI, one of the following residence requirements must be met—at least 90 s.h. completed at the UI, or 45 of the final 60 s.h. completed at the UI, or the final 30 s.h. completed at the UI.
- You must also have a minimum cumulative grade-point average (GPA) of 2.00 in the following calculations:
 - Overall GPA (combined transfer and UI work)
 - UI GPA
 - Track GPA
 - UI Track GPA

OPTIONAL: Completion of Minors and [Certificates](#). Plans of Study

Articulation agreements

Students who have received an Associate of Arts degree from an Iowa community college, Waldorf College in Iowa, or Black Hawk College in Illinois, or students who have satisfied general education requirements at the University of Northern Iowa or the College of Liberal Arts and Sciences at Iowa State University are considered to have satisfied all requirements of the General Education Program, except Business/Management for the BAS degree and Leadership and Career Development for the BLS degree.

Team Duties and Responsibilities

The program staff includes a director, three advisors who also maintain responsibility for academic support, marketing and outreach, and a staff member dedicated to registration and student services.

Registration and Student Services

Staff in this area are tasked with closing the gap between campus and the distance education student:

- Facilitates admission to the UI for new distance students by directing to them to appropriate web sites, routing their email, and answering questions about costs and course selection.
- Assists distance students (who don't go through traditional orientation) with registration, guiding them by telephone on the use of MyUI, answering questions via email, and providing contact information for faculty and departmental offices.
- Processes administrative adds, drops, and withdrawals for students, guiding them through necessary email permissions from advisors, instructors, and deans.
- Connects students with questions about assignments, exams, or grades to their instructors, departments, deans, and DOEs course supervisors for follow-up, as needed.
- Provides support to the advisors in the BAS/BLS program, updates documents, coordinates communications, assists with student support initiatives (New Student Packets, Online Orientation, Graduation Packets, etc.).

Advising

This staff provides the guidance students learning at a distance require:

- Online student advising requires a unique conceptual understanding of the way the institution's on-campus student focus impacts the online student experience and success rates. It takes time and dexterity to understand and navigate the institution from a distance. Advising online students is a specialty area that is not easily mixed with advising on-campus students.

- BAS/BLS advisors are also responsible for Orientation Advising, which entails supporting new admits through the BAS/BLS Online Orientation. This process requires advisors to monitor and respond to daily student introduction posts, review all end-of-module assessments to assess student understanding of the material, hold new student registration appointments, and conduct Start of the Semester Live Meetings for the entering cohort.
- Because the BAS & BLS program are interdisciplinary, BAS/BLS advisors must know the college regulations of not only UC, but the other colleges as well. Relatedly, each student's degree progression is unique and their course selections to meet graduation requirements are developed between the student and advisor. As such, creating individual Plans of Study for each student while navigating the unpredictable course offerings schedule for online sections is a time-intensive process for the advisors.
- BAS/BLS Advisors reach out to ICON course staff and DOE Student Services members when an issue arises with an online instructor, ICON course access, or course registration. Therefore, BAS/BLS advisors need an intentional working relationship with course coordinators and student services staff members.
- BAS/BLS advisors also must establish strong relationships with the Office of Admissions, Registrar's Office, and the CLAS Office of Academic Programs & Student Development and UC to facilitate the resolution of student issues that need to be addressed by those offices.
- Having specific advisors for the online BAS & BLS programs ensures the unique needs of online and transfer students are being considered and that institutional services are assessable to distance learners. BAS/BLS advisors advocate for online students and help develop systems that create a connection to the UI community.

Academic Support

This staff supports policies and processes of the UC Academic Standards Committee:

- The Academic Standards Committee (ASC) is responsible for upholding academic policy, evaluating academic progress of students admitted to University College, and considering student appeals to policies and procedures.
- The ASC handles permissions required for late registration changes, requests for second-grade options, course substitution request and excessive hours approval. The role also facilitates Restart, Reinstatement, and Academic Review for Probation and Dismissal.
- This staff coordinates the Virtual Commencement Ceremony for UC graduates.

Marketing and Outreach

This staff is responsible for promoting the BAS/BLS online programs and assisting with matriculation and retention efforts.:

- This team identifies target markets for student recruitment, connecting with the UI campus and engaging with communities in the state of Iowa to promote the BAS & BLS Online programs.
- This team develops a comprehensive outreach plan to communicate information and events to prospective students and applicants and facilitates admissions processes. Another vital role of this team is to evaluate, execute the Online Orientation for new BAS/BLS students.
- Outreach efforts also require reviewing and improving internal processes that support prospective and new students and lead to increased matriculation and student retention.

The BAS/BLS full-time advisor has a caseload of approximately 130 students. The two part time advisors (each of whom has responsibilities outside of the advising caseload) assist with current students, play a

vital role in responding to prospective students, assist new applicants with the admissions and transfer process, and mentor new admits through orientation. The BAS and BLS Academic Advisors are involved in the full life cycle of the students.

Strengths and Challenges

The degree program is flexible and can be tailored to individual interests and goals, up to a point. Online classes have grown ever more sophisticated and interactive, and many students report feeling a good sense of interaction with their faculty members. The degree programs are competitively priced, and students feel that they are benefitting from attending and graduating from a flagship public university. This program benefits from numerous positive collegial relationships on campus. Another stress of the program is the staff members, who are dedicated, passionate and committed with many collective years of experience in advising distance education students.

Distance and online courses belong to colleges and departments. The consequence is that whether courses are developed and offered on a sustainable basis is a decision outside the jurisdiction of UC. Practically speaking this means that a requirement can be difficult to meet, and that there are fewer options for student choice. While the UI is predominantly a residential campus for undergraduates, it is important that students in the BAS and BLS programs continue to receive the classes and support services necessary to complete their degrees online. Additionally, there are students who indicate they would like to have more online degree options available.

Conclusion

The BAS/BLS programs were reviewed in 2016. The absorption of the former Division of Continuing Education into UC rendered some of the recommendations moot. Several additional recommendations do not align with other institutional imperatives (e.g., creating innovative course schedules that are known to be more conducive to adult learners, engaging faculty more broadly in this subset of students, and engaging departments more fully in planning courses to accommodate the online student). Some recommendations, however, have been implemented and are enhancing student experience including improved student engagement via monthly webinars, enhanced access of university resources for online students, and re-energized collaborative relationships with key campus constituents to conduct better outreach to potential students.

Degree completion programs are not uncommon, but those offered by flagship public institutions are. The Board of Regents recognized long ago that state institutions of higher learning have a responsibility to tax paying citizens seeking to attain higher education. The UI shares this responsibility with the other Regent institutions in the state, and indeed, all three universities meet regularly to discuss programs, and ways to work together to strengthen student experience and options. UC has recently engaged with the Office of Admissions to conduct outreach more directly to potential students, recognizing the importance of adult degree completion is as a state and work force challenge. While the degree cannot be restructured in a way that might generate more student interest (e.g., the addition of majors to the program), the degrees nevertheless are strong, well supported, and academically strong.

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<https://studentsuccess.uiowa.edu/sites/studentsuccess.uiowa.edu/files/imports/8ab2204656/Early-Intervention-Task-Force-Report.pdf>

<https://studentsuccess.uiowa.edu/sites/studentsuccess.uiowa.edu/files/imports/ecbf85e1a3/Early-Intervention-Phase-Two-Final-Report.pdf>

Appendices

1. University College Review 2016-17
2. BAS/BLS Program Review 2016
3. Organizational Charts
4. List of University College Departments
5. BAS/BLS Data Snapshots

Report
University College
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Executive Summary

The following represents the findings of the review of University College (UC) held April 17-19, 2017. As charged by the Provost, the committee was asked to shape its assessment around two basic components of the University of Iowa's (UI) new Strategic Plan (2016-2021): student success and engagement. A third major aspect of the committee's charge centered on analyzing the organizational structure of University College. In terms of contextualization, it should be noted that the review comes ten months after Division of Continuing Education (DCE) merged with University College. Much of the report centers on the opportunities and challenges associated with the combination of these two units. As added context, the review team conducted its assessment while taking note of the university-wide exercise to reconsider the overall structure of the UI by the year 2020.

University College is an expansive unit that deals with, among other things, the campus-wide first year student experience as well as issues related to nontraditional students. In addition to housing an amalgamation of smaller, otherwise non-affiliated units across campus, it is also home to two degree programs—the Bachelor of Applied Studies (B.A.S.) and the Bachelor of Liberal Studies (B.L.S.). Both programs enable students to complete a bachelor's degree via distance education. These degree programs were reviewed in 2016, with the report included in the self-study document for University College. The Division of Continuing Education (DCE), in partnership with the University's Colleges and Departments, provides credit and noncredit courses, and is in large part responsible for helping develop the UI's online course offerings. In addition, it offers workshops, and programs to traditional and nontraditional learners. The review committee began its work by reading a thorough self-study prepared by a committee comprised of the Associate Deans for both UC and DCE as well as representatives of Instructional Technology Services (ITS), and the College of Liberal Arts and Sciences (CLAS). During its 48-hour site visit, the review committee met with the self-study committee, the Provost's Office, the Dean of University College, Program Directors and Team Leads from both units, DCE faculty, the UC Executive Committee, Associate Deans from Undergraduate Colleges, faculty for Place-Bound students, the UI Des Moines Academic Programs Committee, the UI Associate Vice President for Administration and Planning, an Open Forum for Staff, the Kirkwood Regional Center Executive Committee, representatives from the Academic Advising Center and the Office of the Registrar, as well as the Director of the Iowa Center for Higher Education in Des Moines. A confidential email account was also made available for staff to submit comments. The review committee's questions centered on each group's particular function with respect to University College/DCE and emphasized collaboration, efficiency, as well as how the merger could enhance the visibility and impact of the units under its supervision. Each of the groups interviewed provided substantive commentary and it is clear that faculty and staff working in each of the units as well as those sitting on advisory committees to University College are dedicated professionals committed to ensuring UC's success.

The review committee's report underscores that UC/DCE is working well. At the same time, it makes specific recommendations with respect to accessing nontraditional markets, strengthening curricular development and overall entrepreneurship, rethinking parts of its administrative structure, and facilitating better communication and closer partnerships with the UI's various colleges and support units whose missions overlap with UC/DCE. The report's narrative is recommendation-oriented in its approach, and concludes with the suggestions that recurred most frequently in the committee's discussion and have the greatest potential for

moving the unit forward while maintaining fiscal discipline. We call special attention to pp. 5-6 (Organizational Structure) and pp. 10-11 (Engagement, Iowa and Beyond) that outline the proposed Division of Professional Education, the key feature of assessment on how best to rethink current operations, structures, and audience.

I. Student Success

1. The University College serves an important role in supporting undergraduate student learning at the University of Iowa. The Division of Continuing Education provides a specific focus on providing educational opportunities for nontraditional undergraduate students. The Student Success Initiatives within University College benefit traditional undergraduate students in all colleges. This is cost effective for the University as well since it provides a consistent experience for all undergraduate students entering the university. Registrar Lockwood noted major increases in 4 and 6-year graduation rates, as well as retention rates. These increases have netted the University approximately \$10,000,000 and are due, in part, because of the upsurge in student success programming coordinated by University College.
2. University College supports undergraduate student learning in the following ways:
 - a. Through DCE:
 - i. Administers the online BAS and BLS degrees, mandated by the Regents for “place-bound” Iowans earning a bachelor’s degree
 - ii. Oversees a variety of online courses and certificate programs – we heard about the positive impact from professors in Sociology, Nonprofits, Rhetoric and others.
 - iii. Instructs faculty across the University in developing and maintaining online or blended courses. The committee heard from multiple faculty and staff members that showcased UC’s success in this area.
 - iv. Plays a special role in working with nontraditional or marginalized students, including those who left on-campus study due to academic and/or non-academic factors, veterans returning to college or adult students starting later in life.
 - b. Through Student Success Initiatives (SSI):
 - i. Transition Programs – Orientation and OnIowa!
 - ii. Curricular Initiatives
 - iii. Early Intervention and Student Support
 - iv. DCE staff currently work with students who left the UI or who were failing out, helping them take online courses. There is potential to integrate this programming more tightly with Student Success, Supplemental Instruction, and Advising.

- c. Advising
 - i. The advising staff within DCE provides a unique function in supporting distance and online students.
3. Recommendations
- a. Keep both DCE and SSI in UC.
 - b. Create better risk assessment and advising tools for online students – whether place-bound or on-campus. This can be accomplished through collaborations between existing staff in DCE and the Academic Support and Retention staff.
 - c. Utilize online tools to help place-bound students feel more integrated into campus life and the campus experience
 - d. Funding is a challenge across the entire University. Our proposals are intended to be budget-neutral. Because UC will be funded as a “tax” under the new university budget model, we encourage UC to proactively seek Strategic Initiative Funding, external or internal grants, create cost-recovery and revenue-generating programs, and other revenue opportunities to assist itself in continued funding in a time of great change.
 - e. Hire another staff person to allow for increased Supplemental Instruction and course-based support. It is apparent that student usage of Supplemental Instruction has increased since 2011. This could be an area where the unit requests Strategic Initiative Funding. While many areas within University College are appropriately staffed, this is one area where a lack of additional staff limits student opportunity. An additional staff person would support this point in the University’s Strategic Plan: “Increase course-linked academic support and encourage course redesign for high failure rate and gateway courses.”
 - f. Create a course on how to be successful in online classes. This can be a collaboration between the staff in DCE and the staff in Academic Support and Retention.
 - g. Update the current University College website to reflect reporting structures since the merger. For example, New Student Programs (Orientation and OnIowa!) are not listed and DCE staff are not listed under the Staff Directory.
 - h. Examine the managerial positions for OnIowa and Orientation. Currently, there is a Director and Assistant Director for OnIowa! Are 12 months necessary to run these positions? Could these appointments be utilized in other ways throughout the year? The same could be asked about Orientation. There is a Director and two Assistant Directors – it makes sense that one would need to have a 12-month focus on orientation, but could the two Assistants be used in other ways during the academic year?

It should be noted that the Student Success units do not believe they belong with the other units in University College. This was clear from the confidential email account as well as the open sessions. The services and programs they provide to students benefit all traditional undergraduate

students entering the university, including students in all Colleges. If time and money were no object, it would make sense to create a separate unit that reports directly to the Associate Provost for Undergraduate Education rather than the Associate Dean of University College. However, given budget and administrative realities, our recommendation is that cross-unit projects and interactions should be created to bridge diminish the tension that now exists.

II. Organizational Structure

We present our Organizational Structure recommendations along several lines: recommendations regarding reporting to Associate Provost Lon Moeller, recommendations on the organization of University College, per se, and recommendations on establishing cross collaborations within University College.

Recommendations Regarding Reporting to Associate Provost Lon Moeller

- We believe that Associate Provost and Dean Lon Moeller has too many direct reports. The University College should be reorganized, along with other direct reports to Associate Provost Moeller, so that these direct reports instead report up through Associate Deans Beckett and Zalenski.
- We recommend that positions held by Andrew Beckett and Anne Zalenski be elevated to Associate Dean positions equal to Associate Deans in UI Schools and Colleges in terms of their authority to set goals and targets, to make decisions, and to manage budgets within their divisions. Additionally:
 - We were shown two models that reorganized the units within the University College, the Division of Continuing Education, and other direct-report units to Associate Provost Moeller. Both models looked reasonable to us since both models reduced direct reports to Associate Provost Moeller. The exact list of reports should be finalized by Associate Provost Moeller's leadership team.
 - Additionally, Associate Provost Moeller can and should delegate committee chair responsibilities to Associate Deans Beckett and Zalenski – such as chairing the committee of Collegiate Associate Deans.
 - Some units reporting to Associate Provost Moeller appeared misplaced. We believe that Conferences should move elsewhere (possibly to Student Affairs) and the Summer Writing Festival should move to CLAS (aligned with their other writing programs).
 - Additionally, it appeared to us that other units currently not reporting to Associate Provost Moeller should instead report to him because of their close relationships with other units within University College, namely the Center for Teaching. This unit should report up to Associate Provost through one of the Associate Deans.

- These changes will allow Associate Provost Moeller the time and capacity to focus on institutional leadership and external-stakeholder responsibilities, commensurate with his UI central-leadership position.
 - We discussed, but did not reach consensus, on whether Associate Provost Lon Moeller’s position should be separated from the Deanship of University College. Some of us believed that a separate Dean was required to lead University College. Others believed that if the two Associate Deans stepped up into their new roles (per above), Associate Provost Moeller would have the time and capacity to function successfully in the joint Associate Provost/Dean role.

Recommendations on the Organization of University College

Attracting, retaining and educating nontraditional, nonresidential students (heretofore called “nontraditional students”) is different from attracting, retaining, and educating traditional residential students. Additionally, developments in technology and instructional design allow the university to serve place-bound Iowans and extend its educational reach nationally and internationally. A new sub-unit is needed to fully understand the nontraditional student, quantify existing markets, discover new opportunities for growth, and work with other colleges and UC units (advising, instructional design, online learning, marketing) to develop and implement new programs, instructional models, and student support services based on these findings. While focused on the nontraditional student, entrepreneurial developments may also serve the local student population and drive innovation on campus. We propose that all units reporting to Associate Provost Moeller, including the newly merged Division of Continuing Education, be put under the umbrella of the University College. New branding and marketing for the identity of the new University College will be needed.

- The newly organized University College is composed of three major divisions:¹
 - Success @ UI should contain the student success units currently contained by the University College. We propose that this division be led by Associate Dean Beckett.
 - The Division of Professional Education should contain the units currently under the Division of Continuing Education. We proposed that this division is led by Associate Dean Zalenski. In addition, a new subdivision should be created that consists of new programs and capacities for the nontraditional market.
 - Recognizing that attracting, retaining and educating nontraditional, nonresidential students is different from attracting, retaining, and educating traditional residential students, this new subdivision should focus specifically on developing the capacities to help these nontraditional students succeed. These capacities will include market research, business

¹ Again, we were shown two models of the possible reporting lines within University College. Both appeared reasonable to us, and we believe University College Leadership should determine the details.

modeling, curriculum design, instructional design, instructional production, and student support. We believe that if this subdivision's capacities are developed well, it could provide some services (particularly market research and business modeling) as a new service unit to the rest of campus.

- We propose that this subdivision should be created as a “skunkswork” unit: a group that can create new educational programs laser-focused on nontraditional students, free to experiment with pricing, calendaring, workload, and academic program development that will allow this subunit to thrive in a competitive online marketplace. For example, developing programs that attract, retain, and educate nontraditional students will require new educational features, new instructional and support roles for faculty and others, new cost-recovery business and revenue-share models, new tuition priced based on the competitive online market, and new enrollment cycles.
 - We propose that any new educational programs developed by this subdivision are structured to be cost recovery. Some start-up funds will be required to develop and launch new programs, but the expectation is that each program becomes self-sustaining within a prescribed number of years.
 - The committee recommends that advising be housed either in Success @ UI or the Division of Professional Education.
 - A Division of Operational Services should be created that consists of those people providing support and service for blended learning, instructional design, and teaching & learning improvement (including the Center for Teaching). This division houses the technological and pedagogical support services that support the other two main divisions within the University College. People providing services within this division could be organized along a “portfolio” model, creating “communities of practice” for those engaged in similar work. For example, within the Instructional Design group, some will specialize in traditional residential students and some will specialize in nontraditional students. This division will be led by an Assistant Dean of Operations for University College, and can report to one of the Associate Deans.
- We propose the following recommendations to reconfigure the University College Executive Committee.
 - Membership should represent the entire campus
 - The Executive Committee should function like a cabinet or leadership team for University College leaders, rather than a curriculum oversight committee (which is how the current Executive Committee described itself now). Its focus, for

example, could be on helping create the vision, goals and targets for the new University College, provide support for the new marketing and branding activities, and provide accountability and benchmarking on the established targets and goals.

- Members should be appointed to three-year terms that can be renewed. This helps prevent board “inertia.”
- One or two students should be appointed, providing voice for traditional and nontraditional students.

Recommendations to Establish Cross Collaborations within University College

- We already noted the need for marketing and branding to (re)introduce the new University College to UI and to its external stakeholders. Given its new status and mission, and its core significance to UI’s mission for student success, we recommend not skimping on internal and external communications.
- In addition to marketing, as above, that will strengthen the identity for those working within University College, we make the following recommendations to stimulate cross-divisional and cross-disciplinary activity, communication, and familiarity within University College:
 - Create opportunities for brown bags and other informal/social mixing across all of the new University College.
 - Create explicit project teams that bring people together who engage in similar activities (i.e., for those doing advising, even if everyone is not called an advisor; for those doing instructional design, even if not everyone is called an instructional designer; etc.).
 - Create a University College-specific budget model that incentivizes growth/new markets for new Division of Professional Education and growth/impact on student success for Student Success unit.
 - Create a University College-wide vision that helps establish targets for enrollment, revenue, retention.
- Our interviews revealed the need for standardized academic policies and practices across schools and colleges that impact students. College-specific policies and practices are not easily found, let alone gathered in one place for students. We recommend that the University College, which is inherently cross-collegiate, be tasked with identifying the list of policies and practices that need institutional standards, and further be tasked with overseeing the development of the standard policies and practices. We further

recommend that UI determine how these standard policies and practices can best be stored and presented to students (via websites, etc.).

- Many conversations revealed lack of concrete goals and targets, along with a real yearning for more direction from above (targets for enrollment, revenue, retention, grad rates). Additionally, many people identified the absence of a concrete visions for the Kirkwood Center and the Des Moines presence, and how the two work together.
 - With the new UI strategic plan unveiled, this becomes an opportunity to now go to next level of detail and set these visions, goals, and targets.
 - Likewise, there is a need for a strategic plan for the role of University College, including its own targets and goals, which would provide clarity for the units within it.
- Discussions echoed the view that the balance of power is too heavily weighted towards schools and colleges. Local control is important, but it also creates a “wild west” attitude where every college is out for itself, underemphasizing central administration’s responsibilities and authority. Additionally, more standardized policies and practices impacting students should exist across schools and colleges (like drop deadlines and petition processes). We recognize that UI’s mission as an R1 goes beyond its educational mission. However, for the purposes of this review of University College which is an educationally-focused service unit:
 - Our recommendation is to view institution’s educational goals, policies and practices through narrow lens of what is good for students as changes are made
 - Likewise, developing new programs for new students (such as those for nontraditional students) need also to be viewed narrowly through the lens of understanding who nontraditional students are and what they need educationally.

III. Engagement

The following recommendations are assumptively based and are aligned with two key factors:

- 1) The University Administration develops and articulates a directive or plan (aligned with new UI Strategic Plan) that provides overarching direction for the work of University College (UC) and the Division of Continuing Education (DCE)
- 2) University College is organizationally structured with leadership that can effectively administer the University directive (e.g. has the authority to influence and administer programming, has a mechanism to effectively engage and reward faculty, and has a clear set of measurable outcomes).

We underscore that these recommendations reinforce the suggestion made earlier that the positions held by Andrew Beckett and Anne Zalenski be elevated to Associate Dean positions equal to those in other UI Schools and Colleges. Similarly, this recommendation again emphasizes the idea that they be granted appropriate administrative control over these offices.

Essential Shifts in Strategic Thinking

- Realign the thinking regarding how learners are served. Recognize that engagement with a nontraditional audience serves Iowans but can also extend nationally and internationally.
- Develop a modality-agnostic approach. The thinking here should be based on those approaches to teaching and learning that can effectively deliver solutions to the identified audiences. Once an effective learning design and approach is developed, the various tools for delivery can be applied to the solution.
- Market Intelligence. A sustained approach to understanding market need (whether local, regional, national or global) should be developed (see Organizational Structure portion of this report).
- Shift from a service-oriented, reactive unit to one that balances service with proactive, entrepreneurial direction that capitalizes on cross-school opportunities

Areas of Focus

On-campus

Engagement of students participating in learning opportunities on UI's campus should leverage the current value-added and effective assets of UC and DCE. Assuming a focus on delivering the best possible learning experiences to the various learner bases, UC and DCE are well positioned to help guide the thinking and deliver the programming and services necessary to deliver best-in-breed services to all learners. This includes degree seekers, professional and leisure learners. For example, UC and DCE can support open-major and part-time students in continuing their progress toward a degree while finding another major.

Off-campus/In-State Physical Locations

Currently, the two off-campus sites located in Des Moines (ICHE, Pappajohn Entrepreneurial Center) are devoid of an overall and aligned University strategy and are fiscally suspect. A University-wide strategic directive that includes mission, goals, outcomes and implementation strategy for these sites is imperative. A clear performance horizon should be articulated and transparently shared. If a measurable approach for how these sites can be effective is not implemented, they will continue to founder and squander valuable resources that could be redirected into other initiatives. If a market need for onsite programming in Des Moines is not identified, the Des Moines physical presence should be significantly reduced and resources should be redirected into statewide and national opportunities identified and developed by a new unit or subunit (see Iowa & Beyond, below).

The Kirkwood Regional Center, while a much smaller venture, suffers from a similar lack of clear mission. Resources should be adequate to meet expectations.

Iowa & Beyond

Significant opportunities for the University of Iowa to align research and educational/academic strengths appears to be present. In UC, there appears to be limited capacity to advance existing opportunities, or understand additional opportunities that align with the university's strategic plan. For example, a detailed external review of UC's BAS and BLS degrees from August, 2016, contains significant recommendations to address existing challenges and create online degree programs attractive to a state and national audience. Most of these are not attainable without influential leadership and resources.

Development of a formal unit or sub-unit within the UC to explore additional opportunities could provide a mechanism for the University of Iowa to leapfrog from an innovation perspective. Engagement with existing Colleges and faculty is a key element but so is the discovery and development of opportunities. Initial seed-funding for this operation would need to be provided with a likely scope of 3-5 years with a graduated-decline of internal support until unit could be self-supporting (or at least partially self-supporting).

We note that this unit is essentially the same as the subdivision within the newly planned Division of Professional Education. This section expands upon the first description, adding a conceptual framework to the specific educational/instructional models outlined earlier.

Specific elements are outlined below:

- Creation of at least a director-level position that is inhabited by a tenured faculty member with experience in discovering/building entrepreneurial programming and solutions.
- The unit needs to function a bit like a Research/Development wing of the University. It will need an adequate level of autonomy while leveraging the existing mechanisms across the University and in academic areas where there are relationships with outside constituents. And, it will need the capacity to build its own relationships and have mechanisms to understand market opportunity (e.g. industry/association/government advisory boards). The unit must be empowered to coordinate teams of people with specific skills to deliver solutions (e.g. faculty, staff, consultants, short-term contractors, etc.).
- This unit should be nimble, innovative and opportunistic. It needs to be able to provide adequate incentives to current faculty to participate and have the authority to seek solutions if the University deems the project valuable. The unit needs to be allowed to fail fast and iterate alternative solutions. It has to be responsive to industry, government or whatever external set of stakeholders is represented as the client.

- The unit must have mechanisms to share what it is learning so as to inform the greater University (e.g. new learning programs that could be centralized, research and grant opportunities etc.). Its efforts should be quantifiable and valued as part of the ROI equation regarding how the unit “is supporting itself.”
- This unit should involve current UI students (e.g. work-study, internships, UG and graduate research projects etc.). Projects of this unit should provide practical and applied learning opportunities for existing UI students.
- This unit will need multiple and likely new ways of receiving outside support/funding (e.g. sponsorships, gifts, invoicing, payment plans, revenue-shares, co-development support etc.).

Iowa & Beyond - Sample Scenario/Approach

Iowa Summer Programs

Proposed new unit in UC creates and leads development of Iowa Summer Programs.

Focus areas:

- Pre-college programming focused on recruiting, preparing, and retaining minority and first generation students. Include current high school programs (Upward Bound, SSTP, BMS, CDE), and leverage UC student success units, leadership studies, diversity and inclusion
- Pre-matriculation programs including ESL courses and current bridge program
- Professional development for teachers
- Leveraging and expansion of current successful writing programs
- Online, on campus, and extended courses for current traditional UI students with a focus on bottleneck courses, lowering the 6-year graduation rate, and offering additional summer programming for at-risk students

-Additional professional development area from at least one identified opportunity:

- Develop and support a structure for delivery of Iowa Summer Programs across the identified focus areas.
- Test coordination with existing academic units and faculty.
- Test multiple delivery modalities: on-campus, online, Des Moines, on-site at organizations, retreats, etc.
- Design dynamic learning experiences across all-focus areas with help of DCE and other UC units.
- Test filling the instructional gaps via adjunct and project specific instruction.
- Identify staffing gaps and find short-term solutions that blend to sustained solutions.

Conclusion and General Recommendations

University College is valuable, high-performing unit that is effectively managing the merger with the Division of Continuing Education. Both UC and DCE are staffed with highly motivated colleagues devoted to ensuring student success. For the partnership to grow, however, more systematic planning and coordination need to take place, especially with respect to identifying learners in nontraditional markets. Focused curricular development would make university programming more attractive to first-generation students as well as those from other underrepresented groups. Leadership transitions on campus as well as the introduction of a new budget model create multiple opportunities for University College to innovate and to enhance its presence on campus. Specific means to achieve these objectives include:

- Developing a strategic plan that aligns with university plan; help staff in off-site locations understand their mission and role within this plan.
- Creating a market-based plan for Des Moines physical locations or greatly reduce their presence.
- Establishing a unit or subunit with director-level faculty to lead market research and guide implementation of new local, state and national outreach opportunities.
- Grant current leadership with sufficient authority to implement recommendations from BAS/BLS external review.
- Keeping the Division of Continuing Education and Student Success Initiatives in University College
- Adding a staff person to Supplemental Instruction to meet increased demand
- Creating a class on successful online learning
- Reconsidering the de facto coupling of Associate Provost for Undergraduate Education and the Dean of University College positions
- Elevating the Associate Dean positions currently held in UC and DCE and investing them with more authority
- Giving the UC Executive Committee a greater role in determining and realizing the unit's goals
- Providing more opportunities for colleagues in UC and DCE to become acquainted and to collaborate
- Establishing unit-wide targets for enrollment, revenue, and persistence
- Leveraging distance education resources to develop U2G (undergraduate to graduate, or 3+2) programs
- Moving the Center for Teaching into University College

Respectfully submitted,

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August 10, 2016

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Anne Zalenski, Associate Dean Distance Education and Outreach
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Dear Lon and Anne,

Enclosed is the program review report for the Bachelor of Applied Studies Degree and Bachelor of Liberal Studies Degree offered by the Division of Continuing Education at The University of Iowa.

The review committee consisted of:

- Khusro Kidwai, Assistant Dean, Distance Learning, School of Professional Studies, Northwestern University
- Todd Prusha, Executive Dean, Distance Learning, Kirkwood Community College
- Sara Mitchell, Professor and DEO of Political Science, University of Iowa
- Thomas Paulsen, Senior Associate Director, University of Iowa Office of Admissions
- David Hensley, Executive Director of the John Pappajohn Entrepreneurial Center and Clinical Professor in Tippie College of Business, University of Iowa

The report is based upon review of the organization's internal academic program review document dated June 2016 and information obtained during the review committee's on-site visit from June 21-22, 2016. The review committee would like to thank the leadership and staff of these degree programs for their willingness to openly discuss the programs, and their efforts to provide access to key constituents both internal and external to the organization as part of our review. Please feel free to contact me to discuss the findings and recommendations of this report.

Sincerely,



David K. Hensley

STUDENT PROFILE

Average age of students in the two degree programs is around 40 years. Many students enroll in the program for personal fulfillment. Several students in the program are place-bound, for example, the review committee learned about a student who has started a daycare center in her hometown. Some students in the program are professionals in the banking industry seeking a degree so that they can remain competitive in the work force. A substantial percentage of the students in the two programs come from California and Texas. Several students enrolled in the program have received credit from Iowa Central. Often students in the two programs receive partial/full tuition coverage from employer.

It appears that enrollments in online courses by traditional on-campus students is growing. These students are not in the BAS/BLS degree programs; they are taking online classes to supplement their class schedules during the fall and spring semesters; summer enrollments are strong due to on-campus students seeking to complete coursework from their homes or internship locations. This has increased individual course sizes, but it does not appear to have resulted in any crowding out of course availability for BAS/BLS degree seekers. There is no official enrollment cap for courses in the program. DCE attempts to cap at 25-30 students per section though.

PROGRAM STRENGTHS

The review committee noted the following strengths of the two degree programs and the staff that support and manage the programs.

Talented Staff

The DCE staff are dedicated, extremely committed, and passionate about the success of the students in these programs. DCE student advisors are knowledgeable about the University system within which they operate. They work very hard to help keep their students on track to graduate. The student to advisor ratio is kept at a reasonable level so that staff can provide extra assistance to students in the BAS/BLS degree programs.

The DCE course design team is talented and dedicated. It has developed a reputation with faculty for providing high quality instructional design support. The design team staff are popular with faculty who have collaborated with them. At the same time, this team is not yet very visible to the University at large.

Alignment with Mission

DCE continues to serve and be aligned with its founding mission, which is to provide education to students who cannot access on-campus programs. Increasingly, on-campus University of Iowa students are choosing to take online courses offered by DCE, especially in the summer terms. In recent terms, as many as 40% of the day-school students enroll in at least one online course. Given

that online education is serving a larger percentage of students in both distant and campus markets, the University may need to integrate distance education more fully into its overall educational mission.

Degree Program Flexibility

One of the strengths of the degree programs, especially from the students' perspective, is the flexibility the programs offer to students. Students liked being able to work at their own pace in some classes and being able to work full time while being enrolled as BAS/BLS degree students. Current students and graduates of the program with whom the review committee met, seemed to have a high level of satisfaction with the programs. Students also praised the flexibility of independent study courses because of their ability to work at their own pace. However, DCE staff noted that these courses are being phased out because they are costly to manage and because there are challenges with students' persistence to complete these courses.

Interaction with Faculty

Students appreciated courses in which there was a high level of interaction with faculty. For example, one student noted that they appreciated faculty members who spend time in active online discussions with students repeatedly throughout the course. Students noted that course syllabi are robust. Technology support is good, and instructors are very accessible and of high quality.

Specialized Curriculum Offerings

Students appreciated the opportunity to add value to their degree through the option to obtain certificates. Furthermore, many students seemed to have discovered the BAS/BLS programs through social media advertising for the enterprise leadership certificate. Students and staff noted that a larger choice of certificate programs would be useful to help strengthen the overall value of the degree programs.

Cost Effective Program

One of the students the committee met with noted that they found BAS/BLS to be very competitively priced. This student had compared the DCE program with similar programs offered by Kaplan and the University of Phoenix. Another student's employer encouraged seeking a degree from a state school rather than a for-profit institution. The review committee asked one of the students whether they would still enroll in the program if they were not receiving tuition reimbursement from their employer. The student's response was, yes, they would, because of the prestige of a degree from The University of Iowa. The University of Iowa appears to have implemented a sound financial model to effectively compete in the global online education market.

External Partnerships

Over the years, DCE has forged a strong partnership with community colleges in the state. This has allowed for effective marketing to prospective students and enhanced transition from the community college to the university. The organization appears to be actively pursuing additional partnerships and strategies to access potential students, including working with large Iowa employers and veterans.

Effective Program Administration

Over time, DCE has refined internal business processes and protocols for collaborating with stakeholders at the University so as to serve its students. They have developed new software platforms and refined platforms offered by the University to meet their specific need.

Through sustained advocacy, DCE has been able to garner University resources for online students, such as priority registration for online students.

Through its campus-wide partnerships, DCE has cultivated faculty champions and advocates for online programs. Perhaps, DCE can leverage these faculty advocates even more strategically to serve the mission of DCE. For example, department chairs of programs that are heavily invested in DCE courses (e.g. Nursing, Political Science, and Sociology) could be consulted regularly.

All in all, students whom the selection committee met, were grateful for the opportunity to benefit from the DCE programs. Students noted that their employers see the programs to be of direct benefit to their own bottom line. For example, students (current and graduates) demonstrate improvement in time management skills, leadership skills, and conflict management and resolution techniques. They bring ideas and knowledge they learn in the program back to their workplace.

PROGRAM WEAKNESSES/CHALLENGES

The two degree programs have proven valuable to students seeking flexible degrees. However, several challenges exist that should be addressed to insure long-term sustainability and success of the programs.

Not an Institutional Priority

In spite of the growing demand with both on-campus and distance students, online education is not yet mission critical to the University's Research I agenda; it exists at the periphery. The BAS/BLS degrees are not a priority to the University. For that reason there is lack of synergy and communication across the institution regarding online program offerings. For example, initiatives in the Center for Teaching or ITS at the University have not typically been integrated with DCE initiatives. This, in spite of the fact that DCE has been a strong innovator for course, student, and

faculty support. DCE leadership expresses interest in becoming more integrated with other University units, but maintaining its separate identity will be important as well for moving forward with the BAS and BLS degree programs.

Leadership for distance education has been present throughout its history, but its organizational position within the university places it at somewhat of a disadvantage. DCE does not have a DEO like most other departments on campus to advocate for resources and policies within a collegiate environment. Geographically, it is located away from the main University campus, which adds to the challenge of integration. Distance education has never been a priority within the larger institutional mission, even though an increasing percentage of on-campus students are demanding distance courses. Furthermore, the University seems to be falling behind its Big Ten peers (e.g. Michigan State, Nebraska, Penn State) in developing competitive online degree programs. Our impression is that the BAS/BLS programs were designed to serve students in the state of Iowa that cannot access programs on campus. The review committee believes that the University is missing out on an opportunity to embed that mission within a broader strategy to develop online degree programs that are marketed both within Iowa, outside the state, and internationally.

Lack of Strategic Plan

Strategic planning is important to any organization because it provides a sense of direction and outlines measurable goals. A strategic plan guides day-to-day and long-term decision making. It provides a framework for evaluating progress and planning for change while moving forward. DCE does not seem to have a clearly articulated strategic plan for the two programs under review, and for online programs in general (except for the Board of Regents goal to increase enrollments by 15% in five years since 2012). There are no overarching enrollment objectives, goals, or targets.

There is a lack of specific, organized, accurate and timely data that could lead to an increase in understanding about current students, prospective students, and graduates. Much of DCE's efforts with the two programs are tactical in nature and not strategic. There is no marketing budget and no systematic attempt to market online programs. A lack of market understanding makes it difficult to determine what additional tracks are needed and if there is sufficient market potential to justify a curriculum expansion.

In sum, developing a more coherent and organized strategic plan would not only assist DCE in growing its BAS/BLS programs to their full potential but also lead to a broader institutional approach to online education.

Lack of Community

It is difficult to build "community" online. Students in the two programs under review did not always feel connected with the faculty and the University -- both because they have busy schedules and because they were not very aware of University events. We encourage DCE staff to

provide better information to students about community events. Since many of the students in the two programs are remote, they will not be able to attend events on campus. DCE can work with the University to stream some of these programs to remote students.

Degree Ambiguity

There is some confusion and ambiguity among students and others about the difference between the BAS and BLS degrees. Current students we talked with did not fully understand the differences between the two programs. Many of them could not recollect the reason for why they selected one program over the other. In developing a strategic plan, DCE could more clearly articulate the need for two degree programs (if warranted) and develop a strategy for marketing the programs as distinct degrees.

Lack of Control Over Course Offerings

One of the recurring themes that was articulated by students and staff is that DCE does not own the courses they offer so they have little leverage over the selection and scheduling of courses. DCE has to rely on departments for course offerings. Yet DCE does not have the capacity for reaching out to faculty and departments in a timely manner to seek out specific courses or certificates that are needed for the programs. We think this stems in part from the lack of a DEO for the program.

There are a number of consequences to this decentralized system: First, students have difficulty meeting certain degree requirements because of the limited number of courses available in certain areas. It is incumbent on DCE to develop efficient protocols for identifying courses that are needed for students to complete their degree.

Second, the process for adding new DCE courses or certificates is quite cumbersome. In addition to developing the online materials for a new course (which is time consuming), staff were frustrated by the delay that occurs in committees that oversee DCE courses and programs. They felt that waiting months for an approval on a new certificate was problematic.

Third, some departments (e.g. English and Philosophy) are averse to offering online courses, which creates bottlenecks when students need classes from these departments to complete the BAS/BLS degrees. DCE leadership needs to be more proactive to identify what courses are needed and to utilize resources to recruit faculty to develop new courses in these areas. While DCE can defend its historical practice of letting departments take the lead in course development, we think it is time to develop a plan that will identify gaps in those offerings and consider a broader and more strategic approach to development of a University wide portfolio of online courses.

The Merger and Future Funding

DCE's upcoming merger with University College creates both opportunities for advancement of the BAS/BLS degrees, but also creates uncertainty in a variety of areas. As noted previously, the new structure for leadership is somewhat unclear. The dean position for DCE is not being replaced and there is no clear plan to create a DEO/Dean for the division.

Another area of uncertainty relates to revenue sharing. As an autonomous unit, DCE had the ability to use its own funds (generated from tuition dollars) to run its operation and create incentives for faculty to teach new distance classes. Going forward, how the DCE budget will be allocated within the University College budget is not clear. There is an assumption by some DCE staff that they will have less control over the budget post the merger with University College. DCE can take ownership of its resources by not only promoting the successful online majors that have been operational for decades, but also by becoming campus leaders for provision of online courses for all University of Iowa students.

Where colleges fit into this overall budgeting model is also unclear. CLAS, for example, has moved the oversight of its online courses into the College more directly by moving part of a DCE staff person's time to their college. This helps the College retain more control over its curriculum and revenue from the classes, but at the same time poses problems for DCE's leadership position with respect to all online education. The relationship with CLAS sheds light on another issue in the budgeting model -- The college recently changed the return formula for departments offering distance courses. Some departments stand to lose more than 35% of their total revenue from this change, which reduces the incentives faculty and departments have to develop new online courses. University College needs to work more closely with other colleges on campus to ensure that there is a consistent and transparent approach to revenue sharing and the development of online courses/majors across colleges at the University.

Faculty

The faculty committee for University College/DCE is not well connected to the mission of the BAS/BLS programs, as a result they are not invested in the success of these programs.

There is a lack of regular and effective communication between faculty and DCE staff -- on best practices, course needs, etc. The review committee recommends that DCE consider establishing an advisory board that is focuses explicitly on DCE programs and includes University faculty and staff, department chairs invested in distance education, educational partners, industry representatives, employers, and current and former students.

It is recommended specifically that University College create a subcommittee that advocates more solidly for distance education. This will speed up time on DCE related matters and also create opportunities for DCE to become campus leaders in a distance/online education campaign. We

think it would be useful to appoint a faculty member in some kind of leadership role within DCE. This person could assist in recruiting departments and faculty members to develop new courses or offer courses more frequently and could provide leadership for embedding BAS/BLS degrees in a broader online education campaign.

Lack of Student Access to Important University Resources

The review committee learned that not all university resources are uniformly accessible to the online students. For example, students cannot charge books at the University bookstore on their University account and thus they cannot use financial aid to help pay for their books. We also learned that distance students have less access to on-campus programs that assist students, such as the math center, the writing center, and private tutoring. Online majors have not been fully integrated into the MAUI system because it was designed to handle students physically walking into their advisors' offices. Career and student advising services are also less accessible for BAS/BLS majors (e.g. no online version of Success at Iowa or Excelling at Iowa). Scholarship dollars are very limited for BLS/BAS students. For example, the Summer Hawk Tuition Grant is not available to BAS/BLS students. The committee felt that these gaps in student services need to be overcome through partnerships with on-campus units including ITS, student service centers, and bookstores. DCE could also foster better relationships with industry, especially since many companies provide financial incentives for their employees to become BAS/BLS majors. Students who are transitioning from face to face to online format may benefit from an orientation to online learning. Consider incorporating a short module in how to be successful in an online course. This module can be based on IBSTPI Online Learner Competencies: <http://ibstpi.org/online-learner-competencies/>.

PROGRAM OPPORTUNITIES

The BAS mission for the state's university system was clearly defined by the state Board of Regents in the mid-1960s. The goal is to provide a pathway to a university degree for geographically committed students. Additionally, at present a nationwide effort is underway to help adult learners in the workforce complete a college degree. Data retrieved from this program review demonstrate that the University of Iowa is serving more students in its distance program than the other two state universities. DCE should leverage this position to advocate for UI as a leader in online and distance learning with the Board of Regents. It is important that the University capitalize on this position of leadership within the state to further the mission and expand opportunities for online and remote students. The opportunity to own this space exists, but the window of opportunity is closing due primarily to non-Iowa colleges and universities entering the market coupled with the UI's limited efforts to market and promote. Presuming UI leadership is serious about expanding these online degree programs, one of the keys to success will be proper curriculum alignment between student interests and Iowa employer needs. The following is a summary of opportunities identified by the review committee. The bulleted list below provides

some specific examples to explore.

Innovative Course Scheduling

Currently, most online classes are delivered in a standard semester-long format, consistent with on-campus course offerings. Opportunities exist to deliver online education in additional formats that could better meet the needs of current students and increase demand from students currently pursuing online and part-time degrees from other lower ranked institutions. Examples to consider include:

- 4 or 8-week accelerated courses designed to allow students to complete more semester hours each in order to shorten the time period to graduation.
- Weekend courses, similar to the popular format currently being utilized by the UI PM-MBA program.
- Interim accelerated courses delivered during breaks--i.e. holidays, winter break, spring break and summer.

Curriculum Enhancements

At present, enrollment growth opportunities are limited by an individual faculty and/or department's interest in delivering online courses. In addition, online students have limited options to develop expertise in fields of study which puts the BAS/BLS programs at a competitive disadvantage. Developing a formalized curriculum strategy based on effective collaboration between faculty/departments and industry should increase participation and impact of the online degree programs. Examples to consider include:

- Increase the number of Certificates available to students that are aligned with student interests and employment opportunities to strengthen the value of the BAS/BLS degrees. Examples provided by students included elementary education, criminal justice, child and family social services, writing/arts
- Develop one credit courses to expose students to different curriculum opportunities and to supplement existing plans of study.
- Create and/or utilize existing industry advisory groups to provide guidance on curriculum needs for their current and future employees.
- Leverage on-campus enrollments in online courses to help expand online course offerings that are financially viable.
- Should be thinking about developing certificates and skill-sets that are broadly marketable but could also connect to cluster areas (e.g. sustainability, informatics)
- Develop a common set of general education requirements
- BLS can benefit from a General Studies Track specifically for UI students that didn't quite finish their on-campus degree

Improve the Student Experience

The University has developed many student support service programs to enhance the educational experience for on-campus students. These programs need to be modified and/or expanded to provide distance students with the “total” UI student experience; this should be another area of competitive advantage for these programs. Examples to consider include:

- Peer network for current students - this will allow students to connect with, and provide support to other students on both academic and “personal” challenges they face when trying to completing their online degrees.
- Tutoring - increasing access to tutoring services to enhance the student learning experience and improve student success.
- Career planning and mentoring - improving connectivity to the Pomerantz Career Center and alumni will increase placement opportunities for distance students.
- Develop new online “orientation-type” videos and/or courses to better connect distance students to the main campus and the “Hawkeye experience.”
- Scholarships - working with the UI foundation to develop a significant number of academic scholarships targeting distance-based students.
- Corporate partnerships - enhancing collaboration with corporations to provide financial support to their employees pursuing an online degree.
- Develop Success@Iowa for online students
- Assess a fee for Career Services that goes toward a staff member that works specifically with distance education students.
- Students who do poorly in a UI class should be able to take an established equivalent course at a community college to replace their first grade. Second grade option is the only way to currently remove those grades.

Leverage Technology to Support Students

DCE has the opportunity to significantly improve regular communication with students and personalize the educational experience by adopting the following:

- Fully implementing student advising through Skype or alternative “live interaction” communication technologies.
- Consider text messaging or other “student popular” communications means in order to more effectively share information with students.
- Create some sort of “help” button for struggling students to quickly communicate to the UI in order for the university to be more proactive in addressing student challenges.
- Develop or adopt technologies to improve access to and utilization of University resources such as registration, library, tutoring, career counseling, etc.

- Leverage additional technologies/platforms to support student success -- for example Success at Iowa, Excelling at Iowa

Strengthen External Partnerships

DCE has developed strong relationships with the community college system; however, similar partnerships with industry and alumni are limited. Creating these relationships will benefit existing students and serve as another competitive advantage when trying to attract new students. New partnership opportunities include:

- Large employers in Iowa
- Industry associations across Iowa
- Alumni groups based on the geographic locations of distance students

Develop a Fully-integrated Marketing Plan

The marketing activities have resulted in solid results for the BAS/BLS degree programs; however, the awareness of the programs across Iowa remains limited. The review committee feels that both these programs have additional growth potential even within the state. There is an opportunity to do more robust marketing. Potential students don't know what programs are available, how the degrees work and the cost. If online education is mission critical to the University, then a significant investment should be made to create awareness and generate enrollment for the programs. Issues to consider include:

- External marketing efforts must be significant and regular in order to generate awareness of the online degree programs.
- Emphasis should be placed on getting a UI degree--that has significant value in Iowa and needs to be leveraged accordingly.
- Expand on-campus marketing of online courses and degree programs to provide alternatives for all students.
- Evaluate specialized opportunities with target markets such as veterans, laid-off or displaced workers, former UI students who left before earning a degree, etc.
- There seems to be a high interest in summer enrollments from on-campus students. Market specifically to this population.
- Develop a marketing partnership with DMAC

THREATS/RISKS

The BAS/BLS degree programs appear to have been successful in the state of Iowa, meeting the unique needs of adult learners seeking to complete a general undergraduate degree. Despite their success, many threats and risks exist that could affect the overall impact and success of the

programs in the long run. Below is a listing of some of these key issues that need to be addressed by UI leadership.

Lack of Long-term Strategy

It does not appear that a strategic plan exists for the BAS/BLS degree programs nor for online education at the University of Iowa. Additionally, it isn't clear that these programs are considered "mission critical" to senior leadership at the University. A strategic plan should be developed to provide focus on online education at Iowa that specifically states how the BAS/BLS degree programs fit into the overall strategy. The current programs seem to be "successful" but without any sort of metrics or expectations, it is difficult to determine overall value and potential.

External Competition

The competition in the undergraduate online market is significant. Although the other two state universities appear to be behind UI's online efforts, it would not be too difficult for those institutions to quickly expand their offerings and potentially take market share from UI. Additionally, nationally recognized institutions continue to aggressively market their online degree programs in Iowa. This, coupled with Iowa private colleges delivering both online and live courses on many of the Iowa community college campuses, could significantly impact growth opportunities for the BAS/BLS degree programs.

Internal Competition

The potential exists for UI colleges to expand their own online undergraduate degree programs that could cannibalize BAS/BLS enrollments. These programs have the potential to have stronger value propositions for both students and employers given the structured nature of their curriculum versus the more general BAS/BLS academic programs. Courses and program offerings are determined primarily at the department level. Without a strong statement of the importance of online education at Iowa along with a clear, consistent and lucrative revenue sharing model in place, the incentive for departments and faculty to offer course, tracks, and majors could be limited.

Uncertain Long-term Support for Expanded Online Education

Based on interviews with staff and leadership, resource constraints and the loss of direct control over financial resources (post the merger with University College) could significantly alter the unit's ability to manage and support future enrollment growth. DCE has built a solid foundation for its current enrollment levels. However, if an effort was made to seize upon opportunities identified in this report, additional resources would be required to maintain quality and meet the specialized learning and support needs of distance education students served by the BAS/BLS degrees. Enrollment targets if developed also need to consider the potential for Iowa's declining population to affect the number of BAS/BLS students.

RECOMMENDATIONS

Through its sustained efforts DCE has built significant expertise with online learning as well as a portfolio of successful online programs. In doing so, DCE has in fact created an opportunity for the rest of the institution in the realm of online learning.

DCE has developed strengths in multiple areas. The DCE staff is extremely dedicated to its mission and support of distance learners. The University of Iowa is a leader among the state's universities in distance education. The BAS/BLS program at the University of Iowa serves more students in its program than either of the other two state universities. DCE has built strong partnerships with a limited number of faculty. The instructional design team is talented and well regarded by those faculty who have worked with the team. The electronic proprietary student academic advising system is an excellent example of DCE's ability to identify student needs and respond to this need to promote student success.

The recommendations put forth by this review committee center around the need for a comprehensive strategic business plan for Distance and Online education at the University of Iowa. Development and implementation of a strategic plan will improve program quality, increase participation from departments across the university, increase program awareness and enrollments and thereby revenues, enhance virtual student support services, and promote student success while attracting statewide attention to a model online/distance education program. Areas to be addressed in the strategic plan should be Marketing, University Relationships, Student Success/Support Services, Technology and Innovation, Data Collection/Data Use and Program Growth. Each area will be addressed below with specific recommendations identified.

Marketing

Internal university marketing, as well as external statewide marketing is essential for program growth and success. Great strides have been made in marketing to community college partners across the state and through a paid social media campaign. It is important that these initiatives continue and expand. Additionally, data must be collected to confirm return on investment. In addition to the external program marketing, effort must also be placed on marketing the distance programs internally at the University. The success of these programs (enrollment and revenues) appears to be unnoticed by University leadership. Internal marketing efforts will attract new students, new program faculty, and new departments to the distance education format.

- Market Analysis
- Capitalize on merger with University College to market DCE across the University
 - Demonstrate the importance of distance/online learning to the University as a whole
 - Establish a budgeting model to "fit" into the overall university budgeting model that will create value for all concerned parties

- Increase involvement with Quality Matters (QM) and promote QM certified courses
- Share student and alumni success stories
- Create opportunities for sharing the advising/student success “stories” with the rest of the institution

University Relationships

Nearly 40% of on-campus students enroll in at least one online class each semester. However, as mentioned in the Marketing narrative, the Distance and Online Education team at the University is invisible to many staff, faculty, departments and divisions. These online student enrollment numbers should be a wake-up call to the rest of the university. Both on-campus and remote students are attracted to and are enrolling in online classes.

DCE needs to make a concerted effort to integrate with the mission of the University. With up to 40% of day school students taking one or more online course at a given time, now is a very good time to attempt to make a case for online learning to the establishment. Leverage the successes of DCE with the two programs to jumpstart a digital learning initiative at the University of Iowa.

The DCE team is working tirelessly to support the needs and requests of online students and faculty. This is not an easy job because many faculty and department are not willing to teach online. Be it lack of knowledge about the delivery format, fear of losing face-to-face students, fear of revenue loss or other reasons, a shortage of instructors and online courses exists. Better visibility, communication and collaboration between the Distance Education team and the rest of the university is essential. In order to best serve today’s students in the learning formats of their choice, university-wide collaboration is necessary. If the University does not provide students the online courses they seek, students need not look far to find alternative online courses available to them at other institutions.

In addition to an internal marketing initiative the Distance and Online Education team needs a faculty advisory committee, as well as an organization structure similar to and familiar to other college departments. A faculty director or DCE is needed to represent the Distance and Online Education team. This director would closely collaborate with other DCEs and lead the online faculty group.

- Connection with Alumni Association
- Career Services Connection
- Library Services Connection
- Capitalize on University College visibility
- Utilize the move to University College to establish a new connection within the University (as mentioned earlier)

- Demonstrate the importance of distance/online learning to the university as a whole
- Establish a budgeting model to “fit” into the overall university budgeting model that will create value for all concerned parties

Faculty and Advisory Committee Structure

The existing University College faculty committee (FC) addresses concerns related to the academic needs and challenges of online/distance student. At the time this committee was established very few online classes were in existence and online learning was not popular with students. The makeup of this committee is suitable to address general student population needs but does not bring expertise or guidance to academic world of distance/online education.

The review committee recommends that University College consider establishing a sub-committee with faculty from various departments, DCE staff, and University College leadership membership in order to strengthen ties to, and communications with, faculty and departments across the university. This sub-committee will serve as University College liaisons to the rest of the institution. The sub-committee will advocate for DCE programs and students to the rest of the University. It will provide guidance on relevance of current course offerings and processes, as well as direction for future courses, programs, certificates and online degrees.

The review committee also recommends that University College consider establishing an advisory board that focuses explicitly on BAS/BLS programs. This advisory board can be comprised of DCE staff, University faculty, department chairs invested in distance education, educational partners, industry representatives, employers, community college partners, and current and former BAS/BLS students. This group should provide strategic input to University College on broader issues including technology advancements, marketing and promotion, career placement and future opportunities.

We also recommend establishing the role of a faculty director for the BAS/BLAS programs who interfaces with the departments and the DCE, and represents DCE students’ interests. A University faculty can be appointed to this position.

In general there is need for tighter communication and collaboration with the departments.

Student Success/Student Support

On-campus faculty and students are able to easily locate a “community” of people, organizations and resources to foster inclusion and ultimately student success. Face-to-face students feel a part of the UI family. This “community” is more difficult to develop and maintain for the online students. Student retention and success are dependent on this feeling of UI community. There

are many ways to foster community on and off campus. A few examples for creating a virtual UI community follow.

- Adapt Success@Iowa course to an online format
- Create a virtual Excellence@Iowa course
- Require a “How to be successful at UI” for all online students
- Expand career advising services to UI virtual/online students
- Establish an online version of Success@Iowa with appropriate modules for this population
- Establish a version of Excelling@Iowa (Mapworks) specific to this population (highly recommended)
- Consider developing an app that each student can use to track their progress through the program, connect with their academic advisors, ask for help, etc.
- Establish community among students and faculty -- peer mentoring programs; DCE newsletter; academic planning open house sessions; Distance Learning weekend where remote students can visit campus; tickets to in-person University events; online access to events, etc.
- Develop means of early detection of challenges that students might face in the program; consider third-party innovations for example <http://www.persistenceplusnetwork.com/>

Faculty Development

- Establish a community among DCE faculty (i.e. virtual platforms, in-person annual retreats, peer mentoring, etc.)

Technology and Innovation

The key to successfully engaging and teaching online and distance classes is proper use of technology tools. Additionally, the creation of a strong online learning community relies heavily on technology, innovation, flexibility and a willingness and desire to connect. The DCE team has developed capacities and resources to engage and connect with online students. The online advising software product, phone and Skype advising are good examples of innovative uses of technology. It is not clear that the technology tools are used systematically and consistently with distance learners. In order to maintain its leadership status and connection with online students it is important that DCE continue to enhance and innovate in this space through technology.

Recommendations:

- Require use of the online advising/registration tool
- Expand functionality and user friendliness of the advising/registration tool (develop user friendly app for smartphone)
- Promote and consistently use Skype and other virtual meeting software for advising, program conferences, tutoring, counseling, peer mentoring, etc.
- Develop apps to support students’ needs (tutoring appointments, counseling appointments, tracking program progress, etc.)

Data Collection and Usage

Data is vital to growing any program. Successful programs know their critical data points.

Informational inquiries, program admissions, conversion to student status rates, registrations, enrollments, grade distributions, withdrawal rates, cancellation rates, income to expense ratios, student satisfaction rates, new course development rates are all important data points. Knowing this data allows for program improvements, increase in enrollment and revenues. Also consider the following when assessing program strengths and opportunities.

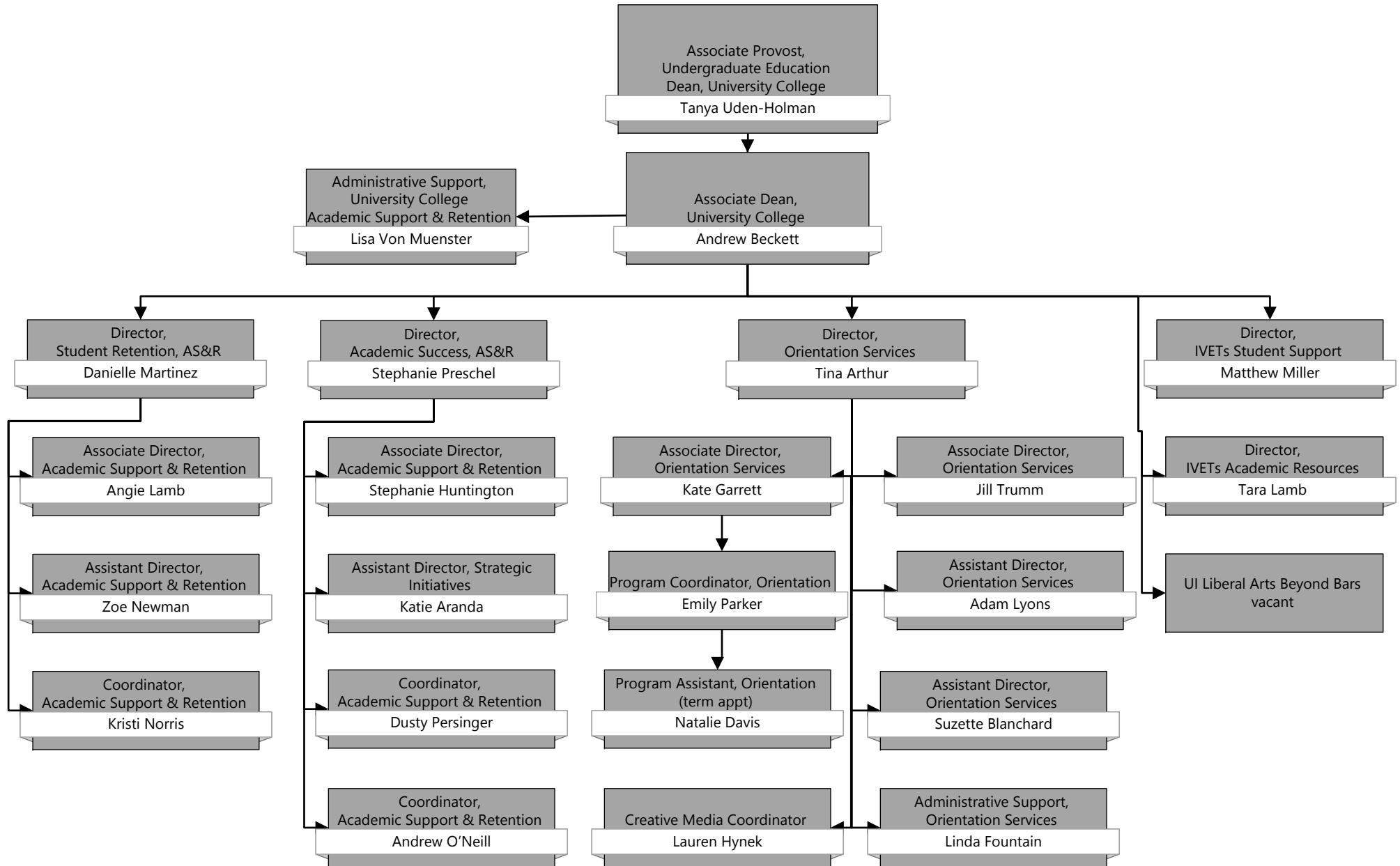
- Expand student satisfaction surveys to inquire on needs not being met
- Consider working with UPCEA for market analysis
- Business and potential employer surveys
- Early detection rates
- Peer mentoring satisfaction surveys

Program Growth

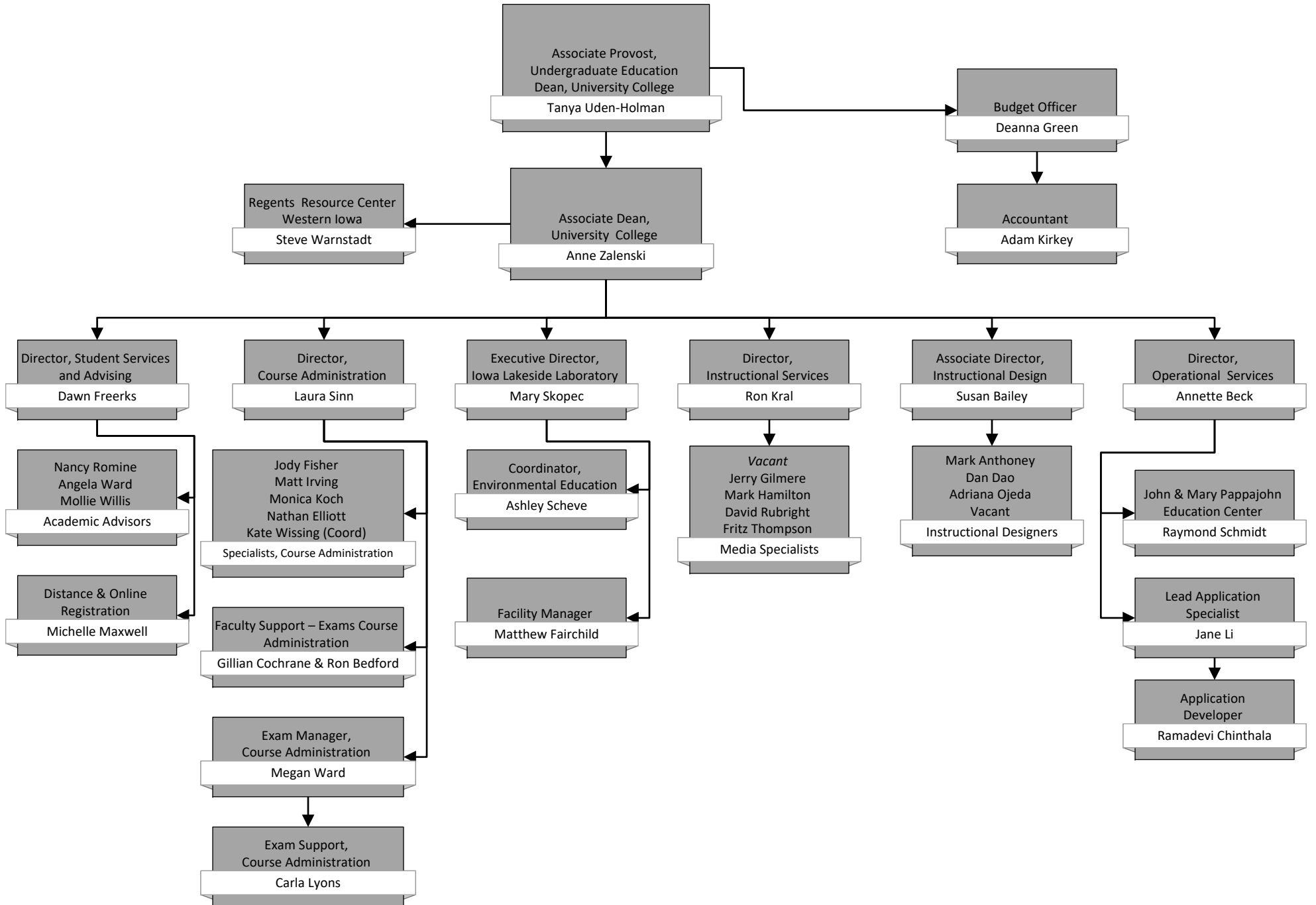
Continuing current business practices will continue current enrollment, tuition revenue, and completion and satisfaction results. Program growth requires continuous evaluation and modifications. Recommendations to spur program growth:

- Development of new online certificate programs (undergraduate and graduate)
- Develop tracks for previous UI students that didn't complete their degree the first time. Market to your already loyal students/alumni
- Accelerated and alternative scheduling formats to attract non-traditional students
- Current on-campus students are taking online classes at a high rate. Increase collaboration with traditional face-to-face departments to offer online offering to enhance the face-to-face/on-campus experience
- Address confusion and ambiguity among students about the difference between BAS and BLS degrees. Articulate the need for two degree programs (if warranted) and develop a focused marketing strategy for both programs or a single combined program.

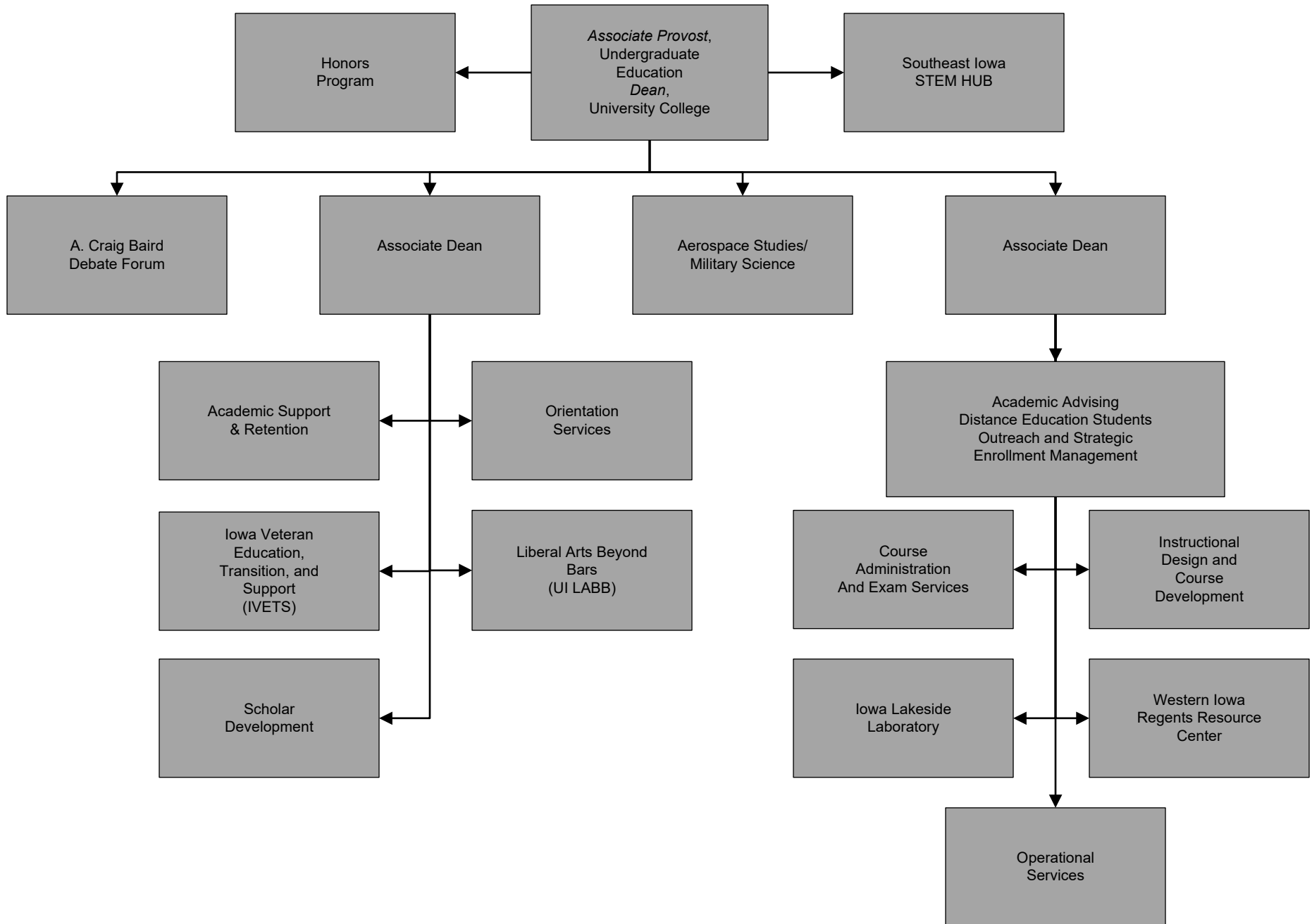
UNIVERSITY COLLEGE ORGANIZATIONAL CHART: STUDENT SUCCESS AND OUTREACH



UNIVERSITY COLLEGE ORGANIZATIONAL CHART: ACADEMICS AND DISTANCE & ONLINE EDUCATION



UNIVERSITY COLLEGE ORGANIZATIONAL CHART



University College Academic Departments

Aerospace Studies

The Aerospace Studies Program administers the Air Force Reserve Officer Training Corps (AFROTC) at the University of Iowa. AFROTC prepares highly qualified undergraduate students for commissions as officers in the United States Air Force. While AFROTC is structured primarily for students pursuing active-duty Air Force commissions, any undergraduate or graduate student may take aerospace studies courses for academic credit, with the exception of the leadership laboratories.

Career Center Programs

The University of Iowa Marvin A. and Rose Lee Pomerantz Career Center administers the university's Career Center Programs. Academic courses in career-related topics, such as career exploration and job search skills, are available each semester for academic credit ranging from 1–3 s.h. per course.

Center for Inclusive Academic Excellence

The Center for Inclusive Academic Excellence offers the Iowa First Nations summer program for high school students and the Iowa Edge program for students entering the University of Iowa.

College Success Initiatives

College Success Initiatives (CSI) courses are designed to support new first year and transfer students in their transition to the University of Iowa. In addition, CSI courses enrich students' experiences, develop their academic skills, and prepare them for college-level learning.

Iowa Lakeside Laboratory

Iowa Lakeside Laboratory is a field station run cooperatively by the University of Iowa, Iowa State University, and the University of Northern Iowa. Students at all three institutions, as well as visiting students, nationally and internationally, may take Iowa Lakeside Laboratory courses for credit through their home institution.

Leadership studies

Leadership studies is a multidisciplinary academic field that draws upon theories and applications from a wide variety of related disciplines, such as the social sciences (e.g., psychology, sociology, political science, and anthropology) and the humanities (e.g., philosophy and history), as well as professional fields, including management and education.

Lifetime Leisure Skills

Lifetime Leisure Skills (LLS) courses are designed to engage students in fun and healthy recreational activities that can be continued beyond college and throughout their lives. Courses range from outdoor recreation activities such as rock climbing, canoeing, kayaking, backpacking, biking, and camping to indoor activities that include kickboxing, Brazilian jiu-jitsu, salsa dancing, and ballroom dancing. LLS courses are appropriate for students at all skill levels.

Military Science

The Military Science Program is synonymous with the Iowa Army Reserve Officers' Training Corps (ROTC). It gives students who wish to serve on active or reserve status in the U.S. Army the opportunity to earn commissions as Army officers. It also administers merit scholarships from the United States government to qualified students.

Study Abroad

The University of Iowa sponsors a wide variety of study abroad programs in approximately 50 countries throughout the world. Students may choose from summer, fall, or spring semester, academic year, spring break, and winter session programs that complement and extend the university's academic programs across the curriculum.

Undergraduate Research Experiences

Undergraduate Research Experiences (URES) courses enhance research and creative scholarship experiences for undergraduate students.

University Libraries

University Libraries offers these courses intended for undergraduates: ULIB:1001 Library Research in Context, ULIB:2001 Being Responsible Online: From Facebook to Academic Research, ULIB:2022 Special Topics in Library Research, and ULIB:3011 Global Research: Strategies and Skills.

University of Iowa Honors

Honors at Iowa helps students tailor opportunities to different educational needs and goals. Honors students may take honors courses each semester that they are enrolled at the university. Honors courses are generally small and interactive. They connect students with distinguished professors and offer new topics each semester. Honors courses also are part of the GE CLAS Core curriculum and do not add requirements for graduation.

University College Certificates and Minors

Clinical and Translational Science

The undergraduate Certificate in Clinical and Translational Science requires 16 s.h. of credit. Students must maintain a grade-point average of at least 3.00 in the certificate's core courses. Work for the certificate includes core courses and electives. Students must complete all coursework for the certificate within three years of entering the program.

Leadership Studies

The undergraduate Certificate in Leadership Studies requires 20 s.h. of credit. Students must maintain a grade-point average of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not enrolled in a UI graduate or professional degree program. Undergraduate to Graduate (U2G) students may earn the certificate when the undergraduate classification is primary.

Nonprofit Leadership and Philanthropy

The undergraduate Certificate in Nonprofit Leadership and Philanthropy requires a minimum of 21 s.h. of credit. Students must maintain a grade-point average of at least 2.00 in work for the certificate.

Sustainability

The undergraduate Certificate in Sustainability requires 24 s.h. of credit. Students must maintain a grade-point average of at least 2.00 in work for the certificate. The certificate may be earned by any student admitted to the University of Iowa who is not enrolled in a UI graduate or professional degree program. Undergraduate to Graduate (U2G) students may earn the certificate when the undergraduate classification is primary.

Urban Studies

The minor in urban studies is highly relevant to students interested in addressing emerging and persistent issues of the 21st century, including social justice, climate change, environmental conservation, sustainable development, mobility and access, public health, and economic prosperity—each of which has local, urban, and regional dimensions.

Public Policy

The undergraduate minor in public policy requires 15 s.h. of coursework taken at the University of Iowa. Students must maintain a grade-point average of at least 3.00 in work for the minor. Coursework in the minor may not be taken pass/nonpass.

University College Enrollment Trends

ENROLLMENT

*Headcount duplicated across academic year

Academic Year	BAS		BLS		LSI		TOTAL	
	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	Headcount
2018	2317	324	4269	540	32	7	6618	871
2019	1858	263	3991	511	31	6	5880	780
2020	1619	236	4438	577	6	1	6063	814
2021	1464	193	3892	501	3	1	5359	695
2022	1610	199	3318	428	10	2	4938	629

GRADUATES

Academic Year	BAS	BLS	TOTAL
2018	50	68	118
2019	30	67	97
2020	37	87	124
2021	25	66	91
2022	23	62	85

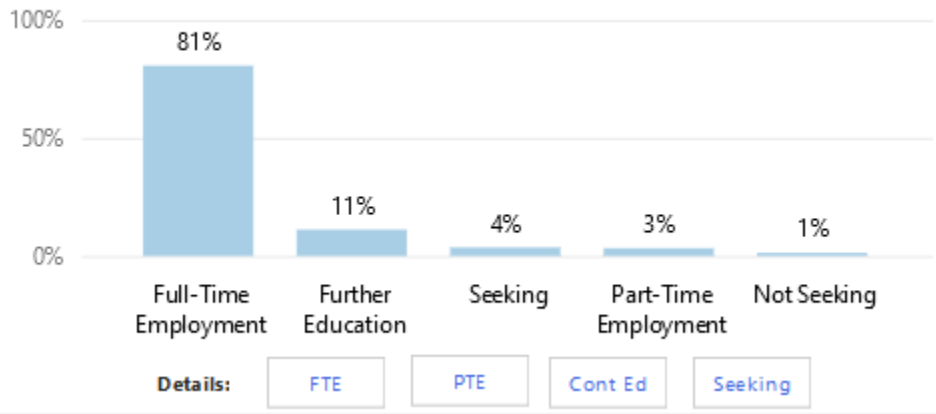
NEW ADMITS

Academic Year	BAS	BLS	LSI	TOTAL
2018	53	147	1	201
2019	30	118	1	149
2020	42	132	1	175
2021	39	105	1	145
2022	47	78	1	126
Grand Total	211	580	5	796

BLS/BAS Career Data

- Based on <https://data.uiowa.edu/item/231955800/data>
- 96% Placement Rate

Graduated Outcomes Breakdown



- Industry (Iowa)

Industry	Students	% of Total
Unknown	114	70.4%
Health Care and Social Assistance	12	7.4%
Educational Services	7	4.3%
Finance and Insurance	6	3.7%
Government	4	2.5%
Management of Companies and Enterprises	3	1.9%
Administrative and Support Service	2	1.2%
Information	2	1.2%
Real Estate and Rental and Leasing	2	1.2%
Retail Trade	2	1.2%
Accommodation and Food Service	1	0.6%
Accounting	1	0.6%
Arts, Entertainment, and Recreation	1	0.6%
Manufacturing	1	0.6%
Marketing, Advertising, and PR	1	0.6%
Non-Profit	1	0.6%
Other Services (Except Public Administration)	1	0.6%
Transportation and Warehousing	1	0.6%
Total	162	100.0%

Employer	Students	% of Total
UI - University of Iowa	10	6.2%
UIHC - UI Hospitals & Clinics	7	4.3%
Wells Fargo	7	4.3%
Collins Aerospace	3	1.9%
State of Iowa	3	1.9%
UnityPoint Health	3	1.9%
Unknown	3	1.9%
Iowa City Community School District	2	1.2%
Walgreens	2	1.2%
Western Iowa Tech Community College	2	1.2%
Adara Salon and Spa	1	0.6%
Alice's Rainbow Child Care Center	1	0.6%
Alpha Venture LLC	1	0.6%
Alpha Ventures	1	0.6%
AmeriCorps	1	0.6%
Anamosa Dental Associate	1	0.6%
Arthur Public Library	1	0.6%
Athletico Physical Therapy	1	0.6%
BioMax Plasma Center	1	0.6%
BMO Harris Bank	1	0.6%
Brownells Inc.	1	0.6%
Cambly, Inc.	1	0.6%
Cardinal Health	1	0.6%
CCO	1	0.6%
Cedar Rapids Community School District	1	0.6%
Central Iowa Sports	1	0.6%
Central State Bank	1	0.6%
Chariper Telecom INd. Inc.	1	0.6%
City of Cedar Rapids	1	0.6%
City of Davenport	1	0.6%
City of West Des Moines	1	0.6%
Coach	1	0.6%
Community and Family Resources	1	0.6%
Compelling Homes	1	0.6%
Cottingham & Butler	1	0.6%
Davenport Community School District	1	0.6%
Dental Associates PC	1	0.6%
Total	162	100.0%