University College
2016 Self-Study Report

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**What is a University College Charged to Do?**

In 2011, the Education Advisory Board (hereafter EAB), a national entity dedicated to helping University presidents, provosts, and chief business officers review peer-tested research that answers education’s most pressing issues, wrote a short, custom research brief entitled “Forming a University College” (Appendix A). Rather than this being a “how-to” manual, the brief instead summarizes 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 at the University of Iowa, 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 support 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. The University of Iowa’s University College 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. Appendix B provides several examples of universities exemplifying these two missions.

Therefore the tendencies of the University College at the University of Iowa 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 also somewhat different in that we need to observe multiple sets of needs from our mixed constituencies.

Although the development of the University College at the University of Iowa 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...

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coincidences, emergencies, budgetary exigencies, and changes brought about by adventitious personnel adjustments, an emerging strategic landscape begins to be visible.
HISTORY OF UNIVERSITY COLLEGE AT IOWA

The Foundation of University College

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

In 2002, the Board of Regents 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 with Associate in Applied Science degrees. There are between 3,500-4,500 such graduates each year. While many do not plan to pursue a baccalaureate degree, those who do found themselves at a distinct disadvantage when applying to four-year institutions in that only 16 credits of the 60 earned transferred.

The charge of the study group was to evaluate this issue and propose a Regent degree that did not duplicate existing programs. The degree program would be of greatest interest to mid-level employees who are successful in their work and find they need advanced training and a four-year degree in order to be promoted or given greater responsibility. The degree proposed was designed as an “inverted” degree with students earning an A.A.S. in their intended area of future employment. Upon transfer to the University, students would complete 60 hours, including any unfinished General Education requirements and a minimum of 45 upper level hours, and develop a plan of study allowing them to meet their career goals.

The B.A.S. was designed for a specific population of students; to be eligible for admission students were required to be both place-bound and graduates of an Iowa community college. The B.A.S. was originally designed to assist only students with A.S. or A.A.S. degrees earn baccalaureate degrees; however, students with A.A. degrees are now admissible. The University of Iowa was designated as the Regent institution charged with offering the B.A.S. Finally, the College of Liberal Arts and Sciences would not confer the B.A.S. degree because the degree does not require a foreign language. The Registrar at the time worked with the Provost and established a college that would—today’s University College.

At nearly the same time, various academic departments on campus planned to discontinue a set of courses, which fell under the umbrella term of “Lifetime Leisure Skills” (hereafter LLS). These courses generally had small enrollment caps because many were intensive activities, taking place indoors and/or outdoors, which required significant supervision and/or equipment. Examples included rock-climbing, scuba diving, and intensive dance. They were often offered over winter or spring break, or off-cycle, starting after Thanksgiving, for example. Lecturers frequently taught them. The combination of these factors made them costly for departments and under some budget pressures at the time, the offering departments proposed eliminating the courses. Instead, the Division of Continuing Education (hereafter DCE) worked with Recreation Services and the then-dean of University College; University College became the academic home of these courses with funding from the DCE. The LLS courses continue to maintain robust enrollments and assist students who drop
a class and need to add additional semester hours late in a term or find they are approaching graduation a semester hour or two short.

From 2005 to 2010, University College was, then, the home to the LLS courses as well as the B.A.S. degree program, which had a robust growth in enrollments:

- 2005: The Board of Regents approves the B.A.S.
- 2006: First students enrolled in B.A.S. (5).
- 2009: 32 students enrolled.
- 2010: 117 students enrolled.

At the end of 2008, a new Dean was appointed to lead University College. In January of 2009, Dean Ingram met with the then-Dean of the Division of Continuing Education (Chet Rzonca) and his Associate Dean, Anne Zalenski. Dean Ingram set forth the following agenda for the year:

- Define the mission of University College.
- Develop course and instructor approval processes.
- Explore the overlap and intersection of the DCE and University College.
- Review the degree offered by University College and develop a student academic procedure manual.
- Create by-laws to govern the University College (Appendix C).
- Update all catalog and websites accordingly.

At this point, the College also created a group of fulltime faculty consultants who formed a preliminary Executive Committee of the College and met two or three times per semester to advise and assist with some elements of subsequent planning and development of the College.

From 2010 to the present, University College saw significant development in all of the foregoing efforts, although it was only this past year that the overlap between the Division of Continuing Education and University College was articulated and formalized.
RATIONALE: INTEGRATION OF THE DIVISION OF CONTINUING EDUCATION INTO UNIVERSITY COLLEGE

Background

The Division of Continuing Education, established in 1913, was for decades the administrative home for continuing education, outreach units, and service units that collaborated with and served the academic colleges. In 2002, a new Dean was appointed to lead the DCE and several significant changes occurred under his direction. His appointment coincided with a budgetary crisis, leading to a thorough analysis of staffing and mission over a two-year period. First, two units were integrated into more mission-appropriate units elsewhere on campus, and between attrition and reappointment, the staff of the DCE went from 80 to 58. Second, the academic, credit-bearing mission of the DCE underwent a complete overhaul. All of the courses were reviewed and revised with the help of participating departments; tuition was standardized to match campus tuition; students received services accordingly; and the distance education and online courses were fully integrated into the campus systems (e.g. registration, financial aid, admissions, and advising). Third, the financial benefits of offering online courses, paired with faculty interest in developing new ways to teach and reach students, stimulated the demand for more online courses and programs; this in turn led to the growth of the Instructional Design team in the DCE, which tripled in size in just three years. Thus, between 2002 and 2010 (2010 being the same year University College increased its visibility and services to first year students), the DCE emerged as an academic and service unit fully engaged and integrated into the rest of the campus.

The Dean of the Division of Continuing Education stepped down from the position effective July 1, 2016. This, in conjunction with the ten-year collegiate review of University College, offered an opportunity to consider the optimal way the functions within the DCE serve the University. The control of costs and the effective organization of the institution drive the assessment of how units are organized. Distance and online education are growing quickly and remain features of the Board of Regents’ Strategic Plan, as well as the University of Iowa’s Strategic plan (https://provost.uiowa.edu/). The increase in technologically enhanced on-campus teaching as well as the growth in on-campus students taking online courses (that were developed for distance education students) requires a thoughtful exploration of teaching and technology overall, as well as an evaluation of the ways units serving these efforts interact and collaborate. And finally, the B.A.S./B.L.S. programs were reviewed last year; the self-study and the final review report are in Appendix D and E.

The Outward-Facing Mission of the Former Division of Continuing Education:

The DCE has historically been tasked to increase access to the services and resources of the University of Iowa beyond the physical borders of the campus. In partnership with University colleges and departments, DCE provides high quality credit courses and non-credit experiences to both traditional and non-traditional students using a variety of locations, schedules and technologies.
Priorities of the Division from a 2005 self-study include:

- To provide leadership, support and coordination in making educational programs available to part-time and other nontraditional populations in all parts of the state.
- To support members of the faculty in their efforts to extend the availability, and to improve the quality, of undergraduate and graduate education.
- To assist the University in developing and strengthening ties with external constituencies.
- To attract and retain students from historically underserved populations.
- To formalize and expand the practice whereby funds generated by DCE programs are used to support continuing education initiatives and the quality of undergraduate and graduate education.

The DCE has historically been organized in three major areas: 1) traditional credit and non-credit continuing education activities; 2) units that provide specific outreach activities; and 3) units which provide services to support statewide and University activities.

- The first area included the formerly named Center for Credit Programs (CCP), which administered distance education courses and programs, Saturday & Evening courses, advising services, and the Post-Secondary Enrollment Option. Also included in this area is the University Conference Center, which provides non-credit continuing education, including the courses offered in the Iowa Summer Writer’s Festival and the Iowa Young Writer’s Studio.
- The second area focused on outreach and includes The Labor Center, the Institute for Public Affairs, and the A. Craig Baird Debate Forum, as well as the Regent Resource Centers (SWIRCC and NWIRCC).
- The third area consisted of the University Audiovisual Center and the University Video Center.

As noted, the past twelve years witnessed significant change for the DCE. The Saturday & Evening program was disbanded and the task of providing classes at non-traditional times is now the responsibility of the academic departments. Some of the instructional design staff were initially moved from the Audiovisual and Video Centers to the DCE during an earlier reorganization; the rest of the staff in those centers moved elsewhere in the University. The Labor Center moved to the College of Law, the Debate Forum moved to University College, The Young Writer’s Studio moved to the College of Liberal Arts and Sciences, and The Institute for Public Affairs reorganized in a different unit.

The growth in the distance degree completion programs requires more advising staff, whereas the automation provided by MAUI allows for a smaller student services staff than previously. The complexity of the systems required to run the distance exam and evaluation processes, among other systems, required the hire of three application developers. And, the responsibility for Regional Regent Resource Centers, as well as the University’s Des Moines locations, are shown on the Division’s organizational chart.

The inclusion of the DCE within University College neatly addresses a concern of some University members who perceive both the DCE and University College as places for university activities that had not previously been serviced by an articulated vision. The similarities in the orientation and
function of the DCE and University College created an integration that combined, strengthened and clarified their missions. Certainly, the Division’s priorities have historically been more outward facing than those of University College have, but not to an extent that separates mission. Indeed, that there is considerable overlap between the Division and University College, and the increased role the Division plays in centralized campus support, suggests a formal integration with a more centralized campus unit.

Now the administrative home for Lakeside Lab is under University College, and so is its administration, formerly carried out by the DCE. The B.A.S. and B.L.S. degrees were administered by the DCE, but awarded by University College, which now does both. The students in those programs are governed by academic policies overseen by a committee comprised of staff from both the DCE and University College. The A. Craig Baird debate Forum was once part of the Division, as was SSTP, The Lifetime Leisure Skills were formerly administered by the DCE; all of these fall clearly under University College today and continue to offer opportunities for improved integration (for example mock trial and debate). Furthermore, the exam staff of the former DCE worked this year to extend the exam services typically restricted to students in distance and online classes to meet a campus-wide gap in online and SDS testing; this responded neatly to the responsibilities of the Dean of University College (Lon Moeller), who also serves as Associate Provost for University College.

Broadly, the efforts of University College now include outreach, work with pre-college students, support programming that targets non-traditional or underserved students, and provision of collaborative services to the university’s colleges and departments.

This history shows more clearly why the former DCE organizational chart is included “as is” in the Appendix, but also offers past and future rationales for the integration and coordination of some other aspects of university life that have previously been separated, as indicated below.
University College Academic Units

University College houses 17 academic departments (Appendix F), and a body of diverse course offerings. The departments are those that combine an academic area of study with a student mission or orientation; examples include Aerospace Studies, R.O.T.C., Study Abroad and Honors. University College course offerings typically fall into one of the following three areas:

- Courses which are associated with a specific program (e.g., Reserve Officers’ Training Corps, Honors, Study Abroad)
- Courses linked to student success (e.g. Success at Iowa)
- Courses focused on personal development (e.g. Lifetime Leisure Skills, Career Center Programs).

The faculty who teach in University College are either adjunct instructors (currently 192 adjuncts) or have a faculty appointment in another college. Many of the adjunct instructors are fulltime staff who receive additional compensation for teaching or teach as part of their job duties (e.g., orientation staff who teach a leadership course for orientation guides).

For the 2015-2016 academic year, University College generated over 31,000 credit hours, nearly 10,000 credit hours above the previous year. The increase was a result of the implementation of Success at Iowa, a required course for all new students.

Many of the courses offered in the college are “off-cycle,” starting midway through the semester. Some of the courses, such as those offered by Lifetime Leisure Studies, are only a week in length. These courses provide students options for adding a course midway through the semester. This is particularly helpful for students maintaining fulltime status if they need to drop one of their other courses.

University College offers two distance education degrees: the Bachelor of Liberal Studies and the Bachelor of Applied Studies. These degrees are part of a mandate from the Board of Regents that dates back to the 1970’s; place-bound Iowans must have the opportunity to earn a degree from a Regent institution without moving to campus. These degrees have always been administered by staff in the DCE, who all now report to the Dean of University College. University College is home to four interdisciplinary certificates: Clinical and Translational Science, Leadership Studies, Nonprofit Management, and Sustainability.

Each University College department has a unit executive officer (DEO) who is responsible for the collegiate oversight of course offerings, scheduling and staffing. In most cases, the DEO is an senior administrator, many of who report to Lon Moeller in his role as Associate Provost. (For example, the DEO for College Success initiatives is Lisa Ingram, Assistant Provost for Academic Advising.)

In cases of student grievances or accusations of academic misconduct, the DEO works with faculty and students to resolve the issue. If the issue cannot be resolved, the Assistant or Associate Dean
serves as the Dean of University College in resolving the issue. Consistent with University policies, a student’s last appeal is to Lon Moeller in his role of Associate Provost.

**Academic Mission and Mandate**

Most Colleges focus on an academic mission drawn around a specific scholarly interest (e.g. Nursing, Business and Engineering) and in the course of time have developed necessary administrative structures to support instruction, faculty management, budgeting and research support. In the case of University College, the present, somewhat adventitious, mission is broader, student-focused, oriented toward both the first year and the adult student, and presently imbalanced as to administration and academic purposes. Nonetheless, a common thread makes University College the appropriate College charged specifically to connect the lay and academic constituencies.

At present University College covers outreach and introduction to the rest of the University of Iowa in two ways, the first for those seeking extended education or access to UI courses, though place-bound, and the second as an introduction to UI for the new corpus of undergraduates. The former activities encompass much of the responsibilities of the DCE, the existing degrees and certificates, while the latter includes many of the responsibilities of recruitment, admission, and induction into the body of students each year.

The uniqueness of University College is thus its emphasis on introductory education for regular undergraduates new to campus, coupled with extended education for those who cannot come to campus. In both roles, University College acts as a threshold to the larger institution and also as a chrysalis for those who will later emerge into the specialties provided by other Colleges. In this light, the academic purposes of University College and its administrative functions cohere around the goals of incorporating those outside the academic stream before their transformational move into the other various Colleges.

University College has acquired by happenstance some elements of an academic college and an administrative one, with the balance presently tilted towards administration. Potential development of University College stems from strengthening the academic aspect as well as from clarifying a distinction between the academic and service roles presently confounded by the terms “distance” and “online” education.

The former term (distance) predates the latter and has for decades been the updated term for “correspondence” education; the delivery method for distance education has advanced considerably and, indeed, presents some of the most technologically sophisticated methods for teaching. The latter term (online) also refers to a delivery method, also teaching enhanced by technology, but which does not necessarily reach the distance education student. In both cases, the content arises from another academic college. In some of these cases the delivery expertise of the Division of Continuing Education has been made available to supply the service or advice as required but without having academic control. Strengthening the academic nature of University College may reduce the perception of DCE as a service unit, and posit it as an integral part of a College, whose role it is to bridge the gap between the academic mission of colleges and departments, and the student programming offered in University College.
A distinct and important aspect of distance education is delivering educational opportunities to those who are place-bound or otherwise prevented from attending the University of Iowa fulltime on campus degree programs. In addition to its extensive responsibilities for development of the B.A.S. and the B.L.S., the Division of Continuing Education has a mission statement dedicating it to affording educational opportunities to Iowans and others who are unable to come to Iowa City for regular classes. This is an important mission that makes the University of Iowa also a university for Iowa. In this role the DCE offers opportunities similar to those provided by the Open University in the UK for non-traditional students, fully employed students, or older students who wish to continue to be educated while sustaining families or continuing in fulltime employment. This again is a very significant part of the University’s mission and is present in Pillar 4 of the University Strategic Plan.

It is this mission, and this important component of DCE work (including but not restricted to B.A.S. and B.L.S.), that neatly fits within the academic purposes suggested above. It is entirely consistent with the University’s emphasis on outreach and community service that these elements of University College be developed under the single-minded leadership of an academic director and a relevant staff. Degree programs as a whole that are intended to sustain these mission objectives should be developed in collaboration with other colleges but not become those colleges’ own prerogatives. Other academic colleges in the University should be using the “online education” tag entirely for the delivery of their own content by online methods but not attempt to develop online courses beyond this somewhat limited scope. That purpose should be taken over by the academic wing of University College in a coordinating or originating role.
CURRENT COMPOSITION OF UNIVERSITY COLLEGE

University College Student Success Initiatives

Based on recommendations from the Student Success Team (SST) First-Year Experience Taskforce, in the fall of 2010 the institution committed significant resources to fund staff in University College.

Four new positions were created: Assistant Dean, Director for Early Intervention, Director for First Year Initiatives, and an administrative service position to provide support for the new staff, as well as support for staff in the Center for Teaching and University Assessment. The staff were charged to:

- Collaborate with residence life to incorporate curriculum into new and existing living learning communities
- Develop an extended, immersion orientation for new first-year students the week before the start of the fall term
- Develop centralized tutoring/supplemental instruction for several high DFW “gateway” courses
- Coordinate early-intervention initiatives for the campus

The first supplemental instruction and tutoring sessions were offered in the Spring 2011 for 6 courses: Introduction to American Politics, Animal Biology, Introduction to Environmental Science, and Introduction to Elementary Psychology, Principles of Macroeconomics, and Principles of Microeconomics. The OnIowa Executive Committee was formed to plan and implement the immersion program for the start of the Fall 2011 term. Four new learning communities with an academic focus towards specific majors were created for Fall 2011: Journalism, Political Science, Education, and Open Majors. The Early Intervention Team (EIT) was implemented for the same term, and a subcommittee was formed to identify and implement an early warning system for the Fall 2012 term. Based on growing student, staff, and faculty utilization, several new positions were created. In the fall of 2014, Orientation Services was incorporated into the existing staff, providing an opportunity for aligning the office as a comprehensive “new student programs” office. The office is led by three directors overseeing Orientation, OnIowa! and First-Year Initiatives, and Academic Support and Retention (AS&R).

In these changes, University College became centrally involved in bringing students to the University of Iowa and monitoring the several aspects of their transition to life at University level. Recognizing that this transition is complex and multifaceted, University College addressed seemingly independent issues that both cushion and facilitate the changes taking place in students’ academic, social and personal lives. These include their changing sense of identity as young adults living, probably for the first time, outside the direct and immediate influence or control of their family.
Transition Programs

Orientation
The University of Iowa offers a one-day program for domestic transfer students and two-day programs for domestic first-year students. International students attend an extended orientation coordinated by International Student and Scholar Services (ISSS). Transfer and first-year programs offer tracks for both students and their family members. An optional program was implemented in the summer of 2016 in partnership with the Office of Admissions, serving 487 prospective students.

During the program, students engage in a variety of topics in small groups facilitated by a Hawkeye Guide (upper-class peer). These small groups discuss such issues as managing your money, and student life at the University. Students also meet with an academic advisor and register for their first semester courses. The program participated in an external review by NODA (Association for Orientation, Transition, and Retention in Higher Education) in 2014.

The program is staffed with four fulltime staff, two graduate assistants, and approximately 40 undergraduate leaders. Summer programs are capped at 450 students per program based on limitations in space, academic advisors, and a desire to provide a welcoming environment for students and their families. In order to accommodate the entering class, 13 first-year and 8 transfer programs are offered each summer. In the summer of 2016, 6428 new students and 8519 family members attended orientation. The program is funded through student’s enrollment fees.

OnIowa!

OnIowa! was implemented at the start of the Fall 2011 term as a collaboration between the Provost’s Office and the Division of Student Life. Unlike orientation which occurs over the course of several months, OnIowa! occurs the five days prior to the start of the fall term. The program requires tremendous collaboration with many campus partners, particularly University Housing & Dining, Center for Student Involvement & Leadership (CSIL), and admissions. Based on the IOWA Challenge, the program conveys the institutions’ expectations for students, both inside and outside the classroom. Like orientation, students are led by upper-class peers in small groups of approximately 25-30. Peers facilitate discussions on topics such as healthy and safe choices, engagement in co-curricular activities, and bystander intervention. Faculty lead an hour-long lecture/discussion in an auditorium to discuss excelling in the classroom. Friday evening students attend a “Kickoff at Kinnick Stadium,” where they learn Iowa traditions and form the traditional class “Block I” on the field.

On Sunday evening they attend a formal Convocation on the Pentacrest, which concludes with dinner outside the President’s residence.

The program is staffed by two full-time staff, a halftime administrative assistant, and 230 student leaders. Over 600 volunteers are needed during the five-day program. The program is funded through student enrollment fees.
Curricular Initiatives

Living-Learning Community Courses
Beginning in the Fall 2013 Term, all on-campus students are required to choose a living-learning community (LLC) if they wish to live on campus. Based on students’ major and the LLC theme, students may be pre-enrolled or choose a course associated with their LLC. Some LLC’s, such as Arts and Tomorrow’s Teachers Today, have a course specifically designed for them. Other communities utilize existing general education courses. For example, students in the LLC “Wellbeings” are co-enrolled in the course Health for Living.

For most communities there is not a “requirement” to remain in a LLC course, and based on previous assessment, it is believed that roughly 1/3 of students drop their LLC course prior to the start of the fall term. For the Fall 2016 semester, 1528 students were initially enrolled on a LLC linked course.

First Year Seminars
First Year Seminars (FYS) are one-credit, graded courses primarily taught by faculty. Courses are generally capped between 15-20 students to provide students and their instructor opportunities for significant discussion. The concept of the program is simple—connect small groups of students and a faculty member with a common topic of interest. The topics are completely up to the faculty and are quite diverse. Examples from previous semesters include: Jazz Culture in Iowa City, Inside Look at College Athletics, When East Meets West: Intercultural Learnings for Chinese and American Students, The Energy of the Future, and How to Achieve Success in Life. Proposals are solicited each year. The program has grown significantly since the program was moved to University College in 2005 with 25 sections serving 532 students. In the Fall 2015, 131 seminars were offered with an enrollment of 2088 first-year students. The program is coordinated through University College and funded through the Office of the Provost. Instructors receive $2500 in professional development funds or the equivalent in a stipend for teaching a FYS.

CSI 1600: Success@Iowa
Beginning in the 2015 Fall Term, all new students were required to take Success@Iowa, a variable credit (0 to 2 semester hours) course that is designed to complement other transitional programs. The course is listed as “administrative only,” meaning that it cannot be dropped by students unless they are withdrawing from the institution. The course in many ways serves as a virtual “summer bridge” program in that much of the content of the course is delivered prior to the start of the semester. There are four distinct parts to the course: Prior to Orientation, Post Orientation, Start of the Term, and Post Census Date. Content is delivered based on perceived developmental needs of students. For example, topics in the first part of the course included how to use the institution’s course management program, read a degree audit, and search for courses. Topics such as diversity, inclusion, and academic integrity are offered after the first day of the semester. The course utilizes two vended products for addressing issues of alcohol harm reduction and harassment prevention. Gallup’s StrengthsFinder is administered through the courses, as is Excelling@Iowa, the institution’s early-intervention system.

The course is co-administered by staff in University College and Instructional Technology Services (ITS). An advisory board, co-chaired by staff from orientation with members from the Academic
Advising Center, International Student and Scholar Services (ISSS), and Student Life, oversees the content for the class. The Dean of University College provides funding to ITS to support the production of course content. In addition to the course providing additional support for students, it has also become an early warning indicator for the campus. That is, early assessment suggests that students who do not complete the modules on time are more at risk for attrition.

**Academic Resource Center**

The Academic Resource Center (ARC) coordinates Supplemental Instruction (SI) for challenging courses at no cost for students. In the Spring 2011 semester 6 courses were piloted, with 827 visits. The location for SI has changed from classrooms to its current location in the ground floor of the Iowa Memorial Union. During the 2015-16 academic year, 2,442 students accounted for 13,621 visits for the 39 courses offered. Participation for the Fall 2016 term also experienced tremendous growth in utilization. The ARC has already seen 2,086 students for 8,653 visits this fall. Several factors contributing to growth include a centralized location and intentional messaging to students during Orientation.

The program is supervised by one full-time staff member and two graduate students. For the Fall 2016 term, 24 students served as Supplemental Instruction leaders, 4 students served as Supplemental Instruction Team Leaders and 4 students served as student receptionists. SI leaders are trained prior to the start of each term and assessed based on observations and student feedback. A distinct difference between SI and tutoring is that SI leaders plan sessions based on active and collaborative learning strategies, creating a lesson plan for every session that also focuses on relevant content (SI leaders attend the course for which they are planning SI sessions). They then typically offer three hours of SI each week. 2015-2016 attendance data shows that a student who attends SI on average once per week earns at least a letter grade increment higher (B to B+). The program is funded through General Education Funds. Each SI leader is paid approximately $2,000 each semester.

**Tutor Iowa**

In addition to the Academic Resource Center, the Tutor Iowa website is administered by Academic Support and Retention. Launched for the Fall 2012 term, the website serves as a “one stop” resource for students seeking academic support. In addition to the free University resources, such as Supplemental Instruction, the Math Lab, and Writing Center, the site also provides the opportunity for private tutors and students seeking private tutors to connect, with some oversight to insure that private tutors are currently enrolled and have successfully passed the courses they tutor. During the 2015-2016 academic year, Tutor Iowa had 123,360 page views, 2,151 private tutor requests and 311 private tutors. The website also includes academic skills worksheets and a request form for student groups and faculty to request academic workshops for a range of topics, such as resiliency, note-taking, time management, etc.

**Tutor Certification Program (TCP)**

TCP was created in the summer of 2014 and encompasses a series of workshops designed to develop tutors’ abilities to work effectively with students, both in the individual and group setting. After attending a workshop, campus tutors should be able to see how the topic applies to their role...
as a tutor and be able to articulate how they will use the knowledge learned in their specific tutoring center. The goals of the TCP are to provide a consistent and high quality experience for tutees across campus, to inform best tutoring practices on campus, and to provide campus tutors the knowledge, skills, and abilities to work with a diverse student population. Since 2014, 281 tutors have participated.

**Early Intervention and Student Support**

**Excelling@Iowa**

A core function of University College is to coordinate outreach to students identified as being at-risk. This comes in many forms. Outreach may be triggered by a referral by faculty or staff. However, the majority of outreach occurs based on institutional and student survey data. In the Fall 2012 term the institution implemented MAP-Works, an early-intervention tool from a third party vendor. In the Fall of 2016, after significant technical difficulties from the previous year, ITS developed an early-warning system, named Excelling@Iowa, that was better suited for the institutions’ needs. Excelling@Iowa leveraging student profile data along with student responses to a transitional survey that is taken by new 1st year, new transfer students, and returning student in the TRiO Student Support Services program. The tool identifies students who may struggling with the transition to the University of Iowa or students considered at-risk to faculty and staff who are connected to students (e.g. academic advisors, residence hall coordinators, etc.) to provide support and connect them to resources. The system incorporates key data points, such as non-attending lists, midterm grade deficiencies, etc. to alert end users that one of their students may be struggling throughout the academic year. The program is now linked to the student information system. In the fall of 2016 over 400 faculty and staff utilized the data, 100% of all new students (6,938) received an outreach from a University staff or faculty member, and 362 referrals were generated by staff and faculty to connect students to other staff, faculty, and campus resources.

**Early Intervention Team**

The Early Intervention Team (EIT) began in the Fall 2011 semester as a joint effort between the Office of the Dean of Students and University College. In addition to those offices, members include representatives from the Threat Assessment Team, University Counseling Services, Academic Advising Center, Center for Diversity and Enrichment, College of Liberal Arts and Sciences, and Residence Education. The group meets weekly to discuss students who are experiencing severe challenges that go beyond the scope of most students, but are not to the level of needing the Threat Assessment Team. Student cases may be referred from both internal campus partners (e.g., faculty, staff, other students) and external constituents (i.e., family member, high school guidance counselor, etc.). Types of referrals vary, but include mental health concerns, medical issues, academic concerns, death of a family member, and off-campus living concerns. The group serves as a case-management team to meet the individual student’s need. For the 2015-16 academic year, the group worked with just under 400 students, 50% of whom were first-year students.

Academic Support and Retention also provides ongoing support to students who are looking for additional assistance regarding connecting with academic and other university resources, trying to navigate complex institutional processes, and needing assistance to make decisions regarding
academic options or other concerns. Students are often referred to our office from other university offices or departments or faculty.

**Student Withdrawal Meetings**
Starting in the Fall 2011 term, the office was incorporated in the student withdrawal process. Any student leaving the institution in the current term meets with a staff member and participates in an exit interview. The purpose of the meeting is two-fold: to build a comprehensive database that can inform the campus as to why students leave and to also provide a connection to the student if he/she wishes to return in a subsequent semester. During the 2015-2016 academic year, staff met with 429 students withdrawing from the university. The most cited reason for withdrawal is mental or emotional health concerns, followed by academic or other personal concerns, financial difficulties, and family responsibilities.

**Intentional Outreaches**
Academic Support and Retention also coordinates outreaches to students and their families at key points throughout the semester. In the fall 2015 semester, Parent and Family Webinar Series were offered to form better partnerships with families and share information that may be relevant to their students’ transition and experience. Webinars are held on the first Friday of the month during the academic year and are facilitated by key campus partners (University Counseling Service, Student Disability Services, Office of the Dean of Students, Academic Advising Center, etc.).

The office also works with the academic colleges and key offices providing student support (i.e. Center for Diversity and Enrichment) to coordinate outreach to students reported as not attending class and reported as having a D or F at midterm. They also coordinate a not-registered calling project at the end of each semester to encourage and provide assistance to students who have not registered for the next term.

**First-Year Assessment**
In addition to early-intervention outreach, data from MAP-Works and Excelling@Iowa has been critical in assessing the first-year experience at Iowa. Both systems were embedded in a course which resulted in approximately a 97% response rate to various surveys. Since the survey was linked to a student’s unique identification number, responses can be linked to outcome variables, such as GPA and retention, and disaggregated by various subpopulations. The data has been used to inform best practices and policies for issues related to first-generation students, low-income students, international students, and students with low standardized test scores. Institutional specific questions have assessed issues such as the impact of programs in OnIowa!, the LLC selection process, and campus climate concerns. Coupled with data now being obtained by the Student Experience in the Research University (SERU), the Center for Research on Undergraduate Education is partnering with the Office of the Provost to further analyze various student learning outcomes.

Some of the notable uses of the assessment results include:

- **Champion’s Reception:** a program that recognizes the faculty, staff, or students who were named by a new student as being the individual who has helped them the most since arriving to the institution
• The Higher Learning Commission Quality Initiative, which is currently focusing on the experiences of first-generation students
• Orientation’s Excel Program: a required student session during new student orientation that helps align students’ expectations with realistic challenges that they will likely face
• Faculty and Staff Development: providing the campus various opportunities to understand the challenges that face students
• Academic Support: using responses from students regarding their most difficult course to make decisions regarding courses that should provide supplemental instruction

Example of the Combined Academic and Student Support Unique to University College: College of Liberal Arts and Sciences and University College Student Success Initiatives

The previous section demonstrates the mission of University College to develop, offer and maintain support services for students as they enter the University and prepare for academic life. In broad strokes, these initiatives face up to the fact that students of the present day are not the students of yesteryear who were simply offered a menu of academic courses that they could take or leave.

Universities now recognize their greater involvement in the lives of their charges as they transition from adolescence to adulthood, from a family life to independent living, and from high school to university level demands. These different aspects of the undergraduate experience have been the subject of much reading, writing and discussion, and the University of Iowa has not been slow to take account of these developing responsibilities through the assets of University College.

These services give students a common experience through such programs as Orientation, OnIowa, Living-Learning Communities, Success@Iowa, and Excelling@Iowa; they also give students common opportunities such as supplementary instruction offered through the Academic Resource Center (ARC), tutoring coordinated by Tutor Iowa, or enrollment in a First-Year Seminar.

This centralized strategy for supporting students is effective in part because it creates a sense of community and belonging for students and in part because it is efficient. Each college is able to support additional services, such as the College of Liberal Arts and Sciences (hereafter CLAS) Writing Center or the Tippie pre-business advising program, rather than duplicating its own version of the centralized programs.

Since University College is outside of the normal academic structure for a college at UI and is both neutral and flexible, it has an ability to coordinate the involvement of faculty and staff across collegiate and office boundaries, thus helping to sustain a campus-wide climate of student success and functioning as a steward for the related funds from student fees.

CLAS is the particular beneficiary of these University College centralized student-success measures since CLAS has the largest population of undergraduates and, as the college with the least competitive admission standards, has the most students in need of help.

For example, of the more than 16,000 CLAS undergraduates who were enrolled in Fall 2016, 17% of these students earned a GPA near or below 2.00 and are considered to be in the “danger zone” for dismissal. Another 15% of CLAS students earned a GPA below the UI average of around 2.75, placing
these students in what is frequently referred to in student-success literature as the “murky middle,” with these students in the next semester either moving toward success—or toward failure—since once the GPA dips to a certain level, it can be very difficult to move it upward again. In any one year, around 7-10% of undergraduates in CLAS are on probation with around 280-300 dismissed each semester.

University College shoulders the administrative burden of offering these programs that support students while also working closely with faculty and staff from other offices, thus creating a shared sense of responsibility for students and their academic success. For example, CLAS began the First-Year Seminar Program in 1978 and for many years around 25 CLAS faculty participated in the program annually; since this was a CLAS initiative, instructors from other colleges were not invited to participate. In 2008, CLAS strove to increase participation in the program with more involvement by CLAS faculty and students, but as the program grew, it become more time-consuming to manage and thus was in danger of failing. University College gradually assumed the ballooning administrative tasks of the program while orchestrating a comprehensive menu of seminars in order to reach a larger first-year audience. The other undergraduate colleges and offices also participated since FYS was no longer just a CLAS program. The FYS Program now offers more than 130 seminars each fall, serving around 2,000 students and is a campus-wide program.

These student success measures also support instructors and thus the teaching mission of the University. The Early Intervention Team (EIT), for example, offers a solution for faculty who see a student in trouble or distress but are not sure how to help. The EIT coordinates these efforts among staff and instructors across UI, creating swift solutions and intervening as needed. This enables the instructor to focus on teaching while knowing the student in question is being helped.

University College is able to play this role since it is in a unique position of lacking traditional programs of study with a typical academic mission. This has resulted in a flexible and neutral unit able to create organizational structures across the undergraduate community at UI and to provide services for undergraduates and particularly for first-year students.

The rise in retention of first-year students in CLAS since 2011 suggests these student-success measures have perhaps played a role in retaining students at Iowa.

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![Graph](image)

CLAS first-year students’ one-year retention by cohort.
This summary of how the programs within University College serve first year students in CLAS illustrates the depth and breadth of the outreach, support, and collaboration provided to the largest undergraduate College at the University (and certainly, by extension, the other five). Concentrating the programs and services that meet the needs of all students, irrespective of their eventual academic home, demonstrates efficiency and integrity of purpose, and benefits a vulnerable population—the first-year student. A smaller, but equally vulnerable population includes the nontraditional student, the deployed student, the adult student and the place-bound student. The integration of the DCE (which historically has served these students) into University College demonstrates a powerful synergy. University College is a place that crosses departments and colleges, provides services and technologies, and captures the needs students have that are not as easily addressed in departments, which after all, are committed to providing the discipline-specific education, mentoring, research opportunities that comprise the value of the University of Iowa degree.
Proposed Mission Statement

University College is focused on the campus-wide coordination and collaboration of educational opportunities and successful outcomes for Iowa’s traditional and non-traditional learners alike. Our Student Success and Faculty Services programs provide the campus community with the support necessary to perform at its best. By offering degree programs, courses, and non-credit continuing education, University College gives all Iowans access to first-rate educational programming no matter where they are in the state or on their educational journey.

Proposed Organizational Statement

University College, created in 2005, serves an important role at the University of Iowa and is home for numerous services and offerings that encompass multiple colleges, departments, and units across campus. We provide the academic home for programs, certificates, and courses. We provide administrative support for distance and online courses. We offer outreach and engagement opportunities for college students, continuing education conferences for adult learners, and a variety of youth programs for the K-12 population.

University College coordinates existing university resources and develops new initiatives to promote academic excellence and student success. Faculty services are offered to improve classroom instruction, the management and coordination for conferences, workshops and seminars. Our relevance and service to the campus community is rooted in our deep commitment to support each campus citizen, whether a struggling first-year student, a faculty member learning to create a course online, or a place-bound adult student anxious to become a Hawkeye even from afar.

The units, programs, and departments within University College are diverse in content and audience, but the goals of all are the same: to provide academic and non-academic experiences to all levels of learners, and to extend the outreach of the University to the state of Iowa and beyond.

Learn More About the Five Units now within University College:

1. Student Success
2. Faculty Services
3. Degrees, Programs, Courses and Certificates
4. Distance and Online Education
5. Outreach and Engagement

Student Success:

- Orientation
- OnIowa
- Retention/Early Intervention
- Summer Hawk
- Supplemental Instruction/Tutor Iowa
Faculty Services:

- First Year Seminars
- Early Intervention
- Research opportunities
- Course Administration
- Workshops
- University of Iowa Conference Center

Degrees, Programs, Courses and Certificates:

- B.A.S./B.L.S. degrees
- Nonprofit, Leadership, Sustainability and Clinical and Translational Science Certificates
- R.O.T.C.
- Lakeside Laboratory
- Summer Session
- Lifetime Learning Skills courses

Distance and Online Education:

- Student Services
- Advising Services
- Exam Services
- Instructional Development Team
- Marketing

Outreach and Engagement:

- University Conference Center
- K-12 Programs
- Summer Writing Festival
- Kirkwood Community College Collaboration
- Debate and mock trial
- Regional Resource Centers
- Des Moines Facilities (JMPEC and ICHE)

We welcome the review committee to suggest an organizational structure that revels in our mission and our goals. The five units suggested above could become three, or four, or perhaps more. We do believe—and work daily with this vision—that University College is in effect both a microcosm of the university at large and that it is a coherent college. It offers access to education and support for all levels of students and brings the world to Iowa City; it draws students in and reaches out; it shepherds novices and the experienced learner, and engages the community. It has achieved a remarkable and valuable place in the university’s missions and goals.
APPENDICES

Appendix A – Education Advisory Board Research Brief
Appendix B – Other University Colleges
Appendix C – University College Bylaws
Appendix D – B.A.S./B.L.S. Self-Study
Appendix E – B.A.S./B.L.S. Academic Program Review
Appendix F – University College Departments
Appendix G – Supplemental Instruction Program Information
Appendix H – University College Instructional Budget
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Forming a University College

Custom Research Brief • February 1st, 2011

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II. Executive Summary
III. Defining University College
IV. Organizing College Administration
V. Building Faculty and Staff Support
VI. Assessing Outcomes
I. RESEARCH METHODOLOGY

Project Challenge:

Leadership at a member institution approached the Council with the following questions:

- **Organization:** What units are housed within the university college and how are these units organized? What are the strengths and disadvantages of this organizational structure? What organizational structure did other institutions have in place prior to the university college model? Why did other institutions adopt the university college model?

- **Support:** Have other institutions experienced pushback from faculty and administration when transitioning to the university college model? If so, what strategies have other institutions adopted to minimize this pushback?

- **Assessment and Outcomes:** What metrics have other institutions used to measure the effectiveness of the university college model in improving student success? Has the university college model improved student retention?

Project Sources:

- Education Advisory Board's internal and online (www.educationadvisoryboard.com) research libraries


- University Web sites
# I. RESEARCH METHODOLOGY

Research Parameters:

- The Council interviewed deans and directors of university colleges at large, public four-year institutions.

## A Guide to Institutions Profiled in this Brief

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Enrollment (Total / Undergraduate)</th>
<th>Classification</th>
<th>Age of University College Model (years)</th>
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<td>Research Universities (high research activity)</td>
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<td>20,000 / 15,000</td>
<td>Research Universities (high research activity)</td>
<td>20</td>
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</tbody>
</table>

Source: National Center for Education Statistics
II. EXECUTIVE SUMMARY

Key Observations:

❖ All contact University Colleges facilitate a cohesive, one-roof model of new student services; however, program offerings, enrolled student body, and administrative reporting structures differ among University Colleges.

❖ Most University Colleges house academic advising, learning support, living learning communities, new student seminars, career services, and new student programs, while some University Colleges also support service-learning, international education, honors programs, k-12 initiatives, and degree programs.

❖ Contact University Colleges adhere to one of three general enrollment policies: enrolling all new students, enrolling undeclared new students, and enrolling both undeclared and liberal studies students.

❖ Enrolling all new students in University College, as opposed to selectively admitting students, can present many advantages:
  o All new students receive quality academic development and advising resources
  o One-roof model of student services reduces duplication of new student resources at other colleges
  o Selectively admitting students to University College can damage the academic legitimacy and reputation of University College among university faculty, students, and administrators

❖ Contacts agree that a close, communicative professional relationship between an institution's provost and the head of University College is a prerequisite for a successful University College.

❖ At most institutions, the dean of University College reports directly to the provost

❖ Contacts offer several key strategies to build faculty and staff support for University College:
  1) Include faculty in decision-making
  2) Offer development opportunities for faculty advisers
  3) Highlight supportive University College staff
  4) Rationalize with positive outcomes

❖ University Colleges analyze and collect information on first-year retention rates, overall retention rates, academic standing, pass/fail rates for University College-supplemented courses, academic advising surveys, and graduation rates in order to evaluate the efficacy of University College programs.
II. EXECUTIVE SUMMARY

Key Observations Continued:

- The authors of Organizing for Student Success: The University College Model contend that University Colleges must perform three types of sequential assessments—students’ needs, program processes (whether the program was implemented as conceived), and critical outcomes—in order to comprehensively assess the efficacy of University College.

- Most institutions with University Colleges experienced significant improvements in student retention, graduation rates, and other indicators of student success following the formation of a University College. Contacts agree that assessment data is exceedingly valuable but that most data can be affected by factors other than University College programming, such as student demographics. Despite outside influences, contacts affirm that improvements in student learning outcome data such as first-year retention can be attributed (at least in large part) to University College programs.
Background
At most colleges and universities, students' introduction to an institution occurs through the admissions office, followed by the orientation office. Before starting classes, students often meet with an academic adviser. During orientation, students may listen to representatives from career services, service-learning, international education, and learning assistance: all separate programs with unique offices scattered across an institution's campus. Contacts observe that many new students find this lack of cohesion among student services difficult to navigate. To better serve new students, contact institutions house new student services within University College, a structure in which student services operates as a single unit. Contacts assert that this one-roof model provides students with the necessary resources for transitioning successfully to the college environment.
III. DEFINING UNIVERSITY COLLEGE

The University College model is interpreted and implemented uniquely among contact institutions. According to Dr. Scott Evenbeck (former dean of University College at IUPUI) and Dr. Dorothy Ward (director of the Entering Student Program at the University of Texas at El Paso), authors of Organizing for Success: The University College Model,¹

"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."

Though all contact University Colleges offer a cohesive model of new student services, program offerings; enrolled student body; and administrative reporting structures differ among University Colleges.

### III. Defining University College

#### Program Offerings

University Colleges administer a variety of programs designed to improve student success. Program offerings vary across institutions as a result of unique institutional structures and students’ needs. Contacts recommend utilizing program assessments to adjust and expand University College service offerings over time.

<table>
<thead>
<tr>
<th>Student Services Housed Within Contact University Colleges</th>
<th>University A</th>
<th>University B</th>
<th>University C</th>
<th>University D</th>
<th>University E</th>
<th>University F</th>
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</tr>
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III. DEFINING UNIVERSITY COLLEGE

Student Services Explained

Academic Advising

All University Colleges provide academic advising services for students enrolled in University College. Most University College advising staff are generalist advising professionals as opposed to department-specific faculty members. When a student transitions from University College to an academic college, he or she is assigned an academic adviser affiliated with that new college or department. Contacts at University D explain that because University College advisers understand the university as a whole, they are well-equipped to support undeclared students.

Learning Support

Contact institutions offer a wide variety of learning support programs through University College, such as peer tutoring or supplemental instruction. Contacts agree that supplemental instruction—in which a faculty member or graduate instructor provides additional course-specific academic guidance outside of scheduled class time—strongly improves the passage rate in notoriously difficult courses (e.g., introduction to calculus, pre-medicine courses).

Living Learning Communities

Several University Colleges support living learning communities, in which students reside alongside individuals with a common academic interest and engage in relevant learning activities outside of the traditional classroom. Living learning communities at University E partner with the college of engineering, arts and sciences, nursing, and environmental science. The institution also supports a residence hall for undecided majors within University College. Contacts at institutions with living learning communities report that students within these communities academically outperform the general student body.

New Student Seminars

Some institutions require all first-year students to enroll in courses designed to support the success of incoming students. Typically, these courses teach oral and written communication skills, as well as critical thinking abilities. At University F, all incoming students must enroll in two critical thinking and communication courses (labeled focused inquiry) taught through University College. University B’s University College teaches roughly 40 of the institutions’ 120 first-year seminars. Contacts at both institutions agree that these courses strongly improve students’ academic preparedness.

K-12 Initiatives

University College B offers a variety of academic programs for non-university students. Motivated secondary school students may enroll in University B courses, high school students can access university academic and career advisors, and University College helps coordinate the federal college preparation program, Upward Bound.

Honors Program

University Colleges at University B, University C, and University E administer honors programs. Contacts at these institutions agree that both University College and the honors program benefit from this partnership; honors students receive heightened attention and quality programming within University College while the academic reputation of University College improves as a result of the College’s visible connection to honors students.
Expanding University College Programs

Many University Colleges add and expand program offerings over time. Contacts attribute gradual program expansion (as opposed to one-time, comprehensive program development) of University Colleges to the difficulty of reorganizing university administrators and developing new, effective programs. Program development and reorganization consumes time, resources, and requires political capital. Contacts explain:

- Assessment and outcome data regarding the efficacy of University College requires multiple years of data collection. Outcome and assessment data provides information on program needs. Additionally, positive student outcome data heightens faculty, student, and administrative support for University College.
- University College often acquires new programs developed by multiple colleges as a result of the College’s neutral status on campus.

University College Student Body

University Colleges adhere to one of three general enrollment policies:

1) Enrolling all new students
2) Enrolling undeclared new students
3) Enrolling both undeclared and liberal studies students

1) Enrolling All New Students in University College at University E and University F

Freshmen at University F must enroll in two developmental courses taught through University College. The development curriculum, titled focused inquiry, teaches first-year students multiple academic skill sets: written and oral communication, critical thinking, and collaborative work. Additionally, new students receive a generalist academic adviser through University College. At University E, University College is the academic home of all first- and second-year students: the College houses all new student services, provides academic advising for pre-major students, and places all new students in learning communities.
III. Defining University College

At University B and University G, University College is home to all new students who are not directly admitted into a degree-granting college (e.g., schools of nursing, engineering). Contacts at both institutions explain that nearly all first-year students directly enroll in University College as a result of the selective admissions standards for incoming students among degree-granting colleges. Students at University B and University G must transition out of University College and enroll in a degree-granting college after completing a specified number of credits: fifty-six credits at University B and 60 at University G.

University Colleges at University A and University D enroll incoming students who do not meet the institution's test score and GPA requirement. University A and University D offer developmental curricula and academic success programs for students on academic probation or for students in need of further college preparation. Like University B and University G, University A and University D also support students who do not qualify for a degree program. At University D, 56 percent of entering freshman enroll in University College, while roughly five percent of freshman become general studies students in University College A.

University College at University C is home to undeclared students as well as American Studies and Women and Gender Studies majors. About one-third of the institution's incoming students enroll in University College as undeclared, University Studies students. These students receive academic advising through University College.
III. ORGANIZING COLLEGE ADMINISTRATION

Administrative Reporting Structures
University College reports directly to academic affairs leadership at all institutions. Contacts agree that a close, communicative professional relationship between an institution's provost and the head of University College is a prerequisite for a successful University College. However, four unique administrative reporting structures facilitate this relationship at contact institutions:

### University Dean Reports Directly to the Provost at University A and University E

- **Advantages:**
  - ✓ Dean can focus solely on managing University College programs
  - ✓ Dean communicates problems and successes directly to the Provost

- **Disadvantages:**
  - × Dean may be insulated from concerns within other campus units

### Associate/Vice Provost Acts as University College Dean at University C, University D, University G, and University F

- **Advantages:**
  - ✓ As an academic affairs officer, an Associate/Vice Provost offers a diverse and unique perspective to University College
  - ✓ Associate/Vice Provost maintains strong communication with Provost by default of position title

- **Disadvantages:**
  - × University College Dean with multiple responsibilities in addition to University College may not be able to dedicate sufficient time and energy to University College
  - × Associate/Vice Provost may oversee departments with conflicting interests
III. ORGANIZING COLLEGE ADMINISTRATION

Dean of University College Reports to Vice Provost in Former University F Reporting Structure

- **Provost**
- **Vice Provost of Instruction**
- **Dean of University College**

**Background:** In the early years of University College F, the Dean reported to the Vice Provost for Instruction. However, as a result of budget cuts, the Vice Provost for Instruction currently acts as the Dean of University College.

**Advantages:**
- Dean can focus uniquely on managing University College programs

**Disadvantages:**
- Dean may have difficulty communicating issues and initiatives within University College to the highest level of academic affairs

Faculty Leadership Model at University B

- **University College Faculty**
- **Executive Committee**
- **Dean of University College**

**Background:** Academic policies and curriculum are ultimately determined by University College faculty. A Faculty Executive Committee (inclusive of the Dean of University College) determines the agenda of monthly University College faculty meetings, in which all major policies and initiatives must be approved by a faculty majority vote.

**Advantages:**
- Uniquely invested faculty members
- Diverse perspectives

**Disadvantages:**
- Difficult to coordinate a large group of decision-makers
- May take longer to enact new policies and initiatives
III. BUILDING FACULTY AND STAFF SUPPORT

Forming a University College involves reorganization of staff, faculty, and administrator’s responsibilities. Contacts at several institutions report that many faculty members reluctantly transferred academic advising responsibilities for undeclared and new students to University College advising staff. Administrators who lost supervisory responsibilities also objected to the formation of a University College. In response to faculty and staff discontent with University College, contact institutions used several key strategies to build faculty and staff support for the University College model:

1) Including faculty in decision-making
2) Offering development opportunities for faculty advisers
3) Leveraging University College staff
4) Rationalizing with positive outcomes

### Strategy #1: Including Faculty in Decision-Making

To gain faculty support, contacts at University B suggest including faculty in decision-making within University College. Faculty members involved in the creation of University College often take ownership of the College, and are therefore likely to support and defend the College among peers. At University B, University College is governed through a faculty model, in which a faculty committee (with representation from multiple colleges and departments) determines academic policies and program development within University College. At University B, faculty members have the final say on most important issues within University College. While contacts at the institution acknowledge that this model may not work at all institutions, contacts strongly support the involvement of a representative faculty committee in the University College decision-making structure.

### Strategy #2: Offering Development Opportunities for University Faculty Advisers

Several University Colleges host advising workshops for departmental faculty advisers. Most University College academic advising offices employ professionally trained advisers with a background in education or counseling as opposed to tenured faculty members. Contacts agree that these professional advisers can offer unique advising tips and recommendations to departmental faculty advisers (who typically do not have an advising or counseling background). At the request of a faculty member or a department chair, University C holds customized workshops for faculty advisers within a specific department. Contacts at the institution report that these workshops elevate the quality of faculty advising and also help legitimize University College to faculty members.
III. BUILDING FACULTY AND STAFF SUPPORT

Strategy #3: Highlighting University College Staff Support

With increasingly constrained budgets, university departments must vie for limited financial resources. Contacts explain that career services, academic advising, learning support, and other units often housed within a University College frequently are among the first to experience budget cuts on campuses in which these units do not reside in a College. Forming a University College gives these units a dean, and therefore a visible voice that can effectively vie for institutional resources.

Contacts explain that by providing a College and dean for traditionally under-valued student services, the perceived value of these services increases among students and faculty. As a result, staff members within these traditionally under-valued units often strongly support the creation of University College. Contacts advise taking advantage of this University College staff support to build momentum for institution-wide faculty and staff support. University College staff can act as symbols of staff support for University College and can build support among co-workers, students, and faculty in other colleges.

Strategy #4: Rationalizing with Positive Outcomes

Contacts stress the importance of emphasizing the many benefits of University College to skeptical faculty, staff, and administrators. These benefits include:

- Reduced cost of supplying new student services (e.g., new student advising, first-year seminars, learning support) by eliminating duplication of these services among individual colleges
- Improved student experience illustrated through student evaluations, surveys, and focus groups
- Heightened student success demonstrated by improved pass/fail rates in classes supplemented by University College staff or support programs (e.g., supplemental instruction)
- Improved graduation and retention rates

To empirically demonstrate the many benefits of University College, thorough outcome and assessment surveys must be administered regularly. Contacts at University F caution that the benefits of University College often do not become apparent in statistics such as graduation rates until several years after the formation of a University College. In the meantime, contacts suggest demonstrating the potential success of University College through assessment information from institutions with an established University College.
III. ASSESSING OUTCOMES

Importance of Assessment:
*Organizing for Success: The University College Model*

In *Organizing for Success: The University College Model*, Michele Hansen (director of assessment at IUPUI University College), Scott Evenbeck (former dean of IUPUI University College), and Gayle Williams (assistant dean, retention coordinator at IUPUI University College) emphasize the importance of assessment within University Colleges. The authors illuminate four reasons why assessment is a requirement of the University College model.²

---

**Four Reasons Why Comprehensive Assessment is a Requirement of the University College Model**

1) Because University College programs tend to be visible, innovative, and subject to campus-wide attention, University College may be required to justify its existence more regularly and with more compelling assessment data than other colleges.

2) At many institutions, University College is a new structure and unproven concept.

3) University College programs often call attention to student retention, graduation rates, and other measurements of the new student experience. The authors contend that assessing University College programs draws institution-wide attention to student educational experiences, therefore elevating the importance of these student experiences.

4) Comprehensive assessment within University College encourages other forms of assessment, including collaborative assessment, among other colleges and departments.

---

### III. Assessing Outcomes

#### Assessment Types

In order to comprehensively assess the efficacy of University College, the authors report that University College must perform three types of sequential assessments: students' needs, program processes (whether the program was implemented as conceived), and critical outcomes:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Benefits</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Students' Needs</td>
<td>Informs program refinement and development</td>
<td>• Non-returning student surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One-on-one interviews and focus groups with incoming students regarding needs and expectations</td>
</tr>
<tr>
<td>Process Assessment Methods</td>
<td>Ensures program is on track to achieve intended goals and to serve target population</td>
<td>• Quantitative assessments of populations served</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty assessment of student learning throughout the program or course</td>
</tr>
<tr>
<td>Outcomes Assessment Methods</td>
<td>Illuminates achievement or failure to reach intended goals (e.g., student satisfaction, learning outcomes, student engagement)</td>
<td>• Student exit surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student retention statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Portfolios tracking student learning throughout college</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pass/fail rates for University College supplemented courses</td>
</tr>
</tbody>
</table>

#### Fundamental Questions Answered through Effective Outcome Assessments

- Do programs do what they intend to do?
- Are the intended outcomes and goals being achieved?
- Is the program, course, or service improving student learning?
- Is the program impacting some students more than others?
- Can the changes in outcomes be explained by the program; or are they the result of some other factors occurring simultaneously?
- Is the program worth what it costs?

---

III. ASSESSING OUTCOMES

Outcome Assessment Methods among Contact Institutions

Most contact institutions thoroughly assess student learning outcomes, ongoing programs, and student needs. These University Colleges analyze and collect information on first-year retention rates, overall retention rates, academic standing, pass/fail rates for University College-supplemented courses, academic advising surveys, and graduations rates in order to evaluate the efficacy of University College programs. Contacts agree that outcome assessment data is exceedingly valuable but that most assessment data can be affected by factors other than University College programming, such as student demographics. Despite outside influences, contacts affirm that improvements in student learning outcome data such as first-year retention rates can be attributed (at least in large part) to University College programs.

<table>
<thead>
<tr>
<th>Outcome Assessment Data from University F: First-Year Retention, Good Academic Standing, Academic Advising Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the four years since University F formed a University College:</td>
</tr>
<tr>
<td>- First-year retention increased from 81 percent to 85 percent.</td>
</tr>
<tr>
<td>- Number of first-year students in good academic standing increased by four percent</td>
</tr>
<tr>
<td>- Enormous improvement in academic advising evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Assessment Data from University A: Supplemental Learning Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A monitors student learning outcomes for University College-administered supplemental learning assistance (SLA) courses. Contacts at University A explain that SLA increases a course's passage rate by about 10 percent. For example, in the spring of 2010, an introductory biology course with an SLA section maintained a 100 percent passage rate: twelve percent higher than the non-SLA sections of the same course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student satisfaction indicators for students who attended SLA workshops:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 80 percent were glad that they took an SLA section</td>
</tr>
<tr>
<td>- 90 percent said they would recommend SLA to others</td>
</tr>
<tr>
<td>- 75 percent reported a positive effect on their grade (1/2-1 letter grade improvement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome Assessment Data at University D: Student Success Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College offers a student success seminar, in which students develop learning skills, learn about campus resources, and build academic awareness. Provisional students who do not take the seminar are retained at 40 percent while provisional students who do take the seminar are retained at 70 percent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designating a Director of Assessment at University B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts at University B agree that designating a director of assessment strongly improves the efficacy of University College programs. A director is able to devote substantial time and resources to conducting individual program assessments, focus groups, and longitudinal assessments. Contacts report that the director of assessment has helped University College at University B refine curricula to better meet student needs.</td>
</tr>
</tbody>
</table>
The Advisory Board has worked to ensure the accuracy of the information it provides to its members. This project relies on data obtained from many sources, however, and The Advisory Board cannot guarantee the accuracy of the information or its analysis in all cases. Further, The Advisory Board is not engaged in rendering clinical, legal, accounting, or other professional services. Its projects should not be construed as professional advice on any particular set of facts or circumstances. Members are advised to consult with their staff and senior management, or other appropriate professionals, prior to implementing any changes based on this project. Neither The Advisory Board Company nor its programs are responsible for any claims or losses that may arise from any errors or omissions in their projects, whether caused by the Advisory Board Company or its sources.

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APPENDIX B – OTHER UNIVERSITY COLLEGES

University Colleges focused on adult/non-traditional degree programs:

Washington University St Louis: https://ucollege.wustl.edu/

University of Denver: http://universitycollege.du.edu/

Syracuse: http://parttime.syr.edu/

University Colleges focused on first-year success experiences:

LSU: http://www.lsu.edu/universitycollege/

IUPUI (Indiana): http://uc.iupui.edu/About-Us/Deans-Welcome

Illinois State: http://universitycollege.illinoisstate.edu/about/
MANUAL OF OPERATIONS AND PROCEDURES

This document specifies the basic administrative and personnel policies related to faculty appointed to The University College. The mission of University College is to create a foundation for undergraduate student success through collaborative initiatives encompassing academic and student affairs. The faculty membership of The University College consists of all faculty at the University of Iowa who have an interest in undergraduate student success and participate actively in the activities of University College.

ARTICLE I: UNIVERSITY COLLEGE FACULTY

1. MEMBERS. Faculty will be members in one of the following categories: (1) faculty with paid and zero-percent appointments in University College who have primary appointments in an academic department outside of University College; (2) affiliated faculty not formally appointed in University College who choose to participate in University College activities and initiatives; (3) adjunct faculty who teach courses in University College. All such members are subject to the approval of the Dean of University College.

2. MEETINGS. The Dean of University College or designee may convene meetings of the entire University College faculty as needed.

ARTICLE II: UNIVERSITY COLLEGE EXECUTIVE COMMITTEE

1. MEMBERS. The Executive Committee represents the faculty members of University College. It includes the Dean of University College, the Associate Dean, the Assistant Dean(s), and all faculty who have paid or zero percent appointments in University College. All faculty members are appointed by the Dean of University College or designee.

2. CHAIR. The Executive Committee is chaired by the Dean of University College.

3. POWERS. The Executive Committee’s primary function is to advise the Dean of University College on matters related to the administrative functions of the college, including faculty appointments, course offerings, Living-Learning communities, and progress towards and modification of goals.

4. MEETINGS. The Executive Committee meets at least semi-annually. Special meetings may be called by the Chair. A majority of the Executive Committee members constitutes a quorum. Except for issues related to personnel, meetings are open to the public and University faculty and staff.

5. AGENDAS. The Chair will normally distribute an agenda to the Executive Committee and other interested parties at least 48 hours in advance of a meeting. Any member of the Executive Committee may place items on the agenda.

6. MINUTES. A designee of the chair keeps a record of each meeting and distributes it to members of the Executive Committee at least two days prior to the next meeting, at which the Executive Committee considers the minutes for approval.

ARTICLE III: DEAN OF UNIVERSITY COLLEGE

1. QUALIFICATIONS. The Dean of University College is a tenured faculty member at the University of Iowa and holds a faculty appointment with University College and in a home department in another College.

2. SELECTION. Following an appropriate search, selection of the Dean is made by the Provost.

3. TERM OF SERVICE. The Dean serves at the pleasure of the Provost, and is normally appointed to a five-year term.

4. RESPONSIBILITIES. The Dean oversees all aspects of University College’s operation and administration. In particular, the Dean has oversight of the academic, financial, and personnel functions of University College.

Version 1. August 2010
ARTICLE IV: FACULTY APPOINTMENTS IN UNIVERSITY COLLEGE

1. PAID JOINT AND ZERO-PERCENT APPOINTMENTS. University College may make paid joint and zero-percent appointments of faculty members for periods of up to three years; these appointments are renewable. Each appointment must be approved by the University College Executive Committee by a majority vote via email or at a regular business meeting, the DEO of the home department, and the Dean of the home college. Such appointments are subject to all University policies and procedures regarding faculty appointment and review, as specified in the Office of the Provost’s Policy on Faculty Appointments in Non-departmental Units. Before such appointments are made, a letter of agreement is signed by the DEO of the appointee’s primary department(s), the Dean(s) of the college(s) in which the appointee’s academic department(s) reside(s), and the Dean of University College. The letter of agreement specifies the appointee’s funding; his or her privileges and responsibilities with respect to University College; the period of the joint appointment (up to three years, renewable); procedures for review, renewal, and changing the appointment; and the expected activities in University College. As with all faculty appointments, the Provost must approve all such appointments.

2. ADJUNCT FACULTY APPOINTMENTS. University College may make adjunct faculty appointments to meet the teaching needs of units in University College. These appointments are renewable. Terms and conditions of these appointments are set in a letter of agreement signed by the appointee, the appointee’s supervisor and the Dean of University College. The letter of agreement specifies the courses that the appointee may teach. All such appointments are subject to University policies and procedures regarding faculty appointment and review, as specified in the Office of the Provost’s Policy on Faculty Appointments in Non-departmental Units. As with all faculty appointments, the Provost must approve all such appointments.

ARTICLE V: ANNUAL, REAPPOINTMENT, PROMOTION, AND TENURE REVIEWS OF UNIVERSITY COLLEGE

1. ROLE OF UNIVERSITY COLLEGE. The University’s role varies somewhat with the type of review.

(A) REAPPOINTMENT, PROMOTION, AND TENURE REVIEWS. When a faculty member is jointly appointed in an academic department and University College (a paid or a zero time appointment) the University College will not be the primary faculty home.

(B) ANNUAL REVIEWS. For all faculty members with formal (zero-percent or greater) appointments at the College, the Dean will provide by request of the faculty member comments to the primary department regarding the faculty member’s activity in University College. This provision is stated in the letter of agreement signed at the time such appointments are initiated. Annual reviews of adjunct faculty will be completed by the unit director in which the adjunct’s course is offered. Such reviews will be submitted to the Dean of University College.

2. REVIEW PROCEDURES FOR REAPPOINTMENT IN UNIVERSITY COLLEGE. The jointly-appointed faculty member who is to be reviewed for reappointment provides the University College Dean a statement of service activities related to University College. The Dean will meet with each faculty member at least three months prior to the expiration of the current appointment to review this statement and to discuss reappointment. The decision about reappointment rests with the faculty member and the Dean.

3. LETTER OF AGREEMENT. The above provisions regarding the role of University College and its review procedures will be included in all letters of agreement signed when any faculty appointments in University College are initiated.

ARTICLE VI. PROCEDURES FOR APPROVING NEW CERTIFICATE PROGRAM

University College offers one undergraduate degree program, the Bachelor of Applied Studies, and cross-collegiate Certificate Programs.

1. REQUIREMENTS FOR A NEW CERTIFICATE PROGRAM. Prior to the development and submission of any proposal for a new University College undergraduate certificate program, it is necessary to evaluate the resources and support that will be required on a continuing basis. A sponsoring department or committee will:

- Obtain supporting letters from the colleges housing the faculty of the proposed program. The Executive Committee will not initiate its review of the draft proposal until such documentation is obtained.

Version 1. August 2010
2. FORM OF PROPOSAL. Proposals should include the following:

- Statement of the purpose of and justification for the program, including comparisons with similar programs already available on campus.
- Description of program, including course requirements.
- A letter from each department that offers a course in the certificate program supporting such inclusion.
- A list of faculty who will serve as the advisory committee for the proposed program, including a clearance for the expected use of faculty in related departments. Faculty clearance is achieved through the submission of letters of support from the appropriate department chairs.
- The name of the unit that will provide advising services for students enrolled in the certificate.
- Statement of any additional budget support, including an indication of the source of funds for any new required coursework.
- Assessment of future needs, commitments, and opportunities.

3. REVIEW PROCEDURE. An electronic copy of the proposal should be sent to the Dean of University College. The proposal will be reviewed by the Executive Committee, who will provide a recommendation to the Dean of University College. The Dean will forward the proposal to the Provost for final action. Certificate programs do not need to be reviewed by the Board of Regents.

4. CHANGES IN EXISTING PROGRAMS. Changes in the general requirements for a certificate should be made in consultation with the Dean of University College, who will then decide whether a broader review of the changes by the Executive Committee should be undertaken.

ARTICLE VI. CHANGES TO UNIVERSITY COLLEGE PROCEDURES

1. PROCEDURE FOR MAKING CHANGES. The Dean of University College may make minor changes to the procedures contained in this document by informing The University College faculty and staff of the changes. If a majority of the Executive Committee indicates that a change made by the Dean is important enough to warrant a vote, the change will not be placed in effect until a timely discussion and affirmative vote by the Executive Committee take place. The Executive Committee, by majority vote, may make more substantial changes to the Operations Manual, subject to approval by the Office of the Provost.

2. GUIDING PRINCIPLE. As changes to these procedures are contemplated, the guiding principle should be the overall goal of undergraduate student success, in line with the mission statement of University College.

This Manual of Operations and Procedures dated August 1st, 2010 is hereby adopted.

Beth Ingram
Dean, University College

Wallace Loh
Provost, The University of Iowa

Version 1. August 2010
Executive Summary of Self-Study

The Associate Provost for Undergraduate Education tasked a small committee to prepare a self-study of the two degree completion programs housed under University College. The Bachelor of Applied Studies (hereafter BAS) degree program completed its first decade in June, 2016 and we seek an appraisal of the performance and direction of this program. Additionally, the Bachelor of Liberal Studies (hereafter BLS) degree has not been reviewed recently, and has undergone some significant changes, thus a review and evaluation of this program is timely as well.

The mission and goals of each of these programs are clear: to provide a pathway at the University of Iowa to degree completion for geographically committed students. This was the charge of the Regents in the mid-1960s to the three Regent institutions. Each institution maintains a BLS degree, although to be sure, while the degrees are similar, there are some local adaptations. The BAS is unique to the University of Iowa; an inter-institutional committee agreed upon the structure of the degree, and advocated that it be offered by just one state institution.

The self-study committee met and agreed upon the structure of the report, focusing on 1) the history and context of the degrees; data and metrics available to provide information on degree requirements, policies and procedures, demographic information and student performance; and 3) student, staff and administrators’ experience. This information was gathered from unit archives, an internal database, surveys, as well as the student information system.

By any measure, this is a positive self-study. The student feedback is interesting, and provides an overall sense of satisfaction with the program. It comes as no surprise that students report feeling more removed from their instructors, and do not report as high a level of satisfaction with such measures as the opportunity to know faculty well enough to ask for recommendations. In general the nuances that comprise campus experiences are missing from the online experience, although students readily acknowledge the online degree program were the vehicle with which they could meet personal and professional goals.

The self-study committee asks that the review committee pay particular attention to the distinctions between the two degrees, to the recent changes in the BLS program, and to assess from an outside perspective whether the programs are organized in ways that enhance student experience, provide coherent and challenging plans of study, and of course, we welcome suggestions for improvement.
Agenda: BAS/BLS Academic Review and Site Visit, June 20-22, 2016

Review Committee:

Chair:

David Hensley, Executive Director of the John Pappajohn Entrepreneurial Center and Clinical Professor in Tippie College of Business

External Reviewers:

Khusro Kidwai, Assistant Dean, Distance Learning, School of Professional Studies, Northwestern University

Todd Prusha, Executive Dean, Distance Learning, Kirkwood Community College

University of Iowa Committee Members:

David Hensley, Executive Director of the John Pappajohn Entrepreneurial Center and Clinical Professor in Tippie College of Business

Sara Mitchell, Professor and DEO of Political Science

Thomas Paulsen, Associate Director, Office of Admissions

BAS/BLS Degree Contact:

Anne Zalenski, Associate Dean for Distance and Online Education, Division of Continuing Education (DCE)

Email: anne-zalenski@uiowa.edu Phone: 319-335-2048

Please note that all meetings will take place in room 204 CEF (map attached). There will be coffee, water and snacks available throughout the meetings.

Tuesday, June 21st – Room 204 of the Continuing Education Facility (CEF) unless indicated.

8:00-8:30 Convene in 204 CEF. Light breakfast and coffee will be provided. Introductions and discussion of review plan.

8:30-9:30 Meet with Anne Zalenski, Associate Dean for Distance and Online Education, DCE.

9:30-9:45 Break

9:45-10:45 Meet with Lon Moeller, Associate Provost for Undergraduate Education and Dean of University College.
10:45-11:00  Break
11:00-11:45  Meet with Marlys Boote, Assistant Dean and Director of Summer Session, DCE.
11:50-1:00  Lunch meeting with Chet Rzonca, Dean of the Division of Continuing Education. Location: Basta. All committee members are welcome; please RSVP to julie-cunningham@uiowa.edu by 6/20 to allow for accommodations.
1:00-1:30  Break
1:30-2:30  Conversation with students (Laura Sinn and Karen Shemanski on site and other students via Skype).
2:30-3:30  Meet with Academic Advisors: Tara Lamb, Nancy Romine, Jennifer Timmons, and Angela Ward.
3:30-4:30  Meet with Dawn Freerks, Director of Advising, DCE.
6:30-7:30  Dinner at Share. All committee members are welcome; please RSVP to julie-cunningham@uiowa.edu by 06/20 to allow for accommodations.

Wednesday, June 22nd - Room 204 of the Continuing Education Facility (CEF) unless indicated.

8:00-8:40  Meet with Jennifer Timmons, Educational Advisor, and Maureen McCormick, Strategic Communications Director.
8:45-9:45  Meet with Academic Standards Committee Members: Andrew Beckett, Dawn Freerks, Angie Lamb, and Anne Zalenski.
9:45-10:00  Break
10:00-11:00  Meet with University College Executive Committee Members: Andrew Beckett, Chris Brochu, Cary Covington, Steve Duck, Brooks Landon, Lon Moeller, John Solow, Shaun Vecera, and Anne Zalenski.
11:00-11:15  Break
11:15-1:15  Review Committee meets to determine next steps (preparation of written review). Box lunches provided.
1:15-1:30  Concluding Remarks
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History: Division of Continuing Education

The General Assembly of Iowa established the Division of Continuing Education (hereafter DCE) in 1913 “to render a larger service to the Commonwealth, and to the people of Iowa by carrying out to every part of the State the knowledge, the thought, the ideals and the spirit of several departments and colleges of the University and by bringing the University generally into direct contact with its citizens.” With this edict, the General Assembly formalized the continuing education and outreach activities that the University had been conducting since the 1880’s. The language is dated, but the concept remains powerful, even refreshed by the most recent University of Iowa Strategic Plan, in which two of the four pillars address the importance of outreach and access. The “Better Futures for Iowans” pillar asks for increased outreach for the citizens of the state, and the Student Success pillar asks for increased access and opportunity for all students in Iowa, whether place bound or on campus.

It is a given that the past 100+ years have seen the expansion of outreach, engagement and continuing education move into each and every college at the University, and the DCE is not the only center for such activities. Indeed, continuing education and outreach have historically been deeply collaborative efforts between the Colleges and the DCE, the collaboration taking various forms. The Colleges avail themselves of a variety of services offered by the DCE including but not limited to: program planning, registration, student services, technical and instructional design support, fiscal and accounting support, and marketing. More significantly though, is that the changing higher education ecosystem has spurred a significant commitment to the development of online and distance education courses and programs, and the DCE staffing pattern and balance of effort shifted to reflect that.

Mission, Vision, Value

As an R-1 residential campus, distance and online education are not campus priorities. However, as a state institution, we are mandated to extend the resources of the campus to state citizens and to provide opportunities for geographically committed students to earn a degree from a state university. Furthermore, the climate in higher education generally, the competition from for-profits schools, the increased access to technology, and perhaps most significantly, the expectations of this generation of students prompts a close analysis of how to integrate distance and online education into the mainstream of academic activity. The mission and priorities of the DCE are well articulated and established to meet this demand:

- **Mission of the DCE:** To increase access to the services and resources of the University of Iowa beyond the physical borders of the campus. In partnership with University colleges and departments, DCE provides high-quality credit courses and non-credit experiences to both traditional and non-traditional students using a variety of locations, schedules and technologies.
• **Priorities of the DCE**: Priorities of the Division from a 2005 self-study include:
  o To provide leadership, support and coordination in making educational programs available to part-time and other nontraditional populations in all parts of the state.
  o To support members of the faculty in their efforts to extend the availability, and to improve the quality, of undergraduate and graduate education.
  o To assist the University in developing and strengthening ties with external constituencies.
  o To attract and retain students from historically underserved populations.
  o To formalize and expand the practice whereby funds generated by DCE programs are used to support distance education initiatives and the quality of undergraduate and graduate education.

**DCE: Office Overview**

Online course registrations, the number of online courses and online degree programs and students enrolled in the BAS/BLS distance degree completion programs have increased significantly and consistently over the last decade. In response to the increased demand in the foregoing areas, the DCE has invested in and reorganized staff. The Associate Dean for Distance and Online Education reports directly to the Dean of Continuing Education; and the staff responsible for all aspects of distance education report directly or indirectly to the Associate Dean. Following are the work teams which correspond to this section of the DCE organizational chart (See Supplemental 8).

**Academic and Faculty Support**

This staff is tasked to:

- Identify new courses in MAUI and contact faculty to offer development support/training. Have an instructional designer assigned as needed (see Course Development).
- Review MAUI/ISIS course offerings to verify essential information is provided and accurate (technology, registration restrictions and information, off-cycle meeting dates/times, ProctorU, off-campus location, etc.). Insert marketing videos in course descriptions. Monitor enrollment and take action for additional course promotion as needed.
- Help faculty create ICON course sites, identify and address potential copyright issues, map course sites for multi-section offerings, assist developing/revising Discussions, Gradebook, additional tools.
- Identify new faculty and schedule/conduct orientation and training sessions for new faculty.
- Advise faculty on technology/media best suited for desired course format; schedule and/or conduct training sessions and provide instruction for instructors and students to use the technologies. Manage student and instructor permissions and workspaces in the selected programs.
- Send regular communications to instructors with timely information, reminders, and suggestions.
• Work in collaboration with Division staff to: (1) coordinate course media development; (2) upload course materials to course sites; (3) coordinate exam needs and support; (4) find accurate responses to faculty and student questions/concerns as they relate to administrative and technology issues.

Course Development/Instructional Design

This staff is tasked with working with faculty to shift their pedagogy to reach online students:

• Consult with faculty and staff regarding best practices in the design, development, and dissemination of instructional materials for online environments.
• Assist faculty and course instructors in the design/redesign of distance education courses applying sound instructional design techniques.
  o Correspond with faculty/course instructors to identify their needs, define work timeline, and ensure approval of course changes.
  o Select/Recommend instructional strategies and media to support the course goals and objectives.
  o Organize and chunk course content, develop rubrics and assessments, and design and develop instructional materials.
  o Setup ICON and/or wiki sites (i.e. insert content, create quizzes, create discussion forums and topics, add assignment Dropboxes, create Gradebook items, setup course calendars, create custom widgets, design effective site layouts, train faculty and TAs to use software, develop instructions for course maintenance.
  o Develop online modules containing course content and instructions for students and post on the course site (i.e. html pages with links to media, readings, and online resources).
  o ICON site restructuring/settings.
• Design and develop course html pages (for ICON) & graphics for course homepage.
• Work in collaboration with Division staff to: (1) coordinate course media development; (2) upload course materials to course sites; (3) find accurate responses to faculty questions/concerns as they relate to administrative/student/technology issues.
• Keep abreast of current issues and trends in instructional design. Staff is expected to maintain professional memberships in distance education consortia and organizations and to regularly participate in distance education oriented trainings, webinars, and conferences.

Course Development/Media Services

This staff is tasked to:

• Setup classrooms in CEF and other University sites as scheduled. Train instructors on classroom systems for the purpose of lecture capture and provide on-going room support as needed, including coordinating with ITS and other room support staff.
• Support Virtual Classroom services through room creation and management (i.e. create user accounts, create and maintain support materials for faculty and students, provide training to new faculty, facilitate and monitor classroom sessions, and troubleshoot problems encountered by the faculty and students).
• Capture and/or modify media for classroom use through the use of various software applications, such as Prism, Camtasia, and Adobe Premier.
• Post recorded classroom lectures to ICON course sites.
• Record and edit marketing videos.
• Monitor the technical trouble line telephone in rotation with other staff. Train and supervise student technical support staff.
• Help with file and data modifications for GIS courses in ICON, including conversion and correction of PowerPoint, Adobe Acrobat, etc. files.
• Demonstrate hardware and software to faculty (Duet, web conferencing, screen annotations, video/slide capture, etc.)
• Troubleshoot and repair instructional hardware used by the department. Maintain an inventory of electronic equipment used by the department and find appropriate storage for same.
• Provide research and recommendations for hardware integration into the classroom learning environment. Read and explore new technology, hardware and software, which may have application in the delivery of instruction.

Marketing and Promotions

• On an as-needed basis and tailored to the audience for and content of each course. The Strategic Communications Director meets with new instructors to determine a target audience for new courses being developed. A variety of strategies may be used to market new courses, and marketing plans are put in place for new degree and certificate programs.

Enrollment and Student Services

This staff is talked with closing the gap between campus and the distance education student:

• Facilitates admission to the U of I for new distance students by directing to them to appropriate web sites, routing their email, and answering many questions about costs and course selection.
• Assists distance students (who don’t go through orientation) with registration, guiding them by telephone on the use of online ISIS, answering other questions via email, and providing contact information for faculty and departmental offices.
• After the semester begins, processes administrative adds, drops, and withdrawals for students, guiding them through necessary email permissions from advisors, instructors, and deans.
• Once a student is enrolled for a distance course, s/he receives email notification confirming registration and providing instructions on accessing the course through ICON. If the course is a self-paced GIS (Guided Independent Study) course, the student receives further notifications throughout the semester based on progression in the course.
• Helps students with exam scheduling, whether using our on-campus testing facility and online scheduling, or if the student needs assistance setting up a proctored exam at a location away from Iowa City.
• Connects students with questions about assignments, exams, or grades to their instructors, departments, deans, and DCE’s course supervisors for follow-up, as needed.

Advising

This staff provides the critical 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 significant 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 have to know the college regulations for both CLAS and University College, and try to make suggestions for policies for University College. Nontraditional students at a distance have different needs and considerations than traditional on-campus students.
• BAS & BLS students do not have faculty advisor support as they have no traditional major. Having advisors specific to their programs of study is an integral component of developing a connection to their institutional community (i.e., retention & persistence). This is a similar philosophy to having academic advisors that work with students in the Interdepartmental Studies on-campus major through to graduation.
• BAS & BLS Advisors reach out to ICON course staff and DCE 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 have to establish strong relationships with the Office of Admissions, Registrar’s Office, and the CLAS Office of Academic Programs & Student Development and University College to facilitate the resolution of student issues that need to be addressed by those offices.
• Having specific advisors for the BAS & BLS programs allows for more streamlined services when issues arise that impact other offices as students are not on-campus to advocate for themselves.

We would be remiss in not acknowledging that effective July 1st, the DCE will be enacting a planned integration into University College (hereafter UC). University College is the entity that grants the baccalaureate degree to BAS/BLS students and the activities of the DCE and UC significantly overlap. Follows is a brief description.
University College

University College serves as an administrative home for programs that span the academic colleges and which do not fit under a specific department. This is not unlike the DCE. By assessing the similarities in the orientation and function of the DCE and University College it is easy to see how the missions of the two will be combined, strengthened and clarified.

This—taken from the UC website—illustrates a similar breadth of responsibility as is seen in the mission statement of the DCE:

*University College is home to a wide range of programs for University of Iowa students and precollege students. It includes major college-level programs such as the University of Iowa Honors Program, Study Abroad, and study at Iowa Lakeside Laboratory. Some of its college-level programs are designed to smooth entering students' transition to college life, such as the College Success Initiatives program, or to provide opportunities for populations underrepresented in the sciences and engineering, such as Iowa Biosciences Advantage. Special courses for orientation advisors, residence hall assistants, fraternity and sorority community leaders, and students who design web sites for University departments and offices are offered through University College, as are Lifetime Leisure Skills courses in a broad range of sport and fitness activities.*

*The University's Reserve Officer Training Corps programs, Aerospace Studies and Military Science, reside in University College.*

*Courses offered by several pre-college programs are housed in University College, for example, the Belin-Blank Center for Gifted Education, the Center for Diversity & Enrichment, the Iowa Young Writers' Studio, the Secondary Student Training Program, and University of Iowa Upward Bound. Courses offered through University College programs are taught by University of Iowa faculty and staff members.*

Certainly the Division’s priorities are more outward facing than those of University College, but not to an extent that separates their missions. Perhaps most germane, The BAS and BLS degrees are administered by the DCE, but awarded by University College. The students in those programs are governed by academic policies overseen by a committee comprised of staff and faculty from both the DCE and UC (The University College Executive Committee). These two distance degree completion programs are growing in number and require an increasing amount of collaboration to oversee student success, academic policies, and curricular change.

Staff Profiles

Anne Zalenski

Associate Dean, Distance and Online Education and Outreach, Division of Continuing Education

B.A. in English, M.A. in American Studies, and a PhD in Planning, Policy and Leadership in Higher Education.
Anne joined the DCE in 1997 as a half-time advisor, while attending graduate school and raising three young children. As a non-traditional graduate student, her dissertation was focused on the BLS student population, a statistical analysis of why some students complete the degree and others do not. Anne is keenly interested in expanding educational opportunity for all.

Dawn Freerks
Director of Advising, BAS/BLS Online Degree Programs
B.A. in Geography and Anthropology with Honors, M.S. in Informatics.

Dawn started working at the DCE in 1999 as an Enrollment Specialist assisting students with registering in distance education courses. She has filled many roles in the Division; Student Services, administration of distance education courses, application development, and data reporting, but most recently becoming the Advising Manager for the BAS/BLS program in 2013. She cares passionately about helping others obtain their personal goals and strongly believes in the empowerment of education. Dawn remains active in the information technology community at the UI advocating for better services and student records management of distance education program and students.

Tara Lamb
BAS/BLS Educational Advisor
B.A. in Journalism and Mass Communication, and Political Science, Minor in Women’s Studies.

Tara joined the UI in August 2004. She finds the diverse BAS/BLS student population who are working so hard to achieve their dream of a degree to be inspiring. As an advisor for the BAS/BLS program, Tara feels it is important to be an on-campus voice for our distance students and an advocate for resources and programming that will help our students succeed.

Nancy Romine
BAS/BLS Educational Advisor
Bachelor of Liberal Studies

Nancy has worked in the Division of Continuing Education since 1999, as an advisor since 2006. Nancy attended the University of Iowa right out of a small-town Iowa high school and left two years later after an educational “crisis of faith.” She returned twenty years later and, eventually, completed the Bachelor of Liberal Studies degree by taking one course per session, while also working fulltime and taking care of her mother. Nancy knows first-hand the dedication it takes for students to continue to protect the time, energy, and money required to add “student” to their list of identities. Her favorite aspect of this position is working with potential and admitted students. She enjoys getting to know them as they share their educational history, aspects of their current situation, and goals for the future. Many students are
first-generation college and apprehensive about starting their bachelor’s degree, which are feelings Nancy can relate to.

**Jennifer Timmons**

BAS/BLS Educational Advisor

B.A. in Speech Communication and Public Relations and Education with a minor in English, licensed Speech and English teacher for grades 6-12, M.S.in College Student Personnel.

Jennifer has held positions in career services, academic advising, alumni programming, athletic advising, and residential life. This has allowed her to work with students from admissions through graduation and employment including time in the classroom as an instructor. She has worked at public, private, two year and four year colleges and universities. Jennifer was the Chief Student Services officer at a state education agency creating and implementing public policy for higher education. Her previous experiences with diverse student populations has been extremely helpful working with distance and online students. She loves working with transfer and non-traditional students helping to break down potential barriers.

**Angela Ward**

BAS/BLS Educational Advisor

Bachelor of Liberal Studies, M.A. in College Student Development, Minor in Higher Education Administration;

Angie is a lifelong learner who feels privileged to be able to work at The University of Iowa with some of the most motivated and hard-working students you will meet. She enjoys getting to create relationships with her advisees as they journey to their goal of a bachelor’s degree from Iowa. She sees her role as that of a guide to help translate the language and landscape of the university for BAS and BLS students, cheering them on when they take calculated risks and succeed while letting them know how to recover from their missteps. Angie returned to college as an adult working single parent so she feels she has an especially strong understanding of the obstacles and successes of the her student’s experience. She enjoys helping each student construct their degree using courses that help them expand on their interests and explore new subjects. Her most rewarding aspect of advising is to be able to work with students as they fulfill a long-held dream to be a University of Iowa graduate.
University College Faculty Committee

The University College Faculty Committee provides oversight on matters related to curricula and programs offered in University College. The Committee makes recommendations for the consideration of the Dean on major issues regarding student success and administrative procedure.

Faculty Members:

Christopher Brochu; Professor, Geoscience
Cary Covington; Associate Professor, Political Science
Steve Duck; Professor, Rhetoric
John Solow; Professor, Economics
Shaun Vecera; Professor, Psychology
Brooks Landon; Professor, English

Academic Chairs:

Andrew Beckett; Assistant Dean, University College
Anne Zalenski; Associate Dean, Distance Education and Outreach
Lon Moeller; Associate Provost Undergraduate Education, Dean of University College
SECTION 2--Introduction to the Degrees

Bachelor of Liberal Studies

History

The history of the Bachelor of Liberal Studies program dates back to 1967. That year, the State Extension Council (SEC) raised the issue of the need for an external undergraduate degree from the Regent Universities for the following reasons:

- To provide an educational opportunity for state citizens who could not be regular resident students or participate in established curricula at the Regent Universities.
- To maximize effective use of the academic leadership in the Regent Universities in directing and stimulating academic inquiry by highly motivated students.
- To stimulate the interest and leadership among staff members of the faculties of the Regent Universities in the development and conduct of educational programs emphasizing individual pursuits of knowledge.
- To involve the Regent Universities more deeply in educational ventures that will enhance the cultural, social and economic development of Iowa and the nation.
- To demonstrate the capacity of the Regent Universities to meet the broadening educational demands of a rapidly changing society by providing educational opportunities which provide maximum flexibility for the student and maintain high academic standards.

As is true of the initial charge to establish the DCE, the language of nearly 50 years ago is dated, but the philosophy, integrity and rationale for this degree program is nevertheless contemporary.

The extensive history of the negotiations undertaken to develop a distance education degree that would be shared among the Regent institutions demonstrates the daunting nature of the project (and is outside the scope of this review). Nevertheless, after 12 years of meetings, conversations, proposals and counter proposals, the Regents settled on a 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 the very early stages of the degree, there were not enough online courses offered at each institution to allow a student to earn all his or her course work from any single institution. With no small amount of pulling and tugging, the three universities took responsibility for areas of distribution. The University of Iowa would offer courses in Communication and Arts, and Social Sciences, Iowa State University would offer courses in Natural Sciences and Math, as well as the Professional Fields, and the University of Northern Iowa would offer courses in the Humanities. As time passed, each school added more and more online courses and as a point of fact, most students found ways to get courses mainly, if not exclusively from their home institution.
The BLS quite successfully attracts the very students for whom it is intended. Students most typically have degrees from the strong Iowa Community College system, and have multiple local commitments that prevent them from doing a residential degree program anywhere. In addition, the BLS serves students who must leave campus for family or health reasons, or who are deployed. Recent changes to the BLS program seem to be broadening the audience for this degree program, which will be described next.

Revisions to the BLS

In 2013, the former Associate Provost for Undergraduate Education reviewed the BLS degree and judged it outdated. The following changes were recommended and implemented.

The UI changed the BLS in four ways:

- The number of hours a student needed to be admitted to BLS is 24 rather than 60; this change was implemented for three reasons.
  o There is an increased effort to create a more friendly admissions policy for military students. Many veterans have fewer than 60 hours of earned academic credit, but are posed for entrance in a degree completion program.
  o The LSI (Liberal Studies Interest) was already in place for students who did not qualify for admission to the BLS either due to deficiencies in grade point or hours accumulated. LSI students receive the full compendium of academic services.
  o There are potential students in the state with some college credit who do not plan to attend a community college and who seek formal admission to a degree program. It seemed wiser to provide an option for those students than to have them seek a degree program elsewhere.

- The General Education requirements were eliminated and the Common Core was implemented.
  o The General Education requirements were perceived as somewhat dated and did not include the opportunity to acquire skills that had direct impact on career building. The skills not addressed by the current General Education requirements included information literacy, leadership and career studies, and statistics. These were added to the Common Core.
  o The foreign language requirement was eliminated. This created consistency with the other distance education degree completion program awarded by University College, and allowed a pathway to degree completion for the students who left the program without earning a degree due to the foreign language barrier.

- Three tracks were created out of the available course options to help students create more focused plans of study.
  o Students repeatedly asked for the opportunity to create majors or minors within the BLS course options. While that is not an available option, three tracks were developed that allowed students to focus their study in one of three available options. All three have contemporary value, and students found course selection easier and felt as if their academic efforts were positively focused.
  o The availability of tracks within the BAS, and their popularity among students suggests a positive precedent for BLS students.
The tracks allow former students maximum flexibility in using previously earned hours.

- The number of upper level hours was reduced from 45 to 30.
- In comparison to majors students earn on campus, 45 upper level hours seemed excessive (many majors require fewer than 20 upper level credits). The logic of the upper level requirement when the degree was developed in the 1970’s was that with no major or minor, there could be “degree integrity” with more upper level study. The development of tracks may preclude this need, given that students are creating a “major-like” plan of study.

See Supplement 10 BLS1 and BLS Comparison Chart

**Previous Reviews:**

Scant history exists on how the BLS was reviewed (if it was) prior to 1995. In 1995, however, a review committee was tasked to review the BLS with particular attention to the following five questions:

- How can the liaison arrangements between the three Regent schools be more effective with regard to administering the BLS?
- What additional preparations need to be made for the implementation of the foreign language requirement of the BLS degree in 1997? (this is because students entering the program prior to that date were considered grandfathered in and did not need to meet the F.L requirement)
- What plans have been made to take full advantage of the fiber optic network?
- What might be done to increase the geographic range of the population served by the BLS program? What might be done to attract a demographically diverse population?
- Are the arrangements for advising the students and administering the program satisfactory?

The review was positive in all areas, and concluded that the BLS was a quality degree that served students well. Points 1-3 are largely irrelevant at this point; points 4 and 5 are subject to review again by this committee.

A subsequent review was set up for 2003, but as the DCE was reviewed that year, the review was postponed.
Bachelor of Applied Studies

History

In 2002, the Board of Regents 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 degrees. There are between 3500-4500 such graduates each year. While many do not plan to pursue a baccalaureate degree, those who do found themselves at a distinct disadvantage when applying to four-year institutions in that only 16 credits of the 60 earned transferred.

The charge of the study group was to evaluate this problem and propose a Regent degree that did not duplicate existing programs. The degree program would be of greatest interest to mid-level employees who are successful in their work, and who find they need advanced training and a four year degree in order to be promoted or given greater responsibility. The degree proposed was designed as an “inverted” degree with students earning an A.A.S. 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 was designed for a specific population of students; to be eligible for admission students must be geographically committed and be graduates of an Iowa community college. The BAS was originally designed to assist only students with A.S. or A.A.S. degrees earn baccalaureate degrees, however, students with A.A. degrees are now admissible. The University of Iowa was designated as the regent institution to offer the BAS.

- 2005: The BAS approved by the Board of Regents
- 2006: First students enrolled in BAS (5)
- 2009: 32 students enrolled
- 2010: 117 students enrolled (the first semester of the new admission requirements)
- 2011: 189 students enrolled
- 2012: 223 students enrolled
- 2013: 217 students enrolled

This increase in enrollment has two main explanations. The first is the change in admission requirements and the second is due to the development of community college partnerships promoted by the President and as part of the University of Iowa Strategic Plan. The partnership initiated joint efforts in advertising between the Division of Continuing Education and the local community colleges. Collaboration between BAS advising staff and Continuing Education leadership to disseminate program information through community college staff presentations, as well as traditional recruiting activities has also impacted the visibility, and thus growth, of the program.
Recently, the program added areas of emphasis (also referred to as tracks) which consist of at least 18 semester hours of courses addressing a single topic. There has been overwhelming interest and pursuit of these areas of emphasis by our students. Most students starting the program will have investigated the areas of emphasis and certificates that can be pursued online. These areas of emphasis help structure the program in a way that our students often need, as the flexibility of the program requirements can often be overwhelming. In addition, many students feel their degrees have more integrity when they can see coherence in their plans of study.

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 most have significant work experience. Others are preparing for economic downturns.

This program celebrated its 10th anniversary in 2016.
SECTION 3--BAS/BLS Program Details

Admission Requirements

Bachelor of Applied Studies

- 60 s.h. of transferable college credit, including career/technical credits
- Maximum of 60 semester hours career/technical credit
- AA, AS, or AAS 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

- 24 semester hours of transferable college credit with a cumulative GPA of 2.00 or above
- Maximum of 16 semester hours career/technical credits
- Must have earned a high school degree at least three years before admission to the BLS program
  OR
- AA, AS or AAS degree from an accredited institution with a cumulative GPA of 2.00 or higher

Graduation Requirements

Bachelor of Applied Studies

A minimum of 120 semester hours from all sources with a maximum of 60 semester hours from your associate degree or two-year institution.

120 semester hours must include:

- Completion of BAS Core Requirements
- Completion of Distribution Area Requirements
- 45 semester hours of Upper-Level Coursework
- 30 semester hours of credit earned from the University of Iowa after admission to the BAS program
- A minimum 2.0 cumulative GPA in all:
  - Completed course work
  - Upper-level course work
  - University of Iowa course work
  - Transfer course work

OPTIONAL: Completion of Emphasis Areas (Creative Writing, Human Relations, Justice Studies, Political Science) and Certificates (Entrepreneurial Management, Leadership Studies, Nonprofit Management, Public Health.)
Bachelor of Liberal Studies

A minimum of 120 semester hours from all sources with a maximum of 60 semester hours credit from two-year institutions.

120 semester hours must include:

- Completion of BLS Common Core Requirements
- Completion of Track Requirements
  - Health and Human Studies
  - Organizational Studies
  - Global Studies
- 30 semester hours of Upper-Level Coursework
- 30 semester hours of credit earned from The University of Iowa after admission to the BLS program
- A minimum 2.0 cumulative GPA in all:
  - Overall (transfer and UI)
  - University of Iowa
  - BLS track

OPTIONAL: Completion of Certificates (Entrepreneurial Management, Leadership Studies, Nonprofit Management, Public Health, Writing.)

Plans of Study

Bachelor of Applied Studies

Core Requirements (19 semester hours)

- Rhetoric course work equivalent to Composition II and Speech (4 semester hours)
- Quantitative or Formal Reasoning (3 semester hours)
- Social Sciences (3 semester hours)
- Values, Society, and Diversity (3 semester hours)
- Business/Management (6 semester hours)

Distribution Areas

The curriculum is divided into five general thematic groupings called distribution areas. Every course falls into a distribution area.

Students must satisfy the requirements in at least three of the five distribution areas. To satisfy a distribution area means to have at least 12 semester hours of course work in the area, with at least 6 semester hours of upper-level, or junior/senior-level, course work.
The five distribution areas are listed below and a sampling of the departments and departmental numbers that satisfy the area.

- **Communication & Arts**
  - ARTH  Art History
  - COMM  Communication Studies
  - CW    Creative Writing
  - CNW   Creative Nonfiction Writing
  - JMC   Journalism & Mass Comm
  - MUS   Music
  - RHET  Rhetoric
  - THTR  Theatre Arts

- **Humanities**
  - AINS  Amer Indian & Native Studies
  - AMST  American Studies
  - CLSA  Classics – Ancient Civilizations
  - ENGL  English
  - GWSS  Gender Women & Sexuality
  - HIST  History
  - PHIL  Philosophy
  - RELS  Religious Studies

- **Natural Sciences & Math**
  - ACB   Anatomy & Cell Biology
  - BIOC  Biochemistry
  - CS    Computer Science
  - EES   Earth & Environ Science
  - MATH  Mathematics
  - MICR  Microbiology
  - STAT  Statistics

- **Professional Fields**
  - ASP   Aging Studies
  - CBH   Comm & Behavioral Health
  - EDTL  Education Teaching & Learn
  - ENTR  Entrepreneurship
  - HHP   Health & Human Studies
  - LEIS  Leisure Studies
  - MGMT  Management
  - NURS  Nursing
  - PSQF  Psych & Quant Foundations
  - SSW   School of Social Work
  - SRM   Sport & Rec Management
  - TR    Therapeutic Recreation
• **Social Sciences**
  - ANTH Anthropology
  - HRTS Center for Human Rights
  - ECON Economics
  - GEOG Geography
  - LS Leadership Studies
  - POLI Political Science
  - PSY Psychology
  - SOC Sociology

**Creative Writing Emphasis Area**

The creative writing emphasis area requires 18 s.h. It provides students with an understanding of the multiple facets of written communication. The emphasis area requires the following course work.

- **All of these:**
  - CLSA:3742 Word Power: Building English Vocabulary 3 s.h.
  - CW:2100 Creative Writing 3 s.h.
  - CW:4897 Novel Writing 3 s.h.

- **At least three of these:**
  - CW:2870 Fiction Writing 3 s.h.
  - CW:2875 Poetry Writing 3 s.h.
  - CW:3005 Professional and Creative Business Communication 3 s.h.
  - CW:3870 Advanced Fiction Writing 3 s.h.
  - CW:3875 Advanced Poetry Writing 3 s.h.
  - CW:4745 The Sentence: Strategies for Writing 3 s.h.
  - CW:4760 The Art of Revision: Rewriting Prose for Clarity and Impact 3 s.h.
  - THTR:2301 Playwriting I 3 s.h.
  - THTR:3301 Playwriting II 3 s.h.
  - WRIT:1500 Writing Commons: A Community of Writers 1-3 s.h.

**Human Relations Emphasis Area**

The human relations emphasis area requires 18 s.h. It focuses on human development, personality theory, interpersonal and group communication, multiculturalism, professional ethics, and the development of helping skills. The emphasis area requires the following course work.

- **All of these:**
  - RCE:4194 Interpersonal Effectiveness 3 s.h.
  - RCE:4197 Citizenship in a Multicultural Society 3 s.h.
• **RCE:4199** Counseling for Related Professions 3 s.h.

• At least three of these:
  - **EDTL:3114** Parent-Child Relationships 3 s.h.
  - **RCE:4131** Loss, Death, and Bereavement 3 s.h.
  - **RCE:4162** Introduction to Couple and Family Therapy 3 s.h.
  - **RCE:4174** Positive Psychology 3 s.h.
  - **RCE:4176** Child Abuse: Assessment, Intervention, and Advocacy 3 s.h.
  - **RCE:4178** Microcounseling 1-3 s.h.
  - **RCE:4179** Sexuality Within the Helping Professions 3 s.h.
  - **RCE:4185** Introduction to Substance Abuse 3 s.h.
  - **RCE:4191** Advocacy: Awareness, Assertiveness, and Activism Arr.
  - **SSW:3712** Human Sexuality, Diversity, and Society 1-3 s.h.

**Justice Studies Emphasis Area**

The justice studies emphasis area requires 18 s.h. It is a good choice for students who hold associate degrees in disciplines such as community service, corrections, criminal justice, law enforcement, police science, or public safety. The emphasis area requires the following course work.

• Two of these:
  - **POLI:3111** American Public Policy 3 s.h.
  - **PSY:2501** Introduction to Social Psychology 3 s.h.
  - **RCE:4197** Citizenship in a Multicultural Society 3 s.h.
  - **SOC:1410** Introduction to Criminology 3 s.h.
  - **SOC:4225** The Social Psychology of Leadership 3 s.h.

• At least four of these:
  - **POLI:3104** Immigration Politics 3 s.h.
  - **RCE:4176** Child Abuse: Assessment, Intervention, and Advocacy 3 s.h.
  - **RCE:4185** Introduction to Substance Abuse 3 s.h.
  - **RCE:4194** Interpersonal Effectiveness 3 s.h.
  - **SOC:2430** Comparative Criminal Justice Systems 3 s.h.
  - **SOC:3171** Drugs and Society 3 s.h.
  - **SOC:3416** Race, Crime, and Justice 3 s.h.
  - **SOC:4420** Criminal Punishment 3 3 s.h.
  - **SSW:4100** Social Work in the Criminal Justice System 3 s.h.

**Political Science Emphasis Area**

The political science emphasis area requires 18 s.h. It focuses on the United States’ political role in shaping social and public policy worldwide and on the interplay between foreign and domestic politics. The emphasis area requires the following course work.
• Two of these:
  o **POLI:1100** Introduction to American Politics 3 s.h.
  o **POLI:1200** Introduction to Political Behavior 3 s.h.
  o **POLI:1400** Introduction to Comparative Politics 3 s.h.
  o **POLI:1500** Introduction to International Relations 3 s.h.
  o **POLI:1501** Introduction to American Foreign Policy 3 s.h.

• At least four of these:
  o **POLI:3100** American State Politics 3 s.h.
  o **POLI:3102** The U.S. Congress 3 s.h.
  o **POLI:3104** Immigration Politics 3 s.h.
  o **POLI:3110** Local Politics 3 s.h.
  o **POLI:3111** American Public Policy 3 s.h.
  o **POLI:3116** The Presidency 3 s.h.
  o **POLI:3118** Interest Groups 3 s.h.
  o **POLI:3123** State Politics in Iowa 3 s.h.
  o **POLI:3202** Political Psychology 3 s.h.
  o **POLI:3503** Politics of Terrorism 3 s.h.
  o **POLI:3520** National Security Policy 3 s.h.
Bachelor of Liberal Studies

Common Core Requirements (30 semester hours)

- Rhetoric (4 semester hours)
- Interpretation of Literature (3 semester hours)
- Natural Sciences (3 semester hours)
- Global Perspectives: (3 semester hours)
- Domestic Diversity (3 semester hours)
- Statistics (3 semester hours)
- Information Literacy (2 semester hours)
- Critical Thinking (3 semester hours)
- Leadership and Career Development (6 semester hours)

Global Studies Track

This track enables students to understand global issues and perspectives.

The track requires the world language component, 6 s.h. of foundation course work, and 18 s.h. of upper-level course work (courses numbered 3000 or above). Required course work for the world language component depends on the individual student's preparation; one year of a world language in high school is equivalent to one semester of a world language in college.

- World language component—one of these:
  - Fourth semester proficiency in a single world language
  - Second semester proficiency in two different world languages

- Foundation course work—6 s.h. from these offered by distance education:
  - ANTH:2100 Anthropology and Contemporary World Problems 3 s.h.
  - ANTH:2220 Archaeology of Mesoamerica 3 s.h.
  - ANTH:2261 Human Impacts on the Environment 3 s.h.
  - ARTH:1040 Arts of Africa 3 s.h.
  - ECON:1200 Principles of Macroeconomics 4 s.h.
  - HIST:1403 Western Civilization III 3-4 s.h.
  - HRTS:2115 Introduction to Human Rights 3 s.h.
  - POLI:1400 Introduction to Comparative Politics 3 s.h.
  - POLI:1500 Introduction to International Relations 3 s.h.
  - POLI:1501 Introduction to American Foreign Policy 3 s.h.
  - RELS:1130 Introduction to Islamic Civilization 3 s.h.
  - RELS:2852 Women in Islam and the Middle East 3 s.h.
  - SOC:2430 Comparative Criminal Justice Systems 3 s.h.
  - STAT:1020 Elementary Statistics and Inference 3 s.h.
  - OR STAT:1030 Statistics for Business 4 s.h.

- Upper-level course work—18 s.h. from these offered by distance education:
Health and Human Studies Track

This track provides a foundation in the health sciences with a focus on social aspects of health care. It draws from courses in psychology and rehabilitation.

The track requires 12 s.h. of foundation course work and 18 s.h. of upper-level course work (courses numbered 3000 or above) offered by distance education.

- Foundation course work—12 s.h. from these:
  - ASP:1800 Basic Aspects of Aging
  - HHP:1100 Human Anatomy
  - HHP:2130 Human Development Through the Life Span
  - HHP:2200 Physical Activity and Health
  - HHP:2310 Nutrition and Health
  - MED:1100 Introduction to Health Care Professions
  - PSY:1001 Elementary Psychology
  - PSY:2501 Introduction to Social Psychology
  - PSY:2701 Introduction to Behavioral Neuroscience
  - PSY:2910 Industrial/Organizational Psychology
  - SPAN:1504 Spanish for Healthcare Providers
  - STAT:1020 Elementary Statistics and Inference
    OR STAT:1030 Statistics for Business
  - STAT:4143/PSQF:4143 Introduction to Statistical Methods
• Upper-level course work—18 s.h. from these:
  o ASP:3150 Psychology of Aging 3 s.h.
  o ASP:3160 Biology of Aging 3 s.h.
  o BIOC:3110 Biochemistry 3 s.h.
  o CLSA:3750 Medical and Technical Terminology 2 s.h.
  o HHP:3020 Nutrition for Health, Fitness, and Sport 3 s.h.
  o HHP:3050 Obesity: Causes, Consequences, Prevention, and Treatment 3 s.h.
  o HHP:4440 Physiology of Nutrition 3 s.h.
  o NURS:3736 Legal Issues for Health Care Providers 3 s.h.
  o NURS:3740 End-of-Life Care for Adults and Families 2-4 s.h.
  o PSY:3010 Health Psychology 3 s.h.
  o PSY:3320 Abnormal Psychology 3 s.h.
  o PSY:3330 Childhood Psychopathology 3 s.h.
  o PSY:3340 Behavior Modification 3 s.h.
  o PSY:3620 Human Memory 3 s.h.
  o RCE:4131 Loss, Death, and Bereavement 3 s.h.
  o RCE:4173 Trauma Across the Lifespan 3 s.h.
  o RCE:4174 Positive Psychology 3 s.h.
  o RCE:4179 Sexuality Within the Helping Professions 3 s.h.
  o RCE:4185 Introduction to Substance Abuse 3 s.h.
  o RCE:4187 Introduction to Assistive Technology 3 s.h.
  o RSCI:4110 Vascular Anatomy 3 s.h.
  o SOC:4225 The Social Psychology of Leadership 3 s.h.
  o STAT:4143 Introduction to Statistical Methods 3 s.h.
  o TR:3171 Child Life Practical Application 3 s.h.
  o TR:3174 Cultural Perspectives in Health Care 3 s.h.

Organizational Studies Track

This track focuses on management skills used in business enterprises.

The track requires 12 s.h. of foundation course work and 18 s.h. of upper-level course work (courses numbered 3000 or above) offered by distance education.

Please click the course link to view the distance education offering in MyUI Courses. If MyUI displays "no course is found" then a distance education section is not being offered in the semester you searched. Use the “Session” drop-down list to change the semester you are viewing.

• Foundation course work—12 s.h. from these:
  o ACCT:2100 Introduction to Financial Accounting 3 s.h.
  o BUS:2300 Searching for Business Information 1 s.h.
  o COMM:1816 Business and Professional Communication 3 s.h.
  o COMM:1819 Organizational Leadership 2-3 s.h.
  o ECON:1100 Principles of Microeconomics 4 s.h.
  o ECON:1200 Principles of Macroeconomics 4 s.h.
- **ECON:2800** Statistics for Strategy Problems 3 s.h.
- **ENTR:2000** Entrepreneurship and Innovation 3 s.h.
- **MGMT:2000** Introduction to Law 3 s.h.
- **MGMT:2100** Introduction to Management 3 s.h.
- **PSY:2910** Industrial/Organizational Psychology 3 s.h.
- **STAT:1020** Elementary Statistics and Inference 3 s.h.
  - OR **STAT:1030** Statistics for Business 4 s.h.

- Upper-level course work—18 s.h. from these:
  - **EALL:4130** Introduction to Grant Writing 3 s.h.
  - **ECON:3100** Intermediate Microeconomics 3 s.h.
  - **ECON:3150** Intermediate Macroeconomics 3 s.h.
  - **ENTR:3100** Entrepreneurial Finance 3 s.h.
  - **ENTR:3200** Entrepreneurial Marketing 3 s.h.
  - **ENTR:4400** Managing the Growth Business 3 s.h.
  - **FIN:3000** Introductory Financial Management 3 s.h.
  - **JMC:3115** Audience Engagement: Marketing Research in the Digital Age 3 s.h.
  - **MGMT:3600** Nonprofit Organizational Effectiveness II 3 s.h.
  - **MSCI:3000** Operations Management 3 s.h.
  - **MSCI:3005** Information Systems 3 s.h.
  - **PSQF:4143** Introduction to Statistical Methods 3 s.h.
  - **RCE:4140** Foundations of Leadership for Community Agencies 3 s.h.
  - **RCE:4187** Introduction to Assistive Technology 3 s.h.
  - **RCE:4197** Citizenship in a Multicultural Society 3 s.h.
  - **SOC:4225** The Social Psychology of Leadership 3 s.h.
  - **SRM:3153** Sport Business Practices 3 s.h.
  - **SRM:3154** Foundations of Event Management 3 s.h.
  - **SRM:3158** Sport and Recreation Promotion 3 s.h.
Articulation agreements

Bachelor of Applied Studies

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.

Bachelor of Liberal Studies

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 Leadership and Career Development.
SECTION 4--Academic Policies and Procedures

Policies and Procedures for students admitted to University College can be found online at:

http://uc.uiowa.edu/students/admitted-university-college-programs

Academic Standards Committee

Students in the BLS and BAS program who seek exceptions to the rules, regulations, and requirements, or revocation of dismissal from University College for academic reasons, will appeal to the Academic Standards Committee (ASC). The Associate Dean for Continuing Education chairs the Academic Standards Committee.

Students do not appear before the Committee, but submit their requests in writing. The Committee considers and recommends action regarding each request to the Dean of University College. The Associate Dean of the Division of Continuing Education responds to each student in writing and conveys the decisions of the committee. The decisions of the committee are final.

Actions considered by the Committee include late or retroactive changes in registration, revocation of an academic dismissal, special petitions for admittance, course substitution requests, and other exceptions to degree requirements or collegiate policy. The ASC also conducts the Academic Standing Review of students On Academic Probation and makes recommendations for Dismissal.

Academic Standing

In Good Standing

Students are expected to meet academic standards and to demonstrate reasonable progress toward a degree. Students must achieve the following minimum grade-point averages to be considered in good academic standing. Students who fall below these standards will be placed on academic probation.

University of Iowa Cumulative GPA: 2.00
Total Overall Cumulative GPA: 2.00
University of Iowa Term GPA: 1.50

On Academic Probation: No Decision

Students who are newly placed On Academic Probation (OAP) are noted as “No Decision”.

The student’s Transcript/Grade Report is noted with “On Academic Probation - University College”. An OAP message to alert the student is entered in MyUI (See Appendix 6.1).
On Academic Probation: Continued on Probation

Students who have been On Academic Probation (OAP) for two or more consecutive semesters may be noted as “Continued On Probation”. Students who are “Continued on Probation” generally fall into one of two categories; students whose second semester on probation is showing improvement and working toward Good Standing, and those who did not perform to collegiate standards in the second semester and are in grave danger of dismissal in subsequent semester.

The student’s Transcript/Grade Report is noted with “On Academic Probation - University College”. An OAP message to alert the student is entered in MyUI (See Appendix 6.1). Students who are “Continued on Probation” receive an additional notice by both email and regular mail providing additional details about their academic standing (See Appendix 6.2).

On Academic Probation: Dismissal

Students who have remained OAP for one or more semesters are subject to Dismissal from University College. Students must have attempted at least 12 SH in the BAS and BLS program to be eligible for dismissal, unless they were admitted on special exception of which they may be dismissed earlier if they did not meet the conditions of their admission agreement. Students are generally allowed two semesters on probation before being dismissed.

The student’s Transcript/Grade Report is noted with “On Academic Probation - University College” and an additional message of “Not permitted to register” to specify the student has been dismissed and is not eligible to register. An OAP message to alert the student is entered in MyUI (See Appendix 6.1). Students who are “Dismissed” receive an additional notice by both email and regular mail providing additional details about their academic standing and their right to appeal (See Appendix 6.3).

Graduating with Distinction

University College students in the BLS and BAS degree programs are eligible to Graduate with Distinction. In order to be considered for Distinction, students must complete a total of 45 semester hours in residence. 30 semester hours must be completed prior to the final registration. Distinction Recognition is determined as follows:

- With Highest Distinction 3.90 – 4.00 GPA
- With High Distinction 3.80 – 3.89 GPA
- With Distinction 3.75 – 3.79 GPA
SECTION 5--Outreach and Recruitment

Community College Partnerships

Iowa Community Colleges play an integral role in the BAS and BLS degree programs. We recognize the importance of making regular visits to each Community College and creating a University of Iowa presence in their communities. We recently created a new position for Outreach, Partnerships and Engagement. This position will focus on providing leadership and strategic direction regarding community college relations, community partnerships, ease of transfer into the BAS and BLS programs and special projects. The person in this role will also have a decreased advising load so they are always abreast of the details of the BAS/BLS programs, needs of students, and potential barriers with transfer that may need to be reviewed by DCE. We plan to meet with our current students while making visits around the state as well as connecting with alumni from our programs to help spread the word. Another component is participating in community college committees and attending state wide meetings and conferences regarding educational partnerships.

Outreach to UI staff

In the summer of 2014, the DCE connected with the UI community to share information about the BAS and BLS programs encouraging staff members without a Bachelor degree to contact the Division of Continuing Education to learn more. Several staff members responded to the email by contacting an advisor and subsequently enrolling in a distance education program. A few staff members with degrees also enrolled in certificate programs. We have since had a few of those staff members graduate while continuing to have interest from more. This outreach was effective and we plan to send out every other year. The DCE also attends new employee orientation and is able to share with new staff members their educational options while employed at the UI.

See Appendix 7.1

Business & Industry

The Division of Continuing Education realizes that the BAS and BLS degree programs are designed for students who are working while taking classes. In an effort to collaborate with employers throughout the state, the DCE reached out to businesses & industries that work with the Pomerantz Career Center explaining the BAS/BLS programs and how the DCE can help educate their workforce. We feel that partnering with Business & Industry can be beneficial to the employer by increasing the skills of their employees through our distance education programs.

See Appendix 7.2
Prospects & Applicants

In Spring 2014, the BAS and BLS advisors actively began outreaching to all prospects and applicants and created a strategic communication plan to; increase number of prospects who apply, matriculate and graduate, and create a relationship with a student and an advisor from the beginning. This process centered a timely, professional correspondence to all prospects that expressed interest in online programs through the DCE website, Admissions website, walk-ins, and College of Liberal Arts referrals. Prospects where built into the Advising Database to provide the ability to track communication, provide consistent messages, and track the timeline for prospects to be applicants.

Within 24 hours of application, a personalized email is sent to all new applicants informing them of required documents and next steps. An applicant is then reached out to every four weeks providing them an update on their admission status including any additional steps that need to be taken by the student.
SECTION 6--Student Advising and Support Services

Advising Team and Student Caseload

Students in the BAS and BLS programs are advised by a 3.5 member advising team;

- Tara Lamb  tara-lamb@uiowa.edu
- Nancy Romine  nancy-romine@uiowa.edu
- Angela Wad  angela-ward@uiowa.edu
- Jennifer Timmons (.5)  jennifer-timmons@uiowa.edu

Each full-time advisor has a caseload of approximately 150-175 students. In addition to assisting current students, the Academic Advisors play a vital role in responding to prospective students, assisting new applicants with the admissions and transfer process, as well as mentoring new admits through orientation. The BAS and BLS Academic Advisors are involved in the full life cycle of our students.

Student Records Management

DCE Advising Database

The Advising Database is an administrative tool for the advisors to manage their student caseload. Data is extracted on a daily basis from the University of Iowa Student Records System (MAUI) and imported into the Advising Database.

Advisors use the database to track students from the prospect stage through graduation. They are able to store notes on their students, enter important elements of their student record that are not stored in MAUI, extract specific populations to communicate with, download data files, and run reports.

Communication Plan

The Advising Team is committed to increasing the recruitment, retention and graduation of our prospective and current BAS/BLS students by:

- Supplying ample information on program and admission requirements and procedures
- Providing timely communication on resources, deadlines, and registration
- Proactively reaching out to students who may be in academic trouble

In order to meet the goals of proactive and inclusive advising, the creation of an extensive communication plan and development of email templates began in 2014. This plan is utilized by the advising team beginning with prospective student recruitment and extends past graduation.
We recognize that we have many students who express interest in our program yet do not matriculate. There are students who have matriculated yet do not return a subsequent semester. And even more problematic are those who have made steady progress in the program but stop-out short of graduating. We also know there is a group of students who find themselves in a downward spiral of academic distress. Our communication plan identifies each of these various points in a student lifecycle and sends very targeted and personalized emails.

Several enhancements were made to the advising database to identify specific student populations and track student communications. An email address specific to the advising team (dce-advising@uiowa.edu) was created and is included on promotional material. This email is also used to communicate with all prospective student and is used for general student inquiries. Each advisor has access to the account and all email inquiries are responded to in a timely manner. Several Qualtrics surveys have been created to receive information from students. Coding details have been built into the surveys so that reminder emails are only sent to those who have not yet completed and returned the survey.

<table>
<thead>
<tr>
<th>Population Name</th>
<th>Type</th>
<th>Population Description</th>
<th>MESSAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospects</td>
<td>Recruitment</td>
<td>Prospective Students</td>
<td><strong>DCE Information Request:</strong> Additional program information based upon interest expressed by prospective student See Appendix 8.1</td>
</tr>
<tr>
<td>Applicants</td>
<td>Recruitment</td>
<td>Applied - No Decision #1</td>
<td><strong>Thank you:</strong> Thanks student for applying and notifies them of application status See Appendix 8.2</td>
</tr>
<tr>
<td>Applicants</td>
<td>Recruitment</td>
<td>Applied-No Decision #2</td>
<td><strong>UI Online Degree Application, Action Requested:</strong> Lets student know if information is still required for decision (ex. Transcripts) See Appendix 8.3</td>
</tr>
<tr>
<td>Applicants</td>
<td>Recruitment</td>
<td>Applied-No Decision #3</td>
<td><strong>Action requested:</strong> Informs student of any outstanding information required for an application decision to be made See Appendix 8.4</td>
</tr>
<tr>
<td>Applicants</td>
<td>Recruitment</td>
<td>Applied - No Decision #4</td>
<td><strong>Final Mailing:</strong> Notifies student that a decision can still not be made based upon missing information See Appendix 8.5</td>
</tr>
<tr>
<td>New Admits</td>
<td>Student Support</td>
<td>Newly admitted students</td>
<td><strong>Welcome + 6 steps:</strong> Introduces advisor and provides the next steps for new student to become enrolled in BAS/BLS program See Appendix 8.6</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Registration</td>
<td>Current active students</td>
<td><strong>Registration Planning Tool (RPT):</strong> Lets student know that the RPT will be coming soon</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Registration</td>
<td>Current active students</td>
<td><strong>RPT</strong>: Sends out the RPT information and link to online form&lt;br&gt;See Appendix 8.7</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>-------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Student Support</td>
<td>Currently enrolled students</td>
<td><strong>Semester Welcome</strong>: Lets student know the resources available to them for academic assistance&lt;br&gt;See Appendix 8.8</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Registration</td>
<td>Current active students</td>
<td><strong>Need to Register</strong>: Notice to student who has been authorized to register but has not yet registered&lt;br&gt;See Appendix 8.9</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Registration</td>
<td>Current active students</td>
<td><strong>Follow up registration</strong>: Notice to student who is not yet authorized to register to encouraged them to submit RPT&lt;br&gt;See Appendix 8.10</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Probation</td>
<td>Probation students</td>
<td><strong>Probation Review 1 No Decision/Continued</strong>: Beginning of the semester check-in to student on probation to encourage them to reflect on their past academic difficulties.&lt;br&gt;See Appendix 8.11</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Probation</td>
<td>Probation students</td>
<td><strong>Probation Review 2 No Decision/Continued</strong>, Mid-semester check-in to student on probation to remind of drop deadlines.&lt;br&gt;See Appendix 8.12</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Student Support</td>
<td>Current students</td>
<td><strong>Dean's List, President's List</strong>: Congratulating high performing student&lt;br&gt;See Appendix 8.13</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Scholarship</td>
<td>Newly admitted and current students</td>
<td><strong>Scholarship information</strong>&lt;br&gt;See Appendix 8.14</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Registration</td>
<td>Current active students</td>
<td><strong>Reminders for semester deadlines</strong>&lt;br&gt;See Appendix 8.15</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Student Support</td>
<td>Current active students</td>
<td><strong>D/F Notification</strong>: Individual and personalized notice to student who received a &quot;D/F notification&quot; from their instructor at mid-term</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Student Support</td>
<td>Current active students</td>
<td><strong>Not Attending</strong>: Notice to students who are marked as &quot;Not attending&quot;&lt;br&gt;See Appendix 8.16</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>Verge Inactive</td>
<td>Current active students</td>
<td><strong>Break in Registration</strong>: Sent to student who have had a break in registration to ask &quot;Is it the right time to come back? No need to reapply&quot;&lt;br&gt;See Appendix 8.17</td>
</tr>
</tbody>
</table>
| Degree Applicants | Registration | Degree applicants | **Degree Application Reminder**: Reminder to student in their last semester to complete degree application  
See [Appendix 8.18](#) |
|------------------|--------------|------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Degree Applicants | Student Support | Degree applicants | **Exit survey**: Sent to student who is applying to graduate to evaluate the program  
See [Appendix 8.19](#) |
| Inactive Students | Recruitment | Inactive students | **Return to program**: Sent to student who has been out for a couple of semesters - "Is it the right time to come back? Reapply  
See [Appendix 8.20](#) |
| Alumni | Student Support | BAS & BLS grads | **Once a Hawkeye**: Lets student know that as alumni they are still able to access all resources as well as additional support they now have as alumni  
See [Appendix 8.21](#) |
| Alumni | Exit Survey | Graduates of most recent semester | **Exit Survey Reminder**: Three reminders sent to student requesting they complete the exit survey  
See [Appendix 8.19](#) |
BAS and BLS Website

http://distance.uiowa.edu/bas/bls

The website for BAS and BLS students was recently redesigned under the direction of the academic advisors. The goal of the new website was to create a “one-stop-shop” for students providing information on degree requirements, advising, orientation, registration, and other vital material students need to proceed through our programs.

Registration

Supporting students through course registration is one of several main responsibilities of the advising team. Registration occurs at three distinct periods throughout the year; November (Spring classes), March (Summer classes) and April (Fall/Winter classes).

Registration planning for distance education students poses some unique challenges since many students are not available to meet in-person for planning appointments. In order to reduce the volume of lengthy and time consuming email exchanges, the BAS and BLS program developed the Registration Planning Tool.

Registration Planning Tool

The Registration Planning Tool (RPT) is an interactive web form designed to help students understand vital components of degree requirements and to guide course selection. Instructions to complete the Registration Planning Tool (RPT) are emailed to students each semester prior to Early Registration. Students log in to the RPT using their Hawkid and password. Using this tool, rather than email, helps expedite the advisor authorization process.

The RPT provides information on the student’s degree program, prompts them to answer some questions regarding their progression through degree requirements, and allows them to enter potential course selections for their advisor to review.

When they submit the RPT a copy goes to their advisor who will assess the plan and let them know if there are any issues. The student will also receive a copy of the RPT submission as a record of the information the submitted on the form.

Ideally the RPT is submitted by students before registration begins so any questions may be addressed before classes begin filling. Together with the degree audit it provides a clear format to see progress toward graduation. Because registration only happens three times a year it can be easy to forget degree requirements and registration procedure so the RPT guides students through this process.
Appointment Scheduler and Virtual Advising

Although many tools at the University of Iowa are primarily designed for on-campus students, the BAS/BLS program is continually seeking ways to include and expand services to distance students. We often employ a great deal of ingenuity to adapt and expand current campus-centric interfaces to be relevant and assessable to students completing their degrees online.

For example, on-campus students use a campus-wide appointment scheduler which is integrated into MyUI (the UI student portal) and MAUI (the UI administrative student records system). This system allows students to schedule in-person appointments with their academic advisor and collegiate office. The BAS/BLS program anticipated the desire to expand from the traditional email and phone based advising model to offer more “virtual advising”. The advising team was trained to use SKYPE and devised a strategy to manipulate the existing infrastructure of the Appointment Scheduler to offer “virtual” (i.e; Skype) appointments to our students. A result of this pilot project are future plans for the Appointment Scheduler to more seamlessly offer virtual appointments for students. I believe our BAS/BLS program is able to draw upon our immense array of experience in the field and is seen as both a leader and innovator among our campus peers in addressing the needs of distance students.

Orientation

The vast majority of UI students are required to attend a New Student Orientation at the Iowa City campus. Understanding the unique needs of our students, we have worked with Office of Admissions to bypass the standard on-campus Orientation requirement and have replaced that with an online version.

Since students in online programs take the majority of their coursework in the UI’s course management system called ICON (Iowa Courses Online), it seemed only fitting that we would use that same platform to deliver our Orientation. All new BAS and BLS students are required to complete an online orientation in Iowa Courses Online (ICON) prior to registration. The goals of Orientation is twofold; to educate our students on vital policies and procedures to be successful in the BAS/BLS program and also to provide an opportunity for students to become familiar with the ICON system prior to starting an academic course.

In collaboration with Annette Beck and her ITS team, the BAS/BLS orientation is currently being updated using the Captivate modules created for Success at Iowa where possible, and supplemented with modules with content specific to our distance student.

The updated BAS/BLS Orientation that will be launched in Canvas to reflect the change from Iowa Student Information System (ISIS) to MyUI is slated to be complete by June 21.

Required Modules are as following:

Module 1. Hawk ID & Password
   i. Hawk ID Overview
   ii. Trouble Shooting Hawk ID

Module 2. Office 365: Email and More
Module 3. MyUI (formerly known as Iowa Student Information System-ISIS)
   i. Customizing your UI Accounts and Settings
   ii. Managing your Student Record
   iii. Degree Audit
   iv. Exploring Course Selections
   v. Registration

Module 4. Degree Requirements
   i. Bachelor of Applied Studies Degree Requirements (BAS)
   ii. Bachelor of Liberal Studies Degree Requirements (BLS)

Module 7. ICON-Iowa Courses Online
   i. Overview
   ii. Using ICON's Content Tool
   iii. Viewing your Grades on ICON
   iv. Quizzes
   v. Dropbox
   vi. Discussion Tool

Module 8. Student Resources (Optional)
   i. Responsible Computing (Optional)
      a. Acceptable Use of IT Resources
   ii. Library (Optional)
      a. Using the Libraries Website
      b. Using Smart Search
      c. Finding Articles: Academic Search Elite
      d. Selecting a Database
      e. Wikipedia: What's it Good For?
      f. Google Scholar: What's it good For?
iii. Plagiarism
   a. Integrating Sources in Research Writing
   b. Citing Sources
   c. Keeping a Working Bibliography
   d. Recognizing Plagiarism

iv. Copyright
   a. What is Copyright?
   b. Creating Media
   c. Copyright and File Sharing

v. Security for Mac
   a. Armoring your Mac
   b. Monitoring your Mac

vi. Security for Windows 7
   a. Armoring your Windows 7 Computer
   b. Monitoring your Windows 7 Computer

Scholarship opportunities

Division of Continuing Education Scholarships

The Division of Continuing Education sponsors two scholarships for the BAS and BLS Students:

BAS and BLS Iowa Community College Transfer Scholarship

This is a competitive scholarship awarded by the Division of Continuing Education each year. Academic achievement is taken into account and the recipient can choose which semester during the academic year to utilize the scholarship.

- Value: $1,000
- Minimum Requirement: Iowa community college graduate admitted to the Bachelor of Applied Studies (BAS) or Bachelor of Liberal Studies (BLS) degree programs.
- Number of Scholarships Available: 15, one available for each Iowa community college

Division of Continuing Education Scholarships
The Division of Continuing Education offers a limited number of scholarships. Priority will be given to Iowa residents who are making satisfactory progress toward their degrees. In addition to degree objective, financial need and academic achievement are taken into account.

- Value: $750
- Minimum Requirement: Must be admitted to the Bachelor of Applied Studies (BAS) or Bachelor of Liberal Studies (BLS) degree program. Cumulative 2.75 UI GPA required
- Renewable: Nonrenewable, but students can re-apply once per academic year
- Number of Scholarships Available: Limited

In June of 2015 the Division launched a new online scholarship application for the Fall 2015 scholarships. The online scholarship application was created with the following goals:

- Allow students to fill out one application to be considered for eligible scholarships.
- Increase the ease in which students could apply for the program.
- Minimize the amount of duplicate entry by creating a form that populates with the student’s information directly from MAUI.
- Grow the number of scholarship applicants so that all available funds are allocated to students.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Number of Eligible Applicants</th>
<th>Number awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 2014-2015</td>
<td>13</td>
<td>*18</td>
</tr>
<tr>
<td>DCE 2015-2016</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>Iowa CC Transfer 2014-2015</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Iowa CC Transfer 2014-2015</td>
<td>30</td>
<td>12</td>
</tr>
</tbody>
</table>

The online application proved to meet many of the outlined goals with an overall increase of 44% in eligible applicants. *After Fall 2014, the DCE Scholarship were limited to 5 per semester.

The University of Iowa’s Office of Admissions is developing the Iowa Scholarship Portal and we are planning to migrate the Division’s scholarships to that platform in the future.
Other Campus Scholarships

There are many other scholarships available to our students. This list represents other opportunities that we actively promote to our students and resources we encourage them to explore;

Carver Scholarship

- Minimum Requirement: Full-time students (enrolled in 12+ hours) beginning their junior year in college who have earned 60 semester hours, have a minimum 2.80 cumulative transfer GPA, and overcome unusual barriers to achieve their educational goal.
- Renewable: Renewable for Second year \or until bachelor’s degree received, whichever comes first, but student must re-apply
- Number of Scholarships Available: 20

For more information: Roy J. Carver Charitable Trust or Office of Student Financial Aid

Robert F. Ray Staff Scholarship

This scholarship supports UI staff members who wish to begin or continue their undergraduate studies at the UI.

Tuition Assistance Program

The Tuition Assistance program also allows eligible staff to apply for financial assistance to help defray the cost of tuition for one college credit course (up to four s.h.).

Student Success Stories

See Folder Insert for full copies of each story.

Matt Moore, BAS, 2012  http://distance.uiowa.edu/article/matt-moore

Moore had always hoped to complete his undergraduate degree from Iowa. “I left the University of Iowa in 1995 and started working”, says Moore. “That bit of unfinished business bothered me, so when Iowa announced their partnership with DMACC, I jumped at it.”

Tyler Hahn, BAS, 2015  distance.uiowa.edu/article/tyler-hahn

Began the BAS program with a dream of working in a library and now works in the library at Western Iowa Tech Community College. “I chose the BAS degree program because it offered the flexibility I needed to complete my education. I was able to take the core courses I needed to develop my writing skills while also building a career,” says Hahn.
Chris Kelly, BAS, 2011  distance.uiowa.edu/article/chris-kelly

Working full-time and being a father of three children would not have left Chris much time to travel to a traditional classroom. Fortunately the flexibility to study and take exams around his work and family obligations made Chris’ goal achievable.

Leesa Fair, BAS, 2010  distance.uiowa.edu/article/leesa-fair

Leesa had a goal to achieve by her 50th birthday – to walk across the stage and receive a Bachelor of Applied Studies (BAS) degree from the University of Iowa. “The main reason I did this was simply to prove to myself I could,” states Leesa.

Donna Macek, BLS  distance.uiowa.edu/article/donna-macek

Macek served 10 years active duty in the United State Air Force before joining the Iowa National Guard 18 years ago. She says, “It doesn’t matter how old a person is. If you want an education, attempt to achieve that goal. I went back to school for my first AA degree when I was working full time, had two small children and a husband. If you want it bad enough, you can do it. Now the kids are grown and I’m going back to school again. Never give up.”

Norma Beecher, BLS, 2015  distance.uiowa.edu/article/norma-beecher

Norma graduated at age 85, fulfilling a goal set 67 years earlier. The online format allowed her to keep working while earning degree. Her advice to other students: “stick with it (education) even when difficult things happen in your life.”
SECTION 7—BAS/BLS By The Numbers

Historical Admission by Program

10 Year Average Admission GPA by Program
Historical Admits by Gender

![Historical Admits by Gender](image)

Top 5 States for Admits
(10 year data, 2006-2015)

<table>
<thead>
<tr>
<th>Rank</th>
<th>State</th>
<th>% of Admits</th>
<th># of Admits</th>
<th>Average Admit GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IA</td>
<td>78.27%</td>
<td>2014</td>
<td>2.94</td>
</tr>
<tr>
<td>2</td>
<td>IL</td>
<td>3.85%</td>
<td>99</td>
<td>2.65</td>
</tr>
<tr>
<td>3</td>
<td>CA</td>
<td>3.34%</td>
<td>86</td>
<td>2.81</td>
</tr>
<tr>
<td>4</td>
<td>TX</td>
<td>1.52%</td>
<td>39</td>
<td>2.88</td>
</tr>
<tr>
<td>5</td>
<td>MO</td>
<td>1.01%</td>
<td>26</td>
<td>2.71</td>
</tr>
</tbody>
</table>

Admits by Gender and Ethnicity
(10 year data, 2006-2015)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(blank)</td>
<td>0.44%</td>
<td>0.31%</td>
<td>0.40%</td>
</tr>
<tr>
<td>African American or Black</td>
<td>3.17%</td>
<td>4.25%</td>
<td>3.56%</td>
</tr>
<tr>
<td>Alskn Ntv/Amer Indian</td>
<td>0.44%</td>
<td>0.47%</td>
<td>0.45%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.41%</td>
<td>0.63%</td>
<td>1.13%</td>
</tr>
<tr>
<td>Hispanic or Latino(a)</td>
<td>4.14%</td>
<td>2.83%</td>
<td>3.67%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>0.88%</td>
<td>0.63%</td>
<td>0.79%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>25.79%</td>
<td>35.22%</td>
<td>29.18%</td>
</tr>
<tr>
<td>White</td>
<td>63.73%</td>
<td>55.66%</td>
<td>60.84%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100.00%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Distribution of Graduation GPA for All Admits
10 Year Time to degree, Retention and Attrition rates

These three metrics are important in assessing student outcomes in any academic program, but we struggle with the best way to assess these measures with the working adult student population. Time-to-Degree can be swift or slow, or in between, but in most cases, it is planned and intentional. Many students make degree progress one course at a time, which might mean a 6 or more year path to degree completion. Students who are younger and have access to financial aid may well behave much more like the typical undergraduate, and indeed, we have students who complete their 60 hours in two years. There is no simple way to determine the most optimal path to degree completion; instead the advisors focus on each student’s ability to complete courses in a timely way and to maintain the momentum they establish for themselves. Retention is less complex, and we hope to have some data to add to this study during the on-site visit. Still, though, it is more common for this student population to stop out, for a term, or a year—perhaps more—in order to manage family or employment matters (birth, adoption, graduating children, aging parents, or demands of their jobs). Again, advisors maintain close contact with students who do not register for a given term, to be certain that stopping out is intentional and that those students have a plan for re-entry. Finally, attrition is certainly a factor and we do have students who begin the degree and do not complete. We haven’t spent significant time assessing this pattern but hope to survey students who do not register for over a year and do not plan to do so.
SECTION 8--Courses for Students

Course delivery formats

Web/Online (Semester length, Instructor-Paced Instruction)

- **Iowa Courses Online (ICON)**
  - Online courses generally utilize the ICON (Iowa Courses Online) course management tool to post course content such as syllabus, materials and lectures.
  - ICON may also be used for submission of assignments, quizzes and exams.
  - Occasionally, online courses are offered using an alternative course management tool which are similar in nature to ICON.

- **Semester-length**
  - Courses adhere to the standard semester-based academic calendar, unless otherwise noted in MyUI.
  - Students must complete their course in one semester according to published dates.

- **Exam and Assignment Due Dates**
  - Courses follow an instructor-paced schedule.
  - Firm deadlines are provided for course work submission and/or exam completion.

- **Scheduled Meetings-Optional**
  - Instructors have the option of requiring student to participate in one or more scheduled meetings, which can be conducted face-to-face or at a distance using virtual classroom technology.
  - Archives of events are commonly available to students on the ICON course site.

- **Delivery Mode**
  - Searchable in MyUI by selecting “Web/Online” in the Delivery Mode section.
  - Sections identified in MyUI with a delivery mode of “Delivery Mode: Web”

Guided Independent Study (Self-Paced Online Instruction)

- **Iowa Courses Online (ICON)**
  - Guided Independent Study courses utilize the ICON (Iowa Courses Online) course management tool to post course content such as syllabus, materials and lectures.
  - ICON may also be used for submission of assignments, quizzes and exams.

- **One or two-semester length**
  - Students who don’t complete their course in one semester, but meet minimum completion requirement established by the instructor, have a second semester to finish.
  - If student meets requirements to extend into second semester, student is granted an Incomplete until earned grade is achieved by second semester deadline.

- **Exam and Assignment Due Dates**
  - Students work at their own pace.
  - Students provided with a recommended completion schedule by instructor.

- **Scheduled Meetings-None required**
  - Students are not asked to be online on specific dates and times.
Students do not participate in live technology interactions or class discussions.

- **Delivery Mode**
  - Searchable in MyUI by selecting Guided Independent Study / Self-Paced Online Instruction Sections in Delivery Mode section
  - Sections identified in MyUI with a delivery mode of “Self-paced/Web (GIS)"

**Off Campus/Face to Face (Semester length, Instructor-Paced Instruction)**

- **Iowa Courses Online (ICON)**
  - Courses generally utilize the ICON (Iowa Courses Online) course management tool to post course content such as syllabus and materials.
  - ICON may also be used for submission of assignments, quizzes and exams.
  - Occasionally, courses are offered using an alternative course management tool which are similar in nature to ICON.

- **Semester-length**
  - Courses adhere to the standard semester-based academic calendar, unless otherwise noted.
  - Students must complete their course in one semester according to published dates.

- **Exam and Assignment Due Dates**
  - Courses follow an instructor-paced schedule.
  - Firm deadlines are provided for course work submission and/or exam completion.

- **Scheduled Meetings-Required**

- **Delivery Mode**
  - Searchable in MyUI by selecting “Off Campus/Face to Face” in the Delivery Mode section.
  - Sections identified in MyUI with a delivery mode of “Face to face, Web”

See [Appendix 11.1](#) for Comparison Chart

**Quality Assurance**

BAS and BLS students take courses developed specifically to reach students who are learning at a distance. The DCE, as noted in [Section 1](#), has a team of instructional designers who work on a team to help faculty take their course content and move it online. The faculty member is always in control of the content, of course; DCE staff help faculty shift their pedagogy, add technological enhancements to make the course more dynamic and engaging in order to successfully connect with students at a remove from campus. There are two points here that are worth discussion: 1) all online courses are available to students who are also on campus; and 2) we can only suggest that faculty work with us to improve their courses for distance learners.
With respect to the first issue, the effect on BAS/BLS students can be significant. Students at a distance, regardless of intention and focus, are often less tied into the registration schedules, and it is not uncommon for an online course to fill with campus students, leaving the distance students to scramble for another option. This can have serious repercussions if it is a required course, or a course in a sequence. We have made several efforts to redress this, and find most success with intensive advising messages with reminders to register in a timely way. Nevertheless, there are some highly subscribed courses that can be closed term after term to the distance population.

Faculty are in charge of the courses they teach and it should be that way. However, the DCE staff would like to have more influence in getting faculty to truly recreate a course with all that entails to make it an engaging, dynamic distance education course. These students pay the same tuition as on-campus students and are held to the same academic standards in every respect. Thus, the courses they take should be the same quality (or better) than those on campus. All students benefit from exciting and engaging courses, and the available technologies available to us can enhance courses on campus as well as those online. We would like to have more leverage with faculty to work toward this goal.

Recently, the DCE opened a membership in Quality Matters, which is a peer-review program that assesses the quality of online courses. There is an extensive rubric, and a relatively in-depth review process (it can be as extensive as the institution chooses, though there are minimum standards). Although this is not a scalable project, all new courses are being developed with the QM rubric in mind, and if any courses have a consistently low evaluation for two terms, we are recommending them for revision using QM.

**Student evaluations**

Students have the option to provide end-of-term evaluations for their distance education courses, and the evaluations are the same as those administered on campus. (The University just invested in an online evaluation tool; previously the DCE had administered our own evaluations so we could do it online.) For distance and online courses there is a set of questions specific to the distance delivery format which allows us to determine whether there are any barriers to the educational experience because it is an online class. We have established a protocol for identifying weak classes and push them to the forefront for revision.

**Faculty Perspectives on Teaching Distance Education**

Because student experience is first and foremost about having positive experiences in the courses they take, we work closely with faculty to help them understand the challenges of the students in their online classes. We assume responsibility for making sure that to the extent we are able, that faculty create courses that provide students the best that the University has to offer. Every three years we administer a faculty survey that asks faculty to report on our efforts. Although the survey is confidential, we do ask that faculty who are willing, contact us directly so that we might address any area of support they feel needs enhancement. See [Supplement 1](#) for the full Faculty Satisfaction survey.
SECTION 9--Student Experience

Academic reviews are designed to allow for a systematic evaluation of a program’s alignment with departmental and institutional standards, and student participation is a critical component of the review process. Student perceptions of observed challenges and obstacles, in addition to input on the beneficial role that the program has in their educational development, contributes towards a more profound understanding of the overall student experience. Multiple sources were used in collecting student feedback for the Bachelor of Liberal Studies and Bachelor of Applied Studies degrees’ academic program review.

Wayne Jacobson, Assessment Director in the Office of the Provost, provided a summary of BLS and BAS student responses to the Senior Exit Survey and the University’s Spring 2014 administration of the SERU (Student Experience in the Research University) survey.

Senior Exit Survey

All UI undergraduates are invited to take the UI Senior Exit Survey at the time they file to graduate. Campus response rates in recent years have varied from 75% to 95% of graduating seniors. Response rates for BLS and BAS degree recipients are lower than campus rates (26% of all BLS and BAS graduates during 2013/14 and 2014/15).

BLS/BAS combined response patterns were similar to those of other majors on questions related to learning from difference, analyzing and solving problems, feeling challenged, and feeling well-prepared to apply their learning in new situations.

BAS/BLS means are lower for questions related to campus involvement, community service, and development of collaboration and communication skills. BAS and BLS students on average also report knowing fewer faculty well enough to ask for a letter of recommendation or professional advice, and they are much less likely to report engaging in high impact learning opportunities such as service learning, undergraduate research, or practicum and internship experiences.

However, in response to the question, “My time at UI has helped me achieve my educational goals,” the BLS/BAS mean response differs from the campus mean by less than 0.1 on a 1-5 scale. See Supplement 5 for a summary of Senior Exit Survey data.

BAS/BLS Exit Survey

In Spring 2014, the BAS and BLS advising staff developed and distributed an exit survey in Qualtrics to the graduates of the program. The goal of the Exit Survey was to:

- Garner feedback on the strengths and weaknesses of the program
- Learn more about the demographic of the BAS and BLS students
- Collect contact information for graduates, to be able to reach out in future for an Alumni survey
BAS/BLS Exit Survey Comprehensive Response Rates:

Surveys is sent out through Qualtrics three times to the graduating cohort. If a student responds, they will not be sent the reminders. Historically the response rate has been fairly low, but in Fall 2015 the Division sent a t-shirt to any respondent who provided their mailing address which can explain the higher response rate for that cohort.

<table>
<thead>
<tr>
<th>Graduation Cohort</th>
<th>Survey Sent</th>
<th>Responses</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>16</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>20</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>42</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>32</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>29</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>35</td>
<td>28%</td>
</tr>
</tbody>
</table>

Exit Survey Data Quick Points:

Strengths:

- Overall, the BAS and BLS graduates have positive feedback on the programs academics, instructors, courses and advisors with 100% of our graduates stating “I would be likely to recommend a University of Iowa online degree program to a close friend or colleague”.
- Instructors and Advising consistently received high marks from the students.
- 83% of students who started the program with an anticipated graduation date, met their goal. Those who did not noted personal issues as the barrier for meeting the goal.

Areas in need of Improvement:

- 11% of our graduates disagreed with the statement “I felt like a Hawkeye and connected to the UI throughout my experience”.
- 0% of our students utilized Tutoring or the Math Lab, with only one student indicating they utilized the Writing Center. As our number of distance students grow, implementing online tutoring resources will be imperative for their success.
- Only 62% of our graduates ranked the Career Center resources and of that number 5% ranked their services as Poor. Career Services are essential for our students since 60% of our graduates pursued the degree for career advancement. Collaborating with the Career Center to enhance resources, promote their services, and identify a liaison for our population will be beneficial to our students moving forward.
Student Experience in the Research University (SERU)

SERU is administered to all degree-seeking undergraduates, including BLS and BAS students. For the administration of SERU in 2014, the BLS/BAS combined response rate was 24.7%, slightly higher than the campus response rate of 24.2%.

For a quick comparison, mean responses to academically focused SERU questions were compared for students in BLS/BAS, Interdepartmental Studies, Open Majors, and All Majors. Similar to the Senior Exit Survey, response patterns for BLS/BAS students were similar to those of other groups on most questions related to academic satisfaction, engagement, and belonging. On average, they are much more likely to report being satisfied with the value of their education for the price they are paying, and also more likely to prepare for class and complete a greater amount of assigned readings.

They are less likely to report interacting with faculty, in and out of class, or seeking out academic help, and on average, report knowing fewer faculty well enough to ask for a letter of recommendation. They also report working at a job to a much greater extent than other students. However, they are more similar than different from other students in their reported reasons for choosing a major, degree aspirations, and post-graduation plans. See Supplement 6 for a summary of SERU data.

Academic Review Online Survey

We distributed an online survey to any current BAS or BLS student who has registered for classes since Summer 2015 (SU15, FA15, SP16, SU16) and who has not graduated or been dismissed due to low academic performance. An email, explaining the academic review process and including a link to the survey, was sent to 410 students. We received full or partial responses from 174 students (42%) over a period of approximately two weeks.

See Handout: Student Satisfaction Survey

Quantitative Results

• A vast majority of respondents are pursuing a bachelor’s degree for career advancement (75%) and personal fulfillment/to reach a personal goal (77%). This matches what Wayne Jacobson reported in the 2014 SERU survey results.

• With regard to advertising and recruiting, students noted multiple institutions that assisted in their search for, and transition to, the BLS/BAS degree programs. These included but are not limited to: Iowa Central Community College Division of Continuing Education, Kirkwood Community College, North Iowa Area Community College, the Iowa College Access Network, Western Iowa Tech Community College, Des Moines Area Community College, and Iowa Central Community College. Students were also introduced to the BLS/BAS degree programs through various other sources such as billboards, flyers, UI Division of Continuing Education staff, the Iowa State Fair booth, and their local library. Of note, 25 students (21% of those who responded to the question) became aware of the BAS or BLS degree program by conducting a general internet search for online degree programs.
• Aside from the typical “convenience” and “transferability” answers to why students chose to enroll in an online degree program specifically at the University of Iowa, 64 students (52%) noted that they enrolled here because they “have a desire to earn a degree specifically from the University of Iowa.” Multiple students also indicated that an opportunity to study with the Iowa Writer’s Workshop was what brought them to the University of Iowa online degree programs.
• The application process doesn’t appear to be a barrier to enrollment; 107 students (88%) were either somewhat satisfied (22%) or extremely satisfied (66%) with the admission process.
• Of those who are employed, 81% (93 respondents) work more than 30 hours/week: 31 – 40 (42 students, 37%) and 41+ hours (51 students, 44%). This is also consistent with survey data that Wayne Jacobson reported on.
• A majority of BLS/BAS students seem to be familiar with online classroom environments as 84 students (68%) indicated that enrollment in the BAS or BLS program at the University of Iowa was not their first experience with taking online classes.
• Of the 78 students (63%) who said they began the program with an anticipated graduation date, about 70% are still on track to meet their original goal. The top three reasons cited for an inability to stay on track were work obligations, family or dependent care obligations, and financial issues.
• Students indicated a fairly high level of agreement that their online degree program should include opportunities to develop several skills (written communication skills, verbal communication skills, critical thinking skills, active reading skills, problem-solving skills, collaborative or teamwork skills, and leadership skills), but the degree to which they feel the program actually developed these skills appears to be insufficient. The largest deficiencies fall in the development of problem-solving skills, critical thinking skills, verbal communication skills, and leadership skills. Mean responses varied widely among these (on a scale of 1 – 7) when asked how important it is that an online degree program include opportunities to develop these skills compared to the degree to which they feel the BLS/BAS degree program actually developed them:
  o Problem-Solving Skills: 6.12 vs. 3.76
  o Critical Thinking Skills: 6.15 vs. 3.90
  o Verbal Communication Skills: 5.09 vs. 2.85
  o Leadership Skills: 5.55 vs. 3.31
• Students value diversity in learning, and the level of importance they place on diversity seems to match their impression of the level that the institution and their instructors also place on diversity.
• 70% of respondents (83 students) rely on their instructor as a resource, 46% (54 students) noted UI Libraries as a resource, 42% (49 students) have utilized the ITS Help Desk, and 20% (24 students) have contacted a distance education librarian. Only a small number of students indicated use of other resources such as the Career Center, Writing Center, Tutor Iowa website, private or departmental tutor services, other student disability services.
Wayne Jacobson wrote that on the senior exit survey “BAS and BLS students on average also report knowing fewer faculty well enough to ask for a letter of recommendation.” Of those who responded to our survey, 93 students (79%) somewhat or strongly agreed that “it’s important that I feel comfortable asking at least one of my instructors to write a letter of recommendation for me.” This indicates a disconnect between what students expect or value in relationships with faculty and what they actually experience.

Wayne Jacobson also noted that BAS and BLS students are less involved in high impact learning opportunities, but students on our survey did not seem to place a high level of importance on this.

BAS and BLS students, although interacting with the University mostly online, feel connected to the University and exhibit pride in working towards a degree through the University of Iowa.

Qualitative Results

Students were asked, if you had to do it over, would you again choose to enroll in the BAS or BLS degree program at the University of Iowa? Why or why not? Of the 109 student responses, 89 (82.57%) said yes, 17 (15.60%) said no, and two (1.83%) were unsure. Of those who gave a reason for their response:

Yes or Maybe

Contributes to professional and educational goals: 25 people
Convenience: 19 people
Able to balance with other commitments: 17 people
Yes, but no specific reason given: 15 people
Able to earn a degree specifically from the University of Iowa: 14 people

No

Would choose a different degree program (on campus): 7 people
Would choose a different degree program (still online): 6 people
General dissatisfaction with the BAS or BLS degree program: 3 people
Problems getting into preferred/required courses: 2 people
Prefer to take classes on campus/don’t like online classes: 1 person

When asked, would you recommend the University of Iowa BAS or BLS degree programs to a friend or colleague? Why or why not? Of the 110 student responses, 98 (89.09%) said yes, 8 (7.27%) said no, and 4 (3.64%) were unsure. Of those who gave a reason for their response:
Yes or Maybe

Yes, but no specific reason given: 38 people

Contributes to professional and educational goals: 17 people

Able to balance with other commitments: 15 people

Able to earn a degree specifically from the University of Iowa: 13 people

Convenience: 11 people

Staff support/available resources: 6 people

No

General dissatisfaction with the BAS or BLS degree program: 5 people

Prefer to take classes on campus/don’t like online classes: 3 people

Problems getting into preferred/required courses: 2 people

Additionally, student feedback indicated a dissatisfaction with the inability to declare majors or minors (some even miss out receiving financial aid from their employer because of this), or participate in certificate programs. Several also discussed frustrations with courses that, although taught online, require students to be available during a scheduled meeting time. This is not surprising, given the level of importance that students place on the flexibility an online degree program can offer.

Overall, students appreciate the education they are receiving through an online degree program at the University of Iowa, feel valued by their advisors and instructors, find communication efforts to be helpful and informative, feel technically prepared to complete online coursework, utilize resources that are available to them, and have had positive interactions with other offices and students services on campus.
SECTION 10--Student Outcomes

University Learning Outcomes Rubric

The University of Iowa has four shared learning outcomes for all students. At the University of Iowa, students gain the foundations and skills to become lifelong learners, effective leaders, and strategic problem solvers. As a result of their UI experiences, students will:

- Build a broad knowledge base in subjects both inside and outside their chosen majors
- Gain intellectual and practical skills
- Develop social, intellectual, and personal responsibility
- Learn to integrate and apply knowledge and skills in new settings and situations

The BAS and BLS curricula are designed to meet these outcomes while providing students the flexibility of earning their degree at their own pace. Many students are employed fulltime and encouraged to connect their work and personal experiences to the content of their courses. Advisors actively work with their students in selecting coursework that meets their personal and career goals. The BAS Distribution Areas and BLS Common Core insure that graduates are exposed to an extensive knowledge base from multiple disciplines. The Upper-Level Requirements and Tracks provide students an opportunity for an extensive study a discipline or area of interest.

Self-reported results from the Senior Exit Survey indicate that graduates felt prepared to apply what they learned in classes to new situations, learned to analyze and solve problems effectively, and benefited from interacting with students with different cultural backgrounds and with people with different beliefs or values at the same level as graduates from other UI degree programs (see Appendix 1). These findings are congruent with findings from SERU in which BLS/BAS students were very satisfied with their academic experience and quality of faculty instruction.
SECTION 11--Advisors’ Experience

Faculty Committee

Strengths:

- The Faculty Committee (FC) considers the concerns brought to them about the academic needs of students in UC programs.

Areas of Improvement:

- The advisors would like to work together with the FC to improve our online degree programs and provide more university resources to distance education students.

Comments:

- The advisors would like to have the opportunity to communicate with the FC and ensure a clear understanding of who our students are and what their needs are within the online degree programs. It is unclear to the advisors whether the unique attributes of online students are understood by the FC. If the FC and the advisors could meet occasionally or have a means of direct communication it would provide clarity about the roles of each group in working together to provide the best services to students. Some possible issues that could be considered are whether a shared General education Program for UC students would be beneficial, the need for more BLS track options and what those might be, or a reduced number of upper-level credits for the BAS program. The understanding of what each group (the FC and the advisors) prioritizes and can do to improve the degree programs would ultimately benefit our students and strengthen both the BAS and BLS degree programs.

Academic Standards Committee

Strengths:

- The ASC is responsive to requests from the advisors and acts in a consistent manner with regard to their decisions. Dawn Freerks is a good communicator with both students and advisors. The committee shows understanding of online students and their unique issues and strives to respond with decisions that advantage the student while maintaining the integrity of the distance education programs.

Areas of Improvement:

- Continue to respond in a fair and consistent manner.

Comments:

- While there is always room for improvement in any endeavor, the advisors see the ASC as a strong supporter of the BAS and BLS students and programs.
**UI Services and Administration for Distance Students**

**Strengths:**
- The Financial Aid office has put the Student Academic Progress (SAP) appeal form in an online format for students to complete.
- Leadership and an organizational structure exists which supports students, faculty and advisors.

**Areas of Improvement:**
- There are strong feelings that the university does not provide comparable services to students at a distance to those who are on campus and that the general expectation is for distance students to fit within the establish campus structure.

**Comments:**
- Overall, the advising team recognizes that some campus departments are starting to understand the uniqueness of distance students. However, there is still a great need for improvement with the quality and number of services provided to and resources available to students from a distance.

**Student Services**

**Strengths:**
- The testing policies and fees are typically outlined well on the course syllabus.
- The Pomerantz Career Center has several services that could easily be adapted and provided to distance students.

**Areas of Improvement:**
- The bookstore and tutoring services are not very accessible or accommodating to distance students.

**Comments:**
- The feedback that advisors typically hear from distance students is that they are not easily able to find their textbooks. The bookstore website utilized to search for textbooks is frequently lacking information and difficult to navigate. There is also not a good policy to assist online students in ordering textbooks from the bookstore. Tutoring or academic assistance to online students is another area we frequently hear about because students do not have any resource to turn to in addition to the instructor. The testing policies and fees are typically outlined in the course syllabus, however the fees for Proctor U are sometimes substantial for students and they are no longer provided the option of taking anywhere other than the campus testing center.
DCE Services and Administration for BAS/BLS Students

Strengths:

- The Advisors feel supported by the department to actively pursue professional growth opportunities.
- Processes, policies and procedures are clear and understood by the advisors which provides ease in communicating with students.

Areas of Improvement:

- There is a strong desire to provide improved support to the student through an updated orientation and creating community
- Providing appropriate course work for students to complete their degree is paramount and the unique nature of the degree requires strong advocacy.

Comments:

- The advisors’ feelings vary widely on many aspects of the DCE/University College support of the BAS/BLS program. Feeling valued by the division is one area that can be improved upon. This feeling may be a byproduct of being part of a division that wears so many different hats. It appears that many of the concerns can be easily addressed with additional open communication, feeling part of the conversation, and being provided access to more data.

BAS Program Themes

Strengths:

- Advisors understand the mission of the degree program is to serve Iowa community college technical degree graduates in their chosen geographic locations.
- The admission requirements are correspondingly appropriate, requiring an associate degree and accepting career-technical credit on an equal basis with “traditional” two-year transfer credit (a maximum of 60 graded hours vs. a maximum of 16 ungraded hours in other UI degrees).
- Advisors concur that while the BAS degree is designed as an online degree, there is no need to restrict students to taking only online courses.
- BAS Advisors support the interdisciplinary concept of Distribution Areas and the flexibility of course selection it supports.
- Advisors view the BAS as a high-quality degree program.

Areas of Improvement:

- There is concern about the 45 upper-level semester hour requirement being too high, specifically for technical degree graduates with less liberal arts background. Unlike most AA graduates, these students would be better supported by being able to take lower-level courses before jumping in to upper-level work.
• The Distribution Area concept is undermined by the lack of variety in online course offerings in some areas. As interdisciplinary degrees, the programs require strong, proactive leadership to initiate creation of online courses needed to improve these degrees.

• Because online course selection is limited and online degree program admissions are increasing, priority registration has helped students get in to the course they require. Additional systems such as Program of Study registration restriction during scheduled registration period need to be developed that would allow the removal of the current awkward system of each student having to request a registration override.

Comments:

• Advisors are split on whether or not there are adequate Emphasis Areas from which students may select. There are currently four Emphasis Areas, based more on historically available courses than expressed student interest. The increase in online Certificate options may also be a factor in this difference of opinion.

• There is some disagreement among advisors as to whether or not the Core general education Requirements are relevant and appropriate. There has been discussion of needing more Core general requirements, particularly for AAS graduates.

BLS Program Themes:

Strengths:

• Advisors understand the mission of the degree program is to provide students with varying amounts of previously earned credit with a pathway to earn a focused UI degree while remaining in their chosen geographic location. This includes students with as few as 24 semester hours and previous UI students who may be close to completing their degree, but wish to do so from a distance.

• Advisors concur that while the BLS degree is designed as an online degree, there is no need to restrict students to taking only online courses.

• Advisors view the BAS as a high-quality degree program.

Areas of Improvement:

• Advisors concur that the BLS Common Core general education requirements need to be changed as they are not relevant for the student population served by the degree. The BLS-specific requirements prevent students from using the MyUI course search functions. The Statistics requirement is not appropriate for all students, especially in addition to a Critical Thinking requirement. Advisors support a combined QFR requirement.

• There is agreement that there needs to be additional Tracks from which students can select. To serve previous UI students who want to return and complete their degree from a distance, we need a Liberal Studies/General Studies Track. Iowa Community Colleges have expressed a need for Criminal Justice, Social Services, Computer Science, and Education online options.

• As interdisciplinary degrees, the programs require strong, proactive leadership to initiate creation of online courses needed to improve these degrees.
Because online course selection is limited and online degree program admissions are increasing, priority registration has helped students get in to the course they require. Additional systems such as Program of Study registration restriction during scheduled registration period need to be developed that would allow the removal of the current awkward system of each student having to request a registration override.

Comments:

• Advisors are evenly split as to whether or not the BLS admission requirements are appropriate.
• There is concern that the “low GPA and lack of world language requirement makes the program an easy option for [at-risk on-campus] students we were not designed to serve or prepared to support.”
• There is a range of opinion whether or not the Track requirements are relevant and appropriate. There is some support for flexibility in Track courses.
SECTION 12--Administrators’ Experience

Anne Zalenski

Associate Dean, Distance and Online Education and Outreach, Division of Continuing Education

I have served as an advisor, a supervisor, the director of advising of the BAS/BLS programs, and currently, I supervise all aspects of the distance and online education efforts in the DCE. This includes supervising the Director of the Advising and Student Support Team. Thus, every aspect of the BAS/BLS student experience, from admission to graduation, from development to evaluation of distance courses, and from academic integrity to academic appeals falls under my responsibility. My undergraduate and master’s work was completely traditional; I was a nontraditional part time PhD student, although I had the distinct advantage of being on campus. It is difficult to overstate the complexity of being a distance education student; not only are these students working on the challenge of finishing a baccalaureate degree, while committed in numerous other respects, but they are at a remove from campus. It isn’t transparent whom to call, how to access library resources, how to untangle questions about financial aid, nor are office hours to work with faulty on challenging material readily available to the online student. Thus, my personal and professional commitment is to narrow, if not close, the gap between the immense resources on our campus and the working student in somewhere, Iowa.

The difference between 1997 when I started as a half-time advisor for BLS students and the state of the program today is truly remarkable. At that time, campus attitudes toward distance and online courses, to say nothing of students who completed degrees at a distance, were at best suspicious, and quite often disdainful. The course work available for these student was over the ICN, or by correspondence study. Tuition was a fraction of “regular” tuition, and the courses did not appear in the course catalog; the DCE printed our own catalog. There was no academic penalty for not completing courses, and no expectation that faculty would do more than grade the work the students provided. (That being said, there were many faculty and instructors who did indeed provide rich academic experiences for these students.) Between 2002 and 2007, under the leadership of Dean Chet Rzonca, numerous, significant changes took place. Students were charged full campus tuition, and in exchange, the courses they took were integrated into ISIS (now MyUI), academic penalties and privileges were imposed, courses were revised to map exactly to campus versions of the courses, and students were integrated into the semester structure (allowing, among other things, the opportunity for them to apply for financial aid). Arguably, the most important effect of these changes was to provide respectability to the BLS degree, and to ensure students were considered “real” Iowa students. Along with the various shifts in the educational ecosystem (e.g. blurring of the definition of a non-traditional student, the increase in popularity of online education, the for-profit degree institutions), one thing became clear: serving the students of the state requires the opportunity to earn a degree away from campus, and pride in the Iowa brand as well as basic professionalism requires that this be a quality degree, however it is delivered.
The most satisfying part for me as Associate Dean, is the staff in the DCE. Speaking broadly, there is tremendous dedication to our enterprise. The instructional staff works diligently to create quality courses, the student services team provides accurate and empathetic assistance to students trying to untangle the paths to all aspects of student life, and the advising team is one of the most creative, supportive, and committed groups I have witnessed in many years on campus. The advising team for BAS/BLS students is never static, and works diligently to improve the academic experiences of this group of students; more on their efforts is in the body of the review. The transformation of the BLS, the addition of the BAS and the overall integration of distance students and distance and online courses on campus reflects a change in the times, to be sure, but the quality and integrity of the programs reflects upon the staff who works with these students, in every aspect, every day. Finally, I would be remiss not to note the significant change in attitude toward the BAS and BLS degrees in administrators, staff and faculty; our staff and students are widely regarded as mainstream, and their needs and concerns are taken into consideration in important ways.

Dawn Freerks
Director of Advising, BAS/BLS Online Degree Programs

I joined the Division of Continuing Education in 1999. My initial position in the Division was as an Enrollment Specialist, which involved enrolling BLS and non-degree students in Guided Independent Study courses, and on-campus students in Saturday & Evening courses. We also enrolled students in a small number of courses offered through the ICN. I then transitioned into working more closely with the database the Division administered to track registrations and assumed responsibility for data reporting, eventually taking a larger role in the administration of distance education courses. After earning my Master’s degree in Informatics, I re-designed and improved our internal information systems. This allowed for better integration of distance education students and programs into the larger student records system on campus. I serve on various MAUI committees to provide functional insight in areas such as course offerings, registration, tuition assessment, advising, degree audits and programs of study as they relate to distance education. I have been fortunate to have worn a number of hats within the Division over the past 17 years, which has given me a well-rounded perspective of both the student experience at the UI and the administrative interconnectivity that is required to manage the details of program administration. I have been part of the changes in DCE policy and procedure as the digital/information age took root and the Division transitioned from print to the web. In 2013 I was privileged to be given the opportunity to direct the advising functions of the BAS and BLS online degree programs.

Despite the rapidly shifting landscape of distance education, one underlying theme has remained stable - the need for students to be able to complete a quality University of Iowa degree without moving to campus. The BAS and BLS degree programs have provided this service for 10 and 37 years respectively. Our two largest groups of students are 1) graduates from Iowa community colleges and 2) previous UI students who are no longer able to attend campus but wish to finish their UI degrees. As we have gained recognition for offering a reputable and quality degree, we are also finding that we are attracting more students outside these two general populations. We strive to serve our evolving population of students in the most relevant manner.
Bachelor of Applied Studies

The original intention of the BAS program was to serve students with an Associate of Applied Science degree. Students who earn A.A.S degrees often have well over half of their community college coursework in career-technical credit. The BAS was to function as an inverse baccalaureate degree in which students admit with their focus area already completed (i.e. Computer Science) and the BAS degree requirements provide the broad liberal arts education required to earn the bachelor credential.

BAS students do not complete a traditional major but instead complete a series of Distribution Areas. Distribution Areas allow for a great deal of flexibility for students who are able to select from a wide range of courses to fulfill these requirements. In exchange for this flexibility, students must complete 45 semester hours of credit. This upper level rigor is intended to make up for the lack of concentration a major provides.

The BAS degree certainly provides a great opportunity for students with a large number of career technical credit. However, we also find this is the very population that struggles most with upper-level courses; their A.A.S degree may have required as little as 12 semester hours of general education credit, while the remaining electives are field-specific career training. In short, we are finding many A.A.S students are not prepared for the academic rigor of having to start upper-level course work. After the BAS was implemented, a policy change allowed students with A.A. degrees be admissible to the program. This changed the population of students that the BAS was serving. When deciding between the original BLS degree (prior to Fall 2014) and the BAS degree, the BAS was often more attractive because of the lack of a foreign language requirement. However, other than the admission requirements and a different general education program, the BLS and BAS curricula were nearly identical.

Bachelor of Liberal Studies

In 2014 the BLS program was re-designed, in part to address this overlap. With the reconfiguration of the BLS degree came a new set of General Education requirements called the “Common Core” which no longer required a foreign language as the original BLS did. Instead it added additional courses in statistics, critical thinking, information literacy, and career and leadership. Distribution Areas were removed and replaced with a set curriculum contained in multi-disciplinary “Tracks”. In retrospect, the BLS re-design has been primarily positive. Students who do not have an associate degree but have at least 24 of transfer credit are eligible for the BLS program. The lack of foreign language is still advantageous and the tracks provide a welcome focus for students who found the individualized nature of distribution areas too open-ended. Students appreciate the focus on career and leadership.

Perhaps the biggest challenge of the new BLS program is with the specific general education requirements of statistics, critical thinking and information literacy. Each of these three areas can only be fulfilled by using a small and selective amount of approved courses. It seems that these three “core” categories might not be reflective of the nature of general education areas which allows student to select from a number of courses to fulfill a broad learning concept. Our students long for more track options to select from. In consultation with Anne Zalenski, we have proposed several new tracks which we understand can be considered after the conclusion of this review. Our new track suggestions are
derived from data from our community colleges and input from our students. Some focus areas that we would like to explore are 1) Social and Family Services; 2) Justice, Government and Policy; 3) Writing, Literature and the Arts; and 4) Math, Technology and Scientific Analysis.

One population we were able to serve effectively with the old BLS degree was previous UI students who left with advanced (90+) UI semester hours. The old BLS program used to suit these students well because they would find that a combination of their major course work and their often completed general education program would fit rather advantageously into the general studies concept distribution areas. However, now that they must select a track option, unless they were previously in a major that aligns well with one of our three tracks, they often have a lengthy time to degree with the new BLS. Because they don’t have an associate degree they can’t do the BAS with distribution areas.

Considerations

- Should our two degree programs which are both under University College be revised to share a set of common Admission Requirements?
  - These program-specific admission requirements present challenges for both marketing and processing.
  - When students want to move between BLS and BAS they have to be re-evaluated by the Office of Admissions for GPA eligibility, processed differently due to evaluation of career-technical credit and coding for distribution areas versus tracks.

- Should our two degree program which are both under University College be revised to share a set of common General Education Requirements?
  - The General Education programs between the two degrees varies; BAS requires approximately 19 semester hours of course work and BLS requires approximately 31 semester hours of course work.
  - The current structure of the BLS General Education program does not allow for students to easily search for applicable courses.
  - Students who transfer into the BLS program often have additional General Education course work to complete due to statistics, critical thinking, information literacy, and the career/leadership core because these don’t align with other collegiate General Education courses.
  - Our program has proposed a unified set of General Education requirements between the two programs that we hope will be considered post-review. We believe a modified and shared General Education program is in the best interest of not only the BAS and BLS degree, but for any future degrees which may come out of University College.

- There is a need to refine policy to address the high degree of course overlap that naturally occurs with the multi-disciplinary nature of both degrees. For example, several courses count toward a General Education Requirements, Track, as well as certificate. How do we best implement limits on this “double-dipping:“ to allow students options while maintaining the integrity of the degree. This is increasingly relevant as more multi-disciplinary certificate programs are being developed across campus.

- What is the best strategy offering and developing new BLS Tracks and BAS Emphasis Areas?
The two degrees offer different emphasis/tracks, yet not all students are admissible to either program due to associate degree requirement for the BAS.

Students can not pursue both a BAS and BLS degree - they have to choose which program they prefer (if eligible for both) rather than being allowed to “double-major” if they are interested in different tracks between the programs.

Should our two programs share a common set of tracks? Should students be limited simply because they must chose a BAS versus BLS?

- We ponder the purpose and the target market for the two different programs.
  - The BLS degree no longer requires the foreign language requirement and both programs have emphasis/tracks, so the purpose between the two programs is becoming more ambiguous.
  - As we continue to grow and adapt our programs and we are left to question whether the two programs should share a combined set of tracks/emphasis areas, what then becomes the distinguishing characteristic between the two programs?
  - I suggest that, perhaps, we could have common set of general education requirements, common tracks, but a different “Core” set of courses between the two programs; BLS could retain a focus on Career and Leadership and BAS would require an additional set of liberal arts courses similar to the existing Distribution Area concept.
  - Should the BAS be restricted to A.S. and A.A.S. graduates which was the original group of students it was meant to serve? And if so, how would it need to change to do so.

- The concept BAS Distribution Areas could be reconsidered. Is there a better way to serve the purpose of Distribution Area in a more efficient manner?
  - Due to the great breadth of topics that one department covers, it is difficult to associate a department with just one Distribution Area.
  - A course that is cross-listed among several departments can belong to multiple Distribution Areas.
  - Every time a new department is created the have to be hard coded to a Distribution Area. There are a lot of exception processing for degree audits.
  - Students are confused between the names of the Distribution Areas and the name of the General Education areas. They are confused that they only need 3 out of 5 Distribution Areas. They struggle to understand which courses fulfill what Distribution Areas.

- We hope for improved communication with the Faculty Committee so that crucial curricular concerns can be addressed in a timely manner.

- We are highly dependent on online course offerings from other colleges. Our curriculum is vulnerable to courses that stop being offered with little to no warning and we are left with declining course options for our students.

- There are specific curriculum areas where we need more online courses. We wish these needs can be addressed and new courses developed in areas relevant and necessary for our programs.

- We look forward to solidifying our collegiate affiliation with University College and refining academic policies and procedures.
SECTION 13--Appendix

Appendix 6.1: On Academic Probation Message

Your grade-point average is below the minimum for Good Standing. As a result you are on academic probation. Unless your academic performance improves, this could be a very serious matter.

Students in University College are on academic probation when EITHER the University of Iowa grade-point average OR the total cumulative grade-point average falls below the minimum 2.0, OR the University of Iowa Term grade-point average falls below the minimum 1.50 required for Good Standing. Information about the College’s probation and dismissal policies may be found in the University College Academic Handbook.

You are encouraged to talk to your advisor regarding your probationary status and progress toward graduation as soon as possible. To find out who your advisor is, proceed to the "Student Records" portion of MyUI and review the "Program of Study and Advisor" link under "Courses, Grades, and Programs of Study."

Appendix 6.2: Continued on Academic Probation Letter

After a recent review of your academic record, you are Continued on Probation because at least one grade point average (GPA) is below the minimum for Good Standing;

- UI Term GPA: 1.50
- UI Cumulative GPA: 2.00
- Overall Cumulative GPA: 2.00

Students who remain on academic probation for two or more consecutive semesters are reviewed by the Academic Standards Committee and may be dismissed from University College. We urge you in the strongest possible terms to evaluate your academic progress to determine whether your academic record is improving. NOTE: Students on academic probation are not permitted to take courses on a pass/nonpass basis.

If you are earning the minimum term GPA and your cumulative GPA is increasing we congratulate you on your hard work and hope you will return to Good Standing soon. If your grades are declining you are in danger of being dismissed from University College after this semester. It is urgent that you contact your academic advisor or the Academic Standards Committee (ASC) immediately to discuss whether your status as a University College student is at risk. Information about the College's probation and dismissal policies may be found at http://uc.uiowa.edu/students/admitted-university-college-programs/academic-standards.

Sincerely,

DCE Student Academic Standards Committee
Appendix 6.3: Dismissed from University College Letter

We have reviewed your academic record and, in accordance with the rules of University College for academic probation and dismissal, you have been dismissed from the College for one year. If you registered early for the spring session we have notified the Registrar to void those registrations. (If you are registered for the three-week winter session you may complete your course.)

Please contact the Student Academic Standards Committee if you have any questions concerning your dismissal or if your unsatisfactory academic record is the result of extenuating circumstances which can be documented for an appeal. The deadline for filing an appeal is 4:30 p.m. on the second day of the spring semester. Your typewritten appeal must be addressed to the DCE Student Academic Standards Committee, Division of Continuing Education, 250 CEF, The University of Iowa, Iowa City, IA 52242-0907. Distance students may email their appeals to dce-asc@uiowa.edu.

NOTE: If you choose to attend another college during the period of dismissal in order to gain reinstatement to your University of Iowa program you must earn at least a 2.50 gpa on your transfer coursework.

If, after one year of dismissal, you wish to request reinstatement to the College, you must schedule an appointment for an interview with the Dean of University College or a representative of the Dean. The reinstatement interview must be held between October 1 and December 1 for reinstatement for the spring semester or between March 1 and July 1 for reinstatement for the fall semester.

Sincerely,

DCE Student Academic Standards Committee

Appendix 7.1: University email to UI staff regarding distance programs

The University's Division of Continuing Education and University Human Resources are teaming up to provide an excellent opportunity for eligible UI staff to pursue a degree or a post-baccalaureate certificate at a reduced cost.

The application deadline for the UI Tuition Assistance Program has been extended until August 15, 2014, to allow additional time for eligible UI staff to consider working toward completion of a baccalaureate degree through the University's distance education programs. The Tuition Assistance Program helps defray the cost of tuition for one college credit course (up to four semester hours) per semester, and is available to regular staff 50% and above, after completing one year of continuous employment. More information about the program and how to apply for assistance is available at http://hr.uiowa.edu/tuition or by contacting Learning and Development, at uilearndevelop@uiowa.edu or (319) 335-2687.
The UI Division of Continuing Education offers three online undergraduate degree programs and several online certificates that provide quality instruction to students who cannot attend traditionally scheduled classes on campus. The programs are designed for mature students who have completed some college course work, but may be limited by employment responsibilities, family obligations, and/or community participation. Online courses are taught by the same quality faculty that teach on-campus students and degree requirements are the same for distant and campus learners. Options include:

1. Bachelor of Liberal Studies: admission requires twenty-four semester hours of transferable college credit. Students select from three track options including Organizational Management, Health and Human Studies, and Global Studies: http://admissions.uiowa.edu/degree

2. Bachelor of Applied Studies: admission requires a Community College Degree in either a traditional transfer program or technical program. The degree provides emphasis areas in Justice Studies, Political Science, Creative Writing, and Human Relations: http://admissions.uiowa.edu/degree

3. Bachelor of Business Administration in Entrepreneurial Management: builds on lower divisional courses or a community college pre-business program: http://www.continuetolearn.uiowa.edu/programs/undergraduate/bba/

4. Online certificates in Entrepreneurial Management, Nonprofit Management, and Public Health may be earned as part of our online undergraduate experience, or as stand-alone certificates for post-baccalaureate students.

Degrees require a minimum of 120 credit hours including credit hours earned at Iowa and from other institutions. A maximum of 60 credit hours from a two-year institution may be applied to the degree, and each program typically requires 30 credit hours be completed after admission to the university.

Advisors are available to answer questions specific to your situation, help with the admission process and/or program planning. For more information about the Bachelor of Liberal Studies or Bachelor of Applied Studies, please contact Jennifer Timmons, Educational Advisor at jennifer-timmons@uiowa.edu or (319) 335-2904. For more information about the Online BBA in Entrepreneurial Management, please contact Vicky Vavra, Associate Director Advising and Registration, at vicki-vavra@uiowa.edu or (319) 335-1037. Additional information is also available on the Continuing Education website: http://www.continuetolearn.uiowa.edu/

Appendix 7.2: Business & Industry Letter

Well-trained and well-educated workers help organizations achieve long-term viability and profitability. The University of Iowa offers three online degree programs and several online certificates that may help develop your current employees who have not yet earned a baccalaureate degree. Our goal is to provide a quality education for those who are place bound due to employment responsibilities and/or family obligations. Online courses are taught by the same faculty that teach on-campus students and degree requirements are the same for distance and campus learners. Options include:

- The Bachelor of Liberal Studies requires twenty-four semester hours of transferable college credit. Students select from three track options including Organizational Studies, Health and Human Studies, and Global Studies.
• The Bachelor of Applied Studies requires a Community College degree in either a traditional transfer program or a technical program. The degree provides emphasis areas in Justice Studies, Political Science, Creative Writing, and Human Relations.

• The Bachelor of Business Administration in Entrepreneurial Management builds on lower divisional courses or a community college pre-business program.

• Online certificates in Entrepreneurial Management, Nonprofit Management, Public Health and Leadership Studies may be earned as part of our online undergraduate experience, or as stand-alone for post-baccalaureate students.

Degrees require a minimum of 120 credit hours including credit hours earned at Iowa and from other institutions. A maximum of 60 credit hours from a two-year institution may be applied to the degree, and each program typically requires 30 credit hours be completed at Iowa after admission to the university.

Advisors are available to answer questions specific to your organizational and employee needs, help with the admission process and/or program planning. For more information about the Bachelor of Liberal Studies or Bachelor of Applied Studies, please contact Jennifer Timmons, Director for Partnerships, Outreach and Engagement, at Jennifer-timmons@uiowa.edu or (319) 335-2094. For more information about the Online BBA in Entrepreneurial Management, please contact Vicki Vavra, Associate Director Advising and Registration, at vicki-vavra@uiowa.edu or (319) 335-1037. Additional information is also available on the Continuing Education website: http://www.continuetolearn.uiowa.edu.

Sincerely,

Lon Moeller
Associate Provost, Dean – University College

Appendix 8.1: DCE Information Request

Thanks for your interest in completing your UI degree at a distance! I am one of the BLS/BAS advisors at the University of Iowa. Hopefully this information will help you decide if the University of Iowa’s online degree program is a good fit for you.

The University of Iowa’s Division of Continuing Education offers two online degree programs:

1. Bachelor of Liberal Studies (BLS) requires 24 s.h. of transferable credit. The curriculum puts a special emphasis on workplace and leadership skills and students select from three distinct tracks; Health and Human Studies, Organizational Studies, or Global Studies.

2. Bachelor of Applied Studies (BAS) requires an Associate of Arts or Science degree. Within the BAS program, students have the option to complete Emphasis Areas in Creative Writing, Human Relations, Justice Studies, and/or Political Science.

You are able to supplement the BLS or BAS degree with an optional certificate in Entrepreneurial Management, Nonprofit Management, Leadership Studies, Public Health, and/or Writing. Students can complete the courses through a number of delivery methods including online instructor-paced or online self-paced (Guided Independent Study).
An entire list of online degree programs and the appropriate contacts for each can be found at our Distance Learning website at http://distance.uiowa.edu/programs

If interested in applying you can complete the BLS/BAS application. Once you apply and have transcripts sent from your previous institutions, your credit will go through a formal review and a Degree Audit will be produced. At that time, we will know which credits you are lacking. Ultimately, you would not enroll without having a full picture of how much credit is left for your UI degree.

I would be happy to assist you in anyway whether that be provide more details, go over your admission eligibility and your options, or discuss the application process. Please let me know if you have any questions. I look forward to hearing from you!

Sincerely,

BAS/BLS Advising Team

Appendix 8.2: Application – No Decision #1

Student File Incomplete

Greetings from Iowa City and the Bachelor of Applied (BAS) and Bachelor of Liberal Studies (BLS) Advising Team! Thank you for applying to the University of Iowa’s XXX online degree program! You have a staff of educational advisors who look forward to helping you earn your UI degree!

The Advising Team is available to answer any questions you may have about the program or help you through the admission process as we wait for your Des Moines Area Community College transcript to arrive. If you have not already taken the steps to request this documentation, please do so as soon as possible. The quicker this documentation is received, the sooner you will receive your admission decision.

In the meantime, if you have an unofficial transcript, you can log into your Admissions Profile in the MyUI student portal using your Hawk ID and password, and upload the documentation. The quicker this documentation is received, the sooner you will receive your admission decision.

Registration for Spring 2016 begins on November 9 and as soon as you are admitted, you can begin working with your advisor to get registered for classes. In the meantime, be sure to check out your program’s handbook at: http://distance.uiowa.edu/basbls

Please let us know if we may answer any of your questions or if we can be of any assistance.

Sincerely,

BAS/BLS Advising Team

Student File Complete

Greetings from Iowa City and the Bachelor of Applied (BAS) and Bachelor of Liberal Studies (BLS) Advising Team! Thank you for applying to the University of Iowa’s Bachelor of Liberal Studies online degree program! You have a staff of educational advisors who look forward to helping you earn your UI degree!
According to our records, your application file is complete and all needed documentation has been received, thanks! Spring 2016 applications should be reviewed in the next four weeks, if you do not have a decision by the time, please feel free to email dce-advising@uiowa.edu or call the Office of Admissions and we will follow-up on your admission status. Once admitted, you will receive notification from your advisor and will be informed of your next steps.

Registration for Spring 2016 will begin in early November. In the meantime, be sure to check out your program’s handbook at: http://distance.uiowa.edu/basbls

Please let us know if we may answer any of your questions or if we can be of any assistance.

Sincerely,

BAS/BLS Advising Team

Appendix 8.3: Application – No Decision #2

Greetings from Iowa City and the Bachelor of Applied (BAS) and Bachelor of Liberal Studies (BLS) Advising Team! Thank you for applying to the University of Iowa’s BAS online degree program! Course registration for Summer 2016 is open! According to our records, your admission file is missing information.

Have your requested your UNI and Eastern Iowa Community College-Scott transcripts to be sent to the UI? If you have not already taken the steps to request this documentation, please do so as soon as possible. The quicker this documentation is received, the sooner you will receive your admission decision.

In the meantime, if you have an unofficial transcript, you can log into your Admissions Profile on the Iowa Student Information System using your Hawk ID and password, and upload the documentation. The quicker this documentation is received, the sooner you will receive your admission decision.

Once you are admitted, you can begin working with your advisor to get registered for classes. In the meantime, be sure to check out your program’s handbook at: http://distance.uiowa.edu/basbls

Please let us know if we may answer any of your questions or if we can be of any assistance. Sincerely,

BAS/BLS Advising Team

Appendix 8.4: Application – No Decision #3

Prior to Early Registration

Greetings from Iowa City! We hope this email finds you well. You applied to The University of Iowa’s online BAS or BLS program for the Summer 2015 semester, but it appears that your application is incomplete and therefore you have not yet been admitted.

The semester is just around the corner and course registration begins in April. Can we assist you in any way? Are you still wanting to begin your UI degree Summer?

After Registration

Course registration is open and you can begin registering for courses once admitted. Can we assist you in any way? Are you still wanting to begin your UI degree Summer?
• Yes, I am ready to start my UI degree Summer!

Great, we would be happy to help. It appears you are lacking your final INSERT DOCUMENTATION NEEDED FIELD. Please have the transcripts sent to the University of Iowa’s Office of Admissions so your application can be reviewed and you can be admitted as soon as possible.

In the meantime, if you have an unofficial transcript, you can log into your Admissions Profile using your Hawk ID and password, and upload the documentation. The quicker this documentation is received, the sooner you will receive your admission decision.

• Yes, I still want to earn my UI degree, but not Summer.

Please let us know when you would like to start (i.e. spring, next summer, next fall), and we can move your application start date so you won’t have to reapply for admission.

• I am unsure, can I talk to someone to find out if Iowa’s online degree is a good fit for me?

Absolutely, one of advisors would be happy to visit with you. Just reply to this email and someone will contact you right away.

• No, please also cancel my application.

Okay, if you reply to this email with that request, we can notify the Office of Admissions.

Please provide information on why you would like to cancel your application: not a good time, I will be attending XXX University/College, Financial Aid, curriculum did not meet my needs etc. This feedback is appreciated and will help us understand the needs of our students!

If you have any questions or need any assistance, please let us know. We look forward to hearing from you.

Sincerely,

BAS/BLS Advising Team

Appendix 8.5: Application – No Decision #4

Greetings from Iowa City! We hope this letter finds you well.

You applied to The University of Iowa’s online Bachelor of Applied Studies (BAS) or Bachelor of Liberal Studies (BLS) program for the Fall 2015 semester, but it appears that your needed transcripts were never received and therefore you have not yet been admitted.

Fall 2015 is just around the corner! Registration is open and courses begin on August 24. Between work, family, and personal responsibilities, life can get pretty hectic for our online students. Can we assist you in any way? Are you still wanting to pursue your UI degree online?

As you consider enrolling, please remember that you may take one course at a time or enroll as a full-time student- entirely online. Once you are admitted, you’ll be assigned an educational advisor to help you select coursework.

You have a staff of Education Advisors who are here to help if and when you decide it is a good time to finish your degree.

If you have any questions or need any assistance, please let us know. We look forward to hearing from you.
Appendix 8.6: Welcome and Next Steps

Congratulations on your acceptance to the University of Iowa’s Bachelor of Liberal Studies (BLS) online degree program for the Fall 2016 session! My name is XXXX and I’ve been assigned as your educational advisor. I look forward to working with you and assisting you towards meeting your goals!

Fall 2016 courses are available to view on MyUI and course registration is open. MyUI is the UI student information portal. Within MyUI you will manage your personal information, find your degree audit, register for courses, access your Iowa Courses Online or ICON (the UI online course platform), review financial aid, and pay your U-Bill.

You must complete the following seven steps in order to start your UI education and get registered!

1. **Hawk ID & Password**
   
   Obtain your Hawk ID and password from the email you received after submitting your application for admission. Don’t know your Hawk ID? Check out the Hawk ID and Password site!

   Your Hawk ID and Password will be needed to access your MyUI student portal and your Orientation.

2. **Email**
   
   Email is an official method of communication at the University of Iowa. Instructors, the Registrar’s Office, the Billing Office, and our office will all contact you using your UI email address. You must log into MyUI > Student Information > My UIowa > My Email and SET UP YOUR EMAIL immediately.

   Include your University ID number or Hawk ID in all email correspondence

3. **Online Orientation (Required)**
   
   There is required Online Orientation. In order to start the Online Orientation, you must first log in using your Hawk ID and password

4. **Review Your Personal Degree Audit**
   
   Log into MyUI > Student Information > Advising > Degree Audit and request then review your Degree Audit. Your Degree Audit is the formal evaluation of your transfer credit, and an analysis of what degree requirements you still need to complete to graduate. Additional information on how to understand your degree audit can be found on the BAS/BLS website.

5. **BAS/BLS Student Guidebook**
   
   Take some time to acquaint yourself with your programs graduation requirements. We elaborate upon the information from the Online Orientation within the online Guidebook and include detailed information on: reading your Degree Audit (VERY IMPORTANT), financial aid, how to register for classes, student services, and much more. Bookmark the guidebook to use as a reference when questions arise in the future.

6. **Contact me after you have completed steps 1-6.**

Finally, if you have received services for a learning difference or disability in the past or think you may be entitled to accommodations, we strongly encourage you to be in contact with the Student Disability Services Office as soon as possible. The process to receive approval for accommodations, and arrange those accommodations, is not immediate and must be initiated by the student.
If you have decided not to pursue this degree program or wish to defer your admission, please contact the Office of Admissions or respond to this email requesting to cancel your admission.

Welcome to the BLS Program! Go Hawks!

Sincerely,

BAS/BLS Advising Team

Appendix 8.7: Registration Planning Tool Notification email

It’s time to select your Summer 2016 and/or Fall 2016 courses and prepare for registration!

NOW: Advising Consultations Begin
NOW: Summer 2016 and Fall 2016 courses on ISIS for registration planning
February 10: Check your email for the Registration Planning Tool (RPT) information and link
March 7: Scheduled Summer 2016 registration begins
April 11: Scheduled Fall 2016 registration begins
May 17: Summer 2016 Session Begins (4 Week, 6 Week I, 12 Week)
June 13: Summer 2016 Session Begins (8 Week)
June 27: Summer 2016 Session Begins (6 Week II)
August 22: Fall 2016 Semester Begins

Frequently Asked Questions:

• How do I get authorized to register?
  o The Registration Planning Tool (RPT) will be emailed to you approximately February 10th. This email will come from dce-advising@uiowa.edu, with the subject line Action Required—UI Course Registration.
  o Complete the online RPT form to submit your course selections for my review. Once approved, I will confirm your authorization via email, using your UI email address.
  o If you plan to take courses in both Summer and Fall 2016, it’s more efficient to plan for both sessions together.

• How do I know what to take?
  o Review your program’s Degree Requirements http://distance.uiowa.edu/basbls
  o Access the BAS/BLS Student Guidebook to review registration information
  o Request and review your Degree Audit through ISIS > Student Records > subheading Advising > Degree Audit:
    o Select the Request Audit button and allow time for your real-time audit to be created;
    o Select Check for Completed Audits;
    o Select the view link on the left to open the PDF document, most likely in a new tab.

As you select courses on ISIS, please pay close attention to:
  o Any Prerequisites, Requirements, or Corequisites
Duplication (Have you taken this course previously, either at UI or another school?)

Restrictions (Some courses are restricted to specific groups of students).

Please view the Registration Information section of the ISIS course detail listing to see if you are eligible to register, then follow the instructions to have the registration restriction overridden.

How do I know when I register?

Log in to ISIS to view your assigned registration date and time. You’ll have a date/time for Summer 2016 and a different date/time for Fall 2016.

Summer registration dates/times will be posted by 2-17-16.

Fall registration dates/times will be posted by 3-11-16.

Remember logging into ISIS and registering for your courses during your assigned time will increase the likelihood of enrolling in your preferred courses.

Appendix 8.8: Registration Planning Tool (RPT)

Want to be one of the first to get registered for the summer and fall semesters?

Summer and fall courses are available for viewing on ISIS (Iowa Student Information System).

Prepare now so you’re ready to take advantage of your early assigned registration date/time.

Courses fill up quickly, so the earlier you register, the more likely you’ll be to take your first choice of courses.

Each semester you must be authorized by your advisor before you can register on ISIS.

Registration Dates:

Summer 2016 registration begins the week of March 7th

Fall 2016 registration begins the week of April 11th

If you plan to take courses in both Summer and Fall 2016, it’s more efficient to plan for both sessions together.

How do I get authorized to register?

Complete and submit the online Registration Planning Tool (RPT) as soon as possible, but no later than two weeks prior to registration. Once your course selections have been approved, you will be emailed a confirmation from your advisor and be electronically authorized to register.

How do I know what to take?

We encourage you to review:

The BAS/BLS Student Guidebook

Your specific program’s Degree Requirements

Your Degree Audit

ISIS > Student Records > subheading Advising > Degree Audit

Select the Request Audit button and allow time for your real-time audit to be created (one minute).

Select Check for Completed Audits.

Select the view link on the left to open the PDF document, most likely in a new tab.

As you select courses on ISIS, please pay close attention to:
Any Prerequisites, Requirements, or Corequisites
Duplication (have you taken this course previously, either at UI or another school?)
Restrictions (some courses are restricted to specific groups of students).

Please view the Registration Information section of the ISIS course detail listing to see if you are eligible
to register, then follow the instructions to have the registration restriction overridden.

**How do I register after I have advisor authorization?**

- Log into ISIS to find your assigned registration date/time. Summer and Fall have different registration dates/times.
- On or after your assigned date/time, select the Registration link in the navigation bar near the top of page.
- Enter Course Subject, Course Number, and Section, then select Enroll.

**PLEASE NOTE:** Registration Planning Tool is not your official registration, does not add you to courses, and does not guarantee availability of courses.

Expedite your advisor authorization process by submitting the Registration Planning Tool with your proposed course selections TODAY!

Please follow-up with your advisor if you have questions.

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**Appendix 8.9: Semester welcome**

Welcome to the Summer 2016 semester at the University of Iowa! The summer session is broken into 4, 6, 8, and 12 week sessions. Therefore, please make sure to check your schedule on MyUI.

The BAS/BLS Advising Team wanted to provide some information that will help facilitate a successful start to your semester.

**ICON:** Log in to ICON for course information. Many courses should be “active,” but if yours aren’t, continue to check regularly. Your ICON course site will include your syllabus and textbook information.

- **Review Syllabus:** Once your ICON course is active, review the syllabus, important course deadlines, and make a plan for the semester.

If you are enrolled in a Guided Independent Study (GIS) course, you will find the one-semester recommended completion schedule, as well as the optional two-semester completion schedule in the syllabus. Students who follow one of these schedules are typically successful in their GIS course. If receiving Financial Aid, there may be financial ramifications to extending into a second semester. Check with the Financial Aid Office.

- **Textbook and Materials:** If your ICON site is not active, information may be found by looking up the specific course on MyUI and viewing the Course Overview Page. A link to order from one of the Iowa City bookstores may be found, however, you are welcome to obtain your books elsewhere.

- **Add/Drop Deadlines and Procedures:** Summer session moves very quickly and therefore so do the add/drop deadlines. Please make sure your schedule looks accurate on MyUI before the first day of class.

It is your responsibility to be aware of these deadlines, and financial consequences of changing registration or withdrawing. Deadlines can be found on the Registrar’s website.
Please plan ahead and mark these dates on your calendar.

• **Add/Drop After the Deadline:** Email dce-registration@uiowa.edu and your advisor the following information:
  • Your full name and University ID;
  • The entire course number; and
  • The entire course name

With your advisor’s permissions the Registration staff will sign for your instructor and process your request if approved.

If you have any questions, please contact your advisor. Thanks and good luck this semester!

**Appendix 8.10: Follow up Registration email (students who are not yet authorized to register)**

I hope this email finds you well. You were admitted to the University of Iowa’s online BLS program for Summer 2015. Registration for Summer and/or Fall 2015 is open and according to my records you have not been authorized. There is still time to register for the 6 Week II and 8 Week sub-sessions which begin on June 15.

The first semester enrolling in a new program can feel overwhelming, but I am here to help!

• **Do you plan to take courses this summer through the University of Iowa?**

If not, please reply to this email let me know if you would like me to cancel your admission to the UI or move your start date to Fall or Spring.

If you do plan to start classes, you need to complete the step listed below in order to get authorized to register:

1. Complete the Online Orientation (if you have not already done so)
2. Request and review your Degree Audit under Student Records in ISIS
3. Submit the Registration Planning Tool

• **How do I get authorized to register?**

Complete and submit the online Registration Planning Tool (RPT) as soon as possible. Once your course selections have been approved, I will authorize your registration and email a confirmation including how to add the courses to your schedule.

• **How do I know what to take?**

In order to assist with any questions you might have about the registration process, we encourage you to review:

  o The BAS/BLS Student Handbook
  o Your Degree Audit
  o ISIS > Student Records > subheading Advising > Degree Audit
Please contact me with any questions or concerns. Thanks and Go Hawks!

Appendix 8.11: Continued on Probation (Beginning of semester)

We are hopeful your Spring 2015 semester is off to a great start!

This is an important semester as you work on attaining good academic standing; we want to provide you with the information and resources for you to be successful. If you struggled during your last enrollment at the UI, we invite you to answer a short series of questions designed to help reflect on what factors might have hindered your success. The survey should take less than five minutes.

Academic Reflection Survey

We also encourage you to utilize the resources available to you as a UI student:

• Contact your instructor when you have course-specific questions
• Acquire a tutor for challenging courses
• Check in the Writing Center
• Learn about Distance Education Library Services
• Many more resources are available on the Current Student Resources page

For more information about what is required to return to and maintain good academic standing, including specific GPA requirements, please visit the following University College links:

http://uc.uiowa.edu/grading/academic-probation
http://uc.uiowa.edu/grading/dismissal-reinstatement

Also be aware of academic deadlines:

Monday, Jan. 26:
• Last day to add, drop, and change your existing registration on ISIS without incurring a $12 charge
• Policies and financial consequences for withdrawing your entire registration are different.

Monday, Feb. 2:
• Last day to add courses
• Last day to drop courses without a “W” on your record
• This is also the last day a drop can reduce your tuition/fee assessment.

Please don’t hesitate to contact your advisor, XXXX-XXXXXX@uiowa.edu, with any questions or concerns – we here to help!

Sincerely,
The BAS/BLS Advising Team

Appendix 8.12: Continued on Probation (Mid semester check in)

I know this is an important semester for you as you work on your return to good academic standing. I write to let you know I am here to help you.

If you are struggling, please take a few minutes to analyze your situation. I invite you to answer a short series of questions designed to help reflect on what factors might be preventing your success. The survey should take less than five minutes.

Academic Reflection Survey

Please be aware that the deadline to drop an individual semester-length Spring 2015 course is Monday, April 6th. The deadline to withdraw your entire Spring 2015 registration is April 20th. Either dropping one course or withdrawing your entire registration may have both academic and financial consequences, so it is always important to talk directly to staff in the Office of Student Financial Aid and your advisor.

There are numerous resources to assist you including tutors for selected courses, Math help, and the Writing Center to help you identify your project’s central strengths and weaknesses and to help you plan a strategy for revision.

If you are using the two-term completion option for a GIS course and have received a grade of Incomplete, you are encouraged to continue with the course to successful completion.

Please let me know how you are doing; together we can discuss your options and create a plan to help you be successful. I look forward to hearing from you!

Sincerely,
[Advisor Name]

Appendix 8.13: Dean’s List, President’s List
Congratulations on making The University of Iowa Dean’s List for the Spring 2015 semester! Students who achieved a grade point average of 3.50 or higher on 12 semester hours or more of UI graded work during a given semester qualify and you were one of them. You’ve clearly been focusing on your studies and it’s paying off. Keep up the fantastic work!

Sincerely,
The BAS/BLS Advising Team

Appendix 8.14: Scholarship Information

BAS & BLS scholarships from The Division of Continuing Education are available for fall 2015. The deadline to apply is July 15!

Applying for Division scholarships has never been easier! Simply log into our new Online Scholarship Application using your Hawk ID and password. Select the scholarships in which you meet eligibility and the Scholarship Committee will receive your electronic application.

BAS AND BLS IOWA COMMUNITY COLLEGE TRANSFER SCHOLARSHIP

ELIGIBILITY
• Must have earned a two-year degree (AA, AS, AAA, or AAS) from an Iowa community college
• Must be admitted to the BAS or BLS degree program
• You must not have received this scholarship in the past. This is a one-time award

DIVISION OF CONTINUING EDUCATION SCHOLARSHIP

ELIGIBILITY
• University of Iowa GPA must be 2.75 or higher
• May only be received once in an academic year and may not be deferred to a later date

If you have already submitted the paper scholarship applications you do not need to resubmit.

Click here to learn more about scholarships and eligibility requirements. Questions? Email dce-scholarships@uiowa.edu

Appendix 8.15: Semester deadline reminders

Welcome to the Summer 2016 semester at the University of Iowa! The summer session is broken into 4, 6, 8, and 12 week sessions. Therefore, please make sure to check your schedule on ISIS.

The BAS/BLS Advising Team wanted to provide some information that will help facilitate a successful start to your semester.

• Add/Drop Deadlines and Procedures:
Use the Course Deadlines look-up to see registration change deadlines for each of your courses. Please note policies and financial consequences for withdrawing your entire registration are different than for dropping a course. It is your responsibility to be aware of the financial consequences of changing your registration or withdrawing once the semester has started.

Monday, January 25th:
- Last day to add, drop, and change existing registration on ISIS yourself, without incurring a $12 charge for each course added or dropped

Monday, February 1st:
- Last day for tuition and fee reduction if you drop a course
- Last day to add a course without also getting dean’s permission
- Last day to drop a course without displaying a “W” on your record

Monday, April 4th:
- Last day to drop individual semester-length course (NO tuition/fee reduction)

Monday, April 18th:
- Last day to withdraw from entire semester’s registration (NO tuition/fee reduction)

- **REGISTRATION CHANGES Tuesday, January 26th or after require you to email the DCE Registration staff.**

  All email correspondence to dce-registration@uiowa.edu must include:
  - A subject line that clearly states your request, such as Request to XXXX
  - Your full name and University ID number
  - The entire course number and the entire course name

- **To ADD after January 25th requires both instructor and advisor permission. (Additional permissions required after February 1st.)**
  - Send an email request to the instructor and copy dce-registration@uiowa.edu and me.
  - When all permissions are in place, the DCE Registration staff will add you to the course and email notification.
  - A $12 charge for each course added or dropped will be assessed to your University bill.

- **To DROP after January 25th:**
  - Send an email request to both dce-registration@uiowa.edu and me.
  - With my permission the DCE Registration staff will sign for your instructor, process your request, and email notification.
  - Additional permissions required after April 4th.
  - A $12 charge for each course added or dropped will be assessed to your University bill.

- **WITHDRAWING Entire Registration:**
If you terminate enrollment in every course (even if enrolled in only one course), it is considered a withdrawal of your entire registration and you will be held to a percentage of the tuition and fee assessment for that course or those courses. See Financial Consequences When Student Drops or Withdraws.

Please note deadlines and financial consequences are different for withdrawing your entire registration than dropping a course.

Email request to withdraw from entire registration to dce-registration@uiowa.edu.

I hope you find your semester engaging! Please let me know if you have any questions or concerns, I am here to help!

Appendix 8.16: “Not attending” follow up

I hope this email finds you well. I was recently notified that you have been reported as not attending:

Enter courses

Is everything okay? Is this an error? Can you provide feedback on the course?

OPTIONAL DEPENS ON Enrollment-Are you are using the two-term completion option for this GIS course? If so, does that course have a minimum completion requirement to receive a grade of Incomplete? If you are able to continue in the course, receive an Incomplete, and be successful, you are encouraged to continue. If not, please be aware of the upcoming drop deadline:

Spring 2016 Deadlines:

Monday, April 4–Drop individual Spring 2016 course(s). Request must be received by 4:30 pm.

Please don’t hesitate to contact me with any questions or concerns – I am here to help! I would appreciate an update on the course.

Appendix 8.17: Is it the right time to come back? No need to reapply

Greetings from your University of Iowa Bachelor of Applied Studies advisor! I see you haven’t enrolled at the University of Iowa since INSERT SEMESTER.

Have you considered returning to the UI to continue your studies and complete your MAJ degree? Is so, would Summer or Fall 2016 be a good time to continue your studies? If so, Summer and Fall 2016 registration starts this week and I would be happy to help you get registered!

OPTIONAL:

It is not uncommon for students during their first semester of an online degree to struggle with the format or initially overload themselves with too many courses. Did you know that you may have opportunities to retake courses and receive second grade option or appeal for a retroactive withdrawal? I could assist you with this process as well.
A few short steps will have you on your way to completing your MAJ:

1. Contact me and I can assist you in selecting appropriate courses.

2. Provide me a list of classes you would like to take and I will authorize you to register.

I hope this information is helpful, please let me know if you have any other questions or would like to visit over the phone. We hope to hear from you soon. Go Hawks!

Appendix 8.18: Reminder to complete degree application

Hello Hawkeyes!

You are hitting the homestretch for your University of Iowa degree, congratulations!

Whether you plan to get your diploma this semester, next semester or next year, here is some important information!

Commencement dates are set three years in advance. Therefore Mark your Calendars now!

- All graduates must apply for graduation. Degree applications are available on ISIS in "Student Records"

- A standard $75 application fee will be assessed to your U-Bill, Summer 2015 graduates must apply for graduation by June 12 to avoid a $20 late fee (Students who apply after June 12 may not have their names printed in the Commencement program)

- Second Grade Options or ReStart must be granted prior to earning your degree

- Courses with a grade of Incomplete (I) or Not Reported (O) must be remedied to earn your degree

It is your responsibility to monitor your degree audit to ensure you are meeting both semester hour, degree, and GPA requirements for graduation.

The Office of the Registrar has a helpful Frequently Asked Questions (FAQs) section on their website for undergraduate degree candidates.

Have a great rest of the semester!

Sincerely,

Appendix 8.19: Exit Survey

Greetings from your UI advisors! Congratulations on your recent graduation from The University of Iowa!

As a graduate, your voice matters for our program’s continuous improvement and in creating programs that will support our online students.

Alumni who fill out the survey will receive an Iowa t-shirt to show off your school colors as a thank you for your time!
We wish you the best of luck! Go Hawks!

Sincerely,

Angie, Jennifer, Nancy, and Tara

Appendix 8.20: Is it the right time to come back? Reapply

Greetings from your University of Iowa Bachelor of Applied Studies advisor! I see you haven’t enrolled at the University of Iowa since INSERT SEMESTER.

Have you considered returning to the UI to continue your studies and complete your MAJ degree? Is so, would Summer or Fall 2016 be a good time to continue your studies? If so, Summer and Fall 2016 registration starts this week and I would be happy to help you get registered!

OPTIONAL:

It is not uncommon for students during their first semester of an online degree to struggle with the format or initially overload themselves with too many courses. Did you know that you may have opportunities to retake courses and receive second grade option or appeal for a retroactive withdrawal? I could assist you with this process as well.

A few short steps will have you on your way to completing your MAJ:

3. Complete the Returning Student Application online. There is no fee and the application should take less than 5 minutes to complete.

4. Contact me and I can assist you in selecting appropriate courses.

5. Provide me a list of classes you would like to take and I will authorize you to register.

I hope this information is helpful, please let me know if you have any other questions or would like to visit over the phone. We hope to hear from you soon. Go Hawks!

Appendix 8.21: Once a Hawkeye

Congratulations on your graduation from the University of Iowa!

Your relationship with the University of Iowa doesn’t end at graduation, and neither does the university’s commitment to provide resources and career development to you. The Division of Continuing Education (DCE) is always happy to help in any way that we can and wanted you to know of other resources that are still available to you as an alum.

- **Diplomas**
  Your diplomas are issued through the Registrar’s Office. Diplomas are mailed to you address listed on ISIS roughly 8 weeks after the end of the semester. Please see their website for any questions. [http://registrar.uiowa.edu/diplomas](http://registrar.uiowa.edu/diplomas)

- **Exit Survey**
You will be receiving an email next week with a link to our Exit Survey. The Division of Continuing Education would like to learn more about your experiences as an online degree student at Iowa. The feedback you provide helps improve the program and better serve future students.

- **University of Iowa Alumni Association**
  The University of Iowa Alumni Association (UIAA) has been serving its members since 1867. The UIAA is a great way for Hawkeyes to remain engaged with the University of Iowa community. In turn, engaged alumni strengthen the university’s national reputation for excellence and help ensure its continued success. Please check out the Alumni Association website to see how you can be involved [http://www.iowalum.com/](http://www.iowalum.com/).

- **Pomerantz Career Center**
  The Pomerantz Career Center provides alumni with tools, resources, and the opportunities to successfully manage your careers. All services are available in virtual settings. To see the resources available and how the Career Center may be able to help you with your career or career transition please visit them at [http://www.careers.uiowa.edu/alumni/](http://www.careers.uiowa.edu/alumni/).

Congratulations on your graduation and welcome to the University of Iowa Alumni network!

Sincerely,

The BAS/BLS Advising Team
### Appendix 11.1: Delivery Mode Comparison Chart

<table>
<thead>
<tr>
<th>Online/Web Course</th>
<th>Guided Independent Study (GIS)</th>
<th>Off Campus/Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery Platform</strong></td>
<td><strong>Delivery Platform</strong></td>
<td><strong>Delivery Platform</strong></td>
</tr>
<tr>
<td>Iowa Courses Online (ICON)</td>
<td>Iowa Courses Online (ICON)</td>
<td>Physical classroom &amp; Iowa Courses Online (ICON)</td>
</tr>
<tr>
<td><strong>One-Semester Completion</strong></td>
<td><strong>One or Two-Semester Completion</strong></td>
<td><strong>One-Semester Completion</strong></td>
</tr>
<tr>
<td>Students must complete their course in</td>
<td>Students who don’t complete the course in one semester, but meet</td>
<td>Students must complete their course in one semester.</td>
</tr>
<tr>
<td>one semester.</td>
<td>minimum completion requirement established by the instructor, are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>granted an Incomplete and have a second semester to finish.</td>
<td></td>
</tr>
<tr>
<td><strong>Firm, Instructor-paced Due Dates</strong></td>
<td><strong>Self-Paced Due Dates</strong></td>
<td><strong>Firm, Instructor-paced Due Dates</strong></td>
</tr>
<tr>
<td>Like on-campus courses, courses follow</td>
<td>Students are provided with a recommended submission schedule to help</td>
<td>Like on-campus courses, courses follow an instructor-paced</td>
</tr>
<tr>
<td>an instructor-paced schedule; firm</td>
<td>keep them on task, however, they work at their own pace.</td>
<td>schedule; firm deadlines are provided to students for course</td>
</tr>
<tr>
<td>deadlines are provided to students for</td>
<td></td>
<td>work submission.</td>
</tr>
<tr>
<td>course work submission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scheduled Meetings (Optional)</strong></td>
<td><strong>No Scheduled Meetings</strong></td>
<td><strong>Required Scheduled Meetings</strong></td>
</tr>
<tr>
<td>Instructors have the option of</td>
<td>Students do not participate in live technology interactions or class</td>
<td>Instructors have a scheduled classroom meeting at off-campus</td>
</tr>
<tr>
<td>requiring students to participate in</td>
<td>discussions. Students are not asked to be online on specific dates</td>
<td>location</td>
</tr>
<tr>
<td>scheduled meetings, which can be</td>
<td>and times.</td>
<td></td>
</tr>
<tr>
<td>conducted at a distance using virtual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Format- Synchronous</strong></td>
<td><strong>Course Format- Asynchronous</strong></td>
<td><strong>Course Format- Synchronous</strong></td>
</tr>
<tr>
<td>This synchronous online format allows</td>
<td>This asynchronous online format allows direct instructor/student</td>
<td>This synchronous online format allows for effective student</td>
</tr>
<tr>
<td>for effective student engagement and a</td>
<td>interaction, however, it’s not possible to incorporate student/</td>
<td>engagement and a collaborative environment enabling students</td>
</tr>
<tr>
<td>collaborative environment enabling</td>
<td>student interaction, group work, etc.</td>
<td>to enhance learning, seek assistance, and find resources.</td>
</tr>
<tr>
<td>students to enhance learning, seek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistance, and find resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Mode</strong></td>
<td><strong>Delivery Mode</strong></td>
<td><strong>Delivery Mode</strong></td>
</tr>
<tr>
<td>Searchable in MyUI by “Web/Online” in</td>
<td>Searchable in MyUI by Guided Independent Study / Self-Paced Online</td>
<td>Searchable in MyUI by selecting “Off Campus/Face to Face” in</td>
</tr>
<tr>
<td>the Delivery Mode section. Sections</td>
<td>Instruction. Sections identified with a delivery mode of “Self-paced/</td>
<td>the Delivery Mode section. Sections identified with a delivery</td>
</tr>
<tr>
<td>identified with a delivery mode of</td>
<td>Web (GIS)” under notes field.</td>
<td>mode of “Face to face, Web” under notes field.</td>
</tr>
<tr>
<td>“Delivery Mode: Web” under notes field.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Support Coordinators are your primary line of course support or assistance with creating your ICON site. They also assist with student-related issues (e.g. enrollment and exam coordination). Have you received support from an Instructional Support Coordinator? Please select the Coordinator with whom you worked.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I did not work with an Instructional Support Coordinator.</td>
<td><img src="chart1" alt="Bar Chart" /></td>
<td>39</td>
<td>35%</td>
</tr>
<tr>
<td>2</td>
<td>Scott Drake</td>
<td><img src="chart2" alt="Bar Chart" /></td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>Jody Fisher</td>
<td><img src="chart3" alt="Bar Chart" /></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>4</td>
<td>Matt Irving</td>
<td><img src="chart4" alt="Bar Chart" /></td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>Monica Koch</td>
<td><img src="chart5" alt="Bar Chart" /></td>
<td>25</td>
<td>23%</td>
</tr>
<tr>
<td>6</td>
<td>Kate Wissing</td>
<td><img src="chart6" alt="Bar Chart" /></td>
<td>20</td>
<td>18%</td>
</tr>
<tr>
<td>7</td>
<td>Unsure</td>
<td><img src="chart7" alt="Bar Chart" /></td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td><img src="chart8" alt="Bar Chart" /></td>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>

Statistic | Value  
--- | ---  
Min Value | 1  
Max Value | 7  
Mean | 3.53  
Variance | 4.87  
Standard Deviation | 2.21  
Total Responses | 111  

Min Value 1  
Max Value 7  
Mean 3.53  
Variance 4.87  
Standard Deviation 2.21  
Total Responses 111
2. Please rate your agreement on the following statements regarding services received by the Instructional Support Coordinator.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication from the Instructional Support Coordinator was prompt and professional.</td>
<td>52</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>65</td>
<td>1.25</td>
</tr>
<tr>
<td>2</td>
<td>Communication with the Instructional Support Coordinator was clear.</td>
<td>52</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>65</td>
<td>1.23</td>
</tr>
<tr>
<td>3</td>
<td>The Instructional Support Coordinator was knowledgeable on course and instructional issues.</td>
<td>54</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>66</td>
<td>1.21</td>
</tr>
<tr>
<td>4</td>
<td>The assistance I received from the Instructional Support Coordinator facilitated the development of my course.</td>
<td>48</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>65</td>
<td>1.32</td>
</tr>
<tr>
<td>5</td>
<td>Overall, I was satisfied with the support provided by the Instructional Support Coordinator.</td>
<td>52</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>64</td>
<td>1.22</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Communication from the Instructional Support Coordinator was prompt and professional.</th>
<th>Communication with the Instructional Support Coordinator was clear.</th>
<th>The Instructional Support Coordinator was knowledgeable on course and instructional issues.</th>
<th>The assistance I received from the Instructional Support Coordinator facilitated the development of my course.</th>
<th>Overall, I was satisfied with the support provided by the Instructional Support Coordinator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.25</td>
<td>1.23</td>
<td>1.21</td>
<td>1.32</td>
<td>1.22</td>
</tr>
<tr>
<td>Variance</td>
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<td>0.24</td>
<td>0.26</td>
<td>0.38</td>
<td>0.24</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.53</td>
<td>0.49</td>
<td>0.51</td>
<td>0.62</td>
<td>0.49</td>
</tr>
<tr>
<td>Total Responses</td>
<td>65</td>
<td>65</td>
<td>66</td>
<td>65</td>
<td>64</td>
</tr>
</tbody>
</table>
3. Lead Instructional Designers (LID) consult with you regarding teaching strategies, development options that best fulfill the course objectives, and assistance in course layout. Have you received instructional design support? Please select the Lead Instructional Designer with whom you worked.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I did not work with a Lead Instructional Designer (LID).</td>
<td></td>
<td>70</td>
<td>67%</td>
</tr>
<tr>
<td>2</td>
<td>Isandra Martinez-Marrero</td>
<td></td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>Amy Oberfoell</td>
<td></td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Joanna Thompson-Yezek</td>
<td></td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>5</td>
<td>Unsure</td>
<td></td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>104</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>1.55</td>
</tr>
<tr>
<td>Variance</td>
<td>0.87</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.93</td>
</tr>
<tr>
<td>Total Responses</td>
<td>104</td>
</tr>
</tbody>
</table>
4. Please rate your agreement on the following statements regarding services received by the Lead Instructional Designer.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication from the LID was prompt and professional.</td>
<td>24</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>1.48</td>
</tr>
<tr>
<td>2</td>
<td>The LID was knowledgeable on instructional strategies.</td>
<td>25</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>1.33</td>
</tr>
<tr>
<td>3</td>
<td>The guidelines provided by the LID regarding course development were clear.</td>
<td>25</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>1.45</td>
</tr>
<tr>
<td>4</td>
<td>The LID support I received enabled me to improve the educational content of my courses.</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>1.61</td>
</tr>
<tr>
<td>5</td>
<td>Overall, I was satisfied with the support provided by the LID.</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>32</td>
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</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Communication from the LID was prompt and professional.</th>
<th>The LID was knowledgeable on instructional strategies.</th>
<th>The guidelines provided by the LID regarding course development were clear.</th>
<th>The LID support I received enabled me to improve the educational content of my courses.</th>
<th>Overall, I was satisfied with the support provided by the LID.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>1.48</td>
<td>1.33</td>
<td>1.45</td>
<td>1.61</td>
<td>1.50</td>
</tr>
<tr>
<td>Variance</td>
<td>0.88</td>
<td>0.42</td>
<td>0.94</td>
<td>1.62</td>
<td>1.16</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.94</td>
<td>0.65</td>
<td>0.97</td>
<td>1.27</td>
<td>1.08</td>
</tr>
<tr>
<td>Total Responses</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>32</td>
</tr>
</tbody>
</table>
5. The Division of Continuing Education Technology Support staff work with you to put technology in place in order to capture and deliver your course content in an effective and dynamic manner. Have you received technical support from the Division of Continuing Education? Please select all the Technology Support staff who assisted you.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I did not receive Technical Support from the Division of Continuing Education.</td>
<td><img src="#" alt="Bar" /></td>
<td>46</td>
<td>45%</td>
</tr>
<tr>
<td>2</td>
<td>Jerry Gilmere</td>
<td><img src="#" alt="Bar" /></td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>Mark Hamilton</td>
<td><img src="#" alt="Bar" /></td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Dave Rubright</td>
<td><img src="#" alt="Bar" /></td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Kenneth (Fritz) Thompson</td>
<td><img src="#" alt="Bar" /></td>
<td>31</td>
<td>30%</td>
</tr>
<tr>
<td>6</td>
<td>Student Employee</td>
<td><img src="#" alt="Bar" /></td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Unsure</td>
<td><img src="#" alt="Bar" /></td>
<td>9</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>7</td>
</tr>
<tr>
<td>Total Responses</td>
<td>102</td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Communication from the Technical Support staff was prompt and professional.</td>
</tr>
<tr>
<td>2</td>
<td>Communication with the Technology Support staff was clear.</td>
</tr>
<tr>
<td>3</td>
<td>The Technology Support staff were knowledgeable on issues regarding instructional technology.</td>
</tr>
<tr>
<td>4</td>
<td>The support I received from the Technology Support staff enhanced the effectiveness of my course.</td>
</tr>
<tr>
<td>5</td>
<td>Overall, I was satisfied with the support provided by the Technology Support staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Communication from the Technical Support staff was prompt and professional.</th>
<th>Communication with the Technology Support staff was clear.</th>
<th>The Technology Support staff were knowledgeable on issues regarding instructional technology.</th>
<th>The support I received from the Technology Support staff enhanced the effectiveness of my course.</th>
<th>Overall, I was satisfied with the support provided by the Technology Support staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.25</td>
<td>1.32</td>
<td>1.28</td>
<td>1.36</td>
<td>1.21</td>
</tr>
<tr>
<td>Variance</td>
<td>0.34</td>
<td>0.57</td>
<td>0.48</td>
<td>0.70</td>
<td>0.28</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.59</td>
<td>0.75</td>
<td>0.69</td>
<td>0.83</td>
<td>0.53</td>
</tr>
<tr>
<td>Total Responses</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
</tbody>
</table>
7. What additional feedback or information can you provide to help us improve our services? For example, if you are new to online and distance education, what did you find especially helpful, or what can we do in the future to better prepare new instructors for online/distance teaching? If you are an experienced online/distance instructor, please let us know if you are interested in refreshing your course or have suggestions to help us improve our services to you.

Text Response

The assistance I received is terrific. I especially want to acknowledge Isandra’s and Monica’s help when I broke my wrist in summer 2015. They were exceedingly thoughtful, kind and supportive in helping me complete the transition from GIS to EXW for SOC:2430.

My ratings of Monica should take into account that my primary contact was Joanna. Monica has been very helpful since Joanna left.

I would like more orientation/education on how to load up a new course using old materials. I also never received information on setting up objectives etc.

Moving from Adobe Connect to Zoom was difficult. It will take some time to adjust.

No additional comments

NA

I updated my course this past semester (from EXZ to EXW). All interactions with Matt, Fritz and Isandra were extremely helpful. The three of them were great, but Isandra is really outstanding. Love working with DCE!

I found Scott Drake and Jerry Gilmore are always professional and helpful. One item I find distressing is the roll out of the Canvas application utilizing ICON. Having the training classes in Iowa City only and not having them available for those like myself who teach remotely is quite inconsistent! An on-line application which training is not available on-line is illogical.

This was the first time I taught an online course. I was pretty lost in the process and didn’t know who to contact about it, but a colleague in my office who is experienced with this helped me.

The help I received was very strong across the board. I also want to say that I really appreciated that DCE arranged so that I could do a brief intro video for my course, and I was also invited to do one for my non-online version of the course. Thank you.

Monica Koch helped me to adapt a traditional curriculum to the on-line format and coached me about using Zoom. She also helped me to develop and to use ICON in a more efficient fashion. She was helpful and friendly throughout!

All the help I received was very professional and helpful

I have nothing but the highest praise for all those who helped me

The classes for canvas are nice, and I am glad Lynda videos will be available.

Continuing Ed is outstanding in all aspects of the services and support I received!!!!

Continuing Ed is outstanding!!! Continuing Ed is allowing the University of Iowa to be the leader in online education. In the Fall of 2015 one of my students was station in Syria, he received the same quality of education that a student attending classes in person received. The future of education and conducting business will keep moving to online classes and online sales, human resources, employee training processes. Keep up the outstanding innovation and support for online education!!!!

I spent a great deal of time developing my own online home page based on the appropriate pedagogy to support the strategies for my course. That said, my department provided a framework in terms of materials from previous instructors, which was very helpful and my direct supervisor aided me the most, and as such was invaluable:-) I cannot wait to do it again!!

I also worked with Gillian Steele. She has been exceptionally helpful and a pleasure to interact with. The same is true for Karen Escher!

I would like to have updated information regarding the access and availability of technology. For example, I did not know we will be using canvas until our program direction told me.

The staff with whom I’ve worked: Joanna T-Y, Monica K & Gillian S have been extraordinarily helpful to me in the design & running of my (first online) course. Laura S was very helpful in the early (contemplation) stages. It’s a pleasure working with such a dedicated, efficient & highly skilled group. -RP Russo

I also worked with Scott Drake. Scott was exceptional. Laura Sinn’s help in providing course approval was excellent.Frankly, it is disappointing that CLAS is assuming more control. I fully expect massive problems under CLAS control.

Continue-to-Learn... is a phrase that is embraced by your staff and I, and most importantly by our students. Fritz and Mark are excellent teachers and continue to coach me with a 10+ year old online course and new courses along the way. They have a great mix of technical skills, course design, and pedagogy. This summer, I’d like to refresh my course. The teaching technologies of Canvas, UI Capture, and content need to be optimized. Thank you all for wonderful work.

Sometimes I am confused about the difference between my responsibilities and the instructional designers responsibilities.

I would like to add how very helpful other support staff have been. In particular working with DCE Exams and Registration has been very easy. They’re always patient when I forget to tell them what class I’m writing about. They are prompt and always clear in their communication.

more Canvas training and incorporating zoom into course

More training on Canvas and incorporating zoom into Canvas

Everyone who works over at DCE is pretty wonderful, and I have greatly appreciated all of the assistance they have rendered over the years. Since she was not on this survey though, I did want to make sure that Gillian Steele was also acknowledged. She has been fantastic, and has answered many complicated questions for me regarding online testing and ICON, and even came up with an clever solution for a difficult testing problem. You are welcome to contact me if you want, but I’m very happy with all the assistance already receive.

I worked with Samantha Mhatre with my course online. She was exceptional in helping with design, structure, exam set up, and teaching strategies. She is expert at other pieces of technology going into online for my course that enhanced learning. What a wonderful resource. Barbara St. Marie

In addition to Monica Koch and Isandra Martinez-Mamero, I have also been very ably assisted by Laura Sinn, Megan Ward, Karla Lyons, Jody Fisher and Matt Irving. During these past 6-7 years that I have worked with DCE on two GIS course developments & updates.

I have already submitted my complete response for my other DCE course, SPAN:4095:0EXZ. Those comments are also valid for SPAN:3095:0EXZ.

You could improve your services to me by decreasing the student enrollment cap in my sections. I am concerned about the arbitrary increases in student enrollment caps that have been occurring in my sections. My courses are very student-oriented and labor-intensive. I participate actively in weekly discussions with my students. I require several papers, giving students important writing experience, and I provide feedback on those papers that they highly appreciate. (They commonly tell me they receive little-to-no feedback from other online instructors). I also provide considerable comments to my students on team projects and check in frequently with the teams, which work together for several weeks to put their virtual presentations together on the WIKI. Teaching these sections takes a considerable amount of my time, which I balance with other work outside the University in order to make my living. I started out with 2 sections of 20, which after a year or so grew to three sections of 20, and that was a very workable situation. However, after a year or so the number per section was increased to 30 students per section, with the number of sections (and my pay) reduced back to two -- so then I had the same number of students (60) but at 2/3's the former pay. Just this week I checked the fall classes to see that the enrollment cap had been changed to 40, with no one asking
me or telling me about it beforehand. If I sign the contract to teach for fall, I'll have a total of 80 students in two sections, with no pay increase. That means I'll have double the number of students (80 vs. 40) that I initially had when I started teaching the course - but with the same initial pay. I find this very frustrating. My students tell me each semester that they highly value the amount of interaction they receive from me, again. They tell me this is very rare for their online courses. Without that interaction, I do not believe they would experience the learning -- and dare I say, even the transformation -- that they do as they examine ways to be more effective interpersonally with others in life and work. Because of this recent enrollment increase, I am wondering whether I will be able to teach the course with any integrity this fall. Bottom line: your enrollment cap increases have real consequences for students and for instructors. Just as in a face-to-face class, if there is to be a student-oriented approach with plenty of interaction possible with faculty, it only makes good sense to limit the number of students in the class. On another note: this survey asked about the help that we have received from various people in the DCE. Other than the initial summer that I received help from a person (no longer with the Division) for course development, I have not used or needed their services. Since then, I've occasionally had contact with Kate Wissing, mostly to ask her a question now and then. I have found her to be very helpful and responsive when I have contacted her. Also, I've had help every semester from the SITA team in the IT department because of my use of the Wiki for class discussions and team presentations. They have been extremely helpful. I need their help less each semester, but when I do use their services, they give 100%-plus in a very timely fashion. Thank you for the opportunity to express my thoughts.

It is a pleasure working with your office -- very professional and courteous in every way. The exam services team has also been outstanding (Karen Escher and Gillian Steele).

Laura Sinn has also provided excellent support; she should be commended!

It would be helpful to have a better understanding of "who does what". There is some clarity of course, yet there is so much overlap and I go to the wrong person..... which means that they refer me....

YOUR SUPPORT IS INCREDIBLE. THANKS VIC CAMILLO

Scott Drake is my lifeline for this course. Even though I am not new to online, distance education I still have times when I cannot quite get my ICON site working as I intended. Scott is always prompt to return my emails or phone calls and he is extremely patient and walks me through so that I can complete that specific task the next time. With the conversion from DZL to Canvas my main focus is going to be having the course ready for Fall and everything in place but possibly I would be interested in refreshing my course for Spring of 2017. Thank you for all the support you provide.

Monica and Fritz have both been extremely helpful to me in the teaching and technology aspects of my on-line course at the University of Iowa. Monica is always quick to respond to my frequent emails, and is always quick to answer questions in terms of delivery and technology. Fritz is a wonderful resource for the recordings aspect of the class, and clearly has great patience with professors who are unfamiliar with the technologies used in the electronic classroom. Jerry, whom I rarely work with, has been excellent, too. Thank you for your assistance! - Kelly Shaw

I am working with DCE this semester to redevelop this course for the summer offering.

I'm somewhat new to online instruction having done it now for around four years. I started out teaching on campus and then converted the class to online. I had the template from a colleague for one of my classes (intro to substance abuse) which facilitated that process greatly. I created another class (foundations of leadership) from scratch which was harder but really rewarding. Kate and Fritz were extremely helpful. In general I try to get pretty proficient quick so I can be "how maintenance" but both were tremendously helpful when I developed the course. I would not have been able to do it as well as I did without their help. I most commonly work with Kate at this point and any time I need help she is right there to provide it. She truly makes my work easier and less stressful when it comes to anything related to the online courses. If she can't fix an issue (very rarely) she finds an answer from someone who can. Communication is always clear, fast, and helpful - if the rest of the department is full of folks like Kate you have a really good thing going! (I'm not providing my e-mail below as I don't have a need to be contacted but if you want more info feel free to contact me @ robert-metzgerii@uiowa.edu or 563-299-9980)

Everyone was very helpful to me as I prepared for my first online class. I probably had the least amount of communication with Kate, but that was fine because all of my questions were answered by someone. I loved the suggestions offered by Isandra and the reassuring tips provided by Fritz. You made my my course work and I had a fun semester.

This course was combined with EDTL:7008 for both PhD students and Developmental Reading master's students. I loved working with all of you. I'm using what I learned from you as I develop my next online course and even in my face-to-face courses. You helped organize a very "right-brained, global" person - ME. You made suggestions, but ultimately it was my final decision. I appreciated that.

Fritz was a fantastic individual to work with. I enjoyed the time I spent w/ him.

The three people I worked with were very prompt about responding, knowledgeable in their areas and absolutely helped enhance and improve the course which was created. The main challenges that arose occurred when I asked about the use brand-new technology with which neither I nor the staff was sufficiently familiar with (yet) for possible use in the class. This is absolutely not a criticism of the staff's assistance or expertise, but instead a possibly inevitable consequence of how fast newer technology and software becomes available. Examples included the use of a so-called light board and video-recorded lecturing at a SmartBoard. The main challenges that arose occurred when I asked about the use brand-new technology with which neither I nor the staff was sufficiently familiar with (yet) for possible use in the class. This is absolutely not a criticism of the staff's assistance or expertise, but instead a possibly inevitable consequence of how fast newer technology and software becomes available. Examples included the use of a so-called light board and video-recorded lecturing at a SmartBoard.

My course actually ran quite smoothly and trouble-free, and many students did excellent work. Some challenges in access and software arose for one student who was taking the class remotely from another country. There are some minor changes to assignments I would make and possibly a small number of edits to recorded lectures when/if the course runs again. But by in large I would say this course was a success from an instructor's perspective.

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My online course was independent study so I really did not have any needs. My students were very self-directed and all went fine.

Kate and Fritz are BY FAR the most helpful individuals with whom I have professionally worked. They are patient, knowledgeable, helpful, and truly seem interested in providing the students with a positive experience along with the instructor getting a seamless experience. I am SO very grateful to these two individuals over the past few years as I have instructed online, Kate especially. I do not have words that can fully capture how pleased I am with them and how I lucky I feel to have the opportunity to work with continuing ed.

Staff always needs to identify themselves and I must learn to record this info. I am not sure how to locate the staff who assisted me sometimes.

Always appreciate working with the staff at DCE. Thanks for all your help!

I didn't need help for this course, as it was an individual study section

Kate is always clear, timely, and professional. Thanks!

Kate is always clear, timely, and professional. Thanks!

Scott Drake is extremely professional and extremely responsive to all SOS calls of any kind! I do appreciate the support provided to instructors and students during Adobe Connect Sessions. There are ALWAYS technical problems and the help is awesome.

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<td>Press Citizen Social Media/Search</td>
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<td>Academic Day at Kinnick 2015</td>
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</tbody>
</table>

Community College marketing identified here is typical of marketing completed each fall and spring semester and is listed by Community college. For detailed information about fairs/outreach events, please contact maureen-mccormick@uiowa.edu
COMMUNITY COLLEGE OUTREACH PLAN (2015-2016)

Goals

- Visit every community college at least once a year.
- Visit a large employer in each community college district at least once per year.
- Conduct an informal meeting on each campus to hear students, campus and community needs for continued education.
- Provide in person advising appointments for current students from the community college locations at least once per year. If the business plan grows we could also increase our locations to include employer sites if there are enough employees/students to justify a visit.
- Partner with Transfer Admissions to host campus visits for community college representatives.
- Create a partnership/ liaison relationship with statewide groups and organizations that represent community colleges, business and industry and military services.

Groups to contact – attend/present at meeting

Iowa Association of Community College Presidents

- Present our programs, partnerships with Iowa – require Associates Degree or at least 24 semester hours, reverse transfer, articulation agreements, transfer advisors.

Iowa Association of Community College Trustees

- Can we do a Wednesday Leadership Club webinar to present our programs and how we can further the work and missions of their colleges?

Contact – MJ Dolan
855 E. Court Avenue
Des Moines
(515) 282-4692
mjdolan@iacct.com

Iowa Community College Student Services Association

The purpose of the Association is to promote the interest of a comprehensive program of student services throughout the state.

- Present our programs, partnerships with community colleges, how can we work together to ease transfer, reach students and provide the supports needed to succeed.

Contact – Danielle Ebaugh (president)
Kirkwood
Danielle.ebaugh@kirkwood.edu
(319) 398-5689

Iowa Community College Online Consortium

Mission – “The mission of the Iowa Community College Online Consortium is to offer quality educational opportunities to online students supported by a comprehensive set of student support services. The consortium’s objectives focus on supporting each partner college’s mission. The ICCOC combines the expertise and resources of each consortium member to provide all ICCOC students with innovative lifelong online learning opportunities.”
• Present our programs, how can we partner with them to reach students to let them know the opportunities available to continue their education online as well as provide the supports students are familiar with and need to succeed.

Contact – Dr. Mark White, Executive Director
mwhite@scciowa.edu
(402) 850-9744

This group directly meets our target audience and would be a good group to start with because the students they serve are already attending Iowa community colleges and taking online courses. Our programs would be a natural fit for them to continue their educational goals.

**Iowa Student Aid Commission**

Iowa College Aid’s focus is to put students first. This reflects their long-standing commitment to helping Iowans achieve an education beyond high school. “Putting Students First” is the agency’s primary guiding principle.

Mission – “We advocate for and help Iowa students and families as they explore, finance and complete educational opportunities beyond high school.”

• Present our programs and discuss ways we can partner to reach students and share the opportunities available for financial aid and online Bachelor’s degrees.

Contact – 430 East Grand Ave, FL 3
Des Moines
(515) 725-3400

**Iowa Transfer Advisors Group**

• Can’t find this group but would think that they would all meet periodically to discuss concerns, barriers, strategies, etc. There is an email list that Admissions uses and we can talk to Tom about accessing.

**Board of Regents staff**

• Discuss their current initiatives and ways that we can help support their efforts and strategic plan. Explore ways our partnership can expand for UI and the community colleges. The need for funding to support transfer efforts.

Contact – 11260 Aurora Avenue
Urbandale
(515) 281-3934

**Department of Education Division of Adult, Career, and Community colleges staff**

• Present our programs, discuss initiatives they are currently work on. How we can fit into those initiatives and help support their strategic plan. Discuss potential partnership expansions.

Contact – Jeremy Varner, Administrator for Community Colleges (also a LACTS member)
Iowa Department of Education – Division of Community Colleges
(515) 281-8260
Jeremy.varner@iowa.gov

Linda Berg is a contact with the Community College Student Services Association
Iowa Department of Education – Division of Community Colleges
COMMUNITY COLLEGE OUTREACH PLAN (2015-2016)

(515) 242-5032
linda.berg@iowa.gov

Department of Education Community College Council

- Discuss the educational opportunities our program can provide, ideas of ways to continue to build upon our relationships with the community colleges. Seek support and feedback/suggestions from the council on best practices to move forward. Request the blessing and support of the council to move forward in enhancing relationships between the community colleges and UI.

Contact – Jeremy Varner, Administrator
Iowa Department of Education – Division of Community Colleges
(515) 281-8260
Jeremy.varner@iowa.gov
(Max Phillips, Chair – Board Member)

Iowa Workforce Investment Board and local WIA’s

Iowa Workforce Development links job placement and skill development into a system of lifelong learning and opportunity. Through resources and services created for employers, employees, and the unemployed, Iowans can take control of their economic future and the security of their families.
Mission: “Iowa Workforce Development contributes to the economic security of Iowa’s workers, businesses and communities through a comprehensive statewide system of employment services, education and regulation of health, safety and employment laws.”

- Meet to discuss our programs and how we can help serve the IWIB’s and local WIA’s to provide education and training to their clients in our areas. How can we partner to increase access to education and career advancement/training throughout Iowa.

Contact – 1000 East Grand Avenue
Des Moines
(515) 281-5387

Iowa Association of Business and Industry

ABI is a broad-based organization of Iowa businesses working together to promote Iowa commerce. Today, ABI has over 1,400 business members that employ over 300,000 Iowans.
Mission – “To foster a favorable business, economic, governmental and social climate within the State of Iowa so that our citizens have the opportunity to enjoy the highest possible quality of life.”

- Meet to discuss our programs and how we can help serve the ABI to provide education and training to their clients. How can we partner to increase access to education and career advancement through Iowa programs?

Contact – Holly Mueggenberg (515) 235-0572
400 East Court Avenue, Suite 100
Des Moines

Iowa National Guard

- Meet to discuss ways that we can serve the National Guard members to further their education and ways we can partner to increase access to educational opportunities at Iowa.

Contact – Iowa National Guard Public Affairs Officer (515) 252-4582
Rock Island Arsenal

- Meet to discuss ways that we can serve their service members and families by increasing access to educational opportunities at the University of Iowa.

  Contact – Director, Army Continuing Education Services (309)782-5895
  AMSTA-RI-PA, Bldg 90
  1 Rock Island Arsenal
  Rock Island, IL  61299-5000

Iowa Chamber of Commerce Executives

- Meet with Board of Directors (consisting of many local directors across the state) to discuss the programs we provide and ways we can partner with the state and local Chamber of Commerce to increase access in their communities to our degree programs.

  Contact – Shar Pardubsky (On-site Executive Director) (319) 804-9066
  2305 Timber Creek Drive
  Marion, IA  52302
  info@iowachamber.net

Iowa One Source Training Solutions – Iowa Community College Training Solutions.
  Provide training to businesses on the community college campuses. More trade focused (plumbing, mine safety, etc.) but may be worth a conversation to learn more and see if there are any areas to collaborate but may not be.

  www.onesourcetraining.com

Business and Military contacts by community college districts

Statewide Employers
  Tyson, Inc.
  Principal Financial Group (including Life Insurance Co.)
  Hy-Vee Food Stores
  Wells Fargo Financial (including Home Mortgage and Card Services)
  John Deere (including Deere & Company)
  Cargill
  Kraft
  Rockwell Collins (including International)

Iowa Lakes Community College
  Chamber visit -
  Estherville Area Chamber of Commerce
  (712) 362-3541
  620 1st Avenue South
COMMUNITY COLLEGE OUTREACH PLAN (2015-2016)

Estherville, IA  61334-2349

Northwest Iowa Community College

**Chamber visit -**
Sheldon Chamber/Economic Development
(712) 324-2813
P.O. Box 276
416 9th Street
Sheldon, IA  51201

**Western Iowa Tech Community College**

**Chamber visit -**
Siouxland Chamber of Commerce
(712) 255-7903
101 Pierce St.
Sioux City, IA  51101

**Company visit(s) -**
Tyson Fresh Meats (Sioux City)
Aalfs Manufacturing (Sioux City)
Besser International Pipe Machinery (McCracken/Hydrotile Divisions) (Sioux City)
Chesterman Company (Sioux City)
Great West Casualty Company (Sioux City)
Jolly Time Pop Cord (Sioux City)
Palmer Candy Company (Sioux City)
Prince Manufacturing Corporation (Sioux City)
Wells Enterprises, Inc. (Sioux City)
Rock Tenn (Sioux City)

**Military Affiliate visit -**
185th Air Refueling Wing - Sioux Gateway Airport/Col Bud Day Field (Sioux City) – Air National Guard

Iowa Western Community College

**Chamber visit -**
Council Bluffs Area Chamber of Commerce
(712) 325-1000
149 W. Broadway
Council Bluffs, IA  51503

**Company Visit(s) -**
Ameristar Casino Hotel (Council Bluffs) – 1300 employees
Harrah’s Casino Hotel (Council Bluffs) – 1100 employees
Tyson, Inc. (Council Bluffs) – 1052 employees
ConAgra Frozen Foods (Council Bluffs) – 800 employees

Iowa Central Community College

**Chamber Visit –**
Greater Fort Dodge Growth Alliance
(515) 955-5500
24 N. 9th Street, Suite A
Fort Dodge, IA  50501

Southwestern Community College
Chamber Visit –
Creston Chamber of Commerce
(641) 782-7021
P.O. Box 471
Creston, IA  50801

Des Moines Area Community College
Chamber Visit –
The Greater Des Moines Partnership
(515) 286-4950
601 Locust Street, Suite 700
Des Moines, IA  50309

Company Visit(s) –
Principal Life Insurance Company – 7900 employees
Hy-Vee Food Stores – 4475 employees
United Parcel Service – 1800 employees
Nationwide Insurance (Allied) – 1675 employees
Dahl’s Supermarkets – 1650 employees
Bridgestone/Firestone – 1600 employees
Qwest Corporation – 1580 employees
Communication Data Services, Inc. – 1500 employees
Pioneer Hi-Bred International, Inc. – 1450 employees
Electronic Data Systems, Corp. – 1400 employees
Wellmark, Inc. – 1400 employees
Marsh – 1325 employees
Wells Fargo Home Mortgage – 1320 employees
Meredith Corporation – 990 employees
Deere & Company – 970 employees
Des Moines Register – 850 employees
Hy-Vee (West Des Moines) – 1500 employees
Wells Fargo Home Mortgage (West Des Moines) – 1469 employees
Wells Fargo Card Services (West Des Moines) – 1278 employees
FBL Financial (West Des Moines) – 1117 employees
Marsh Insurance (West Des Moines) – 950 employees
Krause Gentle Corporation (West Des Moines) – 712 employees

Military Affiliates –
Camp Dodge – Army Guard
Des Moines Reserve Complex (Des Moines) – Army Reserve
Des Moines International Airport (Des Moines) – Air National Guard

Southeastern Community College
Chamber Visit –
Greater Burlington Partnership
(319) 752-6365
610 N. 4th Street, Suite 200
Burlington, IA  52601

**Company Visit(s)** –
Case New Holland – CNH – 750 employees
Synder-Lance – 800 employees
Federal Mogul – 440 employees
Winegard – 382 employees
General Electric – 250 employees

**Military Affiliate** –
Army Ammunition Plant (Burlington) – Army Active

**Indian Hills Community College**

**Chamber Visit** –
Ottumwa Area Chamber of Commerce
(641) 682-3465
P.O. Box 308
217 E. Main Street
Ottumwa, IA  52501

**Company Visit(s)** –
AI-Jon Manufacturing
WINBCO Tank
Cargill Eddyville
Praxis Companies
Rubbermaid
Influent Company

**Eastern Iowa Community College**

**Chamber Visit(s)** –
Quad Cities Chamber
(563) 322-1706
130 W. 2nd Street
Davenport, IA  52801

**Company Visit(s)** –
John Deere – 8250 employees
Alcoa – 2200 employees
Tyson Fresh Meats – 2400 employees
Kraft Foods, Inc. – 1500 employees
Mid American Energy Co. – 1230 employees
AP AC – 950 employees

**Military Affiliate** –
Rock Island Arsenal (Rock Island) – Active Army
Savanna Depot Act (Clinton) – Active Army
Kirkwood Community College

Chamber Visit(s) –
Cedar Rapids Metro Economic Alliance
(319) 398-5317
501 1st Street SE
Cedar Rapids, IA 52401

Company Visit(s) –
Rockwell Collins, Inc. – 7300 employees
AEGON USA, Inc. – 2600 employees
Maytag Appliances – 2200 employees
Hy-Vee Food Stores – 2044 employees
MCI, Inc. – 1528 employees
McLeod USA Incorporated – 1361 employees
Amana Refrigeration Products – 1100 employees
Alliant Energy – 1100 employees
General Mills, Inc. – 782 employees
VA Hospital (Iowa City) – 1300 employees
Hy-Vee (Iowa City) – 1300 employees
ACT (Iowa City) – 1000 employees
Rockwell International (Iowa City) – 729 employees
Lear (Iowa City) – 930 employees
Oral B Laboratories (Iowa City) – 800 employees

Hawkeye Community College

Chamber Visit(s) –
Greater Cedar Valley Alliance & Chamber
(319) 232-1156
312 W. 1st Street
Cedar Falls, IA 50613

Company Visit(s) –
John Deere Waterloo Operations – 4700 employees
Tyson Fresh Meats – 2700 employees
Omega Cabinet Ltd. – 1350 employees
Bertch Cabinet Manufacturing – 1288 employees
Hy-Vee Food Stores – 905 employees

Northeast Iowa Community College

Chamber Visit –
Decorah Area Chamber of Commerce
(563) 382-3990
507 West Water Street
Decorah, IA 52101

Company Visit(s) –
Stanley Engineered Fastening (Calmar) – 456 employees
Bruening Rock Products (Calmar) – 410 employees
Rockwell Collins (Calmar) – 270 employees
Integrity Solution Services (Calmar) – 204 employees
Northeast Iowa Community Action (Calmar) – 200 employees
Deco Products (Calmar) – 220 employees

North Iowa Area Community College

Chamber Visit –
Mason City Chamber of Commerce
(641) 423-5724
9 North Federal Avenue
Mason City, IA  50401

Company Visit(s) –
Cargill (Mason City)
Principal Financial Group (Mason City)
McGladrey (Mason City)
Armour/Eckrich (Mason City)
Graham Wood Doors (Mason City)
Golden Grain Energy (Mason City)
Kingland (Mason City)
Kraft (Mason City)
Lehigh Hanson (Mason City)
FRC (Mason City)
WS live (Mason City)
Eagle Window & Door (Dubuque)
Flexsteel Industries (Dubuque)

Iowa Valley Community College District

Chamber Visit(s) –
Iowa Falls Chamber of Commerce
(641) 648-3432
520 Rocksylvania Avenue
Iowa Falls, IA  50126

Marshalltown Area Chamber of Commerce
(641) 753-6645
709 South Center Street
P.O. Box 1000
Marshalltown, IA  50158

Next Steps/Strategies

- Continue to research organizations, employers and associations that could be likely partners and valid visits.
- Check when local Chambers of Commerce meets so that travel can be coordinated to include meeting dates/times.
- Review community college calendars to ensure travel dates do not conflict with breaks and other times when limited students, faculty and staff would be available.
• Complete calendar for proposed travel dates, consider weather and distance when creating calendar. Due to UI calendar and busy advising times the following will likely be better travel times – September, October, 1st week of November, 1st week of December, February, March, and 1st week of April for community college visits. June, July, and the 1st week of August will likely be better visit times for employers (potentially the larger statewide employers).
• Continue to check organizations and associations website for 2014-2015 meeting dates.
1. What is your motivation for pursuing a bachelor's degree? (select all that apply)

- Career advancement
- Personal fulfillment or to reach a personal goal
- Requirement for desired graduate or professional program
- Other (please specify)

Other (please specify)

- To learn the skills needed to run my own business.
- Job Required
- Make my family proud
- Improve financial status

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<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Career advancement</td>
<td></td>
<td>91</td>
<td>75%</td>
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<tr>
<td>2</td>
<td>Personal fulfillment or to reach a personal goal</td>
<td></td>
<td>94</td>
<td>77%</td>
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<tr>
<td>3</td>
<td>Requirement for desired graduate or professional program</td>
<td></td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>4</td>
<td>Other (please specify)</td>
<td></td>
<td>8</td>
<td>7%</td>
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Statistic | Value
---|---
Min Value | 1
Max Value | 4
Total Responses | 122
2. Why did you decide to pursue your bachelor's degree through an online degree program? (select all that apply)

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<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Convenience of an online course delivery method</td>
<td></td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>Flexibility of program requirements</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>I'm not located near a college campus that I can attend in person</td>
<td></td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>It's cheaper to live off campus and take classes online</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>I have personal obligations that make it difficult for me to attend classes on campus</td>
<td></td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>6</td>
<td>I don't remember</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Other (please specify)

- The fact that I can complete the classes at times when it is convenient for me, as I work during the day full-time, so being able to complete my school work in the evenings and on the weekends is something that I require.
- Full time employment
- I feel like I get more personalized education outside of the classroom setting.
- I don't require the motivation of other students in a classroom. I am a returning learning who spent 8 years with Procter & Gamble and want the customized program with courses in actually interested in studying that will offer me diversity in my second career. It is also a better price point and program offering that University of Cincinnati, Northern Kentucky University and Xavier University.
- I was struggling to find a specific degree that I really loved.
- I'm 41 and work full time at an insurance company in Des Moines, IA
- I work full-time, 8-5
- I was living in another state
- I am still working full time in Cedar Rapids

Statistic | Value
--- | ---
Min Value | 1
Max Value | 7
Total Responses | 123
3. How did you become aware of the BAS or BLS degree programs at the University of Iowa? (select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Iowa Admissions office</td>
<td></td>
<td>13</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>University of Iowa Division of Continuing Education staff</td>
<td></td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>University of Iowa Division of Continuing Education website</td>
<td></td>
<td>33</td>
<td>27%</td>
</tr>
<tr>
<td>4</td>
<td>University College website</td>
<td></td>
<td>31</td>
<td>26%</td>
</tr>
<tr>
<td>5</td>
<td>University of Iowa academic advisor</td>
<td></td>
<td>17</td>
<td>14%</td>
</tr>
<tr>
<td>6</td>
<td>Academic advisor at another institution</td>
<td></td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>Social media (Facebook, etc.)</td>
<td></td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>General internet search for online degree programs</td>
<td></td>
<td>25</td>
<td>21%</td>
</tr>
<tr>
<td>9</td>
<td>From a friend or family member</td>
<td></td>
<td>11</td>
<td>9%</td>
</tr>
<tr>
<td>10</td>
<td>Transfer Fair at a local community college</td>
<td></td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td>11</td>
<td>I don’t remember</td>
<td></td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>12</td>
<td>Other (please specify)</td>
<td></td>
<td>19</td>
<td>16%</td>
</tr>
</tbody>
</table>

Other (please specify)

Through miscommunication of word of mouth, however, after reviewing the program, pricing and curriculum offerings I couldn't look back. It was a happy accident.

Iowa Central Community College Division of Continuing Education staff

Iowa Central Community College recommended

My advisor at my local community college.

Kirkwood Community College

Went to Local 2 year college and they helped get the transfer done

Transfer information online with NIACC

I work in the Division.

Local library browsing colleges

ICAN

I grew up around the UofI

Western Iowa Tech

I heard about it while attending Kirkwood CC

Bill board I saw along the interstate while attending DMACC.

From Iowa Central Community College

advisor at ICCC

at the Iowa booth during the Iowa State fair

flyer received in the mail

Second option beside on-campus.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>12</td>
</tr>
<tr>
<td>Total Responses</td>
<td>121</td>
</tr>
</tbody>
</table>
4. Why did you choose to enroll in the BAS or BLS degree program specifically at the University of Iowa? (select all that apply)

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuition is less expensive than other institutions</td>
<td></td>
<td>21</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>I have a desire to earn a degree specifically from the University of Iowa</td>
<td></td>
<td>64</td>
<td>52%</td>
</tr>
<tr>
<td>3</td>
<td>I can earn a degree entirely online</td>
<td></td>
<td>63</td>
<td>52%</td>
</tr>
<tr>
<td>4</td>
<td>I want to challenge myself academically</td>
<td></td>
<td>24</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Family and/or friends encouraged me to enroll at the University of Iowa</td>
<td></td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>6</td>
<td>The University of Iowa's BAS or BLS degree programs allow me to study something that I'm interested in</td>
<td></td>
<td>37</td>
<td>30%</td>
</tr>
<tr>
<td>7</td>
<td>The University of Iowa's BAS or BLS degree programs allow me to study a topic that is relevant to my career and/or educational goals</td>
<td></td>
<td>38</td>
<td>31%</td>
</tr>
<tr>
<td>8</td>
<td>Transferability of prior credits into the BAS or BLS degree requirements</td>
<td></td>
<td>55</td>
<td>45%</td>
</tr>
<tr>
<td>9</td>
<td>I was unable to get into another college or university (the University of Iowa was not my first choice)</td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>10</td>
<td>Other (please specify)</td>
<td></td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>11</td>
<td>I'm returning to the University of Iowa to finish a degree that I started on-campus</td>
<td></td>
<td>22</td>
<td>18%</td>
</tr>
</tbody>
</table>

Other (please specify)

- I work here and know the quality of our programming
- The writing program has a great reputation.
- I work here and it was easier to enroll here as well. The tuition assistance program was another incentive.
- As a UI Employee, tuition assistance is the only way I can complete this degree
- Job required Iowa
- I began my online education with Iowa Central Community College and continuing with the University seemed the sensible thing to do and was highly recommended by my academic advisor upon graduating from ICCC
- The University of Wisconsin doesn't offer an entirely online BA program
- Additional certificate options
- No other college around has this degree
- As a writer, I was interested in taking classes affiliated with the outstanding Iowa Writer's Workshop
- I always wanted to attend a Big 10 school. =)
- To be affiliated with faculty from Iowa Writer's Workshop, the best writer's program in the nation.
- partnership with Western Iowa Tech Community College
- Creative Writing
- I love that you offer GIS courses
- I am employed at UIowa
- As a writer, I was interested in writing classes through the Iowa Writer's Workshop
- Second option beside on-campus.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>11</td>
</tr>
<tr>
<td>Total Responses</td>
<td>122</td>
</tr>
</tbody>
</table>
5. When you applied to the BAS or BLS degree program, how satisfied were you with the application process?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely Dissatisfied</td>
<td></td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat Dissatisfied</td>
<td></td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>Neither Satisfied nor Dissatisfied</td>
<td></td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat Satisfied</td>
<td></td>
<td>27</td>
<td>22%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely Satisfied</td>
<td></td>
<td>80</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>121</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>4.45</td>
</tr>
<tr>
<td>Variance</td>
<td>0.90</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.95</td>
</tr>
<tr>
<td>Total Responses</td>
<td>121</td>
</tr>
</tbody>
</table>
Which option best describes your employment status during the majority of the time you have been working towards your BAS or BLS degree at the University of Iowa?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employed full-time</td>
<td></td>
<td>99</td>
<td>79%</td>
</tr>
<tr>
<td>2</td>
<td>Employed part-time</td>
<td></td>
<td>17</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>Not employed</td>
<td></td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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</tr>
<tr>
<td>Max Value</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.28</td>
</tr>
<tr>
<td>Variance</td>
<td>0.35</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.59</td>
</tr>
<tr>
<td>Total Responses</td>
<td>125</td>
</tr>
</tbody>
</table>
7. On average, how many hours per week do you work during the semesters that you are also enrolled in classes?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 Hours or Less</td>
<td></td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>11 - 20 Hours</td>
<td></td>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>21 - 30 Hours</td>
<td></td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>31 - 40 Hours</td>
<td></td>
<td>42</td>
<td>37%</td>
</tr>
<tr>
<td>5</td>
<td>41 Hours or More</td>
<td></td>
<td>51</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>115</td>
<td></td>
</tr>
</tbody>
</table>

Statistic | Value
--- | ---
Min Value | 1
Max Value | 5
Mean | 4.10
Variance | 1.19
Standard Deviation | 1.09
Total Responses | 115
8. On average, while pursuing your BAS or BLS degree at the University of Iowa, have you had dependent care responsibilities (child, elderly family member, etc.)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td>74</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td>49</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>123</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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</tr>
<tr>
<td>Max Value</td>
<td>2</td>
</tr>
<tr>
<td>Mean</td>
<td>1.40</td>
</tr>
<tr>
<td>Variance</td>
<td>0.24</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.49</td>
</tr>
<tr>
<td>Total Responses</td>
<td>123</td>
</tr>
</tbody>
</table>
On average, how many semester hours (s.h.) do you register for each semester (excluding summer sessions)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 - 3 s.h.</td>
<td>30</td>
<td>24%</td>
</tr>
<tr>
<td>2</td>
<td>4 - 6 s.h.</td>
<td>36</td>
<td>29%</td>
</tr>
<tr>
<td>3</td>
<td>7 - 9 s.h.</td>
<td>22</td>
<td>18%</td>
</tr>
<tr>
<td>4</td>
<td>10 - 12 s.h.</td>
<td>16</td>
<td>13%</td>
</tr>
<tr>
<td>5</td>
<td>12 or more s.h.</td>
<td>19</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>123</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>2.66</td>
</tr>
<tr>
<td>Variance</td>
<td>1.92</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.38</td>
</tr>
<tr>
<td>Total Responses</td>
<td>123</td>
</tr>
</tbody>
</table>
10. Was your enrollment in the BAS or BLS degree program your first experience with taking online classes?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td>35</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td>84</td>
<td>68%</td>
</tr>
<tr>
<td>3</td>
<td>I don't remember</td>
<td></td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>123</td>
<td></td>
</tr>
</tbody>
</table>

**Statistic**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.75</td>
</tr>
<tr>
<td>Variance</td>
<td>0.26</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.51</td>
</tr>
<tr>
<td>Total Responses</td>
<td>123</td>
</tr>
</tbody>
</table>
### 11. Which course delivery format do you most prefer? (choose one)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guided Independent Study (GIS) courses</td>
<td></td>
<td>52</td>
<td>42%</td>
</tr>
<tr>
<td>2</td>
<td>WWW/Online courses</td>
<td></td>
<td>51</td>
<td>41%</td>
</tr>
<tr>
<td>3</td>
<td>No preference</td>
<td></td>
<td>10</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>Other (please specify)</td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>5</td>
<td>On-campus or on-site courses</td>
<td></td>
<td>9</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>123</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Other (please specify)**

I don’t like the classes I have to be logged in for... I like to be able to do it at any time that is convenient for me.

### Statistic

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>1.89</td>
</tr>
<tr>
<td>Variance</td>
<td>1.19</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.09</td>
</tr>
<tr>
<td>Total Responses</td>
<td>123</td>
</tr>
</tbody>
</table>
12. Did you begin the BAS or BLS program with an anticipated graduation date?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>🟣🟦</td>
<td>78</td>
<td>63%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>🟦🟦</td>
<td>41</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>I don't remember</td>
<td>🟦</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>124</td>
<td></td>
</tr>
</tbody>
</table>

**Statistic**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Max Value</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.41</td>
</tr>
<tr>
<td>Variance</td>
<td>0.33</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.57</td>
</tr>
<tr>
<td>Total Responses</td>
<td>124</td>
</tr>
</tbody>
</table>
13. Are you currently on track to meet your original anticipated graduation date?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td>54</td>
<td>71%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>I'm not sure</td>
<td></td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>1.38</td>
</tr>
<tr>
<td>Variance</td>
<td>0.43</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.65</td>
</tr>
<tr>
<td>Total Responses</td>
<td>76</td>
</tr>
</tbody>
</table>
14. Which of the following factors may have contributed to your inability to stay on track to meet your original anticipated graduation date? (select all that apply)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employment or work obligations</td>
<td></td>
<td>14</td>
<td>74%</td>
</tr>
<tr>
<td>2</td>
<td>Family or dependent care obligations</td>
<td>9</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>3</td>
<td>Personal health problems</td>
<td>3</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>Lack of motivation</td>
<td>2</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>5</td>
<td>Lack of personal support system</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>Problems with time management</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>Underestimated academic rigor of the program</td>
<td>4</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>Lack of academic resources or services</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>9</td>
<td>Technical problems</td>
<td>2</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>10</td>
<td>Lack of necessary technical equipment</td>
<td>2</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>11</td>
<td>Lack of course availability</td>
<td>2</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>12</td>
<td>Poor academic advising</td>
<td>1</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>13</td>
<td>Financial issues</td>
<td>7</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>14</td>
<td>Other (please specify)</td>
<td>3</td>
<td>3</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Other (please specify)**

Tuition assistance only pays for one class per semester. Would take at least 2 a semester if had more assistance.

Couldn’t figure it out
dead in family

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>14</td>
</tr>
<tr>
<td>Total Responses</td>
<td>19</td>
</tr>
</tbody>
</table>
Please rate your level of agreement with the following statements. It's important that an online degree program include opportunities to develop my:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written Communication Skills</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>17</td>
<td>53</td>
<td>36</td>
<td>119</td>
<td>5.85</td>
</tr>
<tr>
<td>2</td>
<td>Verbal Communication Skills</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>29</td>
<td>18</td>
<td>36</td>
<td>21</td>
<td>119</td>
<td>5.09</td>
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<tr>
<td>3</td>
<td>Critical Thinking Skills</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>53</td>
<td>50</td>
<td>119</td>
<td>6.15</td>
</tr>
<tr>
<td>4</td>
<td>Active Reading Skills</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>55</td>
<td>37</td>
<td>118</td>
<td>5.93</td>
</tr>
<tr>
<td>5</td>
<td>Problem-Solving Skills</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>52</td>
<td>48</td>
<td>117</td>
<td>6.12</td>
</tr>
<tr>
<td>6</td>
<td>Collaborative or Teamwork Skills</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>22</td>
<td>22</td>
<td>29</td>
<td>25</td>
<td>119</td>
<td>5.02</td>
</tr>
<tr>
<td>7</td>
<td>Leadership Skills</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>26</td>
<td>33</td>
<td>36</td>
<td>119</td>
<td>5.55</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Written Communication Skills</th>
<th>Verbal Communication Skills</th>
<th>Critical Thinking Skills</th>
<th>Active Reading Skills</th>
<th>Problem-Solving Skills</th>
<th>Collaborative or Teamwork Skills</th>
<th>Leadership Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>1</td>
<td>1</td>
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<td>1.47</td>
<td>1.09</td>
<td>1.14</td>
<td>1.13</td>
<td>1.61</td>
<td>1.41</td>
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<tr>
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<td>119</td>
<td>119</td>
<td>119</td>
<td>118</td>
<td>117</td>
<td>119</td>
<td>119</td>
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16. To what degree do you feel the BAS or BLS degree program at the University of Iowa developed your skills in the following areas?

<table>
<thead>
<tr>
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<th>Question</th>
<th>Not at All</th>
<th>A Little</th>
<th>A Moderate Amount</th>
<th>A Lot</th>
<th>An Extreme Amount</th>
<th>Total Responses</th>
<th>Mean</th>
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<td>15</td>
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<td>38</td>
<td>31</td>
<td>5</td>
<td>117</td>
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<tr>
<td>3</td>
<td>Critical Thinking Skills</td>
<td>1</td>
<td>6</td>
<td>21</td>
<td>67</td>
<td>24</td>
<td>119</td>
<td>3.90</td>
</tr>
<tr>
<td>4</td>
<td>Active Reading Skills</td>
<td>2</td>
<td>5</td>
<td>27</td>
<td>55</td>
<td>30</td>
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<td>3.89</td>
</tr>
<tr>
<td>5</td>
<td>Problem-Solving Skills</td>
<td>2</td>
<td>8</td>
<td>24</td>
<td>68</td>
<td>17</td>
<td>119</td>
<td>3.76</td>
</tr>
<tr>
<td>6</td>
<td>Collaborative or Teamwork Skills</td>
<td>14</td>
<td>24</td>
<td>39</td>
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<td>3.03</td>
</tr>
<tr>
<td>7</td>
<td>Leadership Skills</td>
<td>10</td>
<td>18</td>
<td>33</td>
<td>41</td>
<td>17</td>
<td>119</td>
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<table>
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<th>Verbal Communication Skills</th>
<th>Critical Thinking Skills</th>
<th>Active Reading Skills</th>
<th>Problem-Solving Skills</th>
<th>Collaborative or Teamwork Skills</th>
<th>Leadership Skills</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>3.87</td>
<td>2.85</td>
<td>3.90</td>
<td>3.89</td>
<td>3.76</td>
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<td>3.31</td>
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<td>0.71</td>
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<td>0.81</td>
<td>0.89</td>
<td>0.84</td>
<td>1.18</td>
<td>1.15</td>
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<tr>
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<td>117</td>
<td>119</td>
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</table>
Please rate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
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<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
<th>Total Responses</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>My instructors value diversity.</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>26</td>
<td>65</td>
<td>118</td>
<td>4.31</td>
</tr>
<tr>
<td>3</td>
<td>The University of Iowa values diversity.</td>
<td>1</td>
<td>0</td>
<td>20</td>
<td>28</td>
<td>68</td>
<td>117</td>
<td>4.38</td>
</tr>
<tr>
<td>4</td>
<td>Diversity is important to me.</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>29</td>
<td>65</td>
<td>118</td>
<td>4.26</td>
</tr>
<tr>
<td>5</td>
<td>It's important that my online degree program prepare me to work with diverse groups of people.</td>
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<td>3</td>
<td>24</td>
<td>32</td>
<td>58</td>
<td>118</td>
<td>4.21</td>
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<tr>
<td>6</td>
<td>The BAS/BLS program has prepared me to work with diverse groups of people.</td>
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<td>5</td>
<td>31</td>
<td>34</td>
<td>47</td>
<td>118</td>
<td>4.03</td>
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</table>

<table>
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<th>My instructors value diversity.</th>
<th>The University of Iowa values diversity.</th>
<th>Diversity is important to me.</th>
<th>It's important that my online degree program prepare me to work with diverse groups of people.</th>
<th>The BAS/BLS program has prepared me to work with diverse groups of people.</th>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>4.38</td>
<td>4.26</td>
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<td>0.91</td>
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<td>0.96</td>
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<td>117</td>
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</table>
18. Please rate your level of agreement with the following statements.

<table>
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<tr>
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<th>Question</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's important that I have access to career counseling services at the University of Iowa.</td>
<td>4</td>
<td>4</td>
<td>33</td>
<td>38</td>
<td>39</td>
<td>118</td>
<td>3.88</td>
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<tr>
<td>2</td>
<td>It's important that I feel comfortable asking at least one of my instructors to write a letter of recommendation for me.</td>
<td>2</td>
<td>3</td>
<td>20</td>
<td>41</td>
<td>52</td>
<td>118</td>
<td>4.17</td>
</tr>
<tr>
<td>4</td>
<td>It's important that I feel comfortable asking my academic advisor for professional advice.</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>30</td>
<td>69</td>
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<tr>
<td>5</td>
<td>My academic advisor is attentive and meets my expectations.</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>86</td>
<td>118</td>
<td>4.52</td>
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<tr>
<td>6</td>
<td>Division of Continuing Education communication efforts are effective.</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>42</td>
<td>65</td>
<td>118</td>
<td>4.41</td>
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</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>It's important that I have access to career counseling services at the University of Iowa.</th>
<th>It's important that I feel comfortable asking at least one of my instructors to write a letter of recommendation for me.</th>
<th>It's important that I feel comfortable asking my academic advisor for professional advice.</th>
<th>My academic advisor is attentive and meets my expectations.</th>
<th>Division of Continuing Education communication efforts are effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Max Value</td>
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<td>5</td>
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<td>5</td>
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<tr>
<td>Mean</td>
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<td>4.17</td>
<td>4.37</td>
<td>4.52</td>
<td>4.41</td>
</tr>
<tr>
<td>Variance</td>
<td>1.05</td>
<td>0.84</td>
<td>0.78</td>
<td>0.90</td>
<td>0.65</td>
</tr>
<tr>
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<td>0.95</td>
<td>0.81</td>
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19. Please rate your level of agreement with the following statements.

<table>
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<tr>
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<th>Question</th>
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<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Required courses have open spaces available when I want to register for them.</td>
<td>2</td>
<td>11</td>
<td>10</td>
<td>49</td>
<td>46</td>
<td>118</td>
<td>4.07</td>
</tr>
<tr>
<td>2</td>
<td>I am given sufficient opportunities to take courses that are not required for my degree, but are of interest to me.</td>
<td>4</td>
<td>10</td>
<td>17</td>
<td>38</td>
<td>49</td>
<td>118</td>
<td>4.00</td>
</tr>
<tr>
<td>3</td>
<td>It's important that my online degree program include learning opportunities that occur outside of a typical classroom setting (i.e. internship or research opportunities, study abroad, etc.)</td>
<td>11</td>
<td>12</td>
<td>45</td>
<td>29</td>
<td>21</td>
<td>118</td>
<td>3.31</td>
</tr>
<tr>
<td>4</td>
<td>I entered the BAS/BLS program with adequate access to technical equipment (i.e. computer, webcam, high-speed internet, etc.) that is required for online courses.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>23</td>
<td>89</td>
<td>118</td>
<td>4.65</td>
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</table>

<table>
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<tr>
<th>Statistic</th>
<th>Required courses have open spaces available when I want to register for them.</th>
<th>I am given sufficient opportunities to take courses that are not required for my degree, but are of interest to me.</th>
<th>It's important that my online degree program include learning opportunities that occur outside of a typical classroom setting (i.e. internship or research opportunities, study abroad, etc.)</th>
<th>I entered the BAS/BLS program with adequate access to technical equipment (i.e. computer, webcam, high-speed internet, etc.) that is required for online courses.</th>
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<td>Min Value</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Mean</td>
<td>4.07</td>
<td>4.00</td>
<td>3.31</td>
<td>4.65</td>
</tr>
<tr>
<td>Variance</td>
<td>1.00</td>
<td>1.21</td>
<td>1.35</td>
<td>0.57</td>
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<tr>
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<td>118</td>
<td>118</td>
</tr>
</tbody>
</table>
Please rate your level of agreement with the following statements.

<table>
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<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The BAS/BLS program at the University of Iowa meets my expectations.</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>31</td>
<td>77</td>
<td>118</td>
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<tr>
<td>2</td>
<td>The quality of online instruction meets my expectations.</td>
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<td>5</td>
<td>6</td>
<td>35</td>
<td>72</td>
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<tr>
<td>3</td>
<td>The quality of education that I am receiving is a good value.</td>
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<td>4</td>
<td>5</td>
<td>34</td>
<td>74</td>
<td>117</td>
<td>4.52</td>
</tr>
<tr>
<td>4</td>
<td>I am proud to be working towards an online degree from the University of Iowa.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>17</td>
<td>97</td>
<td>118</td>
<td>4.79</td>
</tr>
<tr>
<td>5</td>
<td>Even though I'm in an online degree program, I am a Hawkeye and feel connected to the University of Iowa.</td>
<td>2</td>
<td>9</td>
<td>18</td>
<td>35</td>
<td>54</td>
<td>118</td>
<td>4.10</td>
</tr>
<tr>
<td>6</td>
<td>Earning a BAS or BLS degree will be one of my greatest accomplishments.</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>27</td>
<td>78</td>
<td>118</td>
<td>4.52</td>
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</tbody>
</table>

<table>
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<tr>
<th>Statistic</th>
<th>The BAS/BLS program at the University of Iowa meets my expectations.</th>
<th>The quality of online instruction meets my expectations.</th>
<th>The quality of education that I am receiving is a good value.</th>
<th>I am proud to be working towards an online degree from the University of Iowa.</th>
<th>Even though I'm in an online degree program, I am a Hawkeye and feel connected to the University of Iowa.</th>
<th>Earning a BAS or BLS degree will be one of my greatest accomplishments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>2</td>
<td>2</td>
<td>3</td>
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<td>Max Value</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>4.50</td>
<td>4.47</td>
<td>4.52</td>
<td>4.79</td>
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<td>4.52</td>
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<tr>
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<td>0.54</td>
<td>0.24</td>
<td>1.07</td>
<td>0.61</td>
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<td>0.49</td>
<td>1.03</td>
<td>0.78</td>
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<td>117</td>
<td>118</td>
<td>118</td>
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</table>
21. Which University of Iowa resources or services have you utilized while in the BAS or BLS degree programs? (select all that apply)

<table>
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<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
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<td>Talking with your instructor</td>
<td></td>
<td>83</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>Distance education librarian</td>
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<tr>
<td>3</td>
<td>Other UI Library resources</td>
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<td>54</td>
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<tr>
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<td>Tutor Iowa website</td>
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<tr>
<td>5</td>
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<tr>
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<td>Department-based tutor services</td>
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<td>1%</td>
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<tr>
<td>7</td>
<td>Writing Center</td>
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<td>6%</td>
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<td>8</td>
<td>Career Center</td>
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<td>9</td>
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</tr>
<tr>
<td>9</td>
<td>ITS Help Desk</td>
<td></td>
<td>49</td>
<td>42%</td>
</tr>
<tr>
<td>10</td>
<td>Other</td>
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<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>11</td>
<td>None, I did not need resources or services</td>
<td></td>
<td>16</td>
<td>14%</td>
</tr>
<tr>
<td>12</td>
<td>None, I did not know that resources or services are available to me</td>
<td></td>
<td>2</td>
<td>2%</td>
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</table>

Other

<table>
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<tr>
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</tr>
<tr>
<td>Max Value</td>
<td>12</td>
</tr>
<tr>
<td>Total Responses</td>
<td>118</td>
</tr>
</tbody>
</table>
While in the BAS or BLS program, how would you rate your overall experience with the following:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Terrible</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your instructors</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>38</td>
<td>73</td>
<td>1</td>
<td>118</td>
<td>4.58</td>
</tr>
<tr>
<td>2</td>
<td>Your academic advisor</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>96</td>
<td>0</td>
<td>118</td>
<td>4.69</td>
</tr>
<tr>
<td>3</td>
<td>Online Course Management system (ICON)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>39</td>
<td>75</td>
<td>2</td>
<td>118</td>
<td>4.64</td>
</tr>
<tr>
<td>4</td>
<td>Online course content (syllabus, readings, lectures, etc.)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>48</td>
<td>65</td>
<td>0</td>
<td>118</td>
<td>4.50</td>
</tr>
<tr>
<td>5</td>
<td>BAS/BLS websites</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>43</td>
<td>60</td>
<td>1</td>
<td>118</td>
<td>4.39</td>
</tr>
<tr>
<td>6</td>
<td>BAS/BLS Student Orientation</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>38</td>
<td>49</td>
<td>15</td>
<td>117</td>
<td>4.50</td>
</tr>
<tr>
<td>7</td>
<td>BAS/BLS Registration Planning Tool (RPT)</td>
<td>2</td>
<td>5</td>
<td>17</td>
<td>40</td>
<td>47</td>
<td>6</td>
<td>117</td>
<td>4.22</td>
</tr>
<tr>
<td>8</td>
<td>Obtaining textbooks or other course materials</td>
<td>2</td>
<td>4</td>
<td>23</td>
<td>41</td>
<td>48</td>
<td>0</td>
<td>118</td>
<td>4.09</td>
</tr>
<tr>
<td>9</td>
<td>Technical assistance</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>25</td>
<td>49</td>
<td>32</td>
<td>117</td>
<td>4.83</td>
</tr>
<tr>
<td>10</td>
<td>Academic resources/support for BAS/BLS students</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>30</td>
<td>56</td>
<td>17</td>
<td>118</td>
<td>4.59</td>
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<tr>
<td>11</td>
<td>Career counseling</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td>23</td>
<td>67</td>
<td>118</td>
<td>5.15</td>
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<tr>
<td>12</td>
<td>Financial Aid office</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>28</td>
<td>46</td>
<td>35</td>
<td>118</td>
<td>4.83</td>
</tr>
<tr>
<td>13</td>
<td>Overall experience with online courses</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>29</td>
<td>80</td>
<td>0</td>
<td>118</td>
<td>4.58</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Your instructors</th>
<th>Your academic advisor</th>
<th>Online Course Management system (ICON)</th>
<th>Online course content (syllabus, readings, lectures, etc.)</th>
<th>BAS/BLS websites</th>
<th>BAS/BLS Student Orientation</th>
<th>BAS/BLS Registration Planning Tool (RPT)</th>
<th>Obtaining textbooks or other course materials</th>
<th>Technical assistance</th>
<th>Academic resources/support for BAS/BLS students</th>
<th>Career counseling</th>
<th>Financial Aid office</th>
<th>Overall experience with online courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Max Value</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mean</td>
<td>4.58</td>
<td>4.69</td>
<td>4.64</td>
<td>4.50</td>
<td>4.39</td>
<td>4.50</td>
<td>4.22</td>
<td>4.09</td>
<td>4.83</td>
<td>4.59</td>
<td>5.15</td>
<td>4.83</td>
<td>4.58</td>
</tr>
<tr>
<td>Variance</td>
<td>0.36</td>
<td>0.59</td>
<td>0.39</td>
<td>0.37</td>
<td>0.56</td>
<td>0.98</td>
<td>1.04</td>
<td>0.89</td>
<td>1.06</td>
<td>0.58</td>
<td>1.43</td>
<td>1.27</td>
<td>0.52</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.60</td>
<td>0.77</td>
<td>0.62</td>
<td>0.61</td>
<td>0.75</td>
<td>0.99</td>
<td>1.02</td>
<td>0.94</td>
<td>1.03</td>
<td>0.99</td>
<td>1.20</td>
<td>1.13</td>
<td>0.72</td>
</tr>
<tr>
<td>Total Responses</td>
<td>118</td>
<td>118</td>
<td>118</td>
<td>118</td>
<td>118</td>
<td>117</td>
<td>118</td>
<td>117</td>
<td>118</td>
<td>118</td>
<td>118</td>
<td>118</td>
<td>118</td>
</tr>
</tbody>
</table>
Graduating Seniors - 2013/14 and 2014/15

Questions 1 (all students receive this question):

4.2  4.3 My time at UI has helped me achieve my educational goals. 0.1  0.84

Questions 2-4 (students receive three of these questions:)

4.0  4.2 I benefited from interacting with students who had cultural or ethnic backgrounds different from my own.
4.2  4.4 I benefited from interacting with people who had beliefs or values different from my own.
4.3  4.4 My time at UI has helped me learn to analyze and solve problems effectively. 0.1  0.83
4.2  4.3 In my classes, I was challenged to do my best work.

Questions 5 (all students receive this question):

2.7  1.7 How many UI faculty or staff do you know that you would be comfortable asking for a recommendation letter or professional advice? -1.0  1.12

Questions 6-10 (all students receive these questions:

During your time at UI, did you participate in ... (percentage of respondents who report “yes”)

During your time at UI, did you participate in ... (percentage of respondents who report “yes”)

N = 6542  40 (combined 2013-14 and 2014-15 respondents)

Percent of respondents reporting # of faculty:

- 100%  0%  0
- 80%  20%  0
- 60%  40%  0
- 40%  60%  0
- 20%  80%  0
- 0%  100%  0

Question 5: UI Senior Exit Survey
### Spring 2014 - An Academic Department Quick Look at SERU Responses

#### What are students learning at The University of Iowa?

<table>
<thead>
<tr>
<th>Question</th>
<th>BLS/BAS N = 65</th>
<th>Interdept Studies N = 85</th>
<th>Open Major N = 145</th>
<th>UI All Majors N = 5719</th>
<th>Answer Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your level of satisfaction with the following aspects of your university education:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Unsatisfied (1) to Very Satisfied (6)</td>
</tr>
<tr>
<td>Overall academic experience</td>
<td>4.7</td>
<td>4.1</td>
<td>4.1</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Overall social experience</td>
<td>4.2</td>
<td>4.4</td>
<td>4.1</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Please select your level of agreement with the following statements:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strongly disagree (1) to Strongly agree (6)</td>
</tr>
<tr>
<td>Knowing what I know now, I would still choose to enroll at UI</td>
<td>4.9</td>
<td>4.7</td>
<td>4.5</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Feeling belonging at this institution</td>
<td>4.7</td>
<td>4.7</td>
<td>4.5</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>Value of your education for the price you are paying</td>
<td>4.5</td>
<td>3.6</td>
<td>3.7</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>How satisfied are you with each of the following aspects of your educational experience overall?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Very Unsatisfied (1) to Very Satisfied (6)</td>
</tr>
<tr>
<td>Quality of faculty instruction</td>
<td>4.8</td>
<td>4.6</td>
<td>4.4</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Access to faculty outside of class</td>
<td>4.7</td>
<td>4.6</td>
<td>4.4</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>Quality of teaching by Graduate Students (TA's)</td>
<td>4.6</td>
<td>4.1</td>
<td>4.2</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1) to Very Often (6)</td>
</tr>
<tr>
<td>Recognize or recall specific facts, terms and concepts</td>
<td>4.9</td>
<td>5.0</td>
<td>5.1</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>Explain methods, ideas, or concepts and use them to solve problems</td>
<td>4.9</td>
<td>4.8</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>Judge the value of information, ideas, actions, and conclusions based on</td>
<td>4.5</td>
<td>4.4</td>
<td>4.6</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Create or generate new ideas, products or ways of understanding</td>
<td>4.2</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>During this academic year, how often have you done each of the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1) to Very Often (6)</td>
</tr>
<tr>
<td>Had a class in which the professor knew or learned your name</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Contributed to a class discussion</td>
<td>4.2</td>
<td>4.2</td>
<td>4.4</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Found a course so interesting that you did more work than was required</td>
<td>3.5</td>
<td>3.2</td>
<td>3.1</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>2.9</td>
<td>4.4</td>
<td>3.8</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>How frequently have you engaged in these activities so far this academic year?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1) to Very Often (6)</td>
</tr>
<tr>
<td>Interacted with faculty during lecture class sessions</td>
<td>3.1</td>
<td>3.4</td>
<td>3.6</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Talked with the instructor outside of class about issues and concepts</td>
<td>2.6</td>
<td>4.0</td>
<td>3.1</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>How frequently during this academic year have you done each of the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1) to Very Often (6)</td>
</tr>
<tr>
<td>Sought academic help from instructor or tutor when needed</td>
<td>2.8</td>
<td>3.5</td>
<td>3.4</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Worked on class projects or studied as a group with classmates outside</td>
<td>2.2</td>
<td>4.0</td>
<td>3.5</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>Gone to class unprepared</td>
<td>1.8</td>
<td>3.2</td>
<td>3.0</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Skipped class</td>
<td>1.3</td>
<td>2.7</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>On average, how much of your assigned course reading have you completed this academic year?</td>
<td>8.5</td>
<td>6.7</td>
<td>7.5</td>
<td>7.2</td>
<td>0-10% (1) to 100% (10)</td>
</tr>
<tr>
<td>How many professors do you know well enough to ask for a letter of recommendation?</td>
<td>0.9</td>
<td>1.4</td>
<td>1.0</td>
<td>1.6</td>
<td>Students entered # of faculty</td>
</tr>
<tr>
<td>How many hours do you spend in a typical week (7 days) on the following activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying and other academic activities outside of class</td>
<td>3.7</td>
<td>4.0</td>
<td>3.9</td>
<td>4.3</td>
<td>0 (1), 1-5 (2), 6-10 (3), 11-15 (4), 16-20 (5), 21-25 (6), 26-30 (7), more than 30 (8)</td>
</tr>
<tr>
<td>Attending classes, discussion sections or labs</td>
<td>2.9</td>
<td>3.5</td>
<td>3.7</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Attending classes, discussion sections or labs</td>
<td>2.5</td>
<td>3.5</td>
<td>4.5</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Socializing with friends</td>
<td>2.4</td>
<td>3.4</td>
<td>3.6</td>
<td>3.4</td>
<td></td>
</tr>
</tbody>
</table>
### How many hours do you spend in a typical week (7 days) on paid employment (including internships)?

<table>
<thead>
<tr>
<th></th>
<th>BLS/BAS</th>
<th>Interdepartmental Studies</th>
<th>Open Major</th>
<th>All Majors</th>
<th>Question Answer Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>33.1</td>
<td>10.6</td>
<td>3.1</td>
<td>5.4</td>
<td>Students entered # of hours</td>
</tr>
<tr>
<td>On campus</td>
<td>3.0</td>
<td>7.3</td>
<td>4.4</td>
<td>6.3</td>
<td></td>
</tr>
</tbody>
</table>

### Were the following factors very important to you in deciding on your major?

<table>
<thead>
<tr>
<th>Factor</th>
<th>BLS/BAS</th>
<th>Interdepartmental Studies</th>
<th>Open Major</th>
<th>All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares me for a fulfilling career</td>
<td>0.8</td>
<td>0.9</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Intellectual curiosity</td>
<td>0.7</td>
<td>0.8</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Leads to a high paying job</td>
<td>0.5</td>
<td>0.6</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Allows time for other activities</td>
<td>0.5</td>
<td>0.7</td>
<td>0.8</td>
<td>0.5</td>
</tr>
<tr>
<td>Prepares me for graduate/professional school</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Prestige</td>
<td>0.3</td>
<td>0.4</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Parental/family desires</td>
<td>0.3</td>
<td>0.2</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Other, please explain</td>
<td>0.3</td>
<td>0.1</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Compelled to choose a major by school requirements or deadlines</td>
<td>0.2</td>
<td>0.4</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Provides international opportunities</td>
<td>0.1</td>
<td>0.5</td>
<td>0.7</td>
<td>0.5</td>
</tr>
<tr>
<td>Couldn’t get into my first choice of major</td>
<td>0.1</td>
<td>0.4</td>
<td>0.0</td>
<td>0.1</td>
</tr>
</tbody>
</table>

### What is the highest academic degree you eventually hope to earn?

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>BLS/BAS</th>
<th>Interdepartmental Studies</th>
<th>Open Major</th>
<th>All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree (BA, BS, etc.)</td>
<td>45.9%</td>
<td>46.7%</td>
<td>33.1%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Academic master’s (MA, MS, etc)</td>
<td>4.9%</td>
<td>2.7%</td>
<td>9.2%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Professional master’s (MBA, MFA, MPP, etc)</td>
<td>23.0%</td>
<td>28.0%</td>
<td>14.6%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Medical doctorate other than MD</td>
<td>3.3%</td>
<td>6.7%</td>
<td>2.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td>MD</td>
<td>3.3%</td>
<td>2.7%</td>
<td>2.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>JD</td>
<td>3.3%</td>
<td>4.9%</td>
<td>4.8%</td>
<td>4.4%</td>
</tr>
<tr>
<td>PhD</td>
<td>6.2%</td>
<td>6.7%</td>
<td>4.6%</td>
<td>14.1%</td>
</tr>
<tr>
<td>I don't know yet</td>
<td>8.2%</td>
<td>2.7%</td>
<td>29.2%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

### What do you plan to do when you graduate?

<table>
<thead>
<tr>
<th>Plan</th>
<th>BLS/BAS</th>
<th>Interdepartmental Studies</th>
<th>Open Major</th>
<th>All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work full-time</td>
<td>55.0%</td>
<td>62.2%</td>
<td>35.6%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Enroll in graduate or professional school</td>
<td>21.7%</td>
<td>29.3%</td>
<td>22.0%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Work part-time</td>
<td>13.5%</td>
<td></td>
<td>3.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other / I have no idea at this point</td>
<td>10.0%</td>
<td>8.5%</td>
<td>39.4%</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

### How many professors do you know well enough to ask for a letter of recommendation

<table>
<thead>
<tr>
<th>Number of Professors</th>
<th>BLS/BAS</th>
<th>Interdepartmental Studies</th>
<th>Open Major</th>
<th>All Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>45.6%</td>
<td>26.7%</td>
<td>45.2%</td>
<td>24.8%</td>
</tr>
<tr>
<td>One</td>
<td>29.8%</td>
<td>16.7%</td>
<td>26.2%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Two</td>
<td>14.0%</td>
<td>30.0%</td>
<td>17.5%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Three</td>
<td>5.3%</td>
<td>24.4%</td>
<td>8.7%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Four or more</td>
<td>5.3%</td>
<td>2.2%</td>
<td>2.4%</td>
<td>10.2%</td>
</tr>
</tbody>
</table>
1. 1. Please state your association with the BLS/BAS program;

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Bar</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BLS/BAS Advisor</td>
<td></td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>DCE or UC Administrator</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Other UI Staff</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>External Affiliate</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Other</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Statistic | Value
---|-----
Min Value | 1
Max Value | 1
Mean      | 1.00
Variance  | 0.00
Standard Deviation | 0.00
Total Responses | 4
2. Please rate your agreement with the following statements in regards to the University Faculty Committee:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Faculty Committee provides timely feedback</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.75</td>
</tr>
<tr>
<td>2</td>
<td>The Faculty Committee understands the needs of students in UC degree programs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>3</td>
<td>The Faculty Committee has a solid understanding of the degree programs offered in UC</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
<td>4</td>
<td>There is an effective and open process in which issues and concerns are able to be brought forth to the committee</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.25</td>
</tr>
<tr>
<td>5</td>
<td>Advisor and staff input is solicited and taken into consideration</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>The Faculty Committee provides timely feedback</th>
<th>The Faculty Committee understands the needs of students in UC degree programs</th>
<th>The Faculty Committee has a solid understanding of the degree programs offered in UC</th>
<th>There is an effective and open process in which issues and concerns are able to be brought forth to the committee</th>
<th>Advisor and staff input is solicited and taken into consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Max Value</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>2.75</td>
<td>3.00</td>
<td>4.00</td>
<td>3.25</td>
<td>3.50</td>
</tr>
<tr>
<td>Variance</td>
<td>0.25</td>
<td>0.67</td>
<td>2.00</td>
<td>0.92</td>
<td>0.33</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.50</td>
<td>0.82</td>
<td>1.41</td>
<td>0.96</td>
<td>0.58</td>
</tr>
<tr>
<td>Total Responses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
3. Please provide additional comments on the University Faculty Committee

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
</table>
| I believe it would be helpful if there were notes from the Faculty Committee meeting or if advisors would be able to attend to provide information concerning our unique population.  
The UC Faculty Committee should include members involved in online course and degree programs.  
I am not sure who makes up the faculty committee or what their understanding is of the online degree programs and unique needs that distance students have. I believe that the faculty committee is well intended but due to the unique challenges that distance students can face, I wish they would seek more input from advisors and staff who work closely with the BAS/BLS programs. |

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>3</td>
</tr>
</tbody>
</table>
4. Please rate your agreement with the following statements in regards to the Academic Standards Committee:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The committee is fair and consistent in judging academic appeals</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>2</td>
<td>The committee acts in a timely fashion</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>3</td>
<td>The committee provides effective communication to students</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>4</td>
<td>Advisor and staff input is solicited and taken into consideration</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>The committee is fair and consistent in judging academic appeals</th>
<th>The committee acts in a timely fashion</th>
<th>The committee provides effective communication to students</th>
<th>Advisor and staff input is solicited and taken into consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Max Value</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mean</td>
<td>2.00</td>
<td>1.75</td>
<td>1.75</td>
<td>2.00</td>
</tr>
<tr>
<td>Variance</td>
<td>0.00</td>
<td>0.25</td>
<td>0.25</td>
<td>0.00</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.00</td>
<td>0.50</td>
<td>0.50</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Responses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
5. Please provide additional comments on the Academic Standards Committee

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Freerks is instrumental in the effectiveness of this committee. The Academic Standards Committee does a good job of reviewing each student case individually while still being consistent with decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>2</td>
</tr>
</tbody>
</table>
6. Please rate your agreement with the following statements in regards to the UI (in general) services and administration of distance students and degree programs:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The UI has an abundance of resources available for distance students</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>2</td>
<td>The UI has a minimum set of core services which assist distance learners in identifying and achieving their education goals</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>3</td>
<td>A myriad of technologies are utilized in the delivery of distance education and related services</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.25</td>
</tr>
<tr>
<td>4</td>
<td>Leadership and an organizational structure exists which supports students, faculty and advisors</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The university responds to unique needs of distance learning students, rather than expecting them to fit within the established organizational structure</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>6</td>
<td>Sufficient technical and financial resources are committed on a continuing basis in the delivery of services to distance learners</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>7</td>
<td>Appropriate student support services exist for distance learners that are comparable to those provided for students on campus</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.75</td>
</tr>
<tr>
<td>8</td>
<td>A single point of contact is provided for the services commonly assessed by distance learners</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>The UI has an abundance of resources available for distance students</th>
<th>The UI has a minimum set of core services which assist distance learners in identifying and achieving their education goals</th>
<th>A myriad of technologies are utilized in the delivery of distance education and related services</th>
<th>Leadership and an organizational structure exists which supports students, faculty and advisors</th>
<th>The university responds to unique needs of distance learning students, rather than expecting them to fit within the established organizational structure</th>
<th>Sufficient technical and financial resources are committed on a continuing basis in the delivery of services to distance learners</th>
<th>Appropriate student support services exist for distance learners that are comparable to those provided for students on campus</th>
<th>A single point of contact is provided for the services commonly assessed by distance learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Max Value</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mean</td>
<td>3.50</td>
<td>2.50</td>
<td>2.25</td>
<td>2.75</td>
<td>3.00</td>
<td>3.50</td>
<td>3.75</td>
<td>3.50</td>
</tr>
<tr>
<td>Variance</td>
<td>0.33</td>
<td>0.33</td>
<td>0.25</td>
<td>4.92</td>
<td>0.67</td>
<td>3.00</td>
<td>0.25</td>
<td>1.00</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>0.58</td>
<td>0.58</td>
<td>0.50</td>
<td>2.22</td>
<td>0.82</td>
<td>1.73</td>
<td>0.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Total Responses</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
7. Please provide comments on the UI, in general, in regards to services and administration of distance students and degree programs;

Text Response
I believe the UI is improving in certain aspects such as electronic forms for SAP, but the area I would really like to see improvement is with tutoring and academic resources. While there is verbal support of distance degree programs, the logistics aren't supported, resulting in a lower-quality experience for students and faculty/staff. I support students paying fees and receiving quality support services they need and deserve.

The University as a whole is starting to realize that distance students needs may be different and are making some strides toward helping them (ex. online SAP appeals). However, there are still several areas that do not extend services online to students or when talking with an online student ask them to come in to their office, not being aware that isn't an option for online students. Another example is the change from ISIS to MyUI. MyUI is a major connection (the campus) for online students, yet, when we transitioned over the only advertising of the change was done on campus buses and the Daily Iowan (neither places that touch distance students). This method only acknowledged the change to on campus students and no prior campuswide notification was sent to distance students who's main access to campus is MyUI.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>3</td>
</tr>
</tbody>
</table>
Please rate your agreement with the following statements in regards to the services and administration of distance students and degree programs within DCE/University College specifically the BLS/BAS programs:

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appropriate professional development activities and support are offered for advisors</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.25</td>
</tr>
<tr>
<td>2</td>
<td>The programs adhere to all federal, state, and accrediting agency regulations and policies</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>3</td>
<td>The division is engaged in continuous evaluation of program quality by reviewing factors such as educational effectiveness, student learning outcomes, student retention, student/faculty satisfaction, etc.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>4</td>
<td>Programs and services are presented accurately in marketing materials</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>Applicants are assessed to ensure that students have the knowledge and technical skills needed to undertake the program</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>6</td>
<td>An update and effective orientation is provided to introduce new students to the distance education environment</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>7</td>
<td>There are opportunities for connection and community with the institution, faculty, staff, and other students</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>8</td>
<td>Professional development is supported with both time and funding</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.50</td>
</tr>
<tr>
<td>9</td>
<td>The degree programs have collegiate-level administrative support necessary to provide high-quality degrees to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>10</td>
<td>There are enough courses consistently offered in the formats needed by students for them to successfully complete their degrees in the time frame they select</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.25</td>
</tr>
<tr>
<td>11</td>
<td>The student/faculty ratio supports a high-quality student experience in the degrees</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>12</td>
<td>Policies and Procedures of University College pertaining Probation/Dismissal are clear</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>13</td>
<td>There is a clear process for student academic appeals</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>14</td>
<td>There is an understanding of the support provided to pre-admits</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>15</td>
<td>There is a functional Student Handbook</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>16</td>
<td>I feel the Division values and prioritizes the role of the BLS/BAS program and advisors</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appropriate professional development activities and support are offered for advisors</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.25</td>
</tr>
<tr>
<td>2</td>
<td>The programs adhere to all federal, state, and accrediting agency regulations and policies</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>3</td>
<td>The division is engaged in continuous evaluation of program quality by reviewing factors such as educational effectiveness, student learning outcomes, student retention, student/faculty satisfaction, etc.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>4</td>
<td>Programs and services are presented accurately in marketing materials</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>5</td>
<td>Applicants are assessed to ensure that students have the knowledge and technical skills needed to undertake the program</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>6</td>
<td>An update and effective orientation is provided to introduce new students to the distance education environment</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>7</td>
<td>There are opportunities for connection and community with the institution, faculty, staff, and other students</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>8</td>
<td>Professional development is supported with both time and funding</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.50</td>
</tr>
<tr>
<td>9</td>
<td>The degree programs have collegiate-level administrative support necessary to provide high-quality degrees to students</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>10</td>
<td>There are enough courses consistently offered in the formats needed by students for them to successfully complete their degrees in the time frame they select</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.25</td>
</tr>
<tr>
<td>11</td>
<td>The student/faculty ratio supports a high-quality student experience in the degrees</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>12</td>
<td>Policies and Procedures of University College pertaining Probation/Dismissal are clear</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>13</td>
<td>There is a clear process for student academic appeals</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>14</td>
<td>There is an understanding of the support provided to pre-admits</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>15</td>
<td>There is a functional Student Handbook</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>16</td>
<td>I feel the Division values and prioritizes the role of the BLS/BAS program and advisors</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>3.25</td>
</tr>
</tbody>
</table>
9. Please provide comments on the BLS/BAS, specifically, in regards to services and administration of distance students and degree programs;

Because BAS and BLS degrees don't initiate their own set of major courses, they must have a strongly proactive administration to ensure sufficient course options for a quality degree.

I believe that the Division of Continuing Education does a good job of identifying student needs and helping provide support for students. I agree with each of the statements above that they are being done, however, there are several areas that we can improve upon. For example, we technically offer enough formats for students to complete their degrees in a timeframe they select. However, there are certain areas that courses are very minimal or key courses that are sometimes cancelled or only offered sporadically. It would be very helpful if we could expand our offerings to ensure more options each semester for students.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
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</tr>
</tbody>
</table>
10. Please rate your agreement with the following statements in regards to the BAS Program of Study:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the mission of this program and the population of students this program can best serve</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>This program should be restricted to online students</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>This program should support on-campus students</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Admission requirements are appropriate</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>The components of General Education/Common Core program are relevant and appropriate for the degree</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>The components of Distribution Areas are relevant and appropriate for the degree</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>There is an adequate selection of Emphasis Areas</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Is a high quality online degree program</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Statistic</th>
<th>I understand the mission of this program and the population of students this program can best serve</th>
<th>This program should be restricted to online students</th>
<th>This program should support on-campus students</th>
<th>Admission requirements are appropriate</th>
<th>The components of General Education/Common Core program are relevant and appropriate for the degree</th>
<th>The components of Distribution Areas are relevant and appropriate for the degree</th>
<th>There is an adequate selection of Emphasis Areas</th>
<th>Is a high quality online degree program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>3</td>
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<td>1</td>
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<tr>
<td>Mean</td>
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<td>3.25</td>
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<td>1.75</td>
<td>2.00</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Variance</td>
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<td>0.25</td>
<td>0.00</td>
<td>0.25</td>
<td>0.87</td>
<td></td>
<td></td>
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<td>Standard Deviation</td>
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<td>0.50</td>
<td>0.00</td>
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<td>0.82</td>
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<td>Total Responses</td>
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<td>4</td>
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</table>
11. What are the strengths of the BAS Program of Study

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 sh CTC accepted</td>
</tr>
<tr>
<td>Flexibility, time to degree for students with career and technical credit</td>
</tr>
<tr>
<td>Interdisciplinary concept of Distribution Areas; flexibility of course selection</td>
</tr>
</tbody>
</table>

The ability to accept up to 60 semester hours of career and technical credit is a major strength for the BAS program. It also allows a lot of flexibility in course selection and works well for students who are looking for students who are planning to go to graduate school and just looking to fulfill requirements or those students who are looking for the quickest time to degree for their promotion, etc. at work.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>4</td>
</tr>
</tbody>
</table>
12. What would you like to see changed with the BAS Program of Study

<table>
<thead>
<tr>
<th>Text Response</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>more emphasis areas; fewer UL sh req</td>
<td></td>
</tr>
<tr>
<td>lower upper-level hour requirement; increased general education requirements for non-AA graduates; need more variety of online course offerings in most Distribution Areas 45 semester hours of upper level course work can be a lot for a student coming out of a technical degree program and with the current format they may not need many lower level and jumping right in to upper level can be a major challenge for some students. It would be nice if that 45 semester hours of upper level could be reduced, maybe 30 semester hours like the BLS program.</td>
<td></td>
</tr>
</tbody>
</table>

Total Responses | 3
13. Please rate your agreement with the following statements in regards to the BLS Program of Study:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the mission of this program and the population of students this program can best serve</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>This program should be restricted to online students</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.25</td>
</tr>
<tr>
<td>This program should support on-campus students</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.00</td>
</tr>
<tr>
<td>Admission requirements are appropriate</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>The components of General Education/Common Core program are relevant and appropriate for the degree</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.25</td>
</tr>
<tr>
<td>The components of Track requirements are relevant and appropriate for the degree</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2.00</td>
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<tr>
<td>There is an adequate selection of Tracks</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>It is a high-quality online degree program</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Statistic</th>
<th>I understand the mission of this program and the population of students this program can best serve</th>
<th>This program should be restricted to online students</th>
<th>This program should support on-campus students</th>
<th>Admission requirements are appropriate</th>
<th>The components of General Education/Common Core program are relevant and appropriate for the degree</th>
<th>The components of Track requirements are relevant and appropriate for the degree</th>
<th>There is an adequate selection of Tracks</th>
<th>In a high-quality online degree program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>3</td>
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<tr>
<td>Max Value</td>
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<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mean</td>
<td>1.75</td>
<td>3.25</td>
<td>2.00</td>
<td>2.50</td>
<td>3.25</td>
<td>2.00</td>
<td>3.50</td>
<td>2.00</td>
</tr>
<tr>
<td>Variance</td>
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<td>0.25</td>
<td>0.00</td>
<td>0.33</td>
<td>0.25</td>
<td>0.67</td>
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<td>Standard Deviation</td>
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</table>
14. What are the strengths of the BLS Program of Study

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>tracks</td>
</tr>
<tr>
<td>The focus it provides students, the ability for a student to enter the program without needing 60 s.h.</td>
</tr>
<tr>
<td>pre-designed Tracks</td>
</tr>
<tr>
<td>The recent change in Admissions requirements for the BLS were beneficial because there are several UI staff and previous students who are now eligible for the BLS program. The tracks are also another nice change to the program as many students like having the prescriptive format and an area to focus on.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>4</td>
</tr>
</tbody>
</table>
What would you like to see changed with the BLS Program of Study

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>need more tracks and flexibility of courses</td>
</tr>
<tr>
<td>I would like to see the admissions requirement more accurately reflect the transfer admission requirements. The combination of low GPA and lack of world language makes the program an easy option for students we were not designed to serve or prepared to support. Namely, on-campus students with low GPAs who are looking to avoid WL. I would also like to have a Common Core that was searchable in MyUI, more tracks, and a track that would be a good fit for former UI students with excessive UI hours.</td>
</tr>
<tr>
<td>revised Common Core to make it easier for students to search on MyUI; combine Statistics and Critical Thinking in to a QFR-like requirement</td>
</tr>
<tr>
<td>The statistics requirement should be changed to just a QFR rather than a specific course. The tracks that we have are good but it would be nice to expand the options we have available. A liberal arts/general students track would be great for previous UI students who are returning and can no longer complete their previous UI degree since they are now at a distance but something that could utilize their previous coursework better would be good. Community Colleges also often express areas they see a need for students - Criminal Justice, Social Services, Computer Science and Education options online are areas of greater need stated among our community colleges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Responses</td>
<td>4</td>
</tr>
</tbody>
</table>
16. Please rate your agreement with the statement that the following services are student friendly for BAS/BLS students

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Important</th>
<th>Unable to Rate</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
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<tbody>
<tr>
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<td>2</td>
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<tr>
<td>2</td>
<td>Bookstore and Textbook Support</td>
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<td>0</td>
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</tr>
<tr>
<td>3</td>
<td>Tutoring</td>
<td>0</td>
<td>0</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
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<td>4</td>
<td>Testing Policies and Fees</td>
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<td>2.75</td>
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<table>
<thead>
<tr>
<th>Statistic</th>
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<th>Bookstore and Textbook Support</th>
<th>Tutoring</th>
<th>Testing Policies and Fees</th>
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</thead>
<tbody>
<tr>
<td>Min Value</td>
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<td>3</td>
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<td>Max Value</td>
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<tr>
<td>Mean</td>
<td>3.00</td>
<td>3.50</td>
<td>3.50</td>
<td>2.75</td>
</tr>
<tr>
<td>Variance</td>
<td>0.67</td>
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### Bachelor of Liberal Studies – BLS  
**(NEW! Effective Fall 2014)**

#### ADMISSION REQUIREMENTS

- 24 sh of transferable college credit with a cumulative GPA of 2.00 or above. Maximum of 16 sh career/technical credits
- Must have earned a high school degree at least three years before admission to the BLS program
- AA, AS or AAS degree from an accredited institution with a cumulative GPA of 2.00 or above

#### SEMESTER HOUR REQUIREMENTS

| Total: 120 sh | Upper-Level: 30 sh |

#### CORE/GENERAL EDUCATION REQUIREMENTS

- Rhetoric (4 sh)
- Interpretation of Literature (3 sh)
- Natural Sciences (3 sh)
- Global Perspectives (3 sh)
- Domestic Diversity (3 sh)
- Statistics (3 sh)
- Information Literacy (2 sh)
- Critical Thinking (3 sh)
- Leadership and Career Development (6 sh)

#### CONCENTRATION REQUIREMENTS

- **Tracks (30 sh*) – Select One**
  - Organizational Studies
  - Health and Human Studies
  - Global Studies (*24 sh + world language)

  **18 sh upper-level coursework required for selected track**

#### EMPHASIS AREAS AND CERTIFICATES (Optional)

- Certificates
  - Entrepreneurial Management
  - Nonprofit Management
  - Public Health

- Emphasis Areas
  - Creative Writing
  - Human Relations
  - Justice Studies
  - Political Science

- Certificates
  - Entrepreneurial Mgmt
  - Nonprofit Mgmt
  - Public Health

#### IOWA ARTICULATION AGREEMENTS

- Satisfies all Common Core Requirements except Leadership and Career Development

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### Bachelor of Liberal Studies 1 – BLS 1  
**(Prior to Fall 2014)**

#### ADMISSION REQUIREMENTS

- 60 sh of transferable college credit with a cumulative GPA of 2.50 or above. Maximum of 16 sh career/technical credits
- AA, AS, or AAS 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

#### SEMESTER HOUR REQUIREMENTS

| Total: 120 sh | Upper-Level: 45 sh |

#### CORE/GENERAL EDUCATION REQUIREMENTS

- Rhetoric (4 sh)
- Interpretation of Literature (3 sh)
- World Languages: 4th semester proficiency
- Natural Sciences (7 sh - 1 sh lab required)
- Quantitative/Formal Reasoning (3 sh)
- Social Sciences (3 sh)
- Historical Perspectives (3 sh)
- International and Global Issues (3 sh)
- Literary, Visual, and Performing Arts (3 sh)
- Values, Society, and Diversity (3 sh)

#### CONCENTRATION REQUIREMENTS

- Distribution Areas (12 sh each/36 sh total) - Select 3 of 5
  - Humanities
  - Social Science
  - Comm/Fine Arts
  - Professional Fields
  - Natural Sci/Math

  **18 sh upper-level coursework required (6 sh for each area)**

#### EMPHASIS AREAS AND CERTIFICATES (Optional)

- Certificates
  - Entrepreneurial Management
  - Nonprofit Management
  - Public Health

- Emphasis Areas
  - Creative Writing
  - Human Relations
  - Justice Studies
  - Political Science

- Certificates
  - Entrepreneurial Mgmt
  - Nonprofit Mgmt
  - Public Health

#### IOWA ARTICULATION AGREEMENTS

- Satisfies all General Education Program Requirements except World Languages, unless it was included in high school or the AA
August 10, 2016

Lon Moeller, Associate Provost
Office of the Provost
University of Iowa
111 Jesup Hall
Iowa City, IA  52242

Anne Zalenski, Associate Dean Distance Education and Outreach
Division of Continuing Education
University of Iowa
250 Continuing Education Facility
Iowa City, IA 52242

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

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 it 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/](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 Departments

Aerospace Studies (AERO)
Administrative Home: Aerospace Studies Program, Air Force Reserve Officer Training Corps (AFROTC)
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.

Secondary Student Training Program (SSTP)
Administrative Home: Belin-Blank Center for Gifted Education
Students in grades 10-11 may nominate themselves for the Secondary Student Training Program (SSTP), a five and one-half-week residential summer research program at the University of Iowa. SSTP students conduct scientific research in University laboratories under the guidance of a faculty mentor. Students earn 3 s.h. of academic credit.

Biomedical and Health Sciences (BMS)
Administrative Home: Project Lead The Way, College of Engineering
Biomedical science provides a sequence of Project Lead The Way courses for high school students taught in conjunction with traditional math and science courses. The curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. Courses provide students with in-depth, hands-on knowledge of biomedical science.

Career Center Programs (CCP)
Administrative Home: The University of Iowa Marvin A. and Rose Lee Pomerantz Career Center
Academic courses in career-related topics such as career exploration, advanced job-search skills, among others are available each semester for academic credit ranging from 1-3 s.h. per course.

Center for Diversity and Enrichment (CDE)
Administrative Home: Center for Diversity & Enrichment
The Center for Diversity & Enrichment offers the Iowa First Nations summer program for high school students and the Iowa Edge program for students entering the University of Iowa; courses are offered for preparation for the role of Iowa Edge Peer Leader.

College Success Initiatives (CSI)
Administrative Home: Academic Advising Center
College Success Initiatives courses are designed to enrich students' experiences at the University of Iowa. The program's courses help first-year and entering students make a successful transition to university life.
Intercollegiate Athletic Participation (IAP)
Administrative Home: Student-Athlete Academic Services
Students who are members of University of Iowa intercollegiate athletics teams and are certified to participate in their sport may register for Intercollegiate Athletic Participation. Qualified students may receive up to 2 s.h. of credit for IAP:1021. First year student-athletes may enroll in IAP:1021 and receive credit for completion of the section with the subtitle—athletic transition seminar. Student-athletes who have previously received credit for the athletic transition seminar section may enroll in IAP:1021 and receive 1 s.h. credit for their sport participation.

Iowa Bioscience Academy (IBA)
Administrative Home: Department of Biological Sciences
Iowa Biosciences Academy (IBA) is a highly competitive undergraduate research and academic enrichment program funded by the National Institutes of Health. The program identifies academically talented undergraduate, underrepresented students who aspire to research careers and gives them first-rate training that facilitates entry into doctoral programs in biomedical, behavioral, and biophysical sciences.

Iowa Biosciences Academy students have opportunities to work in research laboratories with faculty mentors during the course of their undergraduate careers. The program’s faculty represents a broad range of disciplines in the basic and biomedical sciences. IBA students also benefit from specialized course work, career counseling, and academic advising for biomedical and bioscience careers.

Iowa Lakeside Laboratory (IALL)
Administrative Home: Division of Continuing Education
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.

Leadership Students (LS)
Administrative Home: The University of Iowa Marvin A. and Rose Lee Pomerantz Career Center
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. The Leadership Studies Program examines ethical issues, principles, theories, and styles of leadership; the dynamics of interactions between leaders, followers, and group members; leaders’ impact on organizations and communities; and leadership skills such as goal setting, communicating effectively, creating a vision, and empowering others.

The Leadership Studies Program offers the undergraduate Certificate in Leadership Studies as well as the Career Leadership Academy, a two-course sequence designed to help undergraduate students develop leadership and employment skills,
**Lifetime Leisure Skills (LLS)**  
**Administrative Home: Recreational Services**  
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 tae kwan do, kickboxing, brazilian jiu-jitsu, salsa dancing, and ballroom dancing. LLS courses are appropriate for students at all skill levels.

While the majority of courses are on campus or in the Iowa City area, several off-campus courses are held in locations that include Grand Canyon National Park, Canyonlands National Park, Arches National Park, Grand Staircase-Escalante National Monument, Glen Canyon National Recreation Area, Effigy Mounds National Monument, Loess Hills State Forest, Yellow River State Forest, Maquoketa Caves State Park, Devil's Lake State Park, and the Upper Iowa River.

**Military Science (MILS)**  
**Administrative Home: Military Science Program, Iowa Army Reserve Officers' Training Corps (ROTC)**  
The Military Science Program administers 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. ROTC courses provide education in the military's role and instruction in leadership and management. The program’s courses are an essential part of the Iowa ROTC program, which competes annually in national leadership assessments. Military Science Program courses are open to all students.

**Study Abroad (ABRD)**  
**Administrative Home: International Programs**  
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, and winter session programs that complement and extend the University's academic programs across the curriculum. Students also can participate in study abroad programs sponsored by other accredited U.S. and foreign institutions.

**Undergraduate Research Experiences (URES)**  
**Administrative Homes: University of Iowa Honors Program, Department of Microbiology, and the Carver College of Medicine**  
Various undergraduate research experiences are offered through URES including: EPSCoR Research Internship, Research Experience for Undergraduate in Microbiology, and the Summer Undergraduate MSTP Research Program.

**University Libraries (ULIB)**  
**Administrative Home: University Libraries**  
University of Iowa Honors Program (HONR)
Administrative Home: University of Iowa Honors Program
The University of Iowa Honors Program enriches the intellectual and personal lives of outstanding undergraduates across the University. It provides academic opportunities, cocurricular programs, special recognition, and social events, many of which are held in the award-winning Blank Honors Center. With support from numerous programs, honors students engage in a wide variety of academic and cocurricular activities.

University of Iowa Upward Bound (UIUB)
Administrative Home: The University of Iowa TRiO Upward Bound Project, Center for Diversity and Enrichment
The University of Iowa TRiO Upward Bound Project is a federally-funded college preparatory program for income qualified and/or first-generation college students who are motivated to pursue a college degree. The program serves eligible high school students from three southeastern Iowa communities: Columbus Community High School, Muscatine High School, and West Liberty High School.

During the summer, students attend a six-week residential program on the University of Iowa campus from mid-June through July. Participants take mathematics, science, language arts, and foreign language courses to prepare them for classes they will take at their local high school in the fall. In addition, students take STEM workshops to expose them to a broader range of career opportunities and an ACT preparation course to ready them for college admissions exams. Upward Bound Bridge students (those who will enter college in the fall) enroll in a University of Iowa course during the six-week summer session. Bridge students participate in an on-campus job shadow and take a college transition seminar.

Certificates

Clinical and Translational Science
Clinical and Translational Science focuses on applying biomedical discoveries to health care. It requires team-based interdisciplinary approaches to move research-generated discoveries into clinical trials and to facilitate the adoption of best practices in clinical and community settings. Investigators in translational science understand principles involved in foundational research and how such research relates to epidemiology, behavioral medicine, and patient-oriented research.

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. This certificate program is also available online.

Nonprofit Management
The Certificate in Nonprofit Management is designed to help staff members, board members, founders, and volunteers develop the business and leadership skills necessary for building a successful nonprofit organization. This certificate is also available online.
**Sustainability**
The Certificate in Sustainability provides students with the knowledge and skills they will need in order to contribute to sustainable systems and their interactions, especially those related to energy, society, culture, economics, the built environment, health, and public policy.
## Supplemental Instruction Program Information

### Fall Semester Attendance (fall 2014-fall 2016)

<table>
<thead>
<tr>
<th></th>
<th>Total Visits</th>
<th>Unique Students</th>
<th>% of students enrolled in course that attended</th>
<th>Number of SI Leaders/Number of Courses</th>
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<tbody>
<tr>
<td>Fall 16</td>
<td>9990</td>
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<th>Total Visits</th>
<th>Unique Students</th>
<th>% of students enrolled in course that attended</th>
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<td>Change from S15 to S16</td>
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<td>6 SI leaders/6 courses</td>
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### SI Attendance by Major (Fall 2016)

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<td>CLAS</td>
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<td>Pre-Physician Assistant Program</td>
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# University College Regular/S&E Instructional Budget

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**Notes:**
- FY14 Honors Primetime ($29,295) & LLS General Expense ($45,400) costs were funded with cash from DCE & Rec Services
- Winter 2014 Instructional Costs were covered by Continuing Ed - FY14 Cost was $5,108
- Summer 2014 Instructional Costs were covered by the Career Center - FY14 cost was $7,126
- College Transition, Honors, Study Abroad and Online@Iowa all have separate instructional budgets.

**LLS General Expense Breakdown:**

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APPENDIX I – COURSE ENROLLMENT AND STUDENT CREDIT HOURS BY DEPARTMENT
### Course Enrollments and Student Credit Hours

#### By Department

<table>
<thead>
<tr>
<th>Org / Dept / Year</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Undergrad Total</th>
<th>Graduate</th>
<th>Total</th>
<th>Lower Division</th>
<th>Upper Division</th>
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<td>88</td>
<td>286</td>
<td>884</td>
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<td>1,194</td>
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<td>394</td>
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<td>1,729</td>
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Source: Office of the Registrar Official Count Data. Data prior to 20158 are official count. 20158 data are pulled from the official count snapshot but have not yet been verified against the Student Profile.

*See documentation for summary of difference between administrative home vs. college/dept where student registered (relevant only to cross-listed courses).
# Course Enrollments and Student Credit Hours
## By Department

### Org / Dept / Year

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<th>Student Credit Hours (by student level)</th>
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*Source: Office of the Registrar Official Count Data. Data prior to 20158 are official count. 20158 data are pulled from the official count snapshot but have not yet been verified against the Student Profile.

*See documentation for summary of difference between administrative home vs. college/dept where student registered (relevant only to cross-listed courses).*

Last updated 2/4/2016
## Course Enrollments and Student Credit Hours
### By Department

<table>
<thead>
<tr>
<th>Org / Dept / Year</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Undergrad Total</th>
<th>Graduate</th>
<th>Prof</th>
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### Course Enrollments and Student Credit Hours
#### By Department

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<thead>
<tr>
<th>Org / Dept / Year</th>
<th>Course Enrollments (by student level)</th>
<th>Student Credit Hours (by student level)</th>
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#### By Department

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### Course Enrollments and Student Credit Hours

By Department

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<thead>
<tr>
<th>Org / Dept / Year</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Undergrad Total</th>
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### By Department

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<tr>
<th>Org / Dept / Year</th>
<th>Lower Division</th>
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<th>Org / Year</th>
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<th>Course Enrollments (by student level)</th>
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<td>901</td>
<td>2,089</td>
</tr>
<tr>
<td>Winter (2006)</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td>Fall (2006)</td>
<td>5,134</td>
<td>1,935</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar Official Count Data. Data prior to 2015 are official count. 2015 data are pulled from the official count snapshot but have not yet been verified against the Student Profile.

*See documentation for summary of difference between administrative home vs. college/dept where student registered (relevant only to cross-listed courses).
# Course Enrollments and Student Credit Hours

## By College

<table>
<thead>
<tr>
<th>Org / Year</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Undergrad Total</th>
<th>Graduate</th>
<th>Prof</th>
<th>Total</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Undergrad Total</th>
<th>Graduate</th>
<th>Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (20061)</td>
<td>383</td>
<td>589</td>
<td>972</td>
<td>128</td>
<td>25</td>
<td>1,125</td>
<td>241</td>
<td>1,181</td>
<td>1,422</td>
<td>150</td>
<td>8</td>
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<tr>
<td>2006-07 (Univ College) Total</td>
<td>6,419</td>
<td>4,660</td>
<td>11,079</td>
<td>418</td>
<td>304</td>
<td>11,801</td>
<td>8,757</td>
<td>10,277</td>
<td>19,034</td>
<td>302</td>
<td>62</td>
<td>19,398</td>
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</table>

<table>
<thead>
<tr>
<th>Org / Year</th>
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<th>Undergrad Total</th>
<th>Graduate</th>
<th>Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring (20058)</td>
<td>946</td>
<td>1,806</td>
<td>2,752</td>
<td>116</td>
<td>150</td>
<td>3,018</td>
<td>1,316</td>
<td>4,440</td>
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<tr>
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<td>0</td>
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<td>74</td>
<td>77</td>
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<tr>
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<td>16</td>
<td>8,668</td>
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<tr>
<td>Summer (20051)</td>
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<td>470</td>
<td>797</td>
<td>125</td>
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<td>923</td>
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<td>975</td>
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<td>249</td>
<td>6</td>
<td>1,426</td>
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<tr>
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<td>8,674</td>
<td>15,581</td>
<td>370</td>
<td>30</td>
<td>15,981</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Graduate</th>
<th>Prof</th>
<th>Total</th>
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</thead>
<tbody>
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<tr>
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<td>0</td>
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<th>Prof</th>
<th>Total</th>
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</thead>
<tbody>
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<td>0</td>
<td>0</td>
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<th>Prof</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer (20001)</td>
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<td>3</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>38</td>
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<tr>
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<td>0</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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APPENDIX K – OFFICE OF THE ASSOCIATE PROVOST FOR UNDERGRADUATE EDUCATION
ORGANIZATIONAL CHART
Associate Provost for Undergraduate Education

Associate Provost
Lon Moeller

Academic Advising Center
Lisa Ingram
Assistant Provost

Pomerantz Career Center
David Baumgartner
Assistant Provost

Office of the Registrar
Larry Lockwood
Assistant Provost

University College
Andrew Beckett
Assistant Dean

Other Programs

Army ROTC
Zachary Buettner

Airforce ROTC
John Brinner

Orientation
Tina Arthur

Office of Academic Support and Retention

Honors Program
Arthur Spisak

Assessment
Wayne Jacobson

Learning Spaces
Chris Clark

Policy Debate Team
Paul Bellus

Youth Camps
Paul Bellus

STEM Initiatives
Kristine Bullock
Mark McDermott

December 2015