

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

**Subject:** Report on Organizational Review Phases II and III Projects

**Date:** June 9, 2003

**Recommended  
Action:**

1. Receive the report on final results of five Organizational Review – Phase II and Phase III projects; and
2. Approve a project to re-engineer the governance reports as noted below.

**Executive  
Summary:**

In May 2002 the Board approved a three-phase Organizational Review of the Board, Board Office and the five institutions. MGT of America, Inc., a consulting firm from Tallahassee, Florida, was selected to undertake Phase I of the Review: the identification of areas to be studied to improve efficiency, effectiveness, and accountability of the Regent enterprise. Phases II and III were to be short-term and longer-term in-depth studies of the areas identified in Phase I. This report provides the final results of Phase II and Phase III projects.

This memo reports on the six remaining Organizational Review projects. In all but one project the results of the various efforts are reported. The exception is the project related to the "Governance Reports" (II-11) in which the Board Office is recommending that a different approach be utilized to review the governance reports that takes into consideration the Board's strategic planning and re-engineering efforts. Specifically, the Board Office proposes that each governance report be reviewed, based on the following questions:

1. Is there a need for the report?
2. If the report is to continue, with what frequency should the report be made?
3. Can the report be combined with other reports?
4. Does the report need to be docketed or just "filed?"

**Summary  
of Projects**

Pages 2 through 9 are a brief summary of the final results of Phase II and Phase III Organizational Review Projects.

Exhibit A, pages 11-48, is the full report on each of the projects.

**BOARD OF REGENTS, STATE OF IOWA  
PHASE II AND III - PROJECT SUMMARY**

Organizational Review Project	Recommended Actions	Responsibility for Follow-up Projects	Summary Conclusions
<p><b>Phase II Recommendations</b></p> <p><b>II-3 Streamline Instructional Program Delivery</b></p>	<p>The Regent universities, in consultation with the Board Office, should conduct a detailed examination in the areas/courses that have been identified as potentially duplicative by MGT – mathematics, history, statistics, engineering, English, writing, economics, and information systems and management. Analysis should include comparisons of enrollments, time of day that each course is offered, and course syllabi. The goal of the examination is to identify courses for elimination. This should be completed by May 2003.</p> <p>The Regent universities should determine whether alternative strategies to reduce undergraduate class sizes can be achieved in light of current economic conditions.</p> <p>Each university is encouraged to schedule more classes during non-traditional and non-popular hours (i.e., weekends, Fridays, evenings, and early mornings) to make more efficient use of classroom resources. In particular, the University of Iowa should re-assess its classroom assignment policies to make more efficient use of available class facilities.</p> <p>The University of Northern Iowa should evaluate its general education requirements.</p>	<p><u>Universities:</u> <u>SUJ-Whitmore</u> <u>ISU-Shapiro</u> <u>UNI-Koch</u></p> <p><u>Universities:</u> <u>SUJ-Whitmore</u> <u>ISU-Howard</u> <u>Shapiro</u> <u>UNI-Koch</u></p> <p><u>Universities:</u> <u>ISU-Seiler &amp; Shapiro</u> <u>SUJ-Whitmore</u> <u>UNI-Koch</u></p> <p><u>UNI-Koch</u></p>	<p>Each "potentially duplicative" course was reviewed by the Regent university offering such courses. In every instance the universities feel that there was no unnecessary course duplication.</p> <p>Each institution has examined alternate strategies to reduce class size in light of current economic conditions. While increasingly challenging, each institution is implementing a number of strategies aimed at this objective.</p> <p>Each institution reviewed this recommendation and have made modifications where necessary. In particular, the University of Iowa reviewed its classroom assignment policies. In conclusion, all feel that current practices are adequate.</p> <p>Consistent with its Strategic Plan, the University of Northern Iowa has appointed a "Coordinator of the Liberal Arts" and offered special faculty development programs in this area. Double counting of courses has been eliminated and implementation of a waiver of the general education writing requirement which have been advantageous to students in reducing the length of the program. A committee is reviewing options and soliciting recommendations to reduce the length of the core program for all students and two of its recommendations for change will be considered by the Faculty Senate in the Fall.</p>

**BOARD OF REGENTS, STATE OF IOWA  
PHASE II AND III - PROJECT SUMMARY**

Organizational Review Project	Recommended Actions	Responsibility for Follow-up Projects	Summary Conclusions
	<p>The Regent Committee on Educational Relations (RCER) should examine four-year graduation rate data and advising strategies, presenting recommendations to the Board by May 2003.</p>	RCER	<p>Based on a review of institutional reports on length of time-to-degree data, four-year graduation rates, and Four-Year Graduation Plan advising strategies, the Regent Committee on Educational Relations (RCER) recommended:</p> <ul style="list-style-type: none"> <li>a. A consistent and coordinated effort to address academic and non-academic factors that affect retention and graduation rates should continue to be a high priority for the Regent universities.</li> <li>b. Regent universities should continue to review academic program requirements in light of graduation rate data, with the goal of enhancing enrollment planning while maintaining program quality.</li> <li>c. The Board of Regents' annual governance report on Graduation and Retention Rates should be expanded to include time-to-degree data as a measure of the goals of the four-year graduation plan.</li> </ul>

**BOARD OF REGENTS, STATE OF IOWA  
PHASE II AND III - PROJECT SUMMARY**

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	<p>Because the Board of Regents regards improvement of articulation agreements a high priority, the Board Office will work with RCER, LACTS, and the 2+2 Council to enhance and increase both basic and program to program articulation agreements.</p>	<p>RCER</p>	<p>The Regent Committee on Educational Relations (RCER) sponsored an articulation roundtable on April 28, 2003. The participants included members of RCER, 2 + 2 Council, and the Liaison Advisory Committee on Transfer Students. Using the results of the roundtable discussion, the 2 + 2 Council adopted the following action steps:</p> <p>Investigate establishing a common website for advising and articulation. The starting point will be the Bachelor of Liberal Studies website developed by the University of Iowa at the request of the community colleges consortium. The Council will evaluate this website and suggest appropriate enhancements, such as FAQs, links to other website, and an opportunity for users to submit questions. One evaluative criterion will be the ease with which users (students, parents, public) can access the information they need.</p> <p>Investigate the development of a Bachelor of "Applied Science" at the Regent universities. The models for this type of program would be the Bachelor of Liberal Studies program offered by the three Regent universities and the Technology Management Program offered by the University of Northern Iowa. The purpose of this program would be to meet the needs of A.A.S. graduates from Iowa community colleges who need to further their education for promotion and enhanced work opportunities.</p>

**BOARD OF REGENTS, STATE OF IOWA  
PHASE II AND III - PROJECT SUMMARY**

Organizational Review Project	Recommended Actions	Responsibility for Follow-up Projects	Summary Conclusions
	<p>The following should be considered by each of the Regent universities:</p> <ul style="list-style-type: none"> <li>• Make greater use of summer school as an integral component of their enrollment management plans.</li> <li>• Offer classes during the summer, and in "inter-sessions" that might include all courses that are part of the general education graduation requirements.</li> <li>• Offer discipline-specific courses required for graduation during summer school and inter-sessions.</li> <li>• Evaluate alternative methods of distributing summer school revenues so that colleges/department have incentives to offer courses and programs that are consistent with each university's strategic plan and goals.</li> </ul>	<p>Universities:  <u>SUI</u>-Whitmore  <u>UNI</u>-Koch  <u>ISU</u>-Shapiro</p>	<p>Each university has undertaken an analysis of summer school offerings that included each of the areas recommended. In general, summer enrollments have increased and key aspects of summer enrollments have been reviewed. Modifications have been made to address issues related to recent budget revisions (offering courses in alternate years). In addition, ISU is considering changes in its academic calendar that may lead to fuller use of summer and inter-sessions.</p>
	<p>Each university should develop integrated enrollment management and marketing plans that tie specifically to goals in their strategic plans and which are consistent with the Board of Regents Strategic Plan.</p>	<p><u>ISU</u>-Bousquet</p>	<p>Each of the universities indicates that it has an integrated enrollment management and marketing plan or effective alternative approaches.</p>

**BOARD OF REGENTS, STATE OF IOWA  
PHASE II AND III - PROJECT SUMMARY**

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II-4 Review Revenue Enhancement Opportunities	<p>Encourage the universities to focus revenue generating efforts on:</p> <p>Activities consistent with their missions and programs and the provisions of <u>Iowa Code Chapter 23A</u> regarding competition with private enterprise.</p> <p>Recurring and maintainable sources rather than one-time assets.</p> <p>In conjunction with recommendation 6 of Item II-3, direct the universities to evaluate alternative methods to increase, account for, and distribute continuing education, summer school, and seminar revenues.</p> <p>Request the universities to consult with peer institutions to identify best practices that might assist the universities in revenue generation.</p>	<p><u>Board Office:</u> Deb Hendrickson</p> <p><u>Universities:</u> <u>SUI</u>-Terry Johnson <u>ISU</u>-Madden, Pickett &amp; Rasmussen <u>UNI</u>-Romano</p>	<p>The Universities jointly considered revenue generating opportunities, reviewed the activities of peer institutions, and investigated the feasibility of all potential new opportunities as part of ongoing practices at the Regent institutions and are undertaking specific initiatives to achieve increased revenues.</p>
II-7 Improve Reallocation Process	<p>The Board reaffirm the need for a reallocation policy for the next five years.</p> <p>Request that the Board Office, working with the institutions, develop a clear definition of types of reallocation expenditures and design a reporting system to demonstrate progress toward achieving the Board's goals.</p>	<p><u>Board Office:</u> Deb Hendrickson</p> <p><u>Universities:</u> <u>SUI</u>-Doug Young <u>ISU</u>-Chidister, Strah, Pickett &amp; Rasmussen <u>UNI</u>-Schellhardt</p>	<p>A revised policy on reallocations was presented at the May Board meeting. The Board approved the revision for FY 2004, but requested the Board Office to review and revise the current policy, including the definition of a reallocation. This information is scheduled to be presented at the September 2003 Board meeting.</p>
II-10 Seek Modifications to State Regulatory Statutes	<p>Follow-up on actions approved by the Board of Regents October 2002 Board Meeting.</p>	<p><u>Board Office:</u> Pam Elliott</p> <p><u>UNI</u>-Keith Saunders</p>	<p>Several areas for regulatory relief were pursued in the Board's Legislative Program for the 2003 session of the General Assembly, and a few enacted. These efforts will continue.</p>

**BOARD OF REGENTS, STATE OF IOWA  
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<p>II-11 Conduct Further Review of Governance Reports</p>	<p>Approve a modified version of MGT's four-step review processes for the Board of Regents governance reports:</p> <p>Step 1: Confirm or Amend the Short List of Reports. The Board of Regents should review the list and confirm that the identified reports are priorities for a more detailed review.</p> <p>Step 2: Evaluate Specific Shortcomings of Each Selected Report. Once the short list of reports has been confirmed, the Board Office staff member who is currently designated as the coordinator for each identified report should be charged with undertaking a detailed review in consultation with appropriate institutional staff. In particular, the review should be structured to address the findings summarized in the report (e.g., high cost, low value, etc.).</p> <p>Step 3: Propose Specific Changes to Each Selected Report. Based on a more in-depth analysis of the identified reports, specific changes should be recommended by the report coordinator. In particular, the proposed change should yield the highest feasible payoff from the list of potential changes described above. That is, the first consideration should be given to report elimination, then to combination with other reports, etc.</p> <p>Step 4: Adopt Recommended Changes. The Board of Regents should review the proposed specific changes and adopt the proposal for each report as it deems appropriate.</p> <p>Consider the development of a MIS system to be phased-in over a period of time.</p>	<p><u>Board Office:</u> Robert Barak <u>UNI-Geadelmann</u></p> <p><u>Board Office:</u> Robert Barak</p>	<p>The Board Office feels that the selected list of governance reports developed by MGT is not the best way at this time to assess the governance reports and recommends that the Board Office with appropriate institutional consultation should undertake a comprehensive assessment of all governance reports. This assessment would take into consideration the need for each report, the optimum frequency of reporting, opportunities for combining reporting in conjunction with the Board's strategic objectives and other considerations such as statutory requirements. The results of this assessment will be reported to the Board in late Fall 2003.</p>

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<p><b>Phase III Recommendations</b></p> <p>III-5 Review administrative procedures at IBSSS</p>	<p>Accept the proposal to undertake an in-depth review of select administrative process at Iowa Braille and Sight Saving School.</p>	<p>Board Office: Diana Gonzalez IBSSS: Dennis Thurman</p>	<p>The Iowa Braille and Sight Saving School with assistance from ISU and UNI conducted a review of administrative processes and the roles and responsibilities of select administrative and support staff. The School is working to implement the following recommendations, which resulted from the review:</p> <ul style="list-style-type: none"> <li>• Networked computer software that integrates the financial and human resources modules could create synergies that are currently lacking or maintained through manual means.</li> <li>• The School should evaluate the increased benefits of Data Control Research's (DCR's) Administrative Interaction Management System applications and consider spending the necessary funds (\$6,000-\$10,000) to upgrade.</li> <li>• Consideration should be given to additional data base programs other than FileMakerPro and Access because they may not be able to meet the needs of the School.</li> <li>• Common files on the data server at the School should be established to facilitate the sharing of data between staff more easily.</li> <li>• General, regular training on desktop software applications could be offered at a common, consistent time, and made available to all staff.</li> </ul>



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			<ul style="list-style-type: none"> <li>• An internal communication plan should be developed that provides information to employees at least semi-annually. The plan(s) should inform employees about job expectations, desired team outcomes, and organizational priorities.</li> <li>• Amend the job titles of the Director of Human Resources and the Director of Administrative Services to be more consistent with the duties they perform and communicate the change and the rationale across the organization.</li> <li>• All five administrators of the School would benefit from understanding strengths and differences in work styles and the value of differences in work styles and decision-making processes.</li> <li>• Organize an employee relations program for the School that would recognize and appreciate the School's valued employees.</li> </ul>

**Strategic Plan:**

The Organizational Review, because of its scope, addresses almost all aspects of the Board's Strategic Plan but especially addresses K.R.A. 4.0.0.0 "providing effective stewardship of the institutions." K.R.A. 4.2.0.0 in particular addresses the improvement of the operational effectiveness and efficiency of the institutions.

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 Approved:   
Robert J. Barak Gregory S. Nichols

h/aa/docket/june/gd9

## INSTITUTIONAL REPORTS ON PHASE II AND PHASE III PROJECTS

### Phase II-3 – Streamline Instructional Program Delivery

Recommended  
Action

- ***The Regent universities, in consultation with the Board Office, should conduct a detailed examination in the areas/courses that have been identified as potentially duplicative by MGT – mathematics, history, statistics, engineering, English, writing, economics, and information systems and management. Analysis should include comparisons of enrollments, time of day that each course is offered, and course syllabi. The goal of the examination is to identify courses for elimination. This should be completed by May 2003.***

SUI Response

#### University of Iowa:

The MGT report recommended the following in its report:

*“The Regent universities should examine in detail in Phase III the duplicative courses identified in Phase II. Analysis should include comparisons of enrollments, time of day that each course is offered, and course syllabi.*

*If every student could be accommodated in the remaining classes, and assuming that the average professor teaches 3-4 courses per year, this could mean the potential to eliminate 13 to 27 faculty positions, at an annual savings that would vary from about \$60,000 per faculty member at UNI, \$70,000 at ISU, and \$85,000 at UI. The total of all these potential reductions could result in potential savings of up to \$1.9 million per year. This calculation assumes that full-time faculty members are teaching these courses.”*

As shown in Attachment A, “every student” could not be accommodated in the remaining classes, since the possibly overlapping courses do not overlap in time or session of offering, nor is there sufficient “excess capacity” in any of these courses to accommodate large numbers of additional students.

In the past two years, the College of Liberal Arts and Sciences eliminated 96 courses. The College’s management of its courses ensures that only those courses that can be justified by the curricular need and resource availability are offered. Similarly, the College of Engineering has dropped 9 courses in the past two years. Like the College of Liberal Arts and Sciences, the College of Engineering has been vigilant in managing its curriculum. In a few cases, courses identified by MGT have been eliminated, but not as a result of the MGT report. This is perhaps not completely surprising, since the MGT group had limited time and resources for their examination of the entire University’s curriculum. While we have not eliminated any courses on the basis of the MGT report, we continue to monitor departmental

curricula and enrollments in all of our courses, and at some future date, it is indeed possible that some of the courses listed above will be eliminated.

The University's academic leadership is acutely aware of the potential for course duplication and is vigilant in monitoring courses and course development through well-established systems that are in place to ensure it does not occur.

ISU Response

**Iowa State University:**

A review was conducted of the specific courses identified by MGT of America, Inc. The matrix comparing the courses and explaining necessary/unnecessary duplication is attached. (Attachment B)

The following points amplify the information in the matrix:

- The goal of reducing course duplication is important if efficiencies can be found as a result of doing so. In many cases, however, reducing duplication itself is not an opportunity for increased efficiency because the underlying issue is class size. For example, General Chemistry is taught to thousands of students per year. It supports general education in numerous areas of science and engineering and also is one foundation area for liberal education in many fields. There are several versions of general chemistry that have been designed to enhance and coordinate with particular curricula, such as engineering. The courses are taught in large lecture sections, with recitations and laboratories in some cases. Class size determines the number of sections that need to be offered, and increased efficiency is achieved solely by increasing class size. Reducing the menu of specialized courses would not lead to greater efficiency. Rather it would decrease the effectiveness of the courses for meeting student needs.
- The colleges and departments are block-budgeted at Iowa State. The budget challenges over the last few years, resulting in fewer faculty, coupled with increased enrollment over all, have resulted in increased class size and the elimination of unnecessary duplication wherever it existed. The average class sizes have increased consistently, and the trend seems to continue. The opportunities for further efficiencies in these areas are minimal. Also, there are very few low enrollment courses at Iowa State, and the ones that exist are justified locally by priorities such as requirements for majors, graduate level of the course, availability of a specialized instructor, etc. In many instances, courses are not offered in alternate years to enhance enrollment.
- In many cases, there is excellent justification for courses that seem very similar to be offered. For example, courses have different prerequisites and different target audiences. In other cases, such

as statistics, the use of statistical methods vary significantly among disciplines. Thus, it makes sense to offer discipline-specific sections that focus on techniques and applications unique to the discipline. It also makes sense to offer service courses through the statistics department for those disciplines that don't need courses more tailored to their field of study. Ultimately, the block budgets and the budget stresses we face mitigate any tendency to proliferate such offerings beyond what is deemed necessary in the field.

- In many instances, there are undergraduate and graduate courses with the same names. Of course, the level of the courses and the expectations for prerequisite skills and abilities are different. In such cases, there actually is no duplication.

UNI Response

**University of Northern Iowa**

The organizational review report indicated that UNI currently offers 36 courses that MGT considered to be potentially duplicative. To examine this issue at the individual course level, each Dean conducted an analysis of each course listed from their college, taking into consideration the academic focus of the course, its place in the curriculum (lower level undergraduate, upper level undergraduate, graduate), enrollment, the frequency with which the course is offered and other factors that explain the course's placement in that particular area of the curriculum.

Eighteen of the 36 identified potentially duplicative courses were statistics courses. At least a basic understanding of statistics is a fundamental requirement for many majors in the university including majors in the social sciences, the natural sciences, business and education. Statistics courses are differentiated by difficulty/level, with a range from introductory lower level courses (with no prerequisites and unrestricted admission) to advanced courses for Mathematics majors and doctoral level courses (with numerous prerequisites and restricted admission). Statistics courses are also differentiated by content. For example, "Introduction to Quantitative Methods in Political Science" uses political data to teach Political Science majors statistical techniques relevant to the study of Political Science while "Psychological Statistics" is a course for Psychology majors with specific psychological applications. Statistics courses in the Natural Sciences are generally calculus-based, while those in the other colleges are not. Different disciplines tend to use different statistics based on research methodologies typically used in the discipline; for example, survey research vs. experimental design. The general education course, "Introduction to Statistical Methods" is an introductory course used as a prerequisite for many more advanced discipline-specific statistics courses, such as "Business Statistics." Though there are many statistics courses in the university curriculum, almost all are heavily enrolled and designed to meet a particular need, either at the introductory or advanced level. The analysis of potentially duplicative courses

concludes that, though in some cases courses are similar in some content, they are not duplicative.

An analysis at the course level of other UNI courses listed as potentially duplicative indicated that in several cases the two courses varied significantly in terms of level of difficulty and/or were designed for different types of students. For example "Context of Contemporary Education" is a doctoral level course with enrollment limited to doctoral students, while "History of Education" (cited as potentially duplicative) is an undergraduate course for students in the College of Education. In another example, "Philosophy of Science" is an undergraduate course in the Philosophy department taken primarily by philosophy majors as an elective, while "History and Philosophy of Science" (cited as potentially duplicative) is a graduate course in Science Education taken primarily by teachers studying for a Master's degree in Education. "Research Methods in Social Relations" is an introductory course for three majors in the Social Sciences while "Survey Research Methods" (cited as potentially duplicative) is an advanced course that requires successful completion of the introductory course and junior standing for admission. Generally speaking, lower level courses usually do not have prerequisites and serve to establish a basis of content knowledge for upper level courses taken in the junior and senior year. Undergraduate and graduate courses are distinct from each other in terms of prerequisites and admission standards (undergraduates are not generally admitted to graduate courses) and in terms of level of difficulty. Though in some cases such courses may have similar course titles and even address similar or related content, they are not duplicative.

A final category of analysis of the MGT-identified potentially duplicative courses relates primarily to the distinctiveness of courses based on content. Though courses in different departments and colleges may have similar titles, their content is designed specifically for students in particular majors. Thus, "Social Work Research" in the Social Work department, cited as potentially duplicative when compared to "Research Methods in Social Relations," has specific content related to the qualitative analyses applied to Social Work practice and necessary for the professional preparation of licensed Social Work professionals. "Matrices with Applications" offered in Mathematics and cited as potentially duplicative when compared to "Mathematical Economics" in the Economics Department covers entirely different sets of knowledge and has significantly differing prerequisites. Similarly, "Condensed Calculus", also cited as potentially duplicative when compared to "Mathematical Economics" is a completely different course. Analysis at the content level reveals there is no unnecessary duplication of courses.

It should also be noted that, when course enrollments are taken into consideration, the frequency that a particular course is offered becomes a factor. More specialized courses in majors with relatively low enrollments are offered less frequently to insure that when they are offered, enrollments are adequate to justify the course offering. Introductory courses in high demand are offered more often. If, at the

close of registration, a course does not meet enrollment expectations; the course (with some exceptions) is cancelled and faculty are reassigned.

Conclusions

**Summary Conclusions:**

Each "potentially duplicative" course was reviewed by the Regent university offering such courses. In every instance the universities feel that there was not unnecessary course duplication.

Recommended  
Action

- ***The Regent universities should determine whether alternative strategies to reduce undergraduate class sizes can be achieved in light of current economic conditions.***

SUI Response

**University of Iowa:**

This is a worthwhile goal, and the University is always interested in analyzing opportunities that result in attracting quality students and faculty. To implement strategies that reduce undergraduate class size requires that we deal with the challenges in our current environment. We are managing increasing enrollments, combined with declining faculty support in our efforts to reduce undergraduate class size. We strive to align our resources and maintain small class sizes, however, given the recent enrollment trends, it is not without significant challenges.

As part of its annual Performance Indicator review process, the Board of Regents assigned a target class size for each institution. For the University of Iowa, the target class size is 32 students per class. In fall 1998, the average class size was 32.4 and in fall 2002, it increased to 33.2. MGT reported that while all three universities made good progress in this area, the average class size increased during the past two years. To remedy this, MGT offered several strategies to achieve the smaller class size while staying within budget limitations. MGT's recommendations appear below followed by our responses:

**Use Additional Teaching Assistants, Part-time Clinical, or Adjunct Staff**

To manage with the additional enrollments without the additional faculty support, we employed greater numbers of non-tenure track faculty. We believe that utilizing this strategy continues to be an appropriate short-term solution but it is not a long-term substitute for maintaining quality and class size. It is our long-term goal to have 60% of our undergraduate courses taught by tenure and tenure track faculty. In our recent submission to the Regents, we reported that 55.7% of our courses are taught by tenure and tenure track faculty. Implementing the strategy of employing additional non-tenure track faculty undermines this objective in its attempt to reduce the class size.

### Capping Enrollment

The University of Iowa does not cap enrollment. Enrollment capping suggests that once we meet an enrollment quota while the admissions deadline is still open, we discontinue admitting any students—regardless of their qualifications. Rather than refusing to admit students during this open period, we rigorously enforce our own admissions' standards and deadlines.

### Offering Additional Classes During Semester Breaks and Summer School

The University of Iowa successfully employs this strategy and will continue to do so to the extent possible. During the budget rescissions, the summer school budget was impacted more than most in an attempt to shield other academic units. In order to protect tuition revenue and cause the least harm to students, we consciously eliminated those specialized courses from the course offerings and opted to concentrate our resources on those courses that yielded the greatest student participation. Thus, our summer class sections decreased by 20.3% between summer 1998 and summer 2002 and our enrollment decreased by only 1.5% over this same time period.

In addition, the University is now in our third year of offering three-week inter-session courses during the winter break. The winter session has grown from 100 students in FY 2001 to 448 students in 2003. We expect to continue to grow this program.

### Requiring Faculty to Teach One Additional Class Per Semester

For our tenure and tenure track faculty, the University of Iowa subscribes to a standard post tenure effort allocation policy, where faculty's efforts are allocated accordingly: 40% instruction, 40% scholarship, and 20% service. At the Dean's discretion and Provost's concurrence, a faculty member may substitute the effort by adjusting his/her instructional loads, scholarship expectations, or service efforts. Managing faculty portfolios provides flexibility to the Deans, and it allows the faculty to play to his/her strengths, which collectively builds up the entire unit. By offering this policy, we found that 24% of those faculty with individualized portfolios had greater than unit norm instructional responsibilities during this current fiscal year.

Secondly, when a faculty member satisfies his/her teaching, scholarship, and community service expectations, he/she may teach an additional course for extra compensation. This solution not only benefits the faculty member, but also enhances the students' classroom experiences.

### Cutting Budgets on Other Areas to Free-Up Funds for Class Size Reduction

Our strategy is aimed at keeping class sizes as small as they can possibly be given our financial constraints. In recent years, we have



added course sections and specifically targeted freshmen to benefit from these newly added sections. Our goal is to enroll students in courses appropriate for their first year, so they progress through their curriculum with a solid foundation.

#### Eliminating the Offering of Certain Specialized Classes

Our Colleges vigilantly monitor classroom enrollments and search for any savings whenever it is academically reasonable to do so. In our Course Changes Report prepared for our June 2003 submission to the Regents, we report a decrease of 92 undergraduate courses between FY 02 and FY 03. Of that decrease, 79 of the courses were in the College of Liberal Arts and Sciences. While the number of courses decreased, we experienced a modest increase in section offerings during that same period of time. We may conclude that in general we are concentrating our instructional efforts in classes that yield greater student participation.

#### Modifying the Pedagogy to Teach Classes in other venues, including web-based courses

The University of Iowa does offer web-based courses and will continue to analyze the economic viability and the academic appropriateness of these courses as cost savings solutions. Our Division of Continuing Education is coordinating an effort with the Colleges of Liberal Arts and Sciences and Engineering to implement pilot web-based courses in several departments and video streaming courses to Rockwell in Cedar Rapids, respectively.

#### "Rolling Back" the Class Size Target to the Level Pre-Budget Stringency

Even though we have increased our class size, we have used a strategy that employs a combination of pedagogy and one that employs the best use of our facilities.

ISU Response

#### Iowa State University:

Class sizes at Iowa State have increased as a result of budget reductions in the last few years. This has been an inevitable result of the reduction in faculty lines coupled with increased enrollments. The problems have been particularly acute in first and second year general education type courses, where large lectures have been the norm and increased class size is primarily related to classroom availability. Another area where class size has increased is in combining smaller sections into larger ones. Specifically, the biggest pressure for classrooms is in the 90-100 seat range, as sections of 30-50 are combined. This has resulted in fewer sections being offered and fewer elective choices for students.

For several years, ISU has approached the issue of having large classes by focusing on improving instruction in those courses. The improvements have included:

- Greatly increasing Supplemental Instruction (SI)
- Expanding tutoring
- Increased participation in Learning Communities for first year students, including linked and clustered courses as well as peer mentoring to enhance student achievement.
- Rapid expansion of the use of WEB CT for course management and student-faculty interaction.
- Targeted improvements in technology in large classroom settings coupled with expanded faculty development on the effective use of technology in large class settings.
- Workshops, faculty forums, and other faculty development opportunities focused on enhancing pedagogy in large classes.

UNI Response

**University of Northern Iowa**

Undergraduate class size at UNI has, historically, been relatively low, with an emphasis on individualized learning being a value specified in UNI's strategic plan. However, according to UNI's annual report on performance indicators (G.D. 5c, January, 2003), undergraduate class size has increased as a result of enrollment growth and recent budget reductions. According to Indicator 1.1.2, average undergraduate class size for lower division courses increased from 35.8 in 2000-01 to 36.7 in 2001-02. Average undergraduate class size at the upper division increased from 25.6 in 2000-01 to 26.8 in 2001-02.

The reversal in progress made toward reduction in average class size is directly attributable to the significant deficit of tenured and tenure-track faculty that is closely tied to current budgetary constraints. It is extremely difficult to reduce undergraduate class size with the current budgetary climate; however, following the MGT preliminary report, the university did undertake several steps. Key among these has been the effort to enable students to graduate with fewer credit hours, thus reducing the total student credit hours taught by the university. At the recommendation of the Provost, the University Curriculum Committee and the Faculty Senate approved the reduction of the total credit hours required for the Bachelor of Arts degree from 124 to 120 and for the Bachelor of Science degree from 130 to 126. Under the direction of the Dean of the college, each department has been asked this year to carefully review the requirements for each major; with the intention to reduce the length of the major where feasible and/or reorganize major course requirements and electives to allow more flexibility for students. Increased emphasis at all levels of curriculum planning has been placed on the Faculty Senate's definition of a Bachelor's degree as being one that can reasonably be completed in eight semesters of full-time study. A Professional Education Task Force has also spent the past year

studying the sequence of courses in the teacher education program and considering possible reduction in the length of the program. Since teacher education majors constitute about ¼ of the university's enrollment, a reduction in the number of credit hours earned and in time to degree for education students could help reduce class size overall for the university. It is worth noting that education majors, on average, complete significantly more credit hours before graduating than do non-education majors. A recommendation from the task force is due in Fall, 2003.

An overall strategy has also been implemented to reduce enrollment to better fit the current resources available while still maintaining quality of instruction. There are serious negative consequences to reduced enrollment including reduced access to higher education for students who are not admitted or cannot afford to enroll and the cost to the university of lower tuition revenues. This reduction in overall enrollment will at least contribute to a slowing of the negative direction of class size strategic indicators, though budget deficits are expected to continue to have an overall negative impact.

Conclusions

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**Summary Conclusions:**

Each institution has examined alternate strategies to reduce class size in light of current economic conditions. While increasingly challenging, each institution is implementing a number of strategies aimed at this objective.

Recommended  
Action

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- ***Each university is encouraged to schedule more classes during non-traditional and non-popular hours (i.e., weekends, Fridays, evenings, and early mornings) to make more efficient use of classroom resources. In particular, the University of Iowa should reassess its classroom assignment policies to make more efficient use of available class facilities.***

SUI Response

**University of Iowa:**

The University of Iowa experienced a 4.4% increase in our student stations occupied in our general assignment classrooms between fall 1999 compared to fall 2002. We experiment with a variety of schedules and found students have shown less interest in the course sections that are offered early in the morning and on Fridays. While it is possible to schedule more classes during these times, we do not anticipate the demand to increase significantly. The University has always and will continue to offer a number of general education approved courses during all hours of the day—including significant numbers of rhetoric and foreign language courses that meet at 7:30 in the morning and many courses and discussion sections offered during the evenings and on Fridays.

As our student enrollment has grown and our faculty numbers have declined, our institution has always and will continue to look at best utilization space practices when scheduling classroom space.

In its report, MGT advised the University of Iowa to seek efficiency among the colleges that own their own space. Most of the campus subscribes to the general assignment classroom policies, however, the professional schools "own" their own space, located on the west side of campus. Whenever it is practical and feasible, we search for ways to economize and share space, however, there are inherent problems doing so. First, the professional schools, including the Health Sciences and the College of Law, are not within close proximity of other parts of campus. This makes sharing classroom facilities limited to sharing with each other, since the walking time to get from one side of campus to the other exceeds the standard ten minute break scheduled between classes. Secondly, the professional schools have varied scheduling practices that are incompatible with one another. The College of Medicine subscribes to an entirely different schedule than the College of Law, or even the College of Nursing. In order to share space, it is critical that each unit have the same schedules, however, we do not advocate synchronizing classroom schedules for the Health Sciences or College of Law for the purpose of improving classroom efficiency because their unique schedules support unique curricula.

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ISU Response

**Iowa State University:**

Classroom utilization is an often-cited measure of how well university space is being used. One reason for its inclusion is its simplicity. Two measures are universally used to describe classroom use:

- Average number of hours per week that classrooms are scheduled
- Average percentage of filled seats when the rooms are used

On the other hand, there is a temptation to over emphasize the importance of quantifying the use of such a small part of the total space inventory. At ISU the classroom space accounts for less than five percent of the total space. These measures for ISU are shown in the table below:

	<u>F' 97</u>	<u>F' 98</u>	<u>F' 99</u>	<u>F' 00</u>	<u>F'01</u>
Hours per week	28	27	27	27	26
% Station Utilization	70	68	69	78	81

At a time when enrollment levels have been increasing, one would expect the hours per week should be increasing as well. The budget reductions and reversions of the last few years are probably driving the number of sections down because there are fewer faculty to teach the

sections, or smaller sections are being combined into large sections taught by a single person. The percent station utilization increases suggests that sections are more full than they have been in the past. This is caused by reductions in the number of sections and students having to find open spots in existing sections.

These numbers are also easily manipulated if too much value is placed on their importance. For example, at ISU some of the smaller classrooms are not as well used as they should be because increasing sections sizes have grown beyond the capacity of the rooms. If 15 rooms with fewer than 10 hours per week are removed from the classroom inventory and reallocated to departments as conference rooms, the average weekly hours and percent station utilization would increase to 27 hours per week and 83 % station utilization for Fall 2001. We have always chosen to not use reallocation of classrooms just to make the measures look better.

In addition to the measures of how well classrooms are used, the question of when classrooms are used is an important consideration. Faculties, and students, are notorious for wanting to schedule classes in the prime time of 9:00 AM to 3:00 PM. While this is convenient for everyone it would require significantly more classrooms, and student choice is limited because classes are so tightly packed into so few hours of the week.

Every effort is being made to encourage departments to spread their course offerings more evenly throughout the week to minimize the need for additional classrooms and maximize student-scheduling options. The chart below illustrates how the hour-by-hour peaks and valleys of 40 years ago have been minimized by our attempts to more evenly distribute course offerings. The most obvious change is the increase in noon through mid-afternoon classes, which tends to flatten the daily loads. The other obvious change is the drastic reductions in Saturday classes.

UNI Response

**University of Northern Iowa**

As departments and colleges work with the Scheduling Office to plan the schedule of classes in advance of each semester; classroom facilities are assigned based on a number of factors including class size, length of class period, classroom/lab design, room size, pedagogy requirements, technology and specialized laboratory and/or equipment needs, location, etc. In addition to using standard daytime hours, evening, Saturday and distance education courses are also offered. Courses are also offered off campus on a regular basis at UNI-CUE (the Center for Urban Education in downtown Waterloo), at Central Intermediate School in Waterloo, at Allen College, at Hawkeye Community College and at the John Deere Westfield Training Facility.

We have experimented with adding additional evening courses, but have concluded that it is less effective at this time than might be the case in larger metropolitan areas where there are more non-traditional students seeking evening programs. The majority of UNI students are of traditional age and daytime courses have consistently been their preference. Over 80% of UNI students are employed in part-time work either on or off campus and a daytime schedule of classes allows them to both attend classes and work to support their education costs. Thus, courses are currently distributed throughout the day, responding to student needs and space availability. The number of ICN, continuing education, correspondence and web-based courses has expanded and both part-time non-traditional and fulltime residential students take advantage of these opportunities.

Making even more efficient use of classroom facilities remains an ongoing priority, requiring continued communication and cooperation between and among academic units and the Registrar's scheduling office. Offering additional courses and programs during non-traditional hours for academic programs that particularly may appeal to non-traditional students continues to be studied.

Conclusion

**Summary Conclusions:**

Each institution reviewed this recommendation and has made modifications where necessary. In particular, the University of Iowa reviewed its classroom assignment policies. In conclusion, all feel that current practices are adequate.

Recommended  
Action

- ***The University of Northern Iowa should evaluate its general education requirements.***

UNI Response

**University of Northern Iowa**

One objective of the UNI Strategic Plan, "Focused on Excellence" is to strengthen the UNI general education program and simultaneously increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education (Objective 1.2, UNI Strategic Plan.) The current UNI general education program, titled the Liberal Arts Core, consists of 47 credit hours of coursework in a variety of disciplines. In some areas a particular course is required (Humanities, Oral Communication, Personal Wellness, Capstone) while in other areas students choose from a menu of selected courses (Civilizations and Cultures, Social Science, etc.) The Liberal Arts Core is required for all students and is considered to be the foundation for the major and for the overall university education.

To help achieve the strategic planning objective for general education, we have recently appointed a Coordinator of the Liberal Arts Core, a

faculty member with an administrative assignment, and we have offered special faculty development programs in summer for faculty who teach courses in the general education program. The name of the general education program has been changed to "Liberal Arts Core" and the American Association of Colleges and Universities "Statement of Liberal Learning" has been added to the UNI catalog to bring more visibility to the importance of the LAC in the students' university experience.

Since the first MGT report, the Liberal Arts Core committee of the university, with the leadership of the Coordinator of the LAC, has been charged to study the overall organization of the Liberal Arts Core (i.e., the general education program) and make recommendations as to how it could be further strengthened and possibly reduced in length. At the recommendation of the LAC committee, previous restrictions on double counting of LAC courses have been eliminated. This has effectively reduced the length of the program for some students because they can now apply more courses in the Core to also meet requirements in their major. A waiver of the general education writing requirement has also been implemented for students admitted with high test scores, reducing the length of the Core for those students. Calculus has been added to the Communication Essentials/Quantitative Techniques category, which reduces the general education requirement for most science students, since they can now count the course for both meeting their LAC requirement and as a major requirement. Overall, these changes reduce the length of the program as it affects the student's program of study.

The Liberal Arts Core committee has also been reviewing options and soliciting recommendations to reduce the length of the Core program for all students. Two recommendations, one to change the Humanities requirement from eight credit hours (two four-hour courses) to six credit hours (two three-hour courses) and another to eliminate the Capstone course or redefine it to provide increased flexibility have currently been proposed and will be on the Senate agenda in the Fall, 2003.

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#### **Summary Conclusions:**

Consistent with its Strategic Plan, the University of Northern Iowa has appointed a "Coordinator of the Liberal Arts" and offered special faculty development programs in this area. Double counting of courses has been eliminated and implementation of a waiver of the general education writing requirement which have been advantageous to students in reducing the length of the program. A committee is reviewing options and soliciting recommendations to reduce the length of the core program for all students and two of its recommendations for change will be considered by the Faculty Senate in the Fall.

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Recommended  
Action

- ***The Regent Committee on Educational Relations (RCER) should examine four-year graduation rate data and advising strategies, presenting recommendations to the Board by May 2003.***

RCER Response

**RCER:**

The Regent Committee on Educational Relations (RCER) was assigned responsibility for examining four-year graduation rate data and advising strategies at the Regent universities and making appropriate recommendations. RCER reviewed each institution's report that included (1) "length of time-to-degree" data, and (2) four-year graduation data and Four-Year Graduation Plan advising strategies.

Four-Year  
Graduation Plan  
Description

The four-year plan is structured as a contract between the university and the student, describing the obligations of each party. The university promises that graduation in four years will not be delayed by the unavailability of courses. In turn, students promise that they will meet the benchmarks that have been established for monitoring progress toward the degree.

Students are offered the plan for only one major and they must take advantage of advising and early registration and notify their major department in a timely manner if they need help getting into a required class. In turn, the university helps the student get the course(s) they need.

The contract specifies that the university will pay the cost of tuition and fees if a student in good standing on the plan must take coursework beyond four years due to course unavailability. Since the plan was implemented, none of the Regent universities have had to pay for additional coursework.

Benefits of Four-  
Year Graduation  
Plan

The Four-Year Graduation Plan contributes to timely graduation by helping students set goals and engage in long-term planning. Explicit long-term planning gives students a better sense of how each semester contributes to their goals. Advisors use the published benchmarks to help students plan for prerequisite sequences and for courses that may not be taught every semester. The Four-Year Graduation Plan structure places complex information in a context that can be easily understood by students, encouraging them to take charge of their educations.

The Four-Year Graduation Plan has also resulted in better departmental planning and improved course availability for all students, not just those on the Plan. It has also resulted in eliminating barriers to graduating in four years and in using the four-year plans as advising tools to enhance student success.



**SUI Data**                      The University of Iowa first offered a Four-Year Graduation Plan to entering freshmen in 1995. More than 45% of the entering class of 1995 signed up for the plan. In 2002, almost 75% of the entering class signed up for the plan. Approximately 46% of students who enrolled in the plan have graduated within four years. The rate for students from the same entering classes who did not enroll in the plan is 27%.

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**ISU Data**                      In Fall 1995, there were 138 students (4.4%) who enrolled in the four-year graduation plan. In Fall 2002, 399 students (10.4%) enrolled in the four-year graduation plan; this represents an increase of 189.1%. The University has identified a goal to enroll 50% of the Fall 2002 entering freshman class in the four-year graduation plan. The four-year graduation rates for the seven years prior to the plan average 21.3%; the four-year graduation rates for the four years after implementing the plan have averaged 27.4%.

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**UNI Data**                      Though a UNIGradPact (a four-year degree guarantee) for many academic programs was made available and has been promoted for several years as an additional graduation initiative, there has been little interest from students for voluntary enrollment. Therefore, UNI's primary focus has been to work with each student to meet personal goals and to ensure that there are no institutional barriers to impede a student's goal of graduating in four years. With this focus and the implementation of the accompanying strategies, the percent of students who graduated in four years has increased by 26% since 1991.

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**Length of  
Time-to-Degree  
Data**                      Graduation rates, though important for assessing persistence, may not be as relevant to the issues being addressed by the four-year graduation plan as is "length of time to degree." This measure counts those students who graduate and calculates their average time-to-degree.

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**SUI Data**                      At the University of Iowa, time-to-degree has fallen substantially in recent years, from 4.58 years for the entering class of 1988 to 4.35 years for the entering class of 1996.

For the entering class of 1996, approximately 59% of the completers graduated within four years; 36% graduated within five years; and 5% graduated within six years. However, there was a significant difference between women who graduated within four years (66.5%) and men who graduated within four years (47.9%).

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ISU Data

At Iowa State University, students take approximately 4.66 years to graduate from the time they enter. This includes all majors, some of which are designed to take longer than four years (e.g., Architecture) and also includes students who participated in internships, cooperative education, study abroad, and service learning as well as those who have minors and double majors.

For the entering class of 1996, approximately 43% of the completers graduated within four years, 47% graduated within five years, and 10% graduated within six years. However, there was a significant difference between women who graduated within four years (52.3%) and men who graduated within four years (36.0%).

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UNI Data

At the University of Northern Iowa, the time-to-degree has decreased from a high of 4.70 years for the entering class of 1991 to 4.57 years for the entering class of 1996.

For the entering class of 1996, approximately 50% of the completers graduated within four years, 43% graduated within five years, and 7% graduated within six years. However, there was a significant difference between women who graduated within four years (54.5%) and men who graduated within four years (43.6%).

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Interventions to  
Reduce Attrition at  
Regent Universities

The Regent universities use a variety of strategies to enhance student success, including the four-year graduation plan, academic advising, and academic assistance. By focusing on student retention, especially during the first year, the Regent universities have been able to improve graduation rates.

SUI Data

More than 90% of entering students at the University of Iowa receive individual professional advising at the Academic Advising Center during at least their first year. Students are required to meet with their advisors regularly for planning and registration. Advisors teach students how to plan their academic programs of study; select courses each semester; explore possible majors; seek information on- and off-campus; and solve academic problems. Because academic advisors establish continuing personal contact with students, they are a major force for student retention.

The following are retention programs directed at first-year students.

The College Transition is a first-year experience course created for SUI students. The course helps entering students make the transition to university academics and the university environment. Assignments emphasize self-reflection and improvement, as well as information and skills that students need to succeed. The class is taught in small sections with an emphasis on class discussion. The enrollment has

increased from 140 students in Fall 2001 to 1,000 students in Fall 2003.

Courses in Common (CIC) is a block-scheduling program that provides first-year students an opportunity to take two or three courses with a group of about 20 other first-year students. Each CIC "option" is composed of general education or major courses that students typically take during their first semester. A key benefit of CIC is the opportunity to establish social and academic connections quickly. Approximately 95% of student participants have indicated that they would recommend CIC to a friend. Instructors also report benefits – CIC students have better attendance, class participation, and peer interaction than first-year students in general.

IowaLink is a first-year academic support program for recruited students who show potential for academic success but do not meet the University's admission standards. IowaLink helps students develop the knowledge and skills essential for academic success at the college level through a combination of instructional and academic support activities. Each student works with an academic support team composed of instructional and student services personnel. Required instructional components include a two-semester first-year seminar, enrollment in specific general education courses, and study groups.

College Success Seminar (CSS) is a one-semester-hour course designed for first-year students who have been placed on probation. The purpose of the course is to teach students critical academic skills and to support them in making positive changes in their lives. Although CSS cannot prevent all students from eventual dismissal, those who are motivated to change are helped in clearing probation and positioning themselves for a successful college career.

OnLine@Iowa introduces students to the broad range of electronic resources available to them at the university. The course consists of electronic assignments that students complete independently at their own pace. A Library and Information Science professor develops and oversees the course; teaching assistants answer students' questions and keep track of their progress. This course has become more important as the university provides more services and information to students through e-mail and the world wide web.

Learning Communities are floors within residence halls in which students who share interests can live together and participate in special programming. Currently, the Learning Communities include Honors, Business Leadership and Entrepreneurship, International Crossroads, Women in Science and Engineering, Men in Engineering, Health Sciences, and Performing Arts. In Fall 2003, a community for transfer students will be opened; in Fall 2004, a community for students interested in writing will be opened.

The College of Liberal Arts and Sciences offers a large selection of one- and two-semester-hour First-Year Seminars. These are small-enrollment classes taught by regular faculty and designed to introduce freshmen to the intellectual life of the university.

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#### ISU Data

ISU has a goal of achieving a 70% six-year graduation rate. To achieve that goal, the University has focused on improving first-year retention. ISU uses a coordinated set of strategies to enhance student success, including the Four-Year Graduation Plan (Soar in Four!), academic advising, academic assistance, Supplemental Instruction, new-student programs, learning communities, residence hall academic programs, enhanced use of technology in large courses, and faculty development through the Center for Teaching Excellence.

During the current academic year, the University has made an enhanced effort to enroll students in the Four-Year Graduation Plan program Soar in Four! and has taken the following steps:

- Set specific goals for participation in each college.
- Provided advisor training sessions in each college on how to use Soar in Four! as an advising tool.
- Emphasized graduating in eight semesters rather than four years to account for the importance of internships, cooperative education, and study abroad in various academic programs.
- E-mailed all students who completed 14 or more credits during the fall semester to inform them of the benefits of signing up for the four-year plan.
- Included more tips to advisors in the Advisor's Newsletter.
- Began updating college four-year graduation templates on the web for orientation.

All academic programs have either professional advisors or faculty advisors who counsel students regularly. In many departments, professional advisors help students with academic planning and registration issues while faculty focus their advising on professional and career matters. A quarterly newsletter provides information to advisors; an e-mail network provides information that needs to be disseminated between issues of the newsletter. The Advisors' Handbook is updated annually.

Each college offers entering students an orientation class that provides information needed by new students to be successful. The orientation classes are generally run by advisors and involve the students in academic planning. This year, there has been an enhancement of the orientation classes to reinforce the goals of the four-year graduation planning effort. Advising is routinely assessed through student feedback

surveys and through special studies undertaken periodically by the University Academic Advising Committee.

One of the most successful academic assistance programs has been Supplemental Instruction (SI). This peer assistance program is targeted at large classes with a history of lower student success. The supplemental instruction peer tutors are trained to provide additional sessions each week in which students learn specific study strategies for difficult courses. Trend data have shown that SI participants get higher grades than they would have otherwise and that the drop rates and course repeats have been significantly reduced through SI.

The Academic Success Center provides a variety of other services, including tutoring, referrals for counseling, assistance to students with disabilities, and minority student support programs. In addition, each college office has advisors who provide direct support to students or referral to other services needed. The Student Answer Center is another important source of assistance to students.

Learning Communities are theme-based academic programs, some with residential components, that support new students in acclimating themselves to the University, focusing on their learning, and connecting with more experienced peer mentors. Many have linked courses in which the faculty cooperate and coordinate curriculum. The data have shown that Learning Community students have higher persistence, higher satisfaction with the institution, and enhanced academic focus.

The Learning Community program was recently ranked 5<sup>th</sup> in the nation by *U.S. News and World Report*; national experts have indicated that the faculty and staff have the best record of scholarly work related to learning communities of any college or university in the country.

This office is responsible for university orientation and the new student days program, "Destination Iowa State." These programs have a distinct focus on academic success and are designed to increase matriculation and prepare students for their academic work. They also provide leadership opportunities for upperclass students, including Cyclone Aids and the new student days student leaders.

In the Residence System, the master plan focuses on academic success. Hall directors and their resident assistants undergo significant and sustained training in academic matters and are supported by an administrative unit devoted to enhancing academics.

The Center for Teaching Excellence has a variety of programs to enhance success of first-year students. Faculty development activities and programs include workshops on teaching large classes, effective use of technology in introductory courses, teaching and learning circles for teachers of introductory courses, Faculty Forums, and resource materials for teachers of large classes. The College of Liberal Arts and Sciences has identified master teachers of large classes who conduct seminars and encourage other faculty to visit their classes.

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## UNI Data

The goal of academic planning is to provide students with support to determine and achieve their academic, personal, and career goals in a timely manner while using university resources as efficiently as possible. Students' academic planning is increasingly supported through innovative web-based planning tools and communication systems that link students and prospective students directly to faculty and advisors in academic programs of interest and that provide students with immediately accessible information needed for academic planning.

The Office of Admissions coordinates new student orientation. During orientation, students learn about academic advising and work with a faculty or professional advisor to initiate a program of study in their major or to plan a program of Liberal Arts Core courses that they will pursue until they determine a major. Students who enroll in the College of Business Administration (CBA) or the College of Education (COE) are introduced to the College Advising Center in the CBA or COE. Staff in these centers, in addition to faculty advisors, assist students to prepare their plans of study and other advising matters. Students with majors in other academic colleges are assigned faculty advisors when they enroll in the program. Deciding students are assigned a professional advisor in Academic Advising Services. Peer advisors also provide advising during orientation and registration in advising centers and in residence halls.

The Program of Study Initiative (POS) is an innovative web-based academic planning system for students and advisors that provides on-line support for academic planning. Phase I of the POS provides students and their advisors with on-line access to updated degree audits. The program also offers the ability for students and/or their advisors to run hypothetical degree audits. These "what-if" scenarios help students think about possible changes in their academic programs (such as the addition of a minor or a change in major) and the consequences of those changes on academic progress. Phase I of the POS now serves all students, academic departments and advising staff and has been an effective tool for enhancing advising and academic planning.

Phase II of the POS will provide electronic interactive access to a four-year plan of study for every major. Consulting with their advisors, students will be able to select, move, delete, or add courses; drop-down features will allow students to link with course descriptions in the catalog and review advising information and program requirements. The goal of Phase II is for students and their advisors to be able to create, view, monitor, and update a highly visual, interactive, and personal four-year academic plan and to use their individualized plan to guide academic choices throughout their academic experience.

The Integrated Student Services Center, a one-stop shop to be located in Gilchrist Hall, will allow students to move from generalized inquiries to specialized help with a minimum number of steps in a single location. It will integrate access to information and services, including academic advising, career services, scheduling, admissions, and financial aid, by providing more integrated and convenient student services and improving coordination with academic departments.

The University has engaged in an on-going review of "institutional barriers" to graduation. Last year, the University reduced the total number of hours required for a Bachelor of Arts degree from 124 to 120 credit hours and the Bachelor of Science degree from 130 to 126 credit hours. In addition, the University changed a policy restricting the "double-counting" of core and major courses, thereby reducing the length of some academic programs. Academic deans, department heads, and faculty are reviewing the length and requirements of majors and minors with a goal of ensuring maximum flexibility for students in course offerings and sequencing. This effort may result in a reduction in the number of required hours for some majors/minors. The Liberal Arts Core Committee is reviewing the requirements for and length of the general education program.

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**Student Factors  
Affecting  
Four-Year  
Graduation**

Despite the intervention strategies implemented by the Regent universities to enhance retention and graduation rates, there are a number of student factors that can affect four-year graduation:

- Students who come to the universities better prepared academically graduate at higher rates than students with lower qualifications.
  - Students who change their majors might require additional time; furthermore, a change of major might require a transfer to another institution where the new choice is available.
  - Student employment/increased employment often has an adverse effect on the number of credit hours a student can complete per semester, slowing progress toward graduation.
  - Students often enroll in non-required internships, practica, cooperative education, and study abroad programs to enhance their programs of study at the expense of additional credit hours and time beyond what is needed to earn a degree.
  - Students often enhance their educational programs with second majors, second/third minors, program certificates, and additional areas of teacher licensure to make themselves more marketable, which contributes to additional time and credits to degree.
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**Conclusions**

The Regent universities should be commended for their on-going efforts to assist students to achieve academic success. Each of the institutions is committed to providing a coordinated set of strategies aimed at student retention and, ultimately, graduation. The strategies are targeted not only on enhancing academic success, but also on assisting students to achieve social and personal satisfaction.

The structure of the Four-Year Graduation Plan is being used by a majority of students, not just those who actually sign the contract, to guide and direct their programs of study. The average time-to-degree is approximately 4.5 years which is consistent with the choices many

students make, e.g., second majors/minors, internships, study abroad programs. The Regent universities have been diligent about examining and minimizing institutional barriers that affect time-to-degree.

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**Summary Conclusions:**

Based on a review of institutional reports on length of time-to-degree data, four-year graduation rates, and Four-Year Graduation Plan advising strategies, the Regent Committee on Educational Relations (RCER) recommended:

- a. A consistent and coordinated effort to address academic and non-academic factors that affect retention and graduation rates should continue to be a high priority for the Regent universities.
- b. Regent universities should continue to review academic program requirements in light of graduation rate data, with the goal of enhancing enrollment planning while maintaining program quality.
- c. The Board of Regents' annual governance report on Graduation and Retention Rates should be expanded to include time-to-degree data as a measure of the goals of the four-year graduation plan.

Recommended  
Action

- ☐ ***Because the Board of Regents regards improvement of articulation agreements a high priority, the Board Office will work with RCER, LACTS, and the 2+2 Council to enhance and increase both basic and program to program articulation agreements.***
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Conclusions

**Summary Conclusions:**

The Regent Committee on Educational Relations (RCER) sponsored an articulation roundtable on April 28, 2003. The participants included members of RCER, 2 + 2 Council, and the Liaison Advisory Committee on Transfer Students. Using the results of the roundtable discussion, the 2 + 2 Council adopted the following action steps:

- a. Investigate establishing a common website for advising and articulation. The starting point will be the Bachelor of Liberal Studies website developed by the University of Iowa at the request of the community colleges consortium. The Council will evaluate this website and suggest appropriate enhancements, such as FAQs, links to other website, and an opportunity for users to submit questions. One evaluative criterion will be the ease with which users (students, parents, public) can access the information they need.



- b. Investigate the development of a Bachelor of "Applied Science" at the Regent universities. The models for this type of program would be the Bachelor of Liberal Studies program offered by the three Regent universities and the Technology Management Program offered by the University of Northern Iowa. The purpose of this program would be to meet the needs of A.A.S. graduates from Iowa community colleges who need to further their education for promotion and enhanced work opportunities.

Recommended  
Actions

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- ***The following should be considered by each of the Regent universities:***
- ***Make greater use of summer school as an integral component of their enrollment management plans.***
  - ***Offer classes during the summer, and in "inter-sessions" that might include all courses that are part of the general education graduation requirements.***
  - ***Offer discipline-specific courses required for graduation during summer school and inter-sessions.***
  - ***Evaluate alternative methods of distributing summer school revenues so that colleges/department have incentives to offer courses and programs that are consistent with each university's strategic plan and goals.***

SUI Response

**University of Iowa:**

In its report, MGT advised the University of Iowa to seek efficiency among the colleges that own their own space. Most of the campus subscribes to the general assignment classroom policies, however, the professional schools "own" their own space, located on the west side of campus. Whenever it is practical and feasible, we search for ways to economize and share space, however, there are inherent problems doing so. First, the professional schools, including the Health Sciences and the College of Law, are not within close proximity of other parts of campus. This makes sharing classroom facilities limited to sharing with each other, since the walking time to get from one side of campus to the other exceeds the standard ten minute break scheduled between classes. Secondly, the professional schools have varied scheduling practices that are incompatible with one another. The College of Medicine subscribes to an entirely different schedule than the College of Law, or even the College of Nursing. In order to share space, it is critical that each unit have the same schedules, however, we do not advocate synchronizing classroom schedules for the Health Sciences or College of Law for the purpose of improving classroom efficiency because their unique schedules support unique curricula.

When offering summer session courses, our objective is to offer flexibility, rather than making summer session a requirement to acquire a

baccalaureate degree within four years. We recognize that approximately 40% of our students are from out-of-state, and of those students who are from within the state, very few are from Iowa City or its surrounding areas. Many students return to their home towns to work, others leave to acquire internships in their fields of study. We do not want to penalize these students by sequencing courses in such a way that it makes summer school a requirement.

Lastly, the University facilities are used by other organizations throughout the summer, including: sports camps, academic camps, and other special interest groups. We view this as an opportunity for community outreach, by encouraging young people from across the state to enjoy our facilities in such programs.

Summer course offerings are developed jointly between the Colleges and the Department of Continuing Education. The Colleges decide on the curricular needs and provide proposals to Continuing Education, who then analyzes the economic viability of the proposals. Together they decide which courses to offer during the summer and winter sessions.

The summer session budget was impacted by the budget rescissions that occurred over the past three years. To deal with these reductions, the University modified the section size requirements, where class size increased from 10 to 15 students per class for the undergraduates and 6 to 10 students per class for graduates. This change allowed us to meet student demand at a reduced cost to the University. When it was implemented, this policy resulted in a decrease in the number of course offerings and a 15% decrease in section offerings compared to the previous year's data. Despite this policy change and a significant budget reduction of 11.3%, the summer session program did not significantly compromise enrollment—which showed a decline of 1.3% from the previous year.

The University offers both general education and discipline-specific courses during the summer and winter sessions. We do not intend to permanently eliminate the courses that do not meet the revised enrollment policy, rather we will work with the Colleges and offer these courses in alternating years. For example, the Colleges will advertise those courses that historically do not meet the minimum enrollment requirements, i.e. some of the foreign language classes, and advise that these courses will be offered every other year. It is our expectation that students will incorporate these offerings into their curriculum sequencing plans if they desire.

We are committed to offering a full array of courses, but we need to consider the economic feasibility of providing such offerings.

Prior to 1996, the University only offered an eight week summer session term to our students. Since that time, we added a three-week summer session term that now commences immediately after the spring session and a variety of other four-week sessions—which were all added to increase flexibility and attract both faculty and students to the summer session programs.

In January 2001, we added a three-week winter session. The winter session enrolled 100 students during the first offering, and it enrolled 448 students in its third year. The summer and winter sessions are opportunities for the University to increase our tuition revenues, while simultaneously provide more opportunities and flexibility for our students.

Given the additional opportunities to raise more revenues, the University developed a partnership with the Colleges and offered an incentive plan for their participation in the summer school sessions. Summer session 2002 was the first year of this program, and it was met with tremendous enthusiasm from the Deans. Summer session 2002 generated \$400,000 in flexible funds, which were allocated to the participating Colleges in non-recurring dollars. Allocations were distributed in proportion to the student credit hours produced by each unit.

Since we have only operated this program for one year, we will continue to refine our allocation methodology to ensure our incentives are properly aligned with our objectives. Given the tight budget circumstances, and the ability to earn additional dollars, we believe the Colleges will be more entrepreneurial and strategic in the summer session course planning.

ISU Response

**Iowa State University:**

In 2002, the Provost appointed an administrative task force to study ways to enhance summer school. The following objectives were identified:

- Develop strong financial incentives for departments to expand enrollments and student credit hours
- Increase enrollments, student credit hours, and tuition revenue
- Better meet the academic needs of students and the programmatic needs of departments

The task force recommended that two working groups be formed:

**Financial Working Group**

This group was charged with developing the details of the initial financial strategy, including the distribution model for the current summer budget funds and the method of distributing incentives funds that might be generated.

Data Development and Communication Working Group

This group was charged with compiling and analyzing basic information required for decision-making relative to Summer Session 2003 (analysis of summer session demographics, focus groups, critical course needs, etc.) and beyond.

As a result, the Registrar's Office is working more closely with colleges and is providing data on courses with wait lists in fall and spring semesters so that summer offerings can be planned accordingly. Planned changes in the financial model for summer session which will provide incentives for increased enrollments and tuition growth, colleges are even more likely to plan summer sources in order to meet student demand for courses to complete their degrees.

A particular challenge is to grow the summer enrollment in such a way that it increases overall revenue. That means attracting different groups to summer school than have been previously served. Otherwise, there will be a shift in the courses taught, but no increase in revenue.

Changes in the academic calendar are currently underway and could lead to a fuller use of summer and inter-sessions as regular opportunities for offering courses that fulfill general education requirements. However, colleges are looking at expanding the offerings of such courses based on the market studies and incentives. In particular, high demand courses are being targeted to try and level some of the academic load.

Several financial models have been evaluated with the goal of providing incentives to colleges and departments to offer more courses during the summer session thereby increasing enrollments, student credit hours, and tuition. Presently a transition with several phases to a more entrepreneurial model of allocating resources for summer and recognizing performance is being proposed. Phase one will extend two to three years during which increased student credit hours will be rewarded with financial incentives. During the last year of phase one, the impact will be evaluated and modifications made if necessary. The next phase will modify the historic method of allocating base resources to colleges for summer session and move toward a model that is based on student credit hour generation. A possible final phase would consider a move toward a trimester calendar.

UNI Response

University of Northern Iowa

Two years ago, UNI reorganized the summer school schedule to provide more options for students, including the addition of a May term that begins the Monday after Spring graduation. For Summer, 2003, the following options are available: an eight-week term from June 9 – August 1, three four-week terms from May 12 – June 6, June 9 – July 3 and July 7 – August 1, and two six-week sessions from May 12 – June 20 and

June 23 – August 1. The May term has been particularly popular with students because it allows them to stay on campus for several additional weeks in Spring to complete additional coursework, while still being able to pursue summer employment June through August. For the past two years, over 2,000 students have enrolled for at least one course in the May term.

The general enrollment management strategy for summer school has been to assess the demand for particular courses in the general education program (the Liberal Arts Core) and in upper level courses in various majors and then offer courses where the highest enrollments are predicted. The goal has been to utilize summer school to assist students to advance more efficiently toward graduation and/or toward the completion of an additional desired major, minor or program certificate.

The net result of these efforts has been a 10.1% increase in FTE summer school enrollment from 2000 to 2002. According to the Final Summer Enrollment report (September, 2002), 6,214 students participated in summer school at UNI in 2002.

The anticipated demand for courses in the general education program (the Liberal Arts Core) is carefully monitored throughout the academic year (including summer), with regular reports of enrollments and projected demand provided to the Deans and the Associate Provost on a regular basis. The Deans of the three Arts and Science colleges consult in advance to coordinate scheduling of Core general education courses during the summer. During summer school registration, additional sections of courses in the general education program are added on demand to the degree that budget reallocations can be made by the Deans and/or by the Associate Provost to support additional sections.

It should be noted that the largest cohort of students in summer school for the past several years has been juniors, most of whom have completed all but the last two courses in the general education program (Capstone and Non-Western Cultures). For example, in Summer, 2002; the headcount enrollment for summer courses included 505 students taking lower division undergraduate courses, 2,905 students taking upper division undergraduate courses, and 2,046 students taking graduate courses. In most colleges, the highest demand for summer school courses is for required courses in undergraduate majors and graduate programs with the largest enrollments. For example, demand is consistently high for core courses in the Professional Education Sequence required for over 3,000 teacher education majors and for courses in the Business Core in the College of Business with over 2,800 majors. Teachers pursuing graduate education also constitute a significant portion of summer school enrollments.

At the department and college level, every effort is made to plan summer school offerings that match as closely as possible demand for courses in the general education program and the need for courses in the major. A large number of courses in the general education program are also

offered through Continuing Education via guided independent study, the ICN and through web-based instruction. These courses are available to students on a flexible schedule throughout the year, including summer.

The summer school budget is currently administered by the Associate Provost who serves as Director of Summer School, with summer school allocations provided to each college. College Deans work with academic department heads to review enrollment trends and anticipated demand for courses at the departmental level and to develop summer school schedules based on those factors within their summer school budget allocation. Colleges also fund additional summer school offerings through their own college budgets if additional course offerings are needed and a special needs fund is also utilized for high priority additional course needs. This approach to the administration of summer school has led to it becoming increasingly cost effective during the past five years. Formerly, instructional costs for summer school exceeded tuition revenue. However, through careful management and reallocation of resources to match demand, tuition revenues now significantly exceed instructional costs. The Academic Affairs division has put a proposal before the Cabinet to develop an alternative method of administering summer school revenues that would provide incentives at the college level for further increasing efficiency.

Conclusions

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**Summary Conclusions:**

Each university has undertaken an analysis of summer school offerings that included each of the areas recommended. In general, summer enrollments have increased and key aspects of summer enrollments have been reviewed. Modifications have been made to address issues related to recent budget revisions (offering courses in alternate years). In addition, ISU is considering changes in its academic calendar that may lead to fuller use of summer and inter-sessions.

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- ***Each university should develop integrated enrollment management and marketing plans that tie specifically to goals in their strategic plans and which are consistent with the Board of Regents Strategic Plan.***

SUI Response

**University of Iowa:**

In 1996, the first enrollment management committee was formed by Provost Jon Whitmore to deal with what was then a small dip in enrollments. The committee is chaired by the Associate Provost for Undergraduate Education and consists of: associate deans for undergraduate programs in all undergraduate colleges and other collegiate directors, directors of the offices of Academic Advising, Admissions, Student Financial Aid, the University Registrar, Evaluation and Examination Services.

The primary focus initially was recruitment of both special populations (high performing students, non-resident students, minority students, students from western Iowa) as well as our core in-state group from eastern and central Iowa. In this phase we developed the National Scholar Award (for non-resident students), the Iowa Scholar Award (for Iowa students) and the Valedictorian Award and also began to develop radio ads for western Iowa.

As enrollments began to increase, the group's focus shifted to supporting our enrollment goals through intensified targeting of high performing students *and* improved programs for retaining students through to graduation. In this phase we added the College Success Seminar (aimed at freshmen who were placed on probation after the first term) and The College Transition (a course for first-semester freshmen). We also set about increasing the number of both residential and non-residential learning communities.

More recently we have again shifted the focus to providing better and more detailed projections of incoming and returning undergraduate classes and refining a funding mechanism for ensuring that the courses students need are available when they need them. We have also spent considerable effort working on the other half of the management equation: that is, controlling enrollment in times of excess demand. Toward this end, we have begun a detailed examination of our admission and recruitment processes, our yields from various groups, and academic outcomes stratified according to various possible predictors. The goal of these more recent activities is to allow us to reliably bring in a class of new freshmen that fits our resources in terms of faculty, classrooms, and residence beds.

As our enrollment management system has evolved, the lines between the admissions/recruiting function and other retention-oriented functions have blurred. This has come about in large part because the enrollment management team includes professionals from all the offices that serve undergraduates. By working together we find ways to achieve strategic goals that would not be easily done by single units. Recruiting top students involves admissions (which does the outreach), financial aid (which finds ways to compete using scholarships), and colleges (who develop the programs that appeal to students). Retaining new students involves orientation and advising staff (who run our first year transition course), residence services (which supports residential learning centers and houses 90% of the freshman class) and academic technologies staff (who help us teach students to be in control of their own programs). Making sure that classes are available when students need them involves colleges, advisers, and staff from the office of the registrar. By cooperating and pooling expertise, we make the whole more than the sum of its parts.

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ISU Response

**Iowa State University:**

Iowa State University is committed to providing a coordinated series of action steps, which work toward realization of the goals and strategies identified in the Iowa State University Strategic Plan, 2000-2005.

Iowa State University enrollment management and marketing plans tie specifically to goals in the Iowa State University strategic plan, which are in turn consistent with the Board of Regents Strategic Plan.

UNI Response

**University of Northern Iowa**

Two strategic planning goals relate directly to UNI's enrollment and marketing plans:

- Board of Regents strategic plan, Key Result Area 3.0.0 for diversity states:

"Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities."

- UNI's strategic plan, Goal 4.0 states:

"Strengthen a university culture characterized by diversity, collegiality and mutual respect." Objective 4.1 within the goal is to "increase the number of American ethnic minority students and international students enrolled at UNI by 2005 consistent with the BOR strategic plan."

Since UNI implemented its strategic plan in 2001, a university-wide strategy has been developed to bring together all institutional units with responsibilities for enrollment management and marketing; utilizing the expertise in those units to focus on achieving Goal 4.0 (as well as the Board's objectives in Key Result Area 3.0.0). These inter-divisional teams have been charged to analyze appropriate data, develop and implement appropriate action steps and monitor and evaluate their effectiveness in achieving diversity goals.

The Multicultural Coordinating Council has grown from a "virtual department" concept created by the Vice Presidents for Academic Affairs and Educational and Student Services. The goal has been to create a new cross-unit team to develop and implement a comprehensive plan for the recruitment and retention of minority students. The mission of the MCC is "to coordinate efforts for the recruitment and retention of African-American, Hispanic/Latino American, Asian American and Native American students by providing and promoting a supportive academic,



social and cultural environment.” Due in part to the success of the MCC, for the past three years we have increased minority enrollment by ½% each year. The current enrollment of minority students is 5.3 %. Of particular note are successful efforts to recruit outstanding out-of-state African American students to the UNI School of Music, successful recruiting of Latino community college graduates from the San Antonio area and the recruitment of minority graduate students from traditionally Black colleges and universities. The Spring, 2003 commencement saw the graduation of the largest number of minority students in the history of the university.

The Enrollment Management Committee, a cross-university group formed in 2001, is also providing leadership to tie enrollment and marketing plans more closely to strategic planning goals. The task force is currently working closely with consultants who have been retained to assist the university in creating new strategies for recruitment, particularly of out-of-state students. A campus wide discussion is currently underway with staff, faculty and administrators from Academic Affairs, Educational and Student Services, Information Technology Services, Marketing and Public Relations, Financial Aid and other areas regarding enhancement of the university’s website. The focus of this discussion is the creation of a more effective virtual tool for marketing the university to prospective students and their parents and for communicating more effectively with prospective and current students.

A coordinated strategy is also in place for the recruitment and retention of international students. The Office of International Services (in the Division of Educational and Student Services) and the Office of International Programs (in Academic Affairs) work closely with the Assistant Director of Admissions for International Relations to achieve strategic planning goals in their area. Though international admissions have declined slightly (due to current economic conditions and international events), we now have a long-term strategy in place that will continue to help us to link our integrated enrollment and marketing plans more closely to strategic planning goals.

Conclusions

**Summary Conclusions:**

Each of the universities indicates that it has an integrated enrollment management and marketing plan or effective alternative approaches.

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**MGT Recommendation II-4: Review Revenue Enhancement Opportunities**

***Encourage the universities to focus revenue generating efforts on:***

***Activities consistent with their missions and programs and the provisions of Iowa Code Chapter 23A regarding competition with private enterprise.***

***Recurring and maintainable sources rather than one-time assets.***

***In conjunction with recommendation 6 of Item II-3, direct the universities to evaluate alternative methods to increase, account for, and distribute continuing education, summer school, and seminar revenues.***

***Request the universities to consult with peer institutions to identify best practices that might assist the universities in revenue generation.***

Revenue enhancement strategies are an integral part of the management processes at the University of Iowa, Iowa State University, and the University of Northern Iowa. In addition to being a fundamental management practice, strategies that increase revenue and reduce costs have been an ongoing approach to managing the shortfall in state revenues. The Universities will continue to pursue all opportunities to generate revenue that is in accordance with institutional purposes and missions.

Since the last report, officials at the institutions met with one another to consider ideas, reviewed the activities of peer institutions to identify additional revenue enhancement opportunities, and investigated the feasibility of new opportunities. This document reports on the status of projects that have been accomplished since the last report, are under consideration, or will be pursued in the future.

**Student Tuition and Fees**

The most significant change at the University of Iowa is accelerating the billing and collection of tuition and fees. The goal is to implement this change in Fall 2004. The University is bringing a new tuition assessment and billing system on-line beginning Fall 2003 and does not want to complicate the introduction of this new system by changing the timing of the billing process.

ISU currently has an accelerated billing schedule.

UNI is taking strong steps to recruit more out-of-state students to campus to increase out-of-state student tuition income to the University. Currently, the percentage of out-of-state students is 5.7% of total enrollment and 4.5% of undergraduate enrollment. The goal is to increase out-of-state enrollment to 10% in the next five to ten years.

Contract and Grant Revenue	<p>At the University of Northern Iowa, efforts are being made to increase grant support, specifically federally funded grants. Staff support in the colleges and cross-college collaboration are both strategies that are being utilized in this endeavor. For example, the Performing Arts Center, which currently requires general fund support, is looking for grant opportunities, particularly for educational activities.</p> <p>Contract and grant growth continues to be a strong focus at the University of Iowa and Iowa State University.</p>
Sales of Products and Services and Contracts with Vendors	<p>Iowa State University is considering providing cell phones and selling long distance services through an ISU card system to students, faculty and staff. These options are dependent on obtaining discounted services that are more attractive to employees and students than those available elsewhere in the marketplace. At the present time, service providers that offer plans have not been identified that would generate a significant volume of interest. Costs associated with administrative and marketing responsibilities would also need to be clarified with any potential service providers. Institutional officials will continue to monitor the marketplace for these services to determine if there is revenue generation potential in any type of affinity plans</p> <p>The University of Northern Iowa has secured a new and significantly better ATM contract on campus in addition to a new contract in the residence halls for TV services. With the renovation and construction project in Maucker Union, retail and food service revenue should increase. Administrators are also looking for other opportunities with the new facility (i.e. rental kiosk for outside vendors, and rental fees/service charges for the use of meeting rooms and equipment will be revised.</p>
Incentive Based Budgeting Practices	<p>Central support costs are being distributed more equitably to all revenue generating activities via a uniform administrative charge implemented in the FY04 budget. In turn, the revenue generating units will incorporate these costs into their external pricing structures. Where appropriate, incremental tuition and fee revenues are being shared with the units providing the services in order to provide an incentive to expand revenue generating instructional. Significant efforts in this regard relate to summer session, study abroad and continuing education.</p>
SUI Program Participation Fees	<p>Wellness services are being offered to employees for a fee. Staff development is organizing development and training classes that are also offered to area businesses. The revenue raised helps fund positions within the University. The courses that are offered are offered to departments at a very reasonable price but eliminate the travel related costs normally associated with attending seminars.</p>
Investment Practices	<p>A bill, enacted by the state legislature, effective in July will give more flexibility in the type of investments that can be purchased by incorporating language to be "effective maturity of 63 months". This should have a positive effect on investment returns.</p>

## Summary

These revenue-generating initiatives are part of ongoing practices at the Regents institutions. Best practices at colleges and universities throughout the nation with respect to increasing revenue and decreasing costs are examined and implemented when appropriate. The universities participate in organizations and networking activities that allow them access to this kind of information and innovative ideas. Since generating revenue has always been a focus of the institutions, it is not anticipated that significant amounts of funding are likely to be discovered, but creative approaches will be pursued and applied in the future.

## Conclusions

### Summary Conclusions:

The universities jointly considered revenue generating opportunities, reviewed the activities of peer institutions, and investigated the feasibility of all potential new opportunities as part of ongoing practices at the Regent institutions and are undertaking specific initiatives to achieve increased revenues.

### **MGT Recommendation II-11: Conduct Further Review of Governance Reports**

#	REPORT	REPORT FLAGS <sup>A</sup>				
		COST (C)	VALUE (V)	RATIO: V/C	NEEDS CHANGE <sup>B</sup>	SUM
5	Annual Report and Ten-Year Plan of the Residence Systems	✓		✓	✓	3
49	Annual Energy Conservation Report		✓	✓	✓	3
66	Annual Purchasing Report	✓		✓	✓	3
69	Annual Report on Deferred Maintenance	✓		✓	✓	3
6	Proposed Residence System Rates	✓		✓		2
13	Parking Rates (all universities)		✓	✓		2
19	Annual Report on Faculty Activities	✓			✓	2
20	Preliminary Operating Budgets	✓		✓		2
29	Preliminary Operating Budgets	✓		✓		2
36	Preliminary Requests for Operating and Capital Appropriations	✓		✓		2
37	Preliminary Five-Year Capital Program	✓			✓	2
38	Annual Internal Audit Plans		✓	✓		2
42	Annual Student Financial Aid Report	✓			✓	2
50	ISU Stanton Memorial Carillon		✓		✓	2
57	Annual Regents Merit System Report		✓	✓		2
61	Comprehensive Fiscal Report for Previous Year	✓		✓		2
65	Fall Enrollment Report - Part II	✓			✓	2
68	Annual Fire and Environmental Safety Report	✓		✓		2
83	Annual Report of Professional Development Assignments		✓		✓	2
88	low a State Center Annual Report		✓	✓		2
90	ISU Alumni Association		✓		✓	2

<sup>A</sup> Reports are flagged if their score within the specific category falls more than one standard deviation above or below the mean score of all reports in an adverse direction. All reports that were flagged in 2 or more categories were included in this exhibit.

<sup>B</sup> Refers to Question 3 of the survey which inquired whether report should be changed.

**Approve a modified version of MGT's four-step review process for the Board of Regents governance reports:**

**Step 1: Confirm or Amend the Short List of Reports.** *The Board of Regents should review the list and confirm that the identified reports are priorities for a more detailed review.*

**Step 2: Evaluate Specific Shortcomings of Each Selected Report.** *Once the short list of reports has been confirmed, the Board Office staff member who is currently designated as the coordinator for each identified report should be charged with undertaking a detailed review in consultation with appropriate institutional staff. In particular, the review should be structured to address the findings summarized in the report (e.g., high cost, low value, etc.).*

**Step 3: Propose Specific Changes to Each Selected Report.** *Based on a more in-depth analysis of the identified reports, specific changes should be recommended by the report coordinator. In particular, the proposed change should yield the highest feasible payoff from the list of potential changes described above. That is, the first consideration should be given to report elimination, then to combination with other reports, etc.*

**Step 4: Adopt Recommended Changes.** *The Board of Regents should review the proposed specific changes and adopt the proposal for each report as it deems appropriate.*

Conclusions

**Summary Conclusions:**

The Board Office feels that the selected list of governance reports developed by MGT is not the best way at this time to assess the governance reports and recommends that the Board Office with appropriate institutional consultation should undertake a comprehensive assessment of all governance reports. This assessment would take into consideration the need for each report, the optimum frequency of reporting, opportunities for combining reporting in conjunction with the Board's strategic objectives and other considerations such as statutory requirements. The results of this assessment will be reported to the Board in late Fall 2003.

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### **Phase III-5: Review Administrative Procedures at IBSSS**

***Accept the proposal to undertake an in-depth review of select administrative processes at Iowa Braille and Sight Saving School.***

#### **IBSSS:**

The Iowa Braille and Sight Saving School met with selected personnel at the University of Northern Iowa and Iowa State University to determine ways to improve efficiency and effectiveness through the use of technology in business and human resources activities, student record keeping and overall efficiency and effectiveness.

#### **Technology Issues**

The following issues were examined regarding the use of technology in administrative procedures at IBSSS:

- Viability for IBSSS to use Oracle applications for administrative functions as part of UNI's MEMFIS project;
- Feasibility for IBSSS to maintain current software and undertake upgrades/enhancements in the business and human resources areas, including student record keeping;
- Ability to maintain all student record keeping in one of the existing data bases, FileMakerPro or Access;
- Need for IBSSS to undertake a general search for administrative software, including student record keeping

#### **Administrative and Support Functions Issues**

The following issues were examined regarding administrative and support staff functions at IBSSS:

- Some administrative and support staff expressed a frustration with eroding specialization and overlapping duties and unclear accountability.
- Some administrative and support staff suggested that five full-time administrators for IBSSS in the face of diminishing resources is wasteful and unnecessary.
- Some administrative and support staff suggested that management styles conflict and that the conflicts never get resolved, but everyone does what they are told.
- Some administrative and support staff expressed frustration at how any effort that is not directly related to students and education is devalued and marginalized.

A consultant from the University of Northern Iowa examined the use of technology in business and human resources activities and student record keeping. A consultant from Iowa State University examined the need for re-alignment or re-engineering of administrative and support staff functions in business, human resources, and educational services.

Recommendations  
Relating to  
Technology

The complete list of recommendations made by the consultant regarding the use of technology in business and human resources activities and student record keeping is included in Attachment A (pages 5-7). The following recommendations from the study are endorsed by the School:

- IBSSS will not pursue the use of UNI's MEMFIS administrative system at this time.
- A networked application with integration between the financial and human resources modules could create synergies that are currently lacking or maintained through manual means.
- The School should evaluate the increased functionality of Data Control Research's (DCR's) Administrative Interaction Management System applications and consider spending the necessary funds (\$6,000-\$10,000) to upgrade.
- Consideration should be given to additional data base programs other than FileMakerPro and Access because they may not be able to meet the needs of the School.
- Common files on the data server at the School should be established to facilitate the sharing of data between staff more easily.
- General, regular training on desktop software applications could be offered at a common, consistent time, and made available to all staff.

Recommendations  
Relating to  
Administrative and  
Support Staff  
Functions

According to the consultant, with improved communication within the management team, organizational effectiveness can be nurtured and does not require reorganization or elimination of positions. There were four recommendations made by the consultant and endorsed by the School (Attachment B, pages 9-10):

- An internal communication plan should be developed that provides information to employees at least semi-annually. The plan(s) should inform employees about job expectations, desired team outcomes, and organizational priorities.
  - Amend the job titles of the Director of Human Resources and the Director of Administrative Services to be more consistent with the duties they perform and communicate the change and the rationale across the organization.
  - All five administrators of the School should participate in a Myers-Briggs or comparable personality profiling system that would be useful to highlight strengths and differences in work styles and the value of differences in work styles and decision-making processes.
  - Organize an employee relations program for the School that would recognize and appreciate the School's valued employees.
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## Conclusions

### **Summary Conclusions:**

The Iowa Braille and Sight Saving School with assistance from ISU and UNI conducted a review of administrative processes and the roles and responsibilities of select administrative and support staff. The School is working to implement the following recommendations, which resulted from the review:

- Networked computer software that integrates the financial and human resources modules could create synergies that are currently lacking or maintained through manual means.
- The School should evaluate the increased benefits of Data Control Research's (DCR's) Administrative Interaction Management System applications and consider spending the necessary funds (\$6,000-\$10,000) to upgrade.
- Consideration should be given to additional data base programs other than FileMakerPro and Access because they may not be able to meet the needs of the School.
- Common files on the data server at the School should be established to facilitate the sharing of data between staff more easily.
- General, regular training on desktop software applications could be offered at a common, consistent time, and made available to all staff.
- An internal communication plan should be developed that provides information to employees at least semi-annually. The plan(s) should inform employees about job expectations, desired team outcomes, and organizational priorities.
- Amend the job titles of the Director of Human Resources and the Director of Administrative Services to be more consistent with the duties they perform and communicate the change and the rationale across the organization.
- All five administrators of the School would benefit from understanding strengths and differences in work styles and the value of differences in work styles and decision-making processes.
- Organize an employee relations program for the School that would recognize and appreciate the School's valued employees.