

October 16, 2015

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Dear Board of Regents:

The Pappas Consulting Group Inc. is pleased to present you its Draft Report, TIER Efficiency and Transformation Review: Enrollment Management and e-Learning. The draft is comprised of an Executive Summary, a detailed report with respect to Enrollment Management and a subsequent one focused on e-Learning.

Over the past 150 years, the three Regent Institutions have provided laudable educational opportunity for Iowans and noteworthy service to the State and its 99 counties. Collectively, the legacy of the Iowa Regent Universities is one of which Iowa can be proud.

Unfortunately, the environment confronting all institutions of higher education in the United States is extremely challenging with demographic and economic trends most problematic for the foreseeable future. These challenges must be met with new strategies. Clearly, the public universities of Iowa are not immune to these forces.

We believe strongly that the Board and its three public universities have the potential to address these multiple challenges in constructive and productive ways.

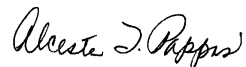
We want to especially thank all of the TIER representatives from Iowa State University, the University of Iowa, the University of Northern Iowa, the Board, and the Board staff for all of their assistance with data gathering and their insights throughout this engagement.



Board of Regents State of Iowa
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All of us at the Pappas Group appreciate the trust you have placed in us for the conduct of this work. We look forward to working with you to answer any questions you and your colleagues might have as you collectively chart an exciting and successful future for the Iowa Regent Universities.

Sincerely yours,



Alceste T. Pappas, Ph.D.
President/CEO
Pappas Consulting Group Inc.

Attachments

Cc: TIER Representatives

Board of Regents Office

Dr. Robert Donley, Executive Director

Dr. Diana Gonzalez, Chief Academic Officer

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**BOARD OF REGENTS
STATE OF IOWA**

**TIER Efficiency and Transformation Review for
Enrollment Management and e-Learning**

EXECUTIVE SUMMARY DRAFT

OCTOBER 16, 2015

**BOARD OF REGENTS STATE OF IOWA
TIER Efficiency and Transformation Review for
Enrollment Management and e-Learning**

Executive Summary

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DRAFT

**BOARD OF REGENTS STATE OF IOWA
TIER Efficiency and Transformation Review for
Enrollment Management and e-Learning
Executive Summary**

I. PREFACE

The Pappas Consulting Group Inc. is pleased to present its draft Executive Summary of the *TEIR Efficiency and Transformation Review: Enrollment Management and e-Learning*.

This draft Executive Summary enumerates our main objectives, sets the context for higher education in the State of Iowa, outlines major findings and provides some preliminary recommendations for consideration.

When we initially responded to the Request for Proposal for the Academic TIER Review we spent considerable time attempting to define a scope of work that was clearly defined, used the language familiar in the higher education marketplace and was manageable.

The initial challenge with regard to defining Enrollment Management was limiting its scope to include: Recruitment; Admissions; Scholarships/Financial Aid; Orientation/First Year Success Programs; Academic Advisement; Registration; Counseling; Career Services and; Institutional Research.

We had included the identification of any course bottlenecks as a result of the limitations of classroom space as Ad Astra was conducting an analysis of classroom and laboratory space on each of the three institutions. Based on the Ad Astra data generated in the individual campus reviews and our analysis of the classroom inventories being developed by each of the institutions, The Pappas Group and the TIER Representatives mutually concluded that there were limited opportunities for improving graduation rates in this specific regard.

With respect to the RFP's utilization of the phrase, "Distance Education", we defined "Distance Education" more broadly to encompass the full array of the uses of enhanced interactive learning online as components of both traditional and non-traditional learning. From our perspective, the distinctions between "distance learners " and "traditional learners" are fluid rather than fixed. As a result, we refer to this part of work under the title of e-Learning.

Our Overall Approach

The Pappas Consulting Group has used a data driven approach to support its preliminary recommendations. Throughout the two draft reports attached to this Executive Summary, there are numerous citations and exhibits. Data have been collected from the Board of Regents State of Iowa, each of the three institutions as well as numerous external agencies and the higher education literature.

In all instances, we attempted to find the most current available information. However, there are some instances where the most recent data available from either the Board Office or the Iowa College Student Aid Commission was for the AY 2013-14 (i.e., freshman retention rate; average debt upon graduation). Rather than revert to the previous Academic Year, we thought it better to present the most current data available as the basis for assessment and subsequent recommendations.

With regard to the Peer Comparisons, we utilized the most recent Enrollment Management data (AY 2013-2014) common to every peer as reported in IPEDs and the U.S. News & World Report "America's Best Colleges" database. In contrast, the most recent peer Financial Aid data, available for every peer within the U.S. News & World Report "America's Best Colleges" database was for AY 2012-2013. Once again, we endeavored to reference the most recent data available.

From the beginning of our endeavor, we decided to maintain a set of “working papers” that will become available to the Board Office upon conclusion of this Academic TIER Review in order to enable the Board and the three universities to build on our work as efficiently and seamlessly as possible in the months to come.

In addition to the data and documentation we collected, we spent time at the Board Office and at each of the institutions with key personnel. We would be remiss if we did not acknowledge the cooperation we received throughout this critical endeavor and thank, most especially, the TIER Representatives who were untiring in their efforts to provide our team data on a timely basis.

II. THE HISTORICAL, PRESENT AND FUTURE CONTEXTS OF PUBLIC HIGHER EDUCATION IN IOWA

Before launching into the substance of our reviews of Enrollment Management and e-Learning, we present a brief overview of the history and impact of public higher education in Iowa; a discussion of the challenging environment that higher education in Iowa and in the rest of the country faces; and a sense of the direction that Iowa Regent Universities must pursue if they are to continue their legacy of excellence, even in the presence of serious challenges.

The Impact of Public Higher Education in Iowa

For more than 150 years, the State of Iowa and its residents have benefitted enormously from the State’s institutions of higher education. From modest starts in the middle and latter part of the 19th Century, Iowa’s public higher education landscape has evolved into three large, strong public universities that now operate under the auspices of the Board of Regents of the State of Iowa. It is to the considerable credit of generations of Iowans that the State is now home to three public universities that have local, regional, national and global reputations of excellence:

- Both the University of Iowa and Iowa State University are members of the Association of American Universities, which includes the nation's outstanding research universities.
- Both Iowa State University and the University of Iowa have strong global reputations based in the excellence of their teaching and research programs, many of which are among the best in the world.
- The University of Northern Iowa is widely acknowledged to be one of the best regional public universities in the Midwest, not only because of the quality of its teaching and research programs but also for the breadth and depth of its contributions to education throughout the State and Region.

Collectively, these Universities are strong and vital partners with the State's community colleges, providing eight State-wide articulation agreements and more than 1,000 program specific agreements. These agreements are essential for students who wish to begin their college experience closer to home and work, yet still have access to further education.

The contributions of Iowa Regent Universities go well beyond the education each provides, the research they conduct, and the accolades they receive:

- In addition to providing credit-bearing instruction last year to 12,874 students who are not enrolled as on-campus students, Iowa Regent Universities also provide non-credit learning opportunities to more than 500,000 students from every Iowa county.
(http://www.regents.iowa.gov/Meetings/DocketMemos/15Memos/February2015/0215_ESAC03.pdf; Page 2)
- In FY 2014, Iowa's three public universities received \$925 million in sponsored funding.
- The Universities offered research-based expertise and business assistance directly to the people of Iowa, as well as to industry and all 99 counties.
- In FY 2014, Iowa companies generated \$24.77 million in revenue as a direct result of university discoveries.
- A total of 3,255 individuals were employed by the 144 companies located at the UI, ISU and UNI research parks and business incubators, including 34 new companies and 244 additional jobs over FY 2013.
(http://www.regents.iowa.gov/Meetings/DocketMemos/14Memos/October2014/1014_ITEM03.pdf)
- The extension of Iowa Regent Universities programs throughout the State are supported by four Regional Resource Centers at the Lakeside Lab, the Quad-Cities Graduate Center, and in Northwest Iowa and Southwest Iowa.

Over the decades, many of our higher education clients have described themselves as unique at either the system or campus level. From our collective knowledge and experience, Iowa does, in fact, emerge as unique in many ways. Understanding and respecting that uniqueness while addressing the complex and dynamic forces in the Iowa

marketplace and nationally is key. Throughout our work we have attempted to understand these unique nuances.

The Current Environments of Public Higher Education in Iowa and in the United States

There is the widespread perception that the legacy of higher education excellence that prevails in Iowa, and in other states is facing serious challenges. A scholar of higher education has suggested that the period from the end of World War II until 1970 was the “Golden Age” of American higher education (John R. Thelin, A History of American Higher Education. The Johns Hopkins University Press, 2011: Chapter 7.) Two major factors contributed to this “Golden Age”. The first was a demographic environment that saw increases in the populations interested in going to college, brought about initially by the return of veterans armed with the GI Bill, and subsequently by the beginning of the coming of age of the baby boom generation. These demographic booms were accompanied by economic booms that provided unprecedented resources for American colleges and universities. The combination of more people and more money set the stage for the massive growth in American higher education between 1945 and 1970.

Clearly, times have changed. Iowa, like many states in the country, projects a leveling of the traditional college bound population. It is possible, in the coming years, that Iowa might join some other states that actually experience population declines in critical age groups. Even with the nation’s recovery from the 2008-2009 recession, prospects for economic growth of the magnitude of post-WWII growth are highly likely. So in addition to these demographic challenges, higher education faces perhaps even greater challenges from state and federal governments which seek to reduce appropriations for higher education rather than to increase them.

If the “Golden Age” was the combination of more people and more money, what will be the moniker of the age that is best characterized as the combination of “fewer people and less money”? Whatever the moniker, that age is the one in which we now find ourselves, and it will not be an easy one.

Sustaining Excellence: The Future of Higher Education in Iowa

Reconciling these main themes is a major challenge facing each of Iowa’s Regent Universities. How can the Universities continue – and even enhance – their reputations for sustained excellence in the face of substantial demographic and economic challenges? These challenges are very clearly not just challenges for Iowa; public and private universities throughout the country are grappling with the very same issues.

Although we do not believe that a consensus has emerged on the solutions to these twin challenges, we do believe that there are clear directions that must be pursued. Two of these clear directions are, fortunately, the subject of our review: the development of comprehensive enrollment management strategies and the vigorous exploration of the potential of enhanced use of educational technologies.

Clearly, what is no longer open for debate is whether or not significant change in higher education is needed or not. Business as usual will not produce the excellence Iowans have come to expect from their public universities.

The remainder of this Draft Executive Summary consists of two major sections. One focused on Enrollment Management and one on e-Learning. The following sections are somewhat longer than one typically encounters in an “Executive Summary” but the details contained herein allow it to stand alone as a rather complete description of our findings and preliminary recommendations. For those interested in more extensive data and more detailed analyses, the separate drafts on Enrollment Management and e-Learning and their appendices provide all that detail.

III. ENROLLMENT MANAGEMENT

State of Iowa Higher Education Landscape

Clearly, the national debate about the quality of the pre-K enterprise and the cost/ROI of higher education seems to grow with passion and concern every day. The Iowa higher education landscape is no different with respect to the debate. There are, however, a set of attributes unique to Iowa that call for long-term strategic planning at the pre-K through higher education levels, across the sectors as well as at the Board of Regents and at the three public universities.

Iowa Has an Extensive and Diverse Array of Institutions of Higher Learning.

- ✓ Iowa has 66 colleges and universities (3 public universities, 15 community colleges, 35 non-profit private schools and 13 for-profit private institutions). Two of the three public universities are members of the Association of American Universities (AAU), a “by invitation only” organization that recognizes top research universities. One is a regional university.
- ✓ The Board of Regents oversees three institutions of higher Learning (University of Iowa, Iowa State University and University of Northern Iowa) as well as the School for Deaf and the Iowa Braille and Sight Saving School.
- ✓ The Iowa Board of Regents Staff are responsible to the Board for the effective administration of the office and its three institutions. Board Office staff functions are primarily centered around planning, academic program approval, budgeting and reporting. The Board Office itself has historically functioned more like a coordinating body than a “system office” and will more than likely remain so in the future.

Iowa Public School Grade Twelve Enrollments.

Iowa public school grade twelve enrollments have declined slightly since AY 2010-11, and are projected to remain relatively flat from AY 2015-16 to AY 2019-20, ranging from 36,467 to 36,681 students.

Iowa Community College Enrollments and the Number of Iowa High School Seniors Entering College Have Decreased, While Iowa Public University Enrollments Have Increased.

- ✓ From AY 2008-09 to AY 2010-11, the number of Iowa high school seniors entering college within sixteen months of graduation decreased from 72.9% to 69.7%. From AY 2010-11 to AY 2014-15, Fall Term enrollments at Iowa community colleges declined by 12.0%.
- ✓ From AY 2005-06 to AY 2014-15, aggregate Fall Term undergraduate enrollments at the three Iowa public universities grew from 51,984 to 61,389 students, an increase of 18.09%.

While the Number of Freshman Admits to the Three Iowa Public Universities Has Steadily Increased in the Past Ten Years, the Percentage of All Applicants that Enroll Has Steadily Declined.

- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at the University of Iowa decreased from 34.61% to 23.92%.
- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at Iowa State University decreased from 46.13% to 37.78%.
- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at the University of Northern Iowa decreased from 50.76% to 42.56%.

The Freshman Retention Rates at the University of Iowa, Iowa State University and the University of Northern Iowa Have Each Fluctuated Around a Narrow Range Over the Past Five Years.

- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at the University of Iowa has been approximately 86%.
- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at Iowa State University varied between 85.8% and 87.8%.
- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at the University of Northern Iowa was approximately 82%, until last year when it increased to 84.7%.

State Support of Iowa Public Higher Education Has Dramatically Decreased.

- ✓ Between FY 2008-09 and FY 2014-15, state appropriations for Iowa's three public universities decreased by 12.6%.
- ✓ In FY 2014-15, the State of Iowa spent \$6,471 per year per headcount enrollee (i.e., total undergraduate/graduate enrollment basis) at the three public higher education institutions, representing a \$1,741 or 21% annual reduction since FY 2008-09.

From AY 2005-06 to AY 2014-15, In-State Annual Undergraduate Tuition at the Three Iowa Public Universities, Excluding Mandatory Fees, Increased Approximately 36%.

- ✓ In addition to the tuition increase, in-state annual mandatory fees imposed by each public university from AY 2005-06 to AY 2014-15 reflect an even more marked upward trend, ranging from a 46% increase for Iowa State University to a 94% increase for the University of Iowa.

As the Burden of Iowa Public Higher Education Costs Has Shifted from the State to Students and Their Parents, Student Borrowing Has Similarly Increased.

- ✓ In AY 2013-14, there were 24,808 full-time, resident, dependent undergraduate FAFSA filers who received and accepted financial aid at one of the three public universities, an increase of 3.9 percent from the prior academic year.
- ✓ Approximately 64 percent of graduates from Iowa's public higher education institutions in AY 2012-13 incurred educational debt.
- ✓ In 2014, the State of Iowa ranked eighteenth in the United States for student borrowing.

Iowa Student Debt and Default Rates.

- ✓ While the average aggregate Iowa public university undergraduate student loan debt upon graduation increased during the timeframe extending from AY 2009-10 to AY 2013-14, both Iowa State University and the University of Northern Iowa have made strides during the past several years to reverse this trend.

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
UI	\$25,515	\$26,338	\$27,453	\$28,131	\$28,716
ISU	\$30,062	\$29,445	\$30,374	\$29,898	\$28,880
UNI	\$27,711	\$26,770	\$24,357	\$24,998	\$23,163

Source: "Student Loan Debt by Institution". iowacollegeaid.gov; Exhibit H, Item #9

The State of Iowa appears to be the only state in the nation that precludes its in-state residents from receiving scholarships to attend one of its public universities.

- ✓ Established by the Iowa General Assembly in 1970, Iowa Tuition Grants are awarded to residents enrolled at one of Iowa's eligible private, colleges and universities.

In AY 2013-14 a Record High 42,996 Students Enrolled in Approximately 337,000 Course Credit Hours, an Average of 7.8 Credit Hours Per Student Through Concurrent Enrollment, PSEO and as Tuition-paying Students at Iowa's Community Colleges.

The Regents Admissions Index Was Established to Identify Predictors of Student Success in College. Since Its Establishment, It Has Undergone a Number of Revisions.

Iowa Public University Peer Comparisons

Frequently, the data and reports generated by the Board Office compare the three public universities with each other. This practice, while generating some helpful information regarding Iowa public universities qua Iowa public universities often blurs the reality that the University of Iowa, Iowa State University and the University of Northern Iowa are each distinctive with regard to mission, programmatic strength and the mix and academic quality of students. It also inadvertently creates a competitive rather than a collegial culture among the three public entities.

For these reasons, we used external benchmarking to provide a frame of reference, focusing on comparisons with campus generated and Board approved peer institutions specific to admissions, freshman retention rate, and graduation rates.

University of Iowa Peer Comparison

The University of Iowa developed its official UI Peer Group in the 1980s. It was approved by the Board of Regents.

UI Rankings in the Top Third of Peer Institutions

- none

UI Rankings in the Middle Third of Peer Institutions

- none

UI Rankings in the Bottom Third of Peer Institutions

- For AY 2013-14, the number of undergraduate applicants totaled 21,642 (lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example?
- In AY 2013-14, eighty percent of all undergraduate applicants were admitted (highest for all institutions; ranking based on selectivity rating where the lowest percentage is best).
- Of the undergraduate students admitted in AY 2013-14, twenty-six percent enrolled (lowest for all institutions).
- In AY 2013-14, forty-eight percent of all undergraduate enrollees were in-state students (lowest for all institutions).

- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 28 (tied for second lowest among all institutions).
- The retention rate from freshman to sophomore year is eighty-six percent (second lowest for all institutions).
- The four-year baccalaureate graduation rate is forty-seven percent (tied for second lowest among all institutions).
- The six-year baccalaureate graduation rate is seventy-one percent (third lowest among all institutions).
- In AY 2012-13, the average amount of freshman need-based aid totaled \$7,928 (lowest for all institutions; ranking based on demonstrated financial need where the highest total amount is best).¹
- In AY 2012-13, the average amount of freshman self-help aid totaled \$5,782 (third highest for all institutions; ranking based on differential financial need where the lowest total amount is best).
- In AY 2012-13, the average amount of freshman merit-based aid totaled \$4,115 (third lowest for all institutions; ranking based on financial award total where the highest amount is best).
- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$28,131 (second highest for all institutions; ranking based on total debt where the lowest amount is best).

Iowa State University Peer Comparison

In 1986 Iowa State University identified a group of ten land-grant universities and select others as its peer comparison group. The peer group was approved by the Board at the time.

ISU Rankings in the Top Third of Peer Institutions

- In AY 2012-13, the average amount of freshman self-help aid totaled \$3,509 (third lowest for all institutions).

ISU Rankings in the Middle Third of Peer Institutions

- Of the undergraduate students admitted in AY 2013-14, forty-one percent enrolled (fifth highest for all institutions).

ISU Rankings in the Bottom Third of Peer Institutions

- For AY 2013-14, the number of undergraduate applicants totaled 17,525 (lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example?
- In AY 2013-14, eighty-five percent of all undergraduate applicants were admitted (highest for all institutions; ranking based on selectivity rating where the lowest percentage is best).

¹ Published tuition rates of peers are generally significantly higher.

- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 28 (tied for second lowest among all institutions).
- The retention rate from freshman to sophomore year is eighty-seven percent (second lowest for all institutions).
- The four-year baccalaureate graduation rate is thirty-three percent (lowest among all institutions).
- The six-year baccalaureate graduation rate is sixty-eight percent (tied for second lowest among all institutions).
- In AY 2012-13, the average amount of freshman need-based aid totaled \$7,692 (lowest for all institutions; ranking based on demonstrated financial need where the highest amount is best).²
- In AY 2012-13, the average amount of freshman merit-based aid totaled \$3,049 (lowest for all institutions; ranking based on financial award total where the highest amount is best).
- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$29,898 (highest for all institutions; ranking based on total debt where the lowest amount is best).

University of Northern Iowa Peer Comparison

A new set of peers was recently approved by the Council of Provosts and is simply awaiting formal Board approval.

UNI Rankings in the Top Third of Peer Institutions

- Of the undergraduate students admitted in AY 2013-14, fifty-one percent enrolled (second highest for all institutions).
- The retention rate from freshman to sophomore year is eighty-three percent (tied for third highest among all institutions).
- In AY 2012-13, the average amount of freshman self-help aid totaled \$3,091 (third lowest for all institutions; ranking based on differential financial need where the lowest amount is best).

UNI Rankings in the Middle Third of Peer Institutions

- In AY 2013-14, ninety-one percent of all undergraduate enrollees were in-state students (fourth highest for all institutions).
- The four-year baccalaureate graduation rate is thirty-seven percent (fifth highest for all institutions).
- The six-year baccalaureate graduation rate is sixty-seven percent (fourth highest for all institutions).
- In AY 2012-13, the average amount of freshman merit-based aid totaled \$3,393 (seventh highest for all institutions; ranking based on financial award total where the highest amount is best).³

² Published tuition rates of peers are generally significantly higher.

- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$23,151 (fourth lowest for all institutions; ranking based on total debt where the lowest amount is best).

UNI Rankings in the Bottom Third of Peer Institutions

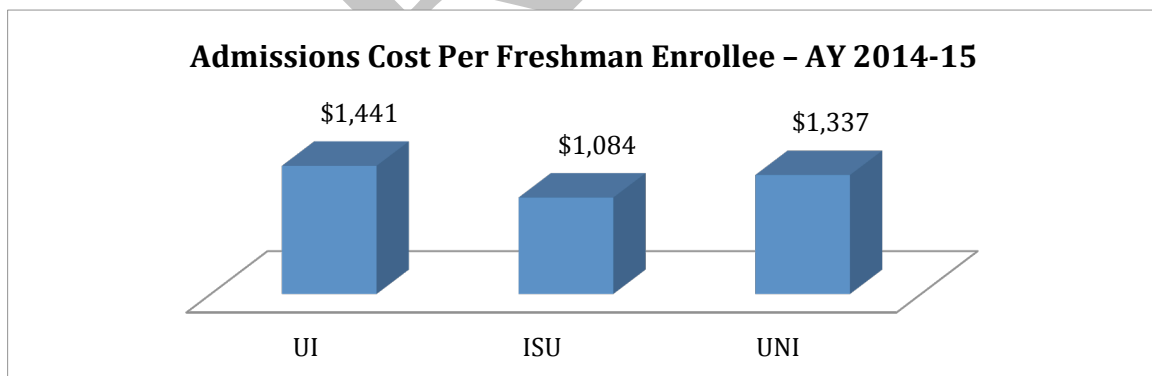
- For AY 2013-14, the number of undergraduate applicants totaled 4,068 (second lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example?
- In AY 2013-14, eighty-three percent of all undergraduate applicants were admitted (third highest for all institutions; ranking based on selectivity rating where the lowest percentage is best).
- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 24 (tied for lowest among all institutions).
- In AY 2012-13, the average amount of freshman need-based aid totaled \$5,010 (fourth lowest for all institutions; ranking based on demonstrated financial need where the highest amount is best).⁴

Iowa Public University Enrollment Management Comparative Cost Data

These data provide yet another method by which to provide context and perspective regarding the functions that support freshman retention and time to graduation.

Freshman Recruitment Costs Vary Widely Among the Three Iowa Public Universities.

- ✓ The cost to recruit a freshman ranges from \$1,084 for Iowa State University to \$1,441 for the University of Iowa.

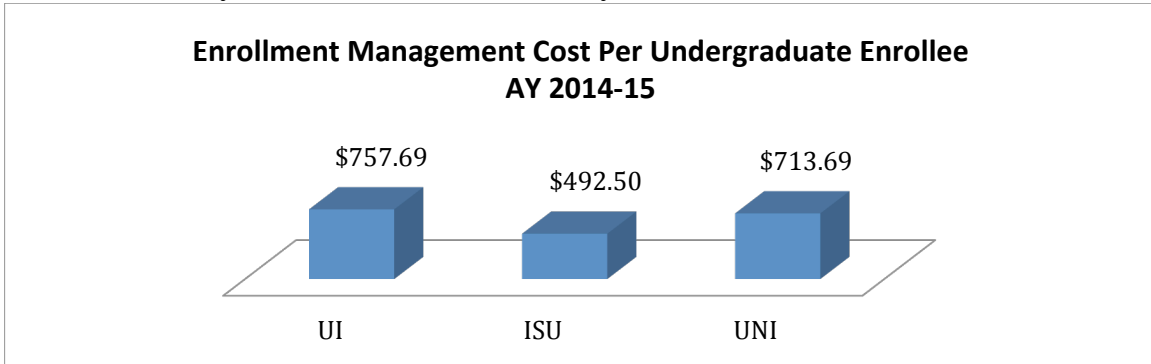


³ Published tuition rates of peers are generally significantly higher.

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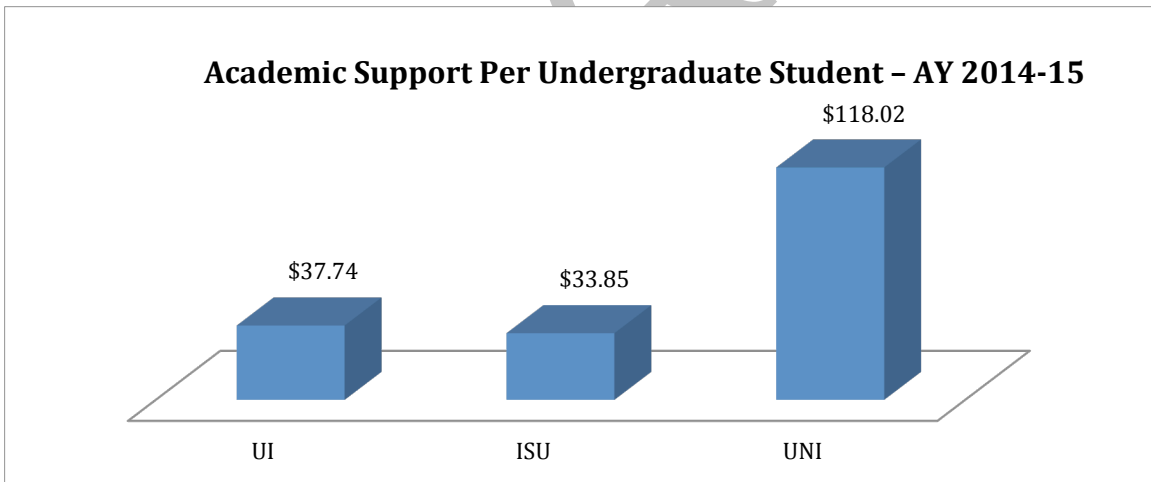
For purposes of this analysis, Enrollment Management comprises Academic Support, Advisement, Career Services, Counseling Services, Financial Aid, and the Registrar.

- ✓ These Enrollment Management costs range from \$492.50 for Iowa State University to \$757.69 for the University of Iowa.



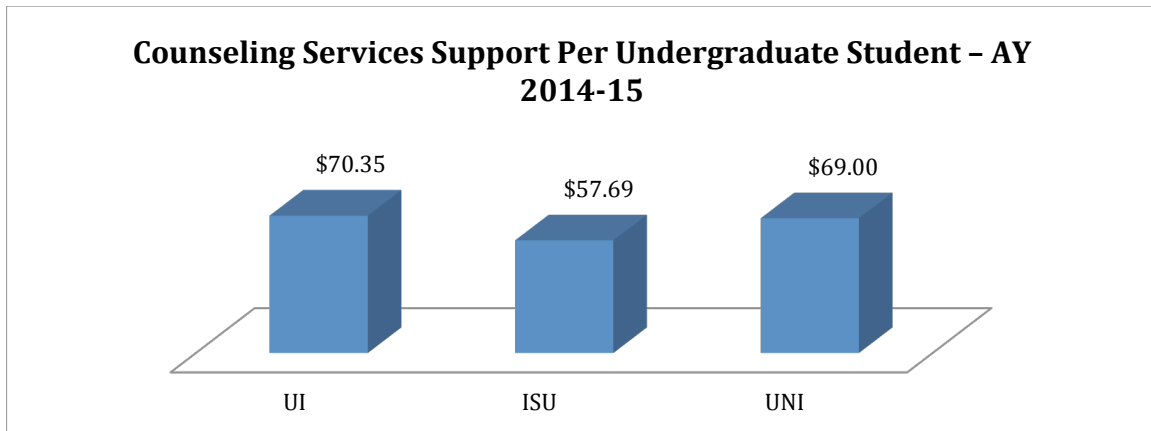
Academic Support Costs Dramatically Differs for the Three Iowa Public Universities.

- ✓ The expenditure per undergraduate student to provide central academic resources such as learning/study strategies, supplemental instruction and tutoring support ranges from \$33.85 at Iowa State University and \$37.74 at the University of Iowa to \$118.02 at the University of Northern Iowa.



Expenditures for Student Counseling Vary at the Three Iowa Public Universities.

- ✓ While the expenditure level for Counseling Services at the University of Iowa and the University of Northern Iowa are both in the \$70.00 per undergraduate student range, Iowa State University spends \$57.69 per student. This difference may be a product of the Resource Management Model (RMM) allocation methodology as Counseling Services does not appear to receive budget increases resulting from enhanced campus enrollment levels.



In summary, it is clear that the three Iowa public universities fund student success initiatives at varying levels:

- It costs more to admit a freshman than it does to provide enrollment management services to undergraduates on a per capita basis.
- UNI offers a much broader range of centrally-provided Academic Support programs and invests significantly more on those programs on a per undergraduate student basis than either UI or ISU.
- The funding level provided for Student Counseling services support at ISU moderately trails that expended per undergraduate student at both UI and UNI.

Enrollment Management Best Practices: National Trends

There are a number of fundamental institutional best practices in Enrollment Management that we have used to identify campus-based exemplars and to assess the current student success initiatives at the three Iowa public universities.

Undergraduate Admissions and Recruitment

- Strategic Use of Enrollment Data to Develop Strategic Enrollment Management Plans

When recruiting, universities are now making extensive use of historical enrollment trend data to shape their entering classes, enhance retention, and determine student financial aid policies. Recruiting is no longer simply a "total numbers" and "cast a broad net" process, but is rather intentionally conducted to achieve pre-determined outcomes.

- Utilization of Data to Evaluate Recruitment Strategies

Data relating to yield ratios, attrition and time-to-degree are frequently utilized to assess recruiting effectiveness and determine strategies requiring revision.

- Utilization of Social Media to Recruit Undergraduate Students

Universities incorporate the Internet and social media tools to both solicit and receive prospective student inquiries during the recruitment process.

Financial Aid

- Virtual Self-Service

Students and their parents expect online standard inquiry and transaction processing. Information about financial aid availability, the status of their application and award status are expected to be readily available via web-based transaction services. Students presume web-based communication will occur concerning registration, course scheduling, advising, etc.

- Financial Aid Modeling

In a changing market, institutions with an understanding of enrollment trends will fare better than competitors in terms of enrollment and net revenue. Using and analyzing enrollment data leads to a more strategic use of financial aid. Scholarship modeling enables efficiency, stronger enrollment yield projections, and a better market position. Data analysis eliminates the guesswork involved in setting financial aid targets and provides management with information, tactical discipline, and help in managing the risks associated with awarding aid to new students.

- Financial Aid Office Automation

Distributed online processing capabilities, web-enabled portal access for student inquiry and transactions, and modern automated workflow processes allow for technology-based processing well beyond simply making transaction forms available online. Automation has redefined the Financial Aid Officer role to one requiring proactive student counseling, management of student financial and award data, working with and assessing individual student aid reviews, and monitoring student compliance with aid regulations.

Graduation Rates

- Essential Elements of Time-To-Degree Completion

Improving graduation rates is a slow and tedious process. Actions taken today frequently do not have a measurable effect for at least three to five years or more.

- ✓ The Board, the President and the enrollment management team must drive the process.

- ✓ A process based on detailed data must be developed, measured and continuously monitored.
 - ✓ Faculty, professional advisers, student affairs staff, and academic leadership across the campus who are committed to student success must meet regularly to assess and report progress.
- State Policy Impacts Higher Education Graduation Rates

States with higher appropriations to colleges and universities tend to have higher graduation rates. In addition, states with higher investments in student financial aid benefit from increased graduation rates. These results speak not only to the importance of providing resources to higher education, but also to paying close attention to how the resources are utilized.

Retention Rates

- Fiscal Benefits of Student Retention

In contrast to student recruitment efforts, retention initiatives are estimated to be three to five times more cost effective.

With limited taxpayer dollars being supplied, public institutions must rely more on student retention as a means of maintaining fiscal stability. Accordingly, an assessment of first-year programming should focus not only on student retention statistics, but also on the fiscal impact to institutional revenue streams.

- Retention as a Solution for Minimizing University Cost Increases

The clear challenge today is how best to hold down the cost of higher education. Put simply, retention is the place to start.

Significant improvement in the retention of current students is the low-hanging fruit of revenue increases for colleges and universities. For example, a ten percent freshman attrition rate for a large public institution can equate to 400 plus students lost with little chance of keeping their class sufficiently full or recovering the multi-million dollars in lost revenue over time. Data reveal that the first six weeks is the most critical timeframe to transition to a college environment.

Student Success

- One-Stop Consolidated Service Support

As technology process automation and self-servicing capabilities are installed, student interactions are reduced to handle exceptions and provide in-depth counseling. This transformation of service requires the integration of traditionally

structured, siloed and multiple student services offices into an integrated one-stop service operation.

In addition, institutions have extended the one-stop concept to the web, where 24/7 electronic access is offered through a portal where students can check a bill, look up their grades or determine their status in the financial aid process.

- Student Advisement

Evidence shows that effective academic advising and simple registration procedures can be major factors in student retention.

Institutional Research

- Data Collection and Reporting

Data availability is essential for sound management decision-making. Such data, beginning with prospect information and extending through the admission, enrollment, retention and graduation cycles are essential to assessing trends, measuring performance, making comparisons with peer institutions, and determining how best to achieve institutional/system strategic enrollment goals.

- Expanding Institutional Research Capacity Beyond Compliance Reporting

More and more institutions of higher learning are focusing much more of their time conducting analyses to inform management decision-making and performance measurement.

The most advanced Institutional Research operations are those that combine research, planning, institutional effectiveness, assessment and analytical functions within one department that supports strategic decision-making and identifies ways to enhance the university experience and promote excellence.

Iowa Public University Exemplars

Each of the three universities has created and implemented a number of notable Enrollment Management programs to improve student retention and graduation rates. For purposes of this report, exemplars are provided for each institution with the hope that they will serve as models for the other two universities. In some cases, performance measures are included. In others, the programs are too new to enable the measurement of outcomes longitudinally.

In the case of the University of Northern Iowa, there are more exemplars enumerated than for the University of Iowa or Iowa State University. We have purposefully included UNI's rather substantial list of exemplars as, in their totality, they represent a wholistic approach to student success that can be adapted to support the particular undergraduate

profiles at the University of Iowa and Iowa State University. Although each of the Iowa public universities is resource bound, the University of Northern Iowa has intentionally and substantially invested in these strategic initiatives.

University of Iowa

In recent years, the University of Iowa has demonstrated an increased commitment to undergraduate student success. The position, Associate Provost for Undergraduate Education and Dean of University College, has been given the charge of working in collaboration with members of the Provost's Office, the Deans as well as the Division of Student Life to begin to integrate more intentionally the Academic Support and Student Affairs functions of the University.

Plans are already underway to develop targeted "one-stop" neighborhoods that will service student academic support (e.g., writing labs, math labs), and tutoring, another will focus on student "transactions" that can be accomplished principally through technology and yet another on student wellness including counseling.

An Enrollment Management rather than as Admissions driven approach is being fostered through the collection and analysis of student information using elements of predictive modeling. In addition, the development of a University Information portal to support University-wide Institutional Research efforts is currently underway.

These exemplars focus primarily on the objective of enabling quicker degree completion, mitigating student indebtedness and enabling seamless transition from an undergraduate to a graduate degree. This is in keeping with the significant number of students enrolled in the College of Liberal Arts and Science whose long-term success is critical to the University and the State of Iowa. Among the programs worthy of note are the:

- ✓ Summer Hawk Tuition Grant Program
- ✓ A total of 36 "Undergraduate to Graduate" programs designed to facilitate the transition to graduate school, including two recently developed programs:
 - College of Law "3 + 3" Program
 - College of Public Health "Undergrad to Grad" Program

Iowa State University

Like the University of Iowa, Iowa State University is a member of the AAU. However, it fundamentally differs in mission and programmatic offerings. It is the land grant institution of the State of Iowa, it has an immense geographic outreach. It offers a number of academic programs that require degree completion in five years rather than four due to the degree requirements dictated by external accrediting bodies.

The University's operating culture is highly decentralized/distributed. The Deans of each of the Colleges is responsible for leading and managing their particular academic enterprise from an academic, student and financial perspective. Although, the Resource

Management Model in place at the University for resource allocation purposes is modeled on a Responsibility Center Model approach, it has been historically shaped and implemented to the specific objectives of the University in terms of empowering unit/Decanal leadership and incentives.

Of all three universities, Iowa State is the one that has developed and implemented a sophisticated, predictive modeling system for undergraduate enrollment. Its success can be measured by its gains in the number of first time freshman from Iowa but as the data in the earlier sections of the report show, the flat-line projections of Iowa high school graduates will provide a challenge to the University's existing recruitment strategy.

The University has traditionally sought to integrate the work of the Student Life Division with that of Academic Affairs and the exemplars contained herein are evidence of that intentionality. They include:

- ✓ Iowa State Learning Community Program
- ✓ Coordinated Network of Career Services

University of Northern Iowa

Over the years, the University of Northern Iowa has been challenged by declining numbers of student applicants, matriculants and those choosing to complete their degree at the University. This reality has had a profound negative impact on the financial base of the University.

In an effort to begin an intentional "turn around" of undergraduate student enrollment and retention, University Leadership decided to participate in the Gardner Institute Foundations of Excellence self-study in 2009. Since the outset of that review six years ago there has been palpable integration of the work of the Chief Academic Officer, the Deans, the Chief Student Affairs Officer and his respective staff to ensure a Student Success focused university climate. This intentional and integrative way of problem solving and program generation along with the significant investment of financial resources have led to the implementation of several systematic retention and student success initiatives. Indeed, the graduation and persistence rates for the University of Northern Iowa currently exceed those of its peer institutions and similarly Carnegie classified institutions.

Recently, the University embraced a more inclusive Enrollment Management approach to recruiting students and has partnered the UNI Alumni Office with the UNI Career Services Office to optimize career development and job placement for students.

Initiatives implemented to help increase the retention and timely graduation rates of students since 2009 include:

- Pre-enrollment initiatives
- First-year course/academic learning communities

- Residential learning communities
- Early warning/intervention programs
- Academic support services
- Targeted support programs for identified needs
- Support initiatives for timely graduation, and
- Services provided to students within one-stop support center environments.

Preliminary Recommendations

We first provide preliminary recommendations with regard to State-wide demographic patterns and policy. Subsequently, we provide preliminary recommendations with regard to the Board of Regents and its Office staff, and the University of Iowa, Iowa State University and the University of Northern Iowa.

- **Undertake a statewide strategic planning process that takes into account the current and projected demographic pattern of high school graduates on each of the sectors of higher education in the state.**

The state is already a leader in Community College articulation and transfer agreements with the three public universities offering opportunities for more seamless transition to the baccalaureate. In addition, there are clearly opportunities for partnering among the sectors with regard to e-Learning and Distance Education

- **Determine how to more effectively leverage the Senior Year Plus Program that encompasses Concurrent Enrollment, the Postsecondary Enrollment Options Program, Advanced Placement, Career Academies, Regional Academies and Project Lead the Way to reduce the time to degree at the Iowa public universities.**

In the fall of 2014, the impact of the SYP program on the three public Iowa universities with transferable credits was considerable: 16.89 at UI; 17.64 at ISU and; 15.96 at UNI. This reflects a semester worth + of student credit hours that are transferred to the university and are reflected on a student's transcript.

Not all the credits are applicable to a major or a degree but give the appearance that the student is graduating with an excess of 120 units. Among the questions to be asked with precollege counseling: Are there ways to direct a student's search for learning in ways that could shorten the time to the baccalaureate? Are these student credit hours in and of themselves a positive way to transition to the university even though they might not count toward the degree? Should competency based learning be included as part of the analysis?

- **Advocate for a State-funded need-based aid program and merit scholarships on behalf of Iowa residents attending the three public universities.**

In an effort to promote affordability and minimize the average indebtedness of residents who attend one of the Iowa public universities, increased access to need-based student aid and merit scholarships is essential. Clearly, times have changed dramatically when the program was first established and needs to be revisited particularly given the research that demonstrates that higher state appropriations to public universities yields higher graduation rates.

As a first step, the Board Office should develop a position paper outlining the impact of current student indebtedness and the initiatives that the three Iowa public universities are undertaking to improve retention rates and graduation rates. At the same time, the position paper should advocate for state legislative support in providing a threshold level of need-based aid for in-state students.

DRAFT

Peer Comparative Financial Aid Data-AY 2012-13

Institution	Ave Frosh Need-Based	Ave Frosh Self-Help	Ave Frosh Merit-Based
University of Iowa	\$7,928	\$5,782	\$4,115
University of Arizona, Tucson	11,353	3,394	7,332
University of California, Los Angeles	20,678	7,048	4,017
University of Illinois, Urbana-Champaign	14,302	5,605	5,318
Indiana University, Bloomington	11,963	3,233	8,083
University of Michigan, Ann Arbor	13,461	5,088	4,938
University of Minnesota, Minneapolis	9,875	5,963	5,875
University of North Carolina, Chapel Hill	15,516	2,275	10,207
The Ohio State University, Main Campus	10,072	3,929	6,757
University of Texas, Austin	8,580	3,602	5,586
University of Wisconsin, Madison	9,351	4,975	3,989

Institution	Ave Frosh Need-Based	Ave Frosh Self-Help	Ave Frosh Merit-Based
Iowa State University	\$7,692	\$3,509	\$3,049
University of Arizona, Tucson	11,353	3,394	7,332
University of California, Davis	18,475	5,916	4,233
University of Illinois, Urbana-Champaign	14,302	5,605	5,318
Michigan State University, East Lansing	9,539	4,003	6,623
University of Minnesota, Minneapolis	9,875	5,963	5,875
North Carolina State University, Raleigh	9,916	3,393	7,852
The Ohio State University, Main Campus	10,072	3,929	6,757
Purdue University, Main Campus	13,921	4,147	8,049
Texas A&M, College Station	11,837	5,284	4,145
University of Wisconsin, Madison	9,351	4,975	3,989

Institution	Ave Frosh Need-Based	Ave Frosh Self-Help	Ave Frosh Merit-Based
University of Northern Iowa	\$5,010	\$3,091	\$3,393
College of Charleston	2,741	2,938	10,377
Eastern Illinois University	3,617	3,021	3,364
Ferris State University	4,770	3,740	5,025
James Madison University	7,943	3,609	3,353
Marshall University	6,382	5,931	1,411
Southern Illinois University, Edwardsville	8,373	8,487	10,082
Truman State University	7,767	4,241	5,209
University of Massachusetts, Dartmouth	10,207	7,312	4,696
University of Minnesota, Duluth	8,195	4,239	3,632
Western Washington University	8,825	4,328	1,620

NOTE: Data based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database

- **Charge the three public universities with developing strategic enrollment management plans and accompanying performance metrics that are germane to the specific mission of their institution and their Board approved Peer List.**

Clearly, the demographics of the state and the number of existing postsecondary institutions require that the Iowa public universities use predictive modeling to determine the best fit for first-time students and transfers. The notion that all Iowa public universities be solely or predominantly Iowa serving is not possible given the Iowa public school grade twelve enrollments that have declined since AY 2010-2011 and are projected to remain flat through AY 2019-2020.

Indeed, most public AAU institutions have significant numbers of out of-state and international students, while regional institutions are intended to serve the in-state population.

- **Determine whether the Regent Admission Index (RAI) remains a viable mechanism for determining success given the findings of the peer comparisons of each the three public universities.**

We understand that the RAI has undergone several revisions in recent years and that the Board Office has had to make revisions based on on-going changes to such factors as high school grade point average or class rank this year.

Undertake a study to determine how best to meet the demand for admission to the three public universities as members of a state “system” of higher education, keeping in mind the recommended development of individual enrollment management plans for each of the three universities and the expectations of the Iowa Legislature.

- **Increase both the retention and graduation rates at the Iowa public universities.**

We have calculated an estimated Return on Investment (ROI) reflecting expected increased revenue and the associated enrollment management investments that could reasonably be expected to implement our recommendations.

The estimated ROI is described as follows:

- ✓ **Increased Annual Tuition and Mandatory Fee Revenue**

The freshman retention rates and six-year graduation rates at both the University of Iowa (UI) and Iowa State University (ISU) are materially lower than the median values of their respective peer groups.

On the basis of our calculations, UI would generate \$17.28 million in additional tuition/fee revenue and improve its six-year graduation rate by 11.9 percentage points, from 70.0% to 81.9%, while ISU would experience an increase of \$8.21

million in tuition/fee revenue and a 7.2 percentage point gain in its six-year graduation rate, from 68.9% to 76.1%.

- **Make strategic investments in Enrollment Management Programs at the University of Iowa and Iowa State University.**

Our recommendations identify the enrollment management programs at UI and ISU that need to be strengthened in order to achieve increased freshman retention and six-year graduation rates. Specifically, investments are required in academic support and counseling services.

We have estimated the increased academic support required per undergraduate student on the basis of the amount currently expended annually at UNI, and for counseling services, used the amount expended annually per undergraduate student at UI. Calculations indicate minimum required additional annual enrollment management investments of \$1.79 million for the University of Iowa and \$2.80 million for Iowa State University.

Enrollment Management Investment Requirements

Description	University of Iowa	Iowa State University
Undergraduate Headcount Enrollment	22,354	28,893
Academic Support		
Academic Support Required/Headcount	\$118.02	\$118.02
Current Academic Support/Headcount	\$37.74	\$33.85
Additional Investment Required	\$1,794,579	\$2,431,924
Counseling Services		
Counseling Support Required/Headcount	\$70.35	\$70.35
Current Counseling Support/Headcount	\$70.35	\$57.69
Additional Investment Required	0	\$365,785
Total EM Investment Required	\$1,794,579	\$2,797,709

The current UNI staff effort comes from a level of personal commitment that far exceeds what is written in position descriptions. In the preponderance of cases, UNI staff wear multiple hats and their efforts are often supplanted by volunteers. It is essential that additional funds be garnered and allocated to support the actual efforts (both paid and volunteer) that are being expended in order to sustain these student critical efforts over time.

The calculations utilized to determine increased tuition/fee revenue and minimum required investments in academic support and counseling services at the University of Iowa and Iowa State University produce a potential total annual return on investment of \$20.90 million as portrayed in the following chart. We emphasize that these are minimum investments required to bring total investments at each University to the level reported by the University with the highest expenditures. Any one of the

Universities may well determine, based on student need, that additional resources are required either in academic support areas or in counseling / mental health areas.

Annual Iowa Public University Return on Investment for UI and ISU

Calculation	University of Iowa	Iowa State University	Total
Increased Tuition/Fee Revenue	\$17,282,502	\$8,210,836	\$25,493,338
Less: Enrollment Management Investments	\$1,794,579	\$2,797,709	\$4,592,288
Return on Investment	\$15,487,923	\$5,413,127	\$20,901,050
Percentage Return on Investment	863.04%	193.48%	455.13%

- **Ensure that existing and newly designed First-Year retention programs are intentionally and strategically designed with clearly defined goals and outcomes that are continually tracked.**

Develop initial retention and six-year graduation rate goals for the University of Iowa and Iowa State University that equate to ascending to a median comparative level with peer counterparts.

To achieve these goals, a Task Force should be established with representation from each of the three public universities and the Board Office to review the various academic support programs currently in force at the University of Northern Iowa. On an initial basis, the Task Force should be charged with determining the relative impact of each academic support program on retention and the associated cost, with an expectation that timely follow-up recommendations would be developed specifically to meet the needs of each institution.

Iowa Public University AY 2013-14 Peer Median Comparison

University	Yield	Retention Rate	Six Year Grad Rate
University of Iowa	25.69%	86%	71%
Peer Median	35.38%	93%	81%
Iowa State University	40.66%	87%	68%
Peer Median	37.30%	91%	77%
University of Northern Iowa	50.81%	83%	67%
Peer Median	30.54%	77%	59%

- **Develop and/or modify the one-stop student service strategies germane to each of the Iowa public universities.**

Each of the universities is in a different place in its development of one-stop service operations. The University of Iowa has recently begun to embrace and plan for the establishment of one-stop “neighborhoods” focused on wellness, academic support/tutoring and student financial/registration transactions. The University of Northern Iowa has co-located services in several buildings. Iowa State University boasts a Student Answer Center (SAC) that provides one-stop assistance for general questions relating to its campus and the surrounding community.

Whatever the case may be in the organizational development of these centers or “neighborhoods”, each of the universities should reach out to students and first-line service providers to determine how to provide such student functions optimally on a self-service basis, while providing a comprehensive level of individualized support.

- **Establish and fund an Institutional Research function with the mission of building and maintaining institutional databases.**

We understand that plans are already in place to establish an Institutional Research unit at the Board Office with a primary focus on research, planning, assessment, and analytics. If not already part of the planning process underway, we would recommend that the unit be initially comprised of a director and two staff charged with supporting data-driven, strategic decision-making and identifying methods for enhancing the Iowa public university experience and its academic excellence, most specifically as it relates to student enrollment management and success. Each of the institutions also needs to build its research, analytical, and management reporting functions from a University-wide perspective.

IV. e-LEARNING

Setting the Context

Discussions are taking place throughout higher education in the United States with regard to educational technology to enhance access to new student markets while simultaneously increasing the quality of learning among both new and existing students and enhancing revenues and generating cost reductions. Public and private universities alike are exploring enhanced technology to attract previously untapped or under-tapped populations of potential students. In some regions, the importance of this search for new student populations is enhanced by substantial regional declines in the size of the traditional-age population of college and university students.

The “2013-2014 Distance Education Report”, presented to the Board of Regents in February, 2015, describes the substantial overlap of distance and traditional learners. In each of the years between 2011 and 2014, a substantial proportion of students enrolled in Distance Education courses at the three Iowa universities were ALSO taking courses on-

campus. In effect, they were both distance and traditional learners in the same year. Furthermore, the proportion of students taking both has increased considerably over this four-year span from 37.1% overlap in 2010 to 46.6% overlap in 2014. Iowa students themselves are confirming that they view the boundary between distance and traditional learners as one that is quite blurred.

Recent trends: Major Models of Systematic Approaches to e-Learning.

At this time, virtually every college and university in the United States is either offering an array of e-Learning programs and courses, or discussing how to do so. The main types of models include three that are very likely to be well-known in Iowa, and that can serve as exemplars for the purposes of our discussions and recommendations. Three of these exemplars are actual institutions; a fourth is better thought of as a “movement”. The exemplars are the:

- ✓ University of Phoenix, which supports a wide array of programs, some offered in traditional face-to-face formats but most now offered fully online. At its peak, Phoenix enrolled more than 450,000 students and was the single largest recipient of Federal financial aid.

Phoenix, and other similar institutions, may have transformed higher education and opened up the potential of enhanced online learning to many, more traditional institutions. But their undoing can arguably be traced to a fundamental miscalculation: their strong and consistent focus on enrollment growth, to the exclusion of concerns about quality - both the quality of preparation for college of entering students, and the institution’s failure to provide students the support services needed to overcome prior gaps in their educational backgrounds.

The combination of these two factors produced extremely low graduation rates and extremely high loan default rates and, in turn, dramatic reductions in enrollment. Potential students appear to be voting with their feet, and Phoenix and other for-profit universities may no longer be the best models to emulate.

In addition, in very recent developments, Federal agencies have taken actions that are likely to add to the challenges Phoenix faces. Early in October, 2015, the University of Phoenix was placed on probation by the US Department of Defense and prohibited from enrolling any new students supported by the Department’s Tuition Assistance Program for veterans. Phoenix was also barred from recruiting at military facilities. These actions were taken as a result of concerns over inappropriate recruiting practices on Phoenix’s part. This will result in the loss of \$21 million at Phoenix, with the possibility of further associated losses of far great amounts (<http://chronicle.com/blogs/ticker/defense-department-suspends-u-of-phoenix-from-its-tuition-assistance-program/105697>).

- ✓ Southern New Hampshire University (SNHU), which advertises heavily on Iowa television, represents another model of online learning. SNHU is a not-for-profit University that has operated a traditional, residential campus in Manchester, New Hampshire, since 1932.

At present, SNHU's Manchester campus enrolls approximately 3,000 students, a number that is dwarfed by the nearly 30,000 students enrolled in online programs. SNHU has undergone an evolution from a small, traditional undergraduate and masters level institution focused on business to a world-wide brand. The online programs supported by SNHU may appear similar to those offered by the for-profit institutions profiled previously, in design and execution and in the breadth of programs offered. Both models rely heavily on standard course designs and part-time instructors who teach from common syllabi.

But recent enrollment and financial trends reported by SNHU could not be more different than those reported by the for-profit sector. SNHU continues its rapid growth, making it one of the fastest growing universities in the United States.

SNHU prides itself on its substantial investments in online course development and in student advising and support services. These practices, and the substantial ongoing growth that they generate, clearly set SNHU apart as an exemplar of substantial online growth of a previously small, local or regional institution

- ✓ MOOCs, those Massive Open Online Courses, are also not likely to be comprehensive models for the Iowa Regent Universities. They show no potential for replacing college as we know it, and, contrary to perceptions, they are not nearly as ubiquitous as it might seem.

However, MOOCs can play a critical part in an institution's overall digital strategy. The development of a limited number of MOOCs on topics highly relevant to the strengths of a University can provide high quality digital material that can be used not only in a free-standing MOOC but also in hybrid courses and face-to-face courses that are technologically intense. And the MOOCs themselves, which have been shown repeatedly to attract very well-educated audiences, can serve effectively to enhance the existing "brand" of a well-known and highly regarded institution.

Iowa State's launch of a MOOC on the Iowa Caucuses and MOOCs offered by the University of Iowa's International Writing Program are perfect examples of the role MOOCs can play as a limited but important part of a University's overall digital strategy.

There are, however, compelling exemplars of enhanced e-Learning that are firmly tied to, and grow out of, bases in strong, traditional universities. We believe that the most useful exemplar that can serve as a model for enhanced e-Learning at the three Iowa Regent Universities may be Arizona State University (ASU).

✓ Arizona State University

Arizona State University (ASU) aspires to a strong growth model that encompasses both online and face-to-face programs that concurrently exhibits a strong commitment to high quality education, as evidenced by very high retention and graduation rates, an extensive array of programs designed to enhance student success and outreach to of a wide array of students.

At ASU, growth in online enrollment is not at all seen as something “detached” from the parent university, but rather as part of a strong overall vision for the entire University. Furthermore, although ASU reports substantial recent growth in online enrollment, the broader program of transformation has been underway since 2002.

As long-term ASU’s ambitious targets for growth are deeply embedded in an overall effort to transform the University but to develop it into the first “New American University”, we conclude that ASU might well be a comprehensive model that the Board of Regents could consider adapting to the needs of the Iowa Regent Universities. At the least, ASU can provide a great deal of material for the Iowa Regent Universities to consider.

Recent Levels and Trends in Distance Education and e-Learning at the Iowa Regent Universities.

There is substantial Iowa Regent University activity in distance and online education just focusing on the AY 2013-2014. In the 2013-2014 academic year, 12,874 students were enrolled exclusively in one of 244 distance and online programs. Each of these numbers is considerable; many free-standing institutions offer fewer programs to fewer students.

Furthermore, the boundaries between distance learners and on-campus learners are certainly blurred at the Iowa Regent Universities. In 2013-2014, 19,487 students who enrolled in on-campus programs were also distance learners because they took at least one course online or at a distance. Again, this represents a sizeable enrollment.

There has been only minimal growth in the number of programs offered, increasing from 231 programs at the start of the time-series to only 244 at the end (with a substantial dip to 211 in 2011), an increase of only 5% over 4 years. Over the same time, there has been greater growth in the number of students enrolled in distance and online programs; from 10,825 at the start to 12,874 at the end. Although not “minimal”, this growth is still modest; only 19% cumulative growth over a 4 year period.

The contrast could not be starker between these minimal and modest indicators of growth in distance and online programs and much more substantial growth in numbers of on-campus students who take individual courses online or at a distance. Growth in this category over 4 years has been 76% or from 11,044 students in the earliest year to 19,487 in the most recent year. This significant overall growth is the result of annual growth rates of 28%, 21% and 13%.

Reporting of the Current Finances of e-Learning and Distance Education at the Iowa Regent Universities.

Unfortunately, the common template for reporting online enrollment trends does not have a parallel in the domain of revenues and costs associated with Distance Education and e-Learning. Undoubtedly, the very different organizational structures around which Distance Education and e-Learning are aligned in the three universities, and the very different budget models each uses, have made the development of a common approach to financial analysis very challenging.

At the University of Iowa, these activities in the most recent completed year generated \$25.7 million, which represents revenue from students who are enrolled exclusively in distance programs, as well as revenue from students who are enrolled in both on-campus and distance programs. The University's accounting for those exclusive distance students is clear, and a very substantial share of revenue associated with these students has been reallocated to the Colleges, both to support instructional costs and to provide the Colleges with general purpose revenues.

For those students who are enrolled both on campus and in distance programs, the allocation of revenues to the Colleges is more complicated. In addition, a substantial part of the University of Iowa's revenue from distance education (\$6.4 million) is generated by the Tippie Business School. Since Tippie School programs do not fall under the auspices of the University's Distance Education Office, no central overhead allocation is made; all revenue flows directly to the School, and all expenses are borne by the School. Overall, approximately 80% of total revenue generated from all Distance Education and Online programs is allocated to the Schools and units providing these programs to support either instructional costs or other general costs.

A broadly similar pattern prevails at the University of Northern Iowa, which reports total distance education revenue in the most recent completed year of \$6.7 million. UNI also reallocates a substantial proportion of this total to the academic unit that generates the tuition.

It is important to note that although the overall approaches to reallocation followed by the University of Iowa and the University of Northern Iowa are quite similar, the precise formulas used differ. To attempt to standardize calculations of the proportion of total tuition revenue returned to the units responsible for teaching distance education courses, we made a distinction between "Total Revenue" and "Net Revenue". To arrive at "Net Revenue", we subtract from total revenue all non-instructional expenses related to

operation of Distance Education and e-Learning, including all salaries of those providing administrative and leadership services. The “Net Revenue” that remains is revenue that is available for the salaries of faculty members teaching Distance Education and e-Learning courses, and revenue that is transferred back to departments and colleges for general support. In effect, we are seeking a measure of “net revenue” that reflects revenue that is available for either direct instructional support or general support.

This is not a traditional definition of “profit” from a program after all expenses are factored. Rather, it is a measure (and likely an imprecise one) of the amount of funds generated from Distance Education and e-Learning that supports the core academic enterprise at UI and UNI. Technically, it is defined as Total Revenue minus Core Administrative Expenses. We use this unusual measure as an indicator of the extent to which Distance Education and e-Learning contribute to the academic programs of the universities.

As indicated by the results in the following table, the percentage of total revenue reallocated to the teaching units at both the University of Iowa and the University of Northern Iowa is broadly similar - 80% and 72% respectively (with caution about the precise magnitude of differences between these measures).

Deriving estimates of Total Revenue and Net Revenue associated with Distance Education activities at Iowa State University is more challenging, because of the nature of data currently available from Iowa State University’s RMM budget system. The ISU Provost’s Office was able to generate an estimate of “Total Revenue” of \$25,212,914, which we believe is broadly comparable to the estimates provided by UNI and the University of Iowa. However, it proved more difficult to generate estimates of “Net Revenue” at Iowa State.

Total Revenue and Net Revenue From Distance Education and e-Learning at Iowa Regent Universities (FY 2014)

	<u>Total Revenue</u>	<u>Net Revenue</u>	<u>% Reallocated</u>
University of Iowa	\$19,373,241	\$14,335,636	
Tippie Business School	\$6,392,999	\$6,392,999	
University of Iowa Total	\$25,766,240	\$20,728,635	80%
University of Northern Iowa	\$6,652,228	\$4,762,356	72%
Iowa State University	\$25,212,914	Not Available	Not Available

In summary, total revenues generated at the three universities are considerable, reflecting the considerable Distance Education and e-Learning enrollments. In addition, in those two cases in which net revenues available to support the academic enterprise can be estimated (University of Iowa and University of Northern Iowa), those revenues are also substantial.

The Iowa Regents' Model: Common approaches and philosophies across all three Universities

Each of the three Iowa Regent Universities has evolved an overall philosophy of and approach to distance education that is nearly identical to the philosophy and approach of the other two. The common philosophical approach to Distance Education and online learning at the three universities includes:

- ✓ A strong focus on linking distance education programs to existing, traditional, face-to-face programs that are viewed as strong and central to each University's traditional "brand".
- ✓ A strong commitment to using full-time faculty as instructors in Distance Education programs.
- ✓ A strong, explicit commitment to ensuring that all courses and programs offered at a distance or online are of at least comparable quality to programs offered face-to-face.

Taken together, these three philosophical principles represent a coherent approach that differs clearly and considerably from other approaches to distance and online education.

In discussions at each of the Universities, there was near universal agreement that sustaining this model, with its focus on supporting online programs that grow out of traditionally strong face-to-face program; the predominant use of full-time faculty; and an unwavering commitment to comparable quality between face-to-face and online programs defines an "Iowa Regents' Model" for distance and online education.

Preliminary Recommendations

- **Preserve, endorse and support "The Iowa Regents' Model" of Distance Education and e-Learning.**

We recommend that the "Iowa Regents' Model" be formally adopted by the Board of Regents as the basis for future Distance Education and e-Learning at the Iowa Regent Universities.

- **Establish ambitious goals at each of the three universities for considerable program expansion, for substantial enrollment growth, and substantial revenue growth.**

We recommend that the Board and the Universities establish much more ambitious goals in coming years, with annual increases in enrollment and revenues of at least 10% and preferably 15%. An annual year-over-year goal of a 15% increase in enrollment in distance education and online courses would, over a five year period,

lead to a doubling of enrollment. These ambitious goals encompass growth that would be generated either through traditional Distance Education or through growth in on-line education among students enrolled on-campus.

There may well be limits on how many additional “true” Distance Education programs are possible at one or more of the three Universities. However, each of the Universities has substantial opportunity to increase the proportion of instruction offered on-line to on-campus students particularly in core, general education courses. Evidence for demand for these offerings can be found in the recent behavior of on-campus students at the Iowa Regent Universities where year-over-year growth in distance and online enrollments have consistently exceeded the 10% goal, and in two out of the last three years have even exceeded the 15% goal.

We recognize that establishing a growth target of at least 10% per year is ambitious, even aspirational. The selection of strong, clear, regularly-articulated goals, accompanied by a finite set of equally strong, clear indicators of progress toward achieving those goals will be essential elements to enhance significantly Distance Education and e-Learning at Iowa Regent Universities.

- **Update the Board “Strategic Plan for Distance Education and e-Learning”.**

Furthermore, we recommend that the specifics of the goals to be pursued, and the indicators of success to be used to measure progress, emerge from a new Board of Regents Strategic Plan for Distance Education and e-Learning, followed by separate, but linked plans for each of the three Iowa Regent Universities.

- **Undertake concerted efforts to further develop the “Iowa Regents’ Model” by aggressively expanding successful elements of the model while constantly seeking out new opportunities for Distance Education and e-Learning, for traditional distance students and residential students seeking more flexibility in their schedules.**

- ✓ Develop ambitious plans for greatly expanded online Summer School offerings, with the possibility of some discounts to encourage students enrolled at the three Iowa Regent Universities to take online Summer courses with their home institution, rather than seeking lower cost alternatives for Summer school.

- ✓ Develop (at each University separately or collectively at all three) online versions of heavily enrolled general education or core courses.

Offer these courses every term, to insure that students have “just in time” access to the courses they need to progress toward degrees.

- ✓ Develop relevant plans to enhance articulation with Iowa’s community colleges, and make online offerings a central component of these plans.

There should be seamless academic advancement from AA and AS degrees to BA/BS degrees. By virtue of their successful completion of an AA or AS degree, graduates of the State's community colleges have the ability to succeed. These graduates, many of whom might well be "place bound", are prime candidates for bachelor degree completion programs, both face-to-face and online. The Iowa Regent Universities should undertake greatly enhanced efforts to recruit graduates of the State's community colleges.

- ✓ Develop new fully online degree programs based on solid market research on programs in greatest need in Iowa, and most likely to attract students from Iowa and beyond.

Expand the Iowa Regents' Model by focusing on the development of online programs in areas of demonstrated strength at each of the Iowa Regent Universities. National evidence points strongly to the continued focus on degree completion programs and professionally-focused masters degree programs as areas of greatest potential. In fact, many existing fully online programs at Regents' are of this type.

- ✓ Work jointly to develop a high-quality online course on "How To Learn Online".

Each university has a strong series of programs to teach faculty how to teach online, but there are not parallel programs to assist students to learn how to learn on line. Even the best students could benefit from an organized effort to orient them to how to learn online.

- **Develop common templates for University-based program planning; program reporting; program assessment, and financial reporting.**

We recommend that the Board establish a mechanism by which the three universities develop a collaborative approach to program planning for Distance Education and e-Learning, an approach that will include nested series of plans, one for each of the three universities, that can, in turn, be aggregated into an overall long-term strategic plan for the Board of Regents that can serve as a continuation of the current 2011-2016 strategic plan.

- ✓ Maintain the template for the Annual Report on Distance Education and Develop a Distance Education / e-Learning dashboard.
- ✓ Develop a common template for reporting essential financial information on all Distance Education and e-Learning activities. Key financial indicators should also be included in the dashboard recommended above.

Doing so, however, will require considerable effort since each of the three universities operates under different financial models and has different organizational structures for Distance Education. The recommendation for a common financial

reporting template, however, is **not** a recommendation for a common organizational structure or a common financial model among the three Universities. We simply recommend that each of the three Universities report some basic, common financial data on the finances of distance education and online learning.

- **Greatly expand the marketing of online and distance education programs at the Iowa Regent Universities.**
 - ✓ Establish a common “portal” - an “IOWA REGENTS ONLINE” - that provides one-stop access to programs offered at all three universities, and that could serve not only as a portal to all activities but a marketing vehicle as well.
 - ✓ Drive traffic to IOWA REGENTS ONLINE through an extensive, multi-media marketing campaign.
 - ✓ Use enhanced marketing capabilities to support sophisticated market research on potential new online offerings.

V. IN SUMMARY

There are some exciting opportunities before the Regents and their institutions with regard to Enrollment Management and e-Learning. With these opportunities come challenges that will require the Board to embrace and implement a collegial culture among its three universities, recognizing that each has a distinctive mission that requires further differentiation and an understanding that each in its own right, the University of Iowa, Iowa State University and the University of Northern Iowa, brings value to its students and the state.

We are hopeful that the Regents TIER Program and this Academic component of the TIER Program will enable the institutions to emerge as even more successful institutions in their own right while serving as a collective of forward thinking, student-success driven institutions. We are confident that the proposals presented above, and described more thoroughly in the full reports on Enrollment Management and e-Learning that we have also submitted, will launch Iowa Regent Universities on paths that will produce the sustained excellence that Iowans have come to expect from their public universities.

**BOARD OF REGENTS
STATE OF IOWA**

**Enrollment Management
TIER Efficiency and Transformation Review**

DRAFT REPORT

OCTOBER 16, 2015

**BOARD OF REGENTS STATE OF IOWA
Enrollment Management TIER Efficiency and Transformation Review**

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BOARD OF REGENTS STATE OF IOWA
Enrollment Management TIER Efficiency and Transformation Review

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BOARD OF REGENTS STATE OF IOWA
Enrollment Management TIER Efficiency and Transformation Review

I. INTRODUCTION

The Pappas Consulting Group (Pappas Group) was engaged by the Board of Regents State of Iowa (the Board) to conduct an Enrollment Management TIER Efficiency and Transformation (EM) Review of its three public universities¹. The major objectives of the Enrollment Management Review were to analyze the enrollment management functions at the universities for:

- Centrality to mission and strategic priorities
- Quality, competitiveness and demand
- Productivity and efficiency

For purposes of the review, Enrollment Management was defined as the activities associated with recruitment, admissions, scholarships/financial aid, the registrar, strategic enrollment planning, student advisement, orientation/first year success programs, counseling and career services. During the course of the study, the Pappas Consulting Group:

- Reviewed and analyzed information obtained from background materials provided by the institutions and Board Office as well as national best practices data, campus and Board staff interviews.
- Analyzed existing Enrollment Management functions against service delivery needs and developed business requirements.
- Assessed the business requirements against national best practices/trends data and identified campus Enrollment Management exemplars.
- Identified, with regard to Enrollment Management functions:
 - ✓ Strengths and limitations
 - ✓ Major issues
 - ✓ Organizational re-alignment and alternative service or program delivery opportunities
 - ✓ Policy gaps

This draft first presents factors and current trends broadly impacting enrollment management in higher education today and then presents the unique attributes of the State of Iowa with respect to higher education. Enrollment trends relevant to each of the Iowa public universities as well as the enrollment management profiles of the three public universities with comparative cost data appear next. Enrollment Management best practices as well as campus exemplars are enumerated in a subsequent section. A summary assessment of the primary Enrollment Management functions at each University is then presented. Preliminary Recommendations comprise the final section of this draft.

¹ February 12, 2015, Board of Regents State of Iowa PowerPoint Presentation (Pappas Group Working Papers 1.3)

II. ENROLLMENT MANAGEMENT TRENDS: A NATIONAL PERSPECTIVE

Setting the Context

Fifteen years ago, the Admissions, Financial Aid, and Registrar offices at public universities were staffed to process forms, manage student applications, award financial aid and keep the long registration lines moving. The Admissions Office was the gatekeeper to those who dreamed of enrolling at a university and was charged with ensuring a reasonable mix of students at an acceptable level of academic quality. The Financial Aid Office processed Pell Grants, student loan applications and assisted students to find work on campus. The Registrar's Office monitored student enrollment, the add/drop of classes, and organized commencement ceremonies.

In the late 1990s, state support for higher education was at an all time high. However, things were soon to become challenging from a funding perspective. Early into the twenty-first century, there was a focus on funding K-12 rather than postsecondary education. The economic downturn that began in 2007 eroded state funding levels for public universities and their systems. It soon became apparent that the historic high mark of state funding in the late 1990s would never be restored. If that were not enough, public universities were challenged by: an increased number of students requiring remediation; the demand for more robust campus amenities; the need for additional psychological counseling and health services, and; an increasing demand for media equipped classrooms and wireless connectivity.

Across the United States, higher education became a target of criticism as tuition and fees continuously rose faster than the CPI. Accountability and affordability were demanded of the stewards of public universities. Elected officials and taxpayers began asking tough questions about cost, retention rates, overall graduation rates and student indebtedness.

In today's higher education environment, competition for academically talented students and the ability to provide an affordable education have required public universities to consider new ways to manage, retain and bolster student enrollment levels. Independent colleges and universities as well as community colleges have emerged as serious competitors to public universities. Independent colleges and universities focus on promoting value, tangible outcomes and quality of life, while community colleges boast low cost and convenient class times. Indeed, over the last twenty years or so, the independent sector has honed its predictive modeling capabilities and systems to increase the quality and size of their prospect pool, leverage financial aid to enhance net revenue, and position their institution more assertively.

Given this backdrop, today's public university leadership at the Board, system and campus level must have in place an intentional, student focused Enrollment Management strategy that seamlessly integrates the functions that comprise the student recruitment enrollment, retention and graduation continuum. These functions include, but are not limited to:

- Recruitment
- Admissions
- Scholarships/Financial Aid
- Orientation/First Year Success
- Academic Advisement
- Registration

- Institutional Research
- Counseling
- Career Services

In conjunction, new organizational structures, service delivery models and recruitment strategies must be created and implemented to influence positively the decision-making process of qualified prospects, as well as improve efficiency and customer service during the matriculation process and once on campus. Such activities and programs include the development of:

- Enhanced Online Applications
- Constituent Resource Management Systems
- One-Stop Service, In-Office or Virtual
- Learning Communities
- Undergraduate Admissions Marketing Plans
- Strategic Enrollment Management Plans

We have learned from our own experience and from the research that "a high-performing enrollment enterprise possesses an organization culture where student enrollment, student learning and student success are viewed as shared responsibilities; where student relationships are cultivated from the initial point of contact throughout the student life cycle and; where knowledge sharing and accurate information are valued"².

Based upon the findings described in the 2014 Harvard Summer Institute Study of Undergraduate Freshman Inquiry Generation, several factors are essential in enhancing student recruitment efforts. These relate to:

- Utilizing multiple channels to contact prospective students;
- Contacting high school students beginning in their sophomore year;
- Identifying incentives that are perceived as valuable and including them in student contact pieces;
- Developing contact pieces oriented specifically to the parents of prospective students and;
- Monitoring and measuring the effectiveness of the student recruitment program.

In addition to recruitment and admissions, achieving high retention and graduation rates are now considered the definitive measures of student success. In their 2011 report, "Improving Student Retention and Graduation Rates", Hanover Research noted several strategies and best practices for improving student retention and graduation rates based upon a review of various public, four-year institutions:

- The presence of an academic advisor is essential in encouraging students to progress and achieve success in their academic careers.

² April 3, 2015, Board of Regents State of Iowa, Efficiency and Transformation Review for Academics, Enrollment Management Overview (Pappas Group Working Papers 5.3.3.1)

- Resources and skills that encourage academic and social development are critical for first-year students.
- Academic preparation seminars are a frequent requirement for first-year students.
- Learning communities are a common first-year student practice utilized to develop ties with the institution.
- First-year retention programs that incorporate a significant portion of the aforementioned strategies and best practices strongly correlate with increased graduation rates.

III. STATE OF IOWA HIGHER EDUCATION LANDSCAPE

Clearly, the national debate about the quality of the pre-K enterprise and the cost/ROI of higher education seems to grow with passion and concern every day. The Iowa higher education landscape is no different with respect to the debate. There are, however, a set of attributes unique to Iowa that call for long-term strategic planning at the pre-K through higher education levels and across the sectors as well as at the Board of Regents and at the three public universities.

Iowa Has an Extensive and Diverse Array of Institutions of Higher Learning

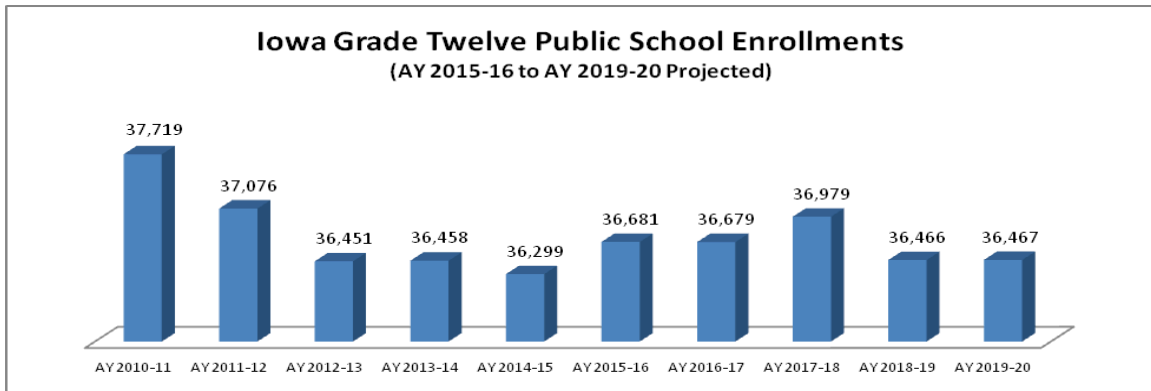
- ✓ Iowa has 66 colleges and universities (3 public universities, 15 community colleges, 35 non-profit private schools and 13 for-profit private institutions). Two of the three public universities are members of the Association of American Universities (AAU), a “by invitation only” organization that recognizes top research universities. One is a regional university.

Iowa Has a Unique “System” of Public Higher Education Governance

- ✓ The Board of Regents oversees three institutions of higher Learning (The University of Iowa, Iowa State University and The University of Northern Iowa) as well as the School for Deaf and the Iowa Braille and Sight Saving School.
- ✓ The Iowa Board of Regents Staff are responsible to the Board for the effective administration of its office and the institutions of the Board Office staff centered around planning, academic program approval, budgeting and reporting. The Board Office itself has historically functioned more like a coordinating body than a “system office” and will more than likely remain so in the future.

Iowa Public School Grade Twelve Enrollments

Iowa public school grade twelve enrollments have declined slightly since AY 2010-11, and are projected to remain relatively flat from AY 2015-16 to AY 2019-20, ranging from 36,467 to 36,681 students.



Source: Iowa Department of Education; Exhibit H, #16

Iowa Community College Enrollments and the Number of Iowa High School Seniors Entering College Have Decreased; While Iowa Public University Enrollments Have Increased

- ✓ From AY 2008-09 to AY 2010-11, the number of Iowa high school seniors entering college within sixteen months of graduation decreased from 72.9% to 69.7%. (Iowa College Student Aid Commission 2014 Report; Exhibit H, #28)
- ✓ From AY 2010-11 to AY 2014-15, Fall Term enrollments at Iowa community colleges declined by 12.0%. (2014 Iowa Factbook; Exhibit H, #32)
- ✓ From AY 2005-06 to AY 2014-15, aggregate Fall Term undergraduate enrollments at the three Iowa public universities grew from 51,984 to 61,389 students, an increase of 18.09%.

Iowa Public University Undergraduate Headcount Enrollments

Fall	UI	ISU	UNI	Total
2005	20,300	20,732	10,952	51,984
2006	20,738	20,440	10,702	51,880
2007	20,907	21,004	11,010	52,921
2008	20,823	21,607	11,047	53,477
2009	20,574	22,521	11,294	54,389
2010	21,176	23,104	11,391	55,671
2011	21,564	24,343	11,407	57,314
2012	21,999	25,553	10,655	58,207
2013	21,974	27,659	10,380	60,013
2014	22,354	28,893	10,142	61,389
Ten Year % Change	10.12%	39.36%	-7.40%	18.09%

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.2)

While the Number of Freshman Admits to the Three Iowa Public Universities Has Steadily Increased in the Past Ten Years, the Percentage of All Applicants that Enroll Has Steadily Declined

- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at the University of Iowa decreased from 34.61% to 23.92%.
- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at Iowa State University decreased from 46.13% to 37.78%.
- ✓ From Fall 2005 to Fall 2014, the freshman yield rate at the University of Northern Iowa decreased from 50.76% to 42.56%.

Iowa Public University Enrollment Yield

Timeframe	UI Frosh Admits	UI Frosh Enrolled	UI Yield	ISU Frosh Admits	ISU Frosh Enrolled	ISU Yield	UNI Frosh Admits	UNI Frosh Enrolled	UNI Yield
Fall 2005	11,122	3,849	34.61%	8,216	3,790	46.13%	3,422	1,737	50.76%
Fall 2006	11,880	4,289	36.10%	8,674	4,006	46.18%	3,572	1,768	49.50%
Fall 2007	12,209	4,287	35.11%	9,832	4,384	44.59%	3,759	1,991	52.97%
Fall 2008	12,827	4,246	33.10%	10,953	4,576	41.78%	3,841	2,015	52.46%
Fall 2009	12,503	4,063	32.50%	10,662	4,356	40.86%	3,505	1,946	55.52%
Fall 2010	14,434	4,557	31.57%	12,135	4,552	37.51%	3,370	1,978	58.69%
Fall 2011	15,105	4,565	30.22%	12,541	5,048	40.25%	3,607	1,942	53.84%
Fall 2012	15,240	4,470	29.33%	13,648	5,366	39.32%	3,350	1,704	50.87%
Fall 2013	17,363	4,460	25.69%	14,975	6,089	40.66%	3,392	1,722	50.77%
Fall 2014	19,506	4,666	23.92%	15,990	6,041	37.78%	4,222	1,797	42.56%

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-3

The Freshman Retention Rates at the University of Iowa, Iowa State University, and the University of Northern Iowa Have Each Fluctuated Around a Narrow Range Over the Past Five Years

- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at the University of Iowa was approximately 86%.
- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at Iowa State University varied between 85.8% and 87.8%.
- ✓ From Fall 2009 to Fall 2013, the freshman retention rate at the University of Northern Iowa was approximately 82%, until the last year when it increased to 84.7%.

Iowa Public University Freshman Retention

Cohort	UI Frosh Retention	ISU Frosh Retention	UNI Frosh Retention
Fall 2005	84.1%	83.4%	82.1%
Fall 2006	82.7%	84.9%	82.3%
Fall 2007	83.1%	83.5%	83.7%
Fall 2008	83.0%	84.0%	82.3%
Fall 2009	86.6%	86.0%	82.5%
Fall 2010	85.6%	87.8%	82.0%
Fall 2011	85.5%	85.8%	81.3%
Fall 2012	85.8%	87.1%	82.9%
Fall 2013	86.1%	86.4%	84.7%

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-3

While the Four-Year Time-to-Graduation Rate Has Improved at the Three Iowa Public Universities, the Six-Year Time-to-Graduation Rate Remains Relatively Unchanged

Today, the six-year graduation rate has become the *de facto* measure for success as such factors as programmatic and degree requirements, time spent in studying in another country or taking experiential courses and the need to hold a job to help defray the cost of education have naturally extended the time to degree.

- ✓ From Fall 2005 to Fall 2008, the six-year graduation rate at the University of Iowa ranged from 69.6% to 70.8%.
- ✓ From Fall 2005 to Fall 2008, the six-year graduation rate at Iowa State University varied between 67.4% and 70.4%.
- ✓ From Fall 2005 to Fall 2008, the six-year graduation rate at the University of Northern Iowa ranged from 63.8% to 66.7%.

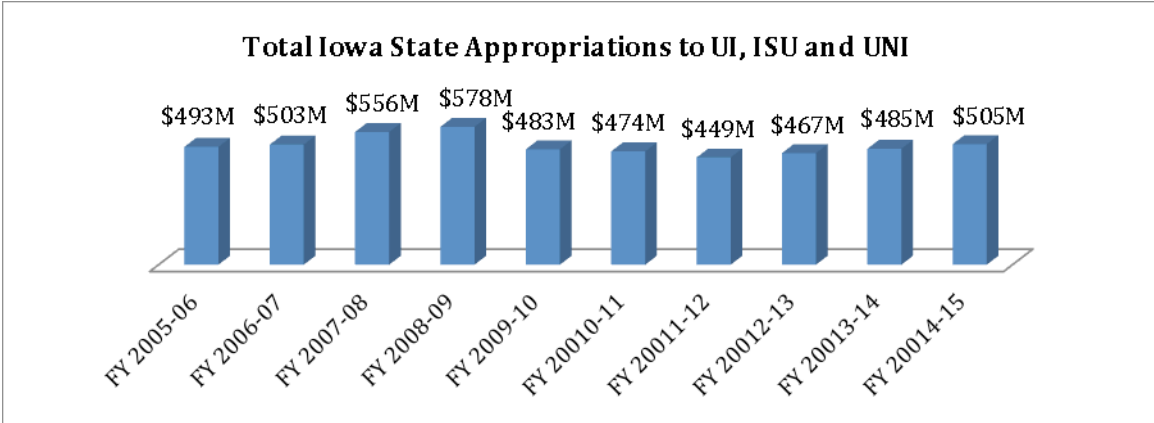
Iowa Public University Graduation Rates

Cohort	UI 4-Year Grad Rate	UI 6-Year Grad Rate	ISU 4-Year Grad Rate	ISU 6-Year Grad Rate	UNI 4-Year Grad Rate	UNI 6-Year Grad Rate
Fall 2005	46.5%	70.8%	33.3%	67.4%	36.5%	66.7%
Fall 2006	46.5%	69.8%	38.6%	70.4%	38.5%	66.3%
Fall 2007	47.0%	69.6%	37.6%	68.0%	39.3%	66.5%
Fall 2008	48.2%	70.0%	39.5%	68.9%	37.8%	63.8%
Fall 2009	51.1%		40.7%		37.6%	
Fall 2010	50.9%		43.2%		39.2%	

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-3

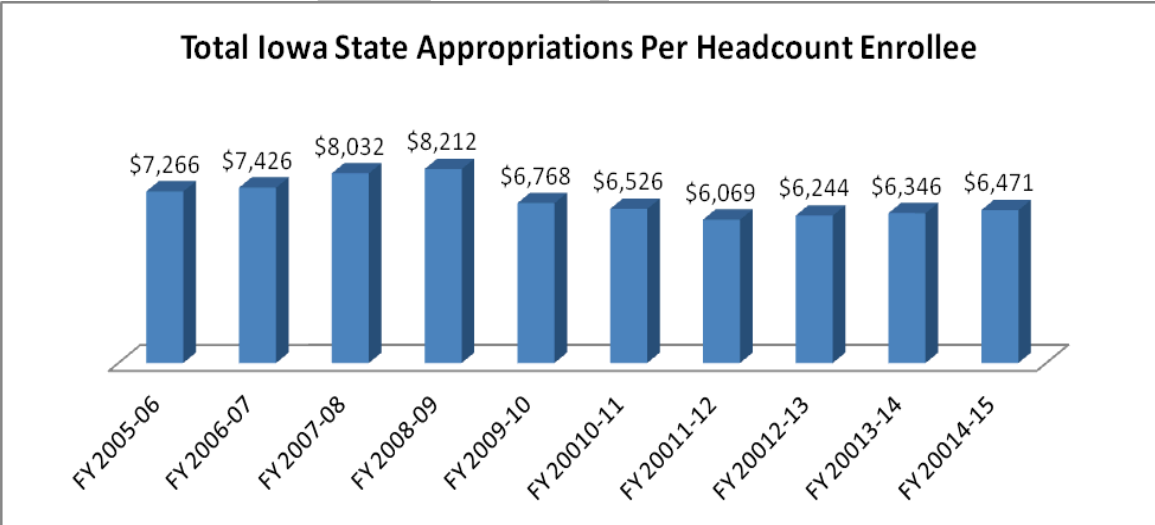
State Support of Iowa Public Higher Education Has Dramatically Decreased

- ✓ Between FY 2008-09 and FY 2014-15, state appropriations for Iowa's three public universities decreased by 12.6% as noted below.



Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-1

- ✓ In FY 2014-15, the State of Iowa spent \$6,471 per year per headcount enrollee (i.e., total undergraduate/graduate enrollment basis) at the three public higher education institutions, representing a \$1,741 or 21% annual reduction since FY 2008-09 as illustrated below.



Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-1

In-State Tuition and Mandatory Fees at Iowa Public Institutions

From AY 2005-06 to AY 2014-15, in-state annual undergraduate tuition at the three Iowa public universities, excluding mandatory fees, increased approximately 36%.

Iowa In-State Public University Undergraduate Tuition

Academic Year	UI	ISU	UNI
2005-06	\$4,890	\$4,890	\$4,890
2006-07	\$5,110	\$5,086	\$5,086
2007-08	\$5,376	\$5,352	\$5,352
2008-09	\$5,548	\$5,524	\$5,524
2009-10	\$5,782	\$5,756	\$5,756
2010-11	\$6,128	\$6,102	\$6,102
2011-12	\$6,436	\$6,408	\$6,408
2012-13	\$6,678	\$6,648	\$6,648
2013-14	\$6,678	\$6,648	\$6,648
2014-15	\$6,678	\$6,648	\$6,648
Ten Year % Change	36.56%	35.95%	35.95%

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-2

In addition to the tuition increase, in-state annual mandatory fees imposed by each public university from AY 2005-06 to AY 2014-15 reflect an even more marked upward trend, ranging from a 46% increase for Iowa State University to a 94% increase for the University of Iowa.

Iowa In-State Public University Undergraduate Mandatory Fees

Academic Year	UI	ISU	UNI
2005-06	\$722	\$744	\$712
2006-07	\$755	\$774	\$826
2007-08	\$897	\$809	\$838
2008-09	\$976	\$836	\$852
2009-10	\$1,042	\$894	\$880
2010-11	\$1,289	\$894	\$906
2011-12	\$1,329	\$1,077	\$942
2012-13	\$1,379	\$1,077	\$987
2013-14	\$1,383	\$1,077	\$1,037
2014-15	\$1,401	\$1,083	\$1,101
Ten Year % Change	94.04%	45.56%	54.63%

Source: Provided by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1) and Exhibit A-2

As the Burden of Iowa Public Higher Education Costs Has Shifted from the State to Students and Their Parents, Student Borrowing Has Similarly Increased

- ✓ While state tuition grants are available to residents enrolled in one of Iowa's eligible private colleges and universities, no general state funded need-based or merit-based aid program exists for students enrolled in one of the three Iowa public universities.
- ✓ In AY 2013-14, there were 24,808 full-time, resident, dependent undergraduate FAFSA filers who received and accepted financial aid at one of the three public universities, an increase of 3.9 percent from the prior academic year.
- ✓ Approximately 64 percent of graduates from Iowa's public higher education institutions in AY 2012-13 incurred educational debt.
- ✓ In 2014, the State of Iowa ranked eighteenth in the United States for student borrowing.

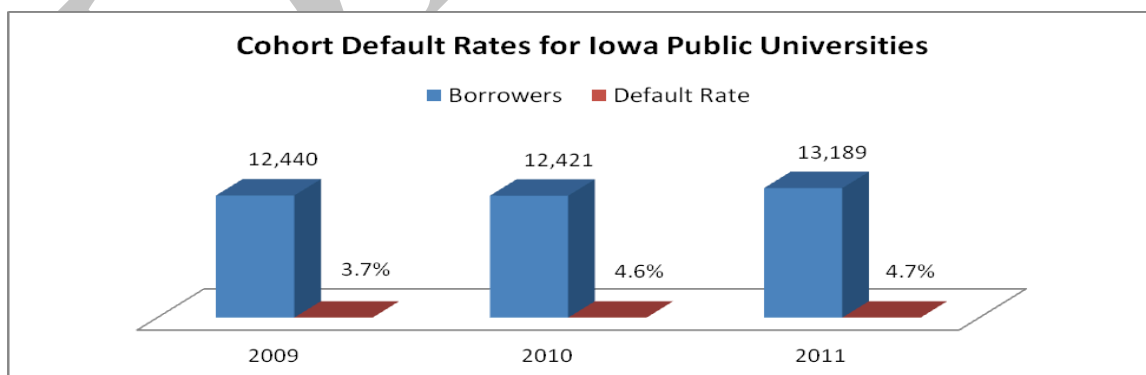
Iowa Student Debt and Default Rates

While the average aggregate Iowa public university undergraduate student loan debt upon graduation increased during the timeframe extending from AY 2009-10 to AY 2013-14, both Iowa State University and the University of Northern Iowa have made strides during the past several years to reverse this trend.

	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14
UI	\$25,515	\$26,338	\$27,453	\$28,131	\$28,716
ISU	\$30,062	\$29,445	\$30,374	\$29,898	\$28,880
UNI	\$27,711	\$26,770	\$24,357	\$24,998	\$23,163

Source: "Student Loan Debt by Institution". iowacollegeaid.gov; Exhibit H, Item #9

As a corollary, from 2009 to 2011, the student aid cohort default rate for the Iowa public universities climbed from 3.7% to 4.7%.



Source: U.S. Department of Education from a Report Prepared by the Iowa College Student Aid Commission; Exhibit H, Item #10

The State of Iowa appears to be the only state in the nation that precludes its in-state residents from receiving scholarships to attend one of its public universities.

Established by the Iowa General Assembly in 1970, Iowa Tuition Grants are awarded to residents enrolled at one of Iowa's eligible private, colleges and universities. With priority given to applicants with the greatest financial need, the statutory maximum award is set at \$6,000 per academic year for up to four years of full-time, undergraduate study. The award amount, however, may be less depending on the funding available and the number of projected recipients. In FY 2014-15, a total of \$47.01 million was allocated to 14,413 enrollees at private not-for-profit institutions, while \$2.5 million was provided to 2,319 enrollees at private for-profit institutions.

The data presented thus far in this section of our report demonstrate:

- Iowa in-state public university undergraduate enrollments stem from a relatively static public high school senior population with a declining college entrance rate.
- No real gains have been achieved at the three public universities in the past five years (increasing the six-year graduation rate), with the exception of the University of Northern Iowa that has seen improvement in their freshman retention rate, albeit in only the last two years.
- The State of Iowa offers scholarships solely to those students attending eligible private universities.
- Consistent with the national trend, Iowa public university funding support has shifted from the state to students and their parents.
- Iowa public university students are increasingly dependent on financial aid and associated debt.

In addition, there are several distinctive programs (the Senior Plus Program, Iowa Community College Articulation and Transfer Agreements and the Regent Admission Index) that help to complete the Iowa Higher Education Landscape.

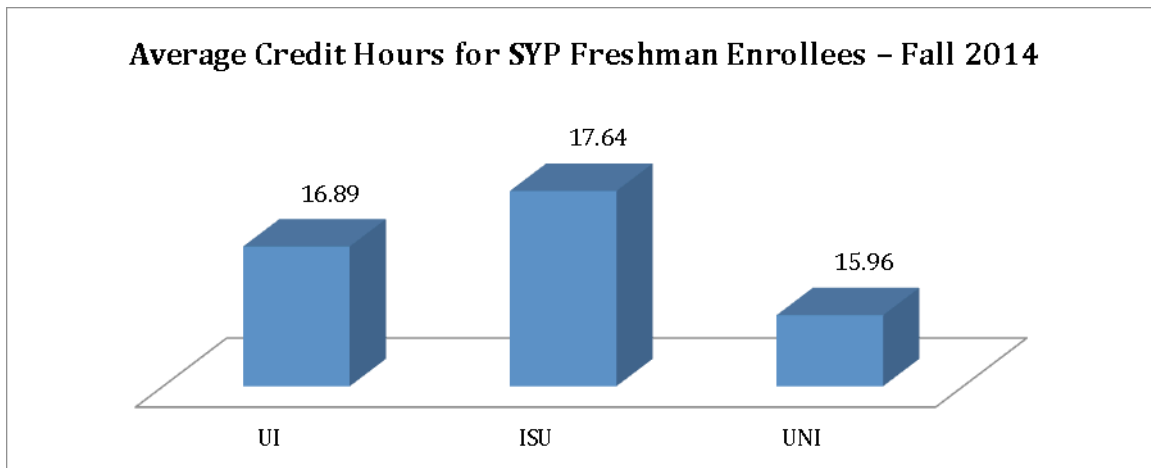
Senior Year Plus Program

Senior Year Plus (SYP) is an Iowa umbrella program created in 2008 that encompasses Concurrent Enrollment, the Postsecondary Enrollment Options Program (PSEO), Advanced Placement, Career Academies, Regional Academies, and most recently, Project Lead the Way. Specifically, SYP includes a "district-to-community college sharing or concurrent enrollment" program permitting eligible students in grades 9-12 to enroll part-time in rigorous academic or technical community college coursework, while PSEO allows 11th and 12th graders to take college and university courses not offered through Concurrent Enrollment.

Data gathered through the Division of Community College Management Information System indicates that in AY 2013-14 a record high 42,996 students enrolled in approximately 337,000 course credit hours, an average of 7.8 credit hours per student. This represents a 6.8 percent increase from the previous academic year. This coursework was predominately undertaken through Concurrent Enrollment, PSEO and as tuition-paying students at Iowa's community colleges. Compared to overall community college enrollment, jointly enrolled students accounted for 30.4 percent of all credit student

enrollment. Additionally, approximately 74 percent of all jointly enrolled students were 17 or 18 year-old 11th and 12th graders.

The Fall 2014 impact of the SYP program on the three Iowa public universities with transferable college credits is considerable.



Source: Provided by UI (Pappas Group Working Papers 4.1.2.10), ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.38) and UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45)

The research continued in the 10th Annual AP Report to the Nation generated by the College Board in February 2014, consistently indicates that students who succeed on AP Exams typically:

- Earn higher GPAs in college;
- Perform as well or better in subsequent college courses than non-AP students who took the introductory discipline class in college;
- Take more, rather than less, college coursework in the discipline;
- Are more likely to graduate college within five years and;
- Have higher graduation rates.

Iowa Community College Articulation and Transfer Agreements

Iowa has long been a national leader in articulation and transfer credit policy development. Since the creation of the Iowa community colleges in the 1960s, there have been cooperative efforts among Iowa's Regent Universities and the community colleges as evidenced by the existence of the eight statewide agreements that serve as the foundation for the transfer of credit.

In addition to the individual articulation and/or transfer agreements, an "Association of Arts Articulation Agreement" exists between the three Regent Universities and the fifteen Iowa Community College Districts. Students transferring with an Associate of Arts degree to a Regent University who have fulfilled the requirements outlined in the Agreement will have met all freshman and sophomore level general education requirements, and will be enrolled at junior level status in the college of liberal arts or other participating colleges within the Regent Universities.

Regent Admission Index

In 2006, after conducting an in-depth study of success predictors for entering freshman at the three Iowa public universities, the then existing practice of admitting students who were in the top 50% of their high school graduating class and met the core subject area course requirements was replaced by the use of a calculation-based Regent Admission Index (RAI). As originally established, the RAI was calculated by adding together four separate totals – the ACT composite score multiplied by a factor of two, high school rank percentile, high school grade point average multiplied by a factor of twenty, and number of high school core subject credits multiplied by a factor of five. At the time, the study indicated that the RAI could reasonably predict academic success at the Iowa public universities and would encourage students to take a rigorous high school academic curriculum. The completion of advanced courses is one of the factors that has been characterized as a significant advising tool by high school counselors.

The implementation of the RAI started at the three Iowa public universities with the entering class of 2009. As part of their ongoing evaluation of the RAI, the Board Office confirmed the validity of the RAI and the continuing use of the 245 index score in 2010 in conjunction with the completion of a minimum number of high school courses in the core subject areas of English, mathematics, science, social studies and foreign language as the basis for automatic admission as a freshman to the Iowa public universities.

IV. IOWA PUBLIC UNIVERSITY PEER COMPARISONS

Frequently, the data and reports generated by the Board Office compare the three public universities with each other. This practice, while generating some helpful information on the one hand regarding Iowa public universities qua Iowa public universities often blurs the reality that the University of Iowa, Iowa State University and the University of Northern Iowa are each distinctive with regard to mission, programmatic strength and the mix and academic quality of its students. It also inadvertently creates a competitive rather than a collegial culture among the three public entities.

For these reasons, we used external benchmarking to provide a frame of reference, focusing on comparisons with campus generated and Board approved peer institutions specific to admissions, freshman retention rate, graduation rate and financial aid data. On the basis of the data gathered, a series of metrics were isolated for use in evaluating overall institutional performance.

For each institution, Enrollment Management related data was obtained from the following sources:

- National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Located within the U.S. Department of Education and the Institute of Education Sciences, NCES is the primary federal entity responsible for collecting and analyzing data related to postsecondary education.
- U.S. News & World Report ‘America’s Best Colleges 2015’ database.

University of Iowa Peer Comparison

The University of Iowa developed its official UI Peer Group in the 1980s. It was approved by the Board of Regents. It includes all of the public universities in the Big Ten of that time with the exception of

Michigan State and Purdue, which did not have health science centers. In addition, four comparable campuses from various geographic regions of the country were added as delineated below.

University of Iowa Peer Institutions
<ul style="list-style-type: none">• University of Arizona – Tucson• University of California – Los Angeles• University of Illinois – Urbana-Champaign• Indiana University – Bloomington• University of Michigan – Ann Arbor• University of Minnesota – Minneapolis• University of North Carolina – Chapel Hill• The Ohio State University – Main Campus• University of Texas – Austin• University of Wisconsin – Madison

Source: UI website

When comparing the data of these institutions (Detailed data are presented in Exhibits B-1 and B-2) with the University of Iowa (UI), it ranks as follows:

UI Rankings in the Top Third of Peer Institutions

- none

UI Rankings in the Middle Third of Peer Institutions

- none

UI Rankings in the Bottom Third of Peer Institutions

- For AY 2013-14, the number of undergraduate applicants totaled 21,642 (lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example? (Exhibit B-1)
- In AY 2013-14, eighty percent of all undergraduate applicants were admitted (highest for all institutions; ranking based on selectivity rating where the lowest percentage is best). (Exhibit B-1)
- Of the undergraduate students admitted in AY 2013-14, twenty-six percent enrolled (lowest for all institutions). (Exhibit B-1)
- In AY 2013-14, forty-eight percent of all undergraduate enrollees were in-state students (lowest for all institutions). (Exhibit B-1)

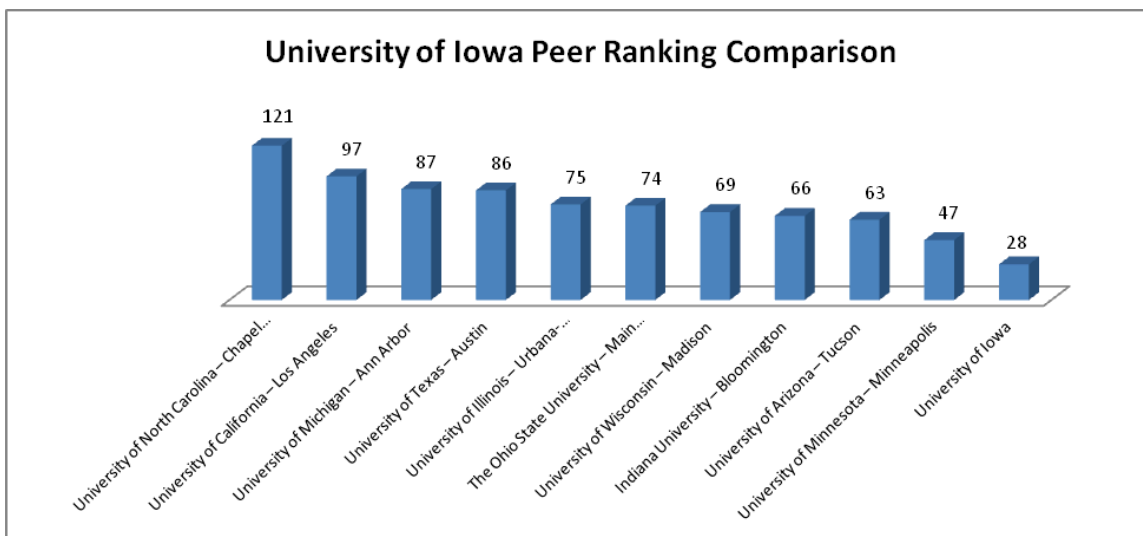
- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 28 (tied for second lowest among all institutions). (Exhibit B-1)
- The retention rate from freshman to sophomore year is eighty-six percent (second lowest for all institutions). (Exhibit B-1)
- The four-year baccalaureate graduation rate is forty-seven percent (tied for second lowest among all institutions). (Exhibit B-1)
- The six-year baccalaureate graduation rate is seventy-one percent (third lowest among all institutions)³. (Exhibit B-1)
- In AY 2012-13, the average amount of freshman need-based aid totaled \$7,928 (lowest for all institutions; ranking based on demonstrated financial need where the highest total amount is best). (Exhibit B-2)
- In AY 2012-13, the average amount of freshman self-help aid totaled \$5,782 (third highest for all institutions; ranking based on differential financial need where the lowest total amount is best). (Exhibit B-2)
- In AY 2012-13, the average amount of freshman merit-based aid totaled \$4,115 (third lowest for all institutions; ranking based on financial award total where the highest amount is best). (Exhibit B-2)
- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$28,131 (second highest for all institutions; ranking based on total debt where the lowest amount is best). (Exhibit B-2)

In further evaluating the University of Iowa against its peers, an overall ranking was determined by assigning a numerical value from eleven to one of the following attributes:

- Exhibit B-1
 - ✓ Percentage Admitted
 - ✓ Yield
 - ✓ ACT Composite
 - ✓ Freshman Retention Rate
 - ✓ Four and Six Year Graduation Rate (2005 cohort)
- Exhibit B-2
 - ✓ Freshman Need-Based Percentage
 - ✓ Average Amount of Freshman Need-Based Aid
 - ✓ Freshman Self-Help Percentage
 - ✓ Average Amount of Freshman Self-Help Aid
 - ✓ Average Amount of Freshman Merit-Based Aid
 - ✓ Average Amount of Debt Incurred by 2013 Baccalaureate Graduates

³ Published tuition rates of peers are generally significantly higher.

Based upon the benchmark data, wherein the highest aggregate value total is considered best, the University of Iowa ranked last in its peer group.



The University of Iowa ranks at or near the bottom of its peers in all of the following enrollment management related categories.

Admissions

UI has the lowest number of applicants and is the least selective in comparison to its peers, admitting eighty percent of all applicants. Within the peer group, it also experiences the lowest yield, as only twenty-six percent of those students admitted also enroll.

Retention and Graduation Rates

UI ranks near the bottom of its peer group with respect to both its retention rates and graduation rates. For entering freshman who decide to return for their sophomore year, UI's eighty-six percent retention rate is the second lowest, while its four-year and six-year graduation rates of forty-seven percent and seventy-one percent rank second and third lowest respectively.

Financial Aid and Student Debt

In terms of financial aid and student debt, UI again ranks low in comparison to its peers, as freshman are offered the lowest amount of need-based aid and the third lowest amount of merit-based aid. Collectively, this requires freshman to accept the third highest amount of differential self-help aid. In total, these data portend future debt, as UI 2013 baccalaureate graduates incurred the second highest average amount of debt within the peer group.

Iowa State University Peer Comparison

In 1986 Iowa State University identified a group of ten land-grant universities as its peer comparison group. Each of the ten peers, which are listed below, is a public land-grant university and all are classified as Doctoral/Research Universities in the 2000 Carnegie Classification of Higher Education.

Iowa State University Peer Institutions
<ul style="list-style-type: none">• University of Arizona – Tucson• University of California – Davis• University of Illinois – Urbana-Champaign• Michigan State University – East Lansing• University of Minnesota – Minneapolis• North Carolina State University – Raleigh• The Ohio State University – Main Campus• Purdue – Main Campus• Texas A&M – College Station• University of Wisconsin – Madison

Source: ISU Website

When comparing the data with those of Iowa State University (ISU) (Detailed data are presented in Exhibits C-1 and C-2), it ranks as follows:

ISU Rankings in the Top Third of Peer Institutions

- In AY 2012-13, the average amount of freshman self-help aid totaled \$3,509 (third lowest for all institutions; ranking based on differential financial need where the lowest amount is best). (Exhibit C-2)

ISU Rankings in the Middle Third of Peer Institutions

- Of the undergraduate students admitted in AY 2013-14, forty-one percent enrolled (fifth highest for all institutions). (Exhibit C-1)

ISU Rankings in the Bottom Third of Peer Institutions

- For AY 2013-14, the number of undergraduate applicants totaled 17,525 (lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example? (Exhibit C-1)

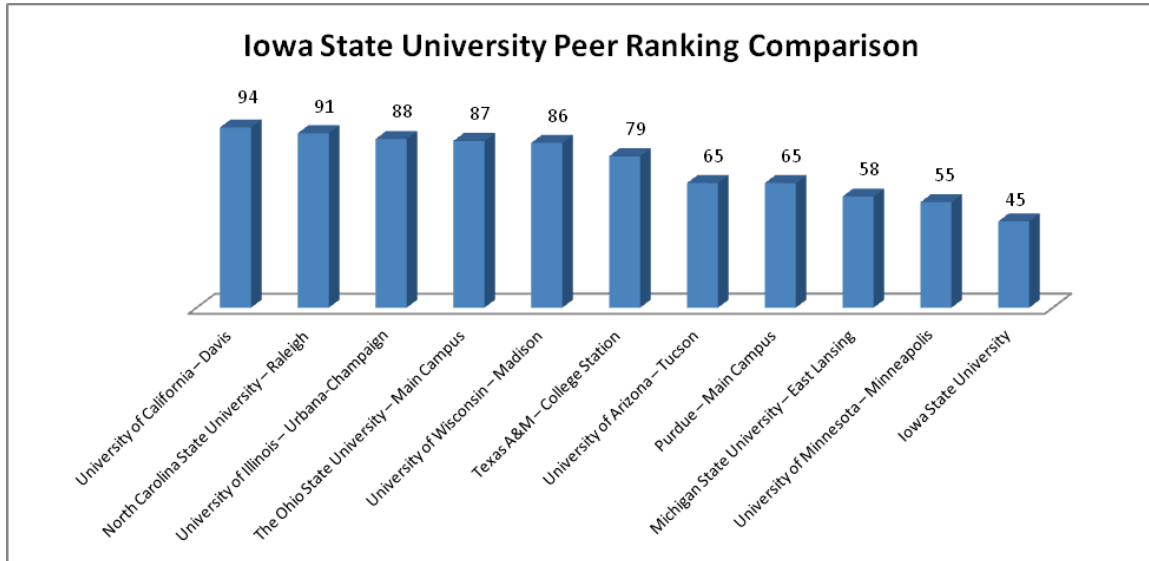
- In AY 2013-14, eighty-five percent of all undergraduate applicants were admitted (highest for all institutions; ranking based on selectivity rating where the lowest percentage is best). (Exhibit C-1)
- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 28 (tied for second lowest among all institutions). (Exhibit C-1)
- The retention rate from freshman to sophomore year is eighty-seven percent (second lowest for all institutions). (Exhibit C-1)
- The four-year baccalaureate graduation rate is thirty-three percent (lowest among all institutions). (Exhibit C-1)
- The six-year baccalaureate graduation rate is sixty-eight percent (tied for second lowest among all institutions). (Exhibit C-1)
- In AY 2012-13, the average amount of freshman need-based aid totaled \$7,692 (lowest for all institutions; ranking based on demonstrated financial need where the highest amount is best).⁴ (Exhibit C-2)
- In AY 2012-13, the average amount of freshman merit-based aid totaled \$3,049 (lowest for all institutions; ranking based on financial award total where the highest amount is best). (Exhibit C-2)
- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$29,898 (highest for all institutions; ranking based on total debt where the lowest amount is best). (Exhibit C-2)

In further evaluating Iowa State University against its peers, an overall ranking was determined by assigning a numerical value from eleven to one of the following attributes:

- Exhibit C-1
 - ✓ Percentage Admitted
 - ✓ Yield
 - ✓ ACT Composite
 - ✓ Freshman Retention Rate
 - ✓ Four and Six Year Graduation Rate (2005 cohort)
- Exhibit C-2
 - ✓ Freshman Need-Based Percentage
 - ✓ Average Amount of Freshman Need-Based Aid
 - ✓ Freshman Self-Help Percentage
 - ✓ Average Amount of Freshman Self-Help Aid
 - ✓ Average Amount of Freshman Merit-Based Aid
 - ✓ Average Amount of Debt Incurred by 2013 Baccalaureate Graduates

⁴ Published tuition rates of peers are generally significantly higher.

Based upon the benchmark data, wherein the highest aggregate value total is considered best, Iowa State University ranked last in its peer group.



Iowa State University ranks at or near the bottom of its peers in all of the following enrollment management related categories.

Admissions

ISU has the lowest number of applicants and is the least selective in comparison to its peers, admitting eighty-five percent of all applicants. However, within the peer group, its yield rate ranks in the middle third, as forty-one percent of those students admitted also enroll.

Retention and Graduation Rates

ISU ranks at or near the bottom of its peer group with respect to both its retention rates and graduation rates. For entering freshman who decide to return for their sophomore year, ISU's eighty-seven percent retention rate is the second lowest, while its four-year and six-year graduation rates of thirty-three percent and sixty-eight percent are lowest and tied for second lowest respectively.

Financial Aid and Student Debt

In terms of financial aid and student debt, ISU collectively ranks low in comparison to its peers, although the differential freshman self-help aid amount ranks in the top third among all peers. 2013 ISU baccalaureate graduates incurred the highest average amount of debt within the peer group.

University of Northern Iowa Peer Comparison

The official University of Northern University (UNI) peer group is:

University of Northern Iowa Peer Institutions
<ul style="list-style-type: none">• College of Charleston• Eastern Illinois University• Ferris State University• James Madison University• Marshall University• Southern Illinois University – Edwardsville• Truman State University• University of Massachusetts – Dartmouth• University of Minnesota – Duluth• Western Washington University

Source: New Peer Institutions approved August 20, 2015 (Pappas Group Working Papers 4.1.3.22)

When comparing the peer data with those of the University of Northern Iowa, (Detailed data are presented in Exhibits D-1 and D-2), the following emerges:

UNI Rankings in the Top Third of Peer Institutions

- Of the undergraduate students admitted in AY 2013-14, fifty-one percent enrolled (second highest for all institutions). (Exhibit D-1)
- The retention rate from freshman to sophomore year is eighty-three percent (tied for third highest among all institutions). (Exhibit D-1)
- In AY 2012-13, the average amount of freshman self-help aid totaled \$3,091 (third lowest for all institutions; ranking based on differential financial need where the lowest amount is best). (Exhibit D-2)

UNI Rankings in the Middle Third of Peer Institutions

- In AY 2013-14, ninety-one percent of all undergraduate enrollees were in-state students (fourth highest for all institutions). (Exhibit D-1)
- The four-year baccalaureate graduation rate is thirty-seven percent (fifth highest for all institutions). (Exhibit D-1)
- The six-year baccalaureate graduation rate is sixty-seven percent (fourth highest for all institutions). (Exhibit D-1)

- In AY 2012-13, the average amount of freshman merit-based aid totaled \$3,393 (seventh highest for all institutions; ranking based on financial award total where the highest amount is best).⁵ (Exhibit D-2)
- The average amount of debt incurred by 2013 baccalaureate graduates totaled \$23,151 (fourth lowest for all institutions; ranking based on total debt where the lowest amount is best). (Exhibit D-2)

UNI Rankings in the Bottom Third of Peer Institutions

- For AY 2013-14, the number of undergraduate applicants totaled 4,068 (second lowest for all institutions). The numbers are the numbers. What evidence is there that the RAI is impacting these numbers as contrasted with state demographics as an example? (Exhibit D-1)
- In AY 2013-14, eighty-three percent of all undergraduate applicants were admitted (third highest for all institutions; ranking based on selectivity rating where the lowest percentage is best). (Exhibit D-1)
- The composite seventy-fifth percentile ACT score for AY 2013-14 newly enrolled undergraduate students was 24 (tied for lowest among all institutions). (Exhibit D-1)
- In AY 2012-13, the average amount of freshman need-based aid totaled \$5,010 (fourth lowest for all institutions; ranking based on demonstrated financial need where the highest amount is best).⁶ (Exhibit D-2)

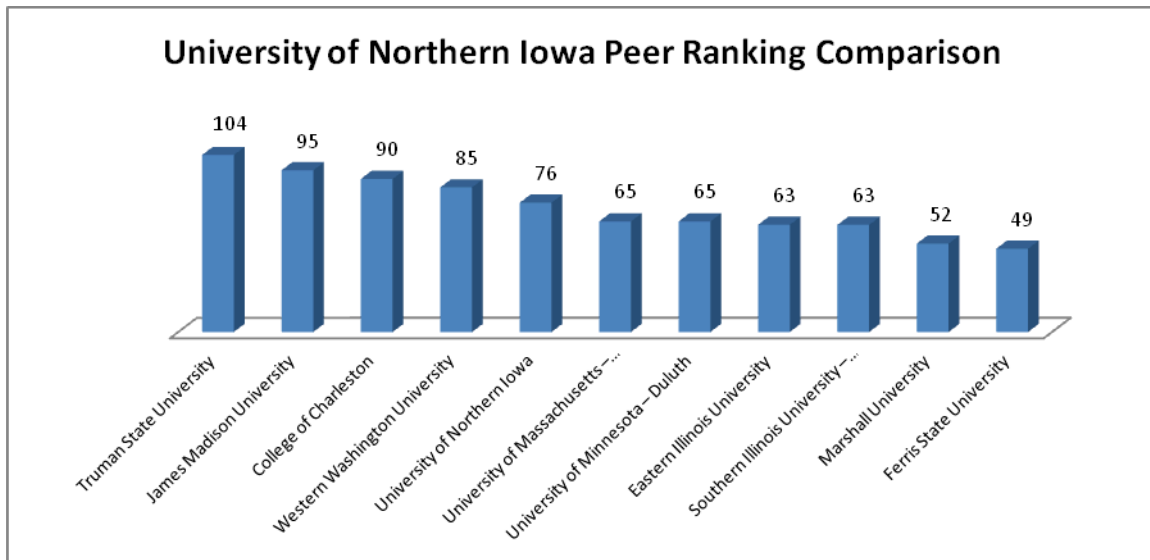
In further evaluating the University of Northern Iowa against its peers, an overall ranking was determined by assigning a numerical value from eleven to one of the following attributes:

- Exhibit D-1
 - ✓ Percentage Admitted
 - ✓ Yield
 - ✓ ACT Composite
 - ✓ Freshman Retention Rate
 - ✓ Four and Six Year Graduation Rate (2005 cohort)
- Exhibit D-2
 - ✓ Freshman Need-Based Percentage
 - ✓ Average Amount of Freshman Need-Based Aid
 - ✓ Freshman Self-Help Percentage
 - ✓ Average Amount of Freshman Self-Help Aid
 - ✓ Average Amount of Freshman Merit-Based Aid
 - ✓ Average Amount of Debt Incurred by 2013 Baccalaureate Graduates.

⁵ Published tuition rates of peers are generally significantly higher.

⁶ Published tuition rates of peers are significantly higher.

Based upon the benchmark data, wherein the highest aggregate value total is considered best, the University of Northern Iowa ranked fifth in its peer group.



When compared to its peers, the rankings for the University of Northern Iowa are fairly evenly distributed among the top, middle and bottom third of the various enrollment management related categories.

Admissions

UNI has the second lowest number of applicants and is one of the least selective in comparison to its peers, admitting eighty-three percent of all applicants. However, within the peer group, it experiences the second highest yield, as fifty-one percent of those students admitted also enroll.

Retention and Graduation Rates

UNI ranks in the top or middle third of its peer group relative to both its retention rate and graduation rates. For entering freshman who decide to return for their sophomore year, UNI's eighty-three percent retention rate is tied for third highest, while its four-year and six-year graduation rates of thirty-seven percent and sixty-seven percent rank fifth and fourth highest respectively.

Financial Aid and Student Debt

In terms of financial aid and student debt, while UNI ranked fourth lowest in comparison to its peers relative to freshman need-based aid, it ranked seventh highest for the award of merit-based aid and third lowest for minimizing the need for freshman self-help aid. Additionally, UNI 2013 baccalaureate graduates incurred, on average, the fourth lowest amount of debt within the peer group.

V. IOWA PUBLIC UNIVERSITY ENROLLMENT MANAGEMENT PROFILES

We next compare the costs associated with selected enrollment management operations at each of the three Iowa public universities. These data provide another method by which to provide context and perspective regarding the functions supporting student success.

To reiterate, the operations that collectively comprise enrollment management at the three Iowa public universities for purposes of this Academic TIER Review include:

- Undergraduate Admissions
- Financial Aid
- Registrar
- Academic Support
- Advisement
- Career Services
- Counseling Services

University of Iowa

Located in Iowa City, the University of Iowa (UI) was founded in 1847. Primarily a liberal arts institution, the academic program encompasses five different colleges: Business; Education; Engineering; Liberal Arts and Sciences and; Nursing.

Approximately 48% of UI undergraduates are Iowa residents. In academic year 2014-15, headcount enrollment at UI totaled 31,387 students, of whom 22,354 were undergraduates and 4,666 were freshman.

Basic information regarding UI enrollment management functions are summarized in the following table with the data presented in Exhibit E. These data were acquired from UI and the Iowa Board of Regents via specific information requests.

University of Iowa

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Frosh Enrlles	Cost Per Frosh Enrlee
Undergraduate Admissions	EVP/Provost	centralized	\$6,723,620	68	4,666	\$1,441

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Undgrd Hdcnt	Cost Per Undgrd Hdcnt
Financial Aid	EVP/Provost	centralized	\$2,373,388	30	22,354	\$106.17
Registrar	EVP/Provost	centralized	\$4,677,197	46	22,354	\$209.23
Academic Support	EVP/Provost	shared	\$843,536	10	22,354	\$37.74
Advisement	EVP/Provost	Shared	\$5,301,341	87	22,354	\$237.15
Career Services	EVP/Provost	centralized	\$2,169,529	24	22,354	\$97.05
Counseling Services	Student Life	centralized	\$1,572,496	17	22,354	\$70.35
TOTAL			\$16,937,487	214	22,354	\$757.69

Source: Underlying Data Provided by UI (Pappas Group Working Papers 4.1.2.10 and 4.1.2.13) and Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1 and 4.1.4.2)

Undergraduate Admissions

The principal functions performed within the Office of Admissions at UI are as follows:

- Recruitment of high school students and community college transfer students.
- Oversight of campus events oriented to prospective students, admitted students, parents and high school/community college guidance counselors.
- Applicant processing.
- Admissions decision-making.

Given the level of outreach for undergraduate students beyond the borders of Iowa, the recruitment staff component within the Office includes two regional representatives for Illinois, one for California and a separate unit focused solely on international recruitment efforts. In conjunction, onsite recruitment efforts extend to high schools both within and outside Iowa. It should also be noted, given newly appointed management oversight, that the Office is now pursuing a much more data driven, targeted undergraduate recruitment and predictive enrollment approach than in previous academic years.

Financial Aid

The functions of the Office of Student Financial Aid are primarily student facing and encompass such activities as processing student aid applications, managing formal loan processes, administering the merit scholarship program and providing work-study program oversight.

Registrar

The Office of the Registrar is also primarily focused on student support, inclusive of such service activities as facilitating the registration of students, scheduling classes, maintaining accurate records, processing transcript requests and providing oversight for the various commencement ceremonies.

Academic Support

The Academic Support and Retention office provides services and programs to create a seamless transition from high school to college. Services and programs provided include:

- Academic Resource Center (supplemental instruction and group tutoring support).
- The Student Success Lunch & Learn Series of topical discussions.

In conjunction with the provision of the aforementioned services, an entire range of additional programs are provided:

- All new domestic, first-year students are required to take the Success at Iowa online course prior to orientation.
- New undergraduate freshmen participate in a mandatory, two-day orientation program prior to their first semester of enrollment, and are encouraged to enroll in “First Year Seminars” which are small, faculty-led, discussion-based courses. Nearly 40% of recent cohorts have enrolled.

- OnIowa! is a three-day immersion event for first-year students that is held just prior to the start of the Fall semester.
- First-generation first-year students and students from underrepresented populations are oriented to the University through a three-day “Iowa Edge Program”.
- The College Success Initiatives program introduces first-year and entering students to UI and the college experience through a variety of course offerings, with assignments focused on goal setting, decision-making, study skills, time management, campus resources, diversity and choosing a major.
- University Housing and Dining offers more than thirty unique living-learning communities for first-year students; one-third of these communities include a common course.
- Results from the MAP-Works survey, which first-year students are required to complete soon after the start of the semester, as part of a first-year experience course, are utilized as the basis for providing early intervention support to students in need. For the 2014-2015 academic year, the University made referrals for 286 students as a result of this survey.
- University College and the Dean of Students Office jointly convene a broadly representative “Early-Intervention Team” that meets weekly to assess students identified as “at risk”; last year 378 students were assisted through this process.
- The University supports a “Student Success Team” that is comprised of UI staff, faculty and administrators that reviews and assesses on-going student success issues. The work of this group has led to significant programmatic changes over the years.

Advisement

Academic advising is provided via a two-tier advising structure. Most entering undergraduate students are assigned to a professional advisor in the Academic Advising Center, with the exception of those students admitted directly to the Colleges of Business, Engineering or Nursing. Thereafter, typically upon earning 24 semester hours of credit, students are assigned to a second tier professional or faculty advisor in their major department.

Career Services

The Pomerantz Career Center offers a range of services inclusive of career advisement, job board postings, campus career fairs, internship search capabilities, interviewing support, resume/cover letter development support, and various career, leadership and professional course offerings.

Counseling Services

University Counseling Service (UCS) is principally comprised of licensed psychologists, a licensed independent social worker and graduate student interns. The UCS offers a variety of mental health consultation, counseling and outreach services for currently enrolled UI students who seek individual counseling and psychotherapy, group counseling and psychotherapy, couple or relationship counseling, psychoeducational consultation, and career assessment and testing.

Iowa State University

Located in Ames, Iowa State University (ISU) was founded in 1858. The academic program encompasses six colleges: Agriculture and Life Sciences; Business; Design; Engineering; Human Sciences and; Liberal Arts and Sciences.

Approximately 58% of ISU undergraduates are Iowa residents. In academic year 2014-15, headcount enrollment totaled 34,732 students, of whom 28,893 were undergraduates and 6,041 were freshman.

The enrollment management functions presented in the following table are derived from data presented in Exhibit E. These data was acquired from ISU and the Iowa Board of Regents via solicited information requests.

Iowa State University

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Frosh Enrlles	Cost Per Frosh Enrlee
Undergraduate Admissions	Student Affairs	centralized	\$6,549,527	76	6,041	\$1,084

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Undgrd Hdcnt	Cost Per Undgrd Hdcnt
Financial Aid	Student Affairs	centralized	\$1,999,855	28	28,893	\$69.22
Registrar	Student Affairs	centralized	\$3,156,875	47	28,893	\$109.26
Academic Support	Student Affairs	centralized	\$978,146	12	28,893	\$33.85
Advisement	College Dean	decentralized	\$4,844,767	76	28,893	\$167.68
Career Services	Dean/Stdnt Affrs	shared	\$1,583,420	23	28,893	\$54.80
Counseling Services	Student Affairs	centralized	\$1,666,778	22	28,893	\$57.69
TOTAL			\$14,229,841	208	28,893	\$492.50

Source: Underlying Data Provided by ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.55) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1 and 4.1.4.2)

Undergraduate Admissions

The principal functions performed within the Office of Admissions:

- Recruitment of high school students and community college transfer students.
- Oversight of campus events oriented to prospective students, admitted students, parents and high school/community college guidance counselors.
- Applicant processing.
- Admissions decision-making.

The recruitment efforts of ISU involve broad-based high school visitation and college fairs within and beyond the borders of Iowa. The University makes extensive use of predictive enrollment management to target high school students for undergraduate enrollment.

Financial Aid

The Office of Student Financial Aid is primarily student facing and encompasses such activities as processing student aid applications, managing formal loan processes, administering the merit scholarship program and providing work-study program oversight.

Registrar

The Office of the Registrar is primarily focused on student support, inclusive of such activities as facilitating the registration of students, scheduling classes, maintaining academic records, processing transcript requests and providing commencement oversight.

Academic Support

The Academic Success Center provides centralized services for students seeking academic support inclusive of:

- Academic coaching, supplemental instruction and small, group tutoring support.

In conjunction with the provision of the aforementioned services, an entire range of additional programs are provided at ISU:

- New first time incoming freshmen participate in a mandatory, two-day orientation program in the spring or summer prior to their first semester of enrollment.
- Destination Iowa State is a three-day immersion for first-year students held prior to the start of the Fall and Spring semester.
- The one-credit Psychology 131 course is designed to facilitate the development of student academic skills, behaviors and attitudes.
- ISU has one of the largest learning community programs in the nation, with eighty different choices for students in all disciplines.
- Results from the MAP-Works survey, which first-year students are encouraged to complete soon after the start of the semester, are utilized as the basis for providing early intervention support to students in need.

Advisement

Academic advising is provided on a distributed/decentralized basis utilizing professional and faculty advisors within the colleges or academic departments.

Career Services

Career services support is principally provided at ISU on a distributed/decentralized basis, through Associate Dean offices located within the colleges. Services and programs provided within these offices typically include job board postings, campus career days, interviewing support and resume/cover letter development support. In addition, Career Exploration Services, a division of Student Counseling

Services, offers career coaching, career counseling and personal career development coursework support at the University level.

Counseling Services

Student Counseling Services is a primary mental health agency for students and encompasses among others, eleven Ph.D. level psychologists, a post-doc and four psychology interns. The unit offers a variety of consultation, counseling and outreach services inclusive of individual counseling, group counseling, couples counseling, and the assessment/treatment of eating disorders.

University of Northern Iowa

Located in Cedar Falls, the University of Northern Iowa (UNI) was founded in 1876. Primarily a liberal arts institution, the academic program encompasses three colleges: Business; Education and; Humanities, Arts and Sciences.

Approximately 91% of UNI undergraduates are Iowa residents, many of whom reside in small towns and rural communities. In academic year 2014-15, headcount enrollment at UNI totaled 11,928 students, of whom 10,142 were undergraduates and 1,797 were freshman.

UNI enrollment management functions supported are portrayed in the table below. These data are derived from Exhibit E. These data was acquired from UNI and the Iowa Board of Regents via solicited information requests.

University of Northern Iowa

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Frosh Enrlles	Cost Per Frosh Enrlee
Undergraduate Admissions	Student Affairs	centralized	\$2,403,362	25	1,797	\$1,337

Enrollment Mgmt Function	Reporting Structure	Organization Structure	AY 14-15 Budget	AY 14-15 Hdcnt	AY 14-15 Undgrd Hdcnt	Cost Per Undgrd Hdcnt
Financial Aid	Student Affairs	centralized	\$1,157,649	13	10,142	\$114.14
Registrar	Student Affairs	centralized	\$1,800,733	23	10,142	\$177.55
Academic Support	Academic Affairs	centralized	\$1,196,922	15	10,142	\$118.02
Advisement	Academic Affairs	shared	\$1,556,145	23	10,142	\$153.44
Career Services	Student Affairs	centralized	\$827,029	11	10,142	\$81.54
Counseling Services	Student Affairs	centralized	\$699,808	9	10,142	\$69.00
TOTAL			\$7,238,286	94	10,142	\$713.69

Source: Underlying Data Provided by UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1 and 4.1.4.2)

Undergraduate Admissions

The principal functions performed within the Office of Admissions include:

- Recruitment of high school students and community college transfer students.
- Oversight of campus events oriented to prospective students, admitted students, parents and high school/community college guidance counselors.
- Applicant processing.
- Admissions decision-making.

Onsite recruitment efforts are primarily oriented to high schools within Iowa. The newly appointed Office of Enrollment Management is committed to pursuing a much more data driven, targeted undergraduate recruitment and predictive modeling enrollment approach than in previous academic years.

Financial Aid

The Office of Financial Aid & Scholarships is primarily student facing and encompasses such activities as processing student aid applications, managing formal loan processes, administering the merit scholarship program and providing work-study program oversight.

Registrar

The Office of the Registrar is primarily focused on such student support activities as facilitating the registration of students, scheduling classes, maintaining accurate academic records, processing transcript requests and providing commencement oversight.

Academic Support

The Academic Learning Center provides an accessible, supportive environment for UNI students at all levels of preparation and achievement. Professional educators, advisors, full-time staff and trained peers are available to assist UNI undergraduates become more efficient and effective learners. Services include:

- Academic Achievement and Retention Services support, designed to increase the persistence and graduation rate of targeted student populations.
- Tutoring support that encompasses such program offerings as the College Reading & Learning Center, Math & Science Services, Student Computer Lab, Supplemental Instruction and the Writing Center.
- Testing and proctoring services designed for national, professional and certification exams.

Concurrently, a range of additional programs are provided under the auspices of Student Affairs:

- Math placement testing is required for all first-year students with remediation modules available at an additional fee to help students improve math skills and re-test prior to enrollment.

- New undergraduate freshmen participate in a mandatory, two-day orientation program in the Spring or Summer prior to their first semester of enrollment.
- Jump Start is a five-day extended orientation program for new, minority freshman students and features sessions focused on the academic, social and financial transition to college.
- UNI Now! is a five-day immersion event for first-year students held prior to the start of the Fall semester.
- Welcome Week offers a range of activities for students during the opening days of the Fall semester.
- New incoming undergraduate students are required to complete the two-hour *Not Anymore* online sexual assault prevention program that instructs students about preventing interpersonal violence and sexual misconduct.
- Students identified as at-risk at the point of admission are strongly encouraged to enroll in Strategies for Academic Success, an interactive for-credit course that focuses on developing learning and study skills/strategies important for academic success.
- The "Live Like a Student" initiative is a three week, non-credit financial literacy program open to all UNI students, focusing on budgeting, credit, student loans and identity protection.
- First-Year Cornerstone, which satisfies two Liberal Arts core requirements, is a year-long course for entering freshman that integrates oral and written communication, civility and student success related curricula.
- The Department of Residence offers a range of living-learning communities.
- Results from the MAP-Works survey, which first-year students are encouraged to complete soon after the start of the semester, are utilized as the basis for providing early intervention support to students in need.

Advisement

Academic advising is a critical component of the teaching and learning environment at UNI. As such, undergraduate advising is provided via a shared support model where advisement services are provided both centrally and within the academic department of a student's major discipline. Centralized units include the Office of Academic Advising, the UNI Business Advising Office and the College of Education Professional Advisors.

Career Services

The Office of Career Services offers a range of services inclusive of the provision of job board postings, campus job fairs, internship opportunities, interviewing support, and resume/cover letter development support.

Counseling Services

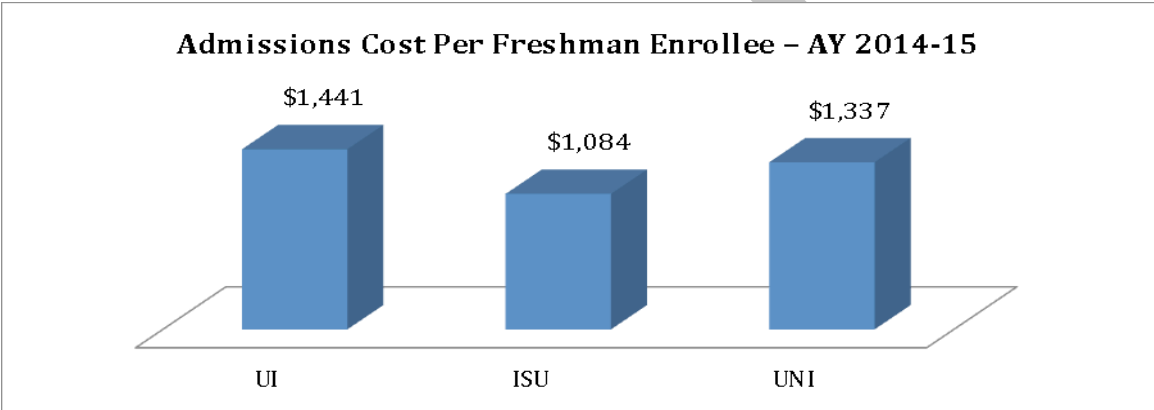
The UNI Counseling Center, which is accredited by the International Association of Counseling Services, provides mental health and counseling support students who have paid the mandatory health fee. Overall, the Center strives to provide ethical, high quality psychological and counseling services to UNI students and consultation services to UNI faculty and staff.

VI. IOWA PUBLIC UNIVERSITY ENROLLMENT MANAGEMENT COMPARATIVE COST DATA

In addition to providing an analytic comparison of Iowa's public universities with their official peer group, we collected cost data of their enrollment management operations as previously defined in this report and that can be found in Exhibit E. These data provide yet another method by which to provide context and perspective regarding the functions that support freshman retention and time to graduation.

Freshman Recruitment Costs Vary Widely Among the Three Iowa Public Universities

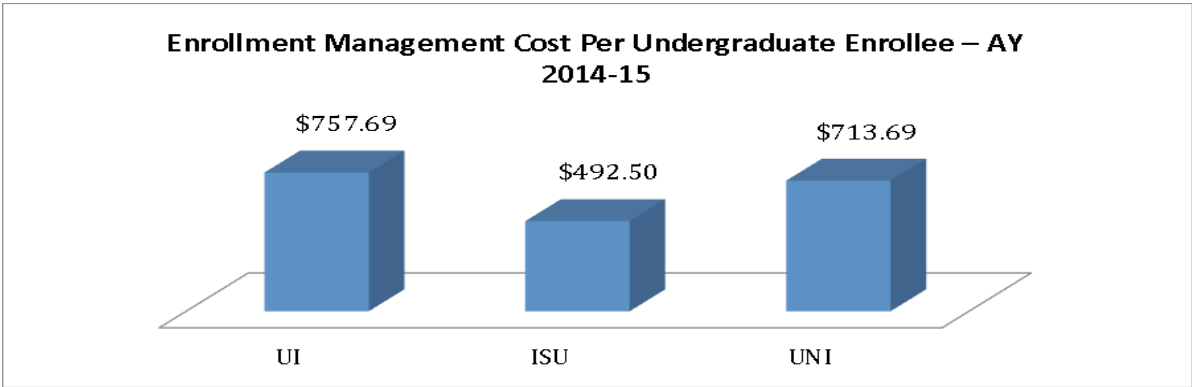
- ✓ The cost to recruit a freshman ranges from \$1,084 for Iowa State University to \$1,441 for the University of Iowa.



Source: Provided by UI (Pappas Group Working Papers 4.1.2.10), ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.38), UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1)

For purposes of this analysis, Enrollment Management relates to the cost associated with academic support, advisement, career services, counseling services, financial aid, and the registrar.

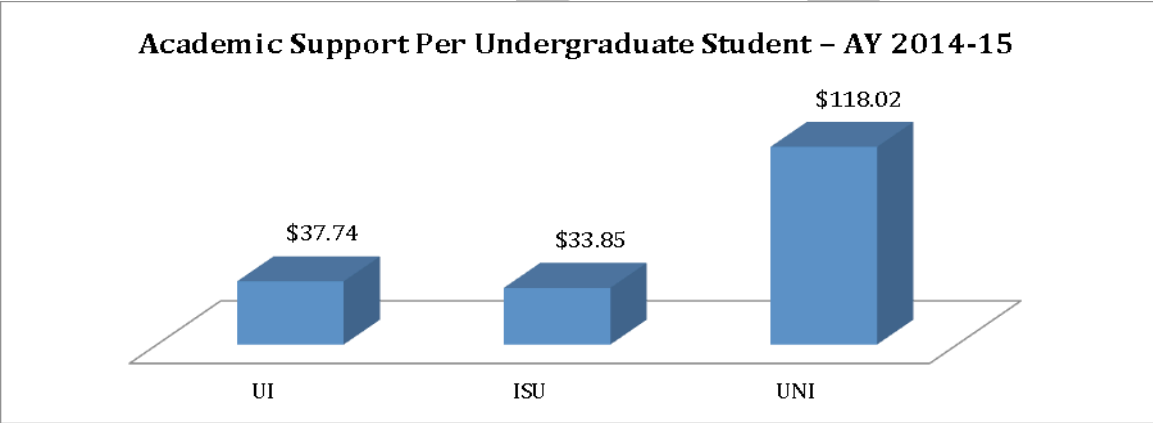
- ✓ The Enrollment Management costs for other than undergraduate admissions ranges from \$492.50 for Iowa State University to \$757.69 for the University of Iowa.



Source: Provided by UI (Pappas Group Working Papers 4.1.2.10), ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.38), UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.1)

Academic Support Dramatically Differs for the Three Iowa Public Universities

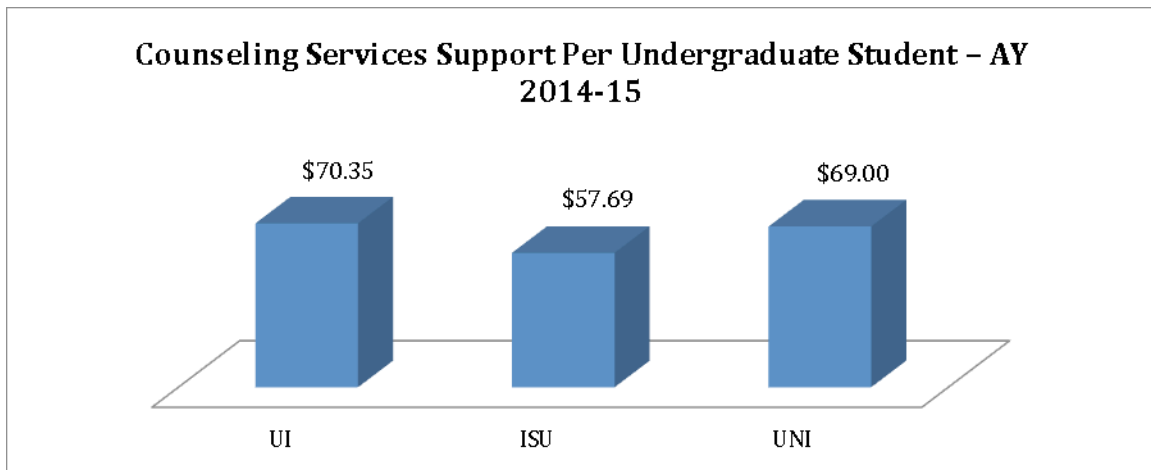
- ✓ The expenditure per undergraduate student to provide central academic resources such as learning/study strategies, supplemental instruction and tutoring support ranges from \$33.85 for Iowa State University and \$37.74 for the University of Iowa to \$118.02 for the University of Northern Iowa.



Source: Provided by UI (Pappas Group Working Papers 4.1.2.10), ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.38), UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.2)

Expenditures for Student Counseling Vary at the Three Iowa Public Universities

- ✓ While the expenditure level for Counseling Services at the University of Iowa and the University of Northern Iowa are both in the \$70.00 per undergraduate student range, Iowa State University spends \$57.69 per student. This difference may be a product of the Resource Management Model (RMM) allocation methodology as Counseling Services does not receive budget increases resulting from enhanced campus enrollment levels.



Source: Provided by UI (Pappas Group Working Papers 4.1.2.10), ISU (Pappas Group Working Papers 4.1.1.23 through 4.1.1.38), UNI (Pappas Group Working Papers 4.1.3.25 through 4.1.3.45) and by the Iowa Board of Regents Office (Pappas Group Working Papers 4.1.4.2)

The foregoing charts emphasize how differently the three Iowa public universities approach common student success initiatives from a funding perspective.

- It costs more to admit a freshman than it does to provide enrollment management services to undergraduates on a per capita basis at any of the three universities.
- UNI offers a much broader range of centrally-provided Academic Support programs and invests significantly more on these programs, on a per undergraduate student basis, than either UI or ISU.
- The funding level provided for Student Counseling services support at ISU moderately trails that expended per undergraduate student at both UI and UNI.

VII. ENROLLMENT MANAGEMENT BEST PRACTICES: NATIONAL TRENDS

A best practice is a methodology or technique that has consistently shown results superior to those achieved through other means. Best practices are frequently used to benchmark. The principal objective is to understand the business practices that drive superior performance. When used as a benchmark, a best practice enables focus on those capabilities critical to monitoring operational performance and building long-term strategic advantage.

In the following pages, we identify a series of enrollment management related best practices through our own experiences with clients or in higher education research or its literature.

Undergraduate Admissions and Recruitment

- Strategic Use of Enrollment Data to Develop Strategic Enrollment Management Plans

When recruiting, universities are now making extensive use of historical enrollment trend data to shape their entering classes, enhance retention, and determine student financial aid policies. Recruiting is no longer simply a "total numbers" and "cast a broad net" process, but is rather

intentionally conducted to achieve pre-determined outcomes. While a total yield target remains critical for the financial and academic integrity of the institution, the need to shape the overall profile of the student population is also a strategic necessity.

The ability to shape the entering student profile is predicated on the availability of an extensive database of prior applicant patterns and outcomes, regularized and standardized analyses of past trends, and a resolve to plan enrollment strategically. On-going analyses of competitor data patterns and profiles are also required to ensure that institutional admission policies, market share, tuition rates as well as academic programming and policies remain aligned with primary competitor institutions.

- **Utilization of Data to Evaluate Recruitment Strategies**

Data relating to yield ratios, attrition and time-to-degree are frequently utilized to assess recruiting effectiveness and determine strategies requiring revision. Survey instruments are often distributed to students and other constituencies to evaluate the effectiveness of written and electronic materials and events that comprise the overall admissions marketing program.

- **Utilization of Social Media to Recruit Undergraduate Students**

Universities continue to incorporate the Internet and social media tools into the recruitment process. Such tools relate to links from the admissions web site to social networking sites, accessibility to student blogs, online chat rooms and online message boards for prospective students. The Internet and email have increasingly become the most popular methods by which colleges both solicit and receive prospective student inquiries.

Financial Aid

- **Virtual Self-Service**

Students and their parents expect online standard inquiry and transaction processing. Information about financial aid availability, the status of their application and award status are expected to be readily available via web-based transaction services. Students presume web-based communication will occur concerning registration, course scheduling, advising, etc.

- **Financial Aid Modeling**

In a changing market, institutions with an understanding of enrollment trends will fare better than their competitors in terms of enrollment and net revenue. Using and analyzing enrollment data will lead to a more strategic use of financial aid. Scholarship modeling can enable efficiency, stronger enrollment yield projections, and a better market position. Data analysis eliminates the guesswork involved in setting financial aid targets and provides management with information, tactical discipline, and help in managing the risks associated with awarding aid to new students.

- Financial Aid Office Automation

Financial Aid Offices have traditionally been forms-based transaction processing centers focused on entering student applications for aid, determining aid awards within specified award guidelines, processing aid acceptance forms, and transferring aid to student accounts. Over the years, each of these activity areas has been subjected to increased automation, often driven by Department of Education mandated automation initiatives. Distributed online processing capabilities, web-enabled portal access for student inquiry and transactions, and modern automated workflow processes allow for technology-based processing well beyond simply making transaction forms available online. Such automation has redefined the Financial Aid Officer role to one requiring proactive student counseling, management of student financial and award data, working with and assessing individual student aid reviews, and monitoring student compliance with aid regulations.

Graduation Rates

- Essential Elements of Time-To-Degree Completion

The action steps needed to improve graduation rates are relatively simple but can be difficult to implement. Success requires a focused commitment from top leadership of the institution for at least five years. Improving graduation rates is a slow and tedious process. Actions taken today frequently do not have a measurable effect for at least eighteen months or more. We believe institutional leadership must commit for the long-term, which is a fundamental tenet for achieving meaningful gains in performance.

From our perspective, there are three critical elements intrinsic to improving graduation rates and the time for degree completion:

- ✓ The Board, the President and the enrollment management team must drive the process.
- ✓ A process based on detailed data must be developed, measured and monitored for at least five years.
- ✓ Faculty, professional advisers, student affairs staff, and academic leadership from across the campus who are committed to student success must meet regularly to assess and report progress.

- State Policy Impacts Higher Education Graduation Rates

On the basis of research it has conducted, the National Center for Public Policy and Higher Education determined that states with higher appropriations to colleges and universities tend to have higher graduation rates. In addition, states with higher investments in student financial aid benefit from increased graduation rates. These results speak not only to the importance of providing resources to higher education, but also to paying close attention to how the resources are utilized.

These findings about graduation rates and state policy have important implications as many students leave higher education without meeting their educational objectives. When nationally students do not complete their educational objectives, there are substantial losses to the student, the state and the nation in terms of lost opportunity costs and a lower standard of living.

Retention Rates

- Fiscal Benefits of Student Retention

In contrast to student recruitment efforts, retention initiatives are estimated to be three to five times more cost effective. When students withdraw before graduation, besides tuition loss, institutions lose such sources of revenue as room and board, plus students who withdraw are more likely to default on their student loans. At large institutions, a one percent increase in first-year retention tends to generate approximately \$500,000 in revenue by the time these first-year students graduate.

With limited taxpayer dollars being supplied, public institutions must rely more on student retention as a means of maintaining fiscal stability. Accordingly, an assessment of first-year programming should focus not only on student retention statistics, but also on the fiscal impact to institutional revenue streams.

- Retention as a Solution for Minimizing University Cost Increases

The clear challenge today is how best to hold down the cost of higher education. Put simply, we believe retention is the place to start.

Significant improvement in the retention of current students is the low-hanging fruit of revenue increases for colleges and universities. For example, ten percent freshman attrition rate for a large public institution can equate to 400 plus students lost with little chance of keeping their class sufficiently full or recovering the multi-million dollars in lost revenue over time.

Data reveal that the first six weeks is the most critical timeframe to transition to a college environment. It is the make-or-break period for many students with regard to their academic, social and emotional engagement with “their” institution. Accordingly, instead of defining the freshman orientation process as a multi-day blur of information and indoctrination, universities need to shift their emphasis to preparing students through effective college-readiness training. For most universities, this requires new technologies and resources to reach new cohorts in flexible ways, with minimal impact on the time, energy and resources of both the students and the higher education institution.

Student Success

- One-Stop Consolidated Service Support

As technology process automation and self-servicing capabilities are installed, student interactions are reduced to handle exception processes and in-depth counseling. This transformation of service provision requires the integration of traditionally structured, siloed and

multiple student services offices. Accordingly, in-person “customer” services are increasingly being supplied within an integrated one-stop service operation. The best of these models provides a true *caseworker* function, empowered to assist a student with multiple, yet related issues.

In conjunction, numerous institutions have extended the one-stop concept to the web, where 24/7 electronic access is offered through a portal where students can check a bill, look up their grades or determine their status in the financial aid process. Such web options and the addition of campus self-service computer kiosks help reduce the volume of walk-ins and telephone calls to the physical one-stop center, where individualized support is still provided.

- **Student Advisement**

Evidence shows that effective academic advising and simple registration procedures can be major factors in student retention. In such an environment, students receive appropriate academic counseling during the add/drop period and meet with counselors when changing their academic program/major or discussing career options. Individual assistance is also available to students at computer kiosks where they have the opportunity to complete online applications, register for classes and schedule a one-on-one consultation with a Financial Aid counselor after completing their FAFSA online.

Institutional Research

- **Data Collection and Reporting**

Data availability is essential for any enrollment management approach to succeed. Such data, beginning with prospect information and extending through the admission, enrollment, retention and graduation cycles is essential to assessing trends, measuring performance, making comparisons with peer institutions, and determining how best to achieve institutional/system strategic enrollment goals.

- **Expanding Institutional Research Capacity Beyond Compliance Reporting**

More and more institutions of higher learning are focusing much more of their time conducting analyses to support performance improvement decision-making than in simply producing compliance reports. Such efforts relate to:

- ✓ systematically tracking student progress and outcomes over time
- ✓ determining measures for improving programs/services and augmenting retention and student success
- ✓ evaluating the impact of student improvement initiatives.

The most advanced Institutional Research operations are those that combine research, planning, institutional effectiveness and assessment within one department that supports strategic decision-

making and identifies ways to enhance the university experience and promote excellence. The next generation is analytics.

VIII. IOWA PUBLIC UNIVERSITY ENROLLMENT MANAGEMENT EXEMPLARS

Each of the three universities has created and implemented a number of outstanding Enrollment Management programs to improve student retention and graduation rates. For purposes of this report, exemplars are provided for each institution with the hope that these examples will serve as models for the other two universities. In some cases, performance measures are included. In others, the programs are too new to enable the measurement of outcomes longitudinally.

In the case of the University of Northern Iowa, there are more exemplars enumerated than for the University of Iowa or Iowa State University. We have purposefully included UNI's rather substantial list of exemplars as, in their totality, they represent a wholistic approach to student success that can be adapted to support the particular undergraduate profiles at the University of Iowa and Iowa State University. Although each of the Iowa public universities is resource bound, the University of Northern Iowa has intentionally and substantially invested in these strategic students when compared to their peers as reported in this draft.

University of Iowa

In recent years, the University of Iowa has demonstrated an increased commitment to undergraduate student success. The position, Associate Provost for Undergraduate Education and Dean of University College, has been given the charge of working in collaboration with the members of the Provost's Office, the Dean as well as the Division of Student Life to begin to integrate more intentionally the Academic Support and Student Affairs functions of the University.

Plans are already underway to develop targeted "one-stop" neighborhoods that will service student academic support (e.g., writing labs, math labs), and tutoring, another will focus on student "transactions" that can be accomplished principally through technology and yet another on student wellness including counseling.

An Enrollment Management rather than as Admissions driven approach is being fostered through the collection and analysis of student information using elements of predictive modeling. In addition, the development of a University Information portal to support University-wide Institutional Research efforts is currently underway.

These exemplars focus primarily on the objective of enabling quicker degree completion, mitigating student indebtedness and enabling seamless transition from an undergraduate to a graduate degree. This is in keeping with the significant number of students enrolled in the College of Liberal Arts and Science whose long-term success is critical to the University and the State of Iowa.

Summer Hawk Tuition Grant Program

The Summer Hawk Tuition Grant program, which began during the Summer of 2014, is available to any first-time University of Iowa student who was first enrolled as of the Summer of 2013 and who has been

enrolled as a full-time (12 or more credit hours) student during the two semesters prior to the Summer Session when the student intends to use her/his Summer Hawk Grant.

The Summer Hawk Grant covers tuition costs for resident students up to a maximum of 12 credit hours during a single Summer Session. Non-resident students registered for more than four semester hours during a Summer Session receive the difference between resident and nonresident tuition for their Summer Hawk Grant. Additionally, students who enroll in one of the University's new three year degree programs can use their Summer Hawk Grant over the course of two Summers.

To date, 313 students used the Summer Hawk Tuition Grant in 2014. The number increased to 1,142 students this summer. The scholarship value of the 2014 Grant totaled approximately \$900,000 while the value of the 2015 Grant is estimated at \$3.5 million.

In comparing total student credit hours for 2014 to those in 2015, resident undergraduate Summer Session credit hours grew by 5,067 hours (37.5%) while nonresident credit hours grew by 1,703 hours (14.8%), both of which suggest improvement in time-to-degree completion.

Undergraduate to Graduate Programs ("U2G")

The University offers 36 "Undergraduate to Graduate" programs that allow University of Iowa students to facilitate their transition to graduate school. (See <http://www.graduiowa.edu/U2G>). Two of the more recently established U2G programs are highlighted below.

- **College of Law "3 + 3" Program:** With the Fall 2015 semester, the College of Law has admitted its first student to the "3 + 3" program, which enables eligible undergraduates at partner institutions based in Iowa to apply for law school in their junior year. The College expects more applications this academic year and intends to have a large cohort in 2016 given current partnership agreements with thirteen public universities and private colleges in the State of Iowa.
- **College of Public Health "Undergrad to Grad" Program:** The College of Public Health's "Undergrad to Grad" program allows students interested in the health sciences to earn both their undergraduate and graduate degree in five years. Given that the program has just started, the College has yet to admit any students, although it expects at least five applicants during the upcoming academic year.

Iowa State University

Like the University of Iowa, Iowa State University is a member of the AAU. However, it fundamentally differs in mission and programmatic offerings. It is the land grant institution of the State of Iowa and as such offers a number of academic programs that require degree completion in five years rather than four due to the degree requirements dictated by external accrediting bodies.

The University's operating culture is highly decentralized/distributed. The Deans of the each of the Colleges is responsible for leading and managing their particular academic enterprise from an academic, students and financial perspective. Although there are University for resource allocation purposes that is modeled on a Responsibility Center Model approach but shaped and implemented to the specific objectives of the University in terms of empowering unit/Decanal leadership and incentives.

The University has traditionally sought to integrate the work of the Student Life Division with that of Academic Affairs and the exemplars contained herein are evidence of that intentionality.

Of all three universities, Iowa State is the one that has developed and implemented a sophisticated predictive modeling system for undergraduate enrollment. Its success can be measured by its gains in the number of first time freshman from Iowa but as the data in the earlier sections of the report show, the flat-line projections of Iowa high school graduates will provide a challenge to the University's existing strategy.

Iowa State Learning Community Program

The Iowa State University Learning Community Program was started in 1995 and currently serves over 5,500 students annually. More than 70% high school first-year students participate in one of 80 learning communities.

At Iowa State a learning community is defined as a small cohort of students that generally takes one to three courses together. In 25% of the learning communities, students also live together (or near each other) in the same residence hall. Over 500 upper-division students are employed as peer mentors to students in the learning communities. Peer mentors organize out-of-class activities, work individually with students, help teach classes on occasion, facilitate study groups to enable students to successfully transition to the University.

- The effectiveness of the Learning Community Program has been measured and reported not only within the state of Iowa but is consistently rated among the top learning community programs in the nation by U.S. News & World Report.
- In the past five years, the one-year retention average for learning community students was 88.4% compared to non-learning community student retention of 82.4%.
- The average 6-year graduation rate for learning community students has been 74.3% compared to 62.6% for non-learning community students (for AY2004 through 2008).
- There were 5,682 students (4,339 first-year, 1,343 others) in the Fall 2014 Learning Community Program.
- Learning community participation has increased by 36% (1,484 students) in the last 5 years.
- 72% of all first-year students are in a learning community.
- 75% of first-year students of color are in a learning community.
- Student surveys report a significant degree of satisfaction with their learning community experience and report that their learning community was an important reason why they chose Iowa State.
- Learning community students report high levels of engagement on the NSSE benchmarks.
- Learning Community Program is important for student recruitment.

- Total students participating in learning communities since 1995: 56,230.
- Average annual tuition and fee revenue from increased retention: \$5+ million.

Coordinated Network of Career Services

The University has a coordinated network of Career Services offices offering a broad range of programs and services for undergraduate and graduate students, alumni, and employers. The University’s overall Recruiting Statistics are reported to demonstrate the considerable outreach undertaken at the University level in coordination with the Colleges.

Career Services Recruiting Statistics for All ISU				
Employer Recruiting Activity (Number of Distinct Employers)	Academic Year (July 1 to June 30)			
	2010/2011	2011/2012	2012/2013	2013/2014
Participated in one or more Career Fairs		655	791	899
Conducted On-Campus Interviews		286	333	415
Presented an Information Session		53	51	58
Participated in Some Form of On-Campus Recruiting (One or more of the above)	650	737	868	937
Posted One or More Positions on CyHire but No On-Campus Recruiting	1450	1633	2143	1590
Recruited ISU Students/Alumni through On-Campus Recruiting or CyHire	2100	2370	3193	2943
Other Recruiting Statistics				
Number of Full-Time Employment Opportunities Posted on CyHire	3610	4962	6842	7001
Number of Co-op and Internship Opportunities Posted on CyHire	1957	2374	3200	3442
Career Fairs Managed by Career Services ¹	8	8	9	9
Date of Report	8/12/2013	3/23/2013	9/13/2013	8/28/2014
Notes:				
1 - The career fair count does not include Supply Chain Management Career Night, MIS Pre-Fair, Marketing & Management Pre-Fair or other smaller fairs.				
2 - Career Services does not report the number of students completing internships due to the lack of visibility to a significant number of unregistered summer internships.				

Source: Career Services Recruiting Statistics for ISU (Pappas Group Working Papers 4.1.1.50)

In addition to the University Offices of Career Exploration Services and the ISU Alumni Association there are Career Services Offices that report to the Colleges:

- Agriculture and Life Sciences Career Services
- Business Career Services
- Graduate Business/MBA Career Services
- Graduate College Career Services (Interdisciplinary/Interdepartmental Graduate Studies & Postdocs)
- Design Career Services
- Engineering Career Services
- Human Sciences Career Services
- Liberal Arts and Sciences Career Services
- Veterinary Career Services

The University tracks and reports 6-Month Graduation Status for Bachelor degree recipients regarding both employment and further education. The results reported by the Colleges of Agriculture, Business, Design, and Engineering provide impressive examples of what a College-based faculty, alumni and career counselor network can yield.

IOWA STATE UNIVERSITY
6-Month Post Graduation Status - Bachelor
Graduates from Fall 2012/Spring 2013/Summer 2013

COLLEGE	Number of Grads	Survey Respondents	Employed:	Employment				Type	Further Education
				In Iowa	Out of Iowa	International	Location Unknown		
Agl.S in-state	625	605	483	370	108	5	0	459	106
Percent Respondents		96.8%	79.8%	76.6%	22.4%	1.0%	0.0%	95.0%	17.5%
Agl.S out-of-state	134	129	92	29	59	4	0	87	34
Percent Respondents		96.3%	71.3%	31.5%	64.1%	4.3%	0.0%	94.6%	26.4%
Agl.S international	14	9	5	4	0	1	0	5	3
Percent Respondents		64.3%	55.6%	80.0%	0.0%	20.0%	0.0%	100.0%	33.3%
Agl.S Sub-Total	773	743	580	403	167	10	0	551	143
Percent Respondents		96.1%	78.1%	69.5%	28.8%	1.7%	0.0%	95.0%	19.2%
Business in-state	511	478	423	266	117	2	38	404	32
Percent Respondents		93.5%	88.5%	62.9%	27.7%	0.5%	9.0%	95.5%	6.7%
Business out-of-state	116	109	100	24	66	1	9	98	7
Percent Respondents		94.0%	91.7%	24.0%	66.0%	1.0%	9.0%	98.0%	8.4%
Business international	188	115	41	8	11	13	9	35	62
Percent Respondents		72.8%	35.7%	19.5%	26.8%	31.7%	22.0%	85.4%	53.9%
Business Sub-Total	785	702	564	298	194	16	56	537	101
Percent Respondents		89.4%	80.3%	62.8%	34.4%	2.8%	9.9%	95.2%	14.4%
Design in-state	212	175	157	96	58	1	2	148	15
Percent Respondents		82.5%	89.7%	61.1%	36.9%	0.6%	1.3%	94.3%	8.6%
Design out-of-state	95	77	74	15	56	1	2	65	2
Percent Respondents		81.1%	96.1%	20.3%	75.7%	1.4%	2.7%	87.8%	2.6%
Design international	26	18	8	1	4	3	0	8	9
Percent Respondents		69.2%	44.4%	12.5%	50.0%	37.5%	0.0%	100.0%	50.0%
Design Sub-Total	333	270	239	112	118	5	4	221	26
Percent Respondents		81.1%	88.5%	46.9%	49.4%	2.1%	1.7%	92.5%	9.6%
Engineering in-state	554	456	388	173	148	0	67	384	49
Percent Respondents		82.3%	85.1%	44.6%	38.1%	0.0%	17.3%	99.0%	10.7%
Engineering out-of-state	311	256	220	24	156	0	40	218	28
Percent Respondents		82.3%	85.9%	10.9%	70.9%	0.0%	18.2%	99.1%	10.9%
Engineering international	151	105	22	5	9	2	6	22	82
Percent Respondents		69.5%	21.0%	22.7%	40.9%	9.1%	27.3%	100.0%	78.1%
Engr Sub-total	1,016	817	630	202	313	2	113	624	159
Percent Respondents		80.4%	77.1%	32.1%	49.7%	0.3%	17.9%	99.0%	19.5%
Human Sciences in-state	622	568	424	319	82	8	15	408	106
Percent Respondents		91.3%	74.6%	75.2%	19.3%	1.9%	3.5%	96.2%	18.7%
Human Sciences out-of-state	165	149	112	33	69	3	7	108	31
Percent Respondents		90.3%	75.2%	29.5%	61.6%	2.7%	6.3%	96.4%	28.8%
Human Sciences international	19	14	7	3	4	0	0	5	6
Percent Respondents		73.7%	50.0%	42.9%	57.1%	0.0%	0.0%	71.4%	42.9%
Human Sciences Sub-total	806	731	543	355	155	11	22	521	143
Percent Respondents		90.7%	74.3%	65.4%	29.5%	2.0%	4.1%	95.9%	19.6%

Source: 2012-13 Post-Grad Career Outcome ISU (Pappas Group Working Papers 4.1.1.48)

University of Northern Iowa

Over the years, the University of Northern Iowa has been challenged by declining numbers of student applicants, matriculants and those choosing to complete their degree at the University. This reality has had a profound negative impact on the financial base of the University. In an effort to begin an intentional “turn around” of undergraduate student enrollment and retention, University Leadership decided to participate in the Gardner Institute Foundations of Excellence self-study in 2009. Since the outset of that review six years ago there has been palpable integration of the work of the Chief Academic Officer, the Deans along with the Chief Student Affairs Officer and his respective staff with regard to ensuring a Student Success focused university climate. That integrative way of problem solving and program generation along with the significant investment of financial resources have led to the implementation of several systematic retention and student success initiatives. Indeed, the graduation and persistence rates for the University of Northern Iowa currently exceed that of its peer institutions and similarly Carnegie classified institutions.

In addition, the University has recently embraced an inclusive Enrollment Management approach to recruiting students. Further, the University has partnered the UNI Alumni Office with the UNI Career Services Office to optimize career development and job placement for students.

Among the salient data concerning the University’s efforts:

- The four-year graduation rate for the entering class of 2010 is 39.2%. This rate is the highest rate in institutional history. The rate for the previous year of 2009 was 37.6%.
- The second year retention rate for the entering class of 2013 is 84.7% which is an increase compared to the previous year rate of 82.9%, and the highest rate since 1988. The comparable rate for all 4 year public universities is 68.2% (National Student Clearinghouse).
- The second year retention rate for full-time, first-time minority students increased from 80.3% in fall 2013 to 83.6% in fall 2014.

These gains have continued while the academic profile of the entering students has remained flat. The average ACT score for first-time, full-time freshmen entering in 2009 (just before new initiatives were implemented) was 23.1, and the average ACT score for the entering class of 2013 was 22.8.

Initiatives implemented to help increase the retention and timely graduation rates of students since 2009 include:

- Pre-enrollment initiatives
- First-year course/academic learning communities
- Residential learning communities
- Early warning/intervention programs
- Academic support services
- Targeted support programs for identified needs
- Support initiatives for timely graduation, and
- Services provided to students within one-stop support center environments.

Each is next described in more detail.

Pre-Enrollment Initiatives

- ALEKS Math Placement Testing

Required math placement testing for all first-year students was implemented for the Fall 2012 cohort, with remediation modules available at an additional fee to help students work on math skills and re-test prior to enrollment. The DWFI rate for Calculus I fell from 40% in Fall 2011 to 12% in Fall 2012, and the DWFI rate for Math for the Biological Sciences fell from 32% in Fall 2011 to 9% in Fall 2012. ALEKS scores were significant predictors of success in these two courses.

In 2013, students who completed ALEKS with required cut scores were again much more likely to pass Calculus I and Math for the Biological Sciences. In Fall 2014, UNI worked with ALEKS to provide students free access to online review modules. This provided students with a free six-month subscription to online review modules and up to five ALEKS re-takes, allowing students to practice math skills and increase their placement scores before the beginning of the semester.

- Mandatory New Student Orientation

New undergraduate freshmen and transfer students participate in a mandatory orientation program in the Spring or Summer before their first semester of enrollment. The two-day freshman orientation and one-day transfer orientation programs are designed to facilitate the successful transition of new students to the University of Northern Iowa community, and feature extensive involvement by UNI faculty, staff and student leaders.

- Financial Literacy

All new students attend a financial literacy session during their new student orientation programs, and are encouraged to sign up for one of several free, non-credit, three-week “Live Like a Student” courses offered by the Office of Financial Aid and Scholarships.

- Jump Start Program

The Jump Start program is a week-long extended orientation program for new freshman and transfer minority students, and those who have participated in TRiO programs. Jump Start is designed to facilitate the successful transition of underrepresented students to the University of Northern Iowa, and has been in place since 1998, having been coordinated by a volunteer committee of staff members across campus. Starting with the Fall 2010 student cohort, the program has been aligned in the Dean of Students Office and has increased in size from 87 students in 2011 to 103 students in 2014.

Students attending Jump Start participate in sessions focused on the academic, social, and financial transition to college, and receive mentoring from current UNI student leaders. Ongoing features of the program beyond the week of orientation programming include peer mentoring through the Gaining Panther Success program, access to living-learning communities with other

Jump Start participants, and connections to an active support network of faculty, staff, and students.

Shortly before the Jump Start reorganization, the Board of Regents charged the University of Northern Iowa with reducing the retention and graduation rate gaps between minority students and white students. Positive indicators of enhanced programming since that time include:

- ✓ The second year retention rate for minority students in the Fall 2013 entering cohort was 83.6%, which is an increase over what was the average retention rate of 77.2% over the previous 10-year period.
 - ✓ Third year retention rates increased to 72.4% for the Fall 2012 cohort, up from the average rate over the previous 10-year period of 63%.
- UNI Now

To be implemented in Fall 2015, UNI Now will bring new students to campus several days early for connections to peers and student leaders with sessions focused on academic resources and student success, and opportunities for immersion in the campus and Cedar Valley communities.

First-year students will be guided through a variety of small group and large group activities, including the Panther Prowl (traditions-focused scavenger hunt), outdoor Panther Picnic, outdoor movie, workshops on a variety of topics (e.g., diversity and inclusion, academic resources, and time management), service learning projects, exploration of Cedar Valley trails, Panthers on Main event in downtown Cedar Falls, and several late night social events. UNI Now will also feature a *transfer track*, with sessions focused on the needs of transfer students.

First-Year Courses/Academic Learning Communities

As part of the University of Northern Iowa's reaccreditation efforts with the Higher Learning Commission in 2008, UNI was selected to participate in a national higher-education project known as "Foundations of Excellence® (FoE) First Year," in partnership with the John Gardner Institute for Excellence in Undergraduate Education, formerly known as the Policy Center on the First Year of College (John N. Gardner Institute, 2014). With over 130 faculty and staff volunteers, UNI partook in a guided, intensive self-study of all aspects of the first year, focusing on nine aspirational dimensions set out by the Gardner Institute. Coming out of this self-study were several university-wide initiatives to improve the first college year, including establishing a First-Year Council to oversee these initiatives, proposing a first-year cornerstone course, designating certain Liberal Arts Core (LAC) courses as first-year only (FYO), establishing a peer mentor program, using an early alert system (MAP-Works) to better help our students progress through their first year, and collaborating with faculty and staff offices to better coordinate what is offered for first-year students.

- First-Year Cornerstone

First-Year Cornerstone is a year-long course that integrates oral and written communication, civility, and student success. The common course goals are explained to the students in the syllabus.

Students work with the same professor and course-embedded peer mentor for two semesters, building community while satisfying two categories of the Liberal Arts Core (category 1A and 1B). Cornerstone enrollment has grown from 10 sections in 2011-2012 to 31 sections in 2015-2016.

Faculty members selected to teach First-Year Cornerstone come primarily from the Departments of Communication Studies and Languages & Literatures, but also out of academic departments across the university. Faculty development is provided in the summer for all First-Year Cornerstone faculty members, funded by the Office of the Provost and Executive Vice President for Academic Affairs.

- **First-Year Only Sections in the Liberal Arts Core**

Cornerstone's success led the First-Year Council to support expanding elements of the Cornerstone experience into other Liberal Arts Core courses by designating several sections of classes across categories as "first-year only" (FYO) academic learning communities. Course features include all freshmen together in the classroom; embedded peer mentors; ongoing conversation about first-year transition issues; faculty development/faculty lunch gatherings to discuss needs of first-year students; and MAP-Works referrals to student services by faculty members and peer mentors.

In 2012–2013, 10 first-year only Liberal Arts Core sections were offered. They consisted of the following sections (# of sections in parentheses): Soundscapes Music in Culture (3), Theatrical Arts and Society (2), Life: Continuity and Change (1), Astronomy (1), Human Identity and Relationships (1), Religions of the World (1). Freshmen who enrolled in a first-year only section of a general education course their first semester at the University of Northern Iowa in 2012 were retained at a rate of 85.6% into their second year of college, in comparison to 79.6% of those who did not take a first-year only section.

The number of sections of first-year only Liberal Arts Core courses continued to increase over the next two academic years, leading to a total of 32 sections for Fall 2015, offered across nearly all curriculum categories of the Liberal Arts Core. In combination with First-Year Cornerstone, this number of first-year only sections will allow every new student to enroll in an academic learning community characterized by academic and personal support.

- **Peer Mentors**

One key aspect of the Cornerstone and FYO sections is the mentoring relationship between host instructors and course-embedded peer mentors, and then again between peer mentors and first-year students. The peer mentors in these classes are 2nd, 3rd, or 4th year students who work with the host instructors to effectively address students' first-year transition issues. The Director of Undergraduate Studies and the Assistant Dean of Students oversee the program and guide peer mentors in the use of best practices for engaging students, while the peer mentors then model this similar behavior with first-year students. The data show that the presence of these mentoring relationships creates a learning community for all involved; thereby making a difference in the classroom and students' lives.

The peer mentors' responsibilities include mentor first-year students within the class; model active learning and collaboration with faculty; present short lesson plans on student success topics; hold office hours for students; attend co-curricular activities with students; assist with grading and activity facilitation; reach out to students who are struggling during the transition and provide referrals; meet individually with students to review MAP-Works reports; enroll in peer mentor seminar for training and reflection related to peer education experiences.

Participation in the peer mentor program has grown as follows:

- ✓ AY 2011-2012: 12 Cornerstone peer mentors.
- ✓ AY 2012-2013: 31 peer mentors - 23 Cornerstone, 8 in other LAC first-year only sections.
- ✓ AY 2013-2014: 44 peer mentors - 28 Cornerstone, 16 in other LAC first-year only sections.
- ✓ AY 2014-2015: 53 peer mentors - 26 Cornerstone, 27 in other LAC first-year only sections.
- ✓ AY 2015-2016: 67 peer mentors - 31 Cornerstone, 34 in other LAC first-year only sections, 2 in pilot transfer-only LAC sections.

The majority of UNI's peer mentors are recruited primarily from Cornerstone and other first-year only courses, thereby creating a sophomore leadership experience for UNI students through peer education.

- **Transfer-Only Sections**

After completing the Foundations of Excellence transfer-focus self study, the University of Northern Iowa formed a Transfer Council to improve the overall student experiences of transfer students on our campus. Beginning in Fall 2015, we will pilot two transfer-only sections of Liberal Arts Core courses. These sections will satisfy requirements most often needed by transfer students, and feature course-embedded transfer peer mentors. Faculty members teaching the classes have engaged in faculty development to learn more about the needs and concerns of new transfer students. The Transfer Council will review outcome data after Fall 2015 and seek to expand and continually improve transfer-only offerings in future academic years.

- **Strategies for Academic Success**

Students identified as at-risk at the point of admission are required (or in some cases, strongly encouraged) to enroll in Strategies for Academic Success. This small, interactive course focuses on developing learning and study skills/strategies important for academic success.

Residential Learning Communities

Living learning communities (LLCs) are organized around a shared academic major, a shared interest or shared classification. Outcomes associated with the LLCs are to strengthen:

- The ethos of scholarship within residential environments.
- Residents' abilities and skills relating to faculty with an outcome of improved academic performance.
- Residents' engagement in campus life with an outcome of improved meaningful social connections.
- Residents' ability to manage their time, money, relationships and health.

During the 2014-2015 academic year, first-year students at the University of Northern Iowa continued to be able to choose to live in a living learning community (LLC). The Department of Residence offered academic LLCs, which focused on an academic major, department or classification; interest-based communities; and a range of other communities including springboard, wellness, substance-free, second and third year transformation experience (STEP), transfer and upper class.

In 2014-2015, the annual House, Hall and Staff Feedback Surveys were utilized to assess the Living Learning Communities in order to:

- Better understand the effects of participating in an academic LLC or a springboard community on first-year students.
- Analyze the impact LLCs and springboard communities have on retention and academic success.
- Capture overall impact of participation in academic living learning communities and springboard communities.

The methods and results of the assessment done for the LLCs are reported below.

- Number of students who lived in springboard communities: 424.
- Average cumulative GPA of students living in springboard communities: 3.10/4.00.
- Average cumulative GPA of students living in traditional communities: 3.23/4.00.
- Average cumulative GPA of students living in on-campus housing: 3.25/4.00.
- Average cumulative GPA of students living in off-campus housing: 3.20/4.00.
- Average cumulative UNI GPA of students living in on-campus housing: 3.19/4.00.
- Average cumulative UNI GPA of students living in off-campus housing: 3.15/4.00.

As of Fall 2015, all residential students will live together in either a springboard community or academic LLC, with an upper class resident assistant (RA) and peer advisor in residence (PAIR). Second-year, third-year, and transfer students will live in STEP communities, which focus on developing leadership skills by being engaged in critical inquiry and creative thought. Upper class students will live together in communities which support students as they become engaged scholars and citizens.

Department of Residence professionals will utilize a residential education curriculum, utilizing Nancy K. Schlossberg's Transitional Theory of Moving In, Moving Through, and Moving on, which support the programming efforts and holistic development of students living in these communities based on classification.

Early Warning/Intervention Programs

- MAP-Works Early Warning/Intervention System

MAP-Works is an early intervention software system that allows UNI faculty and staff to identify student needs and concerns during the transition to UNI, and connect those students with resources early in the semester. In 2011-2012, 78 faculty and staff members used MAP-Works to identify student concerns, and that number increased to 192 by 2014-2015. The number of referrals issued within the MAP-Works system increased from 21 in 2011-2012 to 63 in 2014-2015.

MAP-Works is used in the following ways: (a) individual meetings with students to review their individualized reports in Cornerstone courses, first-year only LAC sections, and in the residence halls; (b) presentations on aggregate data to academic colleges, schools, and departments; (c) for review prior to academic advising and other student appointments; (d) to drive programming in first-year classrooms and residence halls; and (e) to recognize faculty and staff making a difference in the transition experience of first-year students.

- Half-Semester Strategies for Success

Students identified as struggling academically early in the semester (through MAP-Works or other referrals) or on mid-term grade reports are referred to a newly implemented (in Fall 2012) half-semester Strategies for Academic Success course.

- Success Coaching for At-Risk Students

Students who receive below a 2.0 grade point average (probation level) after their first semester receive individualized outreach through the Success Coaching program, an individualized mentoring experience staffed by volunteer faculty, staff, and graduate assistants. The number of volunteers increased from 40 in 2012 to 50 in 2013. Students readmitted from suspension will be required to participate in this program starting in Fall 2013.

- Outreach to Students Considering Withdrawal

Beginning in January 2013, new withdrawal procedures were implemented in the Office of the Registrar. Students who called or visited the office asking to withdraw from the university were connected with a staff member who helped them work through concerns and access resources.

Of the 166 students who planned to withdraw, seven (4%) decided to stay at the university following the meeting intervention. In addition, a new withdrawal form was developed to gather more comprehensive information about why students leave UNI.

The Office of the Registrar distributes a list of students who are eligible to enroll for the subsequent semester and have not yet done so to appropriate departments for review and

outreach. Department officials are asked to follow up with students and offer assistance to aid in their registration. Common reasons student cited for not enrolling included financial issues, hadn't gotten around to it/waiting until after finals to register, transferring to another institution, unable to reach their advisor, and classes they wanted were closed.

In addition, the Office of the Registrar sends out a survey to all of the students who are eligible to enroll, but who haven't yet done so after Advance Registration. Registrar's Office staff members reach out by phone to each of the 270 - 300 students who respond to the survey each year to provide assistance and answer questions.

Academic Support Services

The Academic Learning Center (ALC) offers an accessible, supportive environment for UNI students at all levels of preparation and achievement. Professional educators, advisors, trained, certified peers, and full-time staff are available to assist UNI undergraduate and graduate students to become more efficient and effective learners. Housed in the ALC are advising (Academic Achievement & Retention Services; Student Support Services), testing, and tutoring services (College Reading & Learning Center; Writing Center; Math & Science Services).

The College Reading and Learning Center offers supports in college reading and learning strategies for all courses. Trained and certified academic coaches help students develop and apply effective college reading, learning, study, and time management strategies through individualized sessions, workshops, and presentations. Math and Science Services provides math and science preparedness consultations, supplemental instruction for specific courses, test preparation and study skills, tutoring for math and science, and workshops. The Writing Center trains and employs certified writing coaches, who provide individualized assistance in planning, writing, revising, and documenting papers for students.

Academic Achievement and Retention Services (AARS) specialize in working with students from special populations, including first-generation students, students with low incomes, transfer students, multicultural students, LGBTQ students, non-traditional students, students in academic difficulty, student veterans, underprepared students, students with disabilities, and former foster youth. Trained in appreciative advising methods, AARS staff provide personalized advising, academic planning, career/graduate school exploration, and financial literacy education.

Student Support Services is a federally funded TRiO program designed to increase the retention and graduation rates of UNI students who meet federal eligibility requirements. Staff in Student Support Services provide academic advising, educational planning, tutoring, study skills workshops, financial and career advising for students enrolled in their programs.

Last year distinct visitors to the ALC totaled 3,175 with 11,728 visits. During the Fall 2014 semester alone, the ALC served 2,733 students, which means in one semester they served roughly 75-85% of the total number of students they served in the entire 2013-2014 year. In comparing this data to the UNI student body, the ALC served 26.1% of the 2013-2014 student body, 29.1% of the undergraduates enrolled, and 8.6% of the graduate students enrolled.

In addition to the services provided within the ALC, they also have undertaken a 3-year pilot Supplemental Instruction (SI) program starting in 2012. SI is a series of weekly review sessions for students taking historically difficult courses, such as courses in math and science. SI leaders are students who have successfully completed the course with a grade of B or higher. They attend the class regularly, complete homework, and lead two to three weekly SI sessions focusing on difficult content and study strategies for the class. SI sections have grown from three courses to seven courses (with multiple sections) over this period. Findings indicate that students who participate in these sections have higher grades than those who do not participate, but there has not been long-term retention data collected on these students.

There are also courses which have Supportive Seminars (SS) led by trained ALC academic coaches who incorporate study strategies, reading strategies, note-taking strategies, and test preparation into organized study groups they lead one to two times a week. SS coaches do not have to attend the courses with the students, but they do read the course materials along with the students taking the course. They have also previously completed the course successfully. The major purpose of supportive seminars is to develop transferable academic skills students can use in other courses, and to help improve students' grades and retention in the course. The supportive seminars have been piloted for several Humanities sections, starting in Spring 2014. Students who participate do have higher test scores and final grades in the class than students who do not. In addition to the grade data, the students were given pre- and post-surveys each semester to assess their confidence level in various academic areas (e.g., reading and note-taking).

Students who attended the SS sessions showed a significant increase in their confidence scores, whereas students who did not attend SS sessions did not have a similar increase.

Both Supportive Seminars and Supplemental Instruction has been successful in improving student grades in the connected courses, have helped to reduce the DFWI rate for these students, and have improved students' confidence in their learning. We hope that funding will continue to be provided for such initiatives.

Targeting Support Programs by Identified Needs

- GPS Mentoring

The Gaining Panther Success (GPS) mentoring program was re-established in 2012-2013 in the Center for Multicultural Education. GPS student mentors were hired to provide individual and group mentoring to first-year multicultural students, and a grant application seeks to expand the program.

- LGBT Students

The Dean of Students Office has worked to meet the needs of LGBT students through several programs and initiatives, including the annual Rainbow Reception during Welcome Week, an open house for families of LGBT students during Family Weekend, the development of an LGBT Center in Maucker Union, support for students to attend regional conferences, the hiring of a graduate assistant focused on LGBT outreach and the Safe Zone Ally program, and participation in the Campus Climate Index for LGBT friendliness.

- **Military and Veteran Students**

The Dean of Students Office has worked to serve military and veteran students through the opening of a Military and Veterans Center on campus, the hiring of a full-time Military and Veterans Student Services Coordinator, establishing red, white, and blue honor cords for graduating service members who meet academic standards, forming a Student Veterans Association and a Military and Veteran Student Services Committee, hosting the Iowa State Veterans Conference in 2013-2014, and developing new scholarship programs.

- **First Generation Students**

First generation students who apply to the university currently receive a phone call in the fall with information about filling out the FAFSA, another phone call in January with a reminder to complete the university scholarship application, and a follow-up call later in the spring to explain students' financial aid awards.

Several faculty, staff, and students recognized the need to go further in exploring and meeting the needs of first generation students. A Task Force was formed and was charged by the UNI Retention Council to investigate issues relating to first generation and/or low income students and determine ways to attempt to address them. One of the reasons this was determined to be important is the large number of first generation and/or low income students at UNI. While first generation college students are not always low income students and vice versa, there is

The Task Force met bi-weekly since October 29, 2014 and weekly since March 26, 2015. Staff from the Department of Residence, Office of Academic Advising, Office of Financial Aid, and the Office of the Dean of Students presented departmental policies and how they affect or may affect first generation students. Additionally, the Office of Institutional Research provided invaluable data on first generation college students at UNI. The Task Force held two focus groups for first generation college students as well as two sessions with first-year, first generation students at the end of the Fall 2014 semester. They also presented their findings at UNI Day at the Capitol in order to raise awareness of the challenges faced by first generation college students. Additionally, the Task Force has held frequent and meaningful discussions to analyze and collate all the information to make this report. Based on the research done, the Task Force presented several recommendations to the Retention Council in April 2015, which will be worked on in the coming months/years by the Task Force.

Support Initiatives for Timely Graduation

- **Potential Completers Project**

The Potential Completers Project was initiated during the Spring 2015 semester. The working group includes representation from the Office of the Registrar, the Office of Academic Advising, the Office of Financial Aid and Scholarships, and Continuing and Distance Education. The Office of the Provost and Executive Vice President reallocated some funds so that the university could provide scholarships to a select number of students who left the institution prior to earning

their degree. The working group identified students who met specific criteria (e.g., six or less credits to graduate; in good academic standing; in good financial standing with the university; left UNI within the last five years; etc.), and sent those names through the National Student Clearinghouse (NSC) to ensure they were not enrolled elsewhere. From there, the working group performed a degree analysis on each student, and issued student-specific letters that detailed their remaining degree requirements (if any), and, in turn, provided a scholarship to cover the full-amount of tuition and fees if appropriate and necessary. The scholarship funds are to be used in one of the follow semesters: Summer 2015, Fall 2015, or Spring 2016. As of June 1, 2015, the numbers for the Potential Completers Project are as follow:

- ✓ Graduated: 10 students.
- ✓ Registered and Utilizing Scholarships: 26 students.

Any scholarship funds not spoken for as of June 10 will be offered to the next set of students identified by the working group. In the future, while graduation check-out is taking place, students who do not satisfy all of their degree requirements will be noted at that time, and their names will be provided to a central person who can coordinate follow-up with them.

- My Planner Initiative

The My Planner campus-wide initiative was launched in Spring 2015. Current UNI sophomores and Ruffalo Noel Levitz research results indicated that students want and need an academic plan to plot their time to graduation in a timely manner. A national survey by Ruffalo Noel Levitz of college sophomores revealed that 58.6% of second-year students are reporting they need a written plan for graduation. My Planner workshops were held for Advising Coordinators, Faculty Advisors, and Professional Advisors across campus. Testimonials and examples from colleges and departments already using the My Planner features supported the following benefits of the My Planner: Online repository for student long-range plans, facilitates advising, expedites student advising and registration, and provides data for course demand (future benefit). Tools and support for implementation campus-wide are available. Research is being conducted in the College of Business to show the correlation between using the My Planner and retention/timely graduation.

Services Provided to Students Within One-Stop Support Center Environments

- Gilchrist Hall
 - ✓ Academic Advising
 - ✓ Admissions
 - ✓ Career Services
 - ✓ Dean of Students
 - ✓ Financial Aid & Scholarships
 - ✓ New Student Programs
 - ✓ Registrar
 - ✓ Vice President for Student Affairs
 - ✓ Vocational Rehabilitation Services

- Maucker Union
 - ✓ Center for Multicultural Education (CME)
 - ✓ International Students and Scholars
 - ✓ LGBT Center
 - ✓ Military & Veteran Student Services Center
 - ✓ Northern Iowa Student Government
 - ✓ Student Involvement Center
- Student Health Center
 - ✓ Counseling Center
 - ✓ Student Disability Services
 - ✓ Student Health Clinic

Financial Literacy Effort

The overall purpose of the Financial Literacy Program is to educate students on the importance of living within their means while they are in school, ultimately reducing student loan indebtedness.

Making the education affordable to students and their families continues to be one of the University of Northern Iowa's most significant goals. UNI has reduced the average student loan debt by 10% over the past four years, bucking the national trend. Still, 75% of undergraduates who completed their degrees last year left UNI with student loan debt averaging \$23,163.

The number one contributor cited for the reduction in loan debt at UNI the past four years is its private loan counseling initiative. In 2007-08 UNI required one-on-one counseling for students seeking private loans, a small segment of the total students receiving financial aid.

Program accomplishments include the following:

- Lowered student debt from more than \$26,000 to \$23,163.
- One of the primary services available through the "Live Like a Student" campaign is a free three-week (six sessions total) non-credit financial literacy seminar. During 2014-15, more than 140 students completed the seminar.
- Concepts have been incorporated in the Cornerstone course, a year-long first-year course that integrates writing, speaking, civility and student success within a vibrant classroom community.
- Since implementing the one-on-one counseling, private education loan borrowing has dropped by almost 76% from \$15.3 million in 2007-08 to \$3.7 million. The average private education loan debt upon graduation has decreased by 33% (from \$17,892 in 2007-08 to \$12,047). Today the number of students borrowing private education loans has decreased 62% (230 students graduated with private education loan debt compared to 597 in 2009-10).
- Promotion of the online Federal Financial Awareness Counseling Tool (FACT). More than 300 students completed FACT within the Spring 2015 semester. Based on the positive feedback

from students, the Office of Financial Aid and Scholarships is planning to include the FACT as an offering within the student information system in the 2015-16 academic year.

IX. SUMMARY ASSESSMENT OF IOWA PUBLIC UNIVERSITY ENROLLMENT MANAGEMENT PRACTICES AND FUNCTIONS

This section of our draft provides a summary assessment of each of the Iowa Public Universities with regard to Enrollment Management programs and practices. All the data enumerated in this section of the draft have been previously cited in the text of the draft or in its Exhibits.

University of Iowa

The factors that currently shape undergraduate student enrollment management at the University of Iowa are as follows:

- Centrality to Mission and Strategic Priorities
 - ✓ The University of Iowa is recognized as a comprehensive research university through its membership in the Association of American Universities. Among its stated priorities are student success, with initiatives “designed to ensure access for every qualified Iowa resident, increase enrollment and preserve affordability”. “(UI website)
 - ✓ Approximately 48% of the undergraduates at UI are Iowa residents.
 - ✓ No state funded need-based aid program exists for students enrolled at the University of Iowa. (Iowa Board of Regents)
 - ✓ The debt level of \$28,131 for UI graduates in AY 2012-13 places it between the other two Iowa public universities.
- Quality, Competitiveness and Demand
 - ✓ In Fall 2014, 23.92% of admitted freshman enrolled at UI, which is the lowest yield rate among the three Iowa public universities.
 - ✓ Total undergraduate headcount enrollment in the past ten years at UI has increased by 10.1%.
 - ✓ With the recent appointment of an incumbent responsible for introducing enrollment management concepts, the Admissions Office is now using a more data driven, targeted undergraduate recruitment and predictive enrollment approach. (on-site interviews)
 - ✓ From Fall 2009 to Fall 2013, the freshman retention rate at UI has remained relatively unchanged, ranging from 85.5% to 86.6%.
 - ✓ The central expenditure per undergraduate student of \$37.74 in AY 2014-15 at UI for academic support dramatically trails that expended per student at UNI.

- ✓ The Academic Support and Retention office at UI provides services and programs to create a seamless transition from high school to college. Programs and services provided include:
 - Academic Resource Center supplemental instruction and group tutoring support.
 - The Student Success Lunch & Learn Series of topical discussions.
- ✓ All new domestic, first-year students are required to take the Success at Iowa online course prior to orientation.
- ✓ New undergraduate freshmen participate in a mandatory, two-day orientation program prior to their first semester of enrollment.
- ✓ OnIowa! is a three-day immersion event for first-year students that is held just prior to the start of the Fall semester.
- ✓ The College Success Initiatives program is designed to introduce first-year and entering students to UI and the college experience through a variety of course offerings, with assignments focused on goal setting, decision-making, study skills, time management, campus resources, diversity and choosing a major.
- ✓ University Housing and Dining offers more than thirty unique living-learning communities.
- ✓ Results from the MAP-Works survey, which first-year students are encouraged to complete soon after the start of the semester, are utilized as the basis for providing early intervention support to students in need.
- ✓ The six-year graduation rates at UI for the past four cohort years have remained unchanged, at approximately 70%; four-year graduation rates have increased from 47.5% to 51%.
- Productivity and Efficiency
 - ✓ While the offices for Financial Aid, the Registrar and University Billing are all located in the same building on campus, there is no one-stop student service integration between the departments. (UI website)
 - ✓ An Institutional Research office does not currently exist at UI although a common data set of IPEDS type information, developed through a collaboration with the College Board, Peterson's and U.S. News & World Report, is available for access. (UI website)

University of Iowa Summary

Probably the greatest point of difference between UI and the other two public universities is the high incidence of out-of-state students, as forty-eight percent of its undergraduates are Iowa residents. Once enrolled, UI provides several orientation/immersion programs for first-time students as well as a range of academic support course offerings through its College Success Initiatives program. Nevertheless, both its freshman retention rate and six-year graduation rate have remained relatively unchanged in the past several years, and rank significantly below its peers.

Iowa State University

The factors that currently shape undergraduate student enrollment management at Iowa State University include:

- Centrality to Mission and Strategic Priorities
 - ✓ To ensure that Iowa State University is a leading research university in 2050, one of its priorities is to be a magnet for attracting outstanding students with goals of providing accessible educational programs and a high quality student life. (ISU website)
 - ✓ Approximately 58% of the undergraduates at ISU are Iowa residents. (ISU website)
 - ✓ No state funded need-based aid program exists for students enrolled at Iowa State University. (Iowa Board of Regents)
 - ✓ The debt level of \$29,898 for ISU graduates in AY 2012-13 is the highest among the three Iowa public universities.
- Quality, Competitiveness and Demand
 - ✓ In Fall 2014, 37.78% of admitted freshman enrolled at ISU, a yield rate that places it between the other two Iowa public universities.
 - ✓ Total undergraduate headcount enrollment in the past ten years at ISU has increased by 39.4%.
 - ✓ ISU makes extensive use of predictive data modeling to target high school students for undergraduate enrollment. (on-site interviews)
 - ✓ From Fall 2009 to Fall 2013, the freshman retention rate at ISU has remained relatively unchanged, ranging between 85.8% and 87.8%.
 - ✓ The expenditure per undergraduate student of \$33.85 in AY 2014-15 at ISU for academic support dramatically trails that expended per student at UNI.

- ✓ The Academic Success Center provides centralized services for students seeking academic support at ISU, inclusive of:
 - Academic coaching, supplemental instruction and small, group tutoring support.
- ✓ First time freshmen participate in a mandatory, two-day orientation program in the spring or summer prior to their first semester of enrollment.
- ✓ Destination Iowa State is a three-day immersion event for first-year students that is held just prior to the start of the Fall and Spring semester.
- ✓ The one-credit Psychology 131 course is designed to facilitate the development of student academic skills, behaviors and attitudes.
- ✓ ISU has one of the oldest and largest Learning Community Programs in the nation, with eighty different choices for students in all disciplines.
- ✓ The expenditure per undergraduate student of \$57.69 in AY 2014-15 for counseling services is approximately 18% less than that expended per student at UI and UNI.
- ✓ Results from the MAP-Works survey, which first-year students are encouraged to complete soon after the start of the semester, are utilized as the basis for providing early intervention support to students in need.
- ✓ While the four-year graduation rate for the Fall 2010 cohort reflects a 14.9% increase when compared to the Fall 2007 cohort, the six-year graduation rate has remained relatively unchanged.
- Productivity and Efficiency
 - ✓ The Registrar's Office is located in a separate building, located nearby the Offices of Financial Aid and Accounts Receivable; there is no one-stop student service integration between the departments. (ISU website)
 - ✓ The Office of Institutional Research prepares the University fact book, student profiles, faculty salary comparisons and a number of other periodic institutional and comparative reports. The office also maintains an online information system and department code system for administrative purposes and serves as a clearinghouse for data and information surveys that originate from external agencies, universities and publishers. (ISU website)

Iowa State University Summary

ISU has experienced a nearly nineteen percent undergraduate enrollment increase in the past three academic years. While there are undoubtedly many contributing factors, one of the most apparent is the extensive use of predictive modeling to target high school students for undergraduate enrollment. With respect to these students, ISU operates one of the largest learning community programs in the nation, with eighty different foci, and offers several orientation/immersion programs to acclimate first-year students with the campus and with college life. Nonetheless, its fairly stagnant freshman retention rate and six-year graduation rate both rank significantly below its peers.

University of Northern Iowa

The factors that currently shape undergraduate student enrollment management at the University of Northern Iowa relate to the following:

- Centrality to Mission and Strategic Priorities
 - ✓ The University of Northern Iowa is recognized as having a mission of sufficient scope to enable it to be a distinguished arts and sciences university with outstanding professional programs in education and business. Among its core values, the most prominent are to provide an affordable, inclusive educational environment wherein pluralism, multiculturalism and the unique contributions of each person and group are celebrated. (UNI website)
 - ✓ Approximately 91% of undergraduates are Iowa residents, many of whom reside in small towns and rural communities.
 - ✓ No state funded need-based aid program exists for students enrolled at the University of Northern Iowa. (Iowa Board of Regents)
 - ✓ The debt level of \$23,151 for UNI graduates in AY 2012-13 is the lowest among the three Iowa public universities and the fourth lowest among peer comparators.
- Quality, Competitiveness and Demand
 - ✓ In Fall 2014, 42.56% of admitted freshman enrolled at UNI, which is the highest yield rate among the three Iowa public universities.
 - ✓ Total undergraduate headcount enrollment at UNI since AY 2011-12 has steadily declined to a Fall 2014 level of 10,142 students.
 - ✓ With the recent appointment of a position responsible for enrollment management, the Admissions Office is now using a more data driven, targeted undergraduate recruitment and predictive modeling approach. (on-site interviews)

- ✓ From Fall 2011 to Fall 2013, despite the lowest ACT 75% composite score among the three Iowa public universities, the freshman retention rate at UNI increased from 81.3% to 84.7%.
- ✓ The expenditure per undergraduate student of \$118.02 in AY 2014-15 for academic support dramatically outpaces that expended per student at both UI and ISU.
- ✓ The Academic Learning Center provides an accessible, supportive environment for UNI students at all levels of preparation and achievement. Services available include:
 - Academic Achievement and Retention Services support, designed to increase the persistence and graduation rate of targeted student populations.
 - Tutoring support inclusive of such program offerings as the College Reading & Learning Center, Math & Science Services, Student Computer Lab, Supplemental Instruction and the Writing Center.
 - Examination service support for national, professional and certification exams.
- ✓ Math placement testing is required for all first-year students with remediation modules available at an additional fee to help students work on math skills and re-test prior to enrollment. refer to (page 30)
- ✓ New undergraduate freshmen participate in a mandatory, two-day orientation program in the Spring or Summer prior to their first semester of enrollment. (refer to page 30)
- ✓ Jump Start is a five-day extended orientation program for new freshman minority students that features sessions focused on the academic, social and financial transition to college.
- ✓ UNI Now! is a five-day immersion event for first-year students that is held just prior to the start of the Fall semester.
- ✓ Welcome Week offers a range of activities for students during the opening days of the Fall semester.
- ✓ New incoming undergraduate students are required to complete the two-hour *Not Anymore* online sexual assault prevention program that instructs students about preventing interpersonal violence and sexual misconduct.
- ✓ Students identified as at-risk at the point of admission are strongly encouraged to enroll in Strategies for Academic Success, an interactive for-credit course that focuses on developing learning and study skills/strategies important for academic success.
- ✓ The "Live Like a Student" initiative is a three week, non-credit financial literacy program open to all UNI students, wherein the concepts of budgeting, credit, student loans and identity protection are explored.

- ✓ First-Year Cornerstone, which satisfies two Liberal Arts core requirements, is a year-long course for entering freshman that integrates oral and written communication, civility and student success related curricula.
 - ✓ The Department of Residence offers a range of living-learning communities.
 - ✓ Results from the MAP-Works survey, which first-year students are encouraged to complete soon after the start of the semester, are utilized as the basis for providing early intervention support to students in need.
 - ✓ Although the four-year graduation rate for the Fall 2010 cohort reflects an increase in comparison to the two previous cohort years, the six-year graduation rate for the Fall 2008 cohort decreased.
- Productivity and Efficiency
 - ✓ While the offices for Financial Aid, the Registrar and Student Accounts are co-located their services are not fully integrated. (UNI website)
 - ✓ The Institutional Research and Effectiveness unit at UNI is the only University-wide function of its kind among the three public universities primarily focused on generating IPEDS data and generating University-wide as well as unit specific management reports; developing faculty, staff and student surveys and; in producing faculty activity level/salaries/tenure, instruction cost/credit hour and institutional program cost reports. (UNI website)

University of Northern Iowa Summary

Despite decreasing enrollment, UNI continues to serve students that are predominately Iowa residents. It also provides an affordable educational environment, as evidenced by the low level of debt incurred by its graduates. Most importantly, UNI invests significant funds on a broad range of academic support programs for undergraduate enrollees that possess the lowest average seventy-fifth percentile ACT score among the three Iowa public institutions. This support has resulted in rising freshman retention, with retention and graduation rates that rank above the median level of its peer group.

The following section of our draft highlights the preliminary recommendations that have resulted from the data and analyses we undertook with regard to Enrollment Management.

X. PRELIMINARY RECOMMENDATIONS

We first provide preliminary recommendations with regard to State-wide demographic patterns and policy. Subsequently, we provide preliminary recommendations with regard to the Board of Regents and its Office staff, and the University of Iowa, Iowa State University and the University of Northern Iowa.

- **Undertake a statewide strategic planning process that takes into account the current and projected demographic pattern of high school graduates on each of the sectors of higher education in the state.**

The state is already a leader in Community College articulation and transfer agreements with the three public universities offering opportunities for more seamless transition to the baccalaureate. In addition, there are clearly opportunities for partnering among the sectors with regard to e-Learning and Distance Education

- **Determine how to more effectively leverage the Senior Year Plus Program that encompasses Concurrent Enrollment, the Postsecondary Enrollment Options Program, Advanced Placement, Career Academies, Regional Academies and Project Lead the Way to reduce the time to degree at the Iowa public universities.**

In the fall of 2014, the impact of the SYP program on the three public Iowa universities with transferable credits was considerable: 16.89 at UI; 17.64 at ISU and; 15.96 at UNI. This reflects a semester worth + of student credit hours that are transferred to the university and are reflected on a student's transcript.

Not all the credits are applicable to a major or a degree but give the appearance that the student is graduating with an excess of 120 units. Among the questions to be asked with precollege counseling: Are there ways to direct a student's search for learning in ways that could shorten the time to the baccalaureate? Are these student credit hours in and of themselves a positive way to transition to the university even though they might not count toward the degree? Should competency based learning be included as part of the analysis?

- **Advocate for a State-funded need-based aid program and merit scholarships on behalf of Iowa residents attending the three public universities.**

In an effort to promote affordability and minimize the average indebtedness of residents who attend one of the Iowa public universities, increased access to need-based student aid and merit scholarships is essential. Clearly, times have changed dramatically when the program was first established and needs to be revisited particularly given the research that demonstrates that higher state appropriations to public universities yields higher graduation rates.

As a first step, the Board Office should develop a position paper outlining the impact of current student indebtedness and the initiatives that the three Iowa public universities are undertaking to improve retention rates and graduation rates. At the same time, the position paper should advocate for state legislative support in providing a threshold level of need-based aid for in-state students.

Peer Comparative Financial Aid Data-AY 2012-13

Institution	Ave Fresh Need-Based	Ave Fresh Self-Help	Ave Fresh Merit-Based
University of Iowa	\$7,928	\$5,782	\$4,115
University of Arizona, Tucson	11,353	3,394	7,332
University of California, Los Angeles	20,678	7,048	4,017
University of Illinois, Urbana-Champaign	14,302	5,605	5,318
Indiana University, Bloomington	11,963	3,233	8,083
University of Michigan, Ann Arbor	13,461	5,088	4,938
University of Minnesota, Minneapolis	9,875	5,963	5,875
University of North Carolina, Chapel Hill	15,516	2,275	10,207
The Ohio State University, Main Campus	10,072	3,929	6,757
University of Texas, Austin	8,580	3,602	5,586
University of Wisconsin, Madison	9,351	4,975	3,989

Institution	Ave Fresh Need-Based	Ave Fresh Self-Help	Ave Fresh Merit-Based
Iowa State University	\$7,692	\$3,509	\$3,049
University of Arizona, Tucson	11,353	3,394	7,332
University of California, Davis	18,475	5,916	4,233
University of Illinois, Urbana-Champaign	14,302	5,605	5,318
Michigan State University, East Lansing	9,539	4,003	6,623
University of Minnesota, Minneapolis	9,875	5,963	5,875
North Carolina State University, Raleigh	9,916	3,393	7,852
The Ohio State University, Main Campus	10,072	3,929	6,757
Purdue University, Main Campus	13,921	4,147	8,049
Texas A&M, College Station	11,837	5,284	4,145
University of Wisconsin, Madison	9,351	4,975	3,989

Institution	Ave Fresh Need-Based	Ave Fresh Self-Help	Ave Fresh Merit-Based
University of Northern Iowa	\$5,010	\$3,091	\$3,393
College of Charleston	2,741	2,938	10,377
Eastern Illinois University	3,617	3,021	3,364
Ferris State University	4,770	3,740	5,025
James Madison University	7,943	3,609	3,353
Marshall University	6,382	5,931	1,411
Southern Illinois University, Edwardsville	8,373	8,487	10,082
Truman State University	7,767	4,241	5,209
University of Massachusetts, Dartmouth	10,207	7,312	4,696
University of Minnesota, Duluth	8,195	4,239	3,632
Western Washington University	8,825	4,328	1,620

NOTE: Data based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database

- **Charge the three public universities with developing strategic enrollment management plans and accompanying performance metrics that are germane to the specific mission of their institution and their Board approved Peer List.**

Clearly, the demographics of the state and the number of existing postsecondary institutions require that the Iowa public universities use predictive modeling to determine the best fit for first-time students and transfers. The notion that all Iowa public universities be solely or predominantly Iowa serving is not possible given the Iowa public school grade twelve enrollments that have declined since AY 2010-2011 and are projected to remain flat through AY 2019-2020.

Indeed, most public AAU institutions have significant numbers of out of-state and international students, while regional institutions are intended to serve the in-state population.

- **Determine whether the Regent Admission Index (RAI) remains a viable mechanism for determining success given the findings of the peer comparisons of each the three public universities.**

We understand that the RAI has undergone several revisions in recent years and that the Board Office has had to make revisions based on on-going changes to such factors as high school grade point average or class rank this year.

Undertake a study to determine how best to meet the demand for admission to the three public universities as members of a state “system” of higher education, keeping in mind the recommended development of individual enrollment management plans for each of the three universities and the expectations of the Iowa Legislature.

- **Increase both the retention and graduation rates at the Iowa public universities.**

We have calculated an estimated Return on Investment (ROI) reflecting expected increased revenue and the associated enrollment management investments that could reasonably be expected to implement our recommendations.

The estimated ROI is described as follows:

- ✓ Increased Annual Tuition and Mandatory Fee Revenue

The freshman retention rates and six-year graduation rates at both the University of Iowa (UI) and Iowa State University (ISU) are materially lower than the median values of their respective peer groups.

On the basis of our calculations, UI would generate \$17.28 million in additional tuition/fee revenue and improve its six-year graduation rate by 11.9 percentage points, from 70.0% to 81.9%, while ISU would experience an increase of \$8.21 million in tuition/fee revenue and a 7.2 percentage point gain in its six-year graduation rate, from 68.9% to 76.1%.

- **Make strategic investments in Enrollment Management Programs at the University of Iowa and Iowa State University.**

Our recommendations identify the enrollment management programs at UI and ISU that need to be strengthened in order to achieve increased freshman retention and six-year graduation rates. Specifically, investments are required in academic support and counseling services.

We have estimated the increased academic support required per undergraduate student on the basis of the amount currently expended annually at UNI, and for counseling services, used the amount expended annually per undergraduate student at UI. Calculations indicate minimum required additional annual enrollment management investments of \$1.79 million for the University of Iowa and \$2.80 million for Iowa State University.

Enrollment Management Investment Requirements

Description	University of Iowa	Iowa State University
Undergraduate Headcount Enrollment	22,354	28,893
Academic Support		
Academic Support Required/Headcount	\$118.02	\$118.02
Current Academic Support/Headcount	\$37.74	\$33.85
Additional Investment Required	\$1,794,579	\$2,431,924
Counseling Services		
Counseling Support Required/Headcount	\$70.35	\$70.35
Current Counseling Support/Headcount	\$70.35	\$57.69
Additional Investment Required	0	\$365,785
Total EM Investment Required	\$1,794,579	\$2,797,709

The current UNI staff effort comes from a level of personal commitment that far exceeds what is written in position descriptions. In the preponderance of cases, UNI staff wear multiple hats and their efforts are often supplanted by volunteers. It is essential that additional funds be garnered and allocated to support the actual efforts (both paid and volunteer) that are being expended in order to sustain these student critical efforts over time.

The calculations utilized to determine increased tuition/fee revenue and minimum required investments in academic support and counseling services at the University of Iowa and Iowa State University produce a potential total annual return on investment of \$20.90 million as portrayed in the following chart. We emphasize that these are minimum investments required to bring total investments at each University to the level reported by the University with the highest expenditures. Any one of the Universities may well determine, based on student need, that additional resources are required either in academic support areas or in counseling / mental health areas.

Annual Iowa Public University Return on Investment for UI and ISU

Calculation	University of Iowa	Iowa State University	Total
Increased Tuition/Fee Revenue	\$17,282,502	\$8,210,836	\$25,493,338
Less: Enrollment Management Investments	\$1,794,579	\$2,797,709	\$4,592,288
Return on Investment	\$15,487,923	\$5,413,127	\$20,901,050
Percentage Return on Investment	863.04%	193.48%	455.13%

- **Ensure that existing and newly designed First-Year retention programs are intentionally and strategically designed with clearly defined goals and outcomes that are continually tracked.**

Develop initial retention and six-year graduation rate goals for the University of Iowa and Iowa State University that equate to ascending to a median comparative level with peer counterparts.

To achieve these goals, a Task Force should be established with representation from each of the three public universities and the Board Office to review the various academic support programs currently in force at the University of Northern Iowa. On an initial basis, the Task Force should be charged with determining the relative impact of each academic support program on retention and the associated cost, with an expectation that timely follow-up recommendations would be developed specifically to meet the needs of each institution.

Iowa Public University AY 2013-14 Peer Median Comparison

University	Yield	Retention Rate	Six Year Grad Rate
University of Iowa	25.69%	86%	71%
Peer Median	35.38%	93%	81%
Iowa State University	40.66%	87%	68%
Peer Median	37.30%	91%	77%
University of Northern Iowa	50.81%	83%	67%
Peer Median	30.54%	77%	59%

- **Develop and/or modify the one-stop student service strategies germane to each of the Iowa public universities.**

Each of the universities is in a different place in its development of one-stop service operations. The University of Iowa has recently begun to embrace and plan for the establishment of one-stop “neighborhoods” focused on wellness, academic support/tutoring and student financial/registration transactions. The University of Northern Iowa has co-located services in several buildings. Iowa State University boasts a Student Answer Center (SAC) that provides one-stop assistance for general questions relating to its campus and the surrounding community.

Whatever the case may be in the organizational development of these centers or “neighborhoods”, each of the universities should reach out to students and first-line service providers to determine how to provide such student functions optimally on a self-service basis, while providing a comprehensive level of individualized support.

- **Establish and fund an Institutional Research function with the mission of building and maintaining institutional databases.**

We understand that plans are already in place to establish an Institutional Research unit at the Board Office with a primary focus on research, planning, assessment, and analytics. If not already part of the planning process underway, we would recommend that the unit be initially comprised of a director and two staff charged with supporting data-driven, strategic decision-making and identifying methods for enhancing the Iowa public university experience and its academic excellence, most specifically as it relates to student enrollment management and success. Each of the institutions also needs to build its research, analytical, and management reporting functions from a University-wide perspective.

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EXHIBITS

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Iowa Public University Appropriations and Headcount Enrollment

Exhibit A-1

Timeframe	UI Appropriations	UI Hdcnt Enrlmnt	ISU Appropriations	ISU Hdcnt Enrlmnt	UNI Appropriations	UNI Hdcnt Enrlmnt	Aggregate Appropriations	Aggregate Hdcnt Enrlmnt
AY 2005-06	\$230,039,528	29,642	\$180,948,346	25,741	\$82,335,438	12,513	\$493,323,312	67,896
AY 2006-07	234,556,403	29,979	183,798,164	25,462	84,388,563	12,260	502,743,130	67,701
AY 2007-08	258,011,947	30,409	205,145,406	26,160	92,495,485	12,609	555,652,838	69,178
AY 2008-09	269,527,169	30,561	212,192,481	26,856	95,792,085	12,908	577,511,735	70,325
AY 2009-10	225,563,663	30,328	176,976,136	27,945	80,385,388	13,080	482,925,187	71,353
AY 2010-11	221,724,526	30,825	173,738,096	28,682	79,005,927	13,201	474,468,549	72,708
AY 2011-12	209,737,311	30,893	164,345,198	29,887	74,734,586	13,168	448,817,095	73,948
AY 2012-13	216,414,572	31,498	169,577,342	31,040	81,113,859	12,273	467,105,773	74,811
AY 2013-14	222,041,351	31,065	173,986,353	33,241	89,222,819	12,159	485,250,523	76,465
AY 2014-15	230,923,005	31,387	180,945,807	34,732	93,176,732	11,928	505,045,544	78,047

Source: Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1)

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Iowa Public University Undergraduate In-State Tuition and Mandatory Fees

Exhibit A-2

Timeframe	UI Tuition	UI Mandatory Fees	ISU Tuition	ISU Mandatory Fees	UNI Tuition	UNI Mandatory Fees
AY 2005-06	\$4,890	\$722	\$4,890	\$744	\$4,890	\$712
AY 2006-07	5,110	755	5,086	774	5,086	826
AY 2007-08	5,376	897	5,352	809	5,352	838
AY 2008-09	5,548	976	5,524	836	5,524	852
AY 2009-10	5,782	1,042	5,756	894	5,756	880
AY 2010-11	6,128	1,289	6,102	894	6,102	906
AY 2011-12	6,436	1,329	6,408	1,077	6,408	942
AY 2012-13	6,678	1,379	6,648	1,077	6,648	987
AY 2013-14	6,678	1,383	6,648	1,077	6,648	1,037
AY 2014-15	6,678	1,401	6,648	1,083	6,648	1,101

Source: Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1)

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Iowa Public University Undergraduate Student Data

Exhibit A-3

University of Iowa

Timeframe	Freshman Admits	Freshman Enrolled	Yield	Freshman Retention	4-Year Grad Rate	6-Year Grad Rate
Fall 2005	11,122	3,849	34.61%	84.1%	46.5%	70.8%
Fall 2006	11,880	4,289	36.10%	82.7%	46.5%	69.8%
Fall 2007	12,209	4,287	35.11%	83.1%	47.0%	69.6%
Fall 2008	12,827	4,246	33.10%	83.0%	48.2%	70.0%
Fall 2009	12,503	4,063	32.50%	86.6%	51.1%	
Fall 2010	14,434	4,557	31.57%	85.6%	50.9%	
Fall 2011	15,105	4,565	30.22%	85.5%		
Fall 2012	15,240	4,470	29.33%	85.8%		
Fall 2013	17,363	4,460	25.69%	86.1%		
Fall 2014	19,506	4,666	23.92%			

Iowa State University

Timeframe	Freshman Admits	Freshman Enrolled	Yield	Freshman Retention	4-Year Grad Rate	6-Year Grad Rate
Fall 2005	8,216	3,790	46.13%	83.4%	33.3%	67.4%
Fall 2006	8,674	4,006	46.18%	84.9%	38.6%	70.4%
Fall 2007	9,832	4,384	44.59%	83.5%	37.6%	68.0%
Fall 2008	10,953	4,576	41.78%	84.0%	39.5%	68.9%
Fall 2009	10,662	4,356	40.86%	86.0%	40.7%	
Fall 2010	12,135	4,552	37.51%	87.8%	43.2%	
Fall 2011	12,541	5,048	40.25%	85.8%		
Fall 2012	13,648	5,366	39.32%	87.1%		
Fall 2013	14,975	6,089	40.66%	86.4%		
Fall 2014	15,990	6,041	37.78%			

Source: Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1)

Iowa Public University Undergraduate Student Data (cont'd)

Exhibit A-3

University of Northern Iowa

Timeframe	Freshman Admits	Freshman Enrolled	Yield	Freshman Retention	4-Year Grad Rate	6-Year Grad Rate
Fall 2005	3,422	1,737	50.76%	82.1%	36.5%	66.7%
Fall 2006	3,572	1,768	49.50%	82.3%	38.5%	66.3%
Fall 2007	3,759	1,991	52.97%	83.7%	39.3%	66.5%
Fall 2008	3,841	2,015	52.46%	82.3%	37.8%	63.8%
Fall 2009	3,505	1,946	55.52%	82.5%	37.6%	
Fall 2010	3,370	1,978	58.69%	82.0%	39.2%	
Fall 2011	3,607	1,942	53.84%	81.3%		
Fall 2012	3,350	1,704	50.87%	82.9%		
Fall 2013	3,392	1,722	50.77%	84.7%		
Fall 2014	4,222	1,797	42.56%			

Source: Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1)

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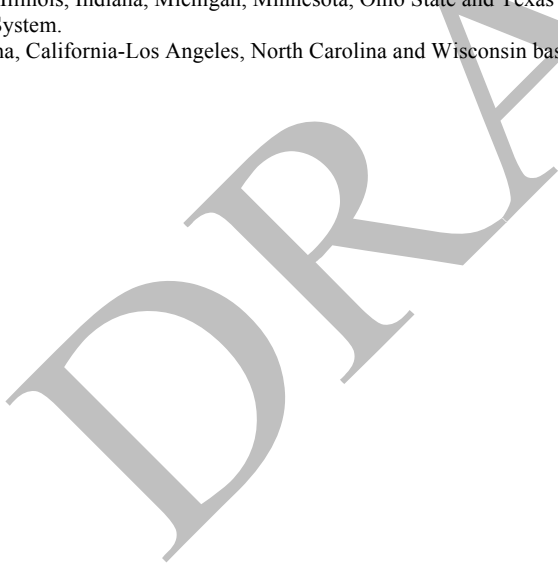
University of Iowa Peer Comparative Enrollment Management Data – AY 2013-14

Exhibit B-1

Institution	Undergrad Applicants	Undergrad Admits	% Admitted	Undergrad Enrollees	Yield	In-State Students	ACT 75% Composite	Retention Rate	Four-Year Grad Rate	Six-Year Grad Rate
University of Iowa	21,642	17,363	80.23%	4,460	25.69%	48%	28	86%	47%	71%
University of Arizona, Tucson	26,481	20,546	77.59%	6,881	33.49%	n/a	27	79%	40%	61%
University of California, Los Angeles	80,522	16,448	20.43%	5,697	34.64%	n/a	32	97%	69%	90%
University of Illinois, Urbana-Champaign	33,203	20,716	62.39%	7,329	35.38%	73%	31	93%	66%	82%
Indiana University, Bloomington	37,826	27,300	72.17%	7,604	27.85%	57%	30	90%	50%	72%
University of Michigan, Ann Arbor	46,813	15,570	33.26%	6,200	39.82%	59%	32	97%	73%	90%
University of Minnesota, Minneapolis	43,048	19,121	44.42%	5,544	28.99%	65%	30	90%	47%	70%
University of North Carolina, Chapel Hill	30,835	8,243	26.73%	3,946	47.87%	n/a	31	97%	81%	90%
The Ohio State University, Main Campus	31,359	17,413	55.53%	7,130	40.95%	71%	31	92%	51%	80%
University of Texas, Austin	38,161	15,335	40.19%	7,249	47.27%	89%	31	94%	53%	81%
University of Wisconsin, Madison	29,675	15,161	51.09%	6,339	41.81%	n/a	30	95%	56%	84%

Source: Data for the universities of Iowa, Illinois, Indiana, Michigan, Minnesota, Ohio State and Texas based upon information acquired from the National Center for Education Statistics (NCES) Peer Analysis System.

Data for the universities of Arizona, California-Los Angeles, North Carolina and Wisconsin based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database.



*University of Iowa Peer Comparative Financial Aid Data – AY 2012-13**Exhibit B-2*

Institution	% Frosh Need-Based	Ave Frosh Need-Based	% Frosh Self-Help	Ave Frosh Self-Help	Ave Frosh Merit-Based	Ave Debt 2013 Grad
University of Iowa	37%	\$7,928	41%	\$5,782	\$4,115	\$28,131
University of Arizona, Tucson	54%	11,353	31%	3,394	7,332	22,497
University of California, Los Angeles	52%	20,678	34%	7,048	4,017	20,229
University of Illinois, Urbana-Champaign	38%	14,302	37%	5,605	5,318	24,507
Indiana University, Bloomington	35%	11,963	23%	3,233	8,083	27,619
University of Michigan, Ann Arbor	29%	13,461	33%	5,088	4,938	27,163
University of Minnesota, Minneapolis	45%	9,875	45%	5,963	5,875	28,384
University of North Carolina, Chapel Hill	42%	15,516	32%	2,275	10,207	17,602
The Ohio State University, Main Campus	47%	10,072	41%	3,929	6,757	26,472
University of Texas, Austin	42%	8,580	29%	3,602	5,586	25,300
University of Wisconsin, Madison	34%	9,351	32%	4,975	3,989	25,664

Source: Data based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database.

Iowa State University Peer Comparative Enrollment Management Data – AY 2013-14

Exhibit C-1

Institution	Undergrad Applicants	Undergrad Admits	% Admitted	Undergrad Enrollees	Yield	In-State Students	ACT 75% Composite	Retention Rate	Four-Year Grad Rate	Six-Year Grad Rate
Iowa State University	17,525	14,975	85.45%	6,089	40.66%	n/a	28	87%	33%	68%
University of Arizona, Tucson	26,481	20,546	77.59%	6,881	33.49%	n/a	27	79%	40%	61%
University of California, Davis	55,833	23,049	41.28%	5,113	22.18%	n/a	30	93%	52%	84%
University of Illinois, Urbana-Champaign	33,203	20,716	62.39%	7,329	35.38%	73%	31	93%	66%	82%
Michigan State University, East Lansing	31,479	21,610	68.65%	8,061	37.30%	72%	28	91%	48%	77%
University of Minnesota, Minneapolis	43,048	19,121	44.42%	5,544	28.99%	65%	30	90%	47%	70%
North Carolina State University, Raleigh	21,610	10,128	46.87%	4,165	41.12%	n/a	29	92%	41%	74%
The Ohio State University, Main Campus	31,359	17,413	55.53%	7,130	40.95%	71%	31	92%	51%	80%
Purdue University, Main Campus	31,083	18,779	60.42%	6,422	34.20%	55%	30	91%	38%	68%
Texas A&M, College Station	31,387	21,803	69.47%	10,241	46.97%	95%	29	91%	50%	81%
University of Wisconsin, Madison	29,675	15,161	51.09%	6,339	41.81%	n/a	30	95%	56%	84%

Source: Data for the universities of Illinois, Michigan State, Minnesota, Ohio State, Purdue and Texas A&M based upon information acquired from the National Center for Education Statistics (NCES) Peer Analysis System.
 Data for the universities of Iowa State, Arizona, California-Davis, North Carolina State and Wisconsin based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database.



*Iowa State University Peer Comparative Financial Aid Data – AY 2012-13**Exhibit C-2*

Institution	% Frosh Need-Based	Ave Frosh Need-Based	% Frosh Self- Help	Ave Frosh Self-Help	Ave Frosh Merit-Based	Ave Debt 2013 Grad
Iowa State University	55%	\$7,692	39%	\$3,509	\$3,049	\$29,898
University of Arizona, Tucson	54%	11,353	31%	3,394	7,332	22,497
University of California, Davis	61%	18,475	40%	5,916	4,233	19,970
University of Illinois, Urbana-Champaign	38%	14,302	37%	5,605	5,318	24,507
Michigan State University, East Lansing	33%	9,539	41%	4,003	6,623	25,821
University of Minnesota, Minneapolis	45%	9,875	45%	5,963	5,875	28,384
North Carolina State University, Raleigh	44%	9,916	34%	3,393	7,852	19,530
The Ohio State University, Main Campus	47%	10,072	41%	3,929	6,757	26,472
Purdue University, Main Campus	34%	13,921	41%	4,147	8,049	29,121
Texas A&M, College Station	44%	11,837	19%	5,284	4,145	25,223
University of Wisconsin, Madison	34%	9,351	32%	4,975	3,989	25,664

Source: Data based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database.

University of Northern Iowa Peer Comparative Enrollment Management Data – AY 2013-14

Exhibit D-1

Institution	Undergrad Applicants	Undergrad Admits	% Admitted	Undergrad Enrollees	Yield	In-State Students	ACT 75% Composite	Retention Rate	Four Year Grad Rate	Six Year Grad Rate
University of Northern Iowa	4,068	3,389	83.31%	1,722	50.81%	91%	24	83%	37%	67%
College of Charleston	11,532	8,330	72.23%	2,116	25.40%	63%	27	83%	52%	64%
Eastern Illinois University	7,881	4,879	61.91%	1,333	27.32%	94%	24	77%	32%	59%
Ferris State University	10,718	8,135	75.90%	2,006	24.66%	90%	24	77%	19%	45%
James Madison University	23,400	14,168	60.55%	4,202	29.66%	71%	27	91%	65%	81%
Marshall University	2,866	2,255	78.68%	1,858	82.39%	78%	24	69%	21%	44%
Southern Illinois University, Edwardsville	7,646	6,437	84.19%	1,966	30.54%	93%	25	69%	28%	52%
Truman State University	4,462	3,221	72.19%	1,329	41.26%	78%	30	87%	54%	70%
University of Massachusetts, Dartmouth	8,063	5,816	72.13%	1,443	24.81%	95%	25	76%	30%	48%
University of Minnesota, Duluth	7,074	5,533	78.22%	2,054	37.12%	86%	26	75%	27%	55%
Western Washington University	9,526	7,974	83.71%	2,795	35.05%	88%	28	83%	40%	73%

Source: Data for the universities of Northern Iowa, Eastern Illinois, Ferris State, Marshall, Southern Illinois, Truman State, Massachusetts-Dartmouth, Minnesota-Duluth and Western Washington based upon information acquired from the National Center for Education Statistics (NCES) Peer Analysis System.
 Data for the College of Charleston and James Madison University based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database.

University of Northern Iowa Peer Comparative Financial Aid Data – AY 2012-13

Exhibit D-2

Institution	% Frosh Need-Based	Ave Frosh Need-Based	% Frosh Self-Help	Ave Frosh Self-Help	Ave Frosh Merit Based	Ave Debt 2013 Grad
University of Northern Iowa	36%	\$5,010	49%	\$3,091	\$3,393	\$23,151
College of Charleston	37%	2,741	37%	2,938	10,377	21,214
Eastern Illinois University	49%	3,617	63%	3,021	3,364	29,837
Ferris State University	54%	4,770	63%	3,740	5,025	37,325
James Madison University	21%	7,943	33%	3,609	3,353	23,562
Marshall University	55%	6,382	50%	5,931	1,411	28,340
Southern Illinois University, Edwardsville	62%	8,373	60%	8,487	10,082	27,681
Truman State University	58%	7,767	41%	4,241	5,209	22,747
University of Massachusetts, Dartmouth	72%	10,207	72%	7,312	4,696	29,311
University of Minnesota, Duluth	53%	8,195	51%	4,239	3,632	31,085
Western Washington University	42%	8,825	43%	4,328	1,620	21,173

Source: Data based upon information acquired from the U.S. News & World Report 'America's Best Colleges' database

Academic Year 2014-15 Comparative Enrollment Management Budget Data

Exhibit E

Enrollment Management Operations	University of Iowa	Iowa State University	University of Northern Iowa	Notes
Admissions				
Salaries	\$4,076,526	\$3,313,940	\$1,292,783	
Benefits	\$763,278	\$1,288,981	\$485,886	
Supplies & Services	\$1,883,816	\$1,946,606	\$624,693	
Sub-Total	\$6,723,620	\$6,549,527	\$2,403,362	
Financial Aid				
Salaries	\$1,583,378	\$1,356,865	\$812,893	
Benefits	\$672,906	\$513,740	\$268,204	
Supplies & Services	\$117,104	\$129,250	\$76,552	
Sub-Total	\$2,373,388	\$1,999,855	\$1,157,649	
Registrar				
Salaries	\$3,368,453	\$1,906,805	\$1,178,685	
Benefits	\$676,301	\$814,911	\$461,378	
Supplies & Services	\$632,443	\$435,159	\$160,670	
Sub-Total	\$4,677,197	\$3,156,875	\$1,800,733	
Academic Support				
Salaries	\$566,350	\$649,966	\$791,477	1
Benefits	\$165,996	\$117,197	\$276,884	1
Supplies & Services	\$111,190	\$210,983	\$128,561	1
Sub-Total	\$843,536	\$978,146	\$1,196,922	
Counseling Services				
Salaries	\$1,116,768	\$1,131,362	\$660,793	
Benefits	\$409,505	\$425,039	\$0	
Supplies & Services	\$46,223	\$110,377	\$39,015	
Sub-Total	\$1,572,496	\$1,666,778	\$699,808	

Academic Year 2014-15 Comparative Enrollment Management Budget Data (cont'd)

Exhibit E

Enrollment Management Operations	University of Iowa	Iowa State University	University of Northern Iowa	Notes
Career Services				
Centralized - Salaries, Benefits, Supplies & Services	\$2,169,529	\$108,015	\$827,029	2
Agriculture and Life Sciences - Salaries & Benefits		\$190,892		3
Business - Salaries & Benefits		\$410,234		3
Design - Salaries & Benefits		\$56,885		3
Engineering - Salaries & Benefits		\$457,302		3
Human Sciences - Salaries & Benefits		\$132,555		3
Liberal Arts & Sciences - Salaries & Benefits		\$227,537		3
Sub-Total	\$2,169,529	\$1,583,420	\$827,029	
Advisement				
Centralized - Salaries, Benefits, Supplies & Services	\$3,172,259		\$621,281	
Agriculture and Life Sciences - Salaries & Benefits		\$443,365		3
Business - Salaries & Benefits	\$984,082	\$474,014	\$324,242	3
Design - Salaries & Benefits		\$320,935		3
Education - Salaries & Benefits	\$160,057		\$350,433	3
Engineering - Salaries & Benefits	250,498	\$1,805,014		3
Humanities, Arts and Sciences - Salaries & Benefits			188,252	3
Human Sciences - Salaries & Benefits		\$1,180,102		3
Liberal Arts & Sciences - Salaries & Benefits	\$546,270	\$621,337		3
Nursing - Salaries & Benefits	\$188,175			3
Social and Behavioral Sciences - Salaries & Benefits			71,937	3
Sub-Total	\$5,301,341	\$4,844,767	\$1,556,145	
Grand Total	\$23,661,107	\$20,779,368	\$9,641,648	

Note 1: Academic Support and Retention (UI); Academic Success Center (ISU); Academic Learning Center (UNI).

Note 2: Career Exploration Services is a Division of the Student Counseling Services Office at ISU.

Note 3: Budgeted Totals for Supplies and Services Were Not Included for the Colleges Since They Could Not Be Consistently Identified Across All Operating Units.

Source: Data Provided by UI (PCG Working Papers 4.1.2.10), ISU (PCG Working Papers 4.1.1.23 through 4.1.1.55), UNI (PCG Working Papers 4.1.3.25 through 4.1.3.45), and by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.2 and 4.1.4.3)

Iowa Public University Net Undergraduate Weighted Average Tuition/Fee Price

Exhibit F

University of Iowa

Undergraduates	Weighted Average tuition/fees	Average financial aid (institutional)	Net undergraduate price
2005-06	\$9,191	\$985	\$8,206
2006-07	\$9,830	\$1,097	\$8,733
2007-08	\$10,746	\$1,240	\$9,506
2008-09	\$11,699	\$1,394	\$10,305
2009-10	\$12,691	\$1,551	\$11,140
2010-11	\$14,034	\$1,795	\$12,239
2011-12	\$15,280	\$2,043	\$13,237
2012-13	\$16,171	\$2,393	\$13,778
2013-14	\$16,616	\$2,560	\$14,056
2014-15	\$16,911	\$2,797	\$14,114

Iowa State University

Undergraduates	Weighted Average tuition/fees	Average financial aid (institutional)	Net undergraduate price
2005-06	\$7,945	\$1,226	\$6,719
2006-07	\$8,276	\$1,286	\$6,990
2007-08	\$8,751	\$1,411	\$7,340
2008-09	\$9,270	\$1,513	\$7,757
2009-10	\$9,817	\$1,701	\$8,116
2010-11	\$10,510	\$1,936	\$8,574
2011-12	\$11,285	\$2,151	\$9,134
2012-13	\$11,755	\$2,241	\$9,514
2013-14	\$12,104	\$2,349	\$9,755
2014-15	\$12,376	\$2,423	\$9,953

*Iowa Public University Net Undergraduate Weighted Average Tuition/Fee Price (cont'd)**Exhibit F***University of Northern Iowa**

Undergraduates	Weighted Average tuition/fees	Average financial aid (institutional)	Net undergraduate price
2005-06	\$6,135	\$834	\$5,301
2006-07	\$6,500	\$862	\$5,638
2007-08	\$6,817	\$806	\$6,011
2008-09	\$7,017	\$917	\$6,100
2009-10	\$7,240	\$975	\$6,265
2010-11	\$7,637	\$1,111	\$6,526
2011-12	\$8,019	\$1,127	\$6,892
2012-13	\$8,359	\$1,218	\$7,141
2013-14	\$8,571	\$1,202	\$7,369
2014-15	\$8,813	\$1,210	\$7,603

Notes: "Tuition/fees" include base tuition and mandatory fee snapshot assessment data from UG rate payers for fall, spring, and summer sessions.

"Financial aid (institutional)" is from the annual SFA report to the Board; 2014-15 is draft estimate.

Denominator used to calculate averages equals total of unique UG resident & nonresident rate payers across three sessions (fall, spring, and summer sessions).

Source: Net Undergraduate Weighted Average In-State/Out-of-State Tuition/Fees Less Average Institutional Financial Aid Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.7)

Peer Median Retention and Graduation Rate Impact – Calculation Methodology

Exhibit G-1

Utilizing the UI and ISU Fall 2008 Cohort profile information available within the Annual Report of Student Retention and Graduation Rates at the Iowa Board of Regents website, actual attrition (1st year, 2nd year, 3rd year) and graduation (3rd year, 4th year, 5th year, 6th year) percentage rates were inserted within the first schedule that appears in Exhibits G-2 and G-3. Next, the attrition and graduation rates were applied to the prior year enrollment total to determine the number of 2008 Cohort students still enrolled at the University the following year. Each enrollment total was then multiplied by that year's net price tuition/fee amount (i.e., in-state/out-of-state weighted average tuition/fees less average institutional aid) to determine total tuition/fee revenue. In conjunction, beginning in year 3, the enrollment totals were multiplied by the graduation rate to determine the number of graduates by year. Thereafter, total revenue and total graduate counts were computed by adding the individual column amounts after which the six-year graduation rate was calculated by dividing the total number of graduates by the initial 2008 Cohort total.

To determine the impact if UI and ISU minimally ascended to median peer retention and six-year graduation rate levels, the same formulaic concepts were utilized to construct the second schedule that appears in Exhibits G-2 and G-3. Within the schedules, the percentage point difference between the retention rate for UI and ISU and the median rate for their respective peer group was used to diminish their first year attrition rate. As a result, the first year attrition rate for UI was reduced by 7 percentage points while the rate for ISU was decreased by 4 percentage points. In so doing, more freshman obviously returned for the 2nd year of classes, which in turn required a pro-rata recalculation of subsequent year attrition and graduation rates to achieve the same number of potential 7th year returning students as denoted within the initial schedule presented in Exhibits G-2 and G-3. These newly calculated attrition and graduation rates were then applied to each enrollment total in the same manner as was done within the first schedules to ascertain total revenue and the total number of graduates by year, after which the six-year graduation rate was determined.

University of Iowa Peer Median Retention and Graduation Rate Impact

Exhibit G-2

University of Iowa – Actual 2008 Cohort

University	Fall	1st Yr Attritn	2nd Yr Attritn	3rd Yr Attritn	Grad Rate	Frosh Enroll	Net Price*	Total Revenue	Cohort Grads	Grad Rate
University of Iowa	2008	n/a	n/a	n/a	n/a	4,246	\$10,305	\$43,755,030	0	
	2009	17.0%	n/a	n/a	n/a	3,524	\$11,140	\$39,259,365	0	
	2010	n/a	6.3%	n/a	n/a	3,257	\$12,239	\$39,858,531	0	
	2011	n/a	n/a	5.3%	n/a	3,032	n/a	\$0	0	
	2011	n/a	n/a	n/a	1.3%	2,976	\$13,237	\$39,399,216	55	
	2012	n/a	n/a	n/a	46.9%	985	\$13,778	\$13,572,322	1,991	
	2013	n/a	n/a	n/a	19.2%	170	\$14,056	\$2,387,271	815	
	2013	n/a	n/a	n/a	2.7%	55		\$178,231,735	115	
	Total									2,976

University of Iowa – Peer Median Retention and Graduation Rate 2008 Cohort Impact

University	Fall	1st Yr Attritn	2nd Yr Attritn	3rd Yr Attritn	Grad Rate	Frosh Enroll	Net Price*	Total Revenue	Cohort Grads	Grad Rate
University of Iowa	2008	n/a	n/a	n/a	n/a	4,246	\$10,305	\$43,755,030	0	
	2009	10.0%	n/a	n/a	n/a	3,821	\$11,140	\$42,570,396	0	
	2010	n/a	3.7%	n/a	n/a	3,664	\$12,239	\$44,847,343	0	
	2011	n/a	n/a	3.1%	n/a	3,533	n/a	\$0	0	
	2011	n/a	n/a	n/a	1.5%	3,469	\$13,237	\$45,918,915	64	
	2012	n/a	n/a	n/a	54.8%	1,142	\$13,778	\$15,736,873	2,327	
	2013	n/a	n/a	n/a	22.4%	191	\$14,056	\$2,685,680	951	
	2013	n/a	n/a	n/a	3.2%	55		\$195,514,237	136	
	Total									3,477

Source: Actual 2008 Cohort Attrition and Graduation Rate Data Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1) and Net Undergraduate Weighted Average In-State/Out-of-State Tuition/Fees Less Average Institutional Financial Aid Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.2, 4.1.4.3 and 4.1.4.7) and Exhibit F

Iowa State University Peer Median Retention and Graduation Rate Impact

Exhibit G-3

Iowa State University – Actual 2008 Cohort

University	Fall	1st Yr Attritn	2nd Yr Attritn	3rd Yr Attritn	Grad Rate	Frosh Enroll	Net Price*	Total Revenue	Cohort Grads	Grad Rate
Iowa State University	2008	n/a	n/a	n/a	n/a	4,576	\$7,757	\$35,496,032	0	
	2009	16.0%	n/a	n/a	n/a	3,844	\$8,116	\$31,196,605	0	
	2010	n/a	7.7%	n/a	n/a	3,491	\$8,574	\$29,936,018	0	
	2011	n/a	n/a	5.4%	n/a	3,244	n/a	\$0	0	
	2011	n/a	n/a	n/a	1.6%	3,171	\$9,134	\$28,965,449	73	
	2012	n/a	n/a	n/a	37.9%	1,437	\$9,514	\$13,670,324	1,734	
	2013	n/a	n/a	n/a	25.0%	293	\$9,755	\$2,856,888	1,144	
	2013	n/a	n/a	n/a	4.4%	92		\$142,121,316	201	
									Total	3,153

Iowa State University – Peer Median Retention and Graduation Rate 2008 Cohort Impact

University	Fall	1st Yr Attritn	2nd Yr Attritn	3rd Yr Attritn	Grad Rate	Frosh Enroll	Net Price*	Total Revenue	Cohort Grads	Grad Rate
Iowa State University	2008	n/a	n/a	n/a	n/a	4,576	\$7,757	\$35,496,032	0	
	2009	12.0%	n/a	n/a	n/a	4,027	\$8,116	\$32,682,158	0	
	2010	n/a	5.8%	n/a	n/a	3,761	\$8,574	\$32,250,861	0	
	2011	n/a	n/a	4.1%	n/a	3,574	n/a	\$0	0	
	2011	n/a	n/a	n/a	1.8%	3,491	\$9,134	\$31,891,251	82	
	2012	n/a	n/a	n/a	41.9%	1,574	\$9,514	\$14,976,406	1,917	
	2013	n/a	n/a	n/a	27.6%	311	\$9,755	\$3,035,444	1,263	
	2013	n/a	n/a	n/a	4.8%	92		\$150,332,152	220	
									Total	3,482

Source: Actual 2008 Cohort Attrition and Graduation Rate Data Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.1) and Net Undergraduate Weighted Average In-State/Out-of-State Tuition/Fees Less Average Institutional Financial Aid Provided by the Iowa Board of Regents Office (PCG Working Papers 4.1.4.2, 4.1.4.3 and 4.1.4.7) and Exhibit F

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**BOARD OF REGENTS
STATE OF IOWA**

**e-Learning
TIER Efficiency and Transformation Review**

DRAFT REPORT

OCTOBER 16, 2015

BOARD OF REGENTS STATE OF IOWA
e-Learning TIER Efficiency and Transformation Review

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DRAFT

BOARD OF REGENTS STATE OF IOWA
e-Learning TIER Efficiency and Transformation Review

I. INTRODUCTION

The Pappas Consulting Group (Pappas Group) was engaged by the Iowa Board of Regents (Board) to conduct an e-Learning TIER Efficiency and Transformation Study at its three public universities. The major objectives of the e-Learning Study were to:

- Prepare an “Environmental Scan” that contains:
 1. an overview of major societal trends affecting e-Learning and Distance Education;
 2. a definition of terms used in the review and delineates the scope of the review;
 3. a conceptual framework to guide the review and the recommendations that flow from it;
 4. the identification of sources that have made important contributions to the thinking behind these trends, definitions and concepts and;
 5. a series of institutional case studies that can serve as models of different approaches to e-Learning and Distance Education.
- Review the current state of e-Learning and Distance Education Activities at each of the three Iowa Regent Universities.
- Assess current activities and stated future objectives.
- Make recommendations for enhancements to e-Learning and Distance Education across all three universities.

The following review addresses each of these objectives, and concludes with an assessment of challenges that are likely to face the three universities and the Board of Regents in the event that any of the preliminary recommendations is pursued.

II. ENVIRONMENTAL SCAN: CURRENT MAJOR FACTORS IN e-LEARNING

Major discussions are taking place throughout higher education in the United States with regard to the use of educational technology to enhance access to new student markets while simultaneously increasing the quality of learning among both new and existing students and enhancing revenues and generating cost reductions. Public and private universities alike are exploring enhanced technology to attract previously untapped or under-tapped populations of potential students. In some regions, the importance of this search for new student populations is enhanced by substantial regional declines in the size of the traditional-age population of college and university students.

Abundant evidence for attention to technology as a vital strategy to address serious challenges facing higher education can be found in the pages of professional journals and mainstream media alike. Major universities and leading scholars have invested heavily in the development of free, massive, open on-line courses (MOOCs); large not-for-profit and for-profit organizations have been established to work with scholars and universities to develop and promote MOOCs (edX, Coursera, Udacity, and others); established companies have expanded into this arena (Pearson, McGraw-Hill).

Initially, the range, depth and potential of these initiatives had led some to proclaim the end of colleges and universities as we have known them (Kevin Carey, “Into the Future with MOOCs”, Chronicle of Higher Education: September 3, 2012). But the path to MOOCs and total online dominance has not been as smooth as some might have thought it would be. Indeed, reports of the death of traditional higher education have been greatly exaggerated. Of particular note is the experience of San Jose State University which launched, with great fanfare in 2013, a partnership with Udacity only to announce a pause after one semester; a “pause” that appears to have continued to the present.

And in contrast to Carey’s 2012 article, more recent publications have titles such as “Beware Higher Ed Domsayers” (<http://chronicle.com/article/Beware-Higher-Ed-Domsayers/149087>).

Although the MOOC pendulum may have swung away from initial, almost apocalyptic extremes, and although predictions of the demise of higher education may be less prevalent, the interests of colleges and universities in the value of enhanced technology have not waned. The most recent edition of the annual Babson Survey Research Group report on online education finds that “The majority of institutions report that online education is critical for their institution’s long-term strategy” (p.15). Furthermore, the report documents significant growth in distance enrollment among both public and private, not-for-profit institutions (increases of over 160,000 and 86,000, respectively), but considerable decreases in the private, for-profit sector by some 63,000 students (p. 13). Undoubtedly, these declines are more likely the result of more systemic challenges faced by the for-profit sector, than they are the result of any factors specific to online learning. (We will address this in greater detail in subsequent sections of this Report.)

In spite of the waxing and waning of excitement about the potential of MOOCs to revolutionize higher education, all indications from multiple sources suggest that public and private non-profit colleges and universities will continue to explore the expansion of the use of technology in higher education as a critical strategy to attract new students; to enhance the academic success of traditional students and; to reduce cost for all students. MOOCs will play a role in this expansion, although perhaps not as dramatic a role as some have envisioned. A much greater impact will likely come from more technology-intensive courses that are offered either fully or partially online. Evidence shows that such courses can duplicate the learning that takes places in conventional courses, while holding out the potential for substantial cost-savings (<http://www.sr.ithaka.org/publications/interactive-learning-online-at-public-universities-evidence-from-randomized-trials/>). We address these issues below and throughout this Report.

- **Definition of terms**

Allen and Seaman (2015), in their most recent volume of the Babson Survey Groups’ report on distance learning identify serious measurement issues with IPEDS-based measures of enrollment in distance education courses and programs. They also observe significant growth in distance enrollment in recent years, growth so substantial that they suggest much of it may be due to different reporting practices, and improvements in the ability of data systems to better capture distance learners. Furthermore, they “quickly realized that one recurring issue was confusion over the definition of ‘distance education’” (p. 43). All their observations converge on suggesting great caution in the use of time series data on distance enrollment, paying particular attention to the application of consistent definitions over even very short time ranges.

They propose a classification system to better track online or distance enrollment, and a common set of definitions and classifications to allow comparisons across and within institutions. They classify all courses into 4 mutually exclusive categories based on the proportion of content delivered online which ranges from 0% in traditional courses to up to 29% in “web facilitated” courses, to between 30% and 79% in blended or hybrid course, and 80% or greater in online courses. To the extent possible, we will adopt their classification in our work, which will focus largely on hybrid / blended and online courses.

These specific definitions are particularly important. There may well be a tendency, at least on the part of the general public, to equate “e-Learning” with MOOCs. This is likely the result of the extensive coverage of MOOCs in the media and the perhaps over-inflated sense of the revolutionary potential of MOOCs. However, as discussed above, our conclusion is that the greatest impact of enhanced e-Learning, in Iowa and elsewhere, will come not from MOOCs (which will have an important role to play) but from the more extensive use of online and hybrid courses that are part of traditional and emerging curricula, and that serve both traditional students and emerging student markets that will be particularly attracted to e-Learning.

- **Conceptual framework**

Reflecting on the most current knowledge and perceptions of academic technology, the Pappas Consulting Group began its proposal and presentation to the Selection Committee with the perspective that we needed to define “Distance Education” more broadly to encompass a full array of uses of enhanced interactive learning online as components of BOTH traditional and non-traditional programs and pedagogies. From our perspective, the distinctions between “distance learners” and “traditional learners” are fluid rather than fixed. Building more distance education programs that are parallel to traditional face-to-face programs can provide substantial synergies. Elements of such programs (i.e., “courses”) can also serve to increase access to high school and community college students to ensure smoother transitions to Iowa universities, and shorter time-to-degrees. To encompass all these elements, we propose adding the term “e-Learning” (which we have already used above) to the “Distance Education” term that has been used throughout the Iowa Regent Universities. Although it is somewhat longer, we do think the term “Distance Education and e-Learning” better describes what is happening now at the three universities, as well as future directions in this area.

Available data from the Iowa Board of Regents provide evidence to support our conclusion that the distinctions between distance learners and traditional learners are indeed fluid. The “2013-2014 Distance Education Report”, presented to the Board of Regents in February, 2015, includes in its Executive Summary an important table that describes the substantial overlap of distance and traditional learners. In each of the years between 2011 and 2014, a substantial proportion of students enrolled in Distance Education courses at the three Iowa universities were ALSO taking courses on-campus. In effect, they were both distance and traditional learners in the same year. Furthermore, the proportion of students taking both has increased considerably over this four-year span from 37.1% overlap in 2010 to 46.6% overlap in 2014. Iowa students themselves, as we will discuss in more detail below, are confirming that they view the boundary between distance and traditional learners as one that is quite blurred.

This broader strategic focus on technology-enhanced instruction can also increase the effectiveness of ALL instruction by providing all faculty enhanced faculty development opportunities needed to make e-Learning successful. Enhancing the effectiveness of instruction leads to greater student success, as measured by increased graduation rates and reduction in time to graduation. And each of these comes with the added benefit of the proven reduction in the cost of instruction made possible by technologically enhanced teaching.

Therefore, we see our efforts as an early step toward the development of a comprehensive “digital strategy” for the Iowa Regent Universities, a term that has entered the lexicon recently and that refers to the manner in which an institution, at the most strategic levels, views the role that technology can play in not only instructional spheres, but also in administrative and financial realms as well.

- **Sources of reliable information and analysis on e-Learning**

Two organizations have consistently provided extensive information and analysis on e-Learning concepts, functions, organizational structures and scope. One, referenced above, is the Babson Survey Research Group that has published an authoritative annual review of online education in the United States from the publication of its first report in 2003 to the most recent report in 2015. This report was initially produced in collaboration with the Sloan Foundation and later with the Sloan Consortium, now the Online Learning Consortium, and with Pearson and Tynton Partners. This series of reports, which we have referenced above as well, provides invaluable data, clearly the best time-series data on online learning in the United States. See:

More recently, leadership and staff at Ithaka S+R, an educational research and policy organization, under the leadership of Kevin Guthrie and William Bowen, former President of Princeton University and of the Andrew W. Mellon Foundation, have produced a ground-breaking series of research and policy papers focused on the enhanced use of technology in higher education. The papers are based on in-depth interviews and rigorous quantitative and qualitative analyses of online learning. This compendium provides extensive insight into what they label “technology’s impact on the educational process”.

Of particular note and relevance to this project on e-Learning in Iowa’s public universities is the work of the Public Flagships Network described in a very recent report issued by Ithaka S+R: “Technology-Enhanced Education at Public Flagship Universities: Opportunities and Challenges”, by Deanna Marcum, Christine Mulhern and Clara Samayoa. December 11, 2014.

In addition to providing valuable perspectives reported anonymously by senior leaders at 10 leading public flagship universities, this report incorporates views and insights from Iowa State University, a member of the Public Flagships Network, which participated in the Ithaka study.

Also of note is Ithaka’s recent assessment of the substantial change taking place at Arizona State University – a change that includes extensive attention to online learning. Their 2015 report “In Pursuit of Excellence and Inclusion: Managing Change at Arizona State University”, provides particular insight into that institution, insight that we will rely on explicitly in subsequent sections of this report.

Collectively, the periodic reports from the Babson Survey Research Group and the research and analysis conducted under the auspices of Ithaka S+R provide unparalleled resources for consideration of the current state and future potential of e-Learning at Iowa's public universities.

- **Recent trends: Major models of systematic approaches to e-Learning**

At this time, virtually every college and university in the United States is either offering an array of e-Learning programs and courses, or discussing how to do so. Among those institutions that are more intensely involved, and have been for some time, several different models of Distance Education and e-Learning exist. To set the context for findings and recommendation to follow, below we present a brief account of some models, showing why they may or may not be appropriate models for the Iowa Regent Universities. We suspect that previous consultants had some of these other models in mind, and may have conveyed their view of the potential these models had to greatly increase revenues.

The main types of models offered by other institutions include three that are very likely to be well-known in Iowa, and that can serve as exemplars for the purposes of our discussions and recommendation. Three of these exemplars are actual institutions; a fourth is better thought of as a "movement". The exemplars are:

- ✓ University of Phoenix, which supports a wide array of programs, some offered in traditional face-to-face formats but most now offered fully online. At its peak, Phoenix enrolled more than 450,000 students and was the single largest recipient of Federal financial aid. It is a very comprehensive institution - supporting programs in almost all areas and with a great geographic reach staffed almost entirely on a part-time work force. Interestingly, Phoenix, and other wholly online for-profit institutions, have seen their fortunes take a decided and significant turn for the worse recently. Enrollment and revenues at Phoenix are significantly lower, more than 50% lower than five years ago, with no sign that the declines are over. The entire wholly-online sector is facing great pressure as a result of its extremely heavy reliance on federal financial aid (both Pell grants and loans); extremely low graduation rates; high loan default rates and; verified accusations of deceptive recruiting practices.

Phoenix, and other similar institutions, may have transformed higher education and opened up the potential of enhanced online learning to many, more traditional institutions. But their undoing can arguably be traced to a fundamental miscalculation: their strong and consistent focus on enrollment growth, to the exclusion of concerns about quality - both the quality of preparation for college of entering students, and the institution's failure to provide students the support services needed to overcome prior gaps in their educational backgrounds. The combination of these two factors produced extremely low graduation rates and extremely high loan default rates and, in turn, dramatic reductions in enrollment. Potential students appear to be voting with their feet, and Phoenix and other for-profit universities may no longer be the best models to emulate.

In addition, in very recent developments, Federal agencies have taken actions that are likely to add to the challenges Phoenix faces. Early in October, 2015, the University of Phoenix was placed on probation by the US Department of Defense and prohibited from enrolling any new students supported by the Department's Tuition Assistance Program for veterans.

Phoenix was also barred from recruiting at military facilities. These actions were taken as a result of concerns over inappropriate recruiting practices on Phoenix's part. This will result in the loss of \$21 million at Phoenix, with the possibility of further associated losses of far greater amounts (<http://chronicle.com/blogs/ticker/defense-department-suspends-u-of-phoenix-from-its-tuition-assistance-program/105697>).

- ✓ Southern New Hampshire University (SNHU), which advertises heavily on Iowa television, represents another model of online learning. SNHU is a not-for-profit University that has operated a traditional, residential campus in Manchester, New Hampshire, since 1932. At present, SNHU's Manchester campus enrolls approximately 3,000 students, a number that is dwarfed by the nearly 30,000 students enrolled in online programs. SNHU describes, in a very understated manner, its evolution from small, traditional undergraduate and masters level institution focused on business to a world-wide brand:

“During the ‘90s the college opened off-campus centers to better serve adult learners. Programs today are offered in Manchester, Nashua, Portsmouth and Salem, N.H., and in Brunswick, Maine, as well as internationally. The university extended its reach worldwide with the launching of its Internet-based distance learning program, now known as SNHU Online, in 1995.”

SNHU offers more than 100 undergraduate majors and concentrations online; more than 100 graduate majors and concentrations online; and approximately 30 certificate programs online. The University offers more online programs than on campus programs, and enrolls online approximately 10 times the numbers enrolled on campus.

Considering the preponderance of online versus campus programs at SNHU, it is not at all surprising that it is one of the institutions that Stokes (Inside Higher Education: July 30, 2015) describes as having intentionally separated online programs from campus-based programs; with online programs operating out of separate facilities and using separate teaching, student support, and administrative staff.

The online programs supported by SNHU may appear similar to those offered by the for-profit institutions profiled previously, in design and execution and in the breadth of programs offered. Both models rely heavily on standard course designs and part-time instructors who teach from common syllabi.

But recent enrollment and financial trends reported by SNHU could not be more different than those reported by the for-profit sector. SNHU continues its rapid growth, making it one of the fastest growing universities in the United States. Phoenix, and other for-profit institutions have experienced substantial declines in enrollment (about 8% sector-wide in one recent year, according to Allen and Seaman's analysis of the 2015 IPEDS data). Another indicator of the pace of growth at SNHU can be found in recent I-990 forms filed with the IRS. In the 2010 calendar year, SNHU had total revenues of \$116 million; in 2013 (the last year for which financial data are available) total revenues were \$235 million. The vast majority of this revenue growth came from online programs.

It is quite likely that two very important factors set SNHU apart from the for-profit sector that has been beset by plummeting enrollments. First, the scandals over deceptive recruiting and lending practices that have plagued the for-profit sector, and that have led to high-profile financial settlements based on allegations of improper practices (including one in Iowa), have been non-existent at SNHU. In addition, SNHU prides itself on its substantial investments in online course development and in student advising and support services. These practices, and the substantial ongoing growth that they generate, clearly set SNHU apart as an exemplar of substantial online growth of a previously small, local or regional institution.

As recently as the 1990s, Southern New Hampshire University was a small, regional (actually almost local) institution that evolved from a proprietary business and accounting school and continued to focus on business education. It was largely unknown outside its immediate area. In effect, it had no national or global brand and a very limited regional brand. Arguably, this absence of a strong brand allowed SNHU to take great risk and to move in largely new directions. With strong and talented leadership, SNHU made this move very successfully, and all signs are that they continue to succeed.

The Iowa Regent Universities could not be more different at this point in time from what SNHU was in the 1990s. The three Iowa Regent Universities enroll more than 80,000 degree candidates with a combined FY 2014 annual budget of \$4.9 billion, including the budgets of the hospitals and clinical services at the University of Iowa. Each has a very strong regional and global brand. Significant proportions of Iowans have received degrees from one or more of the three universities; and two of the universities are members of the Association of American Universities.

These very different starting points in Iowa, require very different strategies. As a consequence, although SNHU provides important lessons that all institutions should consider, it does not provide a model to move the Iowa Regent Universities forward in the areas of Distance Education and e-Learning.

- ✓ MOOCs, those Massive Open Online Courses that we addressed previously in the “Environmental Scan”, are also not likely to be comprehensive models for the Iowa Regent Universities. They show no potential for replacing college as we know it, and, contrary to perceptions, they are not nearly as ubiquitous as it might seem. For example, in the Babson report on online education in the United State that we cited earlier, reported that while the proportion of institutions offering MOOCs has increased from 2.6% in 2012 to 8.0% in 2014, the proportion reporting that they plan to offer a MOOC has declined significantly, with only about 5% planning to add a MOOC to their array of courses.

However, MOOCs can play a critical part in an institution’s overall digital strategy. The development of a limited number of MOOCs on topics highly relevant to the strengths of a University can provide high quality digital material that can be used not only in a free-standing MOOC but also in hybrid courses and face-to-face courses that are technologically intense. And the MOOCs themselves, which have been shown repeatedly to attract very well-educated audiences, can serve effectively to enhance the existing “brand” of a well-known and highly regarded institution.

Iowa State's launch of a MOOC on the Iowa Caucuses and MOOCs offered by the University of Iowa's International Writing Program, are perfect examples of the role MOOCs can play as a limited, but important part of a University's overall digital strategy.

We conclude that these three exemplars of enhanced Distance Education and e-Learning provide valuable, yet general lessons to the Iowa Board of Regents and its Universities. The Iowa Regent Universities may well adopt elements of these exemplars; however, we do not recommend any of these as a comprehensive model that might be adopted or adapted by the Iowa Regent Universities.

The essential component of each of these three exemplars is detachment from a traditional university. MOOCs may be the extreme case of this detachment. The view of MOOCs as an alternative to college has a small number of affluent institutions creating online content (in the manner that the Harvard and MIT-led EdX consortium does) which can be assembled by individual students (at least in the ideal, future case) to provide an alternative to college. USNH, although still a traditional university, that supports a small, residential campus, offers its online programs in ways that are both physically and organizationally detached from its residential campus. Phoenix is much the same, but even its place-based facilities do not resemble, in any way, traditional colleges.

There are, however, compelling exemplars of enhanced e-Learning that are firmly tied to, and grow out of, bases in strong, traditional universities. We believe that the most useful exemplar that can serve as a model for enhanced e-Learning at the three Iowa Regent Universities may be Arizona State University (ASU). It is likely that ASU, is known, at least by name, to the Regents, faculty and staff at the three universities, and to some of the Iowa public, in large part because ASU advertises heavily in Iowa, particularly as a sponsor of Iowa Public Radio. Penn State and the University of Massachusetts system are structured in similar ways. Each is successful; each builds on existing strengths and; each extends its underlying brand which is strong (especially the Penn State brand).

We choose Arizona State as a "case study" because it represents a most comprehensive and focused example of the potential of greatly enhanced e-Learning, in the context of a "traditional" university; its focus on enhanced online learning exists in the context of a University that is undergoing a wide-ranging transformation guided by clear and ambitious goals and: so much has been written about it.

Arizona State University (ASU) describes itself as The "New American University"; one that aspires to a strong growth model that encompasses both online and face-to-face programs, and concurrently exhibits a strong commitment to high quality education, as evidenced by very high retention and graduation rates, an extensive array of programs designed to enhance student success and outreach to of a wide array of students. ASU's president, Michael M. Crow, and his colleague, William B. Dabars, have written an extensive history of ASU's efforts, aspirations, and achievements in their recently published book "Designing the New American University (Johns Hopkins University Press, 2015). The short but powerful "Conclusion" of Crow and Dabars' book (pp. 304-309) is particularly compelling.

In their review and analysis of the experience of ASU as the "New American University", Kevin Guthrie, the President of Ithaka, and his colleagues have identified a very small number of key factors they view as essential to the success of this most ambitious effort.

First, and arguably most important for the overall effort, ASU’s changes have been guided and reinforced by “a clear and compelling vision”. Guthrie and his colleagues observed that “time and again, administrators and faculty expressed that it was the clear and compelling vision that attracted them to the institution and continues to motivate them” (pg.6). Furthermore, they point out that the change promoted at ASU over the past decade has been “(n)either easy (n)or swift”, but that the “vision played an important role in that transformation”.

Second, this vision has been translated into six clear, and clearly understandable goals or targets. Further, progress toward these targets can be easily measured. It is important to emphasize that both the definition of these targets and the measures used to track them are easily understandable to all constituencies of the University, including the general public.

The targets and progress toward achieving them can be presented in the following very simple table:

Targets To Be Achieved For The Emergence of Arizona State As A “New American University”; And Recent Measures Of Progress Toward These Targets

Goals (Target in 2020)	FY2009	FY2013	FY2014
Total Degree Awarded (25,000)	15,610	18,916	18,155
Freshman Retention Rate (90%)	79.5%	80.0%	83.8%
6-Year Graduation Rate (75%)	55.8%	56.8%	58.6%
In-Person Enrollment (85,000)	66,088	65,934	66,812
ASU Online Enrollment (20,000)	964	7,444	9,959
Research Expenditures (\$700 m)	\$281.6m	\$405.2m	\$411.0m

Source: Extracted from Guthrie, et al, pg. 7.

The table clearly demonstrates ASU’s commitment to achieving substantial growth in online enrollment, within the context of a much broader effort to transform the University as a whole. Quite simply, growth in online enrollment is not at all seen as something “detached” from the parent university, but rather as part of a strong overall vision for the entire University. Furthermore, although ASU reports substantial recent growth in online enrollment, the broader program of transformation has been underway since 2002.

As long-term ASU’s ambitious targets for growth are deeply embedded in an overall effort to transform the University but to develop it into the first “New American University”, we conclude that ASU might well be a comprehensive model that the Board of Regents could consider adapting to the needs of the Iowa Regent Universities. At the least, ASU can provide a great deal of material for the Iowa Regent Universities to consider.

III. DISTANCE EDUCATION AND e-LEARNING AT IOWA REGENT UNIVERSITIES

Recent levels and trends in Distance Education and e-Learning at the Iowa Regent Universities

Our review of Distance Education and e-Learning at the Iowa Regent Universities has been aided considerably by the availability of detailed annual reports over the past five years that have provided extensive information about the content and extent of Distance Education at each of the three universities. The fact that these reports have followed a common template over recent years is particularly important, as it allows ready comparisons both over time and across universities. It has also been extraordinarily helpful that the individual reports submitted by each University are aggregated into a single report that has been presented to the Board of Regents. We cannot overstate the value of this common template that supports data collected and report development.

Each Annual Report on Distance Education is extremely detailed and the content of these reports is well known to the Board, since they are presented each year at a February Board meeting. For the purpose of setting the stage for our report and recommendations, we rely on three summary tables extracted from information contained in the Report to the Board last February, to provide a very general overview of the recent levels and trends at the three universities.

The table below presents: recent trends in the number of degree and certificate programs offered at a distance or online; the number of students enrolled in these programs and; the number of students enrolled in on-campus programs who also took at least one distance or online course. All student counts are unduplicated, which means that each student is counted only once per year, regardless of how many courses that student enrolled in.

**Recent trends in Distance Education and e-Learning
At Iowa Regent Universities**

	2011	2012	2013	2014
Number Of Degree And Certificate Programs Offered Largely Online	231	231	211	244
Number Of Distance Education Students (unduplicated)	10,825	11,184	12,244	12,874
Number Of On-campus Students Enrolled in At Least One Distance Education/ Online Course (unduplicated)	11,044	14,152	17,190	19,487

Source: 2013-2014 Distance Education Report; Iowa Board of Regents; February 2015; Pages 1 and 2 (Pappas Group Working Paper 2.1.27.3)

We see several very interesting findings emerge. Focusing just on the most recent year (2013-2014) we see that there is substantial activity in distance and online education at the Iowa Regent Universities perhaps more than is widely appreciated. In the 2013-2014 academic year, 12,874

students were enrolled exclusively in one of 244 distance and online programs. Each of these numbers is considerable; many free-standing institutions offer fewer programs to fewer students.

Furthermore, confirming trends we described above and consistent with the conceptual framework for e-Learning and Distance Education that we set forth earlier, the boundaries between distance learners and on-campus learners are certainly blurred at the Iowa Regent Universities. In 2013-2014, 19,487 students who enrolled in on-campus programs were also distance learners because they took at least one course online or at a distance. Again, this represents a sizeable enrollment.

The trend data presented in the previous table are even more interesting. These data reveal that there has been only minimal growth in the number of programs offered, increasing from 231 programs at the start of the time-series to only 244 at the end (with a substantial dip to 211 in 2031), an increase of only 5% over 4 years. Over the same time, there has been greater growth in the number of students enrolled in distance and online programs; from 10,825 at the start to 12,874 at the end. Although not “minimal”, this growth is still modest; only 19% cumulative growth over a 4 year period.

The contrast could not be starker between these minimal and modest indicators of growth in distance and online programs and much more substantial growth in numbers of on-campus students who take individual courses online or at a distance. Growth in this category over 4 years has been 76%, from 11,044 students in the earliest year to 19,487 in the most recent year. This significant overall growth is the result of annual growth rates of 28%, 21% and 13%.

These highly aggregated findings, which can be thought of as components of a dashboard on Distance Education and e-Learning at the Iowa Regent Universities, has informed much of our analysis and the recommendations presented in subsequent sections of this Report. The substantial annual growth rates in on-campus students seeking distance education / online courses will, in particular, figure prominently in our proposed recommendations that follow.

- **Reporting of the current finances of e-Learning and Distance Education at the Iowa Regent Universities**

Unfortunately, the common template for reporting online enrollment trends does not have a parallel in the domain of revenues and costs associated with Distance Education and e-Learning. Undoubtedly, the very different organizational structures around which Distance Education and e-Learning are aligned in the three universities, and the very different budget models each uses, have made the development of a common approach to financial analysis very challenging. It is a challenge simply to present consistent estimates of total revenue generated by distance education and online learning at each university. Estimating program expenses, instructional salaries, and either “returns” to individual colleges and departments or overall net surpluses (or losses) from program activity, is more difficult, even impossible in some cases.

Against this background, and with substantial caveats based on the limited comparability across the three universities in the financial accounting of Distance Education and e-Learning activities, we offer the following estimates of total revenues attributed to distance education and online learning at each of the three Iowa Regent Universities.

At the University of Iowa, these activities in the most recent completed year generated \$25.7 million, which represents revenue from students who are enrolled exclusively in distance programs, as well as revenue from students who are enrolled in both on-campus and distance programs. In both cases, a very substantial share of revenue is reallocated to the College responsible for generating it, both to support instructional costs and to provide the Colleges with general purpose revenues. For those students who are enrolled both on campus and in distance programs, the allocation of revenues to the Colleges is more complicated. In addition, a substantial part of the University of Iowa's revenue from distance education (\$6.4 million) is generated by the Tippie Business School. Since Tippie School programs do not fall under the auspices of the University's Distance Education Office, no central overhead allocation is made; all revenue flows directly to the School, and all expenses are borne by the School. Overall, approximately 80% of total revenue generated from all Distance Education and Online programs is allocated to the Schools and units providing these programs to support either instructional costs or other general costs.

A broadly similar pattern prevails at the University of Northern Iowa, which reports total distance education revenue in the most recent completed year of \$6.7 million. UNI also reallocates a substantial proportion of this total to the academic unit that generates the tuition.

It is important to note that although the overall approaches to reallocation followed by the University of Iowa and the University of Northern Iowa are quite similar, the precise formulas used differ. To attempt to standardize calculations of the proportion of total tuition revenue returned to the units responsible for teaching distance education courses, we made a distinction between "Total Revenue" and "Net Revenue". To arrive at "Net Revenue", we subtract from total revenue all non-instructional expenses related to operation of Distance Education and e-Learning, including all salaries of those providing administrative and leadership services. The "Net Revenue" that remains is revenue that is available for the salaries of faculty members teaching Distance Education and e-Learning courses, and revenue that is transferred back to departments and colleges for general support. In effect, we are seeking a measure of "net revenue" that reflects revenue that is available for either direct instructional support or general support.

This is not a traditional definition of "profit" from a program after all expenses are factored. Rather, it is a measure (and likely an imprecise one) of the amount of funds generated from Distance Education and e-Learning that supports the core academic enterprise at Iowa and UNI. Technically, it is defined as Total Revenue minus Core Administrative Expenses. We use this unusual measure as an indicator of the extent to which Distance Education and e-Learning contribute to the academic programs of the universities.

As indicated by results in the following table, the percentage of total revenue reallocated to the teaching units at both the University of Iowa and the University of Northern Iowa is broadly similar - 80% and 72% respectively (with caution about the precise magnitude of differences between these measures).

Deriving estimates of Total Revenue and Net Revenue associated with Distance Education activities at Iowa State University is more challenging because of the nature of data currently available from Iowa State University's RMM budget system. The ISU Provost's Office was able to generate an estimate of "Total Revenue" of \$25,212,914, which we believe is broadly comparable to the

estimates provided by UNI and the University of Iowa. However, it proved more difficult to generate estimates of “Net Revenue” at Iowa State.

Total Revenue and Net Revenue From Distance Education and e-Learning at Iowa Regent Universities (FY 2014)

	<u>Total Revenue</u>	<u>Net Revenue</u>	<u>% Reallocated</u>
University of Iowa	\$19,373,241	\$14,335,636	
Tippie Business School	\$6,392,999	\$6,392,999	
University of Iowa Total	\$25,766,240	\$20,728,635	80%
University of Northern Iowa	\$6,652,228	\$4,762,356	72%
Iowa State University	\$25,212,914	Not Available	Not Available

In summary, total revenues generated at the three universities are considerable, reflecting the considerable Distance Education and e-Learning enrollments reported in the previous sections. In addition, in those two cases in which net revenues available to support the academic enterprise can be estimated (The University of Iowa and The University of Northern Iowa), those revenues are also substantial.

- **The Iowa Regents’ Model: Common approaches and philosophies across all three Universities**

Each of the three Iowa Regent Universities has evolved an overall philosophy of and approach to Distance Education that is nearly identical to the philosophy and approach of the other two. Given the overall similarity of these approaches, it’s quite likely that each is a reasonable adaptation to the local environment, an adaptation that works in the context of Iowa and of the Iowa Board of Regents.

The common philosophical approach to distance education and online learning at the three universities includes:

- ✓ A strong focus on linking distance education programs to existing, traditional, face-to-face programs that are viewed as strong and central to each University’s traditional “brand”. Distance education is viewed clearly as an extension of each University’s well-established reputation. There are very, very few examples of programs at any of the universities that are only offered online; the vast majority are offered both online and face-to-face. And those that are offered exclusively online (some Nursing and Business programs) are closely linked, substantively, to face-to-face programs.
- ✓ A strong commitment to using full-time faculty as instructors in distance education programs. Generally, at each of the three universities there is a strong commitment to using full-time faculty for the vast majority of instruction and this carries over into distance education as well.
- ✓ A strong, explicit commitment to ensuring that all courses and programs offered at a distance or online are of at least comparable quality to programs offered face-to-face.

Taken together, these three philosophical principles represent a coherent approach that differs clearly and considerably from other approaches to distance and online education.

We have derived these common principles from reviewing written material on each university, and from reflecting on our first visit in April, in preparation for our June campus visits. During those visits, these common principles were presented to most of the individuals and groups included with whom we meet. Faculty and staff were asked if the three points seemed to present an accurate view of their efforts. Based on some feedback, slight changes were made in the presentation of these principles to allow for a small number of exceptions to the overall pattern identified during the visits. But examples of these exceptions were few in number and offered by a small number of people.

Otherwise, there was widespread confirmation that these principles do indeed describe both the ideals and the realities of distance and online education at the three universities.

There was universal agreement that the focus on preserving the “brand” by building online program that grow out of traditionally strong face-to-face programs is very important for each of the Iowa Regent Universities; the predominant use of full time faculty as teachers; and an unwavering commitment to comparable quality between face-to-face and online programs defines an “Iowa Regents’ Model” for distance and online education.

IV. SUMMARY ASSESSMENT OF CURRENT ACTIVITIES

This section of our report serves as a summary of the most salient points we observed in our exploration of the current state of Distance Education and e-Learning at Iowa Regent Universities, as well as those recognized for leadership in these areas across the United States.

- **Overall approach to Distance Education and e-Learning**

To reiterate, there are strong similarities in the conceptual approaches to Distance Education and e-Learning at each of the three Iowa Regent Universities. The three principal components of the “Iowa Regents’ Model” constitute a valid and promising approach to Distance Education and e-Learning, one that could serve as the platform for greatly enhanced programs serving larger numbers of students.

- **Levels of activity and revenues generated**

Although the Distance Education and e-Learning programs that constitute the “Iowa Regents’ Model” described in the previous section of our report are strong and compelling efforts that support the missions of the three universities, and although enrollment growth in these programs in each of the three universities has exceeded the growth targets contained in the Regents’ Master Plan for Distance Education, the overall patterns of growth in programs and enrollment can best be described as “modest”. The “modest” descriptor can also be used to describe the goals that the Iowa Board of Regents has established for each of the three universities, as set out in the Board’s Master Plan for Distance Education.

As a result of a history of Annual Reports on Distance Education to the Board of Regents, there is a thorough time series of enrollment data in distance education courses, data that distinguish between students who are completely enrolled in distance programs and on-campus students who take distance courses as a strategy for completing their on-campus programs. However, although these annual reports present a great deal of detailed data and information, most of what is presented is descriptive in nature, with very little in the way analytics. More analysis could well be helpful in shaping future policies and programs.

However, even the most basic data available on the financial aspects of distance education are far less consistent, over time and across institutions. Because of different institutional practices, it is not possible to make precise comparisons about total revenues that result from distance education and online learning at each of the Universities, nor is it possible to determine the extent to which these activities provide either support for the Universities' instructional programs or generate additional revenue that can be used for general purposes.

Lack of comparable financial data across the three universities, and lack of a comparable approach to data analysis within each university represent challenges for efforts to assess the impact and efficiency of distance education as a broad strategy at the Iowa Regent Universities.

- **Coordination among the three Universities**

Coordination among the three universities can also be described as “modest”, perhaps even “extremely modest”. Apart from what appears to be solid collaboration in the Regents' Alternative Pathway to Iowa Licensure (RAPIL), a collaborative teacher-education program, and some more limited collaborations as part of the Southwest and Northwest Educational Service Partnership, there is very little evidence of extensive and effective coordination or collaboration among the three Iowa Regent Universities.

Coordination and collaboration in the State's largest market (Des Moines) is minimal. In fact, we observed far more blatant discord, even hostility, than collaborative spirit in a number of discussions about emerging opportunities in Des Moines. We note that, as we were preparing the final drafts of this Report, that the Board of Regents has issued an RFP for services to enhance such collaboration and to develop a Regents' Resource Center in Des Moines. Clearly, the results of the response to this RFP will enhance collaboration focused on Des Moines.

- **Marketing**

When compared with other institutions that are seen as “industry leaders” in online education, the Iowa Regent Universities have supported only modest efforts to publicize their programs, most typically through such traditional mechanisms as websites and directed communications. There use of mass media, even in Iowa, has been very limited. By contrast, both Arizona State University and Southern New Hampshire University advertise heavily on Iowa television and radio. Although both ASU and SNHU have larger program offerings and enrollments online than the Iowa Regent Universities, the three Iowa Regent Universities collectively support an extensive array of distance and online programs in many of the academic areas that are offered by ASU and SNHU.

- **Quality assurance**

One of the greatest strengths of the Iowa Regents' Model is its concern with quality. Indeed, this is a concern that each of the three universities takes very seriously. And each of the three universities, in somewhat different forms and levels of intensity, already use a common framework for quality assurance provided by a suite of tools developed by a commercial product called "Quality Matters". These tools provide specific guidance on how best to infuse quality issues into all aspects of distance and online programs, from program design to course and program evaluation. The independent adoption of "Quality Matters" by all three Iowa Regent Universities is particularly noteworthy.

V. PRELIMINARY RECOMMENDATIONS

- **Preserve, endorse and support "The Iowa Regents' Model" of Distance Education and e-Learning.**

- ✓ We recommend that the "Iowa Regents' Model" that has emerged from the experiences of all three Iowa Regent Universities, as described in this report, be formally adopted by the Board of Regents as the basis for future Distance Education and e-Learning at the Iowa Regent Universities.

We conclude that this model fits the prevailing environments of the Iowa Regent Universities; is consistent with successful models that have been developed elsewhere; and can continue to be effective throughout Iowa, on a considerably larger scale.

- **Establish ambitious goals at each of the three universities for considerable program expansion, for substantial enrollment growth, and substantial revenue growth.**

The Strategic Plan for Distance Education, approved by the Board of Regents in 2010, sets what we believe to be very modest goals of 3% annual growth in distance education enrollments. Each of the three Iowa Regent Universities has either explicitly or implicitly endorsed these goals as well. Each University has consistently met the goal of 3% annual growth in traditional distance education enrollment, but has also consistently – and substantially – exceeded the 3% goal in growth on the use of online and distance education enrollment among traditional on-campus students.

- ✓ Therefore, we recommend that the Board and the Universities establish much more ambitious goals in coming years, with annual increases in enrollment and revenues of at least 10% and preferably 15%. An annual year-over-year goal of a 15% increase in enrollment in distance education and online courses would, over a five-year period, lead to a doubling of enrollment. These ambitious goals encompass growth that would be generated either through traditional Distance Education or through growth in on-line education among students enrolled on-campus.

There may well be limits on how many additional "true" Distance Education programs are possible at one or more of the three Universities. However, each of the Universities has substantial opportunity to increase the proportion of instruction offered on-line to on-campus students particularly in core, general education courses. Evidence for demand for these offerings can be found in the recent behavior of on-campus students at the Iowa Regent Universities where

year-over-year growth in distance and online enrollments have consistently exceeded the 10% goal, and in two out of the last three years have even exceeded the 15% goal.

Furthermore, on-line versions of general education courses could also be made available to community college students and high school students, thereby smoothing the transition of each of these student populations to the Iowa Regent Universities.

We recognize that establishing a growth target of at least 10% per year is ambitious, even aspirational. The selection of strong, clear, regularly-articulated goals, accompanied by a finite set of equally strong, clear indicators of progress toward achieving those goals will be essential elements to enhance significantly Distance Education and e-Learning at Iowa Regent Universities.

Guthrie, Mulhern and Kurzwell (2015) concluded that the establishment of strong, clear goals or targets and regular monitoring of progress have been key to the success of Arizona State University's transformation. Addressing these goals or targets, Guthrie and his colleagues conclude:

“These targets play a number of important roles in the transformation underway at ASU. At a practical level, they offer a simple and transparent way to measure progress and provide feedback to everyone at every level of the institution, from the board of regents to staff, about progress being made. Symbolically, they communicate very simply to everyone what is most important at the institution. All universities have complex, multi-faceted missions with a diverse range of stakeholders. To have a straightforward ‘scorecard’ offers a powerful guiding force.” (Guthrie, Mulhern and Kurzwell, 2015:8)

- ✓ Furthermore, we recommend that the specifics of the goals to be pursued, and the indicators of success to be used to measure progress, emerge from a new Board of Regents Strategic Plan for Distance Education and e-Learning, followed by separate but linked Strategic Plans for each of the three Iowa Regent Universities.

An updated Board “Strategic Plan for Distance Education and e-Learning” will provide the key vision, goals and targets that will shape a trajectory of change and communicate to all the universities’ multiple constituencies that they are tackling some of the major challenges facing higher education in Iowa and in the nation and doing so in an appropriately bold manner.

Beyond this overarching Strategic Plan, we also recommend that each of the three Iowa Regent Universities develop its own Plan, consistent with the Board Plan to reflect the draft mission differentiation of each. These separate plans will enable each of the three universities to develop a version of the “Iowa Regents’ Model” that is tailored to its specific vision, mission and targets.

For example, one University may choose to focus its expansion on the development of new online or distance programs targeted at new markets, some of which may consist of students far from Iowa. Another University may choose to expand its current GIS (Guided Independent Study) program and to re-focus and re-brand it as a competency-based approach to undergraduate and graduate degrees. Another may choose to focus its expansion on increasing the enrollment of on-campus students in distance and online courses. Any might choose some

combination of the previous approaches. All three of the universities, working together, might seek to enhance their services to specific Iowa communities that are not, at present, as well-served by the Iowa Regent Universities as they might be (e.g., Des Moines, the “community” of community college students and graduates, and students who are place-bound in some of the State’s more remote areas). There are many combinations that could support the aggressive growth we recommend for each of the universities.

- **Undertake concerted efforts to further develop the “Iowa Regents’ Model” by aggressively expanding successful elements of the model while constantly seeking out new opportunities for Distance Education and e-Learning, for traditional distance students and residential students seeking more flexibility in their schedules.**

The Iowa Model provides a solid foundation for further expansion in Distance Education and e-Learning throughout the Iowa Regent Universities. Although we expect each of the three universities to set out in their University-based Strategic Plans the precise balance of elements of Distance Education and e-Learning, we do recommend that each University consider planning for substantial growth in the following areas:

- ✓ Develop ambitious plans for greatly expanded online Summer School offerings, with the possibility of some discounts to encourage students enrolled at the three Iowa Regent Universities to take online Summer courses with their home institution, rather than seeking lower cost alternatives for Summer School.

Expanded Summer School will have the immediate effect of capturing additional tuition revenues that, at present, might be going to institutions closer to a student’s home. It could also be part of broader efforts to enhance student success, in this instance by promoting faster time to graduation, possibly even three-year degrees in selected fields. (Such efforts are currently underway at the University of Iowa.)

- ✓ Develop (at each University separately or collectively at all three) online versions of heavily enrolled general education or core courses.

Offer these courses every term, to insure that students have “just in time” access to the courses they need to progress toward degrees. The recent work of Ad Astra should be taken into account along with the analyses currently being undertaken by each campus to identify those courses that are chronically “over-enrolled”.

- ✓ Enhance existing approaches to articulation with Iowa’s community colleges by making online offerings a central component of these approaches.

There should be seamless academic advancement from AA and AS degrees to BA/BS degrees. By virtue of their successful completion of an AA or AS degree, graduates of the State’s community colleges have the ability to succeed. These graduates, many of whom might well be “place bound”, are prime candidates for bachelor degree completion programs, both face-to-face and online. The Iowa Regent Universities should undertake greatly enhanced efforts to recruit graduates of the State’s community colleges, and to encourage those students to make the availability of Regents’ online courses an important element in their plans.

- ✓ Develop new fully online degree programs based on solid market research on programs in greatest need in Iowa, and most likely to attract students from Iowa and beyond.

The Iowa Regents' Model can be expanded by focusing on the development of online programs in areas of demonstrated strength at each of the Iowa Regent Universities. National evidence points strongly to the continued focus on degree completion programs and professionally-focused masters degree programs as areas of greatest potential. In fact, many existing fully online programs at Iowa Regent Universities are of this type.

- ✓ Work jointly to develop a high-quality online course on "How To Learn Online".

Each university has a strong series of programs to teach faculty how to teach online, but there are not parallel programs to assist students to learn how to learn on line. Even the best students could benefit from an organized effort to orient them to how to learn online. This could well be a national model of best practices in e-Learning. Although the current generation of students comes well-equipped with technological proficiency, there is less certainty that they are equipped to apply their considerable technological skills to college-level learning. Therefore, much in the way that colleges and universities seek to enhance students' ability to communicate effectively in written and oral forms, and to think critically, we believe basic skills training in using technology to learn effectively online, has considerable value.

We believe this could be a task effectively undertaken by the three Iowa Regent Universities working collectively.

- **Develop common templates for University-based program planning; program reporting; program assessment, and financial reporting.**

These Strategic Plans should be supplemented by a series of common templates, developed collectively by the three universities, and used to guide not only detailed program planning, but also to structure progress reports assessing efforts to reach identified targets, and to track the financial implications of Distance Education and e-Learning programs.

- ✓ Therefore, we recommend that the Board establish a mechanism by which the three universities develop a collaborative approach to program planning for Distance Education and e-Learning, an approach that will include nested series of plans, one for each of the three universities, that can, in turn, be aggregated into an overall long-term strategic plan for the Board of Regents that can serve as a continuation of the current 2011-2016 strategic plan.

Our call for common plans and common templates in no way suggests that each of the three universities seek to develop identical programs. Quite the contrary. Ideally, the array of programs offered in distance and on-line formats at each of the three universities should clearly reflect their particular mission and vision. Common templates do NOT mean identical programs, but do mean common formats for planning, evaluating and reporting.

- ✓ We recommend that the Iowa Regent Universities continue the use of a common template to report annual Distance Education and e-Learning activities, namely the template for the Annual

Report on Distance Education submitted to the Board of Regents in February of each year, which provides a comprehensive and useful summary of Distance Education activities at each of the universities.

Having these reports, and the even more detailed background reports prepared by the three universities was extremely helpful to us in this review. These reports all follow a common format which greatly facilitated cross-university comparisons. There is, however, a great deal of detailed information in these reports, probably too much detail to encourage the Board and the Universities to focus strongly on the big picture, a focus that can be greatly aided by selecting a more limited number of critical indicators, and to include much more analysis based on the solid data available, instead of simply presenting large amounts of data. It will only be through rigorous analysis that the Board and the Universities will be able to identify program opportunities and challenges.

- ✓ Therefore, we offer a further recommendation that a Distance Education / e-Learning dashboard be developed to provide essential, clear, and comparable cross-University information tracking progress toward achieving stated targets, and doing so in manner that is widely accessible and easily understandable, and that this dashboard be the focus of rigorous analysis of program activities and possibilities.

Although the information on the number of students participating in distance education courses and programs was extensive and helpful, there is no parallel set of comparable financial information collected for or presented in the annual report to the Board.

- ✓ We recommend that the Board of Regents develop a common template for reporting essential financial information on all Distance Education and e-Learning activities. Key financial indicators should also be included in the dashboard recommended above.

Doing so, however, will require considerable effort since each of the three universities operates under different financial models and has different organizational structures for Distance Education. The recommendation for a common financial reporting template, however, is **not** a recommendation for a common organizational structure or a common financial model among the three Universities. We simply recommend that each of the three Universities report some basic, common financial data on the finances of distance education and online learning.

- ✓ Furthermore, we recommend that each of the Iowa Regent Universities endorse full adoption of “Quality Matters” as a program development and assessment tool at each of the three institutions.

There is great potential in a more common approach to infusing quality into program planning, program reporting and, especially, program assessment. This is particularly important considering the pervasive commitment to quality as a component of the “Iowa Regents’ Model”. We have been particularly impressed by the manner in which the comprehensive package of frameworks and tools provided by “*Quality Matters*” rubrics can serve to guide systematic approaches to program planning and assessment.

- **Greatly expand the marketing of online and distance education programs at the Iowa Regent Universities.**

To insure that there is widespread knowledge of and access to the enhanced opportunities that will result from our previous recommendations, the Regents and the Universities should develop an extensive communication strategy to promote Distance Education and e-Learning opportunities at all of Iowa's public universities. The lack of extensive marketing is a major gap.

Specifically, we recommend taking the following steps:

- ✓ Establish a common "portal" - an "IOWA REGENTS ONLINE" - that provides one-stop access to programs offered at all three universities, and that could serve not only as a portal to all activities but a marketing vehicle as well.

A unified portal can also enhance the planning activities of each of the universities by identifying market segments that are already addressed and those that are not. This is similar to what Penn State and UMass do. A very similar proposal has also been discussed at Iowa State.

- ✓ Drive traffic to IOWA REGENTS ONLINE through an extensive, multi-media marketing campaign.

Collectively, the current Distance Education and e-Learning programs offered by the three Iowa Regent Universities are far more extensive than most people realize. Existing marketing efforts are inadequate at each University; marketing is minimal and very traditional.

- ✓ Use enhanced marketing capabilities to support sophisticated market research on potential new online offerings.

A strong, effective marketing operation can provide essential assistance at two levels: first, by applying proven methods to rigorously assess the potential market for any new programs being considered and, second, by insuring that compelling information on active programs reaches potential audiences. Our marketing recommendations apply to both.

A call for enhanced marketing need not, even in the short term, divert significant resources away from further enhancements of the programs themselves. The best marketing campaigns have embedded in them clear success metrics, including timetables, to insure that resources invested in marketing can produce short-term and longer-term results. But in the competitive world of higher education, foregoing marketing is not an option; other institutions have already embarked on aggressive marketing campaigns in Iowa that can only serve to recruit students away from the Iowa Regent Universities.

- **Greater cross-University collaboration to insure maximum program reach with minimum program duplication.**

If the three Iowa Regent Universities are to achieve the maximum effect possible of implementing each of the recommendations outlined in this report, it will be absolutely essential that there be far

more extensive communication and collaboration in general and certainly in Distance Education and e-Learning. Our final recommendations address this critical issue.

- ✓ We recommend that the Board of Regents, in close collaboration with the leadership of the University of Iowa, the University of Northern Iowa, and Iowa State University, develop a cross-university coordinating body to serve as the focal point for all discussions, plans, reports, and assessments of Distance Education and e-Learning throughout the three universities.

The specific composition, charter and name of this body can emerge from the process that culminates in the approval of the Board of Regents' new Strategic Plan, recommended above.

- ✓ Furthermore, we recommend that this body be provided with staff and budgetary resources to carry out its mandate.

We are not recommending the establishment of a central office to oversee these vital matters. We believe a funded and staffed coordinating body will be more in keeping with the culture of public higher education in Iowa, and with the existing structure of the Iowa Board of Regents' administrative office. However, to insure that the recommendations proposed in this report are implemented, and that they have the desired impact on public higher education in Iowa, we make one final recommendation that addresses the critical issue of accountability.

- ✓ We recommend that the Board of Regents hold itself, its Executive Director, and the Presidents of each of three Iowa Regent Universities be held responsible for the development and implementation of the proposed distributed Model. Clear indicators of successful cooperation and collaboration should be included in goals and targets of each leader, and should be addressed in the Board's self-assessment, and in its assessment of the Executive Director and the University Presidents.

VI. CHALLENGES

During the course of our work, we came to appreciate not only the considerable potential for change that exists at the Iowa Regent Universities, but also some of the challenges that the Regents and the Universities face.

We see three constellations of factors that have the potential to be major impediments as the Board and the Universities move forward. These are:

- The underlying demography of Iowa and the region in which it is located;
- The absence of a strong central infrastructure that is experienced in designing, implementing and assessing major academic programs that cut across all three universities and;
- The lack of a spirit of cooperation and collaboration across the three universities which is manifest in few examples of successful, cross-University efforts.

Demography

As we described separately in our Report on Enrollment Management, the number of public high school graduates in the State of Iowa has declined and is projected to remain essentially flat well into the next decade. This is a fundamental demographic pattern that persists throughout the North Central region, and most other regions in the country. In fact in some regions (i.e. the Northeast), the dominant pattern is one of persistent decline, not only in traditional college-age populations but also in older populations as well. Demographic patterns are quite different in parts of the South and Southwest that are experiencing growth in these population groups.

We are cognizant that Arizona State University is in a region that is experiencing some of the highest rates of population growth in the country. Arizona State is projecting not only a substantial increase in online enrollment but also an increase in traditional enrollment as well. Arizona State's clear plan, clear goals and objectives, and strong success are undoubtedly strong factors fueling this growth. However, the underlying demography of the region helps and, conversely, Iowa's underlying demography will be a challenge that needs to be considered carefully as the Regents and the Universities set ambitious but achievable strategic plans and goals.

We are convinced that substantial growth in online learning is feasible across the Iowa Regent Universities, even though the underlying demography might prove to be somewhat of a challenge in future years (We note, however, that prospects for substantial growth in traditional student bodies are limited.) Although online programs are, in theory, not limited to attracting students only from Iowa or the region, it is likely that Iowa and the region will serve, at least for some time, as the dominant source of both online and traditional students. Accordingly, we think it is extremely important that the Regents and the Universities recognize these fundamental demographic patterns as they set targets and goals for any online or traditional enrollment growth.

Limited Central Infrastructure

The Iowa Board of Regents operates, by history and design, with a very small central office that works with the three Iowa Regent Universities to implement Board policies and to collect essential information needed to assess the accomplishments of each University. Unlike many other public university systems in the United States, including systems that consist of an equally small number of colleges and universities, the Board's central office does not develop and implement programs and projects itself, and has a very limited number of staff and budget.

However, the implementation of key recommendations (including the development of common templates for program planning, program assessment and financial reporting; the encouragement of greater cross-University collaboration; and – very specifically – the launch of Iowa ONLINE as a single portal through which the three universities online programs can be advertised and accessed) will require a more coordinated and unified approach. In the Iowa context, we believe these goals will be best achieved through cooperation rather than centralization.

Recognizing the history of limited central infrastructure at the Iowa Board of Regents, and calling for greater collaboration and cooperation between and among the Regents and the Universities highlights the critical importance of the last and primary hurdle.

Limited History of Collaboration and Cooperation Among Iowa Regent Universities

The absence of a strong central infrastructure need not, in and of itself, be a barrier to extensive and effective collaboration and coordination among Iowa's three public universities. A series of coordinating bodies (e.g. focused, cross-university committees) provided with modest budgets and administrative support could be effective in the Iowa context. However, the effectiveness of such a distributed approach to collaboration and coordination is very highly dependent on a pervasive commitment to collaboration and coordination across institutions. The Board of Regents must charge itself, and charge the Board's Executive Director and the three University Presidents, to promote the collective interests of higher education in the State of Iowa. Furthermore, the Board must commit to assessing the extent to which it fosters collaboration and cooperation, and to assessing the extent to which each President and the Board's Executive Director does so as well.

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EXHIBIT

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Exhibit A

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