

STRUCTURE FOR DECISIONS

A STUDY OF THE PLANNING AND COORDINATION  
OF POSTSECONDARY EDUCATION IN IOWA

Prepared in conjunction with the  
Higher Education Study Committee

A Committee of the State of Iowa  
General Assembly

This study was financed by a Higher Education Facilities Comprehensive Planning grant from the Division of College Facilities, United States Office of Education. The Iowa Higher Education Facilities Commission, recipients of the grant, contracted with the Iowa Legislative Council for the conduct of this study.

October 1973

Peat, Marwick, Mitchell & Co.

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HUBBELL BUILDING  
DES MOINES, IOWA 50309

October 19, 1973

Representative Richard W. Welden, Chairman  
Higher Education Study Committee  
State House  
Des Moines, Iowa

Dear Representative Welden:

We have completed the study of the planning and coordination of the three segments of postsecondary education in Iowa - community colleges and area schools, Regents' universities, and private colleges and universities. The study's two parts were designed to (1) define the desired role and scope of the State's postsecondary institutional segments and (2) provide recommendations for long-range continuing coordination and planning of Iowa's postsecondary educational endeavors.

REPORT SECTIONS

The report is presented in five sections:

- I - Study Perspective
- II - Review and Analysis
- III - Statewide and Institutional Segment Objectives
- IV - Federal Requirements for Comprehensive Planning
- V - Framework for Planning

The first section presents the study's parts with a brief summary of its scope and method and procedures guiding the study. Succeeding sections present the four major phases of the study. Supporting documents related to the study's contents appear as Exhibits and Appendixes.

FINDINGS

Existing data and documents were reviewed and analyzed within the context of five basic components necessary for planning and coordination: (1) programs, (2)

enrollments, (3) physical facilities, (4) personnel, and (5) finances. A series of personal interviews and participation in meetings of statewide postsecondary education organizations provided information regarding the educational roles of the institutional segments and the planning and coordination of postsecondary education in Iowa. The major findings of this phase of the study are specified here.

#### Data Gathering and Information Reporting

Common data needed for planning and coordination do not exist among the three institutional segments. Legislative decisions are made on the basis of available information without needed analysis regarding the impact of these decisions upon the three institutional segments, individually or collectively.

#### Institutional Programs

The concern for possible unnecessary program duplications will not be resolved properly until programs are reported using common data formats and reviewed within the context of a statewide comprehensive educational plan.

#### Enrollment Changes

Dramatic enrollment changes have occurred among all three institutional segments in Iowa since the area schools were established. However, the cause-and-effect relationships of these enrollment changes will remain unknown until needed data are available to accurately analyze these changes.

#### Student Financial Assistance

Students attending public and nonpublic postsecondary institutions participate in the state-supported financial assistance programs. Legislative appropriations to these programs are made without needed information regarding the impact of the appropriations upon the State's entire postsecondary educational endeavors.

#### Existing Organizations

The Iowa Coordinating Council and the Higher Education Facilities Commission both perform activities that are related, in part, to statewide coordination and planning. Neither organization, however, currently has the statutory authority, functional responsibility and needed staff to provide the postsecondary educational coordination and planning needed in Iowa.

### EDUCATIONAL GOALS AND OBJECTIVES

The first part of the study - defining the role and scope of Iowa's three institutional segments - resulted in two documents that provide direction to future activity by the legislative and executive branches of government, postsecondary education governing boards, and individual institutions throughout the State. "The Goal of Iowa Postsecondary Education" and the "Role and Scope of Iowa's Postsecondary Institutional Segments" are presented at the end of Section III.

### FEDERAL REQUIREMENTS

The implications of the Education Amendments of 1972, P.L. 92-318, with its statutory requirements (Sec. 1202) for statewide postsecondary educational planning commissions, were thoroughly analyzed as a part of this study. Extensive Study Committee discussion led to the Legislative Service Bureau's preparation of a bill draft establishing a 1202 Commission in Iowa, limited to those functions specified in the federal legislation.

Shortly thereafter, a U. S. Office of Education communication advised that preparations for establishing a 1202 Commission should be held in abeyance. Although the Study Committee's considerations regarding a 1202 Commission ceased, this activity did provide opportunity for considering many facets of planning and coordinating Iowa's postsecondary educational endeavors. In addition, some elements of the proposed 1202 Commission are contained within the recommendations that conclude this study report.

### RECOMMENDATIONS

The basic recommendation contained within Section V, the statutory establishment of the Commission for Iowa Postsecondary Education, finds its origin in the analysis of the current situation in Iowa and the review of planning, coordination and governance activities in other states. The issue is not whether there should or should not be planning and coordination, but rather, who is going to do the planning and coordination and how is it to be done.

The recommended statutory Commission for Iowa Postsecondary Education will provide the needed structure for planning and coordination decisions. Six components of the Commission are presented as details for that structure: Scope of Authority, Type of Authority, Role, Functions, Membership, and Accountability.

Other recommendations contained within this section are designed to complement the basic recommendation. These additional recommendations pertain to:

- . Securing a competent chief administrator and three or four other professional persons to serve the Commission
- . Establishing a sound data base that will yield appropriate information for decision-making
- . Re-thinking traditional views of higher education to provide educational services within the context of geographic areas, in addition to the three segments
- . Establishing performance procedures and evaluative criteria to measure the Commission's effectiveness
- . Determining a specific course of action regarding the planning and coordination of the State's postsecondary educational endeavors
- . Determining appropriate levels of decision-making by the General Assembly, institutional governing boards, and the proposed Commission.

\* \* \* \* \*

The activity of this project, encompassing a 16-month period, has involved many Iowans associated with various facets of the State government and the State's postsecondary education institutions. Individuals participating in personal interviews, as a part of this project, are listed in Exhibit A. Many others gave of their time by participating in meetings of the Advisory Board, other organizations and associations, and appearances before the Higher Education Study Committee. To these persons we convey our appreciation for their efforts on behalf of this study.

We wish particularly to acknowledge the assistance and contributions of Fred F. Harclerod, President, The American College Testing Program, Iowa City, to our activity. As an Iowan, he gave his time to provide advice and counsel at the project's outset. In the concluding weeks, he again gave his time to review certain national developments and their implications to the Iowa situation, from his perspective as a participant in national postsecondary education activities and, currently, as consultant to the Education Commission of the State's Task Force on Postsecondary Education. We appreciate very much Mr. Harclerod's participation in this project.

Throughout the many weeks this study was in progress, we received continued support and assistance from Mrs. JoAnn Brown, Legislative Service Bureau Legal Counsel, and those who aided her, Ms. Linda Tigges and Mrs. Jeanne Miller. Regardless of the

task's challenge or detail, our requests were expeditiously handled in a spirit of cooperation and helpfulness. We enjoyed their participation and are grateful to them. We are particularly appreciative of the many activities of and conversations with JoAnn Brown regarding the project; her insight and understanding of the study's many aspects are deeply appreciated.

We acknowledge, with appreciation, the support of the Study Committee members during the months this study was in progress. It has been a privilege to be associated with you, Representative Welden, and the other Committee members. We are very much aware of the challenge before all of you. We are confident this report, culminating our activity together, will serve you in decisions yet to be made.

Very truly yours,

*Feast, Marwood, Mitchell & Co.*

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## I - STUDY PERSPECTIVE

House Concurrent Resolution 9, enacted by the Sixty-Fourth General Assembly of the State of Iowa, authorized the Higher Education Study Committee to conduct a comprehensive study of the planning and coordination of higher education programs and facilities in Iowa, with legislative proposals to be advanced by the Study Committee to the Sixty-Fifth General Assembly no later than January 1, 1974. Peat, Marwick, Mitchell & Co. (PMM&Co.) management consultants were retained by the Iowa Legislative Council to assist the Study Committee as technical advisors in the conduct of a year-long study, financed by a federal higher education planning grant under the aegis of the Higher Education Facilities Commission of the State of Iowa. The report that follows, prepared by PMM&Co., presents the Study Committee's activities and deliberations, documents the consultants' advisory functions, and presents their recommendations to the Study Committee regarding planning and coordination of postsecondary education in Iowa.

### STUDY PARTS

The Study Committee's activity was guided by the overall charge established by the Sixty-Fourth General Assembly. The two-part study proposal, approved for funding by the Facilities Commission, is set forth here:

"Part I - Role and Scope. Define the role and scope of higher education institutions in Iowa, including area schools, Regent universities, and private colleges and universities. Assign priorities for the allocation of state resources to higher education institutions for the 1973-75 biennium, including recommendations for current and capital budget requirements.

"Part II - Master Plan. Make recommendations concerning a master plan involving some method of long-range continuing coordination and planning for higher education programs and facilities in Iowa, including programs and facilities of public and nonpublic higher education institutions in Iowa, in order to eliminate duplication and bring about the best possible utilization of existing facilities and to control or give direction for the construction of new facilities."

The work plan presented by the consultants and approved by the Study Committee was a guide for the study during its initial stages. Later, the Study Committee revised the work plan, schedule, and study components. These revisions resulted from several factors, including the limited availability of basic data necessary to complete the original work plan, the necessity to consider the implications of federal legislation, and the press of other legislative duties while the General Assembly was in session.

## SCOPE AND METHOD

The study encompassed three segments of postsecondary education in Iowa: (1) the community colleges and area schools, (2) the Regents' universities, and (3) the private colleges and universities. The four major phases of the study, described in succeeding sections of this report, are briefly outlined here:

### Review and Analysis

At the outset of the study the status of postsecondary education in Iowa was reviewed and analyzed within the historical development perspective of the three educational segments. This review included the examination of existing documents and discussions with individuals and groups representing and associated with postsecondary institutions and organizations. Section II of this report presents the review findings and analysis.

### Statewide and Institutional Segment Objectives

The examination of existing documents pertaining to the missions and goals of each of the three segments of postsecondary education, discussions with institutional representatives, and deliberations of the Study Committee resulted in the formulation of the "Statewide Goal of Postsecondary Education" and individual role and scope statements for the area schools, Regents' universities, and private colleges and universities. A description of the formulation process and the resultant statewide educational goal and the institutional role and scope statements are presented in Section III.

### Federal Requirements for Comprehensive Planning

As a result of federal enactment of the Education Amendments of 1972 authorizing establishment of State Postsecondary Education Commissions, the Study Committee and consultants thoroughly studied the implications of Section 1202 of the Higher Education Act in relation to long-range coordination and planning for postsecondary education programs and facilities in Iowa. Section IV of this report describes the study activity relating to consideration of federal requirements for comprehensive statewide postsecondary educational planning.

### Framework for Planning

Section V describes the process employed by the Study Committee and consultants in evolving a framework for planning Iowa's postsecondary educational endeavors. The report concludes with recommendations, with an implementation schedule, that are designed to serve the Higher Education Study Committee in its final recommendations to the Sixty-Fifth General Assembly.

### STUDY PROCEDURES

The study was directed by the Study Committee; the tasks performed by the Legislative Service Bureau staff and PMM&Co. consultants provided the Committee with needed information.

From the outset, the study emphasis was on determining the need and developing the means for providing comprehensive planning of the State's postsecondary educational enterprise; the study was not designed to develop a "master plan" for Iowa postsecondary education. The study was designed to use available data as basic references for the Study Committee. Financial and time limitations dictated that new data would not be generated as a part of the study.

The report that follows describes the study activity and concludes with recommendations pertaining to the coordinated planning of the State's postsecondary educational endeavors. The study was conducted and this report prepared with the full recognition that ideological differences may exist among the segments of postsecondary education and between those associated with the educational enterprise and the legislative branch of state government; this situation is not unique to the State of Iowa. This report has been prepared specifically to serve the needs of the Higher Education Study Committee. The report's contents are also intended to serve the entire State of Iowa - the government, the educational community, the citizens - by providing an assessment of the need and suggested resolutions for providing coordinated planning of the postsecondary educational endeavor throughout Iowa.

## II - REVIEW AND ANALYSIS

The initial weeks of study activity involved a review of existing documents pertaining to the three segments of postsecondary education in Iowa and discussions with individuals and groups representing and associated with postsecondary institutions and organizations. The study review phase provided a frame of reference for determining Study Committee actions necessary to satisfy their two-fold responsibilities:

- Define the desired role and scope of postsecondary education institutions in Iowa
- Make recommendations for long-range continuing coordination and planning of the State's postsecondary educational endeavors.

Findings from the document review and discussions were analyzed by the consultants with later interpretation provided by the Study Committee regarding ramifications for comprehensive planning.

The document review encompassed those items directly related to the Study Committee's activities, including previous Committee discussions as recorded in the minutes, material presented by the three institutional segments in November 1971, as requested by the Study Committee, and those sections of the Iowa Code applicable to postsecondary educational activity. In addition, many documents produced by and/or applicable to institutions, agencies, or organizations associated with Iowa postsecondary education, and non-Iowa governmental and educational sources were reviewed.

The review phase also included a series of personal interviews and participation in meetings of statewide organizations associated with the three postsecondary segments. Individuals and groups were recommended to the consultants by Study Committee members and others to discuss various facets of the postsecondary education situation. Exhibit A lists the individuals and organizations included in the review.

### AREA SCHOOLS

Iowa's area vocational schools and community colleges were established by 1965 legislation (Section 280, Iowa Code), with amendments enacted in 1967. Fifteen merged areas encompass the entire state with 32 campus locations and sites. The 16 public community-junior colleges operating in 1965 have become a part of the area school system since the enacting legislation. A local Board of Directors, representative of the local school districts comprising the merged area, governs each institution. State Board of Public Instruction approval was required for the initial establishment of each merged area school; state board approval of each local board's annual budget is required. The Area Schools Branch within the State Department of Public Instruction acts in consultative and regulatory roles to the area schools;

its greatest impact upon local area schools results from approval of state and federal funds for program implementation.

Finances for current operations and debt service come from local, state and federal sources. Each local board can levy up to three-fourths mill on taxable property in a merged area for the operating budget of the area school. Voters in a merged area can vote an additional tax of not more than three-fourths mill per year for not more than five years for physical plant and debt service purposes. Student tuition charges are limited by legislation to the lowest tuition rate of a Regents' university for full-time resident students. In 1972, tuition at the area schools ranged from \$285.00 to \$480.00 per year with an approximate average tuition of \$375.00 reflecting a \$335.00 to \$390.00 range common to many area schools.

As each area school was organized in 1966 or 1967, the merged area board recommended to the State Board of Public Instruction that the institution be designated as an area vocational school or area community college. Eleven of the fifteen merged area schools were designated by the State Board of Public Instruction as community colleges offering both college parallel (equivalent to first two years of baccalaureate program) and vocational programs and four were designated as vocational schools, all in accord with the recommendations of their respective boards. Since the initial designation, three of the four vocational schools sought authorization to secure community college designation. The Area XII (Sioux City) request was denied by the State Board of Public Instruction; the Area I (Calmar) request was later withdrawn. The recent Area IV (Sheldon) request for community college status was approved by the State Board in September 1973. The Area VII (Waterloo) Vocational School continues operations with its initial designation.

The 1965-1972 change in FTE enrollment in the area schools and community colleges is displayed in Table II-1.

Table II-1.

Year	FTE Enrollment	1965-1972 Change		Percent of State's Enrollment	
		Number	Percent	Years 1 and 2	Undergrad
1965	8,596			18%	12%
1972	19,332	10,736	125%	35%	22%

In addition to college parallel and vocational education programs, the area schools/community colleges have provided a variety of continuing and adult education programs to meet avocational,

occupational, and general educational interests and needs of the adult population. There were approximately 90 thousand headcount enrollments (this number may include duplicate course enrollments by individuals) during the 1971-72 school year in continuing and adult education programs of varying scope and duration.

REGENTS' UNIVERSITIES

The State Board of Regents provides overall governance of the three state universities as specified in Section 262 of the Iowa Code. The initial distinctive educational thrust of each of the three institutions has become less distinct in recent years with each institution assuming a multiplicity of educational roles.

The University of Northern Iowa (UNI) at Cedar Falls, traditionally regarded as a teachers college, currently enrolls approximately one-half of its 10 thousand students in nonteacher preparation programs. The changing pattern of program enrollments is reflected in an increasing proportion of the UNI students enrolled in liberal arts, business, and social service programs.

Iowa State University (ISU) at Ames, continues as the State's land-grant institution with instruction, research, and extension services in science and technology. Liberal arts programs have expanded in recent years at the undergraduate and graduate degree levels, resulting in ISU becoming a multifaceted broad-based university.

The traditional university roles - teaching, research, and public service - are intrinsic to the University of Iowa (U of I) at Iowa City. Undergraduate liberal arts and science programs and professional and graduate programs continue as the basic thrust of U of I.

Table II-2 displays 1965 and 1972 FTE undergraduate enrollment change for the Regents' universities.

Table II-2.

Regents' Universities FTE Undergraduate Enrollment  
(Excluding Continuing/Adult Education)

Year	FTE Enrollment	1965-1972 Change		Percent of State's Enrollment		
		Number	Percent	Years 1 and 2	Years 3 and 4	Undergrad
1965	28,459	9,302	33%	36%	52%	41%
1972	37,761			34%	60%	43%

PRIVATE COLLEGES  
AND UNIVERSITIES

The major purpose of private colleges and universities within the State is to provide undergraduate liberal arts programs to those persons desiring education in a private institution. Drake

University, Des Moines, offers several graduate and professional programs in addition to the undergraduate programs; a few other private colleges offer limited post-baccalaureate programs, primarily in the field of education. Of the 32 private undergraduate institutions operating in 1972-73, six were two-year colleges. These institutions primarily offer the associate degree in programs traditionally associated with the private liberal arts college; some provide career-related programs in limited areas.

Iowa's private colleges and universities are, generally speaking, a manifestation of the historic establishment of church-affiliated institutions as a part of the 19th Century westward migration. With the passage of time, institutional affiliations with parent religious bodies have changed for many of the colleges; now there is little or no church affiliation for several of the Iowa private colleges. For those institutions maintaining a relationship with a religious denomination, the affiliation may represent a philosophical/theological position more than denominational influence and control. A few of the private colleges might be considered directly affiliated with a religious denomination with some of these institutions providing career preparation in church-related vocations.

The private college or university is governed by its own board and is administered as an independent corporation. Revenues for these institutions are generated from a combination of student tuition and fees, private funds, and federally funded programs. In 1970, financial support for the private colleges and universities from religious denominations, including contributed services from religious orders, represented approximately five percent of the operating budgets of those institutions with religious affiliations.

Table II-3 displays the 1965-1972 enrollment change for the four-year private colleges and universities.

Table II-3.

Private Four-Year Colleges and Universities FTE Undergraduate Enrollment  
(Excluding Continuing/Adult Education)

<u>Year</u>	<u>FTE Enrollment</u>	<u>1965-1972 Change</u>		<u>Percent of State's Enrollment</u>		
		<u>Number</u>	<u>Percent</u>	<u>Years 1 and 2</u>	<u>Years 3 and 4</u>	<u>Undergrad</u>
1965	30,288			41%	48%	43%
1972	27,457	-2,831	-9%	27%	40%	32%

1965 and 1972 FTE enrollment change for the two-year private colleges is displayed in Table II-4.

Table II-4.

Private Two-Year Colleges FTE Enrollment  
(Excluding Adult/Continuing Education)

Year	FTE Enrollment	1965-1972 Change		Percent of State's Enrollment	
		Number	Percent	Years 1 and 2	Undergrad
1965	2,482			5.2%	3.6%
1972	2,437	-45	1.8%	4.4%	2.8%

### STATEWIDE ORGANIZATIONS

Each of the three segments of postsecondary education in Iowa has affiliations with sister institutions within a particular segment: the area schools and community colleges, the Regents' universities, and the private colleges and universities. These organizational associations include, in combination or individually, administrators, faculty and/or board members. These organizations provide representatives of like institutions with the opportunity to discuss and take action on common issues.

There are also two statewide organizations: the Iowa Coordinating Council for Post High School Education (ICC) and the Higher Education Facilities Commission of the State of Iowa (HEFC).

#### Iowa Coordinating Council

The ICC was created by institutional persons in 1967 to develop coordination and communication among the three segments of Iowa postsecondary education. The ICC is a voluntary 19-member group consisting of board members and institutional administrators appointed by and representing the Department of Public Instruction, the Board of Regents, the Association of Private Colleges and Universities, and the Higher Education Facilities Commission; it is financed by its constituent groups. Meetings of the organization allow for presentation and discussion of issues and problems related to postsecondary education in Iowa and the nation.

In recent years, the ICC has assumed limited coordinative activities by reviewing programs proposed by an institution or one of the three educational segments. This program review, with ICC comment, has involved proposed programs requiring additional resource commitments for initial establishment or expansion of existing programs. During this study's fact-gathering discussions, repeated comments from persons associated with the three institutional segments indicated that the Regents' institutions had submitted several programs for ICC review and comment. In one situation, a proposed major program was not approved by the Board of Regents, following an ICC recommendation to the Regents that the program request be denied. The ICC program review function has been dependent upon

cooperation from the institutional segments. Several individuals referred to the fact that new area school programs were established without prior information being provided to the ICC, since the ICC began its program review function.

As a result, the ICC has not been totally successful in its attempts to address the issue of unnecessary program duplications - an issue contributing to the establishment of this Study Committee's coordination and planning study. The overall assessment of the ICC, by its members and others, indicates that the organization is seen as a "talking forum" lacking the authority to effect true coordination of Iowa's postsecondary educational endeavors.

Because of the institutional segments' interest in statutory coordination, the ICC prepared, in late 1971 and early 1972, a proposal for legislative establishment of the Iowa Coordinating Commission for Post High-School Education. The proposed 13-member Commission would consist of representatives from institutional governing boards and administrators, the General Assembly, and the public. Its duties would encompass:

- 1 Data-gathering and reporting of institutional statistics
- 2 Conducting planning studies
- 3 Providing advice and recommendations to the Governor, the General Assembly, and governing boards and institutions regarding statewide coordination
- 4 Assuming current Facilities Commission administration of both federally funded programs and state-funded student financial assistance programs.

The ICC proposed legislation is known within the higher education community as the "Boyd Bill," due to the primary role of U of I President Boyd in drafting the legislation. The area schools' representatives on the Council were not in full agreement with this legislative proposal.

The ICC has met with the Governor and discussed the proposed legislation. The Study Committee has copies of the Boyd Bill. Further mention of the ICC proposal is contained within Section V of this report.

#### Higher Education Facilities Commission

The Higher Education Facilities Commission of the State of Iowa (HEFC) was established by the Sixtieth General Assembly in Extraordinary Session, with an initial purpose to prepare and administer a State Plan as provided in Title I of the Higher Education Facilities Act of 1963 (PL88-204). The nine-member Commission represents both the public and private sectors of postsecondary education, the legislative branch of state government, and the public. The Commission has a direct impact upon institutions through awarding and administering federal grants in accord with established guidelines and procedures.

The Facilities Commission's responsibilities have been expanded to include administration of state-supported student aid programs and other federally funded programs, including the Comprehensive Planning Grants Program. Studies conducted under the aegis of the Commission, encompassing such areas as physical facilities, degrees offered and conferred, enrollment projections, student profiles, and student mobility, have provided a definitive source of information regarding various facets of Iowa postsecondary education. The affect of the studies on comprehensive planning of postsecondary education appears to be somewhat limited. The basic purposes of some of the studies, other than assembling and reporting data, are unclear. The studies do not appear to be a part of a comprehensive planning program. As a result, some studies stand in isolation and do not appear to have affected institution and segment planning.

Specific comments and references regarding some of the Facilities Commission's studies, in relation to the Study Committee's activities, are presented later in this report.

#### ASSESSMENT OF EXISTING ORGANIZATIONS

The Study Committee's charge to provide recommendations regarding statewide planning and coordination requires consideration of the existing HEFC and ICC as organizations which might possibly assume statewide planning and coordination responsibilities, if such responsibilities are considered essential. Several aspects of these organizations' structures and functions must be examined within the context of possible Committee recommendations.

- (1) Authority - The ICC, a voluntary organization dependent upon institutional cooperation and agreement, lacks the authority to enforce its actions. The HEFC possesses statutory authority for administering specified federal and state programs.
- (2) Functions - The types of activity in which the ICC has been involved represent some of the functions considered basic to statewide planning and coordination. The series of HEFC studies conducted with federal planning grant appropriations represents some facets of planning and coordination. Similarly, the statutory responsibilities of HEFC represent the type of function that might readily be a part of a total endeavor in planning and coordination.
- (3) Staff - The ICC depends upon volunteer assistance from its member institutions for the minimal administrative duties required to maintain the non-staff organization. The HEFC is empowered to retain a staff to conduct the Commission's affairs. The functions of the existing staff represent elements of a statewide coordination and planning effort.

As presently constituted neither the ICC nor HEFC would provide the organization structure and authority necessary to accomplish effective statewide planning and coordination. Specific statutory

functional responsibilities and authority would be needed to enable either organization to perform tasks beyond current activities. The proposed ICC legislation provides the statutory authority to conduct planning and coordinating functions. An expansion of the present HEFC structure and authority would be required to encompass comprehensive planning and coordination.

#### DATA AVAILABILITY

Existing data pertaining to Iowa postsecondary education were examined and analyzed as a part of reviewing the current situation and for determining a course of action regarding long-range planning. The scope of the study was designed to utilize available data (rather than generate new data) relating to five basic components considered necessary for planning and coordination: (1) programs, (2) enrollments, (3) physical facilities, (4) personnel, and (5) finances. The data were analyzed in relation to the two major purposes of the Study Committee's tasks:

- To define the role and scope of higher education institutions in Iowa
- To make recommendations concerning a master plan for statewide coordination and planning.

By examining personnel, facilities, and financial data in terms of programs and students enrolled therein, it should be possible to ascertain, in part, the institutional role and scope. Similarly, institutional reporting of common data in terms of the five basic components should provide needed information to adequately address issues relating to planning and coordination.

The review disclosed that data do not exist or are not readily available from the three institutional segments for the five specified basic components. In addition, there is no central statewide data depository for receiving, recording, and reporting postsecondary institutional data.

Each of the three segments reports its data in accord with its own definitions and formats to serve the specific purposes of the particular institutional segment. As a result, there are few areas in which common institutional data for all three segments are available and, even where available, the data may not be reported in terms of common definitions and formats. Thus, existing data do not readily permit comparisons among the three institutional segments.

Although only existing data were to be used, it was determined that the study would be strengthened if definitive data were assembled in the areas of programs and enrollments because of the Study Committee's concern and the concern of the institutional personnel regarding possible duplication of programs and changing enrollment patterns.

The traditional reporting of data by individual institution, grouped by postsecondary segment, provides useful information pertaining to the area schools, Regents' universities, and private colleges and universities. With changing enrollment patterns in terms of institutional accessibility, program availability,



and the older student, there is value in presenting data for planning and coordination purposes as institutional composites of all educational activity in a geographic region. Reporting program and enrollment data by geographic region facilitates consideration of the possible impact of the programs and enrollment in one institution upon the other institutions in that region. For planning and coordination, this type of data array augments the traditional reporting of data by Iowa's institutional segments.

The map on the facing page displays existing postsecondary institutions in geographic regions of approximately 80 miles in diameter; regional radius provides for a commuting distance not to exceed 40 miles - a distance often used as a postsecondary reference in terms of institutional accessibility. The geographic regions were determined by drawing an approximate 80-mile diameter region encompassing Des Moines and Ames, followed by similar regions encompassing the major population centers on the State's eastern and western borders; the process was completed by establishing a series of 80-mile diameter regions encompassing the institutions throughout the State. Although the map's regions were established solely on the basis of population centers and institutions' locations, these regions encompass geographic areas similar to those regions created for the original 16 merged area schools.

The map is not presented as a recommended schema for "regionalizing" Iowa's postsecondary educational activity. The map does, however, provide the basis for considering the State's postsecondary educational endeavors in terms of institutions in geographic proximity regardless of institutional segment. All aspects of the State's postsecondary educational activity cannot be viewed within the context of geographic regions and institutional proximity; some of the expressed concerns regarding duplication of programs and changing enrollment patterns can be examined in this context. Data pertaining to programs and enrollments have been assembled specifically for this study and displayed as Exhibits B and C, respectively, in terms of the regional location of institutions. This approach was employed to provide some definitive information regarding possible program duplications and institutional segment enrollment changes.

#### Programs

The HEFC 1972 document, Degrees Offered and Granted in Iowa's Institutions of Higher Education, provides the only composite data pertaining to programs offered in the State's three segments of postsecondary education. These data present the number of degrees offered and conferred by institution and program during the 1970-71 academic year; similar data for years preceding or following 1970-71 are not available. The HEFC data have been reassembled for this study to display separately the career education and baccalaureate programs offered in Iowa postsecondary institutions by geographic regions (see Exhibit B).

Recognizing that the degrees offered and granted data are the only composite program-related data available, their usefulness for discerning institutional role and scope and for making recommendations regarding planning and coordination are somewhat limited as specified here.

- (1) Lack of Common Definitions - Common program definitions were not used by all institutions; the public and private two-year institutions' reporting of the traditional liberal arts programs was especially disparate. Some institutions offered degrees in liberal arts programs by individual disciplinary subject; others offered degrees by the broad category of liberal studies/humanities programs.

Delineation or conversely, grouping of programs may have occurred among the four-year institutions also but is not as readily apparent owing in part to those institutions' diversity of programs.

The lack of common definitions for degrees offered results in an inability to determine the commonality of programs that may exist among institutions. This does not imply that all (or many) institutions should offer programs and degrees with common definitions or identical content. Rather, programs and degrees should be adequately defined to discern similarities that may exist among them.

- (2) Enrollment by Program Not Reported - The HEFC document reports data on degrees offered and granted by program area, thus serving as useful information for displaying the end-product of the institutions' endeavors. For planning and coordination, definitive data are necessary regarding enrollments by programs for each level of students, not just for the number completing programs.

Data to assess accurately whether or not there are duplications of programs within a specific region or among institutions by type are not currently compiled within the State.

The issue of possible duplication of programs must be examined within the context of the institutions' mission (role and scope) and their geographic locations. Many institutions will continue to offer similar programs without unnecessary duplication resulting, but the availability of programs in relation to student and societal needs should be definitively determined to deal effectively with the concerns regarding duplication of effort.

The available data do not provide the required information for determining the existence of unnecessary program duplications. Suggested data needs are presented in the analysis later in this section.

## Enrollments

Enrollment data provide basic references for addressing questions regarding the Study Committee's task of defining institutional role and scope and making recommendations concerning coordination and planning. Useful data to serve this task might include actual historical enrollments by institution and program, changes in these enrollments during the September-June academic year, projected enrollments for institutions and programs, and student profile information encompassing such areas as applications, admittances, and retentions. The result of the review of available data in each of these specified areas follows.

- (1) Enrollment Change - To determine enrollment change among the three segments of Iowa postsecondary education, enrollment data were initially sought for the years 1965, 1968 and 1971. During the course of the study, 1972 enrollment data became available and were incorporated in the review and analysis. Reasons for selecting these particular years are presented here:

1965 is the base year for the succeeding years during which marked changes occurred. In 1965, the area vocational schools/community colleges were not operating in Iowa; public two-year college students were enrolled in locally operated junior colleges. 1965 also marks the beginning of dramatic enrollment increases at higher education institutions throughout the United States in the latter half of the 1960s owing to the influx of "war babies" born two decades earlier.

1968 is a half-way reference point between 1965 and 1971 for determining enrollment trends during the six-year period.

1971 represents the most recent enrollment data available early in the study, thus providing a six-year period for reviewing and analyzing change in enrollments in the three segments.

1972 data became available after the initial enrollment change analysis was completed. The one-year enrollment change from 1971 to 1972 was later established.

Comparable and consistent enrollment data were not available for the three segments. In an attempt to address issues raised by Study Committee members and others regarding changes in enrollment patterns among the three segments, enrollment data were secured specifically for this study from each of the three segments. Exhibit C presents, by geographic region, enrollments for the institutions within each region and the six-year changes that have occurred for each institutional segment. The 1971 to 1972 enrollment changes, calculated after the initial six-year changes were completed, are a part of Exhibit C.

Enrollment data traditionally serving as the reference base for determining personnel and facility utilization and financial allocations often represent students enrolled in an

institution early in the fall term. In many institutions, enrollment tends to decline during the September-June academic year; however, end-of-year enrollment is usually not reported. Academic-year enrollment changes within and among institutions provide useful information for comprehensive planning and coordination of the entire State's postsecondary educational enterprise.

At the present time, data pertaining to academic year enrollment change are not readily available for all institutions of the three educational segments.

Institutional enrollment change is partially the result of students transferring among Iowa postsecondary institutions and those students transferring between Iowa and non-Iowa institutions. The data displayed in the Facilities Commission document, A Student Flow Study for Postsecondary Educational Institutions in Iowa, Fall Term 1972, presents a one-time indication of student mobility.

Longitudinal studies of student mobility over several years would provide useful information pertaining to such areas as program articulation among the State's educational segments, the impact of non-Iowa residents attending Iowa institutions, and the number of Iowa residents attending non-Iowa institutions.

- (2) Program Enrollment - As indicated in the Programs section, a single year's data were available in terms of degrees offered and granted but program enrollment data by levels (first year, second year, etc.) were not readily available. Some individual institutions, however, may compile historical program enrollment data for institutional planning and administrative purposes.

To address the issue of program duplications, common program definitions and reporting measures are needed so that institutions' program enrollment might be assessed. At this time there are differences in defining programs by title and in the manner by which measurable student credits/units are reported. Therefore, past and current enrollments by programs cannot be reviewed and analyzed.

- (3) Projected Enrollment - The HEFC document, An Enrollment Projection Study, dated September 1971, presents the most recent and comprehensive study of projected Iowa postsecondary enrollments by individual institution and grouped data for the three segments of educational institutions. Upon invitation from the Study Committee, each of the three segments submitted responses to the enrollment projections, as referenced in the Study Committee's minutes, dated November 29-30, 1971. The projected enrollment data lacked complete acceptance by each of the three educational segments. The current HEFC study

of projected enrollments, expected to be completed in early 1974, represents an updating of the 1971 document. The new enrollment projections will undoubtedly reflect recent years' enrollment patterns and, indirectly, changes in institutional program emphasis.

- (4) Student Profiles - Student profile data incorporating applications for admission, admittances, and retention provide information that relates, in part, to institutional role and scope and serves as basic ingredients in planning and coordinating the State's total postsecondary education efforts. These data may be used effectively in examining such areas as program development, facility and staff needs, and student mobility.

Early in the project, some Study Committee members and institutional personnel expressed concerns regarding the possible change in lower division enrollment of the private colleges and universities and the Regents' universities. They attributed the possible enrollment changes to the establishment of the area schools and community colleges. Others indicated that the enrollment changes possibly resulted from the establishment of a series of career-vocational education programs in the area schools and community colleges, thus bringing a new population group into the postsecondary educational community.

Data pertaining to student admission applications, actual admittances and retention were sought to provide some information regarding the issue of changing enrollment patterns. One procedure for determining whether potential private and public four-year institution students are enrolling in public two-year institutions involves the comparison of admission requirements and practices of the various institutions. Since it was recognized that differences in admission requirements and practices existed among Iowa's postsecondary institutions, it was necessary to examine the potential students' qualifications in relation to the institutional admission requirements.

To determine those proportions of student applicants who would be eligible for admission at one or more of the three institutional segments, qualification criteria and application information were sought regarding two traditional measures of performance used by postsecondary institutions throughout the United States - the American College Testing Program (ACT) and the Scholastic Aptitude Test (SAT). In 1972 some Iowa institutions required the applicant to present either ACT or SAT scores as a part of the admissions evaluation criteria. Other institutions required neither of these traditional performance measures for admission. The merits of using or not using ACT or SAT scores for admission were not relevant to this study. Rather, the availability of common data, such as ACT or SAT scores, applicable to all students and institutions, would provide

the basis for making some determinations regarding the possibility that students eligible for admission at four-year institutions may be enrolling in two-year institutions, or that some students enrolling in two-year institutions may not be eligible for admission to some four-year institutions.

Concerns regarding possible changes in enrollments cannot be resolved on the basis of available data. To address this issue adequately, comparative student profile data would need to be available from all three institutional segments. There will be no resolution to this issue if the necessary factual data are not available.

#### Physical Facilities

The practical utilization of physical facilities to meet postsecondary educational needs of all three institutional segments is an essential element of statewide planning and coordination. A June 1972 report by the HEFC represents a compilation of the institution-prepared Fall 1971 Physical Facilities portion of the Higher Education General Information Survey (HEGIS) and the projected academic facilities needed by 1980 by each of the three postsecondary education segments. The projected construction needs are based upon the Commission's 1971 enrollment projections and the U. S. Office of Education (USOE) criteria for determining space in relation to enrollments; neither the 1971 enrollment projections nor the USOE criteria serve as the basis for the institutions' determination of facility needs.

The availability and practical use of facilities for the State's postsecondary educational endeavor represent an area where definitive information has not been assembled. The statements in this section regarding the reporting of data by geographic region, rather than by institutional segment, are particularly applicable to the planning and coordination of physical facilities. Utilization of existing facilities, regardless of the institutional segment jurisdiction deserves exploration particularly in terms of the existing legislation (Iowa Code, Chapter 280A 23) regarding duplication of facilities and curriculum.

#### Personnel

The functional responsibilities of faculty, administration, and support staff relate to the institutional role and scope and the programs available to students. The costs associated with personnel represent substantial portions of the institutions' operating budgets.

At the present time, data pertaining to personnel functional responsibilities and related costs are not readily available from all three institutional segments. Since personnel represent the major part of institutional operating budgets, meaningful resource allocation determinations necessitate information regarding personnel utilization.

To plan and coordinate effectively the postsecondary educational activity of the State, data pertaining to personnel capabilities and responsibilities need to be related to enrollment and program data. The available personnel data would not provide the necessary information for statewide institutional planning and coordination.

### Finances

Extensive financial data, covering various facets of educational revenues and expenditures, are available from the public segments of postsecondary education. Data presented to the executive and legislative branches of state government display revenues and expenditures by individual institution, by college and/or school within the State's universities, and by the three areas of institutional endeavor - teaching, research, and community service. From these data, "cost per student" calculations are produced.

- (1) Cost Per Student Calculations - For planning and coordination purposes, additional financial data are needed pertaining to programs by level of student. At the present time, the area schools' display of financial information reflects the complement of federal, state, and local funds. Definitive financial information is provided for career education programs, but financial information for college parallel programs is not presented in the same manner. Available financial data for the colleges and schools within the public universities are grouped by administrative unit and are not designed to report costs by program or instructional level within the program. Although caution must be exercised in comparing cost per student by program and by level from one institution to another, there is a need for further delineation of institutional financial data than that which is presently available.
- (2) Resource Allocations - The assignment of priorities for allocating state resources to the segments of postsecondary education is an important and necessary function of the General Assembly. However, the Study Committee determined it would be premature to make recommendations regarding resource allocations prior to January 1973 convening of the General Assembly. The Committee's endeavors would include statements on the role and scope of the area schools, Regents' universities, and the private colleges and universities as a frame of reference for the appropriate legislative committees in determining priorities for resource allocations.

It must be recognized, however, that institutional role and scope statements need supportive institutional data for sound decision-making. There is an essential need for definitive planning data, such as the five basic components described in the preceding pages, to serve a statewide planning process that will provide overall direction to the postsecondary educational endeavor of the State.

The concerns expressed by the Study Committee regarding operating and capital budget appropriations will very likely continue to exist until a sound data base is developed and incorporated within a statewide postsecondary education plan, thus providing needed information to the appropriate decision-makers of the State.

### CURRENT SITUATION

The review phase of the study, including the examination of existing documents and data and discussions with a number of individuals representing all facets of the State's postsecondary educational endeavor, resulted in identification of several major issues. These issues are directly applicable to the Study Committee's responsibility to provide recommendations to the Sixty-Fifth General Assembly regarding long-range continuing coordination and planning and the determination of priorities for allocating state resources. The major areas deserving consideration and action are (1) data gathering and information reporting, (2) institutional programs, (3) enrollment changes, and (4) student financial assistance. Each of these major issues affects the State's three postsecondary education segments, individually and collectively.

#### Data Gathering and Information Reporting

Institutional data currently available represent what each segment may need for its own planning and other administrative purposes but often are in a format different from the other segments' reporting formats. Extensive data encompassing institutional activity and operations are reported annually to the federal government. At the present time, the private colleges and universities and the Regents' universities report data to the federal government in accord with the definitions and terminology of the Higher Education General Information Survey (HEGIS) used commonly throughout the United States. The area schools report data using a federal classification system designed for vocational-career education reporting that differs from the HEGIS definitions and terminology. As a result, common data do not exist among the three institutional segments.

The accounting and reporting of student course/program enrollments and faculty teaching assignments are not consistent among all Iowa institutions. The private institutions and public universities use the credit hour - the number of academic credits realized at the conclusion of a predetermined activity - as the unit of measurement. Iowa's public two-year institutions account for and report this type of data in terms of contact hours - a measure of time for depicting student-faculty course and program activity. There are valid reasons for these types of data reporting and it was not the purpose of this review to evaluate their merits.

The lack of consistency in institutional data reporting presents problems for legislative committees and others trying to fully appreciate and understand the educational activities that have similarities among all institutions. The use of common data elements by institutional and governmental personnel provides for a common understanding of institutional activity.

It is important to exercise caution when comparing one institution's activity with another by means of common data elements, because institutional purposes vary and legitimate circumstances result in data differences among institutions. However, the legislature's concern regarding program and facility coordination and planning will not be resolved on the basis of available data and the manner in which it is currently reported. A carefully defined data base is essential if the General Assembly is to have the necessary information for making decisions in such areas as program and facility duplications, loss or gain of enrollment by segment, and institutional cost per student per program.

Currently, the Department of Public Instruction and the Board of Regents' offices serve as depositories of each segment's data with definitive data provided to the General Assembly from these two State agencies. Although there is no central data depository for the private institutions, the Iowa Association of Private Colleges and Universities provides basic data requested by the General Assembly for specific legislative considerations. The data received from the three institutional segments may be presented specifically to serve desired legislative action. Data interpretation, amalgamation, and/or comparison is performed by legislators, individually or collectively.

Several ingredients are needed to ensure that available data and information will serve the Assembly in addressing its concerns regarding the coordination and planning of programs and facilities.

1. Institutional data from the three segments reported in accord with a predetermined common format
2. Data and information requested for specific areas in which decisions need to be made
3. Institutional and segment requests evaluated within the context of accepted statewide postsecondary educational goals, the defined role and scope of the three segments, and a statewide plan for coordinating institutional activity
4. Previous financial allocations analyzed in terms of expected and actual outcomes.

Without these ingredients the General Assembly will continue to receive disparate data and information, decisions will have to be made without adequate information, and the postsecondary program and facility planning and coordination concerns will go unresolved.

The current data gathering and information reporting activity of each institutional segment is designed to serve that segment's internal and external requirements. Therefore, it is to be expected that segment-prepared documents may have limited use and value for the General Assembly's needs

regarding statewide planning and coordination. So that the General Assembly receives the necessary type of data and information for making decisions, a comprehensive and planned approach to the State's total postsecondary educational endeavors is required.

When the overall directional framework is established and the specific issues requiring examination are stated, the value of data and reports prepared by the institutional segments and other agencies can be determined in terms of providing needed information in making decisions. Documents prepared outside the context of a total statewide postsecondary plan easily tend to become single entities, with the resultant value being diminished. Documents prepared within the context of a statewide plan should provide information regarding the results of previous actions and/or possible future actions. The General Assembly does not now have the needed comprehensive statewide plan to guide its postsecondary education decisions.

#### Institutional Programs

The concern for possible unnecessary duplication of programs in Iowa institutions provided a primary impetus for this study. Within the past few years, there has been an extensive change in programs offered by the State's postsecondary institutions. The expansion into new program areas reflects the changing educational needs of the public; the expansion may also reflect institutional attempts to provide educational programs that will ensure a desired institutional enrollment level.

Very little information exists regarding program duplication. The program data that has been reported is inadequate to reach conclusions regarding the desirability or undesirability of program duplications. Two circumstances appear to contribute to the lack of information.

- . There has been no specifically designed plan to secure the precise information needed to determine the extent of program duplication
- . Program data provided by institutional segments have not been reported in accord with defined criteria common to all segments.

The analysis of the current situation indicates that the impact of program-related decisions of one institution or institutional segment upon others within the immediate geographic region and the entire state must be evaluated. Recently, the Coordinating Council has attempted to review and advise on institutional planned program expansion, to prevent unnecessary program duplication. While the Council's actions modified some institutions' program expansion plans, other institutions have offered new programs without the Council's advance review and study of the implications of such actions upon other institutions. If program change/expansion decisions are made by individual institutions or institutional segments without consideration of the impact of such decisions upon other institutions and/or the State's educational activity, the consequence might have an adverse affect upon students, institutions and, ultimately, the public.

TABLE II-5. IOWA UNDERGRADUATE FTE ENROLLMENT  
1965, 1971 and 1972

Institutional Segment	FTE Enrollment (Excl. Continuing/Adult Ed)			FTE Enrollment Changes				Institutional Segment FTE Enrollment as Percent of State's Total Enrollment					
	1965	1971	1972	1965-1971		1971-1972		Years 1 and 2			Years 3 and 4		
				No.	%	No.	%	1965	1971	1972	1965	1971	1972
								(48,126)	(58,818)	(55,831)	(21,699)	(31,047)	(31,171)
Area Schools/ Community Colleges	8,596	19,067	19,322	10,471	122	255	1	18%	32%	35%	-	-	-
Private 2-Year Colleges	2,482	2,561	2,437	79	3	-124	-5	5%	4%	4%	-	-	-
Private 4-Year Colleges													
Years 1 and 2	19,846	17,027	15,058	-2,819	-14	-1,969	-12	41%	30%	27%	-	-	-
Years 3 and 4	10,442	12,505	12,424	2,063	19	-81	-1	-	-	-	48%	40%	40%
Regents' Universities													
Years 1 and 2	17,202	20,163	19,014	2,961	17	-1,149	-6	36%	34%	34%	-	-	-
Years 3 and 4	11,257	18,542	18,747	7,285	65	205	1	-	-	-	52%	60%	60%
Total	69,825	89,865	87,002	20,040	22	-2,863	-3	69%	65%	64%	31%	35%	36%

The issue of unnecessary program duplications will not be properly resolved until a statewide comprehensive educational plan is devised against which existing and planned programs can be reviewed and decisions made for individual institutions, the three segments, and the total postsecondary enterprise. For the General Assembly to understand the possibility of program duplications and the impact of one institution's decisions upon the others, well defined procedures for the reporting of common program data and the generation of definitive program information must be established.

In recent years there have been developed, on a national basis, systems for reporting common program information. These systems should be thoroughly investigated to determine their possible usefulness in serving Iowa's need for planning and coordination of postsecondary education.

#### Enrollment Changes

During the review phase, charges and countercharges were made regarding recent enrollment changes within each of the three segments. To provide the Study Committee with information regarding enrollment changes, institutional enrollment data were gathered by student level, and by career and baccalaureate programs; these data are presented as Exhibit C to this report. The existing data and the data generated specifically for this study did not provide the needed information to determine the accuracy of enrollment change charges. Resolution may be possible if the needed appropriate data, as described in the previous Student Profile paragraphs, would be researched in relation to institutional admissions policies and practices.

Data from Exhibit C, displayed in Table II-5 on the facing page, clearly indicate there have been dramatic enrollment changes since 1965 in terms of numbers and percentages. While the table displays factual data, the cause-and-effect relationships of the enrollment change are unknown due to the nonavailability of other needed data.

Additional data are needed to ascertain clearly the impact of establishing new institutions and new programs upon existing institutions and programs. At present, there are no statewide data available to provide comprehensive information relating to institutional admittances, retentions, and transfers. Without these types of data, the current accusations among the institutional segments will go unanswered.

The projected overall enrollment decline is another issue that requires alternative courses of action to deal with a situation that should not be left to chance. In order that the General Assembly has available complete information regarding past and projected enrollments, the need is again expressed for establishing a comprehensive data base and predetermined uses of the enrollment information generated. Anticipated future enrollment changes need to be placed within the context of a planned and coordinated course of action.

Student Financial Assistance

The three state-supported student financial assistance programs (tuition grants, state scholarships, and tuition loans) have been funded by the General Assembly as a result of expressed student needs. These programs, each affecting a particular institutional segment, may indirectly affect the other segments. State financial assistance to students is another issue over which divided opinion was expressed by persons involved in the study's review phase. Although the three programs are designed to meet needs of individual students, some view the expenditure of public dollars as an indirect way of supporting nonpublic institutions. Others maintain that individual students' choice of public or private institutions should not be determined solely on the basis of financial ability to pay.

In the past these programs have been funded without full information on the long-range ramifications of the State's total postsecondary activity. Some aspects of the impact of these programs on both students and institutions should be possible to ascertain by gathering data within the context of the program's purposes. Since the student financial assistance programs come from legislative appropriations, it seems essential that the General Assembly respond to appropriation requests on the basis of factual assessments of previous appropriations and within the context of an overall approach to the State's plan. Currently the impact of these particular allocations upon the State's entire postsecondary structure is unknown. There is a need for these programs to be reviewed and funded within the context of a predetermined plan.

\* \* \* \* \*

The review phase of the study clearly indicates that a well-defined approach to planning and coordination of postsecondary education in Iowa should be established. Some changes that have occurred within the recent past need to be reviewed within the context of the State's present total educational endeavor. Rather than leaving future developments to chance, the General Assembly needs definitive information that will guide its deliberations and decisions within the context of a planned and coordinated approach to all of Iowa's postsecondary educational activity.

### III STATEWIDE AND INSTITUTIONAL SEGMENT OBJECTIVES

The Higher Education Study Committee's activities were guided by House Concurrent Resolution 9 to conduct a study of the planning and coordination of Iowa's postsecondary education and to provide recommendations to the Sixty-Fifth General Assembly regarding institutional role and scope and a method for long-range continuing coordination and planning.

The first part of the study, definition of the role and scope of the area schools, Regents' universities, and private colleges and universities, involved the review of existing documents, discussions with institutional representatives, and committee study, discussion and acceptance of statements concerning the statewide goal for postsecondary education, and the role and scope of the three institutional segments. The process and product of the first part of the study are presented in this section of the report.

#### DOCUMENT REVIEW

Existing documentation regarding the goals of Iowa's postsecondary educational endeavors and definitions of functions of the three institutional segments included:

The 1967 report of the Iowa Cooperative Study of Post High School Education, Proposal for Progress, containing definitive statements concerning the goals of post high-school education in Iowa

The institutional role and scope statements presented to the Study Committee in November 1971 by the Department of Public Instruction, the Board of Regents, and the Iowa Association of Private Colleges and Universities

Those portions of the Iowa Code applicable to the three institutional segments.

A summary of the existing educational goals and institutional role and scope statements was prepared for later discussion by the Study Committee and the institutional representatives. This document is presented as Appendix A to this report.

#### INSTITUTIONAL REPRESENTATIVES

##### DISCUSSIONS

Upon invitation from the Iowa Association of College Presidents, members of the Study Committee, representatives of the Legislative Service Bureau, and the consultants

attended the Association's September 1972 meeting to secure institutional participation in discussions regarding the summary document of educational goals and institutional role and scope statements.

At its September 29, 1972 meeting, the Study Committee established an Advisory Board (consisting of equal representation from the three institutional segments) to serve as a liaison between the institutions and the Study Committee. The purpose of this liaison was the formulation of statements regarding the State's overall objective in postsecondary education and the more specific objectives of area schools, Regents' universities, and the private colleges and universities.

The Advisory Board's initial meeting in October 1972 enabled its members to discuss the objectives of the three educational segments and the complementary relationship between statewide educational purposes and institutional objectives. The representatives of each of the three institutional segments met in individual groups to develop institutional segment role and scope statements for later submission to the Study Committee.

The role and scope statements were presented by the three educational segments to the Study Committee at its November 17, 1972 meeting. In addition to discussing the role and scope statements, the Study Committee members and institutional representatives deliberated over the various facets of the Committee's total project.

#### GOAL, ROLE, AND SCOPE STATEMENTS

The Study Committee reviewed and discussed statements pertaining to the overall goals and purposes of the State's postsecondary educational endeavor and the role and scope of the three institutional segments in Iowa. Working from previously stated goals for higher education in the State, the Committee redrafted a basic statement regarding the direction of Iowa postsecondary education.

During the autumn and early winter, the Study Committee built the educational goal statement and the complementary statements of the role and scope for the institutional segments. The end products of this deliberative process, "The Goal of Iowa Postsecondary Education" and the "Role and Scope of Iowa's Postsecondary Institutional Segments," approved by the Study Committee on January 5, 1973, serve as a guide to the Committee's recommendations for educational planning and coordination. These documents provide direction to future activity by the legislative and executive branches of government, postsecondary education governing boards, and individual institutions throughout the State.

"The Goal of Iowa Postsecondary Education" and the "Role and Scope of Iowa's Postsecondary Institutional Segments" follow.

## GOAL OF IOWA POSTSECONDARY EDUCATION

Approved by the Higher Education Study Committee, January 5, 1973

The basic goal of Iowa postsecondary education is to meet the educational needs of the individual student and the society served. Two subsidiary goals originate from the basic goal:

- (a) to provide postsecondary education that will enable individual students to fulfill their potentialities to the highest extent possible; and
- (b) to provide educational and technical services through instruction, research and public service that will undergrid, stimulate and enrich the economic, civic and cultural life of society.

To achieve this basic goal, postsecondary education should incorporate several concepts:

1. Widespread Educational Opportunity

Opportunities should be available for interested students who wish to pursue education without restrictions caused by geographic, financial or other barriers.

2. Diversity of Programs and Services

Programs and services offered in diverse forms and settings should be made available to meet the needs, interests and abilities of students beyond high school age to ensure their appropriate preparation for living within an increasingly complex society.

3. High Quality

All programs and services offered should be of the highest quality in order that students may participate in the best possible educational endeavor incorporating competent instructional personnel with appropriate instructional materials and equipment.

4. Institutional Integrity

Institutions should be assured the right to develop and conduct educational programs and services without undue external forces impinging upon the basic integrity of the individual institution that maintains programs and services consistent with the institutional objectives and state-wide planning and coordination policies and procedures.

5. Effective Operations

All postsecondary educational activity should be conducted in such a manner that the greatest possible educational return for individuals and society be realized in relation to the available resources invested in the activity. The allocation and utilization of economic, personal and institutional resources should be monitored and analyzed in terms of effective institutional operations.

6. Coordination and Cooperation

Coordination and cooperation are essential between and among individuals and institutions engaged in postsecondary education. In addition, the postsecondary educational sector in the State should seek ways to work in a coordinated and cooperative manner with Iowa's elementary and secondary sector and with other postsecondary institutions in the adjoining states.

## ROLE AND SCOPE OF IOWA'S POSTSECONDARY INSTITUTIONAL SEGMENTS

The role and scope statements for the three segments of postsecondary education in Iowa, based upon statements submitted by representatives of the institutional segments, were approved by the Higher Education Study Committee, January 5, 1973.

- I. The role and scope of Iowa private colleges and universities, as related to the public responsibilities:
  - A. To continue to offer citizens of the State the rich diversity of a viable private sector, with institutions varied in size, scope, type of location, patterns of instruction, background of origin, and mission.
  - B. To continue to educate a substantial portion of the State's enrollment in postsecondary educational programs.
  - C. To concentrate major emphasis in undergraduate studies, while offering quality graduate programs at those institutions able to meet specific needs for graduate educational opportunities within the scope of the institutional purposes.
  - D. To cooperate with all elements of postsecondary education to effect useful coordination and avoid needless duplication.
  
- II. The role and scope of Iowa area schools:
  - A. To provide institutions with open admissions policies.
  - B. To offer career education opportunities, making area schools the major source of vocational and technical programs in the State.
  - C. To provide a continuation of the first two years of the baccalaureate degree program that has been offered by Iowa's public junior colleges, through absorption of this educational responsibility by the area schools.
  - D. To provide educational opportunities within reasonable commuting distance, at a reasonable cost.
  - E. To meet the educational needs of adults not provided by local school districts or other institutions of postsecondary education. These needs may be for a high school diploma or for acquiring new skills or upgrading skills.
  - F. To cooperate with all elements of postsecondary education to effect useful coordination and avoid needless duplication.
  
- III. The role and scope of Iowa Regents' universities:
  - A. To provide diversified educational opportunities for a major segment of those seeking postsecondary education in Iowa, at a reasonable cost.
  - B. To have the primary responsibility for graduate and professional education.
  - C. To support research which expands knowledge and benefits society.
  - D. To make educational programs and the results of research available through extension services and continuing education.
  - E. To provide education and services in different areas of specialty and emphasis as compatible with the roles of the three Board of Regents' universities
  - F. To cooperate with all elements of postsecondary education to effect useful coordination and avoid needless duplication.

#### IV - FEDERAL REQUIREMENTS FOR COMPREHENSIVE PLANNING

The Study Committee began its work with the charge to study and make recommendations regarding long-range comprehensive planning and coordination of postsecondary education in Iowa. After federal enactment of the Education Amendments of 1972, Public Law 92-318, the Study Committee determined to examine the implications and effects of the federal legislation upon the Committee's activities. Section 1202 of the Education Amendments, pertaining to the establishment and functions of statewide commissions for planning and coordination of postsecondary education, directly related to the Study Committee's endeavors. As a result, the Study Committee, consultants, and Legislative Service Bureau staff devoted extensive effort to this issue from September 1972 through February 1973.

Initially the Education Amendments were thoroughly studied to determine those functional areas which would require the establishment in Iowa of a statewide postsecondary planning commission, referred to as the 1202 Commission, to provide for the State's participation in federally funded postsecondary programs. The implications of the federal legislation were discussed by the Study Committee during the latter part of 1972 as the Committee considered the desirability and need for planning and coordination of postsecondary education in Iowa.

##### 1202 COMMISSION CONSIDERATIONS

An "Issue Paper," presenting the draft of possible federal regulations as prepared by the U. S. Office of Education Task Force, was the basis for interpreting the federal legislation pertaining to the establishment and functions of a 1202 Commission.

The minutes of the Study Committee's January 5, 1973 meeting contain the consultant's suggested considerations and the Committee's ensuing discussion of the establishment and functions of a 1202 Commission in Iowa. These considerations, whose origins exist in the "Issue Paper" prepared by the USOE Task Force, are summarized here.

##### Establishment

The establishment of a 1202 Commission may be in accord with two available options: (1) designate an existing state agency to assume the responsibilities of the 1202

Commission or (2) create a new statewide organization for the planning and coordination of postsecondary education. The "broadly and equitably representative" membership requirements, as contained in the legislation, and the federal regulations' statements regarding membership requirements would be in effect regardless of the option selected for establishing a 1202 Commission.

State law regarding the appointment and establishment of State boards and commissions would serve as the procedural basis for the Commission's initial establishment. The draft regulations require the state appointing authority to file three items with the U. S. Office of Education regarding the Commission's establishment.

A description of the role and function of the proposed 1202 Commission

Certification that the proposed Commission has legal authority

Documented evidence and assurance of compliance with the membership requirements.

### Functions

The 1202 Commission functions relating to federal postsecondary education programs fall into two categories: required and optional federal-related. State participation in the five federal programs itemized here require establishment of a 1202 Commission.

Establishment and Expansion of Community Colleges (Title X, Part A)

Occupational Education Programs (Title X, Part B)

Comprehensive Statewide Planning (Title XII, Section 1203)

Student Incentive Grants (Section 415A-416D)

General Education Provisions Act, Section 404(b), requires 1202 Commission recommendation prior to awarding institution grant/contract.

The State has the option to incorporate four other federal-related programs in a 1202 Commission.

Community Service and Continuing Education (Title I, Section 105)

Equipment for Undergraduate Instruction (Title VI, Part A, Section 603)

Construction of Undergraduate Academic Facilities (Title VII, Part A, Section 704)

Emergency Assistance for Institutions of Higher Education (Section 122 of Amendments) may require 1202 involvement.

In addition, state-related programs and areas of research can also serve as a part of a 1202 Commission's functions. Incorporation of state-related activities as a part of a 1202 Commission with federal-related functional responsibilities would provide the vehicle

for comprehensive planning and coordination of both federal and state resources supporting postsecondary education in Iowa.

#### COMMISSION BILL DRAFT

The Study Committee's discussion of a 1202 Commission and other facets of statewide planning and coordination during two January meetings led to the drafting of a tentative bill by the Legislative Service Bureau Legal Counsel for the creation of a commission for Iowa postsecondary education. The Committee's desire for a tentative bill draft resulted from federal requirements that enabling legislation be enacted prior to July 1, 1973. On that date, federal programs specified for the 1202 Commission jurisdiction would require the existence of such an agency if the State desired to participate in those programs.

The first draft of a bill establishing a Commission for Iowa Postsecondary Education was prepared and submitted to the Study Committee in February. A copy of the draft bill is attached to this report as Appendix B. The Commission's functions as identified in the bill draft would have been to fulfill the requirements of Section 1202 of the federal Education Amendments of 1972; the Commission would have served as the successor to the Higher Education Facilities Commission of the State of Iowa. The Study Committee's discussion of the bill draft is in the February 22, 1973 minutes.

#### COMMITTEE ACTIVITY POSTPONED

In early March a communication from the U. S. Office of Education stated that implementation of the 1202 Commission-related requirements would not take effect on July 1, 1973; the communication further advised that planning for such a Commission should be held in abeyance. Appendix C displays this communication. With that communication it was decided that the Committee's future activity should address the original charge to recommend a plan for long-range coordination and planning for postsecondary education in Iowa.

Although the Study Committee decided to limit its 1202 Commission considerations to those functions specified as a part of the federal legislation, this particular activity provided for consideration of other facets of statewide postsecondary education planning. Therefore, the broader responsibilities of the Committee were served in this particular activity. In addition, the Committee's discussions and actions regarding the 1202 Commission have provided a partial basis for the specific recommendations presented in Section V of this report.

Because of other legislative responsibilities, the Higher Education Study Committee activities were postponed for the duration of the General Assembly session. The Committee determined that its activities during the summer and fall of 1973 would be directed to fulfilling the original charge to advance legislative proposals regarding postsecondary education planning and coordination to the Sixty-Fifth General Assembly by January 1, 1974.

## V - FRAMEWORK FOR PLANNING

The second part of the Higher Education Study Committee's activity was directed toward developing recommendations to the Sixty-Fifth General Assembly regarding long-range continuing coordination and planning for Iowa's postsecondary public and nonpublic institutions' programs and facilities. Throughout the project Study Committee members reiterated their task as that of designing a framework for the comprehensive planning of Iowa's postsecondary educational endeavors, rather than the development of an actual "master plan."

Within the past few years a number of circumstances affecting the postsecondary educational endeavors of Iowa have aroused the concern of those associated with State government and the educational institutions. Some of the concerns have resulted from:

- . Decreasing numbers of potential students and the related enrollment change when compared with recent years' enrollment growth pattern
- . Effects of other states' tuition grant programs upon the number of nonresident students attending Iowa's institutions
- . Changes in institutional program offerings
- . Increasing costs of education
- . Possible unnecessary program and facility duplications
- . Emerging emphasis within society for more accessibility, flexibility, and work-relatedness of our educational delivery system.

These circumstances have contributed to the expressed need to establish a planned approach to the utilization of the State's educational resources.

### OTHER STATES' REVIEW

The issue of coordination and planning among higher education institutions has been addressed in many states during the past two decades and has resulted in a number of statewide coordinating and/or governing agencies. The fact that Iowa did not establish an agency for statewide postsecondary coordination and planning when many other states were, provides a unique opportunity for Iowa to benefit from the experience of others.

To provide the Study Committee with definitive information regarding this type of activity in other states and its applicability to planning and coordination of postsecondary education in Iowa, the consultants reviewed statements and study findings of several national organizations.

- . American Council on Education
- . Carnegie Commission on Higher Education
- . Center for Research and Development in Higher Education at the University of California-Berkeley
- . American College Testing Program
- . Education Commission of the States
- . Western Interstate Commission for Higher Education (WICHE)
- . National Center for Higher Education Management Systems (NCHEMS) at WICHE

Reference citations to these organizations' publications used in this section are itemized in chronological order at the conclusion of the section; excerpts were presented to the Study Committee as a separate document.

The Legislative Service Bureau staff and consultants compiled summary information pertaining to the structure, scope and authority, and functions of agencies involved in the planning, governance, and coordination of higher education in 11 selected states. This summary information is presented as Appendix D to this report. Three different patterns of organization exist:

- . A single governing board with jurisdiction over all public postsecondary institutions in the state
- . A coordinating board with the different types of educational systems within each state governed by their own boards
- . A voluntary agency with institutional representatives acting to coordinate some aspects of the state's educational endeavors.

It is important to note that the three organization patterns specified here have variations in terms of function, authority, and membership. A review of the type of postsecondary education organization pattern reveals that a state may be categorized in terms of one of the three organizations but in actuality that state's situation does not precisely "fit" the defined organization pattern.

The study and research of statewide planning, coordination, and governance of postsecondary education conducted by nationally recognized individuals and organizations deserve consideration in relation to possible implications to the Iowa situation. The literature is quite consistent in the historical analysis of statewide coordination and governance and the assessment of future needs and trends. References from this literature are cited regarding the three organization patterns and the broader issues of planning, coordination, and governance.

#### Voluntary Agency

The voluntary coordinating agency, heralded in the 1950s by educators as the most desirable type of higher education coordination, is no longer held in high regard. Only one state had a voluntary coordinating agency in 1971. The NCHEMS Statewide Planning report states (page 22) that:

"The overall effectiveness of voluntary agencies can be seen in their record of instability and their poor record of accomplishment... These agencies failed because of the 'competitive propensities of major institutions,' the 'imitative tendencies of 'lesser' institutions'... and the inability to stress positive goals of 'productive compromise between the values of autonomy and coordination'..."

"All of these states replaced their voluntary agencies with statutory agencies of the coordinating board types..."

#### Governing Board

The single board for governing all public institutions in a state has a long history of existence. The American Council on Education reports 15 such state boards in 1939. This number increased to 19 by 1971; the State of Iowa is counted among these 19 states even though it has 15 merged area schools/community colleges that are not governed by the Board of Regents.

Advantages and disadvantages of the single governing board are succinctly expressed in the NCHEMS publication (page 23).

"The advantages attributed to the single board are that it is legally capable of effectively coordinating and unifying the system, has strong powers to compel implementation of planning policy, and does not have to share authority with other boards. In practice, researchers on planning and coordination have found that the single board is no more effective in coordination, conserving resources, controlling programs, or in other operations than is the coordinating board. Moreover, it has proven less capable of developing and effecting long-range master planning policies than coordinating boards."

Where the single governing board exists, the legal capability and power are there to effect coordination and planning. However, review of the studies indicates that the role of governing generally takes top priority in such a body, with long-range planning assuming a lesser position. The single governing board does not appear to be any more effective in the statewide coordination of educational endeavors than the board designed to serve coordinating purposes.

Individuals associated with the Iowa institutions and boards repeatedly expressed opposition to the single governing board concept, as did the Study Committee.

#### Coordinating Board

The coordinating board experience has offered a distinct advantage over the governing board by serving as an independent liaison between the postsecondary education segments and the state government. When governance is not a part of the coordinating agency's responsibilities, the agency is free from the constraints of the institutional position. The coordinating agency has both the responsibility and capability, if appropriately staffed and empowered, to effect a balance between the education community and state government. It must strive diligently to serve both the public and the institutions while retaining the confidence of each, as expressed in the Carnegie Commission's report, The Capitol and the Campus (page 24)

"The term 'coordination' implies the existence of separate units, each with some freedom to control its own operations, and thus the need for a technique or mechanism by which they can act together toward some purpose that cannot be achieved by isolated, individual actions.

"In such a mechanism, the requisites for success are the ability of the coordinating agency to be persuasive and the willingness of the units to subordinate their individual interests to common goals."

The extensive research and analysis of statewide systems of postsecondary education conducted by the Center for Research and Development in Higher Education, University of California Berkeley provide a reference for understanding the statewide postsecondary coordinating board. This group's evaluation of the coordinating and governing structures was made within the context of future needs and the adaptability of structures to deal effectively with situations potentially different from the present.

The Center's research findings presented in Coordinating Higher Education for the '70s (pages 4-5) have direct applicability to those Iowa issues before the Study Committee

"The coordinating board has one great paramount advantage over a statewide governing board for the public systems. That is its ability to act as an umbrella under which a variety of other institutions, agencies, commissions, and councils relating to higher education may be placed for state coordination. For example: Private colleges are demanding more attention from the states. They want scholarship and also direct grant programs that will funnel state money into their institutions. In some states they have already agreed to certain of the informational requests and controls already applicable to the public system. It becomes increasingly essential that these institutions become an integral part of the state's concern for the beneficent development of higher education. Also, the rapidly accelerating enrollments and the newly important role of the proprietary vocational and technical schools force the state to recognize and involve in its master planning their potential contributions. The state may invite their cooperation in return for allowing the use of state scholarship and grant funds for students attending such institutions. The federal planning, grant, and categorical programs that require a state administrative commission 'representative of all segments of postsecondary education' for control and disbursement of funds can also be observed by or come under the umbrella of the coordinating board. The state's own scholarship and loan commission, building authority, merit system commission, and others that deal primarily with postsecondary institutions can and should become a part of the coordinating complex. Finally, a coordination structure can effectively meet new demands that public and nonpublic colleges and universities, along with local public service agencies, business and industrial concerns, and citizen groups create cooperative and flexible arrangements for entirely new kinds of educational experiences and modes of planning and control.

"Beyond encompassing these existing and potential agencies, coordination soon must deal with the impact of new technologies on education and their potential for extending education to the home, the office, churches, and cultural centers as easily as on college campuses. Also, management information systems and program budgeting will necessarily lead to a far more rational and comprehensive planning process, to promote the efficient management as well as effective use of the state's resources. These many agencies and interests are now haphazardly coordinated by the governor's office and the legislature. A single governing board for only the public institutions does not meet the principal needs just cited nor in most cases would it be legally possible for it to do so. But a coordinating board-appropriately composed, staffed, and operated-can meet them all."

The coordinating board is relatively easy to establish by statute and its creation has generally not aroused the "super board" fears that have been associated with the single governing board. Existing governing boards continue to govern their respective education segments and/or institutions after the establishment of a coordinating agency. Literature concerning the statewide coordinating bodies indicates general acceptance by institutional personnel and their boards.

Coordinating board membership tends to have a public majority representation. Of the 27 state coordinating boards in existence in 1971, 26 had a majority of public members; 12 of those 26 were comprised solely of public members. With the majority of all members representing the public, there appears to be a diminution of the institutional representatives' "trade-off" negotiating activity and a more expeditious decision-making process at work. The expertise, knowledge, and insight of those professionally associated with the educational institutions can be secured through functioning advisory committees and task forces reporting to the coordinating body.

The NCHEMS publication reports (page 25) that powers associated with coordinating boards appear to be related in part to the composition of board membership:

"...The trend has been to grant more regulatory powers to those coordinating boards which are primarily composed of public members; 14 of the 27 coordinating boards now in existence have essential regulatory powers.

"Coordinating agencies, both advisory and regulatory, engage in a wide range of activities. Public member agencies usually have outright authority to approve or disapprove all new programs and new campuses; to review operating and capital budgets; to set certain admission standards, tuition, and fees; and full responsibility to develop a master plan. Coordinating agencies composed of institutional representatives may be authorized to develop and implement a master plan, but because of their composition and their limitation to advisory powers, the effective fulfillment of such plans has remained a 'remote possibility.'

"The membership, composition, and powers granted to a coordinating agency are related to the type or mode of coordination the agency may exercise and its relationships with institutions within the system and agencies of state government... The amount and range of power to be given coordinating boards remain a matter of controversy in most states, but we do know that state governments are reluctant to give significant powers to boards composed primarily of institutional representatives and, instead, delegate increasing powers to boards composed of at least a majority of public members."

#### DECISIONS REGARDING PLANNING AND COORDINATION

The question, "Should there be statewide planning and coordination of postsecondary education?" does not appropriately address the issue in Iowa or other states. The real question to be asked is: "Who is going to do the planning and coordination and how is it to be done?"

The Carnegie Commission enumerated (page 26) eight issues that have served as the impetus for establishing states' coordinating agencies. As elsewhere, there is concern in Iowa regarding the resolution of these issues.

- . "Avoid wasteful duplication in programs and harmful competition for resources
- . Work toward greater efficiency in the use of scarce resources
- . Aid the orderly growth of all postsecondary facilities within the state, including consideration of locations for new campuses
- . Assist in developing state policy on admission of students to higher education
- . Collect data needed for policy determination
- . Encourage sufficient diversity within the system to satisfy the diverse educational needs of the state
- . Serve as a communications agency among the postsecondary education community, the state government, and the public
- . Foster excellence in the development of the variety of programs involved in the expanding postsecondary education network."

There is ample evidence that these types of issues should be systematically addressed in Iowa. Two years ago the postsecondary education community, itself, discussed and proposed the statutory establishment of a coordinating commission with duties that would result in recommendations pertaining to issues similar to those cited by the Carnegie Commission. About that same time the Sixty-Fourth General Assembly authorized this Study Committee's activities to address the same types of concerns. More than a year ago federal legislation set forth certain requirements for providing a planned statewide approach to resolving these kinds of issues.

Further delays in making decisions regarding the establishment of procedures and means for accomplishing systematic planning and coordination of Iowa's postsecondary education seem unwarranted. Information regarding the State's postsecondary educational activity is needed by both the executive and legislative branches of government. Both branches will perform some type of planning and coordination by the decisions they make. These decisions currently must be made without the benefit of a predetermined planned course of action for postsecondary education.

There are two alternatives available:

- . An agency between the institutions and state government that provides a planning and coordinating function
- . The legislative and/or executive branches of government assumes the planning and coordinating role.

A proposal for implementing the two alternatives was advanced by the consultants for consideration by the Study Committee. The first alternative would be the creation of an agency such as the existing Higher Education Facilities Commission or the previously considered 1202 Commission, with a staff reporting to a Commission membership independent from the General Assembly and postsecondary institutional segments. The second alternative would provide for a staff to serve the House and Senate standing committees concerned with postsecondary education; this staff might be administratively associated with the Legislative Service Bureau. The legislative committee members would act as a coordinating agency and make recommendations to the General Assembly pertaining to the planning and coordination of postsecondary education in Iowa.

The ensuing discussion of the two alternatives concluded with Committee consensus that further coordinating agency considerations would be within the context of an independent agency comprised of Commission members with a staff.

The kinds of decisions regarding postsecondary education planning and coordination would be determined, in part, by the mechanism encompassing the components of such activity. An initial outline draft, "Alternative Components of a Planning Mechanism, Iowa Postsecondary Education," was prepared by the consultants for discussion by the Study Committee at its November 17, 1972 meeting. The following planning and coordination components, with subcomponents, were suggested:

- . Function
- . Role
- . Scope of authority
- . Type of authority
- . Responsibility
- . Membership and membership selection
- . Accountability

The draft outline contained a wide range of available alternatives to serve the process of planning and coordination. The draft contents did not represent the opinions

of either the Study Committee or the consultants regarding a specific approach to establishing a planning mechanism in Iowa. The Study Committee decided to omit from further discussion some items of the initial draft. An expanded outline of the remaining components served the Study Committee in later discussions.

An organizational structure is needed from which information will be generated for use in decision-making by all those concerned with postsecondary education in Iowa. This organization would provide a structure for decisions to effect those issues and concerns presented throughout this report and summarized here.

1. Common institutional data gathering and information reporting
2. Possibility of unnecessary program duplications
3. Enrollment changes within and among the three institutional segments
4. Effects of student financial assistance programs
5. Changes in educational patterns and emphasis
6. Preparation of a planned and orderly approach to future statewide education with appropriate decisions made within a predetermined structure
7. Plans and decisions in terms of both public and nonpublic institutions while maintaining the autonomy of each segment
8. Participation in federally funded programs
9. Statutory coordination of postsecondary education (previously advanced by the Iowa Coordinating Council).

COMMISSION FOR IOWA  
POSTSECONDARY EDUCATION

The statutory establishment of the Commission for Iowa Postsecondary Education is recommended as a logical approach to effectively reach decisions regarding postsecondary education issues and concerns. The recommended components have been previously presented to the Study Committee within the context of the various facets of this study. The recommended Commission incorporates the basic components contained within the federal legislation (PL 92-318) pertaining to statewide planning and coordination and the duties of the Iowa Coordinating Council's proposed statutory coordinating commission. It also incorporates the functions of the existing Higher Education Facilities Commission and the Iowa Coordinating Council.

The recommended Commission for Iowa Postsecondary Education encompasses six components for incorporation into legislation as the Study Committee's recommendations to the Sixty-Fifth General Assembly. The six components - scope of authority, types of authority, role, functions, membership, and accountability - are presented in outline format with accompanying narrative, as needed.

#### Scope of Authority

The recommended scope of authority encompasses all public, private, and proprietary institutions of postsecondary education, as described. For total statewide planning and coordination of student needs and institutional services, the designated institutions must be within the Commission's scope of authority. The requirements of existing federal legislation are also met.

##### A. Public Institutions

1. The three universities governed by the Board of Regents as defined in Section 262 of the Iowa Code
2. The area schools as defined in Section 280A of the Iowa Code

##### B. Private Institutions

1. The private two-year and four-year colleges and universities in the State

##### C. Proprietary Schools

1. Any school registered in Iowa as a proprietary institution offering postsecondary level educational programs, as defined by the institution, and/or participating in federally funded student assistance programs

#### Types of Authority

The recommended types of authority - advise, review, and recommend - are to be interpreted within the specific activity as presented in the outline. The concept of governance is noticeably absent. The recommended types of authority imply that governance of postsecondary education will continue as currently operating.

It is important to note that this recommendation incorporates the utilization of institutional personnel in advising the Commission as a result of studying educational issues.

##### A. Advise

1. Advises institutions and segments of postsecondary education in those functional areas defined under Functions

2. Advisory committees, representing the Commission's constituencies, shall be established to study particular educational areas or problems and to advise the Commission, as required by federal or state legislation or deemed necessary by the Commission

B. Review

1. Reviews documents submitted by institutions and segments of postsecondary education in accord with the areas of responsibility within the Commission's jurisdiction

C. Recommend

1. Recommends to the General Assembly on a biennial basis a comprehensive long-range plan for postsecondary education in Iowa
2. Recommends to the segments of postsecondary education courses of action for implementing comprehensive planning

Role

A. Policy Determination

1. Reviews periodically the roles and objectives of institutions and segments of postsecondary education
2. Establishes and maintains relationships between the State of Iowa and the private and proprietary segments of postsecondary education
3. Establishes statewide educational priorities among levels and segments of postsecondary education
4. Develops and administers interstate agreements as authorized by the General Assembly
5. Proposes legislation affecting the long-range development of postsecondary education in the State

B. Statewide Planning

1. Coordinates the planning endeavors of the public, private, and proprietary segments and provides communication among the segments regarding the planning of each segment
2. Develops and recommends to the General Assembly a comprehensive statewide plan for public, private, and proprietary postsecondary education in Iowa
3. Maintains and implements the statewide comprehensive plan as approved by the General Assembly

## C. Data Gathering/Information Reporting

1. Designs, establishes, and maintains a data information system
2. Provides comprehensive and timely information for comparable reporting among institutions and for planning postsecondary education in Iowa

## D. Evaluation

1. Develops procedures and criteria for evaluating, over time, the effectiveness of statewide planning
2. Evaluates and reports biennially to the General Assembly regarding the activity of the Commission itself and its areas of jurisdiction

Functions

## A. Academic Programs

1. Develops priorities and procedures for the review of existing and new programs
2. Reviews periodically all existing programs to ascertain voids and needless duplications
3. Recommends to the General Assembly and appropriate agencies program changes to strengthen the total postsecondary education endeavor in Iowa

## B. Budgeting

1. Works with the postsecondary education segments and state government in establishing uniform budgeting and accounting procedures and reporting in accord with a program budgeting system
2. Reviews annual operating and capital budgets of each segment of postsecondary education to establish conformity to statewide planning objectives
3. Recommends to the General Assembly and the governor budget appropriations for each segment of postsecondary education

## C. Facilities

1. Conducts studies of space utilization at each institution in the State
2. Reviews proposed institutional capital construction to ensure conformity with statewide planning objectives

3. Recommends to the General Assembly and appropriate agencies possible changes in space utilization among institutions within a geographic area

D. Students

1. Reviews institutional admission standards, tuition and fees
2. Develops, with the postsecondary education segments, policies and procedures for student transfer among institutions
3. Administers state-supported programs related to student financial assistance

E. Federally Funded Programs

1. Administers those federally funded programs where monies are provided to the State for disbursement to students, institutions, and/or state agency
2. Compiles and reports institutional data regarding federal funds granted directly to institutions or sectors of postsecondary education
3. Serves as the agency for implementing statewide reporting and other requirements of the federal government in relation to postsecondary education in Iowa

Membership

The recommended Commission membership representing solely the public is in accord with current practice in many states and also provides for judicious and expeditious decision-making capability. The seven-member limitation implies a "working Commission." Institutional representation on advisory committees, as defined under "Types of Authority," effectively provides for the institutions to be incorporated in the Commission's activities.

This membership recommendation is made with an awareness of the "broadly and equitably representative" statement regarding membership of state postsecondary education commissions in P.L. 92-318, Sec. 1202. The national discussion regarding "broadly and equitably representative" 1202 Commission membership is not resolved; opposition to institutional representatives on 1202 Commissions has been registered from several states where existing postsecondary coordinating and/or governing bodies have only public members.

The public-only membership recommendation is also advanced with the knowledge that the federally funded facilities programs are currently administered by the

Higher Education Facilities Commission (with its public and institutional members). The recommendation also takes into consideration the fact that the institutional representatives would no longer be a part of this activity with the Facilities Commission being incorporated within the proposed Commission. Currently, several states' coordinating/governing boards with only public members administer the federal-related facilities functions within their total operations.

If, at some time in the future, federal regulations would require institutional representation for the proposed Commission to receive federal funds, the issue will then need to be examined and a course of action determined. During the present time, the State of Iowa may wish to join those other states advocating public-only members for the federally legislated postsecondary education (1202) commissions.

- A. The Commission shall be comprised of seven members, resident of the State of Iowa
  1. Members shall represent the public-at-large
  2. Public members shall not be officials, employees, board members or trustees of any postsecondary education institution, associations of such institutions, and State governing boards of such institutions in the State of Iowa
- B. Members shall be appointed by the Governor, with confirmation by the Senate; three of the initial Commission members shall be appointed to two-year terms and four to four-year terms. All later appointees shall be for four-year terms. No Commission member shall be appointed for more than two successive four-year terms
  1. On the occasion of the resignation or death of a Commission member, the Governor may appoint, with Senate confirmation, a member to fill the unexpired term
  2. Interested individuals and groups shall be provided the opportunity to place before the Governor the names of individuals for consideration for appointment to the Commission

#### Accountability

The issue of educational accountability deserves serious consideration, with the Commission's effectiveness designated as one of its basic components. Inclusion of the accountability component ensures that the Commission's efforts will be directed toward providing the General Assembly with the information needed for decisions.

- A. The Commission shall be accountable to the General Assembly
1. The General Assembly shall allocate those funds needed to permit the Commission to perform its function in accord with the expectations of the General Assembly
  2. Measures of performance shall be established annually by the Commission and the chairpersons of the House and Senate postsecondary education standing committees. Annual determination of performance measure achievement shall be on the basis of the appropriateness and usefulness of the information provided by the Commission to the aforementioned committees

#### PLANNING/COORDINATION RECOMMENDATIONS

The outline of the recommended Commission for Iowa Postsecondary Education presented on the preceding pages encompasses its proposed authority, role, functions, membership, and accountability. To ensure the proper management and implementation of the Commission's activities so that the General Assembly receives the appropriate information for making decisions, several specific recommendations are presented.

##### Commission Staff

The success of the Commission in serving the needs of the education community and the legislative and executive branches of state government will depend primarily upon the calibre of the staff employed to serve the Commission. It is recommended that the chief staff administrator must understand the problems confronting postsecondary education. He should also have the research capability to discern those areas needing study and to develop sound and reasonable suggested resolutions to the local situation. It is essential that the administrator be able to administer a staff and communicate effectively with the various constituencies within the State.

Other staff members of the proposed Commission should possess individual capabilities in such areas as data compilation, research, budgeting, program review, and administration of the federal and state supported programs under the Commission's functional jurisdiction. It would appear that an initial staff comprised of the chief administrator, three or four other professional persons and two or three support persons should be able to perform the staff functions at the Commission's outset. Additional persons may be needed as the stature and responsibilities of the Commission increase.

### Data Base Establishment

The most important aspect of the Commission's activity will be the establishment of a sound data base encompassing such areas as outlined in Section II of this report. Careful determination of the appropriate data needed for developing decision making information is essential to all other facets of the Commission's activities. It is recommended that delineation of precise data base requirements and determination of the ultimate use of information generated from the data be established as the first priority for the Commission.

It is important to recognize that the recommendation to establish a data base is directly related to the need for meaningful information to guide planning and coordination decisions. The basic thrust of this recommendation excludes the gathering of data for its own sake or the production of voluminous documents that do not serve predetermined purposes.

The establishment of a management information system should evolve as the need for meaningful information for making sound decisions emerges. At the outset, it is envisioned that the data bank/information system may be limited in size to satisfy information requirements of the most urgent issues requiring resolution. As the Commission addresses other issues at a later date, the information requirements may necessitate change in the data bank/information system.

### Innovative Approaches

Planning and coordination of Iowa's postsecondary education necessitates innovative approaches to best serve the interests of the citizens and the State. It is recommended that the Commission be encouraged to re think the traditional views of higher education in order that the educational delivery systems be seen within the context of geographic areas, in addition to the traditional three segments. This approach recognizes the educational needs of people in terms of residence rather than public/private and upper division/lower division dichotomies. This approach also encourages the best use of all available facilities and personnel in providing educational services as needed rather than within existing segment categories. With innovative approaches that cross organizational lines, educational opportunities will be better provided to the large numbers of people not normally serviced by the traditional forms of education.

### Accountability

The outline of the proposed Commission delineates the components of performance measurement and performance evaluation as basic to the Commission's activities. It is recommended that performance procedures and evaluative criteria be established at the outset, with periodic reviews being performed to ensure the overall effectiveness of the Commission's operations.

### IMPLEMENTING RECOMMENDATIONS

The recommendations for creating the structure and the establishment of procedures for planning and coordinating Iowa postsecondary education should be implemented within a predetermined time frame. The following implementation schedule is recommended to the Study Committee to aid the Committee in fulfilling its obligation to the Sixty-Fifth General Assembly.

#### Establish Commission

The first task requires statutory establishment of the recommended Commission for Iowa Postsecondary Education, as outlined in this section. With the appointment of the Commission members the related tasks for planning and coordination can occur.

#### Secure Staff

Retaining the Commission's chief administrator and other needed staff by the Commission represents a crucial step in implementing the recommendations. A small competent cadre, as described previously, should serve the immediate needs of the Commission.

#### Determine Plan

Determination of a specific course of action regarding the planning and coordination of the State's postsecondary educational endeavors by the Commission and its staff is the next task for implementing the recommendations. This plan should be developed within the context of the requirements of the appropriate legislative committees, the executive branch of government, and the institutional segments.

A detailed plan of action should be established at the outset. That plan should address those specific issues requiring immediate attention, thus ensuring that the Commission's activity will truly serve the entire State. Selected issues should be examined by the Commission in order of a predetermined priority listing established on the basis of need.

Relative to the plan, there must be determined the kinds and use of data required to yield meaningful information. Undoubtedly large amounts of needed data will be available from the institutions. The end-use of these data for planning and coordination purposes must be clearly established at the outset in conjunction with the determination of existing priority issues to be addressed by the Commission.

#### Measure Effectiveness

Procedures for measuring the effectiveness of the Commission in serving those individuals and groups concerned with Iowa's postsecondary education should be established as the plan of Commission activity is determined. These measures should relate directly to the meaningfulness of the information generated by the Commission and its usefulness for making decisions regarding the State's postsecondary education endeavors.

The Commission should exist solely to improve the decision-making of those responsible for postsecondary education decisions. Therefore, it is crucial that the activity of the Commission be measured against predetermined standards of effectiveness for supplying the appropriate kinds of needed information. The establishment of procedures for measuring Commission effectiveness should be a joint endeavor of the Commission and its staff with the appropriate legislative committees, representing the General Assembly to whom the Commission should be accountable.

#### Determine Levels of Decision-Making

Determination of the appropriate levels of decision-making by legislative bodies, coordinating boards, and institutional boards is becoming an issue requiring attention throughout American postsecondary education. With establishment of the proposed Commission, it is recommended that this issue be addressed to ensure independence of Iowa's General Assembly, the Commission, and the institutional governing boards.

\* \* \* \* \*

The recommendations advanced in this section have been developed to serve the best interests of the State of Iowa and its postsecondary educational endeavors. The recommendations have been developed within the context of the Study Committee's expressed needs and discussions. The recommendations also reflect the movement throughout the United States toward planning and coordinating individual states' educational activity. Implementation of these recommendations should provide the capability for sound, comprehensive planning and coordination of all postsecondary education in the State of Iowa.

References cited in Section V, in chronological order:

Glenny, Lyman A., and Weathersby, George B. (editors). Statewide Planning for Postsecondary Education: Issues and Designs. Boulder, Colorado: National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education

Carnegie Commission on Higher Education. The Capital and Campus, State Responsibility for Postsecondary Education. Hightstown, N.J.: McGraw-Hill, 1971

Glenny, Lyman A., and others. Coordinating Higher Education for the '70s. Berkeley: The Center for Research and Development in Higher Education, University of California, 1971

C. Interviews with Regents' Institutions' Personnel

1. Iowa State University  
W. Robert Parks, President  
Wayne R. Moore, Vice President, Business & Finance  
Wilbur L. Layton, Vice President, Student Affairs  
Virgil Lagomarcino, Dean, College of Education  
James Warner, Assistant Director, Information Service
2. University of Iowa  
Willard Boyd, President  
Arthur Gillis, Assistant Vice President for University Administration and Planning
3. University of Northern Iowa  
John J. Kamerick, President  
James Martin, Vice President and Provost
4. State Board of Regents  
R. Wayne Richey, Executive Secretary

D. Interviews with other Individuals

1. American College Testing Program  
Fred F. Harclerod, President
2. Governor's Office  
Wythe Willey
3. Higher Education Facilities Commission  
Norman W. Kladstrup, Executive Director
4. Iowa Coordinating Council for Post-Secondary Education  
John W. Bachman, President
5. Office of Planning and Programming  
Paul Heitman, former Education Program Director

E. Participation in Organization Meetings

1. Advisory Board to the Higher Education Study Committee
2. Iowa Association of Area Schools' Superintendents
3. Iowa Association of College Presidents
4. Iowa Association of Private Colleges and Universities
5. Iowa Coordinating Council for Postsecondary Education
6. Iowa Council of Area School Boards

F. Met with State Education Budget Revision Project Policy Committee (Selden Committee)



IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLMENT<sup>a</sup>  
 BY LEVEL, INSTITUTION AND GEOGRAPHIC REGION  
 For the years 1965, 1968 and 1971

Geographic Region and Institution	Career Education Programs					College Parallel and Baccalaureate Programs									
	1965	1968	1971	6-year change		Freshman and Sophomore years					Junior and Senior years				
				Number	%	1965	1968	1971	6-year change	%	1965	1968	1971	6-year change	%
Key: 1. Public Area School and/or Community College						1965	1968	1971	6-year change	%	1965	1968	1971	6-year change	%
2. Private 2-year College															
3. Regents' University															
4. Private 4-year College or University															
<b>A. DES MOINES-AMES REGION</b>															
1. Des Moines Area CC, Ankeny	N/E <sup>b</sup>	598 <sup>c</sup>	1,207	1,292	-	N/E <sup>b</sup>	381 <sup>c</sup>	708	-734	-210					
1. Des Moines Area CC, Boone	0 )		85)			349 )		375)							
2. Grand View, Des Moines						1,045	1,179	970	-75	-7					
3. Iowa State U., Ames						7,084	8,189	8,844	1,760	25	4,430	6,477	7,470	3,040	69
4. Drake, Des Moines						2,277	2,353	2,557	280	12	1,877	2,046	2,154	277	15
4. Simpson, Indianola						596	578	535	-61	-10	289	395	395	106	37
Des Moines-Ames Region	0	598	1,292	1,292	-	11,351	12,680	13,989	2,638	23	6,596	8,918	10,019	3,423	52
<b>B. CEDAR RAPIDS-IOWA CITY REGION</b>															
1. Kirkwood CC, Cedar Rapids	N/E <sup>b</sup>	665	1,277	1,277	-	N/E <sup>b</sup>	712	1,153	1,153	-					
1. Muscatine CC, Muscatine (see Region C)															
3. University of Iowa, Iowa City						6,280	6,646	6,440	160	3	4,801	6,537	7,259	2,458	51
4. Coe, Cedar Rapids						639	665	773	134	21	329	376	313	-16	-5
4. Mount Mercy, Cedar Rapids						252	221	317	65	26	174	243	293	119	68
4. Cornell, Mt. Vernon						605	565	590	-15	-2	344	408	392	48	14
Cedar Rapids - Iowa City Region	0	665	1,277	1,277	-	7,776	8,809	9,273	1,497	19	5,648	7,564	8,257	2,609	46
<b>C. DAVENPORT-CLINTON REGION</b>															
1. Scott CC, Davenport	N/E <sup>b</sup>		489)		-	N/E <sup>b</sup>		0 )							
1. Clinton CC, Clinton	75)	557 <sup>c</sup>	123)	563	517	484 )	953 <sup>c</sup>	357)	-190	-39					
1. Muscatine CC, Muscatine	34)		60)			555 )		492)							
2. Mount St. Clare, Clinton						300	250	188	-112	-37					
2. Palmer, Davenport						246	539	365	119	48					
4. Marycrest, Davenport						396	419	421	25	6	290	374	347	57	20
4. St. Ambrose, Davenport						853	633	709	-144	-17	408	573	568	160	39
Davenport-Clinton Region	109	557	672	563	517	2,834	2,794	2,532	-302	-11	698	947	915	217	31
<b>D. WATERLOO-CEDAR FALLS REGION</b>															
1. Hawkeye IT, Waterloo	N/E <sup>b</sup>	737	1,095	1,095	-										
1. Ellsworth CC, Iowa Falls	104	176 <sup>e</sup>	168	64	62	704	963 <sup>e</sup>	870	166	24					
3. University of No. Iowa, Cedar Falls						3,838	4,930	4,877	1,041	27	2,026	3,326	3,813	1,787	88
4. Wartburg, Waverly						802	809	767	-35	-4	477	616	578	101	21
4. Upper Iowa (see Region M)															
Waterloo - Cedar Falls Region	104	913	1,263	1,159	1,114	5,344	6,702	6,516	1,172	22	2,503	3,942	4,391	1,888	75
<b>E. SIOUX CITY REGION</b>															
1. Western Iowa Tech, Sioux City	N/E <sup>b</sup>	345	646	646	-										
2. Sioux Empire (see Region N)															
4. Westmar, Le Mars						578	643	520	-58	-10	319	473	426	107	34
4. Briarcliff, Sioux City						401	603	593	192	48	174	331	380	206	118
4. Morningside, Sioux City						853	769	844	-9	-1	448	537	486	38	8
Sioux City Region	0	345	646	646	-	1,832	2,015	1,957	125	7	941	1,341	1,292	351	37

Footnotes for 1965 through 1971 data appear on page C-4.

IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLMENT<sup>a</sup>

Geographic Region and Institution

Geographic Region and Institution	Career Education Programs					College Parallel and Baccalaureate Programs														
	1965	1968	1971	6-year change		Freshman and Sophomore years					Junior and Senior years									
				Number	%	1965	1968	1971	6-year change	%	1965	1968	1971	6-year change	%					
<b>F. DUBUQUE REGION</b>																				
1. Northeast Iowa AVTS, Dubuque	N/E <sup>b</sup>	0	115	115	-															
4. Clarke, Dubuque						546	495	352	-194	-36	298	422	286	-12	-4					
4. Loras, Dubuque						998	859	759	-239	-24	616	682	586	-30	-5					
4. U. of Dubuque, Dubuque						530	518	422	-108	-20	250	342	325	75	30					
4. Divine Word, Epworth						122	86	64	-58	-48	64	69	51	-13	-2					
Dubuque Region	0	0	115	115	-	2,196	1,958	1,597	-599	-27	1,228	1,515	1,248	20	2					
<b>G. COUNCIL BLUFFS REGION</b>																				
1. Iowa Western CC, Council Bluffs	N/E <sup>b</sup>	252 <sup>d</sup>	566	566	-	N/E <sup>b</sup>	223 <sup>d</sup>	292	292	-										
Council Bluffs Region	0	252	566	566	-	0	223	292	292	-										
<b>H. BURLINGTON REGION</b>																				
1. S.E. CC, North Campus, Burlington	76	173 <sup>f</sup>	230	154	203	695	658 <sup>f</sup>	621	-74	-11										
1. S. E. CC, South Campus, Keokuk	0	45 <sup>f</sup>	89	89	-	342	325 <sup>f</sup>	309	-33	-17										
4. Iowa Wesleyan, Mount Pleasant						483	498	335	-148	-31	318	407	359	41	13					
Burlington Region	76	218	319	243	320	1,520	1,481	1,265	-255	-17	318	407	359	41	13					
<b>I. FORT DODGE REGION</b>																				
1. Iowa Central CC, Ft. Dodge	118	352	517	399	338	719	946	1,120	401	56										
1. Iowa Central CC, Eagle Grove	0	15	17	17	-	173	198	136	-37	21										
1. Iowa Central CC, Webster City	12	17	12	0	0	227	224	207	-20	-9										
Fort Dodge Region	120	384	546	416	320	1,119	1,368	1,463	344	31										
<b>J. MASON CITY REGION</b>																				
1. No. Iowa Area CC, Mason City	159	351	375	216	136	1,116	1,297	1,109	-7	0										
2. Waldorf, Forest City						562	629	535	-27	-5										
Mason City Region	159	351	375	216	136	1,678	1,926	1,644	-34	-2										
<b>K. OTTUMWA REGION</b>																				
1. Indian Hills CC, Ottumwa	N/E <sup>b</sup>	548	545	545	-															
1. Indian Hills CC, Centerville	77	113	64	-13	-17	434	682	448	14	3										
2. Ottumwa Heights, Ottumwa						329	327	301	-28	-9										
4. Central, Pella						596	726	768	172	29	256	484	474	218	85					
4. Wm. Penn, Oskaloosa						608	453	441	-167	-27	289	393	308	19	7					
4. Parsons, Fairfield						3,229	747	712	-2,517	-78	1,016	944	504	-512	-50					
Ottumwa Region	77	661	609	532	691	5,196	2,935	2,670	-2,526	-49	1,561	1,821	1,286	-275	-18					
<b>L. CENTRAL IOWA REGION</b>																				
1. Marshalltown CC, Marshalltown	72	124 <sup>e</sup>	130	58	81	648	821 <sup>e</sup>	687	39	6										
4. Grinnell, Grinnell						686	647	743	57	8	474	497	544	70	15					
Central Iowa Region	72	124	130	58	81	1,334	1,468	1,430	96	7	474	497	544	70	15					

Footnotes for 1965 through 1971 data appear on page C-4.

IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLEMENT<sup>a</sup>

Geographic Region and Institution

	Career Education Programs					College Parallel and Baccalaureate Programs													
	1965	1968	1971	6-year change		Freshman and Sophomore years					Junior and Senior years								
				Number	%	1965	1968	1971	6-year change		1965	1968	1971	6-year change					
<b>M. NORTHEASTERN IOWA REGION</b>																			
1. Northeast Iowa AVIS, Calmar	N/E <sup>b</sup>	268	400	400	-														
4. Luther, Decorah						1,154	1,134	1,146	-8	-1	522	894	860	338	65				
4. Upper Iowa, Fayette						560	690	509	-51	-9	336	394	346	10	3				
Northeastern Iowa Region	0	268	400	400	-	1,714	1,824	1,655	-59	-3	858	1,288	1,206	348	41				
<b>N. NORTHWESTERN IOWA REGION</b>																			
1. N.W. Iowa AVS, Sheldon	N/E <sup>b</sup>	193	326	326	-														
2. Sioux Empire, Hawarden							108	202	202	-	161	270	344	183	114				
4. Dordt, Sioux Center						376	527	618	242	64	336	394	346	10	3				
4. Northwestern, Orange City						399	392	387	-12	-3	135	299	287	152	113				
Northwestern Iowa Region	0	193	326	326	-	775	1,027	1,207	432	56	296	569	631	335	113				
<b>O. WEST-NORTH IOWA REGION</b>																			
1. Iowa Lakes CC, Estherville	64	147	0	-64	100	403	714	433	30	7									
1. Iowa Lakes CC, Emmetsburg	0	0	255	255	-	146	183	138	-8	-6									
4. Buena Vista, Storm Lake						517	447	342	-175	-34	330	337	411	81	25				
West-North Iowa Region	64	147	255	191	298	1,066	1,344	913	-153	-14	330	387	411	81	25				
<b>P. WEST-SOUTH IOWA REGION</b>																			
1. Southwestern CC, Creston	0	98	164	164	-	311	359	276	-35	-11									
1. Iowa Western CC, Clarinda	48	40 <sup>d</sup>	39	-9	-19	451	400 <sup>d</sup>	342	-109	-24									
4. Graceland, Lamoni						790	810	803	13	2	248	388	488	240	97				
West-South Region	48	138	203	155	-19	1,552	1,569	1,421	-131	-33	248	388	488	240	97				
<b>TOTAL BY POST-SECONDARY SEGMENT AND LEVEL</b>																			
1. Area Schools/Community Colleges	839	5,814	8,994	8,155	972	7,757	10,039	10,073	2,316	30									
2. 2-year Private Colleges						2,482	3,032	2,561	79	3									
3. Regents' Universities						17,202	19,765	20,163	2,961	17	11,257	16,340	18,542	7,285	65				
4. 4-year Private Colleges and Universities						19,846	17,287	17,027	-2,819	-14	10,442	13,244	12,505	2,063	19				
<b>TOTAL POST-SECONDARY ENROLLMENT</b>	839	5,814	8,994	8,155	972	47,287	50,123	49,824	2,537	5	21,699	29,584	31,047	9,348	84				

Footnotes for 1965 through 1971 data appear on page C-4.

IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLMENT<sup>a</sup>

Geographic Region and Institution	Career Education Programs					College Parallel and Baccalaureate Programs												
	1965	1968	1971	6-year change		Freshman and Sophomore years					Junior and Senior years							
				Number	%	1965	1968	1971	6-year change		1965	1968	1971	6-year change				
<b>TOTAL BY GEOGRAPHIC REGION AND LEVEL</b>																		
A. Des Moines-Ames Region	0	598	1,292	1,292	-	11,351	12,680	13,989	2,638	23	6,596	8,918	10,019	3,423	52			
B. Cedar Rapids-Iowa City Region	0	665	1,277	1,277	-	7,776	8,809	9,273	1,497	19	5,648	7,564	8,257	2,609	46			
C. Davenport-Clinton Region	109	557	672	563	517	2,834	2,794	2,532	-302	-11	698	947	915	217	31			
D. Waterloo-Cedar Falls Region	104	913	1,263	1,159	1,114	5,344	6,702	6,516	1,172	22	2,503	3,942	4,391	1,888	75			
E. Sioux City Region	0	345	646	646	-	1,832	2,015	1,957	125	8	941	1,341	1,292	351	37			
F. Dubuque Region	0	0	115	115	-	2,196	1,958	1,597	-599	-27	1,228	1,515	1,248	20	2			
G. Council Bluffs Region	0	252	566	566	-	0	223	292	292	-								
H. Burlington Region	76	218	319	243	320	1,520	1,481	1,265	-255	-17	318	407	359	41	13			
I. Port Dodge Region	130	384	546	416	320	1,119	1,368	1,463	344	31								
J. Mason City Region	159	351	375	216	136	1,678	1,926	1,644	-34	-2								
K. Ottumwa Region	77	661	609	532	691	5,196	2,935	2,670	-2,526	-49	1,561	1,821	1,286	-275	-18			
L. Central Iowa Region	72	124	130	58	81	1,334	1,468	1,430	96	7	474	497	544	70	15			
M. Northeastern Iowa Region	0	268	400	400	-	1,714	1,824	1,655	-59	-3	858	1,288	1,206	348	41			
N. Northwestern Iowa Region	0	193	326	326	-	775	1,027	1,207	432	56	296	569	631	335	113			
O. West-North Iowa Region	64	147	255	191	298	1,066	1,344	913	-153	-14	330	387	411	81	25			
P. West-South Iowa Region	48	138	203	155	-19	1,552	1,569	1,421	-131	-33	248	388	488	240	97			
Total	839	5,814	8,994	3,155	972	47,287	50,123	49,824	2,537	5	21,699	29,584	31,047	9,348	84			

Footnotes:

- a - Full-time equivalent enrollment = all full-time plus one-third part-time enrollments.
- b - N/E = Institution not established in 1965.
- c - 1968 data provided as composite for Merged Area.
- d - Iowa Western CC 1968 data provided as Area XIII Community College; enrollment distributed between Council Bluffs and Clarinda Campuses in proportion to each location's enrollment change from 1965 to 1971.
- e - Ellsworth CC and Marshalltown CC 1968 data provided as Area VI Community College; enrollment distributed between the two institutions in proportion to each institution's enrollment change from 1965 to 1971.
- f - Southeastern CC 1968 data provided as Area XVI Community College; enrollment distributed between North and South Campuses in proportion to each location's enrollment from 1965 to 1971.

IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLMENT<sup>3</sup>  
 BY LEVEL, INSTITUTION AND GEOGRAPHIC REGION  
 Change from 1971 to 1972

Geographic Region and Institution	Career Education Programs				College Parallel and Baccalaureate Programs							
					Freshman and Sophomore years				Junior and Senior years			
	1971	1972	1-year change		1971	1972	1-year change		1971	1972	1-year change	
		Number	%			Number	%			Number	%	
<b>K. OTTUMWA REGION</b>												
1. Indian Hills CC, Ottumwa	545	467	-78	-14								
1. Indian Hills CC, Centerville	64	71	7	11	448	354	-94	-26				
2. Ottumwa Heights, Ottumwa					301	350	49	16				
4. Central, Pella					768	723	-45	-6	474	463	-11	-2
4. Wm. Penn, Oskaloosa					441	424 <sup>c</sup>	-17	-4	308	314	6	2
4. Parsons, Fairfield					712				504			
Ottumwa Region	609	538	-71	-11	2,670	1,851	-819	-31	1,286	777	-509	-39
<b>L. CENTRAL IOWA REGION</b>												
1. Marshalltown CC, Marshalltown	130	139	9	7	687	604	-83	-12				
4. Grinnell, Grinnell					743	728	-15	-2	544	571	27	5
Central Iowa Region	130	139	9	7	1,430	1,332	-98	-7	544	571	27	5
<b>M. NORTHEASTERN IOWA REGION</b>												
1. Northeast Iowa AVTS, Calmar	400	421	21	5								
4. Luther, Decrah					1,146	898	-248	-22	860	1,100	240	28
4. Upper Iowa, Fayette					509	398	-111	-21	346	332	-14	-4
Northeastern Iowa Region	400	421	21	5	1,655	1,296	-359	-27	1,206	1,432	226	19
<b>N. NORTHWESTERN IOWA REGION</b>												
1. N. W. Iowa AVS, Sheldon	326	335	9	3								
2. Sioux Empire, Hawarden					202	225	23	11				
4. Dordt, Sioux Center					618	578	-40	-6	344	370	26	8
4. Northwestern, Orange City					387	377	-10	-3	287	277	-10	-3
Northwestern Iowa Region	326	335	9	3	1,207	1,180	-27	-2	631	647	16	3
<b>O. WEST-NORTH IOWA REGION</b>												
1. Iowa Lakes CC, Estherville	0	13	13		433	374	-59	-14				
1. Iowa Lakes CC, Emmetsburg	255	307	52	20	138	83	-55	-39				
1. Iowa Central CC, Storm Lake	0	63	63									
4. Buena Vista, Storm Lake					342	365	23	7	411	367	-44	-11
West-North Iowa Region	255	383	128	50	913	822	-91	-10	411	367	-44	-11
<b>P. WEST-SOUTH IOWA REGION</b>												
1. Southwestern CC, Creston	164	182	18	10	276	218	-58	-21				
1. Iowa Western CC, Clarinda	39	38	-1	-3	342	328	-14	-4				
4. Graceland, Lamoni					803	717	-86	-11	488	499	11	2
West-South Region	203	220	17	8	1,421	1,263	-158	-11	488	499	11	2

Footnotes for 1971 and 1972 data appear on page C-8.

IOWA POST-SECONDARY FULL-TIME EQUIVALENT ENROLLMENT<sup>a</sup>  
 BY LEVEL, INSTITUTION AND GEOGRAPHIC REGION  
 Change from 1971 to 1972

Geographic Region and Institution	Career Education Programs				College Parallel and Baccalaureate Programs							
	1971	1972	1-year change		Freshman and Sophomore years				Junior and Senior years			
			Number	%	1971	1972	1-year change	%	1971	1972	1-year change	%
<b>TOTAL BY POST-SECONDARY SEGMENT AND LEVEL</b>												
1. Area Schools/Community Colleges	8,994	10,124	1,130	13	10,073	9,198	-875	-9				
2. 2-year Private Colleges					2,561	2,437	-124	-5		25	25	100
3. Regents' Universities					20,163	19,014	-1,149	-6	18,542	18,747	205	1
4. 4-year Private Colleges and Universities					17,027	15,058	-1,969	-12	12,505	12,399	-106	-1
<b>TOTAL POST-SECONDARY ENROLLMENT</b>	<b>8,994</b>	<b>10,124</b>	<b>1,130</b>	<b>13</b>	<b>49,824</b>	<b>45,707</b>	<b>-4,117</b>	<b>-8</b>	<b>31,047</b>	<b>31,171</b>	<b>124</b>	<b>0</b>
<b>TOTAL BY GEOGRAPHIC REGION AND LEVEL</b>												
A. Des Moines-Ames Region	1,292	1,771	479	37	13,989	13,550	-439	-3	10,019	10,635	616	6
B. Cedar Rapids-Iowa City Region	1,277	1,461	184	14	9,273	8,814	-459	-5	8,257	8,387	130	2
C. Davenport-Clinton Region	672	653	-19	-3	2,532	2,364	-168	-7	915	895	-20	-2
D. Waterloo-Cedar Falls Region	1,263	1,286	23	2	6,516	5,715	-801	-12	4,391	4,320	-71	-2
E. Sioux City Region	646	768	122	19	1,957	1,724	-233	-12	1,292	1,182	-110	-9
F. Dubuque Region	115	123	8	7	1,597	1,537	-60	-4	1,248	1,180	-68	-5
G. Council Bluffs Region	566	561	-5	-1	292	353	61	21				
H. Burlington Region	319	371	52	2	1,265	1,211	-54	-4	359	279	-80	-22
I. Fort Dodge Region	546	684	138	25	1,463	1,200	-263	-18				
J. Mason City Region	375	410	35	9	1,644	1,495	-149	-9				
K. Ottumwa Region	609	538	-71	-11	2,670	1,851	-819	-31	1,286	777	-509	-40
L. Central Iowa Region	130	139	9	7	1,430	1,332	-98	-7	544	571	27	5
M. Northeastern Iowa Region	400	421	21	5	1,655	1,296	-359	-27	1,206	1,432	226	19
N. Northwestern Iowa Region	326	335	9	3	1,207	1,180	-27	-2	631	647	16	3
O. West-North Iowa Region	255	383	128	50	913	822	-91	-10	411	367	-44	-11
P. West-South Iowa Region	203	220	17	8	1,421	1,263	-158	-11	488	499	11	2
<b>Total</b>	<b>8,994</b>	<b>10,124</b>	<b>1,130</b>	<b>13</b>	<b>49,824</b>	<b>45,707</b>	<b>-4,117</b>	<b>-8</b>	<b>31,047</b>	<b>31,171</b>	<b>124</b>	<b>0</b>

Footnotes:

- a - Full-time equivalent enrollment = all full-time plus one-third part-time enrollments.
- b - N/E = Institution not established in 1971.
- c - 1972 data not available; Parsons College closed at conclusion of 1972-73 academic year.

SUMMARIES OF EXISTING STATEMENTS  
IOWA POST HIGH SCHOOL EDUCATIONAL GOALS  
INSTITUTIONAL ROLES AND OBJECTIVES

A part of the Iowa higher education study involves the definition of the role and scope of the state's higher education institutions, including area schools, Regents' universities, and private colleges and universities. Statements pertaining to institutional roles and objectives and goals of Iowa post secondary education were provided the Higher Education Study Committee from several sources. Peat, Marwick, Mitchell & Co. Consultants, retained by the Committee to assist in the study, have assembled the statements below for the purpose of discussion by individuals associated with the higher education endeavor in Iowa (September 1972).

Goals of Iowa Post High School Education

In 1965 the Iowa Cooperative Study of Post High School Education was started under the joint sponsorship of the State Board of Regents, the State Board of Public Instruction and the Iowa Association of Private Colleges and Universities; the state's Higher Education Facilities Commission joined in the study shortly after its inception. The final report of this study group, entitled Proposal for Progress, dated February 1, 1967, contains the following statements on post high school education goals (pp. 2-3).

I. Goals of Iowa Post High School Education

The Board of Directors, staff, and consultant committees were also guided in their research and analysis by several assumptions concerning the goals to be sought in the development of post high school education in Iowa. Although not formalized initially, these basic assumptions did underlie the entire study and were gradually crystallized and defined as goals and as criteria by which present arrangements and proposed changes should be judged.

It was recognized that post high school education must meet the needs of both the individual student and the society which maintains the educational institutions. The overriding goal is thus a dual one: 1) to provide post high school education which will enable individual students to fulfill their potentialities to the highest extent possible and to offer instruction and conduct research, and 2) to provide educational and technical services which will undergird, stimulate, and enrich the economic, civic, and cultural life of the society served.

To achieve this fundamental objective, post high school education should be so designed as to achieve:

1. Widespread Educational Opportunity

Opportunities must be made available for all students who are seriously interested to pursue post high school education to the limits of their abilities. Achievement of this goal requires the removal of unreasonable geographic, financial, or other discriminatory barriers.

2. Diversity of Programs and Services

To meet the extremely diverse needs, interests, and abilities of students beyond high school age and to meet the educational needs of

an increasingly complex society, programs ranging from those for adults with very little formal education to those for post-doctoral students must be made available.

3. High Quality

Each program or service offered - whether it be a two-week short course of a vocational nature, an adult education offering for general enlightenment, or a graduate program in physics - should be handled by competent instructional personnel working with first-rate instructional materials and equipment. Programs and services must be of high quality in all institutions offering post high school work so that programs requiring different levels of preparation do not reflect different levels of quality.

4. Economy of Operation

Post high school education must be characterized by the efficient use of economic, personal, and institutional resources. This does not mean that post high school education will be inexpensive; on the contrary, many programs and services call for substantial investment. But it does mean that post high school education should be so organized and operated that a high educational return is received by both individuals and society on each dollar invested, which requires careful allocation and use of operating funds and other resources.

5. Coordination and Cooperation

Essential to the accomplishment of the foregoing objectives are coordination and cooperation between and among the various individuals and institutions engaged in post high school education in the state. To achieve smooth transfer of students and wise use of funds calls for coordination of public and private post high school institutions and their wholehearted cooperation with elementary and secondary education and with economic, civic, and cultural groups throughout the state.

Clearly, the above objectives are closely interrelated; the accomplishment of each is dependent to a considerable extent upon the accomplishment of the others. It has been assumed throughout the study that the adequacy of the existing instructional offerings, services, research programs, and other aspects of the post high school educational enterprise in Iowa should be judged in terms of the goals or criteria stated above, and that proposals for modification to improve post high school education in the state should likewise be judged in terms of these criteria.

Institutional Roles and Objectives

The Higher Education Study Committee requested from each of the three segments of Iowa post-secondary education a statement regarding institutional roles and objectives. The following statements were provided the Committee in November 1971.

## I. From the State Board of Regents:

## A. "Rationale" or platform statements approved by the Board of Regents, November 10-12, 1966.

## 1. State University of Iowa - by President Bowen

The State University of Iowa at Iowa City is recognized as having a broad mandate in order that it may continue to be a distinguished state university, offering pre-professional courses, the full panoply of undergraduate liberal arts and science courses, graduate and professional work in law, medicine, dentistry, pharmacy, nursing, engineering, and allied fields related to these professional disciplines, as well as social work, business administration, journalism, education (elementary, secondary, and higher), library science, and all the liberal arts and sciences, with research, extension and public service functions clearly recognized and generously supported. It is recognized as having a continuing special responsibility for upper level undergraduate and for graduate education within the limitation of its subject matter fields. It will offer no major programs in agriculture, architecture, forestry, industrial arts, veterinary medicine, agricultural, aeronautical or ceramic engineering. It will be characterized by a somewhat different emphasis from the university at Ames, based on its general orientation toward human growth, the health sciences, the humanities, the fine arts and the social sciences. However, it will continue to maintain a strong program in the physical and biological sciences and engineering.

## 2. Iowa State University of Science and Technology - by President Parks

Iowa State University of Science and Technology at Ames is recognized as a broad-based university with an orientation around science and technology which has sufficient scope and depth in its undergraduate and graduate instruction, its research, and its extension and public service functions to enable it to continue to be a distinguished land-grant university. In addition to its graduate and undergraduate work in the physical, biological and social sciences, it will maintain strong undergraduate programs in the liberal arts, and will offer such master's and Ph.D. programs in this area as are justified to meet the needs of the state and to maintain the over-all strength and desirable balance of the university as a whole. Although a majority of the degrees offered will continue to be bachelor of science and master of science degrees, the degrees offered in those major programs which are more closely related to the arts than to the sciences may be designated as bachelor of arts or master of arts degrees. In its professional programs, principal emphasis will be given to the maintenance of strong programs in the sciences, agriculture, engineering, veterinary medicine, environmental design, education, and home economics, with graduate instruction, research, extension and public service functions in these subject matter areas

clearly recognized and generously supported. There will be no major programs in law, library science, human medicine, dentistry, pharmacy, nursing, social work, hospital administration, occupational therapy, physical therapy, speech pathology or hydraulics engineering.

3. State College of Iowa - by President Maucker

Iowa Northern University (presently State College of Iowa) at Cedar Falls is recognized as having a mandate of sufficient scope to enable it to become an outstanding arts and sciences university, strongly oriented toward teacher education. It will provide leadership in the development of programs for the pre-service and in-service preparation of teachers and other educational personnel for schools, colleges and universities. It will offer undergraduate and graduate programs and degrees in the liberal and practical arts and sciences, including selected areas of technology; offer pre-professional courses; and conduct research and extension programs to strengthen the educational, social, cultural and economic development of Iowa. Its evolution from state college to university will entail a broadening of its offerings, development of more specialized undergraduate and graduate courses, and considerably greater emphasis on research and public services than have characterized the institution in the past. At the same time, it is imperative that the quality of all its instruction be maintained and enhanced through increasingly strong emphasis on: 1) general or liberal education as the most essential ingredient for the undergraduate student, 2) faculty personnel policies which recognize the central importance of the teaching function, 3) enrichment of instruction through extensive clinical, laboratory and field experience and independent study, and 4) development of the life of the university community itself as an effective educational force. In the initial years of this development, its instructional and research programs will be expected to be less comprehensive, and most of its advanced curricula less specialized, than those of the universities at Iowa City and Ames. It will offer no major programs in law, medicine, dentistry, pharmacy, hospital administration, architecture, forestry, engineering, agriculture, or veterinary medicine.

B. Recent comments on institutional roles.

1. State University of Iowa - by President Boyd

The University of Iowa is committed to undergraduate, professional, graduate, and continuing education. In recent years, The University of Iowa has sought to control its enrollment. It has done so in recognition of the joint responsibility it has with the other Regents' institutions, the private colleges, and the community colleges to provide a greater variety of educational opportunities to a larger and more diversified group of students. We are predicting a much slower rate of enrollment growth in the '70's than occurred in the '60's. The bulk of this growth will be in professionally oriented curricula of both the pre- and post-baccalaureate colleges of the University. Many of these programs will be health-oriented and therefore fall within the well-established traditional role of this University.

The present issue of surplus and shortage of graduates in all fields and at all levels of preparation is more easily discussed in the abstract than in reality. The University has the obligation to face the

issue in depth and not add and drop programs on the basis of the latest employment figures. Indeed, these figures vary and are interpreted differently by different people. For example, our experience in placing Ph.D.'s in 1971 has been good.

Educational decisions about contraction and expansion of programs are complicated by the rapidity of social and economic change. Yesterday's shortage may be today's surplus and again tomorrow's shortage. The unpredictability of the future argues for a more general educational process and one which continues through life. Thus, a surplus in a sub-specialty does not necessarily mean a surplus with the more general specialty. Adequate counseling about placement opportunities is essential for all students.

From a pragmatic point of view, perhaps the question of limiting further enrollment growth is no longer a pressing issue. It appears that the state of Iowa has now passed through the period of rapidly increasing enrollments. The large enrollment increases of the 1960's were due to sharp growth in the size of the college-age population compounded by increases in the proportion attending college. Birth rate and other population figures indicate that future increases in the number of Iowans attending college will be modest compared to the last decade.

2. Iowa State University - by President Parks

Iowa State University is a broad-based university oriented around science and technology with the responsibility of serving the public through resident instruction, research and extension in the University's principal areas of emphasis. Approximately 75 major fields of study are offered to undergraduates in the colleges of Agriculture, Education, Engineering, Home Economics, Sciences and Humanities, and Veterinary Medicine, and advanced studies are available in approximately 70 disciplines in the Graduate College.

Future programs will be determined by the continuing study of existing programs and of developing needs. Programs will be curtailed or eliminated when the assessment of need and resources dictates that the resources could best be spent on other programs. The practice of continuing review has led to the current phase-out of non-collegiate programs--the two-year Technical Institutes, and to the recent elimination of degree programs in dairy industry and poultry science.

The University approaches the addition of new programs and courses with considerable caution. Generally, new programs are fashioned out of existing programs in response to developing needs. Recent developments in environmental studies, for instance, represent a regrouping of existing courses to meet an intensified concern for environmental preservation. The University will continue to respond to developing needs, but it is not possible to forecast what those needs may be in the coming years.

The Board of Regents is now engaged in formulating a long-range plan for its institutions.

3. University of Northern Iowa - by President Kamerick

Given the declining demand for teachers for the immediate future and apparently for some considerable period, it behooves us to provide other kinds of opportunities for the young people of Iowa who want to attend the University of Northern Iowa. We have already observed this year a rather sharp change in the preferences of freshmen students in the direction of non-teaching programs, which is an obvious reflection of the changing employment marketplace. In order to serve these young people and to be responsive to their needs and preferences and to the needs of employers in the state, it is imperative that we offer a variety of programs, including a standard assortment of liberal arts majors, preparation for careers in business, social work, and other such fields.

In the area of teacher preparation, it is crucial that we remain at the forefront of developments in educational methods programs, and be prepared to offer instruction in new areas required by society's changing needs. We must be more than merely responsive to changing needs and interests of our students and society. One of our primary functions should be to form a leadership role in educational techniques and programs. Although we do not aspire at the present time to the development of any new or unusual educational programs, we'd like to think that we are not prisoners of our institutional tradition, that we are responsive to new ideas and suggestions from our students and the public, that we encourage innovation and creative thinking with any institution, and that if we are asked to provide some new program or service by our students, the state, business, industry, government, labor, and other such groups, as a public institution supported by state and federal taxes and tuition and grants and gifts, it is our duty to be receptive to outside proposals and requests for new educational services.

We realize that it is in the enlightened self-interest of this institution and higher education in the State of Iowa to cooperate with the other public and private institutions in achieving an optimal balance of programs so that students have a reasonable range of choices at a variety of institutions, and so that, by limiting certain offerings, a higher level of excellence can be achieved.

II. From the Department of Public Instruction, Area School Branch:

The basic information regarding the role of the area schools contained in the 1968 publication, Iowa's Developing Pattern for Area Schools, is considered to be currently valid. The 10 "Basic Positions of Philosophy" stated in this publication (pp. 4-29), prepared by the Department of Public Instruction and presented to the Iowa Coordinating Council for Post High School Education, are presented below.

1. The state administration of a system of area schools can best be accomplished through utilization and cooperation of the existing boards (the State Board of Public Instruction and the State Board of Regents) having responsibility and authority (delegated by the General Assembly) for the public education endeavors of the state.
2. An area school system for the state should not be a state operated system, but one that is organized and administered (within such dimensions as the state may outline) by a locally elected area board of education so that significant local (area) public identity for and control of the program is maintained, albeit that the state should provide the major source of fiscal support for the schools in the system.
3. Area schools should be an extension of public education's responsibility and the total cost assessed to individuals participating in the educational programs of these schools should be set at a level that is sufficiently low enough as not to exclude those with inadequate financial resources from attending.
4. The meeting of the educational requirements of the individual student should be recognized as the function of area schools, and these needs (subject as they are to change in the light of unfolding educational experiences and other factors) can best be met in a comprehensive institution rather than in a multiplicity of single purpose schools.
5. Accessibility (from the standpoint of cost, travel, and "open door" admissions policy) for the student should be a major criterion in the development of area schools.
6. Area schools should not be developed as a replacement for the educational responsibilities of the public high schools of the state and those of the Regents institutions; rather they should be initiated as additions to them which are both compatible with and closely articulated with the related program obligations and authority of these institutions.
7. Iowa's area vocational schools and community colleges are charged with certain educational responsibilities regarding high school age youth, but their developing educational role indicates that their major efforts will be directed toward serving post-high school youth and adults of all ages; as a consequence, these institutions should be regarded as belonging to the "family" of higher education.
8. Area schools will provide the major source of occupational education for the youth and adults of this state (preservice, inservice, and retraining) with a resultant revamping of the high school curriculum to reflect more emphasis of exploratory industrial and practical arts programs.

9. While the primary goal of occupation-centered education in area schools is to prepare students to enter directly into full-time employment, all students--through course offerings and student activities--should have opportunities to develop those broad, general abilities that are needed for responsible participation in the civic, cultural, and leisure activities of modern life.
10. Public and non-public, non-profit educational institutions operate in the "public interest" and all the planning and development of public area schools should take into account the role and contribution of Iowa's privately operated and controlled colleges.

III. From the Iowa Association of Private Colleges and Universities:

Recognizing that uniformity of response from 29 independent institutions is not likely, the synthesis of responses from all Association members is presented below (as provided by the Association).

One of our presidents wrote: "(Our college) will continue to offer an undergraduate liberal arts program. We do not anticipate major changes in this program although we do intend to include more off-campus study and more credit for work away from the college." This reply tends to sum up the roles and the plans pretty well: our institutions will continue to provide an education through which, as another president phrased it, "...men and women may become liberally educated persons, competent in a given profession, knowledgeable and able in civic responsibilities and in service to others." No basic changes in "mission" are reported as being contemplated. A number of respondents mentioned plans to intensify their institution's involvement in programs, short courses, and workshops which are responses to community needs. Cooperative arrangements to meet the needs of students or the needs of an area are mentioned, these arrangements not being confined to private inter-institutional cooperation, but extending in some cases to arrangements with public institutions.

All our colleges and universities continually re-appraise their offerings and their requirements in order to improve their procedures. We desire and seek to offer increasingly widened educational opportunities within a basic liberal arts context.

DRAFT OF BILL FOR THE ESTABLISHMENT OF STATE  
POSTSECONDARY EDUCATION COMMISSION IN IOWA  
IN ACCORD WITH SECTION 1202 OF THE HIGHER  
EDUCATION ACT, AS AMENDED.

FIRST DRAFT--NOT FOR INTRODUCTION

LEGISLATIVE SERVICE BUREAU  
February 15, 1973

HOUSE FILE \_\_\_\_\_

By WELDEN

Passed House, Date \_\_\_\_\_ Passed Senate, Date \_\_\_\_\_  
Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_  
Approved \_\_\_\_\_

**A BILL FOR**

1 An Act relating to the commission for Iowa postsecondary  
2 education.  
3 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1 Section 1. NEW SECTION. DEFINITIONS. As used in chap-  
2 ter two hundred sixty-one (261) of the Code, unless the con-  
3 text otherwise requires:

4 1. "Commission" means the commission for Iowa postsecondary  
5 education established in section two (2) of this Act.

6 2. "Federal law" means the Higher Education Act of 1965,  
7 Public Law eighty-nine dash three hundred twenty-nine (89-  
8 329), as amended to January 1, 1973, including the Education  
9 Amendments of 1972, Public Law ninety-two dash three hundred  
10 eighteen (92-318), and federal regulations promulgated under  
11 it.

12 Sec. 2. Section two hundred sixty-one point one (261.1),  
13 Code 1973, is amended by striking the section and inserting  
14 in lieu thereof the following:

15 261.1 COMMISSION CREATED. 1. A commission for Iowa post-  
16 secondary education is established, to serve as successor  
17 agency to the higher education facilities commission. On  
18 the effective date of this Act, supplies, files, records,  
19 equipment, and all other property in the possession of the  
20 higher education facilities commission shall be transferred  
21 to the commission, office space assigned to the higher  
22 education facilities commission shall be assigned to the  
23 commission, and the director and other employees of the higher  
24 education facilities commission shall become director and  
25 employees of the commission.

26 2. The governor, with the approval of two-thirds of the  
27 members of the senate, shall appoint the members of the com-  
28 mission, and shall comply with the requirements of federal  
29 law to assure that the membership is broadly and equitably  
30 representative of the general public and public and private  
31 nonprofit and proprietary institutions of postsecondary educa-  
32 tion in the state, including community colleges, junior col-  
33 leges, postsecondary vocational schools, area vocational  
34 schools, technical institutes, four-year institutions and  
35 branches thereof. In making appointments the governor shall

1 give careful consideration to all of the following:

2 a. Including representation of consumer interests, which  
3 includes but is not limited to students, parents, employers,  
4 and labor unions, among the public members of the commission.

5 b. Including representation of elementary and secondary  
6 education, vocational education, and manpower development  
7 and training programs among the educational members of the  
8 commission.

9 c. The racial composition of the state population.

10 d. Including both males and females among the members  
11 of the commission.

12 3. Five members of the commission shall be public members  
13 who are either residents of the state or employed in the  
14 state, who possess appropriate knowledge, experience, and  
15 ability for commission membership, and who are not paid  
16 officials or employees of any postsecondary educational  
17 institution in the state. Of the five public members, one  
18 shall be a member of the senate to be appointed from a slate  
19 of three senators submitted to the governor by the president  
20 of the senate, and one shall be a member of the house of  
21 representatives to be appointed from a slate of three  
22 representatives submitted to the governor by the speaker of  
23 the house.

24 4. Four members of the commission shall be educational  
25 members who are either residents of the state or employed  
26 in the state, and who have an extensive and particular  
27 knowledge about, an official connection with, or a clearly  
28 definable relationship with each type of postsecondary  
29 educational institution named in subsection two (2) of this  
30 section. The educational members shall be persons who reflect  
31 a diversity of perspectives, experiences and skills within  
32 the postsecondary educational community. In order to assure  
33 that the educational representatives are recognized and  
34 acknowledged by, and accountable to the various types of  
35 postsecondary educational institutions in the state, the

1 governor shall consult directly with the state board of  
2 regents, the area schools branch within the state department  
3 of public instruction, the Iowa association of private colleges  
4 and universities, and the Iowa private specialized schools  
5 association, before making the appointments.

6 5. The governor shall provide a public announcement of  
7 the legal authority and tentative composition of the commission  
8 to permit timely public comment, and after an appropriate  
9 interval shall notify the United States commissioner of ed-  
10 ucation of the establishment of the commission, as required  
11 by federal law.

12 6. Members of the commission shall serve for four-year  
13 terms, beginning on July first of the year of appointment,  
14 except that of the initial appointments, three of the public  
15 members and two of the educational members, to be selected  
16 by lot, shall serve for two-year terms. No member shall be  
17 appointed for more than two successive terms.

18 7. A vacancy occurs when a member ceases to act in the  
19 capacity which qualified him for appointment, or upon the  
20 resignation or death of a member. A vacancy shall be filled  
21 within sixty days for the unexpired term, in the same manner  
22 as the original appointment was made.

23

24 COMMENT: 2. Is it too cumbersome to require senate  
25 approval of appointees when they must also be approved by  
26 the commissioner of education?

27 4. Would it be more desirable to specify one appointment  
28 from each institutional group, to be selected from a slate  
29 submitted by each group?

30 COMMENT: The commission's annual report is required under  
31 section 17.4 of the Code.

31 Sec. 3. Section two hundred sixty-one point two (261.2),  
32 Code 1973, is amended by striking subsections one (1), two  
33 (2), and three (3).

34 Sec. 4. Section two hundred sixty-one point two (261.2),  
35 Code 1973, is amended by adding the following new subsections:

1     NEW SUBSECTION.  Serve as the state commission required  
2 under section twelve hundred two (1202) of the federal law,  
3 comply with all federal requirements for the state commission  
4 under that section and other sections of the federal law,  
5 and apply for funds to enable it to expand the scope of the  
6 studies and planning required in title ten (X) of the federal  
7 law, through comprehensive inventories of, and studies with  
8 respect to, all public and private postsecondary educational  
9 resources in the state, as provided for in section twelve  
10 hundred three (1203) of the federal law.

11

12     COMMENT:  This refers to the 1202 commission which can  
13 be found in section 196, beginning on page 89 of the '72 law  
14 and on page 18 of the digest.

15

16     NEW SUBSECTION.  Develop and submit a statewide plan for  
17 the expansion or improvement of postsecondary education  
18 programs in community colleges or both and establish an ad-  
19 visory council on community colleges as required under sec-  
20 tion one thousand one (1001) of the federal law, and perform  
21 all functions required of the state commission in order for  
22 the state to participate in the program contained in part  
23 A, title ten (X) of the federal law.

24

25     COMMENT:  This is apparently a new program for establish-  
26 ment and expansion of community colleges, which can be found  
27 in section 186 beginning on page 77 of the '72 law, and on  
28 page 12 of the digest.

29

30     NEW SUBSECTION.  Apply for funds for the purposes pro-  
31 vided, and carry on planning activities as provided in sec-  
32 tion one thousand fifty-six (1056) of the federal law, request  
33 technical assistance, and perform all functions required of  
34 the state commission in order for the state to participate  
35 in the program contained in part B, title ten (X) of the fed-

1 eral law.

2

3 COMMENT: This refers to the new provisions for occupational  
4 education programs, also contained in section 186 of the '72  
5 law. These sections begin on page 81 of the bill and on page  
6 14 of the digest.

7

8 NEW SUBSECTION. Serve as the state agency required under  
9 section six hundred three (603) of the federal law, submit  
10 a state plan, administer the program, comply with all federal  
11 requirements and perform all functions required of the state  
12 agency in order for the state to participate in the program  
13 contained in part A, title six (VI) of the federal law.

14

15 COMMENT: This refers to the equipment grants program which  
16 has been administered by HEFC. This particular section was  
17 not amended by the '72 law, and can be found as section 1123,  
18 title 20, U.S.C.

19

20 NEW SUBSECTION. Serve as the state commission required  
21 under section seven hundred four (704) of the federal law,  
22 submit a state plan, administer the program, and perform all  
23 functions required of the state commission in order for the  
24 state to participate in the program contained in part A, title  
25 seven (VII) of the federal law.

26

27 COMMENT: This refers to the construction grants program  
28 which has been administered by HEFC. This part is amended  
29 in the '72 law, and can be found as section 161 on page 53  
30 of the '72 law, and on page 8 of the digest.

31

32 NEW SUBSECTION. Serve as the state agency required to  
33 make findings in relation to applications for emergency as-  
34 sistance by public and nonpublic institutions, as provided  
35 in section one hundred twenty-two (122) of the Education

1 Amendments of 1972, Public Law ninety-two dash three hundred  
2 eighteen (92-318).

3

4 COMMENT: This section of the Education Amendments is new  
5 and does not amend the 1965 law. It is found on page 10 of  
6 the law, page 2 of the digest. It does not mention the 1202  
7 commission, but requires submission to the "appropriate state  
8 agency, as provided by the law of the state in which it is  
9 located and in accordance with regulations of the commissioner,  
10 if any such agency exists with respect to such state,".

11

12 NEW SUBSECTION. Serve as the state agency to submit  
13 applications for incentive grants to assist the state in pro-  
14 viding grants to eligible students in attendance at institu-  
15 tions of higher education, serve as the single state agency  
16 for administering the grant program, and take part in hear-  
17 ings if an application is disapproved, as provided in sections  
18 four hundred fifteen A (415A) through four hundred fifteen  
19 D (415D) of the federal law.

20

21 COMMENT: These sections are a part of section 131 of the  
22 '72 law, beginning on page 20 of the law and page 4 of the  
23 digest. The requirement is for the "state agency administer-  
24 ing its program of student grants" to submit the applications  
25 to the commissioner of education, for 50% of the amount of  
26 student grants which represent an additional expenditure by  
27 the state over the amount it spent for such grants two years  
28 earlier. This is apparently a new program under federal law.

29

32

33 NEW SUBSECTION. Review projects or programs for the im-  
34 provement of postsecondary educational opportunities which  
35 are developed by institutions of postsecondary education and

1 submitted for funding under section four hundred four (404)  
2 of the General Education Provisions Act, Public Law ninety  
3 dash two hundred forty-seven (90-247), as amended by section  
4 three hundred one (301) of the Education Amendments of 1972,  
5 Public Law ninety-two dash three hundred eighteen (92-318),  
6 and submit its comments and recommendations as provided for  
7 in that section.

8

9 COMMENT: This is a new program and can be found on page  
10 91 of the '72 law, and on page 20 of the digest.

11

12 Sec. 5. Section two hundred sixty-one point four (261.4),  
13 Code 1973, is amended to read as follows:

14 261.4 FUNDS--COMPTROLLER--COMPENSATION OF COMMISSION.

15 The state comptroller shall keep an accounting of all funds  
16 received and expended by the commission. Commission members  
17 not regularly paid employees of the state shall be paid a  
18 per diem of ~~twenty~~ forty dollars and necessary expenses which  
19 amount is hereby appropriated from funds available to the  
20 commission and shall be paid upon warrants issued by the state  
21 comptroller.

22 Sec. 6. Section two hundred sixty-one point six (261.6),  
23 subsections one (1) and two (2), Code 1973, are amended to  
24 read as follows:

25 1. Contract, sue and be sued, and promulgate rules and  
26 regulations necessary to carry out the provisions of ~~see-~~  
27 ~~sections-264-5-through-264-8~~ chapter two hundred sixty-one (261)  
28 of the Code, but the commission shall not in any manner  
29 directly or indirectly pledge the credit of the state of Iowa.

30 2. Appoint such executive and other assistants and em-  
31 ployees deemed necessary and fix their compensation within  
32 the limits of available appropriations and funds designated  
33 for administration of ~~said-sections~~ chapter two hundred sixty-  
34 one (261) of the Code.

35

1 COMMENT: This section begins "The commission may", and  
2 while it was apparently inserted as a provision relating only  
3 to the student loan reserve fund, it seems appropriate to  
4 make it applicable to the entire chapter, and to add other  
5 permissive statements later if needed. However, the commis-  
6 sion is not permitted to set salaries at present. Should  
7 this subsection be changed accordingly?

8

9

EXPLANATION

10 This bill establishes a state commission for postsecondary  
11 education as required under section 1202 of the federal Educa-  
12 tion Amendments of 1972, and delegates to the commission the  
13 duties prescribed under the federal law, and the duties which  
14 have been performed by the higher education facilities commis-  
15 sion which is replaced. The duties in relation to applications  
16 for emergency assistance and incentive grants to the state  
17 are also delegated to the commission. The commission is to  
18 have nine members, who must conform to the requirements in  
19 the federal law.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Appendix C-1

OFFICE OF EDUCATION

WASHINGTON, D.C. 20202

March 7, 1973

Dear Colleague:

The purpose of this letter is to bring you up to date on recent developments concerning the State Postsecondary Education Commissions authorized under Section 1202 of the Higher Education Act, as amended.

We received almost 500 substantive responses to our invitation of December 4 for interested parties to comment on the Preliminary Report from the Task Force on State Postsecondary Education Commissions. These comments were analyzed by the Task Force during the period of December 18 - January 12, and a Revised Report, including preliminary draft regulations, was transmitted from the Task Force to this office on February 1.

The Education Amendments of 1972 had envisioned major functions and responsibilities for the State Postsecondary Education Commissions in connection with the new authorizations for Comprehensive Statewide Planning (HEA Section 1203), Community College Education (HEA Title X, Part A), Occupational Education (HEA Title X, Part B), and Improvement of Postsecondary Education (GEPA Section 404). In addition, the law had authorized the Section 1202 State Commissions to serve as State administrative/planning Commissions for existing programs in Community Services and Continuing Education (HEA Title I), Equipment for Undergraduate Instruction (HEA Title VI), and Grants for Construction of Undergraduate Academic Facilities (HEA Title VII).

However, the Federal Budget for FY 74 provides almost no functions for the Section 1202 State Commissions to perform. The community service, instructional equipment and academic facilities grant programs are scheduled to be terminated, and no funding is provided to implement any of the community college or occupational education authorities. Furthermore, while the Budget does provide \$15 million to support projects and programs for improvement of postsecondary education, it is our opinion that the implementation of the improvement of postsecondary education authority alone does not warrant the establishment of the Commissions at this time.

Under the circumstances, it has been determined that we should indefinitely defer our plans for distribution of the Revised Report of the Task Force, and suspend all activity relative to establishment of the Section 1202 State Commissions.

We want to express our thanks to all of you who have made suggestions and comments concerning the Section 1202 State Commissions, and to assure you that your thoughts have been taken seriously into account in the revisions to date.

Sincerely,

John Ottina  
Acting U.S. Commissioner  
of Education

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SUMMARY OF ELEVEN SELECTED STATES' AGENCIES  
FOR GOVERNING, COORDINATING AND/OR PLANNING HIGHER EDUCATION

Selected States:	Colorado	Massachusetts	North Dakota	Washington
	Florida	Minnesota	Ohio	Wisconsin
	Illinois	Missouri	South Dakota	

Summary Categories:	I. Structure	III. Functions
	II. Scope and Authority	IV. Self-evaluation

Information provided from each state's agency, upon request, for use in the Higher Education Study Committee project.

COLORADO

I. STRUCTURE

- A. Colorado Commission on Higher Education - est. 1965
  - 1. Nine members
  - 2. Appointed by the governor, with consent of the Senate
  - 3. Four-year staggered terms
  - 4. Thirty dollars per diem plus expenses
  - 5. Requirements
    - a. Knowledge of and interest in higher education
    - b. Not more than five of the same party
  - 6. Advisory Commission
    - a. Nine to fourteen members
      - (1) Two Senators, one from each party, appointed by the Senate secretary
      - (2) Two Representatives, one from each party, appointed by the Speaker
      - (3) One member elected by the Board of Regents of the University of Colorado
      - (4) One member elected by the State Board of Agriculture
      - (5) One member elected by the Colorado School of Mines
      - (6) One member elected by the Trustees of the State Colleges
      - (7) One member elected by the State Board for Community Colleges and Occupational Education
      - (8) Not more than five representatives of occupational or other groups
    - b. Thirty dollars per diem plus expenses for legislators and members not otherwise compensated

II. SCOPE AND AUTHORITY OF COLORADO COMMISSION ON HIGHER EDUCATION

- A. Coordination and planning
  - 1. Develop and recommend statewide plans, and maintain a comprehensive plan for public higher education
    - a. Establish priorities for initiation of new programs and institutions
    - b. Determine roles of institutions and sectors
    - c. Establish relationship with private institutions
  - 2. Review and approve plans developed by each institution, including capital construction plans
  - 3. Program review - approve or deny new programs and recommend modifications in existing programs
  - 4. Budget review - prescribed uniform budgets and reports
  - 5. Require data from institutions to establish automatic data processing review (except confidential student or personnel records)
  - 6. Conduct studies
  - 7. Develop extension programs
  - 8. Recommend rules, purchasing systems, and personnel policies for institutions
- B. Administration - of scholarships, guaranteed loans, and federal programs

III. FUNCTIONS

- A. Coordinates
  - 1. University of Colorado - three campuses and medical center
  - 2. State Board of Agriculture - two four-year institutions
  - 3. Colorado School of Mines
  - 4. State Colleges - five four-year institutions
  - 5. Community Colleges - six two-year institutions
- B. Two long-range planning documents have been produced - including role statements and enrollment ceilings (Do not reflect role of private institutions)
- C. Ongoing program and budget review
- D. Information collection and reporting (including information from the private sector)
- E. Develops budget request forms (in cooperation with state budget office), analyzes institutional requests, and makes recommendations.

IV. SELF-EVALUATION

- A. Long-range planning has weaknesses and has not received top priority
- B. Has established appropriate mechanisms for program and budget review
- C. Has been extremely effective with high credibility with the legislature, serving as a buffer between legislature and institutions
- D. Has diminished inter-institutional rivalry and competition for the budget dollar (but may not sufficiently differentiate between institutional roles)
- E. Has not been a sufficient advocate for the institutions
- F. Adequacy of staff, costs, paper work, and time lag criticized

\* \* \* \* \*

FLORIDA

I. STRUCTURE

- A. Department of Education - Board of Education
  - 1. Division of Community Colleges
    - a. Board of Trustees for each junior college
  - 2. Division of universities
    - a. Board of Regents
      - (1) Nine members
      - (2) Representative of geographical areas
      - (3) Ten-year residents
      - (4) Appointed by governor, approved by three cabinet members, confirmed by senate
      - (5) Nine-year terms

II. SCOPE AND AUTHORITY OF BOARD OF REGENTS

- A. Governance, coordination, and planning
  - 1. Establish policies and rules
  - 2. Appoint a chancellor, who is chief administrator of universities
  - 3. Review, amend, and approve budgets
  - 4. Approve or alter and coordinate programs and courses
  - 5. Prescribe admission standards
  - 6. Conduct studies - efficiency, space utilization, and planning
  - 7. Develop program of continuing education
    - a. Appoint coordinator of continuing education
  - 8. Provide and coordinate educational television
  - 9. Govern nine universities, four are upper division only

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ILLINOIS

I. STRUCTURE

- A. Board of Higher Education
  - 1. Sixteen members
    - a. Ten appointed by governor with advice and consent of the senate
      - (1) Six-year terms
      - (2) Citizens of state with knowledge, interest, or experience in problems of higher education
    - b. Chairman of the Board of Trustees of the University of Illinois
    - c. Chairman of the Board of Trustees of Southern Illinois University
    - d. Chairman of Board of Governors of State Colleges and Universities
    - e. Chairman of Board of Regents of Regency Universities
    - f. Chairman of Illinois Junior College Board
    - g. Superintendent of Public Instruction
  - 2. Expenses only, no per diem

II. SCOPE AND AUTHORITY

- A. Planning and coordination
  - 1. Continuing master planning
  - 2. Study need for additional programs in health professions
  - 3. Establish information system
  - 4. Control establishment of any new unit of instruction, research, or public service
  - 5. Analyse and make recommendations on budgets for operation and capital needs
  - 6. Control capital improvements for noninstructional facilities
  - 7. Establish general policies for charges for extension, adult education, and public services
  - 8. Establish minimum admission standards
  - 9. Access to books and records of public higher education institutions, and any office of state government, if information relates to Board's responsibilities and is not legally of a confidential nature

III. FUNCTIONS

- A. Coordinate
  - 1. University of Illinois - two four-year institutions and a medical center
  - 2. Southern Illinois University - two four-year institutions and a medical school
  - 3. State Colleges and Universities - five four-year institutions
  - 4. Regency Universities - three four-year institutions
  - 5. Junior Colleges
- B. Propose legislation
- C. Advise the governor
- D. Submit biennial report
- E. Receive federal and other funds for purposes of this Act

\* \* \* \* \*

MASSACHUSETTS

## I. STRUCTURE

## A. Board of Higher Education - est 1965

## 1. Twelve lay members

## a. Five for one-year terms

- (1) A member of the Board of Trustees of the University of Massachusetts, selected by the Board
- (2) A member of the Board of Trustees of State Colleges, selected by the Board
- (3) A member of the Board of Regional Community Colleges, selected by the Board
- (4) A member of the Board of Trustees of the Lowell Technological Institute, selected by the Board
- (5) A member of the Board of Trustees of Southeastern Massachusetts University, selected by the Board

## b. Seven for five-year terms

- (1) Appointed by governor
- (2) One to be a member of a Board of Trustees of a private institution
- (3) One to be a member of a labor organization affiliated with the Massachusetts Council AFL-CIO
- (4) Two must be women
- (5) None may be employed by an educational institution or the state
- (6) None may be a trustee for a public institution
- (7) No two may be alumni of the same public institution

## B. Advisory Commission to the Board

1. President of the University of Massachusetts
2. President of the Lowell Technological Institute
3. President of the Southeastern Massachusetts Technological Institute
4. President of the Massachusetts Regional Community Colleges
5. Commissioner of Education - ex officio
6. Director of Research of the Advisory Council on Education - ex officio
7. One president of a state college, chosen annually by all state college presidents
8. One president of a private institution, appointed by the governor, for five years.

## II. SCOPE AND AUTHORITY

## A. Coordination

1. Promote best interests of all public higher education
2. Plan and support orderly and feasible expansion
3. Receive and disburse federal funds
4. Coordinate education services
5. Review budgets
6. Collect data

## B. Administration

1. Receive and disburse federal and other funds
2. Administer scholarship programs
3. Establish and maintain extension courses
4. Establish and maintain citizenship classes and other occupation-oriented programs

III. FUNCTIONS

- A. Coordinates
  - 1. University of Massachusetts - one four-year institution
  - 2. State Colleges - eleven four-year institutions
  - 3. Regional Community Colleges - thirteen two-year institutions
  - 4. Lowell Technological Institute - one four-year institution
  - 5. Southeastern Massachusetts University - one four-year institution
- B. Degree approval for thirty public and fifty-three independent institutions
- C. Program approval for public institutions

IV. SELF-EVALUATION

- A. Agency of mediation to prevent intra-system disagreement from being resolved in the political arena

\* \* \* \* \*

MINNESOTA

I. STRUCTURE

- A. Minnesota Higher Education Coordinating Commission
  - 1. Eleven citizen members, one from each congressional district and three at-large
  - 2. Appointed by Governor, with consent of Senate
  - 3. Four-year staggered terms
  - 4. Higher Education Advisory Council advises Commission
    - a. Five members: Chief executive of
      - (1) University of Minnesota system
      - (2) State College system
      - (3) State Junior College system
      - (4) Area Vocational-Technical Schools
      - (5) Private College Council
    - b. Commission required by law to meet with Advisory Council on all matters prior to submission to Governor or legislature

II. SCOPE AND AUTHORITY

- A. Develops and recommends to the legislature and Governor comprehensive statewide plans for public and private postsecondary education
- B. Responsible for review of new and existing programs. Curriculum Advisory Committee, composed of three representatives of each of the five segments of postsecondary education, reviews all programs with recommendations to the Commission
- C. Authority to enter into contracts with Minnesota private colleges for state support of education of Minnesota residents

## III. FUNCTIONS

- A. Conducts continuing planning studies for all of higher education in the state offered in public and private institutions
- B. Reviews curricular programs, with recommendations to the legislature and Governor for funding; does not have statutory authority of program approval, but indirectly affects new program development
- C. Administers state scholarship programs, federal facility grant programs and institutional resident student reimbursement program

## IV. SELF-EVALUATION

- A. Sole citizen membership creates more effective Commission as compared with previous citizen-institutional representative membership
- B. Higher Education Advisory Council provides effective input from institutions
- C. Need mechanism for continuing communication with governing boards of the state's five segments of postsecondary education

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MISSOURI

## I. STRUCTURE

- A. Missouri Commission on Higher Education
  - 1. Ten members, appointed by the governor, with advice and consent of the senate
    - a. Six lay members
      - (1) No more than three of same political party
      - (2) No two from same congressional district
      - (3) No more than two graduates of the same college or university in the state
      - (4) No professional educator
      - (5) No member of a governing board of an institution of higher education in the state
      - (6) Staggered six-year terms
    - b. Four institutional members
      - (1) Chief administrator of the University of Missouri
      - (2) Chief administrator of one of the five Missouri state colleges, or Lincoln University
      - (3) Chief administrator of a public junior college
      - (4) Chief administrator of a private college or university
  - 2. Expenses only
  - 3. Advisory Council
    - a. Appointed by the Commission - to include the following or their designees, if not serving on the commission but a president of a governing board of a college or university may not appoint as his designee a person professionally engaged as an educator
      - (1) Presidents of the governing boards of the University of Missouri, Lincoln University, and the five Missouri state colleges
      - (2) Chief administrator of Lincoln University
      - (3) Chief administrators of the five Missouri state colleges
      - (4) Chief administrator of the Rolla campus of University of Missouri and any other campus with 3000 FTE
      - (5) State commissioner of education
      - (6) President or another member of a governing board of a public junior college
      - (7) Chief administrator of a public junior college
      - (8) Two presidents or other members of governing boards of private colleges or universities
      - (9) Two chief administrators of private colleges or universities
      - (10) One public member, representing taxpayers, over 50 years of age, not associated with administration or alumni of any institution
    - b. Expenses only

II SCOPE AND AUTHORITY

- A. Coordination and planning
  - 1. Design a coordinated plan for higher education
  - 2. Conduct studies of population and enrollment trends
  - 3. Identify higher education needs
  - 4. Develop arrangements for specialization, coordination, and mutual support among institutions
  - 5. Solicit information from, and make recommendations to governing boards
  - 6. Report to general assembly, including budget recommendations, and noncompliance with institutional recommendations
- B. Administration of federal funds

III. FUNCTIONS

- A. Coordinates activities of
  - 1. University of Missouri Board of Curators - one four-year, four-campus institution
  - 2. Board of Regents, State Senior Colleges (seven boards) seven four-year schools, and four two-year upper level colleges
  - 3. Board of Curators, Lincoln University - one four-year institution
  - 4. State Board of Education - supervises twelve two-year institutions
    - a. Boards of Trustees for each two-year institution

IV. SELF-EVALUATION

- A. Effective

\* \* \* \* \*

NORTH DAKOTA

I. STRUCTURE

- A. State Board of Higher Education
  - 1. Constitutional
  - 2. Seven members appointed by governor with advice and consent of the senate
    - a. Panel of nominees submitted by president of the North Dakota Education Association, chief justice of the Supreme Court, and the superintendent of public instruction
    - b. No more than one alumnus from any state-supported institution
    - c. No person employed in a state institution
- B. Higher Education Facilities Commission
  - 1. State Board plus three members appointed by governor
  - 2. Prepares and administers a state plan for facilities
  - 3. Administers federal funds under Higher Education Facilities Act

## II. SCOPE AND AUTHORITY

### A. Governance

1. Standard accounting systems
2. Unified budgets
3. Control of expenditures (but legislature may designate appropriations for particular institutions)
4. Employ. presidents, faculty, etc.
5. Have custody of property
6. Determine admission standards, set fees
7. Coordinate
8. Recommend needed legislation
9. Consult with presidents
10. Enter interstate agreements

## III. FUNCTIONS

### A. Governs

1. University of North Dakota and School of Mines - three campuses
2. North Dakota State University - two campuses
3. School of Science at Wahpeton (less than four years)
4. Four state colleges

\* \* \* \* \*

## OHIO

## I. STRUCTURE

### A. Board of Regents

1. Nine members, appointed by the governor, advice and consent of senate
2. Residents with interest and knowledge in higher education
3. None to be a trustee or employee of a public or private college or university
4. Chairman of education committees in house and senate to serve as ex officio members
5. Nine-year terms
6. Expenses only

## II. SCOPE AND AUTHORITY

### A. Coordination and Planning

1. Formulate master plan
2. Make recommendations relating to coordination of programs, elimination of duplication, use of facilities and personnel, capital plans, establishment of new programs and institutions, budgets
3. Approve or disapprove community college plans, new degrees and degree programs
4. Prepare plan required by federal facilities grants
5. Control new branches or academic centers established by any state institution of higher education
6. Require information from state-assisted institutions
7. Exercise eminent domain on behalf of private institutions
8. Hold land for education institutions under lease-back agreements

### B. Administration

1. Administer federal facilities grants
2. Administer state subsidies for medical schools
3. Administer tuition grant program

### III. FUNCTIONS

- A. Coordinates institutions' governing boards
  - 1. Ohio University - one four-year and five two-year institutions
  - 2. Miami University - one four-year and two two-year institutions
  - 3. Ohio State University - one four-year and four two-year institutions
  - 4. Bowling Green State University - one four-year and one two-year institution
  - 5. Kent State University - one four-year and six two-year institutions
  - 6. Central State University - one four-year institution
  - 7. Cleveland State University - one four-year institution
  - 8. University of Akron - one four-year and one two-year institution
  - 9. University of Toledo - one four-year and one two-year institution
  - 10. Wright State University - one four-year and one two-year institution
  - 11. Youngstown State University - one four-year institution

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## SOUTH DAKOTA

### I. STRUCTURE

- A. Board of Regents
  - 1. Seven members
  - 2. Appointed by governor, with consent of the senate
  - 3. Persons of probity and wisdom selected from among the best and best known citizens
  - 4. Residents of different portions of the state
  - 5. None shall reside in the county in which a state educational institution is located
  - 6. All shall not be members of the same political party
  - 7. Six-year terms
  - 8. Fifteen dollars per diem, plus expenses

### II. SCOPE AND AUTHORITY

- A. Governance and planning
  - 1. Control all public institutions
  - 2. Employ a Commissioner of Higher Education
    - a. Develops and revises a master plan
    - b. Maintains uniform accounts and prepares budget
    - c. Represents higher education and the board in appearances before legislature, governor, and agencies

### III. FUNCTIONS

- A. Governs seven four-year institutions

IV. SELF-EVALUATION

- A. In operation four years
- B. First master plan has been implemented to approximately 90%
- C. Numerous weak or expensive graduate programs have been cut, though cuts have not been as extensive as recommended by the Commissioner
- D. Has forced all to see higher education as a system, rather than individual institutions with little relationship
- E. Orderly planning and development has improved image of higher education with the people and the legislature
- F. State getting more output from the resources allocated to higher education

\* \* \* \* \*

WASHINGTON

I. STRUCTURE

- A. Council on Higher Education
  - 1. Nine citizen members - have sole votes on policy
    - a. Six year terms
    - b. Appointed by governor, confirmed by senate
  - 2. Four legislators representing both parties and both houses
    - a. Two-year terms
  - 3. Two representatives of the governor
    - a. Serve at his pleasure
  - 4. Two private college presidents
  - 5. Presidents of six senior four-year institutions
  - 6. One community college president
    - a. Appointed by the governor
  - 7. Director of the community college system

II. SCOPE AND AUTHORITY

- A. Coordination and planning
  - 1. Overall planning
  - 2. Differentiate institutional roles
  - 3. Make recommendations relating to new degrees, elimination of degrees, establishment of new institutions, admissions and transfer policies, student fees and charges, administrative practices, legislation
  - 4. Review budgets

III. FUNCTIONS

- A. Coordinates
  - 1. University of Washington Board of Regents - one four-year institution
  - 2. Washington State University Board of Regents - one four-year institution
  - 3. Boards of Trustees for the State Colleges - four boards for four four-year institutions
  - 4. State Board for Community College Education - twenty-six two-year institutions

## IV. SELF-EVALUATION

- A. Well accepted by the legislature, the executive branch, and public and private institutions
- B. Emphasis on promulgation of information of a statewide nature
- C. Has analyzed desired enrollment levels, instructional costs, and relationships with the private sector

\* \* \* \* \*

WISCONSIN

## I. STRUCTURE

- A. Coordinating Council for Higher Education (repealed 1971)
  - 1. Seventeen members
    - a. One from the Regents of the University of Wisconsin
    - b. President of the Regents of the University of Wisconsin
    - c. One from the Regents of the State Universities
    - d. President of the Regents of the State Universities
    - e. One from the State Board of Vocational, Technical, and Adult Education
    - f. President of the State Board of Vocational, Technical and Adult Education
    - g. State Superintendent of Public Instruction
    - h. One member of the County Teachers College Board, appointed by the governor
    - i. Nine citizens appointed by the governor with the advice and consent of the senate, for eight-year terms

## II. SCOPE AND AUTHORITY

- A. Coordinating and planning
  - 1. Determination of programs to be offered - prevent duplication
  - 2. Coordinated plan for facilities and personnel
  - 3. Review budget requests and prepare unified budget
  - 4. Studies, reports, and interstate agreements
  - 5. Control of educational radio and television

## III. FUNCTIONS

- A. Planning
  - 1. University of Wisconsin Board of Regents - four four-year and thirteen two-year institutions
  - 2. Board of Regents of Wisconsin State Universities - nine four-year and four two-year institutions
  - 3. Wisconsin Board of Vocational, Technical, and Adult Education - thirty-eight two-year institutions
  - 4. Published ten-year plan 1970-80, and other publications
- B. Administration
  - 1. Educational Communications Division

## IV. SELF-EVALUATION

- A. Never developed a coherent, cohesive definition of its function, and a plan to fulfill that function.
- B. Did not communicate its aims to the legislature and governor (A merged Board of Regents is presently being formed to replace CCHE)