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**TENNESSEE BOARD OF REGENTS
REGENTS' ONLINE DEGREE PROGRAM**

**SUBSTANTIVE CHANGE PROSPECTUS
FOR THE
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

NOVEMBER 26, 2002

**TENNESSEE BOARD OF REGENTS
REGENTS' ONLINE DEGREE PROGRAM**

**SUBSTANTIVE CHANGE PROSPECTUS FOR THE
COMMISSION ON COLLEGES: SOUTHERN ASSOCIATION OF COLLEGES AND
SCHOOLS**

UPDATED NOVEMBER 2002

Abstract

Students enrolled in courses through the Tennessee Board of Regents' Online Degree Program (RODP) for the first time in fall 2001. Enrollment greatly exceeded initial projections and has grown steadily, with 3,032 students enrolled in 271 course sections at the beginning of the fall 2002 semester. The RODP program includes five degrees:

- B.I.S. degree in Interdisciplinary Studies
- B.P.S. degree in Professional Studies, with concentrations in Organizational Leadership and Information Technology
- A.A. and A.S. degrees in General Studies, designed for transfer
- A.A.S. degree in Professional Studies, with a concentration in Information Technology

RODP degrees are delivered online and asynchronously by the 19 colleges and/or universities of the Tennessee Board of Regents' (TBR) System, all of which are accredited by the Commission on Colleges. RODP associate degrees articulate fully with an RODP baccalaureate degree. The RODP is unique in that:

- Degrees are offered by all collegiate institutions in the system and
- Courses are developed and delivered collaboratively among institutions.

A system-wide Curriculum Committee, consisting of a faculty representative from each institution, is responsible for recommending degree requirements, developing RODP course standards, deciding which institutions and faculty members are responsible for course development and initial delivery, and assessing course quality. An RODP course, once developed, can be approved and delivered by multiple institutions. Approximately 400 faculty members from across the TBR System have received training in the development and delivery of RODP courses.

The TBR system has contracted with Collegis (formerly Eduprise), a provider of e-learning services, to support the RODP with strategic and implementation planning, 24x7 technical support for students and faculty, infrastructure support, and program evaluation. Traditional student services and library services are delivered through each campus. More than 200 campus staff members received orientation and training in preparation for implementation of the Regents' Online Degree Program.

Adults with some college experience who are unable to pursue additional higher education because of job demands, family responsibilities, or time/distance constraints comprise the primary target population for RODP degrees. During the first year of operation, approximately two-thirds of RODP

students were 35 years of age or older. A.A.S. degree graduates represent an excellent target market. These graduates are typically employed adults for whom convenient access is crucial for pursuing a baccalaureate degree, and for whom few transfer opportunities are currently available.

Additional information, including degree and course descriptions, admission and registration instructions, support service information, and a faculty lounge are available on the RODP web page at <http://www.tn.regentsdegrees.org>.

**TENNESSEE BOARD OF REGENTS
REGENTS' ONLINE DEGREE PROGRAM
SUBSTANTIVE CHANGE PROSPECTUS**

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**TENNESSEE BOARD OF REGENTS
REGENTS' ONLINE DEGREE PROGRAM**

**SUBSTANTIVE CHANGE PROSPECTUS
COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS**

I. Background Information

Nature and Purpose of the Regents' Degree Online Program (RODP):

The 19 colleges and universities of the Tennessee Board of Regents (TBR) System launched the Regents' Degree Online Program (RODP) in Fall 2001. A principal objective of this initiative is to become the provider of good quality associate, baccalaureate and masters degree programs to Tennesseans who cannot complete their degrees without asynchronous, online access. The vision of the RODP is to provide **A Better Life for Tennesseans through Education.**

The RODP mission is:

The Regents Online Degree Programs, using technology, will improve access to high-quality, affordable, student-centered learning opportunities through cooperation among TBR institutions.

The Regents Online Degree Programs Strategic Plan: 2003 - 2005, provides Guiding Principles for the Program. The RODP:

- Shall base ongoing assessment, planning, and decision making on reliable, broad-based data and stakeholders input
- Shall ensure academic integrity in the selection, development, and maintenance of the degree programs
- Shall provide support for pedagogical and technological innovations and shall maximize economies of scale in configuring its programs
- Shall provide collaborative delivery of education programs to meet the learning needs of underserved populations
- Shall pay priority attention to programs that provide collaborative delivery of needed educational services and meet statewide workforce needs
- Shall use educational technology, innovation, and teaching strategies that produce the most learning by engaging students actively, collaboratively with other students, and in frequent contact with faculty

- Shall be accountable for performance excellence measured in terms of both satisfying stakeholders and meeting key performance indicators
- Shall ensure quality and effectiveness in all aspects of the online learning delivery
- Shall develop programs around demonstrable learning outcomes, assist the learner to achieve these outcomes, and assess learning progress by reference to these outcomes
- Shall ensure high quality, comprehensive services to current and potential students.

The major Goals of the RODP for the 2003 – 2005 period are to:

- Goal #1: Develop and maintain an adequate funding strategy to allow the aggressive future development of RODP as driven by demand
- Goal #2: Ensure quality programs developed with appropriate faculty incentives that meet the demand of students
- Goal #3: Ensure that RODP processes integrate with local campus processes
- Goal #4: Develop programs and services to ensure that stakeholders are committed to TBR’s Vision and Mission for RODP
- Goal #5: Using every available medium, spearhead a campaign to reinforce online learning priorities, informing RODP stakeholders what’s going to occur and why, and how it affects them personally
- Goal #6: Establish faculty training and support programs that are timely and responsive to broad and specialized needs that keep pace with ever-changing teaching and learning requirements
- Goal #7: Provide students with relevant resources and services to promote learning and community
- Goal #8: Foster institutional partnerships to review those issues that are commonly perceived by all TBR institutions as meriting system-wide attention

The RODP Strategic Plan supports and builds on the priorities of the Board of Regents’ Strategic Plan. **The Integrated Strategic Plan: 2000 – 2005 of The Tennessee Board of Regents** establishes five Priority Areas for the system and its member campuses. These Priority Areas are:

1. Academic Excellence and Institutional Quality
2. Access
3. Accountability
4. Articulation
5. Work Force Development

The Integrated Plan further identifies **Technology** as a special area for strategic emphasis, noting that **“The System must provide a strategy to leverage limited resources to support the necessary infrastructure and instructional programs for our students.”** The RODP uses technology to advance the achievement of TBR strategic planning objectives in each of these strategic planning priority areas. The Priority Areas and some of the specific objectives supported by the RODP include:

Academic Excellence and	To deliver high quality educational programs and services that provide all
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Institutional Quality	Tennesseans with the knowledge, skills, cultural awareness, and attitudes they need to experience prosperous and rewarding lives.
Objectives:	<p>TBR Objective: Use technology to enhance teaching, learning, and administrative support.</p> <ul style="list-style-type: none"> • RODP Application: The use of technology to deliver the Regents degrees online enhances the quality of instructional and support services for all TBR students. <p>TBR Objective: Focus on faculty and staff development.</p> <ul style="list-style-type: none"> • RODP Application: Extensive training of faculty and staff by TBR and campus personnel continues to be a major emphasis of the RODP. In addition, the collaborative nature of the RODP fosters significant cross-pollination among faculty from different institutions.
Access	Over the planning period, increase enrollment by 9.4 percent, with particular emphasis on diversity.
Objectives:	<p>TBR Objective: Reach more Tennesseans through innovative recruiting and retention strategies.</p> <ul style="list-style-type: none"> • RODP Application: A system-wide marketing plan was launched in summer 2001 to recruit adults with less than the baccalaureate degrees into the RODP. This was the first statewide marketing that the TBR has ever initiated. <p>TBR Objective: Increase the use of technology such as the Internet and email to reach more people across the state, and deliver courses in nontraditional ways such as over the web.</p> <ul style="list-style-type: none"> • RODP Application: All RODP courses and most support services are available online in an asynchronous format. <p>TBR Objective: Use creative means to achieve greater student diversity, increasing the enrollment and retention of older, part-time, and employed students.</p> <ul style="list-style-type: none"> • RODP Application: The RODP degrees target older, part-time, employed adults. Convenience and high quality support services are perceived as important retention strategies.
Accountability	Focus on academic program accountability in instruction, research, and service/outreach; place emphasis on financial accountability.
Objectives:	<p>TBR Objective: Fund increased technology use for instruction and institutional support.</p> <ul style="list-style-type: none"> • RODP Application: The TBR demonstrated its seriousness regarding this objective by initiating and funding the RODP. <p>TBR Objective: Assess the use of technology to improve efficiency and cost effectiveness.</p> <ul style="list-style-type: none"> • RODP Application: The RODP provides an excellent opportunity to model and test the cost-effectiveness of a distance delivery system and the

	efficiency of collaborative programs.
Articulation	Strengthen transfer and articulation programs among System institutions.
Objectives:	<p>TBR Objective: Enhance the transferability of the general education core curriculum.</p> <ul style="list-style-type: none"> • RODP Application: Because multiple institutions will be offering the same degrees with the same course requirements, transferability is guaranteed throughout the TBR system. <p>TBR Objective: Enhance the transferability of career courses.</p> <ul style="list-style-type: none"> • RODP Application: Career courses offered through the RODP meet the requirements of all delivering institutions, ensuring smooth transfer. <p>TBR Objective: There will be universal core curriculum transferability and articulation between and among public institutions.</p> <ul style="list-style-type: none"> • RODP Application: Program articulation is a keystone in the Curriculum Committee’s design of RODP degrees.
Workforce Development	Contribute to the economic well being of Tennessee’s communities, regions, and the state as a whole through workforce development, job training, and generation of resources for job creation as well as through research and other partnerships with state business and industry.
Objectives:	<p>TBR Objective: Provide quality training using current and emerging technologies.</p> <ul style="list-style-type: none"> • RODP Application: Several employers have expressed interest in supporting employees’ participation in RODP programs. The programs accommodate employees whose jobs demand changing schedules, travel, or study at nontraditional hours. <p>TBR Objective: Provide responsive and timely training to support the growth of existing industry and the recruitment of new industry.</p> <ul style="list-style-type: none"> • RODP Application: Online courses developed for the RODP program can potentially be delivered on a calendar more accommodating to business and industry than the traditional semester schedule.

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Legal Authority for Change:

The Tennessee Board of Regents initiated development of a system-wide web-based program at its meeting of July 11, 2000. Minutes of that meeting record the following:

The next item on the agenda was the consideration of the development of a web-based course delivery program. Regent Rogers moved to increase the assessment to TBR institutions by a system-wide total of \$500,000 to cover the development and implementation costs of this program. Regent Greene provided a second to the motion. Prior to the expenditure of funds, the program will be presented to the Board for approval at its regular quarterly meeting in September. A roll call vote was taken, and the motion passed unanimously.

On September 22, 2000, the TBR approved a “framework” for the development of the proposed Tennessee Regents’ web-based degrees. On December 8, 2000, they approved a description of major parameters for the RODP.

Dr. Charles Manning, Chancellor of the Tennessee Board of Regents, notified Dr. James Rogers of the TBR intent to initiate this program on November 20, 2000.

The degrees included in the Regents Online Degree Program were approved through the normal faculty and administrative approval processes on all 19 campuses in January and February 2001.

Chapter 838 of the Public Acts of 1972, which authorized the establishment of the State University and Community College System of Tennessee, also gave the Board of Regents authority over curriculum and degrees. TBR policy 2:01:01:00 describes the process for Program Review and Approval beyond the campus level. In accordance with its authority and policy, the Tennessee Board of Regents approved the five RODP degrees at its March 30, 2001 meeting.

The Tennessee Higher Education Commission (THEC), which was established by the Tennessee General Assembly in 1972 (TCA 49-7-202), is responsible for the approval of new academic programs in both the Tennessee Board of Regents and University of Tennessee systems. THEC approved the five degrees included in the RODP on April 19, 2001.

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Location of RODP Degrees:

The 19 colleges and universities of the Tennessee Board of Regents System offer the RODP degrees. All of the courses offered through the RODP are delivered online in an asynchronous format.

The six TBR universities offer two baccalaureate degrees:

- B.I.S. degree in Interdisciplinary Studies
- B.P.S. degree in Professional Studies with concentrations in Organizational Leadership and Information Technology

The six TBR universities will offer their individual Master’s in Education (M.Ed.) degree online through the RODP. These degrees are unique for the RODP in that the course requirements are not identical among the six universities. Only courses that are required by more than one institution are delivered collaboratively rather than by each individual university.

The thirteen TBR community colleges will offer three associate degrees:

- A.S. degree in General Studies
- A.A. degree in General Studies
- A.A.S. degree in Professional Studies, with a concentration in Information Technology.

The Regents' Online Degree Program dramatically increases Tennesseans' access to higher education by using technology to deliver entire degree programs asynchronously throughout the state. The RODP maximizes both effectiveness and efficiency by selecting and training exemplary faculty from all 19 institutions to develop online courses that will be offered collaboratively by system institutions.

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Enrollment in the RODP:

Projections for initial enrollment of 300-500 students in fall 2001 were based on the experience of similar programs elsewhere and on the short period of time available for publicizing the program. However, 1,048 students enrolled in 1,796 courses. Although sections were added whenever possible in order to meet student demand, every RODP course closed at capacity before classes began for that first semester. Since fall 2001, enrollment and offerings have climbed steadily, as figures shown in the table below.

RODP Course Offerings and Enrollment: First Day of Class

Semester	# Courses	# Sections	Headcount Enrollment	Course Enrollment
Fall 2001	30	89	1,148	1,961
University			622	1,038
Comm. College			526	923
Spring 2002	64	156	2,096	3,651
University			1,148	2,027
Comm. College			948	1,624
Semester	# Courses	# Sectons	Headcount Enrollment	Course Enrollment
Summer 2002	60	154	1,855	3,104
University			845	1,425
Comm. College			1,010	1,679
Fall 2002	102	271	3,032	5,355
University			1,601	2,913
Comm. College			1,431	2,442
Tech. Centers	+5	+16	+57	+256
Spring 2003 (as of 11/22/02)	125	279	2,052	3,560

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II. Assessment of Need and Program Planning/Approval

Higher Education Participation and Attainment in Tennessee:

There is abundant evidence of the need to increase Tennesseans' level of educational attainment and rate of participation in higher education. State rates for both participation in higher education and educational attainment are below average for all age categories, including the employed adult population targeted by the RODP. When looking at enrollment, 20.3% of Tennesseans aged 3 and older are enrolled in higher education compared with 22.8% for the United States. Only 19.6% of Tennesseans aged 25 years or older have a bachelor's degree, compared with 21.7% for the Southern Regional Education Board states and 24.4% nationally.

In January 1997, Tennessee Governor Don Sundquist appointed the Council on Excellence in Tennessee Higher Education. The Council's 1999 report, *Investing in People: Tennessee's Commitment to 21st Century Higher Education Excellence*, illustrates "the magnitude of the challenge" facing the state with these words:

Tennessee's citizenry is undereducated and underskilled. In most of the United States, one out of every four adults has attended college. In Tennessee, one out of every five adults has gone to college. Individual fulfillment and workforce effectiveness are jeopardized by this condition.... The Council contends that unless these and similar higher education challenges are successively addressed, Tennessee is at peril of becoming a passive observer as much of the world pursues a productive path into the 21st Century.

The report goes on to recommend that higher education enroll an additional 200,000 individuals by 2009 just to reach the national average in level of college attendance.

Educational attainment and participation rates are also distributed unevenly within the state. The Tennessee Higher Education Commission (THEC) staff recently developed an Educational Needs Index for every county in Tennessee. This index takes into account 20 unique indicators related to educational, economic, growth, population, and market factors. Virtually every county in the highest quartile on the Educational Needs Index is sparsely populated. Census data from 2000 reveal that only 11 of Tennessee's 95 counties, all of them in urban areas, have achieved even the state average in baccalaureate degree attainment. While it is difficult to deliver traditional higher education services to these small, scattered, rural populations, online courses can provide enhanced access. The hope is that individuals who lack a home computer can access RODP courses through their workplace, a TBR technology center, or a public library. Further, a contract has been negotiated with Dell to allow RODP students to purchase computer equipment at a very attractive price.

Measuring Up 2002, the national report card of The National Center for Public Policy and Higher Education, in 2000 gave Tennessee its lowest grade (D-) in Participation. The 2002 Report Card raised that grade to a D+, but notes that:

The percentage of high school students in Tennessee who go on to college right after high school is low, and has dropped since *Measuring Up 2000*. However, a fair proportion of young adults (ages 18 to 24) now enroll in college-level education, showing substantial improvement since the earlier report. The proportion of working-age adults (ages 25 to 49) enrolled in education or training beyond high school has increased, although it remains very low.

In 2001, 2.5% of Tennessee's 25-44 year old population was enrolled in postsecondary education, compared with 4.7% among the top-performing states.

Tennessee earned a D+ in Benefits in both 2000 and 2002 because of the low proportion of Tennessee residents who have a baccalaureate degree, which "impairs the state economically." The report notes that the low level of educational attainment results in relatively low levels of personal income, civic benefits, skill levels, public satisfaction, and employer satisfaction in the state.

These levels of increased educational participation and attainment will be impossible to reach without targeting the employed adult as well as the recent high school graduate. Census data reveal that Tennesseans are eligible to participate in higher education since 32% complete high school, compared with 29% nationally. The problem is that they do not pursue additional education. The population of adults with an associate's degree or some college experience provides a particularly attractive market because they are college-ready and have already completed some portion of the baccalaureate degree. Transfer opportunities for A.A.S. graduates have been very limited; making the 3,500 A.A.S. graduates per year an excellent target market. The baccalaureate degrees in the Regents' Online Degree Program have been designed to accommodate these adult populations.

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Employment Outlook for Tennessee:

The Tennessee Department of Labor and Workforce Development notes that "there is a strong need for better educated and trained workers in Tennessee's marketplace." The Department projects that 21.5% of Tennessee jobs will require a baccalaureate degree or management experience by the year 2008. They note that "This could be a problem because at present only 19.6% of the total adult population has a college degree." An additional 25% of all employment will require postsecondary training of less than four years. The top five fastest growing individual occupations are computer support specialist, systems analyst, social and human services assistant, legal assistant, and special education teachers. Professional and technical occupations are the fastest-growing category (*Tennessee Job Outlook: 1998-2008*). All of these data point to the need for a more highly educated workforce than currently exists in the state.

These labor market projections drove the choice of Information Technology as the first area of concentration for the RODP degree in Professional Studies.

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Program Review and Approval Process:

Following the directive of the Board of Regents for the System to initiate an online degree program, the program was discussed at a retreat for the Academic Officers from all 19 TBR colleges and universities in July 2000 at Fall Creek Falls State Park. Specific information was not yet available, but the concept of developing online degree programs collaboratively was presented and discussed. As a result of that discussion, the Academic Officers proposed the formation of two system-wide committees to proceed with planning for implementation of such degrees in fall 2001. Academic Officers nominated individuals from their campuses for the two committees:

- A Committee on Instructional Issues
- A Committee on Policies, Guidelines, and Accreditation

Committee members were appointed on the basis of expertise and interest, with a representative from every campus included on at least one of the two committees. These two committees began meeting in Fall 2000 to refine the concept, raise issues, air concerns, and recommend next steps. Both committees developed reports summarizing their discussions.

One recommendation made by the Instructional Issues Committee was to appoint a statewide Curriculum Committee that included one representative from each campus. This Committee's responsibilities are outlined below in the section on **Curriculum Review and Approval Process**.

In December 2000 the Board of Regents approved some major parameters for the RODP program, including program goals, planning assumptions, recommended degrees, and a timeline for further development.

In January 2001 campus chief academic officers received the proposals for the initial RODP degrees and initiated the normal curriculum approval process on their individual campuses. By the end of February, all campuses had approved the degrees. Following campus approval, the TBR and THEC approved the degree proposals in March and April 2001, respectively.

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Curriculum Review and Approval Process:

An early recommendation from the Instructional Issues Committee was to establish and appoint an RODP Curriculum Committee with one faculty member from each of the 19 institutions. Each institution recommended a faculty member who could effectively communicate RODP curriculum issues to the campus community and guide RODP curriculum questions through the campus processes. Dr. Dan Lattimore of the University of Memphis chairs the Curriculum Committee, which began meeting in fall 2000. The process of establishing and approving RODP programs and courses follows these steps:

1. The Committee itself, campus personnel, or the Board of Regents can ask the RODP Curriculum Committee to consider offering a particular program. If the Committee approves, the process moves forward.

2. The RODP Curriculum Committee asks appropriate campus personnel to propose an initial curriculum, including list of program outcomes and course topics, for the degree.
3. The RODP Curriculum Committee appoints a subcommittee of faculty in the specific teaching area. This subcommittee will review the proposed curriculum for the program and will review course proposals.
4. The RODP Curriculum Committee approves this initial curriculum.
5. The RODP Curriculum Committee solicits proposals from campus faculty for the development and delivery of courses required in the degree.
6. Each campus submits proposals to develop required courses, using a standard proposal form and process. Campuses use this same form and process to submit a course proposal to add a course to an existing RODP degree. If the course already exists on campus, the institution proposes to convert the existing course to the RODP format.
7. The RODP Curriculum Committee decides which campus will develop each course and recommends awarding contracts for course development to campuses.
8. RODP Curriculum Committee members guide these program and course proposals through the normal process for curriculum approval or change on their own campus.
9. The RODP Curriculum Committee also considers proposed changes in degree requirements. If members of the Committee consider the change “substantive,” it is referred to the campuses for action through their normal processes.

In addition to their responsibility for proposing and developing new programs and courses, the RODP Curriculum Committee:

- Develops standards for RODP courses
- Appoints advisory faculty subcommittees in each discipline area in which an RODP degree is available
- Keeps campus personnel informed about the progress of the RODP initiative
- Monitors the format and content of RODP courses on an ongoing basis
- Recommends decisions on additional academic matters such as minimum and maximum enrollment

Additional information for campus faculty, including the course proposal form, is available through the **Faculty Lounge** section of the RODP web page at <http://www.tn.regentsdegrees.org>.

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III. Description of the Change

RODP Degrees:

The Regents' Online Degree Program, during its initial 2001-2002 year, offered five degrees. The 19 TBR colleges and universities offer those degrees that are appropriate for their mission. The Commission on Colleges of the Southern Association of Colleges and Schools accredits all of these institutions. The degrees and institutions offering them during 2002-2003 are:

TBR Institutions by RODP Degrees Offered

TBR College or University	Associate of Science; Associate of Arts	Associate of Applied Science	Bachelor of Interdisciplinary Studies	Bachelor of Professional Studies	Master of Education
Austin Peay State University			X	X	X
East Tennessee State University			X	X	X
Middle Tennessee State University			X	X	X
Tennessee State University			X	X	X
Tennessee Technological University			X	X	X
University of Memphis			X	X	X
Chattanooga State Technical Community College	X	X			
Cleveland State Community College	X	X			
Columbia State Community College	X	X			
Dyersburg State Community College	X	X			
Jackson State Community College	X	X			
Motlow State Community College	X	X			
Nashville State Technical Community College	X	X			
Northeast State Technical Community College	X	X			
Pellissippi State Technical Community College	X	X			
Roane State Community College	X	X			
Southwest Tennessee Community College	X	X			
Volunteer State Community College	X	X			
Walters State Community College	X	X			

All courses in the RODP degrees are available through online, asynchronous delivery, and most courses are also available through traditional on-campus delivery. It is possible for students to

complete all courses online, although 58% of fall 2002 RODP students concurrently enrolled in on-campus courses, while 42% enrolled in RODP courses only.

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Home and Delivery Institution:

RODP students select a Tennessee Board of Regents college or university as their **home institution**, the institution to which they apply, through which they enroll, and from which they receive their degrees. They apply for admission, register for courses, undergo assessment, and receive most support services through the home institution. RODP students are subject to the same admission, transfer, curriculum, transcript, and graduation policies and requirements as other students at that home institution.

An RODP student is admitted to the home institution and registers for all RODP courses through that home institution. However, a faculty member at another TBR institution may actually deliver some or all of those courses. The actual **delivery institution** is transparent to the student. Students access courses and contact their instructors through the WebCT server at Collegis, which houses all RODP courses. It is theoretically possible for students from 19 different home institutions to be enrolled in a single lower-division RODP course section. It is possible for students from six different home universities to enroll in the same upper-division RODP course.

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System-wide Collaboration:

Unique features of the RODP include collaboration among TBR institutions and system-wide coordination in key areas, including:

- Strategic planning for the program
- Assessment of program effectiveness
- Development and proposal of degree programs
- Faculty development, both technical and pedagogical, for developing and delivering online courses
- Training of student service personnel for development and delivery of support services to online students
- Development of courses
- Delivery of courses
- Provision of 24x7 student and instructor technical help desk
- Provision of 24x7 high-bandwidth, redundant global network infrastructure, hosting services, and network management.
- Provision of 24x7 WebCT server operation and administration
- Provision of instructional design help desk for faculty 60 hours per week
- Provision of library services and materials
- Development of a marketing plan
- Marketing and promotion of degrees

- Development and maintenance of program web page.
- Development of business plan

Collaboration and cooperation among campuses have been paramount in designing the RODP program. Leveraging and pooling resources available throughout the System enables campuses to:

- Maximize instructional quality by drawing on the talents of the most interested and effective faculty
- Maximize the effective use of technology in delivering instruction
- Minimize the costs of course development
- Maximize the number of courses delivered by “pooling” enrollment from multiple institutions
- Stimulate interaction among faculty members at different campuses, thus creating new professional networks

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Course Development Costs:

The cost of developing an online course is high in terms of both time and money. Since multiple TBR institutions are offering the same degree, it is neither necessary nor cost-effective for every institution to develop every course. The system funds course development for RODP. The campuses receive \$6,000 for the development of new courses or \$3,500 for converting an existing course to the RODP online format.

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Course Delivery Responsibility:

Each course that is part of an RODP degree has been developed by a faculty member at one TBR institution and delivered by that same faculty member to RODP students at all institutions. The institution that develops a course has the first right to deliver all needed sections. If the developing institution cannot deliver all sections, instructors are recruited from other TBR institutions.

All RODP courses have been approved and added to the course inventories and schedules of all TBR institutions. Intellectual property contracts with faculty members who develop RODP courses ensure course access to all TBR institutions.

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System-Wide Support Services:

The Tennessee Board of Regents has contracted with Collegis (formerly Eduprise), a provider of e-learning services, for a three-year period. Collegis provides consulting and strategic planning services, technical services and support, and assessment services. They assumed primary responsibility for assistance in the development of a marketing plan, business plan, and strategic plan. Collegis has

primary responsibility for the technical infrastructure that hosts RODP courses, the technical help desk, and the instructional design help desk.

The TBR central office has developed and maintains the RODP portal website at www.tn.regentsdegrees.org. This website provides a variety of information for both students and faculty. By accessing this website, individuals can:

- Take a “sample” online course
- Complete an online learner self-assessment
- Complete an online orientation
- Complete a secured student profile for the selected home institution
- Take a self-scoring test to determine appropriateness of the student’s knowledge and skills for online learning
- Find contact information about the toll-free number at the Central Office (1-888-223-0023) and the Student Contacts on each campus
- Find answers to frequently asked questions (FAQ’s)
- Get a set of distance learning tips for students
- Check the minimum hardware, software, and browser settings and plug-ins needed for RODP courses
- Get information about the availability of Dell computer equipment at reduced cost
- Learn what degrees are available through RODP
- Access the syllabus for courses required in RODP degrees
- Access the TBR Virtual Library
- Learn how to access the 24x7 student help desk
- Link directly to the web pages of all 19 campuses
- Download and submit an application for admission to a TBR institution
- Order textbooks

Through the online Faculty Lounge, all TBR faculty members can:

- Access research regarding the pedagogy of online teaching and learning
- Take a test to determine what knowledge and skills they need to teach online
- Obtain forms for proposing an RODP course
- Access the RODP Peer Evaluation form
- Find course development teaching tips
- Contact the Collegis faculty support desk
- Take a variety of faculty tutorials
- Find chat rooms for faculty
- Request training
- Identify their campus Curriculum Committee representative, RODP contact, and faculty trainer
- Identify online best practices and guidelines
- Access instructional resources such as the Merlot Library

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Campus-Based Support Services:

Student support services are, for the most part, campus-based and delivered by the student's home institution. Each campus inventoried its own services in 2001 to determine which services were available to students online, which were available by telephone or mail, and which required the student's physical presence on campus. The results of the survey demonstrated that the **essential services** of application, admission, registration, fee payment, library access, and course access were available by distance through all 19 campuses. Class schedules and catalogs are available online at all campuses.

Students requiring assessment for course placement are required either to go to a TBR campus or to arrange a proctor for a paper/pencil test. Although the course placement test is computerized, it is not available online at this time. The use of ACT scores for course placement for all entering TBR freshmen, beginning in January 2003, will reduce somewhat the number of RODP students who must travel to a campus for assessment.

RODP students' eligibility for federal financial aid has been complicated. Because the participating institutions do not have a common calendar, it is necessary to start the RODP classes when the last TBR institution begins its semester, and to end the RODP classes when the first TBR institution's ends its semester. This means that RODP courses cover the content of a 15-week semester in approximately 12 weeks. As a result of this 12 -week term, students who are enrolled in only RODP courses are only eligible for reduced federal financial aid (12/15 or 80%). A common academic calendar received final approval in June 2002 and will be in effect at all 19 institutions by fall 2004. This will permit extension of the RODP term to 15 weeks and will resolve the problem of federal financial aid eligibility. RODP students are eligible for Veterans' Benefits.

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Program Descriptions:

The following pages include RODP program outcomes and course lists for 2002-2003.

Associate of Arts in General Studies
Associate of Science in General Studies

Program Description:

The A.A. and A.S. degrees in General Studies provide students with the opportunity to complete an associate degree designed for transfer to a university through an online, web-based delivery system. This delivery system provides additional education access to students whose work and family schedules make it difficult to enroll in traditional college courses. The degree enables students to take courses required for the freshman and sophomore years of most baccalaureate majors at four-year colleges and universities. All credits in these degrees apply toward the online B.S. or B.L.S. in Interdisciplinary Studies at any Tennessee Board of Regents University.

Program Objectives:

Graduates of the A.A. and A.S. degrees in Interdisciplinary Studies will be able to:

1. Transfer smoothly into, and successfully complete, a baccalaureate degree.
2. Use gained knowledge, skills and attitudes to function more effectively in workplace, family, and community life.
3. Demonstrate appropriate learned skills in critical thinking, oral and written communication, and the use of technology.
4. Better understand and appreciate their own culture, cultural diversity, and the cultures of other places and other times.
5. Perform at or above the average score of traditional students at the home institution on the general education exit test.
6. Demonstrate proficiency in a foreign language equivalent to two semesters of college-level work if earning the A.A. degree.

Courses:

The courses required for these degrees are identified in the Program and Courses section of this notebook and online at <http://www.tn.regentsdegrees.org/degrees/aa.htm> or <http://www.tn.regentsdegrees.org/degrees/as.htm>.

In addition to the college-level courses listed above, developmental studies courses are available online for students requiring placement in these courses. RODP students must submit acceptable ACT scores or take the COMPASS test to determine course placement. All TBR colleges and universities have identical standards for assessment and course placement.

DSPM 0700	Basic Mathematics
DSPM 0800	Elementary Algebra
DSPM 0850	Intermediate Algebra
DSPR 0700	Basic Reading
DSPR 0800	Developmental Reading
DSPS 0800	Study Skills
DSPW 0700	Basic Writing
DSPW 0800	Developmental Writing

Associate of Applied Science in Professional Studies Information Technology Concentration

Program Description:

The A.A.S. degree in Professional Studies provides students with an associate degree designed to prepare students for both employment and further study following graduation. A concentration in Information Technology is currently available. The degree is available through an online, web-based delivery system, which provides additional educational access to students whose work and family schedules make it difficult to enroll in traditional college courses. All courses in the degree apply toward the online B.P.S. or B.S. in Professional Studies, with concentrations in Information Technology and Organizational Leadership, at any Tennessee Board of Regents University.

Program Objectives:

Graduates of the A.A.S. degree in Professional Studies with a concentration in Information Technology will be able to:

1. Find employment and function competently in an entry-level position in the information technology area.
2. Transfer smoothly into, and successfully complete, the B.S. in Professional Studies.
3. Use concepts from general education courses to reinforce learning and enhance performance in career-related classes and on the job.
4. Apply critical and logical thinking to the solution of problems.
5. Adjust to the rapid changes in hardware and software environments.

Courses:

The courses required for this degree are identified in the Program and Courses section of this notebook and online at http://www.tn.regentsdegrees.org/degrees/aas_info_tech.htm.

Bachelor of Science in Interdisciplinary Studies Bachelor of Liberal Studies in Interdisciplinary Studies

Program Description:

The B.S. and B.L.S. in Interdisciplinary Studies will provide adult students with access to a baccalaureate degree through an online, web-based delivery system. The degree is designed especially to accommodate that population of individuals who have earned an A.A. or A.S. degree or have completed some college work. Because the courses are available asynchronously, students can complete the degree while maintaining family and employment obligations. This degree allows students to work with their advisor to design an individualized

program of study that takes account of their earlier learning experiences and their educational needs and goals.

Program Objectives:

Graduates with a Baccalaureate Degree in Interdisciplinary Studies will be able to:

1. Articulate the ways in which their individual educational goals have and have not been met during the baccalaureate experience.
2. Demonstrate and/or document achievement of the declared general education outcomes of their home institution.
3. Demonstrate understanding and appreciation of key concepts and skills in their two cognate areas.
4. Perform at or above the average score of the traditional students at their home institution on the general education exit test.

Courses:

The courses required in this degree are identified in the Program and Courses section of this notebook and online at <http://www.tn.regentsdegrees.org/degrees/bis.htm>.

Bachelor of Science in Professional Studies Bachelor of Professional Studies With Concentrations in Information Technology and Organizational Leadership

Program Description:

The B.S. and B.P.S. in Professional Studies provides adult students with access to a baccalaureate degree through an online, web-based delivery system. The degree is designed to accommodate individuals who have an A.A.S. degree or have previously completed some college work. Because the courses are available asynchronously, students can complete the degree while maintaining family and employment obligations. This degree allows students to enhance their career opportunities and to achieve their educational goals by pursuing a concentration that builds on their skills and experiences.

Program Objectives:

Graduates of the Baccalaureate Degree in Professional Studies will be able to:

1. Articulate the ways in which their career and educational goals have and have not been met during the baccalaureate experience.
2. Demonstrate and/or document their achievement of the declared general education outcomes of their home institution.
3. Demonstrate master of the professional knowledge and skills defined as learning outcomes in the courses of the selected concentration.

4. Perform at or above the average score of the traditional students at home institution on the general education exit test.

Courses:

Courses required for this Information Technology concentration are identified in the Program and Courses section of this notebook and online at <http://www.tn.regentsdegrees.org/degrees/bps-it.htm>. Courses for the Organizational Leadership concentration are identified in the Program and Courses section of this notebook and online at <http://www.tn.regentsdegrees.org/degrees/bps-ol.htm>.

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Administrative Oversight:

Campus personnel provide direct oversight of program content and program quality through the appropriate administrative department in which the RODP degree is administratively housed. Chief academic officers, faculty representatives to the TBR Curriculum Committee, and RODP Student Contacts provide communication links between the TBR central office and campuses.

Staff of the TBR Office of Academic Affairs, under the leadership of Dr. Sidney McPhee, provided initial planning and implementation leadership. Dr. Paula Short, the current TBR Vice Chancellor for Academic Affairs, now has overall responsibility for the RODP.

Personnel located in the TBR central office provide administrative oversight for the RODP. The individuals with primary responsibility at the system-wide level are:

- **RODP Manager:** Dr. Robbie Kendall-Melton, TBR Associate Vice Chancellor for Academic Affairs, has held leadership positions in education for 28 years. She has extensive experience in online distance education, especially in the technical and pedagogical training of faculty. She is primary coordinator for the RODP, point of contact with Collegis, and has major responsibilities for faculty/staff development and program assessment.
- **RODP Coordinator:** Ms. Carol Puryear, formerly Director of Lifelong Learning at Middle Tennessee State University, is responsible for scheduling courses and training sessions, troubleshooting, supervising the RODP Help Desk and information line, and communicating with campus personnel on a regular basis.
- **Faculty Training:** Mr. John St. Clair, formerly a faculty member at Motlow State Community College, develops and schedules formal training in online course design and pedagogy for TBR faculty at the Renaissance Center, delivers training activities, develops and maintains the RODP course template, and assists faculty in course management activities during the semester.
- **Help Desk Receptionist:** Ms. Jennifer Wolkonowski assists students with their RODP needs and questions, transmits materials to interested prospects, assists with mailing, filing, and other daily functions of the RODP program.

- Information Technology Coordinator: Mr. Raj Kodali, TBR Interim Assistant Vice Chancellor for Information Technologies, oversees programming needed to enable necessary record-keeping and data retrieval for this system-wide program.

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IV. Faculty

Faculty rosters from the 19 participating TBR colleges and universities document RODP faculty qualifications relative to SACS *Criteria* requirements. The rosters will be available online. Hard-copy documentation of compliance, primarily through faculty resumes and transcripts, will be available at the TBR office in Nashville. Of the 238 faculty members teaching RODP courses in fall 2002, 188 or 79% were full-time faculty members and 21% were adjunct faculty members.

Class size for each RODP section is limited to a maximum of 25. After course enrollment reaches 25, the course is automatically split into two sections. Courses are taught with a minimum enrollment of ten individuals during the academic year and fifteen individuals in the summer term.

RODP courses are incorporated into a faculty member's workload in the same way as any other course is counted. RODP courses are typically considered part of the faculty member's normal workload, although some sections can be taught for extra compensation if last-minute enrollment demand requires scheduling additional sections and if the faculty member is willing to teach the additional section.

Technical and pedagogical training is provided to every faculty member responsible for developing and delivering RODP courses. Since February 2001, training has been delivered at the Renaissance Center and on TBR campuses to 682 faculty members from all 19 TBR institutions. There is also a trained Faculty Trainer on every campus.

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V. Library and Learning Resources

In November 2000, the Directors of the 19 TBR college and university libraries submitted a plan for creating a Virtual Library to support the Regents Online Degree Program. The Virtual Library provides online searching, online reference assistance, online databases, journals, book reviews and library connections to students on a system-wide basis. The mission and vision for the Virtual Library are:

Mission Statement

The virtual catalog meets the curricular and research needs of students and faculty involved in online learning and teaching in academic institutions of the TBR system by providing access to necessary library resources.

Vision Statement

The TBR Virtual Library provides resources and services for distance learning students that are equivalent to the ones available to students on campus.

The TBR Virtual Library currently provides:

- Access to online catalogs at each TBR institution
- Electronic Databases to access full text magazine, journal, and newspaper articles
- Tutorials or “how to” guides for using the TBR Virtual Library resources
- Virtual Reference services offered collaboratively by institutions in order to extend the hours of service availability
- System-wide interlibrary loan service to online students

TBR colleges and universities already provide resources, staff, and services to their resident campus communities and to their students enrolled in online courses not included in the RODP. A recent survey of TBR campuses designed to determine their readiness to support RODP students revealed that, among the 19 institutions:

- 19 provide an online library catalog
- 19 provide online information about accessing library resources
- 13 will reserve books online
- 17 provide online access to full-text databases
- 15 provide online access to periodical listings
- 17 provide online reference assistance

There is strong precedent for collaboration and resource sharing among the libraries through existing consortia. The Tennessee Academic Library Collaborative (TALC), consisting of all University of Tennessee and Tennessee Board of Regents Colleges and University libraries, was established in 1999. It provides access to campus libraries and borrowing privileges to all students, faculty, and staff of all TBR and UT campuses.

In addition, all TBR libraries participate in the Tennessee Electronic Library (TEL). TEL is a State of Tennessee funded electronic online resource available to all Tennessee citizens, colleges and universities, K-12 schools, and not-for-profit organizations. RODP students have access to TEL from the Virtual Library’s website. TEL consists of five major full text online periodical and reference resource databases:

Expanded Academic ASAP:

This comprehensive resource enables searching in one database to find answers for research questions across disciplines. It indexes more than 2,000 journals, with full text to more than

1,000 journals of every academic concentration including anthropology, art, book reviews, computing, consumer information, current events, economics, engineering, finance, history, life and physical sciences, literature, mathematics, psychology, political science, and sociology. The **New York Times** is also indexed. (Current, + past four years, updated daily and integrated backfiles to 1980)

Business and Company ASAP:

Conduct in-depth research, with indexing to more than 900 journals, and full text access to more than 400 business and management journals, popular business magazines, local area journals, trade journals, and newspapers, including the **Wall Street Journal**, **New York Times** business section, the **Asian Times**, plus full text corporate directory listings and PR Newswire releases (current, +4 past years, updated daily and integrated backfiles to 1980)

Health and Wellness Resources Center:

This database finds citations and full text articles on fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health & safety, alcohol and drug abuse, HMO's prescription drugs, etc. It searches for information in the **medical Encyclopedia**, **Drug & Herb Finder**, **Health Assessment tools**, **Health Organization Directory**, **Medical Dictionary**, and **Health News**. Links to other health and wellness sites are provided. The material contained in this database is intended for informational purposes only (current, + past 4 years, updated daily)

Reference Center Gold:

These are collections of scholarly and general-interest material. The databases include citation and full text material from periodicals, newspaper articles, encyclopedias, and other reference material. Covered subjects include politics and current events, consumer electronics, arts and entertainment, automobiles, recreation and leisure, crime, personal finances, and food. (Current year-to-date, + past 4 years, updated daily, integrated backfile extends coverage as far back as 1980)

Informe (Revistas en Espanol):

This database investigates the more current news and events from Spanish language journals and magazines. It includes business, health, popular culture, and many other topics from popular Hispanic magazines. (1996 – current)

Contemporary Literary Criticism Select (CLC—Select) is an extensive collection of critical essays on contemporary authors. Each CLC—Select entry contains a biographical/critical introduction, listing or principal works, and sources for further study.

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VI. Physical Resources

Physical Facilities:

Physical facilities needed to implement this program are minimal since all courses are offered online. Space at the TBR central office houses the RODP Coordinator and individuals answering the toll-free telephone line.

The Tennessee Board of Regents, through its partnership with the Renaissance Center in Dickson, Tennessee, has access to computer labs, conference rooms, an interactive video room, and office space for the RODP manager. The Renaissance Center is the training site for much of the RODP faculty training.

Equipment:

The TBR Central Office serves as the hub for the RODP and SIS servers and technical support staff. Equipment includes such items as servers, routers, gateways, and the TNII central post.

TBR, in partnership with the Renaissance Center, houses the RODP server which includes the RODP Website, TBR Virtual Library, WebCT Authoring Software, RODP Campus Templates, RODP Databases for the RODP student profile, and the Training Package (FrontPage, PowerPoint, etc.) for RODP faculty training.

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VII. Financial Support

The innovative and collaborative nature of the Regents' Online Degree Program has raised multiple issues and created confusion about financial responsibility and support that the System has not previously encountered. Maximizing the cost-effectiveness of the Program has become a primary objective, especially given the financial constraints under which Tennessee public higher education currently operates. Concerns about funding issues led the RODP Strategic Planning Committee to formulate as its first goal: "Develop and maintain an adequate funding strategy to allow the aggressive future development of RODP as driven by demand."

As a result of financial concerns and unanticipated enrollment demand, the funding strategy for RODP has changed significantly since the Program's inception, as summarized below.

Initial Funding 2000-2002:

The Tennessee Board of Regents, at its July 11, 2000 meeting, directed central office and institutional staff to develop an online degree initiative and assessed institutions \$500,000 during 2000-2001 for planning and implementation. The source for additional central office funding for that year came from reserves and reallocation of central office funds. Of the \$500,000 assessed to campuses, \$168,000 was

returned to campuses through contracts between TBR and the campus for the development of online courses. Campuses then contracted with individual faculty members based on campus policy and practice. During fiscal year 2001-2002, the Board of Regents again assessed campuses for a total amount of \$816,700.

An RODP Business and Finance Subcommittee made up of campus Business Officers met during 2001 to develop a fee structure and a revenue sharing plan that are simple and easily understandable for both prospective students and campuses. The Subcommittee recommended the following decisions, which have been adopted:

- RODP students pay fees for every credit hour, which differs from the 12-hour cap for other students.
- RODP students pay an online course fee of 40% of the current in-state fee per credit hour, rounded to the next highest dollar. This fee covers help desk access, infrastructure access, and the same Technology Access Fee that an on-campus student pays.
- RODP students do not pay other recurring fees such as recreation facilities, activity fees, etc. RODP students desiring access to such on-campus facilities had the option of paying the extra fees.
- The home institution receives all fees generated by enrollment, including fees paid by students and state appropriations generated by RODP credit hours.
- The home institution transmits to the delivering institutions the credit hour fees generated by its own students enrolled in classes taught by the delivering institution. The home institution retains revenue generated from state appropriations.

During the fall, spring, and summer terms of 2001-2002, this structure and method resulted in a net gain for most institutions and a net loss for some, as summarized in the table below:

RODP COST FIGURES FOR 2001-2002

Institutions	Total Revenues	Total Expenditures	Net Difference	Credit Hour Enrollment	Sections Delivered
Universities:					
Austin Peay	121,901	135,201	(13,300)	847	12
East TN	182,451	172,664	9,786	746	13
Middle TN	291,131	271,014	20,117	2,432	17
TN State	109,667	94,198	15,469	704	7
TN Tech	116,282	147,999	(31,717)	764	9
U of Memphis	326,244	277,531	48,714	3,189	22
Community					

Colleges:					
Chattanooga	104,171	105,729	(1,558)	328	11
Cleveland	72,758	57,143	15,615	174	7
Columbia	91,100	60,475	30,625	845	10
Dyersburg	62,925	27,147	35,778	436	13
Jackson	87,173	40,968	46,205	1,115	7
Motlow	67,779	64,101	3,678	858	7
Nashville	97,902	84,975	12,927	393	12
Northeast	69,111	42,182	26,929	229	6
Pellissippi	213,144	180,912	32,232	543	18
Roane	59,478	73,052	13,574	377	6
Southwest	302,424	205,571	96,853	387	33
Volunteer	190,019	136,075	53,944	975	22
Walters	95,245	100,916	(5,671)	520	13
Total	2,660,903	2,277,854	383,049	15,862	245

TBR Central Office Responsibilities: The Tennessee Board of Regents System provides support to the 19 TBR colleges and universities that are delivering the RODP courses and degrees. Taking advantage of the benefits of economies of scale, the central office can leverage resources to support all the institutions at a cost lower than each institution, acting alone, can deliver the services. The TBR Central Office provides the following support:

Type of Support	2000-2001	2001-2002
Payment to campuses for Course Conversions and New Course Development	\$168,000	\$127,000
Technology and Operational Support		
Coordinator, faculty training, technology support, webmaster, grants, research & assessment	\$31,726	\$43,451
Collegis (formerly Eduprise)		
HELP desk for students and Support for teaching faculty	\$275,000	\$435,000
Computer hardware & software		
WebCT, URL & training server, laptops for RODP staff	\$77,250	\$83,000
Marketing	\$100,000	0
Total Central Office Expenditure*	\$651,976	\$788,451

* Does not include time of central office staff who are not full-time with RODP

Institutional Responsibilities: The institutions are responsible for the same direct instructional costs for RODP courses that they have for other courses. Institutions pay instructors, support service staff, and RODP campus contacts. On most campuses, the RODP contact job is part of the job description of

a full-time employee. However, on campuses such as the University of Memphis and Middle Tennessee State University, RODP enrollment is now sufficient to justify a full-time assignment.

Continuing Funding Beginning Fall 2002:

The fee structure and revenue sharing processes for the continued funding of the RODP were a major concern of the RODP Strategic Planning Committee. The Committee considered it essential to generate funding for support of central office functions through some mechanism other than an annual campus assessment.

As a result, the following changes have been made and will be implemented beginning with the spring semester 2003:

- The online course fee increased to 40% of the per credit hour fee, which more accurately reflects actual costs required to offer the RODP program.
- The online course fees generated by student enrollment will be transmitted to the TBR central office to cover some of its costs directly related to the RODP.

This new structure will be evaluated at the end of the fiscal year in order to determine its cost-effectiveness.

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VIII. Evaluation and Assessment

The RODP programs are assessed and evaluated using the same standards and practices that apply to other degree programs in the TBR system. Assessments provide data at both the home institution and system-wide levels. There is also additional assessment unique to the RODP.

RODP web-based reports of enrollment and demographic information, updated daily, are available to TBR staff and to selected campus personnel. These reports include:

- Headcount and credit hour enrollment by course and by institution
- Age, gender, and race distribution of students by institution
- Enrollment by county, state, and country
- Drop/withdrawals by institution

TBR policy requires student assessment of the quality of instruction, which RODP students complete online during week three and week eleven of each semester.

Under Tennessee's Performance Funding Standards, RODP degree assessment and evaluation includes:

- Assessment of General Education Outcomes: Graduates of all five undergraduate degrees will complete a test of general education outcomes at their home institution. This will allow comparison of scores of RODP students with other students.
- Program Review will be completed every five years
- Enrolled Student Surveys will be completed twice in the first five years
- Alumni Surveys will be completed twice in the first five years
- Employer Surveys will be completed once in the first five years
- Job Placement Rates will be assessed annually for the A.A.S. degree
- Transfer Rates will be assessed annually for the A.A. and A.S. degrees
- Student Evaluation of Instruction will be assessed each semester

Two sources of overall program evaluation take place at the end of each semester. First the RODP Oversight and Curriculum Committees review assessment information and recommend improvements. Second, Collegis provides a summary overview of evaluations each semester.

The TBR Central Office has invited faculty members to submit proposals for evaluation of the RODP program. Funding is available to support faculty members whose proposals are accepted.

TBR staff, as part of the RODP contract, asked Collegis to assess the information and learning technology resources and services available through the central office. The assessment includes, but is not limited to, support for the RODP. A process will be established for implementing RODP recommendations included in the *Information Technology and Learning Technologies Assessment Report*, which was delivered to TBR offices on October 7, 2002,

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