The University of Texas System
210 West Sixth Street
Austin, Texas 78701

April 11-13, 2001
Substantive Change Committee Visit
Commission on Colleges
Southern Association of Colleges and Schools

First Follow-Up Report
September 30, 2002

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Follow-Up Report of
The University of Texas System to
Southern Association of Colleges and Schools

The University of Texas TeleCampus (TeleCampus) has been approved to respond on behalf of all eight University of Texas System institutions participating in the online degree programs that were reviewed by the Substantive Change Committee in April 2001. In January 2002, each participating institution received a letter from Dr. James Rogers on behalf of the Commission on Colleges. The Commission reviewed and responded to the "Response to the Substantive Change Committee Report" prepared by the UT TeleCampus (dated October 19, 2001) in response to the initial "Report of the Substantive Change Committee" (dated April 2001).

The TeleCampus requests that a copy of the letters responding to the Follow-Up Report sent to the Presidents will be sent to Dr. Edwin R. Sharpe, Vice Chancellor for Educational System Alignment, UT System.

The Substantive Change Committee reviewed the following degree programs:

M. S. in Computer Science (conferred with Graduate Telecommunications Engineering Certificate)

M. S. in Electrical Engineering (conferred with Graduate Telecommunications Engineering Certificate)

M. S. in Computer Science and Engineering (conferred with Graduate Telecommunications Engineering Certificate)

M.Ed. in Educational Technology

MBA in General Management

M.Ed. in Curriculum and Instruction with a Reading Specialist Certificate

M. S. in Kinesiology

M.Ed. in Health and Kinesiology

This report will respond to each of the Recommendations of the Substantive Change Committee and will indicate the institutions and degrees that are involved as appropriate.

Background

Initially it was thought that since each of the institutions participating in the online degree programs offered through the TeleCampus were accredited by the Southern Association of Colleges and Schools (SACS) that the issue of accreditation had been addressed. The Substantive Change Committee visit to the TeleCampus came about as a result of the highly collaborative nature of the MBA Online and Master of Science in Kinesiology/Master of Education in Health and Kinesiology degree programs. As stated in the "Report of the Substantive Change Committee." In placing programs online, the TeleCampus sought to assist in the creation of collaborative degrees, utilizing the best resources in faculty expertise from all campuses. No self-study was conducted during the committee's visit, as it was a substantive change review only.

In the "Report of the Substantive Change Committee," there were no Recommendations concerning the Master of Science in Electrical Engineering, Computer Science and Engineering, and Computer Science and the Master of Education in Educational Technology degrees. There were four general Recommendations, eight Recommendations concerning the MBA Online degree program specifically; four Recommendations concerning the Master of Science in Kinesiology/Master of Education in Health and Kinesiology program specifically; and one Recommendation concerning the Master of Education in Curriculum and Instruction with a Reading Specialist Certificate specifically.

Recommendations/Responses

For the following general Recommendations, the following institutions were asked to take appropriate actions as listed.

The University of Texas at Arlington
The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas Pan American
The University of Texas of the Permian Basin
The University of Texas at San Antonio
The University of Texas at Tyler

Section 3.1 (Institutional Effectiveness, Planning and Evaluation: Educational Programs)
Recommendation 1 The Committee recommends that each participating institution provide information on its expected educational results for each program offered and describe its method for analyzing its results using both qualitative and quantitative data.

Visiting Committee's Concerns: "As well as more traditional information on faculty, student enrollment, and services provided, each institution must define its expected educational results and describe its method for analyzing the results. In many cases this information was not available during the visit. They must also develop guidelines and procedures to evaluate educational effectiveness. The evaluation should gather and analyze both qualitative and quantitative data."

Summary of Previous Response: The UT TeleCampus has worked with each of the oversight committees (Academic Affairs and Executive) to define the learning objectives for the collaborative degree programs. Campuses involved in these programs currently have expected educational results for the on-campus versions of these programs. This fall, all Academic Affairs and Executive committees are meeting to discuss this issue and others. Committee members have been asked to bring copies of program goals. Because these groups worked together to develop each program, including curricula, course and faculty selection, it is anticipated that reaching consensus on expected educational results for the collaborative programs will be forthcoming. Once identified, program goals and objectives will be made available to students and faculty via the UT TeleCampus and the individual components participating in the collaborative programs.

The oversight committees are aware that an evaluation and assessment plan is essential and will be an integral part of the entire process. During the fall meetings, plans will begin for qualitative and quantitative analyses. The UT TeleCampus has placed $100,000 in the FY 02 budget for program evaluation. A Request for Proposals will be released no later than January 31, 2002 for this service. The consulting organization that submits a successful proposal will work with the TeleCampus and the institutions in order to evaluate each program's educational effectiveness, including assessment of student learning outcomes, student retention, and student and faculty satisfaction. The final report by the consultant will be made available to all campuses within the UT System as well as applicable accreditation agencies, such as SACS and the AACSB (for the MBA Online).

Request for Follow-up: Document expected educational results for each program offered and describe the method for analyzing the results using both qualitative and quantitative data.

Response to Request for Follow-up: Each degree program, its educational results and a description of the method for analyzing its results are listed below. The Visiting Committee members were most concerned about the highly collaborative degree programs (MBA and Kinesiology; however, all programs are addressed The TeleCampus

has worked with the MBA Online, Electrical Engineering, Computer Science, and Computer Science and Engineering, and Kinesiology oversight committees (Executive and Academic Affairs) to define the learning objectives for the collaborative degree programs. Minutes from those meetings can be found in Appendix A.

The degree programs are different in structure, and there are various models for delivery of the degree programs, most of which are collaborative in nature. The models include: (1) One institution offers the degree and other institutions contribute courses to the degree; (2) One institution develops/delivers the degree and contributes all of the courses; (3) Two institutions offer the degree and both contribute courses to the degree with the majority of courses coming from the degree granting institution; (4) One institution offers the degree but two institutions contribute courses to the degree with the majority of courses coming from the degree granting institution; (5) Four institutions offer four separate degrees but six institutions contribute courses to the degree; and (6) Eight institutions offer the degree with all eight contributing equally to the degree program.

Due to the nature of the TeleCampus degree programs, the process is ongoing to define the differences between on campus and online educational results.

Some institutions have an online evaluation system (UT Arlington and UT El Paso), and the TeleCampus also provides an online evaluation system for the students to evaluate the course and the instructor that is available for the institutions to use. A copy of the TeleCampus Online Evaluation System can be found in Appendix B. More information about the use of this evaluation system and the institutions' evaluation systems can be found below.

Summary of Completed Actions

M. S. in Computer Science (conferred with Graduate Telecommunications Engineering Certificate)—UT Dallas

The objective of the Graduate Program in Computer Science is to offer intensive preparation in the design, programming, theory, and applications of computers. The Computer Science Program offers courses of study leading to the M.S. and Ph.D. degrees. Training is provided for both academically oriented students and students with professional goals in the many business, industrial or governmental occupations requiring advanced knowledge of computer theory and technology.

> **Outcome #1**: Students who complete the program successfully will understand, and be able to analyze, the current generation of telecommunications hardware and software technologies.
>
> *Assessment Measure*: Proctored examinations test comprehension and mastery of the material presented online and in assigned readings, in an environment in which the integrity of the assessment is assured.

Outcome #2: Students who complete the program successfully will be able to design systems using the current generation of telecommunications hardware and software technologies, in preparation for professional practice.

Assessment Measure: Semester project topics are assigned by the instructor, and are graded according to the same criteria as are used for semester project reports in on-site classes. The grade for the semester project report is a major component of the grade for the course.

The students in the MSCS program use the UT TeleCampus Online Evaluation System.

M. S. in Electrical Engineering (conferred with Graduate Telecommunications Engineering Certificate)--UT Arlington and UT Dallas

UT Arlington

Student Learning Outcomes

A successful graduate of this program will:

- understand the fundamentals of random processes, digital signal processing, communication systems, and data network applications.
- apply knowledge of math, engineering and science to design solutions to problems.
- engineer these solutions using either computer software or hardware technologies.
- express technical questions clearly and comprehend solutions proposed by the faculty or fellow students.

Advising Outcome

Students will receive accurate, convenient (online) and timely information (advising) that facilitates progress towards their degree.

Assessment Plan

Beginning in Spring 2003, an exit interview and survey will be used to assess the expected outcomes. In the semester in which a student plans to complete the coursework and apply for graduation, he/she will be required to follow a mandatory two-step process to fulfill the last requirement for graduation. The first step involves answering a survey of questions that specifically target the above stated expected outcomes.

The second step is a follow-up to the survey and consists of an interview, by phone or in person, with the Graduate Advisor. The Graduate Advisor will discuss the student's responses to the questions on the survey and seek constructive feedback for improvement to the program. Interviews may be carried out either individually or in a group setting. The assessment of student learning outcomes for this online program will be incorporated into the ongoing Unit Effectiveness Planning (UEP) cycle of the Computer Science Engineering Department (or Electrical Engineering Department) with the develop of the new UEP in Spring 2003.

Online Course Evaluation System

In addition to surveys and interviews that will be administered by the CSE and EE programs in Spring 2003, course evaluations are already conducted online at the conclusion of each course. These evaluations include two questions that the issue of student learning. Specifically, question 3 asks students to evaluate on a scale from one (strongly disagree) to five (strongly agree) the following statement: The course significantly contributed to my intellectual development, understanding and knowledge of the subject area. Students, using the same scale, were asked to evaluate question 5: I am satisfied with the overall quality of instruction for this course.

The results from the classes at the University of Texas at Arlington in the M.S in Computer Science, M.S. in Electrical Engineering, and the M.S. in Computer Science and Engineering program (CSE/EE) are presented below in Table __. The results indicate that the students generally "agree" that they are satisfied and, more importantly, they "agree" that they course significantly contributed to their intellectual development, understanding and knowledge of the subject area. It is worth noting that after an initial rocky start in CSE 5311 during the Spring 2001 semester, subsequent offerings in Spring 2002, and Summer 2002 have been much stronger.

Table _____

Student Assessment of Educational Outcomes for Courses in the M.S. in CSE/EE Program at The University of Texas at Arlington

Semester	Course		Q3 Contribute to Intellectual Development	Q5 Overall Satisfaction
Spring 2001	CSE	5311	2.0	1.0
	CSE	5324	4.0	4.0
Summer 2001	CSE	5324	4.6	4.5
Fall 2001	CSE	5330	3.0	3.0
	CSE	5348	4.5	4.0
	EE	5302	4.0	4.0
	EE	5361	5.0	5.0
Spring 2002	CSE	5311	5.0	5.0
	CSE	5324	4.0	1.0
	CSE	5330	4.0	4.0
	EE	5361	3.5	1.5
Summer 2002	CSE	5311	4.3	3.8
	CSE	5350	4.0	3.6
	EE	5301	4.2	4.2

UT Dallas

The program leading to the MSEE degree provides intensive preparation for professional practice in the high technology microelectronic and telecommunications aspects of electrical engineering. It is designed to serve the needs of engineers who wish to continue their education. The educational goals of the program are:

- M.S. graduate students in Electrical Engineering should have an advanced level of understanding of fundamentals of Electrical Engineering plus a graduate level understanding of their major area(s) of thesis research.
- M.S. graduate students should be able to communicate scientific results in writing and oral presentation.
- M.S. graduate students should become proficient in their specialized area of electrical engineering and successfully execute an advanced research project, or pass a comprehensive written examination.

Outcome #1: Students who complete the program successfully will understand, and be able to analyze, the current generation of telecommunications hardware and software technologies.

Assessment Measure: Proctored examinations test comprehension and mastery of the material presented online and in assigned readings, in an environment in which the integrity of the assessment is assured.

Outcome #2: Students who complete the program successfully will be able to design systems using the current generation of telecommunications hardware and software technologies in preparation for professional practice.

Assessment Measure: Semester project topics are assigned by the instructor, and are graded according to the same criteria as are used for semester project reports in on-site classes. The grade for the semester project report is a major component of the grade for the course.

The students in the MSEE program use the UT TeleCampus Online Evaluation System.

M. S. in Computer Science and Engineering (conferred with Graduate Telecommunications Engineering Certificate)—UT Arlington

Student Learning Outcomes
A successful graduate of this program will:

- understand software engineering principles, design and analysis of telecommunication systems and networks, network routing and protocols, network mobile IP, and wireless Internet concepts.
- apply knowledge of math, engineering and science to design solutions to problems
- engineer these solutions using either computer software or hardware technologies.
- express technical questions clearly and comprehend solutions proposed by the faculty or fellow students.

Advising Outcome
Students will receive accurate, convenient (online) and timely information (advising) that facilitates progress towards their degree.

Assessment Plan
Beginning in Spring 2003, an exit interview and survey will be used to assess the expected outcomes. In the semester in which a student plans to complete the coursework and apply for graduation, he/she will be required to follow a mandatory two-step process to fulfill the last requirement for graduation. The first step involves answering a survey of questions that specifically target the above stated expected outcomes.

The second step is a follow-up to the survey and consists of an interview, by phone or in person, with the Graduate Advisor. The Graduate Advisor will discuss the student's responses to the questions on the survey and seek constructive feedback for improvement to the program. Interviews may be carried out either individually or in a group setting. The assessment of student learning outcomes for this online program will be incorporated into the ongoing Unit Effectiveness Planning (UEP) cycle of the Computer Science Engineering Department (or Electrical Engineering Department) with the develop of the new UEP in Spring 2003.

Online Course Evaluation System
In addition to surveys and interviews that will be administered by the CSE and EE programs in Spring 2003, course evaluations are already conducted online at the conclusion of each course. These evaluations include two questions that address the issue of student learning. Specifically, question 3 asks students to evaluate on a scale from one (strongly disagree) to five (strongly agree) the following statement: The course significantly contributed to my intellectual development, understanding and knowledge of the subject area. Students, using the same scale, were asked to evaluate question 5: I am satisfied with the overall quality of instruction for this course.

The results from the CSE/EE classes delivered by UT Arlington are presented below in Table __. The results indicate that the students generally "agree" that they are satisfied and, more importantly, they "agree" that they course significantly contributed to their intellectual development, understanding and knowledge of the subject area. It is worth noting that after an initial rocky start in CSE 5311 during the Spring 2001 semester, subsequent offerings in Spring 2002, and Summer 2002 have been much stronger.

Table _____

Student Assessment of Educational Outcomes for Courses in the M.S. in CSE/EE Program at The University of Texas at Arlington

Semester	Course		Q3 Contribute to Intellectual Development	Q5 Overall Satisfaction
Spring 2001	CSE	5311	2.0	1.0
	CSE	5324	4.0	4.0
Summer 2001	CSE	5324	4.6	4.5
Fall 2001	CSE	5330	3.0	3.0
	CSE	5348	4.5	4.0
	EE	5302	4.0	4.0
	EE	5361	5.0	5.0
Spring 2002	CSE	5311	5.0	5.0
	CSE	5324	4.0	1.0
	CSE	5330	4.0	4.0
	EE	5361	3.5	1.5
Summer 2002	CSE	5311	4.3	3.8
	CSE	5350	4.0	3.6
	EE	5301	4.2	4.2

Grade Distributions and Withdrawal Rates
The following table compares the grade distributions (based on Fall 2001 and Spring 2002 grades) from the UTTC courses with those of traditional on-campus sections of the same CSE courses.

		Grade Distribution (Count)									*Grade Distribution (Count*						
Course	*Location*	*A*	*B*	*C*	*D*	*F*	*W*	*I*	*Total*	*GPA*	*A*	*B*	*C*	*D*	*F*	*W*	*I*
CSE5311	UTTTC	25	32	5					62	3.32	40.3%	51.6%	8.1%	0.0%	0.0%	0.0%	0.0%
	UTA	21	56	10	3		2		92	3.06	22.8%	60.9%	10.9%	3.3%	0.0%	2.2%	0.0%
CSE5324	UTTC	16	7						23	3.70	69.6%	30.4%	0.0%	0.0%	0.0%	0.0%	0.0%
	UTA	79	14						93	3.85	84.9%	15.1%	0.0%	0.0%	0.0%	0.0%	0.0%
CSE5330	UTTC	3	1				1		5	3.75	60.0%	20.0%	0.0%	0.0%	0.0%	20.0%	0.0%
	UTA	18	23					1	41	3.44	43.9%	56.1%	0.0%	0.0%	0.0%	0.0%	2.4%
CSE5348	UTTC	4	3				1		8	3.57	50.0%	37.5%	0.0%	0.0%	0.0%	12.5%	0.0%
	UTA	11	5						16	3.69	68.8%	31.3%	0.0%	0.0%	0.0%	0.0%	0.0%

M.Ed. in Educational Technology—UT Brownsville

Educational Outcomes:

- understand the recent history of educational technology, its impact on education, the military, business, and government;
- understand the history and development of student-centered learning systems, for learners of all ages, and the roles of various types of technologies in those systems;
- understand the importance of assuming leadership roles in becoming advocates of student-centered learning systems in their own institutions;
- be able to use an appropriate instructional design model to analyze an instructional setting and intended learners, design an instructional system that meets specific learning needs of the learners, develop and implement that system, and evaluate the system's effectiveness, both to modify the system as it is being developed and implemented, and to be able to make a summative decision as to the effectiveness of that system in solving the instructional need;
- implement web-based or web-enhanced learning systems to meet the instructional needs of more mature and adult learners;
- select appropriate instructional strategies for a variety of learners, in a variety of situations, that utilize both traditional and advanced instructional technologies;
- be proficient in finding, evaluating and using research that bears directly upon both the development and implementation of instructional systems, and for continuing one's professional growth after successful completion of this program;
- demonstrate proficiency with a variety of specific tools and software applications, as well as appropriate operating systems;

- integrate a variety of technology tools into learner-centered instructional systems;
- demonstrate proficiency in use of a variety of Internet activities that relate directly to instruction, including, but not limited to, web authoring, web searching, web publishing, and development and uses of multimedia on the Internet;
- be able to design distributed learning systems at a level that indicates a theoretical understanding of the network issues involved in designing and implementing such systems, and can articulate the salient learning issues in using such systems with distributed learners.

Description of assessment process

Assessment of the Master's degree in Educational Technology includes seven goals and eleven objectives. There will be six means of ascertaining how well graduates are succeeding in achieving these goals and objectives. Those measures are:

Direct measures:

1. Portfolio exhibits, including, but not limited to: technology driven lesson plan epitomizing a student-centered learning system; personal/professional web site, design document demonstrating in-depth knowledge of an instructional design model appropriate for a specific student population; web-based, or web-enhanced project that is designed for adult learners, schematic(s) of distributed learning network and requisite software/operating system to achieve specified instructional objectives.
2. Capstone project in which student applies skills and concepts gained in the program to a specific situation of the student's choosing.
3. Grades in coursework.
4. Comprehensive examination.

Indirect measures:

5. Survey of graduates, to be administered approximately six months after completion of degree.
6. Survey of employees of graduates, to be administered approximately six months after completion of degree.

Specific measurement by goal:

Goal 1: leaders in their institutions in the field of educational technology.
Assessment criteria:
Graduate student survey: 80% of graduates will see themselves as leaders in their respective organizations in terms of fostering and promoting student-centered learning environments that utilize a variety of instructional technologies.
Employer survey: 80% of employers of graduates will see themselves as leaders in their respective organizations in terms of fostering and promoting student-centered learning environments that utilize a variety of instructional technologies.

Goal 2: knowledgeable in the history of the field of educational technology, its major trends, its current issues and possible future developments.
Course grades: 90% of students will complete courses requiring substantive knowledge of the field, major trends, and future directions (EDTC 6320, EDTC 6321, EDTC 6323, EDTC 6325) with a grade of "B" or better.
Graduate student survey: 50% or more of graduates will report grant-writing activities that require demonstration of knowledge and trends of the field of educational technology.

Goal 3: able to apply appropriate instructional design models to a variety of instructional situations.
Course grades: 90% of students will complete EDTC 6321 with a grade of "B' or better.
Comprehensive examination: 90% of the students will successfully pass the portion of the comprehensive examination that addresses instructional design on their first attempt.
Graduate student survey: 90% of the students will report routinely utilizing an instructional design model to develop and/or critique student-centered instructional systems.
Employer survey: 75% of employers will report that students engage in instructional design activities as part of their assigned duties

Goal 4: knowledgeable in appropriate instructional strategies, and underlying learning theories, for applications of advanced technologies in student-centered learning environments;
Course grades: 90% of students will complete EDUC 6304 with a grade of "B' or better, and EDTC 6321 with a grade of "B' or better.
Comprehensive examination: 90% of the students will successfully pass the portion of the comprehensive examination that addresses learning theories on their first attempt.
Graduate student survey: 90% of the students will report embedding research upon relevant learning theories when student-centered instructional systems in their place of employment; 90% of graduates.

Goal 5: current in appropriate research and evaluation methods of technologies in learning.
Course grades: 90% of students will complete EDCI 6300 (or PMCH 6381 from UT Galveston Medical School) with a grade of "B' or better, and "Evaluation of Instructional Systems (UT San Antonio) with a grade of "B' or better.
Comprehensive examination: 90% of the students will successfully pass the portion of the comprehensive examination that addresses research and evaluation on their first attempt.
Graduate student survey: 75% of the students will report routinely analyzing effectiveness of instructional systems as part of their regular employment.

Goal 6: knowledgeable in specific skills for practical usage of a variety of advanced technology skills.
Course grades: 90% of students will complete EDTC 6320, EDTC 6323, EDTC 6329 with a grade of "B' or better.
Graduate student survey: 90% of the students will report adequate or more than adequate skills abilities for work-related technology skills.
Employer survey: 90% of the employers of students will report adequate or more than adequate skills abilities for work-related technology skills.

Goal 7: knowledgeable of the conceptual design and delivery of distributed learning systems, software concerns for such systems, and opportunities such systems present for a variety of learners.
Course grades: 90% of students will complete EDTC 6325, or COMM 5350 (from UTEP) with a grade of "B' or better.
Graduate student survey: 90% of the students will report adequate or more than adequate skills abilities for distributed network systems.

Online Evaluation System – UT TeleCampus and UT El Paso

MBA in General Management—UT Arlington, UT Brownsville, UT Dallas, UT El Paso, UT Pan American, UT Permian Basin, UT San Antonio, UT Tyler

Educational Goals/Outcomes for the collaborative program, as outlined in the MBA Online Handbook of Operating Procedures

- To provide an understanding of essential business skills in the functional business areas of accounting, economics, management, marketing, finance, computer information systems, international business, and quantitative research methods.
- To provide an applications-oriented curriculum designed to analyze daily problems faced by the students in the work environment.
- To provide students an opportunity to develop the skills necessary for leadership positions in business.
- To raise awareness of contemporary business issues facing today's business executives.

The UT TeleCampus encountered a number of difficulties in building such a highly collaborative program. Although we do not anticipate any conflict between the MBA Online program goals and the institutional goals and evaluation techniques, the TeleCampus has sought to confirm this via an outside consultant. The amount of time to reach a consensus has taken longer than expected, but based on recent conversations with the consultant and deans a final set of standards should be approved before December 31, 2002. During the July 31 meeting of the Academic Affairs and Executive Committees

the deans met with Mr. Don Foshee, an outside facilitator who will be working with a sub-committee whose members have been appointed by the deans (one representative per institution), to develop methods to analyze the educational goals and objectives and to determine how well the learning outcomes are meeting the goals and objectives both on an institutional and collaborative level. The sub-committee will have at least one face-to-face meeting and will meet via the telephone and other electronic means if necessary. They will develop and present to the Academic Affairs and Executive Committees no later than December 2002 recommended methods to analyze the educational results for the MBA Online.

Don Foshee is the President and founder of Innovative Interactions, Inc. Innovative Interactions, Inc. is a corporation founded in 1995 and headquartered in Austin, Texas, providing a wide range of services and expertise in a variety of fields, including network and systems design, distance learning and training applications, technology and strategic planning, business development, information and knowledge asset management, evaluation and assessment, interactive telecommunications systems, new product development, connectivity solutions, classroom and environmental design, public policy, grants, web design, funding, teacher training, workshop facilitation, curriculum development, research, procurement, and project management. i^3 also enjoys significant visibility through regularly published articles and white papers, leadership positions on state, national, and international boards and advisory councils, as well as extensive public speaking appearances, testimonies, special events, and keynotes around the world.

Don Foshee will provide relevant peer institution and market research and analysis, meeting and focus group facilitation, evaluation services, and written reporting to the TeleCampus, for production and delivery of a comprehensive goals, assessment and evaluation criteria plan for the MBA Online degree program.

One method of demonstrating that the program is obtaining its expected educational results is to ask the students in the program whether they find the program beneficial. Course evaluations conducted at the conclusion of each course include two questions that bear directly on this issue. Specifically, question 3 asks students to evaluate on a scale from one (strongly disagree) to five (strongly agree) the following statement: The course significantly contributed to my intellectual development, understanding and knowledge of the subject area. Students, using the same scale, were asked to evaluate question 5: I am satisfied with the overall quality of instruction for this course.

The results from the courses at the University of Texas at Arlington in the MBA program are presented below in Table __. The results indicate that the students "agree" that they are satisfied and, more importantly, they "agree" that they course significantly contributed to their intellectual development, understanding and knowledge of the subject area.

Table _____

Student Assessment of Educational Outcomes for courses in the Online MBA Program at The University of Texas at Arlington

Semester	Course	Q3 Contribute to Intellectual Development	Q5 Overall Satisfaction
Spring 2000	FINA 5311	4.2	4.4
Spring 2001	BUSA 5333	3.8	3.8
Summer 2002	BUSA 5333	4.2	4.5

Scale: 5 = Strongly Agree, 4= Agree, 3 = Neutral, 2= Disagree, 1 = Strongly Disagree, 0 = Not Applicable

M.Ed. in Curriculum and Instruction with a Reading Specialist Certificate—UT Arlington

Courses:
READ 5325, 5326, 5345, 5346, 5350, 5353, 5354, 5361, 5362, 5389
EDUC 5309, 5322

Student Learning Outcomes
Upon completion of the program, the successful graduate will**:**

- understand the theoretical foundations of literacy (READ 5325, 5361, 5389)
- apply knowledge of the interrelated components of literacy to plan and implement a developmentally appropriate, research-based reading/literacy curriculum for all students (READ 5325, 5326, 5346, 5353, 5354, 5361, 5362, 5389)
- recognize the differing strengths and needs of individual students and utilize appropriate methods and resources to address these varied learning needs (READ 5325, 5326, 5345, 5346, 5350, 5353, 5354, 5361, 5362, 5389)
- apply knowledge of primary and second language acquisition to promote literacy (READ 5361, 5362)
- apply knowledge of reading difficulties to promote literacy (READ 5350)
- design, implement, and evaluate literacy curriculum and professional development programs (EDUC 5309, 5322; READ 5326, 5346, 5353, 5354, 5389)

- apply knowledge of the integration of technology for literacy development (READ 5389)

General Assessment Measures
Beginning in Spring 2003, the following measures will be evaluated:

- Web-Based Literacy Project developed in capstone course, READ 5389, Developing Web-Based Literacy Projects
- Electronic Portfolios developed for READ 5325, Current Trends in Reading & Language Arts
- Tutorial Field Report developed during tutorials in READ 5350, Literacy Assessment
- Language Acquisition Interviews developed in READ 5361, Language Learning: Educational Perspectives
- ExCET/TExES scores for Reading Specialist, Master Reading Teacher, and/or English as a Second Language endorsement exams

The assessment of student learning outcomes for this online program will be incorporated into the ongoing Unit Effectiveness Planning cycle of the Curriculum and Instruction Department with the development of the new UEP in Spring 2003.

Objectives Related to Program Outcomes
Outcome 1: Students will demonstrate an understanding of the theoretical foundations of literacy (READ 5325, 5389).

Assessment Method(s):

- The co-instructors of the capstone course, READ 5389, will rate students' web-based literacy projects on a 5-point scale evaluating the depth of theoretical knowledge demonstrated by each project. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- The instructor of READ 5325 will rate students' portfolios on a 5-point scale evaluating their ability to link concepts, theories, or strategies to the competencies attained in the class. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- Students will demonstrate an understanding of the theoretical foundations of literacy on the ExCET/TExES exam. The desired performance standard is that 95% or more of the students will pass that portion of the exam.

Outcome 2: Students will apply knowledge of the interrelated components of literacy to plan and implement a developmentally appropriate, research-based reading/literacy curriculum for all students (READ 5325, 5326, 5346, 5353, 5361, 5362, 5389).

Assessment Method(s):

- The co-instructors of the capstone course, READ 5389, will rate students' web-based literacy projects on a 5-point scale evaluating the depth of their knowledge of the interrelated components of literacy demonstrated by each project. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- The instructor of READ 5325 will rate students' portfolios on a 5-point scale evaluating their ability to document increased skill in planning and implementing a developmentally appropriate, research-based reading/literacy curriculum. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- Students will demonstrate an understanding of the interrelated components of literacy on the ExCET/TExES exam. The desired performance standard is that 95% or more of the students will pass that portion of the exam.

Outcome 3: Students will recognize the differing strengths and needs of individual students and utilize appropriate methods and resources to address these varied learning needs (READ 5325, 5326, 5345, 5346, 5350, 5353, 5354, 5361, 5362, 5389).

Assessment Method(s):

- The instructor of READ 5350 will rate students' tutorial field report on a 5-point scale evaluating their ability to recognize the differing strengths and needs of an individual student and to utilize appropriate methods and resources to address these varied learning needs. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- Students will demonstrate an understanding of the differing strengths and needs of individual students and how to utilize appropriate methods and resources to address these varied learning needs on the ExCET/TExES exam. The desired performance standard is that 95% or more of the students will pass that portion of the exam.

Outcome 4: Students will apply knowledge of primary and second language acquisition to promote literacy (READ 5361, 5362).

Assessment Method(s):

- The instructor of READ 5361 will rate students' language acquisition interview assignment on a 5-point scale evaluating their ability to recognize the differences and similarities between primary and second language acquisition and to apply this knowledge to promote literacy development. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- Students will demonstrate an understanding of primary and second language acquisition on the ExCET/TExES exam. The desired performance standard is that 95% or more of the students will pass that portion of the exam.

Outcome 5: Students will apply knowledge of reading difficulties to promote literacy (READ 5350).

Assessment Method(s):

- The instructor of READ 5350 will rate students' tutorial field report on a 5-point scale evaluating their ability to apply knowledge of reading difficulties to promote literacy. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.
- Students will demonstrate an understanding of reading difficulties on the ExCET/TExES exam. The desired performance standard is that 95% or more of the students will pass that portion of the exam.

Outcome 6: Students will design, implement, and evaluate literacy curriculum and professional development programs (EDUC 5309, 5322; READ 5326, 5346, 5353, 5354, 5389).

Assessment Method(s):

- The co-instructors of the capstone course, READ 5389, will rate students' web-based literacy projects and self/peer-evaluations on a 5-point scale evaluating their ability to design, implement, and evaluate literacy curriculum. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.

Outcome 7: Students will apply knowledge of the integration of technology for literacy development (READ 5389)

- The co-instructors of the capstone course, READ 5389, will rate students' web-based literacy projects evaluating their knowledge of the integration of technology for literacy development. The desired performance standard is that 85% or more of the students will earn a 4 or better rating.

Online Course Evaluation System

In addition to the assessments described above, course evaluations are already being conducted at the conclusion of each course. These evaluations include two questions that address the issue of student learning. Specifically, question 3 asks students to evaluate on a scale from one (strongly disagree) to five (strongly agree) the following statement: The course significantly contributed to my intellectual development, understanding and knowledge of the subject area. Students, using the same scale, were asked to evaluate question 5: I am satisfied with the overall quality of instruction for this course.

The results from the classes at the University of Texas at Arlington in the M.ED in Curriculum and Instruction (READ and EDUC) are presented below in Table __. The results clearly indicate that the students "agree" that they are satisfied and, more importantly, they "agree" that they course significantly contributed to their intellectual development, understanding and knowledge of the subject area.

Table _____

Student Assessment of Educational Outcomes for the M.Ed.
In Curriculum and Instruction at The University of Texas at Arlington

Semester	Course	Q3 Contribute to Intellectual Development	Q5 Overall Satisfaction
Spring 2000	READ 5361	4.2	4.3
Fall 2000	READ 5326	4.3	4.5
	READ 5345	5.0	4.7
Spring 2001	READ 5325	3.9	3.0
	READ 5326	3.8	3.6
	READ 5345	4.5	4.5
	READ 5354	4.7	5.0
	READ 5361	4.6	4.6
	READ 5362	4.5	4.0
Summer 01	READ 5345	4.4	4.5
	READ 5346	5.0	5.0
	READ 5361	4.6	4.6
	READ 5362	4.2	4.1
Fall 01	EDUC 5314	4.7	4.0
	READ 5325	3.5	2.7
	READ 5326	4.9	4.8
	READ 5329	5.0	4.6
	READ 5345	4.6	4.6
	READ 5346	4.7	4.5
	READ 5354	4.5	3.3
Spring 02	EDUC 5309	4.1	4.0
	READ 5325	3.5	2.7
	READ 5345	4.2	4.1
	READ 5361	4.6	4.6
	READ 5362	5.0	4.4
Summer 02	READ 5345	4.6	4.4
	READ 5354	3.8	2.4
	READ 5361	4.8	5.0
	READ 5362	4.3	4.0

Scale: 5 = Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree, 0 = Not Applicable

Grade Distributions and Withdrawal Rates
The following table compares the grade distributions (based on Fall 2001 and Spring 2002 grades) from the UTTC courses with those of traditional on-campus sections of the same Education and Reading courses.

		Grade Distribution (Count)									Grade Distribution (%)						
Course	**Location**	**A**	**B**	**C**	**D**	**F**	**W**	**I**	**Total**	**GPA**	**A**	**B**	**C**	**D**	**F**	**W**	**I**
EDUC5309	UTTC	22	12	2			7	1	43	3.56	51.2%	27.9%	4.7%	0.0%	0.0%	16.3%	2.3%
	UTA	12							12	4.00	00.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
READ4326	UTTC	16	3	1			5		25	3.75	64.0%	12.0%	4.0%	0.0%	0.0%	20.0%	0.0%
READ5325	UTTC	9	5			2	9	14	39	3.19	23.1%	12.8%	0.0%	0.0%	5.1%	23.1%	35.9%
	UTA	7	1			2	3	1	14	3.10	50.0%	7.1%	0.0%	0.0%	14.3%	21.4%	7.1%
READ5326	UTTC	9	1				1		11	3.90	81.8%	9.1%	0.0%	0.0%	0.0%	9.1%	0.0%
READ5345	UTTC	43	16	4		2	17		82	3.51	52.4%	19.5%	4.9%	0.0%	2.4%	20.7%	0.0%
	UTA	7	1					70	78	3.88	9.0%	1.3%	0.0%	0.0%	0.0%	0.0%	89.7%
READ5350	UTTC	11					4	3	18	4.00	61.1%	0.0%	0.0%	0.0%	0.0%	22.2%	16.7%
READ5354	UTTC	14	3			1	1		19	3.61	73.7%	15.8%	0.0%	0.0%	5.3%	5.3%	0.0%
READ5361	UTTC	19	10	1			4		34	3.60	55.9%	29.4%	2.9%	0.0%	0.0%	11.8%	0.0%
READ5362	UTTC	13	2				4	1	19	3.87	68.4%	10.5%	0.0%	0.0%	0.0%	21.1%	5.3%
READ5389	UTTC	5	2				2		9	3.71	55.6%	22.2%	0.0%	0.0%	0.0%	22.2%	0.0%

M. S. in Kinesiology—UT El Paso, UT Pan American, UT Permian Basin

UT El Paso

- Demonstrate advanced understanding of the theoretical bases of kinesiology through oral and written expression.
- Apply theoretical concepts from the scientific research literature to the student's chosen area of professional expertise.
- Be conversant with the research literature related to the student's chosen area of specialization.
- Design, implement, and complete a research or professional project.
- Develop a manuscript describing the results of a research or professional project suitable for submission to a professional journal.

Courses offered as part of the Master of Science program assess the students' ability to meet one or, in most cases, many of these objectives. In addition, each student completes a Master's project or a Master's thesis, which is a culminating activity designed to assess attainment of several of the program objectives.

UT Pan American

- Graduates will be able to critique published research relevant to sport, exercise, and physical activity in general.
- Graduates will be able to apply current knowledge and research from the sport and exercise sciences to the competent and ethical practice of teaching physical education, coaching sport, and conducting fitness and wellness programs.
- Graduates will be able to design sport, physical education, and exercise environments that maximize learning, improve performance, and enhance participant satisfaction.
- Graduates will be able to design physical education, sport, and fitness and wellness environments that protect and promote the health and safety of all participants.
- Graduates will be able to adjust their instructional strategies to meet the diverse needs of individual participants.
- Graduates will be able to incorporate the use of computer technology in their professional endeavors.

Courses offered as part of the Master of Science program assess the students' ability to meet one or, in most cases, many of these objectives. In addition, each student [has the option to] complete a Master's project or a Master's thesis, which is a culminating activity, designed to assess attainment of several of the program objectives. At UTPA, upon completion of the 36 hr, the student must satisfactorily complete a comprehensive exam over the four required core courses to graduate with the degree.

UT Permian Basin

- Graduates will be able to critique published research relevant to sport, exercise, and physical activity in general.
- Graduates will be able to apply current knowledge and research from the sport and exercise sciences to the competent and ethical practice of teaching physical education, coaching sport, and conducting fitness and wellness programs.
- Graduates will be able to design sport, physical education, and exercise environments that maximize learning, improve performance, and enhance participant satisfaction.
- Graduates will be able to design physical education, sport, and fitness and wellness environments that protect and promote the health and safety of all participants.
- Graduates will be able to adjust their instructional strategies to meet the diverse needs of individual participants.

- Graduates will be able to incorporate the use of computer technology in their professional endeavors.

Courses offered as part of the Master of Science program assess the students' ability to meet one or, in most cases, many of these objectives. In addition, each student completes a Master's project or a Master's thesis, which is a culminating activity designed to assess attainment of several of the program objectives.

M.Ed. in Health and Kinesiology—UT Tyler

- Graduates will be prepared for doctoral studies

Outcome assessment: Success rate at which graduates are admitted to doctoral programs. Assessed continually by informal contacts with graduates.
Performance standard: 100% of graduates who apply to doctoral programs are admitted.

- Graduates will be prepared for jobs related to exercise science

Outcome assessment: Success rate at which graduates are hired in jobs related to exercise science. This has been assessed continually by informal contacts with graduates.
Performance standard: 90% of graduates who apply for jobs related to exercise science are hired within one year of completing degree.

- Graduates will be able to read, understand and conduct research, and to do research writing

Outcome assessment: Successful completion of theses.
Performance standard: 70% of students who initiate theses successfully complete theses.

Section 4.3.3 Educational Program, Graduate Program, Graduate Completion Requirements)
Recommendation 2 The Committee recommends that the participating institutions provide documentation of the role of the Academic Affairs Committees to ensure their control of graduation completion requirements for each program.

Visiting Committee's Concerns: "Graduate completion requirements must be determined by the faculty of the institution awarding the degree. The various Academic Affairs Committees appear to be an effective forum for involving the participating institutions in the curriculum planning process. Even though these committees appear to be functioning well, there is little written information regarding the activities of these committees."

Summary of Previous Response: The UT TeleCampus Policy Coordinator will be meeting with representatives from institutional research offices across the UT System during the next six months. She expects to complete her visits and prepare a report of lessons learned that impact the TeleCampus no later than May 2002. While the primary focus of this report will be on the academic components within the System, health/medical institutions will also be called upon as the TeleCampus moves forward with collaborative programs in the health/medical field. TeleCampus staff will request and review the institutions' past responses to SACS substantive change visits and will seek other advice as needed.

It is clear that although the TeleCampus is not eligible for accreditation, it is our responsibility to provide critical information and guidance to UT System components in the area of online learning through the TeleCampus. To that end, the Policy Coordinator will develop (as a result of the TeleCampus SACS study and visits to the institutional research offices) a "boilerplate" of information about the TeleCampus services and procedures. This information will be shared with all component institutional research offices across the UT System as they prepare for future SACS accreditation visits.

Request for Follow-up: Document that the institution has formally accepted and published the oversight statement provided in the "Response to the Substantive Change Committee Report" on the role of the Academic Affairs Committees to ensure their control of graduation completion requirements of each program.

Response to the Request for Follow-up: A link can be found on the TeleCampus website that lists the purpose and functions of the Academic Affairs Committees. The UT TeleCampus recommends that an Academic Affairs Committee (AAC) and in some cases an Executive Committee (EC) be formed for each program. The AAC should consist of no more than two faculty members from each participating institution, appointed by the dean of each respective college. This committee will be responsible for the quality of all deliverables associated with the program and will take a pro-active role in ensuring that all content, prerequisites, simulations, and faculty are appropriately selected and properly utilized. In this manner each institution is able to maintain academic control over the quality of the program. The EC will be strategic in nature and will have the responsibility

to set overall strategy and goals for the online program. To demonstrate that each of the institutions accepts the role of the Academic Affairs Committees, each of the degree programs have provided a link from their institutions' web page to the TeleCampus and if appropriate more information concerning the committee. A copy of these pages can be found in Appendix C.

Summary of Completed Actions:
UT Arlington – Information related to the Academic Affairs Committee for the MBA in General Management can be found at http://www2.uta.edu/gradbiz/online%20mba/academic%20affairs%20comm.htm. Information related to the Academic Affairs Committee for the MS in Computer Science, the MS in Computer Science and Engineering, and the MS in Electrical Engineering can be found at http://www.uta.edu/engineering/distance/. Information related the Academic Affairs Committee for the MEd in Curriculum and Instruction can be found at http://www.uta.edu/soe/distaneducation/MEd_oversight.html.

UT Brownsville – has provided a link from the MEd in Educational Technology and MBA in General Management

UT Dallas – has provided a link from the MBA in General Management

UT El Paso – has provided a link from the MBA in General Management and MS in Kinesiology

UT Pan American – has provided a link from the MBA in General Management and MS in Kinesiology

UT Permian Basin – has provided a link from the MBA in General Management and the MS in Kinesiology

UT San Antonio – has provided a link from the MBA in General Management

UT Tyler – has provided a link from the MS in Health and Kinesiology

Section 4.3.3 (Educational Program, Graduate Program, Graduate Completion Requirements)
Recommendation 3 The Committee recommends that the participating institutions assure that the student transcript fully indicate the institution through which the course is taken.

Visiting Committee's Concerns: The Commission has specified that transcripts designate the name of the institutions through which the course is taken. This is true in most cases but not all.

Summary of Previous Response: To date, the UT TeleCampus has worked with the oversight committees on the transcript issue. The TeleCampus is aware that a change to transcript methodology will require consensus among the components. It will also require programming changes that may take several months to complete. It is clear that decisions about transcripts from each campus must be made at the Registrar and in some cases, the Vice President for Business level. Because of the various possible responses to this request by the TeleCampus, a meeting has been scheduled with the UT System Executive Vice Chancellor for Business Affairs and the Executive Vice Chancellor for Academic Affairs.

The goal of the TeleCampus is to see that transcripts for students involved in collaborative programs will identify the course taken by the student, the name of the institution through which each course is taken, and that the grade received by the student is treated in the same manner as a grade received in a course at the home campus no later than the Fall 2002 semester.

Request for Follow-up: Document that the institutions assure that the student transcript fully indicates the institution through which each course is taken.

Response to Request for Follow-up: By the end of the Fall 2002 semester, the institutions have agreed that transcripts for students enrolled in TeleCampus courses will reflect the following information:

- Name and number of the course
- Name of the institution that awarded credit for the course
- Grade received
- Inclusion of that grade as part of the student's GPA

In early August a letter from Dr. Ed Sharpe, the Executive Vice Chancellor for Academic Affairs at the time, was sent to the institutions requesting their compliance with this Recommendation. Official agreements from the institutions can be found in Appendix D.

For students enrolled in the on-line masters degree programs, coursework taken at the other institutions in the programs will be displayed as follows.

Summary of Completed Actions:
UT Arlington -- The official UT Arlington transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Arlington. A sample transcript is attached.

UT Brownsville -- The official UT Brownsville transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Brownsville. A sample transcript is attached.

UT Dallas -- The official UT Dallas transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Dallas. A sample transcript is attached.

UT El Paso -- The official UT El Paso transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT El Paso. A sample transcript is attached.

UT Pan American -- The official UT Pan American transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Pan American. A sample transcript is attached.

UT Permian Basin -- The official UT Permian Basin transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Permian Basin. A sample transcript is attached.

UT San Antonio -- The official UT San Antonio transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT San Antonio. A sample transcript is attached.

UT Tyler -- The official UT Tyler transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Tyler. A sample transcript is attached.

Section 4.3.5 (Educational Program, Graduate Program, Graduate Instruction)
Recommendation 4 The Committee recommends that each participating institution assure that significant opportunity exists for faculty, student, and peer interaction among graduate students for each program.

Visiting Committee's Concerns: An institution must provide an environment which supports and encourages scholarly interaction and accessibility among faculty and students. The committee found that many students had opportunities to use electronic media, bulletin boards, chat rooms and other means for scholarly interaction. However, some of these methods did not appear to be as effectively implemented as required.

Summary of Previous Response: Interaction between students and faculty has been a critical component in the success of UT TeleCampus programs. When an institution seeks funding for course development from the TeleCampus, the institution must make a commitment to send the faculty member(s) to the two-day training workshop conducted by the TeleCampus. Training workshops are conducted twice a year and include extensive instruction on interaction methods.

In addition, the UT TeleCampus requires that every faculty member who develops and teaches a course via the TeleCampus completes the Principles of Good Practice Self-Study. The Principles of Good Practice are a set of standards developed by the Western Interstate Commission for Higher Education (WICHE) and adopted by the Texas Higher Education Coordinating Board. The UT TeleCampus staff designed a Self-Study that addresses each of the Principles of Good Practice, including a section on interaction that serves as a checklist for faculty.

The TeleCampus accepts that not all courses and/or student audiences require the same level of interaction. However, faculty are encouraged to provide online conference rooms for faculty/student interaction, as well as special rooms for student/student interaction. At this time there are over 800 conferences being utilized by faculty and students within the UT TeleCampus courses. Some faculty employ the conferences and chat for the purpose of handling Office Hours. The conferences are used to provide all types of communications including questions and answers about course assignments, clarifications, explanations, encouragement, and peer-to-peer interaction.

As a form of assurance by the component that these principles are being met within the online course, the faculty member(s), the department chair and the dean of the school must sign the Self Study. In some cases, additional signatures of the Vice President for Academic Affairs or the dean of the graduate school are required.

Request for Follow-up: Demonstrate that significant faculty/student and peer interaction among graduate students occurs for each program.

Response to Request for Follow-up: The TeleCampus provides training for faculty who teach online courses, and as part of that training they are encouraged to incorporate interactivity into their classes. To respond to this Recommendation, the TeleCampus requested that the deans or department chairs provide documentation that the faculty who teach TeleCampus courses are required to provide significant faculty/student and peer interaction among graduate students in their courses. Letters from the institutions can be found in Appendix E.

Summary of Completed Actions:
UT Arlington has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA Online, the MEd in Curriculum and Instruction, the MS in Computer Science and Engineering and the MS in Electrical Engineering courses. Course content for online programs is housed within the Prometheus learning management system and makes use of the internal threaded discussion board. Courses are archived at the end of each semester, which allows staff in the UT Arlington Center for Distance Education to calculate interactivity levels. The postings from Spring 2002 courses were analyzed with the following results.

Masters in Curriculum and Instruction
In Spring 2002 semester, UTA offered five (5) [Read 5325, 5345, 5361, 5362, 5389] courses in the MEd in Curriculum and Instruction. Enrollment ranged from 9 to 45 students, with an average enrollment of 20 students. In each course, there were an average of 37 discussion topics with a total of 2600 postings, for an average of 520 postings per class and 26 postings per student. In addition, the faculty reported the extensive use of email for both student-to-faculty interaction and student-to-student interaction.

MBA Online
In Spring 2002 semester, UTA offered two (2) [Fina 5311, Busa 5333] courses in the MBA. Enrollment in Busa 5333 was 22 students and Fina 5311 had an enrollment of 64 students.

- In Busa 5333, there were 24 discussion topics with a total of 232 postings, for an average of 116 postings per class and 10.5 postings per student. In addition, the faculty reported the extensive use of email for both student-to-faculty interaction and student-to-student interaction.

- In Fina 5311, there were 43 discussion topics with a total of 846 postings, for an average of 13.2 postings per student. In addition, the faculty reported the extensive use of email for both student-to-faculty interaction and student-to-student interaction.

Electrical Engineering and Computer Science

In Spring 2002 semester, UTA offered three (3) [CSE 5311, 5324, 5330] courses in the Masters of Computer Science. Enrollment in CSE 5324 was 8 students, in CSE 5330 was 7 students and in CSE 5311 was 52 students. In each course, there were an average of 17 discussion topics with a total of 257 postings, for an average of 85 postings per class and 3.8 postings per student. In addition, the faculty reported the extensive use of email for both student-to-faculty interaction and student-to-student interaction.

In Spring 2002 semester, UTA offered two (2) [EE 5301 and 5302] in the Masters of Electrical Engineering. Total enrollment for these two courses was four students. Due to the small enrollment, class interaction was conducted via email rather than the class discussion board.

UT Brownsville has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MEd in Educational Technology program.

Masters in Educational Technology

Currently, our courses are focused around four types of interactions: student-material, student-student, student-student-instructor, and student-instructor. An example of student-material interactions is online quizzes. Students read resource materials and review electronic resources provided. The students' understanding of these materials is then assessed with online quizzes.

An example of student-student interactions is students' review each other's projects. Students are assigned partners for formative review purposes of projects. Students peer review each other and make modifications based upon these types of reviews. Criteria for review of projects are posted publicly to help insure a consistency in peer review.

Student-student interaction occurs through students' responses to instructors' postings on electronic discussion boards. These discussions are moderated by instructors, but are primarily on-going peer discussions of peers.

Students interact with each other and instructors using other electronic media such as online chats, audio conferences and listservs. These media provide opportunities for student-student-instructor interactions, and often are structured to 'spill over" into other types of media to allow "non-attendees" to asynchronously participate in discussions. (Such asynchronous participation is required of students who cannot attend synchronous activities.) Through the use of these media, students can exchange ideas freely with their peers as their instructor moderates, and directs when necessary, the exchange.

Instructors use a variety of media for interactions in a one-on-one basis, or small group discussion. These media include telephone conversations, email, and instructors' formative evaluation of projects. All educational technology courses are project-based courses. These projects require the instructors to actively review students' work and provide both substantive and timely feedback.

Overall, students consistently self-report more interactions in all categories of interactions (materials and student, with other students, in instructor-led discussions, and in one-to-one discussions with the instructor) in UTTC and DE classes than in traditional classes.

MBA Online
MANA6360/MBAO 6334 Production and Operations Management
This is a course designed for significant student-faculty and student-student interaction:

- 40 percent of the course grade is based on asynchronous discussion in online conference rooms of questions related to assigned cases or readings—the professor directors the discussion and provides analysis as needed
- there are two team assignments in which teams of students work together in chat rooms to prepare analyses of two analytical case situations
- students post drafts of their term project in the conference discussion area for other students to see and learn from by example
- students work as a class on a web-based simulation of a production process and discuss this in the discussion area

All content related discussion takes place in these conferences. In addition, there is substantial administrative communication that takes place by email.

BLAW 6301/MBAO 6301 Legal Environment of Business
The focus of this course is experiential, interactive learning including the Cyber Courthouse which includes a docket, clerk of course (asynchronous discussion board) and a courtroom (synchronous java chat room).

- Each week students are teamed up as Plaintiffs and Defendants and assigned a Case based on that week's lesson. A Case consists of both a brief (legal writing assignment) and a "live" trial in the courtroom.
- The instructor is the "judge" who manages the entire live trial (chat) process which typically takes 2 hours every week. The Court Room is a java-based chat room where each week Plaintiffs and Defendants will go to "trial" and present their case to a cyber jury (the rest of the class).

UT Dallas has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management and the MS in Computer Science courses.

Masters in Computer Science
The department chair has provided a letter guaranteeing compliance with the Recommendation.

Masters in Electrical Engineering
The department chair has provided a letter guaranteeing compliance with the Recommendation.

MBA Online
Interactivity opportunities in AIM 6305 (MBAO 6311 Accounting Analysis):

- Use of teleconferences
- JC Penney Project requires student submission and instructor feedback grading
- Frequent email responses to student questions
- Special messages from instructor re: journal articles, use of tutorials, preparation hints for exams, etc.

Interactivity opportunities in MAS6V07 (MBAO 6312 Economic Analysis):

- 10% of the grade is based on participation in online discussions
- Students can ask or answer questions. Instructor provides 4-5 questions for them to answer, but the majority are provided by the students
- Students email instructor and the TA with various questions

UT El Paso has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management and the MS in Kinesiology program.
MBA Online

- Threaded discussion
- Email – broadcast and personal
- Weekly or bi-weekly chat room discussions
- Phone calls
- Videoconference discussion sessions

Masters in Kinesiology

- Threaded discussion
- Email – broadcast and personal
- Weekly or bi-weekly chat room discussions
- Phone calls
- Videoconference discussion sessions

UT Pan American has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management courses.
MBA Online
The dean has provided a letter guaranteeing compliance with the Recommendation.

Masters in Kinesiology
The TeleCampus continues to work with UT Pan American concerning the Kinesiology program.

UT Permian Basin has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management and the MS in Kinesiology courses.
MBA Online
MRKT 6310 – Marketing Management
Students in this course complete approximately 12 discussion assignments among themselves with the professor's supervision. They also have a group case project that involves student-to-student interaction. In addition, they have numerous occasions to interact with the professor. All in all, students have as much, if not more, opportunity for faculty to student and student-to-student interaction as students in the on-campus version of the course.

FINA 6328 – Contemporary Topics in Financial Management
Students in this course have numerous assignments that result in interaction with the professor and other students. The students have more opportunity to interact with the professor and each other than those in the on-campus version of the course.

Masters in Kinesiology
- Threaded discussions
- Chat sessions
- Broadcast and private emails
- Phone calls
- Audio conferencing
- Debates
- Laboratory Assignments
- Research Projects
- Online office hours in chat

UT San Antonio has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management courses.
MBA Online
MBAO 6314 Quantitative Analysis in Business
- Chat sessions
- Discussion forums
- Email – broadcast and private
- Online gradebook and evaluation system
- Narrated presentation
- Online coaches
- Team case work

- Semester projects
- Phone calls
- Status reports

MBAO 6336 Accounting for Decision Making

- Online office hours via chat
- Email – broadcast and private
- 12 homework assignments – provide feedback
- 6 cases – 5 individual and 1 team
- 3 tests

UT Tyler has provided documentation that significant faculty/student and peer interaction among graduate students occurs in the MBA in General Management and MS in Kinesiology courses.

MBA Online

The dean has provided a letter guaranteeing compliance with the Recommendation.

Masters of Kinesiology

The department chair has provided a letter guaranteeing compliance with the Recommendation.

MBA Online

The following Recommendations were specifically related to the MBA Online degree program, and the following institutions were asked to take appropriate actions as listed.

The University of Texas at Arlington
The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas Pan American
The University of Texas of the Permian Basin
The University of Texas at San Antonio
The University of Texas at Tyler

Section 3.1 (Institutional Effectiveness, Planning and Evaluation: Educational Programs)
Recommendation 5 The Committee recommends that the institutions demonstrate that the planning and evaluation for the MBA Online is systematic, broad based, interrelated and appropriate to the institution.

Visiting Committee's Concerns: "The committee was unable to locate a planning document which showed the evolution of the MBA Online programs and which provided evidence that the MBA Online programs was the result of systematic, broad based, interrelated planning and is appropriate to the institutions. The committee found only a blanket statement in the MBA Online Policies document to the effect that the program will be evaluated by the Executive Committee and the Academic Affairs Committee in collaboration with the Director of the UT TeleCampus. The committee found no written indication as to when and how often the program is to be evaluated nor how the results of evaluations would be used to improve the educational programs, services and operations. Although the committee has seen the draft of a document, *University of Texas TeleCampus MBA Online Handbook of Operating Procedures* (hereafter referred to as *Handbook of Operating Procedures*) which addresses some of these concerns, the document has not been approved."

Summary of Previous Response: The MBA Online Executive Committee, which is responsible for all strategic, policy and scheduling decisions, met in June to discuss the SACS' Substantive Change Committee visit and to commit to a plan that is inclusive of the faculty who are teaching the MBA Online courses. The planning for this program took place in 1998-1999 prior to the delivery of any courses. It is appropriate to evaluate the program at this time. In November 2001 the MBA Online Executive Committee meets again, and a sub-committee will be appointed to formulate a plan that will be systematic, broad-based, interrelated and appropriate to the individual institutions as well as to the MBA Online program. The plan will evaluate the MBA Online program with respect to student achievement in relation to purpose, including, as appropriate, consideration of course completion and job placement rates.

As previously mentioned the UT TeleCampus has money in the budget to bring in an outside firm to perform an evaluation of the MBA Online program. The final report by the consultant will be made available to all campuses within MBA Online collaboration well as applicable accreditation agencies, such as SACS and the AACSB. The results of the Report will be used to improve educational programs, services, and operations.

Request for Follow-up: Provide evidence that planning and evaluation for the MBA Online is systematic, broad based, interrelated and appropriate.

Response to Request for Follow-up: On July 31, 2002 the *Handbook of Operating Procedures (HOOP)* was officially approved by the MBA Online Academic Affairs and Executive committees. A copy of the *Handbook of Operating Procedures* can be found in Appendix F.

The MBA Online Executive Committee serves as the equivalent to the Chief Academic Officer of the MBA Online program and is responsible for policy and oversight of the MBA Online program. Membership consists of the Dean of the School or College of Business of each participating component. The Chair and Vice-Chair of the Executive Committee are elected for two year terms by majority vote of the members. The Chair may serve no more than three consecutive elected terms.

Summary of Completed Actions:
The Handbook of Operating Procedures has the following information about the MBA Academic Affairs Committee

1. Responsibilities

   As with traditional on campus programs, the MBA Online program is committed to faculty governance and is led by the faculty of each participating component institution. Because of the consortial nature of the program, the component faculty representatives form the Academic Affairs Committee. The Academic Affairs Committee serves as the equivalent to the on campus Curriculum Committee (or Graduate Council, as appropriate) and Faculty/ Academic Senate. The Chair is elected for a two year term by a majority vote of the members. The Chair may serve no more than three consecutive elected terms.

2. Composition of the Academic Affairs Committee

   The Academic Affairs Committee is comprised of two graduate business faculty from each participating component, nominated by the component dean and confirmed by the MBA Academic Affairs Committee. Both representatives should be full time tenured or tenure track faculty. One

representative should be a faculty member teaching in the MBA Online and the second representative should be a teaching faculty member with direct involvement in Graduate Studies or distance education.

3. Responsibilities of the Academic Affairs Committee

The committee will make recommendations to the Executive Committee on the following:

a. Curriculum
b. Quality Oversight
c. Credentialing
d. Course Syllabi
e. Operating Procedures
f. Coverage of Subject Matter
g. Assessment and Evaluations

In Section 7 program review and outcomes assessment is addressed. Objectives can be found in the HOOP as well as planning and evaluation procedures that are systematic, broad based, interrelated and appropriate. The purpose of this policy is to ensure the continuous quality improvement of the MBA Online Program through the use of appropriate program review and assessment.

The faculty of the Academic Affairs committee will perform a program review of the MBA Online at least every five years beginning in the year 2005. The program review will be submitted to the MBA Executive Committee, the Director of the UT TeleCampus, and others, as appropriate. Additional program reviews may be requested by the Chancellor, the Vice Chancellor of Academic Affairs or the MBA Online Executive Committee.

Upon graduation, each student will be asked to complete a survey of student attitudes, experiences and perceptions, and to provide a permanent address. An alumni survey similar to the graduate survey will be taken of graduates one and five years after graduation.

Each faculty will conduct a pre- and post-test of no less than ten questions in each section taught each semester.

The faculty member will present an analysis of this data to the MBA Academic Affairs Committee the following semester.

The *Handbook of Operating Procedures* has been placed on the web page for the MBA Online program and each institution has agreed to place it on the institutional web page for the MBA Online program. The URL for the HOOP is:

http://www.telecampus.utsystem.edu/programs/MBA/MBAOhandbook.pdf

Copies of the institutional web pages can be found in Appendix G.

Section 4.3.2 (Educational Program, Graduate Program, Graduate Admission)
Recommendation 6 The Committee recommends that the institutions define the expected educational results of the MBA Online program and describe its methods for analyzing the results.

Visiting Committee's Concerns: "The committee did not find evidence that the institutions defined expected educational results for the Online MBA program and described their methods for analyzing the results. The committee found no written indication as to when and how often the program is to be evaluated nor how the results of evaluations would be used to improve the educational programs, services and operations."

Summary of Previous Response: At the Systemwide conference in August a number of the MBA Online faculty met to continue the discussion of expected educational results of the MBA Online program. The MBA Executive Committee acknowledged at its June 2001 meeting that this process must begin with the faculty, and a formal process will be discussed at the joint Academic Affairs and Executive committee meeting in November 2001. Each institution will share its MBA program's learning objectives and expected educational results. The collaborative will work until a comprehensive set of expected educational results and the methods for analyzing results has been created. The committees will be charged with formulating the expected educational results for the MBA Online by March 2002.

Request for Follow-up: Provide evidence that expected educational results for the MBA Online program have been formulated and methods established for analyzing the results.

Response to Request for Follow-up: The educational objectives of the MBA Online can be found in the HOOP in Section 1C. They are:

- To provide an understanding of essential business skills in the functional business areas of accounting, economics, management, marketing, finance, computer information systems, international business, and quantitative research methods.
- To provide an applications-oriented curriculum designed to analyze daily problems faced by the students in the work environment.
- To provide students an opportunity to develop the skills necessary for leadership positions in business.
- To raise awareness of contemporary business issues facing today's business executives.

Summary of Completed Actions:
UT TeleCampus encountered a number of difficulties in building such a highly collaborative program. Although we do not anticipate any conflict between the MBA Online program goals and the institutional goals and evaluation techniques, the

TeleCampus has sought to confirm this via an outside consultant. The amount of time to reach a consensus has taken longer than expected, but based on recent conversations with the consultant and deans a final set of standards should be approved before December 31, 2002. During the July 31 meeting of the Academic Affairs and Executive Committees the deans met with Mr. Don Foshee, an outside facilitator who will be working with a sub-committee whose members have been appointed by the deans (one representative per institution), to develop methods to analyze the educational goals and objectives and to determine how well the learning outcomes are meeting the goals and objectives both on an institutional and collaborative level. The sub-committee will have at least one face-to-face meeting and will meet via the telephone and other electronic means if necessary. They will develop and present to the Academic Affairs and Executive Committees no later than December 2002 recommended methods to analyze the educational results for the MBA Online.

Don Foshee is the President and founder of Innovative Interactions, Inc. Innovative Interactions, Inc. is a corporation founded in 1995 and headquartered in Austin, Texas, providing a wide range of services and expertise in a variety of fields, including network and systems design, distance learning and training applications, technology and strategic planning, business development, information and knowledge asset management, evaluation and assessment, interactive telecommunications systems, new product development, connectivity solutions, classroom and environmental design, public policy, grants, web design, funding, teacher training, workshop facilitation, curriculum development, research, procurement, and project management. i^3 also enjoys significant visibility through regularly published articles and white papers, leadership positions on state, national, and international boards and advisory councils, as well as extensive public speaking appearances, testimonies, special events, and keynotes around the world.

Don Foshee will provide relevant peer institution and market research and analysis, meeting and focus group facilitation, evaluation services, and written reporting to the TeleCampus, for production and delivery of comprehensive goals, assessment and evaluation criteria plan for the MBA Online degree program.

A listing of the sub-committee members can be found below.

UT Arlington – David Diltz
UT Brownsville – Suzanne Hardebeck
UT Dallas – Connie Konstans
UT El Paso – Charles Zlatkovich
UT Pan American – Jerry Prock
UT Permian Basin – Corbett Gaulden
UT San Antonio – James Groff
UT Tyler – Mary Fischer

Section 4.3.2 (Educational Program, Graduate Program, Graduate Admission)
Recommendation 7 The Committee recommends that the institutions demonstrate that they regularly evaluate the admissions policies for the MBA Online degree.

Visiting Committee's Concerns: "Since each of the participating institutions is responsible for its own admission requirements to the program, the committee was concerned that there might be significant differences in admission requirements among the participating institutions. Accordingly, the committee sampled the admission requirements, published online for some of the campuses. Although he committee found some differences among the campuses, they were not substantial differences. Since each campus awards the degree, and each campus has the option to show the online degree differently form traditional MBA's on certificates and diplomas, it would be expected that some differences would exist. The committee concludes that the slight differences in admission requirements which exist are consistent with the overall flavor of the program.

Since the MBA Online Policies document has established admission policies for the overall program (of which a part states that students are admitted through the admissions policies of the participating universities), the MBA Online program is obligated to regularly evaluate its admissions policies."

Summary of Previous Response: Admission to the MBA Online program is identical to the on-campus program at each participating institution. Students do not indicate whether they are pursuing the online or on campus program during the admissions process. Students are not admitted to the MBA Online program. All members of the collaborative via the MBA Executive Committee agreed to this policy. The institutional representative of the MBA Executive Committee is the dean of the College of Business.

Request for Follow-up: Demonstrate regular evaluation of the admission policy for the MBA Online degree program.

In the "Report of the Substantive Change Committee" the following notation can be found: "The committee notes that this issue is addressed in the following statement which appears in the *Handbook of Operating Procedures*. "This policy [admissions] and related procedures are subject to periodic review by the MBA Online Academic Affairs Committee and/or the MBA Online Executive Committee." As previously reported the *Handbook of Operating Procedures* has been approved by the committees and can be found in Appendix F. It is important to stress that the official MBA Online policies document (HOOP) has established admission policies for the overall program that states that students are admitted according to the admissions policies of the participating institutions. The institutions' admissions policies are evaluated with each catalog publication.

Section 4.3.3 (Educational Program, Graduate Program, Graduate Completion Requirements)
Recommendation 8 The Committee recommends that each of the participating institutions demonstrate: that the transcripts for the students enrolled in the MBA Online program identify the courses taken by the student, the name of the institution through which each course is taken, and that the grade received by the student is treated in the same manner as a grade received in a course at the home campus.

Visiting Committee's Concerns: "….the committee examined a transcript from each of the institutions and determined that some of the institutions include the courses taken from the other campuses properly designated, the grade received and the grade counted in the cumulative GPA. The committee also examined minutes of some of the Graduate Assemblies of the participating institutions and discovered that some had made provisions for appropriate inclusion of these elements on the transcripts, but that these provisions have not yet been implemented."

Summary of Previous Response: To date, the UT TeleCampus has worked with the oversight committees on the transcript issue. The TeleCampus is aware that a change to transcript methodology will require consensus among the components. It will also require programming changes that may take several months to complete. It is clear that decisions about transcripts from each campus must be made at the Registrar and in some cases, the Vice President for Business level. Because of the various possible responses to this request by the TeleCampus, a meeting has been scheduled with the UT System Executive Vice Chancellor for Business Affairs and the Executive Vice Chancellor for Academic Affairs.

The goal of the TeleCampus is to see that transcripts for students involved in collaborative programs will identify the course taken by the student, the name of the institution through which each course is taken, and that the grade received by the student is treated in the same manner as a grade received in a course at the home campus no later than the Fall 2002 semester.

Request for Follow-up: Document that student transcripts identify courses taken by the student, the name of the institution through which each course is taken, and that the grade received by the student is treated in the same manner as a grade received in a course at the home campus.

Response for Request for Follow-up: As previously reported in Recommendation 3, by the end of the Fall 2002 semester, the institutions have agreed that transcripts for students enrolled in TeleCampus courses will reflect the following information:

- Name and number of the course
- Name of the institution that awarded credit for the course
- Grade received
- Inclusion of that grade as part of the student's GPA

In early August a letter from Dr. Ed Sharpe, the Executive Vice Chancellor for Academic Affairs at the time, was sent to the institutions requesting their compliance with this Recommendation. Official agreements from the institutions can be found in Appendix D.

Summary of Completed Actions:
For students enrolled in the on-line masters degree programs, coursework taken at the other institutions in the programs will be displayed as follows.

UT Arlington -- The official UT Arlington transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Arlington. A sample transcript is attached.

UT Brownsville -- The official UT Brownsville transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Brownsville. A sample transcript is attached.

UT Dallas – The official UT Dallas transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Dallas. A sample transcript is attached.

UT El Paso -- The official UT El Paso transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT El Paso. A sample transcript is attached.

UT Pan American -- The official UT Pan American transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Pan American. A sample transcript is attached.

UT Permian Basin -- The official UT Permian Basin transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Permian Basin. A sample transcript is attached.

UT San Antonio -- The official UT San Antonio transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT San Antonio. A sample transcript is attached.

UT Tyler -- The official UT Tyler transcript will identify the institutions through which every course is taken, and it will reflect the grades, credit hours and grade points received from the other institutions in the same manner as if they were completed at UT Tyler. A sample transcript is attached.

Section 4.3.3 (Educational Program, Graduate Program, Graduate Completion Requirements)
Recommendation 9 The Committee recommends that each of the participating institutions demonstrate that its Catalog accurately reflects the courses being offered via the TeleCampus by that institution as well as the other institutions.

Visiting Committee's Concerns: "…the course listings and descriptions that are published online by the TeleCampus do show the institution that is offering the courses. However, the catalogs for each of the institutions may not accurately reflect the courses offered via the TeleCampus by that institution as well as the other institutions."

Summary of Previous Response: The UT TeleCampus has worked with the oversight committees for each program on what is appropriate information to be included in the catalogues and class schedules. An agenda item for oversight committee meetings this fall is the formation of subcommittees for each group to finalize this information. A meeting has been scheduled with the UT System Executive Vice Chancellor for Business Affairs to discuss placement of this information across the UT System. The TeleCampus recommendation is to place program descriptions in catalogs of all participating institutions, with a link to the TeleCampus class schedules. The TeleCampus keeps the most accurate and up-to-date schedules for the collaborative programs. By providing program descriptions in campus catalogs and linking to current schedules on the TeleCampus website, students will have access to all necessary information for participation. All courses offered through the TeleCampus are online.

Request for Follow-up: Demonstrate that the institutions' catalogs accurately reflect the courses being offered via the UT TeleCampus.

Summary of Completed Actions: As a result of this recommendation, the TeleCampus requested that the institutions include the following verbiage in the next publication of the catalog and update the online version as soon as possible.

> *Many online courses listed in this catalog are offered from UT?? (your institution) via the UT TeleCampus. The UT TeleCampus is the centralized support center for online education throughout The University of Texas System. In the website you'll find: online classrooms, a digital library, free online tutorial services, 24/7 technical support, links to various admissions and registrar offices throughout the UT System and full program descriptions for the online courses and degrees the UT TeleCampus facilitates. Designated contacts at each campus are available to assist you as are the student services support staff of the UT TeleCampus. With questions please call toll-free: 1-888-TEXAS-16 (1-888-839-2716).*

> *Online courses noted with (an asterisk or another substitution here) are part of a collaborative degree program with other University of Texas campuses. To see a full listing of courses and host universities for the UTTC programs, please access the UT TeleCampus website at http://www.telecampus.utsystem.edu.*

In Appendix H, you will find the response from each institution as well as a copy of the letter requesting the action. Copies of the catalog pages specifically about the MBA Online program can be found in Appendix I.

All of the institutions have responded that they will comply with this request.

Section 4.3.3 (Educational Program, Graduate Program, Graduate Completion Requirements)

Recommendation 9A The Committee recommends that the institutions demonstrate that they conduct frequent systematic evaluations of graduate curricula offerings and program requirements.

Visiting Committee's Concerns: "According to the MBA Online Policies document, the program will be evaluated by the Executive Committee and the Academic Affairs Committee in collaboration with the Director of the UT TeleCampus. However, the document does not specify when or at what intervals the evaluations will occur."

Summary of Previous Response: Since each participating institution awards the degree, there are committees on campus that review the courses. In addition and because the courses are part of the collaborative MBA Online degree program, the member representatives of the MBA Academic Affairs committee review the courses. The participating institutions, through their representatives on the MBA Academic Affairs Committee and MBA Executive Committee, will continue to conduct systematic evaluations of graduate curricula offerings and program requirements of the MBA Online degree program. An agenda item on the next joint committees' meeting in November 2001 will include a review of the current curricula offerings and discussion about the possible addition of electives.

Request for Follow-up: Demonstrate frequent systematic evaluations of MBA Graduate Curriculum offerings and program requirements.

Summary of Completed Actions: The MBA Online degree program offered its first courses in the Fall 1999. The HOOP does state that the evaluation of MBA Graduate curriculum is included with regular campus courses and evaluated every five years, or as needed. According to the HOOP, the program is scheduled for review in the 2003-2004 academic year. This issue will be addressed at the annual meetings of the Academic Affairs and Executive Committees. A copy of the HOOP can be found in Appendix F.

Section 4.4 (Educational Program, Publications)
Recommendation 10 The Committee recommends that the institutions demonstrate that they have formulated clear and explicit goals for the MBA Online program and demonstrate that they are consistent with the institutions' stated purposes.

Visiting Committee's Concerns: "The MBA Online is a distance learning program. The goals of the program that were seen by the committee are goals that are typical for many traditional, classroom MBA programs. The committee has not seen documentary evidence of clear and explicit goals for the MBA Online program which pertain to the distance learning aspect of the program."

Summary of Previous Response: As a result of the April 2001 visit of the SACS Substantive Change Committee, the MBA Executive Committee members have been reviewing their own goals for their on-campus MBA programs. Each institution will bring these goals to the November 2001 meeting of the oversight committees. These goals will be used to assist in the creation of the MBA Online goals and will assure that those goals are consistent with each institution's goals.

Request for Follow-up: Document clear and explicit goals for the MBA Online program and demonstrate that they are consistent with the institutions' stated purposes.

Response to Request for Follow-up: Clear and explicit goals for the MBA Online program can be found in *the Handbook of Operating Procedures*.

Summary of Completed Actions: In Section 1, the Purpose, Mission, and Educational Objectives of the MBA Online program can be found below.

A. Purpose

The MBA Online (MBAO) is a collaborative Master in Business Administration degree program allowing eight separately accredited University of Texas System business schools to offer an online degree program to meet the needs and standards of each component institution. Faculty and administration from each unit closely supervise the administrative processes. The following University of Texas components participate:

The University of Texas at Arlington
The University of Texas at Brownsville
The University of Texas at Dallas
The University of Texas at El Paso
The University of Texas - Pan American
The University of Texas of The Permian Basin
The University of Texas at San Antonio
The University of Texas at Tyler

B. Mission Statement

The University of Texas MBA Online program is a unique collaboration among UT component universities that offers interactive web-based courses taught by outstanding faculty in their respective fields.

The MBA Online program features asynchronous learning that enables students from diverse cultures, locations, and careers to participate in stimulating interactions with faculty and fellow students.

The MBA Online is intellectually rigorous and designed to enhance the education and skills of tomorrow's business leaders by emphasizing the strategic management, analysis, and research skills required in the global business environment.

C. Educational Objectives

The degree is designed to give the student exposure to the management and analytical decision-making skills needed to function in a changing business environment. Specific objectives are:

1. To provide an understanding of essential business skills in the functional business areas of accounting, economics, management, marketing, finance, computer information systems, international business, and quantitative research methods;
2. To provide an applications-oriented curriculum designed to analyze daily problems faced by the students in the work environment;
3. To provide students an opportunity to develop the skills necessary for leadership positions in business; and
4. To raise awareness of contemporary business issues facing today's business executives.

The MBA Online provides an opportunity for the participating institutions to provide an alternative method of receiving an education to students who are unable to attend an on campus program. This is consistent with each institutions' missions and goals of providing quality educational opportunities to the citizens of the state of Texas. As previously stated each institution has a link to the *Handbook of Operating Procedures* on its institutional website.

Section 4.5 (Distance Learning Programs)
Recommendation 11 The Committee recommends that the institutions demonstrate that they achieve these goals and that its distance learning programs are effective and comply with all applicable *Criteria*.

Visiting Committee's Concerns: "The MBA Online is a distance learning program. The goals of the program that were seen by the committee are goals that are typical for many traditional, classroom MBA programs. The committee has not seen documentary evidence of clear and explicit goals for the MBA Online program which pertain to the distance learning aspect of the program."

Summary of Previous Response: The policy statement, Distance Education: Definition and Principles, (adopted by the Commission on Colleges, June 1997 and updated May 2000) will be shared with the representatives of the MBA Academic Affairs and MBA Executive Committees during the November 2001 meeting. The institutional representatives on the oversight committees will review the section citations as they refer to the Criteria for Accreditation, 1998 version (2000 reprint) and will study ways to assure that their distance learning programs are effective and apply with all applicable Criteria. At the spring meeting of the oversight committees, an agenda item will be discuss the ways that the institutions will be able to demonstrate that they are able to achieve the goals listed in this report and that its distance learning program are effective and comply with all applicable Criteria as listed in the policy statement, Distance Education: Definition and Principles.

Request for Follow-up: Demonstrate achievement of the distance education goals. Demonstrate that its learning programs are effective and that the distance learning programs comply with all applicable criteria as listed in the SACS policy statement, *Distance Education: Definition and Principles.*

Response to Request for Follow-up: In May 1996, Andersen Consulting was hired to perform a six-month study on possible opportunities for collaboration within the UT System in information technology. A final report was turned into the UT System in November 1996 and there were twelve areas identified. One of those initiatives was distance education. In 1997 as a direct result of the Andersen study (Appendix J), an ad hoc committee was formed to study the possibility of collaboration among the UT System components in the area of distance education. A Master Plan (Appendix K) was created for the UT TeleCampus that year identifying a definitive strategy for the future of distance education in the U. T. System. Central to the core design of the TeleCampus is service, and the necessity to provide increased access to education without ever compromising the quality and integrity of the educational offerings, their tradition or the educational mission of the universities within the UT System.

The TeleCampus has received a great deal of support from the UT System Board of Regents. After the TeleCampus was launched in May 1998, the Regents asked that full

collaborative online degree programs be developed. More than half of the TeleCampus budget has been used to fund the development of these online degree programs.

The TeleCampus has worked closely with the Faculty Advisory Council, the registrars and admissions offices, the financial aid offices, the distance education offices and any other office that has been involved in the process of providing online collaborative degree programs.

The TeleCampus has negotiated agreements with VCampus, Prometheus, Smarthinking, ProQuest and other companies to provide services to the faculty, staff, and students involved in TeleCampus courses.

Summary of Completed Actions: The policy statement has been shared with the Academic Affairs and Executive Committees.

In addition to the sub-committee's mission to develop recommendations to assess and evaluate the learning outcomes of the MBA Online, they will work to guarantee that the MBA Online program is effective and complies with all applicable *Criteria*.

Kinesiology Online

The following Recommendations were specifically related to the Kinesiology degree program, and the following institutions were asked to take appropriate actions as listed.

The University of Texas at El Paso
The University of Texas Pan American
The University of Texas of the Permian Basin
The University of Texas at Tyler

Section 4.8.8 (Educational Program, Faculty, The Role of the Faculty and its Committees)
Recommendation 1 The Committee recommends that the Academic Affairs Committee document its role in curricular planning, evaluation and review of curricular offerings and approval process for faculty to teach online in the collaborative program.

Visiting Committee's Concerns: "With sixteen courses delivered by six institutions, a committee of representatives serving as liaisons to their home institutions is positioned to provide ongoing review of faculty credentials and quality of coursework in a manner that is timely, efficient and consistent with standards established by the conferring institutions."

Summary of Previous Response: The Academic Affairs Committee for the Kinesiology Online Program is developing a Handbook of Operating Procedures that will document the committee's role in curricular planning, evaluation and review of curricular offerings, and the approval process for faculty to teach online in the collaborative program. The committee is using the Handbook of Operating Procedures developed by the MBA Online as a guide. The Committee is aware of the need for oversight and accountability. The Handbook of Operating Procedures will be completed by May 2002.

Request for Follow-Up: The institutions must document the role of the Academic Affairs Committee in curricular planning, evaluation and review of curricular offerings and approval process for faculty to teach online in the collaborative program.

Summary of Actions Completed: The Kinesiology Academic Affairs Committee has followed the lead of the MBA Online and is developing a *Handbook of Operating Procedures* that will document the committee's role in curricular planning, evaluation and review of curricular offerings and approval process for faculty to teach online. Sections have been assigned to committee members to complete and will be reviewed and approved at the next Academic Affairs Committee meeting, which will meet in the Fall 2002.

Section 4.8.8 (Educational Program, Faculty, The Role of the Faculty and its Committees)
Recommendation 4 The Committee recommends that the institutional catalogs accurately reflect the courses being offered via the TeleCampus by the home and host institutions.

Visiting Committee's Concerns: "No reference to courses in the UT TeleCampus Kinesiology program was found in the online versions of the 1998-2000 Graduate Catalog for UT El Paso or UT Pan American, or the 2000-2002 Catalog of UT Tyler. Though an online catalog was not found at the UT Permian Basin website, ample program information was available with schedules of courses for home and host institutions, including appropriate TeleCampus course numbers."

Summary of Previous Response: The UT TeleCampus has worked with the oversight committees for each program on what is appropriate information to be included in the catalogues and class schedules. An agenda item for oversight committee meetings this fall is the formation of subcommittees for each group to finalize this information. A meeting has been scheduled with the UT System Executive Vice Chancellor for Business Affairs to discuss placement of this information across the UT System. The TeleCampus recommendation is to place program descriptions in catalogs of all participating institutions, with a link to the TeleCampus class schedules. The TeleCampus keeps the most accurate and up-to-date schedules for the collaborative programs. By providing program descriptions in campus catalogs and linking to current schedules on the TeleCampus website, students will have access to all necessary information for participation. All courses offered through the TeleCampus are online.

Request for Follow-up: Demonstrate that the Catalog accurately reflects the courses being offered via the UT TeleCampus by that institution as well as the other institutions.

Summary of Completed Actions: As previously reported in Recommendation 9, as a result of this recommendation, the TeleCampus requested that the institutions include the following verbiage in the next publication of the catalog and update the online version as soon as possible.

> *Many online courses listed in this catalog are offered from UT?? (your institution) via the UT TeleCampus. The UT TeleCampus is the centralized support center for online education throughout The University of Texas System. In the website you'll find: online classrooms, a digital library, free online tutorial services, 24/7 technical support, links to various admissions and registrar offices throughout the UT System and full program descriptions for the online courses and degrees the UT TeleCampus facilitates. Designated contacts at each campus are available to assist you, as are the student services support staff of the UT TeleCampus. With*

> *questions please call toll-free: 1-888-TEXAS-16 (1-888-839-2716).*
>
> *Online courses noted with (an asterisk or another substitution here) are part of a collaborative degree program with other University of Texas campuses. To see a full listing of courses and host universities for the UTTC programs, please access the UT TeleCampus website at http://www.telecampus.utsystem.edu.*

In Appendix H, you will find the response from each institution as well as a copy of the letter requesting the action… Copies of the catalog pages specifically about the Kinesiology Online program can be found in Appendix L.

All of the institutions have responded that they will comply with this request.