



OFFICE OF THE CHANCELLOR

Adams Administration Building
Troy, Alabama 38082
(334) 670-3200

January 28, 1999

Dr. Jim Rogers
Executive Director
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Jim:

In December, we forwarded a copy of our **Substantive Change Proposal for Expansion of Distance Learning, Troy State University, Phenix City, and University College** to Ms. Carol Hollins for preliminary review. Because this was our first attempt at a proposal for our distance learning programs and because it was new and somewhat different in its approach from our other proposals, we asked Ms. Hollins to briefly review it and advise us. She has advised us that we may submit the proposal we forwarded to her as our official proposal.

This letter is written to confirm that we request that the Commission on Colleges of the Southern Association of Colleges and Schools proceed to evaluate our **Substantive Change Proposal for Expansion of Distance Learning, Troy State University, Phenix City, and University College** that we forwarded to Ms. Hollins in December. A copy of a letter to Ms. Hollins asking her to proceed with evaluation of this proposal is enclosed.

If you have questions or need additional information regarding this request, please call Dr. Angela C. Roling at (334) 670-3640.

Sincerely,

Jack Hawkins, Jr., Ph.D.
Chancellor



TROY STATE UNIVERSITY

**Institutional Research, Planning,
and Effectiveness**

Adams Administration Building
Troy, Alabama 36082
(334) 670-3113

January 28, 1999

Ms. Carol Hollins
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Carol:

After our discussion regarding the Distance Learning Substantive Change Proposal which we forwarded to you for preliminary review before Christmas, I talked with Dr. Richard Bothel. We both agree, that in the interest of time, we would like you to proceed with that proposal as the official substantive change submission. As I said, in the past, for other substantive change proposals we have forwarded SACS-COC more than one copy, but if you can proceed with the one copy we sent, then please do so.

Should you need additional copies or should you have questions as you review the proposal, please call me at (334)670-3640. Thank you for your assistance with this proposal.

Sincerely,

Angela C. Roling, Ph.D.
Vice President

**SUBSTANTIVE CHANGE PROPOSAL
FOR**

**EXPANSION OF DISTANCE LEARNING
TROY STATE UNIVERSITY, PHENIX CITY AND UNIVERSITY COLLEGE**

*One copy
sent December
letter that it
is official
sent 1999
Jan.*



September, 1998

TABLE OF CONTENTS

	Page
Nature of the Change and Needs Assessment.....	1
Relationship of Distance Learning to the Institutional Purpose and Mission.....	3
Location/Site Information.....	4
Means Used to Monitor and Ensure Quality of Academic Programs.....	5
Instructional Materials.....	8
Development and Presentation of Courses.....	8
Learning Resources.....	9
Student Support Services.....	9
Contractual Arrangement.....	10
Organizational Structure.....	10
Evidence of Financial Viability.....	10
Appendices.....	
A. Troy State University Mission and Goals Statement	
B. Degree Programs Currently Scheduled	
C. Distance Learning Quality Control Program	
D. Course Development Support	
E. Faculty Rosters	
F. Library Support	
G. Distance Learning Organization Charts	
H. Budgets	
I. Summary of Six Points of Institutional Effectiveness (SPIE) and Self-Study	

SUBSTANTIVE CHANGE PROPOSAL
EXPANSION OF DISTANCE LEARNING
TROY STATE UNIVERSITY, PHENIX CITY AND UNIVERSITY COLLEGE

A. THE NATURE OF THE CHANGE, INCLUDING AN ASSESSMENT OF NEED

This change prospectus is being submitted because Troy State University with its Phenix City and University College locations plans to expand its distance learning program. This expansion will include some courses that will utilize asynchronous methods of delivery that may be different than current methodologies. The impetus behind this change is largely the increased demand from working adult students for courses delivered on an "any time-any place" basis. The chief academic and administrative officers of the University have identified the need for this change.

Troy State University has been involved in some form of distance learning since 1955 when the University established its first branch campus at Ft. Rucker, Alabama. Early distance learning programs simply consisted of classes at remote locations sometimes using innovative scheduling that met the needs of working professionals in military and civilian communities. Over the years Troy has expanded its offerings through University College, Phenix City, and other special programs throughout the world.

During the past decade, Troy State departments have offered individual courses in electronic classrooms using its microwave system in Southeastern and Central Alabama. Recently with the expanded demand from students for increased number of classes offered at System sites, TSU decided to expand its offerings to include Master in Nursing courses via this medium. In August, 1995 a substantive change prospectus for the MSN to be delivered via microwave was submitted. In April 1998, TSU submitted a substantive change prospectus for offering the Executive Master of Business Administration (EMBA) using partial Internet delivery. It is also anticipated that Troy State University will expand other degree programs beyond 25% delivery by distance learning. These programs may use the microwave system or cable television, videotapes, Internet, and other alternative delivery systems.

Troy State University is planning to eventually centralize all distance learning activity with the support of a new Distance Learning Center being created in the fall of 1998 on the Troy Campus. A dean who will support the evolving distance learning methodologies throughout Troy State University heads this Center. The Dean of Distance Learning reports to the Provost and serves as a member of the Troy State University Council of Deans. This department will not be solely responsible for the creation of any degree programs. It will work with the Office of Institutional Research, Planning and Effectiveness and College/Academic Deans to support the circular process of development and assessment of distance learning programs in departments throughout the University. Faculty development, technology training, and course development will also be key functions of the Distance Learning Center.

Because of the centralization of distance learning, this substantive change is intended to include expanded delivery methodologies that will be utilized by Troy State University, including its Phenix City and University College extended programs. These methodologies include:

- ◆ **Live Interactive:** Live interactive courses are offered to students at their choice of TSU sites via the Troy microwave network, satellite or digital telecommunications transmission to other locations. These live interactive classes use multimedia technology in each site's electronic classroom. TSU System sites with permanent electronic classrooms are in Troy, Phenix City, Dothan and Montgomery. Classes may also utilize off campus locations and alternative transmission networks. An instructor teaches classes from the host classroom. Students in distance learning classrooms see and talk with the instructor and other students at all class sites through two-way audio and video transmission which permits open communication throughout the class sessions.
- ◆ **Live-into-Cable:** Live-into-cable courses are transmitted into cable systems from distance learning classrooms. One section of students is present with the faculty member in class while another section watches the live class as it is broadcast on cable television at home or in the workplace. Faculty integrate the video presentations with the curriculum, student activities and other course requirements.
- ◆ **Live Class on Tape:** Live classes on tape courses are live classes taped for viewing at a later time. These tapes are forwarded to the student soon after the class session is held. Faculty integrate the video presentations with student activities and other course requirements.
- ◆ **Telecourses:** Telecourses are campus-based, preproduced video courses transmitted via television to external sites. Faculty integrate the video presentations with the curriculum, student activities and other course requirements.
- ◆ **Online/Web-Based:** Web-based courses utilize the World Wide Web to present textual materials, graphics, audio, video, and faculty/student interactions to students. Specialized software is utilized to support students and faculty/student interaction. Additional materials may be forwarded to students to enhance course work. Some courses have practical or monitored learning activities on student locations.

Troy State University distance learning initiatives provide the organizational flexibility that is needed to successfully meet student needs in today's higher education target population. The current direction of Troy State's distance learning programs seems to be moving toward having only two primary delivery methodologies: "Live Interactive" and "Online Web-Based" courses. However, because of the rapid change in current technologies, the Chaos scientific method is the underlying foundation for course development and technology use. Methodologies may change very rapidly with required course changes following.

The underlying strategy for the creation of the Distance Learning Center is to create a stronger centralized support core for the University to permit the flattening of administrative organizations

and increasing direct support to the distance learning student. The net result of this strategy will be the increased ability to meet the needs of students, particularly working adults. This would further advance the TSU vision of student service excellence and centralized standards/controls. It would not only provide additional impetus to the current implementation of the strategic plan, but would also expand potential advances to additional adult students and special needs groups.

B. RELATIONSHIP OF DISTANCE LEARNING TO THE INSTITUTIONAL PURPOSE & MISSION

The programs that will be offered using distance learning methodologies are consistent with the purpose of the University as stated in the Troy State University Mission and Goals Statement (See Appendix A). "The University is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, education, business communication, applied science, nursing, and allied health sciences."

The following are quotations from the Troy State University Mission and Goals Statement

1. ...The University...is dedicated to the preparation of students in a variety of fields..., as well as to its historic role in the preparation of teachers.
2. A major commitment exists to provide educational services for the larger community, especially adult education and graduate education for mature students.
3. Moreover, the University attempts to respond to the needs of its students and the larger community....

Very important to Troy State distance learning initiatives is the change in mission adopted by the TSU Board of Trustees on June 3, 1998. This change deleted:

"A major commitment exists to provide educational services for the larger community, especially adult education and graduate education for mature students. The university also provides selected educational programs to the United States military service throughout the country and abroad."

And the following was added:

"A major commitment exists to provide undergraduate and graduate education for the national and international community, especially for mature students, not only by traditional means of delivery but also by technological means."

This change in mission makes clear the TSU commitment to technology-supported programs in distance learning and amplifies the planning statements that previously existed in the TSU Strategic Plan.

The Institutional Objectives for Troy State University include

1. To develop programs to meet the needs of constituencies.
2. To provide graduate and continuing educational programs....

Troy State University has published Strategic Directions to the Year 2000. Appropriate strategic directions that apply to distance learning activity at TSU include the following:

Strategic Direction # 1--Address the Changing Needs of the Educational Marketplace Through Innovation, Life Long Learning, and Service to a More Diverse Population. In the elaboration of this strategic direction is found "This information will allow Troy State University to continue to be a leader in innovative approaches to education..."

Strategic Direction # 2--Enhance Program Quality and Cost Effectiveness. Within the description is found "TSU will assess the effectiveness of each program and will expand or add productive programs...."

Strategic Direction # 4--Develop Technology as a Comprehensive Teaching and Learning Tool. "TSU will seek preeminence in utilizing technology across the curriculum and will become one of the major distance learning providers in the nation."

Strategic Direction # 6--Provide Facilities to Meet the Needs of Students, Faculty, Staff and Community. "The mix of space and facilities will be a function of both residential growth, distance learning needs, and...."

Troy State University at Phenix City and University College exist as divisions of Troy State University primarily to serve adult, non-traditional students through delivery systems that best meet the needs of these mature learners. Phenix City and University College programs are listed in Appendix B. No complete degree programs are totally offered from the Troy Campus. The Troy Campus continues to work with College Deans to expand distance learning programs throughout the University and targets complete degree programs to be available in the 1999-2000 academic year. Distance learning is one of the leading delivery methods for addressing non-traditional students and is required by the mission, objectives and strategic directions of Troy State University.

C. LOCATION/SITE INFORMATION

Presently Troy State University has designated three centers of distance learning activity.

Troy State University
Troy Alabama 36082

Delivery systems:

- ◆ Live Interactive
- ◆ Telecourses
- ◆ Online/Web-Based
- ◆ Alternative new technologies

RESPONSIBLE ADMINISTRATOR:

Coordinator

Distance Learning

Wallace Hall
Troy State University 36082
(334) 670-3976

Troy State University-Phenix City
Phenix City, Alabama 36869

Delivery systems:

- ◆ Live Interactive
- ◆ Live-into-Cable
- ◆ Live Class on Tape
- ◆ Telecourses
- ◆ Online/Web-Based
- ◆ Alternative new technologies

RESPONSIBLE ADMINISTRATOR:

Director

Troy State University-Phenix City
One University Place
Phenix City, AL, 36869
(334) 448-5129

Troy State University - University College
Ft. Walton Beach, FL 32549

Delivery systems:

- ◆ Live Interactive
- ◆ Telecourses
- ◆ Live Class on Tape
- ◆ Online/Web-Based Internet
- ◆ Alternative new technologies

RESPONSIBLE ADMINISTRATOR:

Coordinator

Distance Learning Site
P.O. Box 2829
Troy State University Florida Region
Ft. Walton Beach, FL 32549
(850) 301-2151

D. MEANS USED TO MONITOR AND ENSURE QUALITY OF ACADEMIC PROGRAMS

Although the delivery methodology may vary for a given course or program in distance learning, a definite development process is followed to insure course outcome consistency with curriculum requirements and goals. Phenix City and University College courses that are offered follow a prescribed process of collaboration outlined by the Deans Council Ad Hoc Committee on Distance Learning in its Distance Education Quality Control Program and

Checklist (see Appendix C). This procedure insures collaboration and quality control between the Phenix City/University College Academic Dean, the Department Chairs, the Director/Coordinator of Distance Learning at the location, the appropriate School Dean at TSU, and the faculty member responsible for the course. The Deans and Department Chairs determine the courses that are needed, the number of students who are ready for courses being planned, and the location of those students. The Academic Deans and Department Chairs identify faculty, regular or adjunct, appropriate for the methodology. Individual organizational units have directors/coordinators of distance learning that support the scheduling and the logistics for delivery of a course. The faculty member develops the course content, support materials, and the syllabus which must be approved by those involved in the planning procedure including the Dean of the appropriate College. Included in Appendix D are outlines of the course development processes in Phenix City and the process the Florida Region uses to support course development throughout University College. Courses are developed in Troy directly under the supervision of the College Dean and Department Chair and follow the same procedures/committee review as Troy Campus courses.

The newly created Department of Distance Learning's role in quality assurance will be to facilitate and help coordinate the review process on the Troy Campus. It will not independently develop any degree program, but may be involved in some nondegree/professional education activities. The Department of Distance Learning will largely assume a fundamental role in the development of standardized quality criteria and assessment for distance learning courses along with faculty training and course development support. As with all other academic programs, the final approval authority and accountability for the academic degree development process resides with the appropriate College Dean and the Provost.

1. The Planning Process

Distance learning activities are included in the same planning process used by all Troy State University units ("Manual for Planning and Institutional Effectiveness Plan, October," 1995). The Institutional Effectiveness Plan is followed to assess and insure the quality of individual performance, academic programs and nonacademic operations. A summary of Six Points of Institutional Effectiveness is included in Appendix I. The complete Manual For Planning and Institutional Effectiveness Plan can be obtained from the office of Institutional Research, Planning, & Effectiveness/Grants & Contracts. Six Points of Institutional Effectiveness (SPIE) are been prepared for each administrator, academic program/major, and non-academic operation. With this SPIE, the unit reviews:

- a. Its purpose and how that purpose supports the purpose of the University
- b. To what extent its objectives achieve its purpose
- c. The appropriateness of its expected results and assessment instruments

- d. The procedures for administering the assessment instruments,
- e. The appropriateness of the person(s) assigned to analyze the results of assessment, to formulate the means to strengthen or improve the performance, program, or operation, and to be responsible for implementation of the plan for improvement.

2. Systematic Evaluation of Instructional Results

The evaluation of all off-campus degree programs is the primary responsibility of the Vice President and the Dean of Academic Affairs for the location. They are assisted in those responsibilities by not only the appropriate Troy Campus Deans, but also by local faculty and academic administrators with the final accountability resting with the Provost. In the case of Troy Campus programs, the Dean of the College assumes the primary responsibility of evaluation. The Department of Distance Learning will assume a fundamental role in the development of standardized quality criteria and assessment for distance learning courses. The following instruments are used in the evaluation of the programs:

- a. Student End-of-Course Critiques
- b. Student Exit Assessment form (completed by all students filing an Intent to Graduate)
- c. One-Year-Out and Five-Year-Out Alumni Surveys
- d. Major Field Achievement Test - Undergraduate only or other appropriate exit examinations in disciplines where other examinations are available
- e. Academic Profile Test - Undergraduate only
- f. Comprehensive Exams - Graduate Only
- g. The Graduating Student Survey

3 Process for Monitoring and Evaluating Expanded Activities

- a. Troy State collects student statistics or headcount and enrollment data quarterly. This data is provided to location administrators and to TSU Troy for monitoring and evaluating the programs.
- b. All of the processes described in "2" above are used to monitor the academic quality of the new or expanded activities.

4. There are no differences in admission or graduation requirements for students participating through distance learning.
5. There are no special arrangements for grading, transcripts or transfer credit policies for distance learning students.

E. INSTRUCTIONAL MATERIALS

Troy State University internally produces the majority of the materials used for its courses. Selected supplementary materials used to support courses are cleared for appropriate copyright usage and clearance documentation is kept on file at the faculty location.

1. The instructor selects and evaluates all instructional materials needed for a class. Once he/she has made a selection, these are submitted to the appropriate, academic department chair for approval.
2. All instructional materials that are to be edited or adapted are submitted to the appropriate, academic department chair for approval.
3. The following resources are available: qualified distance learning and technology experts who assist faculty with the development and delivery of DL courses, a fully operational "Electronic Classroom", computers labs, graphics workstation, video and audio equipment, software, and other resources that become available as technology advances. Adequate funds are budgeted for distance learning course development. Independent development activities at Phenix City or within University College are supported by the budgets of these individual units (See Appendix F).
4. Troy State Phenix City and University College are jointly accredited with the Troy State University at Troy, Alabama. There is currently limited use of videotapes produced and licensed by PBS as well as some internally produced interactive videos. Licenses/contracts are available at the originating locations.

F. INFORMATION CONCERNING THE INSTITUTION'S FACULTY AND PERSONNEL INVOLVED IN THE DEVELOPMENT AND PRESENTATION OF DISTANCE LEARNING COURSES.

1. Courses that have been offered via distance learning are the same as courses offered using the traditional classroom delivery methods. TSU faculty have determined the course content of courses in the TSU course listing and the same faculty will select the courses that will be offered via distance learning.
2. All faculty involved in distance learning courses must meet the same qualifications as any other faculty who teach at TSU. A roster of instructional staff

is attached for Phenix City and University College (See Appendix E). Troy Campus faculty rosters in nursing and business have been submitted recently in previous separate substantive change proposals for distance learning in these disciplines.

3. Procedures for the evaluation of faculty involved in distance learning classes are the same as for faculty in regular classes. The material mentioned in "D (2)" above includes evaluation of the faculty members. The results of student input are reviewed by the Academic Dean and Department Chairs, and are discussed with the respective faculty members. Input from the Dean of Distance Learning is considered in this process.

4. Deans of the respective academic units or Colleges with distance learning programs set the faculty workload specifications for their courses. Faculty who are teaching via distance learning may be provided release time from other teaching duties or given stipends to prepare for distance learning courses. Since the enrollment in a distance learning course is sometimes higher than in a regular course, faculty may be provided additional assistance in the form of student graders and overload adjunct compensation when excessive enrollment occurs. Faculty load considerations are the decision of the Dean of the appropriate College.

G. LEARNING RESOURCES

Support services provide learning resources and services of an appropriate breadth and quality to students enrolled in distance learning activities.

Students enrolled in distance learning classes have equivalent services available to those of other students. The services include class materials, access to TSU library via internet or other electronic means, access to TSU library/computer laboratory, e-mail, telephone communication with the instructor and Director/Coordinator of Distance Learning, and campus records. The syllabus and other course materials may be more comprehensive. Classroom materials are mailed or distributed by other electronic means to the students who do not physically attend class. Students may order materials by mail or other electronic means.

An explanation of library support is expanded in the individual attachments for Troy State University Troy, Phenix City and University College (see Appendix F).

H. THE MEANS BY WHICH THE INSTITUTION PROVIDES SUPPORT SERVICES FOR STUDENTS ENROLLED IN DISTANCE LEARNING ACTIVITIES.

Students who enroll in distance learning courses follow equivalent procedures for admission, financial aid, skill assessment, registration, and academic advising as students enrolled in other courses. Thus the support services for admission, skill assessment, records maintenance, registration, advising, and counseling are the same for students enrolled in distance learning activities as for students enrolled in regular courses at TSU.

Many students enrolled in distance learning classes have either enrolled in regular classes at TSU or are enrolled in regular classes concurrently with enrollment in distance learning classes.

I. CONTRACTUAL ARRANGEMENT OR OTHER ARRANGEMENTS FOR THE USE OF SUPPORT SERVICES PROVIDED BY OTHER INSTITUTIONS OR ORGANIZATIONS.

Troy State University does not utilize any major contracting support from other institutions or organizations. PBS licenses/contract are available at the originating locations.

J. INSTITUTION'S ORGANIZATIONAL STRUCTURE FOR ADMINISTRATION.

Troy State University has an administrative staff at each location to administer the distance learning operations. The course development and planning is conducted by faculty in the academic departments under the supervision of Department Chairs, the unit Academic Dean, the School Dean and Provost at TSU.

- ◆ Phenix City: TSU-PC has an administrative staff to administer the distance learning operations. Effective with the 1998-99 academic year, the staff includes a Director of Distance Learning, two part-time technicians, one full-time technician, a part-time secretary, and a part-time coordinator (Organization Chart in Appendix G).
- ◆ Troy State University: The newly created Distance Learning Center on the Troy Campus includes a Dean, Secretary, Coordinator of Admissions/Student Services, Web Coordinator and course design/technology Distance Learning Coordinator (Organization Chart in Appendix G).
- ◆ University College: A Distance Learning Site has been created in Florida to administer the unique marketing and processing requirements of distance education. This site is initially structured with an Advisor, Student Services Specialist, and Account Clerk. This is a slightly different Regional site structure because of the more administrative-intensive processing, coordinating of faculty/library support, and technology training/support. Responsibilities for these personnel would include normal site functions performed via technology (Organization Chart in Appendix G).

K. FINANCIAL RESOURCES REQUIRED TO SUPPORT THE CHANGE.

Financial resources supporting this change are provided through the existing Troy State University System and from tuition and fees derived from students enrolling in distance learning courses. Just as with other degree programs, TSU supports distance learning by providing resources such as, a web site/E-mail, Internet access, computer servers, PBX phone system, Datatel system, on-line/on-demand library resources, office support, financial aid/VA processing, textbook support, marketing, etc. These resources are already secured and available. Full-time staff positions are being created in the Department of Distance Learning on the Troy Campus that will start providing some

support to other locations operation. The goal is to expand the staff in this central organization as the number of distance learning offerings expands. Locations delivering distance learning programs currently have budgeted personnel including distance learning coordinators/directors that support distance learning activities. The budget details the revenue and expense estimates for the first year of operation (See Appendix H). Categories for teaching salaries, stipends, instructional supplies, subscriptions and contract services were created to provide resources going to contractual instruction and support services. The Troy Distance Learning Center is being started with only an operating expense budget. Revenues from Troy Campus distance learning courses will be directed to a distance learning account and revenue will be allocated to the various colleges involved based on enrollments and centralized distance learning activities. The Provost of TSU will determine this division in negotiation with the parties involved.