

University of Houston  Victoria

**Institutional Report on Distance Education  
and Off-Campus Instruction**

**Resubmitted to the Texas Higher Education Coordinating Board**

**June 26, 2007**

## **University of Houston-Victoria Distance Education Report**

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## **Preface to the Institutional Plan for Distance Education and Off-Campus Instruction**

The University of Houston-Victoria is an upper-level and graduate institution with selected bachelor's and master's degree programs in the Arts and Sciences, Business Administration, Education and Human Development, and Nursing. In cooperation with community colleges, which offer the first two years of instruction, the university provides an opportunity for students to complete baccalaureate degrees. At both the undergraduate and graduate levels, the university admits only students whose records demonstrate successful academic performance at the college level.

In reaching out to students online and on site in multiple communities, the University of Houston-Victoria is evolving beyond location and becoming a new kind of public university. The University serves commuting students from Victoria and surrounding counties, and also offers degree programs in collaboration with other UH System institutions, at two off-campus centers in Fort Bend County and offers courses at a number of other off-campus sites in the region.

UHV is not a place-bound institution. Rather it has become more nearly a delivery system than a location. The following facts profile the kind of institution that UHV has become:

- Although headquartered in Victoria, somewhat more than 50% of UHV students reside in the Houston area. Only about 25% of them live in Victoria County.
- About half of UHV enrollments are in web-based courses.
- UHV manages both the UH System teaching centers in Fort Bend County. These are full-service centers, functioning just like campuses. The main difference is that the central administration is located on the campus in Victoria.
- All of the center staff members are on the UHV payroll, and several of them serve UHV exclusively.
- Approximately 40% of the UHV full-time faculty reside in the Houston area and are assigned to the Sugar Land or Cinco Ranch campuses as their primary workplace. They participate in university governance and academic decision making in the same way as do faculty members located in Victoria. Most faculty meetings and committee meetings are done through technology, specifically interactive television and online management tools like WebCT and Adobe Acrobat Connect Professional (formerly known as Breeze).
- There are well-developed online library resources available, and there are full-time librarians at the Sugar Land and Cinco Ranch sites.

Typical programs include Computer Information Systems (BS), Business Administration (MBA), Special Education/Reading/ESL (BSIS), Administration (MEd), Counseling (MEd), and Curriculum/Instructional-Reading (MEd), and Elementary Education (BSIS). Approved program offerings and modes are listed in Appendix A.

Modes of delivery include in-person (face-to-face), interactive television (ITV), online/web-based, or a combination of these modes. The MBA coursework is available entirely online, as well as in person, but students are likely to complete the program using more than one mode. Currently the Nursing program is not offering any online

courses since surveys during the development of the program showed that students strongly preferred face-to-face courses.

Marketing and delivery of distance education is in the Victoria-Houston-Austin region. The institution is committed to providing the convenience of electronic delivery, in combination with in-person attention to student needs. In addition to degree programs, the university extends educational, informational, and cultural opportunities to the public through library services, outreach and professional development programs, and a variety of special events.

In reaching out to students online and on site in multiple communities, the University of Houston-Victoria is evolving beyond location. But though its identity may have changed, its basic mission remains the same: to provide able students, often with job and family obligations, convenient access to higher education that is affordable, credible, and relevant to their lives, their communities, and their world.

The institution has maintained an operating plan for distance education since 1995 (see Appendix B).

## **Section I. Institutional Issues**

### **Institutional Report Guidelines, version IRDE-2004.1**

#### **Section I. Institutional Issues**

**1. The institution documents compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs (PPG)*. The institution uses the PPG Course Guide or some other course evaluation form to confirm compliance with the PPG.**

The institution recently has developed a New Course Development, Review and Approval form which is based on the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* (see Appendix C). The form will need to go through appropriate institutional review processes. If approved, faculty who plan to deliver a course electronically or via ITV will need to complete and submit this form prior to delivering the course.

The proposed form requires that faculty respond to specific course development questions corresponding to the 5 sections of the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*. The course must be approved by the Department Chair and/or Director of Online Programs and the Dean and Provost.

Additionally, full-time and part-time faculty developing online courses have the opportunity to apply for instructional technology awards ranging from \$1,000 to \$3,000. These awards may be in personal pay or a like amount in institutional support. Faculty applying for these awards must submit an instructional technology award form (see Appendix D) along with the New Course Development, Review and Approval form.

**2. The institution evaluates the overall effectiveness of its distance and/or off-campus education efforts by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts.**

Yes. All university distance education offerings fall under the same criteria of planning and evaluation encompassing all programs, administrative procedures, and educational support services (see [http://www.uhv.edu/pro/\\_review/2006-07/index.htm](http://www.uhv.edu/pro/_review/2006-07/index.htm)). Institutional effectiveness and performance indicators can be accessed on the University of Houston-Victoria's web site at <http://www.uhv.edu/pro/planning.asp>

Additional measures have been implemented to ensure distance education quality, such as instructional technology training and support through Learning Technologies and Design, online support technicians placed in each of the academic schools to provide technical support for both faculty and students, and access to multimedia training and support to ensure highly interactive online courses. Also, the School of Business Administration assigns a senior and experienced faculty member to co-teach an online course with a newly hired faculty member to maintain consistency and quality in instructional delivery.

A university-wide committee has devised student/alumni satisfaction surveys to monitor student needs and to help us implement appropriate adjustments where needed. And, to ensure student learning quality, Deans review student evaluations of instruction in off-campus and online offerings. As a result of both informal and formal data collection on effectiveness, UHV implements changes to improve student and faculty services. For example, in the School of Education and Human Development, they have implemented procedures to promote student learning and professors are sponsoring community and university events with students as part of course requirements. The School of Arts and Sciences have added a number of hybrid/blended courses based on student assessments of need. The school has also added video streaming to some courses. They also continue to develop and revise policies and procedures for online courses. Finally, the School of Business Administration have made several improvements to online courses since 2002. They have added course features such as a Welcome Page and Introduction to WebCT Vista page. They have worked with the UHV library to make available electronic reserve material specific to each online course. Business has also more thoroughly documented what student expectations are for each course.

In addition, to normal faculty channels of communication to administrators, periodic faculty satisfaction surveys and technology utilization surveys are conducted to monitor faculty satisfaction and technical needs at the off-campus sites. As a result of these surveys, technical support has increased, bandwidth is being increased, and additional technology has been added to support UHV's increasing technological delivery.

**3. The institution has a position responsible for distance learning and off-campus instruction that is appropriate for the institution and the size of the distance and/or off-campus education program.**

Yes. The institution is completing the restructuring that began last May. As a part of this restructuring, the Provost's office charged the Director of Online Programs in the School of Business Administration to complete a thorough

analysis of online support. Her report has just been presented to the academic deans and the provost. Currently, the office of Provost and Vice-President for Academic Affairs oversees the university's distance education. As a result of the recent report, several options are being considered by administration for management of distance education, all continuing to reside under the Provost's office. A distance education director will be appointed and will provide oversight for UHV distance education efforts. That individual will continue to represent UHV at UH System distance education meetings and will help provide direction for the UH System centers in Sugar Land and Cinco Ranch.

The Deans are responsible for ensuring the quality of distance education courses and degree programs. A UH System-wide committee called Academic Administrative Support (AAS), comprised of system directors, distance education directors, and, as needed, academic advisors, admissions managers, and top university administrators meets to continuously improve distance education operations, services, and to facilitate collaboration among UH System institution. Other system committees also meet periodically to collaborate on operations, such as marketing, programs, fee structure, and regional networks. Although UHV manages the daily operations of the system centers, the UH System Provosts' Council serves as an oversight body for the off-campus centers and collaborative delivery of academic programs.

#### **4. The institution has a process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance and/or off-campus education.**

Yes. The deans consider several factors in evaluating a proposed distance education program. First and foremost, the dean establishes the presence of student demand for the program adequate to support a reasonable selection of courses each semester; thus, students are not recruited into programs from which they will not be able to graduate in a timely fashion. This determination can be made via recommendations from internal mechanisms within each individual school, such as planning committees, etc. Second, the dean determines whether it is in the best interest of prospective student for the program to be delivered via distance education; in some cases, this consideration contradicts student demand. For example, historically the School of Business Administration has not chosen to deliver the BBA degree in accounting online despite high student interest, because a graduate of an online accounting program would have difficulty qualifying to sit for the CPA exam. Finally, the dean determines whether sufficient resources exist to support the proposed program. The quality of the proposed program must be equal to the quality of any existing traditional program. Thus, the faculty available for the program must meet the same qualifications and professional standards as those assigned to teach in traditional programs.

Once programs have been approved by the schools, they are sent to either the UHV Undergraduate Affairs Committee or the UHV Graduate Affairs Committee for further study and recommendation. After this level of review, the proposal is forwarded to the Faculty Senate for further review and recommendation. Final approval for a proposal to

to offer a complete degree and certification program via distance delivery and/or off-campus instruction resides with the Provost and Vice President for Academic Affairs.

This process ensures that the schools systematically plan their program delivery with the aim of meeting curricular needs and upholding program quality.

### **5. The institution's admission and recruitment policies and decisions take into account the capability of students to succeed in distance education and off-campus courses and programs.**

Yes. The university student admission requirement for undergraduate students is the same for traditional on-campus students and distance education students. Admissions processes and criteria are clearly identified in the Catalog (<http://www.uhv.edu/catalog/Admissions.asp>)

In 2003, qualitative admission factors were included in graduate admissions criteria of UHV. Qualitative admissions documents include (1) a letter of application and/or resume; (2) a recommendation from a practicing professional in the field of study or related field; (3) a personal essay. In 2006, the University of Houston System signed a Joint Admissions Agreement with community colleges in the Gulf Coast region. Students transferring under the Joint Admissions Agreement will receive counseling and academic advising and some access to university services/activities prior to their admission to UH-Victoria.

University of Houston-Victoria has also rolled out the PeopleSoft student records system to allow more efficient admissions and management of student records.

The university maintains comprehensive recruitment strategies in each of the academic schools. Recruiters serve on the marketing committee to ensure that university and program information is appropriately targeted to our constituent markets. Recruiters, advisors, and faculty attend multiple advising/recruiting events in the Victoria region as well as in the greater Houston metroplex area. Each of the schools strives to maintain close contact with students from their initial inquiries about UHV through the admissions process until a student graduates. This approach allows us to ensure our students' success.

### **6. The institution has established requirements for satisfactory progress and graduation for distance education students.**

Yes. The institution has established requirements for satisfactory progress and graduation for distance education students. Graduation requirements are the same for the traditional on-campus student and the distance education student. These requirements are clearly published in the Catalog (<http://www.uhv.edu/catalog/>).

Student services, such as academic tutoring, academic advising, degree-plan counseling, library, and career services are afforded to both on-campus and distance education students to help ensure students' satisfactory progress and graduation.

**7. Policies relevant to transcribing, grading, and transfer credentials are in place.**

Yes. Policies relevant to transcribing, grading, and transfer credentials are in place and are the same for the traditional on-campus student and the distance education student. The policies are provided in the Catalog (<http://www.uhv.edu/catalog/>).

**8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA).**

Yes. Students, who fall under the Americans with Disabilities Act (ADA) and who need assistance, whether on-campus or off-campus, follow the same procedures. To ensure compliance with the Americans with Disabilities Act (ADA) and greater consistency in reasonable accommodations, we have centralized disabilities services. Students who have submitted the appropriate documentation through our Office of Student Services are ensured fair, reasonable accommodations. The Coordinator of Student Services provides additional support to faculty and staff requesting assistance with a student with disabilities. The Coordinator recommends the most current technology feasible in different learning environments for any students with a documented disability based on that student's disability.

**9. SACS and other professional credentialing agencies are notified, as appropriate.**

Yes. UHV has received approval for all programs through the Southern Association of Colleges and Schools (SACS). UHV complies with all accrediting requirements regarding notification of distance and/or off-campus courses and programs. The Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board, and other professional credentialing agencies are notified of off-campus or electronic delivery of programs, in accordance with their reporting procedures. The institution currently has no SACS communications pending.

**10. The institution has sufficient financial resources to initiate and sustain quality distance learning and off-campus courses and programs; the facilities, staffing, equipment and other resources essential for them; and a process by which funding is distributed to support distance education and off-campus instruction.**

The University of Houston-Victoria (UHV) has the financial infrastructure and support for developing and delivering courses in person and electronically. The university has for many years placed distance learning as a funding priority during the budgeting process. During the yearly budget process, the provost and deans present needs for faculty, support staff, and technology in order to continue and expand distance learning.

In order to be successful in developing distance learning, UHV has also collaborated with the UH System institutions to pool resources and expertise. Additionally, the UH System has provided funding to support development of joint online courses and collaborative online programs between or among UH System institutions.

In addition, Higher Education Assistance Funds (HEAF) monies are being utilized to

build and improve our technological infrastructure. We continue to network the UH institutions, the community colleges, and the independent school districts in the Houston-Victoria region to help meet the Texas Higher Education Plan Closing the Gaps, 2015.

**11. The institution complies with THECB Rules in Chapter 4, Subchapter E and with Notification and Approval Procedures concerning prior notification of peer institutions before offering off-campus courses and programs and the Higher Education Regional Council procedures.**

Yes. When other institutions question a UHV plan to offer off-campus programs or courses, UHV dialogues with those institutions to resolve any issues. UHV also has developed agreements with UH System universities to notify area peer institutions of off-campus programs.

**12. A procedure for calculating the cost of offering distance education courses to out-of-state students and a process for determining that fees “sufficient to cover the cost of instruction” are charged to those students are in place.**

Distance education efforts are routinely supported through the institution's annual budgeting process. Budgets are developed and approved at the System level for the off-campus centers and centralized technology support.

Since the number of out-of-state students enrolled in our distance education courses is not significant at this time, UHV charges those students non-resident tuition, but charges the same fees as in-state students pay. If such courses were to become significant, then we would develop a procedure for determining out-of-state distance education student costs and associated charges.

For 2006-07, Texas residents pay \$819 per MBA course (\$654 in UHV tuition & fees plus the \$165 MBA fee). Non-resident and international students pay \$1,494 per MBA course (\$1,329 in UHV tuition & fees plus the \$165 MBA fee).

The new partnership agreement with Universidad Internacional requires the payment of tuition and fees of \$21,000 for the entire program, which equates to \$1,312.50 per MBA course. The agreement does not provide any breakdown of fees, including the MBA fee. The negotiated amount of \$21,000 or \$1,312.50 reflects (1) prevailing rates in Latin America for quality MBA programs delivered by institutions in the USA; (2) a minimum cohort size of 20 MBA students; and (3) the many services offered by our institutional partner in Mexico. The minimum cohort size of 20 provides economies of scale when compared to the minimum class size of five for general UHV graduate classes. With respect to services, Universidad Internacional is financially responsible for facilities (e.g., classrooms, computer labs, library space), marketing and recruiting, and technical support (e.g., hiring an Online Support Technician).

As a result, we believe that the partnership with Universidad Internacional in Mexico will not only cover all direct and indirect instructional costs, but also cover a 20% UHV

administrative charge and generate significant funding for continuous improvement of our domestic programs.

## **Section II. Educational Programs**

### **1. The institution has procedures in place for planning, development, approval, and review of distance and/or off-campus education programs to ensure quality and currency; and for meeting external accrediting bodies' standards.**

Yes. Procedures for planning, development, approval and review of quality distance education programs are routinely covered in the institutional effectiveness system of the university, which includes highly structured planning, budgeting, and assessment processes. The complete program planning, development, review and approval process is on the web at <http://www.uhv.edu/pro/planning.asp>

Basically, planning and development begins in the schools and administrative units with the development of initiatives and identification of needs and priorities. The Provost and Institutional Research Officer update institutional planning documents that are then forwarded to President's Cabinet for additional updating and revision. This planning is continued through the budgeting process.

Program review at UHV primarily serves to improve the quality of academic programs and the stewardship of institutional resources. Its major purposes are

- To improve the effectiveness of each academic program.
- To make timely, well-informed decisions about program priorities and resource support.

Each degree program is reviewed on a regular cycle by the Program Review Committee in cooperation with the program faculty, school dean, and Office of Institutional Research. Recommended changes in program content or standards will proceed through the established academic governance process. Recommended changes to supporting resources will proceed through the established budgetary process.

Annual assessment reports from the school deans are combined with other data to provide the information base for a comprehensive review of designated programs when they come up in the cycle. Other data include number of majors and graduates, formula revenues, costs, credentials of the program faculty, and survey on learning support.

### **2. The institution has plans/procedures for assessing student learning outcomes. The institution also evaluates student retention and student satisfaction in its distance and/or off-campus education programs and courses; and uses the results of the assessment to improve courses and programs.**

Yes. Educational effectiveness and the teaching/learning process have been assessed through an evaluation process in each of the academic schools. Each school applies specific standards for assessing student learning outcomes. Faculty establish goals and objectives for classes, along with specific learning outcomes. Students are

assessed by faculty through a variety of assessment measures, including exams, portfolios, and written documents. The institution continues to place great emphasis on developing rigorous assessment of student learning outcomes and works toward the continuous improvement of online instruction.

Retention rates at UHV are comparatively high. The average 1st-year-retention rate of the full time undergraduate student in the last five years is 83%, with graduation rates averaging around 75%. As an upper-level and graduate institution, UHV admits only proven students. Also, ample financial aid is available. Thus, retention has simply never been a problem with regard to either campus-based or distance-education students.

Nonetheless, the institution has examined and will continue to examine on a regular basis comparative retention rates for both types of students, as well as for online vs. face-to-face courses. In the former case, we have seen no significant differences. Course retention rates for both on-campus and off-campus face-to-face courses average 93-94%. Retention for online courses is 87-90%, which has increased from 82-85% from our last assessment. We are developing online orientations for students that enable them to assess and increase their level of preparedness before they sign up for an online course.

We have also observed that Black and Hispanic students, particularly in the Houston area, may experience on the average some difficulty in our MBA program. Our School of Business Administration continues to provide opportunities for MBA students to improve their verbal and quantitative skills, particularly if they have been away from academic study for a number of years or simply did not achieve a strong grounding in those skills.

The institution has recently formed a committee that is designing student surveys to gather data on the UHV experience. Three groups will be surveyed: prospective, new students; current students; graduates and alumni. This data will be used departmentally to continually improve the student learning experience. The institution also has a suggestion box link on its website that allows students to comment on academic courses and university services. These suggestions go to departmental heads, where they can be used for continuous improvement.

### **3. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning.**

Yes. The institution evaluates the effectiveness of the electronic delivery modes it uses in the context of student learning. Faculty members develop or evaluate all materials used in their classes. Delivery technologies are chosen by faculty according to their course objectives and desired learning outcomes. WebCT is the course management system used by the institution to foster the delivery of interactive, convenient, high quality instruction to students.

Courses that require more real-time interaction can be delivered via interactive television (ITV) or enhanced online with Adobe Acrobat Connect Professional (formerly known as Adobe Acrobat Connect Professional (formerly known as Breeze)). ITV allows faculty to be at one location with a group of students while delivering instruction to a remote location with another group of students. Adobe Acrobat Connect Professional (formerly known as Breeze) facilitates real-time interaction and collaboration. Students can

connect from any location with a computer. Two-way Adobe Acrobat Connect Professional (formerly known as Breeze) audio and video allows real-time interaction among connected students and their instructor.

#### **4. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students.**

Yes. Programs and courses provide for timely and appropriate interaction between students and faculty, and among students. Faculty and student interaction can occur in many ways. In online courses, faculty can facilitate discussions via the class discussion boards within WebCT. Email is also available for faculty to respond more personally to students. WebCT also has synchronous chat rooms available for faculty to host real-time discussions with enrolled students. In ITV courses, faculty connect via interactive television with students at remote locations. They interact in real-time with those students, promoting questions and involvement from their students. Adobe Acrobat Connect Professional (formerly known as Breeze) also allows faculty and students to interact in real-time throughout the session. Adobe Acrobat Connect Professional sessions can be recorded for future play back and review as well.

#### **5. Appropriate security measures are in place to assure the integrity of student work and testing.**

Yes. In all UHV distance education and off-campus courses, appropriate security measures are in place to assure the integrity of student work and testing. In online courses, we use the Respondus lock-down browser which prevents students from browsing the internet or going to other programs while taking an online exam.

Within WebCT, questions are randomized, testing time is limited, and questions can be delivered one at a time to prevent students from looking up or sharing answers with others. In ITV sessions, exams are proctored at all sites to assure integrity of all exams.

#### **6. All electronically delivered courses and programs are listed on TexasDistanceEducation.com**

Yes. The Schools of Arts and Sciences and Education and Human Development are working on listing electronically delivered courses and programs on TexasDistanceEducation.com. The School of Business Administration lists four programs on TexasDistanceEducation.com. The programs include Bachelor of Business Administration-General Business, Bachelor of Business Administration-Management, Bachelor of Business Administration-Marketing, and Master of Business Administration.

### **Section III. Faculty**

#### **1. The qualifications for distance and/or off-campus education faculty are the same as faculty teaching the same courses in a traditional on-campus format.**

Qualifications for faculty teaching distance-education courses are identical to those for faculty teaching the same courses in a traditional on-campus format. All faculty must meet Southern Association of Colleges and Schools (SACS) requirements for their subject area. Specifically, although a doctorate is strongly preferred for faculty teaching undergraduate courses, an instructor for an undergraduate course can have at least a master's degree with no fewer than 18 course hours in the content area, and an instructor for a graduate course must have a terminal degree in the content area, or a terminal degree in a related area with significant academic research in the content area. For example, a faculty member teaching a course in English may hold a doctorate in English or in Comparative Literature. We hire a high percentage of tenure-track faculty to teach online and off-campus courses.

Faculty teaching online or by interactive television are expected to receive appropriate educational technology training from the Learning Technologies and Design staff or to have prior experience.

## **2. The institution provides orientation, training, and support services for faculty involved in distance education and off-campus programs.**

Yes. The institution provides orientation, training, and support services for faculty involved in distance education and off-campus instruction. Faculty are assisted in developing web-based instruction. Faculty offering online/web-based courses for the first time must receive prior training. Training is available through workshops, as well as in one-on-one sessions conducted by Learning Technologies and Design staff. Learning Technologies and Design staff can assist the faculty with online course design and development from inception to finished product.

New faculty in the School of Business Administration receive mentoring through a formal mentoring policy (see Attachment E). Faculty and students working online receive technical support with WebCT from full-time online support technicians who are assigned to each school.

Additional technical assistance is provided by Information Technology. The Faculty Manual is available online to help guide faculty and can be found at [http://www.uhv.edu/pro/Faculty\\_Manual/Manual/TOC.asp](http://www.uhv.edu/pro/Faculty_Manual/Manual/TOC.asp)

## **3. Procedures are in place for appropriate evaluation of faculty involved in the distance and/or off-campus education program (such as procedures that evaluate faculty-student interaction).**

Yes. Procedures are in place for evaluation of faculty involved in the distance and/or off-campus education program, including the evaluation of faculty-student interaction. Evaluation of instructional effectiveness, including student satisfaction, is conducted for off-campus and online courses. Student evaluation of instruction is conducted for all courses each semester. Each student in each course is allowed to evaluate the course and the instructor anonymously, giving numerical ratings in several areas and writing any comments they may wish to share. This information goes to the Dean and ensures that student satisfaction with online courses is comparable to student satisfaction with face-to-face courses. Needs and concerns identified are addressed as soon as

possible. See Appendix F for faculty/course course evaluation instruments for the academic schools.

#### **4. Faculty have a role in development and evaluation of courses.**

Yes. Faculty develop and evaluate their own courses. Faculty may work with the institutional instructional designer, multimedia specialist, and online support technicians in the development of online courses. Faculty remain the content experts and determine the learning objectives and outcomes for each of their courses. Faculty also continuously assess their courses, based on their instruction of that course and the feedback from students. This assessment is used for continuous course improvement. Comprehensive efforts to improve evaluation processes and instructional effectiveness are ongoing.

#### **5. A policy exists that addresses faculty teaching load for those involved in distance and/or off-campus education.**

Yes. The teaching load for electronic delivery of courses is determined in the same manner as for traditional in-person delivery. If the enrollment exceeds the number of students who can be taught effectively, the course will be split into multiple sections or the instructor will be credited with two courses. The academic deans make the decision on enrollment limits and teaching loads. Faculty can receive a course reduction or overload pay for the development of web-based courses. In addition, they receive travel stipends for off-campus course delivery of courses delivered over 30 miles from campus.

The faculty workload, compensation and additional income policy is available in the online Faculty Manual: Section F-1 Workload ([http://www.uhv.edu/pro/Faculty\\_Manual/Manual/F-Employment\\_Workload.asp](http://www.uhv.edu/pro/Faculty_Manual/Manual/F-Employment_Workload.asp))

#### **6. A process exists for evaluating credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.**

Yes. All faculty must meet Southern Association of College and Schools requirements for their subject area. For graduate level courses, faculty must hold an earned doctorate in the discipline being taught, or in a closely related area. The doctorate in an appropriate field is strongly preferred for faculty teaching undergraduate courses as well, but they are required to have earned at least 18 graduate semester credit hours in the discipline taught.

Among the UH System institutions articulating courses, faculty credentials are assured by each participating institution and are verified by UHV to ensure faculty credentials are consistent with our own. In cases where UHV hires faculty from institutions outside the System, UHV requires they submit curriculum vitae and official transcripts. Those faculty must meet the same qualifications as all other faculty.

#### **7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance and/or off-campus education.**

Yes. Intellectual property is governed by policies approved by the Board of Regents and included in the Faculty Manual: Section H-2 ([http://www.uhv.edu/pro/Faculty\\_Manual/Manual/H-Academic\\_Honesty.asp](http://www.uhv.edu/pro/Faculty_Manual/Manual/H-Academic_Honesty.asp)) . Copyright and permission guidelines are defined in the Faculty Manual: Section H -3 ([http://www.uhv.edu/pro/Faculty\\_Manual/Manual/H-Academic\\_Honesty.asp](http://www.uhv.edu/pro/Faculty_Manual/Manual/H-Academic_Honesty.asp)) Faculty members are provided compensation for the development of online courses, which can include release time, paid assistance, overload stipend, and/or purchase of equipment and software. An explanation of compensation conditions and procedures exists in the Faculty Manual: Section F-2 ([http://www.uhv.edu/pro/Faculty\\_Manual/Manual/F-Employment\\_Workload.asp](http://www.uhv.edu/pro/Faculty_Manual/Manual/F-Employment_Workload.asp))

In general, the institution assumes that the faculty member owns course materials, but that the institution has a continuing right to their use, though not their commercialization.

## **Section IV. Student Support Services**

### **1. The institution provides distance and off-campus learners access to appropriate student services.**

Yes. The institution provides distance and off-campus learners access to appropriate student services. Student development services are essential to the achievement of the educational goals of the institution. The Student and Academic Services department is currently developing a web-based new student orientation for undergraduates and revising the student orientation for graduate students, which can be found at [http://www.uhv.edu/grad\\_orientation/](http://www.uhv.edu/grad_orientation/)

On the web, students can access information about programs, admission requirements, tuition and fees, books, library resources, parking, email accounts, computer services, technical help, and proctoring requirements. Student development services are an essential component of the university's commitment to enhance students' educational experience.

Degree plan counseling and career development are provided to all distance learners. Degree plan counseling is available via email, phone, or in person. Web-based distance learners can access career services through the university's website. The web informs students of the many career opportunities through access to databases specifically designed for investigating career opportunities. Also, students can call and/or electronically contact a student services and career coordinator.

Access to financial aid information is through the university's website (<http://www.uhv.edu/ofa/>) and in-person.

Online technical support needs are provided to support the university's online courses. Orientations are provided in-person, and an online orientation is also being developed. Faculty may provide additional course orientations or may request Learning Technologies and Design staff deliver customized orientations or educational technology instruction in their courses. WebCT the web-based course management system utilized by the institution provides 24/7 access to email and discussion boards. Also, students

can email or call the online support technicians in each of the schools for additional technical help with online courses.

To provide better and more efficient means of serving students, the University of Houston-Victoria continuously employs and upgrades technology to facilitate the managing of degrees/programs/certifications, fees, tuition, and other important information that students and administrators alike need from remote locations. Also, schools and support units evaluate the services they provide to students. For example, the School of Business Administration provides an online Student Services Staff Evaluation form on their website (<http://www.uhv.edu/bus/facultystaff/staffeval.asp>) to get students' feedback on services and to ultimately improve their services.

## **2. Distance and off-campus learners have access to library resources of an appropriate breadth and quality for the distance and/or off-campus education program(s) offered.**

Yes. Students and faculty have ready access to a wealth of library/learning resources and services to support the courses, programs, and degrees offered. The university provides electronic information available through current technologies and document delivery methods. All distance education students and faculty have access to their home campus library electronically. Resources available electronically include journals, references sources, books, study guides and tutorials. Professional library assistance is provided through web-based orientation, electronic mail, chat and/or telephone communications. In addition, a librarian is available at the Sugar Land campus and a library supervisor is on site at the Cinco Ranch location. Students attending one of the University of Houston System Centers and online students have access to all campus libraries, as well as all public university libraries in Texas through the TexShare card program. Library information can be located at the following URL: <http://vcuhvlibrary.uhv.edu>.

## **Section V. Distance Education Facilities and Support Services**

### **1. The institution has available the facilities and equipment necessary to deliver its distance learning program.**

Yes. The institution has available the facilities and equipment necessary to deliver its distance learning program. Infrastructure development to deliver the institution's distance education includes requisite equipment and transmission media. The computer infrastructure is in place. ITV equipment was first deployed System-wide in 1995-1996 with continual upgrades and improvements to the equipment and environment as needed to ensure quality. The institution continuously evaluates emerging technology to determine its use to enhance and expand upon our current infrastructure.

### **2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc., associated with distance learning activities.**

Yes. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc., associated with distance learning

activities. Technical support has been added both at UH and UH-Victoria to enable the infrastructure to work more dependably. ITV support staff at the UH System and institutional levels ensure effective communications delivery. Also, the ITV support staff continuously train to keep up with technology. Efforts continue to improve transmission and ITV reliability, particularly to multiple sites. Workshops and training sessions have been held for ITV delivery.

WebCT continues to be the course management system selected System-wide for developing and delivering online instruction. Online support technicians help faculty and students with technical situations that arise in day-to-day online course activities. Learning Technologies and Design staff provide instructional design, multimedia, and instructional technology training for students and faculty using WebCT and other instructional technologies.

Each institution has a director for distance education. The distance education directors and the director of the off-campus centers meet monthly to address issues and facilitate delivery of instruction and services.

## Appendices

### Appendix A

Approved University of Houston-Victoria Program Offerings and Modes

Program Name	CIP Code	Award Given	F2F	Off camp F2F(MITC)	on-line	!00% on-line
Communication	9010100	BA	x		x	
Communication	9010100	BS	x		x	
Computer Sciences-Computer Science	11010100	BS	x		x	
Computer Science	11010100	BS	x		x	
Computer Sciences-Information Systems	11040100	BS	x	x	x	
Computer Information Systems	11040100	MS	x	x	x	x
Curriculum & Instruction	13030100	MED	x	x	x	
Administration & Supervision	13040100	MED	x	x	x	
Special Education	13100100	MED	x	x	x	
Counseling	13110100	MED	x	x	x	
Humanities-English	23010100	BA	x		x	
Humanities	24010300	BA	x		x	
Biology	26010100	BS	x	x	x	need F2F lab
Mathematical Science-Mathematics	27010100	BA	x	x	x	
Mathematical Sciences	27010100	BA	x	x	x	
Mathematical Sciences	27010100	BS	x	x	x	
Mathematical Science-Mathematics	27010100	BS	x	x	x	
Interdisciplinary Studies	30999901	BSIS	x	x	x	
Interdisciplinary Studies	30999901	MAIS	x	x	x	depending on concentration

Applied Arts & Sciences	30999940	BAAS					depending on concentration
			x	x	x		
Psychology	42010100	BA					
			x	x	x		x
Psychology	42010100	BS	x	x	x		x
Psychology	42060100	MA	x	x	x		
Criminal Justice Studies	43010400	BS					
			x		x		x
Business Administration-General Business	52010100	BBA					
			x		x		x
Business Administration	52010100	BBA					
			x		x		x
Business Administration-Management	52020100	BBA					
			x		x		x
Business Administration	52020100	MBA					
				x	x		x
Global		MBA					
					x		x
Economic Development & Entrepreneurship		MS					
					x		x
Business Administration-Accounting	52030100	BBA					
			x		x		
Business Administration-Marketing	52140100	BBA					
					x		x
Humanities-History	54010100	BA					
			x	x	x		x
Nursing	51160100	BS	x	x			

## **Appendix B**

### UH-Victoria Operating Plan for Distance Education

#### **Goals**

UHV is committed to making higher education conveniently accessible to all qualified students throughout its service region. It seeks to increase the number and diversity of students reached through distance delivery.

#### **Assumptions**

1. There will be an expanding educational need and increasing expectation with regard to taking instruction (credit and non-credit) to wherever students are located.
2. Maintaining an off-campus presence throughout the region will be increasingly important to institutional visibility, support, and recruitment of students to the campus.
3. There will be increasing use of distance-learning technology for delivering instruction and providing learning support and student services (the institution should develop a plan for the use of information/instructional technology to serve both campus and off-campus needs).
4. Competition for off-campus markets will increase--among public, private, in-state, and out-of-state institutions, as well as between them and entrepreneurial entities.
5. Collaboration among partner institutions will be increasingly vital to successful competition.

#### **Principles**

1. Sufficient student need, both for the courses and for more convenient access, should be evident if offerings are to be extended off-campus.
2. Course work should be deliverable off-campus without compromising content and quality.
3. Course work offered should not simply draw enrollment from existing courses on campus, meaning that students should be expected to commute within a reasonable radius of campus.
4. Course work offered at a given site should be sustainable, in terms of enrollments and resources, and should ordinarily be initiated with a sustained commitment in view (this principle is not intended to preclude offering courses on request at various locations, so long as enrollments and resources are sufficient).
5. Once a commitment is made, off-campus courses at a given location must have the same claim on institutional resources as on-campus ones until that commitment has been met.

6. The institution must stay within UHV's service area or get permission to go outside of it, complying in a timely way with Coordinating Board policy and procedures for off-campus course work. Coordinating Board permission is not needed for courses delivered entirely by electronic media.

7. The institution must notify SACS when planning to offer more than 50% of a program off campus or by electronic media.

8. Academic divisions conducting off-campus courses should maintain communications with partner institutions (community colleges and UH System), consulting early on projected or anticipated offerings and involving them in any decision making that could affect their interests and planning.

9. Off-campus course work must be cost-effective over time, though courses may have to be carried in given locations to sustain commitments made or to maintain an institutional presence.

### **Priorities and Commitments**

1. Maintaining strong campus-based programs and services is essential to the institutional mission and identity, as well as to meeting off-campus needs effectively, and therefore must be the institution's highest priority.

2. Maintaining UHV's part in the UH System's off-campus centers in Fort Bend County places heavy demands on institutional resources and should be the highest off-campus priority.

3. To reduce transportation costs and improve service to students, the institution may use full-time faculty and part-time faculty stationed on site in Fort Bend when program enrollment warrants. However, appropriate supervision from and connection to campus must be maintained, including participation in institutional governance.

4. Other off-campus sites: Though Fort Bend is the off-campus priority, it does not preclude additional off-campus commitments. Other sites may warrant commitment of courses or complete programs on a sustained or cohort basis, insofar as resources permit.

5. Distance education may include international commitments. Offering educational opportunities for international students to study at UHV and for Texas students to study abroad represents an important contribution to the quality of education and to cultural enrichment. International programs should normally not be delivered entirely off-campus, since the primary purpose in seeking international involvement is to improve the overall education of students residing within the institution's service region. Web-based delivery and partnerships with foreign institutions offer opportunities for making programs more available and more affordable for foreign students, but a residential experience on campus or at a System center, where they can interact with American students, is considered a primary part of their program.

## **Criteria for Initiating Off-Campus Course Work or Programs**

1. Offerings must be in keeping with the institutional mission and fully comply with policies and standards of the Coordinating Board and SACS/COC, especially with regard to quality of instruction, advising, learning support, student services, and assessment procedures.
2. Careful consideration must be given to resource demands, costs/benefits, and impact on the quality of other program offerings.
3. Programs must not rely exclusively on faculty overloads, on part-time faculty, on site-based faculty, or on electronic technology for delivery. They must be in large part sustained by full-time, campus-based faculty.
4. Programs must not be delivered entirely in intensive or shortened formats, and individual courses should use such formats only in case of demonstrable need and instructional effectiveness.
5. Foreign students or resident students taking UHV course work abroad must complete a primary portion of their course work on-campus or at a UH System center (Approved exceptions could apply, as in the case of executive MBA programs.)

## **Strategies**

1. Continue to identify emerging educational needs in the service region.
2. Focus on strategic locations in the region.
3. Continue faculty development in the use of electronic technology.
4. Maintain appropriate policies on faculty work load and compensation with regard to off-campus and electronic delivery of courses.
5. Maintain up-to-date articulation agreements with the relevant community colleges.
6. Collaborate effectively with other UH System institutions.
7. Deliver courses via electronic and conventional delivery systems or a combination of these as best meet student needs and preserve the quality of instruction.

\*The criteria & strategies for initiating off-campus course work or programs was developed by the Task Force on International and Distance Education (Marie Plemons, Chair), 1995-96, and reviewed by the President's Cabinet and Faculty Council. Revised: fall 99; spring 01.

## Appendix C

### NEW COURSE DEVELOPMENT, REVIEW, AND APPROVAL

<b>Course Number:</b>	<b>Course Title:</b>	<b>Instructional Delivery Method:</b> ITV <input type="checkbox"/> Online <input type="checkbox"/> Face-to-Face <input type="checkbox"/>
<b>Prerequisites:</b>	<b>Semester:</b> <b>Year:</b> _____ Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/>	<b>Instructor:</b> _____ <b>Department:</b> _____

#### I: Review and Approval by the Department Chair and/or Dean:

<b>Principles of Good Practice: Curriculum and Instruction</b>
<b>Course Content:</b> (Describe the Content of the Course as it may appear in the catalogue)
<b>Course Objectives:</b> (Describe the Course Objectives as it would appear in the syllabus) 1. 2. 3. 4. 5.
<b>Textbook\Reading Materials:</b> Textbook: Title: _____ Publisher: _____ Edition: _____ ISBN #: _____ Other Materials: (Briefly explain other reading materials that will be used in the course)
<b>Teaching Style:</b> Briefly explain the teaching style that will be used and how it's aligned with the course objectives and course assessment.
<b>General Structure of Course:</b> Discuss the general structure of the proposed course. If online, what modules in WebCT will be used in the course? If ITV, describe the logistics of the course (i.e., what ITV locations? Instructor location? etc.)
<b>Faculty Communication with Students:</b> Discuss how faculty and students

interact in the course. If online, what WebCT components, such as the discussion board, email, chat room, etc., will be used to promote faculty communication with students?
<b>Student to Student Communication:</b> Describe how students will communicate with each other in the course. If online, what WebCT components, such as the discussion board, group activities, email, chat room, etc., will be used to promote student to student communication?
<b>Principles of Good Practice: Evaluation and Assessment</b>
<b>Course Assessments:</b> Using the Bloom's Taxonomy and the <i>Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs</i> , briefly explain the course grading schemes and the course embedded measurements of learning objectives, along with associated feedback mechanisms.
<b>Course Comparison with Other Courses:</b> Describe how this course furthers the mission and objectives of the program and connects (in terms of content and overlap) to other courses in the program.
<b>Principles of Good Practice: Institutional Context and Commitment</b> <b>Faculty Support</b> <b>Student Support</b>
<b>Faculty Training Needs:</b> Briefly explain the training and/or other faculty development needs outside of UHV for the successful delivery of the course.
<b>Other Support for Students Needed:</b> Briefly explain whether the students need any library and/or technological support that are not currently available at UHV for successfully participating and completing the course.
<b>Student Online Support and Procedures:</b> Briefly describe the role required of the Online Support Technicians in providing student support.
<b>Faculty Online Technical Support and Procedures:</b> Briefly describe the role required of the Online Support Technician(s), Instructional Designer, and Multimedia Specialist.
<b>Timelines for online courses:</b> Prepare a schedule for developing the new course



**III: Post-Delivery Review:** After the course has been successfully delivered, please complete the following section.

<p><b><u>Course Objectives:</u></b> (Briefly describe if the course objectives have been met with any supporting materials such as evaluations by students, etc.).</p>
<p><b><u>Course Strengths:</u></b> (Briefly describe the strengths, if any, of the course in meeting student needs, relevance as evidenced by evaluations by the students, etc.).</p>
<p><b><u>Course Weaknesses:</u></b> (Briefly describe weaknesses, if any, observed and a remedial plan for future delivery).</p>
<p><b><u>Course Obstacles:</u></b> (Briefly describe any obstacles faced by the instructor in terms of technical aspects such as WebCt, student readiness, library and other support, etc., and a remedial plan for future).</p>
<p><b><u>Other Evaluation:</u></b> (Briefly describe any issues related to the content, delivery, and/or assessment that needs to be addressed for future delivery of the course).</p>
<p><b><u>Continuous Improvement Plan:</u></b> Based on your course review, briefly describe your plans for improving the course.</p>
<p>Signature of the Faculty Member: _____ Signature of the Chair: _____ Date: _____ Semester and Year of Next Review: _____ (Each course needs to be reviewed once in five years)</p>

## Appendix D

### INSTRUCTIONAL TECHNOLOGY AWARD FORM

*(Revised and Effective: Spring 2007)*

#### Amounts

--For the development of full online, web-based course:

\*\$3,000 for full-time faculty members developing their first fully online course, \$2,000 for their second or third fully online courses

\*\$1,500 for continuing part-time faculty members developing their first fully online course, \$1,000 for their second or third fully online course

--Awards may be in personal pay or a like amount in institutional support. Awards received in personal pay are taxable.

#### Limitations

--Limit total of three online courses, developed and ready for implementation.

--No grants for developing partially online courses.

--Limit of one award per semester/summer.

--If another faculty member has already received a grant for putting a particular course fully online, awarding a grant to a faculty member developing the same course again is at the discretion of the Dean and Provost.

--Faculty members who are developing an online course must attend an orientation session with Learning Technologies and Design staff in order to qualify for receiving an award.

#### Procedures

--Submit proposals to the School Dean. The Deans and Provost make the awards.

--Notify the Dean in writing when the project is substantially completed and ready for review and implementation.

--Personal stipends are not payable till the project has been substantially completed, and as noted above are taxable. Any institutional support funds awarded have to be expended by the end of the fiscal year for which they are awarded.

#### Notes

--The funding for these awards is allocated each year and may or may not be renewed.

--Awards amounts and procedures may change at any time, depending on priorities and funds available.

--UHV provides instructional design and multimedia training, as well as ongoing development and support.

#### Application (use the following or include the information on a separate sheet)

--Name and date: \_\_\_\_\_

--Course title and number: \_\_\_\_\_

--Anticipated completion time: \_\_\_\_\_

**NOTE: Attach the New Course Development, Review, and Approval form.**

--Method of payment: (Please specify the purpose of funds requested.)

\* \_\_\_\_\_ Personal pay for overload, personally purchased equipment and services, or a combination of these.

\* \_\_\_\_\_ Institutional support funds for release time, equipment and services, or a combination of these.

#### Approvals

Dean \_\_\_\_\_

Provost \_\_\_\_\_

## Appendix E

### Faculty/Course Evaluation Instruments

#### Face-to-Face Evaluation Instrument

TO: Full-Time/Adjunct Faculty

SUBJECT: Student Evaluations

Enclosed are your student evaluation forms. Student evaluations should be completed before a final exam is given. Please inform the students that they should read each item carefully, and select the appropriate responses. They may use either a pen or pencil to record their responses.

The student evaluations should be completed without the presence of the instructor. The instructor should designate a student to proctor the evaluation process. After the evaluations have been completed, they should be placed back in the envelope for the designated student's signature. The designated student should return the envelope to the school secretary. For courses after 6 pm, the student should drop the envelope in the door slot of the appropriate school.

NOTE: For off-campus courses, instructors should return sealed envelopes, with the signature of the designated student, to a school secretary or send by interoffice mail.

#### UNIVERSITY OF HOUSTON-VICTORIA STUDENT EVALUATION (Used for Face-to-Face and ITV Courses)

Instructor's Name:	Course:	Semester:			
Student Status:	So	Jr	Sr	PB	Gr
Course was:	Required	Elective			
Course was taught:	On-Campus	Off-Campus			

Read each statement carefully and circle one of the alternatives.

1. The instructor was knowledgeable in this field.					
1	2	3	4	5	No opinion
Strongly Disagree				Strongly Agree	
2. The instructor effectively presented the content of the course.					
1	2	3	4	5	No opinion
Strongly Disagree				Strongly Agree	

3. The instructor was well prepared for each class.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
4. The instructor was available to provide assistance outside of class during office hours.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
5. The instructor evaluated my work in this course fairly.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
6. The instructor's overall performance as a teacher was excellent.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
7. The class time was valuable in helping my understanding.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
8. If a textbook was required in the course, it was valuable.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		
9. The other instructional aids were beneficial.					
1	2	3	4	5	No opinion
Strongly Disagree			Strongly Agree		

Please answer the questions below.

10. What do you consider to be the strengths of this course?

11. What constructive suggestions do you have for improving this course?

## Online Course Evaluation School of Arts and Sciences

1. The instructor was knowledgeable in this field.

- a. Strongly Disagree
- b. Disagree
- c. Neither Agree or Disagree
- d. Agree

- e. Strongly Agree
  - f. No Opinion
2. The instructor effectively presented the content of the course.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion
3. The instructor was well prepared for the online course.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion
4. The instructor responded reasonably prompt to my requests for assistance.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion
5. The instructor evaluated my work in this course fairly.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion
6. The instructor's overall performance as a teacher was excellent.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion
7. The time spent online in this course was valuable in helping my understanding.
- a. Strongly Disagree
  - b. Disagree
  - c. Neither Agree or Disagree
  - d. Agree
  - e. Strongly Agree
  - f. No Opinion

8. If a textbook was required for the course, it was valuable.

- a. Strongly Disagree
- b. Disagree
- c. Neither Agree or Disagree
- d. Agree
- e. Strongly Agree
- f. No Opinion

9. The other internet sources used were beneficial.

- a. Strongly Disagree
- b. Disagree
- c. Neither Agree or Disagree
- d. Agree
- e. Strongly Agree
- f. No Opinion

10. What are the strengths of this course?

11. What constructive suggestions do you have for improving this course?

## **Online Course Evaluation School of Education and Human Development**

1. The instructor was knowledgeable in this field.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree

e. strongly agree

Answer: \_\_\_\_\_

2. The instructor effectively presented the content of the course.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree
- e. strongly agree

Answer: \_\_\_\_\_

3. The instructor responded when I requested help.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree
- e. strongly agree

Answer: \_\_\_\_\_

4. The instructor evaluated my course work fairly.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree
- e. strongly agree

Answer: \_\_\_\_\_

5. The instructor challenged me to do my best work.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree
- e. strongly agree

Answer: \_\_\_\_\_

6. The instructor's overall ability as a teacher was excellent.

- a. strongly disagree
- b. disagree
- c. neither agree nor disagree
- d. agree
- e. strongly agree

Answer: \_\_\_\_\_

7. Method of course delivery:

- a. face to face
- b. online-full course was delivered online
- c. supplemental online-some materials were delivered online but lessons were face to face

Answer: \_\_\_\_\_

8. What elements in this course need greater emphasis?

9. Which of the supplemental materials enhanced your learning?

10. Please identify other constructive suggestions for improving this course.

11. What are the strengths of this course?

### **Online Course Evaluation Survey School of Business Starting Fall 2003**

1. This was an excellent online course.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree

- e) strongly agree
- f) No opinion

2. The COURSE TEXT helped me to develop the knowledge and skills stated in the objectives.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

3. The COURSE MATERIALS helped me to develop the knowledge and skills stated in the objectives.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

4. The COURSE ASSIGNMENTS were clearly defined.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

5. The COURSE ASSIGNMENTS helped me to develop the knowledge and skills stated in the objectives.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

6. The COURSE was well designed in terms of structure and content

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

7. I participated in team-based activities in this course.

- a) Yes
- b) No (skip to question 9)

8. Team-based activities, if required, permitted, or encouraged, in this class helped me develop the knowledge and skills stated in the objectives.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

9. The bulletin board/discussion board in this course helped me to develop the knowledge and skills stated in the objectives.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) no opinion

**10. The following questions relate to the instructor of this course.**

The instructor's overall performance in this online course was excellent.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

11. The instructor projected excellent knowledge of the course subject.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

12. The instructor respected and encouraged open, honest sharing of thoughts and ideas.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

13. The instructor encouraged relating the subject matter to real world situations.

- a) strongly disagree

- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

14. The instructor interacted with students and provided helpful feedback.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

15. The instructor responded in a timely manner to my requests for assistance.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

16. The instructor evaluated my work in this course fairly.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

17. The instructor was caring and friendly.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

18. The following question is about your preference as it relates to online courses in general:

I would like audio file lectures in addition to written text lectures.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

19. The following questions relate to your experience with the online course technical functions and related services:

I had access to sufficient library resources for this course.

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

20. The Online Student Guide at [www.uhv.edu/bus](http://www.uhv.edu/bus) was very helpful and gave me important information needed for my online classes. (If you did not use the Online Student Guide this semester, please skip this question or answer No Opinion.)

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

21. I received prompt, useful assistance when I emailed [bustechhelp@uhv.edu](mailto:bustechhelp@uhv.edu) for technical help. (If you did not email [bustechhelp@uhv.edu](mailto:bustechhelp@uhv.edu) for technical assistance for this course, please skip this question or answer No Opinion.)

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

22. I received useful and courteous assistance when I telephoned the UHV School of Business Administration Online Support Technicians. (If you did not telephone the School of Business Online Support Technicians or telephoned the UH main campus help desk instead, please skip this question or answer No Opinion.)

- a) strongly disagree
- b) disagree
- c) neither agree or disagree
- d) agree
- e) strongly agree
- f) No opinion

23. What kind of connection are you using to access WebCT?

- a) Dial-up Modem (28k)
- b) Dial-up Modem (56k)
- c) Cable Modem
- d) DSL Modem
- e) ISDN or faster

24. Please respond to the following open questions and express your opinions and feelings to provide the instructors with an insight that can help him/her in responding to students' needs:

What constructive suggestions do you have for improving this course?

25. What do you consider to be the strengths of this course?

## **Appendix G**

### **UHV Mission Statement and Functional Goals**

The current institutional mission statement and functional goals, as well as other planning documents, may be accessed on the web at <http://www.uhv.edu/pro/planning.asp>

## **Appendix F**

### **FACULTY MENTORING POLICY UHV SCHOOL OF BUSINESS ADMINISTRATION (Fall 2004)**

1. This policy requires mentoring for all new faculty in the School of Business

Administration.

2. This mentoring policy does not supplant the required University and SoBA orientations for new faculty described in the SoBA faculty orientation policy.

3. Department Chairs are responsible for coordinating the mentoring process.

4. Every new faculty member (tenure-track, visiting and adjuncts) will be assigned a mentor by the Department Chair for the first semester of employment, after which the faculty member will be allowed to select a new mentor and/or adapt the mentoring relationship as deemed appropriate.

5. The mentor's role is to provide a resource for answering questions, providing support and giving advice. Guidance should include explaining how the personal mentoring system works in the SoBA. It should also cover:

- Grading and examination issues.
- Nature of feedback that should be given to students on formative work.
- Syllabi, teaching styles, textbook requirements, course assessment activities, sample exams and other input that may be helpful towards a smooth operation between departments, as well as, the school.
- The need to include dimensions and perspectives in areas such as ethics, technology, global business, the environment, and internal business and cultures as appropriate for the course being taught.
- A review of relevant policies and procedures. This is to include SBA's grading philosophy, acceptable letter grades, grade due dates, grade reporting, privacy of grades, process for handling incompletes and grade changes.
- A review of the Semester Calendar, with special attention to drop dates, official holidays and final exam week.
- Sharing of 'best practices' on how to build rapport with the students.
- Discussion of the importance of recognizing and knowing how to work with a diverse population of students.
- Discussion of course-embedded assessment measures.
- Encouragement to attend workshops and orientation sessions on such things as the use of technology, active learning, and other professional development activities, as appropriate.

6. The mentor shall meet with the protégé on a regular basis. A record should be kept of these meetings, noting the date and a very brief outline of the content. Both participants should sign the record.

7. Meetings should take place at least twice during the first semester (i.e., at the beginning and end of the semester)

8. The electronic record of the meetings should be sent to the Department Chair and

Dean at the end of the first semester.