Tennessee Board of Regents
Regents Online Degree Programs

Tennessee Board of Regents' colleges, universities, and technology centers joined in Fall 2001, to offer the Regents Online Degree Programs (RODP). All the institutions are fully accredited. All thirteen TBR two-year colleges deliver and award the noted associate degrees, while all six TBR universities deliver and award the noted bachelor degrees. Courses completed in the Regents Online Degree Programs are entirely online and transferable among all the participating institutions. Students are able to choose the college or university (home school) for their admission, registration, and the award of their degree.

The degrees offered are:

- Associate of Applied Science in Professional Studies: Concentration in Information Technology
- Associate of Arts in General Studies (University Parallel)
- Associate of Science in General Studies (University Parallel)
- Bachelor of Professional Studies with concentrations in Information Technology or Organizational Leadership
- Bachelor of Interdisciplinary Studies (General Studies/Liberal Studies/University Studies)
- Masters in Education (in development for Fall 2002)
- Certificate in Computers Operations Technology (TN. Technology Centers Fall 2002)

The Regents Online Faculty and Staff have been highly trained in teaching, learning, and assessing the needs of online students. The Regents Online Courses are designed for a 12 week semester--in an interactive, asynchronous (accessing courses at your convenience) format. These courses contain the same content and rigor as courses on campus. Student Services such as advising, library services, student support, and other forms of student assistance are offered for online delivery. Technical support for accessing course lessons and assignments are available 24 hours 7 days per week.

Vision: "A better life for Tennesseans through education"

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

Goals:
To increase access to higher education for adult Tennesseans, especially those with some college experience. Census data document that Tennesseans lag behind both the national and regional averages of educational attainment. Further, attainment is uneven across the state, with rural areas lagging far behind urban areas. Economic development of the state depends on increasing the skill levels of the population.
To maximize the effective use of technology for delivery of college-level instruction. Distance delivery through the use of technology will increase access to higher education, especially in remote areas of the state and for adult learners for whom time flexibility is a critical resource.

To provide student access to web-based courses and degree programs. Web-based courses will reach populations not currently enrolled in higher education, and will also permit students who are currently enrolled in on-campus courses to take additional courses, thus completing their programs sooner.

Partnership with Eduprise E-learning Corporation

Eduprise, the leading provider of enterprise e-Learning services for education institutions and businesses, partnered with Eduprise to provide strategic planning, infrastructure hosting support and instructional development services. Eduprise established a major role in TBR’s bold initiative by providing the infrastructure support services to underpin the strategic plan for the Regents’ web-based degrees. These services include a hosted WebCT course management system, 24x7 technical help desk for students and instructors, WebCT software training for instructors, instructional design assistance.

Current Success

It was projected that the Fall 2001 enrollment would total to 300. However, the final enrollment number was 1,954 with a withdrawal rate of less than 12% and a dropout rate of less than 20% compared to the national average of 42%. The student and faculty surveys indicated an overall satisfaction rate of 79%. The Spring 2002 registration ended at 3,663 enrollments, far exceeding, the Fall 2001 numbers and an increase of over 80%.

If this proposal is accepted, the participants will receive data regarding the program, student, and faculty evaluations, retention rates, and program evaluation which indicates a 84% student satisfaction rate.