

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
January 25, 2018

SUBJECT: Technology Scorecard Report

PROPOSED COMMITTEE ACTION

For approval.

BACKGROUND INFORMATION

In response to the following two tactics in the 2025 Strategic Plan for Online Education, the cross-system Infrastructure Workgroup developed the [Technology Scorecard](#) to identify strengths and areas for improvement in the technology needed to provide online education to their students. The Technology Scorecard serves as a management tool to evaluate the infrastructure needed to support the development and delivery of online education.

Tactics:

Quality 2.2.1 - Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.

Quality 2.2.3 - Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.

Scorecard Results

There is a total of 51 points attainable on the scorecard. The Technology Scorecard contains 4 main topics: operations, support, security, and disaster recovery. Across all topics, there are a total of 17 quality indicators with indicators worth up to three points (scores range from 0-3).

Below are the ranges for the strength of an institution's distance learning infrastructure:

- 0 - 17 - Insufficient
- 18 - 25 - Needs improvement
- 26 - 33 - Good
- 34 - 41 - Very good
- 42 - 51 - Excellent

Quality Indicators

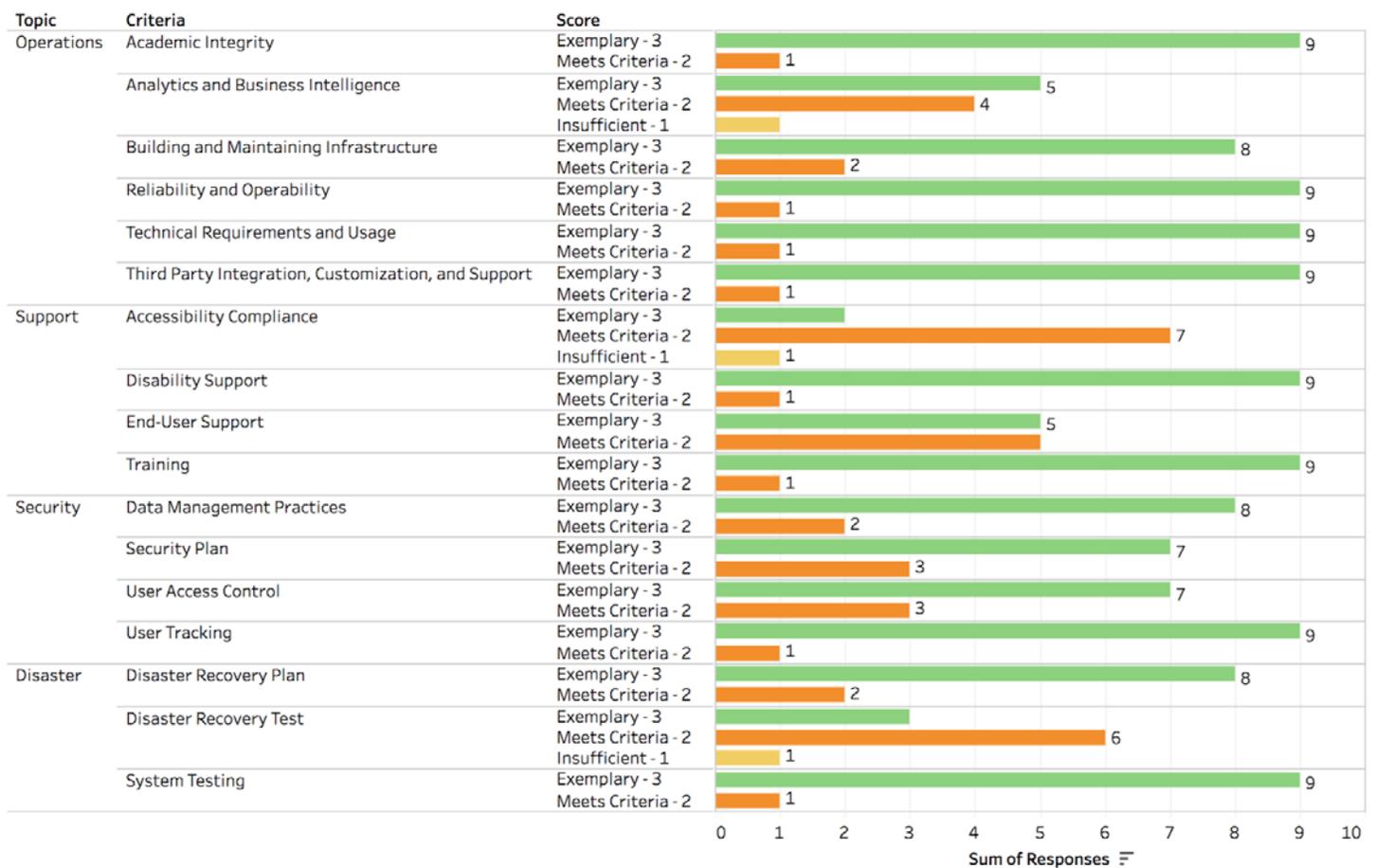


Figure 1- State Universities examined all internal systems, procedures, and policies to determine the appropriate score per quality indicator.

Per the quality indicators outlined in the Technology Scorecard, the State University System of Florida is performing well with its technology infrastructure. For an institution’s distance learning infrastructure to qualify as “good,” a university would need to score above 26; all universities in the SUS scored well above this mark.

Results reflect that universities are performing well in operations, support, security, and disaster recovery. All may want to pursue exemplary status in two areas: accessibility and disaster recovery testing. To score exemplary marks in these areas, a university should regularly perform accessibility audits and bi-annually conduct a full system disaster recovery test to ensure compliance with the Recovery Time Objective (RTO) and the Recovery Point Objective (RPO).

The Technology Workgroup discussed the “Insufficient” ratings with the institution that had given itself that scoring for three of the seventeen criteria and determined that the low scoring was due to the timing of the migration to Canvas, the institution’s new learning management system. The institution is currently developing solutions to reach “Meets Criteria” or “Exemplary” upon completion of the migration.

Recommendations:

- (1) The Scorecard should be administered on an annual basis.

- 2) The Infrastructure Workgroup will review and discuss scorecard opportunity areas with institutions that score below the “Meets Criteria” qualifier on any of the quality indicators to identify and make suggestions for improvements to infrastructure. A collaborative discussion on opportunity areas will enable the Infrastructure Workgroup to leverage the expertise from various state universities to help ensure that institutions that scored below “Meets Criteria” are able to improve their infrastructure accordingly.

Supporting Documentation Included: [Technology Scorecard](#)

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