MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FL
June 27, 2018

1. Call to Order

Chair Ed Morton convened the meeting at 1:00 p.m. on June 27, 2018, with the following members present: Governors Ed Morton, Sydney Kitson, Tim Cerio, Jay Patel, Norman Tripp, Gary Tyson, Darlene Jordan, Pam Stewart (via phone), Jalisa White, and Zach Zachariah (via phone). A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Patel moved that the committee approve the minutes of the March 28, 2018 meeting, as presented. Governor Jordan seconded the motion, and the members concurred.

3. Student Services Scorecard

Dr. Vicki Brown, Assistant Provost for eLearning at Florida Atlantic University, presented system-level findings of the Student Services Scorecard that has been used by each state university to conduct a self-study of the support services provided to online students. The development of a Scorecard was recommended in the Board of Governors 2025 Strategic Plan for Online Education. The Scorecard enabled each university to conduct a comprehensive review of 11 categories of services: admissions, financial aid, pre-enrollment advising, veteran services, career counseling, post-enrollment services, orientation, library, disability, technology support, and graduate support services. Dr. Brown reported that the Scorecard has received wide acclaim nationally and is being adopted by institutions in other states.

Dr. Brown said that the institution responses were forwarded to a FAU research team for compilation and analysis. In a review of the university's self-reported results, Dr. Brown found that, overall, the universities are providing equivalent services to their distance learning students. The Scorecard enabled university administrators to evaluate their support services and consider ways to be more responsive to the needs of online students. Dr. Brown reported that the health services sub-category was the lowest category and explained that it is very difficult to provide health services to distance learning students. Responding to a question from Governor Tyson on mental health needs, Dr. Brown stated that mental health is distinguished from general health care

needs. She added that mental health services are difficult to provide, particularly for non-resident students due to licensure issues. In response to these concerns, telehealth consortiums are being developed nationally in order to better meet the health care needs of distance learning students.

Dr Brown acknowledged that planning for and implementing effective student support services for online students takes time. The Report recommends that the Scorecard be re-administered to state universities in two years to track improvement in providing the support services.

Governor Jordan moved that the Committee approve the Student Services Scorecard Report for consideration by the full Board of Governors. Governor Tyson seconded the motion, and the members concurred.

4. Data Analytics/Learning Analytics

Representatives from five universities presented innovative data analytics programs and tools that are being used to increase efficiency and to more effectively track student academic performance, persistence, and success.

Dr. Patsy Moskal, Associate Director for the UCF Research Initiative for Teaching Effectiveness, reviewed how UCF is utilizing and evaluating adaptive learning analytics metrics captured by the Realizeit adaptive platform. Adaptive learning programs continually assess student knowledge and behavior in order to identify the best path for a student to master a course and be successful. Dr. Moskal reported that, since 2014, 27 UCF faculty have been using adaptive learning technologies to develop and deliver courses to over 9,000 students. Analytics data enables faculty to track the academic progress of each student and identify specific student behaviors and results throughout the semester.

Mr. Robert Seniors, Associate Director for the FAMU Office of Instructional Technology, discussed how FAMU has embraced analytics in order to better enable the university to align key, measurable initiatives with student success. FAMU believes that a data driven culture is the cornerstone for continuous improvement and innovation. Key performance indicators have been identified that align all activities of FAMU with the university's mission and strategic plan and measurable indicators are being tracked. With the new data analytics platform, faculty, student advisors, and success coaches have direct access to student information that enables them to promptly evaluate a range of risk metrics for each student. Further, institution leaders have access to data to evaluate strategic goals, student retention efforts, and other key performance indicators.

Dr. Jennifer Smith, Director of the UF Office of Faculty Development and Teaching Excellence, provided an update of UF's UNIZIN LoudSight pilot project. The UNIZIN data platform is becoming the foundation for numerous data driven solutions. UF will retain ownership of its data and have the ability to share data with peer institutions to conduct research and collaborate to solve problems. UF has begun to work with peer institutions to pilot LoudSight, an analytics tool that will identify at-risk students early in a semester and provide support strategies that will promote success. Faculty are directly involved via an oversight committee in the review and evaluation of the tool. UF is also developing its own learning analytics dashboard called LeAD, which will incorporate the UF data warehouse with the UNIZIN data platform and will enable faculty to customize comprehensive sets of student data as needed.

Dr. Elizabeth Bejar, FIU Vice President for Academic Affairs, discussed the development of a set of dashboards for its FIU Online program. Dr. Bejar reported that FIU now has 79 fully online degree programs, with 10,000 students taking online courses exclusively and 42,000 students taking at least one online course. FIU utilizes student data on the CANVAS platform to improve the instructional design of online courses. Data Analyst Daniel Cespedes provided an overview of the dashboard that focuses on four key performance indicators: course overview, course grade, assignment and submission analysis, and course activity and enables faculty and instructional designers to track the performance of each student in their courses throughout the course term.

FIU is launching a new pilot for adaptive and machine learning called Predict and Achieve through Targeting (PATT) which is a neural network predictive model using historical student data. PATT outcomes will focus on designing courses that address the individual learning needs of the student.

Mr. Geoffrey Johnson, Assistant Director of Academic Planning at FAU, presented the use of Civitas Illume Impact which measures student outcomes and analyzes the impact that university initiatives have on students' persistence. The tool enables the university to target specific student groups to provide strategies and resources to improve the likelihood of success. A specific initiative and its impacted students are identified, student data is analyzed to determine the initiative's impact, and appropriate actions are identified and implemented to improve the initiative. As an example, Mr. Johnson reviewed the Major KnOWLedge program which is an online resource developed by the FAU Career Center that helps students identify personal interests and potential occupations.

5. Council on Public Liberal Arts Colleges

Dr. Barbara Feldman, Provost and Vice President for Academic Affairs at New College, provided an overview of the Council of Public Liberal Arts Colleges (COPLAC).

COPLAC is a national association of 29 institutions, with New College being the only Florida member. The focus of the association is on liberal arts education and the Council provides unique opportunities for member faculty to collaborate on liberal arts program delivery and share best practices. The Council promotes the delivery of online courses that are team taught by faculty across different disciplines. In these courses, students engage in primary research activities and present their research findings through difference web-based delivery modes.   Further, hybrid courses are offered that enable students to enroll at different member colleges for study with like-minded students. Dr. Feldman explained that Council members are also working to create virtual departments that will enable students to enroll virtually in a degree program that is not offered at their home institution.

6. <u>Concluding Remarks and Adjournment</u>

Governor Morton adjourned the meeting at 2:00 p.m.

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Edward Morton, Chair

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Jon Rogers, Associate Vice Chancellor