



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

**AGENDA**  
**Steering Committees**  
**for Implementation of the 2025 *Strategic Plan for Online Education***  
**Room 205**  
**Turnbull Conference Center**  
**Florida State University**  
**Tallahassee, Florida**  
**January 24, 2018**  
**1:00 p.m.**

1. Call to Order and Opening Remarks Dr. Ralph Wilcox, Chair
2. Consideration for Approval
  - a. Funding Proposal for Online STEM Labs Evie Cummings, UF Online
  - b. Shared Degree Programs Dr. Pam Northrup, UWF
  - c. Use of Data Analytic Tools Joseph Riquelme, FIU
  - d. Technology and Processes for Multiple, Accelerated Terms Mr. Riquelme
3. For Discussion: Student Services Scorecard Dr. Vicki Brown, FAU
4. Updates
  - a. Technology Scorecard Follow-up Mr. Riquelme
  - b. Inventory of Online Programs and Academic Online Program Coordination Dr. McKee
5. Concluding Remarks and Adjournment Chair Wilcox

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
Steering Committee  
January 24, 2018

**SUBJECT: Funding Proposal for Online Labs**

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**PROPOSED STEERING COMMITTEE ACTION**

For approval

**BACKGROUND INFORMATION**

During the Steering Committee's November 8, 2017, meeting, members approved the Online Labs Task Force Report presented by Evie Cummings, UF Online, chair of the Task Force. Subsequently, Ms. Cummings met with Dr. Cindy DeLuca, Chair of the Implementation Committee, Dr. Andy McCollough, Chair of the Online Programs Workgroup, and Dr. Nancy McKee, Associate Vice Chancellor, to craft a proposal for funding options that would allow implementation of the Task Force's recommendations. Ms. Cummings will present the proposal and options to the Steering Committee for its consideration.

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**Supporting Documentation Included:** Funding Proposal

**Facilitators/Presenters:** Ms. Evie Cummings

## STEM Lab Implementation Proposal

Initiative proposed	Approximate cost
<b>Task Force workshops twice a year, face-to-face at rotating SUS locations</b>	Minimal cost. Videoconferencing will be utilized as often as possible.
<b>Systemwide Forum for Faculty on the State of Florida's Online Learning</b> <ul style="list-style-type: none"> <li>- Intended participants: System faculty, practitioners.</li> <li>- Sessions: Online learning approaches in Chemistry, Biology, Physics, but also topics such as Online Student Engagement, Instructional Design, Academic Integrity, Academic Advising Models for online.</li> <li>- Approx 100 attendees, 2 days; Hosted by UF in Gainesville, Florida</li> <li>- Registration fee charged to cover costs; travel</li> </ul>	Participants pay registration fee to cover costs UF uses university facility to keep costs low
<b>Chemistry 2045L and 2046L Bootcamp Pilot Project</b> <ul style="list-style-type: none"> <li>- Led by UF Online, to take place summer A and B, 2019</li> <li>- 1 new chemistry faculty hire to design, develop, teach the bootcamp; lead statewide group of chemistry faculty; and to advise on adaptation</li> </ul> <b>Chemistry visualizations</b> to integrate into online chemistry lab content for use by the pilot and then system-wide usage	Faculty hire; Chemistry faculty hire (3 year, 12 month appointment plus fringe; approx. 110k/year for a total of \$330K) Chemistry visualizations: \$50K <b>Total Cost for Pilot: \$380,000</b> Would fund 1 full-time faculty leader for three years Product for the system: <ul style="list-style-type: none"> <li>- 1 pilot conducted with lessons learned</li> <li>- 1 package chemistry bootcamp series that each SUS campus could then use, adapt locally</li> </ul> Access to chemistry visualizations for use across the SUS as part of their local bootcamp summer offerings <div style="text-align: right;">(Funding options are on the next page)</div>

## STEM Lab Implementation Proposal

(Chemistry Lab Pilot, continued)

### Funding Options:

<u>Option 1:</u>	<u>Option 2:</u>	<u>Option 3:</u>	<u>Option 4:</u>
Volunteer institutions contribute towards costs and faculty time to help with design/review of course; after pilot, those institutions that contributed will have access to lab course to offer on their campuses. DL leaders to determine interest and recommend funding contribution for participating institutions.	Narrative the same as Option 1, except CAVP would commit to contributions from all institutions.	Narrative the same as Option 1, except the Steering Committee would request the Board to include a funding request in its 2019-2020 LBR.	UF Online would fund and lead the Chemistry Bootcamp Pilot Project. At the end of the pilot, the course package would be available to other institutions for a fee.

**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**BOARD OF GOVERNORS**  
Steering Committee  
January 24, 2018

**SUBJECT: Shared Degree Programs**

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**PROPOSED STEERING COMMITTEE ACTION**

For approval

**BACKGROUND INFORMATION**

**Affordability Tactic 3.1.1:** Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.

Dr. Pam Northrup will present a proposed planning process for launching the Shared Degree Programs initiative, including making appointments to a task force. The recommended area for shared programming is language instruction with specific languages determined by the Steering Committee. The initiative will be designed to provide opportunities for expansion of language offerings throughout the state university system. This collaborative effort has the potential to enrich each institution's language portfolio. Several items require discussion to include SACSCOC requirements, institutional expertise and the designation of a shared programming model. For design and delivery, it will be important to align pedagogical best practices for language instruction. Results will yield a Florida Shared Language Initiative for degree programming, certificates and individual courses.

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**Supporting Documentation Included:** Shared Programs Proposal

**Facilitators/Presenters:** Dr. Pam Northrup

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**

Steering Committee

January 24, 2018

**SUBJECT:** Data Analytic Tools

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**PROPOSED COMMITTEE ACTION**

For Approval.

**BACKGROUND INFORMATION**

**Tactic:** Affordability - 1.2.4 - Develop means to collect data from learning management systems, student information systems, and other appropriate sources to create predictive analytics tools and interventions to increase student persistence and completion.

**Status of Analytics in the SUS and FCS**

As Florida institutions continue to digitize their processes and advance their online course offerings, sources of educational data continue to advance and expand. Many Florida institutions are acting on available data to help inform their student success strategies, to positively impact student persistence and completion.

A variety of systems are in place across the SUS and FCS for data analytics, gathering, and reporting. To identify and gain insight on the systems in place, the Infrastructure Workgroup distributed a survey and collected information on current capabilities and processes across the SUS and FCS.

**Survey Results**

Of the survey respondents, approximately 70% have systems and processes in place that enable analysis on drivers around student success. There is variance in analytics implementations and processes, with some schools using tools built into their respective

learning management system or student information system(s), whereas others are contracting with third party partners to uncover meaningful student insights to enable and assist with student interventions. Of the third party partners, Civitas is the most popular in adoption, though several schools are using EAB's Student Success Collaborative.

To supplement what is available from third party partners, some institutions are conducting additional data analysis in-house with tools like Tableau, Microsoft Power BI, Pulse BI, and Pyramid BI. These tools enable institutions to create custom reports, dashboards, and visualizations with relative ease as they are able to combine data from a myriad of sources to find relationships within data to steer and guide student success operations.

### **Recommendation for Collaboration**

While there are differences in the software and platforms that are utilized across the colleges and universities, there is commonality in the data analysis approach and practices employed to visualize and draw inferences from available data. Because of this commonality, there is an opportunity for collaboration. The Infrastructure Workgroup proposes that an annual state business intelligence workshop, coordinated by the FLVC, be held digitally (through a web-conferencing platform) where institutions can share and discuss ideas regarding their own implementations. As an alternative, the FLVC could coordinate the workshop and charge attendees a fee for attendance to recover the cost.

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**Supporting Documentation Included:** [Analytics Tool Survey](#)

**Facilitators/Presenters:**

Mr. Joseph Riquelme

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Steering Committee  
January 24, 2018

**SUBJECT: Accelerated Terms**

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**PROPOSED COMMITTEE ACTION**

For approval.

**BACKGROUND INFORMATION**

**Tactic:** Access 1.1.7 - Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models.

**January 2018:** Infrastructure Workgroup to survey SUS institutions to determine availability of multiple, accelerated terms. Identify the technology and processes that need to be altered. Develop report.

**Accelerated Terms - Infrastructure**

Accelerated terms offer students flexibility, convenience, and reduces time-to-degree. Within the State University System and Florida College System there are institutions which offer accelerated terms. A review of the implementations of accelerated terms was conducted to uncover current technology, workflow, and operational processes. Details on the findings of an infrastructure survey and discussion with SUS and FCS leadership is described below.

**Findings from SUS and FCS**

Institutions in the SUS and FCS responded to a survey on technology infrastructure, and approximately 54% are offering a form of accelerated terms. Of those institutions that are not offering accelerated terms, 1 of 6 plan to implement accelerated terms in the future - with an estimate that the model will be implemented within 1-2 years.

While there is commonality in the model of offering accelerated terms, there is variance in how institutions are implementing the accelerated model with their different systems and processes. Processes vary as institutions do not all use the same student



information systems - with many using Banner, Peoplesoft, Workday, and Jenzabar.

Because of the different implementations of student information systems, institutions approach the implementation of accelerated terms distinctly, as each system has its own intricacies and business processes associated that require modification for enabling an offering of accelerated terms. As an example, within Banner a student is unable to take an accelerated course and a standard course simultaneously because of how the information system supports student profiles. In short, there is not a single solution for offering accelerated terms.

While universities are using different systems to enable accelerated terms, there is a parallel in how some are offering accelerated terms. The traditional schedule of Fall, Spring, and Summer is commonplace in the State University System, where the Summer semester is often divided up into Summer A, B, and C. Some institutions are dividing up Fall and Spring semesters in a fashion similar to Summer to enable multiple start dates each semester, as a workaround. Of those surveyed, 50% of institutions have the ability to manage dynamically dated courses within the student information system.

### **Considerations for Implementation**

Accelerated terms can impact technology and business operations; the specific intricacies of the alterations are unique to the system(s) and infrastructure of each university. Certain workflow decisions must be determined to identify the necessary modifications to the system(s) and processes at each university. The following are examples of common items which may require modification to enable accelerated terms:

1. Course registration systems and process may need to be updated to allow for scheduling of course dates and tuition calculation processes.
2. Systems may not natively allow for ongoing start and finish dates. Student profiles may only allow for enrollment in one form of a course. There is an obstacle with enabling a student to be enrolled in an accelerated and a non-accelerated course.
3. Final grade submissions on a rolling basis create challenges with the release of grades.
  - a. Systems may be configured in such a way where GPA is calculated at a specific point in time.

- b. The system may not support a situation where a student successfully completes a prerequisite course prior to the release of grades for subsequent enrollment.
4. University websites may require updates to include accelerated term policy updates and procedures. This is a comprehensive change that would need to happen for the website of each major.
5. Holds are aligned with the traditional Fall, Spring, Summer model. Systems may require alterations to processes for automatic hold release across various departments.

## **Workflow**

1. Flexible start and end dates can create a logistical challenge. The Summer semester is often divided up into Summer A, B, and C. Configuring the Spring and Fall semesters to operate in a similar fashion is a tentative solution. For example, a Fall A and Fall B accelerated term could operate alongside a Fall C offering.
2. Courses can have dependencies for enrollment. If a student enrolls in a course with an accelerated schedule, and then enrolls in a course that requires the successful completion of the accelerated course, how will the enrollment of the course that requires the prerequisite be handled?
3. University policies may have misalignment with an accelerated term model as they likely follow the traditional semester organization.
4. Academic advising may need to shift to an on-demand model to minimize the likelihood of self-advising. Self-advising could impact student success if incorrect enrollment decisions are made.
5. The compression of a course schedule is a concern as it may impact the integrity of the experience. An accelerated semester may impact the ability of faculty to engage effectively with students.
6. The close scheduling of classes introduces a challenge with administrative processes of enrollment and support. Additional staffing may be necessary to facilitate additional intricacies of enrollment.

## **Financial Aid**

1. Institutions must monitor Satisfactory Academic Performance (SAP) for cumulative GPA, hours earned each term, and program completion time limits. Processes that monitor eligibility and distribution of financial aid require

adjustments. Also, Pell grants are managed differently than how other aid options are made available. If a student enrolls in multiple accelerated terms, Pell grant adjustments may need to be made.

2. Payment systems may require modification to accommodate additional start and end dates.
3. The automation of administrative processes may align with the traditional semester model and could present as an obstacle. For example, the processes of the dropping of enrollment for non-payment may require alteration.

The implementation of accelerated terms requires careful consideration as each institution is unique in its business operations and technology infrastructure. Institutions can use this document as a starting point to help influence and develop their unique institutional plans for enabling a model of accelerated terms.

## **Recommendation**

Student information systems are designed with dependencies that are unique to each university. As a result, the scope of this initiative will require the analysis of both business operations and technology as part of final recommendations to move the state to an accelerated terms model.

The Infrastructure Workgroup recognizes the positive impact that an accelerated terms model will offer students in the state. To bring the state closer to widespread adoption of an accelerated terms model, the Infrastructure Workgroup recommends that subject matter experts, CIOs and Registrars from the FCS and SUS, collaborate to discuss and lead an implementation.

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**Supporting Documentation:**

[Accelerated Terms Survey](#)

**Facilitators/Presenters:**

Joseph Riquelme

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
Steering Committee  
January 24, 2018

**SUBJECT: Student Services Scorecard**

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**PROPOSED STEERING COMMITTEE ACTION**

For discussion

**BACKGROUND INFORMATION**

The Florida Board of Governors for the State University System adopted the 2025 SUS Online Education Strategic Plan on the recommendation of the Innovation and Online Committee. One of the tactics within the plan was to develop a scorecard to measure the level of online student support services at the universities in the state system. This report contains the results of the scorecard surveys 10 of the universities in the system delivering distance learning courses.

**Description of the Scorecard**

The scorecard instrument included eleven categories of services: admission, financial aid, pre-enrollment advising, veteran services, career counseling, post-enrollment services, orientation, library, disability, technology support, and graduate support services. Each category included several criteria with three possible choices: 2 signifying exemplary service, 1 signifying the service is available, and 0 signifying limited or no service. The scorecard had 5 criteria for admission support services for a total of 100 maximum attainable points; 2 criteria for financial aid support services for a total of 40 possible points, 5 criteria for pre-enrollment advising for a total of 100 points, 2 criteria for veteran support services for a total of 40 points, 5 criteria for career counseling for a total of 100 points, 4 criteria for orientation for a total of 80 points, 9 criteria for post-enrollment support services for a total of 180, 5 criteria for library support for a total of 100 points, 4 criteria for disability services for a total of 80 points, 3 criteria for technical support services for a total of 60 points, and 7 criteria for graduate support services for a total of 140 points.

**Tactic:**

Quality 2.2.3 – Using the quality scorecard to ensure that universities review their infrastructure to confirm that students, including those with disabilities, have adequate access to online support services.

Dr. Vicki Brown will explain the methodology used in the report.

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**Supporting Documentation Included:**

Student Services Scorecard Quality Indicators

Guidebook: <https://sites.google.com/view/guidebookpublish/>

**Facilitators/Presenters:**

Dr. Vicki Brown

# Student Services Quality Scorecard

## for the Student Support Workgroup

These quality indicators are meant to help you determine where your institution's services fall across the spectrum and what measures may be needed for improvement. Where appropriate SACSCOC standards pertaining to the service are cited.

“Institutions are responsible for ... ensuring that distance and correspondence education programs offered are complemented by support structures and resources that allow for the total growth and development of students.”

<http://www.sacscoc.org/pdf/Resource%20Manual.pdf> page 128.

### Admissions

Exemplary Service 2 pt:

Service is Available 1pts:

Limited or No  
Service

a	The institution responds to prospective student inquiries during the admission process.	Students can easily locate multiple ways of making inquiries. In the event a live person is not available, students are automatically directed to self-service information.	Only one option, such as telephone service, is available or personnel who answer inquiries may have other duties that delay responding to students.	Responses to prospective student inquiries occur during standard business hours.
b	The institution provides virtual campus tours during the admission process.	Tours should be self-guided and cover all of the information students need. An institution may consider creating a separate tool for the completely distance learning student that covers the electronic campus and services, since that information is more relevant than the location of buildings on-campus.	Only limited information is available. Information may not be available in an organized tour or self-guided website experience. For example, a campus map is linked from one page and individual department websites contain listings of their locations and services, leaving it up to the students to find their way around the college site.	Students must attend on-campus orientation.

c	The institution has online applications.	The applications can be accessed and submitted online. It can be started, saved, and continued as needed. Contextual help in completing the applications is available and live help is available.	The applications are available online with electronic submission. However, assistance with applications can only be obtained during standard business hours.	The applications are available online but may require a trip to campus for assistance with it and cannot be printed and mailed to the admissions office.
d	The institution has the capability for documents required for the admission to be submitted online.	Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. Assistance is available after business hours.	Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. However, assistance with the applications can only be obtained during standard business hours.	Students must visit campus to submit transcripts, recommendation letters, shot records, and other admissions documents.
e	The institution provides onboarding service support for all types of students.	The institution has a web based software program which walks the student through the application, admission, and enrollment processes step-by-step and provides the students notification as to which items are required next.	The institution provides a checklist on the website of the items required for the application, admissions, and enrollment processes. The steps are also provided on the website.	The information for the application, admissions, and enrollment processes are provided on the website; however, the students must search those answers across multiple web pages for each of the different departments.

## Financial Aid

a	Students have access to a financial counselor/advisor/coordinator.	Students have the opportunity to interact with a financial aid professional electronically, via several methods such as live chat, email and phone. Either the institution assigns a professional to the student or uses a CRM solution to ensure continuity of the process.	Students may have remote access to assistance but it may only be by phone, may be limited by hours or assistance may be disorganized and the students may have to speak to a different person each time they call.	Students must visit campus to receive assistance with their financial application or other information.
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b	Students have access to financial literacy assistance.	The institution provided students with financial literacy that can be accessed remotely and available as both self-service and personal assistance so that students may choose how they want to seek assistance.	Some resources may be available but may be limited in scope or format. Assistance may only be available by phone or only through third-party web tools.	The institution provided on campus seminars or workshops to learn about financial literacy.
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## Pre-enrollment Advising

a	The institution provides advising for students to set academic goals.	The institution's degree offerings are available via the FL SHINES platform and the college website. Advisors are available in person and virtually to assist students in understanding academic pathways and how they relate to career goals.	Degree offerings may only be available via the institutions' website. Advising help may be limited with students accessing the assistance during normal business hours.	Degree offerings may only be available via the institutions' website. Advising help may be limited. Students must come to campus to obtain information.
b	Students have access to transcript evaluation/degree audits.	The institution's records system is integrated with FL SHINES, to provide degree audit capabilities. An institutional degree audit may also be available. These systems are available on demand so that students can obtain the information as they need it. Advising personnel are available to assist in what if? and substitution scenarios.	The institution's records system is integrated with Florida Shines to provide degree audit capabilities. Advising personnel are available to assist in what if? and substitution scenarios during business hours.	Students are required to come to campus for transcript evaluations/degree audits.

c	Students have access to enrollment planning.	Online degree pathways are available for the online only students. If an online course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is canceled for any reason.	Degree pathways are available for students. If an online/on campus course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is canceled for any reason.	Students may only have access to a list of degree requirements such as is often found in an institution's catalog.
d	The institution provides placement testing, if needed.	The institution has partnerships with other institutions to provide testing sites outside the immediate region and provides coordinators who works with the students to identify alternative testing locations for those who may live farther away.	The institution provides recommendations on the web to identify alternative testing sites for placement testing or provides coordinators who work with the student to identify alternative testing locations.	The institution does not provide recommendations for alternative testing sites for placement testing.
e	Students are able to contact the student disability office during the pre-enrollment process and services are in place before the first classes.	During the onboarding process is a step to contact the disabilities office for notification of a disability before classes begin.	As a checklist item in the enrollment process is a link to the student disability office which has information to notify the office of a disability.	The students must search the website for the appropriate office and contact information of the student disability office.

## Veterans Services

a	Students have access to support for personal/financial VA processes.	Staff at the institution's veterans support office are aware of the unique needs of distance learners. They are available to provide services at a distance.	Staff at the institution's veterans support office are aware of the unique needs of distance learners. They are available to provide services during standard business hours.	Services for veterans may only be available on campus. Staff may only have time to handle in-person workload.
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b	Students have access to transition support services.	The support group and counseling services to assist veterans in transitioning to an educational environment is available using web collaboration software at times that distance learning veterans are available.	The support group and counseling services to assist veterans in transitioning to an educational environment are available using web-collaboration software at times	The support group and counseling services to assist veterans in transitioning to a campus environment are only available on campus.
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## Career Counseling

a	Students can explore career assessments during counseling.	Career assessments can be completed online and the results discussed by career counselors or coached who are available to the students without coming to campus; availability includes afterhours support.	Career assessments can be completed online and the results discussed by career counselors or coached who are available to the students without coming to campus during business hours only.	Career assessments must be completed on campus and the results discussed by career counselors or coached who are available on campus only.
b	Students have access to job placement services.	Job placement services are available to the student without coming to campus; availability includes after hours' support.	Job placement services are available to the student without coming to campus during business hours only.	Job placement services are available to students only on campus .
c	Students have access to internship resources and/or services.	Internship resources and services are available without the students coming to campus and internships are available where students are located or virtually.	Internship resources and services are available to the students without coming to campus during business hours only.	Internship resources and services are available to the students only on campus.

d	Students have access to resume writing workshops.	Workshops and one-on-one sessions for resume writing are available to the students without coming to campus and availability includes afterhours support.	Workshops and one-on-one sessions for resume writing are available to the students without coming to campus during business hours only.	Workshops and one-on-one sessions for resume writing are available to the students only on campus.
e	Students have access to interview preparation workshops.	Workshops and one-on-one sessions for interview preparation are available to the students without coming to campus; availability includes after hours support.	Workshops and one-on-one sessions for interview preparation are available to the student without coming to campus during business hours only.	Workshops and one-on-one sessions for interview preparation are available to student only on-campus.

## Orientation

a	The institution provides first year advising for FTIC students.	The institution has specialist advisers for FTIC, first-year students. Required advising contacts are clearly laid out and enforced through a mechanism such as registration holds. Those advisers are available in both online and traditional formats. Additional electronic resources tailored to FTIC students are available online.	Advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence may lack self-help materials for FTIC students.	Online advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence lacks self-help materials for FTIC students.
b	The institution provides orientation for transfer students.	The orientation is tailored to the specific needs of online transfer students. The orientation includes specific information on the processes in place for handling the awarding of credit/credentials etc.	Orientation materials may be minimal (not sufficient to cover all of the needed information) or the institution may require the online transfer student to complete a one-size-fits-all orientation.	Orientation for the online transfer students is only available on campus.

<b>c</b>	The institution provides orientation for graduate students.	An orientation tailored to the specific needs of graduate students is available online or virtually. The orientation includes specific information on research, thesis and other topics pertinent to graduate students.	Orientation materials may be minimal (not sufficient to cover all the needed information) the institution may graduate students to complete a one-size-fits-all orientation.	Orientation for online graduate students is only available on-campus.
<b>d</b>	During the registration period, students have access to course catalog/information.	The course catalog is available in an ADA accessible/mobile-friendly/searchable format online.	The catalog may be available, but not in a user-friendly environment. Perhaps it is not linked from the course registration search or some other factor complicates its use.	The catalog is only available in book form.
<b>e</b>	Students can make payments for courses/applications/deposit fees.	A user-friendly secure payment system is available in both web-accessible and mobile-friendly formats.	A user-friendly secure payment system is available on the web.	Online payments are not available.

## Postenrollment Services

<b>a</b>	The institution offers academic advising to students.	Advisers remain available to throughout the students' time at the institution. Advising is available virtually, after hours and on-site.	Advisers remain available to throughout the students' time at the institution. Advising is available virtually, during standard business hours and on-site.	Advisers remain available to throughout the students' time at the institution. Advising is available on-site.
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b	The institution has early alert notifications and follow through contact with students.	An early alert system helps to keep students from deviations detrimental to their educational paths and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems and person contact.	May or may not have early alert system to keep students from deviations detrimental to their educational paths and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems.	Does not have an early alert system to keep students from deviations detrimental to their educational paths and to ensure active engagement in courses. The institution does not reach out to students.
c	Students have access to success/academic coaching.	Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available in a flexible time schedule that allows distance learners some level of convenience.	Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available during typical business hours.	Success coaches may concentrate on on-campus students or may not be specialized in the needs of distance learners. They may not be available on a schedule that allows distance learners to access the service.
d	Students have access to counseling and health services.	The institution provides services to assist students with health/mental/psychological issues that they may encounter. The services are available both in person and virtually. Providers are aware of the different challenges that e-learners and traditional students face and the differences in their interactions and the groups they may impact.	The institution provides services to assist students with health/mental/psychological issues that they may encounter. The services are available in person.	Services are not available for distance learning students.



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Students have the choice to participate in student/campus organizations.

The institutions provided methods for students to engage in campus organizations at a distance. Technologies are used when possible, to replicate the on-campus experience. When there is no commonly available technology to facilitate an interaction, distance learning students are provided with an alternate means of engagement and participation in the student body.	Online students may be limited in engagement opportunities to those which they can attend in person. If events are offered virtually, they may be limited to a one-way delivery, with no real interaction or involvement.	Online students do not have opportunities to participate in student/campus organizations.
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## Library

a	Students have access to library support personnel.	Library support personnel function seamlessly between traditional services and online. Students may seek one-on-one assistance virtually including after-hours.	Librarians may be limited to on-campus availability or may not to promote their services to distance learners.	Library support personnel are available on campus only.
b	Students have access to library materials & databases.	The library has sufficient resources to support online classes in completing assignments and research.	The library has some resources to support online classes in completing assignments and research.	The library has limited resources to support online classes in completing assignments and research.

c	Students have access to library workshops and tutorial library skills.	Students may seek one-on-one assistance or may participate in an in-person or online workshop covering research skills, citation styles, database use and other topics.	Workshops for e-learners may be limited to pre-recorded sessions or text-based instructions.	Students must come to on campus workshops and other library services.
d	Students have access to the library resources through a website using multiple devices.	The websites which contain information about library resources are responsive so the information is easily accessible using a computer, laptop, or mobile device with any operating system.	The website for the library provides information about the library resources. The website contains enough resources the student is able to work from home without visiting the campus.	The library has a website with limited information about the resources available which leads to the student visiting the campus to assistance.
e	The library has developed an app to improve the accessibility of the library's resources.	The library has an app that can be used on any mobile devices that provides access to library support personnel, electronic materials, and tutorial supports.	The library has an app that provides access to library support personnel, electronic materials, and tutorial support for at least one platform.	The library does not have its own app.

## Students with Disabilities Services

a	Students can request academic accommodations.	The institution provides a seamless process for students to register for services, both on and off campus.	Not applicable.	Students must be on campus to register for services.
b	The institution offers new student intake appointments.	Students have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available both in person and virtually.	Not applicable.	Students have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available in person.

c	The institution provides academic accommodations.	Accommodations are provided without bias toward traditional or online students. The online courses are developed meeting ADA standards.	Accommodations are available however, may not be fully available to distance learners. For instance, a student may have to come to campus to take advantage of an accommodation, such as additional testing time.	Students may have to come to campus to take advantage of an accommodation, such as additional testing time. distance learning classes are not developed to meet ADA standards requiring accommodations to be made as the class is
d	The institution provides assistive technology access.	The institution provides appropriate access to assistive technology to both traditional and e-learners.	The institution provides appropriate access to assistive technology to both traditional and e-learners in most incidences. Students may need to visit campus for some accommodations.	Technologies may only be available on campus or may not be sufficient to provide access to the course materials that are provided (i.e. an online faculty member requires interaction with content that cannot be read by the institution-provided screen reader)

## Technology Support

a	Students have access to help desk support	Help desk support is offered through email, chat, or telephone 24 hours a day with response time to technical issues in 24 hours or less.	Help desk support is offered through at least one method such as email, chat, or telephone with some after hours and response time to technical issues in 24 hours or less.	Help desk support is offered through by telephone during the day.
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b	Students have access to information about the minimal software and computer requirements for taking online classes at the institution.	Information about the minimal software and computer requirements is available in the online catalog and on a website that is easily accessible.	Information about the minimal software and computer requirements is available either in the online catalog and on a website that is easily accessible.	Information about the minimal software and computer requirements is not available.
	Students have access to information about the specific minimal software required for an online course.	Information about the minimal software requirements is available and is easy for students to see when registering for class.	Information about the minimal software requirements is available but may not be easily accessible when registering for classes.	Information about the minimal software requirements is not available.
c				

**STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS**  
Steering Committee  
January 24, 2018

**SUBJECT: Update: Technology Scorecard Follow-up**

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**PROPOSED STEERING COMMITTEE ACTION**

For information

**BACKGROUND INFORMATION**

The results of the Technology Scorecard were discussed at the November Steering Committee meeting. Joseph Riquelme was requested to reach out to any institution that scored “Insufficient” on any of the criteria to determine if the institution(s) would like to be connected to another institution to discuss best practices or if plans were already in place to improve performance.

The “Insufficient” ratings were from one university that did not meet performance requirements in three out of seventeen criteria. The low scoring was due to the timing of the migration to Canvas, and the institution is currently developing solutions to reach “Meets Criteria” or “Exemplary” upon completion of the migration.

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Joseph Riquelme

STATE UNIVERSITY SYSTEM OF FLORIDA  
BOARD OF GOVERNORS  
Steering Committee  
January 24, 2018

**SUBJECT: Update: Inventory of Online Programs and Online Program Coordination**

**PROPOSED STEERING COMMITTEE ACTION**

For information

**BACKGROUND INFORMATION**

**Tactic**

Access Tactic 1.1.1: Establish and maintain an inventory of SUS online programs, as well as online courses. Ensure consistency of FLVC distance learning catalog with Board's Inventory.

Access 1.1.2: Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory.

Access 3.1.2: Ensure universities are using need and demand data when considering programs for online delivery.

**Status**

The 2017 work plan for the Implementation Committee contained six deliverables related to the creation of a database of online programs that would assist institutions in their planning processes. The status of each deliverable is reflected below:

- (1) Board staff will propose to ICUF and FCS that they participate in the database. Board staff will propose that HECC discuss a cross-system database.

**(Status: A single database is not feasible because of governance and control issues, but similar databases in the three systems may be useful:**

- ICUF has a database that the public may search by institution, by online program, and by level. All submissions are self-reported and ICUF staff said the database meets their needs. It is not searchable by CIP.  
(<http://www.icuf.org/institutions/distance-learning-program-search/>).
- The Florida College System is planning to develop a database of its online programs. Board applications staff has shared with FCS staff the data elements and definitions

being used in the SUS database.

- A HECC discussion has not been scheduled.

- (2) Board staff will develop a database, working with Board and institutional staff on data elements, and document the process for keeping it current.

**(Status: Completed).**

- (3) Board staff will survey institutions for initial inventory and upload into the database

**(Status: Institutional uploads for 2017-18 are scheduled to be completed in February 2018.)**

- (4) Board staff will develop an application for delivery of the data to FLVC, university users, and others.

**(Status: Completed.** Board staff did not develop an interface for FLVC, but FLVC will have access to the underlying data.)

- (5) FLVC will run Board data against its database to ensure that its database contains current, approved programs.

**(Status: Plans completed)**

- (6) Board staff will develop an application allowing universities to upload/manage their inventory of online programs.

**(Status: Completed.** This is being rolled out the week of January 15, and the upload should be completed in February.)

The 2017 work plan indicated that the Academic Program Coordination Committee will be asked to consider incorporating a review of new online majors into its existing process for reviewing new academic programs.

**(Status: TBD)**

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**Supporting Documentation Included:** None

**Facilitators/Presenters:** Dr. Nancy McKee