

Steering Committee
November 8, 2017

For approval

In support of UF Online efforts and those across the SUS, the Steering Committee approved the creation of a system-wide task force to evaluate options for deployment of STEM labs for online students.

A one-year effort to inventory current online lab offerings across the SUS, identify gaps and opportunities, examine options, and produce findings and recommendations for moving forward was conducted by the SUS Online Labs Taskforce, led by Evie Cummings, Assistant Provost and Director of UF Online.

Ms. Cumming's slides are included in the agenda packet, and the report will be distributed prior to the Steering Committee meeting.

PowerPoint slides

Ms. Evie Cummings



November 8, 2017



Presenter, Labs Taskforce Chair: Assistant Provost and
Director of UF Online, Evangeline (Evie) Tsibris Cummings

Taskforce Recommendations

Quality Indicators



disaster recovery testing

accessibility and

Distance Learning Technology Scorecard

Criteria for Supporting Distance Learning Infrastructure

Developed by the Infrastructure Workgroup for the 2025 SUS Strategic Plan for
Online Education

Table of Contents

Distance Learning Technology Scorecard!	!"
Background!	#!
Overview of systems!	#!
Scoring!	\$!
Scoring Ranges!	\$!
Operations!	%!
Suggested practices!	%!
Quality indicators!	%!
Support!	&!
Suggested practices!	&!
Quality indicators!	&!
Security Policies!	""!
Suggested practices!	""!
Quality indicators!	""!
Disaster Recovery!	"\$!
Suggested practices!	"\$!
Quality indicators!	"\$!
Additional References!	'(!

Background

Information technology infrastructure is deeply embedded in the distance learning experience. To ensure that systems enable student and faculty success, the course delivery and supporting technology is to be

Scoring

The scorecard provided contains 17 quality indicators where each indicator is worth up to three points. The reviewer will determine at what level their distance learning program meets the intent of the indicator after examining all internal systems, procedures, and policies.

3 = Exemplary

2 = Meets Criteria

1 = Insufficient

0 = Not Observed

-) **0 points = Not Observed.** There are no indications that the standards are in place.
-) **1 point = Insufficient.** There is existence of the standard, though much improvement is needed in this area.
-) **2 points = Meets Criteria.** The standard is fully implemented.
-) **3 points = Exemplary.** The standard goes beyond full implementation.

Scoring Ranges

There is a total of 51 points attainable on the scorecard. An evaluator should tally up all of the points attained on the scorecard and compare the total to the ranges below for guidance on 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**

The scorecard provides the opportunity to go beyond "Meets Criteria" with an "Exemplary" designation; an institution that "Meets Criteria" for all of the items on the scorecard will receive a minimum of 34 points.

Operations

Reliability and operability

Systems are highly reliable and operable with measurable standards being utilized, such as system downtime tracking(c)-Cr

	Support, training, and resources are available to assist users with the use of analytics.		available to administrative users.	
Academic integrity	<p>Comments: Optional</p> <p>The system supports a variety of assessment methods to mitigate the risk of academic misconduct.</p> <p>Procedures, tools, and best practices are available and in place in</p>			

	compliance standards such as SCORM, xAPI, AICC.	such as SCORM, xAPI, AICC.		
Comments: Optional				

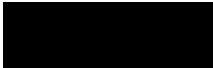
Support

Support structures are in place to enable the success of users and their interactions with the various distance learning systems. Training procedures are in place to maximize the utilization of system features and services.

Suggested practices

- ! Provide training to users who support the technology infrastructure as the systems are continuously evolving.³
- ! Ensure that resources are available to support a variety of user technological aptitude levels. Support training in person, and online to accommodate the needs of a variety of users.
- ! The use of an enterprise CRM allows for a consolidated approach to handling student support services.⁴
- ! Leverage technology resources to monitor performance against quality assurance objectives to ensure quality outputs and improvements.⁵
- ! Develop accessibility checklists to ensure that new software and services comply with policies on product accessibility.⁶

Quality indicators



	<p>development, use, and troubleshooting of technology and skills.</p> <p>Multiple modalities of end-user support are available. For example:</p> <ul style="list-style-type: none"> ! Phone ! Chat ! Email <p>End-user support is available during peak hours.</p> <p>System-support is available 24 hours per day.</p>	<p>development, use, and troubleshooting of technology and skills.</p> <p>Multiple modalities of end-user support are available. For example:</p> <ul style="list-style-type: none"> ! Phone ! Chat ! Email <p>End-user support is available during peak hours.</p>	<p>the development, use, and troubleshooting of technology and skills.</p>	
<p>Comments: Optional</p>				
<p>Training</p>	<p>Resources are provided to users to facilitate interactions and use with the Learning Management System and related components.</p> <p>Training is available in person, and online: synchronously, and asynchronously.</p> <p>Professional development is available for support</p>			

**Disability
Support**

Comments: Optional

Ability to provide
personalized support to

Data management practices	<p>Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning.</p> <p>The security plan is frequently revised and tested to ensure relevance with latest information security developments.</p>	<p>Security plan addresses the confidentiality, integrity, and availability of data on systems that support distance learning.</p>		
	Comments: Optional			
	<p>Data management practices comply with regional privacy and information system laws.</p> <p>Policies are in place for data input, maintenance, and removal.</p> <p>Access control is available where definitions are available for access categories and user roles.</p> <p>Data access roles are organized by users, owners, and custodians.</p>	<p>Data management practices comply with regional privacy and information system laws.</p> <p>Policies are in place for data input, maintenance, and removal.</p> <p>Access control is available where definitions are available for access categories and user roles.</p>	<p>Data management practices comply with regional privacy and information system laws.</p>	
Comments: Optional				

User access control

Administrative access is limited to privileged users. The Learning Management System

Comments: Optional

Disaster Recovery

An unforeseen event has the ability to bring a distance learning environment to a halt. A disaster recovery plan can enable an institution to recover as quickly as possible and resume operations for students, faculty, and staff. Not having a disaster recovery plan puts student success and institutional reputation at risk.

Suggested practices

- ! Ensure that the Learning Management System maintains an uptime of at least 99.9% with a software monitoring system in place to notify users of outages or disruptions.^{10 11}
- ! Implement a redundancy system to eliminate any single points of failure.
- ! A comprehensive backup plan is part of the disaster recovery plan. Regular backups of all data should be performed to minimize the impact that data loss would have on the institution.¹²
- ! An assessment of what effect downtime would have on the institution should be considered. If the systems that support distance learning go down, what would happen.

Quality indicators

	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
System testing	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality, system integrity, and provide a minimal impact on	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity. System testing takes	Testing procedures and policies are documented and in place to ensure that system updates maintain confidentiality and system integrity.	

	<p>Learning Management System availability.</p> <p>System testing takes place on a non-production environment.</p>	<p>place on a non-production environment.</p>		
<p>Comments: Optional</p>				

Disaster Recovery Plan

The institution has established a disaster recovery plan for the continuance of the Learning Management System and associated systems, in the event of prolonged service disruption:

- ! Recovery time objective (RTO) is defined as resuming normal operations within a maximum of 12 hours of a system failure.
- ! Recovery point objective (RPO) is defined as being able to retrieve a data backup point within 24 hours of a systemD [of
- ! Recovery

Disaster Recovery Test			being able to retrieve a data backup point within 1 week of a system failure.	
	Comments: Optional			
	Full system disaster recovery tests are performed bi-annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Partial Disaster recovery tests are performed annually to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	Disaster recovery tests are performed occasionally to ensure compliance with Recovery Time Objective (RTO) and Recovery Point Objective (RPO).	



BOARD of GOVERNORS

State University System of Florida

Distance Learning Category	Headcount	Median Years	Mean Years
0% DL (Classroom/Hybrid Only)	2,214	4.33	4.47
1-20%	13,515	4.00	4.26
21-40% DL	6,314	4.00	4.12
41-60% DL	1,703	3.92	3.95
61-80% DL	147	*	*
81-99% DL	20	*	*
100% DL	3	*	*
Total	23,916	4.00	4.22

* Due to low counts of the 61%100% groups, results are not generalizable to other populations.

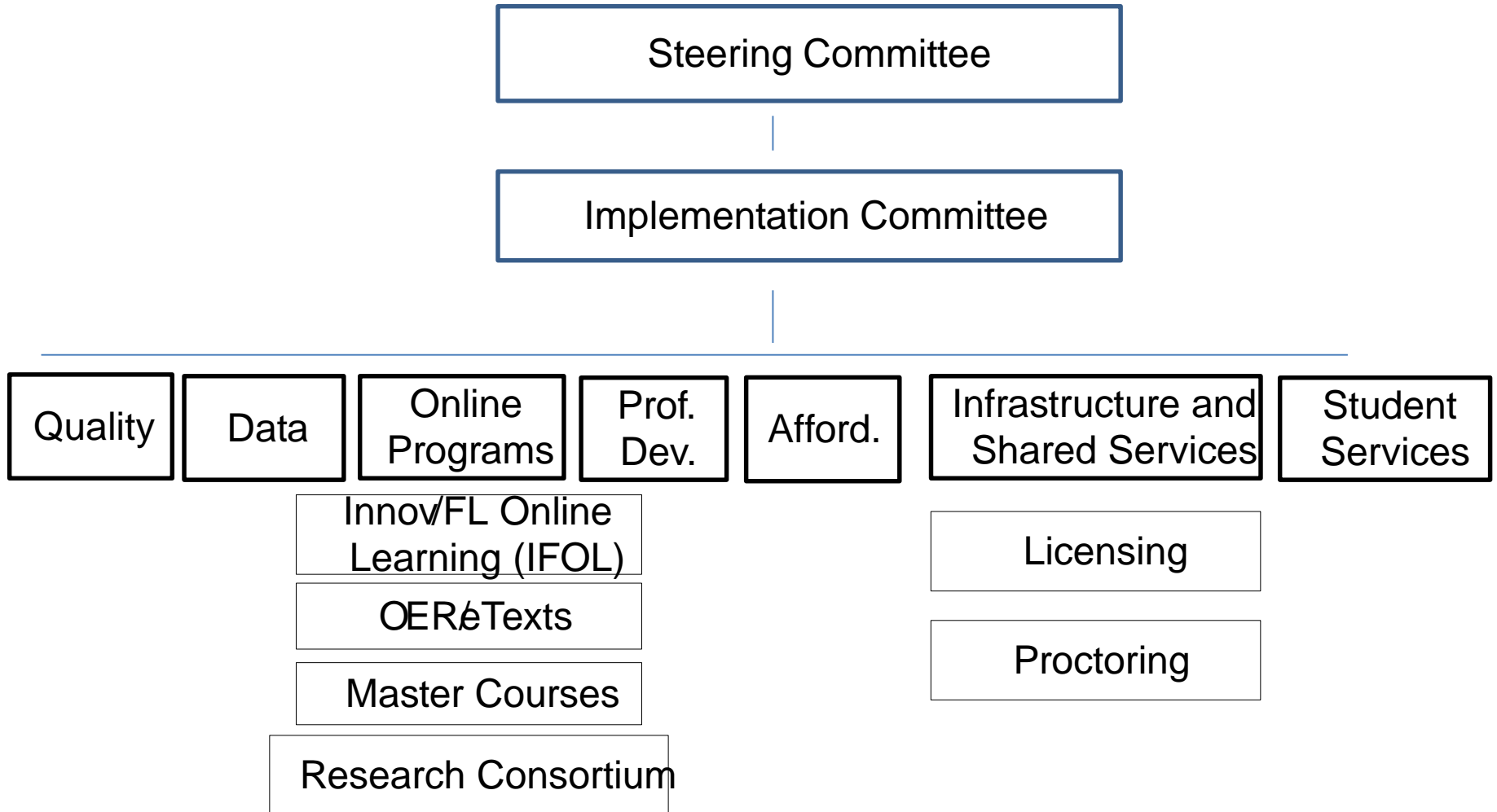
Undergraduate

Method of						

Graduate

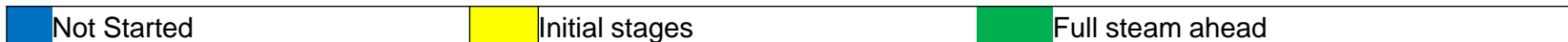
Method of Instruction	Actual 2015-16	% of Total 2015-16	Planned 2017-18	% of Total 2017-18	Planned 2019-20	% of Total 2019-20
Distance	13,225	25%	14,770	27%	15,916	28%
Hybrid	1,340	3%	1,971	4%	2,221	4%
Classroom	38,452	73%	38,306	70%	38,997	68%

Steering Committee



Strategy 1.2: Expand support for professional development.

Stage	Tactic(Summary)
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Create prof. dev. network for instructional designers.
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Enhance FLVC prof. dev. opportunities for online education institutional leaders.
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Provide online toolkit & annual workshop for professional development staff.
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Integrate "quality" rubrics into professional development process
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Consider certifying faculty to teach online.



Quality Indicators	Exemplary (3)	Meets Criteria (2)	Insufficient (1)	Score
Building and maintaining infrastructure	<p>The Learning Management System is scalable and is prepared to handle client growth.</p> <p>Equipment and resources are available to monitor, adjust performance, and ensure that applications and systems run optimally.</p>	<p>The Learning Management System is scalable and is prepared to handle client growth.</p> <p>Equipment and resources are available to monitor system performance and applications. The system does not allow for real time performance adjustments.</p>	<p>The Learning Management System is partially prepared to handle client growth.</p>	

Strategy 2.3: Ensure support services that promote student success are available for online students.

Stage	Tactic (Summary)
<div style="display: flex; border: 1px solid black;"> <div style="width: 20px; height: 20px; background-color: white; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: white; border: 1px solid black;"></div> <div style="width: 20px; height: 20px; background-color: green; border: 1px solid black;"></div> </div>	Ensure that universities confirm that online students have access to services equivalent to those used by campus-based students.






Quality Indicators	Exemplary Service 2 pts	Service Available 1 pt	Limited or No Service 0 pts	Score
The institution provides virtual campus tours during the admission process				
Students have access to interview preparation workshops				
Students have access to library workshops and tutorial library skills				
Students have access to help desk				

Strategy 1.1: Increase enrollment in online education.

Stage	Tactic(Summary)
	Establish and maintain an inventory of SUS fully online and primarily online programs.
	Offer a broad range of fully online degree programs.
	Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System.
	Support the development and delivery of programs by UF Online.
	Provide a statewide marketing campaign to build awareness of fully online programs offer by the SUS and the Florida College System.

Not Started
Initial stages
wP <<S2IS Qs]TJ uo564 26.403 1

Strategy 1.1: Increase enrollment in online education (cont.)

Stage	Tactic(Summary)
	Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions.
	Provide multiple, accelerated terms. Address technology, workflow, and financial aid processes to allow implementation.
	Provide a robust set of student support services to support delivery of multiple, accelerated models.



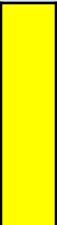


Strategy 2.1: Secure the funding necessary to continue expansion of online education.

Stage		Tactic(Summary)
		Determine means to optimize use of distance learning course fee to enhance the design, development and delivery of online education.
		Obtain funding for statewide marketing and recruiting to expand online enrollments.
		Seek incentive funding to encourage institutions to implement innovations in online education.
		Secure student support resources to ensure students have access to technology required for online education.

Not Started	Initial stages	Full steam ahead
-------------	----------------	------------------

Strategy 2.2: Pursue changes to the regulatory environment to

Strategy 1.1: Enhance shared support services for online students.

Stage	Tactic(Summary)
	Expand the online marketplace to enhance current shared services using statewide buying power and building economies of scale drivers.
	Develop FloridaSHINES as a point of contact for students at all levels.
	Explore additional items for potential sharing.



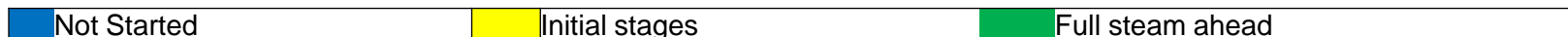
Strategy 1.2: Develop a common toolset for online source design and delivery to minimize the cost of online education without reducing quality of the instructional experience.

Stage		Tactic(Summary)
	Full steam ahead	Co-develop or invest in state level licensing agreements to measure course quality.
	Full steam ahead	Develop shared master courses to be available, not required, for use in high demand areas.
	Initial stages	Review and recommend data analytics tools and methods to predict student success in online education.
	Initial stages	Develop means to collect data from learning management system and other appropriate sources to create predictive analytics to and interventions to increase student persistence and completion.
	Full steam ahead	Encourage institutions to opt into the selected learning management system.

Not Started	Initial stages	Full steam ahead
-------------	----------------	------------------

Strategy 2.1: Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.

Stage	Tactic(Summary)
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Determine and promote methods to increase the use of open access textbooks and educational resources to reduce costs to students.
<div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #000000; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: #008000; margin-right: 5px;"></div> </div>	Reduce the costs of textbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials.





Strategy 3.1: Implement innovative instructional models.

Stage		Tactic(Summary)
■		Develop or co-develop shared programs.
	■	Develop or co-develop competency-based and adaptive learning programs.
■		Implement a model to assess prior learning for the award of academic credit.
	■	Develop a series of experimental incubation pilot projects to support new and emerging online education innovations.

■ Not Started	■ Initial stages	■ Full steam ahead
---------------	------------------	--------------------

Strategy 4.1: Update systemwide definitions of online education terms, including, but not limited to, fully

^ š Œ š P Ç ð X î W À o } %o u } o š Z š 9
 online education revenues and expenditures directly related
 to both the distance learning fee, specifically, and online
 education in general.

Stage	Tactic(Summary)
	Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.
	Develop models to achieve cost savings and cost avoidances development and delivery of online education.



BOARD of GOVERNORS